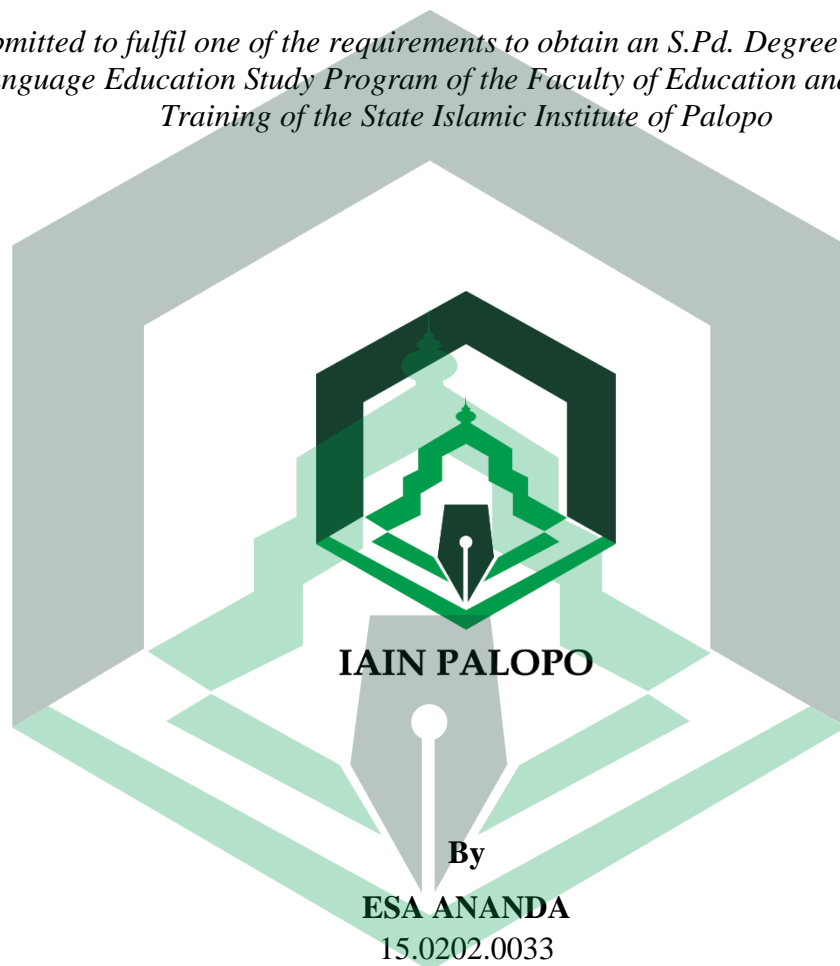


**THE IMPLEMENTATION OF WORD SEARCH PUZZLE  
GAMES TO INCREASE STUDENTS' VOCABULARY AT THE  
EIGHTH GRADE OF SMPN 5 PALOPO**

*A Thesis*

*Submitted to fulfil one of the requirements to obtain an S.Pd. Degree in English  
Language Education Study Program of the Faculty of Education and Teacher  
Training of the State Islamic Institute of Palopo*



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC INSTITUTE OF PALOPO  
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- 1. Dr. Rustan S., M.Hum.**
- 2. Dewi Furwana, S.Pd., M.Pd.**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC INSTITUTE OF PALOPO  
2020**

## THESIS APPROVAL


This thesis, entitled “**The Implementation of Word Search Puzzle Games to Increase Students’ Vocabulary at Eighth Grade of SMPN 5 Palopo**” written by **Esa Ananda, Reg. Number 15.02.02.0033**, 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 **Tuesday, March 03<sup>th</sup> 2020 M**, coincided with **Rajab 08<sup>th</sup> 1441 H**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

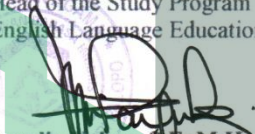
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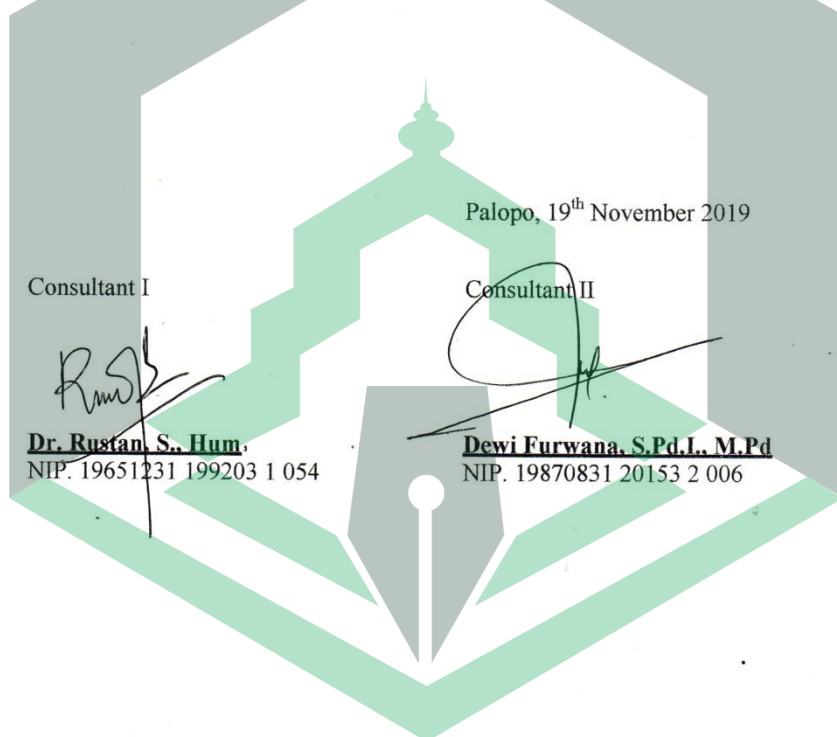
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الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ

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The researcher hopes this thesis can give some value to the students and English teachers and readers. The researcher admits that this thesis is not perfect so the researcher will accept suggestions from the readers to make it better. The researcher hopes that this thesis would be beneficial to everyone.

Finally, the researcher dedicates this thesis may ALLAH SWT, bless them. Aamiin



Palopo, 19<sup>th</sup> November 2019

The Researcher

Esa Ananda

## ABSTRACT

ESA ANANDA, 2019. *“The Implementation of Word Search Puzzle Games to increase Students’ Vocabulary At Eighth Grade of SMPN 5 Palopo”* Thesis, English Study Program Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo (IAIN), Under Supervisors (1) Dr. Rustan, S., M.Hum. (2) Dewi Furwana, S. Pd.I., M. Pd.

**Keywords: Vocabulary, Word Search Puzzle Games**

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This research was about the implementation of word search puzzle games to increase students’ vocabulary in the eighth grade of SMPN 5 Palopo. The problem statement of this thesis is: The problems formulate as follows: Does the word search puzzle game increase students’ vocabulary at SMPN 5 Palopo? The objective of the research was to find out whether or not a Word Search Puzzle Game can Increase Effectively Students’ Vocabulary at SMPN 5 Palopo.

This research used a quasi-experimental method. The population of this research was the eighth grade of SMPN 5 Palopo. The total population was 205 students. The sample was VIII. Consists of 23 students as an experimental class and VIII.B consists of 23 students as a control class. The sampling technique is one important aspect of research, and the sampling technique in this research was purposive sampling. The instruments of the research were vocabulary tests. The researcher gave pretest and posttest to the students.

The result of statistical analysis between the experimental and control class for the level of significance 0.05 with a degree of freedom (df) = 22, the analysis the p-Value is 0.00 and the  $\alpha$  is 0.05, therefore  $p < \alpha$  (0.00 < 0.05). It means that  $H_a$  accepted and  $H_o$  rejected. As a result, there is a significant difference in vocabulary achievement between the students who are taught by using word search puzzle games and those who are taught by non-using word search puzzle games. Based on the result of this research, the researcher concluded that word search puzzle games can increase students’ vocabulary more than using non-word search puzzle games.

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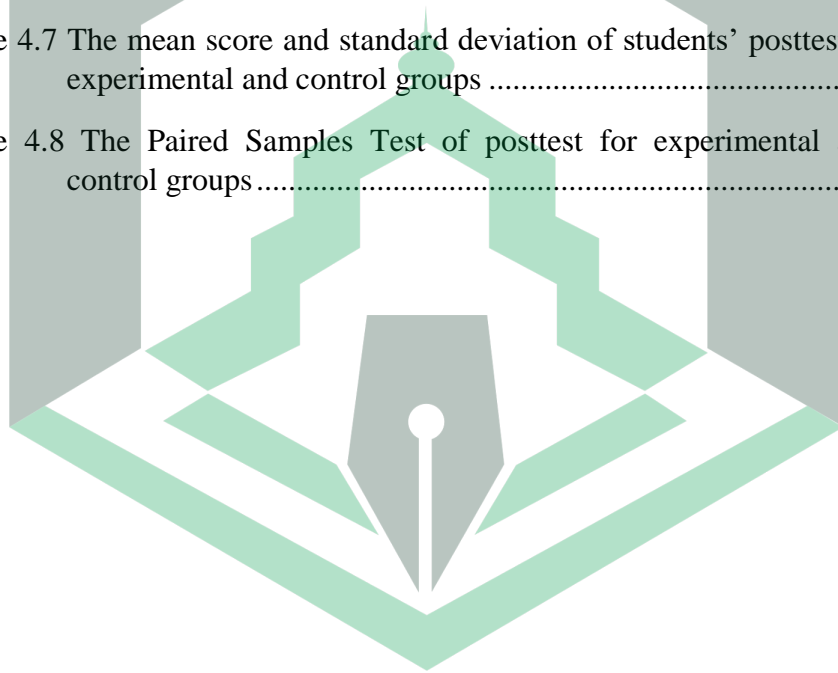
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# CHAPTER I

## INTRODUCTION

### A. Background

English is virtually universally spoken as an international language. English is now widely utilized as a communication language in a variety of industries, including trade, bilateral relations, research, technology, and many more. As a result, society must learn and master the English language to gain access to more knowledge, information, and technology.

Vocabulary is very important when learning a foreign language. It is a component that connects the four language skills of speaking, listening, reading, and writing. Students should learn a suitable amount of words and know how to use them correctly to communicate effectively in a foreign language. The development of vocabulary will aid people in learning, comprehending, and improving the process of knowledge transmission.

To gain English, students must master vocabulary. With mastery of vocabulary, students will not have difficulty in learning English and this certainly helps them during the learning process takes place. Not only that but the content presented by the teacher is also easily understood by the students.

In addition, if students would like to increase their skills in learning English they have to master vocabulary. Most of the vocabulary that students master in English, also makes it easier to study and understand English. Students who are just beginning to study English, in general, require a good and sufficient

understanding of vocabulary. The students are expected to comprehend the purpose of English after that.

In teaching vocabulary, the teacher can use games, methods, or techniques to present their lesson. One of them is using the game. A game is an instrument that is used to attract students to participate in classroom activities. Games are related to a happy experience. In response, although they are not familiar with the rules, most students prefer the game and are happy to participate in activities.<sup>1</sup> It means that games are the instrument that can motivate students and ensure that they enjoy interacting in the studying process.

Word search puzzle games, which students work on for longer periods, are one approach that can be used to teach vocabulary. An educational game that puts words into a box and persuades students to come up with their puzzle clue ideas. The objective of the word search puzzle game is to find the hidden words listed. This game is very good for reviewing basic vocabulary without tiring the students. Where in this game words can be hidden in any direction.

According to Santi, word search puzzle games are games that educate students on vocabulary proficiency, because they can produce a pleasant learning environment.<sup>2</sup> Furthermore, there are various advantages to playing word search puzzles, including:

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<sup>1</sup>Hossein Vossoughi , Marzieh Zargar, Using Word-Search-Puzzle Games For Improving Vocabulary Knowledge Of Iranian Efl Learners. *Journal Of Teaching English As A ForeignLanguageAnd Literature Of Islamic Azad University Of Iran*, (2009), p.80, available at:<http://www.hosseinvossoughi.ir>.

<sup>2</sup>Santi Dyah Anggraeni, *The Effectiveness of Word-Search Puzzle Games on Vocabulary Mastery for the Students of First Grade in MTs Muhammadiyah 1 Malang*. Another thesis, University of Muhammadiyah Malang (2015).



1. Practicing concentration, accuracy, and patience.
2. Practice eye and hand coordination.
3. Strengthen memory.
4. Introduce children to the concept of relationships.
5. Train children to think mathematically, using the left brain.<sup>3</sup>

Based on the researchers' observation students at SMPN 5 Palopo faced several problems. First, the problem was related to students. The problem found in the eighth-grade learners of SMPN 5 Palopo did not have a strong desire to learned new vocabulary. They have difficulty remembering new vocabulary. They lack confidence in their abilities and are afraid of making mistakes. As a result, they tend to answer a question if the teacher called their name.

The second problem was related to the teacher, he had no idea how to motivate learners to learn. Sometimes the teachers applied standard methods to look up difficult words and definitions in dictionaries, and students were told to memorize words. This makes students lazy with the learning process and unmotivated to learn.

From the problem above the researcher took the initiative to lift the Word Search Puzzle game as a research material to attract students in memorizing also increase vocabulary. Furthermore, in this game, the researcher can make students

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<sup>3</sup> Sazqueen, <https://mommiesdaily.com/2014/12/18/manfaat-bermain-puzzle/2/>. Accessed on 13 February 2020.

easy to memorize it. Then the researchers' interest to do research based on the above problems by raising the title **“The Implementation of Word Search Puzzle Game to Increase Students' Vocabulary at Eighth Grade of SMPN 5 Palopo”**

### **B. Problem Statement**

The problems formulate as follows: Does the word search puzzle game increase students' vocabulary at SMPN 5 Palopo?

### **C. The Objective of the Research**

The objective of the research was to find out whether or not a Word Search Puzzle Game can Increase Effectively Students' Vocabulary at SMPN 5 Palopo.

### **D. Significance of the Research**

The significance of this research referred to the teacher, students, and further researcher.

1. For the teacher, it can facilitate the teacher in motivating and implementation of the game to students. The study's findings are supposed to supply them with information regarding the vocabulary of the students.
2. For the student, the findings of this study are expected to provide students with useful information on how to increase their English vocabulary. It is crucial because one of the goals of English lessons in Indonesia is to get students to use the language. It can assist them in dealing with real situations in the classroom. Furthermore, this can be beneficial to the classroom setting, making the class more enjoyable.

3. For future researchers, this study can help researchers learn more about how to use of Word Search Puzzle Game on students' vocabulary skills, and it can also be used as a reference for future research in vocabulary teaching.

#### **E. Scope of the Research**

The scope of the research is limited to increasing students' vocabulary mastery with the use of a Word Search Puzzle Game. The researcher used the Word Search Puzzle game to teach vocabulary. This study's content emphasized vocabulary mastery, which will be focused on a noun. This study was carried out on an eighth-grade student at SMPN 5 Palopo by the researcher. These materials-based on the syllabus for the eighth grade of SMPN 5 Palopo, include nouns at school, in the classroom, at home, and in our surroundings.

#### **F. Operational Definition**

In this section, the researcher gives the operational definition of some terms of the topic:

1. Vocabulary refers to all of the words that a person knows or uses in a language, as well as a list of words with their meanings, such as in a book for learning a foreign language.
2. Word Search Game is a puzzle made up of letters arranged in a grid with several hidden words written in any direction.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Research

The researcher is going to describe the related researches that have been conducted for the research as follow:

Suci Kurnia Sari in her thesis “The Effectiveness of Crossword Puzzle Game Towards Students’ Vocabulary Mastery at Second Grade of SMP Puspita Bangsa Ciputat” concluded that the implementation of a crossword puzzle game resulted in good responses in an experimental class, with a rise in the mean score and a total number of students receiving a higher score. The data revealed that more than half of the students in the class improved their scores after receiving the treatment.<sup>4</sup> Based on the result above, the researchers conclude that the games used in the experimental class have a positive impact and also improve the vocabulary of students.

Aulia Rahma in her thesis “The Effect of Word-Search Puzzle on Vocabulary Size at the Seventh Grade Students of SMP Muhammadiyah Buntok” concluded the use of word-search puzzles improved student's vocabulary. The improvement is considerable. The student's behaviors during the teaching-learning process reflected this. They became more productive, enthusiastic, and able to

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<sup>4</sup> Suci Kurnia Sari, *The Effectiveness of Crossword Puzzle Game Towards Students’ Vocabulary Mastery at Second Grade of SMP Puspita Bangsa Ciputat*, A thesis S1 (Jakarta 2017), p. 62.

respond to the presented materials.<sup>5</sup> The researcher concluded this game gives a beneficial response for students and also makes students motivated to learn in the class.

Ambiyatulum in her thesis “The Influence of Using Word Search Puzzle Game Towards Students’ Vocabulary Mastery at The First Semester of The Eighth Grade of SMPN1 Ambarawapringsewu” concluded that the result of the research that was carried out at SMPN 1 Ambarawapringsewu, there was a result of applying a word search puzzle game to the students in the eighth grade.<sup>6</sup> Based on the result above the researcher conclude teaching a lesson that is associated with the game will influence students in the learning process and makes it easier for the student to comprehend the teachers' lesson.

The differences between the research with previous researchers are Suci First, in Kurnia Sari’s thesis she used a crossword puzzle game in her research. In Aulia Ramah’s thesis, she used pre-experiment in her research especially in one group pretest and posttest design. Meanwhile, in Ambiyatulum’s thesis, she used quasi-experimental as the method.

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<sup>5</sup> AuliaRahma, *The Effect of Word-Search Puzzle on Vocabulary Size at the Seventh Grade Students of SMP MuhammadiyahBuntok*, A thesis S1 (PalangKaraya 2016), p. 111.

<sup>6</sup> Ambiyatulum, *The Influence of Using Word Search Puzzle Game Towards Students’ Vocabulary Mastery at The First Semester of The Eighth Grade of SMPN1 Ambarawapringsewu*A thesis (Bandar Lampung 2018), p. 92.

## B. Some Pertinent Ideas

### 1. Definition of Vocabulary

Vocabulary is an important aspect of communication. It is impossible to communicate effectively without a strong command of the language's vocabulary. Learning a language cannot be separated from learning vocabulary. Vocabulary is extremely important for second language learners because it allows them to effectively express their ideas both orally and in writing.<sup>7</sup>

In communication, vocabulary helps the speaker explain their thoughts, ideas, and feelings. There are many definitions of what vocabulary is. Vocabulary can be described as words that we must know to communicate effectively; words for speaking (expressive vocabulary) and words for listening (receptive vocabulary).<sup>8</sup> It means that vocabulary is the basis of language communication. Without vocabulary is impossible to learn the language.

According to Linse, vocabulary is a collection of terms that people are familiar with.<sup>9</sup> Nouns are the only words that can easily be featured. It is important to realize that, while nouns are important, vocabulary is more important. Not only that, vocabulary is a very important word that we are mastered in learning English and also make us easy in using English.

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<sup>7</sup> Suardi Suardi and Juwita Eka Sakti, *Teacher Difficulties In Teaching Vocabulary*, IDEAS Journal of Language Teaching and Learning, Linguistics and Literature, Volume 7, Number 2, December 2019, p. 95. <https://ejournal.iainpalopo.ac.id/index.php>.

<sup>8</sup> Neuman, S. B., & Dwyer, J. *Missing in action: Vocabulary instruction in pre-k. The Reading Teacher*, 62(5), 2009, p.384-392.(Mofareh Alqahtani, *The Importance of Vocabulary in Language Learning And How To Be Taught*, International Journal of Teaching and Education Vol. III, No. 3 / 2015, p. 24.)

<sup>9</sup> Caroline T. Linse, *Practical Language Teaching: Young Learners* (New York: McGraw-Hill, 2005), p. 121

According to the Oxford dictionary, all the words a person knows or uses, all the words of a language, and list terms with their meanings.<sup>10</sup> A vocabulary is a list or combination of words organized alphabetically or described; a dictionary or lexicon, either in an all single work author, or a branch of science. It determines that vocabulary is a list of words that a person knows the meaning of or uses in a language.

Vocabulary is an essential component of studying a language because to be able to master a language we automatically have to master its vocabulary. Furthermore, Hatch and Brown define vocabulary as a list or set of words for a specific language or as a set of words that individual language speakers may use.<sup>11</sup> It means that vocabulary is an important part of the language.

Based on the references above, the researcher attempts to conclude that vocabulary is a very important thing to support our English, which vocabulary is one of the elements of language, and no language exists without words. We also cannot achieve more if we have a limited vocabulary.

#### **a. Types of Vocabulary**

Harmer classified vocabulary into two types: active and passive vocabulary.

Active vocabulary is known as productive vocabulary. Students are more likely to use it correctly in speaking and writing. Even though it seems more difficult to carry out in practice, students must at the very least know how to

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<sup>10</sup> Oxford Learner's Pocket Dictionary (4th.Ed) (New York: Oxford University Press, 2008),p.495

<sup>11</sup> Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantic and Language Education*, (Cambridge: Cambridge University Press, 2001), p, 1.

pronounce it correctly and be able to use words with good structure in the target language. When students have already learned a vocabulary and are expected to be able to use it correctly, it is referred to as Active Vocabulary.

**Vocabulary in Passive Form** It is also known as receptive vocabulary. It is words that are frequently difficult for the students to recognize and understand in the context of listening and reading. Passive Vocabulary consists of items that students are likely to find difficult, if not impossible to produce and will only recognize when they come across them.<sup>12</sup>

In short, active vocabulary is simpler to use because someone has most likely already learned it well and practiced it extensively, whereas passive vocabulary is difficult to use after it has been acquired but is no longer used because it is most likely considered an unimportant word to use. To avoid this situation, someone should practice and make more directional lists with newly discovered words.

In addition, Margaret and Curtis stated that words can be divided into two categories: Word recognition is the child's search for meaning is that causes him or her to realize the written word. According to its position, it will be best acquired when acquired naturally, such as in speech. Thus, word recognition is the moment when a child recognizes some words in everyday life. Word meaning is necessary for reading. Certain vocabularies develop over time and are related to the reading process, and also teaching and learning.<sup>13</sup>

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<sup>12</sup> Harmer, *op. cit.*, p 159

<sup>13</sup> Margaret G. McKeown and Mary E. Curtis, *The Nature of Vocabulary Acquisition*, (New York: Psychology Press, 2009), p.7



According to David Nunan, Vocabulary is divided into four, the division of which refers to the four language skills speaking vocabulary, writing vocabulary, reading vocabulary, and listening vocabulary.<sup>14</sup> Speaking vocabulary refers to the words that come to mind when reading a speech aloud. Reading vocabulary refers to terms that are infrequently used but are recognized when they are viewed. Furthermore, listening vocabulary is a collection of terms that people rarely use but understand when they heard them.

The focus of this research is on teaching nouns. A noun is a word that functions as to name. this type of word can be used to show the names of people, animals, plants, days, places, ideas, names of objects or other things that are etcetera.

Example :

- |             |                       |
|-------------|-----------------------|
| 1) Fajar    | = names of people     |
| 2) Rabbit   | = animal              |
| 3) Rose     | = plant               |
| 4) Saturday | = day                 |
| 5) Latuppa  | = place               |
| 6) Table    | = thing <sup>15</sup> |

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<sup>14</sup> David Nunan, *Practical English Language Teaching*. 1991,p.13

<sup>15</sup>Rusdiana J, Rustana S, and Sri Damayanti, *Fundamental English*,(Jawa Timur: Intimedia, 2014 ), p. 1.

## b. Teaching Vocabulary

Teachers are expected to have language abilities in English when teaching English vocabulary to young learners. In other words, English teaching strives to provide an introduction to the language, this means that the teaching processes must make use of the situation's existing context. Teachers must do this because teaching English to kids differs from adults, particularly in terms of vocabulary knowledge. Using an approach, teachers should try to explain the meaning of the terms being taught as clearly as possible or use a technique.<sup>16</sup>

Teaching vocabulary is not simple for teachers, and while the teaching of English vocabulary begins in elementary schools in many areas, the results have been regarded as unsatisfactory. Effective and professional teachers are required in this case. To choose the best technique to use in the classroom, the teacher must be creative.

According to Jeremy Harmer, traditional approaches to vocabulary teaching have predictably, focused on explicit vocabulary study activities. Numerous sources illustrate a wide variety of vocabulary exercises.<sup>17</sup> Not only that but in teaching vocabulary teachers also have to use some techniques it can help us to memorize vocabulary.

Instead, as we all know, there is no special time allotted in the syllabus to teach vocabulary. Furthermore, because vocabulary is important, the teacher has

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<sup>16</sup> Arum Nisma Wulanjani, *The Use of Vocabulary-Games in Improving Children's Vocabulary in English Language Learning*, Transformatika, Volume 12 , Nomer 1, Maret 2016. p, 79.

<sup>17</sup>Jeremy Harmer, *The Practice of English Language Teaching (3<sup>rd</sup> Ed)*, Longman, p.146

to make time in class to teach vocabulary. When the teacher is explaining the lesson in the middle of the class or the last time before the class ends, the teacher is frequently using that time to teach vocabulary related to the material at that time.

Therefore, when teaching vocabulary in the English language should be taken seriously. Many teachers argue that students will gain the language at the same rate as their experience. It is mistaken because vocabulary is something that can be studied. Learning vocabulary is also necessary to put in consistent effort over a long period.<sup>18</sup> Because there is not enough time in class to learn the vocabulary, students must learn them outside of class. Students cannot depend on their teacher to learn all the vocabulary. The teacher just facilitates and provides material to the students.

From those theories, the researcher concluded that in teaching vocabulary teachers have to combine between approach and some techniques, and it can help the learner easier to learn or memorize vocabulary more. In addition, the teachers should look out for approaches or techniques teaching vocabulary before employing them, so that the approach or techniques are accepted by all students in class.

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<sup>18</sup> Don Snow, *More Than a Native Speaker, An introduction to Teaching English Abroad*, (Virginia: TESOL Inc, 2006). p. 186

### c. Correlation between English Vocabulary Mastery and Writing Ability

The set of words that a person understands is known as their vocabulary. According to Yonex, knowing a vast vocabulary assists in the production of high-quality text by reducing cognitive demands throughout the writing process.<sup>19</sup> It means, if a writer or student has a large vocabulary, he or she will be able to express his or her ideas more effectively.

To complete a writing activity, the student or writer must be knowledgeable of different words and their meanings. The simple assumption if a student or writer does not expand their vocabulary, they will face difficulties in choosing words and exploring their thoughts in writing.

### 2. Definition of Game

There are a variety of strategies and techniques that can be used to make the English teaching and learning process more fun and entertaining. One of them is by using a game. According to Clark, the game is a pleasurable activity that is used to learn or practice the material that has been given previously.<sup>20</sup> He explains that a really fun game can wake students up and bring laughter back into the classroom. Games assist and motivate them in maintaining their interest and productivity. In addition, games provide the context in which language is valuable and meaningful.

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<sup>19</sup> Lisa Marie Yonex, *The Effect of Rich Vocabulary Instruction on Students' Expository Writing*, (Pittsburgh: University of Pittsburgh, 2008), p.71

<sup>20</sup>Clarck and Sharon Elwell, *Match it! A collection of index Card Games for Learners of English*. (United States of America: Pro Lingua Associated, 2000), p .13

Furthermore, according to Aydan Ersoz games are very motivating since they are entertaining and engaging.<sup>21</sup> It means that a game give a positive impact on the learning process so that it can attract students' attention. According to Hornby, a game is an activity that you engage in to have fun.<sup>22</sup> It means that the game is a fun activity and also has several rules and objectives. When the students play games in class they have to need to consider what the rules and objectives are. Games are also inspiring because they are entertaining and challenging. It adds a competitive element to language learning.

Based on the statement above, Games are beneficial because they can persuade students that specific words are necessary and important. Games can also help and provide an enjoyable learning environment for students. Furthermore, using games to teach vocabulary might increase students' motivation to study.

#### **a. Word Search Puzzle Game**

A Word search puzzle is composed of letters arranged in a grid with hidden words written in different directions.<sup>23</sup> Word search games are also very popular for teaching students how to identify words. Students learn and remember the words they prefer while learning the words which support their word spelling learning. According to Hornby, puzzles are defined as "something difficult to

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<sup>21</sup>Aydan Ersoz, *From Six Games for the EFL/ESL Classroom*, The Internet TESL Journal, Vol. VI, June 2000.

<sup>22</sup>Ali Sorayaie Azar, *The Effect of Games on EFL Learners' Vocabulary Learning Strategies*, International Journal of Basic and Applied Science, Vol. 01, No. 02, Oct 2012, p. 253.

<sup>23</sup>Jack Richard and Heidi Weber, *Longman Dictionary of Applied Linguistics* (Harlow England: Longman Group Limited, 1985), p. 411.

understand or reply to questions or problems". He also defines puzzles as "problems designed to put a student's abilities, talent, or patience to the test".<sup>24</sup> It means that a puzzle is a kind of game that contains problems that are difficult to understand and it is designed to exercise the brain a student's abilities, talent, or patience.

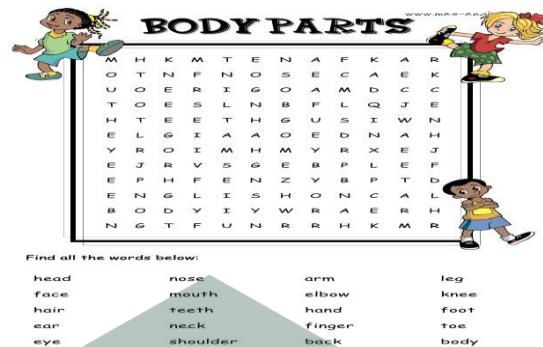
There are many types of puzzle games one of which is the word search puzzle, which can help students identify words. A word search puzzle is a game in which the students search for a word vertically, horizontally, or diagonally. The word search puzzle games can also support students in increasing their vocabulary. In addition, Acosta in his book explained the instruction of word find that the students asked to find the words in the puzzle. Some words go across and some go down.<sup>25</sup> It is similar to the instruction of the word search puzzle game where the students have to find all of the letters are hidden in the grid. Word is written horizontally and vertically and hidden inside the letters. It can conclude that the word search puzzle and word find is the same. This game can be used for increasing students' vocabulary development.

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<sup>24</sup>AS Hornby, *Oxford Advanced Learners Dictionary of Current English* (New York: Oxford University Press, 1986), p. 206.

<sup>25</sup>Joan Acosta, *Word Game and Puzzle*, (Canada, 2013), p.7, available at:[http://www.bestofthereader.ca/Ebooks/Word\\_Games\\_and\\_Puzzles.pdf](http://www.bestofthereader.ca/Ebooks/Word_Games_and_Puzzles.pdf), retrieved on 27 September 2018

### The Example of Word Search Puzzle



#### b. The Advantages and Disadvantages of Word Search Puzzle Game

There are some advantages and disadvantages of the puzzle according to Rosita, as follows :

##### 1. The Advantages

- Puzzles provide a source of a word that the teacher can resolve if they require a specific illustration.
- A puzzle can be a source of inspiration for teachers who do not have ideas.
- All teachers can use a puzzle and the objective of the puzzle can be employed by another teacher with different objectives.

##### 2. The Disadvantages

- There are only a few tools that employ puzzles to teach English in schools.
- The student will spend a lot of time in class if the teacher does not provide the tools for the teaching.<sup>26</sup>

<sup>26</sup>Rosi Rosita, "Teaching English by Using Puzzle to Improve Students' Vocabulary Mastery" <http://publikasi.stkipsiliwangi.ac.id/files/2012/10/08220103-rosi-rosita.pdf> (online, 23 November 2018).

### c. The Step in Teaching Vocabulary using Word Search Puzzle Game

Michele gives the following example of vocabulary learning using a word search puzzle: each of the words on the right side of the puzzle is concealed among the letters on the left side. Words will be found in the order in which they are spelled. However, they may be written left to right, right to left, up and down, or diagonally.<sup>27</sup> Besides, Haynes and Zacaria said the procedure is as follows: the teacher instructs students to make a word search game on graph paper employing their vocabulary words. Providing a list of the words to be found, the students provide definitions of the words as indications. When they are finished the students work together to solve each further puzzle.<sup>28</sup> Dobson in Rivi explained to his students' to divide into small groups of three to six students each<sup>29</sup>. It can be concluded that no one can determine correctly the size of a small group, but five to six would be the suitable size for small groups.

According to some theories, the researcher conclusion about how to teach vocabulary using a word search puzzle is as follow:

1. The students were divided into five groups consisting of four members.
2. Each group is given a photocopied word search puzzle from the researcher.

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<sup>27</sup>Michele R. Wells, *Sat/Psat Word Games* (New York: Learning Express, 2011), p.73.

<sup>28</sup>Judie Haynes, Debbie Zacarian, *Teaching English Language Learners Across The ContentAreas* (Essex: Pearson Educational Limited, 2010), p 68.

<sup>29</sup>Antoni Rivi, Teaching Speaking Skill through Small Group Discussion Technique at theAccounting Study Program. *Journal of Education and Islamic Studies Vol. 5, Num. 1, January-June,2017.* 2014. p. 56.



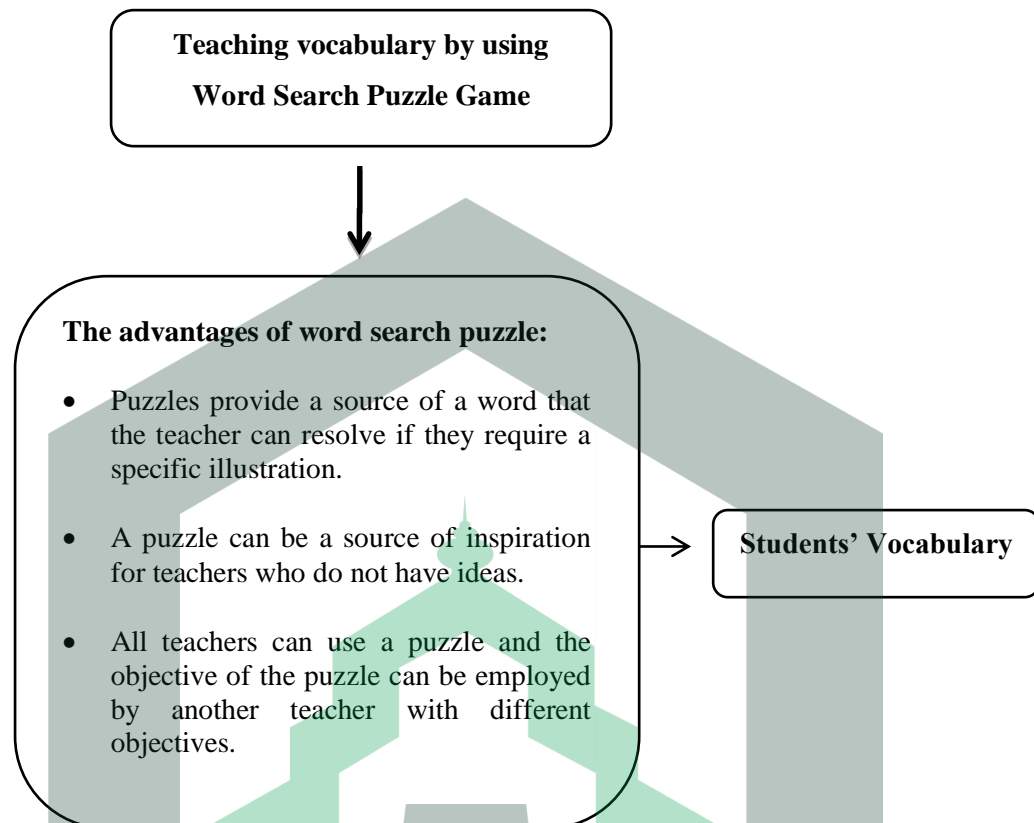
3. The researcher explains the game's rule that the students have to find all of the letters are hidden in the grid, written horizontally and vertically.
4. When the students find the words, they should circle them.
5. After their works are finished, they make a sentence and correct it together.

### **C. Conceptual Framework**

Vocabulary is one of the difficulties in increasing English, particularly among eighth-grade students at SMP 5 Palopo. The word search puzzle is one of many games that can be used to teach vocabulary. This game will help students in learning vocabulary and is easy to play. The independent variable is the word search puzzle, and the dependent variable is vocabulary. The word search puzzle encourages students to increase their vocabulary.

Based on the statement above the researcher uses a word search puzzle game to teach vocabulary. In this research, students will be given a pre-test to determine their increasing vocabulary in English before receiving treatment. Following that, students will receive treatment as part of a process of increasing vocabulary through the use of a word search puzzle game

In this research, the conceptual framework is shown in the diagram as follow:



#### D. Hypothesis

The hypothesis controls all research activities from sample selection to instrument preparation and data management to statistics, which should be predictive and consistent.<sup>30</sup>

1. Word search puzzle game is not significant to increasing students' vocabulary.
2. Word search puzzle game is significant to increasing students' vocabulary.

<sup>30</sup> Subana dan Sudrajat, *Dasar-dasar Penelitian Ilmiah*, (Cet. II; Bandung: Pustaka Setia, 2005), P.74

Criteria of hypothesis acceptability :

$t_0 > t_t$  = reject the null hypothesis and receive an alternative hypothesis

$t_0 < t_t$  = receive alternative hypothesis and reject the null hypothesis



## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This research used a quasi-experimental method. Quasi-experimental research was conducted to find out the relationship of cause-effect of reality, such as whether it is difficult to change control or not, whether grouping randomly will make it difficult, etc.<sup>31</sup> In this research, two classes were used as samples. Before the treatment, both classes were given a pre-test to assess the students' vocabulary ability. Only the experimental group received the treatment.

Following the treatment, the students' vocabulary ability was measured with a post-test. Students in the experimental class were given treatment by playing a word search puzzle game to effectively increase their vocabulary, while students in the control class were given traditional instruction

The formula is as follows:

Experimental	O1	X	O2
Control	O3	-	O4

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<sup>31</sup> Masyuhuri, Zainuddin, *Metodologi Penelitian Pendidikan Pendekatan Praktis dan Aplikatif*, (Cet, III; Malang : PT Refika Adiatma, 2011), p.43

Notes:

O<sub>1</sub>: Pre-test experimental group

O<sub>2</sub>: Post-test experimental group

O<sub>3</sub>: Pre-test control group

O<sub>4</sub>: Post-test control group

X: Treatment

- : Without treatment

## B. Population and Sample

### 1. Population

The populations in this research were eighth-grade students at SMPN 5 Palopo during the 2018/2019 academic year. The total population was 215 students.

### 2. Sample

Purposive sampling was used by the researcher in this research. The researcher took VIII. A an experimental class and VIII. B as control class because of VIII. A and VIII. B has almost the same average score, each class consisted of 23 students and the total students were 46 students.

## C. Research Variable

The variables of this research according to the researcher are independent variables and dependent variables:

1. The dependent variable is the students' vocabulary improvement
2. The Independent variable is a Word Search Puzzle Game.

#### **D. Instrument of the Research**

The researcher used a pre-test and post-test to collect data on the students' increased vocabulary through word search puzzle games in this study. The following instruments in this research are:

1. Pre-test

The pre-test was applied to know the students' vocabulary before increasing their vocabulary through a word search puzzle game. The researcher asked 30 questions in the pre-test. Multiple-choice, fill-in-the-blank, and translating the picture into English were all part of the test. Pre-test would take 90 minutes in both the experimental and control classes.

2. Post-test

The post-test was applied to know students' vocabulary after increasing through a word search puzzle game. Here, the researcher gave the same test in the pre-test for experimental and control classes. It is to find out the students' vocabulary improvement, the post-test will be given for 90 minutes.

#### **E. The Procedure of Collecting Data**

The procedure for collecting data in this research is as follows:

1. Pre-test

The pre-test was given before treatment; researchers came to the class and explained the purpose to the students. Then, the researcher gave a pretest to find out prior knowledge of the students about vocabulary.

## 2. Treatment

### a. Experiment Class

- In the first meeting, the researcher gave vocabulary at school. Then divided students into some small groups and each group consisted of 4 or 5 members. The researcher explained the word search puzzle and asked about the game's rule that the students have to find all of the letters are hidden in the grid, written horizontally and vertically to the experimental class. Then, the researcher distributed a worksheet and discussed the word search puzzle game together.
- In the second meeting, the researcher gave vocabulary in the classroom. The researcher gives the word search puzzle photocopied to each group. Then, the researcher explains the game's rule that the students have to find all of the letters are hidden in the grid, written horizontally and vertically. When the students find a word, they should circle them. After their works are finished, they make a sentence and correct it together.
- In the third meeting, the researcher gave vocabulary at home. In pre-activity, the researcher gives the word search puzzle photocopied to each group. The researcher explains the game's rule that the students have to find all of the letters are hidden in the grid, written horizontally and vertically. When the students find a word, they should circle them. After their works are finished, they make a sentence and correct it together.

- In the fourth meeting, the researcher gave vocabulary about nouns around us. In pre-activity, the researcher asked the students to make word search puzzle games based on the material that has been given by the researcher. After their works are finished, they make a sentence then each group should exchange their work with the other group and correct it together.

b. Control Class

- In the first meeting, the researcher explained the vocabulary (noun). The researcher gave examples of nouns in the school and a list of vocabulary about the noun. Then, gave some minutes to read and practice the pronunciation of vocabulary. After that, the researcher gave the question and answer about the noun that had been given.
- In the second meeting, the researcher explained the vocabulary (noun). The researcher gave examples of nouns in the class and a list of vocabulary about the noun. Then, the researcher gave some minutes to read and translate vocabulary. After that, the researcher gave the question and answer about the noun that had been given.
- In the third meeting, the researcher explained the vocabulary (noun). The researcher gave examples of nouns at home and a list of vocabulary about the noun. Then, the researcher gave some minutes to read and translate the vocabulary. After that, the researcher gave the question and answer about the noun that had been given.



- In the fourth meeting, the researcher explained the vocabulary (noun). The researcher gave examples of nouns around us and a list of vocabulary about the noun. Then, the researcher gave some minutes to read and translate the vocabulary. After that, the researcher gave the question and answer about the noun that had been given.

### 3. Post-test

After giving treatment the researcher gave the posttest to know the ability of the students' vocabulary. If there was a significant difference between the achievements of the students in English, who are taught vocabulary through word search puzzle games.

### F. The Technique of Data Analysis

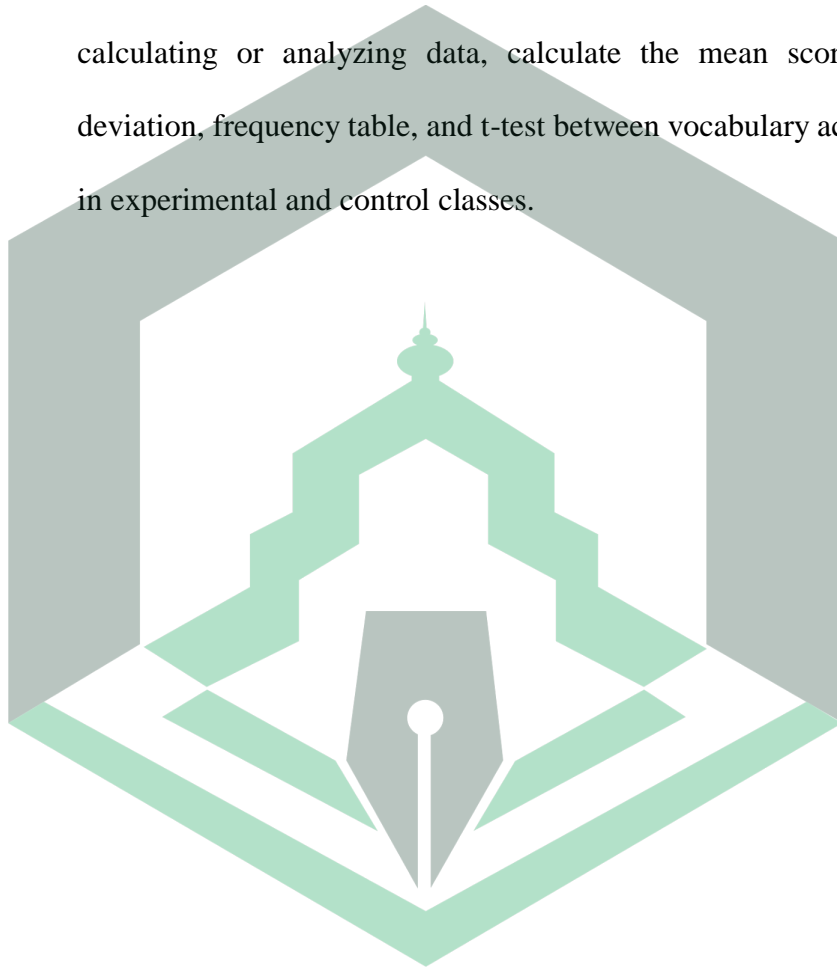
Before analyzing the data, the researcher collected it and analyzed it using the following procedures:

1. Analyzing the raw data of the pretest. Each of the students' correct answers got 1 and the wrong answer got 0.
2. Raw scores were converted to a set of the core maximum of 100, using the following formula:

$$\text{Score} = \frac{\text{The total of the students' correct answer}}{\text{the total of items}} \times 100$$

3. Converting the score of the students into values.
4. Classifying the score of the students into the following score classification
  - a. The score of 96-100 is excellent
  - b. The score of 86-95 is very good
  - c. The score 76-85 classified as good

- d. The score 66-75 classified as average
  - e. A score of 56-65 classified as fair
  - f. A score of 36-55 classified as poor
  - g. The score of 0-35 is very poor.<sup>32</sup>
5. Using SPSS 20 from computer software/program for the process of calculating or analyzing data, calculate the mean score, standard deviation, frequency table, and t-test between vocabulary achievements in experimental and control classes.



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<sup>32</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktis*, (Jakarta: Rineke Cipta, 1998), p.185.

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

This chapter explains the researcher's findings and discussions, which show the realities and comparisons between the experimental and control classes.

#### A. Findings

The findings of this research were shown to describe the result of the data that were analyzed statistically. The researcher got the data by taking students' pre-test and post-test scores in both classes, the experimental class, and the control class.

##### 1. The Analysis of Students' Pre-test Score

The researcher discovered the score for pre-test both classes on the students' vocabulary achievement results after conducting the treatment. In this section, the researcher compares the pretest between the experimental and control classes to report the results of each class.

##### a. The Students' Pre-test of Experimental and Control Class

The pre-test was used to assess students' vocabulary in experimental and control classes before administering a treatment that included a word search puzzle game in the experimental class and no word search puzzle game in the control class.

The students' pre-test scores in the experimental and control classes are described below.

**Table 4.1 the students' pre-test of the experimental and control class**

Students	Experimental Class	Control Class
RD 1	60	30
RD2	57	43
RD3	37	23
RD4	43	37
RD5	23	50
RD6	40	30
RD7	47	23
RD8	57	43
RD9	27	10
RD10	43	30
RD11	43	37
RD12	40	7
RD13	47	33
RD14	30	37
RD15	30	37
RD16	47	30
RD17	53	37
RD18	57	30
RD19	57	27
RD20	27	43
RD21	47	27
RD22	50	27
RD23	33	50

Based on table 4.1, the researcher concluded the lowest and highest scores from 23 students in the experimental and control class. The experimental class had the lowest pre-test score of 23 and the highest score of 60. The data from the control class showed that the lowest pre-test score was 7 and the highest score was 50.

b. Scoring Classifications of Students' Pre-test Score of Experimental and Control Class

In this section, the researcher discovered the students' pre-test results in frequency and percentage for the experimental and control classes. It demonstrated the improvement of students in experimental and control classes before and after treatment with and without word search puzzle games.

The data was achieved from the experimental and control class as shown below before giving treatment.

**Table 4.2 frequency and percentage of students' pre-test of experimental and control groups**

No.	Classification	Score	Experimental		Control	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	96-100	-	-	-	-
2	Very Good	86-95	-	-	-	-
3	Good	76-85	-	-	-	-
4	Average	66-75	-	-	-	-
5	Fair	56-65	5	22%	-	-
6	Poor	36-55	12	52%	10	43%
7	Very Poor	0-35	6	26%	13	57%
Total			23	100%	23	100%

Table 4.2 showed the data of the pretest in the experimental and control class. In the data pretest in the experimental class there were 5 students (22%) it was classified as fair, 12 students (52%) were classified as poor and 6 students (26%) were classified as very poor. While the data pre-test in the control class was 10 students (43%) it was classified as poor, then 13 students (57%) it was

classified as very poor. Besides, none of the students in the experimental or control classes received an excellent or very good classification.

c. The Mean Score and Standard Deviation of Students' Pre-test Score of Experimental and Control Class

Before the treatment, both the experimental and control classes were given a pre-test to determine the students' progress in vocabulary building. The test's goal was to determine whether or not the experimental and control classes were on the same level.

**Table 4.3 the mean score and standard deviation of students' pretest of the experimental and control class**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PretestExp	23	23	60	43.26	11.054
PretestCont	23	7	50	32.22	10.664
Valid N (listwise)	23				

Table 4.3 revealed that there was a difference in the mean pre-test score between the experimental and control classes. The experimental class's pre-test score was 43.26, while the control class was 32.22. Based on table 4.3, the experimental class's pre-test score was higher than the control class's mean score ( $43.26 > 32.22$ ). Furthermore, the experimental class's pre-test standard deviation was higher than the standard deviation of the control class ( $11.054 > 10.664$ ).

d. The Calculation of T-test Pre-test of Experimental and Control Class

Before giving the treatment, the researcher described the results of the experimental and control classes.

**Table 4.4 the paired samples test of pretest for experimental and control class**

		Paired Differences				T	Df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	PretestE xp – Pretest Cont	11.043	12.708	2.650	5.548	16.539	4.168	22	.000

Based on table 4.4 the researcher found the probability value (significant 2-tailed) is lower than alpha ( $\alpha$ ) ( $0.00 < 0.05$ ) in the pre-test of the experimental and control classes. It means there is a significant difference between the experimental and control classes in the pre-test. Where  $H_a$  is accepted and  $H_o$  is rejected.

## 2. The Analysis of Students' Post-test Score

The following analysis would be presented with research findings. The score of students' post-test was collected. The researcher discussed the finding of the students' vocabulary between the experimental class that was given the treatment by using a word search puzzle game and the control class that was given the treatment non-word search puzzle game.

### a. The Students' Post-test of Experimental and Control Class

**Table 4.5 the students' post-test of the experimental and control class**

Students	Experimental Class	Control Class
RD 1	70	63
RD2	63	63
RD3	50	47
RD4	53	60
RD5	57	67
RD6	80	57
RD7	50	47
RD8	70	57
RD9	50	43
RD10	60	67
RD11	67	50
RD12	57	43
RD13	60	50
RD14	47	67
RD15	43	60
RD16	80	67
RD17	67	50
RD18	70	63
RD19	80	63
RD20	50	67
RD21	63	50
RD22	57	47
RD23	60	67

Based on table 4.5, the researcher concluded the lowest and highest scores from 23 students in the experimental and control classes. In the experimental group, the lowest post-test score was 43 and the highest score was 80. The data from the control class showed the lowest post-test score was 43 and the highest score was 67.

b. Scoring Classifications of Students' Post-test Score of Experimental and Control Class



In this part, the researcher describes the frequency and percentage of students' post-test scores taught by word search puzzle games distinguish from those taught by non-word search puzzle games.

**Table 4.6 frequency and percentage of students' post-test of the experimental and control class**

No.	Classification	Score	Experimental		Control	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	96-100	-	-	-	-
2	Very Good	86-95	-	-	-	-
3	Good	76-85	3	13%	-	-
4	Average	66-75	5	22%	6	26%
5	Fair	56-65	8	35%	8	35%
6	Poor	36-55	7	30%	9	39%
7	Very Poor	0-35	-	-	-	-
Total			23	100%	23	100%

Table 4.6 showed the data of the post-test in the experimental and control classes. The data of post-test in experimental class there were 3 students (13%) it was classified as good, 5 students (22%) it was classified as average, 8 students (35%) it was classified as fair and then 7 students (30%) it was classified as poor. While the data post-test in control class there were 9 students (39%) it was classified as poor, 8 students (35%) it was classified as fair, 6 students (26%) it was classified as average.

- c. The Mean Score and Standard Deviation of Students' Post-test Score of Experimental and Control Class

In this part, the researcher described the mean score and standard deviation to compare the mean score of post-test in experimental and control classes after giving treatment.

**Table 4.7 the mean score and standard deviation of students' post-test of the experimental and control class**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PosttestExp	23	43	80	61.04	10.713
PosttestCont	23	43	67	57.17	8.658
Valid N (listwise)	23				

Table 4.7 showed the difference in the mean post-test score between the experimental and control classes. The mean post-test score in the experimental class was 61.04, while it was 57.17 in the control class. Based on table 4.7, the mean post-test score in the experimental class was higher than the mean score in the control class ( $61.04 > 57.17$ ). Furthermore, the experimental class's post-test standard deviation was higher than the control class's standard deviation ( $10.71 > 8.65$ ).

d. The Calculation of T-test Post-test of Experimental and Control Class

Before giving the treatment, the researcher described the result of experimental and control classes.

**Table 4.8 the paired samples test of post-test for experimental and control class**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Posttest Exp - Posttest Cont	3.870	4.159	.867	2.071	5.668	4.462	22	.000

Based on table 4.8 the researcher found the probability value (significant 2-tailed) is lower than alpha ( $\alpha$ ) ( $0.00 < 0.05$ ) in the post-test of the experimental and control classes. It means there is a significant difference between the experimental and control classes in the post-test. Where  $H_a$  is accepted and  $H_o$  is rejected. Thus, word search puzzle games can effectively increase students' vocabulary in the eighth grade of SMPN 5 Palopo.

## B. Discussions

The researcher's teaching and learning process is divided into three steps based on the research method described in chapter III. The first step is to give a pre-test to know the students' vocabulary before giving a treatment. When the researcher administered a pretest, some of the students were confused because they did not comprehend the meaning of the vocabulary in the task. The results of the students' pretest revealed that there was no such thing as a very good category.

The researcher gave treatment in the second step by teaching vocabulary using a word search puzzle game. The researcher gave material about the noun, only focusing on nouns at school, classroom, home, and nouns around us. During the researcher teaching vocabulary by using word search puzzle games, the students were motivated to learn, they enjoyed, and were enthusiastic in the learning-teaching process.

In the last step, the students were given a posttest. The students in the class were required to keep quiet when the researcher gave the post-test. Then some of the students received a better score on the post-test.

In this part, the researcher took 3 students of experimental and control classes as the representation who have different abilities. Those are students who got a high score is a student (A), the average score is a student (B), and the low score is a student (C).

The first is a student (A) of the experimental class; the researcher found some vocabulary that was answered correctly questions in the pretest. Because he was answered good questions on multiple choices and translated pictures into English. Besides, in the control class is a student (A), where she was answered all of the multiple choices correctly.

The second is a student (B) of the experimental class who got an average score; this student has a very moderate ability to answer the questions. Before the researcher gave treatment she was answered 17 questions correctly in the pre-test. After the researcher gave treatment using a word search puzzle game she has answered 20 questions correctly in the post-test. While in the control class, the

student who got average scores is a student (B). She has answered 19 questions in the pre-test but when the researcher gave treatment non-word search puzzle game her score decreased. Where she only answered 7 questions correctly those were given.

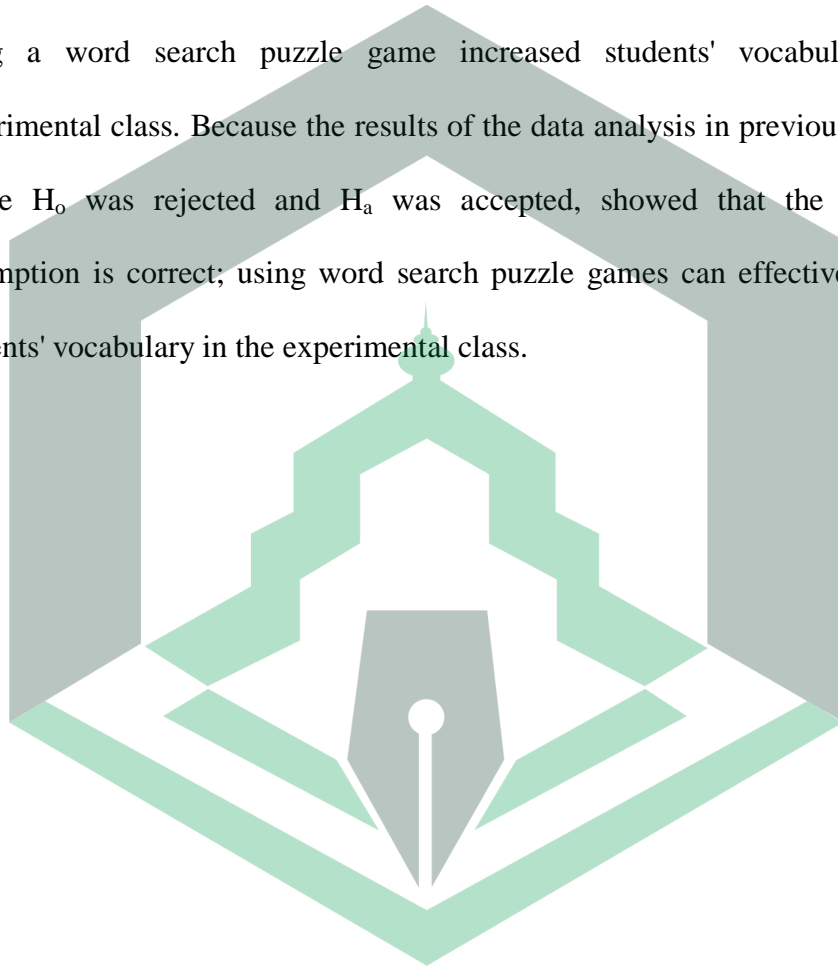
The third, students who got a low score in the experimental and control class. In the experimental class, student (C) has low English ability because she was answered 9 questions correctly. Different from the control class, this class has a student who got the lowest score where the student (C) was answered 2 questions correctly in the pre-test. Then, when the researcher gave treatment non-word search puzzle game this student was answered 17 questions correctly in the post-test.

Furthermore, data analysis showed that word search puzzle games increase students' vocabulary in the eighth grade at SMPN 5 Palopo. It can be seen that there was a significant difference between the pretest and posttest on the table before and after treatment.

The result showed the students' mean before teaching vocabulary by using word search puzzle games (pre-test) in the experimental class is 43.26 and the control class is 32.22. Besides, after teaching vocabulary by using word search puzzle games (post-test) the students' mean in the experimental class is 61.04 while in the control class is 57.17. It means that in experimental class, the word search puzzle game can motivate students to memorize vocabulary. In Addition, puzzles and games are obvious types of self-motivating activities that are both

interesting and challenging to teach in teaching language. The word search puzzle games are one of the puzzles that teachers can use to attract students to study English, especially vocabulary.

Meanwhile, after calculating the data and comparing the results of the pre-test and post-test between the experimental and control classes, it was found that using a word search puzzle game increased students' vocabulary in the experimental class. Because the results of the data analysis in previous chapter II, where  $H_0$  was rejected and  $H_a$  was accepted, showed that the researcher's assumption is correct; using word search puzzle games can effectively increase students' vocabulary in the experimental class.



## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusion

Based on the research at SMPN 5 Palopo teaching word search puzzle games has expanded the students' scores inside the English vocabulary successfully of the experimental class. It confirmed that the word search puzzle game can make the student interesting, nature of playing games can facilitate vocabulary mastering manner. Furthermore, most of the students did not feel bored in the class, and also the word search puzzle game helps the student to make a relationship with the member of their group.

Besides, after the data was calculated and the posttest results were compared, it was discovered that the sig. (2-tailed) the score was 0.00 lower than 0.05. It discovered significant differences between the experimental and control classes. As a result, it is possible to see that  $p (0.000.05)$ , indicating that  $H_0$  is rejected and  $H_a$  is accepted. It means that word search puzzle games can help students in the eighth grade at SMPN 5 Palopo increase their vocabulary mastery.

## **B. Suggestion**

The results in this research show that the VIII grade of SMPN 5 Palopo is satisfactory. The researcher offers some suggestions for increasing their English. The researcher would like to make the following suggestions:

### **1. To the English Teacher**

Before beginning the lesson, teachers have to thoroughly plan the material, method, technique and have to be able to choose an impressive technique that will allow the students to accept the materials. And, as an educator, teachers should encourage their students to increase their English, particularly their vocabulary mastery.

### **2. To the Student**

Students should increase their vocabulary words and language abilities to easily communicate with others, and also support them in increasing English accomplishment at school.

### **3. To the other Researcher**

The researcher hopes, this thesis may be used as a reference, and the results of this research will motivate the next researcher to make preferable. In addition, the researcher hopes the next researcher will carry on this research, completing the data and clarifying the research problem.



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## LAMPIRAN

### *Lampiran 1*

#### *Materi Pembelajaran Vocabulary*

##### a. Kosakata yang berkaitan

1. Head Master	= Kepala Sekolah	16. Cafeteria	= Kantin
2. Library	= Perpustakaan	17. Uniform	= Seragam
3. Low and order	= Tata tertib	18. Mosque	= Masjid
4. Presence	= Daftar hadir	19. Security	= Satpam
5. Lesson	= Pelajaran	20. Teacher	= Guru
6. Class mate	= Teman kelas	21. Student	= Siswa
7. Report	= Rapot	22. Attendance	= Daftar hadir
8. Source book	= Buku induk	23. Classroom	= Ruang kelas
9. School	= Sekolah	24. Scout	= Pramuka
10. School bus	= Bis sekolah	25. Educator	= Pendidik
11. Exercise book	= Buku latihan	26. Sport	= Olahraga
12. Flagpole	= Tiang bendera		
13. Worksheet	= Lembar kerja		
14. Laboratory	= Laboraturium		
15. Principal	= Kepala sekolah		

### *Lampiran 2*

*Instrument Vocabulary Test of Treatment for Experimental Class***WORD SEARCH PUZZLE****At School**

Direction: Find and circle all the words from the word bank in the puzzle!

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

## LAMPIRAN

### Lampiran 1

#### Materi Pembelajaran Vocabulary

##### b. Kosakata yang berkaitan

1. Bench	= Bangku	16. Vase	= Vas
2. Chair	= Kursi	17. Clock	= Jam
3. Chalk	= Kapur tulis	18. Dictionary	= Kamus
4. Board marker	= Spidol	19. Ruler	= Penggaris
5. Clip	= Penjepit	20. Crayon	= Krayon
6. Glue	= Lem/ Perekat	21. Door	= Pintu
7. Eraser	= Penghapus	22. Window	= Jendela
8. Ballpoint	= Pena	23. Picture	= Gambar
9. Pencil	= Pensil	24. Broom	= Sapu
10. Book	= Buku	25. Mop	= Pengepel
11. Pen	= Pulpen	26. Table	= Meja
12. Calendar	= Kalender		
13. Pencil Sharpener	= Peraut pensil		
14. Pocket Book	= Buku saku		
15. White Board	= Papan tulis		

### Lampiran 2

*Instrument Vocabulary Test of Treatment for Experimental Class*

## WORD SEARCH PUZZLE

At Classroom

Direction: Find and circle all the words from the word bank in the puzzle!

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



## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Satuan Pendidikan : SMPN 5 Palopo  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VIII/1  
Tema : What Are You Doing?  
Sub Tema : At School  
Pertemuan : 1  
Alokasi Waktu : 2 x 40 menit

### **1. Kompetensi Inti**

**KI 1:** Menghargai dan menghayati ajaran agama yang dianutnya

**KI 2:** Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

**KI 3:** Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

**KI4:** Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

### **2. Kompetensi dasar**

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.7. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang sedang dilakukan/berlangsung saat ini sesuai dengan konteks penggunaannya.
- 4.8. Menyusun teks tulisan untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### **3. Indikator**

- 1.1.1 Bersyukur diberi kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.2.1 Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman
- 2.3.1 Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.7.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang sedang dilakukan/berlangsung saat ini sesuai dengan konteks penggunaannya.
- 4.8.1. Menyusun teks tulisan untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### **4. Tujuan Pembelajaran**

- 1.1.1 Siswa dapat bersyukur karena dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional serta bersemangat dalam mengikuti proses pembelajaran.
- 2.2.1 Siswa dapat berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman

- 2.3.1 Siswa dapat berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.7.1 Siswa dapat menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang sedang dilakukan/berlangsung saat ini sesuai dengan konteks penggunaannya.
- 4.8.1 Siswa dapat menyusun teks tulisan untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/ berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

## **5. Materi Ajar**

(Terlampir)

## **6. Sumber/Media Pembelajaran**

1. Media : Spidol, papan tulis, kertas (word search puzzle) yang berisi vocabulary tentang kata benda (noun) yang biasa ditemukan di sekolah.
2. Sumber : Kementerian Pendidikan dan Kebudayaan .2014. Bahasa Inggris *When English Rings the Bell* SMP/MTs Kelas VIII. Jakarta: Kementerian Pendidikan dan Kebudayaan

## **7. Metode Pembelajaran**

*Word Search Puzzle*

## **8. Kegiatan Pembelajaran**

### **1) Kegiatan Pendahuluan**

- a. Greeting (Guru menyapa peserta didik)
- b. Peserta didik dan guru berdoa bersama
- c. Peserta didik dicek kehadirannya
- d. Peserta didik mendengarkan materi yang akan disampaikan oleh guru
- e. Peserta didik diberitahukan tujuan pembelajaran oleh guru

## 2) Kegiatan inti

- **Observing**

Siswa	Guru
Siswa memperhatikan guru menjelaskan materi yang akan diajarkan.	Guru memberikan penjelasan tentang materi apa yang akan diajarkan.

- **Questioning**

Siswa	Guru
Siswa menjawab pertanyaan dari guru tentang kata benda (noun) apa saja yang biasa ditemukan dilingkungan sekolah.	Guru bertanya kepada siswa tentang kata benda (noun) apa saja yang biasa ditemukan dilingkungan sekolah.

- **Experimenting**

Siswa	Guru
<ul style="list-style-type: none"> <li>• Siswa membentuk kelompok yang satu kelompoknya berisi 4-5 orang.</li> <li>• Setiap kelompok siswa diberikan selembar kertas yang berisi permainan word search puzzle oleh guru untuk dikerjakan bersama.</li> <li>• Siswa memperhatikan guru menerangkan contoh dan petunjuk permainannya.</li> </ul>	<ul style="list-style-type: none"> <li>• Guru meminta siswa untuk membentuk kelompok yang satu kelompoknya berisi 4-5 orang</li> <li>• Guru membagikan selembar kertas yang berisi permainan word search puzzle kepada setiap kelompok untuk dikerjakan bersama</li> <li>• Guru menerangkan contoh dan petunjuk permainannya. Dimana siswa harus mencari</li> </ul>

<ul style="list-style-type: none"> <li>• Siswa mulai mengerjakan permainan tersebut dan diberikan batas waktu dalam mengerjakannya.</li> </ul>	<p>kosa kata yang harus mereka cari di dalam kotak word search puzzle. Kotak tersebut berisikan huruf-huruf yang acak dan tidak beraturan. Setelah menemukan kata yang dicari, mereka harus melingkarinya</p> <ul style="list-style-type: none"> <li>• Guru meminta siswa mulai mengerjakannya dan memberikan batas waktu dalam mengerjakan permainan tersebut.</li> </ul>
--	--

- **Associating**

Siswa	Guru
Siswa diminta oleh guru untuk menukarkan hasil kerja kelompok mereka dengan kelompok yang ada disebelahnya.	Setelah batas waktu yang ditentukan sudah habis, guru meminta siswa menukarkan hasil kerja kelompok mereka dengan kelompok yang ada disebelah kelompok mereka.

- **Communicating**

Siswa	Guru
Guru dan siswa membahas hasil pekerjaan siswa	Guru dan siswa membahas hasil pekerjaan siswa

### 3) Kegiatan Penutup

- a. Peserta didik dan guru menyimpulkan tentang materi pelajaran yang telah mereka pelajari.
- b. Peserta didik mengungkapkan kesulitan-kesulitan yang mereka dihadapi dalam mengerjakan word search puzzle.
- c. Peserta didik memperhatikan dengan baik tentang hal-hal yang perlu diperhatikan.
- d. Peserta didik dan guru bersama-sama berdoa sebelum meninggalkan kelas.
- e. Peserta didik dan guru mengucapkan salam perpisahan.

### 9. Penilaian

1. Teknik : Tertulis

2. Instrumen : Terlampir

3. Pedoman penilaian:  $\frac{\text{The total of the students' correct answer}}{\text{the total of items}} \times 100$

Nama Mahasiswa

Esa Ananda

Palopo, 2019  
Guru Bahasa Inggris

Helce, S.Pd.

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Satuan Pendidikan : SMPN 5 Palopo  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VIII/1  
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Sub Tema : At Classroom  
Pertemuan : 2  
Alokasi Waktu : 2 x 40 menit

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- KI 3:** Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI4:** Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

### **2. Kompetensi dasar**

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

- 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggungjawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.7. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/ kejadian yang sedang dilakukan/ berlangsung saat ini sesuai dengan konteks penggunaannya.
- 4.8. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

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### **4. Tujuan Pembelajaran**

- 1.1.1 Siswa dapat bersyukur karena dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional serta bersemangat dalam mengikuti proses pembelajaran.
- 2.2.1 Siswa dapat berperilaku jujur, disiplin, percaya diri, dan bertanggungjawab



dalam melaksanakan komunikasi transaksional dengan guru dan teman

- 2.3.1 Siswa dapat berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.7.1 Siswa dapat menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang sedang dilakukan/ berlangsung saat ini sesuai dengan konteks penggunaannya.
- 4.8.1 Siswa dapat menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

## 5. Materi Ajar

(Terlampir)

## 6. Sumber/Media Pembelajaran

3. Media : Spidol, papan tulis, kertas (word search puzzle) yang berisi vocabulary tentang kata benda (noun) yang biasa ditemukan di sekolah.
4. Sumber : Kementerian Pendidikan dan Kebudayaan .2014. Bahasa Inggris *When English Rings the Bell SMP/MTs Kelas VIII*. Jakarta: Kementerian Pendidikan dan Kebudayaan

## 7. Metode Pembelajaran

*Word Search Puzzle*

## 8. Kegiatan Pembelajaran

### 4) Kegiatan Pendahuluan

- f. Greeting (Guru menyapa peserta didik)
- g. Peserta didik dan guru berdoa bersama
- h. Peserta didik dicek kehadirannya
- i. Peserta didik mendengarkan materi yang akan disampaikan oleh guru
- j. Peserta didik diberitahukan tujuan pembelajaran oleh guru

### 5) Kegiatan inti

- **Observing**

Siswa	Guru
Siswa memperhatikan guru menjelaskan materi yang akan di ajarkan.	Guru memberikan penjelasan tentang materi apa yang akan di ajarkan.

- **Questioning**

Siswa	Guru
Siswa menjawab pertanyaan dari guru tentang kata benda (noun) apa saja yang biasa ditemukan di sekolah khususnya di kelas.	Guru bertanya kepada siswa tentang kata benda (noun) apa saja yang biasa ditemukan di sekolah khususnya di kelas.

- **Experimenting**

Siswa	Guru
<ul style="list-style-type: none"> <li>• Siswa membentuk kelompok yang satu kelompoknya berisi 5-6 orang.</li> <li>• Setiap kelompok siswa diberikan selembar kertas yang berisi permainan word search puzzle oleh guru untuk dikerjakan bersama.</li> <li>• Siswa memperhatikan guru menerangkan contoh dan petunjuk permainannya.</li> </ul>	<ul style="list-style-type: none"> <li>• Guru meminta siswa untuk membentuk kelompok yang satu kelompoknya berisi 5-6 orang</li> <li>• Guru membagikan selembar kertas yang berisi permainan word search puzzle kepada setiap kelompok untuk dikerjakan bersama</li> <li>• Guru menerangkan contoh dan petunjuk permainannya. Dimana siswa harus mencari</li> </ul>

<ul style="list-style-type: none"> <li>• Siswa mulai mengerjakan permainan tersebut dan diberikan batas waktu dalam mengerjakannya.</li> </ul>	<p>kosakata yang harus mereka cari di dalam kotak word search puzzle. Kotak tersebut berisikan huruf-huruf yang acak dan tidak beraturan. Setelah menemukan kata yang dicari, mereka harus melingkarinya</p> <ul style="list-style-type: none"> <li>• Guru meminta siswa mulai mengerjakannya dan memberikan batas waktu dalam mengerjakan permainan tersebut.</li> </ul>
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- **Associating**

Siswa	Guru
Siswa diminta oleh guru untuk menukarkan hasil kerja kelompok mereka dengan kelompok yang ada disebelahnya.	Setelah batas waktu yang ditentukan sudah habis, guru meminta siswa menukarkan hasil kerja kelompok mereka dengan kelompok yang ada disebelah kelompok mereka.

- **Communicating**

Siswa	Guru
Guru dan siswa membahas hasil pekerjaan siswa	Guru dan siswa membahas hasil pekerjaan siswa

## 6) Kegiatan Penutup

- f. Peserta didik dan guru menyimpulkan tentang materi pelajaran yang telah mereka pelajari.

- g. Peserta didik mengungkapkannya kesulitan-kesulitan yang mereka dihadapi dalam mengerjakan word search puzzle.
- h. Peserta didik memperhatikan dengan baik tentang hal-hal yang perlu diperhatikan.
- i. Peserta didik dan guru bersama-sama berdoa sebelum meninggalkan kelas.
- j. Peserta didik dan guru mengucapkan salam perpisahan.

### 9. Penilaian

1. Teknik : Tertulis

2. Instrumen : Terlampir

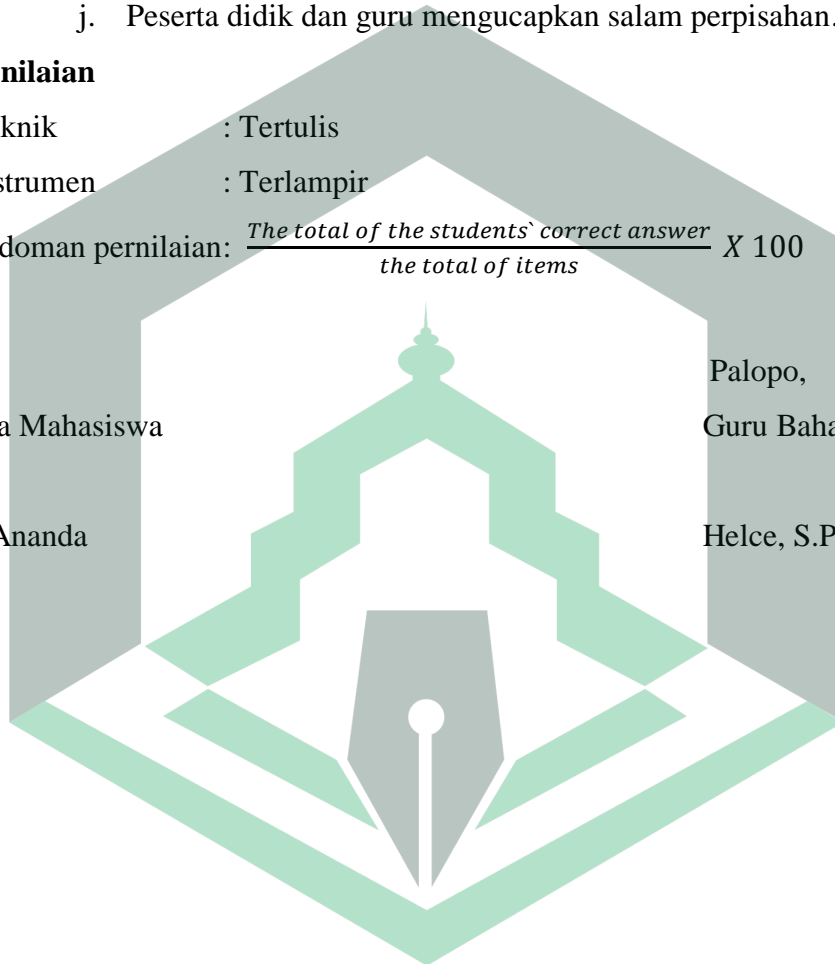
3. Pedoman penilaian:  $\frac{\textit{The total of the students` correct answer}}{\textit{the total of items}} \times 100$

Nama Mahasiswa

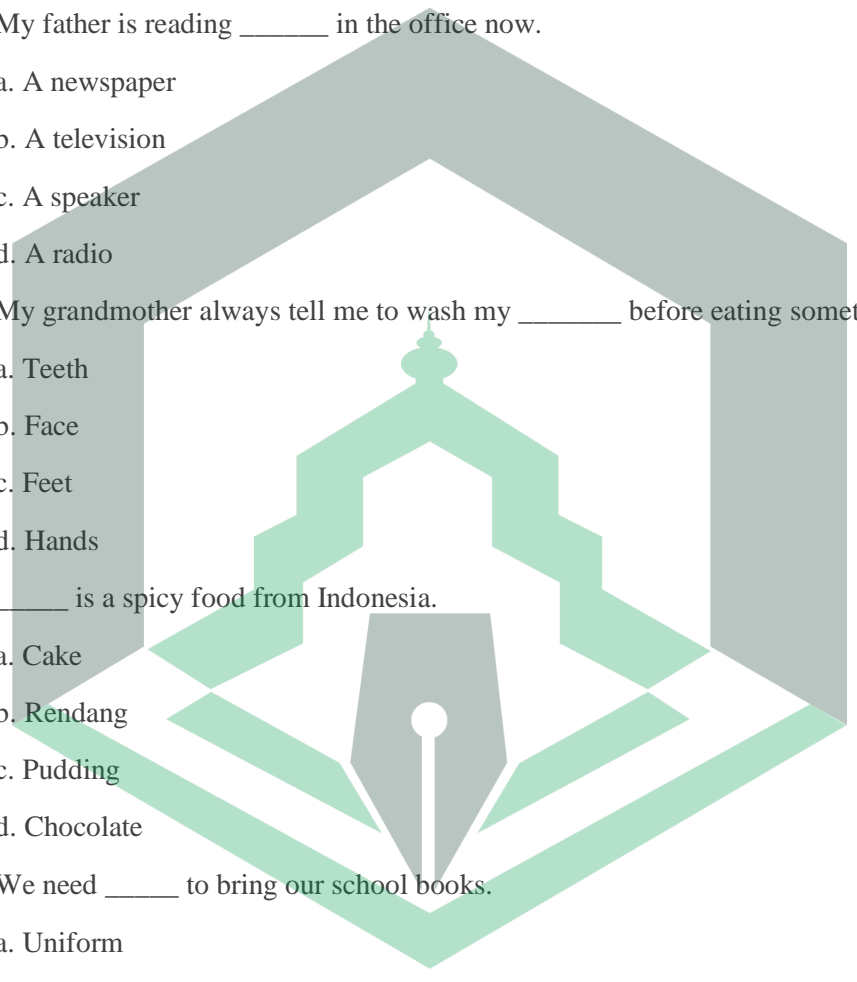
Esa Ananda

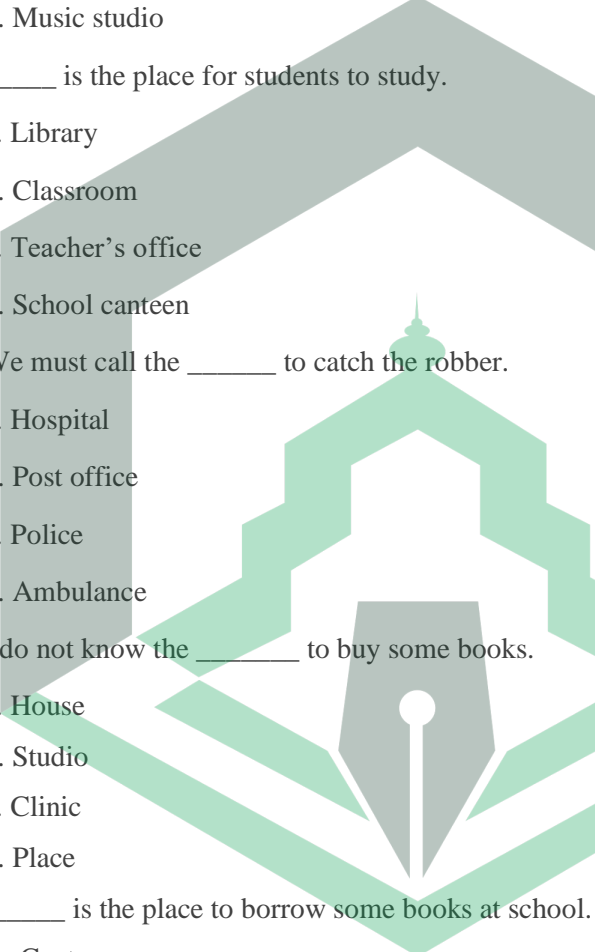
Palopo, 2019  
Guru Bahasa Inggris

Helce, S.Pd.



**PRE - TEST****Name :****Class :****I. Choose the best answer from the option a, b, c, or d!**

- 
1. My father is reading \_\_\_\_\_ in the office now.
    - a. A newspaper
    - b. A television
    - c. A speaker
    - d. A radio
  2. My grandmother always tell me to wash my \_\_\_\_\_ before eating something.
    - a. Teeth
    - b. Face
    - c. Feet
    - d. Hands
  3. \_\_\_\_\_ is a spicy food from Indonesia.
    - a. Cake
    - b. Rendang
    - c. Pudding
    - d. Chocolate
  4. We need \_\_\_\_\_ to bring our school books.
    - a. Uniform
    - b. Bag
    - c. Pencil case
    - d. Wallet
  5. Will you go with me to the \_\_\_\_\_ to watch a movie?
    - a. Stadium
    - b. Cinema

- c. Hospital  
d. Theater
6. We buy a book in a \_\_\_\_\_ .
- a. Supermarket  
b. Fruitstall  
c. Bookstore  
d. Music studio
7. \_\_\_\_\_ is the place for students to study.
- a. Library  
b. Classroom  
c. Teacher's office  
d. School canteen
8. We must call the \_\_\_\_\_ to catch the robber.
- a. Hospital  
b. Post office  
c. Police  
d. Ambulance
9. I do not know the \_\_\_\_\_ to buy some books.
- a. House  
b. Studio  
c. Clinic  
d. Place
10. \_\_\_\_\_ is the place to borrow some books at school.
- a. Canteen  
b. Classroom  
c. Library  
d. Teacher office
- 

**II. Complete the sentences by choosing the words below!**

Glass

Bottle

Piece

Bar

Cup

Plate

Bowl

Slice

Package

Bucket

1. I only ate a \_\_\_\_\_ of pizza last night and I got stomachache.
2. I will buy a \_\_\_\_\_ of chocolate for my little sister.
3. The little girl cannot bring a full \_\_\_\_\_ of water to the garden.
4. Bimo always drinks a \_\_\_\_\_ of milk in the morning everyday.
5. My mother made a \_\_\_\_\_ of fried rice for my dinner.
6. It is very nice to have a \_\_\_\_\_ of tea in the evening with your favorite person.
7. He brings me a \_\_\_\_\_ of spicy chips and a lollipop for my little sister.
8. Amara likes to drink a \_\_\_\_\_ of fresh water after running or having an exercise.
9. Someone usually loves to eat a \_\_\_\_\_ of chicken soup when he is sick.
10. My sister is having a birthday party and she gives a \_\_\_\_\_ of her birthday cake to everyone.





**POST – TEST****Name :****Class :****I. Choose the correct answer from the four options!**

1. Call the \_\_\_\_\_ to help the patient to go to the hospital.
  - a. Police office
  - b. Post office
  - c. Ambulance
  - d. Clinic
2. My mother is watching \_\_\_\_\_ now.
  - a. A TV
  - b. A magazine
  - c. A newspaper
  - d. A radio
3. My mother always reminds me to brush my \_\_\_\_\_ before sleeping.
  - a. Foot
  - b. Teeth
  - c. Shoes
  - d. Dress
4. \_\_\_\_\_ is a kind of Indonesian food.
  - a. Pizza
  - b. Sushi
  - c. Fried rice
  - d. Kebab
5. I am so sorry, all \_\_\_\_\_ in this restaurant have been booked.
  - a. Rooms
  - b. Chairs
  - c. Pools
  - d. Tables
6. I need \_\_\_\_\_ to buy food or drink.
  - a. Money
  - b. Paper
  - c. Book
  - d. Wallet
7. Before entering someone's house, we need to take off our \_\_\_\_\_ outside.
  - a. Bags
  - b. Shoes
  - c. Clothes
  - d. Caps
8. Will you and your sister go to the \_\_\_\_\_ to watch a football match?
  - a. Hospital

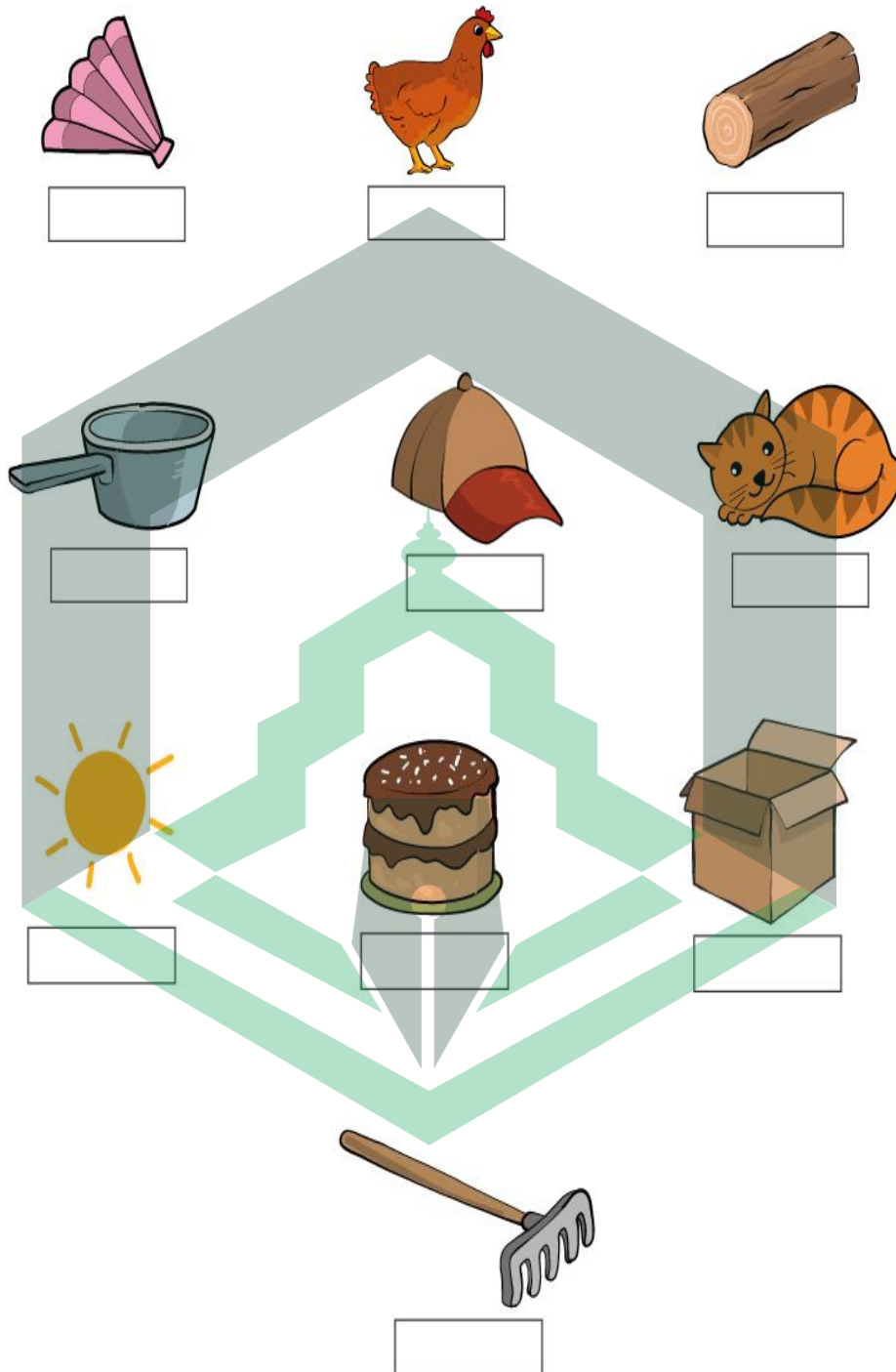
- b. Cinema
  - c. Stadion
  - d. Theater
9. I do not know the \_\_\_\_\_ to buy some books.
- a. House
  - b. Studio
  - c. Clinic
  - d. Place
10. \_\_\_\_\_ is the place to borrow some books at school.
- a. Canteen
  - b. Classroom
  - c. Library
  - d. Teacher office

II. Choose the best answer from the words in the bracket for every sentence!

Bar  
Cup  
Glass  
Bottle  
Piece  
Package  
Slice  
Plate  
Bowl  
Bucket

1. I very like eating a \_\_\_\_\_ of chocolate at night.
2. My father buys a \_\_\_\_\_ of water for me after running for 20 minutes.
3. My mother always says to me to drink a \_\_\_\_\_ of milk in the morning.
4. Nita likes eating a \_\_\_\_\_ of chips while watching a movie.
5. Naomi does not want to share a \_\_\_\_\_ of pizza with Julian.
6. Mr. Aiden likes to drink a \_\_\_\_\_ of coffee in the morning.
7. I want to make a \_\_\_\_\_ of chicken soup for my mother.
8. My brother does not want to bring a \_\_\_\_\_ of water to the bathroom.
9. My friend gives me a \_\_\_\_\_ of red velvet cake and it is so delicious.
10. Mrs. Bauer's favorite food is a \_\_\_\_\_ of fried rice.

### III. Translate the pictures below in English





## BIOGRAPHY

Esa Ananda, was born on July 17, 1997 in Palopo, South Sulawesi. The researcher is the daughter of Haerul and Marniati. The researcher first entered education at SDN 255 Mancani and graduated in 2009. Then continued her education at SMP 1 Towuti and graduated in 2012. After that, the researcher continued her education at SMA 3 Luwu Timur and graduated in 2015. In the same year, the researcher continued her study in the English Education Department of Institut Agama Islam Palopo and graduated in 2020.

With perseverance, high motivation to keep learning and trying. The researcher has completed the work of the final project of this thesis. Hopefully, this thesis will be able to make a positive contribution to the world of education.

Finally, the researcher expresses her deepest gratitude for the completion of the thesis entitled "The Implementation of Word Search Puzzle Games to Increase Students' Vocabulary at Eighth Grade of SMPN 5 Palopo"