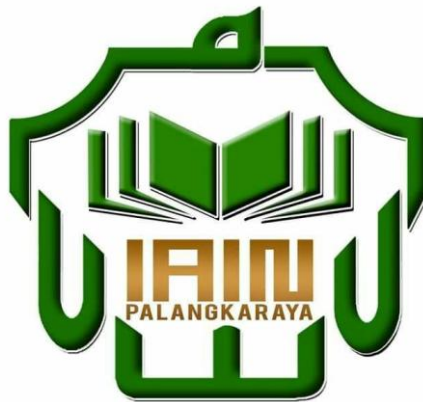


# **THE EFFECT OF WORD-SEARCH PUZZLE ON VOCABULARY SIZE AT THE SEVENTH GRADE STUDENTS OF SMP MUHAMMADIYAH BUNTOK**

THESIS

Presented to the Department of Language Education of the State Islamic Institute  
of Palangka Raya in Partial Fulfillment of the Requirements for the Degree of  
Sarjana Pendidikan Islam, S.Pd.I



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Demikian atas perhatiannya diucapkan terima kasih

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## **ABSTRACT**

### **THE EFFECT OF WORD-SEARCH PUZZLE ON VOCABULARY SIZE AT THE SEVENTH GRADE STUDENTS OF SMP MUHAMMADIYAH BUNTOK**

The study was aimed at measuring the effect of word search puzzle on vocabulary size at the seventh grade students of SMP Muhammadiyah Buntok. The problem of the study was “What is the effect of word-search puzzle game on vocabulary size at seventh grade in SMP Muhammadiyah Buntok?”

The type of the study was Pre-Experiment, one group pretest and posttest design, the design of the study was quantitative design to find out the problem of the study. The population of the study was consisted two classes of the seventh grade students of SMP Muhammadiyah Buntok with the total number of students were 43 students. Class A is chosen as the sample of experimental class, the sample was determined using cluster random sampling technique. The pretest was conducted to know the students vocabulary score before they taught using word search puzzle. Finally, the posttest was given to know the students’ vocabulary score using word search puzzle. T-test formula was used to examine hypothesis this study.

The result of data analysis showed that the average score of students before getting the treatment was 62.5. After getting the treatment, there was significant improvement on students score. It could be seen in the average score of students was 71.25. Based on the result of calculation t-test was found that the value of t-table (2.069) is lower than t-test (4.797). It means that  $H_a$  of this study was accepted. In other words, word search puzzle game gave effect on vocabulary size at the seventh grade students of SMP Muhammadiyah Buntok.

**Key word: word search puzzle, vocabulary size**

## **ABSTRAK**

### **EFEK PENGGUNAAN WORD SEARCH PUZZLE TERHADAP JUMLAH KOSAKATA PADA SISWA KELAS TUJUH SMP MUHAMMADIYAH BUNTOK**

Penelitian ini bertujuan untuk mengukur efek penggunaan word search puzzle terhadap jumlah kosakata pada siswa kelas tujuh SMP Muhammadiyah Buntok. Masalah dari penelitian ini adalah “Apa efek dari word search puzzle terhadap jumlah kosakata pada siswa kelas tujuh SMP Muhammadiyah Buntok.

Jenis dari penelitian ini adalah pra-eksperimental, tes awal tes akhir kelompok tunggal, bentuk penelitian ini adalah penelitian kuantitatif untuk menemukan jawaban. Populasi terdiri dari dua kelas tujuh SMP Muhammadiyah Buntok dengan jumlah siswa sebanyak 43 siswa. Kelas A dipilih sebagai sampel kelas eksperimen, sampel tersebut ditentukan menggunakan teknik cluster random sampling. Tes awal dilakukan untuk mengetahui nilai kosakata siswa sebelum diajarkan menggunakan word search puzzle. Kemudian, tes akhir diberikan untuk mengetahui nilai kosakata siswa menggunakan word search puzzle. Rumus t-test digunakan untuk menguji hipotesis dari penelitian ini.

Hasil dari data analisis menunjukkan bahwa nilai rata-rata siswa sebelum mendapatkan perlakuan adalah 62.5. setelah mendapatkan perlakuan, terdapat peningkatan yang signifikan pada nilai siswa. Hal ini dapat terlihat dari nilai rata-rata siswa yaitu 71.25. Berdasarkan hasil perhitungan t-test menunjukkan nilai t-table (2.069) lebih rendah dari nilai t-test (4.797). Hal ini menunjukkan bahwa alternative hipotesis diterima dan permainan word search puzzle memberikan dampak terhadap jumlah kosakata pada siswa kelas tujuh SMP Muhammadiyah Buntok.

**Kata kunci: word search puzzle, jumlah kosakata**



## **ACKNOWLEDGEMENTS**

The first thanks to Allah SWT, who has given mercy and blessing, so this thesis can finish well. Then, the writer would like to give my greatest grateful to:

1. Dr. Ibnu Elmi A.S. Pelu, S.H., M.H., the Rector of State Islamic Institute of Palangka Raya for his director and encouragement.
2. Drs. Fahmi, M.Pd., the Dean Faculty of Education and Teacher Training of State Islamic Institute of Palangka Raya for his agreement so this thesis can be finish.
3. Dra. Hj. Rodhatul Jennah, M.Pd., the Vice Dean 1 of Academic Affairs for her agreement so the requirements this thesis can be complete.
4. Hj. Hamidah, MA., the Chair of Department of Language Education for her agreement so the requirements this thesis can be complete.
5. Santi Erliana, M.Pd., the Secretary of Department of Language Education for her agreement so the requirements this thesis can be complete.
6. M. Zaini Miftah, M.Pd., the Coordinator of the English Education Study Program for his permission so the thesis can be accomplish the requirements.
7. Dr. Imam Qalyubi, M.Hum., I deeply indebted to my first advisor, who has spent his valuable time to read the final project carefully, offered suggestions, helpful corrections, motivations, shared his ideas for its improvement.
8. Hj. Apni Ranti, M.Hum., as the second advisor for immense knowledge, advices, comments, guidance, patience in correcting, and encouragement during consultation in completing this final project.

9. Syamsuddin, S.Pd., the headmaster of SMP Muhammadiyah Buntok, who allowed to conduct the study, for the time and opportunity that has been given during the accomplishment of this thesis.
10. Asrori, S.Pd., as the English teacher of SMP Muhammadiyah Buntok for his suggestion and help.
11. The Lecturers of State Islamic Institute of Palangka Raya and the teachers of SMP Muhammadiyah Buntok.
12. All seventh grade students of SMP Muhammadiyah Buntok.
13. All of my friends who have helped the accomplishment of this thesis.
14. All of TBI 2011
15. The big family who always give support morally and spiritually.

Thank you for the support, patience, praying, suggestion, correction, comment and guidance that help to finish this thesis. Finally, it realized that the thesis is not perfect, therefore some constructive critical and suggestions are welcomed.

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## **DEDICATION**

This thesis is dedicated to:

1. My beloved parents (Sunyoto and Nur Tasmiatun). Thanks for your love, praying, motivation, struggle, and material in finishing the study. You are my oasis of spirit and inspiration.
2. My beloved brother Muhammad Saiful Anwar, I love you.
3. My big families, who always give support morally, spiritually, and material, thank you for everything.
4. Special thanks to Yusuf Anugrah Robbi. You always give support and motivation during doing this thesis.
5. Thank to my best friends Inna Miftahul Ulum, Hesti, Ika Kusuma Ningsih, etc. Thanks for all, I am very happy to be your friend and never give up facing our life.

## **DECLARATION OF AUTHENTICATION**

In the name of Allah,

I myself make declaration that this thesis entitle: THE EFFECT OF WORD SEARCH PUZZLE ON VOCABULARY SIZE AT THE SEVENTH GRADE STUDENTS OF SMP MUHAMMADIYAH BUNTOK is truly my own writing. If it is not my own writing so, it is given a citation and shown in the list of references.

If my own declaration is not right in this thesis in one day so, I am ready to be given academic sanction namely the cancellation of the degree of this thesis.

Palangka Raya, April 2016

My Own Declaration

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## MOTTO

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

### Q.S. An-Nahl: 53

**And whatever of comfort ye enjoy, it is from Allah. Then, when misfortune reached you, unto Him ye cry for help.**

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# CHAPTER I

## INTRODUCTION

This chapter provides a brief description of the whole content of the study. It covers the background of the study that describes the reason why this study is conducted, problem of the study, objective of the study, significance of study, variable of study, scope and limitation of study, hypothesis, definition of key terms which is presented to avoid misunderstanding of those terms, and frame of discussion.

### A. Background of the Study

Language is most important as a means of communication for human beings. People can communicate each other to have interaction by language. In this global era where the distance is not such a problem, people have to do interaction with another.<sup>1</sup> Therefore, it can be said that language is a system that can be used by people to give and get information to one other.

There are many kinds of languages in this world, and every country has different languages. English as one of International language has an important role in daily lives. It is acknowledged not only as a means of communications, but also as a scientific language. The use of English can be easily found. For instance, many books, articles, advertisement, TV program and job vacancies use English. Accordingly, without mastering English, people cannot communicate with other people and we may be left behind in science, education and also in job vacancy.

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<sup>1</sup>Ramelan, *Introduction to Linguistic Analysis*, Semarang: IKIP Semarang Press, 1999, p.1.

English is one of the foreign languages for Indonesian students that must be learning in school since elementary level until university level. English is considered as a difficult subject for the Indonesian students, because English is completely different from Indonesian language being look at from the system of structure, pronunciation, and vocabulary.

According to English curriculum, English teaching covers four skills: reading, listening, speaking and writing. The four skills are supported by the learning of language elements; they are structure, vocabulary, pronunciation and spelling. The mastery of vocabulary is needed by each language skill. It means that the English learners should be master vocabulary to master the four English skills.

In *Kurikulum Tingkat Satuan Pendidikan (KTSP)* as present curriculum in Indonesia, vocabulary play an important role in supporting language skills like listening, reading, writing and speaking that are hoped to be applied in literary level through formative, functional, informational, and epistemic.<sup>2</sup> In addition, in Junior High School, English is just targeted in functional indicated with ability both oral and written communication to solve the problem daily activity. Vocabulary is one of the importance factors in all language teaching, student must continually be learning words as they learn structure and as they practice sound system.<sup>3</sup>

Fauziaty states, vocabulary is central to language and critical importance to typical language learning. Without a sufficient vocabulary, one

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<sup>2</sup><http://www.puskur.id> (online, 10 March 2015)

<sup>3</sup> Edward David Allen and Rebecca M. Valette, *Classroom Technique, Foreign Language And English As A Second Language*, New York: Harcourt Brave Javanovich, 1997, p. 149.

cannot communicate effectively or express his idea in both oral and writing form. Having a limited vocabulary is also a barrier that precludes learner from learning a foreign language. When do not know how to enrich their (students) vocabulary, for example, they gradually lose interesting learning.<sup>4</sup>

Teaching English is not easy because English is not students' mother tongue. The interest of students in learning English is needed as the key to make students easier in mastering English itself. The teacher should have a good and an interesting technique to introduce English for them, so that the students will be interested and motivated to learn English.

According to Stahl and Nagy, vocabulary learning is a difficult process, because students need to be motivated in vocabulary learning, engage in vocabulary instruction, and meet vocabulary learning standards to pursue the required accomplishment.<sup>5</sup>

In line with Riddell, there are some problems faced by students when learning new vocabularies, such as: 1. meaning. (a) a word may have more than one meaning (e.g. odd, cut, patient). (b) First Language (L1) interference such as 'false friend'-words with a similar appearance or sound to words in their L1 but with different meaning. (c) Words may have different connotations, i.e. the meaning can be interpreted in different ways (e.g. slim/thin/skinny). (d) A student may understand the meaning of a word, but not the appropriate context in which to use it. This is particularly true of the

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<sup>4</sup>Endang Fauziati, *Teaching of English as a Foreign Language (TEFL)*, Surakarta: Muhammadiyah University Press, 2002, p. 155.

<sup>5</sup>Mohammad Reza Ahmadi, "Improving Vocabulary Learning in Foreign Language Learning Through Reciprocal Teaching Strategy", *International Journal of Learning & Development*, 2012, Vol. 2, No. 6, p. 187.

language which is especially formal and informal. 2. Form. The spelling may be very different from the sound (e.g. cough). Students may be competent speaker of the language but poor writers. (a) A word may be more than one part of speech (e.g. it may be a verb and a noun). (b) If you teach a word like to rely, you also need to teach that it is followed by on. (c) Some words are irregular (e.g. the plural of person is people; the plural of sheep is sheep). (d) Different varieties of English have different spelling e.g. color/colour. (e) Spelling patterns are not obvious, e.g. happy/happier...hit/hitting).3. Pronunciation. (a) The sounds may not correspond to the spelling. (b) Students may have difficulty knowing how many syllables the word is broken up into (a typical mistake being clothes pronounced with two syllables). (c) It is hard to know which syllable is stressed. (d) Some words have shifting stress, e.g. his conduct/to conduct. (e) A group of consonants together – a consonant cluster – can be difficult, e.g. crisps. (f) Some word with different spellings and meanings are pronounced the same, e.g. bearl/bare.<sup>6</sup>

From the reason mentioned above, the vocabulary development with variety or alternative ways was needed. There were several ways in teaching English vocabulary; one of them was using game. Game as the teaching method can be more interested to learn. Games are not only for fun but also for motivating students to master English fast and easy. Learning by doing is a good way to make them easy in understanding English, because with doing fun activities by themselves, they will find it easy to remember and easy to

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<sup>6</sup>David Riddell, *Teaching English as a Foreign Language*, London: Hodder Headline. Ltd, 2003, p.58.

learn the material which is taught by the teacher. Playing game in teaching vocabulary is very important because teaching through game can create a fun situation and of course can increase students' motivation. Games also help the teacher to create contexts in which the language is useful and meaningful.<sup>7</sup>

The seventh grade students are classified as beginners, by assumption although they have passed Elementary School but they are still childish. It means that they have many problems in learning vocabulary. In studying vocabulary a lot of beginners find some difficulties. Generally, they are remembering the meaning of word, memorizing spelling of word, and the problems also happen when they cannot pronounce the vocabulary correctly. It usually happens to the students who have no chance to practice it orally. So it seems that they do not get the vocabulary development anymore.

Word search puzzle game is one of many instructional games that reinforce word-level onto a grid and persuade the class to make suggestions for the puzzle clues. A simpler but still popular alternative word puzzle is the word search. This game is good to review general vocabulary, without ever tiring the students.<sup>8</sup> Word search puzzle can be an alternative or variation in the methods of teaching English for teacher. With this method, students will not feel bored in learning English, but they will become critical and active in learning English.

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<sup>7</sup>Andrew Wright, David Betteridge, Michael Buckby, *Games for Language Learning*, New York: Cambridge University Press, 1984, p. 2.

<sup>8</sup>Hossein Vossoughi and Marzieh Zargar, "Using Word-Search-puzzle Games for Improving Vocabulary Knowledge of Iranian EFL Learners", *Journal of Teaching English as a Foreign Language and Literature of Islamic Azad University of Iran*, 1 (1), 79-85, 2009.

From that experience, the word search puzzle game is used as a game to teach vocabulary. The name of game was word search puzzle game. Word search puzzle game is find the hidden words in the grid the terms bellow the grid are clues to help the student find the hidden words. Words can appear horizontally, vertically, or diagonally, forwards or back words.

From the explanation above this study was decided with the tittle “The Effect of Word-Search Puzzle on Vocabulary Mastery at The Seventh Grade Students of SMP Muhammadiyah Buntok”

#### **B. Problem of the Study**

Based on the description above the problem could be structured as follow:

1. What is the effect of word-search puzzle game on vocabulary mastery at seventh grade in SMPS Muhammadiyah Buntok?”

#### **C. Objective of the Study**

Based on the problem of the study, the objective of the study was as follow:

1. To measure the effect of word search puzzle game on the students’ vocabulary mastery in SMPS Muhammadiyah Buntok”

#### **D. Significance of Study**

The study has two significances: theoretically, it supports the theory of learning English vocabulary using games. Practically, (1) the results would help teachers have a better view on using a variety of activities as games. In this way, they would utilize this appropriate technique to improve students’ linguistic abilities. This study may also reject some teachers’ opinions regarding the impracticality of the application of innovative techniques in



schools. Games would help the teachers create contexts in which the language is useful and meaningful. (2) language games have many benefits for students as well. The application of language games in classrooms brings about a sound competition among the students. In a similar way, it can reduce inhibition among shy and weak students calling them to participate in the games. (3) text book developers would also take substantial benefits from this study. They can select integrate various types of games for different skills and elements of language in the syllabus of the course books.

#### **E. Variable of Study**

Variable was the object of the study of the problem emphasized in a study. There were two major types of variables: independent variable and dependent variable. Independent variables were antecedent to dependent variables and were known or were hypothesized to influence the dependent variable, which was the outcome. Concerning the aims of the study, and the questions in this study, the variables of this study were:

1. Variable X (Independent Variable) was the use of word search puzzle game as the method of teaching English vocabulary to SMPS Muhammadiyah Buntok.
2. Variable Y (Dependent Variable) was students' scores on English vocabulary.

#### **F. Scope and Limitation of Study**

There are some basic elements in English learning, such as listening, speaking, reading, writing, grammar, vocabulary, etc. it is impossible for those

are to be discussed. So, in this case the discussion focused on noun vocabulary. Through word search puzzle games the object of study were 24 students the seventh grade class A of SMPS Muhammadiyah Buntok.

## **G. Hypothesis**

Hypothesis is a formal statement about an expected relationship between two or more variables which can be tested through an experiment.<sup>9</sup> The hypothesis was divided into two categories; they were Null Hypothesis and Alternative Hypothesis.

1. Alternative Hypothesis (Ha): There is significant effect of using word-search puzzle in teaching English vocabulary at the seventh grade students of SMPS Muhammadiyah Buntok.
2. Null Hypothesis (Ho): There is no significant effect of using word-search puzzle in teaching English vocabulary at the seventh grade students of SMPS Muhammadiyah Buntok.

## **H. Definition of Key Term**

1. The effect is a change caused by something.<sup>10</sup>
2. Game is an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with other.<sup>11</sup>
3. Word search puzzle is game in the search for the word, either vertically, horizontally, and diagonally. This game can help students increase their vocabulary and make them happy in doing search puzzle game of word.<sup>12</sup>

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<sup>9</sup> David Nunan, *Research Method in Language Learning*, New York: Cambridge University Press, 1992, p. 230.

<sup>10</sup> Karen E. Patzelt, *Principles of WL and Implications for ESL Learners*, Pall, 1995, p. 3.

<sup>11</sup> Andrew Wright, David Betteridge, Michael Buckby, *Games for Language Learning*, New York: Cambridge University Press, 1984, p. 1.

4. Vocabulary is a list or set of words for a particular language or a list or set of words that individual speakers of a language might use.<sup>13</sup>
5. Size is the number of words that a person knows.<sup>14</sup>

## **I. Frame of Discussion**

This frame of discussion was made to facilitate the discussion of the problem, presentation, and help the readers understand what they read. It was divided into five chapters.

Chapter one is introduction which consists of the background of the study, problem of the study, objective of the study, significance of the study, variable of study, scope and limitation, hypothesis, definition of key term, and frame of discussion.

Chapter two is review of related literature which consists of previous study, explains what vocabulary are, types of vocabulary, the important of vocabulary, principles of teaching vocabulary and characteristic of Junior High School students. What game is, types of game, principle of game selection, and advantages using game, word search puzzle game, and teaching vocabulary using word search puzzle game.

Chapter three is research methodology. Research methodology includes time and place of study, research design, population and sample, data

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<sup>12</sup>Hossein Vossoughi and Marzieh Zargar, "Using Word-Search-puzzle Games for Improving Vocabulary Knowledge of Iranian EFL Learners", *Journal of Teaching English as a Foreign Language and Literature of Islamic Azad University of Iran*, 1 (1), 79-85, 2009.

<sup>13</sup> Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantic and Language Education*, New York: Cambridge University Press, 1995, p. 1.

<sup>14</sup> John Read, *Assessing Vocabulary*, Cambridge: Cambridge University Press, 2000, p. 31.

collection techniques, instrument of study, data collecting procedures and data analysis procedures.

Chapter four is result of study. Result of study included data presentation of the result of pretest, posttest, data analysis and discussion.

Chapter five is closing which consists of conclusion and discussion.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter is showing some theories that related with the study as the references and basic of the research. The theories are divided into several part, those are previous study, definition vocabulary mastery, types of vocabulary, the important of vocabulary, principle of teaching vocabulary, definition of game, types of game, principle of game selection, the advantages of game, word-search puzzle, advantages and disadvantages word-search puzzle, teaching English vocabulary using word-search puzzle, characteristic Junior high School students.

#### **A. Previous Study**

The following were the studies relating to the writing of this thesis:

1. The thesis entitles “Reinforcing Students’ Vocabulary through Puzzles’ Game at the Second Grade of SMPN 1 Jonggol-Bogor” by Zaini Rahman. The purpose of this study is to describe about the application of reinforcing students’ vocabulary through puzzle game at the second grade of SMPN 1 Jonggol-Bogor. This study is categorized as quantitative descriptive analysis by doing pre experiment research, which is pre-test before taught using puzzle and post-test after taught using puzzle in vocabulary teaching. The data collected in this research analysis using T-test. According to the result of statistical calculation, it is obtained the value of  $t_o > t_i$  in 5% included as significant level. It means there is obvious difference between the average score from the result of teaching vocabulary using puzzle and without using puzzle. Based on the analysis,

it can be inferred that teaching vocabulary using puzzle is more effective than teaching vocabulary without using puzzle. It simply illustrates that teaching vocabulary by puzzle gives more advantages and can improve students' vocabulary.<sup>15</sup>

2. The thesis entitles "The Effectiveness of Using Pictorial Puzzle in Improving Vocabulary Mastery of Seventh Grade Students of SMP Islam Durenan" by Amiati Dwi Firma. The research design in this study was experimental design. In this study the researcher takes 72 students as the sample of the research by using purposive sampling. Data collecting method used in this research are administering test, observation, interview and documentation. The data collected from conducting interview, observation, and documentation are used as the supporting data. The data analysis technique used is t-test statistical analysis. From the statistical analysis it is found that  $t_{\text{count}} = 2$  is bigger than  $t_{\text{table}} = 1,671$ . It means that  $H_0$  there is no significant different scores of the students who are taught with and without pictorial puzzle. Meanwhile,  $H_a$  there is significant different scores of the students who are taught with and without pictorial puzzle. The results above shows that there is significant different scores of the students' taught by using pictorial puzzle and those who are taught

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<sup>15</sup>Zaini Rahman, "Reinforcing Students' Vocabulary through Puzzles' Game (A Pre Experimental Study at the Second Grade of SMPN 1 Jonggol-Bogor)", Thesis, Jakarta, UIN Syarif Hidayatullah, 2009.

without using pictorial puzzle as media in teaching vocabulary. It means that the pictorial puzzle as media of teaching vocabulary is effective.<sup>16</sup>

3. The thesis entitles “The Effectiveness of Using Hidden Word Game to Improve Vocabulary Mastery of the Seventh Grade Students of SMPN I Munjungan” by Alipi Suciati. The purposes of the study were: 1) to know the students vocabulary achievement before they were taught by using hidden word game. 2) to know the students vocabulary achievement after they were taught by using hidden word game. 3) to know whether hidden word games gave significant influence(s) toward the student’s achievement in vocabulary ability or not. Result shows that a) the students’ vocabulary achievement before using Hidden Word Game is lower. The evidence is pre-test and post-test average were 27,88 (pre-test) and 34,5 (post-test), b) the students mastery on vocabulary by using Hidden Word Game it is shown the students’ score is high. This evidence is pre-test and post-test average were 29,75 (pre-test) and 89,13 (post-test), c) there was significant effect of thee using Hidden Word Game on the students vocabulary. Based on the statistical test result by using t-test shows  $t\text{-table} = 1,99$  and  $t\text{-test} = 9,95$ . It means that the using Hidden Word Game there is significant effect in the vocabulary between thought

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<sup>16</sup>Amiati Dwi Firma, “*The Effectiveness of Using Pictorial Puzzle in Improving Vocabulary Mastery of Seventh Grade Students of SMP Islam Durenan*”, Thesis, Tulungagung, STAIN Tulungagung, 2010.

by using hidden word game and those thought without using hidden word game.<sup>17</sup>

From the study above, there are similarities and differences from the previous ones. The similarities between the previous study and this study are: (1) the previous study using puzzle game, (2) the previous study focuss on teaching vocabulary. The differences between the previous study and this study are: (1) the location and sample of the research, (2) this study using pre experimetal design, (3) this study using word search puzzle game in teaching vocabulary.

## **B. Vocabulary Size**

### **1. Definition of Vocabulary Size**

Vocabulary is one of the most important elements in a language. Many of the vocabulary in English textbook have to be learned. Without it, no one can speak or understand the language.<sup>18</sup> It means that vocabulary is a language component which gives information or explanation in a language terms.

In line with Napa says that vocabulary is one of components of language and that no language exists without words. Words are signs or symbols of idea. It means that words tell our ideas, feelings, thoughts,

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<sup>17</sup>Alipi Suciati, "The Effectiveness of Using Hidden Word Game to Improve Vocabulary Mastery of the VII Grade Students of SMPN 1 Munjungan", Thesis, Tulungagung, STAIN Tulungagung, 2010.

<sup>18</sup>Virginia French Allen, *Techniques in Teaching Vocabulary*, Oxford University Press, 1983, p. 7.



either spoken or written.<sup>19</sup> Hiebert and Kamil states vocabulary is the knowledge of meanings of words.<sup>20</sup>

According to Ur, vocabulary as the words we teach in foreign language.<sup>21</sup> It means that all words in foreign language that have been taught by teacher in order that the students can use those words in sentences or daily communication. Schmitt states, we must consider what mean by vocabulary. The first idea that probably springs to mind is words, a formulation that admirably adequate for the layperson.<sup>22</sup>

Vocabulary is one of the most important elements in a language. Many of the vocabulary in English textbook have to be learned. Without it, no one can speak or understand the language.<sup>23</sup> It means that vocabulary is a language component which gives information or explanation in a language terms.

Learning vocabulary is remembering and it is common related to the brain capacity. First, the brain recognizes the sensor from seeing, hearing and visualizing evens the different domain. Then, sensory response centers connect to the higher cortical function to the

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<sup>19</sup>Pieter A. Napa, *Vocabulary Development Skill*, Yogyakarta: Kanisius, 1991, p. 10.

<sup>20</sup>Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary Bringing Research to Practice*, New Jersey: Lawrence Erlbaum Associates, Inc., Publishers, 2005, p. 3.

<sup>21</sup>Penny Ur, *A Course in Language Teaching Practice and Theory 17<sup>th</sup> Edition*, Cambridge: Cambridge University Press, 2009, p. 60.

<sup>22</sup>Nobert Schmitt, *Vocabulary in Language Teaching*, Cambridge: Cambridge University Press, 200, p. 1.

<sup>23</sup>Virginia French Allen, *Techniques in Teaching Vocabulary*, Oxford University Press, 1983, p. 7.

manipulation and furthermore these are stored to neuron network that connect new words to similar words in a patterning and categorization.<sup>24</sup>

According to Read, vocabulary size refers to the number of that a person knows. In the case of second language learners the goal is normally more modest: it is to estimate how many of the more common words they know based on a test of their knowledge of a sample of items from a word-frequency list.<sup>25</sup>

Based on those statements, vocabulary is primary step in language learning and second language acquisition. It can be argued that vocabulary not only contains list of words but also contains all of information about using word, and it also contains meaning of word in a language. It is the most important part in language learning to achieve four skills. A student must have acquired the vocabulary well, and a student's needs to increase their vocabulary mastery too. It is clear that vocabulary is a fundamental of language. So, there is no language without vocabulary.

## **2. Types of Vocabulary**

The learner's vocabulary is divided into two main areas, active and passive.<sup>26</sup> In line with Aeborsold and Field classified vocabulary into two terms there are:

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<sup>24</sup> Judy Willis, *Teaching the Brain Reading to Read: Strategy for Improving Fluency Vocabulary and Comprehension*, Alexandria, ASDC, 2008, p. 81.

<sup>25</sup> John Read, *Assessing Vocabulary*, Cambridge: Cambridge University Press, 2000, p. 31-32.

<sup>26</sup> Raja T. Nasr, *Teaching and Learning English*, London: Longman group limited, 1972, p.75.

- a. Active vocabulary refers to items the learner can use appropriately in speaking or writing and it is also called as productive vocabulary, although in fact, it is more difficult to put into practice. It means that to use the productive vocabulary, the students are supposed to know how to pronounce it well, they must know and be able to use grammar of the language target, they are also hoped to familiar with collocation and understand the connotation meaning of the words. This type is often used in speaking and writing skill.
- b. Passive vocabulary refers to a language items that can be recognizes and understood in the context of reading or listening and also called receptive vocabulary. Passive vocabulary or comprehension consists of the words comprehended by the people, when they read and listen.<sup>27</sup>

According to Gate divides vocabulary into two categories, namely: active vocabulary and passive vocabulary. Active vocabulary is the words someone can use, and passive vocabulary is the words someone can understand, but does not use.<sup>28</sup>

From the explanation above, there is similarity in classifying the types of vocabulary by the expert. It can be concluding that there are vocabularies which reader knows it, but it does not use, and sometimes

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<sup>27</sup> Jo Ann Aeborsold and Mary Lee Field, *From Reader to Reading Teacher*, New York: Cambridge University Pres, 1977, p.139.

<sup>28</sup>Edinburght Gate, *Longman Dictionary of Contemporary English*, International Edition, England: Pearson Educational Limited, 2003, p. 1843.

not only know it but also use it, and it is usually used in writing and speaking.

Furthermore, Hatch and Brown classify the vocabularies into two based on their functional categories, they are: major classes and closed classes.<sup>29</sup>

a. Major Classes

- 1) Noun: it refers to a person, place or thing, i.e. Maria, park, book, etc.
- 2) Adjective: it refers to the words that give information about a noun or pronoun, i.e. kind, smart, beautiful, bad, ugly, etc.
- 3) Verb: it refers to the words that denote action, i.e. walk, read, smile, eat, run, etc.
- 4) Adverb: it refers to the words that describe or add to the meaning of a verb, adjective, another adverb or a whole sentence, i.e. carefully, diligently, honestly, etc.

b. Closed Classes

- 1) Pronoun: it refers to nouns that have already been mentioned, i.e. she, they, he, etc.
- 2) Preposition: it refers to the words that help locate items and actions in time and space, i.e. at, on, beside, under, between, etc.
- 3) Conjunction: it refers to the words that connect sentences, phrases or clause, i.e. and, so, but, etc.

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<sup>29</sup> Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantics and Language Education*, Cambridge: Cambridge University Press, 1996, p. 218.

- 4) Determiner: it refers to the words that used before a noun to show which particular example of the noun which are referring to, i.e. the, a, an, my, your, that, this, those, etc.

According to Thornbury, the types of vocabulary fall into one of eight different word classes:<sup>30</sup>

- 1) Nouns
- 2) Pronouns
- 3) Verbs
- 4) Adjectives
- 5) Adverbs
- 6) Prepositions
- 7) Conjunction
- 8) Determiner

Based on the theories above, there are eight types of vocabulary as follows: noun, adjective, verb, adverb, pronoun, preposition, conjunction, and determiner. Considering the definition of each types of vocabulary, this study conducted focus on noun in order to make the students easier to learn vocabulary.

### **3. The Importance of Vocabulary**

Thornbury states “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”.<sup>31</sup> It means that someone can speak English although less in grammar during the key words is easy

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<sup>30</sup>Scott Thornbury, *How to Teach Vocabulary*, Person Education Limited 2002, p.3.

<sup>31</sup>Ibid, p.13.

to be understood. In other side, someone cannot say something if they never know vocabulary, means that they cannot communicate well.

By realizing the importance of vocabulary development or mastery development in learning a foreign language, students must devote part of their time to learn vocabulary items. Learning vocabulary needs special efforts because English is different from students' native language and their national language. Students' knowledge background a certain language terminology and students' schema of science and technology to be the main handicaps for Indonesian students in achieving particular level of their English vocabulary. Vocabulary is primary step in language learning and second language acquisition. Vocabulary also plays an important role in English skills (listening, reading, speaking, and writing) and content (grammar).

#### **4. Teaching English Vocabulary**

Vocabulary is basic for communication and crucial in developing competence in a second or foreign language. In teaching the teacher are hoped to have some techniques in order to make students familiar with the vocabulary so that they understand new word easily. The techniques function is not only to help the students grasp the meaning of new word quite easily, but also to vary the teaching activity in order to avoid boredom.

##### **a. The Principles of Teaching Vocabulary**

Vocabulary is important in learning a language; it needs a serious intention in learning vocabulary from both student and

teacher. It becomes a great challenging act for the teacher to teach vocabulary, what kind of methods they use, what kind of vocabulary that they give, or how many vocabularies that they should teach.

According to Schmitt, there are some key principles in teaching vocabulary.<sup>32</sup>

- a. Building a large sight of vocabulary.
- b. Integrating new words with previous words.
- c. Providing a number of encounters with a word.
- d. Promoting deep level of processing.
- e. Facilitating imaging.
- f. Making new word “real” by connecting them to the student’s word in some way.
- g. Using variety techniques.
- h. Encouraging independent learning strategies.

The principles in mastering vocabulary according to Wallace as follows:<sup>33</sup>

- a. Aims

The aims have to be clear for the teacher. How many of the things listed do the teacher expect the learner to be able to achieve the vocabulary? What kinds of words?

- b. Quantity

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<sup>32</sup>Norbert Schmitt, *Vocabulary in Language Teaching*, Cambridge: Cambridge University Press, 1997, p.146.

<sup>33</sup>Michael J. Wallace, *Teaching Vocabulary*, London: Briddles. Ltd, 1982, p. 27-30.

The teacher may have to decide on the number of vocabulary items to be learned how many new words in a lesson can the learner learn? If there are too many words, the learner may become confused and discouraged.

c. Need

In any case, one would hope that the choice of vocabulary will relate to the aims of a course and the objectives of individual lesson. It is also possible for the teacher, in a sense, to put the responsibility of choosing vocabulary to be taught on the students, in other words, the students are put in a situation where they have to communicate and get the words they need, as they need them, using the teacher as an informant.

d. Frequent Exposure and Repetition

It is seldom, however, that we remember a new word simply by hearing it at the first time. There has to be a certain amount of repetition until there is evidence that students have learned the target word.

e. Meaningful Presentation

The learner must have a clear and specific understanding of what it denotes or refers to, i.e. it means that although meaning involves many other things as well. The



word is presented in such a way that its denotation or reference is perfectly clear and unambiguous.

f. Situation of Presentation

The choice of words can be very varied according to the situation in which we are speaking and according to how well we know the person, to whom we are speaking (from informal to formal). So that a student will learn words in the situation in which they are appropriate.

According to Nation, there are three principles in vocabulary teaching, as follows:

a. Content and Sequencing

- Use frequency and range of occurrence as ways of deciding what vocabulary to learn and the order in which to learn it.
- Give adequate training in essential vocabulary learning strategies.
- Give attention to each vocabulary item according to the learning burden of that item.
- Provide opportunity to learn the various aspects of what is involved in knowing a word.
- Avoid interference by presenting vocabulary in normal use rather than in groupings of synonyms, opposites, free associates, or lexical sets.

- Deal with high frequency vocabulary by focusing on the words themselves, and deal with low frequency vocabulary by focusing on the control of strategies.

b. Format and Presentation

- Make sure that high frequency target vocabulary occurs in all the four strands of meaning focused input, language focused learning, meaning focused output, and fluency development.
- Provide opportunity for spaced, repeated, generative retrieval of words to ensure cumulative growth.
- Use depth of processing activities.

c. Monitoring and Assessment

- Test learners to see what vocabulary they need to focus on.
- Use monitoring and assessment to keep learners motivated.
- Encourage and help learners to reflect on their learning.<sup>34</sup>

Gairn and Redman identify four main sources vocabulary, as follow:<sup>35</sup>

- Through the course book. This will include the written and spoken texts, activities for the presentation and practice of

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<sup>34</sup> I.S.P. Nation, *Learning Vocabulary in Another Language*, Cambridge: Cambridge University Press, 2001, p. 624-625.

<sup>35</sup> Ruth Gairns and Stuart Redman, *Working with Words*, Cambridge: Cambridge University Press, 2003, p. 54.

grammatical structures, testing exercises, and so on. Even the instructions for classroom activities can form source of new vocabulary.

- b. Through supplementary materials (not design specifically for vocabulary development) provided by educational institution or selected by the teacher himself. This may include texts, drills, narratives, role plays, exercises, video, etc.
- c. Through the students. A wide range of unanticipated and unpredictable items will inevitably surface from student enquiries, queries, and errors.
- d. Through specific vocabulary activities designed by the teacher for his particular group of students.

**b. The Problem in Teaching Vocabulary**

Even though students realize the importance of vocabulary when learning language, most students encounter many difficulties and learn vocabulary passively due to several factors:

- a. They consider the teacher's explanation for meaning and definition, pronunciation, spelling, and grammatical function boring. In this case, language learners have nothing to do in a vocabulary learning section but to listen to their teacher.
- b. Students only think of vocabulary learning as knowing the primary meaning of new words. Therefore, they ignore all other functions and usages of the words.

- c. Students usually acquire new vocabulary only through their textbooks or when given by teachers during the classroom lessons. For example, learners find many new words in a text and then ask the teacher to explain their meaning and usage.
- d. Many learners do not want to risks in applying what they have learnt. Students may recognize a word in a written or spoken form and think that they already know the word, but they may not be able to use that word properly in different context or pronounce it correctly.<sup>36</sup>

According to Thornbury, students might get some difficulties in learning vocabulary, some factors of the problem are:

- a. Pronunciation

Research show that words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners such as *regular* and *lorry* for Japanese speakers. Many learners find that words with clusters of consonants, such as *strength* or *crisps* or *breakfast*, are also problematic.

- b. Spelling

Sound-spelling mismatched are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a word's difficulty. While most English spelling is fairly law-

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<sup>36</sup>Hossein Vossoughi and Marzieh Zargar, "Using Word-Search-puzzle Games for Improving Vocabulary Knowledge of Iranian EFL Learners", Journal of Teaching English as a Foreign Language and Literature of Islamic Azad University of Iran, 1 (1), 79-85, 2009.

abiding, there are also some glaring irregularities. Words that contain silent letters are particularly problematic: *foreign, listen, headache, climbing, bored, honest, cupboard, muscle*, ect.

c. Length and complexity

Long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favoring their 'learn ability'. Also, variable stress in polysyllabic words – such as in word families like *necessary, necessity*, and *necessarily* – can add to their difficulty.

d. Grammar

Also problematic is the grammar associated with the word, especially if this differs from that of its L1 equivalent. Spanish learners of English, for example, tend to assume that *explain* follows the same pattern as both Spanish *explicar* and English *tell*, and say *he explained me the lesson*. Remembering whether a verb like *enjoy, love, or hope* is followed by infinitive (*to swim*) or an –ing form (*swimming*) can add to its difficulty. And the grammar of phrasal verbs is particularly troublesome: some phrasal verbs are separable (*she **looked** the word **up***) but other are not (*she **looked after** the children*).

e. Meaning

When two words overlap in meaning, learners are likely to confuse them. *Make* and *do* are a case point: you *make breakfast* and *make an appointment*, but you *do the housework* and *do a questionnaire*. Words with multiple meanings, such as *since* and *still*, can also be troublesome for learners. Having learned one meaning of the word, they may be reluctant to accept a second, totally different, meaning. Unfamiliar concept may make a word difficult to learn.

f. Range, connotation and idiomaticity

Words that can be used in a wide range of contexts will generally be perceived as easier than their synonym with a narrower range. Thus *put* is a very wide ranging verb, compared to *impose*, *place*, *position*, etc. Words or expressions that are idiomatic (like *make up your mind*, *keep an eye on*.....) will generally be more difficult than words whose meaning is transparent (decide, watch). It is their idiomaticity, as well as their syntactic complexity, that makes phrasal verbs so difficult.<sup>37</sup>

According to Riddell, there are some problems faced by students when learning new vocabularies, such as:

a. Meaning

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<sup>37</sup> Scott Thornbury, *How to Teach Vocabulary*, Essex: Pearson Education Limited, 2002, p. 27-28.

- (1) a word may have more than one meaning (e.g. odd, cut, patient).
- (2) First Language (L1) interference such as 'false friend'- words with a similar appearance or sound to words in their L1 but with different meaning.
- (3) Words may have different connotations, i.e. the meaning can be interpreted in different ways (e.g. slim/thin/skinny).
- (4) A student may understand the meaning of a word, but not the appropriate context in which to use it. This is particularly true of the language which is especially formal and informal.

b. Form.

The spelling may be very different from the sound (e.g. cough). Students may be competent speaker of the language but poor writers.

- (1) A word may be more than one part of speech (e.g. it may be a verb and a noun).
- (2) If you teach a word like to rely, you also need to teach that it is followed by on.
- (3) Some words are irregular (e.g. the plural of person is people; the plural of sheep is sheep).
- (4) Different varieties of English have different spelling e.g. color/colour.

(5) Spelling patterns are not obvious, e.g. happy/happier...hit/hitting).

c. Pronunciation

(1) The sounds may not correspond to the spelling.

(2) Students may have difficulty knowing how many syllables the word is broken up into (a typical mistake being clothes pronounced with two syllables).

(3) It is hard to know which syllable is stressed.

(4) Some words have shifting stress, e.g. his conduct/to conduct.

(5) A group of consonants together – a consonant cluster – can be difficult, e.g. crisps.

(6) Some word with different spellings and meanings are pronounced the same, e.g. bearl/bare.<sup>38</sup>

c. **Techniques in Teaching Vocabulary**

In teaching Vocabulary, the teachers should have some techniques in order to make students familiar with the vocabulary so that they understand new word easily. The techniques functions not only to help the students grasp the meaning of new words quit easily, but also to vary the teaching activity in order to avoid boredom.

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<sup>38</sup>David Riddell, *Teaching English as a Foreign Language*, London:Hodder Headline. Ltd, 2003, p.58.



Harmer mentions the following aids that can help to explain new vocabulary are:<sup>39</sup>

1) Realia

This is the word to refer the use of real objects in the classroom. Thus the words „book”, „pencil”, or „chair”, can be easily explained by showing students a book, a ruler, or a chalk. This is clearly satisfactory for certain single words, but the use of realia is limited to things that can be taken easily from the classroom.

2) Pictures

Pictures are clearly indispensable for the language teacher since they can be used in so many ways. Pictures can be used to explain the meaning of vocabulary item: the teacher can draw pens, rulers, pencils, and books in the blackboard or whiteboard, or have magazines picture of trucks, bicycle, train, or bus onto cardboard. The teacher might bring in a wall picture showing three people in a room that could be used for introducing the meaning of a sentence, for instance: there are three people in the classroom.

3) Mime, action, and gesture

It is often impossible to explain meaning of words and grammar either with realia or in picture. An action in particular is probably better explained by mime. Gesture is useful for

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<sup>39</sup> Jeremy Harmer, *The Practice of language Teaching*, London: Longman, 1983, p. 85-86.

explaining words like „from”, „to”, etc. or indicating that the past is being talked about (the teacher gestures backwards over his shoulder).

4) Contrast

A visual element sometime may not be sufficient to explain meaning and contrast can be used. Thus, the meaning of “full” is better understood in the context of “empty”, “big” in the context of “small”, etc.

5) Enumeration

The word “vegetable” is difficult to be explained visually. If, however, the teacher rapidly list (or enumerated) a number of vegetables, the meaning will become clear. The same is true of a word like “clothes”.

6) Explanation

Explaining the meaning of vocabulary items can be extremely difficult just as grammatical explanations. It will be important in giving such explanations to make sure that the explanations include information about when the item can be used. For example, it would be unsatisfactory just to say that “mate” is a word for “friend” unless you point out that it is colloquial informal English and only be used in certain context.

7) Translation

For many years, translation went out of fashion and was considered as something of sin. Clearly, if the teacher is always translating, this will impede the students' learning since they want to hear and use the target language, not their own. Nevertheless, it seems silly not to translate if by doing so; a lot of time can be saved. If the students do not understand a word and the teacher cannot think how to explain it, he can quickly translate it. Translation then seems a useful measure if it is used sparingly, but it is hoped to be used with caution. The aids and measure may be useful for explaining the meaning of a word or a sentence.

According to Gairns and Redman there are several techniques in teaching vocabulary, they are:<sup>40</sup>

- 1) Visual techniques, includes:
  - a) Flashcard, photographs, blackboard drawing, wall charts and real (i.e. object themselves). They are extensively used for conveying meaning and are particularly useful for teaching concrete items of vocabulary such as food or furniture, and certain areas of vocabulary such as places, professions, descriptions of people, actions and activities (such as sport and verbs of movement).

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<sup>40</sup> Ruth Gairns and Stuart Redman, *Working with Words: A Guide to Teaching and Learning Vocabulary 12<sup>th</sup> Edition*, Cambridge: Cambridge University Press: 1998, p. 73-75.

b) Mime and gesture. These are often used to supplement other ways of conveying meaning. When teaching an item such as 'to swerve', a teacher might build a situation to illustrate it, making use of the blackboard and gesture to reinforce the concept.

2) Verbal techniques, includes:

a) Use of illustrative situation (oral or written)

This is the most helpful when items become more abstract. To ensure that students understand, teacher often make use of more than one situation or context to check that learners have grasped the concept.

b) Use of synonym and definition

Teacher often use synonym with low level students, where inevitably they have to compromise and restrict the length and complexity of their explanation.

Definition alone is often inadequate as a means of conveying meaning and clearly contextualized examples are generally required to clarify the limits of the item.

c) Contrast and opposite

As with synonym, this is a technique which students themselves use, often asking 'What is the opposite of.....?' A new item like 'sour' is easily illustrated by

contrasting it with 'sweet' which would already be known by intermediate level students.

d) Scale

Once students have learnt to contrast or related gradable items, this can be a useful way to revising and feeding in new items.

e) Example of the type

To illustrate the meaning of superordinates such as 'furniture', 'vegetables', 'meat', and 'transport', it is a common procedure to exemplify them e.g. table, chair, bed and sofa are all *furniture*. Some of this can of course also be dealt with through visual aids.

3) Translation

This is quite ridiculous, for translation can be a very effective way of conveying meaning. It can save valuable time that might otherwise be spent on a tortuous and largely unsuccessful explanation in English.

## C. Game

### 1. Definition of Game

Game is an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with other.<sup>41</sup> In teaching English, in this case vocabulary, the

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<sup>41</sup> Andrew Wright, David Betteridge, Michael Buckby, *Games for Language Learning*, New York: Cambridge University Press, 1984, p.1.

teacher usually prepare some materials for their students to enrich their vocabulary by using drills or exercises, but if the teacher keep using this monotony methods of learning vocabulary of course will occur and it will make students get bored.

The teachers have to plan some activities that make the students enjoy, convenient, comfortable and interesting in learning vocabulary. This enjoyable situation will be found by the students when the teacher using fun activities such as games. As Wright said “.....it is generally accepted that young learners and adults are very willing to play game”.<sup>42</sup>

According to Larcabal: “A game can (1) help those who play develop their inner self. (2) Help them related to other more effectively and cooperatively, (3) train them in creative freedom as they feel less embarrassed or afraid and become more self-confident, and finally, (4) bring them and the facilitation and anxiety that prevent students from acquiring the language.”<sup>43</sup>

Harmer states; “Games are a vital part of a teacher’s equipment, not only for language practice they provide, but also for the therapeutic effect they have. They can be used at any stage of a class to provide an amusing and challenging respite from other classroom activity and are

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<sup>42</sup>Ibid, p.2.

<sup>43</sup> Rita Susana Larcabal, *The Role of Games in Language Acquisition*, English teaching Forum Vol. 30, 1992, p.28.

especially useful at the end of a long day to send students away feeling cheerful about their English class”.<sup>44</sup>

Based on the statements above, we can conclude that in teaching vocabulary the teacher should be able to create some various fun activities. The aim of that way is to make the student easier in understanding the materials and easier in memorizing the new words. Through experiences with situations in which a language is used by the students, they will be easy to learn and used the language.

Besides, we also know that young learners have a high curiosity in learning something new. But they will be able to get bored easily if there is the same method in teaching. So the various kinds of fun activities are needed to attract them and increase their attention in learning English. One of the fun activities which can be used in teaching English to the young learners is by using games.

## **2. Types of Game**

It is explained in *Games for Language Learning* book that there are four types of games. They are class games, individual games, pair-work games, and group-work games.<sup>45</sup> It means that is especial value in ensuring that every learner has optimum opportunity for oral practice in using language and it also make student can interact each other.

According to Hadfield divided games into two kinds, they are:

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<sup>44</sup> Jeremy Harmer, *The Practice of English Language Teaching*. London: Longman. 1991, p.101.

<sup>45</sup> Andrew Wright, at al., *Games for Language Learning*, New York: Cambridge University Press, 1984, p.3.

- a. Competitive games, in which players or teams race to be the first to reach the goal.
- b. Co-operative games, in which players or teams work together towards a common goal.<sup>46</sup>

From the explanation above, it can be assumed that games can be played by one person or more than one player who they have to be winner or reach the goal as quick as well. Then, games also can be played by teams, group-work, individual, and pair-work, so that they have to competitive each other.

Games usually use variety of techniques which are important in language teaching. The simplest games are shorting, ordering or arranging games. These are usually played in pairs or small groups. According to Hadfield, there are eight types of game as follow:<sup>47</sup>

- a. Guessing games are familiar variant of games. The player with the information deliberately with holds it, while others guess what it might be.
- b. Search games are another variant, involving the whole class. In those games, everyone in the class has one piece of information players must all or a large amount of the information available to fill in a chart or picture or to solve a problem.

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<sup>46</sup> Jill Hadfield, *Advanced Communication Games*, Longman: Nelson and Son Ltd, 1987, p. iii.

<sup>47</sup> Jill Hadfield, *Intermediate Vocabulary Games*, London: Pearson Education Limited, 1999, p. 5.



- c. Matching games are based on a different principle, but they also involve a transfer of information. These involve matching corresponding pairs of cards or pictures, and may be played as whole class activity.
- d. Labeling games involve matching labels to items in pictures.
- e. Exchanging games are based on the “barter” principle. Players have certain articles, cards or ideas which they wish to exchange for others. The aim of the game is to make an exchange which is satisfactory to both sides.
- f. Role play games are given the name and some characteristics of a fictional character.
- g. Board games and card games are familiar game types, where the aim is to be the first round the board, or to collect the most cards, or to get rid of the cards and squares on the board are used as stimulus to provoke a communication exchange.

From the types of game, word-search puzzle is one of search games. In this game, everyone in the class has one piece of information; players must all or a large amount of the information available to fill in a chart or picture or to solve a problem. It can be played by groups or one by one.

### **3. Principles of Game Selection**

In determining the games in developing students' vocabulary, the teacher should have the clearly purpose in their mind. If the purpose is to make learning English vocabulary successfully, the teacher need to

prepare and think the games selection carefully ahead of time before working out the lesson plan, and on the other hand the teacher have to consider the principles of using games.

There are five essentials criteria of language games:

- a. Easy preparation: the time and energy required to make the game is realistic.
- b. Easy of organization: using the game is easy and worth the effort.
- c. Intrinsic language: language must be used to play the games successfully and that some language must be useful in other situation.
- d. Density of language.
- e. Likelihood of interest for the learner.<sup>48</sup>

According to Weed, he proposed some principles of games selection when effectiveness and successes are needed. The principles can be used as a sort of a checklist when selecting a game, in which there are factors that the teacher must take into account.<sup>49</sup>

- a. The purpose of the game

The teacher should refer to the section concerning purposes and relate the purpose to the particular point to teach in the lesson (e.g. for commands: “come on”, “hurry up”, etc.)

- b. The space to play the game

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<sup>48</sup>Sandra J. Savignon and Maggie S. Berns, *Initiatives in Communicative Language Teaching II*, Addirson Wesley Publishing Company, 1987, p. 211.

<sup>49</sup>Gretchen E., *Using Games in Teaching Children's*, English Teaching Forum.Vol X, 1972, No. 2.

The teacher should check whether there is a possibility for having active games in a limited space in a room.

c. The number of the students

The teacher should know that there are some games, which work well only for a large number of students, and some which work quite well with two people. Still there is a possibility of adapting a game to some situation if it is thought of beforehand. It means that the game has to be well planned in advance before applying to the class activity. Team games can be changed into individual ones, and vice versa.

d. The age of the students

Naturally, children do not suit adult games and vice versa. However, the teacher can use different vocabulary items and shorter structure to make the game suit the level of the students.

e. The level of the activity

A teacher should note that it is hard to settle down the students after they play a very active game. So, the teacher should play a certain kind of game that can be used to settle down the students at the end of the lesson.

f. The type of game

The teacher should use the general game such as guessing games, relay race, and telling time.

g. The time allocation

Some games need a lot of time to play. A seemingly simple game may take a long time to play. So the teacher should make sure that students have learned necessary sentence structures and vocabulary before.

h. The use of properties

When a game needs some properties, the teacher should make sure to bring one and not make it for granted. The teacher may change the properties to suit the class and vocabulary if necessary.

i. The necessary rewards

Students are usually satisfied when they win the game. But, giving rewards can be a part of the game.

j. This is the most important point since there must be a relation between the game and what is being taught.

Cortez suggests some principles of games selection, as follow:<sup>50</sup>

- a. The game should reinforce a particular point of language that the students lack
- b. The game should offer practice for items previously taught
- c. The game should involve many members of the class and not just a few
- d. The context should be appropriate for the language items to be incorporate in the game
- e. The game should contain element of surprise or competition

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<sup>50</sup> Emilio G. Cortez, *Some Pointers in Using Games*, English Teaching Forum, Vol. XIII, 1975, p. 308.

- f. The game should provide sufficient motion to heighten and sustain interest
- g. The game should be suitable to the maturity and age level of the students
- h. The game should be conducted in an enough space of the classroom.

From those techniques, principles of choosing games should be easy to prepare and not take too long which can make students feel bored and tired, and also games should be easy to play and have some element of language teaching besides entertaining the students. And teacher also should look out the principle of selecting games before use it, so the games can be accepted by all students in the classroom.

#### **4. The Advantages of Using Game**

Language learning is hard work. One must make an effort to understand, to repeat accurately, to manipulate newly understood language and to use the whole range of known language in conversation or written composition. Effort is required at every moment and must be maintained over a long period of time.

There are many advantages of using game in English learning, such as help the students to reduce students' boredom and improving students' interest in learning new vocabulary, make the students feel enjoy and comfortable.

Dorothy states, game have proven to have advantages and effectiveness in learning vocabulary in various ways:

- a. Games bring in relaxation and fun for students, thus help them learn and retain new words more easily.
- b. Games usually involve friendly competition and they keep learners interested.
- c. Vocabulary games bring real world context into the classroom and enhance students' use of English in a flexible, communicative way. Games are highly motivating and they give students more opportunity to express their opinions and feelings.
- d. Games add diversion to the regular classroom activities," break the ice", but they are also used to introduce new ideas.<sup>51</sup>

Kim presents six advantages of using the language games in the classroom, which are:

- a. Games are motivating and challenging
- b. Games are as a welcome break from the usual routine of the language class
- c. Games help the students to make and sustain the effort of learning
- d. Games provide language practice in the various and integrated language skills
- e. Games encourage students to interact and communicate to each other
- f. Games create a meaningful context for language that is being learned by the students<sup>52</sup>

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<sup>51</sup>Gertrude Nye Dorry, *Games for Second Language Learning*, New York: Mc. Braw-Hill, Inc. p.56.

Brewster at all proposes several advantages of using games in language learning:

- a. Games add variety to the range of learning situation.
- b. Games change the pace of a lesson and help to keep students' motivation.
- c. Games 'lighten' more formal' teaching and can help to renew students' motivation.
- d. Games provide 'hidden' practice of specific language pattern, vocabulary, and pronunciation.
- e. Games can help to improve attention span, concentration, memory, listening skills, and reading skills.
- f. Students are encouraged to participate; shy learners can be motivated to speak.
- g. Games increase communication among students, which provide fluency practice and reduce the domination the class by the teacher.
- h. Games create fun atmosphere and reduce the distance between teacher and students.
- i. Games may reveal areas of weaknesses and the need for further language.
- j. Games may help to encourage writing skills by providing a real audience context and purpose.<sup>53</sup>

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<sup>52</sup>Lee Su Kim, *Creative Games for the Language Class*, Forum Vol. 33 No. 1 January-march 1995, p.35.

<sup>53</sup>J. Brewster, G. Ellis, D. Girard, *The Primary English Teacher's Guide*, Essex: Penguin English, 2002, p. 186-187.

So games can help those who play to arouse their self-confident, more creatively and decrease the anxiety from acquiring the language. In short, games are effective and efficient to avoid boredom in vocabulary class.

## **5. Puzzle Games**

According to Farlex in Keshta and al-Faleet, puzzle is something, such as a game, toy, or problem that requires ingenuity and often persistence in solving or assembling.<sup>54</sup>

A puzzle is an enigma or problem that seeks to test the inventiveness of the problem solver, at times depending on how fast they have been able to solve it. Puzzle games are not only fun to play, but also sharpen the mind and increase our speed of thinking.

Language-teaching puzzles which focus the learner's attention on meaning are especially useful at intermediate and advanced level. Riddles, sequences, logical deductions, and the like all allow the learner to employ the abstract language schemas of the target language fruitfully within the specific meaning domains outlined by the solution path of the puzzle.<sup>55</sup>

Puzzles not only come in all shapes and sizes, there are different types of puzzle, such as: crossword puzzle, word-search puzzle, code-

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<sup>54</sup>Awad Soliman Keshta and Fikri Kamel Al Faleet, "The Effectiveness of Using Puzzle Developing Palestinian Tenth Graders' Vocabulary Achievement and Retention", *Journal of Humanities and Social Sciences*, 1 (1), 46-57, 2013.

<sup>55</sup> Marcel Denesi and Anthony Mollica, "Games and Puzzles in the Second-Language Classroom: A Second Look" <http://ludolinguistica.com/Images/011%20%20Marcel%20Danesi%20and%20Anthony%20Mollica.pdf> (online 19 December 2015)



word puzzle, word-fit puzzle, sequence puzzle, picture puzzle, number puzzle, Sudoku puzzle, logic puzzle, and occasion puzzle.<sup>56</sup> Danesi states there are many kinds of word puzzle games; such as scrambled letters and words, crossword puzzle, word searcher.<sup>57</sup>

Williams states that the use of educational games such as crossword puzzles, word search puzzles, modified television game shows, or commercial board and card game make learning fun and motivational.<sup>58</sup> While developing the puzzle, the following aspects are taken into consideration:

- a. the aim of each language puzzle,
- b. the method and the directions of each puzzle
- c. achieving the objective of the lesson
- d. increasing students' motivation by limiting the time for some puzzles,
- e. the worksheet used to teach the vocabulary.<sup>59</sup>

The goals of the puzzle game include, but are not limited to, the following:

- a. encourage students to read actively their textbook in preparation class;

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<sup>56</sup><http://www.puzzlepress.co.uk/puzzles.php> (online, 17 September 2015)

<sup>57</sup>Susi Rahayu Arinta and Ririn Pusparini, "Teaching Adjective and Noun Vocabularies in the Descriptive Text Through Word Puzzle Game to the Fifth Graders of SD Al-Fatah Surabaya" <http://ejournal.unesa.ac.id/article/16110/58/article.pdf> (online 24 March 2016)

<sup>58</sup>Donal L. Williams, "A Unique Review Strategy That Motivates Student Learning" *Journal of Students Motivation* Volume 2, 64-69, 2007.

<sup>59</sup>Awad Soliman Keshta and Fikri Kamel Al Faleet, "The Effectiveness of Using Puzzle Developing Palestinian Tenth Graders' Vocabulary Achievement and Retention", *Journal of Humanities and Social Sciences*, 1 (1), 46-57, 2013.

- b. teach students the importance of self-discipline in developing good study habits;
- c. emphasize to students how the rules of the puzzle game are similar to situation in life;
- d. where situation are often effected by the extent of one's preparedness, knowledge and luck;
- e. require students to exercise good ethics when grading the puzzle and recording scores.<sup>60</sup>

**a. Word Search Puzzle**

Fisher states, a word search puzzle is a word game in which words, usually related to a particular theme, are hidden in a grid of jumbled letters. The objective of the game is to find and mark all the hidden words.<sup>61</sup>

Word-search puzzle game is one of many instructional games that reinforce word-level onto a grid and persuade the class to make suggestions for the puzzle clues. A simpler but still popular alternative word puzzle is the word search. The object of word search puzzle is to find the listed hidden words. This game is good to review general vocabulary, without ever tiring the students. In most of the puzzle, there are at least 40 words. The words may be hidden

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<sup>60</sup>Sanjay Gupta, Raymon J. Elson and Andrew Ostapski, The Puzzle Game: A Novel Approach to Teaching Accounting, [http://blog.cengage.com/wp-content/uploads/2014/06/FALL2006.Gupta\\_.Elson\\_.Ostapski.The-Puzzle-Game.pdf](http://blog.cengage.com/wp-content/uploads/2014/06/FALL2006.Gupta_.Elson_.Ostapski.The-Puzzle-Game.pdf) (online, 26 March 2016)

<sup>61</sup> David Fisher, <http://puzzles.about.com/od/glossary/g/Word-Search-Definition.htm> (online, 26 March 2016)

in any direction: horizontally, vertically, diagonally, and forwards and backwards.<sup>62</sup> Often a list of the hidden words is provided, but more challenging puzzles may let the player figure them out. Many word search game have a theme to which all the hidden words are related. The puzzle itself kind to play that can be used to practice certain language features at certain phases in learning process in order to develop communication skill.

**b. The Advantages and Disadvantages of Puzzle**

According to Rosita, there are several advantages and disadvantages of puzzle, as follows:

The advantages

- a. Puzzles supplies source of word which can be reconciled by teacher if she/he needs certain illustrations.
- b. Puzzle can be inspiration sources for teachers who do not have certain ideas.
- c. Puzzle can be used by all teacher.whi need them; the purpose of puzzle can be used by other teacher with different goals.

The Disadvantages

- a. Tools that use puzzle for teaching English in school are limited.

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<sup>62</sup>HosseinVossoughi and MarziehZargar, "Using Word-Search-puzzle Games for ImprovingVocabulary Knowledge of Iranian EFL Learners", Journal of Teaching English as a Foreign Language and Literatureof Islamic Azad University of Iran, 1 (1), 79-85, 2009.

- b. If the teacher does not provide the tools for teaching before, so it will spend a lot of time in the class.<sup>63</sup>

**c. The Steps in Teaching Vocabulary Using Word Search Puzzle**

The following steps in teaching English vocabulary using word-search puzzle game:

- i. The teacher divides the students in pairs.
- ii. The teacher divides sheets of word-search puzzle to each group.
- iii. The teacher gives some clue to the students.
- iv. Each group writes the answer in the white board.
- v. The teacher discussed the students' answer.
- vi. The teacher asks the students to pronounce their answer word by word together.<sup>64</sup>

**D. Teaching English Vocabulary Using Word Search Puzzle Game**

According to Hadfield, the games make use of variety techniques, variety being important in language teaching.<sup>65</sup> Edgar states, an important objective of vocabulary instruction is to develop an interest in words. The student whose curiosity about words is aroused is likely to increase

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<sup>63</sup>Rosi Rosita, "Teaching English by Using Puzzle to Improve Students' Vocabulary Mastery" <http://publikasi.stkipsiliwangi.ac.id/files/2012/10/08220103-rosi-rosita.pdf> (online 23 March 2016)

<sup>64</sup>Ainatus Sholikhah, "The Effectiveness of Word Find Puzzle To Teach Common Noun for 5<sup>th</sup> Grades of Elementary School (An Experimental Study to the 5th Grades of SDN 03 Tengengwetan Siwalan Pekalongan in the Academic Year of 2010/2011)", Thesis, Semarang, IAIN Walisongo, 2011.

<sup>65</sup>Jill Hadfield, "*Intermediate Vocabulary Games*", Harlow: Pearson Education Limited, 1999, p. 5.

vocabulary and to become more discriminating.<sup>66</sup> He also adds that students generally enjoy game and exercises involving the use of puns, riddles, puzzles, anagram and palindromes. In general it is believed that these lessons will:

1. Point out the element of enjoyment or challenge in language study and encourage word play;
2. Require the student to look carefully at words an important aspect of vocabulary building;
3. Give the student practice in calling up words on the basis of given clues;
4. Require the student to match words with definitions;
5. Provide spelling practice and compel close attention to word formation;
6. Show the student how the letters of many words can be manipulated to for mother words;
7. Emphasize the importance of letter position in relation to word meaning;
8. Encourage students to classify and generalize concepts.

Word search puzzle game are suitable for the students of Elementary School, Junior High School, and Senior High School, this is depend on the content of word search puzzle game are created upon materials of each school level. To success in teaching vocabulary using word search puzzle, the teacher should have different technique for different level. Teaching vocabulary using word search puzzle enables the students to find out the information or guests the meaning on unfamiliar words. So, the word search

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<sup>66</sup>Dale Edgar, *Techniques of Teaching Vocabulary*, USA: Field Education Publications, Incorporated, 1971, p. 302.

puzzle can help the students. The students will be happy and interesting in learning and they always try to know the new words from word search puzzle. Relating to the importance of teaching vocabulary using word search puzzle, as far as it is known some students are always confused with the problem of using puzzle. In this case, there are many ways to make the students interested in what they are learning the teacher can create a game, which the students can think about new words that related with the topic of word search puzzle. Teaching vocabulary using word search puzzle make students more relax, enjoyable, happy and the students understanding the material, and also can improve their achievement.

There are several steps to make word-search puzzle, as follows:<sup>67</sup>

#### Method 1 of 3: Selecting Word-search

1. Deciding a theme. The decision of a theme will make word-search more professional. The examples of theme: country names, animals, states, flowers, types of food, etc.

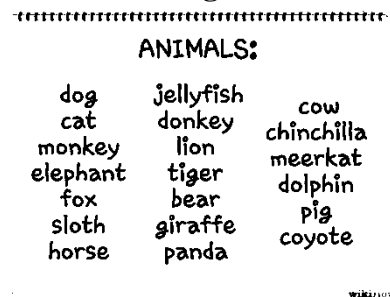
**Figure 2.1 Deciding a Theme**



2. Selecting the word. The word that we want to use is done after decide a theme. The example of words for the theme 'animals': dog, cat, monkey, elephant, fox, etc.

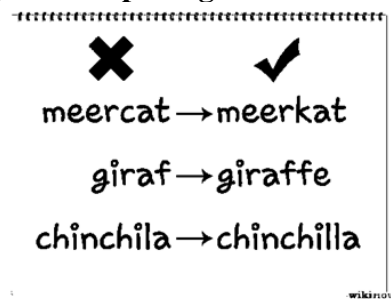
<sup>67</sup>Jack Herrick, <http://www.wikihow.com/Make-a-Word-Search>(online 9 May 2015).

**Figure 2.2 Selecting the Word**



3. Spellingword. Look up the spelling word carefully if using obscure words or the names of foreign countries. Misspelling words will make the students confused.

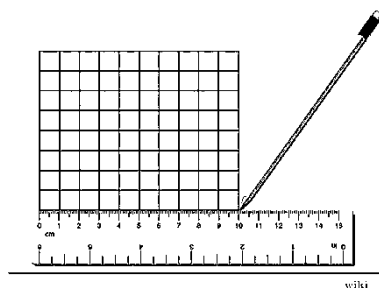
**Figure 2.3 Spelling Word**



#### Method 2 of 3: Make the Grid

1. Add a title on the top of word-search.
2. Draw a grid by hand or computer.
3. Use a ruler to draw lines.

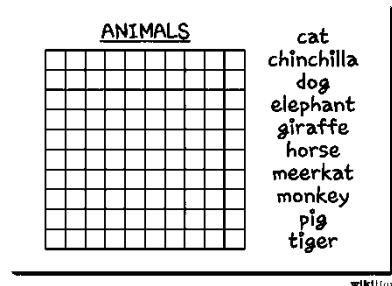
**Figure 2.4 Draw Line**



### Method 3 of 3: Put the Word-search Together

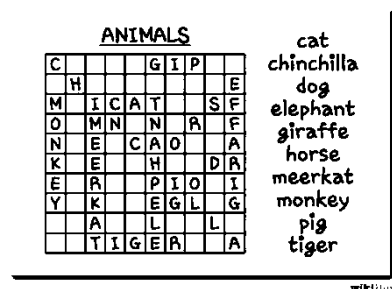
1. Make a list. Place the list next to the grid. Write the words clearly so that the students know exactly which word is looking for.

**Figure 2.5 Make a List**



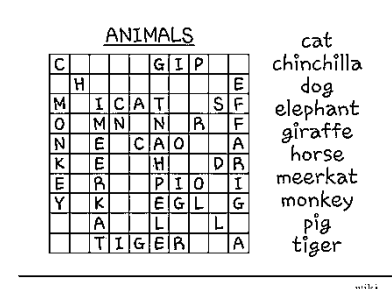
2. Write all of the words into the grid. Put one letter in each box. It can write them backward, forward, diagonally, and vertically.

**Figure 2.6 Write All the Word in the Grid**



3. Create an answer key.

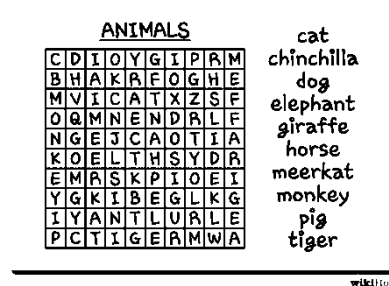
**Figure 2.7 Make Key Answer**



4. Filling the empty squares with random letters. It will distract the students to finding the words.



**Figure 2.8 Filling the Blank Square**



Word search puzzle game is the good game. Because, it is make the students think study more quickly without the teachers force the student to does it be fast. Because, when the teacher gives hidden word game to teach vocabulary, the teacher gives time to find the hidden word. And this game is make the students silent in the class, beside that although game, but this game not makes the students tired. This game just need the charmingly round not other. Teaching vocabulary by using word search puzzle make students more relax, enjoyable, happy and the students understanding the material. And also can improve their achievement.

### **E. Characteristic of Junior High School Students**

We need to pay more attention in teaching vocabulary for Junior High School (secondary school) because the age ranges of Junior High School students vary among 13-15 years old. They can be called as teenager. They are in process of changing from children to adult. They are usually less-motivated and showed disruptive discipline problems.

According to Harmer, the characteristic of Junior High School students are:

- a. They seem to be less lively and humorous than adult.

- b. Identity has to be forced among classmates and friends, peers approval may be considerably more important for the students than the attention of teacher, which, for younger children, is so crucial.
- c. They would be much happier if such problem did not exist.
- d. They may be disruptive in class.<sup>68</sup>

In addition, the teenagers if they are engaged have a great capacity to learn, a great potential for creativity and passionate commitment to things which interested them. So, teacher should provide opportunities for them to explore and experiment in a stable and supportive atmosphere, because they learn new experiences, new rules, and this range of age is one of the most challenging times in life.

Teenagers are sensitive how other perceives their changing physical and emotional selves along with their mental capabilities. One of the most important concerns of the secondary school teacher is to keep self-esteem high by:

- a. Avoiding embarrassment of students at all cost.
- b. Affirming each person's talents and strengths.
- c. Allowing mistakes and errors to be accepted.
- d. Encouraging small group work where risks can be taken more easily by a teen.<sup>69</sup>

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<sup>68</sup> Jeremy Harmer, *The Practice of English Language Teaching*, Longman: Longman, 2001, 3rd Ed., p.39.

<sup>69</sup> Douglas H. Brown, *Teaching by Principles, An Interactive Approach to Language Pedagogy*, New York: Person Education Company, 2001, 2nd Ed., p.92.

Based on statement above, teacher role is needed to motivate secondary school students in teaching learning process. In this case, the teacher should have discipline and responsibility if the teacher will encourage the students to learn English.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter will discuss about the research method. Research method is the steps how to get the result of study. It covers time and place of study, research design, population and sample, data collection technique, instrument of study, instrument tryout, instruments validity, content validity, face validity, construct validity, instrument reliability, index of difficulty, scoring method, normality, homogeneity, data collection procedure, data analysis procedure.

#### **A. Time and Place of the Study**

The study was conducted in academic year 2015-2016 from January 11, 2016 to March 11, 2016 to complete the data. The data were needed to make this study reasonable and acceptable. The location of this study was at SMPS Muhammadiyah Buntok.

#### **B. Research Design**

The method of the study was experiment. In this study used pre-experiment design by using one-group pretest and posttest design, where there was a single group only. They have two tests: before using word search puzzle and after using word search puzzle. Then both of scores compared to know the effectiveness teaching vocabulary using word search puzzle.

The one-group pretest-posttest design usually involves three steps: (1) administering a pretest measuring the dependent variable; (2) applying the experimental treatment X to the subject; and (3) administering a posttest, again measuring the dependent variable. Differences attributed to application

of the experimental treatment are then evaluated by comparing the pretest and posttest scores.<sup>70</sup> The treatment was applied in the class four times during the class, and at the end of treatment students got the task to know their vocabulary mastery.

**Table 3.1 Research Design**

<b>Pretest</b>	<b>Independent</b>	<b>Posttest</b>
$Y_1$	$X$	$Y_2$

Where:

Y1 : Pretest

X : Treatment

Y2 : Posttest

When it turns out that the posttest average score is significantly higher than the average score of pretest, then it is concluded that the instructional treatment is effective.<sup>71</sup> There were several reasons for choosing one-group pretest posttest design to be employed in the research. This design was chosen since it was not feasible to apply true experimental design. The sample of the study was chosen purposively. Thus, one-group pretest posttest design was chosen. Besides, it was impossible to involve control group in the study because the number of classes were two, first class as experiment class, another class as tryout class.

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<sup>70</sup>Donal Aryat All, *Introduction to Research in Education, 8th Edition*, Canada: Wadsworth Cengage Learning, 2010, p. 303-304.

<sup>71</sup>Mohammad Adnan Latief, *Research Methods on Language Learning 2nd Ed*, Malang: Universitas Negeri Malang, 2014, p. 96.

### C. Population and Sample

Sugiyono states, population is the object or subjects that have some qualities and characteristics that are chosen to be learned and to be conclude by the researcher.<sup>72</sup> Population is the full set of data from which a subset (sample) is taken. Based on that statement above, the population of this study was forty-three of seventh grade students of SMPS MuhammadiyahBuntok.

**Table 3.2Population**

No.	Class	Male	Female	Total
1.	Class A	13	11	24
2.	Class B	10	11	21
<b>Total</b>		<b>23</b>	<b>22</b>	<b>43</b>

According to Sugiyono, sample is a part of total and characteristic that is possessed by population.<sup>73</sup> Sampling is the process of selecting number individuals for a study in such a way that the individuals represent the larger group from which they are selected. This study using clustered random sampling. Cluster sampling technique involves the random selection of groups that already exist.<sup>74</sup> So that sampling was the technique to take a sample. In this study, Class A of seventh grade students of SMPS MuhammadiyahBuntok was chosen as the sample.

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<sup>72</sup>Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kualitatif, Kuantitatif, dan R&D*, Bandung: Alfabeta, 2010, p. 117.

<sup>73</sup>Ibid, p. 118.

<sup>74</sup>Mohammad Adnan Latief, *Research Methods on Language Learning 2nd Ed*, Malang: Universitas Negeri Malang, 2014, p. 185.

## **D. Data Collection Techniques**

### **1. Test**

According to Heaton: “Test maybe constructed primarily as devices to reinforce learning and to motivated student, or primarily as a means of as seeing the student’s performance the language.<sup>75</sup> In line with Heaton, Ary states: “A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned.<sup>76</sup> The main data was collected from pretest and posttest. Tryout test was administered before pretest given to experimental class. Pretest was given before treatment to compare its scores to the posttest scores which be given after the treatment. Posttest as the last test was given to get the quantitative data after the treatment.

## **E. Instrument of Study**

In this study used two kinds of test; pretest and posttest. They were achievement test used for measuring students’ vocabulary mastery. Each of tests has different purposes. Or test was intended to get information about students’ understanding about their vocabulary mastery after the treatment.

### **1. Instruments Try out**

This study used try out instrument before the test is applied to the sample of the study. The process of try out was helped by the teacher to guarantee students’ truthfulness while doing the test, which could influence the result of the test. The try out test was given to the students of

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<sup>75</sup>J. B. Heaton, *Language Testing*, Longman, 1987, p. 1.

<sup>76</sup>Donal Ary At All, *Introduction to Research in Education, 8th Edition*, Canada: Wadsworth Cengage Learning, 2010, p. 201.

class B. The time allocation of try out process was 80 minutes. In this study, 60 multiple-choice used to check the students' vocabulary mastery. Multiple-choice vocabulary test is highly reliable and distinguishes learners affectively according to their level of vocabulary knowledge.<sup>77</sup> Madsen states, a good vocabulary test type for students who can read in the foreign language is multiple-choice completion because it makes the students depend on the context clues and sentence meaning.<sup>78</sup> The instrument try-out is important because the result of try-out is used to analyze and to measure the instrument whether the test have some criteria of qualified test or not.

## **2. Instruments Validity**

Validity is the most important consideration in developing and evaluating measuring instruments. Historically, validity was defined as the extent to which an instrument measured what it claimed to measure. The focus of recent views of validity is not on the instrument itself but on the interpretation and meaning of the scores derived from the instruments.<sup>79</sup> Simply, it can be said that a test will be valid, if it measures accurately what is intended to measure. Therefore, related to the study, the test was aimed to measure the students' vocabulary mastery. Validity has three

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<sup>77</sup> John Read, *Assessing Vocabulary*, Cambridge: Cambridge University Press, 2000, p. 2.

<sup>78</sup> Harold S. Madsen, *Technique in Testing*, New York: Oxford University Press, 1983, p.16.

<sup>79</sup> Donal Ary At All, *Introduction to Research in Education, 8th Edition*, Canada: Wadsworth Cengage Learning, 2010, p. 225.



distinct aspects, all of which are important. There are: content validity, face validity, and construct validity.<sup>80</sup>

**a. Content validity**

A test is said to have content validity if its content constitutes a representative sample. It refers to the extent to which the instrument represents the content of interest. In the other words, it is concerned with the question how well does the content of the instrument represent the entire universe of content which might be measured?<sup>81</sup>

A comparison of test specification and test content is the basis for judgment for content validity. The test was made based on the course objectives in the syllabus of seven grade of SMPS MuhammadiyahBuntok was noun. Therefore, this was valid it term of content validity.

**b. Face validity**

Face validity is a term sometimes used in connection with a test's content. Face validity refers to the extent to which examinees believe the instrument is measuring what it is supposed to measure.<sup>82</sup>

The test was suitable to others and at the same level that was Junior High School level. The face validity of the test items as follow:

- 1) The test was about noun.
- 2) The forms of test items were Multiple Choice.

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<sup>80</sup> Arthur Hughes, *Testing for Language Learners*, Cambridge: Cambridge University Press, 1989, p. 22.

<sup>81</sup>DonalAryAt All, *Introduction to Research in Education, 8th Edition*, Canada: Wadsworth Cengage Learning, 2010, p. 214.

<sup>82</sup>Ibid, p. 228.

3) The Language of items using English.

4) The test items were suitable to the Junior High School.

### c. Construct validity

This type of validity assumes the existence of certain learning theories or constructs underlying the acquisition of abilities and skills.<sup>83</sup> It is concerned with the extent to which a test measures a specific trait or construct. Specifically, the construct validity measures how well does the test measure vocabulary mastery?<sup>84</sup> It is the type of validity that is essential for tests that are used to individuals on certain abilities. Since the type of test is vocabulary test, the form of test is multiple choices. In this case, the test was a written test in order to measure the students' vocabulary mastery which consisted of 50 items based on provision of the school. To measure the validity of the instrument, this study using formulation of product moment as follow:<sup>85</sup>

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

Where:

$r_{xy}$  = numeral of index correlation 'r' product moment

N = total sample

$\sum XY$  = amount X score and Y score

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<sup>83</sup>J. B. Heaton, *Language Testing*, Longman, 1987, p.154.

<sup>84</sup>Donal Ary At All, *Introduction to Research in Education, 8th Edition*, Canada: Wadsworth Cengage Learning, 2010, p. 218.

<sup>85</sup>Anas Sudijono, *Pengantar Evaluasi Pendidikan*, Jakarta: PT Raja Grafindo Persada, 2007, p. 219.

$\sum X$  = amount X score

$\sum Y$  = amount Y score

To know the validity level of the instrument, the result of the test will interpret to the criteria coefficient correlation:<sup>86</sup>

0,00 – 0,20 = very poor validity

0,21 – 0,40 = poor validity

0,41 – 0,60 = fair validity

0,61 – 0,80 = high validity

0,81 – 1,00 = very high validity

Based on the result of the tryout test there were 50 valid items and 10 invalid items.

### 3. Instruments Reliability

Reliability is a necessary characteristic of any good test: for it to be valid at all, a test must first be reliable as a measuring instrument. From the measurement of instrument try out reliability it could be known that the whole numbers of test items were reliable or not. From the measurement of instrument try out reliability it is know that the whole numbers of test items are reliable and can be used as the instrument of the study. The reliability of the whole test can be estimated using the formula KR-21 by Kuder Richardson:

$$r_{11} = \left( \frac{K}{K-1} \right) \left( \frac{S - \sum pq}{S} \right)$$

Where:

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<sup>86</sup>GitoSupriadi, *Pengantardan Teknik Evaluasi Pembelajaran*, Malang: Intimedia Press, 2011, p. 110.

$r_{11}$  = reliability test

K = total test item

S = variants of the test

p = proportion of correct answer

q = proportion of incorrect answer

The interpretation:

$r_{11} > r_{table}$  = Reliable

$r_{11} < r_{table}$  = Unreliable

**Table 3.3 The Reliability of Tryout**

Case Processing Summary			
		N	%
Cases	Valid	21	100.0
	Excluded <sup>a</sup>	0	.0
	Total	21	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics	
Cronbach's Alpha	N of Items
.817	60

#### 4. Index of Difficulty

Index of difficulty was the proportion of examinees that get item correct. The index difficulty showed how easy or difficult the particular item proved in the test. The index of difficulty can be known by the formula:<sup>87</sup>

$$P = (R/T).100\%$$

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<sup>87</sup>Tedjo N. Reksoatmodjo, *Statistika Untuk Psikologidan Pendidikan*, Bandung, PT Refika Aditama, 2009, p. 202.

P = index of difficulty

R = total students correct answer

T = the number of students

0,00 s/d 40,00 = difficult

41,00 s/d 70,00 = fair

71,00 s/d 100,0 = easy

### 3. Scoring Method

Percentages Correction is used to give students' score test by the formula as follow:<sup>88</sup>

$$S = \frac{R}{N} \times 100\%$$

S = score

R = frequency correct answer

N = total test items

### 4. Normality

Normality is used for estimating parametric or non-parametric test will be used to analyze the data. Normality is a test normal to whether or not the distribution of data. Therefore, this study using SPSS 17.0 program to measure the normality of the data.

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<sup>88</sup> M. NgalimPurwanto, *Prinsip-prinsipdanTeknikEvaluasiPengajaran*, Bandung: PT RemajaRosdakarya, 2006, p. 112.

**Table 3.4 The Normality of Pretest**

Descriptive Statistics					
	N	Mean	Std. Deviation	Minimum	Maximum
PRETEST	24	62.50	13.847	30	80

One-Sample Kolmogorov-Smirnov Test			PRETEST
N			24
Normal Parameters <sup>a</sup>	Mean		62.50
	Std. Deviation		13.847
Most Extreme Differences	Absolute		.168
	Positive		.103
	Negative		-.168
Kolmogorov-Smirnov Z			.824
Asymp. Sig. (2-tailed)			.506

a. Test distribution is Normal.

**Table 3.5 The Normality of Posttest**

Descriptive Statistics					
	N	Mean	Std. Deviation	Minimum	Maximum
POSTTEST	24	71.25	7.640	60	84

One-Sample Kolmogorov-Smirnov Test			POSTTEST
N			24
Normal Parameters <sup>a</sup>	Mean		71.25
	Std. Deviation		7.640
Most Extreme Differences	Absolute		.143
	Positive		.120
	Negative		-.143
Kolmogorov-Smirnov Z			.702
Asymp. Sig. (2-tailed)			.707

a. Test distribution is Normal.

## 5. Homogeneity

Homogeneity test aimed to test the equality (homogeneity) some samples. The homogeneity of the whole test can be estimated using SPSS 17.0 program.

**Table 3.6 The Test of Homogeneity**

Test of Homogeneity of Variances			
SCORE			
Levene Statistic	df1	df2	Sig.
.043	1	45	.836

## **F. Data Collection Procedures**

On this study, data collection procedures used several steps, as follow:

1. Observe SMPS Muhammadiyah Buntok to get specific data about number of the class, number of the students, and class activity.
2. Decide the class A for treatment teaching English vocabulary using word search puzzle game.
3. Tryout to class B before pre-test.
4. Find out the validity and reliability of the test items.
5. Pre-test for measure the students' vocabulary score before treatment.
6. Teaching English vocabulary using word search puzzle game to class A.
7. Post-test for measure the students' vocabulary score after treatment.
8. Analyze homogeneity and normality.
9. The last step is analyze the data from pre-test and post-test using t-test, interpreted the data, and conclude the result of study whether word puzzle game gives effect toward vocabulary mastery at the seventh grade students of SMPS Muhammadiyah Buntok.

## **G. Data Analysis Procedures**

Data analysis procedures were the last steps in the procedure of pre-experiment, in this case processing the data. The data were the result of pretest and posttest and also their difference. This study was using statistic calculation of T-test formula.<sup>89</sup>

The formula as follows:

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<sup>89</sup>AnasSudjiono, *PengantarStatistikPendidikan*, Jakarta: PT. Raja GrafindoPersada, 2005, p.305-307.

$$t_o = \frac{MD}{SE_{MD}}$$

$MD$  = Mean of difference; the average score from the differences gained scores between I variable and II variable, which are calculated with the formula:

$$MD = \frac{\sum D}{N}$$

$\sum D$  = Total score between variable I (X variable) and variable II (Y variable).

And D is gained with formula;  $D = X - Y$

$N$  = Number of cases

$SE_{MD}$  = the standard error from mean of differences that is gained with the formula;

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

$SD_D$  = Standard deviation from differences between scores variable I and II variable, which is gained with the formula;

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \frac{[\sum D]^2}{N}}$$

$N$  = Number of cases

$df = N - 1$

$df$  = Degree of freedom

$N$  = Number of cases

By the criteria:

If  $t_{test} > t_{table}$ ,  $H_a$  is accepted and  $H_o$  is rejected.



If  $t_{\text{test}} < t_{\text{table}}$ ,  $H_a$  is rejected and  $H_o$  is accepted

The value of  $t_{\text{test}}$  is consult on the  $t_{\text{table}}$  at the level of significance 1% and 5%. The level of significance at 5% is used in this study. If the result or  $t_{\text{test}}$  is higher than  $t_{\text{table}}$ , it means  $H_a$  is accepted, but if the result of  $t_{\text{test}}$  is lower than  $t_{\text{table}}$  it means  $H_o$  is accepted.

## CHAPTER IV

### RESULT OF THE STUDY

In this chapter, the data would be described which had been collected from the study. It covers three topics related to research finding that are data presentation of pretest, posttest, data analysis, and the last is discussion.

#### A. Data Presentation

The data were the result of pretest and the result of posttest, result of data analysis, and discussion.

**Table 4. 1 The Result of the Students' Test**

No.	Code	The Result of the Students' Test					
		Pretest	I	II	III	IV	Posttest
1	E01	64	64	75	80	80	74
2	E02	30	80	100	95	95	60
3	E03	70	68	90	100	90	74
4	E04	80	88	80	100	95	80
5	E05	64	72	85	90	50	70
6	E06	80	68	60	100	90	80
7	E07	50	64	60	65	79	60
8	E08	30	72	75	0	75	60
9	E09	54	80	60	95	90	64
10	E10	60	52	60	45	44	70
11	E11	74	56	60	100	75	80
12	E12	64	68	70	95	95	70
13	E13	50	80	60	10	100	60
14	E14	74	64	75	70	50	74
15	E15	60	52	55	60	80	70

16	E16	50	64	70	95	85	64
17	E17	54	44	40	60	65	64
18	E18	64	76	65	55	74	84
19	E19	70	52	40	45	75	70
20	E20	70	28	50	70	42	74
21	E21	64	76	100	100	95	70
22	E22	64	36	45	45	65	74
23	E23	80	96	85	95	95	84
24	E24	80	64	75	95	85	80
TOTAL							
MEAN		Mx= 62.5	Mx= 65.17	Mx= 68.125	Mx= 73.54	Mx= 77.87	Mx= 71.25

### 1. The Result of Pretest Score

**Table 4. 2 The Description Data of Students' Pretest Score**

NO.	CODE	SCORE
1.	E01	64
2.	E02	30
3.	E03	70
4.	E04	80
5.	E05	64
6.	E06	80
7.	E07	50
8.	E08	30
9.	E09	54
10.	E10	60
11.	E11	74
12.	E12	64
13.	E13	50
14.	E14	74
15.	E15	60
16.	E16	50
17.	E17	54
18.	E18	64
19.	E19	70
20.	E20	70

21.	E21	64
22.	E22	64
23.	E23	80
24.	E24	80

Based on the data above it can be concluded that the highest score was 80 and the lowest score was 30. From the table above there were seven students who got score under 60. To determine the range of score, the class interval, and interval of temporary, the data calculated using formula as follows:

$$\text{The Highest Score (H)} = 80$$

$$\text{The Lowest Score (L)} = 30$$

$$\begin{aligned}\text{The Range of Score (R)} &= H - L + 1 \\ &= 80 - 30 + 1 \\ &= 51\end{aligned}$$

$$\begin{aligned}\text{The Class Interval (K)} &= 1 + (3.3) \times \log n \\ &= 1 + (3.3) \times \log 24 \\ &= 1 + (3.3) \times 1.3802112417 \\ &= 5.55469709 \\ &= 6\end{aligned}$$

$$\begin{aligned}\text{Interval of Temporary (I)} &= \frac{R}{K} \\ &= \frac{51}{6} \\ &= 8.5 \\ &= 8 \text{ or } 9\end{aligned}$$

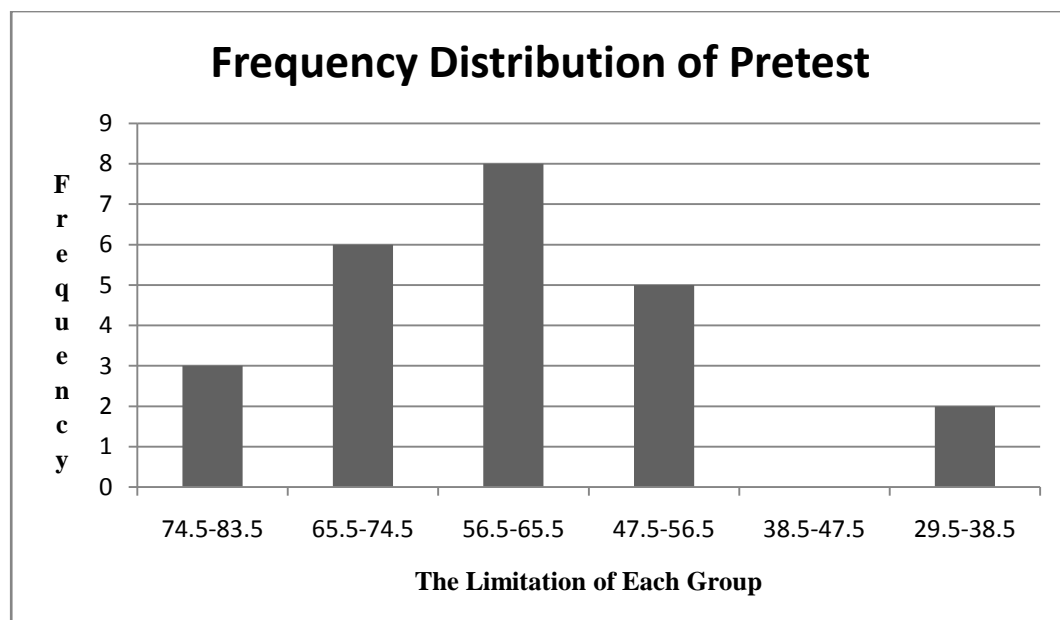
So, the range of score was 51, the class interval was 6, and interval temporary was 8 or 9. It was presented using frequency distribution in the following table.

**Table 4. 3 Frequency Distribution of Pretest Score**

Class (K)	Interval (I)	Frequency (F)	Midpoint (x)	The Limitation of Each Group	Frequency Relative (%)	Frequency Cumulative (%)
1	75-83	3	79	74.5-83.5	12.5	100
2	66-74	6	70	65.5-74.5	25	87.5
3	57-65	8	61	56.5-65.5	33.333	62.5
4	48-56	5	52	47.5-56.5	20.833	29.167
5	39-47	0	43	38.5-47.5	0	8.334
6	30-38	2	34	29.5-38.5	8.333	8.334
<b>TOTAL</b>		<b><math>\Sigma F=24</math></b>			<b><math>\Sigma P=100</math></b>	

The distribution of students' pretest score also can be seen in the following figure.

**Figure 4. 1 Frequency Distribution of Pretest**



From the figure above it can be seen the students' pretest score. There were five students who got score between 74.5-83.5. There were three students who got score between 65.5-74.5. There were eight students who got score between 56.5-65.5. There were five students who got score between 47.5-56.5. There was no student who got score between 38.5-47.5. There were two students who got score between 29.5-38.5.

The score would tabulate into the table for the calculation of mean, median, and modus as followed:

**Table 4. 4 The Calculation of Mean, Median, and Modus of Pretest Score**

<b>Interval (I)</b>	<b>Frequency (F)</b>	<b>Mid point (x)</b>	<b>Fx</b>	<b>Fk(b)</b>	<b>Fk(a)</b>
75-83	3	79	237	24	3
66-74	6	70	420	21	9
57-65	8	61	488	15	17
48-56	5	52	260	7	22
39-47	0	43	0	2	22
30-38	2	34	68	2	24
	$\sum F=24$		$\sum Fx=1473$		

**a. Mean**

$$\begin{aligned}
 M_x &= \frac{\sum fX}{N} \\
 &= \frac{1473}{24} \\
 &= 61.375
 \end{aligned}$$

**b. Median**

$$\begin{aligned}\text{Mdn} &= \ell + \frac{\frac{1}{2}N - f_{kb}}{f_i} \times i \\ &= 56.5 + \frac{12-9}{8} \times 9 \\ &= 56.5 + \left(\frac{3}{8}\right) \times 9 \\ &= 56.5 + (0.375) \times 9 \\ &= 56.5 + 3.375 \\ &= 59.875\end{aligned}$$

**c. Modus**

$$\begin{aligned}\text{Mo} &= \ell + \left(\frac{f_a}{f_a + f_b}\right) \times i \\ &= 56.5 + \left(\frac{2}{2+3}\right) \times 9 \\ &= 56.5 + 0.4 \times 9 \\ &= 56.5 + 3.6 \\ &= 60.1\end{aligned}$$

The calculation above showed of mean value was 61.375, median value was 59.875, and modus value was 60.1 of the pretest score.

The score would tabulate into the table for the calculation of standard deviation and standard error as followed:

**Table 4. 5 Calculation of Standard Deviation and Standard Error  
of Pretest Score**

(I)	(F)	(x)	X	FX	FX <sup>2</sup>
75-83	3	79	+2	6	36
66-74	6	70	+1	6	36

57-65	8	61	0	0	0
48-56	5	52	-1	-5	25
39-47	0	43	-2	0	0
30-38	2	34	-3	-6	36
	$\Sigma F=24$			$\Sigma FX= 1$	$\Sigma FX^2=133$

**d. Standard Deviation**

$$\begin{aligned}
 SD_D &= i \sqrt{\frac{\Sigma FX^2}{N} - \frac{[\Sigma FX]^2}{N}} \\
 &= 9 \sqrt{\frac{133}{24} - \left(\frac{1}{24}\right)^2} \\
 &= 9 \sqrt{\frac{133}{24} - (0.0417)^2} \\
 &= 9 \sqrt{5.54167 - 0.00173889} \\
 &= 9 \sqrt{5.53993111} \\
 &= 9 \times 2.353 \\
 &= 21.177
 \end{aligned}$$

**e. Standard Error**

$$\begin{aligned}
 SE_{MD} &= \frac{SD_1}{\sqrt{N-1}} \\
 &= \frac{21.177}{\sqrt{24-1}} \\
 &= \frac{21.177}{\sqrt{23}} \\
 &= \frac{21.177}{4.795}
 \end{aligned}$$



$$= 4.416$$

The result calculation showed the standard deviation of pretest was 21.177 and the standard error of pretest was 4.416.

## 2. The Result of Posttest Score

**Table 4. 6 The Description Data of Students' Posttest Score**

NO.	CODE	SCORE
1.	E01	74
2.	E02	60
3.	E03	74
4.	E04	80
5.	E05	70
6.	E06	80
7.	E07	60
8.	E08	60
9.	E09	64
10.	E10	70
11.	E11	80
12.	E12	70
13.	E13	60
14.	E14	74
15.	E15	70
16.	E16	64
17.	E17	64
18.	E18	84
19.	E19	70
20.	E20	74
21.	E21	70
22.	E22	74
23.	E23	84
24.	E24	80

Based on the data above it can be concluded that the highest score was 84 and the lowest score was 60. To determined the range of score, the class interval, and interval of temporary, the data calculated using formula as follows:

$$\text{The Highest Score (H)} = 84$$

$$\text{The Lowest Score (L)} = 60$$

$$\begin{aligned}\text{The Range of Score (R)} &= H - L + 1 \\ &= 84 - 60 + 1 \\ &= 25\end{aligned}$$

$$\begin{aligned}\text{The Class Interval (K)} &= 1 + (3.3) \times \log n \\ &= 1 + (3.3) \times \log 24 \\ &= 1 + (3.3) \times 1.3802112417 \\ &= 5.55469709 \\ &= 6\end{aligned}$$

$$\begin{aligned}\text{Interval of Temporary (I)} &= \frac{R}{K} \\ &= \frac{25}{6} \\ &= 4.17\end{aligned}$$

So, the range of score was 25, the class interval was 6, and interval temporary was 4.17. It was presented using frequency distribution in the following table.

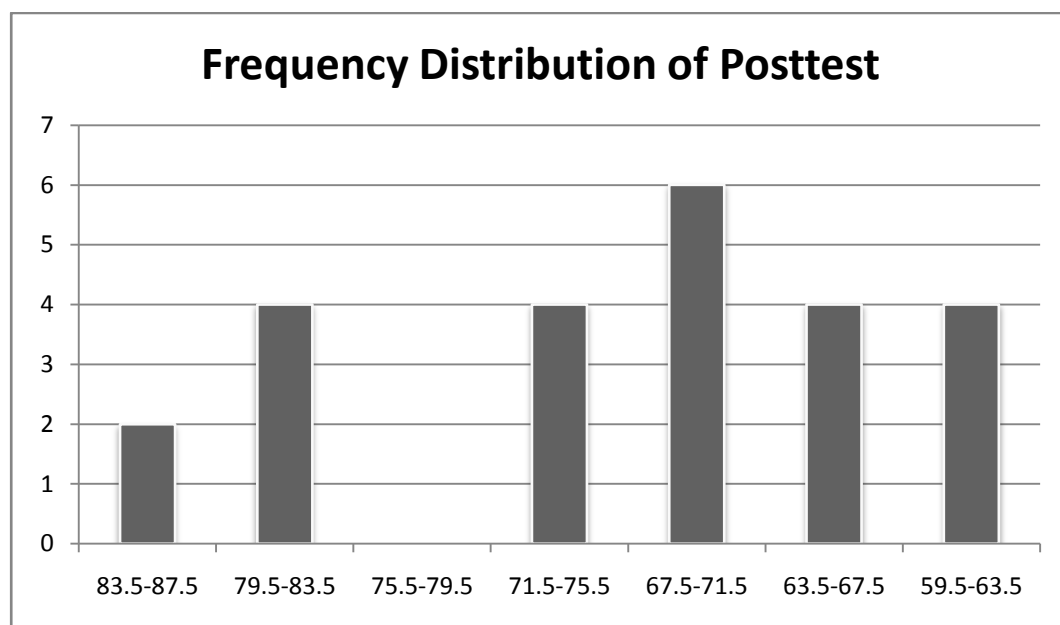
**Table 4. 7 Frequency Distribution of Posttest Score**

Class (K)	Interval (I)	Frequency (F)	Midpoint (x)	The Limitation of Each Group	Frequency Relative (%)	Frequency Cumulative (%)
1	84-87	2	85.5	83.5-87.5	8.333	100
2	80-83	4	81.5	79.5-83.5	16.667	91.667
3	76-79	0	77.5	75.5-79.5	0	75
4	72-75	4	73.5	71.5-75.5	16.667	75
5	68-71	6	69.5	67.5-71.5	25	58.333

6	64-67	4	65.5	63.5-67.5	16.667	33.333
7	60-63	4	61.5	59.5-63.5	16.667	16.667
<b>TOTAL</b>		<b><math>\Sigma F=24</math></b>			<b><math>\Sigma P= 100</math></b>	

The distribution of students' pretest score also can be seen in the following figure.

**Figure 4. 2 Frequency Distribution of Posttest**



From the figure above it can be seen the students' posttest score. There were four students who got score between 92.5-100.5. There were eight students who got score between 85.5-92.5. There were five students who got score between 78.5-85.5. There were two students who got score between 71.5-78.5. There was no student who got score between 64.5-71.5. There were five students who got score between 57.5-64.5.

The score would tabulate into the table for the calculation of mean, median, and modus as followed:

**Table 4. 8 The Calculation of Mean, Median, and Modus  
of Posttest Score**

<b>Interval (I)</b>	<b>Frequency (F)</b>	<b>Mid point (x)</b>	<b>Fx</b>	<b>Fk(b)</b>	<b>Fk(a)</b>
84-87	2	85.5	171	24	2
80-83	4	81.5	326	22	6
76-79	0	77.5	0	0	6
72-75	4	73.5	294	18	10
68-71	6	69.5	417	14	16
64-67	4	65.5	262	8	20
60-63	4	61.5	246	4	24
	$\Sigma F=24$		$\Sigma Fx=1716$		

**a. Mean**

$$\begin{aligned}
 M_x &= \frac{\sum fx}{N} \\
 &= \frac{1716}{24} \\
 &= 71.5
 \end{aligned}$$

**b. Median**

$$\begin{aligned}
 M_{dn} &= \ell + \frac{\frac{1}{2}N - f_{kb}}{f_i} \times i \\
 &= 67.5 + \frac{12-10}{6} \times 4 \\
 &= 67.5 + (0.333) \times 4 \\
 &= 67.5 + 1.332
 \end{aligned}$$

$$= 68.832$$

**c. Modus**

$$\begin{aligned} Mo &= \ell + \left( \frac{f_a}{f_a + f_b} \right) \times i \\ &= 67.5 + \left( \frac{2}{2 + 2} \right) \times 4 \\ &= 67.5 + 0.5 \times 4 \\ &= 67.5 + 2 \\ &= 69.5 \end{aligned}$$

The calculation above showed off mean value was 71.5, median value was 68.832, and modus value was 69.5 of the pretest score.

The score would tabulate into the table for the calculation of standard deviation and standard error as followed:

**Table 4. 9 The Calculation Standard Deviation and Standard Error of Posttest Score**

<b>(I)</b>	<b>(F)</b>	<b>(x)</b>	<b>X</b>	<b>FX</b>	<b>FX<sup>2</sup></b>
84-87	2	85.5	+4	8	64
80-83	4	81.5	+3	12	144
76-79	0	77.5	+2	0	0
72-75	4	73.5	+1	4	16
68-71	6	69.5	0	0	0
64-67	4	65.5	-1	-4	16
60-63	4	61.5	-2	-8	64
	$\Sigma F=24$			$\Sigma FX= 12$	$\Sigma FX^2= 304$

**d. Standard Deviation**

$$\begin{aligned}SD_D &= i \sqrt{\frac{\sum FX^2}{N} - \frac{[\sum FX]^2}{N}} \\&= 4 \sqrt{\frac{304}{24} - \left(\frac{12}{24}\right)^2} \\&= 4 \sqrt{\frac{304}{24} - (0.5)^2} \\&= 4 \sqrt{12.667 - 0.25} \\&= 4 \sqrt{12.417} \\&= 4 \times 3.523 \\&= 14.092\end{aligned}$$

**e. Standard Error**

$$\begin{aligned}SE_{MD} &= \frac{SD_1}{\sqrt{N-1}} \\&= \frac{14.092}{\sqrt{24-1}} \\&= \frac{14.092}{\sqrt{23}} \\&= \frac{14.092}{4.795} \\&= 2.938\end{aligned}$$

The result calculation showed the standard deviation of post test was 14.092 and the standard error of pretest was 2.938.

### 3. The Result of Data Analysis

**Table 4. 10 The Calculation Data of Pretest and Posttest**

<b>Students' Code</b>	<b>Score of Pretest (x)</b>	<b>Score of Posttest (y)</b>	<b>D (x-y)</b>	<b>D<sup>2</sup>(x – y)</b>
E01	64	74	-10	100
E02	30	60	-30	900
E03	70	74	-4	16
E04	80	80	0	0
E05	64	70	-6	36
E06	80	80	0	0
E07	50	60	-10	100
E08	30	60	-30	900
E09	54	64	-10	100
E10	60	70	-10	100
E11	74	80	-6	36
E12	64	70	-6	36
E13	50	60	-10	100
E14	74	74	0	0
E15	60	70	-10	100
E16	50	64	-14	196
E17	54	64	-10	100
E18	64	84	-20	400
E19	70	70	0	0
E20	70	74	-4	16
E21	64	70	-6	36
E22	64	64	0	0
E23	80	84	-4	16

E24	74	80	-6	36
<b>TOTAL</b>	<b><math>\Sigma = 1494</math></b>	<b><math>\Sigma = 1700</math></b>	<b><math>\Sigma = -206</math></b>	<b><math>\Sigma = 3324</math></b>

1) Mean Difference

$$MD = \frac{\Sigma D}{N}$$

$$= \frac{-206}{24}$$

$$= -8.58$$

2) Standard Deviation

$$SD_D = \sqrt{\frac{\Sigma D^2}{N} - \frac{[\Sigma D]^2}{N}}$$

$$= \sqrt{\frac{3324}{24} - \frac{[-206]^2}{24}}$$

$$= \sqrt{138.5 - (8.58)^2}$$

$$= \sqrt{138.5 - 73.6164}$$

$$= \sqrt{64.8836}$$

$$= 8.05$$

3) Standard Error of Mean Differences

$$SE_{MD} = \frac{SD_D}{\sqrt{N - 1}}$$

$$= \frac{8.05}{\sqrt{24 - 1}}$$

$$= \frac{8.05}{\sqrt{24 - 1}}$$



$$\begin{aligned}
&= \frac{8.05}{\sqrt{23}} \\
&= \frac{8.05}{\sqrt{4.795}} \\
&= 1.678
\end{aligned}$$

4) The Value of  $t_{\text{observe}}$

$$\begin{aligned}
t_o &= \frac{MD}{SE_{MD}} \\
&= \frac{8.05}{1.678} \\
&= 4.797
\end{aligned}$$

5) Degree of freedom

$$\begin{aligned}
df &= N-1 \\
&= 24-1 \\
&= 23
\end{aligned}$$

df 23 at 5 % level of significant = 2.069

The hypothesis of this study as follows:

(Ha): There is any significant effect of using word-search puzzle in teaching English vocabulary at the seventh grade students of SMPS Muhammadiyah Buntok.

(Ho): There is no any significant effect of using word-search puzzle in teaching English vocabulary at the seventh grade students of SMPS Muhammadiyah Buntok.

To examine the hypothesis  $t_{\text{test}}$  score and  $t_{\text{table}}$  was compared by the criteria:

If  $t_{\text{test}} > t_{\text{table}}$ ,  $H_a$  is accepted and  $H_o$  is rejected.

If  $t_{\text{test}} < t_{\text{table}}$ ,  $H_a$  is rejected and  $H_o$  is accepted.

The result of  $t_{\text{test}}$  could be seen in the table as follows:

**Table 4. 11 Result of  $t_{\text{test}}$**

$M_D$	$SD_D$	$SE_{MD}$	$t_o$	$t_t$	df
8.58	8.05	1.678	4.797	2.069	23

Where :

$M_D$  : Mean of Difference

$SD_D$  : Standard Deviation of Mean Difference

$SE_{MD}$  : Standard Error of Mean Difference

$t_o$  : The Value of  $t_{\text{observe}}$

$t_t$  : The Value of  $t_{\text{table}}$

df : Degree of Freedom

Based on the result of hypothesis test calculation, it was found that the value  $t_{\text{observe}}$  was higher than the value of  $t_{\text{table}}$  at 1% and 5% significance level or  $1.714 < 4.797 > 2.069$  it could be interpreted that alternative hypothesis ( $H_a$ ) was accepted. It means there is any significant effect of using word-search puzzle in teaching English vocabulary at the seventh grade students of SMP Muhammadiyah Buntok. Simply, it could be interpreted that null hypothesis ( $H_o$ ) was rejected.

## **B. Discussion**

The result showed that the students' mean in teaching vocabulary before taught using word search puzzle (pretest) is 62.5. While the students'

mean in teaching vocabulary after they being taught using word search puzzle (posttest) is 71.25. It means that word search puzzle technique can motivate the students more memorize vocabulary well. Williams mention that the use of educational games such as crossword puzzles, word search puzzles, modified television game shows, or commercial board and card game make learning fun and motivational. (Chapter II, p. 44)

Meanwhile after the data was calculated using  $t_{\text{test}}$  it was found that the value of  $t_{\text{test}}$  was higher than  $t_{\text{table}}$  at 1% and 5% level of significance  $t_{\text{test}} 1.714 < 4.797 > 2.069$ . This finding indicated that the alternative hypothesis stating that there was any significant effect of using word-search puzzle in teaching English vocabulary at the seventh grade students of SMP Muhammadiyah Buntok was accepted. On the contrary, the null hypothesis stating that there was no any significant effect of using word-search puzzle in teaching English vocabulary at the seventh grade students of SMP Muhammadiyah Buntok was rejected. Before the students got the treatment, the mean score of pretest was and after got the treatment the mean score of posttest was. It showed that word-search puzzle has significant effect on students' vocabulary score.

This statistical finding verified the theories of teaching English vocabulary using word search puzzle as an interesting technique for teaching English vocabulary that can increase the students' vocabulary mastery. Vossoughi and Zargar mentioned word search puzzle game is one of many instructional games that reinforce word-level onto a grid and persuade the

class to make suggestions for the puzzle clues. This game is good to review general vocabulary, without ever tiring the students. (Chapter II, p. 45)

Puzzle games is a challenging form of the game which students' creativity and memory due to the emergence of a deep motivations to solve the problem, but still fun because it can be repeated. The challenge in this game will give effect addicted to try, and keep trying until successful. Language-teaching puzzles which focus the learner's attention on meaning are especially useful at intermediate and advanced level. Riddles mentioned, sequences, logical deductions, and the like all allow the learner to employ the abstract language schemas of the target language fruitfully within the specific meaning domains outlined by the solution path of the puzzle. (Chapter II, p. 43)

In this study found that the students were more interested in completing the puzzles and when they were given the chance to write down their answer on whiteboard, students found the word search puzzle to be more useful and enjoyable. It is fun to play games in classroom and at the same time learn vocabulary. Games can change the atmosphere of the class, add excitement to the learning environment, and create a naturalistic setting for language learning. Dorry mentioned games bring in relaxation and fun for students, thus help them learn and retain new words more easily, games usually involve friendly competition and they keep learners interested. (Chapter II, p. 45)

There are some problems when teaching vocabulary using word search puzzle in this study, they are: (1) there is no puzzle game for teaching on students' English book at SMP Muhammadiyah Buntok, (2) the teacher should make material using word search puzzle based on the school's syllabus before teaching, (3) on the first meeting the students need more explanation about word search puzzle (4) the last problem in applying this technique the teacher has to control hyperactive students which they tend to dominate the class' activities. Rosita mentioned there are two advantages of puzzle game, as follow: (1) tools that use puzzle for teaching English in school are limited (2) if the teacher does not provide the tools for teaching before, so it will spend a lot of time in the class. (Chapter II, p.48)

## CHAPTER V

### CLOSING

#### A. Conclusion

Based on the study in SMP Muhammadiyah Buntok, teaching English vocabulary used word search puzzle has improved the students' score in English vocabulary of seventh grade especially the class A. It showed that games can afford a valuable technique in language classroom for students at Junior High School and can be used to facilitate the process of vocabulary learning. The exciting nature of playing games can facilitate the vocabulary learning process. Language games are suitable evaluation tools in the hands of teachers. It quickly reveals the depth of students understanding and reinforces their previous knowledge. The teacher needs to argue that, through games, students are given opportunities to know and explore new vocabulary without direct teacher assistance.

The result of  $t_{\text{test}}$  using manual calculation showed that the calculated value  $t_{\text{observe}}$  was greater than  $t_{\text{table}}$  at 5% and lower at 1% significance level or  $1.714 < 4.797 > 2.069$ . This indicated that the alternative hypothesis stating that there was any significant effect using word-search puzzle in teaching English vocabulary at the seventh grade students of SMP Muhammadiyah Buntok was accepted. Meanwhile, the null hypothesis stating that there was no any significant effect using word-search puzzle in teaching English vocabulary at the seventh grade students of SMP Muhammadiyah Buntok was rejected. It implicated that teaching English vocabulary using word-search puzzle gave

effect toward the seventh grade students' score at SMP Muhammadiyah Buntok. It can be proved by the difference of pretest and posttest.

Based on the result of the study above, there are several important points as follows:

1. The use of word-search puzzle improved students' vocabulary mastery at SMP Muhammadiyah Buntok.
2. The improvement is quite significant. It was reflected from the students' attitude during teaching learning process. They were become more active, excited, and responsive to the presented materials.
3. Although the technique brings the positive progress, the classroom would be a chaos if the teacher cannot manage them well.

## **B. Suggestion**

Based on the result of this study, there were some suggestion would like recommend as follows:

1. For the Students

Word-search puzzle is one of effective and helpful technique for increasing and improving students' vocabulary mastery. The use word-search in teaching learning English vocabulary can increase the students' memory about the vocabulary given, increase the students' understanding about new vocabulary, and decrease the monotonous teaching learning process especially in teaching vocabulary.

## 2. For the Teacher

Based on the result of the study that showed word-search puzzle gave effect on the students' score in English vocabulary of the seventh grade students of SMP Muhammdiyah Buntok. It recommended for the teacher to use word-search puzzle to make the teaching learning process more interested and can help the students to master English vocabulary.

## 3. For the Next Study

Since the study was pre-experimental design using word-search puzzle in teaching English vocabulary for the Junior High School students. The result of the study found that word search puzzle gave significant effect on the students' score in English vocabulary. This study was focused on the seventh grade students of SMP Muhammdiyah Buntok. The next study is recommended to conduct the study related to the English vocabulary with other interesting technique on other grades.



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## APPENDIX 1

### THE TEACHING SCHEDULE

No.	Date	Time	Activity
1.	Wednesday, 13 January 2016	08.45 s/d 10.05 WIB	Tryout
2.	Tuesday, 19 January 2016	06.30 s/d 07.50 WIB	Pretest
3.	Thursday, 21 January 2016	10.20 s/d 11.40 WIB	Treatment 1
4.	Tuesday, 26 January 2016	06.30 s/d 07.50 WIB	Treatment 2
5.	Thursday, 28 January 2016	10.20 s/d 11.40 WIB	Treatment 3
6.	Tuesday, 2 February 2016	06.30 s/d 07.50 WIB	Treatment 4
7.	Thursday, 4 February 2016	10.20 s/d 11.40 WIB	Posttest

## APPENDIX 3

### RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: SMPS Muhammadiyah Buntok
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII A/2
Materi Pokok	: Meminta dan memberi pendapat
Skill	: Mendengarkan
Waktu	: 2x40 menit

#### Standar Kompetensi:

#### Mendengarkan

7. Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

#### Kompetensi Dasar:

- 7.2 Merespon makna dalam percakapan transaksional ( *to get things done* ) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi pendapat.

#### Indikator:

- Meminta pendapat dengan cermat dan kreatif.
  - Memberi pendapat dengan cermat dan kreatif.
- 



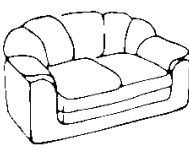


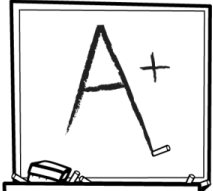
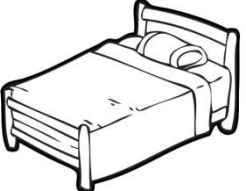



#### A. Tujuan Pembelajaran

1. Siswa mampu meminta pendapat dengan cermat dan kreatif.
2. Siswa mampu memberi pendapat dengan cermat dan kreatif.

## B. Materi Pembelajaran

1. Teks lisan dan tulis meminta dan memberi pendapat.
2. Kosakata yang terkait teks yang diajarkan.

**Listen and repeat after your teacher. Give your opinion about the picture!**

Things in your house	Things in your classroom
1. Mirror 	1. Clock 
2. Sofa 	2. Calendar 
3. Frying pan 	3. Whiteboard 
4. Bed 	4. Chair 
5. Bowl 	5. Flag 



**Listen to the dialog!**

A: What is the most interesting profession in the world, do you think?

B: Well, I think it is a pilot. I think it is a great job.

A: Why?

B: Well, because he can fly an airplane. A pilot flies and landing at airport around the world. Doesn't it sound great? Well, I think I want to become a pilot someday. What about you?

A: I think I want to be a captain of a big ship, I think it's a good job.

B: I think so.

**Asking for someone's opinion**

- What do you think of/about....
- Do you think.....
- What is your opinion of.....
- What about.....

**Giving opinion**

- I think.....
- I think so.
- I don't think.....
- I don't think so.
- Don't you think.....
- Well, I must say.....
- In my opinion.....

**Find the words on the gridline!**

F	U	C	A	P	T	A	I	N	T	U	R
A	D	F	H	K	R	W	A	Y	I	L	E
W	M	F	G	J	I	P	I	L	O	T	O
R	I	O	P	D	G	E	L	B	H	U	R
U	R	M	Y	N	H	U	S	A	B	A	E
J	R	N	I	D	I	N	T	H	N	E	W
F	O	Y	F	U	B	O	W	L	T	E	T
S	R	U	R	E	I	S	H	I	M	I	R
F	L	A	G	A	M	V	R	E	R	I	O
P	S	A	N	P	Y	A	Q	S	H	I	P
L	U	I	P	L	D	A	F	O	R	E	R
H	O	U	D	N	I	V	E	F	A	S	I
F	T	I	E	V	B	L	U	A	A	S	A
S	Q	L	B	U	T	E	V	H	K	L	Y
E	A	T	U	B	A	C	L	O	C	K	T
C	H	A	I	R	P	Y	N	D	A	B	F

**Task 1. Listen to the teacher read the following dialogues and complete the sentences. Then, select the right picture.**

**Dialogue 1**

A : Excuse me. What do you think about this (            )?  
B : I think it's nice. It fits you.  
A : I think so. OK. Thanks.



**Dialogue 2**

A : Excuse me. What do you think about (            ) temple?  
B : I think it's an ordinary temple.  
A : I don't think so. It's a great temple. Look at this picture.  
B : You're right. I guess I made a mistake.



**Dialogue 3**

A : Excuse me. I think that's my (            ).  
B : Hmm, I don't think so. I think this is my (            ).  
A : You're right. I guess I made a mistake.



**Dialogue 4**

A : Excuse me. I think that is my (            ).  
B : Hmm, I don't think so. I think this is my (            ).  
A : You're right. I guess I made a mistake.



**Dialogue 5**

A: This is my new (            ).  
My mother bought it on the (            ) shop for me yesterday. What do you think?  
B: I think it is nice.



**Task 2. Listen to the teacher read the following dialogues and complete the sentences.**

**Dialogue 6**

A: What do you think of the ( ) in the ( )?

B: I think he is great.

A: Why?

B: Because they are help sick people.

**Dialogue 7**

A: Excuse me. I think those are my ( ).

B: Hmm, I don' t think so. I think these are my ( ).

A: you are right. I guess I made a mistake.

**Dialogue 8**

A: Excuse me. I think that is my ( ).

B: Hmm, I don' t think so. I think this is my ( ).

A: You' re right. I guess I made a mistake.

**Dialogue 9**

A: What do you think of a ( )?

B: I think he is great.

A: Why?

B: Because he teaches the students.

A: Where is the ( ) works?

B: the teacher works at ( ).

**Dialogue 10**

A: I think this ( ) is cheap. What do you think?

B: Well, in my opinion it is very cheap.

**Task 3. Find the words on the gridline!**

S	G	R	E	M	I	R	R	O	R	A
T	C	J	O	D	L	B	S	T	U	U
D	D	H	E	W	O	N	T	M	D	Y
I	E	W	O	A	N	C	T	T	U	O
B	E	B	A	O	G	S	T	U	B	C
C	E	S	P	E	L	R	S	O	O	B
N	I	S	W	E	A	T	E	R	R	I
W	A	J	U	N	S	T	S	T	O	C
S	T	O	B	E	S	W	I	T	B	Y
H	E	H	I	M	E	F	O	R	E	C
V	E	I	H	O	S	P	I	T	A	L
R	I	N	R	M	Y	L	E	F	I	E
U	R	I	N	O	A	M	J	A	C	A
S	U	M	I	M	S	O	F	A	Y	F
A	M	I	A	L	Y	S	U	R	I	O
R	E	H	C	A	E	T	E	N	E	A
E	E	M	L	M	A	S	E	C	M	O
P	G	A	O	D	A	P	A	N	C	T
A	E	T	C	L	F	L	A	G	H	A
P	N	I	K	A	K	I	T	I	M	F
S	X	A	E	C	Y	J	V	L	N	D
W	F	G	E	M	A	R	I	A	H	C
E	W	N	E	O	N	E	W	O	K	K

N	Q	V	K	L	Y	S	H	I	R	T
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**C. Metode/Teknik Pembelajaran:** Three-Phase Technique

**D. Langkah-Langkah Kegiatan Pembelajaran**

**1. Kegiatan pendahuluan:**

- Mengucapkan salam.
- Siswa membaca doa.
- Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.
- Tanya jawab yang berkaitan dengan materi dengan kreatif.
- Tanya jawab mengenai meminta dan memberi pendapat.

**2. Kegiatan inti:**

- Siswa menyimak/mendengarkan penjelasan tentang meminta dan memberi pendapat.
- Siswa memahami dan mempelajari contoh gambar dan memberi pendapat.
- Siswa memahami dan mempelajari contoh teks meminta dan memberi pendapat.
- Setiap siswa mendapatkan word-search puzzle yang berkaitan dengan meminta dan memberi pendapat.
- Siswa mencari kata-kata yang terdapat dalam word-search puzzle.
- Siswa secara bergantian menuliskan jawaban di papan tulis.
- Mendiskusikan jawaban dari tiap siswa bersama-sama.
- Membahas kosa kata yang terdapat dalam word-search puzzle.
- Siswa menirukan pengucapan dari kosa kata yang disebutkan.
- Membahas kosakata, struktur kalimat, struktur bacaan secara komunikatif.

### 3. Kegiatan penutup:

- Menyimpulkan pembelajaran.
- Melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individual.
- Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- Mengucapkan salam.

### E. Alat dan Sumber Belajar

1. Buku Bahasa Inggris SMP/MTs VIIA
2. Kamus Inggris–Indonesia dan Indonesia–Inggris
3. Buku-buku lain yang relevan.
4. Word-search puzzle game

### F. Penilaian

1. Teknik penilaian: tes tulis
2. Bentuk instrument: word-search puzzle
3. Rubrik penilaian

Skor maksimal = 100

$$\text{Nilai siswa} = \frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100 = \dots\dots$$

Mengetahui,

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## **RENCANA PELAKSANAAN PEMBELAJARAN**

Satuan Pendidikan : SMPS Muhammadiyah Buntok  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VII A/2  
Materi Pokok : Menyatakan suka dan tidak suka, meminta klarifikasi, dan merespon secara interpersonal.  
Skill : Mendengarkan  
Waktu : 2x40 menit

### **Standar Kompetensi:**

#### **Mendengarkan**

8. Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

### **Kompetensi Dasar:**

- 8.2 Merespon makna dalam percakapan transaksional ( *to get things done* ) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: menyatakan suka dan tidak suka, meminta klarifikasi, dan merespon secara interpersonal.

### **Indikator:**

- Menyatakan suka dan tidak suka dengan cermat.
- Meminta klarifikasi dengan cermat.
- Merespon secara interpersonal dengan cermat dan teliti.



---

### A. Tujuan Pembelajaran

1. Siswa mampu menyatakan suka dan tidak suka dengan cermat.
2. Siswa mampu meminta klarifikasi dengan cermat.
3. Siswa mampu merespon secara interpersonal dengan cermat dan teliti.

### B. Materi Pembelajaran

1. Teks lisan dan tulis menyatakan suka dan tidak suka, meminta klarifikasi, dan merespon secara interpersonal.
2. Kosakata yang terkait dengan teks yang diajarkan.

#### Listen to your teacher and read the dialogues.

1. Andi: Do you like apples, Budi?  
Budi: Yes, I do.  
Dona: Does Budi like apples, Andi?  
Andi: Yes, he does.
2. Dedi: Do you like smoking, Cipto?  
Cipto: No, I don't. I dislike smoking.  
Dona: Does Cipto like smoking, Dedi?  
Dedi: No, he doesn't. He dislikes smoking.
3. Karyo: Do you like chilli, Sion?  
Sion: No, I don't. I hate chilli.  
Karyo : What about you?  
Sion: Yes, I do.
4. Nina: Do you like fish Fitri?  
Fitri: No, I don't like fish but I like beef.

#### Study how to express likes and dislikes for different subjects below.

##### Like

SUBJECT	VERB	NOUN
---------	------	------

I	like	Hamburger
She	likes	Cookies
He	likes	Milk
We	like	Grape
They	like	Bread
You	like	Candy

### **Dislike**

<b>SUBJECT</b>	<b>VERB</b>	<b>NOUN</b>
I	dislike	Hamburger
She	dislikes	Cookies
He	dislikes	Milk
We	dislike	Grape
They	dislike	Bread
You	dislike	Candy

### **Do/does not like**

<b>SUBJECT</b>	<b>VERB</b>	<b>NOUN</b>
I	do not like	Hamburger
She	does not like	Cookies
He	does not like	Milk
We	do not like	Grape
They	do not like	Bread
You	do not like	Candy

**Find the words on the gridline!**

M	O	G	A	D	H	A	M	B	U	R	G	E	R
D	I	L	K	W	S	R	U	P	E	D	R	A	Z
I	N	L	F	H	I	W	D	U	P	K	A	I	T
C	H	A	K	R	F	U	S	D	A	H	P	N	M
O	W	G	H	U	O	P	A	Z	V	B	E	N	T
O	E	R	Y	H	I	P	D	J	K	D	N	L	O
K	Q	E	T	V	P	N	D	C	A	N	D	Y	I
I	Y	I	B	L	S	G	J	M	X	A	D	H	L
E	A	F	E	H	K	L	O	S	E	X	B	M	I
S	R	H	K	C	A	N	J	R	F	S	B	K	H
Q	R	Y	J	F	E	E	B	X	H	Y	I	S	C

**Task 1. Listen to your teacher and complete the dialog.**

A: Do you like reading book?

B: Yes, I do. I like it a lot. I have ( ) in my ( ).

A: What kind of ( ) do you like?

B: I like ( ), such as Aladdin, Cinderella, and Sleeping Beauty.

Their ( ) is beautiful.

A: Do you like ( )?

B: No, I don't. I hate it.

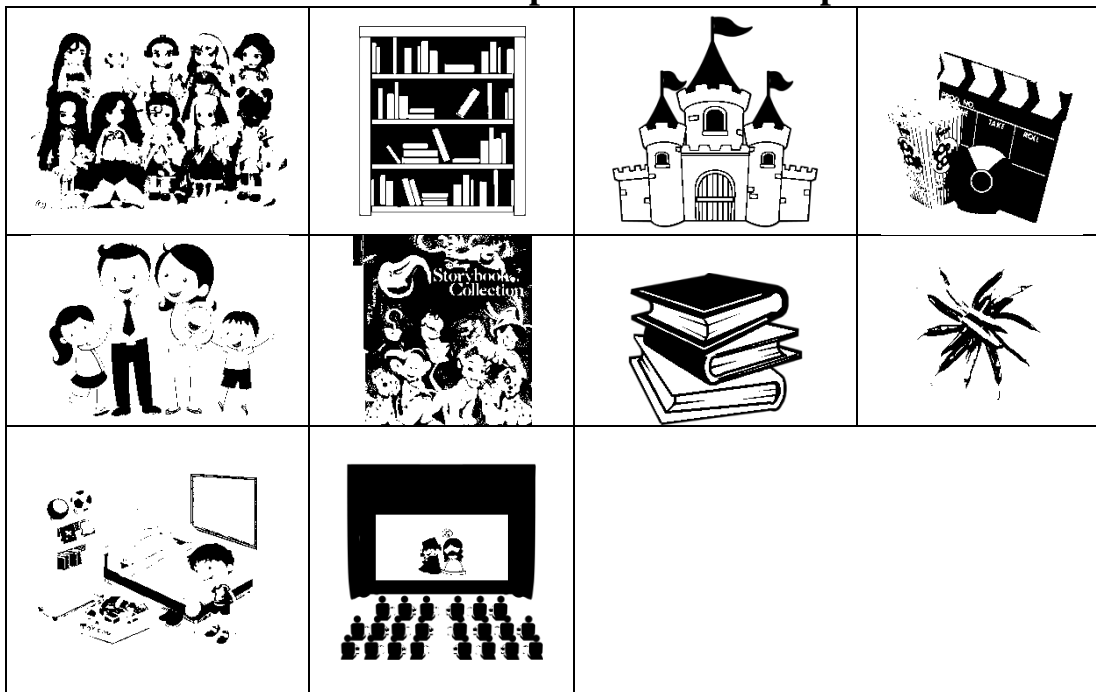
A: Do you like playing ( )?

B: Yes, I do.

A: Do you like ( )?

B: Yes, I do. I go to the ( ) with my ( ).

**Task 2. Find the words from the picture box in the puzzle below!**



A	X	M	O	V	I	E	X	Q	S
M	W	A	Z	P	L	V	C	T	K
E	E	S	R	I	D	F	O	R	O
N	T	H	T	B	F	R	F	H	O
I	Y	S	X	M	Y	D	G	P	B
C	A	T	M	B	F	G	R	I	K
C	B	O	O	K	S	H	E	L	F
D	A	O	O	T	P	W	Z	N	F

O	K	P	R	Z	D	O	L	L	S
C	H	I	L	I	X	P	J	T	E
Q	C	S	M	Y	L	I	M	A	F

**C. Metode Pembelajaran:** Three-Phase Technique.

**D. Langkah-Langkah Kegiatan Pembelajaran**

**1. Kegiatan pendahuluan:**

- Mengucapkan salam.
- Siswa membaca doa.
- Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.
- Tanya jawab yang berkaitan dengan materi dengan kreatif.
- Tanya jawab mengenai suka dan tidak suka, meminta klarifikasi, dan merespon secara interpersonal.

**2. Kegiatan inti:**

- Siswa menyimak/mendengarkan penjelasan tentang menyatakan suka dan tidak suka, meminta klarifikasi, dan merespon secara interpersonal.
- Siswa memahami dan mempelajari contoh teks menyatakan suka dan tidak suka, meminta klarifikasi, dan merespon secara interpersonal.
- Setiap siswa mendapatkan word-search puzzle yang berkaitan dengan teks yang menyatakan suka dan tidak suka, meminta klarifikasi, dan merespon secara interpersonal.
- Siswa mendapatkan petunjuk kata benda yang dicari.
- Siswa mencari arti kata-kata yang tersedia di dalam kamus.
- Siswa secara bergantian menuliskan jawaban di papan tulis.
- Mendiskusikan jawaban dari tiap siswa bersama-sama.

- Membahas kosa kata, struktur kalimat, dan struktur bacaan.
- Siswa menirukan pengucapan dari kosa kata yang disebutkan.
- Membahas kosakata, struktur kalimat, struktur bacaan secara komunikatif.

### 3. Kegiatan penutup:

- Menyimpulkan pembelajaran.
- Melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individual.
- Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- Mengucapkan salam.

### E. Alat dan Sumber Belajar

1. Buku Bahasa Inggris SMP/MTs VIIA
2. Kamus Inggris–Indonesia dan Indonesia–Inggris
3. Buku-buku lain yang relevan.
4. Word-search puzzle game

### F. Penilaian

1. Teknik penilaian: tes tulis
2. Bentuk instrument: word-search puzzle
3. Rubrik penilaian

Skor maksimal = 100

$$\text{Nilai siswa} = \frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100 = \dots\dots$$

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### **RENCANA PELAKSANAAN PEMBELAJARAN**

Satuan Pendidikan : SMPS Muhammadiyah Buntok  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VII A/2  
Materi Pokok : Teks fungsional pendek berupa instruksi  
Skill : Mendengarkan  
Waktu : 2x40 menit

#### **Standar Kompetensi:**

##### **Mendengarkan**

8. Memahami makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

#### **Kompetensi Dasar:**

- 8.1 Merespon makna tindak tutur yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.

#### **Indikator:**

- Merespon makna dalam teks lisan fungsional pendek berupa instruksi dengan berfikir logis dan kritis.
- Menentukan fungsi komunikatif teks yang didengar dengan cermat.
- Menentukan ciri kebahasaan dari teks fungsional yang didengar dengan cermat.

---

### A. Tujuan Pembelajaran

1. Siswa mampu merespon makna dalam teks lisan fungsional pendek berupa instruksi dengan berfikir logis dan kritis.
  2. Siswa mampu menentukan fungsi komunikatif teks yang di dengar dengan cermat.
- Siswa mampu menentukan ciri kebahasaan dari teks fungsional yang didengar dengan cermat.

### B. Materi Pembelajaran

1. Teks lisan fungsional pendek berupa instruksi.
2. Kosa kata yang terkait teks yang diajarkan.

#### Listen and repeat!

- |                            |                                 |
|----------------------------|---------------------------------|
| ▪ Don't open the door.     | ▪ Raise your hand, please.      |
| ▪ Come here, please.       | ▪ Don't touch the picture.      |
| ▪ Don't do that.           | ▪ Go to the whiteboard, please. |
| ▪ Open the window, please. |                                 |
| ▪ Don't be noisy.          |                                 |

Instruction	Asking to do something	Forbidding to do something
Repeat after the teacher.	Repeat after the teacher, please.	Don't repeat after the teacher.
Listen to the tape.	Listen to the tape, please.	Don't listen to the tape.
Say hello to your friend.	Say hello to your friend, please.	Don't say hello to your friend.
Look at the bird	Look at the bird, please.	Don't look at the bird.
Do sport in the school yard.	Do sport in the school yard, please.	Don't do sport in the school yard.



Find the words on the gridline!

F	O	R	T	E	H	R	E	T	S	W	O	F
M	Y	L	E	F	P	I	L	B	H	E	W	R
I	T	H	Y	U	O	A	L	I	H	O	L	I
D	N	G	A	M	R	S	T	O	H	E	A	E
P	I	C	T	U	R	E	C	O	U	L	D	N
R	B	L	A	M	B	I	N	G	B	I	R	D
H	U	T	R	O	I	N	W	G	O	U	Y	T
O	T	H	A	I	S	T	E	I	L	M	E	I
W	A	R	S	R	W	O	D	G	N	O	N	E
M	D	O	R	E	I	N	I	M	I	D	S	U
S	I	N	Y	O	A	U	C	E	B	E	O	E
T	E	A	C	H	E	R	N	A	W	Y	A	W

A. Make these instructions more polite. Add *please*.

1. Put the.....in the pencil case.
2. Get me a.....
3. Clean the.....
4. Turn on the.....
5. Put the.....on my table.

B. Make these instructions negative. Add *don't* before the verb.

1. Open the.....
2. Turn off the.....
3. Forget to buy a.....
4. Drink.....tea.
5. Eat.....

C. Find the words on the grid.

W	H	I	T	E	B	O	A	R	D
A	C	Z	X	W	R	Q	S	Y	K
R	T	V	C	X	O	G	M	D	I
D	E	Q	K	Q	O	A	Y	R	N
R	W	O	T	V	M	B	E	Z	O
O	O	P	D	X	S	T	Q	I	M
B	R	E	A	D	U	C	K	F	E
E	H	I	P	P	E	N	C	I	L
K	Y	G	M	Z	R	H	K	L	E
J	Z	O	O	Y	L	I	G	H	T
V	C	A	N	D	Y	P	Z	Q	X

**C. Metode/Teknik Pembelajaran:** Three-Phase Technique

**D. Langkah-Langkah Kegiatan Pembelajaran**

**1. Kegiatan pendahuluan:**

- Mengucapkan salam.
- Siswa membaca doa.
- Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.
- Tanya jawab yang berkaitan dengan materi dengan kreatif.

- Tanya jawab mengenai meminta dan memberi pendapat.

## **2. Kegiatan inti:**

- Siswa menyimak/mendengarkan penjelasan tentang meminta dan memberi pendapat.
- Siswa memahami dan mempelajari contoh gambar dan memberi pendapat.
- Siswa memahami dan mempelajari contoh teks meminta dan memberi pendapat.
- Setiap siswa mendapatkan word-search puzzle yang berkaitan dengan meminta dan memberi pendapat.
- Siswa mencari kata-kata yang terdapat dalam word-search puzzle.
- Siswa secara bergantian menuliskan jawaban di papan tulis.
- Mendiskusikan jawaban dari tiap siswa bersama-sama.
- Membahas kosa kata yang terdapat dalam word-search puzzle.
- Siswa menirukan pengucapan dari kosa kata yang disebutkan.
- Membahas kosakata, struktur kalimat, struktur bacaan secara komunikatif.

## **3. Kegiatan penutup:**

- Menyimpulkan pembelajaran.
- Melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individual.
- Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- Mengucapkan salam.

## **E. Alat dan Sumber Belajar**

1. Buku Bahasa Inggris SMP/MTs VIIA
2. Kamus Inggris–Indonesia dan Indonesia–Inggris
3. Buku-buku lain yang relevan.
4. Word-search puzzle game

## **F. Penilaian**

Teknik penilaian: tes tulis

1. Bentuk instrument: word-search puzzle
2. Rubrik penilaian

Skor maksimal = 100

$$Nilai\ siswa = \frac{Skor\ perolehan}{Skor\ maksimal} \times 100 = \dots\dots$$

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## **RENCANA PELAKSANAAN PEMBELAJARAN**

Satuan Pendidikan	: SMPS MuhammadiyahBuntok
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII A/2
Materi Pokok	: Teks fungsional pendek berupa daftar barang.
Skill	: Mendengarkan
Waktu	: 2x40 menit

### **Standar Kompetensi:**

#### **Mendengarkan**

9. Memahami makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

#### **Kompetensi Dasar:**

- 9.1 Merespon makna tindak tutur yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.

#### **Indikator:**

- Merespon makna dalam teks lisan fungsional pendek berupa daftar barang dengan berfikir logis dan kritis.
  - Menentukan fungsi komunikatif teks yang di dengar dengan cermat.
  - Menentukan ciri kebahasaan dari teks fungsional yang didengar dengan cermat.
-

### **A. Tujuan Pembelajaran**

1. Siswa mampu merespon makna dalam teks lisan fungsional pendek berupa daftar barang dengan berfikir logis dan kritis.
2. Siswa mampu menentukan fungsi komunikatif teks yang di dengar dengan cermat.
- Siswa mampu menentukan ciri kebahasaan dari teks fungsional yang didengar dengan cermat.

### **B. Materi Pembelajaran**

3. Teks lisan fungsional pendek berupa daftar barang
4. Kosakata yang terkait teks yang diajarkan.

Today is Sunday. Lila doesn't go to school. Her mother asks her to go shopping.

Mother : Lila, can you help me go shopping?

Lila : Sure, mom, what can I buy?

Mother : Take a piece of paper and make a shopping list.

Lila : okay, what shall we buy?

Mother : Listen! A kilogram of coffee, 10 packs of noodle, 2 kg of sugar, a bottle of frying oil, a can of milk and a sack of rice.

Lila : Is that all mom?

Mother : Wait, 3 kg of potatoe, 1 kg of carrot, 1 kg of cabbage and some chili.

**Your teacher is going to read a dialogue. Listen and complete the shopping list!**

Icha : Tina, would you please to accompany me to go for shopping? We will go by.....

Tina : OK, so what we need? Don't forget to bring your.....

Icha : Let's look at the vegetables. We need two kilos of.....

Tina : How about tomatoes? Do we need any tomatoes?

Icha : Yes, we do. They are on the list; we need a kilo of.....

Tina : Let's go over there to the dairy section. We need a can of.....and some.....

Icha ; Do we have any.....and.....?

Tina : Yes, we have some at home.

Icha : We also need steak for dinner tonight.

Tina : Yeah, some.....in our list. We still have in the.....

**Find the words of shopping list on the gridline!**

M	A	N	W	A	L	L	E	T	R
U	S	I	A	H	E	B	S	A	E
T	O	M	A	T	O	E	S	B	F
T	R	A	J	I	O	N	I	R	R
A	D	A	H	T	S	E	M	E	I
O	G	A	A	S	U	K	S	T	G
E	S	T	N	B	E	A	U	T	E
I	O	F	U	E	L	L	Y	U	R
P	S	H	A	N	K	D	S	B	A
O	M	G	E	C	E	C	P	A	T
L	U	S	G	T	A	U	I	N	O
I	N	D	A	E	P	A	T	H	R
K	M	I	L	K	E	R	N	I	C
F	G	H	E	A	W	T	K	L	G
E	L	C	Y	C	R	O	T	O	M
X	V	G	I	Y	I	G	A	N	A
L	C	I	S	A	Y	R	R	I	N

**Task 1.**

This is a new school year.

You need to go shopping.

You need a shopping list.

Write your “back to school” list.

The following pictures help you to remember  
what to buy.

Use your dictionary.



### Shopping List

- 1.
- 2.
- 3.



- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

**Find the shopping list on the grid!**

U	S	H	J	K	I	T	L	E	B	L
Q	N	D	P	I	R	E	B	C	Z	X
K	F	I	S	B	A	G	X	S	M	V
T	U	S	F	F	S	J	H	L	S	R
H	W	Q	B	O	C	A	Y	P	E	W
A	P	G	C	M	R	X	L	R	O	Q
T	M	K	N	P	S	M	R	Y	H	W
R	E	H	E	F	D	X	A	G	S	T
Y	U	N	P	F	G	R	X	B	C	M
B	E	C	A	M	A	N	E	D	I	R
R	I	B	R	I	S	E	P	L	A	N
Y	O	L	K	N	I	G	O	M	U	D
P	E	N	C	I	L	C	O	L	O	R

**C. Metode/Teknik Pembelajaran:** Three-Phase Technique

**D. Langkah-Langkah Kegiatan Pembelajaran**

### **1. Kegiatan pendahuluan:**

- Mengucapkan salam.
- Siswa membaca doa.
- Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.
- Tanya jawab yang berkaitan dengan materi dengan kreatif.
- Tanya jawab mengenai meminta dan memberi pendapat.

### **2. Kegiatan inti:**

- Siswa menyimak/mendengarkan penjelasan tentang meminta dan memberi pendapat.
- Siswa memahami dan mempelajari contoh gambar dan memberi pendapat.
- Siswa memahami dan mempelajari contoh teks meminta dan memberi pendapat.
- Setiap siswa mendapatkan word-search puzzle yang berkaitan dengan meminta dan memberi pendapat.
- Siswa mencari kata-kata yang terdapat dalam word-search puzzle.
- Siswa secara bergantian menuliskan jawaban di papan tulis.
- Mendiskusikan jawaban dari tiap siswa bersama-sama.
- Membahas kosa kata yang terdapat dalam word-search puzzle.
- Siswa menirukan pengucapan dari kosa kata yang disebutkan.
- Membahas kosakata, struktur kalimat, struktur bacaan secara komunikatif.

### **3. Kegiatan penutup:**

- Menyimpulkan pembelajaran.
- Melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individual.

- Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- Mengucapkan salam.

#### **E. Alat dan Sumber Belajar**

1. Buku Bahasa Inggris SMP/MTs VIIA
2. Kamus Inggris–Indonesia dan Indonesia–Inggris
3. Buku-buku lain yang relevan.
4. Word-search puzzle game

#### **F. Penilaian**

1. Teknik penilaian: tes tulis
2. Bentuk instrument: word-search puzzle
3. Rubrik penilaian

Skor maksimal = 100

$$\text{Nilai siswa} = \frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100 = \dots\dots$$

Mengetahui,

Guru Mata Pelajaran,

Mahasiswa,

Asrori, S.Pd  
NIP.

Aulia Rahmah  
NIM. 110 112 0639

#### **APPENDIX 4**

##### **THE INSTRUMENT OF TRYOUT**

1. Something where you hold your money, what is it?
  - a. Knife
  - b. Scissor
  - c. Wallet
  - d. Telephone
  
2. Machine that you use to keep fresh food, what is it?
  - a. Refrigerator
  - b. Wallet
  - c. Broom
  - d. Spoon
  
3. He uses.....when he sleeps.
  - a. spoon
  - b. broom
  - c. blanket
  - d. fork
  
4. It is land transportation. It is very long. It is a.....
  - a. car
  - b. bicycle
  - c. plane

- d. train
5. The tool that you can use to clean the floor. What is it?
- a. Broom
  - b. Spoon
  - c. Fork
  - d. Knife
6. I can fly like a bird, what am I?
- a. Train
  - b. Bus
  - c. Plane
  - d. Pedi cab
7. My mother uses.....to close the window.
- a. curtain
  - b. uniform
  - c. clothes
  - d. blanket
8. A room that students borrow some books, what is it?
- a. Kitchen
  - b. Zoo
  - c. Library
  - d. Hall
9. Mr. Kardi is a machine operator. He works in.....
- a. a post office
  - b. a factory
  - c. a hospital
  - d. a shop
10. Let's go to the.....to see a movie.
- a. park

- b. zoo
- c. cinema
- d. station

11. David B  ckham is a famous.....in USA.

- a. doctor
- b. singer
- c. football player
- d. police

12. Jack wears a.....when it is hot.

- a. pan
- b. hat
- c. trouser
- d. jacket

13. We need.....to make omelet.

- a. carrot
- b. banana
- c. coffee
- d. egg

14. She is wearing a beautiful.....

- a. dress
- b. mat
- c. dish
- d. bag

15. Helmet to protect our.....

- a. hand
- b. body
- c. foot

d. head

16. ....to protect our eyes when we are welding something.

- a. Glasses
- b. Eyes
- c. Gloves
- d. Goggle

17. We can sweep the floor with.....

- a. duster
- b. mop
- c. paper
- d. map

18. There is a.....near school. The students can buy books there.

- a. grocery
- b. bookstore
- c. library
- d. department store

19. A long narrow, flat piece of plastic, metal, or wood with straight edges. It used for measuring things and for drawing straight lines. It is called?

- a. Pencil
- b. Sharpener
- c. Ruler
- d. Pen

20. Please go to the.....to send my letter.

- a. café
- b. hotel
- c. post office
- d. police office

21. You can use my.....for drawing.

- a. color pencil
- b. pen
- c. pencil
- d. ruler

22. A doctor works at.....

- a. hospital
- b. office
- c. restaurant
- d. garage

23. When it is very cool, you need a.....

- a. shoes
- b. hat
- c. sunglasses
- d. sweater

24. My mother cooks..... for lunch.

- a. orange
- b. apple
- c. rice
- d. banana

25. Alice is a..... She looks after sick people.

- a. nurse
- b. waiter
- c. singer
- d. mechanic

26. There are some books on the.....

- a. light
- b. glasses



- c. fan
- d. table

27. It is land transportation. It has three wheels. What is it?

- a. Bus
- b. Car
- c. Pedi cab
- d. Motorcycle

28. We use.....after take a bath.

- a. towel
- b. soap
- c. water
- d. brush

29. Something to hold your pants. It is called?

- a. Rope
- b. Belt
- c. Cable
- d. Chain

30. A plane is taking off and landing at a/an.....

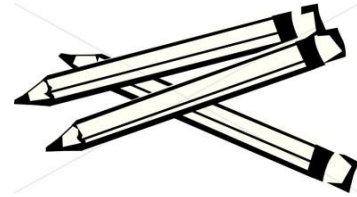
- a. airport
- b. bus station
- c. railway station
- d. harbor

31. Can you switch on the.....

- a. lamp
- b. pen
- c. ruler
- d. desk

32. These are my.....

- a. bags
- b. pencils
- c. books
- d. sharpener



33. My sister is playing.....with her friend.

- a. dolls
- b. flower
- c. magazines
- d. computer



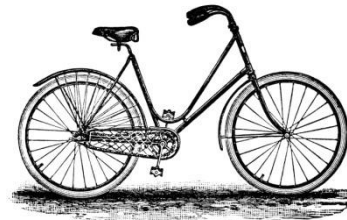
34. Can I borrow your ...

- a. magazine
- b. book
- c. library card
- d. newspaper



35. I go to school by ...

- a. plane
- b. train
- c. bus
- d. bicycle



36. King and queen live in a.....

- a. house
- b. hotel
- c. castile
- d. apartment



37. Andi uses.....when he eats soup.

- a. plate
- b. bowl
- c. frying pan
- d. glass



38. A teacher works in....

- a. an office
- b. a school
- c. a bank
- d. a library



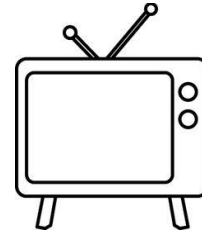
39. She uses.....to eat noodle.

- a. spoon
- b. fork
- c. knife
- d. spatula



40. Do you have a....

- a. computer
- b. television
- c. laptop
- d. car



41. It is your.....

- a. bag
- b. suitcase
- c. book
- d. pencil



42. My mother goes to market by...

- a. pedi cab
- b. motorcycle
- c. bicycle
- d. car



43. Mrs. Nana types the letter by using.....

- a. television
- b. computer
- c. machine
- d. laptop



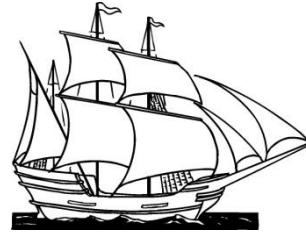
44. It is a.....  
a. window  
b. mirror  
c. door  
d. wall



45. It is used to put of books. It is a ...  
a. catalog  
b. library card  
c. story book  
d. bookshelf



46. My brother goes to Sumatra by ...  
a. bicycle  
b. ship  
c. motorcycle  
d. plane



47. Anita wants to buy the thing in the picture.  
She must go to.....  
a. shoe shop  
b. accessories shop  
c. fashion shop  
d. sport shop



48. What picture is it? It is a .....  
a. wardrobe  
b. table  
c. chair  
d. window



49. I like.....tea than jasmine tea.  
a. lemon  
b. green  
c. black  
d. white



50. What are you wearing? I am wearing.....

- a. shoe
- b. sock
- c. hat
- d. jacket



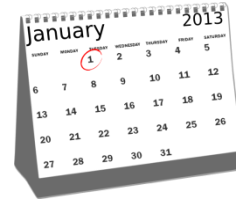
51. It is a.....

- a. flag
- b. book
- c. table
- d. chair



52. What is it? It is a.....

- a. paper
- b. book
- c. calendar
- d. poster



53. His father usually has ....., cheese, and tea for breakfast.

- a. desk
- b. mug
- c. bread
- d. fridge



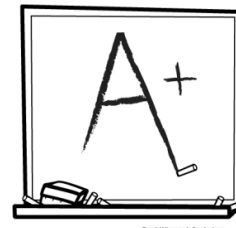
54. My mother uses.....for cooking.

- a. frying pan
- b. knife
- c. spoon
- d. fork



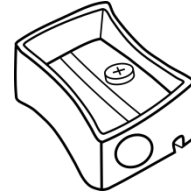
55. It is a.....

- a. whiteboard
- b. blackboard
- c. cupboard
- d. calendar



56. These are my.....

- a. sharpener
- b. pen
- c. pencil
- d. ruler



57. The man is wearing a nice.....

- a. sack
- b. blouse
- c. shirt
- d. chair



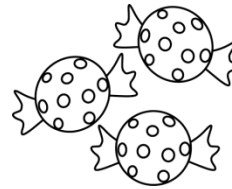
58. We can see time on a.....

- a. clock
- b. calendar
- c. magazine
- d. dictionary



59. These are my.....

- a. snacks
- b. candies
- c. cakes
- d. breads



60. My mother drinks.....every afternoon.

- a. coffee
- b. tea
- c. milk
- d. juice



## **APPENDIX 5**

### **THE KEY ANSWER OF INSTRUMENT TRYOUT**

- |     |          |     |          |
|-----|----------|-----|----------|
| 1.  | <b>C</b> | 31. | <b>A</b> |
| 2.  | <b>A</b> | 32. | <b>B</b> |
| 3.  | <b>C</b> | 33. | <b>A</b> |
| 4.  | <b>D</b> | 34. | <b>D</b> |
| 5.  | <b>A</b> | 35. | <b>D</b> |
| 6.  | <b>C</b> | 36. | <b>C</b> |
| 7.  | <b>A</b> | 37. | <b>B</b> |
| 8.  | <b>C</b> | 38. | <b>B</b> |
| 9.  | <b>B</b> | 39. | <b>B</b> |
| 10. | <b>C</b> | 40. | <b>B</b> |
| 11. | <b>C</b> | 41. | <b>A</b> |
| 12. | <b>B</b> | 42. | <b>B</b> |
| 13. | <b>D</b> | 43. | <b>B</b> |
| 14. | <b>A</b> | 44. | <b>B</b> |
| 15. | <b>D</b> | 45. | <b>D</b> |
| 16. | <b>D</b> | 46. | <b>B</b> |
| 17. | <b>B</b> | 47. | <b>B</b> |
| 18. | <b>B</b> | 48. | <b>A</b> |
| 19. | <b>C</b> | 49. | <b>A</b> |
| 20. | <b>C</b> | 50. | <b>B</b> |
| 21. | <b>A</b> | 51. | <b>A</b> |
| 22. | <b>A</b> | 52. | <b>C</b> |
| 23. | <b>D</b> | 53. | <b>C</b> |
| 24. | <b>C</b> | 54. | <b>A</b> |
| 25. | <b>A</b> | 55. | <b>A</b> |
| 26. | <b>D</b> | 56. | <b>A</b> |
| 27. | <b>C</b> | 57. | <b>C</b> |
| 28. | <b>A</b> | 58. | <b>A</b> |
| 29. | <b>B</b> | 59. | <b>B</b> |
| 30. | <b>A</b> | 60. | <b>B</b> |

## APPENDIX 6

### THE DESCRIPTION OF STUDENTS' SCORE OF TRYOUT

No.	Students' Codes	Tryout	
		Correct Answer	Score
1.	T01	32	53
2.	T02	34	56
3.	T03	32	53
4.	T04	41	68
5.	T05	42	70
6.	T06	34	56
7.	T07	35	58
8.	T08	26	43
9.	T09	12	20
10.	T10	35	58
11.	T11	33	55
12.	T12	24	40
13.	T13	38	63
14.	T14	32	53
15.	T15	29	48
16.	T16	28	46



17.	T17	34	56
18.	T18	39	65
19.	T19	40	66
20.	T20	41	68
21.	T21	40	66

## APPENDIX 8

### THE CALCULATION OF INDEX DIFFICULTY INSTRUMENT TRYOUT

No. of Item	R	T	P	Category
1	13	21	0.62	Fair
2	13	21	0.62	Fair
3	3	21	0.14	Difficult
4	3	21	0.14	Difficult
5	3	21	0.14	Difficult
6	8	21	0.38	Difficult
7	0	21	0	Difficult
8	15	21	0.71	Easy
9	2	21	0.09	Difficult
10	16	21	0.76	Easy
11	15	21	0.71	Easy
12	1	21	0.04	Difficult
13	4	21	0.19	Difficult
14	5	21	0.23	Difficult
15	4	21	0.19	Difficult
16	13	21	0.62	Fair
17	2	21	0.09	Difficult
18	9	21	0.42	Fair
19	6	21	0.28	Difficult
20	10	21	0.47	Fair
21	14	21	0.66	Fair
22	9	21	0.42	Fair
23	9	21	0.42	Fair
24	13	21	0.62	Fair
25	1	21	0.04	Difficult
26	9	21	0.42	Fair
27	3	21	0.14	Difficult
28	1	21	0.04	Difficult
29	4	21	0.19	Difficult

30	5	21	0.23	Difficult
31	9	21	0.42	Fair
32	18	21	0.85	Easy
33	8	21	0.38	Difficult
34	19	21	0.90	Easy
35	20	21	0.95	Easy
36	19	21	0.90	Easy
37	19	21	0.90	Easy
38	20	21	0.95	Easy
39	16	21	0.76	Easy
40	19	21	0.90	Easy
41	20	21	0.95	Easy
42	18	21	0.85	Easy
43	20	21	0.95	Easy
44	19	21	0.90	Easy
45	11	21	0.52	Fair
46	18	21	0.85	Easy
47	13	21	0.62	Fair
48	17	21	0.80	Easy
49	14	21	0.66	Fair
50	14	21	0.66	Fair
51	20	21	0.95	Easy
52	21	21	1	Easy
53	18	21	0.85	Easy
54	17	21	0.80	Easy
55	8	21	0.38	Difficult
56	14	21	0.66	Fair
57	11	21	0.52	Fair
58	17	21	0.80	Easy
59	12	21	0.57	Fair
60	19	21	0.90	Easy

Based on the table above, there are 23 items which easy category, there are 18 items which fair category, and there are 19 items which difficult category.

## APPENDIX 9

### THE LIST OF STUDENTS' NAME AND CODE OF EXPERIMENT CLASS

NO.	NAMES	CODES
1.	AGUS SALAM	E01
2.	AHMAD SAID	E02
3.	ANGGITA MUSLIHANI	E03
4.	ANNISA HAYATUN FARDAH	E04
5.	BAHRUDIN	E05
6.	CITRA BUNGA AULIA	E06
7.	DHEA AMANDA	E07
8.	FAISAL	E08
9.	INDANG DWI YANTI	E09
10.	LIA RAHMAH	E10
11.	MITAHUL FARID	E11
12.	MUHAMMAD AKBAR	E12
13.	MUHAMMAD ARSYAD	E13
14.	M. HAFIS HIDAYAT	E14
15.	MUTIAH	E15
16.	NOOR AIDA SUSANTI	E16
17.	NOROL HIKMAH	E17
18.	PAHRIANOR	E18
19.	RAKHMAT HIDAYAT	E19
20.	REZA	E20
21.	SITI NORHASANAH	E21
22.	WULAN	E22
23.	YOGA RAMADHAN	E23

24.	ZUDAN DWI RAMADHAN	E24
-----	--------------------	-----

**THE LIST OF STUDENTS' NAME AND CODE OF TRYOUT CLASS**

<b>NO.</b>	<b>NAMES</b>	<b>CODES</b>
1.	SYA'ADAH	T01
2.	ADE	T02
3.	RISKA AMELIA	T03
4.	MUHAMMAD ZAINI	T04
5.	HADI SAPUTRA	T05
6.	FITRIA HASANAH	T06
7.	DINA NOVITA	T07
8.	SRI DEVI	T08
9.	AULIA PUTRI	T09
10.	RIZKY ABDILAH	T10
11.	OGIANSYAH	T11
12.	WILDAN	T12
13.	SELVIA	T13
14.	AZIMI	T14
15.	ISTIQOMAH	T15
16.	DANU LINDAWAN	T16
17.	SATRIANTO	T17
18.	MARHAMAH	T18
19.	DESY	T19
20.	MAYANG SARI	T20
21.	ALPIAN	T21

## APPENDIX 10

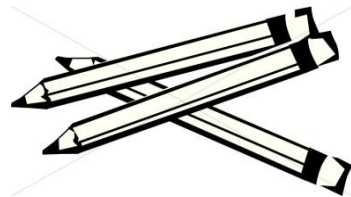
### PRETEST

32. Something where you hold your money, what is it?

- e. Knife
- f. Scissor
- g. Wallet
- h. Telephone

2. These are my.....

- e. bags
- f. pencils
- g. books
- h. sharpener



3. Machine that you use to keep fresh food, what is it?

- e. Refrigerator
- f. Wallet
- g. Broom
- h. Spoon

4. A teacher works in....

- e. an office
- f. a school
- g. a bank
- h. a library



5. I can fly like a bird, what am I?

- e. Train
- f. Bus
- g. Plane
- h. Pedi cab

6. My sister is playing.....with her friend.

- e. dolls
- f. flower
- g. magazines
- h. computer



7. A room that students borrow some books, what is it?

- e. Kitchen
- f. Zoo
- g. Library
- h. Hall

8. Can I borrow your ...

- e. magazine
- f. book
- g. library card
- h. newspaper



9. Let's go to the.....to see a movie.

- e. park
- f. zoo
- g. cinema
- h. station

10. King and queen live in a.....

- e. house
- f. hotel
- g. castle
- h. apartment

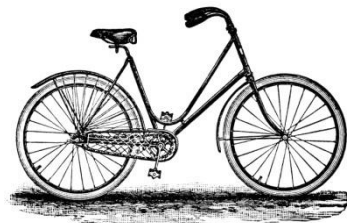


11. David Beckham is a famous.....in USA.

- e. doctor
- f. singer
- g. football player
- h. police

12. I go to school by ...

- e. plane
- f. train
- g. bus
- h. bicycle



13. We need.....to make omelet.

- e. carrot
- f. banana
- g. coffee
- h. egg

14. Andi uses.....when he eats soup.

- e. plate
- f. bowl
- g. frying pan
- h. glass



15. She is wearing a beautiful.....

- e. dress
- f. mat
- g. dish
- h. bag

16. She uses.....to eat noodle.

- e. spoon
- f. fork
- g. knife
- h. spatula

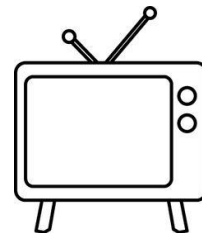


17. Helmet to protect our.....

- e. hand
- f. body
- g. foot
- h. head
- i.

18. Do you have a.....

- e. computer
- f. television
- g. laptop
- h. car

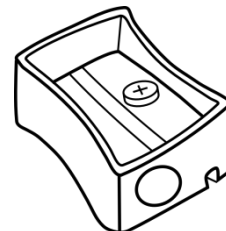


19. ....to protect our eyes when we are welding something.

- e. Glasses
- f. Eyes
- g. Gloves
- h. Goggle

20. These are my.....

- e. sharpener
- f. pen
- g. pencil
- h. ruler





21. There is a.....near school. The students can buy books there.

- e. grocery
- f. bookstore
- g. library
- h. department store

22. My mother goes to market by...

- e. pedi cab
- f. motorcycle
- g. bicycle
- h. car



23. A long narrow, flat piece of plastic, metal, or wood with straight edges. It used for measuring things and for drawing straight lines. It is called?

- e. Pencil
- f. Sharpener
- g. Ruler
- h. Pen

24. It is your.....

- e. bag
- f. suitcase
- g. book
- h. pencil



25. Please go to the.....to send my letter.

- e. café
- f. hotel
- g. post office
- h. police office

26. Mrs. Nana types the letter by using.....

- e. television
- f. computer
- g. machine
- h. laptop



27. You can use my.....for drawing.

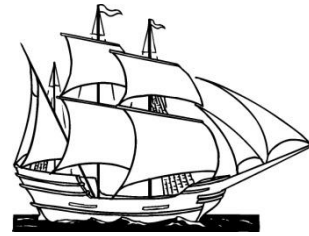
- e. color pencil
- f. pen
- g. pencil
- h. ruler

28. It is a.....  
e. window  
f. mirror  
g. door  
h. wall



29. A doctor works at.....  
e. hospital  
f. office  
g. restaurant  
h. garage

30. My brother goes to Sumatra by ...  
e. bicycle  
f. ship  
g. motorcycle  
h. plane



31. When it is very cool, you need a.....  
e. shoes  
f. hat  
g. sunglasses  
h. sweater

32. Anita wants to buy the thing in the picture. She must go to.....  
e. shoe shop  
f. accessories shop  
g. fashion shop  
h. sport shop



33. My mother cooks..... for lunch.  
e. orange  
f. apple  
g. rice  
h. banana

34. It is used to put of books. It is a ...

- e. catalog
- f. library card
- g. story book
- h. bookshelf



35. There are some books on the.....

- e. light
- f. glasses
- g. fan
- h. table

36. What picture is it? It is a .....

- e. wardrobe
- f. table
- g. chair
- h. window



37. Something to hold your pants. It is called?

- e. Rope
- f. Belt
- g. Cable
- h. Chain

38. What are you wearing? I am wearing.....

- e. shoe
- f. sock
- g. hat
- h. jacket



39. A plane is taking off and landing at a/an.....

- e. airport
- f. bus station
- g. railway station
- h. harbor

40. My mother drinks.....every afternoon.

- e. coffee
- f. tea
- g. milk
- h. juice



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41. Can you switch on the.....

- e. lamp
- f. pen
- g. ruler
- h. desk

42. I like.....tea than jasmine tea.

- e. lemon
- f. green
- g. black
- h. white



43. It is a.....

- e. flag
- f. book
- g. table
- h. chair



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44. What is it? It is a.....

- e. paper
- f. book
- g. calendar
- h. poster



45. His father usually has ....., cheese, and tea for breakfast.

- e. desk
- f. mug
- g. bread
- h. fridge



46. My mother uses.....for cooking.
- e. frying pan
  - f. knife
  - g. spoon
  - h. fork



47. It is a.....
- e. whiteboard
  - f. blackboard
  - g. cupboard
  - h. calendar



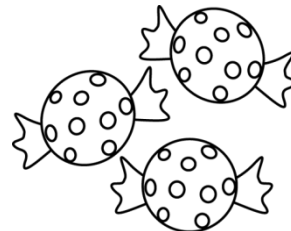
48. The man is wearing a nice.....
- e. sack
  - f. blouse
  - g. shirt
  - h. chair



49. We can see time on a.....
- e. clock
  - f. calendar
  - g. magazine
  - h. dictionary



50. These are my.....
- e. snacks
  - f. candies
  - g. cakes
  - h. breads



## **APPENDIX 11**

### **THE KEY ANSWER OF INSTRUMENT PRETEST**

- |              |              |
|--------------|--------------|
| 1. <b>C</b>  | 26. <b>B</b> |
| 2. <b>B</b>  | 27. <b>A</b> |
| 3. <b>A</b>  | 28. <b>B</b> |
| 4. <b>B</b>  | 29. <b>A</b> |
| 5. <b>C</b>  | 30. <b>B</b> |
| 6. <b>A</b>  | 31. <b>D</b> |
| 7. <b>C</b>  | 32. <b>B</b> |
| 8. <b>D</b>  | 33. <b>C</b> |
| 9. <b>C</b>  | 34. <b>D</b> |
| 10. <b>C</b> | 35. <b>D</b> |
| 11. <b>C</b> | 36. <b>A</b> |
| 12. <b>D</b> | 37. <b>B</b> |
| 13. <b>D</b> | 38. <b>B</b> |
| 14. <b>B</b> | 39. <b>A</b> |
| 15. <b>A</b> | 40. <b>B</b> |
| 16. <b>B</b> | 41. <b>A</b> |
| 17. <b>D</b> | 42. <b>A</b> |
| 18. <b>B</b> | 43. <b>A</b> |
| 19. <b>D</b> | 44. <b>C</b> |
| 20. <b>A</b> | 45. <b>C</b> |
| 21. <b>B</b> | 46. <b>A</b> |
| 22. <b>B</b> | 47. <b>A</b> |
| 23. <b>C</b> | 48. <b>C</b> |
| 24. <b>A</b> | 49. <b>A</b> |
| 25. <b>C</b> | 50. <b>B</b> |

**APPENDIX 12****THE STUDENTS' ASSESSMENT SCORE**

No.	Code	Activities			
		I	II	III	IV
1	E01	64	75	80	80
2	E02	80	100	95	95
3	E03	68	90	100	90
4	E04	88	80	100	95
5	E05	72	85	90	50
6	E06	68	60	100	90
7	E07	64	60	65	79
8	E08	72	75	0	75
9	E09	80	60	95	90
10	E10	52	60	45	44
11	E11	56	60	100	75
12	E12	68	70	95	95
13	E13	80	60	10	100
14	E14	64	75	70	50
15	E15	52	55	60	80
16	E16	64	70	95	85
17	E17	44	40	60	65
18	E18	76	65	55	74
19	E19	52	40	45	75
20	E20	28	50	70	42
21	E21	76	100	100	95
22	E22	36	45	45	65
23	E23	96	85	95	95
24	E24	64	75	95	85
TOTAL		1564	1635	1765	1869
MEAN		65.17	68.125	73.54	77.87

## APPENDIX 13

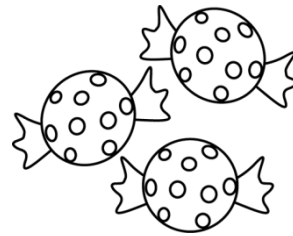
### INSTRUMENT OF POSTTEST

1. Can you switch on the.....

- i. lamp
- j. pen
- k. ruler
- l. desk

2. These are my.....

- i. snacks
- j. candies
- k. cakes
- l. breads



3. David Beckham is a famous.....in USA.

- i. doctor
- j. singer
- k. football player
- l. police

4. My mother uses.....for cooking.

- i. frying pan
- j. knife
- k. spoon
- l. fork

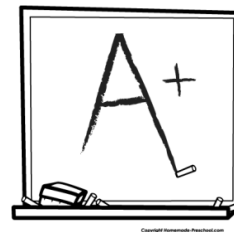


5. You can use my.....for drawing.

- i. color pencil
- j. pen
- k. pencil
- l. ruler

6. It is a.....

- i. whiteboard
- j. blackboard
- k. cupboard
- l. calendar



8. A room that students borrow some books, what is it?



- i. Kitchen
- j. Zoo
- k. Library
- l. Hall

8. What picture is it? It is a .....

- i. wardrobe
- j. table
- k. chair
- l. window



9. A doctor works at.....

- i. hospital
- j. office
- k. restaurant
- l. garage

10. We can see time on a.....

- i. clock
- j. calendar
- k. magazine
- l. dictionary



11. There are some books on the.....

- i. light
- j. glasses
- k. fan
- l. table

12. The man is wearing a nice.....

- i. sack
- j. blouse
- k. shirt
- i. chair



13. Please go to the.....to send my letter.

- i. café
- j. hotel
- k. post office
- l. police office

14. It is used to put of books. It is a ...

- i. catalog
- j. library card
- k. story book
- i. bookshelf



15. A plane is taking off and landing at a/an.....

- i. airport
- j. bus station
- k. railway station
- l. harbor

16. She uses.....to eat noodle.

- i. spoon
- j. fork
- k. knife
- l. spatula



17. My mother cooks..... for lunch.

- i. orange
- j. apple
- k. rice
- l. banana

18. Anita wants to buy the thing in the picture.

She must go to.....

- i. shoe shop
- j. accessories shop
- k. fashion shop
- l. sport shop



19. When it is very cool, you need a.....

- i. shoes
- j. hat
- k. sunglasses
- l. sweater

20. It is a.....
- i. window
  - j. mirror
  - k. door
  - i. wall



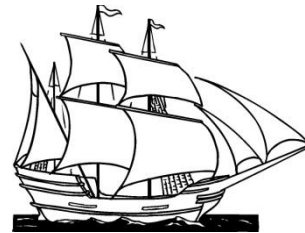
22. There is a.....near school. The students can buy books there.
- i. grocery
  - j. bookstore
  - k. library
  - l. department store

22. Mrs. Nana types the letter by using.....
- i. television
  - j. computer
  - k. machine
  - l. laptop



23. Something where you hold your money, what is it?
- i. Knife
  - j. Scissor
  - k. Wallet
  - l. Telephone

24. My brother goes to Sumatra by ...
- i. bicycle
  - j. ship
  - k. motorcycle
  - i. plane



25. A long narrow, flat piece of plastic, metal, or wood with straight edges. It used for measuring things and for drawing straight lines. It is called?
- i. Pencil
  - j. Sharpener
  - k. Ruler
  - l. Pen

26. My mother goes to market by...

- i. pedi cab
- j. motorcycle
- k. bicycle
- l. car



27. We need.....to make omelet.

- i. carrot
- j. banana
- k. coffee
- l. egg

28. Andi uses.....when he eats soup.

- j. plate
- k. bowl
- l. frying pan
- l. glass

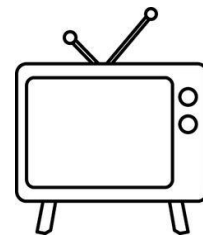


29. Helmet to protect our.....

- j. hand
- k. body
- l. foot
- m. head

30. Do you have a.....

- i. computer
- j. television
- k. laptop
- l. car



31. I can fly like a bird, what am I?

- i. Train
- j. Bus
- k. Plane
- l. Pedi cab

32. A teacher works in....

- i. an office
- j. a school
- k. a bank
- l. library

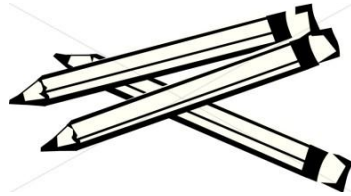


33. Machine that you use to keep fresh food, what is it?

- i. Refrigerator
- j. Wallet
- k. Broom
- l. Spoon

34. These are my.....

- i. bags
- j. pencils
- k. books
- l. sharpener



35. She is wearing a beautiful.....

- i. dress
- j. mat
- k. dish
- l. bag

36. My sister is playing.....with her friend.

- i. dolls
- j. flower
- k. magazine
- l. computer



37. Let's go to the.....to see a movie.

- i. park
- j. zoo
- k. cinema
- l. station

38. King and queen live in a.....

- i. house
- j. hotel
- k. castile
- i. apartment



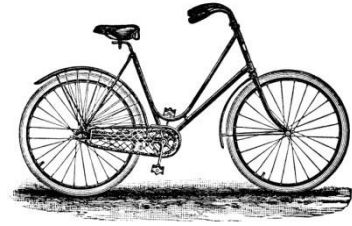
39. Can I borrow your ...

- i. magazine
- j. book
- k. library card
- l. newspaper



40. I go to school by . . .

- j. plane
- k. train
- l. bus
- i. bicycle

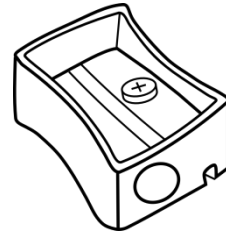


41. A plane is taking off and landing at a/an.....

- m. airport
- n. bus station
- o. railway station
- p. harbor

42. These are my.....

- j. sharpener
- k. pen
- l. pencil
- i. ruler



43. It is your.....

- j. bag
- k. suitcase
- l. book
- i. pencil



44. Something to hold your pants. It is called?

- i. Rope
- j. Belt
- k. Cable
- l. Chain

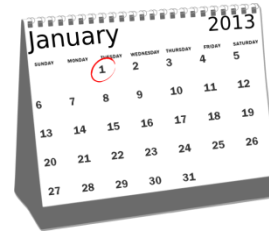
45. What are you wearing? I am wearing.....

- a. shoe
- b. sock
- c. hat
- d. jacket



46. What is it? It is a.....

- a. paper
- b. book
- c. calendar
- d. poster



47. It is a.....

- a. flag
- b. book
- c. table
- d. chair



48. I like.....tea than jasmine tea.

- a. lemon
- j. green
- k. black
- l. white



49. My mother drinks.....every afternoon.

- a. coffee
- b. tea
- c. milk
- d. juice



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50. His father usually has ....., cheese, and tea for breakfast.

- a. desk
- b. mug
- c. bread
- d. fridge



## **APPENDIX 14**

### **THE KEY ANSWER OF INSTRUMENT POSTTEST**

- |              |              |
|--------------|--------------|
| 1. <b>A</b>  | 26. <b>B</b> |
| 2. <b>B</b>  | 27. <b>D</b> |
| 3. <b>C</b>  | 28. <b>C</b> |
| 4. <b>A</b>  | 29. <b>D</b> |
| 5. <b>A</b>  | 30. <b>B</b> |
| 6. <b>A</b>  | 31. <b>C</b> |
| 7. <b>C</b>  | 32. <b>B</b> |
| 8. <b>A</b>  | 33. <b>A</b> |
| 9. <b>A</b>  | 34. <b>B</b> |
| 10. <b>A</b> | 35. <b>A</b> |
| 11. <b>D</b> | 36. <b>A</b> |
| 12. <b>C</b> | 37. <b>C</b> |
| 13. <b>C</b> | 38. <b>C</b> |
| 14. <b>A</b> | 39. <b>D</b> |
| 15. <b>A</b> | 40. <b>D</b> |
| 16. <b>B</b> | 41. <b>A</b> |
| 17. <b>C</b> | 42. <b>A</b> |
| 18. <b>B</b> | 43. <b>A</b> |
| 19. <b>D</b> | 44. <b>B</b> |
| 20. <b>B</b> | 45. <b>B</b> |
| 21. <b>B</b> | 46. <b>C</b> |
| 22. <b>B</b> | 47. <b>A</b> |
| 23. <b>C</b> | 48. <b>A</b> |
| 24. <b>B</b> | 49. <b>B</b> |
| 25. <b>C</b> | 50. <b>C</b> |



## APPENDIX 15

### PHOTOS

**Tryout: Wednesday, January 13<sup>th</sup> 2016, 09.30 WIB**



**Pretest: Tuesday, January 19<sup>th</sup> 2016, 06.54 WIB**



**Meeting 1: Thursday, January 21<sup>st</sup> 2016, 10.38 WIB**



**Meeting 2: Tuesday, January 26<sup>th</sup> 2016, 07.23 WIB**





**Meeting 3: Thursday, January 28<sup>th</sup> 2016, 11.24 WIB**



**Meeting 4: Tuesday, February 2<sup>nd</sup> 2016, 07.29 WIB**



**Posttest: Thursday, February 4<sup>th</sup> 2016, 10.37 WIB**



## **APPENDIX 17**

### **CURRICULUM VITAE**

#### **A. Personal Details**

1. Name : Aulia Rahmah
2. Place, Date of Birth : Tamban Luar, 15 February 1993
3. Gender : Female
4. Religion : Islam
5. Marital Status : Single
6. Address : G. Obos IX Palangka Raya

#### **B. Educational Details**

1. SDN Tamban Luar 1 (1999-2005)
2. SMP Muhammadiyah Buntok (2005-2008)
3. SMA Muhammadiyah Buntok (2008-2011)
4. The State Islamic Institute Palangka Raya (2011-2016)

#### **C. Family Details**

1. Father : Sunyoto
2. Mother : Nur Tasmiatun
3. Brother : Muhammad Saiful Anwar