# USING PUZZLES TO IMPROVE THE SEVENTH YEAR STUDENT'S VOCABULARY AT MTS NURUL ISLAM SURABAYA

### THESIS

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By:

Siti Nur Faiza NIM. D35205016

STATE INSTITUTE FOR ISLAMIC STUDIES SUNAN AMPEL SURABAY.

TARBIYAH FACULTY

ENGLISH DEPARTMENT

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#### **APPROVAL**

Thesis by:

Name : SITI NUR FAIZA

NIM : D35205016

Title : USING PUZZLES TO IMPROVE THE SEVENTH YEAR

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**SURABAYA** 

It has been corrected and approved to fulfill the Requirements for the Attainment of the Degree of English Education.

Surabaya, January 28th 2010

Thesis Advisor

<u>Dra. Irma Soraya, M.Pd</u> NIP. 1967 0930 1993 0320 04

#### RATIFICATION

## This thesis by Siti Nur Faiza has been maintained by the Board of thesis Examiners

Surabaya, 19 th February 2010

Approval, English Education of Tarbiyah faculty
State Institute for Islamic Studies Sunan Ampel Surabaya

Dean,

<u>Dr. Nur Hamim, M.Ag</u> NIP. 196203121991031002

Chairman,

<u>Dra. 1rma Soraya, M.Pd</u> NIP. NIP. 1967 0930 1993 0320 04

Secretary,

Mokh. Syaifudin, S.Pd.M, Pd

NIP.197310131997031002

First examiner,

Masdar Hilmy, M. A., Ph. D

NIP. 197103021996031002

Second examiner,

Ach. Zaini, MA

NIP. 197005121995031002

#### **DECLARATION**

Yang bertanda tangan di bawah ini:

Nama : SITI NUR FAIZA

NIM : D35205016

Jurusan : Pendidikan Bahasa Inggris

Program Studi: Pendidikan Bahasa Inggris

Fakultas : Tarbiyah

Judul Skripsi : USING PUZZLES TO IMPROVE THE SEVENTH YEAR

STUDENT'S VOCABULARY AT MTS NURUL ISLAM

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Surabaya, 19<sup>th</sup> February 2010

Penulis

Siti Nur Faiza

#### **ABSTRACT**

Name : Siti Nur Faiza NIM : D35205016

Faculty institution : English Department
Thesis advisor : Dra. Irma Soraya, M.Pd

## USING PUZZLES TO IMPROVE THE SEVENTH YEAR STUDENT'S VOCABULARY AT MTS NURUL ISLAM SURABAYA

In teaching learning English, vocabulary is the most important factor in developing the four language skills (reading, listening, writing, and speaking). Therefore, the students are expected to acquire vocabulary in order to express their idea, feeling and opinion orally and in writing. In fact most of students of secondary school graduates who have poor vocabulary or it is not satisfactory. One of the reasons is the way of teaching vocabulary that is monotonous, i.e. by matching and completing the words.

Because of the reason the writer is interested in using puzzles in order to overcome the problem and to give relaxation and enjoyment to the students in learning English vocabulary. Thus, the study is aimed to know whether the use of puzzles can increase the students' vocabulary mastery.

Related to the purpose above, the writer used an experimental research, one group pre-test and post-test design. The sample of the study is the seventh grade students of MTs Nurul Islam Surabaya. In collecting the data, the writer gives a pre-test before the treatment was given. The writer taught the students by puzzles five times. Finally she gives a post-test to the students. Then the data are analyzed by using t-test. The writer also gives a test to the students after each treatment was given. The aim of doing so is to support the data taken from the pre-tests.

The finding shows that the value of t-test was 5,66 greater than t-table 2,04 at 0,05 level significance for df 34. So, it can be seen that the t-value is higher that t-table. It means that there is significant difference between the results of the pre-test and post-test which proves that the use of puzzles can improve the students' vocabulary.

Finally, it was expected that the teachers should consider the use of puzzles as one of the techniques in teaching vocabulary since it could increase the students' vocabulary and it offers enjoyable atmosphere to the students.

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#### CHAPTER I

#### INTRODUCTION

#### 1.1 Background of the study

Language is instrument of communication has very essential existence in the society. Basically, language is a means to convey ideas, thought, opinions and feeling. This is caused society will not go far from the role of language as an instrument of communication in every movement. They will always use language to communicate with others exchange thought and information whether in their own society, nationally or internationally.

There are so many languages in the world but English is often used by society. English has become the first international language, because there are many textbooks and other publications on scientific and technology mostly written in English. As what Sandra Lee states that English as an international language. At least there are more 30 % country use English. If we want to know the newest information about what really happens in other countries, we can just turn on television or interest, it also uses English too. So it is essential for us to learn English as early as possible.

In the teaching of language for secondary level emphasizes the development of the four language skills, which are listening, speaking and

<sup>&</sup>lt;sup>1</sup> Sandra Lee McKay, Teaching English as an international language: Rethingking goal and approach, (England: Oxford University Press, 2002), p.4

writing. Beside, the students are expected to master language components such as grammar, vocabulary, pronunciation that support the development of four skills. Although those language components are very important, vocabulary is the most important one. As what Scott Thornbury has stated that "Without grammar very little can be conveyed without vocabulary nothing can be conveyed". In addition, the linguist David Wilkinsin in his book (Dellar and Hocking D, Innovation, LTP) says that

"If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can almost anything without words!".

That statement above also means that no matter how well the students learn grammar, or how successful the sound of the language are mastered, without words communication cannot occur in any meaningful way. The mastery of vocabulary cannot be ignored in the development of language for aspect of communication namely reading, listening, writing, and speaking. Therefore, vocabulary mastery has an important role for the language skills.

The successful students are learning language depend on how many vocabularies they can master and how well they use them. Rivers states that the mastery of an adequate vocabulary is essential for successful second language use because, without an extensive vocabulary we will unable to use the structures and

<sup>3</sup> Ibid.,p.13

<sup>&</sup>lt;sup>2</sup> Scott Thornbury, How to Teach Vocabulary, (England: Person Education Limited, 2002), p.13

functions we may have learned for comprehensible communication.<sup>4</sup> In fact, most students of secondary school graduates who have poor vocabulary or it is not satisfactory. Subiati as quoted by Puteri Agustini says that Indonesian secondary school graduates have an average passive vocabulary ranging only 200 – 1000 words.<sup>5</sup> By mastering the limited numbers of vocabulary, they are not able to communicate in English. Meanwhile, Nation and Hwang state that counting the 2000 words of English is still the best decision for learners going to academic study.<sup>6</sup>

Knowing the important role of vocabulary, the teacher must have the ability to vary the teaching technique. However, in the teaching of English as a foreign language, it is a common problem if the teachers often find situations when students are not motivated. This is due the fact that in the teaching of English especially in Indonesia, too much time and effort are spent on the teaching of grammar and reading comprehension and very little time is spent on the teaching of vocabulary. Teacher often ignores the principle of selecting vocabulary and the technique to present vocabulary items. Students have to find the meaning of each word in the dictionary and have to memorize it. That is why, it makes them get bored for the classroom activities which are monotonous and

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Students, (Surabaya: UNESA, 2007), p.2

<sup>&</sup>lt;sup>4</sup> David Nunan, Language Teaching Methodology, (UK: Prentice Hall International,1991), p 117 <sup>5</sup> Puteri Agustini, Vocabulary Quiz As a Means to Improve The Vocabulary of The Second Grade

<sup>&</sup>lt;sup>6</sup> I. S. P. Nation, *Learning Vocabulary in Another Language*, (Cambridge: Cambridge University Press, 2001), p.17

uninteresting. These conditions also cause the teaching and learning process less effective.

The teacher should give motivation and encouragement to the students in learning vocabulary by providing or creating various techniques in order to make students enjoy learning vocabulary. As what Lee as quoted by Susanti Ikasari states that teacher remove the monotonous and uninteresting situation by using various ways suitable educational aid. There are many various ways of teaching vocabulary, but there is no single best way for teaching vocabulary. In this case, one of the variations which can be offered is by using puzzles.

As a game, puzzles have been used for years in the teaching-learning process of English. However, games seem not to be used optimally as one of the alternative techniques since most teachers have wrong interpretation about them. Games actually can arise students' interest, they can be used as a wonderful way to break up the routine class activities and also provide fun and relaxation so that students will have more vocabulary cause the more vocabularies students have, the easier for them to develop their language skills.

Based on the reasons above, the researcher would like to hold a study on the use of puzzles to improve MTs students' vocabulary. In this case, the words of puzzles are familiar to them. Teacher can choose which puzzles are going to use. By playing puzzle, they will have an amazing ability to absorb language through

<sup>&</sup>lt;sup>7</sup> Susanti ikasari, Puzzles As a Means of Increasing The Senior High School Student's Vocabulary, (Surabaya: UNESA, 2004), p.3

playing puzzles and as a result, the teaching learning objectives can be achieved maximally.

#### 1.2 Problems of study

Based on the background of the study above, the writer has questions in carrying out this study:

- 1. How is the students' vocabulary before given treatment?
- 2. How is the students' vocabulary after given treatment?
- 3. Is there any effect of using puzzles to improve students' vocabulary mastery?

#### 1.3 Hypothesis

This research is kind of experimental research, and according to Margono states that in the experimental research there is should be a hypothesis. A hypothesis provides a focus that integrates information. The hypothesis gives direction and interpretation of the data.<sup>8</sup>

Based on the statement above, the writer formulates hypothesis as follows:

- a) Ha: The use of puzzles can improve the students' vocabulary mastery
- b) Ho: The use of puzzles can not improve the students' vocabulary mastery

<sup>&</sup>lt;sup>8</sup> S. Margono, Metodologi Penelitian Pendidikan, (Jakarta: Rineke Cipta, 2007), p.63

#### 1.4 Objectives of the study

- To find out how far the students' vocabulary mastery before and after they are given treatment
- 2. To find out the effect of using puzzles to improve the students' vocabulary mastery.

#### 1.5 Limitations of the study

- This study is limited to the seventh grade of MTs Nurul Islam Surabaya. It is located on Jl. Kapas Baru V Masjid no. 03 Tambaksari Surabaya, to know the capability of students about vocabulary.
- 2. The teaching vocabulary through puzzles. To give the teacher a new way in teaching vocabulary.

#### 1.6 Significance of the study

Doing this study the writer tries to give an alternative way to teach vocabulary at Junior High School. It is hoped that this study will give input for teachers of Junior High school students, so he/she has a new way to teach vocabulary.

#### 1.7 Definition of Key Terms

To understand the purposes of the thesis, it is necessary for the writer give definition, those are:

- Vocabulary is all the words known or used by the student, the vocabularies will be limited by material (theme and kind of text use in seventh year students)
- 2. Puzzles it is a question, problem toy or contrivance designed. In this study, the writer describes puzzles as an educational aid used for increasing students' vocabulary in the form or question and problems which serve a lot of fun and pleasure designed in such a way as a means of teaching English vocabulary.
- Improve is a process to make something better. In this study by using puzzles students' vocabulary mastery was expected to have better achievement than before.

#### CHAPTER II

#### REVIEW OF RELATED LITERATURE

In this chapter the writer reviews the related literature theories from the previous studies that the underline her study. The writer divides the chapter into three subheadings. The first, vocabulary, the important of vocabulary, types of vocabulary, vocabulary item for the SMP students, and technique of teaching vocabulary. Second, games, games in language learning, using games to teach vocabulary, the advantages of using games to teach vocabulary and puzzle. The third is using puzzles to improve students' vocabulary.

#### 2.1. Vocabulary

The students need to master vocabulary when they are learning a language, especially English as a second language,. The more vocabulary mastered by the students, the better performance there will be in all aspects of learning language. But, related to mastering vocabularies well, as Lado said that no one knows all the words of any of the major languages of the world. We all know limited vocabularies.

There are various definitions of what vocabularies are. Hornby defines that vocabulary is the total number of words which make up a language. It can be

<sup>&</sup>lt;sup>9</sup> Robert Lado, Language Teaching: A Scientific Approach, (New York: Mc. Graw Hill, Inc, 1971), p. 116

said that language is arranged by so many words and phrases. He adds that vocabulary is a collection of words or phrases and list of words in language textbook, usually alphabetically arranged and explained or defined. Whereas Penny states that vocabulary can be defined, roughly, as the words we teach in foreign language. 11

Moreover, Hart has point out that vocabulary is a list of words with their meaning, glossaries and sum of words used in a language. Those words have meaning and convey some messages.<sup>12</sup> While Williams in his book states that vocabulary is any letter or sequence of letters which conveys a meaning in the language in use.<sup>13</sup>

It is clear that vocabulary is a sum of words in a language which have meaning. Those words are used for communicating both talking and writing.

#### 2.1.1 The importance of vocabulary

Vocabulary is very important in language learning process especially in learning English as a foreign language. Therefore, teaching learning activities should be emphasized on the students' vocabulary in order to get a successful. If we want to communicate with others in a certain language, we

<sup>&</sup>lt;sup>10</sup> A. S Homby, Oxford Advance Learners Dictionary, (Oxford: Oxford University Press, 1995), p. 1331

<sup>&</sup>lt;sup>11</sup> Penny Ur, A Course in Language Teaching: Practice and Theory, (New york: Cambridge University Press, 1996), p. 60

<sup>&</sup>lt;sup>12</sup> Archibal Hart, Twelve Ways to Build Vocabulary, (New York: Barner and Nobel. Inc, 1976), p. 14
<sup>13</sup> C.B. Williams, Style And Vocabulary: Numerical studies, (New York: Hafner Publishing

C.B. Williams, Style And Vocabulary: Numerical studies, (New York: Hafner Publishir Company, 1970), p. 17

must master the language they belong to, especially to know enough vocabulary of those language. It is support by Wilkins who says that vocabulary is important not only for learning a language itself but also for the language for communication.<sup>14</sup>

Moreover, mastering large vocabulary is considered as wide knowledge as Burton as quoted by Agustini says that a large vocabulary helps learners to express their ideas precisely and vividly. Beside, large vocabulary is used determine students' ability in listening comprehension, speaking, writing and reading since vocabulary support student language skill both in expressive skills, speaking and writing and receptive skill, listening and reading as Long and Richard recommended that on ESL/EFL student who plans read any substance in English needs to acquire as large as vocabulary. 16

Vocabulary mastery is needed to the development of the four aspects of communication namely: listening, speaking, reading and writing. It means that in teaching English, vocabulary is the bridge for their skills to achieve a certain goal such as in listening, speaking, reading and writing. The successful students learning language depends on how many vocabularies they can master and how well they use them. It is line with what Deighton says that:

<sup>14</sup> Teguh Budiarso, *Prinsip dan Strategi Pengajaran Bahasa*, (Surabaya: Lutfansah Mediatama, 2004), p. 93

Puteri Agustini, Vocabulary Quiz As a Means to Improve The Vocabulary of The Second Grade Students, (Surabaya: UNESA, 2007), p.9

<sup>&</sup>lt;sup>16</sup> Michael H. Long, *Methodology in TESOL: A Book of Reading*, (Boston: Heinle & Heinle Publishers: 1987), p. 30

Vocabulary is the most important components of language power. In using the language, students who rich in vocabulary will be successful both in expression skills: speaking and writing, and receptive skills: listening and reading. But those who are poor in vocabulary will get trouble in those skills.<sup>17</sup>

In other words, vocabulary is the key to be successful in increasing the language skill. It means that vocabulary is important in communication. We cannot communicate with others in a certain language if we don't know much words of the language.

#### 2.1.2 Types of Vocabulary

According to Haycraft in Hatch and Brown as quoted by Agustini has pointed out that there are two types of vocabulary, receptive and productive vocabulary. *Receptive* vocabulary means word that the student recognizes and understands when they occur in a context but which he cannot produce correctly. While *productive* vocabulary means words which the student understand, can pronounce correctly and use constructively in writing and speaking. <sup>18</sup>

Different definition and opinion given by Lado who states that there are two types of vocabulary, function words and content words. *Function* words are words that must be learned in connection with the use in the sentence and which are limited in number or some lexical unit of words that are used to express grammatical function. They consist of interrogators.

Lee C. Deighton, Encyclopedia of Education, (New York: Mc. Millan Co Free Press, 1971), p. 461
 Puteri Agustini, Vocabulary Quiz As a Means to Improve The Vocabulary of The Second Grade Students, (Surabaya: UNESA, 2007), p.10

preposition, auxiliaries, determiner, coordinator, etc. such as of, or, with, in, etc. While *content or lexical words* are words whose meaning is recorded in dictionary and often stated by means of definition, synonym, antonym, contextual explanation and can be learned in small group around life situation. They consist of noun, verb, adverb and adjective. <sup>19</sup>

#### 2.1.3 Vocabulary item for the SMP Students

The vocabulary items for SMP students based on 2006 English Curriculum are divided into two kinds. Those are classification of word according to the theme and class. The theme for the seventh year students of SMP students is: self identity, school life, family life, profession, stories, hobbies, things around us and shopping.<sup>20</sup>

Vocabulary items based on the theme consist of words that should be learned in context. It can also be taught in a different theme. Means that the theme which is related with vocabulary and structure are considered to fill the target of competence. Moreover, vocabulary items are produced from genre: descriptive, narrative, recount, procedure, report, etc. for the seventh student of SMP, genre is classified based on the semester. In the firs semester for example, students are learning narrative text and for the second semester.

<sup>19</sup> Robert Lado, Language Teaching: A Scientific Approach, (New York: Mc. Graw Hill, Inc, 1971),

Kristono, Bahasa Inggris SMP Kelas VII, (Jakarta: Yudhistira, 2006), p.v.

students are learning descriptive text. In descriptive text, the social function is to describe a particular person, place or thing.

#### 2.1.4 The Technique of Teaching Vocabulary

One way to learn foreign language is trough vocabulary. Vocabulary as one of the language skill should be mastered by the students who are learning the language. Some vocabulary is often difficult to learn by the students, the teacher has to be able to guide and create an interesting way to teach vocabulary. It is not an easy duty for the teacher. It is rally needed good teacher who does not only teach his or her students but he or she must do more than in order to teach successfully. As a good facilitator and coordinator, the teacher should be able to make the students' learning process easy. The teacher should enrich his or her knowledge about ways and technique how to teach.

Scott Thornburry in his book states that the implications for the teaching of vocabulary are :

- a. Learners need tasks and strategies to help them organize their mental lexicon by building networks of associations-the more the better.
- b. Teacher need to accept that the learning of new words involves a period of "initial fuzziness"
- c. Learners need to wean themselves off a reliance on direct translation from their mother tongue.
- d. Words need to be presented in their typical contexts, so that learners can get feel for their meaning, their register, their collocation, and their syntactic environments.
- e. Teaching should direct attention to the sound of new words, particularly the way there are stressed.
- f. Learners should aim to build a threshold vocabulary as quickly as possible.

- g. Learners need to be actively involved in the learning of words.
- h. Learners need multiple exposures to words and they need to retrieve words from memory repeatedly.
- i. Learners need to make multiple decisions about words.
- j. Memory of new words can be-reinforced if they are used to express personally relevant meanings.
- k. Not all the vocabulary that the learners need can be "taught": learners will need plentiful exposure to talk and text as well as training for self-directed learning. <sup>21</sup>

The teaching of vocabulary should get more attention to help the students to master the vocabularies without making them feel bored or frustrated. Vocabulary became an neglecting aspect. Taylor says "Vocabulary is central in teaching and learning a foreign language however in foreign language teaching, vocabulary has for long time been a neglected area. Pride or place has been given to the structure or latterly, function".<sup>22</sup>

In fact in the class, teachers usually use monotonous way to teach vocabulary whereas students need something interesting in teaching learning process. Teacher just orders the students to match and completing the sentences. This way can make the students bored. Puzzles can be used to get rid of the students' boredom. Teacher also can use nonverbal communication in teaching learning process technique in order to ovoid the students' bored. Gestures as one of nonverbal communication may used to convey the meaning of some words. Certain descriptive, adjective, such as tall, thin, fat, happy, lend themselves trough pantomime and gestures.

<sup>&</sup>lt;sup>21</sup> Scott Thornbury, How to Teach Vocabulary, (England: Person Education Limited, 2002), p.30 <sup>22</sup> Linda Taylor, Teaching and Learning Vocabular, (UK: Prentice Hall International, 1990), p.1

Celce- Murcia has point out the general technique of presenting new vocabulary. They are:<sup>23</sup>

- a. Lead in: in this step. it is better to teacher establishes a context in which to teach the words that can be done by asking question or making simple statement, showing picture, or object that are available in the classroom.
- b. Convey meaning: teachers convey the meaning of words trough definition, demonstration, visual, and synonym, antonym, translations, mimes, and gesture.
- c. Repetition of the words: students should repeat the word in isolation until they have no difficulties to pronounce it.
- d. Verification: teacher need to verify whether the students have understood the word or not, teacher can asks them a question in which students will respond to. The answer can be varied and it should explore the use of the words in context and allow the students to practice it. It also can be done by asking the students to make simple sentence.
- e. Use: teacher the students some open-end question by which the answer can be varied and it should explore the use of the words in context and allow the students to practice it. It also can be done by asking the students to make simple sentence.

<sup>&</sup>lt;sup>23</sup> Marianne Celce – Murcia, *Teaching English as a Second Language*, (English: Newbury House Publishers, Inc, 1979), p.247

f. Model sentence: the teacher can do both writes the word on the blackboard or dictate to the students.

#### **2.2. GAMES**

Enjoyment of games is not limited by age. Some individuals are not seen from age but from the suitability of the games and roles of the player. It is usually accepted that young learners and adult are interested in playing game. Andrew Wright and friends state that games help and encourage many learners to sustain t

heir interest and work, games also help the teacher to create contexts in which the language is useful and meaningful.<sup>24</sup> Of course, in this case the teacher should be careful to make the games enjoyed by young learners and at the same time some language items are learned. Brown states that games involve:

- 1. Rule must be followed
- 2. Competition between individuals or team
- 3. Determination of a winner if teams of players are part of the game plans, cooperative learning as well as competition can result.<sup>25</sup>

Although vocabulary is admitted as the most important language component, not all English teachers have great attention on the way of teaching it. Meanwhile, it is teachers' responsibility to seek interesting way in order to make students feel happy and motivated to learn. Therefore, games can be applied in

<sup>&</sup>lt;sup>24</sup> Andrew Wright, Games for Language Learning, (New York: Cambridge University Press, 1984),

p.1
<sup>25</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, (Englewood Cliff, N.J: Prentice Hall, 1980), p.317

vocabulary teaching as generally, Junior High School will like playing something fun for them and also learning something in relax situation.

A game, as it is defined by Webser as cited by Susanti is a physical or mental competition conducted according to rules in which the participants play in direct opposition to teach other, each side striving to win and keep the others from doing so. <sup>26</sup>Hadfield as quoted by Agustini defines a game as an activity with rules, a goal and element of fun. There are two kinds of games, cooperative and competitive games. In cooperative games, the player or team work together towards a common goal. In these games, there are no winners or loser. All students work together to solve the problems. However, in competitive games, usually the teams are competing to win the games. They will try hard to answer all question as precisely as fast as possible. <sup>27</sup>

It is expected that games can be used as an effective and attractive way to teach English as a foreign language so that the student will get fun and interest and they will not get bored.

#### 2.2.1 Games in Language learning

Games is attractive, because they are fun, the pleasant relaxes atmosphere fostered by the games has proven to be efficient learning. That is why many teachers of English as a second language who use games with

<sup>&</sup>lt;sup>26</sup> Susanti ikasari, Puzzles As a Means of Increasing The Senior High School Student's Vocabulary, (Surabaya: UNESA, 2004), p.13

<sup>(</sup>Surabaya: UNESA, 2004), p.13

<sup>27</sup> Puteri Agustini, *Vocabulary Quiz As a Means to Improve The Vocabulary of The Second Grade Students*, (Surabaya: UNESA, 2007), p.15

children and teenagers and even adults are extremely pleased with the result. To make games effective, Lubis as quoted by Noviani suggests, "Games are best set up by demonstration rather than by lengthy explanation." It means that by demonstrations, students will get experience to practice their physics, emotion and thought.

In implementing games in classroom, it is important to regard games as an integral part of the language syllabus, not as an amusing activity for the end of the term. This provides an opportunity for intensive language practice, offer a context in which language is used meaningfully and acts as a diagnostic tool for the teacher and highlights areas of difficulty.

#### 2.2.2 Kinds of Vocabulary Games

A vocabulary games as one in which the learners' attention in focused mainly on word. There are three kinds of games, namely: game on spelling, game on grammar and game on vocabulary. Tarigan as quoted by Susanti states that vocabulary games are divided into six forms, they are:

 Anagram: is a word or phrase made by rearranging the letters of another word or phrases.

Example:

a. one word, e.g.: cause=sauce; weird-wider

Noviani Sulistyowati, Using Puzzles to Teach Vocabulary, (Surabaya: UNIPA, 2002), p.12

- b. Two words, e.g.: angel=angle-glean; dear=read=dare
- c. Three words, e.g.: edit = diet = tide = tied ; large = regal = glare = lager
- d. Four words, e.g.: aster=rates=stare=tares=tears; spare = pears = reaps = pares= rapes.
- e. Word rearranges into phrase, example:
  - > Conversation = voice ran on
  - $\triangleright$  Endearments = tender names
  - $\triangleright$  Enough = one hug
- f. Phrase rearranges into another phrase, example:
  - $\triangleright$  The eyes = they see
  - $\triangleright$  The Mona Lisa = no hat, a smile
  - The countryside = no city dust here
- 2. Concept association: is the explanation of a certain concept can be associated with something suitable to that.

Example:

Question answer

- a. Always working together
- b. Found of sugar An ant
- a. living in tress
- b. Found of bananas A monkey

#### 3. Additional phoneme on initial and final:

Example:

a. ame : dame, fame, came, lame

b. dus: dusk, dust

#### 4. Conundrum

The teachers can choose conundrum related to the subjects or based on flowers, animals and so forth.

Example:

Question

Answer

a. What is the animal having

a very long neck?

A giraffe

b. Who is the one who do not

have parents

An orphan

#### 5. A crossword puzzles

Recently it is still a very popular vocabulary games since it has a lot of fun and able to enrich students' vocabulary. In this game, the students have to fill the boxes letter by letter based on the questions.

#### 6. Palindrome

There are words or sentences which the sound, meaning, and the letter order are the same if it is read either from the beginning or from backward.

The applying of vocabulary games is suitable for the students for it serves a lot of fun. Moreover, vocabulary games attract the students to learn and to feel excited in learning words, and as a result, it can enrich and increase the students' vocabulary.

#### 2.2.3 Using Games to Teach Vocabulary

An important objective of vocabulary instruction is to develop an interest in words. The student whose curiosity about words is aroused is likely to increase vocabulary and to become more discriminating.

Edgar Dale as cited by Agustini states that students generally enjoy games and exercises involving the use of *puns*, *riddles*, *anagram and palindromes*. In general it is believed that these lessons will:

- 1) Point out the element of enjoyment or challenge in language study and encourage word play;
- 2) Require the student to look carefully at words an important aspect of vocabulary building;
- 3) Give the student practice in calling up words on the basis of given clues;
- 4) Require the student to match words with definitions;
- 5) Provide spelling practice and compel close attention to word formation;
- 6) Show the student how the letters of many words can be manipulated too form other words;
- 7) Emphasize the importance of letter position in relation to word meaning;
- 8) Encourage students to classify and generalize concepts.<sup>29</sup>

<sup>&</sup>lt;sup>29</sup> Puteri Agustini, Vocabulary Quiz As a Means to Improve The Vocabulary of The Second Grade Students, (Surabaya: UNESA, 2007), p.15

The grade level is important in deciding the kinds of games the teacher will use. In other words, a teacher cannot introduce games which are more difficult than the students' capability, so selecting games are very crucial to be done. Some of the games require mature thinking; others can be done at a lower grade level. However, by using appropriate words the teacher can fit the techniques of the games to any desired grade level.

#### 2.2.4 The advantages of using games to teach Vocabulary

As we know that there are many techniques in teaching vocabulary and game could be one of them. Some expert says that games used for teaching vocabulary have many advantages.

According to Phun as cited by Noviani mentions that vocabulary games, there are sense of excitement about words, sense of wonder and feeling of pleasure. As a result, the students are eager to learn the words because they need them. <sup>30</sup> So, vocabulary games attract the students to learn and feel excited in learning words.

Moreover, Hidayat as quoted by Agustini states that "permainan mampu menembus kebosanan, memberikan tantangan untuk memecahkan

<sup>30</sup> Noviani Sulistvowati, Using Puzzles to Teach Vocabulary, (Surabaya: UNIPA, 2002), p.13

masalah dalam suasana gembira serta menambah perbendaharaan kata siswa.<sup>31</sup>

In short, Games are effective and efficient and also can avoid boredom in learning English vocabulary.

#### 2.2.5 Definition and Kinds of Puzzles

According to Gove, puzzles is a question, toy or contrivance designed for testing ingenuity. Puzzles is one of educational aid used to teach vocabulary. Puzzles have become more widely used in resent years. He says that research on language learning has revealed that student's motivation and effective atmosphere in the classroom have great influence on the acquisition of language competence.<sup>32</sup>

Psychologist define as quoted by Susanti puzzles as problem solving activities that is they are example of behavior involving thought directed toward the attainment of a solution to a problem posed in some recreational fashion. Crossword, jigsaw puzzle and logic problems are all activities of this kind.<sup>33</sup> However, a warning must be issued in using such solely as recreational devices.

<sup>&</sup>lt;sup>31</sup> Puteri Agustini, Vocabulary Quiz As a Means to Improve The Vocabulary of The Second Grade Students, (Surabaya: UNESA, 2007), p.15

<sup>&</sup>lt;sup>32</sup> Phillip Babcock Gove, Webster Third New International Dictionary, (Massachusetts: G and C Meriem, Co, 1961) p. 1851

<sup>33</sup> Susanti ikasari, Puzzles As a Means of Increasing The Senior High School Student's Vocabulary, (Surabaya: UNESA, 2004), p.14

Finally, to keep the motivational value high, the teacher should always make sure that puzzles are likely to be understood, enjoyed and solved by most students. In other words, they should be "synchronized" with the students' intellectual abilities and level of linguistic or communicative competence. The teacher must be able to choose appropriate puzzles in specific situation.

There are many kinds of puzzles in vocabulary games. In this study, the writer uses five kinds of puzzles which are suitable to be applied for improving students' vocabulary acquisition.<sup>34</sup>

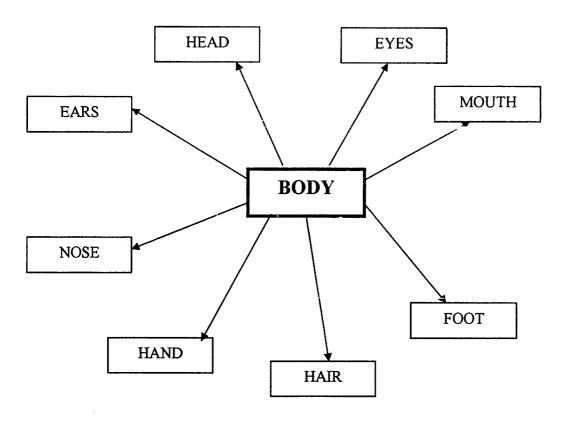
#### 1) Word – family Diagram

This kind of puzzles is similar to brainstorming in that we begin with a broad topic and write whatever we think of regarding that topic. First of all, we write the key word in the middle of the page and draw a box around it. The key word can be several things, such as places, food and so on. After that, we draw spokes coming out from the box and at the end of each spoke, we put one of the things that comes to mind as we are thinking about the key word.

<sup>34</sup> Ibid, p. 14

Here is the example of word-family diagram and the key word is part of the body.

Example: PART OF THE BODY



#### 2) Scrambled Letters and Words

Scramble letters or words are useful primarily for the recognition of words and their spelling. Scramble letters can be contextualized in several ways to expand their pedagogical scope. They can be used for the review and reinforcement of a certain category such as reviewing the day of the week, changing formation of other tenses, etc.

#### Example:

By unscrambling the following letters you will get the days of the week:

Tsaruyda	:
YadnMon	:
DFirya	:
Dsnuay	:
Tdhauysr	:
Nweddesy	/a :
yadseuT	:
(ans. :	Saturday, Monday, Friday, Sunday, Thursday, Wednesday
	Tuesday)

This puzzle is a simple example of scramble letters. This type can be contracted at two levels of difficulty. For children and beginning students of all ages. "syllabic" scrambling that is scrambling the syllables of words seems to be the most appropriate construction technique.

#### Example:

In general, scrambled letters are formed by a random scrambling technique:

truif......(ans. Cat)

The scrambling of words, rather than the letters, is another widely used in construction technique.

#### Example:

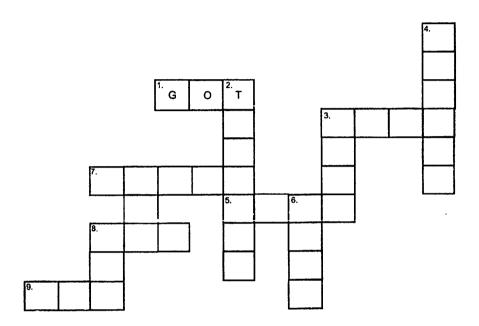
hard / is / Toni / English / studying......(ans. Toni is studying English hard)

go / Ani / school / to / bicycle / by.....(ans. Ani go to school by bicycle)

#### 3) Crosswords

Crossword appeals to people of all ages and has probably the largest of any puzzle in history. The construction technique consists of simply in arranging the words so that they cross the appropriate points. The arrangement is then made to correspond to horizontal and vertical clues. Crosswords can also be constructed in various other ways to make them even more interesting and diversified. It can be based on a wide

variety of discrete-point objectives by using suitable clues. It also used as a recall an reinforcement activity.



#### 4) Fill-in Puzzles

It comprises of a set of boxes which some of them are given letters and the others are left blank. The students are asked to fill the blanks based on the questions.

1	H				Е
2		Α	M		L
3	С			I	
4			В	L	

# Question:

- 1. A place where people live.
- 2. An animal that travels in desert
- 3. A thing you sit
- 4. A thing on which the dishes are set for lunch.

# 5) Word-Searches

This puzzles type is constructed simply by hiding words in an array that can take on any geometrical shape. The difficulty of this puzzle can be increased by making the camouflaged words go in various directions: left to right, right left, up and down, diagonally in and direction. The level of difficulty should correspond to the age of learner. To make word-search more challenging, teacher can combine it with other puzzle types such as scrambled letter.

A	С	В	0	Н	A	M	M	E	R	R
С	V	0	С	С	A	R	R	E	D	Е
F	0	S	С	I	S	S	0	R	S	S
G	T	М	Ū	Т	I	P	R	0	M	Н
Н	R	I	P	S	E	E	N	E	Α	Е
I	Α	Y	L	Ū	S	Н	P	E	S	Α
J	Y	T	Е	Α	T	0	С	Н	T	R
L	Н	A	R	Y	S	Е	Т	A	W	S

# 2.3. Teaching Vocabulary Through Puzzle to Improve Students' Vocabulary

Earl Stevick as cited by Susanti states that learning a new language is a long, hard process, no matter how bright the students or how skillful the teacher.<sup>35</sup> Realizing on his statement, it is something hard to do for the teachers of classroom, since it is their responsibility to make the students interested in learning English, in this case learning English vocabulary. The fact is, the way of teaching English vocabulary is mostly monotonous, so that students will get bored easily.

There are many techniques in teaching English vocabulary and puzzles could be one of them. Through puzzles, the students can learn English vocabulary in relax situation. But, the objective of teaching-learning process can be carried out easily. As Wierus as cited by Agustini says that all games are so much fun for the students as well for himself since they help develop the students' skill in asking question, enlarge their vocabulary, and improve their listening comprehension. Furthermore, all the games create a pleasant and relaxed but disciplined atmosphere, motivate students and after all, they all have been a great success.

35 Susanti ikasari, Puzzles As a Means of Increasing The Senior High School Student's Vocabulary, (Surabaya: UNESA, 2004), p.18

<sup>&</sup>lt;sup>36</sup> Puteri Agustini, Vocabulary Quiz As a Means to Improve The Vocabulary of The Second Grade Students, (Surabaya: UNESA, 2007), p. 20

In short, the purpose of game, in this case puzzle, are in line with the uses, that is to enable students to learn in a relaxing situation and to give teachers variation in teaching. In this case, puzzle games may add a sense of visualization to learning process and give variation in what is sometimes monotonous routine.

#### **CHAPTER III**

# RESEARCH METHODOLOGY

# 3.1 Research Design

This study is conducted to be an experimental Design. The writer will use one group pre-test and post-test design. Gilbert in his book stated that in the one-group pretest-posttest design a single group of subjects is given a pretest (O), then the treatment (X), and then posttest (O). The result that is examined is a change from pretest and posttest. <sup>37</sup>

From the statements above, then the researcher can draw design as follows:

$$P_1 \longrightarrow X \longrightarrow P_2$$

Where:

P<sub>1</sub>: Pre-test

X: Treatment

P<sub>2</sub>: Post-test

Firstly, the writer gives pre-test to the students in order to know their vocabulary before being given treatments. They are given after each treatment. The result of each test is used to support the result of measurement using t-test. A post-test is given after the last treatment.

<sup>&</sup>lt;sup>37</sup> Gilbert Sax, Foundations of Educational Research, (London: Prentice - Hall, Inc, 1979), p. 153

Based on the explanation above, the writer can describe the research design as follows:

$$P_1 \longrightarrow X_1-T_1 \longrightarrow X_2-T_2 \longrightarrow X_3-T_3 \longrightarrow X_4-T_4 \longrightarrow X_5-T_5 \longrightarrow P_2$$

## Where:

P1 : Pre-test

X1 : First treatment

T1 : Test for the first treatment

X<sub>2</sub> : Second treatment

T<sub>2</sub>: Test for the second treatment

X<sub>3</sub>: Third treatment

T<sub>3</sub>: Test for the third treatment

X<sub>4</sub> : Fourth treatment

T<sub>4</sub>: Test for the fourth treatment

X<sub>5</sub>: Fifth treatment

Ts: Test for the fifth treatment

P<sub>2</sub>: Post-test

## 3.2 Research Variable

There are two variables, dependent variable and independent variable.

According to Creswell, dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable. Example of dependent

variables in education are achievement scores on the test, the organizational climate of a junior high school, the leadership skills of principals, or the cost effectiveness of the student affairs programs in colleges.<sup>38</sup> And the students' vocabulary scores is becomes the dependent variable.

However, independent variable is the major variable which is selected, manipulated and measured for investigation. It means that puzzles as a material become the independent variable.<sup>39</sup>

# 3.3 Population and Sample

The sample of this study is the seventh grade students of MTs Nurul Islam Surabaya. The writer chooses this grade because she thinks that they have already known English well and will be understand the material easily. The writer hopes that there will be no difficulties or at least she can minimize the difficulties when teach English to them.

## 3.4 Research Instruments

In conducting this research, the writer uses test. She gives it six times. The first is pre-test which is given before the treatment done. The second is the test during the treatment done. She gives it after each treatment. Because there are

<sup>39</sup> Sugiyono, Metode Penelitian Kuantitatif, Kualitatif dan R&D, (Bandung: Alfa Beta, 2009), cet. Ke-6, p. 38

John W. Creswell, Educational Research: Planning, Conducting, and evaluating Quantitative and Qualitative Research, (Canada: Pearson Prentice Hall, Inc, 2008), p. 126
 Sugiyono, Metode Penelitian Kuantitatif, Kualitatif dan R&D, (Bandung: Alfa Beta, 2009), cet. Ke-

four treatments so the test is also given four times. And the last is post-test which is done after all of the treatments given. According to Arikunto, a good instrument should be valid and reliable.<sup>40</sup> In this case, the writer held the tryout to find out the validity and reliability of the instrument. The concept of validity and reliability are discussed below:

# 3.4.1 The Validity of Test

Validity refers to the appropriateness, meaningfulness, and usefulness of the specific inferences researchers make based on the data they collect. Validation of an instrument is the process of collecting evidence to support such inferences. The validity question is concerned with the extent to which an instrument measures what one thinks it is measuring. In order words, validity refers to the degree to which evidence supports any references a researcher makes based upon data she collects using a particular instrument that is validated. The inferences should be appropriate, meaningful and useful.

The test can be called a valid test if it measures internal knowledge or measures what should be measured. Every test whether it is a short, informal classroom test, or public examination, should be as valid as the constructor can make it.

Teguh Budiarso, Prinsip dan Strategi Pengajaran Bahasa, (Surabaya: Lutfansah Mediatama, 2004), p. 140

<sup>&</sup>lt;sup>40</sup> Suharsimi Arikunto, *Prosedur Penelitian: suatu pendekatan praktek*, (Jakarta: Rineka Cipta, 2006), cet. Ke-13, p. 168

Based on the testing of validity, Campbell and Stanley divide validity into two types: internal validity and external validity. Internal validity is the basic minimum of control, measurement, analysis, and procedures necessary to make the results of the experiment interpretable. External validity is the validity which is achieved when the data collected by the instrument are appropriate with the other data. It deals with the extent of generalizability of the results.<sup>42</sup>

In this study, the writer used external validity and the formula product moment correlation of row scores. The formula is explained below:<sup>43</sup>

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

Where:

 $\mathbf{T}xy = \mathbf{C}$  efficient correlation between X and Y variable

X =The scores of try-out test

Y = The scores of sub-summative test

N =The members of the students

In order to know whether the correlation is significant or not, the result of Txy should be consulted to r table of product moment correlation with the

<sup>&</sup>lt;sup>42</sup> William Wiersma, Research Methods in Education: an Introduction, (Boston: Allyn and Bacon, 1979), p.112

<sup>&</sup>lt;sup>43</sup> Burhan Nurgianto, *Penilaian Dalam Pengajaran Bahasa dan Sastra*, (Yogyakarta: BPFE – Yogyakarta, 2001), Cet. Ke-3, p.114

level of significance 5%. If  $\Gamma xy$  is lower than  $\mathbf{r}$  product moment, the correlation wan significance.<sup>44</sup>

# 3.4.2 The Reliability of the Test

Susan Stainback states that reliability is often defined as the consistency and stability of data or findings. From a positivistic perspective, reliability typically is considered to be synonymous with the consistency of data produced by observations made by different researchers, by the same researcher at the different times, or by splitting a data set in two parts.<sup>45</sup>

To establish the reliability of the test used by the writer as a researcher instrument, the writer used the formula of Kuder and Richardson namely K- $R_{21}$ , since it required a single administration of test. The formula used is as follows:<sup>46</sup>

$$\mathbf{r}_{11} = \left(\frac{\mathbf{k}}{\mathbf{k} - 1}\right) \left(1 - \frac{\mathbf{M}(\mathbf{k} - \mathbf{M})}{\mathbf{k} \cdot \mathbf{V}t}\right)$$

<sup>&</sup>lt;sup>44</sup> Suharsimi Arikunto, *Prosedur Penelitian : suatu pendekatan praktek*, (Jakarta : Rineka Cipta, 2006), cet. Ke-13, p. 170

<sup>&</sup>lt;sup>45</sup> Sugiyono, Metode Penelitian Kuantitatif, Kualitatif dan R&D, (Bandung: Alfa Beta, 2009), cet. Ke-6, p. 267

<sup>&</sup>lt;sup>46</sup> Suharsimi Arikunto, *Prosedur Penelitian : suatu pendekatan praktek*, (Jakarta : Rineka Cipta, 2006), cet. Ke-13, p. 189

Where:

 $\mathbf{r}_{11}$  = reliability of test

k = numbers of items

M = mean score

Vt = total variant

The formula to find mean score (M) was:

$$M = \frac{\sum X}{N}$$

The formula to find total variant (Vt) was:

$$Vt = \frac{\sum X^2 - \frac{\left(\sum X\right)}{N}}{N}$$

# 3.4.3 Pre – experimental stage

Before coming to the experimental stage, the writer held preexperimental stage by offering try-out to the seventh year students. The test consisted of 40 items and the time needed is 60 minutes. Try-out test is necessarily given, to find out whether the instrument used in study is valid and reliable or not.

From the try – out test, the validity of the test was 0,70 and the reliability was 0,68. To know whether the result of the test was valid or

not, the writer consulted to **r** table Product moment. The value of **r** Product moment with the level of significance of 5% was 0,334. it means that **r** table (0,334) was lower than **r** product moment (0,70), so the correlation was significant. It was proved that the test was valid (see appendix 1).

To find out whether the result of the test reliable or not, the writer consulted the result to the Grelunds' theory. He says that test reliability of classroom typically ranges between 0,60-0,80, so because the reliability results' was 0,68 it was proved that the test was reliable ( see appendix 2 )

# 3.5 Data Collecting Technique

To obtain the data, the writer takes the following steps:

- Giving pre-test to measure the students' knowledge about vocabulary. It was done in May 3, 2009.
- 2. The pre-test was containing 40 numbers of items of multiple choices and the test must be done in 60 minutes. The students had to do the pr-test before they got the treatments.
- 3. Teaching the first teaching material and giving a test after the treatment. It was done in May 6, 2009.
- Teaching the second teaching material and giving a test after the treatment. It was done in May 13, 2009.

- Teaching the third teaching material and giving a test after the treatment. It was done in May 16, 2009.
- Teaching t he fourth teaching material and giving a test after the treatment.
   It was in done May 20, 2009.
- 7. Teaching the fifth teaching material and giving a test after the treatment. It was done in June 4, 2009.
- Finally, giving post-test to measure whether the students' vocabulary knowledge is increase or not after given the teaching material. It was done in June 6, 2009.

# 3.1. Data analysis

Too analyze the data, the writer uses the following steps:

- 1. Tabulating the students' pre-test and post-test scores.
- Finding out D. D is the results of post-test minus the result of pre-test each student.
- 3. Adding the D of each student to find out the total difference labeled  $\Sigma D$ .
- 4. Calculating the mean difference labeled  $\overline{\mathbf{D}}$  by dividing the total difference  $(\Sigma D)$  and the number of students (N). the formula is:

$$\overline{\mathbf{D}} = \frac{\Sigma \mathbf{D}}{\mathbf{n}}$$

5. Squaring the D of each student and adding them to find out  $\Sigma D^2$ 

6. Calculating the standard deviation by using the formula:

$$\mathbf{S}_{\mathbf{D}} = \sqrt{\frac{\Sigma \mathbf{D}^2 - \frac{(\Sigma \mathbf{D})^2}{\mathbf{n}}}{(\mathbf{n} - 1)}}$$

7. Calculating the t-test to find out the t-value by using the formula:<sup>47</sup>

$$t = \frac{\overline{D}}{S_{D}/\sqrt{n}}$$

8. Calculating the degree of freedom by using the formula:

$$df = n - 1$$

- Comparing t-calculating with that in tabled-t of the level of significance of
   % and the degree of freedom.
- 10. Explaining the result.

<sup>&</sup>lt;sup>47</sup> Ibnu Subiyanto, Metodologi Penelitian, (Yogyakarta: UPP AMP YKPN, 1987), p. 191

## **CHAPTER IV**

## ANALYSIS AND DISCUSSION

In this chapter the writer presents and analysis the research data. The analysis of data (the result of pre-test and post-test) is done by using t-test formula. The result of the other test will be used as supporting data.

#### 4.1 The result of data analysis

This study is conducted to find out whether the use of puzzles can increase to students' vocabulary. In order to carry out this study, the writer collected the data from the students' tests, pre-test – post-test.

#### 4.1.1 The analysis of the test

- 1. First of all, the writer tabulates the students' pre-test and post-test scores.
- 2. Then she calculates the difference of each student's score in pre-test and post-test to find out the D. D is the difference between paired scores (posttest minus pre-test).
- 3. After the D of each student is found, the writer adds them to find out the total difference labeled  $\Sigma D$ .

4. The next step is to find out the mean of  $\mathbf{D}$  labeled  $\overline{\mathbf{D}}$ .  $\overline{\mathbf{D}}$  is got from dividing all the total difference ( $\Sigma D$ ) and the number of students (N). It can be described as follows:

$$\overline{\mathbf{D}} = \frac{\Sigma \mathbf{D}}{\mathbf{N}}$$

$$= \frac{267,5}{35}$$

$$= 7,64$$

5. Then the writer squares the difference of each student's score and sum them up to find out the total difference square labeled  $\Sigma D^2$ 

Pretest - Posttest Result

NO	$P^{I}$	$P^2$	D	$D^2$
1	70	77,5	7,5 -2,5 5	56,25
2	55	52,5	-2,5	6,25
3	55	60	5	25
4	62,5	72,5	10	100
5	65	60	-5	25
6	57,5	65	7,5 17,5	56,25
7	45	62,5	17,5	306,25
8	65	70	5	25
9	55	75	20	400
10	45	40	<b>-</b> 5	25
11	50	65	15	225
12	57,5	70	12,5	156,25
13	65	67,5	2,5	6,25
14	42,5	62,5	20	400
15	67,5	77,5	10	100
16	47,5	45	2,5	6,25

18	70	75	5	25
19	50	67,5	7,5	56,25
20	45	57,5	12,5	156,25
21	42,5	52,5	10	100
22	50	62,5	12,5	156,25
23	62,5	82,5	20	400
24	60	50	-10	100
25	55	62,5	7,5	56,25
26	50	75	15	225
27	42,5	45	2,5	6,25
28	35	40	5	25
29	70	80	10	100
30	45	60	15	225
31	60	55	-5	25
32	55	60	5	25
33	60	75	15	225
34	62,5	62,5	0	0
35	50	42,5	-2,5	6,25
Total	1965	2187,5	267,5	4231,25
Mean	56,14	62,5	7,64	120,89

6. After that the writer calculates the standard deviation as the following:

$$\mathbf{S}_{\mathbf{D}} = \sqrt{\frac{\Sigma \mathbf{D}^2 - \frac{(\Sigma \mathbf{D})^2}{\mathbf{n}}}{(\mathbf{n} - 1)}}$$

$$\mathbf{S_{D}} = \sqrt{\frac{4231,25 - \frac{(267,5)^2}{35}}{34}}$$

$$\mathbf{S}_{\mathbf{D}} = \sqrt{\frac{4231,25 - \frac{(71556,25)}{35}}{34}}$$

$$\mathbf{S}_{\mathbf{D}} = \sqrt{\frac{4231,25 - 2044,46}{34}}$$

$$S_{D} = \sqrt{\frac{2186,79}{34}}$$

$$\mathbf{S}_{\mathbf{D}} = \sqrt{64,32}$$

$$S_{\rm p} = 8,02$$

7. Then calculates the t – test to find out the t – value as the following:

$$t = \frac{\overline{D}}{S_D/\sqrt{n}}$$

$$t = \frac{7,64}{8,02/\sqrt{34}}$$

$$t = \frac{7,64}{8,02/5,92}$$

$$t = \frac{7,64}{1,35}$$

$$t = 5,66$$

)

8. Finally, the writer calculates the degree of freedom by using formula:

The formula of df or degree of freedom is used to compare the t table with degree significance 0,05 with the result of t-value. If the result shows that the value of t-test was greater than t-table, it means that there was significance difference in achievement scores between pretest and posttest.

# 4.1.2 Hypothesis Testing

It is stated in the previous chapter that there are two hypotheses, i.e. alternative and null hypothesis. In order to test the hypothesis, the writer uses the result of the statistical computation of the t-test. The hypothesis that is tested is the null hypothesis: the use of puzzles cannot improve the students' vocabulary.

From the distribution of t-table with degree of significance 0,05 and df 34, it is found 2,04 and the t-value is 5,66, it can be seen that the t-value is higher than that of t-table. It means that there is significant difference between the result of the pretest and post test. Furthermore, we can see the detail of differences from the table below:

Df	t-value	t-table	Explanation
34	5,66	2,04	The result shows that the t-
			value is higher that t-table, it
			means that the null hypothesis
			(Ho) is rejected while the
			alternative hypothesis (Ha) is
			accepted.

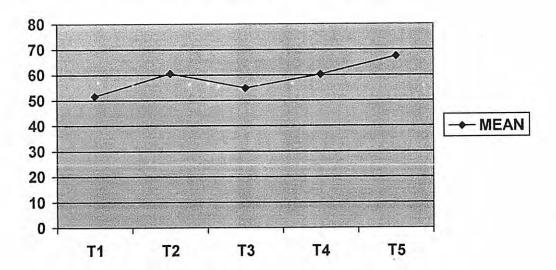
From the result of the analysis above, it can be concluded that the null hypothesis (Ho) which says that the use of puzzles cannot improve the students' vocabulary is rejected. It means the alternative hypothesis (Ha) that says that the use of puzzles can improve the students' vocabulary is accepted.

## 4.2 The Result of the Test in the Treatment Stage

Beside giving pre-test and post-test, the writer also gives five tests during the treatment. The aim of giving those tests is to know whether there is an improvement or not after being given each treatment. The result of each test during the treatment is used as supporting data of this thesis. The writer does not measure the result of the tests statistically, but she only tries to know the mean of each test in order to compare the result of each test.

	T1	T2	Т3	T4	T5
Total Score	1810	2120	1920	2110	2280
Number of students	35	35	35	35	35
Mean	51,71	60,57	54,85	60,28	67,42
Gain	8,86	5 -5	,72 5,43	3 4,	86

Based on the table above, we can draw a graphic as below:



Based on the result of every test in each treatment, it can be said that the student's vocabulary improve well. The improvement of students' vocabulary can bee seen from the graphic above. Comparing to the other test, the mean from the total score in the first meeting is the worst. The graphic shows the mean of the first

meeting is 51,71. On the other hand, the best result of their mean was found on the fifth test, that is 67,42.

Furthermore, we can see the dropping of the mean from the third test. The mean of the second test is 60,57 while the mean of the third test is 54,85 according to the interview, the students said that the material was difficult to understand because most of the vocabularies were still unfamiliar. But the writer can say that the result of the third test is better than the first test. Finally, we can draw the conclusion from the graphic that there is any improvement from the fourth test. In the fourth test the mean is 60,28 and 67,42 for the fifth test. It means that by using the puzzles can improve the students' vocabulary.

## 4.3 Discussion

As stated in the previous chapter that the purpose of this study is to find out whether the use of puzzles can increase the student's vocabulary or not. After doing the research and analyzing the data, the result of the study proves that the alternative hypothesis is accepted and the null hypothesis is rejected. It shows that the use of puzzles can increase the students' vocabulary. It supported by the result of the test during the treatment which show improvement. From the mean score of the five tests, it can be seen that the mean score of the second test is higher than the first test but the third test is lower than the second test. Moreover, the mean score of the fourth test is higher than the third test and also the fifth test is higher than the fourth test. In this case, the writer can say that the drop of the third test might be caused by many

difficult words that the students found in the third material. They found difficulty to doing the test because most of the words are unfamiliar with them and their teacher still not yet teach the words before.

From the finding of the study, it can be said that puzzles are good to be used as materials to teach vocabulary to Junior High School students. Puzzles provide enjoyable classroom atmosphere that can change the dull atmosphere to the lovely one and they can motivate students to be interested in understanding and memorizing vocabulary from various material. By mastering a lot of words they will not find difficulty in mastering the four language skills, namely reading, listening, speaking and writing.

#### **CHAPTER V**

## CONCLUSIONS AND SUGGESTION

As the last chapter in this study, the writer gives conclusions and some suggestion dealing with the use of puzzles to improve the seventh year student's vocabulary.

#### 5.1 Conclusions

Based on the results of the analysis, it can be concluded that:

- 1. The students' vocabulary before given treatments are very low. It showed by the result of pretest. This problem caused of too much time and effort are spent on the teaching of grammar and reading comprehension and very little time is spent on the teaching of vocabulary. Teacher often ignores the principle of selecting vocabulary and the technique to present vocabulary items. Students have to find the meaning of each word in the dictionary and have to memorize. It makes them get bored for the classroom activities which are monotonous and uninteresting. The teacher never gives the students some games to make them enjoy full in study.
- 2. The results of the tests during the treatments show the improvement of the students' vocabulary, even though on the third test, the mean score is dropped. The mean of the second test is 60,57 while the mean of the third

- test is 54,85. The drop of the score of the third test is caused by many difficult words found in the third material that are still unfamiliar to them.
- 3. The result showed that the t-value (5,66) is greater than t table (2,04) at level of significance 0,005 for df 34. So, it can be concluded that there is a significant difference in the achievement scores between pre-test and post-test. It means that the null hypothesis (Ho) which says that the use of puzzles can not increase the students' vocabulary is rejected and the alternative (Ha) which says that the use of puzzles can increase the students' vocabulary is accepted.

# 5.2 Suggestions

Based on the result of the study, the writer gives some suggestions to the English teachers to achieve the success of teaching vocabulary through puzzles.

- 1. An interesting material should be provided by teacher and he/she also should create some variation in order to encourage students' motivations.
- In using puzzles, the selection of materials should encourage the students
  to be creative and active to reflect students' interest and suit the
  curriculum.

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