

**THE EFFECT OF WORDS SEARCH PUZZLE ON
STUDENTS VOCABULARY MASTERY AT
EIGHTH GRADE OF SMP NEGERI 8
PADANGSIDIMPUAN**



A Thesis

*Submitted to the State Islamic University Syekh Ali Hasan Ahmad
Addary Padangsidimpuan as a Partial Fulfilment of the Requirement
for the Graduate Degree of Education in English*

Written by:

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ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

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PADANGSIDIMPUAN**

2024

LETTER OF AGREEMENT

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Item: 7 (seven) exemplars

Padangsidimpuan, November 2024
To:
Dean Tarbiyah and Teacher Training
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Assalamu'alaikum Wr. Wb.

After reading, studying and giving advices for necessary revision on thesis belongs to **Rizka Fitriyana Daulay**, entitled "***The Effect of Words Search Puzzle on Students Vocabulary Mastery at Eight Grade Of SMP N 8 Padangsidimpuan***". we approved that the thesis has been acceptable to complete the requirement to fulfill for the graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Thank you

Wassalamu'alaikum Wr. Wb.

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ABSTRAK

Nama : Rizka Fitriyana Daulay
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Judul Skripsi : Pengaruh Teka-Teki Pencarian Kata Dalam Penguasaan Kosakata Pada Siswa Kelas Delapan SMP N 8 Padangsidempuan.

Tujuan penelitian ini adalah 1) Untuk mengetahui penguasaan kosakata siswa sebelum pembelajaran menggunakan permainan words search puzzle. 2) Untuk Mengetahui penguasaan kosakata siswa setelah pembelajaran menggunakan permainan words search puzzle. 3) Untuk mengetahui ada pengaruh signifikan permainan words search puzzle terhadap pembelajaran kosakata. Penelitian ini merupakan penelitian kuantitatif dengan metode experiment dengan desain pre-test post-test control group design. Populasi penelitian ini adalah siswa kelas VIII SMP N Padangsidempuan. Sampel penelitian ini adalah 25 siswa. Instrumen dalam penelitian ini adalah tes pilihan ganda dan penjumlahan kata. Data dianalisis dengan menggunakan aplikasi SPSS v.26 dan formula T-test untuk mengetahui perbedaan signifikan prestasi belajar siswa baik pada pre-test maupun post-test. Setelah dianalisis datanya menunjukkan bahwa diperoleh skor yang berbeda pada pre-test dan post-test. Pada pre-test, nilai rata-rata kelas experimental adalah 56,96 dan kelas kontrol adalah 52,48. Pada post-test, nilai rata rata kelas experimental adalah 80,64 dan kelas kontrol adalah 73,04. Hasil t-hitung lebih tinggi dari t-tabel dengan menerapkan 0,05 tingkat signifikansi dan derajat kebebasan (df) adalah 48, memperlihatkan bahwa t_{hitung} sebesar 3.801 dan t_{tabel} sebesar 1.672. Maka dapat disimpulkan bahwa, penggunaan words search puzzle efektif pada pembelajaran kosakata siswa kelas delapan SMP N 8 Padangsidempuan.

Kata Kunci: Words Search Puzzle, Kosakata

ABSTRACT

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Thesis Title : The Effect of Words Search Puzzle On Students
Vocabulary Mastery at Eight Grade of SMP N 8
Padangsidimpuan

The objectives of this study are 1) To find out students' vocabulary mastery before learning using words search puzzle game. 2) To find out students' vocabulary mastery after learning using words search puzzle game. 3) To examine whether if there is a significant effect of words search puzzle game on vocabulary learning. This research is a quantitative research with experimental method with pre-test post-test control group design. The population of this research is the VIII grade students of SMP N Padangsidimpuan. The sample of this study was 25 students. The instruments in this study were multiple choice tests and word matching. The data were analysed by using SPSS V.26 application and T-test formula to find out the significant difference of students' learning achievement both in pre-test and post-test. After analysing the data, it showed that different scores were obtained in the pre-test and post-test. In the pre-test, the average score of the experimental class was 56.96 and the control class was 52.48. In the post-test, the average score of the experimental class was 80.64 and the control class was 73.04. The t-count result is higher than the t-table by applying 0.05 level of significance and the degree of freedom (df) is 48, it showed that t_{count} was 3.801 and the t_{tabel} was 1.672. Therefore, it can be concluded that there is the effect of of words search puzzle on students vocabulary mastery at Eight Grade of SMP N 8 Padangsidimpuan.

Keywords: Words Search Puzzle, Vocabulary Mastery

ملخص البحث

الاسم	: ريزكا فتريانا دول
رقم التسجيل	: ١٩٢٠٣٠٠٠١٠
عنوان البحث	: فاعلية لغز البحث عن الكلمات في تعليم المفردات لدى طلاب الصف الثامن في مدرسة سيكولاه مينينغا بيرتاما ٨ بادانغسيديمبوان

أهداف هذه الدراسة هي: (١) معرفة مدى إتقان الطلاب للمفردات قبل التعلم باستخدام لعبة ألغاز البحث عن الكلمات. (٢) معرفة مدى إتقان الطلاب للمفردات بعد التعلم باستخدام لعبة ألغاز البحث عن الكلمات. (٣) معرفة ما إذا كان هناك تأثير كبير للعبة ألغاز البحث عن الكلمات على تعلم المفردات. هذا البحث عبارة عن بحث كمي باستخدام الأسلوب التجريبي مع تصميم مجموعة ضابطة قبل الاختبار وبعده. كان مجتمع هذه الدراسة من طلاب الصف الثامن في مدرسة بادانغسيديمبوان الإعدادية الثانوية. كانت عينة هذه الدراسة ٢٥ طالبًا. كانت الأدوات المستخدمة في هذه الدراسة هي اختبارات الاختيار من متعدد ومطابقة الكلمات. تم تحليل البيانات باستخدام تطبيق الحزمة الإحصائية للعلوم الاجتماعية الإصدار ٢٦ وصيغة الاختبار المتزامن لتحديد الفرق الكبير في التحصيل العلمي للطالب في كل من الاختبار القبلي والبعدي. بعد تحليل البيانات، أظهرت النتائج أنه تم الحصول على درجات مختلفة في الاختبار القبلي والبعدي. في الاختبار القبلي، بلغ متوسط درجات الفصل التجريبي ٥٦.٩٦ درجة في الفصل التجريبي و٥٢.٤٨ درجة في الفصل الضابطة. في الاختبار البعدي، بلغ متوسط درجات الفصل التجريبي ٨٠.٦٤ درجة والفصل الضابطة ٧٣.٠٤ درجة. كانت نتيجة العدّ الأني أعلى من الجدول الأني بتطبيق مستوى الدلالة ٠.٠٥ ودرجة الحرية ٤٨. لذلك، فإن استخدام لغز البحث عن الكلمات فعال في تعلم المفردات لدى طلاب الصف الثامن في مدرسة بادانغسيديمبوان الإعدادية.

الكلمات المفتاحية: لغز البحث عن الكلمات، تعليم المفردات

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Padangsididmpuan, 17 November 2024

Reseacher

Rizka Fitriyana Daulay
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CHAPTER 1

INTRODUCTION

A. Background of The Problem

Vocabulary is a group of several words that have meaning. Vocabulary is all the words in a language or a collection of specific words that need to be learn. Furthermore, vocabulary is very important for the students to learn, because learning vocabulary is the essence of language learning.

In learning English, the students must know about the vocabulary to make them easier in learning English. Vocabulary will help them in comprehending English because vocabulary has link to each skill. Many of the vocabulary in English text books have to be learned. Without vocabulary, no one can speak or understand the language. It means that people cannot write a word or make a sentence well, when they do not master it. Students must comprehend each word in this order. By mastering the vocabulary, the students will be easier in learning English.

Vocabulary is essential to enable role in creating understanding of language through what the students learning in school. Vocabulary is important as a support or as a tool for communication with another people. Students should have adequate stock of vocabulary to make them communicate easily. The students have to know English vocabulary items. They can express thoughts, feeling, or desires in their communication if they have stock of vocabularies. Without vocabulary students cannot communicate

effectively or express their idea in both oral and written form. Vocabulary has important role which related to develop four skills.

The Indonesia government has done some efforts to increase the quality of teaching and learn vocabulary such as curriculum development, selection and teacher improvement and textbook development. The schools also has done some efforts to improve education as well, such as preparing the buildings and establishing some rules for maintaining discipline. The teacher is an important in increasing the quality of education, in addition to teaching, the teacher also as a motivator for the students. According to the explanation above , each of the aims is to improve educational quality, as well as students ability in vocabulary

Condition of English vocabulary in seventh grade students of SMP N 8 Padangsidimpuan is poor. Based on interview with the teacher of SMP N 8 Padangsidimpuan. She said:

“We have difficulty in remembering new vocabularies because of the differences between what is written and what is spoken so the students were easy to fell bored in learning of vocabulary not interested in learning process. The teacher still used the command way in teaching vocabulary such as giving then a list of vocabulary and asked the students to remember. The teacher always asked us to bring dictionary, but most of us, did not have it.”¹

Then, the researcher interview the students of SMP N 8 Padangsidimpuan. The teacher said:

“Students was lazy for bring the dictionary, they prefer to wait for the teacher to translate the vocabulary, and they also tend to forget the

¹ Private Interview, Masnah Pohan, S.Pd. English Teacher of SMP N 8 Padangsidimpuan, on 12 November 2023.

meaning of the word which have been taught or practiced in brief, students vocabulary mastery does not fulfill the expectation".²

Based on interview at school, it can be concluded that the teacher's strategy with the material has not been achieved optimally. Because, the teacher did not use a right media while teaching English. So, the vocabulary of students still poor. To increase the vocabulary of students, the teacher needs to use several media. This media can make students easier to understand English, especially vocabulary.

There are some factors that influence student's vocabulary. They are using objects, mime expression and gesture, contrast, enumeration, translation, drawing, eliciting, dictionary, word games, description, and definition.³ Relation to the game that Hadfield said, there are many kinds of game that can be applied in teaching process including in teaching vocabulary such as guessing games, search games, matching games, labeling games, exchanging game, role play games, and board games.⁴ Based on the quotation above it can be concluded that the factors of vocabulary they are guessing games, matching games, labeling games, exchanging game, role play games, board games and search games. According to Vossoughi and Zargar, word search puzzle game is one of many instructional games that reinforce word-level into a grid and persuades the class to make suggestion for the puzzle clues. The objectives of words search puzzle is to find and mark all the word inside the

² Private Interview, Siti Aisyah. Students of SMP N 8 Padangsidempuan, on 12 November 2023

³ Scott Thornbury, *How to Teach Vocabulary*, Third Edition (Cambridge, New York: Blustone Press, 2014), 77–78.

⁴ Jill Hadfield, *Intermediate Vocabulary Games*, Fourth Edition (New York: Pearson Education Limited, 2010), 5.

box.⁵ This game is good to review general vocabulary, without ever tiring the students.

The role of words search puzzle in students' vocabulary can make students' more focus, attention, stimulate problem solving and helps the students in remembering the vocabulary. The teacher, encourage participation from the students. With this game, students are given the chance to help develop word recognition. Using words search puzzle each students collaborates on vocabulary assignment with a group of their students. With this game, students are given the chance to find the hidden word that may be hidden in any direction, they can find a lot of new vocabularies in a fun way, and it could enhance their words of knowledge.

Based on above explanation, the researcher interested to carry out a research under a title "The Effectiveness of Words Search Puzzle in Teaching Vocabulary at Eighth Grade Students of SMP N 8 Padangsidempuan".

B. Identification of The Problem

Vocabulary is one of the important aspect in teaching a language. Vocabulary has an important role in English. By using vocabulary, it can make it easier for us to understand what the conversation or writing to other people. Then, it can make people be easier to express the thoughts in that language verbally or in writing.

⁵ Hossein Vossoughi and Marzeigh Zargar, "Using Word-Search-Puzzle Games for Improving Vocabulary Knowledge of Iranian EFL Learners," *Journal of Teaching English as a Foreign Language and Literature*, 2018, 85, <https://www.semanticscholar.org/paper/USING-WORD-SEARCH-PUZZLE-GAMES-FOR-IMPROVING-OF-EFL-Hossein-Marzieh/938a57b1da00abed80112537427be8a0715c8b9b>.

As mentioned above there are some factors that influence student's vocabulary. They are using objects, mime expression and gesture, contrast, enumeration, translation, drawing, eliciting, dictionary, description, definition, and word games.

C. Limitation of the Problem

Based on the problem identification above, there are several factors in learning vocabulary. They are using objects, mime expression and gesture, contrast, enumeration, translation, drawing, eliciting, dictionary, word games, description, and definition. Thus, there are many kinds of game that can be applied in teaching process including in teaching vocabulary such as guessing games, search games, matching games, labelling games, exchanging game, role play games, and board games.

In this research did not discuss all the factors vocabulary above, this research only focus on the words search puzzle game. Related to lesson plan at the eight grade focus to vocabulary about noun; name of the animal, what the animal eat, and things in the classroom.

There are some reasons why researcher choose the words search puzzle. First, words search puzzle can improve students' vocabulary. Second, it make students more focus, stimulate problem solving and helps the students in remembering the vocabulary. Third, words search puzzle could make the students can find a lot of new vocabularies in a fun way activities.

D. Formulation of the Problem

Based on background and identification above, researcher formulated the problem as follow:

1. In what extend is the students' vocabulary before using words search puzzle at the eighth grade students of SMP N 8 Padangsidimpuan?
2. In what extend is the students' vocabulary after using words search puzzle at the eighth grade students of SMP N 8 Padangsidimpuan?
3. Is there a significant effect of using words search puzzle to students' vocabulary at the eighth grade students of SMP N 8 Padangsidimpuan?

E. Purpose of the Research

From above formulation of the problem, the purposes of this research are:

1. To find out the students' vocabulary before using words search puzzle at the eighth grade students of SMP N 8 Padangsidimpuan.
2. To find out the students' vocabulary after using words search puzzle at the eighth grade students of SMP N 8 Padangsidimpuan.
3. To examine whether there is the significant effect of using words search puzzle to students' vocabulary at the eighth grade students of SMP N 8 Padangsidimpuan.

F. Significant of the Research

The significant of this research expected to be useful for:

1. For the Headmaster, as an information especially about teaching vocabulary by using words search puzzle at the eighth grade students of SMP N 8 Padangsidempuan.
2. For the teacher, as an information to add this media in teaching English especially in teaching vocabulary by using words search puzzle at the eighth grade students of SMP N 8 Padangsidempuan.
3. Other researchers, this research will help the researcher, a novice researcher to get a new experience in the teaching learning process and gives insightfully knowledge of English proficiency.

G. The Outline of Thesis

The systematic of this research is divided in to five chapters. Each chapter consists of many chapters with details as follow:

In chapter one, it consists of background of the thesis problem, identification of the problem, limitation of the problem, limitation of the problem, formulation of the problem, purpose of the research, significant of the research, and thesis outline. This chapter, talking about the problem that found in the field of research, the question of research and the objective of the research.

Next, in chapter two, it consists of theoretical description of vocabulary and words search puzzle. Then, review of related findings, conceptual framework, and hypothesis.

Furthermore, in chapter three, consists of research methodology, which is consist of the time and place of the research design, population and sample, definition of operational variable, the instrument of research, validity and reliability of instruments and the last technique of analysing data.

Chapter four is result of the research finding which consists of teaching vocabulary in pre-test, teaching vocabulary in post-test, the hypothesis testing, discussion, and the treats of the research, this chapter talking about the result of the results of the research.

Finally, chapter five contains conclusion, implication and suggestion.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Vocabulary

a. Definitions of Vocabulary

Richard and Renandya states vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.⁶ Then according to Ur, vocabulary is the list of words that teach in foreign language and it teach by the teacher based on students.⁷ Vocabulary is knowledge of the meaning of words. Vocabulary is not a developmental skill or a skill that can be considered fully mastered.⁸ Additionally, vocabulary is a communication particularly in the early stages when students are motivated to learn basic words they need to get by in the language.⁹ Therefore, it can be conclude that vocabulary is list of words that student's knowledge as a communication of that is uses to master the four skills in language such as speaking, listening, reading, and writing.

In curriculum K13 “vocabulary is a collection of alphabets arranged in a dictionary consisting of one word or more than one words

⁶ Jack Richards C and Willy Renandya A, *Methodology in Language Teaching* (New York: Cambridge University Press, 2002), p. 629.

⁷ Penny Ur, *A Course in Language Teaching Practice and Theory* (Cambridge: Cambridge University Press, 2010). <https://id.z-library-africa.se/book/1162252/eada10>.

⁸ Elfrieda Hiebert H and Michael Kamil L, *Teaching and Learning Vocabulary* (New Jersey: Lawrence Erlbaum Associates, 2005), p. 3.

⁹ Roger Gower and Steve Walters, *Teaching Practice A Handbook* (Thailand: Macmillan, 2015), <https://id.z-library.se/book/837208/e84e6b..>

that has meaning”.¹⁰ Vocabulary is an important instructional aim for teachers in all content areas in middle grades schools. It means vocabulary grow and development and share effective instructional strategies that middle school teachers can use to teach vocabulary across the content.

Based on explanation above, it can be concluded that vocabulary is a list of the word to deliver something. Vocabulary is a set of words that must be learned how well learners speak, listen, read, and write in learning English uses to communicate. Vocabulary is a large number of words that students have to know, not only memorizing the form of the words but also understand the meaning of the words.

b. Purpose of Vocabulary

In general purpose of vocabulary is often views as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. There are several purposes of vocabulary.

1. To express their opinion thinking.
2. To express idea in their society.
3. Particularly in early stages when students are motivated.
4. To learn the basic words they need to get by in language.
5. To be come more proficient own choice of words and expressions.¹¹

¹⁰ Siti Wachidah and Asep Gunawan, *When English Ring's Bell Kelas VIII*, (Jakarta: Kementrian Pendidikan Dan Kebudayaan, 2013).

¹¹ Gower and Walters, *Teaching Practice A Handbook*.

According to Miller, the purpose of mastering vocabulary is divided into four reasons, they are:

1. Vocabulary growth is directly related to school achievement.
2. The size of a child's vocabulary in kindergarten predicts the ability to learn to read.
3. Vocabulary helps children to think and learn about the world.
4. Expanding the child's knowledge of words gives unlimited access to new information.¹²

Meanwhile, in curriculum K13 the purpose of vocabulary is students are able to memorize vocabulary, students are able to enrich vocabulary in daily activity, and students are able to know the meaning of words.¹³

Based on the purpose above, vocabulary is the way to express our opinion thinking, idea in communication, make early to learn the basic words that our need to get by in language, make students are able to memorize vocabulary, and students are able to know the meaning of the words.

c. Kind of Vocabulary

There are many kind of vocabulary, According to Harmer there are two kinds of vocabulary that consisted of receptive vocabulary or passive vocabulary and productive vocabulary or active vocabulary. The further explain is:

1. **Receptive Vocabulary or Passive Vocabulary**
Receptive vocabulary can be understood any through listening or reading. Someone does not need to know much about the receptive vocabulary and it is impossible for someone to memorize all the vocabularies of a certain language but

¹² Miller, Jody B, *The Importance of Vocabulary*, (Chicago: JCFS Chicago, 2020).

¹³ Wachidah and Gunawan, *When English Ring's Bell Kelas VIII*.

¹³ Gower and Walters, *Teaching Practice A Handbook*, 123.

someone can understand that ideas of the utterance contextually not word by word.

2. Productive Vocabulary or Active Vocabulary

Productive vocabulary involves of knowledge how to pronounce the word, how to write and spell it, how to use it in correct grammatical patterns along with the words that usually collocate with.¹⁴

Based on quotation above, it can be concluded that receptive vocabulary is the students understanding and can memorize the words by listening and reading but less use in frequent, in other hand productive vocabulary are words that the students understand and can pronounce the word fluently, and use the words in speaking and writing.

d. Choosing of Vocabulary

Vocabulary consists of the words that we understand when students hear and read (receptive vocabulary) and the words students speak or write (productive vocabulary). Choose the words that student will use or see most often, or words related too other words that they know. Students choose the words on vocabulary that students read or hear a variety of word that are important for language development.

Richard in Siswati states there are some way to determine which word will be taught, they are:

1. Coverage or range context where the word can be found.
2. Convenience or how easy a word is learned.

¹⁴Hiebert and Kamil, *Teaching and Learning Vocabulary*.

3. Familiarity, meaning the word is often found, meaningful and concrete.¹⁵

Additionally, the vocabulary that introduced in classroom is to some extent conditioned by the books used.¹⁶ It can be concluded that choosing vocabulary for Junior High School vocabulary should start with tangible terms that kids can feel and touch, as well as words that are connected to their textbooks, since this will make it easier for them to learn new vocabulary.

e. Principles in Teaching Vocabulary

Principle is the important thing that every teacher must have when they are teaching in the classroom. According to Nunan, there are general principles of teaching vocabulary, as follows:

1. Emphasize about direct and indirect teaching.
2. Teach vocabulary words before a new activity.
3. Teach how to use context clues appropriately.
4. Presents multiple exposure to new vocabulary items.
5. Give opportunities for deep processing of vocabulary items.
6. Teach students to use dictionary.
7. Students have to keep vocabulary notebook.¹⁷

In another hand, Brown states some guidelines of communicative instructions in teaching and learning vocabulary, as follows:

1. Allocate specific class time to vocabulary learning.
2. Help students to learn vocabulary in context.
3. Play down the role of bilingual dictionaries.

¹⁵ Kamilah Siswati, "Efektivitas Model Pembelajaran Kolaboratif Untuk Meningkatkan Penguasaan Kosakata" (Universitas Muhammadiyah Purwokerto, 2012), p.9.

¹⁶ John. 2002 Haycraft, *An Introduction to English Language Teaching*, Longman Group Limited (Longman Hanbooks For Language Teachers, 2000).

¹⁷ David Nunan, *Practical English Language Teaching, Language* (New York: Micgraw Hill, 2003).

4. Encourage students to develop strategies for determining the meaning of words .
5. Engaged in “unplanned” vocabulary teaching.¹⁸

Based on quotations above, it can be conclude that there are ten principles in teaching vocabulary, they are : 1) Emphasize about direct and indirect teaching, 2) Teach vocabulary words before a new activity, 3) Teach how to use context clues appropriately, 4) Presents multiple exposure to new vocabulary items, 6) Teach students to use dictionary, 7) Students have to keep vocabulary notebook, 8) Allocate specific class time to vocabulary learning, 9) Encourage students to develop strategies for determining the meaning of words, 10) Engaged in “unplanned” vocabulary teaching.

f. Assessing Vocabulary

Vocabulary assessment is an important component of language education, providing teachers with valuable insights into students’ understanding and use of words. In curriculum the junior high school there are several aspects of vocabulary assessment including “identifying, spelling, and meaning”.

1. Identifying :Students identify the names of people and numbers of animals, objects that are close to students’ daily lives through pictures and videos independently.
2. Spelling :Students spell the words and use the punctuation correctly.
3. Meaning :Students know the meaning of spoken vocabulary through pictures and videos independently.

¹⁸ H.Douglas Brown, *Teaching by Principles;An Interactive Approach to Language Pedagogy, Teaching by Principles An Interactive Approach to Language Pedagogy*, Forth Edition (New York: Pearson Education, 2009), p. 481.

4. Memorizing :Students remember the name of animal,objects that are close to students daily activities through pictures and videos.¹⁹

This research not discuss about all of the aspects in assessing vocabulary in teaching and learning process. The researcher will focus on two aspects, they are identifying and memorizing. These aspects become a reference in achieving the target to determine the progress of students' vocabulary mastery. Brown states. test is a method that measuring a person ability and knowledge.²⁰ The test should be related to students' material lesson. The words to be tested can be chosen to create the test. Therefore, the vocabulary test need to be connected to the students' course material. Teaching language in a Junior High School need to be center on the surrounding environment.

Vocabulary assessment seems straightforward in the sense the word list are ready to provide a basis for selecting a set of word to be testes.

There are some tests that used for vocabulary testing, they are:

1. Multiple Choice (choose the correct one)
Although the multiple-choice format is one of the most widely used methods of vocabulary assessment, both for native speaker and for the second language learners, it is limitation have also recognized for long time.
2. Completion (write or fill the missing word)
Completion format is an item that researcher used sentence or sentences that have a missing word and then, the students have to complete or fill the missing one.
3. Translation (translate the underlined word to another language, such as Indonesian language)

¹⁹ Wachidah and Gunawan, *When English Ring's Bell Kelas VIII*.

²⁰ H Douglas Brown, *Language Assessment Principles and Classroom Practices* (San Fransisco: Longman, 2001).

This item is the easy one, because the students only need to translate the underlined word to another language that the researcher divided.

4. Matching (match each word with its meaning)

In this item, the format will be written using column A and B, then the students will match them. In this research, the researcher will ask the students to match the word with synonyms and antonyms.²¹

These tests that are illustrated above will be written and used in this research to assess students' vocabulary and to diagnose the students' weakness in mastering vocabulary. So, in this research can be concluded assessing for students' vocabulary used multiple choice and matching. By giving tests to the students, the researcher can clearly find out their knowledge in vocabulary.

g. Material of Teaching Vocabulary

There are many materials in vocabulary teaching. It is in the syllabus of eighth grade of Junior High School in the curriculum 2013. The book used in SMP N 8 Padangsidimpuan is "When English Rings The Bell". It is divided into twelve chapters. In the first semester they are; Its English Time (chapter I), Can You Play The Guitar (chapter II), Would You Like to Come? (chapter III), You are Invited ! (chapter IV), My Uncle is a Zookeeper (chapter V), What Are You Doing (chapter VI), Bigger is not always better (chapter VII), I am proud of Indonesia! (chapter VIII),

²¹ Read, John, "Assessing Vocabulary", (Cambridge: The Press Syndicate Of Cambridge, 2000), p. 2.

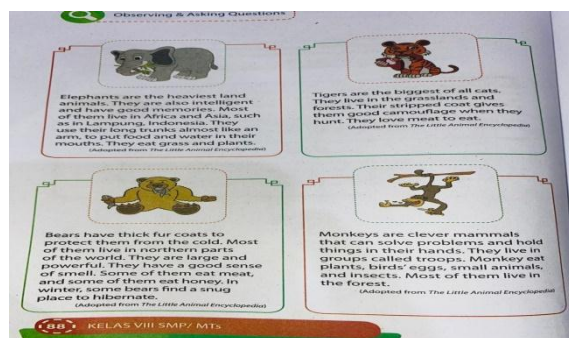
When I was a child (chapter IX), Don't forget it please (chapter X), I am proud of My Teacher (chapter XI), Mouse and Crocodile (chapter XII).²²

From those materials, not all of the topic will be discussed. This research only focus on chapter V.

. This topic talk about verb, adjective, and noun. Based on syllabus in k12 from students' textbook at grade VIII Pemdikbud version this chapter talk about something that happen and comparison of people, objects, and animals in the classroom, home, school and surrounding.

The material of vocabulary is not described in an explicit form but in an implicit form, because the material of vocabulary is related to any material in English, such as reading, writing, speaking, and listening. The material we can see as follows:²³

1) What The Animals Eat

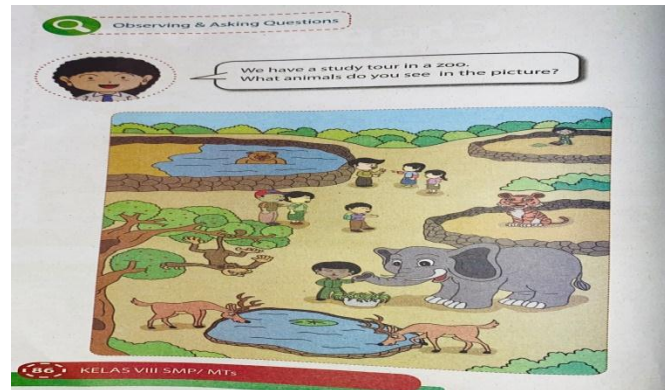


From the picture above, one example of vocabulary material in class is vocabulary about what the animals eat in the zoo. Students are required to master vocabulary about what kind of food the animals eat in the zoo.

²² Wachidah and Gunawan, *When English Ring's Bell Kelas VIII*.

²³ Wachidah and Gunawan, 69.

2) The Name of the Animal



From the picture above, one example of vocabulary learn in class is vocabulary about the name of the animal that students can find in the zoo. Students are required to master vocabulary about know the name animal in based on the picture.

3) Things in the school



From the picture above, one example of vocabulary material in class is vocabulary about things in the school. Students are required to master vocabulary about name of things that are can find in outside or inside the classroom.

2. Words Search Puzzle

a. Definition of Words Search Puzzle

According to Vossoughi and Zargar Word search puzzle game is one of many instructional game that reinforce word-level onto a grid and persuades the class to make suggestion for the puzzle clues.²⁴ According to Hornby, puzzle is a thing that is difficult to understand or answer a mastery or a question or toy that is designed to test a person's knowledge, skill, intelligence, etc.²⁵ Word search puzzle are effective instructional games that involve finding hidden words in various directions within a grid, and they often encourage class participation in creating puzzle clues. Acosta in his book explained about the instruction of word find that the students asked to find the words in the puzzle. Some words go across and some go down.²⁶ It similar with instruction of words find that the students have to find of the letter are hidden in the grid.

Based on the definition above, it can be concluded that a words search puzzle is a word game that is letters of a word in a grid and various directions that asked the students to find the hidden words in the puzzle. 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.

²⁴Vossoughi and Zargar

²⁵ Hornby, A.S. 1995, Oxford Advanced Learner's Dictionary, (New York: Oxford University Press, 2002), p.947.

²⁶ Joan Acosta, *Word Games and Puzzles* (Canada: Bestofreader, 2013).

b. Purpose of Words Search Puzzle

Analyzing the purpose of vocabulary more precisely, according to Vossoughi words search puzzle is a game to assist students in search the words , either vertically, horizontally, and diagonally. This game can help students increase their vocabulary and make them happy in doing puzzle game of words.²⁷

According to Sukstrienwong, the aim of this game is to find the words in the grid. In searching for word, users read and memorize the words while they are playing the game that helps them learn the words and spelling, letter by letter, in the puzzle.²⁸

In conclusion, the purpose of words search puzzle is to increase the students vocabulary by memorize the word, find the hidden word, and spelling letter by letter in the puzzle.

c. Advantages and Disadvantages of Words Search Puzzle

Games words search puzzle is used when the teacher wants the students to think of creativity, because through this kind of learning students are expected to match the question with an answer that is in the puzzle. There are several advantages of using words search puzzle as follows:

1. Words search puzzle keep the brain active.
2. Words search puzzle increase the vocabulary. Vocabulary building is one of the biggest benefits of solving word searches.

²⁷ Vossoughi and Zargar

²⁸ Anon Sukstrienwong and Patravadee Vongsumedh, "Software Development of Word Search Game on Smart Phones in English Vocabulary Learning," *International Journal of Mathematical Models and Methods in Applied Sciences* 15 (2021): p.125–30, <https://doi.org/10.46300/9101.2021.15.16>.

3. Words search puzzle help to learn new languages.
4. Words searches are a great way to improve your spelling.
5. Words search puzzle trains our brain to recognize patterns the ability to identify letters, faces, and all manner of objects. It is a basic cognitive skill (the others include such useful games as decision-making, focus and concentration, memory, problem solving, and categorization.²⁹

Based on the explanation above, words search puzzle is extremely useful in teaching and learning English, especially in teaching vocabulary. It makes the students more active in the classroom. It also easy and simple strategy, so the students can understand and enjoy the lesson.

Besides the advantages of words search puzzle, they are several disadvantage of words search puzzle also:

1. Make a box that varies need creativities of a teacher.
2. Very often found between the boxes provide does not match the existing question.
3. Make questions that require answer that definitely requires a high capability of teaching.³⁰

Based on the quotation above, it can be concluded that the advantages of words search puzzle are words search puzzle keep the brain active, it can increase the vocabulary, it can help to learn new language, it is a great way to improve students' spelling, and train students' brain to recognize pattern the ability to identify the letters, it can improve vocabulary, stimulate problem solving skill by doing teamwork, and give students successful experience. However, there are

²⁹ Istarani, *Model Pembelajaran Inocatif* (Medan: Media Persada, 2020).

³⁰ Istarani, 170–174.

the drawbacks to words search puzzle, such as the teacher must creative in making the box of puzzle, the box often found not match with the question, and the teacher have to make question that require answer that definitely requires a high capability of teaching.

d. Procedure of Words Search Puzzle

The procedure of words search puzzle game is very simple and easy. The instruction in teaching vocabulary through words search puzzle as follows: Each word on the right side of the puzzle is hidden somewhere within the letters on the left side. Words will be found exactly as they are spelled, but may be written left to the right, right to left, up and down, or diagonally. According to Dunlap procedure of words search puzzle game as follows:

1. The teacher divided the students to 5 groups. Each group have 4 students.
2. The teacher gives the words search puzzle photocopied to the students that contains the letter of words to be found.
3. The teacher explain the rule of words search puzzle that students have to find all of the letter are hidden in the box. Words will be hidden inside the letters, written horizontally and vertically.
4. The students should circle the word when they find them.
5. After their work are finished, they correct together.³¹

In this research, the researcher chooses the procedure from Dunlap' in teaching vocabulary through words search puzzle, because Dunlap's procedure is easy and also explain the procedure from preparing until the end of finishing words search puzzle.

³¹ Delia Dunlap, *Games & Icebreakers For the ESL Classroom*, ed. by English Language Fellow (Mauritania : Nouakchott, 2013).

e. Teaching vocabulary Using Words Search Puzzle

Teaching vocabulary using words search puzzle means the teacher and the students use puzzle based search games to know the materials. The students study and remember the words from the game that they play. There are many kinds of activities that can be done to teach vocabulary to make the learning process meaning. Therefore, words search puzzle can be used to teach nouns they are animals, food, and things.

They are some activities in teaching vocabulary by using words search puzzle in classroom. Activities for using words search puzzle, they are:

1. Pre-Teaching

The process in pre-teaching, first before the teacher starts the learning session. Teacher greet the students and checks the attendance list and gives the ice breaking to the students. After that the students pay attention to the teacher and respond to the teacher says or ask.

2. While Teaching

The next is the first procedure of teaching vocabulary by using words search puzzle that is presenting, in this procedure the teachers is explain the material lesson with using with using media, media is puzzle. After explain the material, the teacher who puts a collection of word puzzle in the photocopied paper will share the paper to each group of learners.

Each learners as members of the group takes turns to mark the hidden words that can find in the puzzle.

3. Post- Teaching

The last is revising. In this procedure, the teacher repeat the material again to make sure that student understand the material well. The teacher summarized today's material and revise the mistakes while teaching learning takes place.

Table II. 1

Teaching Vocabulary by Using Words Search Puzzle

Teacher' Activity	Procedure	Students Activity
Pre- Teaching 1. Teacher opens the class by greeting. 2. Teacher check the students attendance list. 3. Teacher asks the students about the last material, 4. Teacher tells about the new material.		1. Students answer the teacher's greeting and pray before learn. 2. Students state the attendance by saying present. 3. Students answer the teacher question. 4. Students listen carefully to the teacher and add some notes from the teacher's explain
While Teaching 1. The teacher divided the students to 5 groups.	1. The teacher divided the students to 5 group consist of 4 students.	1. Students move and make a group like the teacher said. 2. The students sit based on their group. 3. Students make circle with their group. 4. Students from each group will make an order of who will do the work first.

Teacher' Activity	Procedure	Students Activity
2. The teacher introduce the topic to the students.	2. The teacher gives the words search puzzle to the students.	<ol style="list-style-type: none"> 1. The students take the puzzle paper from the teacher. 2. Students share the puzzle to each group. 3. Each of group will have the photocopied of puzzle.
3. Instruct the students about the role game.	3. The teacher explain the rule of words search puzzle that students have to find.	<ol style="list-style-type: none"> 1. Students listen to the teacher and pay attention about what teacher said. 2. Students remaind the rule of the words search puzzle..
4. The teacher give time 30 minutes to solve the puzzle.	4. The teacher tell the students to circle the word when they find them.	<ol style="list-style-type: none"> 1. Students will search the hidden words in the puzzle. 2. Students work the exercise based on order of the students group. 3. Students identify the letter word by word. 4. Students will circle the word with marker when they find them.
5. The teacher collect the task. And announce the winner of the game.	5. After their work are finished, the teacher collect the task, and they correct together.	1. Students collect their task to the teacher. And answer the hidden word together.
Post- Teaching <ol style="list-style-type: none"> 1. Teacher ask the students understanding about the materials. 2. Teacher closes the class with greeting 		<ol style="list-style-type: none"> 1. Students answer the teacher's question and tell their problem. 2. The students make a summarize while the teacher conclude the lesson. 3. Students say salam and pray together.

f. Conventional Teaching

1) Definition of Conventional Teaching

In conventional technique, the teacher is placed at the center of the classroom. The students pay attention to what the teacher says. Here, the English teacher said that in teaching writing, they used conventional technique where the teacher involves more repetition rather than distributes knowledge.³² The emphasis is on memorization rather than exercise activities. The conventional technique treats students as a passive object. The teacher, who is in the front of the class, is being listened to.

Conventional teaching refers to the traditional way of teaching where in most of the time lecture method is used. The method of teaching is textbook centered, teacher dominant, exam oriented. The emphasis here is mainly in remembering and reproducing facts, principles and theories of learning. As stated by Hudson “conventional technique is the strategy used by the teacher based on mutual agreement in a school”.³³

Based on the explanation, conventional technique uses traditional way in teaching and learning process where the teacher will use the lecture method in teaching and learning.

2) Procedure of Conventional Teaching

There are some steps before showing this method, they are:

- a) Preparation, create learning condition to students.

³² English Teacher, “*Private Interview*” SMP N 8 Padangsidempuan

³³ Hudson, The Meaning of Conventional Strategy, <http://www.conventional-strategy/topic/54372-strategy> (Access on September 5, 2024).

- b) Implementation, teacher conveys material then give opportunity to students for connecting and comparing material of lecture that accepted through catechizing.
- c) Evaluation, give the test to students for looking students comprehension about material that learn.³⁴

In summary, the conventional technique places the teacher at the center of the learning process, with the students serving as passive objects to be taught and learned from. The procedures of conventional technique can be separated into two categories, namely preparation and implementations. The teacher begins class by outlining the goals for the lesson, selecting the key elements of the topic that will be explained, and setting up the necessary resources. In contrast, there are three stages in the implementation phases : the beginning, the serving, and the closing.

B. Review of Related Finding

There are several findings that support this research. In this research the researcher provides four provides studies related to this research.

The first, performed by Lohita, this study was conducted by using experimental research. The result of the research showed that the mean score of experimental class was 18.97 and the control class was 10.16.³⁵Then, it indicates that words search puzzle is effective in teaching vocabulary at seventh grade of SMP N 12 Mataram.

The second is from Ningsih, the research point that the positive effect in using word-search puzzle to students' vocabulary. It can be seen from the

³⁴ Deriden

³⁵ Ni Made Anggreni Nila Lohita, "The Effectiveness of Word Search Puzzle in Vocabulary Mastery At Seventh Grade of Smpn 12 Mataram in Academic Year 2014/2015" (Universitas Mataram, 2017), <https://eprints.unram.ac.id>.

mean score of experimental class in pre-test was 60 and the mean score in post-test was 79.5.³⁶ It means words search puzzle game has the significant effect to students' vocabulary.

The third, the research by Ambiyatul with the research result is improve the score before using word-search puzzle game was 62.04, after doing the treatment the mean score was 82.63.³⁷ It means that the words search puzzle has the significant effect to students vocabulary mastery.

The last research by Rahmah found the effectiveness of using word-search puzzle. It can be stated from the result that the mean score of pre-test was 59.74 and the mean score of the post-test was 73.09. The score improvement from the pre-test to the post-test was 13.35 point.³⁸ It means that the words search puzzle has significant effect to students vocabulary mastery.

There are differences between the related studies to this research that the researcher has done; they are techniques used, time & place, and students' grade. Meanwhile, the researcher conducted the study in SMP N 8 Padangsidempuan at eight grade students. This research's type is experimental research which is to experiment about the effect of search word puzzle game to student vocabulary. The researcher use pre-test post-test control group

³⁶ Regita Eka Serlia Ningsih, "The Effectiveness of Word Search Puzzle in Teaching Vocabulary of Fifth Grade Students of SD Islam Khalifah Palu" (IAIN Palu, 2021), http://repository.iainpalu.ac.id/eprint/700/1/REGITA_EKA_SERLIA_NINGSIH.pdf.

³⁷ Ambiyatul, "The Influence Of Using Word Search Puzzle Game Towards Students' Vocabulary Mastery At The First Semester Of The Eighth Grade Of Smp N1 Ambarawapringsewu In The Academic Year Of 2017/2018" (University Islan Negeri Raden Intan Lampung, 2018), http://repository.radenintan.ac.id/3303/1/A_Thesis_Full.pdf.

³⁸ Aulia Rahmah, "The Effect Of Word-Search Puzzle On Vocabulary Size At The Seventh Grade Students of SMP Muhammadiyah" (IAIN Palangkaraya, 2016), <https://core.ac.uk/download/pdf/148402939.pdf>.

design. The data count to know the mean score to find the hypothesis of research.

C. Conceptual Framework

Many students still lack in vocabularies, the students' have trouble in memorizing the vocabulary, students feel bored during the teaching and learning process, and the last is students difficult to read and speak the words.

The concept of words search puzzle is to make the students easier to learn vocabulary. To know the effect of this, there are two classes used as the sample of collecting data for this research. The classes are pre-test and post-test.

The researcher, specifies that two classes should be used as the experimental class and the control class because this research was classified as true experimental. It would be using to collect the data. While doing the research, the researcher also served as a teacher who responsible for instructing the students in both the experimental and control class.

Students in the experimental class would learn vocabulary by using words search puzzle. The concept of words search puzzle is to make the students easier to learn vocabulary. To know the effect of this there are two classes used as the sample of collecting data for this research. The classes are pre-test and post-test.

The first step is pre-test, it give to the students ability before the treatment. After that, words search puzzle used to teach the experimental class and the teacher techniques used to teach the control class. The last, post –test to

find out the effect of Words Search Puzzle to students vocabulary mastery at the VIII grade students of SMP N 8 Padangsidimpuan.

In this research there are H_0 and H_a to see, there is the significant effect of words search puzzle to students vocabulary at the VIII grade students of SMP N 8 Padangsidimpuan or there is no significant effect of words search puzzle to students vocabulary at the VIII grade students of SMP N 8 Padangsidimpuan.

Based on the above, conceptual framework can be seen from the figure below

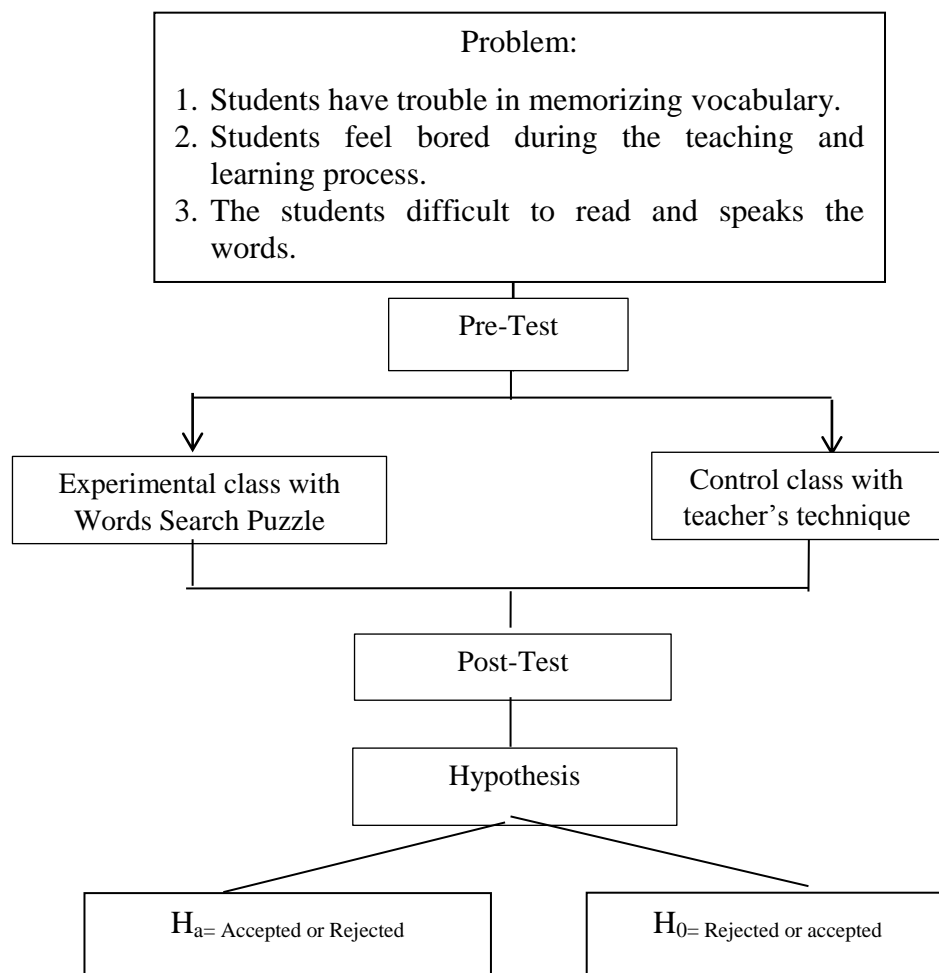


Figure II. 1. Conceptual Framework

D. The Hypothesis

The researcher formulated the hypothesis of this research as follows:

H_a : There is a significant effect of using the Word Search Puzzle in teaching vocabulary at Eight Grade of SMP N 8 Padangsidempuan.

H_o : There is no significant effect of using Word Search Puzzle in teaching vocabulary at Eight Grade SMP N 8 Padangsidempuan.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

This research was conducted at the SMP N 8 Padangsidempuan. It is located at Jln. Mandailing, Pijor Koling, kec.Padangsidempuan Tenggara, North Sumatera, Indonesia. This able to be found about 7,8 kilometers from south direction of central town Padangsidempuan. This research will be started from Agustus 2024 up to finish.

B. Research Design

To examine the data in this study, this research utilized a quantitative research with experimental type. According to Nunan, “experimental is deigned to collect data in such a way that threats to the reliability and validity of the research is ministered”.³⁹ So it concludes that experimental research is one of research design which have purpose to know or to find causal-effect from the variables.

The design of this research is quasi experimental with pretest-posttest control group design and pretest-posttest experimental group design. This design involves two groups of subject, one is experimental treatment taught by using Words search puzzle as experimental group) and the other is not given treatment teach by using conventional technique (control group). The research design by using one treatment can be seen below:

³⁹ David Nunan, *Research Method in Language Learning*, (Cambridge: Cambridge University Press, 1992), p. 47.

Table III.1
Pretest-Posttest Control Group Design

Class	Pre-Test	Treatment	Post-Test
R	O1	X	O2
R	O3	-	O4

(Source: Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*)

Notices:

R= The sample of the research

O1= Pre- test in experimental class

O2= Post-test in experimental class

X= Treatment

O3= Pre-test in control class

O4= Post-test in control class⁴⁰

Based on the explanation above, can be concluded that the experimental research is a kind of research which has the aim to know causal effect relationship between one variable and more to other variable.

C. Population and Sample

1) Population

According to Ott and Longnecker population is the set of all measurement of interest to take the sample collector.⁴¹ The population in this study is all of the students at the VIII grade of SMP N 8 Padangsidempuan. The VIII grade in this school consists of five classes.

The population of this reserch can be seen in following table:

⁴⁰ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D, Angewandte Chemie International Edition*, 6(11), 951–952. (Alfabeta Bandung, 2016).p.76

⁴¹ R Lyman Ott, *An Introduce to Stastitical Methods and Dara Analysis Fifth Edition*. (United States of America, 2001), <https://doi.org/10.1002/zaac.201300446>.

Table III.2
Table of Population

No	Class	Total Students
1	VIII-1	31
2	VIII-2	28
3	VIII-3	30
4	VIII-4	28
5	VIII-5	27
Total		144

Source : Data of SMP N 8 Padangsidempuan

2) Sample

Sample is part of number and characteristics possessed by the population.⁴² So, it means that sample is the representation and image of the population. There are two sample in this study, experiment and control class. This research used random sampling technique to take the class research. Random sampling is the process of selecting a sample in such a way that all individual is defined population have an equal and independent chance of being selected for the sample. The research used random sampling technique because all of the population were homogenous.

The sample made like lottery system. First, make provided five pieces of small paper contained of the name of five classes, then rolled the paper and put the paper into a box. After that, the box shaken. Then taken the first paper of the experimental class. The class is VIII-2 as the experimental class. Last taken the second paper for the control class, the class is VIII-4.

⁴² Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D*.

TABLE III.3
Sample of the Research

No	Class	Students
1	Experimental Class (VIII-2)	25
2	Control Class (VIII-4)	25
Total		56

D. Definitions of Operational Variables

To restrain the ambiguity, this research consists of two variables, the definition of those two variables as follow:

1) Words search puzzle

Words search puzzle is a word game that is letters of word in a grid various directions that asked to the student to find the hidden words in a puzzle. The objective of this puzzle is to find and mark all the words hidden inside the box, the words may be find horizontally, vertically, or diagonally.

2) Vocabulary

Vocabulary is list of words that student's knowledge as a communication of that is uses to master the four skills in language such as speaking, listening, reading, and writing.

E. The Instrument of the Research

The most important thing in a research is the instrument. Instrument is a tool used to collect data of the research. This research need instrument to help in collecting the data. The instrument that used in this research is vocabulary test. There are some test of vocabulary test, such as multiple choice, completion(fill the missing word), translation,

and matching word. Test is a way or method in measuring person's knowledge and ability. To make this research more effectively, this research used multiple choice. The researcher used multiple choice to the test for pre-test and post-test that is instruction to choose the correct answer. The result of the pre-test from both classes will used to measure the students' vocabulary mastery.

To get the data from the students, the researcher will collect the data by multiple choice test and match word test, a set of vocabulary about identify name of animals, identify what is the animal eat, and identify of thing in the school.

There is 50 items test in this research. Where 50 items for pre-test of experimental and control class before validated. The test is consist of 50 items. The level of score of the result students test interpreted as very good, good, enough, less, fail:⁴³

Table III.4
Level of The Score

No	Interval	Prediction	Description
1	80-100	A	Very Good
2	66-79	B	Good
3	56-65	C	Enough
4	40-55	D	Low
5	0-39	E	Fail

(Source: Widiyanto, *Evaluasi Pembelajaran*)

In scoring the result of students' test will evaluate based on the aspect vocabulary below:

⁴³ Joko Widiyanto, *Evaluasi Pembelajaran (Sesuai Dengan Kurikulum 2013): Konsep, Prinsip & Prosedur*, ed. Asri Musandi, Universitas PGRI Madiun (Madiun: UNIPMA PRESS, 2018).

Table III.5
Indicator of Vocabulary Mastery

No	Topic	Indicator	Sub Indicators	Number of Items	Total Items	Score	Total Score
1	Animals	1. Name of the animal	1. Identifying the meaning	1,2,3,4,6,8,9,12,15	9	2	18
			2. Memorize the words	5,14,16,23,24,25,36,44,50	9	2	18
		2. Animal eat	1. Identifying the meaning	11,11,18,22,38	5	2	10
			2. Memorize the words	41,42,43, 48	4	2	8
2	School	Thigs in the school	1. Identifying the meaning	7,17,30,33,39	5	2	10
			2. Memorize the words	13,19,20,21,26,27,28,29,31,32,34,35,37,40,45,46,47,49	18	2	36
					50		100

The scoring is obtained using the following formula:

$$\text{Score} = \frac{B}{N} \times 100 = \frac{1}{50} \times 100 = 2$$

B = number of question answers correctly

N = number of question ⁴⁴

If all question (50 question) are answered successfully the score is 100. The students' minimum mastery criteria (kkm) is 80. Therefore, to achieve the completeness each students must be able to answer at least 21 question. The test question will also be validated by the English teacher of SMP N 8 Padangsidempuan.

⁴⁴ Asrul, Rusydi Ananda, and Rosinta, *Evaluasi Pembelajaran, Ciptapustaka Media* (Bandung: Citapustaka Media, 2014), [http://repository.uinsu.ac.id/928/1/Buku Evaluasi Pembelajaran.pdf](http://repository.uinsu.ac.id/928/1/Buku_Evaluasi_Pembelajaran.pdf).

F. Validity and Reliability of Instrument

a) Validity Instrument

Validity is a measurement that shows the valid an instrument. Validity is important thing to doing the research, it means validity how to valid the test, because a good test must be validity. The test of students' vocabulary has to be valid. In this research used construct validity, because the instrument of research is test. Construct validity done by comparing between the content and the design by the researcher and content or the design that has been determined by the teacher. A measurement's content validity refers to how well represents the concepts or relevant material that will be measured. A test cannot accurately reflect a students' achievement if it does not measure what the student was taught and it supposed to have learned. It indicates that the test has built a vocabulary test that should be validated by the English teacher in SMP N 8 Padangsidempuan needed, construct validity is a way to see the test has been relevant and suitable to purpose of the study.

b) Reliability

The high reliability be must have a good test, besides having validity. The internal consistency of the measurement is defined as reliability. Internal consistency is have done by trying the instrument just once, then the data obtained is analyzed with certain techniques. Reliability is the consistency and accuracy in scoring that would have

resulted from the researched measure. That reality of successful test is reliability. To check the reliability test, the researcher used SPSS v.26 by using *Cronbach's Alpha*. The formula for *Cronbach's Alpha* is :

$$r_{11} = \left[\frac{k}{(k-1)} \right] \left[1 - \frac{\sum \sigma^2 b}{\sigma^2 t} \right]$$

Where:

r_{11} = alpha reliability
 k = coefficient number of question items
 $\sum \sigma^2 b$ = number of item variance
 $\sigma^2 t$ = total variance⁴⁵

There are two criteria for determined validity of test, as follows:

- 1) If *alpha cornbach* > r_{table} at the level of significance 5%, it means that the instrument is reliable.
- 2) If *alpha cornbach* < r_{table} at the level of significance 5%, it means that the instrument is not reliable.

G. The Procedure of the Research

The researcher will give the test and the treatment to get the data from the students. This research uses two kind of test. They are pre-test and post-test. It is used to see the effect of the technique will be given.

Procedure of the research are :

a) Pre-test

Pre-test is a test that given before doing the treatment. Pre-test given to experimental class and control class. Pre-test means to see the

⁴⁵ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: PT Rineka Cipta, 2013), 239.

students basic knowledge before applying the technique. The researcher has some procedures, they are:

- a. The researcher prepares 25 items test for pre-test.
- b. The researcher distributes the test to students in experimental and control class. The researcher explains what the students have to do.
- c. The researcher gives time to the students to answer the question.
- d. The researcher collects the students' task.
- e. The researcher checks the test result and make the score
- f. Then, the researcher finds the mean score both of experimental and control class,

b) Treatment

Treatment is where the researcher does the technique, the researcher gives material to students about vocabulary. The ways to teach both classes different ways. In experimental class, the researcher do teaching and use Words search puzzle. Meanwhile, in control lass teach by conventional technique or without treatment. The procedures of the treatment in experimental class are:

- a. For the beginning, the researcher open the class with greeting. Ask students take pray. Checking attendance.
- b. Introduce Words search puzzle and divide the students into group.
- c. The researcher divides sheets of words search puzzle to each group.
- d. The researcher gives some clue to the students.

e. Each group circle the word from the puzzle when they find the answer.

f. The researcher collect the students sheet from each group.

c) Post-test

After giving treatment, the researcher conducted a post-test. To know the differences score of experimental class and control class and to know the effect of Words search puzzle to leaning vocabulary mastery of students. The researcher has some procedure, they are:

a. The researcher prepares 25 items test for post-test.

b. The researcher distributes the test to students in experimental and control class.

c. The researcher explains what the students have to do.

d. The researcher gives the paper of the test and answer sheets to booth experimental and control class and students answer the questions

e. The researcher collects the students' task.

f. The reseacrher checks the test result and make the score.

H. Technique of Data Analysis

After doing tests, data collected. To analyze the data, it used independent sample t-test. There are two tests have to do before analyzing the data. They are normality test and homogeneity test.

a) Normality Test

Normality test is way to know whether the data of the research is normal or not. Test of normality in this research uses *Chi-Square formula* and will be examined by using SPSS v.26. The formula is :

$$\chi^2 = \sum \left(\frac{O_i - E_i}{E_i} \right)$$

Where:

χ^2 : Value of *Chi-Square*

O_i : Observed Frequency

E_i : Expected Frequency⁴⁶

To calculate the result of *Chi-Square*, it use significant level 5% and degree of freedom, is (dk=k1). If result, the data is distributed normal.

The normality was also calculated by using Saphiro wilk to make sure the data were distributed normally.

b) Homogeneity test

Homogeneity test is use to see the data from two classes are same or different in variant case. Homogeneity test means to know whether control class and experimental class have same variant or not. The researcher use Harley test of homogeneity of variance (levene test) will be examined by using SPSS v.26 to calculated the data.

The formula is as follow:

$$F = \frac{\text{The biggest variant}}{\text{The smallest variant}}$$

The test criteria are:

⁴⁶ Ahmad Nizar Rangkuti, *Statistik Untuk Penelitian Pendidikan*, ed. Mara Samin Lubis (Padangsidempuan: Perdana Publishing, 2015), p. 96.

If the significant value (sig)>0.05, the data variance of two classes is homogeneous.

If the significant value (sig)<0.05, the data variance of two classes is not homogeneous.⁴⁷

c) Hypothesis test

The researcher use T-test to examine the hypothesis. The researcher use independent sample T-test by using SPSS v.26, the result can be see from the mean score. The meant score will show whether there is significant difference between mean score of experimental class and control class. The researcher make the hypothesis from the data that have analyze by looking at the t_{count} and compare it to t_{table} if $t_{count} > t_{table}$ it means the alternative hypothesis is rejected (there is significant effect). Then, if $t_{count} < t_{table}$ means hypothesis is rejected (there is no significant effect). The hypothesis test started as follows:

$$t = \frac{x_1 - x_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

Where:

- t :the value which the statistical significant
- x_1 :the average score of the experimental class
- x_2 :the average score of the control class
- s_1^2 :deviation standard of the experimental class
- s_2^2 :deviation standard of the control class
- n_1 :number of experimental class
- n_2 :number of control class⁴⁸

⁴⁷ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D*.

⁴⁸ Ranguti, *Statistik Untuk Penelitian Pendidikan*.

CHAPTER IV

RESULT OF THE RESEARCH

This chapter presented research result in order to find the effectiveness of Words search puzzle on students' vocabulary ability at grade VIII SMP N 8 Padangsidempuan. The researcher had calculated the data using pre-test and post-test. The researcher conducted the research with pre-test to know the students' Vocabulary understanding before given the treatment and post-test to know the students' Vocabulary ability after given the treatment by using Words search Puzzle game. Applying quantitative research, the research used the formulation of t-test to test the hypothesis. In this below, research described the result based on the data that has been researcher as follow:

A. Description of Data

1. The Description of Data before Using Words Search Puzzle

a. Score of Pre-Test Control Class

Class VIII-4 was as Control class in this research. The researcher calculated the result that had been gotten by the students' vocabulary ability during the pre-test for the control class. The calculation of the students' score statistically could be seen in the following table:

Tabel. IV. 1 The Score Control Class in Pre-Test

Descriptive		Statistic
N	Valid	25
	Missing	0
Total		1312
The Highest Score		70
The Lowest Score		28
Mean		52.48
Median		54
Modus/Mode		54
Range		42
Interval		9
Standard Deviation		9.78

Based on the data above, it showed that the total amount of data in control class was 25. The total score of the control class in pre-test was 1312, then the highest score of the student was 70 and the lowest or minimum score of the student was 28 and obtained the difference between the highest score and the lowest score was 42. The middle of the value/score in order from lowest to the highest or the highest to lowest got in data score pre-test control class was 54. The number that appeared most frequently in the data was 54; with the number of students who score 54 were 6 out of 25 students. From the data above, the mean score of pre-test control class was 52.48 and standard deviation was 9.78. The data showed that the standard deviation is far from the mean, which means that the data has variations. The more variation in the data means the data distribution was good. Further explanation for the data description was presented in the appendix.

Then, the computed of the frequency distribution of the students' score of pre-test control class presents in the table below:

Tabel. IV. 2. Frequency Distribution of Students' Score

No	Interval	Mid Point	Frequency	Percentages
1	28-36	32	2	8%
2	37-45	41	4	16%
3	46-54	50	8	32%
4	55-63	59	8	32%
5	64-72	68	3	12%
	I= 9		25	100%

From table IV.2, The interval class was 9, obtained by dividing the range by the total class. Score of interval class start from 28, because 28 is the lowest score in pre-test of control class. And the highest score of pre-test in control class is 70. The middle point is obtained from the lower limit plus the upper limit of each class then divided by 2. For example the first class 28-36 then the calculation was $(28+36):2 = 32$ so the middlepoint of the first class was 32, as it showed in the table above for the rest of the middlepoint per each class interval. From the data above the total of control class percentage in the pre-test was 100%. Where the highest percentage was in the third and fourth class with interval 46-54 and 55-63 with 32 % out of 100% and frequency was 8 students.

In order to get the description of the data as a whole picture, and represented in order to find out the normality as general view the researcher presents the data in histogram on the following figure:

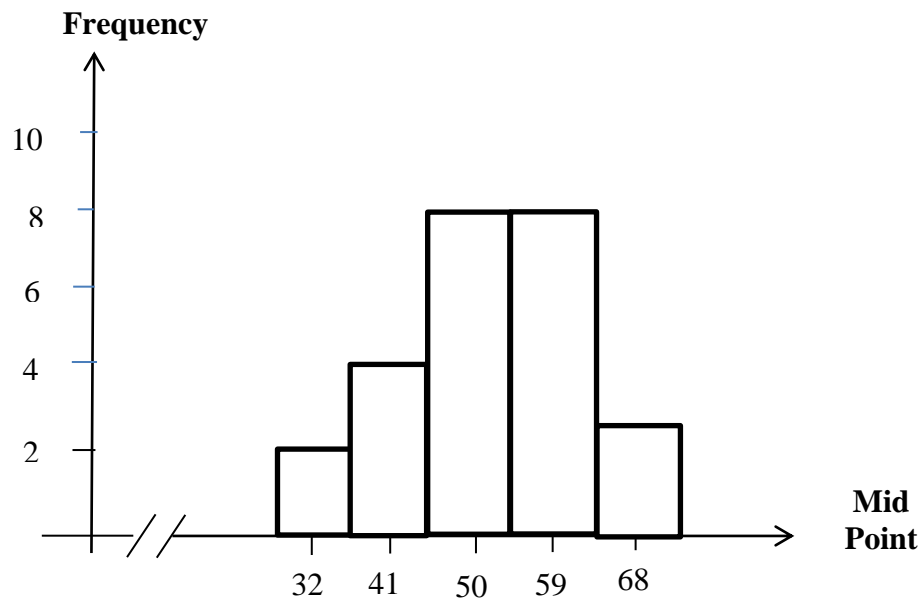


Figure. IV. 1 Score Pre-Test in Control Class

Based on figure above, the median shows the middle value of each interval class and the height and low of the histogram's bar shows the frequency in that interval class. From the data above, the highest peak is at the mean score of 50 and 59 with a frequency of 8, which means that most students get score with an average of 50 and 59. Overall the diagram showed the upside down parabola that represents the data distributed normally.

b. Score of Pre-Test Experimental Class

Class VIII-2 was as Experimental class in this research. The researcher calculated the result that had been gotten by the students'

Vocabulary understanding during the pre-test for the control class. The calculation of the students' score statistically could be seen in the following table:

Tabel. IV. 3 The Score Experimental Class in Pre-Test

Descriptive		Statistic
N	Valid	25
	Missing	0
Total		1424
The Highest Score		78
The Lowest Score		32
Mean		56.96
Median		58
Modus/Mode		60
Range		46
Interval		10
Standard Deviation		10.69

Based on the above, it showed that the total amount of data in control class was 25. The total score of the experimental class in pre-test was 1424, then the highest score of the student was 78 and the lowest or minimum score of the student was 32 and standard deviation was 10.69. the data above showed that the interval was 10 which it means that the distance for the lowest limit to highest limit per each class was 10. The lower score of standard deviation the closer it toward the mean score or when the standard deviation smaller than mean score indicated less variation and the data deviation categorized good. From the data above, the mean score of pre-test experimental class was 56.96 and standard deviation was 10.69, it means that standard deviation showed closer to the mean score and categorized as

good data deviation. Mode is referring to number in a set of numbers that appears the most often, and the mode in this data was 60. Next, median is the middle of the value order from lowest to the highest or the highest to lowest. Median score got in data score pre-test experimental class was 58. Further explanation for the data description was presented in the appendix.

Then, the computed of the frequency distribution of the students' score of pre-test experimental class presents in the table below:

Tabel. IV. 4 Frequency Distribution of Students' Score

No	Interval	Mid Point	Frequency	Percentages
1	32-41	36,5	3	12%
2	42-51	46,5	3	12%
3	52-61	56,5	12	48%
4	62-71	66,5	5	20%
5	72-81	76,5	2	8%
	I= 10		25	100%

From table IV.4, The total of experiment class percentage in the pre-test was 100%. The interval of experimental class data was 10. Score of interval class start from 32, because 32 is the lowest score in pre-test of experimental class. And the highest score of pre-test in experimental class is 78. The interval is calculated from range divided by the total of class ($46/5=6$) and the way to get mid-point was calculated from the highest limit plus the lowest limit per each class

and divided by 2, example the first class $(32+41:2= 36.5)$ then and the result is 36.5, as it showed in the table above for the middle point of each class. Then, frequency is the total of students who got the value in interval class, where the students who got the score between 52-61 is the highest frequency with 12 students with 48% of percentage, and the lowest frequency is the students who got the score between 72-81 with 2 students at 8 % of percentages.

In order to get the description of the data as a whole picture, and represented in order to find out the normality as general view the researcher presents the data in histogram on the following figure:

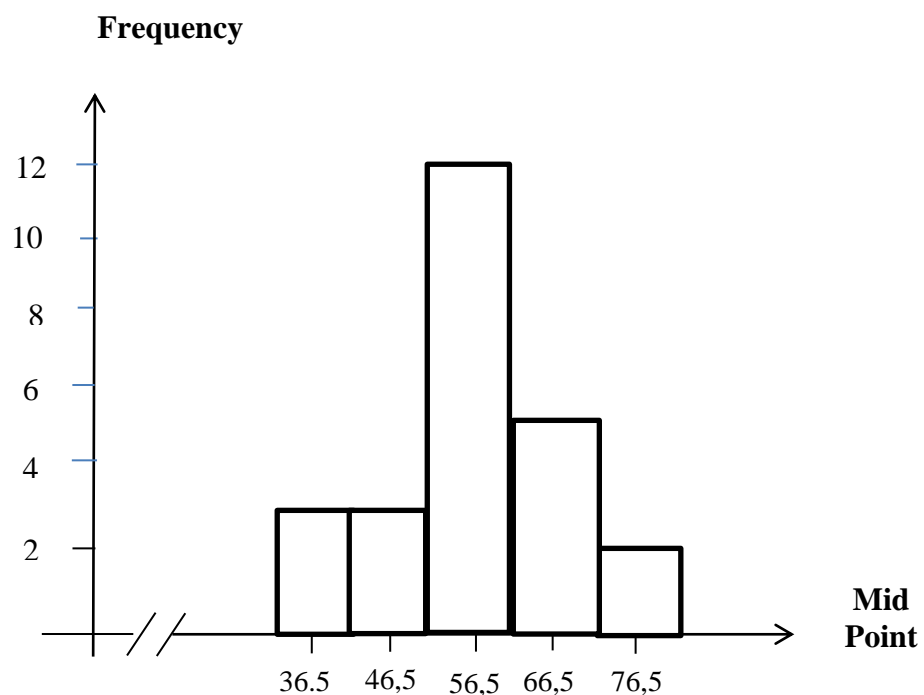


Figure. IV. 2 Score Pre-Test in Experimental Class

Based on figure above, it can be seen that the most of frequency or the highets peak of the diagram was at the middle point 56,5 which belongs to the third class (52-61) with frequency 12, that means twelve students got the score between 52 to 61. Then the lowest peak was at the middle point 76,5 of the fifth class (72-81) with frequency 2 and it means that only two students got the score between 72 to 81.

2. The Description of Data after Using Words Search Puzzle

a. Score of Post-Test Control Class

Class VIII-4 was selected as Control class in this research. The researcher calculated the result that had been gotten by the students' Vocabulary understanding during the post-test for the control class. The calculation of the students' score statistically could be seen in the following table:

Tabel. IV. 5 The Score Control Class in Post-Test

Descriptive		Statistic
N	Valid	25
	Missing	0
Total		1826
The Highest Score		88
The Lowest Score		56
Mean		73.04
Median		72
Modus/Mode		70
Range		32
Interval		7
Standard Deviation		7.46

Based on the above, it showed that the total amount of data in control class was 25. The total score of the control class in post-test was 1826, then the highest score of the student was 88 and the lowest or minimum score of the student was 56 and standard deviation was 7.46. the data above showed that the interval was 7 which it means that the distance for the lowest limit to highest limit per each class was seven. The lower score of standard deviation the closer it toward the mean score or when the standard deviation smaller than mean score indicated less variation and the data deviation categorized good. From the data above, the mean score of post-test control class was 73.04 and standard deviation was 7.46, it means that standard deviation showed closer to the mean score, and categorized as good data deviation. Mode is referring to number in a set of numbers that appears the most often, and the mode in this data was 70. Next, median is the middle of the value order from lowest to the highest or the highest to lowest. Median score got in data score post-test control class was 72. Further explanation for the data description was presented in the appendix. Then, the computed of the frequency distribution of the students' score of post-test control class presents in the table below:

Tabel. IV.6 Frequency distribution of students' score

No	Interval	Mid Point	Frequency	Percentages
1	56-62	59	2	8%
2	63-69	66	4	16%
3	70-68	73	12	48%
4	69-75	80	5	20%
5	76-82	87	2	8%
6	83-89	59	2	8%
	I= 7		20	100%

From table IV.4, The total of control class percentage in the post-test was 100%. The interval of experimental class data was 7. Score of interval class start from 56, because 56 is the lowest score in pre-test of experimental class. And the highest score of post-test in control class is 88. The interval is calculated from range divided by the total of class ($32/5=7$) and the way to get mid-point was calculated from the highest limit plus the lowest limit per each class and divided by 2, example the first class $((56+62):2= 59)$ then the result is 59, as it showed in the table above for the middle point of each class. Then, frequency is the total of students who got the value in interval class, where the students who got the score between 70-76 (third class) was the highest frequency with 12 students and 48% of percentage, meanwhile the lowest frequency is the students who got the score between 56-62 (first class) and 84-90 (fifth class) with 2 students at 8 % of percentages.

In order to get the description of the data as a whole picture, the researcher presents them in histogram on the following figure:

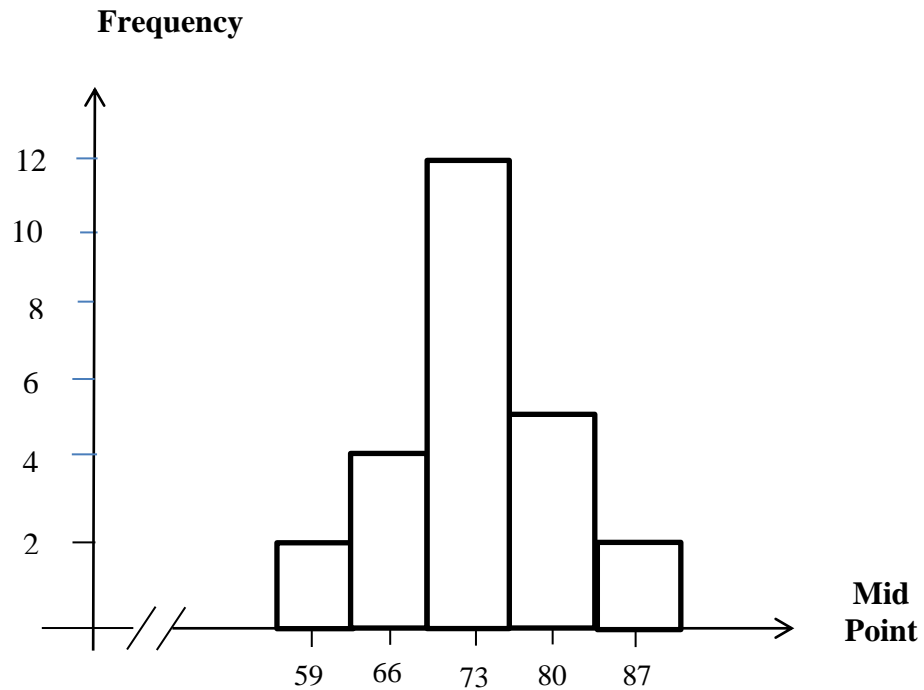


Figure. IV. 3 Score Post-Test in Control Class

Based on figure above, it can be seen that the most of frequency or the highest peak of the diagram was at the middle point 73 which belongs to the third class (70-76) with frequency 12, which that means twelve students got the score between 52 to 61. Meanwhile the lowest peak was at the middle point 59 and 87 of the first and fifth class (56-62) and (84-90) with frequency 2 and it means that only two students got the score between 72 to 81. From the diagram above it can be seen that the highest point was at the middle of the diagram and

the whole diagram represented the upside down parabola and it showed the data was normally distributed.

b. Score of Post-Test Experiment Class

Class VIII-2 was as Experimental class in this research. The researcher calculated the result that had been gotten by the students' Vocabulary understanding during the post-test for the experiment class. The calculation of the students' score statistically could be seen in the following table:

Tabel. IV. 7 The Score Experimental Class In Post-Test

Descriptive		Statistic
N	Valid	25
	Missing	0
Total		2016
The Highest Score		90
The Lowest Score		64
Mean		80.64
Median		80
Modus/Mode		80
Range		26
Interval		6
Standard Deviation		6.65

Based on the above, it showed that the total amount of data in control class was 25. The total score calculated of the experimental class in post-test was 2016, then the highest score of the student was 90 and the lowest or minimum score of the student was 64 and standard deviation was 6.65. The data above showed that the interval was 6 which it means that the distance for the lowest limit to highest limit per each class was six. The lower score of standard deviation the

closer it toward the mean score or when the standard deviation smaller than mean score indicated less variation and the data deviation categorized good. From the data above, the mean score of post-test experimental class was 80.64, and standard deviation was 6.65, it means that standard deviation showed closer to the mean score, and categorized as a good data deviation. Mode is referring to number in a set of numbers that appears the most often, and the mode in this data was 80. Next, median is the middle of the value order from lowest to the highest or the highest to lowest. Median score got in data score pre-test control class was 80. Then, the computed of the frequency distribution of the students' score of pre-test experimental class presents in the table below.

Tabel. IV. 8 Frequency distribution of students' score

No	Interval	Mid Point	Frequency	Percentages
1	64-69	66,5	2	8%
2	70-75	72,5	1	4%
3	76-81	78,5	10	40%
4	82-87	84,5	8	32%
5	88-93	90,5	4	16%
	I=6		25	100%

From table IV.8, The total of experiment class percentage in the pre-test was 100%. The interval of experimental class data was 6. Score of interval class start from 64, because 64 is the lowest score in post-test of experimental class. And the highest score of post-test in experimental class is 90. The interval is calculated from range divided

by the total of class ($26/5=6$) and the way to get mid-point per each class was calculated from the highest limit plus the lowest limit per each class and divided by 2, example on the first class ($64+69:2=66.5$) then the result is 66.5, as it showed in the table above for the middle point of each class. Then, frequency is the total of students who got the value or score in interval class, where the students who got the score between 76-81 is the highest frequency with 10 students and 40% of percentage, and the lowest frequency is the students who got the score between 70-75 with 1 students at 4% of percentages. Further explanation for the data description was presented in the appendix.

In order to get the description of the data as a whole picture, the researcher presents them in histogram on the following figure:

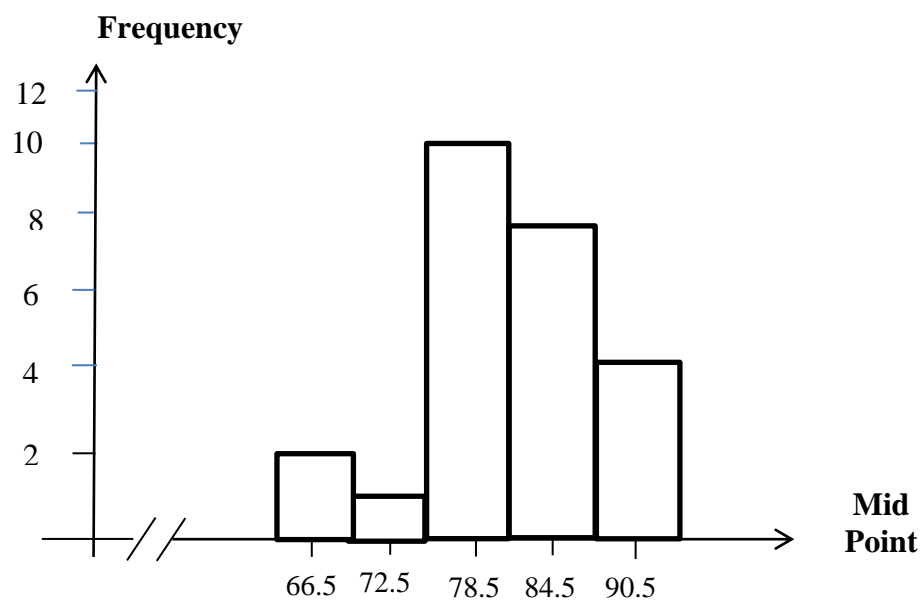


Figure. IV. 4 Score Post-Test in Experimental Class

Based on figure above, it can be seen that the most of frequency or the highest peak of the diagram was at the midpoint 78.5 which belongs to the third class (76-81) with frequency 10, which that means twelve students got the score between 76 to 81. Meanwhile the lowest peak was at the midpoint 72.5 of the second class (84-90) with frequency 1 and it means that only one students got the score between 72 to 81. From the diagram above it can be seen that the highest point was at the middle of the diagram and the whole diagram represented the upside down parabola and it showed the data was normally distributed.

B. Technique of Data Analysis

1. Requirement Test

Requirement test is the test to find out mean score of the data and also prove whether the data is normal and homogeneity or not and also represent the T-test to show the impact of the learning method used.

a. Normality Test

Data normality of the two group was calculated using SPSS v.26 using Saphiro Wilk test because the number of samples in the study was 50 students < 100 students, the significance level of test was 5% or 0.05. The hypothesis that will be tested in normality test as follows:
 H_0 : The students are not distributed normality. H_0 is accepted when the Saphiro Wilk < 0.05.

H_a : The students are distributed normally. H_a is accepted when the Saphiro Wilk > 0.05

Table. IV. 9 Normality test table

Tests of Normality							
	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar Vocabulary	Pre-test Eksperiment WSP	,184	25	,028	,956	25	,346
	Post-test Experiment (WSP)	,142	25	,200*	,937	25	,127
	Pre-test Control (Conventinal)	,242	25	,001	,930	25	,085
	Post-test Control (Conventional)	,130	25	,200*	,952	25	,278
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Based on the normality analysis of the pre-test and post-test on both classes using SPSS v.26, the criteria obtained a significant value that Saphiro Wilk ≥ 0.05 . Where can be presented from the data in pre-test and post-test of experimental class were normal because the sig. value >0.05 which experimental pre-test calculation was $0.346 \geq 0.05$ and experimental post-test calculation was $0.127 > 0.05$. It is also showed normally in control class which in pre-test $0.085 \geq 0.05$ and post-test of control class was $0.278 \geq 0.05$. So it can be concluded that data in both experimental class and control class were normality distributed.

Table. IV. 10 Normality test chi-square

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	149,965 ^a	75	,000
Likelihood Ratio	157,877	75	,000
Linear-by-Linear Association	2,417	1	,120
N of Valid Cases	100		
a. 104 cells (100,0%) have expected count less than 5. The minimum expected count is ,25.			

The normality test of the data in this research was also support by using Chi-Square Test calculated by SPSS v.26. where the criteria of normality is when $Asymp.sig < 0.05$ the data were correlate and normal. As seen in the result above $Asymp.sig = 0.000 < 0.05$ which it means the data were normal.

b. Homogeneity Test

Finding out if the sample's value has a homogeneous variance is the goal of the homogeneity of variance test. The homogeneity test is used to determine whether the data from two groups are similar or dissimilar in a particular situation. The term "homogeneity" refers to the state of being or not of the sample data obtained from the population. The researcher conducted homogeneity of variant test using SPSS v.26.

Table. IV. 11 Homogeneity table

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Hasil Belajar Vocabulary	Based on Mean	,159	1	48	,692
	Based on Median	,094	1	48	,760
	Based on Median and with adjusted df	,094	1	46,458	,760
	Based on trimmed mean	,156	1	48	,695

Based on the analysis result of homogeneity of variance using SPSS v.26, calculation obtained a significance value (sig) based on mean was 0.692. Based on criteria for testing data homogeneity using SPSS v.26 the criteria of the data is homogeneity must fulfil a value significance (sig) based on mean > 0.05 , and as it showed in the table above (sig) based on mean $0.692 > 0.05$ which it means the data value of the sample has a homogenous variance.

c. Hypothesis Testing

The researcher has calculated the data of post-test both o experimental class and control class, researcher has found that the data in normal and homogenous. As it found that the data is normal and homogeneity so, that the researcher has to use the parametric statistic to analyse the hypothesis, such as independent sample t-test. The researcher use independent sample t-test with using SPSS V.26 version to examine the hypothesis. The result can be seen from the mean of score.

Before using the technique Word Search Puzzle (pre-test) in experimental class, mean score was 56.96 and after using the technique Word Search Puzzle in experimental class (post test) the mean score was 80.64.

In order to see the effect of Word Search Puzzle on students' Vocabulary understanding, the researcher would present the data analyse in the table below:

Tabel. IV. 12 Group Statistics

Group Statistics					
	Model Belajar	N	Mean	Std. Deviation	Std. Error Mean
Hasil Belajar Vocabulary	Model Word Search Puzzle	25	80,64	6,651	1,330
	Model Conventional	25	73,04	7,464	1,493

The table above shows that both samples have 25 students. The mean of both classes experimental and control have the different score which indicates experiment is higher than control class $80,64 > 73,04$. Standard deviation for the experimental class was 6,651 meanwhile for the control class was 7,464. The higher standard deviation the more variance score of each items or more accurate towards the mean score. The standard error mean of the found that in control class is higher than in experimental class. Which standard error mean means that the lower or smaller the score of std. error mean the estimation toward population parameter is more appropriate. It means there is a different point on

students' preposition understanding after implemented Word Search Puzzle model. For significance (2-tailed) can be seen in the table below:

Tabel. IV. 13 Result of T-test from the Both Averages

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil Belajar Vocabulary	Equal variances assumed	,159	,692	3,801	48	,000	7,600	1,999	3,580	11,620
	Equal variances not assumed			3,801	47,376	,000	7,600	1,999	3,578	11,622

Based on the table above, it can be seen that t_{count} is 3.801 and t_{table} gotten from the df 48 is 1.6772. It means that $t_{count} > t_{table}$ (3.801 > 1.6772). So, H_a is accepted and H_0 is rejected. Therefore, the sig.2 tailed showed that it is lower than 0.05 where $0.000 < 0.05$ and it means that the H_a accepted and H_0 rejected. The conclusion is "there is a significant effect of using Word Search Puzzle on students' Vocabulary ability at the VIII Grade SMP N 8 Padangsidempuan".

C. Discussion

The result of this research found that Words Search Puzzle gave the significant effect for students' vocabulary ability in eighth grade of SMPN 8 Padangsidempuan. It can be seen from the calculation of the data and test hypothesis using T-test formula.

As it consider that Words Search Puzzle game have impact on students vocabulary ability and understanding, the researcher also discussed the result and method on other researchers to conduct the appropriate data and result in this research. Researcher proved that Vossoughi and Zargar theory which words search puzzle has proven to be affective game for language learning process, especially in increasing focus and remembering new vocabulary. It was proved by hypothesis that showed $t_{\text{count}} = 3.801$ significance value (sig) $\alpha = 0,05$ and $dk = n_1+n_2-2=48$ with $t_{\text{table}} = 1.6772$, it means $t_{\text{count}} > t_{\text{tabel}}$. It was also supported by looking at Sig.(2-tailed) <0.05 ($0.000<0.05$). So, it can be concluded that using Words search Puzzle game can effect on students' vocabulary ability and understanding.

In order to strengthen the disussion in this researach, researcher also provided the related cases with this research. The first, performed by Lohita, this study was conducted by using experimental research. The result of the research showed that the mean score of experimental class

was 18.97 and the control class was 10.16.⁴⁹ The researcher stated that words search puzzle is effective in teaching vocabulary.

The second is from Ningsih, the research point that the positive effect in using word-search puzzle to students' vocabulary. It can be seen from the mean score of experimental class in pre-test was 60 and the mean score in post-test was 79.5.⁵⁰ These research all in line with two more researches from Ambiyatul and Rahmah that also found the effectiveness of words search puzzle to increase students' vocabulary ability. Therefore, from the result of the data analysis above, it can be concluded that there are some significant differences in achievement of the students before and after being taught by using words search puzzle game.

In conclusion, even there are such research seems similar to this research, it is a consideration to the researcher that this model or game is not familiar in researcher's environment. The differences of the sample also education stage and condition considered to be factor that can be fixed using this language teaching model or game. These condition is proven by the result that the word search game have a significant impact on students vocabulary learning. In supporting, the researcher also found in the field that students have more enthusiasm and motivation in having new ways to learn.

⁴⁹ Anggredi Nila Lohita, "The Effectiveness of Word Search Puzzle in Vocabulary Mastery At Seventh Grade of Smpn 12 Mataram in Academic Year 2014/2015."

⁵⁰ Ningsih, "The Effectiveness of Word Search Puzzle in Teaching Vocabulary of Fifth Grade Students of SD Islam Khalifah Palu."

D. Threat of the Research

The researcher has found threats in this research as follow:

1. The limit of time makes the concentration and seriousness of the students in answering the test were unknown to the researcher.
2. Some of the students were not serious in answer pre-test and post-test. Although they looked like not serious, they still do the test by themselves.
3. The English teachers in the school were not familiar to the model or game used in language teaching. Whether it is beyond researcher knowledge is the condition is not provided by the school law.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTIONS

A. Conclusion

This chapter presenting the summary of data on the effectiveness of using Words search Puzzle game on students' vocabulary ability at the eighth grade of SMP N 8 Padangsidimpuan and also the effectiveness of Words search Puzzle game in language teaching precisely in vocabulary. Based on the results of the study that was carried out, it can be concluded that :

1. Before using Words Search Puzzle game, the mean score of pre-test for experimental class was 56.96 and the mean score of pre-test for control class was 52.48.
2. After using Words Search Puzzle game, the mean score of experimental class was higher than using conventional or teacher way. The mean score of post-test for the experimental class was 80.64 and the mean score of post-test for control class taught by conventional or teacher method was 73.04.
3. The researcher found the research result of t-test where t_{count} was higher than t_{table} where in the nominal was ($t_{count} 3.801 > t_{table} 1.6772$). It meant that H_a was accepted, so there was a significant effectiveness of using Words Search Puzzle game in teaching at grade VIII SMP N 8 Padangsidimpuan.

B. Implication

Based on the result of this study, the implication provided the consideration of this study about how important it is to improve better language learning environment. Words Search Puzzle game consider as the bridge to delivering and connecting students to various way to study and increase their motivation and interest in learning foreign language precisely the vocabulary material. The implication of Words Search Puzzle game can effects the learning situation and condition to be more fun and acceptable for young learners nowadays considering most of the students have their struggle in learning foreign language, such as learning language is a big problem for them. So, this is hoped can be one of the way to motivated them to get more fun of language learning, so they can enjoy the learning and avoid boring learning.

C. Suggestions

After finishing the research, the researcher got much information in the field of foreign language teaching, especially in English language learning and teaching. Researcher found that the way of teaching can affects the result of teaching itself. That is must be the important matter to the field of education nowadays, that education should improve and grow not only stuck in old way. In hence, from that experience, the researcher hoped some things need to be considered. The researcher give some suggestion and aspiration, as follow:

- a. From the researcher result it is expected to the headmaster and also teacher needs to be aware of various ways to teach and how to improve the learning purpose by using game and media.
- b. From the research result it is also expected to the English teacher to apply this word search puzzle game as one of the way to teach vocabulary so students can get the fun and motivated.
- c. To the future researcher, suggested to use this method to implemented but also improve and add some ways that seems can conducting more to increase vocabulary or language learning achievement

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APPENDIXES

APPENDIX 1

EXPERIMENTAL CLASS

LESSON PLAN

Sekolah	: SMP N 8 Padangsidempuan
Mata Pelajara	: Bahasa Inggris
Kelas/Semester	: VIII/I
Materi Pokok	: Vocabulary
Alokasi Waktu	: 2 x 45

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam interaksi secara efektif dengan lingkungan social dan alam jangkauan pergaulan dan keberadaannya.
3. Memahami, menerapkan, menganalisis pengetahuan factual, konseptual berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, dan budaya dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menyaji dan menalar dalam ranah konkret dan ramah abstrak terkait dengan pengembangan diri yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metode sesuai dengan kaidah keilmuan.

B. Kompetensi Dasar

1. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial yang menyatakan dan menanyakan tindakan/kejadian yang sedang berlangsung saat ini, sesuai dengan konteks penggunaannya.
2. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/ kejadian yang sedang dilakukan/berlangsung saat ini dengan

memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks.

C. Indikator

1. Siswa mampu memahami dan mengidentifikasi nama hewan, makanan hewan di kebun binatang dan benda di dalam sekolah.
2. Siswa diharapkan mampu mengingat nama hewan, makanan hewan di kebun binatang dan benda di dalam sekolah.
3. Siswa mampu menggunakan ungkapan dengan struktur teks yang runtut sesuai dengan unsur kebahasaan yang benar dan sesuai konteks

D. Tujuan Pembelajaran

1. Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan terkait teks transaksional memberi dan meminta informasi terkait keberadaan orang, benda, binatang dengan benar.
2. Menggunakan unsur kebahasaan, tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

E. Materi Pembelajaran

1. Vocabulary about name of the animal, what the animals eat, and things in the school

F. Metode Pembelajaran

1. Words Search Puzzle

G. Langkah- Langkah Aktivitas Pembelajaran

Teacher' Activity	Procedure	Students Activity
<p>Pre- Teaching</p> <ol style="list-style-type: none"> 5. Guru membuka pelajaran dengan mengucapkan salam dan menyuruh siswa berdoa. 6. Guru mencek daftar hadir siswa. 7. Guru bertanya tentang materi sebelumnya. 		<ol style="list-style-type: none"> 5. Siswa menjawab salam dari guru dan berdoa sebelum pelajaran dimulai 6. Siswa mengatakan hadir. 7. Siswa menjawab pertanyaan dari guru. 8. Siswa mendengarkan penjelasan dari guru

Teacher' Activity	Procedure	Students Activity
8. Guru memberitahu tentang materi yang baru.		dan mencatat penjelasan tersebut.
While Teaching		
5. Guru membagi siswa menjadi 5 kelompok	3. Guru membagi siswa menjadi 5 kelompok yang terdiri dari 4 murid	5. Siswa membentuk kelompok . 6. Siswa duduk sesuai dengan kelompok mereka 7. Siswa membuat urutan yang akan menjawab pertanyaannya.
6. Guru memperkenalkan topic kepada siswa	4. Guru memberikan words search puzzle kepada siswa.	4. Siswa mengambil words puzzle dari guru. 5. Siswa membagikan puzzle ke setiap grup 6. Setiap grup akan mempunyai fotocopy dari puzzle tersebut.
7. Guru memberitahukan siswa tentang peraturan dari gamenya.	4. Guru menjelaskan peraturan dari game words search puzzle yang harus siswa temukan.	3. Siswa mendengarkan guru dan memperhatikan apa yang guru sampaikan. 4. Siswa mengingat peraturan dari game words search puzzle.
8. Guru memberi waktu 30 menit untuk menyelesaikan puzzlenya.	5. Guru memberitahukan siswa tentang melingkari jawaban ketika siswa menemukan kata yang tersembunyi di dalam puzzle.	5. Siswa akan menemukan kata yang tersembunyi di dalam puzzle. 6. Siswa akan mengerjakan berdasarkan kelompok masing-masing 7. Siswa mengidentifikasi kata perkata 8. Siswa akan melingkari jawaban dengan spidol ketika menemukannya.

Teacher' Activity	Procedure	Students Activity
6. Guru mengumpulkan tugas siswa dan mengumumkan siapa pemenangnya.	6. Setelah tugas mereka selesai, guru mengumpulkan tugas, dan memeriksa nya bersama.	2. Siswa mengumpulkan tugas mereka kepada guru, dan memeriksa jawaban secara bersama.
Post- Teaching 3. Guru menanyakan siswa tentang pemahaman mereka terhadap materi pembelajaran. 4. Guru menutup kelas dengan mengucapkan salam ,dan berdoa bersama.		4. Siswa menjawab pertanyaan dari guru dan memberitahukan masalah mereka. 5. Siswa membuat kesimpulan dari penjelasan guru tentang pembelajaran. 6. Siswa mengucapkan salam dan berdoa bersama.

H. Media Pembelajaran

1. Buku “When English Rings a Bell Kelas VIII”.
2. Spidol
3. Papan tulis
4. Kertas

Padangsidempuan, September 2024

Mengetahui

Guru Bahasa Inggris

Peneliti

Masnah Pohan, S.Pd

NIP.1981122112011012012

Rizka Fitriyana Daulay

NIM. 1920300010

APPENDIX 2

CONTROL CLASS

LESSON PLAN

Sekolah	: SMP N 8 Padangsidempuan
Mata Pelajara	: Bahasa Inggris
Kelas/Semester	: VIII/I
Materi Pokok	: Vocabulary
Alokasi Waktu	: 2 x 45

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam interaksi secara efektif dengan lingkungan social dan alam jangkauan pergaulan dan keberadaannya.
3. Memahami, menerapkan, menganalisis pengetahuan factual, konseptual berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, dan budaya dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menyaji dan menalar dalam ranah konkret dan ramah abstrak terkait dengan pengembangan diri yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metode sesuai dengan kaidah keilmuan.

B. Kompetensi Dasar

1. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial yang menyatakan dan menanyakan tindakan/kejadian yang sedang berlangsung saat ini, sesuai dengan konteks penggunaannya.
2. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/ kejadian yang sedang dilakukan/berlangsung saat ini dengan

memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks.

C. Indikator

1. Siswa mampu memahami dan mengidentifikasi nama hewan, makanan hewan di kebun binatang dan benda di dalam sekolah.
2. Siswa diharapkan mampu mengingat nama hewan, makanan hewan di kebun binatang dan benda di dalam sekolah.
3. Siswa mampu menggunakan ungkapan dengan struktur teks yang runtut sesuai dengan unsur kebahasaan yang benar dan sesuai konteks

D. Tujuan Pembelajaran

1. Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan terkait teks transaksional memberi dan meminta informasi terkait keberadaan orang, benda, binatang dengan benar.
2. Menggunakan unsur kebahasaan, tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

E. Materi Pembelajaran

1. Vocabulary about name of the animal, what the animals eat, and things in the school

F. Metode Pembelajaran

1. Teacher Center

G. Langkah- Langkah Aktivitas Pembelajaran

Kegiatan Guru	Kegiatan Siswa
Pre- Teaching <ol style="list-style-type: none">1. Guru membuka pelajaran dengan mengucapkan salam dan menyuruh siswa berdoa.2. Guru mengecek daftar hadir siswa.3. Guru bertanya tentang materi sebelumnya.4. Guru memberitahu tentang materi yang baru.	<ol style="list-style-type: none">1. Siswa menjawab salam dari guru dan berdoa sebelum pelajaran dimulai2. Siswa mengatakan hadir.3. Siswa menjawab pertanyaan dari guru.4. Siswa mendengarkan penjelasan dari guru dan mencatat penjelasan tersebut.

Kegiatan Guru	Kegiatan Siswa
<p>While Teaching</p> <p>9. Guru menjelaskan tentang vocabulary</p>	<p>8. Siswa mendengarkan penjelasan dari guru.</p>
<p>10. Guru memperkenalkan topic kepada siswa. 11. Guru meminta siswa membuka buku pelajaran.</p>	<p>7. Siswa membuka buku pelajaran.</p>
<p>12. Guru menyampaikan garis besar cakupan materi yang akan dipelajari.</p>	<p>5. Siswa mendengarkan guru dan memperhatikan apa yang guru sampaikan.</p>
<p>13. Guru meminta siswa menuliskan kosakata yang tidak mereka ketahui</p>	<p>9. Siswa mencari kosakata baru, kemudian menuliskannya di dalam buku</p>
<p>14. Guru meminta siswa menghafalkan kosakata tersebut. mengumpulkan tugas siswa dan mengumumkan siapa pemenangnya.</p>	<p>3. Siswa menghafalkan kosakata tersebut kepada guru.</p>
<p>Post- Teaching</p> <p>5. Guru menanyakan siswa tentang pemahaman mereka terhadap materi pembelajaran. 6. Guru menutup kelas dengan mengucapkan salam ,dan berdoa bersama.</p>	<p>7. Siswa menjawab pertanyaan dari guru dan memberitahukan masalah mereka. 8. Siswa membuat kesimpulan dari penjelasan guru tentang pembelajaran. 9. Siswa mengucapkan salam dan berdoa bersama.</p>

H. Media Pembelajaran

1. Buku “When English Rings a Bell Kelas VIII”.
2. Spidol
3. Papan tulis
4. Kertas

Padangsidempuan,
September 2024

Mengetahui

Guru Bahasa Inggris

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Masnah Pohan, S.Pd

NIP.1981122112011012012

Rizka Fitriyana Daulay

NIM. 1920300010

APPENDIX 3

INSTRUMENT VOCABULARY PRE-TEST

Name:

Class:

Petunjuk Umum:

1. Bacalah doa dengan baik sebelum mengerjakan soal!
2. Tulis nama dan kelas pada lembar jawaban!
3. Periksa dan bacalah perintah soal-soal dengan teliti sebelum menjawab!
4. Beri tanda (x) pada pilihan yang anda anggap benar!
5. Apabila jawaban yang anda lingkari salah, maka cukup beri tanda sama dengan (=) di jawaban yang salah

A. Answer the question below by giving cross (x) in the correct answer.

1. Anisa's favorite animal is cat
what the meaning of the underline word?
a. Buaya c. Kucing
b. Musang d. Tikus
2. Apa arti dari kata "tiger"?
a. Harimau c. Macan
b. Gajah d. Cicak
3. Hewan yang memiliki capit yaitu crab. What the meaning of the underline word?
a. Burung c. Ayam
b. Kepiting d. Angsa
4. Elephant is a sweet animal in the zoo, What is the meaning of the underline word?
a. Gajah c. Sapi
b. Kucing d. Jerapah
5. What animal is it?
a. Cow c. Elephant
b. Zebra d. Giraffe



6. The peacock is so beautiful. What the meaning of the underline word?

- a. Merak c. Macan
- b. Gajah d. Cicak



What animal is this?

- a. Bird b. Snake c. Lion d. Peacock

8. The fish can't live without water. What the meaning of the underline word?

- a. Ikan c. Kingkong
- b. Buaya d. Kuda nil



9. Bear is a large animal. What is it in Indonesia?

- a. Beruang c. Gorilla
- b. Kingkong d. Buaya

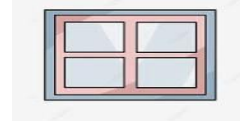
13. Siswa menyimpan barang-barang yang mereka bawa ke sekolah menggunakan?

- a. Book b. Bag c. Paper d. Plastic



7. What animal is it?

- a. Zebra c. Bear
- b. Deer d. Snake



14. What is it?

- a. Door b. Desk c. Window d. Table

15. The name of animal that can fly and have wings is?

- a. Bird c. Goose
- b. Butterfly d. Tiger



16. The students goes to school by?

- a. Bicycle b. Bus c. Car d. Scooter

11. Some students clean the bathroom. What the meaning of the underline word?

- a. Kelas c. Kantin
- b. Kamar mandi d. Perpustakaan



12. The students borrow some books in that place. What is it?

- a. Library c. Gramedia
- b. Class d. Mall



17. What the tiger want to eat?

- a. Fruit c. Meat
- b. Grass d. Rice



18. What animal is it?

- a. Monkey c. Lion
- b. Dog d. Bat

19. From the picture above , what is the monkey eat?

- a. Apple b. Pear c. Grass d. Banana



20. What is the animal on the picture?

- a. Deer b. Zebra c. Tiger d. Lion

21. What the deer eat from the picture above?

- a. Fish b. Meat c. Fruit d. Grass



22. What animal is it?

- a. Panda c. Bear
b. Hippo d. Monkey

23. What the panda eat from the picture ?

- a. Grass c. Bamboo
b. Wood d. Fish



24. What animal is it?

- a. Rabbit c. Snake
b. Weasel d. Zebra

25. What is the rabbit eat ?

- a. Grass c. Fish
b. Carrot d. Fruit

26. She goes to school by bicycle. What is the meaning of bicycle?

- a. Sepeda b. kereta c. mobil d. bus

27. “The teacher is write the material on thein front of the classroom”

What is the correct word to fill the blank?

- a. Bookshelf c. Calender
b. Cupboard d. Whiteboard

28. A school is a place where students.... With the teachers

- a. Play c. Play

- b. Work d. Study



29.

What is the elephant eat?

- a. Leaf b. Root c. Fruit d. Meat
30. This tool can erase the marker, chalk, or pencil. This is a
- a. Eraser b. Map c. Glue d. Bag
31. You can find all of the thing below in the classroom, except....
- a. Blackboard c. Table
- b. Television d. Eraser
32. I put some pens, some pencils, a ruler, and eraser in my ...
- a. Pensil case c. Clock
- b. Broom d. Scissor



33.

What is the animal eat from the picture?

- a. Fruit b. Rice c. Meat d. Honey



34.

What is in the picture?

- a. Picture b. Globe c. Maps d. Book



35. What is the animal eat from the picture?
- a. Peanut
 - b. Rice
 - c. Banana
 - d. Pumpkin
36. You can find... in you classroom.....
- a. Pillow
 - b. Blackboard
 - c. Television
 - d. Sofa
37. The meaning of word "goose" in Indonesia is ?
- a. Kambing
 - b. Kucing
 - c. Angsa
 - d. Bebek



38. What is animal in the picture?
- a. Butterfly
 - b. Goose
 - c. Bird
 - d. Mouse
39. From the picture above, what is the butterfly eat?
- a. Nectar
 - b. Flower
 - c. Honey
 - d. Grass
40. We learn the vocabulary by using , it full of meaning in English and Indonesia
- a. Book
 - b. Magazine
 - c. Dictionary
 - d. Newspaper

B. Jodohkanlah kata-kata di kolom A dengan kolom B dengan memberi tanda panah!

A	B
1. Ubi	a. Root
2. Jendela	b. Madu
3. Madu	c. Kelas
4. Bola	d. Ball
5. Kelas	e. Window

A	B
6. Broom	f. Sapu
7. Pumpkin	g. Tempat minum
8. Bottle water	h. Gunting
9. Scissors	i. Merak
10. Peacock	j. Labu

APPENDIX 4

INSTRUMENT VOCABULARY POST-TEST

Name :

Class :

Petunjuk Umum:

1. Bacalah doa dengan baik sebelum mengerjakan soal!
2. Tulis nama dan kelas pada lembar jawaban!
3. Periksa dan bacalah perintah soal-soal dengan teliti sebelum menjawab!
4. Beri tanda (x) pada pilihan yang anda anggap benar!

A. Answer the question below by giving cross (x) in the correct answer.



1.

What animal is it ?

- a. Crocodile c. Bear
b. Tiger d. Goat



2.

What is in the picture?

- a. Lion b. Tiger c. Snake d. Wolf



3.

The animal has 4 leg. We often drink milk from this animal

- a. Cow c. Tiger
b. Bear d. Fish



4.

What is the name of the animal?

- a. Zebra b. Horse c. Cow d. Deer

5. Giraffe is the tallest animal in the zoo. What the meaning of the underline word?

- a. Kelinci c. Rusa
b. Beruang d. Jerapah



6.

From the picture, what is the giraffe eat?

- a. Leaf c. Grass
b. Fruit d. Bamboo



7.

What is the students do?

- a. Clean the class
b. Sit on the floor
c. Read the book
d. Write in the chair



8.

What is the name of the animal?

- a. Crocodile b. Fish
b. Rabbit d. Hippo

9. Hippo is the laziest animal that can live in the water and in the mainland. Below this which one is the hippo?



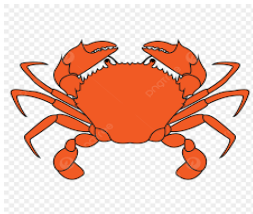
What is the animal eat?

- a. Fruit c. Leaf
- b. Honey d. Rice



11. What is the hippo eat from the picture ?

- a. Watermelon c. Carrot
- b. Banana d. Gras



12.

What animal is this?

- a. Fish b. Frog

- b. Crab d. Lobster

13. Yusuf membawa bekal makanan ke sekolah. What the English of the underline word ?

- a. Packed meal b. Lunch Box
b. Bottle water d. Plate

14. What kind of animal that can jump and swings from one tree to other tree?

- a. Bear c. Monkey
b. Zebra d. Deer



15. What animal is this?

- a. Butterfly c. Insect
b. Bird d. Frog

16. "Goat like to eat grass" Translate the sentence into Indonesia!

- a. Kambing suka memakan rumput
b. Sapi suka makan rumput
c. Kucing makan rumput
d. Jerapah suka makan rumput



17. What is the name of the picture?

- a. Bathroom c. School yard
b. Library d. Office



18. What is the cat eat ?

- a. Rice c. Fruit
b. Grass d. Fish

19. The teacher write the task on the whiteboard. What the meaning of the underline word?
- a. Papan tulis c. Kertas
b. Dinding d. Buku
20. The students usually read the book in the library. What the underline word means?
- a. Kelas c. Perpustakaan
b. Halaman sekolah d . Kantin
21. I'm a I study in the school except Sunday and holiday.

Fill the blank word !

- a. Students c. Teacher
b. Police d . Mother



22. What is the bear eat?
- a. Grass c. Honey
b. Fruit d. Rice
23. What kind of animal has black and white stripes and can be found in China?
- a. Zebra c. tiger
b. panda d. lion
24. What kind of animal has a long, flexible body and no legs....
- a. Snakes c. Crab
b. Chrocodile c. Lobster
25. I'm big and grey. I have got big ears and a long nose. Who is it?
- a. elephant c. dog
b. giraffe d. cat
26. "Parkiran penuh dengan sepeda para siswa". Sepeda in english is?
- a. Bus c. Motorcycle
b. Truk d. Car
27. Ring the So the students will get break from learning activities

- a. Bell c. Mic
- b. Lamp d. Music

28. A class is place where the students is ...

Fill the blank word!

- a. Work c. Study
- b. Play d. Study

29. "Clean the ,please! We will learn the next material"

- a. Whiteboard c. Map
- b. Floor d. Cupboard



30.

What is in the picture?

- a. Eraser b. Glue
- b. Bag d. Scissors

31. You can find in your classroom

- a. Pillow c. Blackboard
- b. Televisions d. Sofa

32. There is a In my classroom

- a. Televisions c. Book
- b. Radio d. Bus



33.

What is in the picture

- a. Pencil case c. Cabinet
- b. Bag d. Class

34. Clean the classroom please, it look very

Fill the blank word!

- a. Shiny c. Dirty
- b. Tidy d. Rough

35. She got A in her exam, the test was very ... for her

- a. Easy
- b. Difficult
- c. High
- d. Rough

36. Goose is different with duck, people can wrong in identify them.

What the meaning of the underline word

- a. Angsa
- b. Bebek
- c. Kambing
- d. Kucing

37. The name of animal have wings and colourful but not bird

- a. Butterfly
- b. Fish
- c. Frog
- d. Bird



38. What is the butterfly eat?

- a. Nectar
- b. Flower
- c. Honey
- d. Grass



39.

What is in the picture?

- a. Book
- b. Dictionary
- c. Magazine
- d. Newspaper

40. The peacock wings is so beautiful.

What the meaning of the underline word

- a. Merak
- b. Macan
- c. Gajah
- d. Unta

B. Jodohkanlah kata-kata di kolom A dengan kolom B dengan memberi tanda panah!

A	B
C. Pumpkin	k. Ranting
D. Orange	l. Merak
E. Root	m. Kursi
F. Peacock	n. Jeruk
G. Chair	o. Labu

A	B
H. Floor	p. Ubi
I. Window	q. Lantai
J. Sweet potato	r. Landak
K. Shoes	s. Jendela
L. Hedgehog	t. Sepatu

APPENDIX 6 : Data description SPSS

Descriptives					
	Kelas		Statistic	Std. Error	
Hasil Belajar Vocabulary	Pre-test Eksperiment WSP	Mean	56,96	2,139	
		95% Confidence Interval for Mean	Lower Bound	52,55	
			Upper Bound	61,37	
		5% Trimmed Mean	57,16		
		Median	58,00		
		Variance	114,373		
		Std. Deviation	10,695		
		Minimum	32		
		Maximum	78		
		Range	46		
		Interquartile Range	12		
		Skewness	-,466	,464	
		Kurtosis	,313	,902	
	Post-test Experiment (WSP)	Mean	80,64	1,330	
		95% Confidence Interval for Mean	Lower Bound	77,89	
			Upper Bound	83,39	
		5% Trimmed Mean	81,00		
		Median	80,00		
		Variance	44,240		
		Std. Deviation	6,651		
		Minimum	64		
		Maximum	90		
		Range	26		
Interquartile Range		10			
Skewness		-,800	,464		
Kurtosis	,444	,902			
Pre-test Control	Mean	52,48	1,957		

	(Conventional)	95% Confidence Interval for Mean		Lower Bound	48,44	
				Upper Bound	56,52	
		5% Trimmed Mean			52,82	
		Median			54,00	
		Variance			95,760	
		Std. Deviation			9,786	
		Minimum			28	
		Maximum			70	
		Range			42	
		Interquartile Range			12	
		Skewness			-,715	,464
		Kurtosis			,477	,902
		Post-test Control (Conventional)	Mean			73,04
	95% Confidence Interval for Mean		Lower Bound	69,96		
			Upper Bound	76,12		
	5% Trimmed Mean			73,11		
	Median			72,00		
	Variance			55,707		
	Std. Deviation			7,464		
	Minimum			56		
	Maximum			88		
	Range			32		
	Interquartile Range			11		
Skewness			,040	,464		
Kurtosis			,553	,902		

APPENDIX 7 : Data description (MANUAL)

1. PRE-TEST EXPERIMENT

a. DATA

44, 50, 56, 60, 56, 44, 58, 40, 58, 64, 60, 40, 78, 72, 60, 64, 60, 56, 54, 58,

58, 32, 70 68, 64

b. High : 78

c. Low: 32

d. Range: high score – low score

$$= 78 - 32$$

$$= 46$$

e. Total class interval

$$= 1 + 3,3 \log (n)$$

$$= 1 + 3,3 \log (25)$$

$$= 1 + 3,3 * 1,398$$

$$= 5,6 135$$

$$= 5$$

f. Length of class interval

$$= \frac{\text{range}}{\text{total class interval}}$$

$$= \frac{46}{5}$$

$$= 8,4 = 9$$

2. POST-TEST EXPERIMENT

a. DATA

88, 88, 80, 80, 76, 78, 84, 68, 70, 64, 84, 76, 76, 82, 86, 84, 80, 76, 84, 80,
86, 80, 90, 90, 86

b. High : 90

c. Low: 64

d. Range: high score – low score

$$= 90 - 64$$

$$= 26$$

e. Total class interval

$$= 1 + 3,3 \log (n)$$

$$= 1 + 3,3 \log (25)$$

$$= 1 + 3,3 * 1,398$$

$$= 5,6135$$

$$= 5$$

f. Length of class interval

$$= \frac{\textit{range}}{\textit{total class interval}}$$

$$= \frac{26}{5}$$

$$= 5,2 = 6$$

3. PRE-TEST CONTROL

a. DATA

28, 66, 60, 70, 56, 56, 44, 40, 40, 60, 64, 54, 52, 54, 56, 60, 54, 56, 36, 40,
48, 54, 54, 54, 56

b. High : 70

c. Low: 28

d. Range: high score – low score

$$= 70 - 28$$

$$= 42$$

e. Total class interval

$$= 1 + 3,3 \log (n)$$

$$= 1 + 3,3 \log (25)$$

$$= 1 + 3,3 * 1,398$$

$$= 5,6135$$

$$= 5$$

f. Length of class interval

$$= \frac{\textit{range}}{\textit{total class interval}}$$

$$= \frac{42}{5}$$

$$= 8,4 = 9$$

4. POST-TEST CONTROL

a. DATA

70, 70, 80, 88, 74, 80, 72, 72, 80, 88, 76, 72, 74, 80, 80, 70, 56, 66, 68, 68,
70, 70, 74, 68, 60

b. High : 88

c. Low: 56

d. Range: high score – low score

$$= 88 - 56$$

$$= 32$$

e. Total class interval

$$= 1 + 3,3 \log (n)$$

$$= 1 + 3,3 \log (25)$$

$$= 1 + 3,3 * 1,398$$

$$= 5,6135$$

$$= 5$$

f. Length of class interval

$$= \frac{\text{range}}{\text{total class interval}}$$

$$= \frac{32}{5}$$

$$= 6,4 = 7$$

APPENDIX 8 : SPSS Normality result

Tests of Normality							
	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar Vocabulary	Pre-test Eksperiment WSP	,184	25	,028	,956	25	,346
	Post-test Experiment (WSP)	,142	25	,200*	,937	25	,127
	Pre-test Control (Conventional)	,242	25	,001	,930	25	,085
	Post-test Control (Conventional)	,130	25	,200*	,952	25	,278
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	149,965 ^a	75	,000
Likelihood Ratio	157,877	75	,000
Linear-by-Linear Association	2,417	1	,120
N of Valid Cases	100		
a. 104 cells (100,0%) have expected count less than 5. The minimum expected count is ,25.			

APPENDIX 9 : SPSS Homogeneity result

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Hasil Belajar Vocabulary	Based on Mean	,159	1	48	,692
	Based on Median	,094	1	48	,760
	Based on Median and with adjusted df	,094	1	46,458	,760
	Based on trimmed mean	,156	1	48	,695

APPENDIX 10 : SPSS T-test result

Group Statistics					
	Model Belajar	N	Mean	Std. Deviation	Std. Error Mean
Hasil Belajar Vocabulary	Model Word Search Puzzle	25	80,64	6,651	1,330
	Model Conventional	25	73,04	7,464	1,493

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil Belajar Vocabulary	Equal variances assumed	,159	,692	3,801	48	,000	7,600	1,999	3,580	11,620
	Equal variances not assumed			3,801	47,376	,000	7,600	1,999	3,578	11,622

APPENDIX 11 : T-Table

df	One-Tailed Test						
	0,25	0,10	0,05	0,025	0,01	0,005	0,001
	Two-Tailed Test						
	0,50	0,20	0,10	0,05	0,02	0,01	0,002
41	0,680521	1,302543	1,682878	2,019541	2,420803	2,701181	3,301273
42	0,680376	1,302035	1,681952	2,018082	2,418470	2,698066	3,295951
43	0,680238	1,301552	1,681071	2,016692	2,416250	2,695102	3,290890
44	0,680107	1,301090	1,680230	2,015368	2,414134	2,692278	3,286072
45	0,679981	1,300649	1,679427	2,014103	2,412116	2,689585	3,281480
46	0,679861	1,300228	1,678660	2,012896	2,410188	2,687013	3,277098
47	0,679746	1,299825	1,677927	2,011741	2,408345	2,684556	3,272912
48	0,679635	1,299439	1,677224	2,010635	2,406581	2,682204	3,268910
49	0,679530	1,299069	1,676551	2,009575	2,404892	2,679952	3,265079
50	0,679428	1,298714	1,675905	2,008559	2,403272	2,677793	3,261409
51	0,679331	1,298373	1,675285	2,007584	2,401718	2,675722	3,257890
52	0,679237	1,298045	1,674689	2,006647	2,400225	2,673734	3,254512
53	0,679147	1,297730	1,674116	2,005746	2,398790	2,671823	3,251268
54	0,679060	1,297426	1,673565	2,004879	2,397410	2,669985	3,248149
55	0,678977	1,297134	1,673034	2,004045	2,396081	2,668216	3,245149
56	0,678896	1,296853	1,672522	2,003241	2,394801	2,666512	3,242261
57	0,678818	1,296581	1,672029	2,002465	2,393568	2,664870	3,239478
58	0,678743	1,296319	1,671553	2,001717	2,392377	2,663287	3,236795
59	0,678671	1,296066	1,671093	2,000995	2,391229	2,661759	3,234207
60	0,678601	1,295821	1,670649	2,000298	2,390119	2,660283	3,231709
61	0,678533	1,295585	1,670219	1,999624	2,389047	2,658857	3,229296
62	0,678467	1,295356	1,669804	1,998972	2,388011	2,657479	3,226964
63	0,678404	1,295134	1,669402	1,998341	2,387008	2,656145	3,224709
64	0,678342	1,294920	1,669013	1,997730	2,386037	2,654854	3,222527
65	0,678283	1,294712	1,668636	1,997138	2,385097	2,653604	3,220414
66	0,678225	1,294511	1,668271	1,996564	2,384186	2,652394	3,218368
67	0,678169	1,294315	1,667916	1,996008	2,383302	2,651220	3,216386
68	0,678115	1,294126	1,667572	1,995469	2,382446	2,650081	3,214463
69	0,678062	1,293942	1,667239	1,994945	2,381615	2,648977	3,212599
70	0,678011	1,293763	1,666914	1,994437	2,380807	2,647905	3,210789
71	0,677961	1,293589	1,666600	1,993943	2,380024	2,646863	3,209032
72	0,677912	1,293421	1,666294	1,993464	2,379262	2,645852	3,207326
73	0,677865	1,293256	1,665996	1,992997	2,378522	2,644869	3,205668
74	0,677820	1,293097	1,665707	1,992543	2,377802	2,643913	3,204056
75	0,677775	1,292941	1,665425	1,992102	2,377102	2,642983	3,202489
76	0,677732	1,292790	1,665151	1,991673	2,376420	2,642078	3,200964
77	0,677689	1,292643	1,664885	1,991254	2,375757	2,641198	3,199480
78	0,677648	1,292500	1,664625	1,990847	2,375111	2,640340	3,198035
79	0,677608	1,292360	1,664371	1,990450	2,374482	2,639505	3,196628
80	0,677569	1,292224	1,664125	1,990063	2,373868	2,638691	3,195258

APPENDIX 13

DOCUMENTATION

PRE-TEST



TREATMENT IN EXPERIMENTAL CLASS



POST-TEST



CURRICULUM VITAE

A. Identify

Name : RIZKA FITRIYANA DAULAY
NIM : 1920300010
Place and Birthday : Pandan, 26 Desember 2001
Gender : Female
Religion : Islam
Address : Pandan, Jln.Dr.F.L. Tobing. Tapanuli
Tengah

B. Parents

1. Fathers Name : Irwansyah Daulay
2. Mothers Name : Irma Suryani Lubis

C. Educational Background

1. Elementary School : SDN 158466 PANDAN
2. Junior High School : SMP SWASTA AL-MUSLIMIN PANDAN
3. Senior High School : SMK N 1 SIBOLGA
4. College : UIN SYAHADA PADANGSIDIMPUAN



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
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Telepon (0634) 22080 Faximile (0634) 24022

Nomor : B-5455/Un.28/E.1/TL.00.9/08/2024 30 Agustus 2024

Lampiran : -

Hal : Izin Penelitian

Penyelesaian Skripsi

Yth. Kepala SMP N 8 Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : RIZKA FITRIYANA DAULAY

NIM : 1920300010

Fakultas : Tarbiyah dan Ilmu Keguruan

Program Studi : Tadris Bahasa Inggris

Alamat : Padangsidimpuan

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "The Effect Of Words Search Puzzle On Students Vocabulary Mastery At Eight Grade C SMPN Negeri 8 Padangsidimpuan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan

Dr. Liris Yulianti Syafrida Siregar, S.Psi, M.A

NIP 19801224 200604 2 001



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DINAS PENDIDIKAN
SMP NEGERI 8 PADANGSIDIMPUAN

NSS : 201072005008 NIS : 200080 NPSN : 10212508 AKREDITASI A

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JL. TENGKU RIZAL NURDIN KM. 8 PIJORKOLING

SURAT KETERANGAN PENELITIAN

Nomor : 421/ /SMP.N8/PSP/2024

Yang bertanda tangan dibawah ini :

Nama : **ARMILA SARI LUBIS, S. Pd.I**
NIP : 19810519 200904 2 003
Pangkat/Gol : Pembina Tk. / IV.a
Jabatan : Kepala Sekolah
Unit Kerja : SMP Negeri 8 Padangsidempuan

Menerangkan dengan sebenarnya bahwa :

Nama : RIZKA FITRIYANA DAULAY
N I M : 1920300010
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Universitas Islam Negeri Syekh Ali Hasan Addary
Padangsidempuan

Benar telah mengadakan penelitian untuk penulisan Karya Tulis Ilmiah dengan judul "The Effect Of Word Search Puzzle In Teaching Vocabulary At The Eight Grade Students Of SMP Negeri 8 Padangsidempuan".

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana perlunya.

Padangsidempuan, 14 September 2024
Kepala Sekolah

ARMILA SARI LUBIS, S. Pd.I
NIP. 19810519 200904 2 003

