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

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

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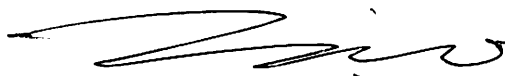
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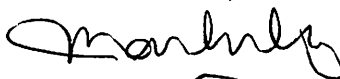
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ABSTRACT

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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 than 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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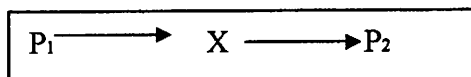
CHAPTER III

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.³⁷

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



Where:

P₁ : Pre-test

X: Treatment

P₂ : 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.

³⁷ Gilbert Sax, *Foundations of Educational Research*, (London : Prentice – Hall, Inc, 1979), p. 153

6. Calculating the standard deviation by using the formula :

$$S_D = \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{(n-1)}}$$

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

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

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

$$df = n - 1$$

9. Comparing t-calculating with that in tabled-t of the level of significance of 5 % and the degree of freedom.
10. Explaining the result.

⁴⁷ 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 (post-test minus pre-test).
3. After the **D** of each student is found, the writer adds them to find out the total difference labeled ΣD .

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.

