



**THE EFFECT OF WORD FIND PUZZLE ON THE STUDENTS'
VOCABULARY MASTERY AT SMA BAITUL AZIZ PERCUT SEI
TUAN**

A THESIS

*Submitted to Tariyah Faculty and Teacher Training UIN-SU Medan, as a
partial Fulfilment of The Requirement for S-1 Program (S.Pd)*

By :

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DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN

2020



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2020



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Dengan ini kami telah menilai skripsi tersebut dapat disetujui untuk diajukan
dalam Sidang Munaqasah Skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN
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Menyatakan dengan sebenar-benarnya bahwa skripsi yang berjudul diatas adalah murni hasil dari fikiran saya, kecuali kutipan-kutipan didalamnya sebagai sumbernya.

Apabila dikemudian hari saya terbukti atau dapat dibuktikan ini hasil jiplakan, maka gelar dan ijazah yang diberikan oleh Universitas batal saya terima.

Medan, 18 September 2020

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ABSTRACT

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Thesis Title : **The Effect Of Word Find Puzzle On The Students'
Vocabulary Mastery At Sma Baitul Aziz Percut Sei Tuan**

The research was intended to know the effectiveness of Word Find Puzzle in the students' vocabulary mastery which was observed and analyzed from students of tenth grade at SMA Baitul Aziz Bandar Klippa. The method utilized was quantitative research by using the experimental research design. The population of this study was tenth grade students of SMA Baitul Aziz Bandar Klippa. In taking the sample of this research, the researcher took some students in each classes as the sample utilized and divided into 2 classes, experimental and control. There were 34 students in the experimental and 26 students in control. The researcher treated by using the Word Find Puzzle in the experimental class and treated by using lecturing method in control class. The researcher utilized pretest, treatment, and post-test. In control class the score increase 59,23 between pre-test and post-test, but in experimental class the score increase about 68,85. By calculated by utilized SPSS V24, The researchers concluded that there was a significant effect of the application of the Word Find Puzzle learning approach on learning outcomes, it can be seen from the results of the analysis that this is indicated by the results of hypothesis testing which indicate that the Sig. (2 - tailed) <0.05 ($0.000 <0.05$) and the value of $t_{(count)} > t_{table}$ ($6.365 > 1.992$). Then in post test the researcher found that the value of Sig. (2tailed) is 0,923. It is bigger than 0,05 ($0,923 > 0,05$) Sig. in T-Test (2tailed) is 0,002. It was less than 0,05 ($0,002 > 0,05$), so the researcher found a significant different between the experiment class and control class. In other words, the students' accomplishment in vocabulary mastery is more effective by using Word Find Puzzle than lecturing method.

(Keyword : vocabulary, students , mastery, Word Find Puzzle)

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All praise is due to Allah the Almighty, the sustainer, the most gracious and merciful, lord of the world, who had given the researcher love, strength, health, and patience in the process of finishing this thesis. Shalawat and greeting present to our Prophet Muhammad SAW and his family, his companion and his adherence.

This thesis entitle. The effect of word find puzzle on the students' vocabulary mastery at SMA Baitul Aziz Percut Sei Tuan. It will be created by the researcher, adjusting the assignment and completing the requirement for S-1 Program at English Education Departmen of Tarbiyah and Teacher Training Faculty, State Islamic University of North Sumatera Medan.

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Medan, 15th of September 2020

Intan Zulfira Pane

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CHAPTER I INTRODUCTION

A. Background of the Study

Human being use language as a means of communication with another people, not only means of communicating thoughts and ideas, but also it forges friendship, culturalties, and economic relationship. Without language it is hard for people to cooperate and get along with one another.¹ In indonesia, English is use a foreign language. English also considered as an importance language to be learned. Many people want to develop their English vocabulary and make sure they have good English. In educational, English has necessary role. It could be seen that language has been learned in any levels of educational.

Vocabulary as the basic element of for English skill, such as listening, writing, reading, and speaking. It plays an necessary role in teaching and learning English, where in mastering the vocabulary effectively is seen as a key objective for learners. Nobert said that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.²

This statement implies if students do not know any words of language which will be spoken and written, surely they will not be able to communicate, even though they know more about the rules of to construct

¹ Sholihatul Hamidah Daulay, *Introduction to General Linguistics* (press,2011),p.11 ² Howard Jacson,(2002), *Grammar and vocabulary: A Resource Book For Students*. New York: Routledge.

the sentences. Thus, it is obligatory that students need to mastery vocabulary in order to communicate or write with the others well.

Jacson said that vocabulary is the stock of words in a language or that is known use by personal or that is associated with a particular activity.² Those who were mastery a language have to now many words and their meaning. Since the vocabulary itself deals with all of the four main skills of language; reading, writing, listening and speaking. This is means dealing with comprehension and producing language.

The necessary of vocabulary effects the students' accomplishment of the fourth language skill. In other words, listening, writing, reading and speaking skill is not be able to separate from vocabulary. It is anticipated that students need to raise their vocabulary around one thousand words a year. Occording to the Curriculum, the students are required to reach their vocabulary 1000-1500 words each year so that in three years students are required to raised their vocabulary around four thousand words.³ In this time, every students have studied English since they are in primary school until senior high school. It is about 6 years and 3 years in junior high school. So that student in senior high school must be have at least around 10.000-12.000 vocabularies on their head.

But in fact vocabulary is going to be a problem for almost all levels of education. Vocabulary is assumed as one the major difficult aspect of

² *Ibid.*, p.176

³ P.Nation,(1990), *Teaching and Learning Vocabulary*, New York: Newbury House, P.22

language to be mastered so it makes the students difficult to know more vocabulary around them. According to this case, the most obvious that the

researcher find is the students have problem in knowing more vocabulary. This situation makes the students difficult and lazy to study English in the class. According to the background of this problem, researchers are eager to conduct a research under the title “ **The Effect of Word Find Puzzle on the Students’ Vocabulary Master At SMA Baitul Aziz Percut Sei Tuan.**”

B. Identification of the Study

In the line with the background of the research as describe above the research problem is:

1. The students have limited vocabulary.
2. The students get difficult to memorize vocabulary.
3. The students do not have media to support them in studying memorize vocabulary.

C. Research Question

According to the background of the study above, then the researcher can make the research question:

1. Is there any significant effect of strategy Games Word Find Puzzle on the students’ ability in memorize vocabulary?

D. Research Objective

According to the research question above, the objective of the study will aim: To know the significant effect of of strategy Games Word Find Puzzle on the students' ability in memorize vocabulary.

E. Limitation of The Study

This research focutilized on use Word Find Puzzle as learning strategy that suitable and pleasure without lost of the essence of the study is doing. Even this strategy can take the participation of the students actively from the first. The strategy make students get many new vocabularies and by doing many exercise, they will get more understanding about the material. Especially in enrich the vocabulary.

F. Significances of the Study

This study is going to be beneficial in some significances not only for memorize vocabulary but also for the others people. Such as:

1. Practical Significance

1.1. The teachers, the result of this study is anticipated could be beneficial for the teacher to use games word find Puzzle as teaching strategy to develop the students ability in memorize vocabulary.

1.2. The students, the result of this study anticipated to be beneficial for the students to be more excited and relaxed in learning to memorize vocabulary.

2. Scientific significance

2.1. The result of this study can be utilized as a media for learning strategy.

2.2. The research provides more to easily and relax in memorizing vocabulary in English class.

2.3. The result of this study anticipated to support their study.

CHAPTER II THEORITICAL FRAMEWORK

A. Vocabulary

Basically, skills and knowledge are related to one and another. As claimed on some studies that from knowledge we can learned passively, but without skill it is only learned a conceptual complex understanding.⁴ Therefore, the skills that belong to anyone can be different because of the fact that people come from different backgrounds senses skills differently.⁶ Vocabulary is a very necessary aspect and ability that must be mastered, because reading is an inseparable process in teaching and learning. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.⁵

Vocabulary cannot be devided from language; it is necessary part of language. Vocabulary is defining as sound that expresses a meaning and forms and independent unit in a language. We can conclude that vocabulary is smallest part of speech that processes personal meaning to speak and be able to be utilized to

⁴ Perkins, D. (2006). *Constructivism and troublesome knowledge. Overcoming barriers to student understanding: threshold concepts and troublesome knowledge*, p.33-34 ⁶Green, F (2011) *What is Skill? An Inter-Disciplinary Synthesis* published by the Centre for Learning and Life Chances in Knowledge Economies and Societies at: <http://www.llakes.org>, p. 4.

⁵ Thornbury, Scott. (2002). *How to Teach Vocabulary*. Pearson Education Limited,p.13

connect one another and vocabulary can be say as a group of words on certain language as a part in teaching-learning in a foreign language.

Allah tells vocabulary Quran Al-Baqarah ayat 31 :

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

Meaning: And He treated Adam the nature of all things; then He placed them before the angels, and said: "Tell me the nature of these if ye are right."⁶

The status of vocabulary has been considerably exchanged. This has come about partly as a result of the development of communication approach in language teaching.⁷ Then, Alqahtani said that Vocabulary knowledge is often viewed as a critical tool for second languages learners because a limited vocabulary in a second language impedes succesful communication.¹⁰ Vocabulary is in center position of language component, because all aspects depend on it .⁸ In other word, vocabulary has go through with one of the object of the research in the methodology of teaching till go through with as a result of the development of communicative approach.

⁶ Tim Penerjemah Al-Qur'an Terjemah Indonesia Inggris. (2008). *Al-Qur'an Terjemah Indonesia Inggris*. Solo; Al-Qur'an Qamari. P. 1304.

⁷ David Nunan, (1991). *Language Teaching Methodology*, New York: Prentice Hall ¹⁰ Alqahtani, Mofareh, (2015) *The importance of Vocabulary in Language Learning and how to be Treated*.International Journal Teaching and Education. Saudi Arabia. Vol. 3. P.22

⁸ Huaqin He & Yunfei Deng (2015), *The Metal Lexicon and English Vocabulary Teaching* p.2

B. Kinds Of Vocabulary

Scrivener said that⁹ an necessary consideration for teacher program vocabulary work is the distinction between productive and receptive vocabulary. The significant differences between productive and receptive vocabulary will be seen the function while using vocabulary.

⁹ Scrivener, Jim . (1994). *Learning Teaching*. New York : Heineman, p.74

a. Productive Vocabulary

Productive vocabulary usually called as active vocabulary. It is the words that are utilized in writing and speaking skill. Receptive vocabulary is easier to be studied than productive vocabulary. People must be able to choose the word which is suitable with the situation. Therefore, the learner must be an extra effort to learn an active or productive vocabulary.

b. Receptive Vocabulary

Receptive vocabulary sometimes called as passive vocabulary. It is the word that is utilized in reading and writing skill. Receptive vocabulary is the set of words that we recognize and understand, but tend not to use ourselves¹⁰. Learner's receptive vocabulary is beneficial in understanding what the learners have heard and what they have read. If the learner has much receptive vocabulary, they will understand what the text talking about.

C. The Type Of vocabulary

According to Harmer distinguishes between these two kinds of vocabulary.¹¹ The first kind of vocabulary refers to the stock of word which have been treated by the teacher or learn by the students and which are anticipated to able to use. While the second term refers to the words of which

¹⁰ *Ibid*, p.75

¹¹ Harmer, Jeremy. (2010) *How to teach English*, new edition. China: Santon Association.

the students will recognize when they meet them, but of which they will probably not be able to pronounce.

According to Haycraft Vocabulary separates into two.¹² Similar with the previous paragraph, he also divides it into active and passive vocabulary. Active vocabulary is the words that the students understand, can pronounce correctly and use constructively in speaking and writing. On the other hand, passive vocabulary is the words that the students recognize and understand when they occur in a context, but of which they cannot produce correctly themselves.

According to the previous explanation, it can be summarized that there are two types of vocabulary; active and passive vocabulary. Active vocabulary could be defined as the words of which the students understand, use and pronounce constructively in speaking and writing.

Test in simple term is a number measuring people's capability, ability, or performance in a given domain.¹⁶ There is a way for knowing the students' development or students' understanding about the subject is through the test. In any consideration of educational testing, a distinction must be drawn

¹² Haycraft, John. (1978) *An Introduction to English Language Teaching*. England: Longman
Heaton, J. B, *Writing English Language Tests* London: Longman, 1975 ¹⁶
Brown, H. Douglas. (2004), *Principles of Language Learning And Teaching*.
London:Longman Publish Group

between the rather informal, teacher made test of the classroom and those formal.

D. Mastery

Mastery means great skill or knowledge, complete control.¹³ In this research, mastery means the students mastery in their vocabulary.

E. Word Find Puzzle

Word Find Puzzle or word search or word mystery 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.¹⁴ From the explanation above the writer concludes that Word Find Puzzle game is a word game that is letter of a word and the form may be horizontally, vertically or diagonally.

From the explanation above the writer concludes that Word Find Puzzle game is a word game that is letter of a word and the form 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 Find Puzzle games have a theme to which all the hidden words are related. The puzzle itself kind to play that can be utilized to exercise some language

¹³ Oxford University Press, (2003) *Oxford Learner's Pocket Dictionary*. New York: Oxford University Press.

¹⁴ Yulianto, D. (2011) *Belajar Bahasa Inggris Dengan Ragam Permainan Kata*. Jogjakarta: Diva Press.

features at certain phases in studying process in means to develop communication ability.

Word Find Puzzle is a challenging word game that develops spelling skills as well as critical thinking of abilities. Word search is like a puzzle that plays to looking for a word in random words to solve. Figure out the phrase how many words and letters there are. Overall, word search is a fun game that deserves a chance. The essence and core of the game are fun and exciting. By searching and analyzing some words, Word Find Puzzle game can increase vocabulary mastery for students in seventh class of many random words.

They analyze and form the words in certain category to memorize new vocabulary by it. According to the definition above, the writer concludes that word search game is an activity in English teaching learning process by using words game. The form of word search game is like puzzle. There are some words which are arranged randomly.

- a. Instruction to play the game according to Yulianto are:¹⁵
 1. Word is usually placed horizontally, vertically and diagonally. And then backwards in any of those directions.
 2. The best way is to scan the grid row by row, from left to right. This will help you pick up all the words that are written as words on a page.
 3. Then do the same for vertical lines from the left to right scanning top to bottom. This will leave words that placed backwards and diagonally which sometimes can be harder ones to be spotted.

¹⁵ *Ibid* p.38

b. How to apply Word Find Puzzle

Word Find Puzzle is one of media or a game which is effective to be utilized in foreign language learning especially in teaching vocabulary mastery to beginner. It is necessary for the teacher to be creative and innovative.

The following steps in teaching English vocabulary mastery using Word Find Puzzle are:

1. The researcher divides the students into seventh groups. One group consists of two until three students.

-
2. The researcher divides sheets of Word Find Puzzle to each group.
 3. The researcher gives 15-20 minute for finish their Word Find Puzzle game.
 4. After the students finish the Word Find Puzzle game, the researcher discusses the students' answer.
 5. The researcher asks the students to pronounce their answer word by word together.

c. The Advantages of Word Find Puzzle:

1. Games carry on relaxating and fun for students, that support them and memorize new words easily.
2. Games usually involve friendly competition and make the learners attracted.
3. Games of vocabulary carry obvious world context into the classroom and enchange learner using English in

flexible,communicative way.

d. The Disadvantages of Word Find Puzzle:

1. Make the class not conductive
2. Tools that use puzzle for teaching English in school are limited.
3. If the teacher does not provider the tools for teaching before, so it will spend a lot of time in the class.

F. Previous Study

This proposal relevance with research under title:

1. Adi Priyanto. He is researcher from English education program of state Islamic Institute of Surakarta. The title of his thesis is “Improving Student’s Vocabulary Mastery by Using Puzzle”. In his research he analyzed that puzzles can help teacher in teaching learning process more interesting. Puzzle technique can be as a problem solving for learning was crossword puzzle to eight grade students of SMPN 1 Sumberlawang in academic Year of 2012/2013. He utilized classroom action research with qualitative and quantitative technique in his research.
2. The other a previous research has been conducted by Anik Mutoharoh entitled “The effectiveness of using puzzle game in teaching learning vocabulary at seventh grade students of SMP MTA Gemolong in Academic Year 2014/2015”. She is the researcher from State Islamic Institute of Surakarta. It was a quantitative research

design especially quasi experimental design. The finding research shows that: (1) teaching vocabulary using puzzle game has significant influence toward students in vocabulary mastery. (2)

Puzzle significantly improves the students' vocabulary mastery.

3. previous researches concerned of English puzzle game in teaching vocabulary, the first is classroom action research design and the second is quasi experimental design. While in this research, the researcher uses a quantitative research design especially Preexperimental design. The design is the first pre-experiment design in the State Institute of Surakarta. In the research, the researcher would concern on the goals, they are students score improvement, find the effectiveness, and prove the strengths of puzzle technique in study vocabulary mastery entitled "The Effectiveness of Word Find Puzzle media toward the Teaching Vocabulary mastery for the Seventh Grade of MTs Muhammadiyah 4 Sambungmacan in the Academic Year of 2017/2018".

According to all of the research above, the researcher here take a different research focus. In Adi Priyanto's research, the researcher was using classroom action method as the method of the study, meanwhile this study was conducted by using qualitative and quantitative technique in his research. Then, Anik Mutoharoh on her research was doing a research in senior high school. It was a quantitative research design especially quasi experimental design. And for the last study, the researcher also applying

quantitative approach but the sample was randomly choosing of of Human and Social Sciences, University of Science and Technology, Yemen.

However this study also conducted with quantitative approach but the sample was from the tenth grade of senior students, and the results will be different with this research.

G. Conceptual Framework

The general concept of utilized the Word Find Puzzle to improve the students' vocabulary mastery have been explored in the previous discussion. A conceptual framework derived from those concepts above will be presented as follows.

Vocabulary is very necessary for the acquisition process. In fact, the students' faces difficulties in learning process, especially in learning English. The difficulties caulitized by a monotonously technique which is utilized in the learning process. It is a serious problem because the difficulties influence other teaching and learning components. The students are not able to memorize the vocabulary. There should be a solution to solve this problem.

From the previous theoretical review, the researcher had discussed a term of the word find puzzle. There was several reason of the use of the Word Find Puzzle in the learning process. The Word Find Puzzle helps the students to simplify a concept and description, to balance human brain activity, to guide them vocabulary mastery in a joyful way, to invite them to make innovations,

and to help them to recall any information they have read easily. The Word Find Puzzle game to reads a written text is one of effective ways to increase the vocabulary mastery in the text.

Therefore, the Word Find Puzzle game is a good game to solve the problems identified by the researcher in the tenth grade at Baitul Aziz precut sei tuan. This game is considered appropriate with the condition of the students there. It can make the students feel comfortable with the learning activities and achieve the aims of the vocabulary mastery.

H. Hypothesis

It refers to the basis belief of researcher which enables him or her to carry out the research. It is provisional truth determined by researcher that should be tested and proved. In this research, the hypothesis can be stated as follow:

Ha : The use of Word Find Puzzle is more effective to increase the students' vocabulary mastery than non Word Find Puzzle.

Ho : the use non Word Find Puzzle is not effective to increase the students' students' vocabulary mastery than use of Word Find Puzzle.

CHAPTER III

RESEARCH METHODOLOGY

A. Time and Place of the Study

The study was conducted at SMA Baitul Aziz Percut Sei Tuan that located at Jl. Pusaka No.313 Bandar Klippa Percut Sei Tuan, this research is done to complete the data that needed to make this study reasonable and acceptable as the thesis. The research is done from 13th – 31st of July 2020

B. Research design

Thuckman contend that: “Research is a systematic attempt to provides an answer to question.”²⁰ Usually they utilize three methodology research such as qualitative, quantitative, and classroom action research. The research type utilized in this research was quantitative research that utilized the analysis to the numerical data that is processed by SPSS 24. This method is a scientific method because it fulfills scientific principles, namely concrete, objective, measurable, rational, and systematic. This also called the discovery method, because these various can be discovered and developed in new science and technology.¹⁶

The quantitative research is the research that consist of many methods, such as survey method, experimental method, correlation method and regression

¹⁶ Ahmad Nizar Rangkuti, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, PTK dan Penelitian Pengembangan)* (Bandung: Citapustaka Media, 2016), P. 16-17.

method. In this research, the researcher utilized the experimental method. The experimental method is the research that aimed to assess the

²⁰ Salim & Syahrums, (2016), *Metodologi Penelitian*, Bandung: Cipta Pustaka Media, P.16. effect of the treatment to an object or to check the hypothesis about whether any effect happen between utilized the treatment or not utilized the treatment¹⁷. Emzir explains that experimental research is the only research methods that accurately testing the hypothesis about causal relationship.¹⁸

According to Ary an experimental method is the common program to bring out a study with an active independent variable.¹⁹ This thesis was created by using experimental research design with pre-test and post-test design. The pretest and posttest are given to take the score of the student's accomplishment before and after being treated using Word Find Puzzle. Then both of the score were computed by using T-Test to find out if there is significant effectiveness of teachings' vocabulary using Word Find Puzzle technique. The design was applied in order to investigate the effect of word find puzzle in memorizing vocabulary on students. The research design can be Table as following:

Table 3.1 Research Method

Group	Pre-test	Treatment	Post-test
Experimental	√	Using Word Find Puzzle	√
Control	√	Without Word Find Puzzle	√

¹⁷ Ahmad Nizar Rangkuti, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, PTK dan Penelitian Pengembangan)* (Bandung: Citapustaka Media, 2016), P. 75.

¹⁸ Emzir. (2008) *Metodologi Penelitian Pendidikan*. Jakarta:PT. Raja Grafindo Persada

¹⁹ Donald Ary, (2010), *Introduction to Research in Education*, USA: Wadsworth., p. 301.

C. The Subject of Research

1. Population

According to Ary, et. al a population defined as all of the members on any well-defined class of people, events, or objects.²⁰ The population of this research was tenth grade of SMA Baitul Aziz Percut sei Tuan of 2019/2020 academic year. The population in this research will be explained in the table below :

Table 3.2 The Population of Research

No.	Class	Population
1.	X-1	34
2.	X-2	26
Total		60

Source of Data: Head master of SMA Baitul Aziz the Academic Year 2020-

2021

²⁰ Ary, et al. 2010. Introduction to Research in Education, Wadsworth: Cengage Learning, p. 215.

2. Sample

According to Aryet.al sample is a portion of a population and the small group that is observed.²⁶ Besides, a sample is a sub group of the target population that the researcher plans to study for generalizing about the target population.²⁷ In this case, the researcher will takes both of the classes as the objects of the investigation. The samples in this research are X-1 which consists of 34students is chosen as the control group and X-2 which consists of 26 students as the experimental group. To determine the research samples from the population, the research took the samples by using cluster random sampling.²¹

Table 3.3 The Sample Of Reasearch

No.	Class	Number Of students
1.	Experimental	34
2.	Control	26
	The Total Sample	60

Source of Data: Head master of SMA Baitul Aziz the Academic Year 2020-

2021

²¹ Ahmad Nizar Rangkuti, ... , hlm. 48.

²⁶ Ary, et al. 2010. 2006. *Introduction to Research in Education*. Wadsworth: Cengage Learning, p. 148.

²⁷ Creswell, J.W. (2009). *Research design: Qualitative, quantitative and mixed methods approaches*. (3rd edn.). Thousand Oaks, CA: Sage, p. 152.

D. The Setting of Research

This research was conducted at SMA Baitul Aziz's students in academic year 2019-2020. It located at Jl. Pusaka No. 313 Bandar Klippa Percut Sei Tuan. The researcher choose this school because the school is less in using media when The English Subject, so many students have less attention and be lazy to learn English.

E. Technique of Collecting Data

As the technique of data collection, the researcher was using pre-test, treatment and post-test.

1. Pre-test

At the first meeting, the researcher gives pre-test to student. The purpose of pre-test is measured students' score in vocabulary mastery without Word Find Puzzle. This test is given to know how far student's vocabulary mastery.

2. Treatment

After taking the pre-test, the experimental group will be treated by using peer assisted learning strategy, while the control group was treated by conventional way of method.

3. Post test

In last meeting, the researcher give the post-test to measure the student's score in vocabulary mastery after treated using Word Find Puzzle. The

time allocation when do the post test is 50 minutes. The test in posttest and pretest is different but has same the difficulty. The test is utilized to measure the students. It is done to know the final score of student after treated using Word Find Puzzle and one of the requirements to compare and commutating the effectiveness score using SPSS program 24.

F. Instruments of Collecting Data

This thesis utilized test as the instruments of gathering data. Test is a procedure that utilized to measure something in the atmosphere, in the manner and the rules that have been determined.²⁹

In this thesis, the test is in form of essay test to measure students' accomplishment at the tenth grade at SMA Baitul Aziz

G. Validity Test and Riliabilty Test

1. Validity Test

The validity is the quality of a data accumulating instrument that possibles it uses to measure what is going to measure. Validity was defined as the extent to which an instrument measured what it claimed to measure. In experimental research, the researcher utilized SPSS program 24 had to check the validity and reliability of the instrument. In the research we have known that the instruments given is valid valid or no by using SPSS v.22 the research utilized *Pearson Correlation*. The criteria of validity test are:²²

²² Anas Sudijono, *Pengantar Statistika Pendidikan* (Jakarta : PT. Raja Grafindo, 2010), hlm. 206.

- If Pearson Correlation $> r_{tabel}$, so the test is valid.

²⁹Suharsimi Arikunto.(1987).*Dasar-dasar Evaluasi Pendidikan*.(Jakarta: PT BumiAksara). p.51

- If Pearson Correlation $< r_{tabel}$, so the test is not valid.

2. Reliability Test

The reliability of the test is the measurement that explains the consistency of the test.³¹ In this research, the test is consistence if those tests have the same relative score although examined frequent. The Questions of reliability is the assay test by using *Cronbach's Alpha* in SPSS v.22. If the instrument is reliable, so it can conclude that:³²

- a) If $r_{hitung} > r_{tabel}$ so the test is reliable.
- b) If $r_{hitung} < r_{tabel}$ so the test is not reliable.

After done the validity test, so the next step is reliability test for the instrument utilized. To measure the reliability a variable will be done by comparing the value Pearson Correlation with r_{tabel} . If Pearson Correlation ($r_{hitung} > r_{tabel}$) so the instrument is reliable and if $r_{hitung} < r_{tabel}$ so the instrument is not reliable.²³

²³ Anas Sudijono, *Pengantar Evaluasi Pendidikan* (Jakarta : PT Raja Grafindo Persada, 2011), hlm. 208

H. Instrument of Collecting Data

The researcher collects the data from the score of pre-test and post-test.

The researcher gives the pre-test to know student's vocabulary mastery to

³¹ Anas Sudijono, *Pengantar Evaluasi Pendidikan* (Jakarta : PT. Raja Grafindo Persada, 2012), p. 55.

³² Sugiyono, *Metode Penelitian Pendidikan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2007) ,p.87.

support the descriptive text without using Word Find Puzzle. After the researcher get score from pre-test, the researcher apply Word Find Puzzle in doing vocabulary mastery to support the descriptive text. Then, the researcher gives post-test to student. The result of pre-test and post-test then researcher compares using SPSS 24 to know the affectivity.

The instrument which is utilized by the writer to collect the data is games word find puzzle . The test consists of 10 questions to measure memorizing vocabulary on students. In this games of word find puzzle consist of the names of object in three rooms namely: bathroom, kitchenroom, and bedroom. The test could be designed to measure the recall understanding.

Using of word find puzzle can be make the students enjoy study vocabulary.

There are some reasons of essay as the instrument of collecting the data. The first is because of its effective for Senior High School.

I. Technique of Data Analysis

After the researcher got the data from pretest and post test score, the researcher analyzed the data. The researcher utilized a quantitative analysis technique using statistical method. This technique is utilized to know the significant different on the students' score before and after treated Word Find Puzzle. The researcher is utilized the application IBM SPSS Statistics for

windows to analyzed Paired-Sample T-test. Data description is utilized to analyze the student's vocabulary score from post-test. The data description consists of mean, median, mode and standard deviation of the vocabulary score.

1. Mean

Mean is the average value of data group. It is gained from summing up all personal data of the group and dividing it by the total of the personals.

2. Median

Median is the central value of a data group. It is gained by pacing the middle value of the data ranged from the lowest to the highest or inversely.

3. Standard deviation

Standard deviation is the distance of an personal value from the mean.

J. Statistical Hypothesis

The statistical hypothesis in this research is:

$$H_0 : \mu_A = \mu_B$$

$$H_a : \mu_A > \mu_B$$

In which:

A : Word Find Puzzle

B : Lecture Method

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

1. Data Description

The research data was gotten from the test result from the samples, the experimental class in X-1 and the control class in both in X-2. The experimental group and the control group with different treatment. For the experimental group, all students were treated by using Words find Puzzle. Although, for the control group, all students were treated without Words find Puzzle. It is done to see the effect of students' writing treated by using Words find Puzzle and without the Words find Puzzle. The data was collected from the pre-test and post-test results that were conducted in the end of the research.

After clearing the post-test on experiment class was treated by Word Find Puzzle and control group was learnt by using Lecture method , so obtained measurement data to English writing below:

Table 4.1 Research Result Data

Statistic Source	Class of Learning Model			
	Experimental Class (Word Find Puzzle)		Control Class (Lecture Method)	
	Pre Test	Post Test	Pre Test	Post Test
N	34	34	26	26

<i>X</i>	59,12	77,06	59,23	68,85
S	17,47	15,86	16,95	17,05

a. Experimental Class

According to the data that had been gotten by researcher, the mean result in pre-test was 59,12 meanwhile the mean result in the post-test was 77,06. The mean score raised 17,94 from the pre-test to the post-test. The highest result of the pre-test was 40 and the highest result of the post-test was 100

b. Control Class

According to the data that had been gotten by researcher, the mean result in pre-test was 59,23 meanwhile the mean result in the post-test was 68,85 . The mean score raised 9,62 from the pre-test to the post-test. The highest result of the pre-test was 40 and the highest result of the post-test was 100.

According to the data that has been appended previously, it can be visible that it was enough significant different results between the control class which treated by using the conventional method and the experimental class that was treated using the Word Find Puzzle. The mean score in experimental class from the pre-test to the post test raised until 23,24 meanwhile in the control class was only 15,28.

2. Analysis Requirement Testing

ITE Pearson M_4 Correlation	.444*	-.011	.694**	1	.036	.250	.694**	-.211	-.133	-.094	.402	-.054	.501*
Sig. (2tailed)	.034	.959	.000		.869	.250	.000	.335	.546	.669	.057	.806	.015
N	23	23	23	23	23	23	23	23	23	23	23	23	23
ITE Pearson M_5 Correlation	.110	.887**	.110	.036	1	.167	.110	-.242	.225	.500*	.250	.797**	.675**
Sig. (2tailed)	.619	.000	.619	.869		.446	.619	.266	.301	.015	.251	.000	.000
N	23	23	23	23	23	23	23	23	23	23	23	23	23
ITE Pearson M_6 Correlation	.037	.098	.253	.250	.167	1	.253	-.011	.132	.190	.321	.037	.461*
Sig. (2tailed)	.865	.656	.245	.250	.446		.245	.959	.547	.386	.135	.865	.027
N	23	23	23	23	23	23	23	23	23	23	23	23	23
ITE Pearson M_7 Correlation	.179	.037	.795**	.694**	.110	.253	1	-.303	-.143	-.086	.580**	-.027	.526*
Sig. (2tailed)	.415	.865	.000	.000	.619	.245		.159	.515	.696	.004	.903	.010
N	23	23	23	23	23	23	23	23	23	23	23	23	23
ITE Pearson M_8 Correlation	.444*	-.273	-.303	-.211	-.242	-.011	-.303	1	-.368	.387	.171	-.303	-.019

ITEM_7	Pearson Correlation	.190	-.018	.398	.530**	-.094	.722**	1	-.018	-.024	-.094	.699**	-.086	.521*
	Sig. (2tailed)	.386	.935	.060	.009	.669	.000		.935	.912	.669	.000	.696	.011
	N	23	23	23	23	23	23	23	23	23	23	23	23	23
ITEM_8	Pearson Correlation	.324	-.353	-.353	-.230	-.273	.167	-.018	1	-.071	.250	.172	-.178	.079
	Sig. (2tailed)	.132	.099	.099	.291	.208	.446	.935		.749	.250	.432	.417	.720

	N	23	23	23	23	23	23	23	23	23	23	23	23	23
ITEM_9	Pearson Correlation	.335	.132	.132	-.046	.337	.009	-.024	-.071	1	.337	.233	.244	.433*
	Sig. (2tailed)	.118	.547	.547	.835	.116	.966	.912	.749		.116	.285	.262	.039
	N	23	23	23	23	23	23	23	23	23	23	23	23	23
ITEM_10	Pearson Correlation	.250	.250	.250	-.178	.395	.036	-.094	.250	.337	1	.439*	.195	.496*
	Sig. (2tailed)	.250	.250	.250	.417	.062	.869	.669	.250	.116		.036	.372	.016
	N	23	23	23	23	23	23	23	23	23	23	23	23	23
ITEM_11	Pearson Correlation	.371	.172	.569**	.371	.210	.505*	.699**	.172	.233	.439*	1	.066	.778**

	Sig. (2tailed)	.082	.432	.005	.082	.337	.014	.000	.432	.285	.036		.765	.000
	N	23	23	23	23	23	23	23	23	23	23	23	23	23
ITEM	Pearson Correlation	.253	.683**	.253	.024	.694**	.110	-.086	-.178	.244	.195	.066	1	.515*
	Sig. (2tailed)	.245	.000	.245	.912	.000	.619	.696	.417	.262	.372	.765		.012
	N	23	23	23	23	23	23	23	23	23	23	23	23	23
TOTAL_S	Pearson Correlation	.624**	.551**	.660**	.430*	.622**	.560**	.521*	.079	.433*	.496*	.778**	.515*	1
	Sig. (2tailed)	.001	.006	.001	.040	.002	.005	.011	.720	.039	.016	.000	.012	
	N	23	23	23	23	23	23	23	23	23	23	23	23	23

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

b. Reability Test

4.4 Reliability Statistics

Cronbach's	N of
Alpha	Items
.718	12

Cronbach's alpha > 0.05 maka tes yang digunakan reliabel

4.5 Reliability Statistics

Cronbach's	N of
Alpha	Items
.758	12

Cronbach's alpha > 0.05 maka tes yang digunakan reliabel

c. T-Test

After measuring the normality and homogeneity test, then the writer tested t-test in SPSS 24 to enactive the significant difference between the learners' vocabulary mastery in experimental group and the learners' vocabulary mastery in control group. The writer utilize the data of the pre-test and posttest of experiment and control groups, and gotten result from both classes. The t-test result of post test scores both control and experiment class are presented in the following figure:

Table 4.6 : The t-test result of pre-test score both control and experiment class

Independent Samples Test	
Levene's Test for Equality of Variances	t-test for Equality of Means
	95% Confidence Interval of the Difference

Vocabulary Equal	.099	.755	-1.924	58	.005	-8.21267	4.26872	-16.75744	.33210
Mastery variances									
assumed									
Equal									
variances not			-1.905	51.851	.006	-8.21267	4.31048	-16.86288	.43754
assumed									

The result of posttest both experiment class and control class was conducted after doing the treatment. According to the data in Table 4.5, it can be seen that the value of Sig. (2tailed) is 0,002. It is less than 0,05 ($0,002 < 0,05$) . it means that there was a significant different between the experiment class and control class.

d. Uji Hipotesis

The analysis initial data utilized T-test to test the average similarity in the control class and experimental class in the pre-test:

$$\begin{aligned}
 t_{hitung} &= \frac{x_1 - x_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}} \\
 t_{hitung} &= \frac{59,23 - 59,12}{\sqrt{\frac{(34 - 1)(305,26) + (26 - 1)(287,38)}{34 + 26 - 2} \left(\frac{1}{34} + \frac{1}{26} \right)}} \\
 t_{hitung} &= \frac{0,11}{\sqrt{\frac{(33)(305,26) + (25)(287,38)}{58} \left(\frac{2}{60} \right)}}
 \end{aligned}$$

$$t_{hitung} = \frac{0,11}{\sqrt{9,92}}$$

$$t_{hitung} = \frac{0,11}{3,15}$$

$$t_{hitung} = 0,036$$

because in the distribution table list, the price of $dk = n_1 + n_2 - 2 = 34 + 26 - 2 =$

58 for $\alpha = 5\%$ is not obtained by interpolation, namely

$$t_{58} = t_{40} + \frac{t_{60} - t_{40}}{60 - 40} (58 - 40)$$

$$t_{58} = 2,021 + \frac{1,980 - 2,021}{20} (18)$$

$$t_{58} = 2,021 + (-0,002)$$

$$t_{58} = 2,020$$

From T-Test the researcher found $t_{hitung} = 0,036$ with the opportunity 5% and

$dk = 34 + 26 - 2 = 58$ the researcher got $t_{tabel} = 2,020$ atau $t_{hitung} < t_{tabel}$ so H_0

is accept.

e. Uji Hipotesis

Analisis data awal yang digunakan adalah uji - t untuk menguji perbedaan rata

- rata pada kelas control dan eksperimen pada posttest :

$$t_{hitung} = \frac{x_1 - x_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t_{hitung} = \frac{77,06 - 68,85}{\sqrt{\frac{(34 - 1)(251,69) + (26 - 1)(290,62)}{34 + 26 - 2} \left(\frac{1}{34} + \frac{1}{26}\right)}}$$

$$\begin{aligned}
 t_{hitung} &= \frac{7,20}{\sqrt{\frac{(33)(251,69) + (25)(290,62)}{58} \left(\frac{2}{60}\right)}} \\
 t_{hitung} &= \frac{7,20}{\sqrt{8,95}} \\
 t_{hitung} &= \frac{8,21}{2,99}
 \end{aligned}$$

$t_{hitung} = 2.745$ karena dalam daftar tabel distribusi t tidak diperoleh harga t dari

$$dk = n_1 + n_2 -$$

$2 = 34 + 26 - 2 = 58$ untuk $\alpha = 5\%$ dicari dengan interpolasi yakni

$$\begin{aligned}
 t_{58} &= t_{40} + \frac{t_{60} - t_{40}}{60 - 40} (58 - 40) \\
 t_{58} &= 2,021 + \frac{1,980 - 2,021}{20} (18) \\
 t_{58} &= 2,021 + (-0,002) \\
 t_{58} &= 2,020
 \end{aligned}$$

From T-Test the researcher found $t_{hitung} = 2,745$ with the opportunities 5% and

$dk = 34 + 26 - 2 = 58$ the researcher found $t_{tabel} = 2,020$ or $t_{hitung} > t_{tabel}$ so H_a

is accepted.

The formula description:

\bar{x}_1 : mean score of experimental class

\bar{x}_2 : mean score of control class s :

standard deviation

S_1^2 : variant of experimental class

S_2^2 : variant of control class

n_1 : the number of experimental class

n_2 : the number of control class.²⁴

With the criterias :

H_a is accepted if $t_{hitung} > t_{tabel}$ (reject H_0)

H_a is rejected if $t_{hitung} < t_{tabel}$ (accept H_0)

The result of comparison $t_{observed}$ and t_{table} is done to know whether using Word Find Puzzle in students' vocabulary mastery is effective to increase students' vocabulary mastery or not.

Hypothesis test go through with the necessary one because the calculation of hypothesis test is answering the formulation of the problem of this research: "Is there any significant effect of Word Find Puzzle on the students' vocabulary mastery? The conclusion is obtained as follows:

H_a : There is a significance difference of students' accomplishment in vocabulary mastery between the students who are treated by Word Find Puzzle and students who are treated without using Word Find Puzzle

H_0 : There is no significant difference of students' accomplishment in vocabulary mastery between students who are treated by Word Find Puzzle and the students who are treated without using Word Find Puzzle And then, the criteria of hypotheses test as follow: H_a is accepted if $t_o > t_{table}$ or if the Sig. (2-tailed) < 0.05 . , H_0 is not accepted if $t_o < t_{table}$, or if the Sig. (2-tailed) > 0.05 .

²⁴ Sudjana, *Metode Statistik* (Bandung: Tarsito, 2005), hlm. 250.

To sum up, the t observed $>$ table and the Sign. (2-tailed) $<$ 0.05, it means that H_a is accepted. So, it can be concluded that Word Find Puzzle is more effective in teaching vocabulary in the class

3. Discussion

The outcome of finding research indicated that there was a significant difference between students' accomplishment in vocabulary mastery who learn by using Word Find Puzzle and the lecture method

According to quantitative data may be found that the mean of the pre-test in experimental class was 58,24 and post-test was 81,48 while the mean of the posttest in control class was class was 58 and post-test was 73,28. It means that there is an difference between experiment and control class. In control class the score increase 15,28 between pre-test and post-test, but in experimental class the score increase about 23,24 between pre-test and posttest . In other words, the learners' accomplishment in vocabulary mastery is more effective by using Word Find Puzzle.

In addition, according to calculation of the t -test that H_0 was rejected and H_a was received. The result of the data from the pre test and post-test the students that were treated by Word Find Puzzle had go through with the score higher and those who were treated by presentation practice production got the lower score.

To sum up the data of the research had been conducted according to the procedures. As the research finding and discussion above, there is significance by using Word Find Puzzle toward the students' accomplishment vocabulary mastery

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

According to the research findings, it may be conclude that the students' vocabulary mastery by using the Word Find Puzzle is better conducted than using the lecturing of method.

The result of the pre-test and the post-test are both experimental class and control class was brought out after doing the treatment. According to the data, it might be seen that there is an explicit different between the experimental class and control class. The researcher can conclude there was a significance effect concerning the application of the Word Find Puzzle learning approach on learning outcomes. It can be seen by the results of the data analysis, this is indicated by the results of hypothesis testing which indicate that the Sig. (2 - tailed) <0.05 ($0.000 <0.05$) and the value of $t_{(count)} > t_{table}$ ($6.365 > 1.992$).

From these calculations, it is clear that H_0 rejection and H_a acceptance, it meant that the value of average in the pretest and the post test of the students result are different after being given treatment by applying the Word Find Puzzle learning approach and the learning outcomes using it, the student got scores are higher. Thus, the hypothesis H_a : there is a significant effect of the application of the learning approach which can be seen by the results of the research on the students at Baitul Aziz High School, accepted.

For the conclusion, it might be conjugated that learner' accomplishment in vocabulary mastery is better treated by Word Find Puzzle than the Lecturing Method, especially for the tenth -grade students of SMA Baitul Aziz .

B. Implication

These implications are written from the thesis finding. The research game with a finding that there is a efficient effect on the students' mastery between students who were treated by using Word Find Puzzle and they who are treated by lecture method. In addition, this research implies that the use of Word Find Puzzle is needed in vocabulary mastery

Students are suggested and chilled out in while studying and treated by using Word Find Puzzle. Therefore, implies that the use of Word Find Puzzle can make students' interest and back-up them to mastery the vocabulary well.

In summary, the use of Word Find Puzzle as long as the research can influence the students' accomplishment in vocabulary mastery. Therefore, the application of Word Find Puzzle needs to be applied continuously in teaching vocabulary. It is because the use of Word Find Puzzle can be affective learning to help the students' enthusiastic increased so that the standard competence of learning process can be achieved.

C. Suggestion

According to the above conclusion, the researcher gives some recommendations. For the first, English lecturer is suggestion to use Word

Find Puzzle in their teaching learning process in order to affect the students' accomplishment in vocabulary mastery. For the second, the writers who are attracted in doing a research related to this subject should try to apply Word Find Puzzle on different level of learners through different genre to prove the effectiveness of Word Find Puzzle on the students' accomplishment in vocabulary. And For students it is hoped that it can improve learning outcomes in learning English, especially vocabulary. By applying the Word Find Puzzle learning approach, students are motivated to learn and can be used in learning which in essence, it makes easier for students to understand the learning English. For the final, the researcher knows that the study is still need validity from the next researcher that has the similar subject.

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The List Name of Experimental Class

No	Initial	Gender
1	ACA	F
2	ANT	F
3	AA	F
4	AA	F
5	AAM	F
6	EWU	F
7	FA	F
8	FAP	M
9	IH	F
10	IA	F
11	J	M
12	KK	F
13	LK	F
14	MC	F

15	MA	M
16	MAR	M
17	MHMM	M
18	MIA	M
19	MIA	M
20	MNKU	F
21	NA	F
22	ON	F
23	PW	F
24	PM	F
25	RNJB	F
26	RA	M
27	SR	F
28	S	F
29	W	M

30	WRF	M
31	WA	F
32	WSQ	M
33	S	M
34	VN	F

The number of students in control

class : 34 students

Female : 22 students

Male : 12 students

No	Initial	Gender
1	AS	M
2	AAR	M
3	AP	F
4	APM	F

5	AG	M
6	AK	F
7	AA	F
8	AM	M
9	AH	F
10	AH	F
11	CA	F
12	CATR	F
13	DSJ	F

The List Name of Conrol Class

No	Initial	Gender
14	DAS	F
15	FK	F
16	F	M
17	FN	F
18	FSB	F
19	KT	F
20	KM	F
21	MI	M
22	MYA	M
23	NK	F
24	SA	F
25	SA	F
26	UK	F

The number of students in control class : 26 students

Female : 19 students

Male : 7 students

APPENDIX II

LESSON PLAN

(Control Class)

School : SMA Baitul Aziz Percut Sei Tuan

Subject : English

Class : X (Control-Class)

Time Allocation : 2 x 45 minutes

Topic : Talking About Self

A. Main Competence

K1 : Respecting and appreciating religion they believe.

K2` : Respecting and appreciating honestly, discipline, responsibility, care (tolerance, cooperation), good manner, confident, to interact effectively with social environment and nature in their association and existence.

K3 : Understanding knowledge (factual, conceptual, and procedural) According to their curiosity about science, technology, art, culture related to the real phenomena and incident.

K4 : Trying, processing, and presenting in concrete (use, analyze, string up, modify, and make) and abstract (write, read, count, draw, and create) in accordance with subject learnt in school and other source that has the same point of view / theory.

B. Basic Competence and Indicators

The Basic Competences	Indicators
<p>3.1 Applying the social function, structure, and linguistic elements in the oral and written interactions that involve the action in taking and giving the information about identity, family relationship, According to the using context. (pay attention in linguistic elements such as pronoun:</p>	<ul style="list-style-type: none"> • To identify the expressions of taking and giving information about identity and family relationship • To analyze the different of using those expressions According to the context • To know the structure of taking and giving the infoemation about identity and family relationship • To know the linguistic elements from the expression of taking and giving information about identity and family relationship.

subjective, objective,
possessive)

- 4.1 Composing the oral and written interactions simply that involve the action in taking and giving the information about the identity by paying attention to the social function, structure, and linguistic elements According to context.**
- To arrange the asking information sentences about identity and family relationship
 - To respond the asking information about identity and family relationship

C. Learning Objectives

After following the learning process, the students are anticipated to :

2. Understand how to name room the people around well in their daily life
3. Able to introduce themselves and someone else to somebody around them
4. Identify the various types of “Personal Pronoun” in the sentence well
5. Understand the using of vocabulary *To Be* and *Simple Present Tense* in the oral or written interaction

D. Learning Materials

The expressions :

- Hello, let me introduce myself ...
- Hi, my name is ...
- Good morning everyone, allow me to introduce myself, I am ...
- I would like to introduce myself, my name is ...

Language Features:

- The use of *Simple Present Tense*
- The use of verb to be (is, am, are), have and linking verb
- The use of Personal Pronoun such as subject, object, and possessive

E. Learning Method

Word Find Puzzle

F. Learning Media , Tools and Source

a. Media

- Video about the games word find puzzle
- Cartoon

b. Tools

- Leptop
- Paper
- Spidol
- Whiteboard

c. Lesson Sources

- Internet
- English relevant text book that has provided by the school
(*When English Rings a Bell*, publisher Kementrian Pendidikan dan Kebudayaan)
- English relevant text book (*Bright An English*, publisher Erlangga)
- Dictionary

G. Learning Activities

Opening	<ul style="list-style-type: none"> • Greet the students kindly when entering the classroom • Performing a prayer before starting the lesson • Check the presence of the students • Providing motivation and apperception • Brain Storming 	10 minutes
Core Activities	<p>Observing</p> <ul style="list-style-type: none"> • Teacher explains about introduction text clearly and briefly 	60 Minutes

<p>Meeting 1</p>	<ul style="list-style-type: none"> • Teacher turns on the video in laptop and asks the students to pay attention on it well and repeats it in 3 times <p>Questioning</p> <ul style="list-style-type: none"> • The teacher manages the students to prepare and give question about the vocabularies which they do not know the meaning. • With the guidance and direction of the teacher, students asks question, the meaning of terms that have not been understood, etc <p>Experimenting</p> <ul style="list-style-type: none"> • Teacher asks the students to make their own conversation about the material that has learnt. <p>Associating</p> <ul style="list-style-type: none"> • The teacher requests the students do the task personally about introduction which has been prepared. <p>Communicating</p> <ul style="list-style-type: none"> • The students collect their work. 	
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<p>Meeting 2</p>	<p>Observing</p> <ul style="list-style-type: none"> • Teacher explains about <i>Simple Present Tense</i> in general clearly and briefly, the formula and also the examples by using carton media that attach on the whiteboard <p>Questioning</p> <ul style="list-style-type: none"> • The students analyzed the formula of <i>Simple Present Tense</i> • With the teachers' guidance and direction, students give question, the meaning of terms that have not been understood, etc <p>Experimenting</p> <ul style="list-style-type: none"> • Teacher asks the students to compose their daily activity by using <i>Simple Present Tense</i> <p>Associating</p> <ul style="list-style-type: none"> • The teacher requests the students do the task personally about <i>Simple Present Tense</i> which has been prepared. <p>Communicating</p>	
-------------------------	--	--

	<ul style="list-style-type: none">• The students collect their work.	
--	--	--

- Praying
- Regards

H. Assessment

The score range from 0-100 are use. The rule was by counting the correct answer using this following formula:

$$S = R/N \times 100$$

Where:

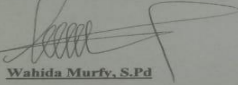
S = the score

R = the number of correct answer

N = the number of questions

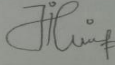
Medan, 20 Juli 2020

Be cognizant of
English Teacher



Wahida Murfy, S.Pd

Researcher



Intan Zulfira Pane
NIM. 0304161041

Principal of Yayasan Baitul Aziz



Fadlin Anon, S.Pd

LESSON PLAN
(Experimental Class)

School : SMA BAitul Aziz

Subject : English

Class : X (Experimental-Class)

Time Allocation : 2 x 45 minutes

Topic : Talking About Self

A. Main Competence

K1 : Respecting and appreciating religion they believe.

K2 :

Respecting and appreciating honestly, discipline, responsibility, care (tolerance, cooperation), good manner, confident, to interact effectively with social environment and nature in their association and existence.

K3 : Understanding knowledge (factual, conceptual, and procedural) According to their curiosity about science, technology, art, culture related to the real phenomena and incident.

K4 : Trying, processing, and presenting in concrete (use, analyze, string up, modify, and make) and abstract (write, read, count, draw, and create) in accordance with subject learnt in school and other source that has the same point of view / theory.

B. Basic Competence and Indicators

The Basic Competences	Indicators
<p>3.1 Applying the social function, structure, and linguistic elements in the oral and written interactions that involve the action in taking and giving the information about identity, family relationship, According to the using context. (pay attention in linguistic elements such as pronoun: subjective, objective, possessive)</p>	<ul style="list-style-type: none"> • To identify the expressions of taking and giving information about identity and family relationship • To analyze the different of using those expressions According to the context • To know the structure of taking and giving the infoemation about identity and family relationship • To know the linguistic elements from the expression of taking and giving information about identity and family relationship.
<p>4.1 Composing the oral and</p>	<ul style="list-style-type: none"> • To arrange the asking information

<p>written interactions simply that involve the action in taking and giving the information about the identity by paying attention to the social function, structure, and linguistic elements According to context.</p>	<p>sentences about identity and family relationship</p> <ul style="list-style-type: none"> • To respond the asking information about identity and family relationship
--	--

C. Learning Objectives

After following the learning process, the students are anticipated to :

6. Understand how to greet the people around well in their daily life
7. Able to introduce themselves and someone else to somebody around them
8. Identify the various types of “Personal Pronoun” in the sentence well
9. Understand the using of *To Be* and *Simple Present Tense* in the oral or written interaction

D. Learning Materials

The expressions :

- Hello, let me introduce myself ...
- Hi, my name is ...
- Good morning everyone, allow me to introduce myself, I am ...
- I would like to introduce myself, my name is ...

Language Features:

- The use of *Simple Present Tense*
- The use of verb to be (is, am, are), have and linking verb
- The use of Personal Pronoun such as subject, object, and possessive

E. Learning Method

Word Square Modeling

F. Learning Media , Tools and Source

1. Media

- Video about the conversation of people that introducing themselves and introduce someone else
- Cartoon

2. Tools

- Laptop
- Projector screen
- Spidol
- Whiteboard

3. Lesson Sources

- Internet
- English relevant text book that has provided by the school
(*When English Rings a Bell*, publisher Kementrian Pendidikan dan Kebudayaan)

- English relevant text book (*Bright An English*, publisher Erlangga)
- Dictionary

G. Learning Activities

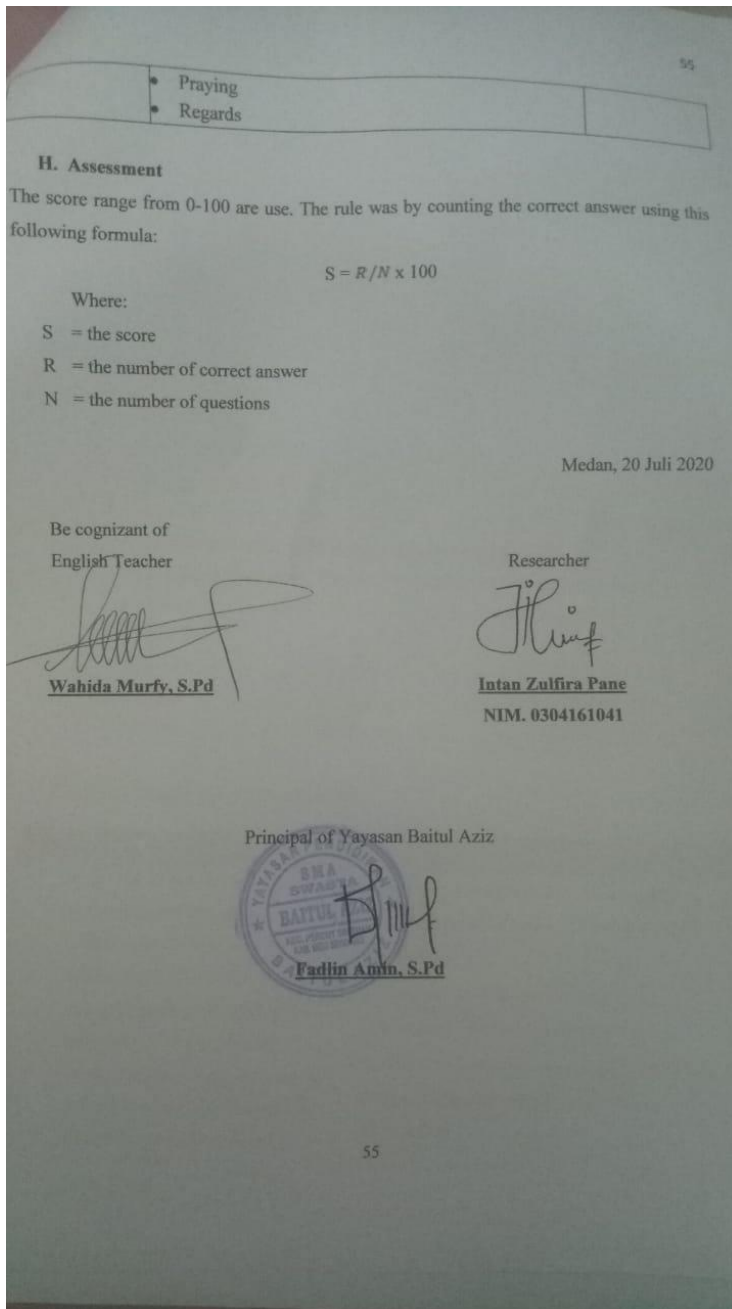
Opening	<ul style="list-style-type: none"> • Greet the students kindly when entering the classroom • Performing a prayer before starting the lesson • Check the presence of the students • Providing motivation and apperception • Brain Storming 	10 minutes
Core Activities	<p>Observing</p> <ul style="list-style-type: none"> • Teacher explains about introduction text clearly and briefly • Teacher turns on the video in leptop and asks the students to pay attention on it 	60 Minutes

<p>Meeting 1</p>	<p>well and repeats it in 3 times</p> <p>Questioning</p> <ul style="list-style-type: none"> • The teacher directs the students to provide and ask question about the vocabularies that they do not know the meaning. • With the guidance and direction of the teacher, students asks question, among other things, the meaning of terms that have not been understood, etc <p>Experimenting</p> <ul style="list-style-type: none"> • Teacher asks the students to make their own conversation about the material that has learnt. <p>Associating</p> <ul style="list-style-type: none"> • Teacher share the word square modeling worksheet to measure how many vocabulary that the students have memorized • The teacher asks the students to answer the question by shaded the letters in the box vertically, horizontally or diagonally <p>Communicating</p>	
-------------------------	---	--

	<ul style="list-style-type: none"> • The students collect their work. 	
--	--	--

<p>Meeting 2</p>	<p>Observing</p> <ul style="list-style-type: none"> Teacher explains about <i>Simple Present Tense</i> in general clearly and briefly, the formula and also the examples by using carton media that attach on the whiteboard <p>Questioning</p> <ul style="list-style-type: none"> The students analyzed the formula of <i>Simple Present Tense</i> With the guidance and direction of the teacher, students asks question, among other things, the meaning of terms that have not been understood, etc <p>Experimenting</p> <ul style="list-style-type: none"> Teacher asks the students to compose their daily activity by using <i>Simple Present Tense</i> <p>Associating</p> <ul style="list-style-type: none"> Teacher share the word square modeling worksheet to measure how many vocabulary that the students have 	
	<p>memorized</p>	

- The teacher asks the students to answer the question by shaded the letters in the box vertically, horizontally or diagonally



APPENDIX III

TEST SHEET

PRE TEST & POST TEST

Name : Class :

Subject : English

Vocabulary Essay

1. I make coffee in a _____
2. We can eat soup in a/an _____
3. I always eat with use _____ and _____
4. Please take me a _____ to eat
5. Do you need a _____ to cut this meat?
6. I watch cartoon on the _____
7. I take my clothes from the _____
8. I use _____ after take a bath
9. I need some _____ to wash my hand 10. My father wants to buy a new _____

Key Answer:

1. Cup= Cangkir
2. Bowl= Mangkuk
3. Spoon and fork= Sendok dan Garpu
4. Plate= Piring
5. Knife= Pisau

6. Television = TV
7. Cupboard = Lemari
8. Towel= Handuk
9. Water= Air
10. Bathtub= Bak Mandi

APPENDIX IV

THE PRE TEST AND POST TEST SCORE OF EXPERIMENT CLASS

	Initial	Pre Test	Post Test
No			

1	AZ	35	60
2	AAR	50	80
3	AAP	65	80
4	AR	60	80
5	DNA	50	75
6	F	70	100
7	H	65	95
8	IF	60	100
9	L	70	100
10	M	45	70
11	MTK	55	80

12	MRM	55	85
13	NM	65	85
14	NN	60	95

15	NS	40	80
16	NA	60	75
17	NP	70	100
18	NNA	60	95
19	NA	65	75
20	NU	45	70
21	RFH	50	80
22	DP	65	85
23	BAH	60	80
24	DAP	65	90
25	AH	60	100
26	FH	75	100
27	FST	45	70

28	F	45	60
29	IS	50	80
30	KP	40	60
31	PNH	55	85
32	MRHN	70	90
33	MFF	60	75
34	MHR	80	100
35	KF	75	95
36	PR	55	70
37	RR	60	65
Mean		58,2432	81,4865

THE PRE TEST AND POST TEST SCORE OF CONTROL CLASS

No	Initial	Pre Test	Post Test
1	FW	45	55
2	AZF	55	65
3	CPS	55	70

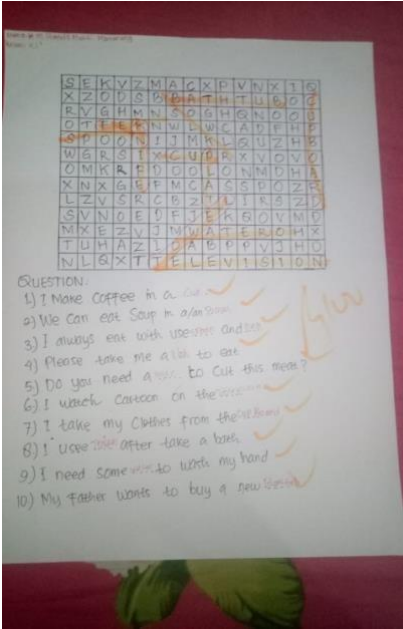
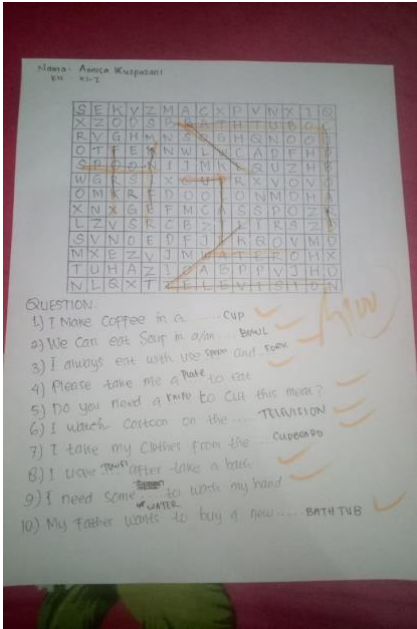
4	DAP	60	80
5	FAR	35	60
6	LNA	40	55
7	NZ	60	65

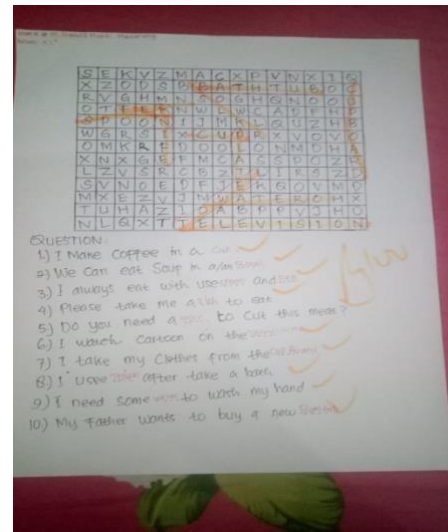
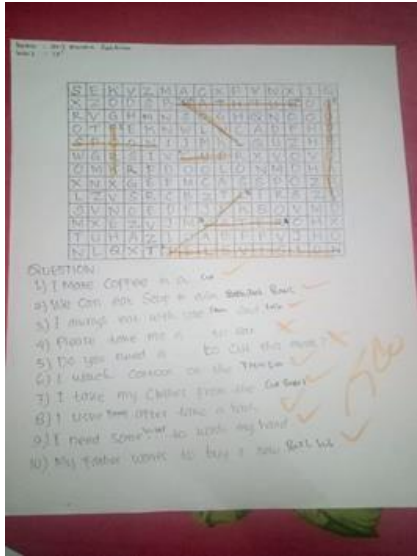
8	NHF	65	75
9	NAE	65	80
10	NAA	70	90
11	NAR	65	70
12	NI	50	65
13	PA	55	90
14	PNF	55	75
15	SA	70	75
16	ZA	70	75
17	AZ	65	75
18	AM	60	80
19	AGP	55	70
20	CAD	65	80
21	AHH	65	70

22	GMF	65	90
23	HRF	80	100
24	IS	50	65
25	MAH	75	85
26	MDN	60	70
27	MDP	60	65
28	SW	60	65
29	MNF	55	65
30	MRA	70	80
31	MRA	55	80
32	MR	45	60
33	S	45	65
34	YN	50	85
35	MDA	35	70
	Mean	73,28571429	

APPENDIX V

THE RESULT OF STUDENTS





APPENDIX VI

DOCUMENTATION



The researcher was explaining the material with students of experimental class



The students answer the Question



The researcher was explaining the material with students of experimental class



The students Answer the Question



The researcher took a picture with the english teacher and Headmaster in SMA Baitu Aziz Percut Sei Tuan



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN FAKULTAS ILMU
TARBIYAH DAN KEGURUAN
Jl. Williem Iskandar Pasar V Medan Estate 20371
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-7037/ITK/ITK.V.3/PP.00.9/06/2020

29 Juni 2020

Lampiran : -

Hal : **Izin Riset**

Yth. Bapak/Ibu Kepala SMA Baitul Aziz Percut Sei Tuan Assalamualaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama : Intan Zulfira Pane
NIM : 0304161041
Tempat/Tanggal Lahir : Medan, 06 Desember 1997
Program Studi : Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Alamat : Jl. Letda Sujono Gang Jawa Tengah No.18-B Kelurahan Medan Tembung Kecamatan Bandar Selamat

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di SMA Baitul Aziz Percut Sei Tuan, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 29 Juni 2020
a.n. DEKAN
Wakil Dekan Bidang Akademik dan
Kelembagaan



Digitally Signed

Drs. RUSTAM, MA
NIP. 196809201995031002

Tembusan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan



YAYASAN BAITUL AZIZ DELI SERDANG SMA SWASTA BAITUL AZIZ

Jalan Pusaka/Muara Kolam No. 313 Bandar Klippa
Kec. Percut Sei Tuan Kab. Deli Serdang

SURAT KETERANGAN No. Ket-31/YBA-SMA/VIII/2020

Kepala SMA Swasta Baitul Aziz, dengan ini menerangkan bahwa Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara :

Nama : Intan Zulfira Pane
NIM : 0304161041
Program Studi : Pendidikan dan Keguruan Bahasa Inggris
Judul Penelitian : The Effect of Words Find Puzzle on Students' Vocabulary Mastery At
The Tenth Grade Of Yayasan Baitul Aziz Percut Sei Tuan.

Telah memberikan kepada yang bersangkutan untuk melaksanakan riset di lembaga kami dengan tetap memerhatikan dan mematuhi aturan dan norma yang berlaku.

Demikian Surat Keterangan ini dibuat untuk dipergunakan dengan sebaik-baiknya.

Bandar Klippa, 31 Juli 2020

Kepala SMA Swasta Baitul Aziz


FADLIN AMIN HIA, S.Pd.

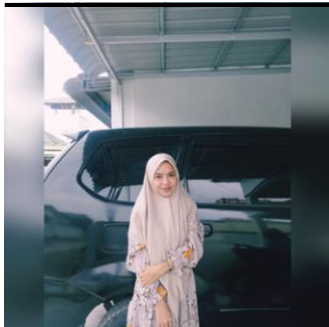
INTAN ZULFIRA PANE

0304161041

Mobile Phone : 081361314678

Email : intanpane06@gmail.com

PERSONAL INFORMATION



Date of birth : Medan, December 6th 1997

Adress : Jl. Benteng Hilir Perumahan Banyu Indah blok B-9

Gender : Female

Religion : Islam

Material Status : Single

EDUCATION BACKGROUND

Universitas Islam Negeri Sumatera Utara	2016 – 2020
SMAN11 Medan	2013 – 2016
SMPN 27 Medan	2010 – 2013
SD SWASTA BUDI SATRYA MEDAN	2004 - 2010

ORGANIZATION

Komunitas Ketimbang Ngemis Medan (KNM)	2016 – 2018
--	-------------