Teaching Vocabulary Through Word Search Puzzle to the Fifth Grade Students of SDN01 Ngaglik Blitar in the Academic Year 2013/2014

THESIS

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Presented to

Islamic Institute College of Tulungagung in partial fulfillment of the requirements for the degree of SarjanaPendidikan Islam in English Education program

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ABSTRACT


Advisor: Ida Isnawati, M.Pd.

Key Words: Teaching, Vocabulary, Word Search Puzzle.

English is an International language which is learned by people around in the world. As an international language, English is very important to be learned and mastered in Indonesia, English is a foreign language that has been taught in every educational level. English is as a means of communication the user need to master the language skills such as listening, speaking, reading and writing. Before they have mastered the skills, they have to master the four components of structure, vocabulary, spelling and pronunciation. The students have to master the language components and language skills in order to communicate with other easily.

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 academy year at 2013/2014. There were two classes V A and V B consisted of 15 and 16 students, so the total of them was 31 students.

The instrument to collect the data is 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 post test to the students about the vocabulary 20 items of multiple choice.

The data obtained is statistically analyzed by SPSS 16. This analysis is test of the hypothesis. The result of SPSS 16 computing showed that $t$ – test value 9.704 with probabilitas 0.000 and $t$ table 9.38. So, $t$ test value (9.704) > $t$ table (9.38) and probabilitas 0.000 < 0.05. It means that $H_a$ which states that there is significant effect of using word search puzzle technique on students’ achievements in vocabulary is accepted. Where $H_0$ which state 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 suitable technique to improve students’ achievements in vocabulary at fifth grade of SDN 01 Ngaglik, Blitar.
CHAPTER I
INTRODUCTION

This chapter presents some aspects that underline the topic of the research, they are; background of the research, research problem, research hypothesis, significant of research, scope and limitation of the research, and definition of key terms.

A. Background of the Research

A language is considered to be a system of communicating with other people using sounds, symbols and words in expressing a meaning, idea or thought. This language can be used in many forms, primarily through oral and written communications as well as using expressions through body language.

Language may refer either to the specifically human capacity for acquiring and using complex systems of communication, or to a specific instance of such a system of complex communication.

According to Brown, (2007:384), language is a systematic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks having understood meanings.

Language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual,
and is distinct from more general abilities to process information or behave intelligently. (Harmer, 1994:6)

On the other hand, according to Scollon (2004, 272), first of all, language is not something that comes in “nicely packaged units” and that it certainly is “a multiple, complex, and kaleidoscopic phenomenon.”

Teaching English to the students can said tricky. Many people argue that describe the subject matter is very difficult because English is a foreign language inevitably be carried out under the demands of the curriculum in force in our country.

Many students feel confused when they want to speak English with smart fast way. But they were confused where to start. Does first have to master grammar, conversation, vocabulary, reading or writing?

Vocabulary is one of the language aspects. The students cannot read, speak, listen, and write without understanding the meaning of words. But, by teaching vocabulary first, the students easily able to read, understand and memorize vocabulary more quickly because this is a very effective way.

In addition, a better way and easier to teach English, especially vocabulary to students is by using games, such as word search puzzle game. Because this game could be an alternative or variation in the methods of English teaching for teachers. With this method, students will not feel bored in learning English. But they will become critical and active children in learning English.

Vocabulary is vocabulary. In learning English, vocabulary (vocabulary) has a very important role. The more vocabulary we have the easier it is our
understanding speech or writing of others in that language and the more easily we can put forward the contents of our minds in the language orally and in writing. Conversely, the less the English vocabulary that we have, the more difficult we understand other people's speech or writing in English and the more difficult it we reveal the contents of the mind in English, orally and in writing.

Earlier I explained the vocabulary not only memorized but should be understood as well. In everyday life, we must often meet with words or sentences in English (maybe it's through television, radio, advertising, brochure writing on drugs, or meet with foreigners who speak English). Among the words of the English language there are certainly one or two (or many) words that we do not know what it means. Well, if we want to try to find meaning, by guessing the meaning through the context of the sentence or open the dictionary, it means we have to keep it in our brains. Conversely, if we do not care and do not want to know the meaning, then we mean our brains do not store these words. The word will be ours when the word we can use to understand speech or reading in English, or to speak or write to others in English.

Word search puzzle can be designed for any educational levels, which make them an ideal learning activity for the students.

Teaching vocabulary through word search puzzle is not only in written activities and fun so that it would make the students passive learners but also process of the teaching these vocabulary at to be applied in active activities in a for of communication the students will be taught how memorize for a spelling test to do a word search.
Based on the above statements, the writer takes the title of this study as follow teaching vocabulary through word search puzzle to the fifth grade students of the State Elementary School.

**B. Research Problem**

Based on the research background, the research problem is formulated as the following:

1. How is student’s vocabulary mastery before being taught using word search puzzle?
2. How is student’s vocabulary mastery after being taught using word search puzzle?
3. Is there any significant different achievement between student’s vocabulary mastery before and after being taught using word search puzzle?

**C. Objective of the Research**

The objective of this study is to find out whether it is significantly effective teaching vocabulary with the theme “fruit” through word search puzzle to the fifth grade students of the State Elementary School.

**D. The hypothesis of the study**

The hypotheses of the study are proposed in terms of null hypotheses (Ho) and alternative hypotheses (Ha). They are follows:
1. (Ho) : There is no effect in student’s vocabulary mastery of teaching vocabulary through word search puzzle to the fifth grade students of the State Elementary School.

2. (Ha) : There is effect in student’s vocabulary mastery of teaching vocabulary through word search puzzle to the fifth grade students of the State Elementary School.

E. Significances of the Research

By using this study, there are some significance to the students, teachers, other researchers, and writer herself.

- For students

This study will be helpful for students in vocabulary and the students apply word search puzzle to increase their vocabulary skills.

- For teachers of English

After knowing effectiveness in teaching vocabulary of the word search, the teacher can implement this method when they teaching vocabulary.

- For other researchers

To be the source of information for other researchers who are also investigating word search puzzle.

F. Scope and Limitation of the Research
This study is limited towards teaching vocabulary through word search puzzle to the fifth grade students of the State Elementary School. The scope of the study is vocabulary about fruits

G. Definitions of Key Terms

In this part, some important terms must be operationally defined to avoid misinterpretation and misunderstanding on what this thesis is discussing about. They are: (1) Teaching, (2) Vocabulary, (3) Word Search Puzzle.

(1) Teaching

Teaching is activities guiding the students learning activities, arranging, and organizing environment around. The students can stimulate and develop the students to learn the turn of the teaching is a prove performed by the teacher to increase students learning activities.

Teaching is an activity which teacher conveys knowledge and experience to their student. The goal is for the knowledge presented to students that can be understood by learners.

Teaching is an organized activity or manages the environment as well-good and connects with the kids, and become involved in the learning process.

(2) Vocabulary

Vocabulary is a total number of words that make up language and a list or collection of words arranged in alphabetical order and explained; a dictionary or
lexicon, either of a whole language, a single work or author, a branch of science, or the like; a word-book.

A vocabulary is defined as all the words known and used by a particular person. However, the words known and used by a particular person do not constitute all the words a person is exposed to.

(3) Word Search Puzzle

Word search puzzles are a game in the search for the word, either vertically, horizontally, and diagonally. This game can help students increase their vocabulary and make them happy in doing search puzzle game of word.
CHAPTER II
REVIEW OF LITERATURE

In this chapter, the writer will review some important theories related to study. They are concept of teaching, concept of vocabulary, concept of word search puzzle, teaching vocabulary through word search puzzle.

A. Concept of Teaching

According to Newton (1992: ii), teaching is a profession conducted by using a combination of art, science, and skill. It is an art because it relies on the “teacher’s creative provision of the best possible learning environment and activities for his/her students. It is a science since it is a system and ordered set ideas and method used by the teacher in doing his/her job. Further more teaching is skill for it demands the ability-attained from relevant theories and that they are able to gain linguistic and communicative competence in the target language”.

According to Finocchiaro, 1982:5), teaching is trying to keep the students motivation high by using a variety of short activities-four to six different activities-within a 45-minute period cantering around the same teaching point, whether a grammatical feature, a notion, or a function of language, through the cognitive-code theory, that is, the inductive presentation of a linguistic item or category, with tasks and activities that will lead to habit formation of features of pronunciation, morphology, and syntax, which will in turn, lead to fluency and
accuracy by focusing more specifically on social communication as the major of objective of language teaching.

Teaching is an interactive process between the teacher and students and among students themselves. The students need to comprehend the new language, but can best do this when allowed asking about what it is they do not understand rather than rely on their teacher or textbook to anticipate areas of comprehension difficulty and simplify a priority (Pica, 1992:4)

Teaching is accompanied by evaluation to know the results of teaching-learning activities because evaluation is a necessary component of all activities, especially in TEFL, whose main objective is to monitor, to help, and to grade the student’s use of the language. (Oller, Jr, 1987: 21)

Teaching is showing or helping someone to learn, giving instructions; guiding; providing with knowledge; causing to know or understand. (Brown, H. Douglas, 2007:391)

B. Concept of Vocabulary

1. Definition of Vocabulary

The goal of teaching and learning process is to enable the student to acquire the four language skills. They need lots of vocabulary because vocabulary has an important role in communication using target language. Without vocabulary mastery it is impossible to make meaningful sentences in communication. Vocabulary is list words. Can be identified into vocabulary.
Vocabulary is a set of LEXEMES, including single words, COMPOUND WORDS and IDIOMS (Richard, Jack: John Platt and Heidi Weber, 1985:307). According to Hornby (1974:959), vocabulary is a total number of words which (with rules for combining them) make up the language. According to lexical field theory, the vocabulary of a language is essentially a dynamic and well-integrated system of lexemes structured by relationships of meaning. (Howard Jackson, 2000: 14). Websters (1988:110 p.9) states that vocabulary is a list of words, usually arranges alphabetically and defined, explained, or translated.

In learning vocabulary, the learners should emphasize on the aspect of words. The success in learning a foreign language is determined by the size of vocabulary one has learned.

The most important thing of the aim of learning is that the learner skill in using language especially in using word or vocabulary. The quality of someone’s language skill depends on the quality of the vocabulary.

2. Vocabulary Mastery

As we know the goal of language teaching is in order that the students are able to use the four language skills. That are speaking, listening, reading and writing.

According to Diane Larsen-Freeman (1983:83), vocabulary is list of words, usually in alphabetical order and with explanation of their meaning’s less complete than a dictionary.
It cannot deny that language skill needs a lot of vocabulary. It helps you to express your idea precisely. However, sometimes students learn a foreign language cannot use the language although they have large vocabulary. Besides that, to build the effective vocabulary the students must learn techniques for acquiring an retaining word.

The learner role in an instructional system are closely linked to the teacher’s status and function. Teacher roles are similarly related ultimately both to assumption about language and language learning at the level of approach (Jack C. Richards and Theodore S. Rodgers, 1986 : 14).

3. **Theories of Teaching Vocabulary**

There are many ways for teaching. First, vocabulary can be taught in context. According to Jack C. Richard and Theodore S. Rodgers (1986 : 6) word should be practice in meaningful context and in sentences and should be isolated, disconnected elements. This statement shows that vocabulary is taught contextual meaning in sentences. So we can guess the meaning of words or new items by seeing in the context. It means that using teaching aids in teaching concrete vocabulary has important role. Students can understand the writing more easily by vocabulary.

Second, vocabulary is taught through demonstration picture and association of idea. Based on him, he says, “Object and picture, abstract vocabulary was taught by assumption of ideas”. It means that using teaching aids in teaching concrete has important role. In other word, by mastering vocabulary it
is expected that we can master the four language skills (listening, speaking, reading and writing).

4. The Important of Vocabulary

Vocabulary is very important in language, a large number of vocabularies are so difficult to learn, and because of that, the teacher should use good method in teaching vocabulary. Since the teaching of English in Indonesia is aimed increasing that teaching vocabulary? The English teacher much takes deep concern of vocabulary lesson. However, vocabulary teaching has not always been very responsive to such problems, and the teachers have not fully recognised the tremendous communicative advantage in developing an extensive vocabulary.

Vocabulary is important in learning English. Any language in the world, including the English language has thousands of words. In many ways even many native speakers who do not know all the words because it is too much to be learned. In fact, according to many sources that have more or less I find there's 800 words you need to know to be used in English conversation. The vocabulary list is too long to be mentioned in this article, but the way a good start is to read the vocabulary list and see how many words you already know. You may be surprised yourself when you know the number of words that are already known or has been accustomed to use it, the word list you can see in the world English club. Another problem faced in learning English vocabulary is that they learn a new vocabulary, but they tend to forget what they have learned after learning.
According to Websters (1988:9), in learning language, someone will learn the words of that language since we have learned that it is the essential area of language. From the statements above, we assumed that vocabulary is a very important element of a language.

Although there are many techniques of teaching vocabulary. Nation (1974: 10, p.9) says, when we teach a word we must teach three things: (1) we must teach the shape or the form of the word, (2) we must teach the meaning of the word, (3) and we must teach that the form and the meaning of the word together.

C. Concept of Word Search Puzzle

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.

A word search puzzle is a word game that is letters of a word in a grid that usually has a rectangular or square shape. The objective of this puzzle is to find and mark all the words hidden inside the box. The words may be horizontally, vertically 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. The puzzle it self kind to play that can be used to practice certain language features at certain phases in learning process in order to develop communication skill.
1. Teaching Vocabulary through Word Search Puzzle

To success in teaching vocabulary through word search puzzle, the teacher should have different technique for different level.

Teaching vocabulary through word search puzzle enables the students to find out to information or guests the meaning on unfamiliar words. So, the word search puzzle can help the students. The students may be happy and interesting in learning and they always try to know the new words from word search puzzle.

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

Children without an extensive vocabulary have a hard time understanding what they’re reading, especially as they get older and reading material becomes more difficult. To complicate matters, most young readers, including different learners, have a larger spoken vocabulary than a reading vocabulary. (Goodman, Lori. Wordplay, 2003:13)
CHAPTER III

RESEARCH METHOD

This chapter discusses about research design, place and time of the research, research variables, population, sample and sampling, research instrument, data collecting method, validity, reliability and data analysis method.

A. Research Design

Research design is a strategy to arrange the setting of the research in order to get valid data. First of all, it is better to know what research is before discussing more about the topic. Creswell (2008: 3) states that “research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue.” From definition above, it is clear that research method is the way to conduct a research. So, research method can be defined as a method to look for and discover the scientific truth, which is done in valid and reliable work.

The design of this research is conducted an experimental research design. According to Ary (2002: 276), an experimental is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable.

Campbell and Stanley, in Arikunto (2010: 123), divided the kinds of research based on the significance of experiments i.e. pre experimental design and true experimental design. Pre experimental design consists of one shot case study,
one group pre-test post-test, static group comparison. And true experimental
design consist of control group pretest-posttest, randomize to subject, matched
group design, randomize pretest and posttest design, randomize subject with
pretest group control posttest group experimental, three types of experimental
group and control, four groups, group with three group control, time design.

Because of the limited time, researcher uses pre experimental embracing
the characteristic of one group pretest-posttest design. The pretest and posttest are
given to take the score of the student’s achievement before and after being taught
using word search puzzle. Then both of the score were computed by using t-test to
find out if there is significant effectiveness of students’ vocabulary using word
search puzzle technique. The design of this research can be seen at the table 3.1.

Table 3.1.

<table>
<thead>
<tr>
<th>Pretest</th>
<th>Independent variable</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y1</td>
<td>X</td>
<td>Y2</td>
</tr>
</tbody>
</table>

Note:  
Y1 = Pre Test  
X = Treatment  
Y2 = Post test

1. Research Variables

There are two kinds of research variables. They are independent variable
and dependent variable. Independent variable is presumed to have an effect on, to
influence some how another variable, while dependent variable is a variable that the independent variable is presumed to affect (Fraenkel and Wallen, 1990:39)

Variable is any trait that can change values from case to case. Examples of variables would be gender, age, income, or political party affiliation. In any specific theory, some variables will be identified as causes and others will be identified as effects or result. In the language of science, the causes are called **independent variables** and the “effect” or result variable are called **dependent variables**. (Healay, Joseph F. 1999:3)

In my research variable, the independent variable on this investigation is the word search puzzle and dependent variable is teaching vocabulary.

2. Method of Research

According to Hornby (1995:780), method is the way of doing something. In writing this study, the writer will use the experimental design. Richards, et al (1985:100) states that an experimental method is an approach to educational research in which the idea of hypothesis is tested or verified by setting up situation in which relationship between different subjects or variables can be determined.

The method used in conducting this research is experimental method. Dealing the experimental method, Isaac and Michael (1982:54) states that is it use to approximate the conditions of the true experiment in a setting, which does not allow the control and/ or manipulation of all relevant variables. The following are the step taken in doing this research.
1. Surveying the literature relating to problem
2. Determining the type of research to be conducted, and how it will be affect the design of the research investigation.
3. Establishing clearly the goals and objectives of the made, and the how these translate into testable research hypotheses.
4. Identifying the population from which inferences are made, and the limitations of the sample drawn, for purposes of the investigation.

B. Population and Sample

1. Population

Population is all data that concerns us in a scope and time that we specify. Thus population related data not human. If every human being to provide data the number or size of the population will be equal to the number of human. (Margono. S. 2009:118)

Understanding others, mentions that the whole object of the study population was composed of human, objects, animal, plants, symptoms, test scores, or events as a sources of data that have certain characteristics in a study. (HadariNawawi, 1983:141)

The population of this research in the fifth grade student of State Elementary School in the academy year at 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.
Table seventh grade students at State Elementary School as shown in table 3. 2:

Table 3.2

<table>
<thead>
<tr>
<th>No</th>
<th>Class</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>V A</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>V B</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>31</td>
</tr>
</tbody>
</table>

2. Sample

Sample is any group of individual, which selected to present a population. (Richards, et al, 1992:321)

Arikunto (1993:104) states that the sample is any number of things, people or events which are less than the total population. In this research, the sample of the study is drawn from the population by using cluster random and sampling.

According to Fraenkel and Wallen (1990), sample is a group in a research study on which information is obtained. It is selected in such a way that it represents, the larger group (population) from which it is obtained. In choosing the sample for the study, the writer will use cluster random sampling method. Fraenkel and Wallen state that cluster random sampling is the selection of individuals rather that single individual. All individuals in a cluster are included in the sample.

C. Research Instrument
Research instrument is a device used by the researcher while collecting data to make his work become easier and get a better result complete and systematic in order to make the data easy to be processed (Arikunto, 2010: 192). In this research, the researcher uses the written test in subject style. In collecting the required data in this study, the researcher uses test.

A test, in simple term, is method of measuring a person’s ability, knowledge of performance in a given domain (Brown, 2001: 384). The test used to measure the students achievement in vocabulary before and after they taught by word search puzzle. There are two kinds of test. They are pre-test and post-test. Pre-test was given before the students were taught by word search puzzle technique and post-test after taught by word search puzzle.

D. Techniques for Collecting the Data

In collecting the data for this study, the written test will be used. A test is any procedure for measuring ability, knowledge, or performance (Richards, et,al 1985:291). Test is given to help the students assess the effect of experimentation and to know so far the students can understand what they have learned. They will be to kinds of the best that will use by the writer. The first will be pre-test which will by given before the treatment and the second one will by post-test which will by given after the treatment. The test both pre-test and post-test for the experimental group has the same procedure. The writer will be ask the student 25 item in the multiple choices. The student to till to blanks the boxes in the puzzle from left to right or from top to down using key words provide in the theme fruits.
1. Validity of the Test

Validity (in testing) is the degree to which a test measures what it supposed to measure, or can be used successfully for the purposes for which it is intended. A number of different statistical procedures generally seek to determine what the test measure, and how well it does so. (Richard, Jack: John Platt and Heidi Weber, 1985:304)

The validity of a test is the degree to which it measure what it claims to measure. A test is valid to the extent that inferences made from it are appropriate, meaningful, and useful. (Robert J. Gregory, 2004:116)

### TABLE 3.3

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Indicator</th>
<th>No of Items</th>
<th>Type of the Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>the student comprehend the words related structure of plant.</td>
<td>The students are able to fill the blanks boxes with the words related to the structure of plant</td>
<td>1- 25</td>
<td>Fill the blank with choose a, b, c, d (multiple choice) to complete the sentences</td>
</tr>
</tbody>
</table>

2. Reliability of the Test

According to Fraenkel and Wallen (1990), reliability refers to the consistency of the scores obtained show consistent they are for each individual from one administration of an instrument to another and from one set of items to another.
Realibility (in testing) is measure of the degree to which a test gives consistent results. A test is said to be reliable if it gives the same results when it is given on different occasions or when it is used by different people. (Richard, et, al. 1985:243). In this study, the internal consistency of reliability of estimated through Kuder-Richardson Reliability Coefficient. Dealing with it, Fraenkel and Wallen (1993:149) write that, for research purpose, a useful rule is that reliability should be at lest 0.70 and preferably higher. A reliability of 0.70 indicates 70% consistency in the scores and are produced by the instrument. In other words, a minimum a reliability of required of should be higher. To measure the reliability, the researcher uses person product moment r 11.

E. Technique for Analysing the Data

In this research, the researcher used statistical data analysis technique to know the difference between the students’ scores before and after being taught by word search puzzle technique in reading comprehension. There are many kinds of the formula of data analysis technique in quantitative research, i.e.: correlation product moment which is usually used to analyze the correlation between two intervals, and the other is t-test (experiment research). T test is used to test for significance. T test is used to analyze experiment data which use pretest and posttest.

According to Arikunto (2010: 349), to analyze the data, the result of experiment that used is pretest and posttest one group design, so the researcher decided to use T-test as formulated below.
The formula as follows:

- T – test

\[ t = \frac{MD}{\sqrt{\frac{\sum d^2}{N(N - 1)}}} \]

\[ MD = \frac{\sum D}{N} \]

Note:

T = test observation

MD = mean differences

\( \sum d = \) number of individual deviation

N = number of cases

\( \sum D = \) total score.
CHAPTER IV
RESEARCH FINDING AND DISCUSSION

This chapter presents the data obtained and interprets the research findings. This study is conducted at SDN 01 Ngaglik, Blitar. And the writer takes the sample that consists of 31 students of the fifthgrade students in the academic year 2013-2014.

The objective of this study is to find out whether there is effect of word search puzzle technique on students’ vocabulary. The writer uses inferential statistic by using t- test. This technique can be used to compute the significant effectiveness of vocabulary using word search puzzle technique.

4.1 Research Finding

In this research, the writer was held teaching at SDN 01 Ngaglik, Blitar as population research. Meanwhile, the lesson are taught consist of vocabulary which apply word search puzzle technique. After that, the writer presents the data of test result. There are two kinds of test score. They are pretest and posttest. Before use the test instrument, the researcher measure validity and reliability the instrument.
Table 4.1
The Result of the pre-test and post-test student’s vocabulary mastery before and after they were taught using word search puzzle

<table>
<thead>
<tr>
<th>No.</th>
<th>Pretest Score (Y1)</th>
<th>Posttest Score (Y2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>70</td>
<td>75</td>
</tr>
<tr>
<td>2.</td>
<td>60</td>
<td>75</td>
</tr>
<tr>
<td>3.</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>4.</td>
<td>75</td>
<td>85</td>
</tr>
<tr>
<td>5.</td>
<td>65</td>
<td>70</td>
</tr>
<tr>
<td>6.</td>
<td>90</td>
<td>95</td>
</tr>
<tr>
<td>7.</td>
<td>80</td>
<td>85</td>
</tr>
<tr>
<td>8.</td>
<td>80</td>
<td>85</td>
</tr>
<tr>
<td>9.</td>
<td>70</td>
<td>85</td>
</tr>
<tr>
<td>10.</td>
<td>75</td>
<td>80</td>
</tr>
<tr>
<td>11.</td>
<td>55</td>
<td>55</td>
</tr>
<tr>
<td>12.</td>
<td>85</td>
<td>90</td>
</tr>
<tr>
<td>13.</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>14.</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>15.</td>
<td>55</td>
<td>65</td>
</tr>
<tr>
<td>16.</td>
<td>50</td>
<td>65</td>
</tr>
<tr>
<td>17.</td>
<td>75</td>
<td>90</td>
</tr>
<tr>
<td>18.</td>
<td>85</td>
<td>90</td>
</tr>
<tr>
<td>19.</td>
<td>85</td>
<td>90</td>
</tr>
<tr>
<td>20.</td>
<td>85</td>
<td>95</td>
</tr>
<tr>
<td>21.</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>22.</td>
<td>60</td>
<td>75</td>
</tr>
<tr>
<td>23.</td>
<td>60</td>
<td>75</td>
</tr>
<tr>
<td>24.</td>
<td>50</td>
<td>55</td>
</tr>
<tr>
<td>25.</td>
<td>90</td>
<td>95</td>
</tr>
<tr>
<td>26.</td>
<td>85</td>
<td>90</td>
</tr>
<tr>
<td>27.</td>
<td>40</td>
<td>45</td>
</tr>
<tr>
<td>28.</td>
<td>70</td>
<td>75</td>
</tr>
<tr>
<td>29.</td>
<td>75</td>
<td>80</td>
</tr>
<tr>
<td>30.</td>
<td>75</td>
<td>85</td>
</tr>
<tr>
<td>31.</td>
<td>40</td>
<td>45</td>
</tr>
</tbody>
</table>

31 2155 2395
MY1 = 69.52 MY2 = 77.26
Based on the table 1, there are 31 students as respondents or subject of the research. The test was conducted by the writer before and after using strategy of teaching vocabulary through word search puzzle. The test was given multiple choices which consist of 25 item about thing in the classroom.

a. Student’s vocabulary mastery by using word search puzzle

To find out whether is different of student’s vocabulary mastery before and after they are taught by using word search puzzle, researcher used percentage formula and divided the test into three criteria; those are good, fair and bad. It means that when the student get (80 – 100) they will get good score. When the students get (60 -79), they get fair score. Bad score is got by the students when get (50 – 59).

1) Student’s vocabulary mastery before being taught by using word search puzzle

Researcher used percentage formula and divided the test into three criteria; those are good, fair and bad in student’s vocabulary before taught by using word search puzzle.
Table 4.2

The percentage of student’s vocabulary mastery before they were taught using word search puzzle

<table>
<thead>
<tr>
<th>INTERVAL CLASS/ STUDENTS SCORE</th>
<th>GOOD</th>
<th>FAIR</th>
<th>BAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good/very good (80-100)</td>
<td>29%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Enough/fair (60-79)</td>
<td>-</td>
<td>51.6%</td>
<td>-</td>
</tr>
<tr>
<td>Bad/low (40-59)</td>
<td>-</td>
<td>-</td>
<td>19.35%</td>
</tr>
</tbody>
</table>

Based on the table, it is known that before the students were taught using word search puzzle, there are 29% students having good score, 51.6% students having enough score, and 3.3% student having bad score. It means that before the student were taught by using word search puzzle most of them didn’t really understand the vocabulary, because half numbers of students have enough score.

2) Student’s vocabulary mastery after being taught by using word search puzzle

Researcher used percentage formula and divided the test into three criteria; those are good, fair and bad in student’s vocabulary after taught by using word search puzzle.
Table 4.3

The percentage of student’s vocabulary mastery after they were taught using word search puzzle

<table>
<thead>
<tr>
<th>INTERVAL CLASS/ STUDENTS SCORE</th>
<th>GOOD</th>
<th>FAIR</th>
<th>BAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good/very good (80-100)</td>
<td>54.8%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Enough/ fair (60-79)</td>
<td>-</td>
<td>32.2%</td>
<td>-</td>
</tr>
<tr>
<td>Bad/low (40-59)</td>
<td>-</td>
<td>-</td>
<td>19.4%</td>
</tr>
</tbody>
</table>

Based on the table, it is known that after the students were taught using word search puzzle, there are 54.8% students having good score, 32.2% students having enough score, and 19.4% students having bad score. It means that word search puzzle can motivated the student to more understand the vocabulary.

3) Teaching vocabulary after and before using word search puzzle

Researcher used percentage formula and divided the test into three criteria; those are good, fair and bad in student’s vocabulary after and before taught by using word search puzzle.

Table 4.4

The percentage of student’s vocabulary mastery after they were taught using word search puzzle

<table>
<thead>
<tr>
<th>INTERVAL CLASS/ STUDENTS SCORE</th>
<th>Before using word search puzzle</th>
<th>after using word search puzzle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good/very good (80-100)</td>
<td>29%</td>
<td>54.8%</td>
</tr>
<tr>
<td>Enough/ fair (60-79)</td>
<td>51.6%</td>
<td>32.2%</td>
</tr>
<tr>
<td>Bad/low (40-59)</td>
<td>19.35%</td>
<td>19.4%</td>
</tr>
</tbody>
</table>
Based on the table, it shows that in general student’s achievement in good criteria is 54.8% is higher than 29%. The students score after they were taught by using word search puzzle is higher than before they were taught by using word search puzzle. It means that teaching vocabulary using word search puzzle is effective in improving student’s achievement.

The researcher used statistical test using paired sample T test stated by SPSS 16.0 (Hartono. 2008: 236) to ensure the effectiveness of using word search puzzle in mastery vocabulary. The result is as follow

**Table4.5**

<table>
<thead>
<tr>
<th>Paired Samples Test</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paired Differences</strong></td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>Mean</td>
</tr>
<tr>
<td>Pair 1 pretest-posttest</td>
</tr>
</tbody>
</table>

Based on the table, *output paired sample test* shows the result of compare is on analysis with using statistical calculation T-test. Output shows that mean of pre-test and post-test is (7.74194), standard deviation (4.44198), mean standard
error (.79780). The lower difference is (9.37127), while upper difference is (6.11260). The result of T-test = (9.704) with df=29 and significance of 0.00.

**B. Hypothesis Testing**

Since the result is judged as social science, the result of the research score will be tested with r-table of significance level 5%. The result of computing SPSS showed in appendix 3.

From the first table in SPSS 16 computing showed the mean of pretest score 69.52 with standard deviation 13.805 and mean of postest 77.26 with standard deviation 13.71. From mean above showed that mean of postest (77.26) > mean pretest (69.52). It can be said that word search puzzle give significant effect in teaching and learning vocabulary.

From the third table in SPSS 16 computing showed that t – test value 9.704 with probabilitas 0.000 and t table 9.38. So, t test value (9.704) > t table (9.38) and probabilitas 0.000 < 0.05. It means that Ha which states that there is significant effect of using word search puzzle technique on students’ achievements in vocabulary is accepted. Where Ho which state that there is no significant effect of using word search puzzle technique on students’ achievements in vocabulary is rejected.
C. Discussion

The result showed that the students’ mean in teaching vocabulary before taught using word search puzzle (pretest) is only 69.52. While the students’ mean in teaching vocabulary after they being taught using word search puzzle (posttest) is 77.26. It means that word search puzzle technique can motivate the students to more memorize vocabulary well. Because the mean of students achievement in posttest is more large than the mean of students achievement in pretest.

Based on the test score t with compare t observation with t table, where df = 30, the result of numeral: 9.38 for confidence interval of the difference 5% and for confidence interval of the difference 6.37 1%. With t observation = 9.704, it means that more large from t table at confidence interval of the difference 5% as well as at confidence interval of the difference 1%. It means that Ha which states that there is significant effect of using word search puzzle technique on students’ achievements in vocabulary is accepted. Where Ho which state that there is no significant effect of using word search puzzle technique on students’ achievements in vocabulary is rejected.

Based on the result, it can be conclude that word search puzzle was effective in teaching vocabulary of Elementary School especially at fifth grade students of SDN 01 Ngaglik, Blitar. Word search puzzle technique as teaching technique is surely shown the real effectiveness, because this technique is essay and interesting in teaching vocabulary then the students more enjoy and interesting to study vocabulary and give spirit in teaching learning process for the fifth grade of the SDN 01 Ngaglik, Blitar. So, word search puzzle technique is
suitable technique to improve students’ achievements in vocabulary at fifth grade of SDN 01 Ngaglik, Blitar.

In general, the media puzzle games will provide better benefits for students, as a function of various media outside of school for students is certainly as additional material knowledge that they cannot beat school. Therefore, teachers must have the knowledge and understanding of the media enough, include the following:

1. The media is a communication tool to get a more effective learning process
2. The function of the media to better reach the right destination
3. The ins and outs of the process of education
4. The relationship between teaching methods and educational
5. Value and the benefits of teaching
6. The selection and use of appropriate media
7. Innovations in educational media(Rusman, 2009, hal.80)

Indonesian puzzle interpreted as an educated guess. Guess is a problem or "enigma" is given as entertainment; which is usually written, or performed. Many guesses rooted in mathematical and logistical problems seriously (see packing problem and guess the tour). Others, such as chess problems, taken from the game board. Others again are made only as testing or temptation brain. Lessons guess officially called enigmatologi(http://www.wikipedia.org)
Puzzle games is a challenging form of the game which students’ creativity and memory due to the emergence of a deep motivations to always try to solve the problem, but still fun because it can be repeated. The challenge in this game will always give effect addicted to always try, try and keep trying until successful. Play can provide opportunities for children to think and act imaginative and fanciful closely associated with the development of children's creativity. The process will give children independence over the child's ability to develop is mind and get pleasure from the victory of the game form. The ambition to win the game will give the child the optimization of motion and effort, so that there will be fair competition and a variety of children.

Based on the standards set forth above, then the learning process is carried out between the learners and educators should have to abandon the ways and conventional models in order to achieve the learning objectives effectively and efficiently. The current reality, many of the educators in the city of Bandung which still carry out the conventional learning process of which have not even mastered the information technology such as computers and the Internet.

According Adenan(1989: 9) stated that "puzzles and games are material to motivate themselves in a real and a strong appeal. Puzzles and games to motivate our self because it offers a challenge that can be generally implemented successfully". Meanwhile, according to Hadfield(1990: v), the puzzle is the questions or issues that are difficult to understand or answer". 
Tarin (1986:234) states that 'in general the students love of games and they can understand and practice how to use words, puzzles, crosswords puzzles, anagrams and palindron'.
CHAPTER V
CONCLUSION AND SUGGESTION

5.1 Conclusion

After all of the data were analyzed accurately based on the research result, now the writer can draw some conclusions. The hypothesis testing can state that the Ho is rejected and consequently, the Ha is accepted.

1. The students’ achievements in vocabulary before taught using word search puzzle technique is poor because the mean of the total score of 31 students is only 69.52.

2. The students’ achievements in vocabulary after taught using word search puzzle technique is better than before taught using word search puzzle technique because the mean of the total score of 31 students is only 77.26.

3. Based on the test score t with compare t observation with t table, the result of numeral: 9.38 for confidence interval of the difference 5% and 6.37 for confidence interval of the difference 1%. With t observation = 9.704, it means that more large from t table at confidence interval of the difference 5% as well as at confidence interval of the difference 1%. It means that Ha which states that there is significant effect of using word search puzzle technique on students’ achievements in vocabulary is accepted. Where Ho which state that there is no significant effect of using word search puzzle technique on students’ achievements in vocabulary is rejected.
5.2 Suggestion

The correlation of the result in this research appears that the score of the fifth grade students at SDN 01 Ngaglik, Blitar is good enough. Even though the result is good enough, here the writer gives some suggestions to improve their English. The writer wants to offer suggestions as follows: Those are:

1. To the English Teacher

   The teachers should plan the material, the method, and the technique perfectly before starting the lesson. They should be able to select the interesting technique in order that the students can accept the materials. And as the motivator, the teachers should motivate their students to develop their English, especially in developing students' mastery in vocabulary.

2. To the Students of Elementary School

   The students must improve their language components and language skills in order to communicate to other people easily and it will help them to increase English achievement at the school.

3. To other researchers

   The researcher expects this thesis can be used as a reference, the result of this research is expected to stimulate them to make better. Then, The writer’s hope the next researcher to continue this research, to complete the significance of data and make clear the research problem.
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