IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH WORD SEARCH PUZZLE MEDIA AT THE SEVENTH GRADE OF SMPN 2 PALOPO

A Thesis

Submitted to the English Education Program of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo as Partial Fulfillment of Requirements for S.Pd Degree in English Education

NURHALIMAH
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ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2020

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2020

THESIS APPROVAL

This thesis, entitled "**Improving Students' Vocabulary Mastery Through Word Search Puzzle at the Seventh Grade of SMPN 2 Palopo**" written by **Nurhalimah, Reg. Number 15.02.2.0155**, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Friday, July 03th 2020 M**, coincided with **Zulhijjah 3th 1441 H**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

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Skripsi berjudul Improving Improving Students' Vocabulary Mastery Through Word Search Puzzle at the Seventh Grade of SMPN 2 Palopo yang ditulis oleh Nurhalimah Nomor Induk Mahasiswa (NIM) 15 0202 0155, Mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palopo, yang telah diujikan dalam seminar hasil penelitian pada hari Selasa, tanggal 30 juni 2020 bertepatan dengan 9 Dzulqaidah 1441 hijriyah telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan dinyatakan layak untuk diajukan pada siding ujian munaqasyah.

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maka naskah skripsi tersebut dinyatakan sudah memenuhi syarat-syarat akademik dan layak diajukan untuk diujikan pada ujian munaqasyah.

Demikian disampaikan untuk proses selanjutnya. wassalamu ‘alaikum wr. wb.

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Finally, the researcher pray to the God, Allah SWT gives regard to all of the people who have helped the researcher and the researcher hopes this thesis can be useful and give positive contribution for the readers and the others. The researcher dedicates this thesis, May ALLAH SWT. Bless us.

Aamiin.

Palopo, 28 Juni 2020

The Researcher

Nurhalimah

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ABSTRACT

NURHALIMAH, 2020, "*Improving Students' Vocabulary Mastery through Word Search Puzzle at the Seventh Grade of SMPN 2 Palopo*". Thesis English Study Program Educational Department in the State Islamic Studies Palopo Supervised by Amalia Yahya and Dewi Furwana.

The thesis is about improving students' vocabulary mastery through word Search puzzle at the seventh grade of SMPN 2 Palopo. The problem statement of this thesis What is the effective way of word search puzzle media to improve the students' vocabulary at the seventh grade of Junior High school Number 2 Palopo? This the objective of the research to find out whether of not word Search puzzle effect the students' vocabulary in improving students' vocabulary at the seventh grade of Junior High School Number 2 Palopo. This research applied Classroom Action Research (CAR). The subject of the research was VIII E and the total of them was 30. The procedure of the research used two cycles namely cycle I and cycle II every cycle had four steps namely planning, implementing, observing and reflecting. The data was analyzed by using SPSS 20.0 The result of this research showed that the effective way in implementation using word Search puzzle to improve students' vocabulary mastery applied in learning outcomes cycle 1 score was 90 and cycle II was 95. It can be categorized student learning outcomes improve. The appropriate ways in teaching vocabulary using Word Search Puzzle were: (1) The researcher explained the teaching objectives to be and related how to use the WSP media to students. (2) The researcher divided students into 8 groups. Each group consists of 4 students. (3) Each group got the WSP media that the teacher has provided (4) Then students were directed to find 10 vocabularies in the media with 10 minutes and 5 minutes to translate the words they found. (5) After the time is over, the researcher gave a prize to students who can memorize the 10 vocabulary they found.

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Key Words: Improve Vocabulary, Word Search Puzzles

CHAPTER I

INTRODUCTION

A. Background

A Language is a tool of communication with other people. Language is a tool to convey our idea to get our goal. God created humans in the world with various nations, ethnicities, and customs. Even So, the language, one country and another country have a different language God states about the variety of languages in surah Ar-Rum verse 22:

وَمِنْ ءَايَـٰتِهِۦ خَلْقُ ٱلسَّمَـٰوَٰتِ وَٱلْأَرْضِ وَٱخْتِلَـٰفُ أَلْسِنَتِكُمْ وَأَلْوَٰنِكُمْ ۚ إِنَّ فِى ذَٰلِكَ لَءَايَـٰتٍ لِّلْعَـٰلِمِينَ ﴿٢٢﴾

"And among His Signs is the creation of the heavens and the earth, and the Variations in your languages and your colors: verily in that are signs for those who know."(Ar-Rum: 22).[1]

"In surah above, Allah shows us the signs of His authority through differences of tongue. Tongue means a language.. There are no people who have the same language in the world. It is influenced by the location. People who live in different location have difference language. They have to cooperate with one another to complete the necessities in their life.

[1] Ali, Abdullah Yusuf, The Holy Qur'an Text and Translation, (Kuala Lumpur: islamic book trust, 2005), P.493.

Without language we cannot communicate, express our feeling and share with other people around the world as we know that English is an international language that is important to know in other to be used to express ideas, thought, and feelings to other people. People in a society use language, which is mutually understood to communicate with others.

Therefore, English becomes one of the compulsory subjects taught in an education institute. English is also considered as difficult subject for the Indonesian students, because English is completely different from the Indonesian language looking at from the system of structure, pronunciation and vocabulary. The government always made an effort to improve the quality of English teaching. By improving the teachers' quality and other components involved in the educational process, the English teaching in Indonesia improved time to time

Teaching English in the school is needed especially in elementary school and junior high school because we know that students memorize everything they learn at a young age. This result was relevant to the theory Lenneber's critical period stretched from two years of age to puberty (which he posits at 14 years of age, whereas other scholars have drawn the cutoff point at 12,13,15,16 and 18 years of age.

Based on the assumption the researcher agrees with this statement. That vocabulary is important to learn by students and to construct or organize our idea in the sentences and sentences that we produce are built by vocabulary.

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Learning vocabulary is a very important part of learning a language. The more words you know, the more you will be able to understand what you hear and read. In addition, vocabulary is the key to enriching the knowledge of a foreign/target language. Without vocabulary, people cannot speak, write, and understand what the reading and listening. Therefore, Teachers must have a great choice for interesting methods to create good participation of the students to improve their abilities. They should know how to improve the interest of the students to learn and students doing the achievements during the class and how to design the materials which are easy 3 to students understand. The teacher should be able to develop any kind of material which in learning vocabulary will not become boring and monotonous

Based on observations, researchers found the problem faced by students was the low vocabulary caused by the ability to remember students who were very weak, students also could not write correctly, the lack of student motivation to learn caused by monotonous learning due to lack of media use. Some things must be considered in the selection of instructional media to be used during the teaching and learning process and must have eligibility criteria such as in the quality of the content and the intended use of the media. Therefore, in this study, the researchers wanted to improve students 'vocabulary skills, such as using very young learning media and attracting students' attention in learning.

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Word Search Puzzle is a word search media, a type of puzzle where random letters have been provided by marking letters that are usually square and rectangular and can be found horizontally, vertically or diagonally. In addition,

the main purpose of the Word Search Puzzle is to help students build vocabulary so that they can recognize it and improve learning and group activities can also involve students in the creation and use activities. This media can be applied to students in junior high schools to improve their ability in vocabulary through the media.

That why researchers are interested in conducting a study entitled **"Improving student vocabulary through Word Search Puzzles in seventh grade at SMPN 2 PALOPO"**

B. Problem Statement

Based on the explanation on the background, the problem statement of this research put forward as follow:

What is the effective way of word search puzzle media to improve the students' vocabulary in the seventh grade of Junior High school Number 2 Palopo?

C. Objective of the Research

This Research is aimed to improve the students' vocabulary the main objective of the research to find out whether word Search puzzle is effective the students' vocabulary in improving students' vocabulary in the seventh grade of Junior High School Number 2 Palopo.

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D. Scope of the Research

The researcher focused on *word search puzzles* because the researcher wanted to know how the result of using *word search puzzles* in teaching English, especially vocabulary material. So, the researcher focused on the use of *word search puzzles*. And the scope of this research was restricted to improve the students' vocabulary of adjective, and nouns (things, places and animals)

E. Significances of the Research

Theoretically, the result of this research is expected to support the theory about Puzzle which is said that the Word Search Puzzle can improve students' achievement. Practically, the result of this research is expected to be useful information for English teachers who are facing the same problem in improving students' vocabulary. The researcher also hopes that students will not bored with learning vocabulary. The result of this research can be used as a reference for those who want to research of the English teaching and learning process.

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F. Operational Definition

Based on the title "Improving students' vocabulary through Word Search Puzzle at the seventh grade of SMPN 2 Palopo", the researcher give a definition as follow:

a. Vocabulary

A vocabulary is a group of words that each have definition and if arranged produce a sentence.

b. Word Search Puzzle

Word Search Puzzle is the media used to improve one's knowledge by collecting letters to find the words hidden in the box by coloring the word horizontally, vertically, or diagonally.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

The researcher takes some reviews of cognate information from another thesis. Researchers have researched the use of different techniques in teaching English and the English language. The event of the analysis is:

1. Ria Damayanti H. 2013 in her research "*Teaching Vocabulary Through Word Search Puzzle to the Fifth Grade Students of SDN01 Ngaglik Blitar*" The investigation was concerned to know the students' mastery on vocabulary after applying the word search puzzle game. The population of this research in the fifth-grade student of State Elementary School in the academic year in 2013/2014. There were two classes V A and V B consisted of 15 and 16 students, so the total of than was 31 students. The instrument to collect the data is a test that consists of two varieties.

   First, the writer gives pre-test to the students about vocabulary 20 items of multiple choices. Second, the writer gives a post-test to the students about the vocabulary 20 items of multiple choice. The data obtained are statistically analyzed by SPSS 16. This analysis is the test of the hypothesis. The result of SPSS 16 computing showed that t-test value 9. 704 with probability 0.000 and t table 9. 38. So, t-test value (9.704) > t table (9.38) and probability 0.000 < 0.05. It means that Ha which states that there is a significant effect of using word search puzzle technique on students' achievements in vocabulary is accepted.

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Where Ho which states that there is no significant effect of using word search puzzle technique on students' achievements in vocabulary is rejected. Finally, from the result, it can be concluded that word search puzzle technique is a suitable technique to improve students' achievements in vocabulary at fifth grade of SDN 01 Ngaglik, Blitar[2]

2. Nila Sangadah, (2015) "*Using Word Search Puzzle Game For Improving Students' Vocabulary Mastery At Mts Negeri Tulungagung* ".The research design was pre-experimental with one group pretest and posttest design. The population of this research was all students of the second grade at MTs Negeri Tulungagung. The sample was VIII B class consisting of 36 students through that were selected random sampling. The research instrument was tested. The data analysis was a t-test.

   The result showed that the were difference between the averages of students' vocabulary score in which before they are taught using word search puzzle game 70.33 and after they were taught using word search puzzle game was 85.55. Statistical calculation using t-test showed that significance value <0.05, it is known that tcount is bigger than ttable. It means that Ha which state that there is significance effect of using word search puzzle game as a strategy to improve students' vocabulary achievement of second grade students' of MTs Negeri Tulungagung. Can be conclude that there is significant difference in vocabulary achievement between students' before they were taught using word search puzzle game

[2] Ria Damayanti H. 2013 In Her Research " Teaching Vocabulary Through Word Search Puzzle To The Fifth Grade Students Of Sdn01 Ngaglik Blitar" (Http://Repo.Iain-Tulungagung.Ac.Id/645/1/Skripsi.Pdf)

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and after they were taught using word search puzzle game. So, using word search puzzle game can be used as an alternative to teach vocabulary to the students at MTs Negeri Tulungagung[3]

3. Aulia Rahmah 2016 "The Effect 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 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 Ha of this study was accepted. In other words, word

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[3] Nila Sangadah, (2015) In Her Research "*Using Word Search Puzzle Game For Improving Students' Vocabulary Mastery At Mts Negeri Tulungagung* Http://Repo.Iain-Tulungagung.Ac.Id/2693/

search puzzle game gave effect on vocabulary size at the seventh grade students of SMP Muhammadiyah Buntok.[4].

From previous studies, it's all focused on the vocabulary of verbal puzzles. The researcher concluded that between previous research and this study, there are differences and similarities. Previously, researchers focused on quasi-experimental experiments aimed at knowing the effects of students' riddles in English mastery. While the study will focus on increasing the student's vocabulary using spouse-word puzzles making the class action research (car)

B. Some Pertinent of Ideas

1. Definition of Vocabulary

Vocabulary has been recognized as one of the most important matter in learning language. The mastering of a language appears impossible without the vocabulary reinforcement. Here with the discussions related to vocabulary converting the definition of vocabulary, types of vocabulary, the importance of vocabularies and how to learn vocabulary.

Vocabulary is the set of words within a language that are familiar to that person. A vocabulary usually develops with age, and server as a useful and fundamental too for communication and acquiring knowledge.[5]

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[4] Aulia Rahmah 2016 in her research "The Effect Word Search Puzzle on Vocabulary Size at the Seventh Grade Students of SMP Muhammadiyah Buntok.

[5] Http://En.Wikipedia.Org/Wiki/Vocabulary#Knowing_And_A_Word. Accessed On Januari 29, 2012

There are some definitions which endeavor to describe the meaning vocabulary. The writers order to make try to define vocabulary in different ways. They do this in clear the position of vocabulary in language.

Vocabulary is total number of words in language, word know to a person: the of a here year old. Last of word which meaning. Especially at the back of for teaching a foreign language [6]

Micheal H. Long and Richard define the vocabulary as an essential component of all uses of language, because it would be impossible to learn a language without vocabulary or words[7]

Jeremy harmer stated that vocabulary was seen as incidental to the main purpose of language teaching, namely the acquisition of grammatical knowledge about the language. Vocabulary was necessary to give students something to hang on to when learning structure, but was frequently not a main focus for learning it self [8]

In dictionary of education definition of vocabulary is one of the component of language and that no language exist without word. Words are signs on symbols for ideas. There are means by which people exchange their through. The more words we learn, the more idea we should have so we can communicate the ideas more effectively.[9]

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[6] Oxford Learner's Pocket Dictionary New Edition 1995

[7] Michel H Long And Richard. Methology In TESOl : A Book Of Reading. New York Harper & Row Publisher In 1987. P.305,

[8] JerenyJeharmer, The Practice Of English Language Teacing A New Edition.(New York: Longman Publishing, 1992), P.154

[9] Brain Quet, Definition Of Vocabulary, On Line. File:// F:/Vocabulary.Htm. Accessed O November 10th , 2008

2. Kind of Vocabulary

According to the Nation (2001), there are two kinds of vocabulary. They are perceptive and productive vocabulary. Receptive vocabulary refers to the words that native speakers and foreign learners recognize and understand but hardly ever use, it is used passively in either listening or reading. Productive vocabulary is utilized actively either in speaking or writing. One's listening vocabulary is generally larger than his speaking vocabulary while his reading vocabulary is relatively larger than his writing vocabulary.

therefore it can be concluded that vocabulary can be presented in four units. They are reading vocabulary, listening, and vocabulary, speaking vocabulary, and writing vocabulary. Reading vocabulary consist of the word found by people when they are reading. While listening vocabulary is the words that people hear and understand when they are talking others or listening to radio and television. Speaking vocabulary includes the words people used in their daily life and conversation. The last writing vocabulary that consist of the word people use in writing essays, reports, letter, etc[10]

In relation to kinds of vocabulary, Nation (2001) states that there are four kinds of vocabulary in the text:

a. High frequency words.
b. Academic words
c. Technical words
d. Low frequency word

[10]Nation (2001*), Teaching vocabulary*, *Asian EFL Journal.*Volume7

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3. Types of Vocabulary.

In general, the vocabulary we know can be divide into two groups passive vocabulary and active vocabulary. Passive vocabulary contains all the words that you understand when you read or listen, but which we do not use (or cannot remember) in our own writing and speaking. Active vocabulary is all the words you understand, plus all the words that we can ourselves. Our active vocabulary, in English and your own language, is probably much smaller than our passive vocabulary.

Haycraft (1997:44) distinguishes two types of vocabulary, active and passive. Active vocabulary is words which students can understand, pronounce correctly, and use contractively in speaking and writing. Meanwhile, passive vocabulary is words that students recognize and understand when they occur in a context, but which they cannot produce correctly by themselves.

In detail the vocabulary are divide into four types of vocabulary, those are:

a. Reading vocabulary, a literate person's vocabulary is all the words they can recognize when reading. This is generally the largest type of vocabulary simply because a reader tends to be exposed to more words by reading than by listening.
b. Listening vocabulary, a person's listening vocabulary is the words they can recognize when listening to speech. People may still understand words they were not exposed to before using cues such

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as tone, gestures, the topic of discussion and the social context of the conversation.

c. Speaking vocabulary, a person's speaking vocabulary is all the words they use in speech. It is likely to be a subset of the listening vocabulary. Due to the spontaneous nature of speech, words are often misused. This misuse, though slight and unintentional, may be compensated by facial expressions and tone of voice.

d. Writing vocabulary, words are use in various form of writing from form essays to social media feeds. Many written words do not commonly appear in speech. Writers generally use a limited set of words when communicating.[11]

4. The Importance of Vocabulary

Vocabulary, as one of the language elements is integrated in communicative expression. Krashen in nunan (1991:117) argues that vocabulary is important. This has come about partly of vocabularies as a result of the development of communicative approaches to language teaching and partly through stimulus of comprehension based methods such as the natural approaches. So, vocabulary is important for the students.[12]

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According to hornby (1987) vocabulary is building block to build the language. It means that we have certain vocabulary, we can also practice the language our daily life. Vocabulary is one of the language

[11] https://en.wikipedia.org/wiki/Vocabulary#Types_of_vocabulary

[12] Nunan David. 1991. *Language Teaching Methodology a Text Book for Teacher*. Prentice Hall: New York.

aspects which has important role in English mastery spoken and written language are made up of vocabulary, therefore, without vocabulary the learners cannot communicate appropriately.[13]

Based on statement above, it can be concluded that vocabulary is basic element of language in which it makes a language be meaningful and without having adequate vocabulary, it was impossible for the people to communicate with others

5. Techniques on Teach Vocabulary

there are some technique on teaching vocabulary, according to harmer said that there are three technique or activities which are designed to teach and practice words or vocabulary[14], they are:

a. Presentation

Not all vocabulary can be learned through interaction and discovery technique, even if such techniques are possible. However, they are not always effective. There are many occasion when some form of presentation and or explanation is the best way to bring new words in the classroom. We will look at some example: pictures, mimic, action, and gesture etc.

b. Discovery

Students will be using their bilingual dictionaries, though some of them may know there words through doing simple matching task to more complex understanding of connotation and context.

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[13] Hornby, AS. (1987). The Advanced Learner's Dictionary of Current English.

[14] Harmer Jeremy, *The Practice of English Language Teaching, New Edition*, (New York: Longman 1991).p.161-162

c. Practice

Using familiar new words in real communication will not be forgotten easily.

C. Noun And Adjective

1. Noun

a Definition of Noun

According to Richards (2002) noun is word which can occur as the subject or object of a verb or the object complement of a preposition, can be modified by an adjective, and can be used with determiner. Noun typically refer to people, animals, places, things, or abstractions.[15]

Noun is a member of class of words that can function at the subject or object in a contraction, refer to places, animals, things, states, or qualities.[16]Noun is a word that refers to a person, a place, or a thing, a quality or activity.[17]

b Types of Noun

There There are several different types of noun, as follows:

1) Common Noun

Nonspecific people, places, animals, things or ideas, example : Table, dog, book, window, friends etc…

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[15]Jack C. Richards, *Longman Dictionary of Language Teaching and Applied Linguistics*, 2002. P.366

[16]Random House Webster's Collage Dictionary. *America United States of Americ*a, 2001.p. 842

[17]Oxford Advanced Learners Dictionary of Current English, (Oxford University Press, English Edition, 2010) p. 1042

2) Proper Noun

   Specific people, places, things example: John, Anna, London, Pacific Ocean etc

3) Abstract noun (non real)

   Something that you can not perceive with your five senses example: friendship, faith, happiness, etc.[18]

4) Concrete Noun

   Something that you can perceive with your five senses, Example: Apple, dog, house flower etc…

5) Compound Noun Made up of two or more smaller words Example: Sister-in-law, schoolboy, fruit juice, textbook etc…

6) Collective Noun Refer to a group of things as one whole Example: Bunch, audience, flock, group, family etc…

7) Countable Noun and Uncountable Noun

   Can be counted Example: Pen/pens, orange, bike, house etc…

   Uncountable Noun: Cannot be counted Example: Bread, money, milk, food, water, snow, rice etc…

8) Singular noun and plural noun

   Singular noun is word the showing that the object is single and not more than. While plural noun is the word whose showing that the object is more than one.[19]

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[18]I Didimus Manulang, *Tangkas 16 Tenses*, (Kelompok Karisma Publishing, Tangerang Selatan, 2012) p. 92

[19]Ibid. p. 93

2. Adjective

a Definition of Adjective

Adjectives modify noun, pronoun, and alternative adjectives. The word "he's fast ", the word" fast ", is an adjective that describes his pronoun. "Here's a specific sentence that uses all the letters of the English language..

According to junaid (2014) adjectives are used to describe qualities and add meaning to noun and pronoun. For example:white, orange, blue, yellow, green, red,black, purple, brown, sad, happy, smart, industrious, funny, funny, bad, busy, etc.

b Types s of Adjective

There are all kinds of adjectives based on their consequences on a noun and what they mention about a noun. There are five categories of adjectives:

1) Adjectives of Quality

This adjective is used to describe the quality of a noun. They give an idea of noun characteristics by answering the question of what kind: being beautiful, kind, big, big, honest, ugly, etc. For example:

a. Sarah is a ***beautiful*** woman.
b. I'd like you to give me an ***honest*** answer.
c. I feel really fat and ***ugly*** today.
d. She always loves a ***pink*** color.

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2) Adjectives of Quantity

This adjective is loved to describe the quality of a noun. They give us the idea of noun characteristics by answering the gentle questions: being honest, kind, big, big, beautiful, ugly, etc. For example:

aa They have finished ***most*** of the rice.

ab ***Many*** people came to visit the fair

3) Numeral Adjectives

An adjective that describes the number of a noun or pronoun is called a numeral adjective. In short, the words indicating numbers are considered as numeral adjectives. These types of adjectives indicate quantity, order and position of nouns. For example:

a. We are ***three***friends playing in the field.

b. He is the ***last*** person to attend the meeting.

4) Demonstrative Adjectives

adjectives are used to point out or indicate a particular noun or pronoun using the adjectives: This, That, These and Those. For example:

a. ***That*** bag belongs to Neil.

b. Try using ***this*** paintbrush in art class.

c. I really like ***those*** shoes.

d. ***These*** flowers are lovely

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5) Interrogative Adjectives

These adjectives are used to ask questions about nouns or in relation to nouns, they are: Where, What, Which and Whose. For example:

a. ***Where*** did he say he was going?

b. ***What*** assignment did I miss out on?

c. ***Which*** is your favorite author?

d. ***Whose*** pen is this?

D. Teaching Media

1. Definition of Media

According to Ahmad Rohani, association for education and communication technology (AECT) defines media that is all the form of utilized to process of information channeling. While education association defines that media is an art of things which can be manipulated, seen, listened, and can read with is use appropriately in teaching learning process , so it can influence the effectiveness of instructional.

Media is the all something which can be sense that have function as medium or instrument for communication process (teaching and learning process)[20]

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[20] Ahmad rohani, media instructional education,(Jakarta pt.rinekacipta, 1997), p.3.

2. The Kind of Media

According to fachurrazy (1992:36) media can be divided into three types, they are:

a Visual Media

Visual media is that media can be seen and touched as examples, pictures, maps, miniatures, graphics, and posters.

b Audio Media

Audio media is listenable media; they are used to listen to and understand oral tests, including radio, cassette tapes, tape recorders, and tape recorder.

c Audio Visual Media

Audio and visual media are available media, such as TV and media.

Many teachers complaint not using media to teach because of difficult to make limited time, and expensive cos. Substantively, that reasons are not really true, because a material very cheap, for example the teacher can take in old magazine, old newspaper, brochure, etc. and they can cut the picture to a media. It is very simple, if the teacher who teach far from city and only has limited facilities the teacher can using some simple media, for example flip card, regalia.

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3. Advantages of Teaching Media

According to Munadi (2008: 6), there are some advantages of teaching media:

a. Simplify the materials
b. Reduce the use of mother tongue
c. Attract students motivation and attention
d. Give varieties teaching methods
e. Create more activities
f. Giving the real experience and environment
g. More attractive teaching
h. Flexible to give materials (anytime and anymore)
i. Increase the students positive attitudes towards teacher
j. Used as assessment

Teaching the media, helping teachers is easier to teach. He can choose what media is suitable to the subject. He can choose modern or simple media to help him. For teachers with limited facilities, hopefully they can make their own media as best they can. Their creativity is needed in the system of teaching and learning. With creativity, they can create their own media even though it's simple and cheap.

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4. Function of Media

Sadiman, convey the media function (medium of education) in general, are as follows:

a. Clarify the presentation of the massage not be so is visual.
b. Overcame the limitation of space, ti1me and the sences and namely object that are too learge to be brought to class can be replaced with images, slides, etc.
c. Enhance the excitement of learning, allowing students to learn on their own besed o interests,, abilities, and overcome the passive attitude of students.
d. Provide the same stimuli can equate the experience and preption of students to words the content.[21]

According to h. Asnawirand m. Basyruddinusman, there are some the function of media, namly. [22]

a. Media can be implementation as besic, realistic. The usage media like picture, films, modeling, graph, ect.
b. Media can increase new desire and interest.
c. Media can be increase the motivation and stimulate student to study.

Media can give integral experience from the concrete and the abstract things film about something or even which can not be seen by

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[21]Sadirman, the function of media. Online: http://www.fouk.org/13/function-learning-media-accesed on january 25th 2012

[22]to H. Asnawir And M. BasyruddinUsman, media pembelajaran, (1st print , Jakarta: ciputat pres. 2002),

the student directly. And will give concrete about the meaning of believing culture, ect.

5. Teaching Media

According to heinich andrusello as quoted by wirment. The sense of media come from 'latin" that is medium. The meaning in general is as means of communication that is whatever can bring information between sources and receiver the thing is self. We can call instrumental media, if it uses for delivering the massage enviroment.[23]

E. Puzzle

1. Definition Puzzle

Hossein Vossoughi and Marzieh Zargar,(2009)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[24]

According to Hornby (1995: 947), puzzle is a thing that is difficult to understand or answer a mystery or a question or toy that is designed to test a person's knowledge, skill, intelligence, etc. [25]

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[23]Wirman, *the use of the picture as media in teaching English vocabulary: an experimental studi at the seven grade students of smp al-aminmataram in academic year 2010-2011*. Online : http//wirmanvalkinszblogspot.

[24] 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.

[25]According to Hornby (1995: 947) http://repo.iain-tulungagung.ac.id/645/1/SKRIPSI.pdf

Historically, the word search games (puzzle) was originally designed and published by Norman E. Gibat in the Selenby Digest on March 1, 1968 Oklahoma. The puzzle was very popular and several more followed this original design. Some teachers in the Norman schools asked for reprints to use in their classes. One teacher sent them around the country to various friends in other schools. Undoubtedly one of these scattered copies eventually led somebody to sell the idea to a syndicator.[26]

from some definitions above, the researcher can conclude that the puzzle is one of the cooperative learning techniques that are useful for carrying out effective-in-class group work. it is an efficient teaching technique that also encourages vocabulary, engagement, interaction, peer teaching, and cooperation by giving each member of the group an essential part to play in the academic activities.

Figure 2.1. Example The Puzzle

[26] http://repository.radenintan.ac.id/3303/1/A_Thesis_Full.pdf

2. Advantages and Disadvantages of Word Search Puzzle

a. The Advantages of Word Search Puzzle

1) They Help Develop Word Recognition
2) They Assist in Learning
3) They Help Develop Pattern Recognition
4) They Introduce and Review Vocabulary
5) S-P-E-L-L-I-N-G(Word searches can help students understand the basics of spelling)
6) They Are Fun

Based on the statement above, there are eight advantages to a word puzzle. Word searches use develop word admission, benefit in studying context clues, develop pattern recognition, introduce and review vocabulary, help study spelling, fun, make students taller, and package.

b. The Disadvantages of Using Word Search Puzzle

1) This puzzle wasting a lot of time
2) Some students may not have taken the work of completing the puzzles severely, as they were perceived to be unimportant.

Based on the above statement, it may be concluded that loss of using word puzzles wastes much of their time and these puzzles makes students less serious about playing in these games.

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3. Concept of Teaching and Learning Vocabulary through Word Search

Puzzle English teacher must have good technique to teach vocabulary. It is used to make the students interest in learning vocabulary. The researcher assumes that teaching and learning through word search puzzle game can motivate the students to improve their vocabulary knowledge.

Word search puzzle game is one of many instructional games that users have to find the hidden words at letters arranged in a grid that hidden in any direction: vertically, horizontally, or diagonally. Often a list of the hidden words is provided, but more challenging puzzles may let the player figure them out. Many word search games have a theme to which all the hidden words are related. Word search puzzle is fun and makes students interested in learning using word search puzzle.

In teaching vocabulary through word search puzzle enables the students to find out the information or guess the meaning on unfamiliar words.[27] It means that the students can guess the meaning on unfamiliar words based on the word search puzzles' theme.

Based on the statement above, word search puzzle game is suitable as a technique in teaching learning English especially vocabulary learning. The students will interesting in learning and they always try to know the new words from word search puzzle. Besides, by using this technique can change the boring classroom atmosphere become fun one. Student will feel

[27] Ria Damayanti H, Teaching Vocabulary Through Word Search Puzzle to the Fifth Grade Students of SDN01 NgaglikBlitar, Tulungagung, East Java, 2014, available at. http://repo.iaintulungagung.ac.id/645/1/SKRIPSI.pdf, retrieved on June 22th, 2016 at 03.24 PM.

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interested in learn English because this activity will make them feel happy. This game also can to improve their achievement.

Here are some of the important benefits of puzzles[28]

a. Problem-solving skills

Even completing the simplest puzzle is critical in achieving a set goal. Children and toddlers must use their imagination and develop strategies on how to achieve this goal. This involves developing solutions, reasoning skills, and solving skills which they can later use in their adult future lives.

b. Cognitive skills

Puzzles can also assist your the child to understand how following step by step directions can help them achieve goals in life. Color, letter and spatial awareness skills achieved while playing puzzles are very important. Since all children are unique, puzzles may be their main medium of understanding certain themes such as alphabetical letters.

c. Hand-eye coordination

Making the connection between the eye and the hand is better practiced by puzzles. From a jig saw to crossword puzzle, learning what fits and what does not fit is better done by puzzles. Erasing a word or trying out new pieces and writing in new ones assists a lot on developing

[28] https://exodusescaperoom.com/the-benefits-of-puzzles

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this skill. As a matter of fact, children will try over and over again until they see what fits well.

d. Fine motor development

Fine motor skills are very important in everyday's development. Learning these skills at an early stage will eventually assist them in drawing skills, handwriting, and musical instruments. Based on the kind of puzzles, children are asked to move large and small pieces, twist knobs, circle words or make pieces fit into spaces.

e. Self-esteem

Just like an adult, the accomplishment of a set goal often brings so much satisfaction to a child. Overcoming the challenges involved in solving puzzles gives them a sense of pride and self-esteem. This not only boosts their self-confidence but also prepares them for other challenges in life.

f. Social skills

Puzzles are also great learning tools that enhance and promote corporative play. As children work together to complete puzzles they often discuss where a piece will go and why, share, take turns, and assist each other especially when handling frustrations. Finally, they share the joy of completing the puzzle

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g. Wrap up

In a nutshell, puzzles are very important in assisting the children to develop emotional skills, cognitive skills, and physical skills. Those are the benefits of puzzles in early childhood development.

4. Procedures of Training Vocabulary straight Word Search Puzzle

Michele mentions the training in teaching vocabulary straight word search puzzle as follows: all words on the right part of the puzzle are mysterious somewhere within the letters on the left part. Words will be found literally as they are spelled, but may be written left to right, right to left, up and down, or diagonally. further, Haynes and Zacarian mention the practice as follows: The instructor has students design a word search game on chart paper using their vocabulary words. alternatively of upon these terms a list of the words to be found, the students list the words' definitions as clues. When they are consummated, the students explain each other's puzzle. excluding, Delia Dunlap also mentions the procedures as follows:

a. The teacher can arrange the word search in step and either write it on the management or make photocopies to scatter to students. The teacher can also write a series of words pre loved.
b. Make a framework with hundreds of letters.
c. Words will be unknown inside the letters, recorded horizontally and vertically. Here is an example of a puzzle with the words "school" as well as "learn":

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s o c k l e n s

c t h a e w z r

h x o c a i n q

o c a s r s I h

o d h r n h k v

l o v e f i h o

d. The students feel circle the words when they locate them. They can oppose the words off the index when they find authority and pursue up till all of the words are organized.

e. These words can still form a jumbled (mixed-up) sentence that the students need to translate. For example, the words in the puzzle above spell: "We love to learn in school." The task can be independently individually or in little groups.

In determining the size of a small group, Mills and Alexander states that there is no one right volume for a group. Your ability does not have much regulation up your room size either. any demand that the jugglery total is six, others that it is between 5 and 8. Furthermore, Dobson in Rivi explained to his students to break the class into slight groups of three to six students all. It can be concluded that no one can determine correctly the size of small group, but 5 to 6 would be the suitable size for small group.

From the theories above, the researcher concluded that the procedure of training vocabulary by using word search puzzle as follows:

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a The teacher gives the word search puzzle photocopied to the student individually or in small group that contains the letter of word to be found.

b The teacher explain about the game's rule that the students have to find all of the letter are hidden in the grid. Words will be unknown inside the scholarship, written horizontally and vertically.

c The Students enjoy the words when they locate them.

d After their work are finished, they correct together.

In this research, the researcher choosed Delia's method in training vocabulary straight word search puzzles, because Delia's procedure is easy and also explain word serach puzzle from preparing until the end of finishing word search puzzle. The teacher can use this game as educational tools for children.

F. Theoretical Framework

Before doing the analysis, the analyst conducted pre-observation and the analyst found that the teacher still uses the ordinary system. So, researchers will be involved in conducting Classroom Action Research by using word research puzzle media. The CAR will compos of two cycles, the first cycle, and the second cycle there are four steps cycle, those are: planning, action, observation, and reflection. There were three meetings for each cycle. For the first cycle, the researcher hoped that the students' got significant improvement by reaching 50% KKM of value from 75 KKM. The second cycle was the revision of cycle I. The researcher hoped that the students' got

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significant improvement by reaching 75% KKM above 75. The figure of theoretical framework will describe as follows:

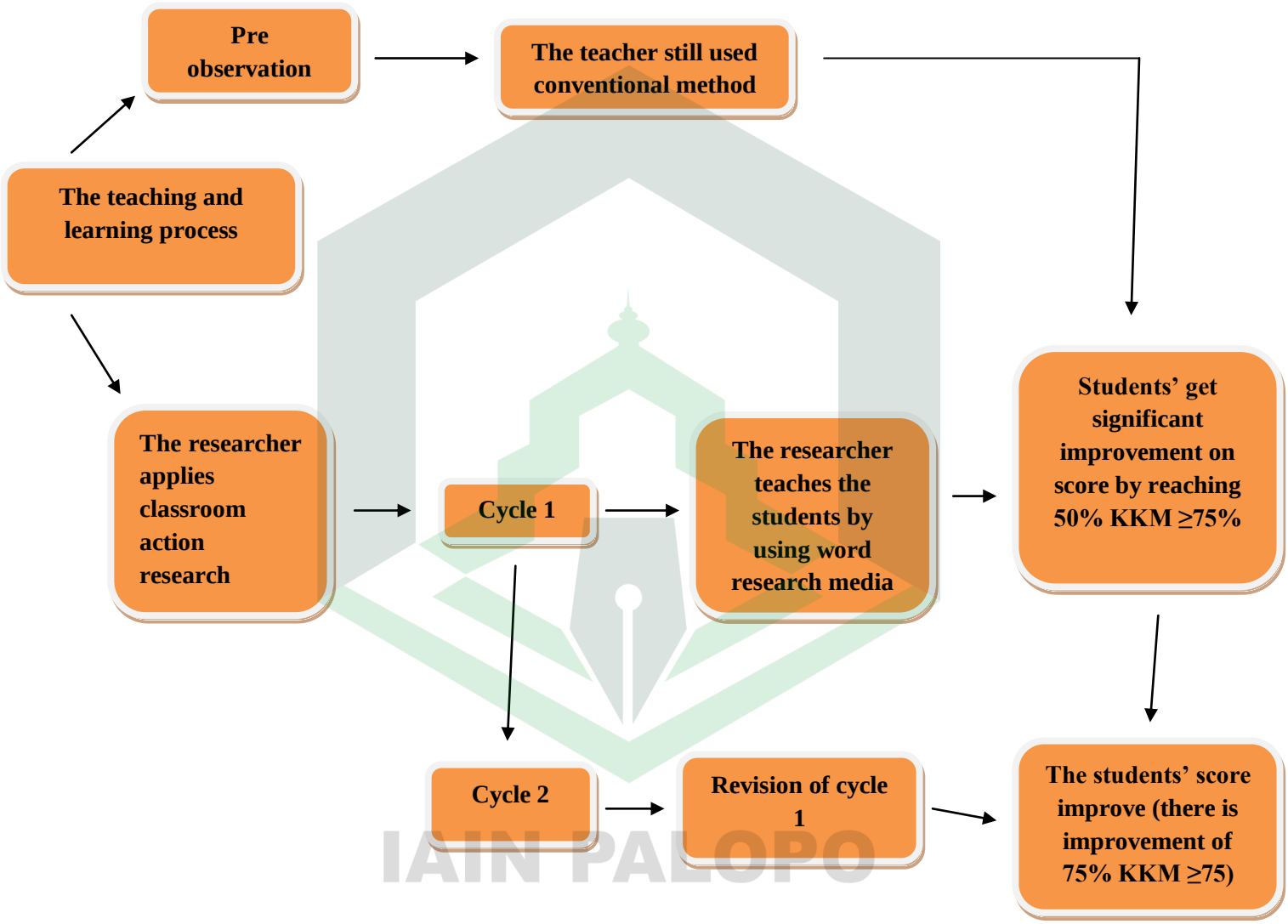

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Figure 2.1. Theoretical framework

CHAPTER III

RESEARCH METHOD

A. The Method of the Research

This research was conducted by applying Classroom Action Research. According to Kemmis in Candra Wijaya stated that Classroom Action Research is the form of replective inquiry that is done by the practitioners about the specific of social condition (education) to improve the rationality and justness.[29]Classroom action research is used because it is aimed at improving the result of teaching and learning process. Action research can be a very valuable way to extend teacher's teaching skills and increase more understanding for teachers themselves, for the classrooms, and also for the students.[30]

B. Design of the Research

This research used a classroom action research (CAR). It covered research location and sample, research time, and classroom action research cycle as follow, if the first cycle has improved the student vocabulary then the study has ceased, but if the student's learning has not increased and will continue to the second cycle.

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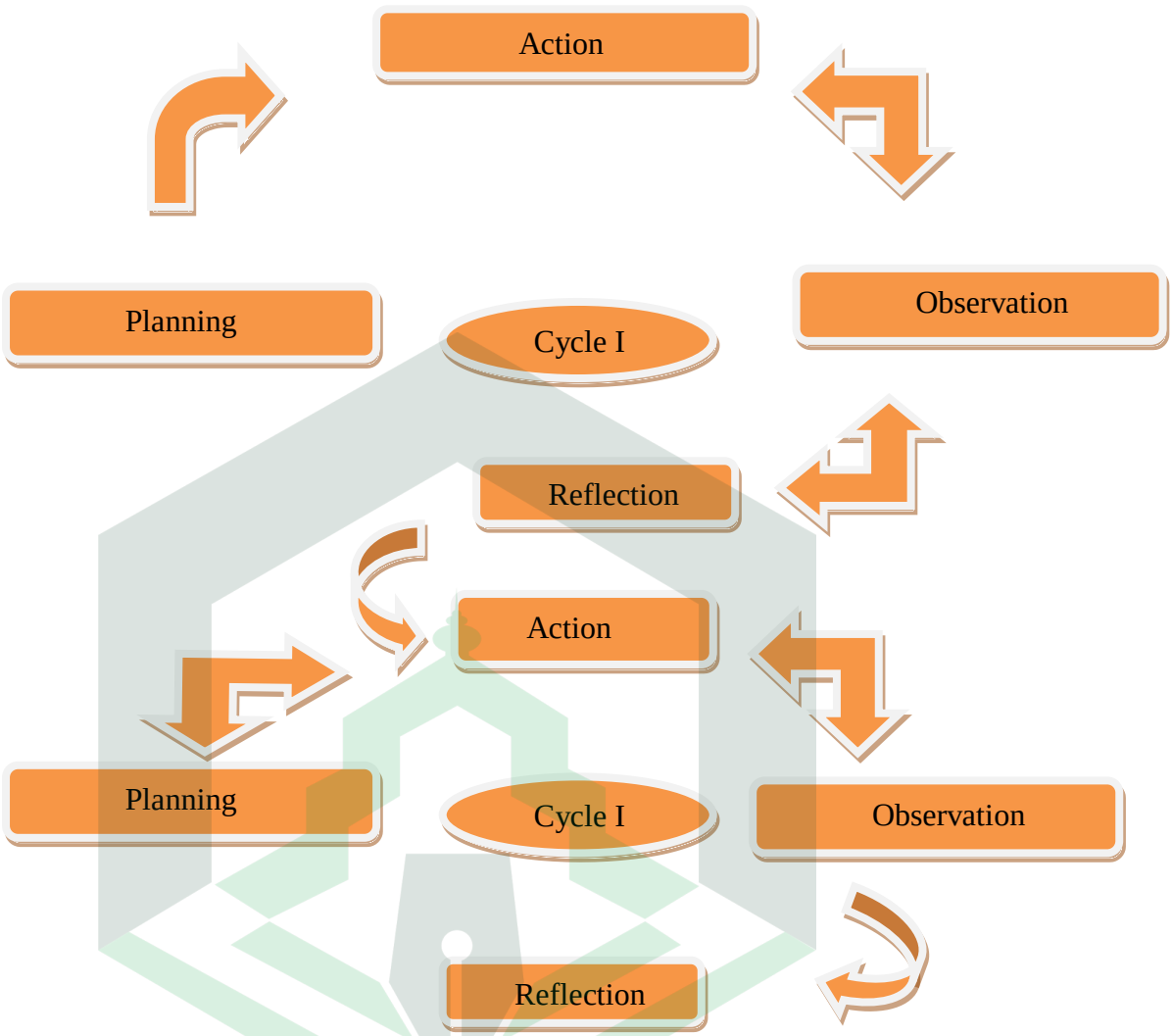
[29] Candra Wijaya and Syahrum, (2013), Penelitian Tindakan Kelas: Melejitkan Kemampuan Penelitian untuk Meningkatkan Kualitas Pembelajaran Guru, Bandung: Citapustaka Media Perintis, p. 39.
[30] Anne Burns, (2010), Doing Action Research in English Language Teaching: A Guide for Practitioners, New York: Routledge, p. 1.



(Kemmis & Mc. Taggart)[31]

Figure 3.1. The Cycle of Classroom Action Research Cycle

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C. The Location of the Research

This research conducted in SMPN 2 Palopo located on Jl. Simprusiang, Kel. Wara barat, Kota Palopo.

[31] http://buatptk.blogsport.fr/2012/2013/penelitiant-indakan-kelas-clasroom.html

D. The Subject of the Research

In this research, the researcher worked with a collaborator. The collaborator's name is Helma. And the subject of the research was the seventh grade of SMPN 2 Palopo in the academic year of 2018/2019. The research took one class that is VIII E. The number of students consists of 30 students. There were 18 males and 12 females.

E. Instrument of the Research

1. Observation

The researcher used observation as an instrument to collect the data. In learning vocabulary process, the researcher observed to know the students' interest and to know the act of happening in the classroom during teaching and learning process. In this case, the observation did by investigating directly in the field of research.

2. Interview

The researcher used structural interview. The researcher asked some questions to the students to get some information about the students. The questions were a) Do you like studying English? b) What are your difficulties in mastering English vocabulary? And c) Does your English teacher usually gives games or media while teaching?

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3. Test

The test used in this research are pre-test and post-test. The pre-test done before implementing *word search puzzle*. It was to measure students' understanding in learning *vocabulary* at first.

Meanwhile, the post-test was implement after using *word search puzzle*. In this research, the test was done in form of multiple choices.

4. Documentation

The researcher used the camera to took pictures the students' learning process. Documentation was done to get the data that will be elaborated in this research. Furthermore, documentation was also evidence of this research.

F. Procedure of the Research

Cycle 1

Before doing the action research, the researcher needs a preparation like:

1 Planning

Make a lesson plan about the use word research puzzle media in teaching vocabulary. This is the most important step in conducting action research as by knowing the problems, the researcher collaborator could find a good solution to solve the problem.

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2 Action

a. The teacher divides students into 8 groups and each group consists of 4 members, where each group has its own group name.

b. Each group gets the media Word Search Puzzles that they will work on.

c. The teacher explains to students about Word Search Puzzles

d. The teacher explains about nouns (animals, plants things)

e. The teacher starts teaching when the group members are ready, each group is asked to find 15 vocabulary words in the Word Search Puzzle within 15 minutes.

f. The teacher gives instructions to start the vocabulary search in the Word Search Puzzle.

g. students must find the meaning of the vocabulary they find

h. When finished, each group memorizes the vocabulary they get in front of the teacher by taking turns.

i. Assessment seen from the speed of problem solving and the accuracy of its meaning

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j. Then at the end of the material, the teacher gives a chocolatos gift to students who can memorize the 15 vocabulary words they find in the Word Search Puzzle.

3 Observation

In this step, a researcher observed all events or activities during the research. During the learning process is going on, the researcher observes about the situation of the learning and teaching process, and also the students' participation and evaluation.

4 Reflecting

Step conducted to know how far the students understand the materials which would be given, what the strength and the weakness of this cycle.

G. Technique of Collecting Data

In collecting data, the following technical data are:

1. Observation

Observation was the act of watching something carefully. In this case, observation did by investigating directly in the field of research. The comment or remark based on something had been seen is written in the observation sheet. The use observation to mean an act of happening in the classroom during the teaching-learning process then.

2. Interview

The interview was a source of data and information for the technique which is conducted for getting information. The interview was done to know the effectiveness of the actions. The researcher interviewed the students and the English teacher about the activities in the teaching and learning process. So, the interview is only conducted in analysing the

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situation. The problems of English teacher in teaching vocabulary and some of the students about their difficulties in learning vocabulary.

3. Tests

The test was a way to get how far the students' ability and to see the students' achievement from a material that has explained. Giving tests in this research were Pre-Test (before giving the action), and Post-test (after cycle). Form of the test translated the words into Indonesia, multiple-choice and matching the words. In this case, vocabulary test consists of 30 items.

4. Documentation

The researcher used documentation as one way to collect the data, it included study literature and photos.

H. Technique of Analysing Data

In this stage, the researcher analysed the quantitative data. The data was taken from the test analyses by using the following:

1. The researcher tried to get the score per action within one cycle. It was used to know how well students' score as a whole on vocabulary skill. The raw score for the correct answer was 1. The raw score for the incorrect answer was 0. The count of the percentages of the score test by using the following formula (Rosma H,2010.P.94):

$$\text{Score} = \frac{\Sigma right\ answer}{\Sigma items} \times 100\%$$

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2. The researcher tried to get the class percentage which passes the minimal mastery level criterion (KKM) considering English subject gains score 76 which was adapted from the school agreement at SMPN 2 Palopo. It used the formula (Meltzer,2008.P.3):

$$P = \frac{F}{N} \times 100\%$$

P = the class percentage

F = the number of correct answer

N = the number of the question

3. To analysis the objective test from students, the researcher used the application that was *Statistical Produce and Service Solution (SPSS) ver. 20 for windows*. Furthermore, to determine the students' achievement into classification as below:

Table 3.1. The Classification Score for Test

A	90 – 100	Excellent
B	80 – 89	Good
C	70 – 79	Adequate
D	60 – 69	Inadequate/unsatisfactory
F	Below 60	Failing/unacceptable

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(Brown, 2004,p.287)

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

In this chapter, the researcher presented the result of classroom action research conducted to improve students' vocabulary for students of SMPN 2 Palopo.

1. Before Implementing Classroom Action Research (CAR)

a. The Result of Interview

Before implementing CAR, the researcher interview the students of SMPN 2 Palopo class VIII E. The researcher gave some questions for the students related to the teaching and learning English especially vocabulary mastery. The questions were 1) Do you like studying English? 2) What are your difficulties in mastering English vocabulary? 3) Does your English teacher usually give games or media while teaching? and other questions like that. The students' answer not really like when study English because studying English was difficult, we did not know the meaning and the teacher gave them the monotonous technique in learning English. Where the teacher gave them some vocabularies taken from students' book, then the teacher asked them to memorize the whole vocabulary. Besides, the teacher also asked them to memorize some conversation that makes them bored and they easily forgot what they had memorized because the vocabularies were never recalled.

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b. The Result of Pre-test

Figure 4.1. The Situation of Class when Students' did Pre-test

Before implementing the CAR, the researcher gave the students pre-test. It was done to know the students' vocabulary mastery. Therefore, the researcher could compare the score of pre-test and post-test.

After giving the pre-test, the researcher calculated the score. Below the students' score for the pre-test:

Table 4.1. The Result of Students' Pre-test

No	Students' Name	Score
1.	S1	70
2.	S2	35
3.	S3	40
4.	S4	50
5.	S5	65
6.	S6	65
7.	S7	55
8.	S8	35
9.	S9	60
10.	S10	45
11.	S11	75
12.	S12	65

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13.	S13	70
14.	S14	65
15.	S15	65
16.	S16	50
17.	S17	35
18.	S18	50
19.	S19	35
20.	S20	75
21.	S21	30
22.	S22	35
23.	S23	45
24.	S24	45
25.	S25	75
26.	S26	30
27.	S27	55
28.	S28	55
29.	S29	55
30.	S30	65
	Total	1595
	Mean	55

From the data above, it can be seen that the highest score was 75 and the lowest score was 30.

three students got 75, two-students got the score of 70, six-students got the score of 65, one-student got the score of 60, fourth-students got the score of 55, there-student got the score of 50, there-student got the score of 45, one-student got the score of 40, fifth-student got the score of 35, and two-student got the score of 30

If the value of student learning outcomes in pre-test is grouped into five categories, the learning outcomes of students are presented as follows:

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Table 4.2. The Rate Percentage of Students' Score of Pre-test

NO	Classification	Score	Frequency	Percentage
1	Excellent	90 – 100	0	0%
2	Good	80 – 89	0	0%
3	Adequate	70 – 79	5	17%
4	Inadequate	60 – 69	7	20%
5	Failing	Below 60	18	63%
				100%

The table above showed that the students' score at the pre-test in cycle I there was no one students got classification "Excellent", no one students got classification got classification "Good", 5 students (17%) got classification "Adequate", 6 students (23%) got classification "Inadequate "and 18 students (60%) got "Failing".

2. The Implementation of Classroom Action Research (CAR)

The action conducted in two cycles that covered four-meetings. The obstruction and failure found in the cycle I and then looked for the solution and applied to the next cycle. The result of the research could be reported as follows:

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Cycle I

a. Planning

In this phase, the researcher prepared the tools were more important thing before the implementation of CAR (Classroom Action Research), namely:

1) The researcher made a lesson plan, The material in the first cycle were about adjective.
2) The researcher prepared the form of the test (pre-test and post-test).
3) The researcher made the observation checklist for observing the condition of the learning process.
4) The researcher prepared facilities which will be used at the vocabulary learning process by using Word Search Puzzle

b. Action

1) Pre- Teaching

- The researcher began the meeting with greetings
- The researcher explained the procedure of learning for this meeting before the researcher starts the lesson.
- The researcher gave the students pre-test.
- The researcher explained for the students about Word Search Puzzlesas the media that will be used.

2) While - Teaching

- The teacher divided students into 4 groups and each group consists of 8 members, where each group has its own group name.

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- Each group gets the media Word Search Puzzles that they will work on.
- The teacher started teaching when the group members are ready,
- The students' to found many vocabulary words in the Word Search Puzzle in white board within 10 minutes.
- Teacher gave a gift to students who can memorize the 15 vocabulary words they found in the Word Search Puzzle.
- The researcher gave post-test to the students.
- The students collected the post-test worksheet.

3) Post- Teaching

- The researcher gave conclusion about the material or allowed the students who want to give a conclusion about the material

Figure 4.2. The Students played the Word Search Puzzle

Table 4.3. The Result of Students' Post-test in Cycle 1

No	Students' Name	Score
1.	S1	80
2.	S2	65
3.	S3	85
4.	S4	85
5.	S5	80
6.	S6	90
7.	S7	80
8.	S8	70
9.	S9	80
10.	S10	90
11.	S11	90
12.	S12	80
13.	S13	90
14.	S14	85
15.	S15	85
16.	S16	70
17.	S17	80
18.	S18	70
19.	S19	75
20.	S20	80
21.	S21	55
22.	S22	75
23.	S23	80
24.	S24	80
25.	S25	95
26.	S26	60
27.	S27	85
28.	S28	85
29.	S29	80
30.	S30	90
	Total	2395
	Mean	90

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Based on the data above, the researcher found that the students' score is better than the pre-test. The highest score was 95 and the lowest score was 55.

There is one-students who got score of 95, Fifth-students who got score of 90 sixth-students got score of 85,nine-students got score of 80, two-students got score of 75, there-students got score of 70,and There isone-students who got score of 65, until 55.

If the value of student learning outcomes in post-test are grouped into five categories, the learning outcomes of students are presented as follows:

Table 4.4. The Rate Percentage of Students' Score of Post-test in Cycle I

NO	Classification	Score	Frequency	Percentage
1	Excellent	90 – 100	6	20%
2	Good	80 – 89	16	53%
3	Adequate	70 – 79	5	17%
4	Inadequate	60 – 69	2	7%
5	Failing	Below 60	1	3%
				100%

The table above showed that the students' score of post-test in cycle I there were sixt-students (20%) got classification "Excellent", sixteen-students (53%) got classification "Good", fifeth-students (17%) got classification "Adequate "two-students (7%) got classification "Inadequate" and the good thing that there were one students (3%) got classification Failing".

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c. Observation

Based on the observation which has done by the researcher and the collaborator through process teaching and learning in the cycle I the data obtained as follows:

NO	Students' Name	Activeness			
		Very Active	Active	Less Active	Passive
1.	S1		✓		
2.	S2			✓	
3.	S3		✓		
4.	S4		✓		
5.	S5		✓		
6.	S6	✓			
7.	S7		✓		
8.	S8		✓		
9.	S9		✓		
10.	S10	✓			
11.	S11	✓			
12.	S12		✓		
13.	S13	✓			
14.	S14		✓		
15.	S15		✓		
16.	S16			✓	
17.	S17		✓		
18.	S18		✓		
19.	S19			✓	
20.	S20		✓		
21.	S21				✓
22.	S22		✓		
23.	S23			✓	
24.	S24		✓		
25.	S25	✓			
26.	S26			✓	
27.	S27		✓		
28.	S28		✓		
29.	S29	✓			
30.	S30		✓		
		6	**18**	**5**	1

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1) The students were still indiscipline and confused about their new lesson
2) The condition of the class was noisy when the researcher divided groups and when the researcher gave word search puzzles
3) Most students cannot accept the researcher's explanation quickly, but there are some who can accept.
4) Some students can understand vocabulary through word search puzzles and some students also cannot understand.
5) From the students' Activeness evaluation result, the researcher shows the students' activeness below:

Table 4.5. The Result of Observation Students' Activeness in Cycle 1

Where:

1) **Very Active**: the students were responsive and full participation in all activities in the teaching process.
2) **Active**: the students responded to the materials by using word building in the teaching process.
3) **Less Active**: the students pay attention and give response once.
4) **Not Active(Passive):** the students did not give the response to the material. They look confused, bored, and sometimes the students left the class.

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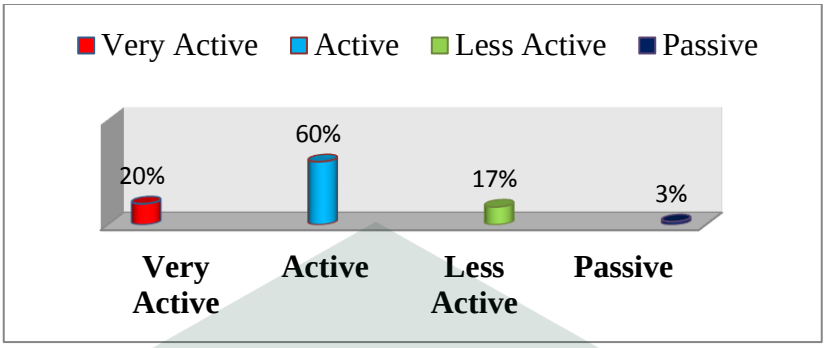
Diagram 4.1.Category and Frequency of Students' Activeness in Cycle I



From the diagram category and frequency of students toward the activity at the classroom above showed that there were 20% students "Very Active" in learning process, 60% students who "Active" to the study, 17% students who "Less Active" to joined the study and 3% students who "Not Active". It means that in the cycle I, most of students active to joined the learning process and they enjoyed the lesson also most of them got good score.

d. Reflection

In this stage, the researcher did reflection by discussing and evaluating the learning activities that have been carried out with collaborator. Reflection was done to find out the deficiency or constraints of the cycle I.

The implementation of learning by word search puzzles in the cycle I could be said to be quite good, but there were still some obstacles. The constraints in question were some students were still less active in the learning process or only active while in class and the students were less focused on the researcher's explanation. Considering these constraints, it was

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necessary to take corrective action so that the learning outcomes in cycle II can be more effective.

Cycle II

a. Planning

Cycle II was held the two meetings. The activities in cycle II were repeated the activities in cycle I by making improvements that still considered lacking in cycle I.

In this phase, the researcher made new plans and the researcher formed new lesson plans. The researcher made the class more interesting for the students and more enthusiastic. So, in this section the researcher did the steps as follows:

1) The researcher made a lesson plan by word search puzzle.
2) The researcher determined the topic of adjective.
3) The researcher prepared evaluation tests about the material that has been taught.

b. Action

In this section, the researcher conducted teaching and learning activities to get better results than cycle I. The action of cycle II was held in two-meetings. For the first meeting, the steps can be explained as follows:

1) The researcher started the activity by greeting and praying together before started the teaching and learning process.
2) The researcher checked student attendance and explained

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3) The researcher explained the teaching objectives to be and related how to use the WSP media to students.
4) The researcher divided students into 8 groups. Each group consists of 4 students.
5) Each group got the WSP media that the teacher has provided
6) Then students were directed to find 10 vocabularies in the media with 10 minutes and 5 minutes to translate the words they found.
7) After the time is over, the researcher gave a gift to students who can memorize the 10 vocabulary they found.

Figure 4.3. Students Wrote the Words that they have Word Search Puzzle.

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The second meeting, the steps were the same as the first meeting. However, the researcher recalled about previous material and checked the attendance of students convey learning objectives that took place. In this section, the students competed in the group to check whether the students mastered the materials. The researchers asked each group to raise their hands if they knew the

answer. Where, each group must come forward to say directly the words that have been understood, and after that the researcher gives a post-test.

Table 4.6. The Result of Students' Post-test in Cycle II

NO.	Students	Score
1.	S1	90
2.	S2	80
3.	S3	90
4.	S4	90
5.	S5	90
6.	S6	100
7.	S7	90
8.	S8	85
9.	S9	95
10.	S10	85
11.	S11	100
12.	S12	90
13.	S13	100
14.	S14	90
15.	S15	95
16.	S16	80
17.	S17	90
18.	S18	80
19.	S19	85
20.	S20	85
21.	S21	85
22.	S22	80
23.	S23	85
24.	S24	90
25.	S25	100
26.	S26	80
27.	S27	90
28.	S28	80
29.	S29	100
30.	S30	95
	Total	**1595**
	Mean	**95**

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Based on the data above, the researcher found that the students' score was better than the post-test in cycle II. The highest score was 100 and the lowest score was 80. There were one-students who got score of 100,

fifth-student got score of 100, three-students got score of 95, tenth-students got score of 90,sixth-students got score of 85,and sixth-students got score 85

If the value of student learning outcomes in post-test is grouped into five categories, the learning outcomes of students are presented as follows:

Table 4.7. The Rate Percentage of Students' Score of Post-test in Cycle II

NO	Classification	Score	Frequency	Percentage
1	Excellent	90 – 100	18	60%
2	Good	80 – 89	12	40%
3	Adequate	70 – 79	0	0%
4	Inadequate	60 – 69	0	0%
5	Failing	Below 60	0	0%
				100%

The table above showed that the students' score of post-test in cycle II. There were 18 students (60%) got classification "Excellent", 12 students (40%) got classification "Good", and the good thing that there were no one students got classification "Adequate", "Inadequate" and "Failing".

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c. Observation

The researcher made observations were done in cycle II. The observation phase in cycle II was recorded on the participation of activeness in each student towards the process of learning English. The students' activity was obtained from observation sheets in the meeting recorded in each cycle, the observation sheet was used to determine the participation or motivation of students in learning English to improve students' vocabulary by using word search puzzle.

Table 4.8. The Result of Observation Students' Activeness in Cycle II

NO	Students' Name	Activeness			
		Very Active	Active	Less Active	Passive
1.	S1	✓			
2.	S2			✓	
3.	S3		✓		
4.	S4	✓			
5.	S5		✓		
6.	S6		✓		
7.	S7		✓		
8.	S8		✓		
9.	S9	✓			
10.	S10	✓			
11.	S11	✓			
12.	S12		✓		
13.	S13	✓			
14.	S14		✓		
15.	S15	✓			
16.	S16			✓	
17.	S17		✓		
18.	S18		✓		
19.	S19	✓			
20.	S20		✓		
21.	S21			✓	

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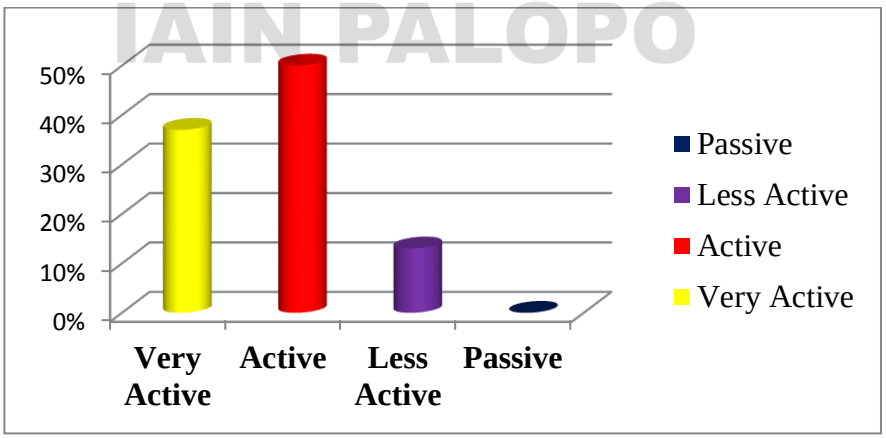
22.	S22			✓
23.	S23		✓	
24.	S24		✓	
25.	S25	✓		
26.	S26		✓	
27.	S27	✓		
28.	S28		✓	
29.	S29	✓		
30.	S30		✓	
		11	**15**	**4**

Where:

1) **Very Active**: the students were responsive and full participate in all activities in the teaching process.
2) **Active**: the students responded the materials by using word building in the teaching process.
3) **Less Active**: the students pay attention and give response once.
4) **Not Active(Passive):** the students did not give the response to the material. They look confused, bored, and sometimes the students left the class.

Diagram 4.2.Category and Frequency of Students' Activeness in Cycle II



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From the diagram category and frequency of students toward the activity at the classroom in cycle II above see that the students' activity in the learning English was more active than cycle I, there were 37% students "Very Active" in learning process, 50% students who "Active" to the study, 13% students who "Less Active" to joined the study and 0% students who "Not Active". It means that most of the students active to joined the learning process and they enjoyed the lesson also most of them got a good score and the researcher and collaborator were sure bin this cycle succeed based on the observation.

d. Reflection

In this cycle II, students' vocabulary mastery was better than in the cycle I, it was shown by students' capability to recall the words and their translation. In addition, they got a better score than the cycle I. Below, the researcher compares and give the result of pre-test, post-test 1 and post-test.

Table 4.9. The Result of Students' Score in Pre-test, Post-test 1 and 2

No	NAMA	PREE TEST	CYCLE 1	CYCLE 2
1.	S1	70	80	90
2.	S2	35	65	80
3.	S3	40	85	90
4.	S4	50	85	90
5.	S5	65	80	90
6.	S6	65	90	100
7.	S7	55	80	90
8.	S8	35	70	85
9.	S9	60	80	95
10.	S10	45	90	85
11.	S11	75	90	100

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12.	S12	65	80	90
13.	S13	70	90	100
14.	S14	65	85	90
15.	S15	65	85	95
16.	S16	50	70	80
17.	S17	35	80	90
18.	S18	50	70	80
19.	S19	35	75	85
20.	S20	75	80	85
21.	S21	30	55	85
22.	S22	35	75	80
23.	S23	45	80	85
24.	S24	45	80	90
25.	S25	75	95	100
26.	S26	30	60	80
27.	S27	55	85	90
28.	S28	55	85	80
29.	S29	55	80	100
30.	S30	65	90	95

Based on the table above, it is known the mean score before implementing CAR or pre-test was only 55 and only four-students who passing KKM. In post-test at cycle I the mean score was 90 and the number of students who passing KKM was 30 students. While in the post-test, at cycle II 30 students passing KKM and the mean score was 95.

Although teaching and learning through word search puzzle game running well, but the researcher found some problem, First, there was a lot of time wasted when creating a group. It was in line with Emery, she said that this puzzle wasting a lot of time. So, the researcher suggested that effective time management was important. Because with effective time management skills, teacher can increase

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the students ability by giving more explanation about word search puzzle itself. Second, the beginning of the treatment, some of the students were not motivate to learnt. They were not interested to follow the game. So the researcher urged and motivated the students to follow the game. It was because of motivation in learning process was important. It was in line with Bell in Greogy, he said that there are three things to remember about education. The first one is motivation. The second one is motivation. The third one is motivation. So, the researcher suggested that motivation of the students to learn was also important, because students who were not motivated will not learn effectively.

B. Discussion

This research is a classroom action research (CAR) consists of two cycles. Each cycle consists of two meetings. This study applies the media that is Word Search Puzzle to improve students' vocabulary in learning English in class VIII E of SMPN 2 Palopo.

The results of the research that have been carried out in two cycles show that Word Search Puzzle can improve the vocabulary of students in class VIII E. The success of this research is shown by the improvement of learning outcomes of students who are the subject of the research. The students' responses to this research by Word Search Puzzle that the students are enthusiastic about learning because while studied it makes students pay more attention to learning and also using the game make students active than before.

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Based on analysis from the student evaluation at the pre-test in cycle I, the highest score was got by the student was 75 score and the lowest score was 30. While in the post-test cycle I the highest score was got by the student was 75 and the lowest score was 55. Based on the result of the research students' activities in the class, the researcher and collaborator looked at the students' weakness. The students were not disciplined, the students felt confused how to learn by using Word Search Puzzle, the students did not master English vocabulary, the lack of time was given for students to work the activities by Word Search Puzzle, and some students were naughty when learning will be started. In this cycle had not been successfully seen students' learning process and the students' score test was low.

Whereas in cycle II, there is enhancement from cycle I the researcher found fifth student got score of 100, and sixth student got score 85 this happens because student have understood how to use the media Word Search Puzzle so students' can encourage students to study seriously, it can make learning fun, motivating and challenging, it can improve students' vocabulary mastery, encourage student to find more new vocabularies and when working in a group, students can share their knowledge with each other.

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So, the researcher can concluded that the use of word search puzzles could improve the students' vocabulary mastery. This successful result was relevant with the theory saying that Word Search Puzzle can be helpful for developing and learning vocabulary (Ria Damayanti H 2013). It was because Word Search Puzzle is suitable technique to improve students' achievements in vocabulary

This research is line with Nila Sangadah, (2015) "Using Word Search Puzzle Game for Improving Students' Vocabulary Mastery at Mts Negeri Tulungagung". The difference between Nila Sangadah's research and this research is the main material or media of vocabulary which in this research just focus on the noun, and adjective. The similarity was focused on vocabulary to know the students' vocabulary mastery.

The research was Aulia Rahmah (2016) "The Effect of Word Search Puzzle on Vocabulary Size at the Seventh Grade Students of SMP Muhammadiyah Buntok". The difference between Aulia Rahmah research and this research is the pre experimental instrument. The similarity between Aulia Rahmah research is to improve students' vocabulary mastery use research Word Search Puzzle instrument.

Based on the explanation the researcher said that this research was successful to Improving Students' Vocabulary Mastery through Word Search Puzzle at the Seventh Grade of SMPN 2 Palopo

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CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the findings, data analysis and discussion in the previous chapter, the researcher concluded that using word search puzzle in Classroom Action Research (CAR), can improve students' vocabulary mastery of the seventh grade of SMPN2 Palopo. By the effective ways in teaching vocabulary using Word Search Puzzle game were: (1) The teacher divides students into 4 groups and each group consists of 8 members, where each group has its own group name. (2) each group gets the media Word Search Puzzles that they will work on. (3) The teacher starts teaching when the group members are ready, each group is asked to find many vocabulary words in the Word Search Puzzle in white board within 10 minutes. (4) teacher gives a chocolatos gift to students who can memorize the 15 vocabulary words they find in the Word Search Puzzle.

Word Search Puzzle game was effective to use in learning and teaching process because it made the students active in learning. It could be proven by the students' score that they have got. In the pre test, four-students were passing KKM and the result of the mean score. Different from the post-test cycle I, which the students passing KKM were 22 students, and the mean score was 90, then it improved in cycle II. The post-test in cycle II, the students passing KKM were 30 students and the mean score was 95. It means that this research is successful.

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B. Suggestion

Based on the result of the data analysis and conclusion, the researcher would like to give some suggestion to be considered by the English teacher as follow:

1. For teacher
   a) The teacher should be able to use an appropriate method, techniques or media, so they can change the students' mind that learning English is boring, but it is fun and interesting.
   b) The teacher should be flexible and understand the student's need, so the teaching-learning process can be fun, enjoyable, and interesting.
   c) Word Search Puzzle should be considered as an alternative media to be used in teaching vocabulary in the classroom and it may be effective to improve students vocabulary.
2. For students
   a) The students should try to contribute ideas and become an active participant in the learning process in the class.
   b) The students can be more interested in English and should pay attention to the teacher's explanation. Therefore, they could catch the material given by the teacher.
   c) The student should also have high motivation to learn English especially vocabulary, because vocabulary is the basic and most important part of the language.

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3. For another researcher

Hopefully, it will be an improvement for the next research. It is possible to optimize many sectors of teaching vocabulary. They can make this study as a mention to strategy other researchers in the same field..

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Lesson Plan

Teaching Vocabulary

Teacher's Name: Nurhalimah | Branch: TP | Room: 02 | Time: 3:30-4.30 P.M.

Date: January 23, 2020 | Book: dasar penguasan vocabulary | Unit 4: nouns | Page: 1

Aim: "Introducing and practicing new vocabulary"

Objective: By the end of the lesson, the students will be able to:

- identify new vocabulary related to " nouns" to classify them correctly.
- use vocabulary that they have learned for word research puzzle, and
-find of nouns for making an assignment at word research puzzle in group logically.

Note: T= Teacher; Ss = Students; mns = minutes; Ex = Example

Stages	Techniques / Activities	Time	Material	Comments
I. Opening	• **Greeting** -T greets and chats with Ss. -T writes date and fills in Class Information Box at the corner of the board. • **Revising *(Technique: Direct Q & A)*** -T gets a few Ss to share what they learned yesterday. -T evaluates Ss' answers and makes a summary of what Ss have learned. • **Warm Up *(Technique: Word Listing)*** -T devises the white board into two parts. -T writes two different topics for each part of the board with "nouns" -Ss are asked to go to the whiteboard and write whatever words which relate to the theme of each topic. -T checks some spelling and pronunciation as the whole class. • **Transition** -T says "Today, you are going to learn some more new vocabulary related to, nouns "	10 mns	-White board -Marker	-Some Ss may arrive late. -During activity in warm up some Ss may spell the word incorrectly, and there would be more background noise as the Ss have to move from their seats to the board.
II. Presentation	• **Technique 1: Picture** -T writes the words "a clock , a pillow, rabbit and rabbit" on the board --T shows the word search puzzle media • **Technique 2: Example**	15 mns	-text book -White board -Marker	-In technique 2 some Ss may not be able to guess the correct meaning of the word, so in order to

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	-T writes the words " nouns in bedroom, and, pets" on the board. -T gives examples related to each word and gets Ss to guess the meaning of the word from the examples • **Technique 3: Direct Translation** -T writes the words "certain , lamp, rabbit and cat" on the board. -T writes the meaning in Khmer after each word. -T drills the words as the whole class for three times. -A few Ss are asked to read all the word out loud.			save time, Direct Translation can be replaced.
III. Practice	• **Technique 1: Word Classifying** - T make eighth group to Ss - Ss are asked to find words in the word search puzzle media and make workgroups. -Ss are asked to write the words they find on the worksheet. -T sets time 10 mns to finish the whole task. -T gives 2 examples as a guide for Ss to do this technique. -After 10 mns, Ss are asked to compare the answers with their neighbors. -T gives the answers as the whole class • **Technique 2: Gap Filling** --Ss are asked to work groups. -Ss asked to find words that have been randomized on a worksheet. -T does item number 1 as a guide for Ss to do this technique. -T sets time 5 mns for the whole activity. -Ss are asked to compare the answers with their neighbors. -T gives the answer as the whole class.	25 mns	-Media	-If T has monitored the class while Ss are doing this exercise and sees that most Ss get their answers right, there is no need to let them compare the answers so that T can save more time.
IV. Production	• **Technique 1: Information Exchange** -T take give word search puzzle media.. 1 what is your response to the media used? 2 what difficulties did you find when playing? 3 Does this media help you in learning? 4 how do you feel about learning to use teaching media? -Ss each group was asked to discuss the answers to the questions above. -T sets time 10 mns for Ss to do this activity. -T walks around the class to help facilitate group by group. • **Technique 2: Classroom Report** -T selects a representative from each group.	25 mns		

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	-The representative from each group must report what their group members have discussed. -T limits the time 5 mns for each representative to report to the class. -After each representative has presented, T gives comments as the whole class.			
V. Closing	-T praises all the Ss for working very hard. -T asks a few Ss to summary what they have learned. Ex: What did you learn from me today? -T asks Ss to do memorize the vocabulary they found today as homework. -T says "Goodbye" to Ss.	5 mns		

Remark:

- ***The lesson is planned for 2x40 minutes, and some activities may take more or less than the estimated time.***
- ***This lesson plan is subject to change due to unexpected circumstances.***

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Lesson Plan
Teaching Vocabulary

Teacher's Name: Nurhalimah | Branch: TP | Room: 02 | Time: 3:30-4.30 P.M.

Date: January 23, 2020 | Book: dasar penguasan vocabulary | Unit 4: Adjective | Page: 2

Aim: "Introducing and practicing new vocabulary"

Objective: By the end of the lesson, the students will be able to:

- identify new vocabulary related to "nouns and adjectives " to classify them correctly.
- use vocabulary that they have learned for word research puzzle, and
-find of nouns and adjectives for making an assignment at word research puzzle in group logically.

Note: T= Teacher; Ss = Students; mns = minutes; Ex = Example

Stages	Techniques / Activities	Time	Material	Comments
I. Opening	• **Greeting** -T greets and chats with Ss. -T writes date and fills in Class Information Box at the corner of the board. • **Revising *(Technique: Direct Q & A)*** -T gets a few Ss to share what they learned yesterday. -T evaluates Ss' answers and makes a summary of what Ss have learned. • **Warm Up *(Technique: Word Listing)*** -T devises the white board into two parts. -T writes two different topics for each part of the board with "nouns, and adjective". -Ss are asked to go to the whiteboard and write whatever words which relate to the theme of each topic. -T checks some spelling and pronunciation as the whole class. • **Transition** -T says "Today, you are going to learn some more new vocabulary related to, adjective"	10 mns	-White board -Marker	-Some Ss may arrive late. -During activity in warm up some Ss may spell the word incorrectly, and there would be more background noise as the Ss have to move from their seats to the board.
II. Presentation	• **Technique 1: Picture** -T writes the words "a horse, a bee, rocket and whale" on the board --T shows the word search puzzle media	15 mns	-text book -White board -Marker	-In technique 2 some Ss may not be able to guess the correct meaning of

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	• **Technique 2: Example** -T writes the words " adjective and nouns " on the board. -T gives examples related to each word and gets Ss to guess the meaning of the word from the examples • **Technique 3: Direct Translation** -T writes the words "hungry , lazy , pen and marker " on the board. -T writes the meaning in Khmer after each word. -T drills the words as the whole class for three times. -A few Ss are asked to read all the word out loud.			the word, so in order to save time, Direct Translation can be replaced.
III. Practice	• **Technique 1: Word Classifying** -T make a four group, the group there are eight Ss -Ss are asked to find words in the word search puzzle media and make workgroups. -Ss are asked to write the words they find on the worksheet in blackboard interchangeably -T sets time 10 mns to finish the whole task. -T gives 2 examples as a guide for Ss to do this technique. -After 10 mns, Ss are asked to compare the answers with their neighbors. -T gives the answers as the whole class • **Technique 2: Gap Filling** --Ss are asked to work groups. -Ss asked to find words that have been randomized on a worksheet. -T does item number 1 as a guide for Ss to do this technique. -T sets time 5 mns for the whole activity. -Ss are asked to compare the answers with their neighbors. -T gives the answer as the whole class.	25 mns	-Media	-If T has monitored the class while Ss are doing this exercise and sees that most Ss get their answers right, there is no need to let them compare the answers so that T can save more time.
IV. Production	• **Technique 1: Information Exchange** -T take give word search puzzle media.. 5 what is your response to the media used? 6 what difficulties did you find when playing? 7 Does this media help you in learning? 8 how do you feel about learning to use teaching media? -Ss each group was asked to discuss the answers to the questions above. -T sets time 10 mns for Ss to do this activity.	25 mns		

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	-T walks around the class to help facilitate group by group. • **Technique 2: Classroom Report** -T selects a representative from each group. -The representative from each group must report what their group members have discussed. -T limits the time 5 mns for each representative to report to the class. -After each representative has presented, T gives comments as the whole class.			
V. Closing	-T praises all the Ss for working very hard. -T asks a few Ss to summary what they have learned. Ex: What did you learn from me today? -T asks Ss to do memorize the vocabulary they found today as homework. -T says "Goodbye" to Ss.	5 mns		

Remark:

- ***The lesson is planned for 2x40 minutes, and some activities may take more or less than the estimated time.***
- ***This lesson plan is subject to change due to unexpected circumstances.***

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1. **The students when did Pre-test**

2. **The students when played Word search puzzle game**

3. **The students when wrote and discuss about the vocabulary**

4. The students when did postest

Transcript Data of SPSS

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
preetest	30	30	75	53.17	14.413
Valid N (listwise)	30				

preetest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	2	6.7	6.7	6.7
	35	5	16.7	16.7	23.3
	40	1	3.3	3.3	26.7
	45	3	10.0	10.0	36.7
	50	3	10.0	10.0	46.7
	55	4	13.3	13.3	60.0
	60	1	3.3	3.3	63.3
	65	6	20.0	20.0	83.3
	70	2	6.7	6.7	90.0
	75	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
cycle1	30	55	95	79.83	9.237
Valid N (listwise)	30				

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cycle1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55	1	3.3	3.3	3.3
	60	1	3.3	3.3	6.7
	65	1	3.3	3.3	10.0
	70	3	10.0	10.0	20.0
	75	2	6.7	6.7	26.7
	80	10	33.3	33.3	60.0
	85	6	20.0	20.0	80.0
	90	5	16.7	16.7	96.7
	95	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
cycle2	30	80	100	89.17	6.706
Valid N (listwise)	30				

cycle2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	80	6	20.0	20.0	20.0
	85	6	20.0	20.0	40.0
	90	10	33.3	33.3	73.3
	95	3	10.0	10.0	83.3
	100	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

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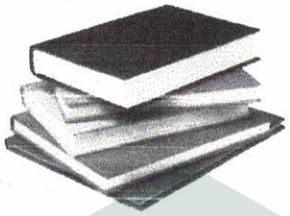
DATE :

POST-TEST CYCLE 1

NAME : Bima

A. Choose A, B, C or D as the best answer

1. The students are writing on the ...
   a. Floor
   b. Table
   c. Chairs
   (d.) Books

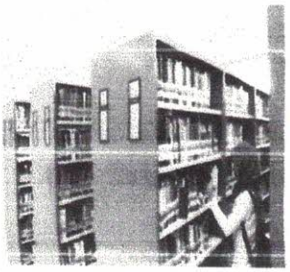


2. I am buying my brother a……on his birthday
   (a.) Computer
   b. Scissors
   c. Fork
   d. Desk

3. We put the pencil in the ….
   a. Map
   b. Glue
   c. Pencil Case
   d. A Cap

4. I will be shopping for food in ……
   a Bank
   b Park
   c Supermarket
   d Library

5. I will borrow a book in ……
   e Bank
   f Park
   g Mall
   h Library



6. ….. is a cute animal
   a. Rooster
   b. Bull
   c. Horse
   (d.) Cat

7. What insect is it?
   It is a ……
   a. Spider
   b. Mosquito
   c. Cricket
   d. Wasp

8. it is a ….
   a. Butterfly
   b. Termite
   c. A Wasp
   d. Ladybug

9. Lisa is very ... , so he needs food
   a. Old
   b. Cold
   c. Hungry
   d. Late

10. I have a ... house in this area
    a. Hot
    b. Glad
    c. Large
    d. Bright

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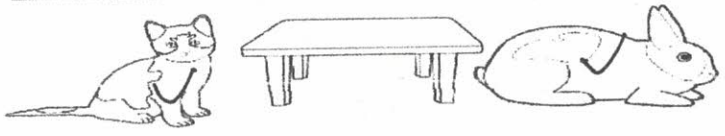
11 benar
9 salah

B. Match the picture on the way left to the word on the right!

C. Find the following words in the puzzle. Color the boxes!

x	a	p	p	l	e	x	h
b	e	n	k	e	e	s	o
c	t	n	r	i	n	g	u
a	a	r	b	o	s	i	s
t	b	e	e	s	h	o	e
d	l	o	d	n	w	r	g
a	e	m	g	e	h	g	x
r	a	b	b	i	t	d	u



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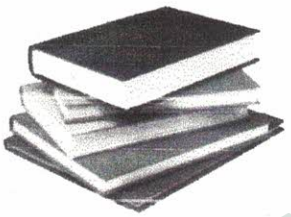
DATE : 13-02-

POST-TEST CYCLE 1

NAME : FRISA ANASTASYA

A. Choose A, B, C or D as the best answer

1. The students are writing on the ...
   a. Floor
   b. Table
   c. Chairs
   X Books

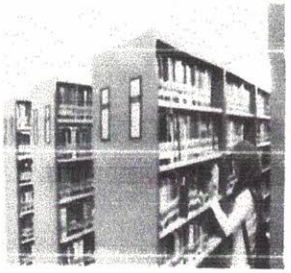


2. I am buying my brother a……on his birthday
   X Computer
   b. Scissors
   c. Fork
   d. Desk

3. We put the pencil in the ….
   a. Map
   b. Glue
   X Pencil Case
   d. A Cap

4. I will be shopping for food in ……
   a Bank
   b Park
   X Supermarket
   d Library

5. I will borrow a book in ……
   e Bank
   f Park
   g Mall
   X Library



6. ….. is a cute animal
   a. Rooster
   b. Bull
   c. Horse
   X Cat

7. What insect is it?
   It is a ……
   a. Spider
   b. Mosquito
   X Cricket
   d. Wasp

8. it is a ….
   a. Butterfly
   b. Termite
   c. A Wasp
   X Ladybug

9. Lisa is very ... , so he needs food
   a. Old
   b. Cold
   X Hungry
   d. Late

10. I have a ... house in this area
    a. Hot
    X Glad
    c. Large
    d. Bright

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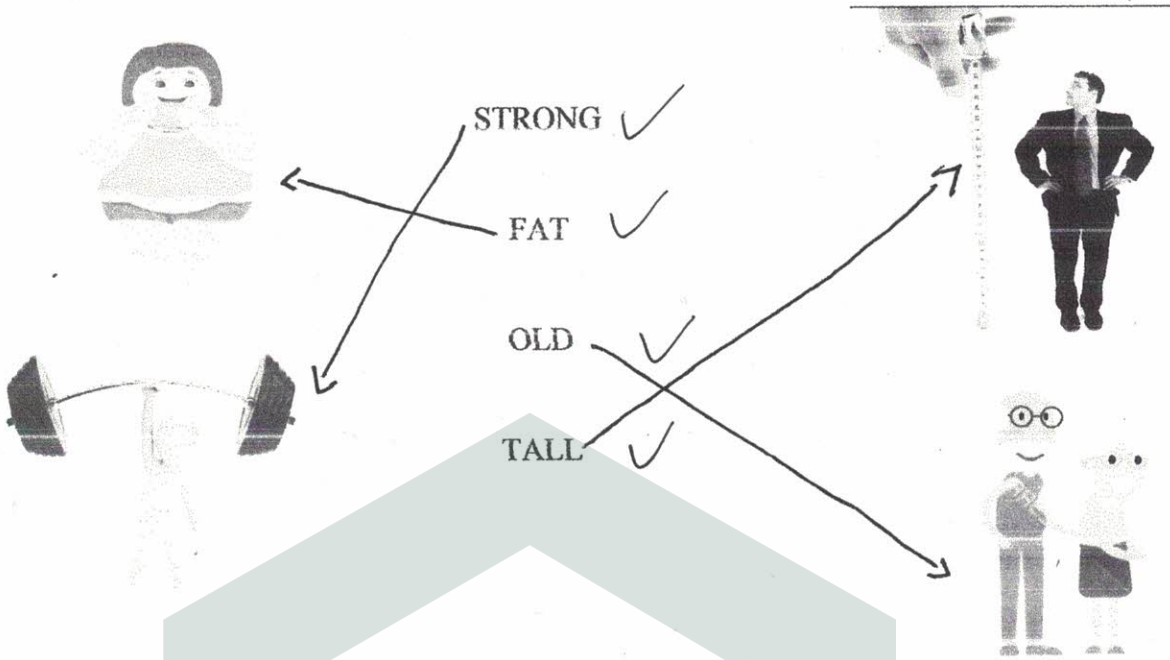
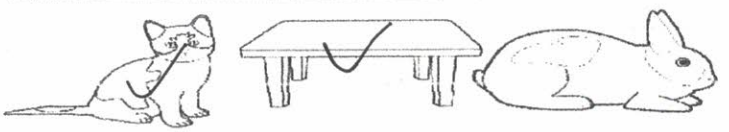
B. Match the picture on the way left to the word on the right!



C. Find the following words in the puzzle. Color the boxes!

x	a	p	p	l	e	x	h
b	e	n	k	e	e	s	o
c	t	n	r	i	n	g	u
a	a	r	b	o	s	i	s
t	b	e	e	s	h	o	e
d	l	o	d	n	w	r	g
a	e	m	g	e	h	g	x
r	a	b	b	i	t	d	u



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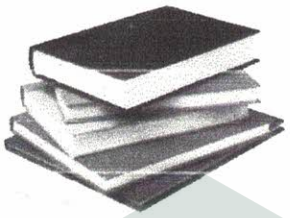
DATE : 13/0

POST-TEST CYCLE 1

NAME : Muh. FADHIL RAMADHAN

A. Choose A, B, C or D as the best answer

1. The students are writing on the ...
   a. Floor
   b. Table
   c. Chairs
   d. Books

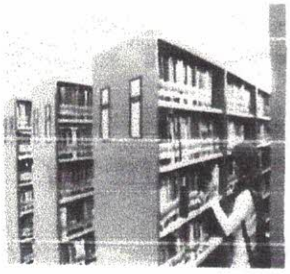


2. I am buying my brother a……on his birthday
   a. Computer
   b. Scissors
   c. Fork
   d. Desk

3. We put the pencil in the ….
   a. Map
   b. Glue
   c. Pencil Case
   d. A Cap

4. I will be shopping for food in ……
   a Bank
   b Park
   c Supermarket
   d Library

5. I will borrow a book in ……
   e Bank
   f Park
   g Mall
   h Library



6. ….. is a cute animal
   a. Rooster
   b. Bull
   c. Horse
   d. Cat

7. What insect is it?
   It is a ……
   a. Spider
   b. Mosquito
   c. Cricket
   d. Wasp

8. it is a ….
   a. Butterfly
   b. Termite
   c. A Wasp
   d. Ladybug

9. Lisa is very ... , so he needs food
   a. Old
   b. Cold
   c. Hungry
   d. Late

10. I have a ... house in this area
    a. Hot
    b. Glad
    c. Large
    d. Bright

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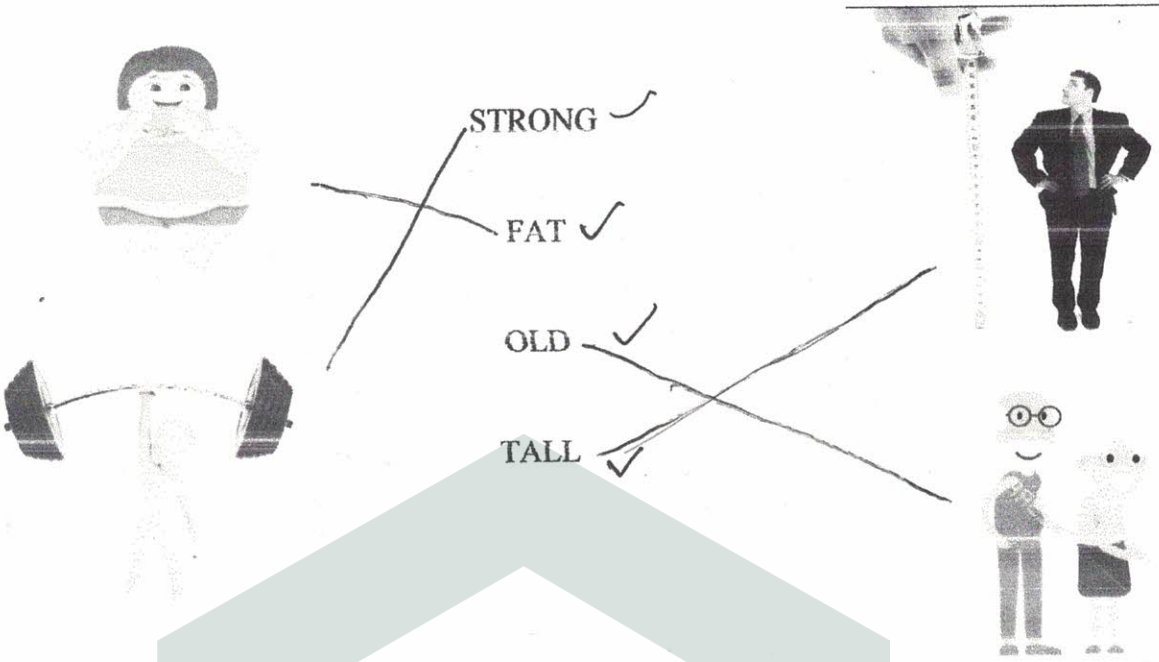
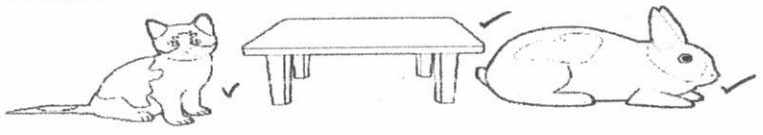
B. Match the picture on the way left to the word on the right!



C. Find the following words in the puzzle. Color the boxes!

x	a	p	p	l	e	x	h
b	e	n	k	e	e	s	o
c	t	n	r	i	n	g	u
a	a	r	b	o	s	i	s
t	b	e	e	s	h	o	e
d	l	o	d	n	w	r	g
a	e	m	g	e	h	g	x
r	a	b	b	i	t	d	u



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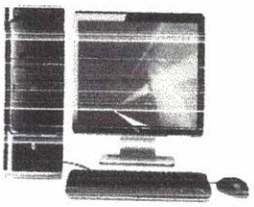
DATE : 20/-0-2020

POST-TEST CYCLE 2

NAME : Indah Ramadani

A. Choose A, B, C or D as the best answer

1. I am buying my brother a……on his birthday



(a.) Computer
b. Scissors
c. Fork
d. Desk

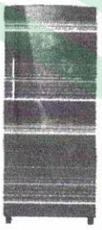
2. I will be shopping for food in ……

a Bank
b Park
c Supermarket
(d) Library

3. I want to save money in ...

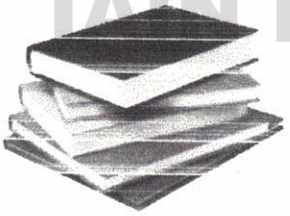
(e) Bank
f Park
g Mall
h Library

4. We put the food in the ….



a. Map
b. Glue
c. cup
(d.) Refrigerator

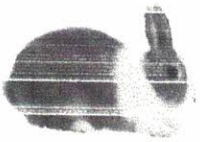
5. The students are writing on the ...



a. Floor
b. Table
c. Chairs
(d.) Books

6. ….. is a cute animal

a. Rooster
(b.) Rabbit
c. Horse
d. Cat



7. What insect is it?

It is a ……

a. Ant
b. Mosquito
(c.) Cricket
d. Wasp

8. it is a ….

a. Butterfly
b. Termite
(c.) Goose
d. Ladybug

9. Lisa is very ... , so he needs food

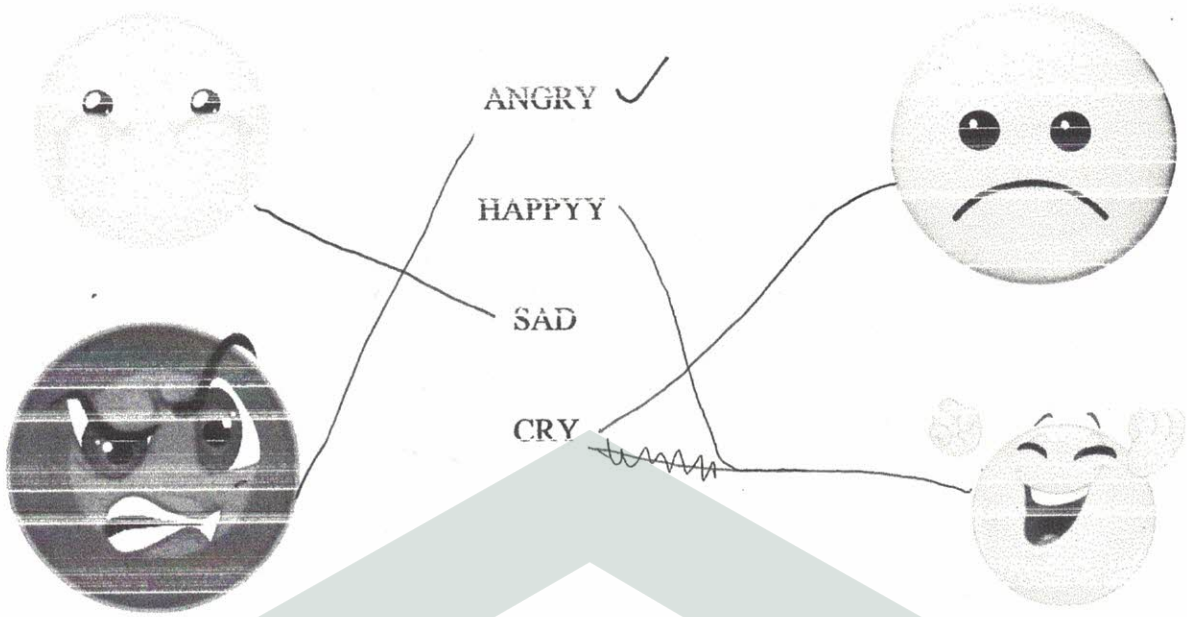
a. Old
(b.) Cold
c. Fat
d. Late

10. I have a ... rose in home

(a.) Beautiful
b. Bad
c. Fu nny
d. Sweet

IAIN PALOPO

B. Match the picture on the way left to the word on the right!



C. Find the following words in the puzzle. Color the boxes!

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

IAIN PALOPO

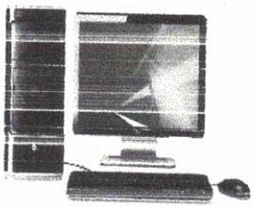
DATE : 20/02/202

POST-TEST CYCLE 2

NAME : FRISA ANASTASYA

A. Choose A, B, C or D as the best answer

1. I am buying my brother a.....on his birthday



- X. Computer
- b. Scissors
- c. Fork
- d. Desk

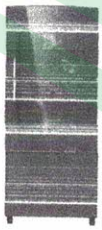
2. I will be shopping for food in .....

- a Bank
- b Park
- X Supermarket
- d Library

3. I want to save money in ...

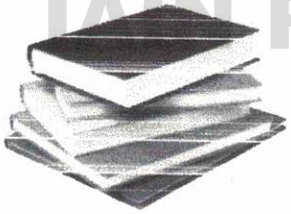
- X Bank
- f Park
- g Mall
- h Library

4. We put the food in the ....



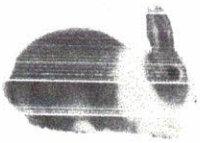
- a. Map
- b. Glue
- c. cup
- X. Refrigerator

5. The students are writing on the ...



- a. Floor
- b. Table
- c. Chairs
- X. Books

6. ..... is a cute animal



- a. Rooster
- X. Rabbit
- c. Horse
- d. Cat

7. What insect is it?

It is a .....

- X. Ant
- b. Mosquito
- c. Cricket
- d. Wasp

8. it is a ....

- a. Butterfly
- b. Termite
- X. Goose
- d. Ladybug

9. Lisa is very ... , so he needs food

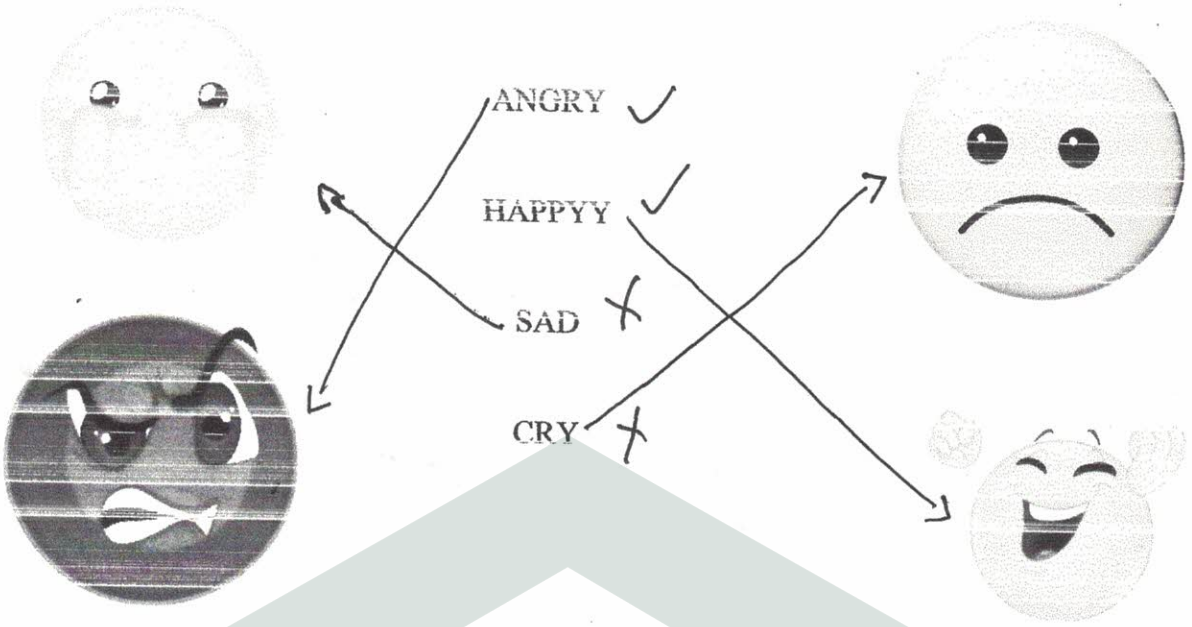
- a. Old
- b. Cold
- X. Fat
- d. Late

10. I have a ... rose in home

- X. Beautiful
- b. Bad
- c. Fu nny
- d. Sweet

IAIN PALOPO

B. Match the picture on the way left to the word on the right!



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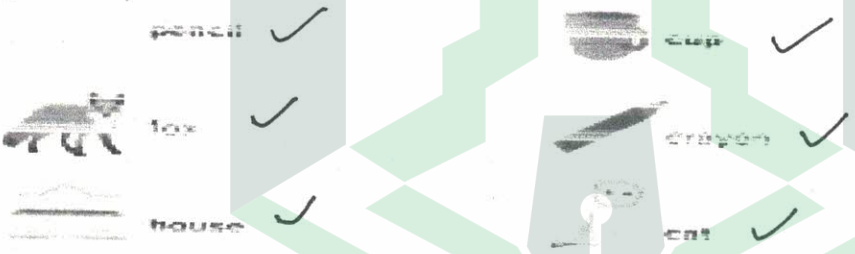


B	O	X	E	S	B	R	Y
C	W	I	T	C	H	E	S
R	I	X	E	S	Q	C	G
A	J	G	U	P	S	A	F
Y	M	U	Z	O	E	T	O
O	O	P	E	S	A	S	X
N	H	O	U	S	E	S	E
S	P	E	N	C	I	L	S

IAIN PALOPO

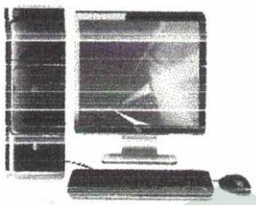
DATE : 20/12

POST-TEST CYCLE 2

NAME : Husnaeni

A. Choose A, B, C or D as the best answer

1. I am buying my brother a……on his birthday



   a. Computer
   b. Scissors
   c. Fork
   d. Desk

2. I will be shopping for food in ……

   a Bank
   b Park
   c Supermarket
   d Library

3. I want to save money in ...

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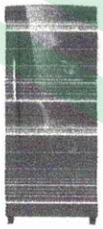
4. We put the food in the ….



   a. Map
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5. The students are writing on the ...

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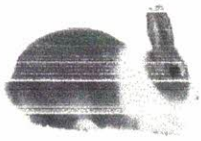

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   a. Ant
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IAIN PALOPO

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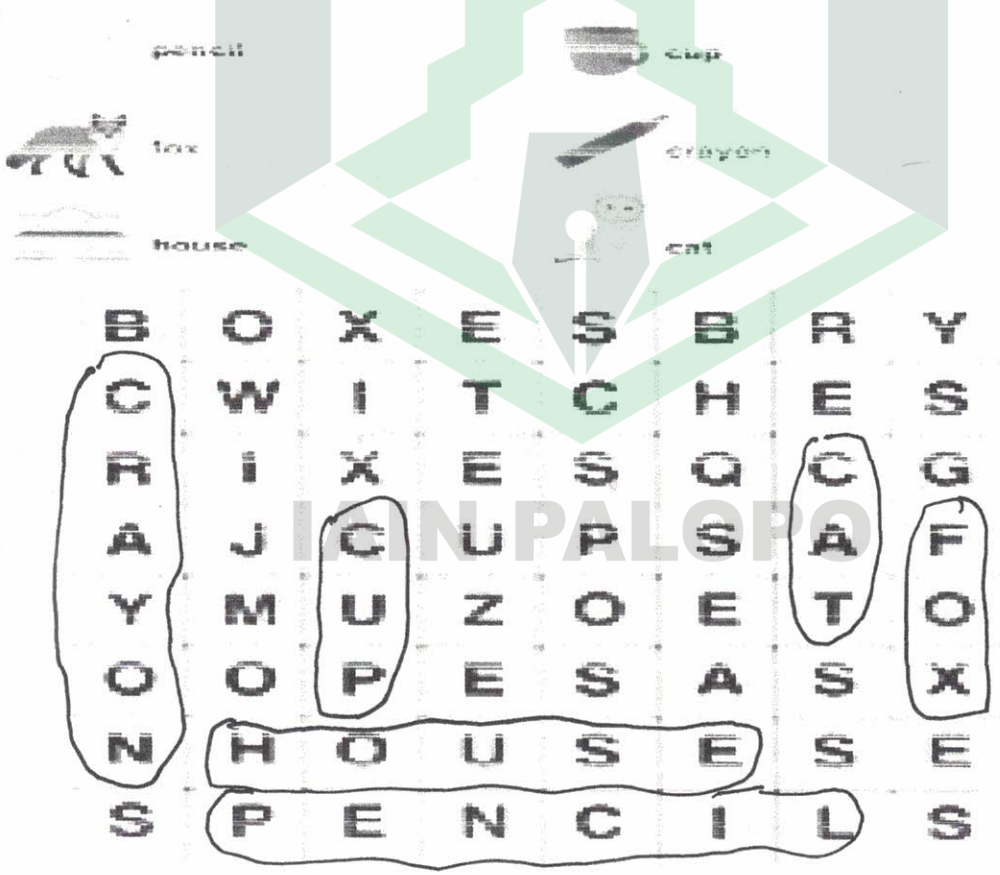

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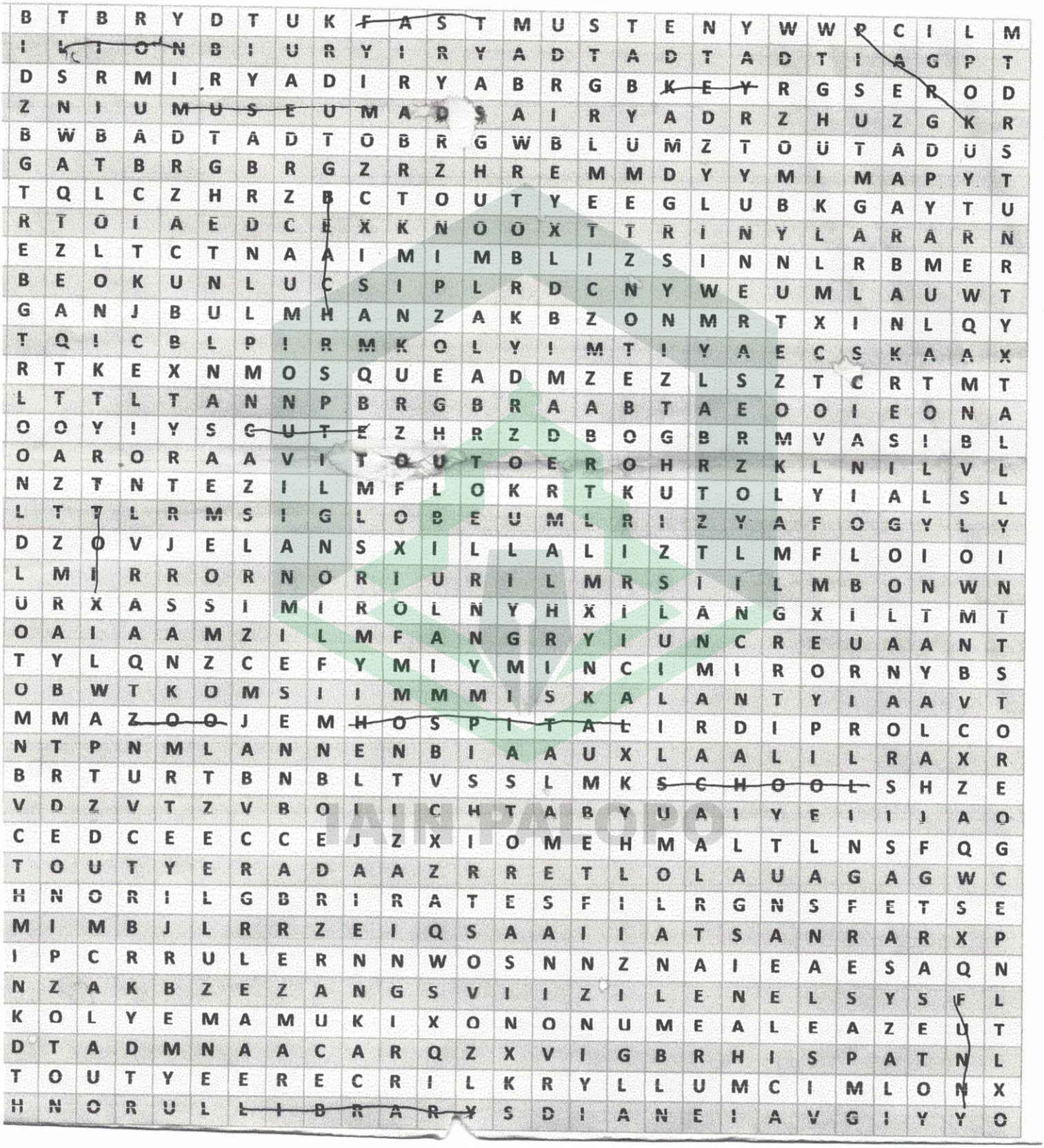
Nouns and adjective



IMPROVING STUDENTS' VOCABULARY THROUGH WORD SEARCH PUZZLE MEDIA AT THE SEVENTH GRADE OF SMPN 2 PALOPO

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IAIN PALOPO

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. AgatisKel Balandai Kec.Bara 91914 Kota Palopo
Email:FTIK@iainpalopo.ac.id Web:ftik-iainpalopo.ac.id

Surat Keterangan Bebas Mata Kuliah

Sehubungan dengan selesainya "Mata Kuliah Mahasiswa" sebagai salah satu prasyarat utama untuk mengikuti Ujian Munaqasyah, maka kami menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Nurhalimah

Nim : 15 0202 0155

Prodi : Pendidikan Bahasa Inggris

Telah menyelesaikan seluruh mata kuliah mulai dari semester I sampai dengan semester VIII

Demikianlah surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 11 Maret 2020

Ketua Prodi
Pendidikan Bahasa Inggris

Amalia Yahya, S.E., M.Hum
NIP.19771013 200501 2 006

IAIN PALOPO

FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. Agatis Telp. 0471-22076 Fax. 0471- 325195 Kota Palopo
E-mail : stainplp@indosat.net.id

SURAT KETERANGAN

Yang bertanda tangan di bawah ini menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan

Nama	:	Nurhalimah
Nim	:	15 0202 0155
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Fakultas Tarbiyah dan Ilmu Keguruan
Alamat / No. HP	:	Desa Rantebelu Kec Larompong Kab Luwu 082 348 808 510

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Palopo, 28 Januari 2020

a.n. Dekan
Wakil Dekan I
Fak. Tarbiyah dan Ilmu Keguruan

Munir Yusuf, S.Ag., M.Pd
NIP. 19740602 199903 1 003

Ketua Prodi
Pendidikan Bahasa Inggris

Amalia Yahya, S.E., M.Hum
NIP. 19771013 200501 2006

Mhs ybs dapat membaca Al-Qur'an

IAIN PALOPO

1202019009000 86

PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpon : (0471) 326048

ASLI

IZIN PENELITIAN

NOMOR : 86/IP/DPMPTSP/I/2020

DASAR HUKUM :

1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan IPTEK;
2. Peraturan Mendagri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian, sebagaimana telah diubah dengan Peraturan Mendagri Nomor 7 Tahun 2014;
3. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
4. Peraturan Walikota Palopo Nomor 22 Tahun 2016 tentang Pendelegasian Wewenang Penyelenggaraan Perizinan dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	: NURHALIMAH
Jenis Kelamin	: Perempuan
Alamat	: Jl. Balandai Kota Palopo
Pekerjaan	: Mahasiswa
NIM	: 15 0202 0155

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

IMPROVING STUDENTS` VOCABULARY THROUGH WORD SEARCH PUZZLE MEDIA AT THE SEVENTH GRADE OF SMP NEGERI 2 PALOPO

Lokasi Penelitian	: SMP NEGERI 2 PALOPO
Lamanya Penelitian	: 30 Januari 2020 s.d. 30 Maret 2020

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.**
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) examplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. *Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-*ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 31 Januari 2020
a.n. Kepala Dinas Penanaman Modal dan PTSP
Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

ANDI AGUS MANDASINI, SE, M.AP
Pangkat : Penata
NIP : 19780805 201001 1 014

Tembusan :

1. Kepala Badan Kesbang Prov. Sul-Sel;
2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instasi terkait tempat dilaksanakan penelitian

IAIN PALOPO

PEMERINTAH KOTA PALOPO
DINAS PENDIDIKAN
SMP NEGERI 2 PALOPO
Alamat : Jalan A.Simpurusiang No. 12, Telp. 0471 – 21174, Email : smpndua_palopo@yahoo.com

KETERANGAN PENELITIAN

NOMOR : 421.3 / 123 / SMP.02 / III / 2020

Yang bertanda tangan di bawah ini :

N a m a	: **SUWARNITA SAGO GANI, SE., MM**
NIP	: 19781011 200502 2 009
Jabatan	: Kepala SMP Neg. 2 Palopo
Alamat	: Jl. A. Simpurusiang No. 12

Dengan ini menyatakan bahwa mahasiswa yang tersebut namanya di bawah ini :

N a m a	: **NURHALIMAH**
NIM	: 15 0202 0155
Tempat / Tgl lahir	: Keppe, 31 Januari 1996
Jenis Kelamin	: Perempuan
Program Studi	: Pendidikan Bahasa Inggris
Jenjang Program	: Strata Satu (S. I)

Benar telah melaksanakan Penelitian di SMP Neg. 2 Palopo dalam rangka Penyusunan Skripsi sebagai Mahasiswa pada Institut Agama Islam Negeri (IAIN) Palopo ***" IMPROVING STUDENTS VOCABULARY THROUGH WORD SEARCH PUZZLE MEDIA AT THE SEVENTH GRADE OF SMP NEGERI 2 PALOPO"*** Mulai pada Tanggal 30 Januari 2020 s/d 16 Maret 2020.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

IAIN PALOPO

Palopo, 16 Maret 2020
Kepala SMP Neg. 2 Palopo

SUWARNITA SAGO GANI, SE., MM
NIP. 19781011 200502 2 009

CURRICULUM VITAE

A. Personal Identification

The researcher, Nurhalimah, was born on January 31st 1996 in Palopo, Kabupaten Luwu. She is the three child from one brother and one sister. Her father's name is Abdul Azis and her mother's name is Nurhayati.

B. Educational Background

Years	Descriptive
1. 2003-2009	1. SDN No 246 Rantebelu, keppe
2. 2009-2012	2. MTs Keppe, Luwu
3. 2012-2015	3. SMAN 1 Larompong, Luwu
4. 2015-2020	4. IAIN Palopo

IAIN PALOPO

C. Voluntary Activities

Years	Descriptive
1. 2015- Until Now	1. Setiap Event di Masing-masingorganisasi 2. Kegiatan Bakti Sosial seperti penggalangan Dana

D. Training, Workshop, Courses, Seminar, Testing Program, Event Attended

Years	Descriptive
2015	English Students Association of IAIN Palopo (English Camp)
2015	Endept's Got Talent
2015	Dialok Kepemimpinan
2016	Seminar Jauhi Narkoba Kejar Masa Depan
2017	Mutu Pendidikan Dan Problematika Guru
2017	Pelatihan Keguruan
2019	Are You Redyfor Businessfuture? ''Prepare Your Self''

IAIN PALOPO