# CHAPTER I

# INTRODUCTION

## 1.1.Background of the Study

Language is an important aspect in our daily life. It is because of language is used to communicate with another people. It brings ideas, opinios, thoughts, and fellings. English is an important part of the world. English is also important to make international relationship by every people from all countries.

In Indonesia, English is as a one of foreign languge which is taught in elementary school, junior high school, and senior high school. For many years ago the material of English is emphasized in the stucture of language, the students are hope be able to recall the pattern of tenses. It is too hard for the students, it make the students are lazy to learn English. Beside that the students are unable to speak English, it is caused the students are less vocabullary. The teaching English at school involves the teaching of the four skills; listening, speaking, reading and writing a well as some language component like grammar, pronouncation and vocabulary.

Vocabulary is one of aspect in English. It is very important for studying English. Learner who just learns grammar without vocabulary will be difficult to convey what he or she want to say. However, learner who just learn vocabulary or just read text or open dictionary will be able to say something (Hamer 2001; 13). Vocabulary is a very important part for us in learning English. It is because of vocabulary is an essential element of foreign language lerning which contributes at every level to communication and comprehension in the target language. It means that vocabulary has big contibution to suppoting everyone to

communicate with another people and comprrehend target language. Furthermore, without grammar very little can be convey but without vocabulary nothing can be convey.

A game is one of media that can be used in teaching vocabulary. Game is an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others (Wright, et. al 2006 : 1). Through game, they can learn things in a fun away. As the enjoy the activities of game, the children will not afraid to speak english and will likely use it as a natural part of the game. They also feel enjoyable in the class and interested in the material that is given by a teacher using games.

The writer chosen the Word Search Puzzle Game to encrease students vocabulary mastery.Vossoughi and Zargar (20017: 80) stated, that words search puzzle games is one of many instructional games that reinforce word-level onto a grid and pesuades that the class to make suggestions for the puzzle clues. They also stated the object of word search puzzle game is to find the listed hidden word. The words may be hidden in any direction: horizontally, vertically, diagonally, and forwards and backwards.

There are some problems on students in learning vocabulary. Those problems are : first, students were lazy to memorize all the familiar word that they hear or read in a text. Second, students had difficulties in understanding and coprehending the meanings of unfamiliar words. Third, students were bored and motivated to learn. The conventional technology which is applied by the teacher seemed to force them to memorize new vocabularies without the help of media. It made students tend to show low attention on acquiring new vocabulary

Based on the writers experience when doing observation at SMP NEGERI 4 Medan, it is shown that 24 students of 30 students get score under 70 in vocabulary test. To support the statement above there is table of the score of the students as follows :

**The List of Vocabulary Score at SMP NEGERI 4 Medan (VIII)**

| No | Name of Students | Score |
|----|------------------|-------|
| 1. | ARS | 50 |
| 2. | ASN | 45 |
| 3. | ASP | 40 |
| 4. | BSS | 40 |
| 5. | CDN | 40 |
| 6. | DDS | 55 |
| 7. | DFG | 70 |
| 8. | FFN | 45 |
| 9. | FSS | 60 |
| 10. | FBS | 50 |
| 11. | HRH | 40 |
| 12. | IPG | 70 |
| 13. | KFN | 45 |
| 14. | RMH | 65 |
| 15. | MPS | 40 |
| 16. | DFG | 50 |
| 17. | CDN | 30 |
| 18. | ERH | 75 |
| 19. | RFG | 60 |
| 20. | RDS | 45 |
| 21. | MDS | 60 |
| 22. | DHS | 40 |
| 23. | AKM | 60 |
| 24. | RMS | 70 |
| 25. | DGN | 70 |
| 26. | ASM | 40 |
| 27. | EN | 60 |
| 28. | EMN | 45 |

| 29. | SMS | 70 |
|-----|-----|----|
| 30. | HMS | 60 |

Based on the data above, the writer concludes the students are lack of vocabularies. The writer has found one technique that was used by the teacher to increase the students' ability in English is Games. Through games there are so many advantages for students and teachers in learning process. The students can be more motivated and challanged. Games provide language practice in various skills of speaking, listening, writing, and reading. Games also encourage students to interact and communicate.

This study examines the students mastering of vocabulary through games because Games have been shown to have advantages and effectiveness in learning vocabulary in various ways. Therefore, the role of games in teaching and learning vocabulary cannot be denied. However, in order to achieve the most important from vocabulary games, it is essential that suitable games are chosen. Whenever a game is to be conducted, the number of students, proficiency level, cultural context, timing, learning topic, and the classroom settings are factors that should be taken into account.

One of the aims of teaching English is to enhance students to be able to understand English words which they might find in their environment. In fact, students often find problems in learning the words. So it needs more teacher's attention to make the transfer of the vocabulary process easier to grasp and more fun to learn. To do this hard job, teachers are hoped to have ingenuity in teaching by using any kind of teaching aids that already exist in their environment. One of those aids is using games.

The writer chooses Word Search Puzzle Games because games help and encourage many learners to sustain their interest and work. With games student can have a lot of fun, interesting and get rid off their tiresome during the lesson which is full of any challeng to play.

Based on the background above the research entitled**" The Effect of Using Word Search Puzzle Game on Student Vocabulary Mastery"**.

**1.2.The Problem of the Study**

Based on the background of the study, the problem of the study was formulated as the following :

"Does the use of Word Search Puzzle game significantly affect the students vocabulary mastery at the eight grade students of junior high school?"

**1.3.The Objective of the Study**

The Objective of the study is to find out whether or not  word search puzzle game affect on the students' vocabulary mastery of junior high school.

**1.4.The Scope of the Study**

This research is restricted touse of games in knowing the effects in students' vocabulary mastery in second grade students of junior high school. Clearly the writer will discuss the role of games in helping students learn vocabulary. There are many types of game in enriching students vocabulary, they are: Cross-word puzzle game, Word Search Puzzle, Dice game, Hangman game, and so on. The writer limits the game to an English game which is a Word Search Puzzle  game to affect students vocabulary mastery. The researcher focuses on the word search puzzle game in the teaching vocabulary about the word based on the

teaching materials the form of arranging in puzzle horizontally, vertically, and diagonally through individually.

## 1.5. The Significance of the Study

The results of this study are expected to be useful for:

1. Theoretically        :
    a. Supports the theory of learning English vocabulary using games.
    b. Can be a model in research English language teacher.

2. Practically  :

- For students

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


- For teachers of English

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

- For the reader

    The writer hopes this research can increase the readers' knowledge about teaching vocabulary by using word search puzzle Game as a method.

## 1.6. Hypothesis of the Study

1. Alternative Hypothesis (Ha):There is a significant effect on students' vocabulary mastery with Word Search Puzzle Games.

2. Null Hypothesis (Ho):There is no significant effect in students' vocabulary mastery with Word Search Puzzle Games.

# CHAPTER II

# REVIEW OF LITERATURE

## 2.1. Theoretical Framework

Theoretical Framework is aimed at giving some concepts in analyzing the study in research. In conducting a research, there are some theories which are needed to explain somme concepts or term applied in the search concerned. The conceptswhich are used must be clarified.

The research follows some theories as; Hornby (2007; 238,959), Nunan (2006; 101), etc. So, the writer and the readers might have the same perspective of implementation on the field.

## 2.2. Vocabulary

Vocabulary is very important because it is basic component to be mastered first to able to master the four language skills such as listening, speaking, reading, and writing. Vocabulary is central to English language teaching because with out sufficient vocabulary students cannot understand others or express their own ideas. (Achmad Syarofi, et.al. 2017. The Effect of Word Search Puzzle Game on Students' Vocabulary mastery which published by Linear Journal of Teaching and Education Vol. V, No. 2),Vocabulary is a basic of language and it is very important to be mastered.Vocabulary is the words that support communication and language learning.

There are some definitions of vocabulary proposed by linguist experts, Hornby (2007; 959)defines vocabulary as : (1) all the words that a person knows or use; (2) all the words particular language; (3) the words that people use when they are talking about a particular subject; (4) a list of words  with their meaning. It that a language that people used to talk a certain topic consists of a number of words.

Vocabulary is part of language that underlies the understanding of the language itself as state by Nunan (2006: 101) that vocabulary is more than list of target languge words. Vocabulary is part of the language system. In addition, the quality of learners vocabulary influences the four language skills. Moreover, Richard and Renadya (2007; 255) proposed that vocabulary is an important part of language proficiency and grant much of the basis for how well learners listen, speak,read and write. He said that learners can achieve less then their potential without an extensive vocabulry and starategies for acquiring new words. Furthermore, Thornbury(2007; 14)

state that vocabulary means a large collection of items. He adds that learning vocabulary is important because it enriches someones knowledge of words. In line with Sthal (2005) in Thornbury (2007), defines vocabulary as knowledge; the knowledge of a word not only implies definition, but also whow that word fits into the world. Vocabulary knowledge is not something that can over the course of a lifetime. From these definitions, vocabulary is part of language system that people used to communicate which consists of a large collection of items. Vocabulary is knowledge of how the words fit into the world.

According to Charthy (2008; 3), vocabulary of a language like English consists of several hundred thousand words. He also state when we speak of the vocabulary of a language we are speaking primarily, but not exclusively, of the words of a language. It is most convenient  to think of  words as freestanding item of language that has meaning.

Based on explanation above, it means that vocabulary has an important role in laguage. Vocabulary is also the basic of language that should be known by the user. Because people cannot state what their mind is, if they do not have vocabulary.

**2.2.1. Kinds of Vocabulary**

According to Madya (2009; 13-14), there are two types of vocabulary. They are productive and unproductive vocabulary. The active vocabulary is the vocabulary made up of words that one uses in speaking and writing. On the other hand, the unproductive vocabulary is composed of words which one understand when one hears or reads them, and does not ordinarily use in ones speaking and writing or in ones daily life. Thornbury (2007; 3) devided vocabulary to teach into eight different classess. They are :

1. Nouns           : bits, pieces,record,player
2. Pronouns        : I, them

3. Verbs         : like, looking, doing, to look

4. Adjectives    : old, second-hand, to look

5. Adverbs      : up

6. Prepositions  : for, like

7. Conjunction   : and

8. Determiner    : -

In addition, Nation, Paul (2005; 24) also divedes vocabulary into two types . they are receptive vocabulary and productive vocabulary. Receptive vocabulary uses disguisthing the form of a word while listening and reading and retrieving meaning. Then productive vocabulary is used express a meaning through speaking or writing and producing the appropriate spoken or written word form.

There are kinds of vocabulary. Different expert has different kinds of vocabulary. But it has the same sense. In this research, the writer chooses Thornburys theory related on the kinds of vocabulary.

**2.2.2. Role of Vocabulary**

Vocabulary has important role in the language learning. People can talk one another because of vocabulary. Person can explain something to another because of vocabulary. As a linguist David Wilkins in Thornbury (2007; 13) stated but "without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed". One should know a certain amount of vocabulary in order to be able to use the language productively. It is not only for commuinicating orally, but also un written form.

A large vocabulary allow for communicating in ways that are precise, powerful, persuasive, and interesting. In conclusion, learner have to pay greater attention to the vocabulary

teaching because the kowledge of vocabulary is very important. The teacher must have an affective and efficient method in order to make the goal of teaching of vocabulary successful. Someone will be able to improve achievement and enchance communication  if he/she can master vocabulary well.

### 2.2.3. Vocabulary Mastery

Vocabulary is needed by people to understand the meaning of word and it helps them to express precisely. Limeted vocabulary mastery can give bad influences in the teaching-learning process of a language. Furthermore, mastering vocabulary well is important for language learners. Vocabulary mastery is gradual process. To teach out the good vocabulary mastery someone needs to follow the process. It can be difined as through knowledge of the words of  a language. The learners vocabulary mastery is indicated by their ability in producing and understanding the words in their daily life.

Further Krasen and Terrel (2010) stated that vocabulary mastery is also very important for the acquisition process. Acquisition depends significanly on the ability to recognize the meaning of key elements in the utterance. Cameron (2006; 74) says that learning word is not something that is done  and finished yet. To mastery vocabulary is to learn new words, meaning to increase vocabulary. The learning includes the pronouncation, the meaning, the spelling, the usage, and the part of speech of the words. She also adds the learning word is a cycle process of meeting new word and initial learning, followed by meeting those word repeatedly, each time extending knowledge of what the words mean and how they are used in the foreign language. This means that very time learners meet those familiar words again, they in directly improve their knowledge about the words. Vocabulary mastery of course relates to what kinds of words learner have to mastery. According to Nation (2005; 7), the most important group of word isthe

high frequency words of the language. These words occur very frequently in all kinds of  uses the langauge. They are nedeed in formal and informal uses of the language.

He also adds that the high frequency words have the following characteristics: (1) each high frequency word occur very often; (2) the high frequency words are useful. They are also important for both receptive and prodductive use, for both oral and written, and for both formal and informal use; (3) the high frequency words make up a very large proportion of the running words in all kind of text and language use; (4) they are a relatively small group of words about two thousand words taht could be covered in a school teaching program over three to five years.

Mastery vocabulary is one of the learners needs in order to understand the language. In English teaching-learning process, mastery vocabulary well can help the students to understand the lesson. For junior high school students, they are expected to master at least the first a thousands of high frequency words, in addition, according to Nation (2005; 13) the high frequency words is very important because these words cover a very large proportion of the running words in both spoken and written texts. Furthermore, by mastering at least the high frequency words can help the students in understanding the target language.

**Table 3.1**

**Vocabulary Scoring Rubric**

| Score Category | Characteristic |
| --- | --- |
| Excellent (100-90) | Complete knowledge of vocabulary. Excellent at identifying word meaning. No spelling problem. |
| Very good (89-80) | Good vocabulary knowledge. Good at identifying word meaning. No prolem with spelling. |
| Good (79-70) | General vocabulary knowledge. Able to identify word meaning. Some spelling problems without interfering understanding. |
| Fair (69-60) | Still acceptale vocabulary knowledge. Still able to identify word meaning. Some spelling problems without fully interfering understanding. |
| Fail (59 or fewer) | Lack of vocabulary knowledge. Misspelled word. Unable to identify word meaning. |

There are several levels of students ability to understand the vocabulary as indicated in the value category. Starting from the value 100-90 complete knowledge of vocabulary, excellent at identifying word meaning, no spelling problem. Where students have complete knowledge of vocabulary, identifying word meaning and spelling. From 89-80 good vocabulary knowledge, good at identifying word meaning, no prolem with spelling. Where students have no more obstacles in spelling vocabulary. From 79-70 students still know general vocabulary knowledge, able to identify word meaning, some spelling problems without interfering understanding. Where students has know about general vocabulary, able to identify word meaning but, students unable to understand the vocabulary he or she was spelling saying. From 69-60 students still acceptale vocabulary knowledge, still able to identify word meaning, some spelling problems without fully interfering understanding. Where students unable to understand the vocabulary he was spelling saying. From 59 of fewer lack of vocabulary knowledge, misspelled word, unable to identify word meaning. Where students ability to understand vocabulary is still lacking and in reading vocabulary it is still slow.

**2.2.4. Teaching Vocabulary in Junior High School**

Teaching vocabulary is not easy. The teacher needs a good preparation before teaching vocabulary in the classroom. Depending on the teaching goal, a teacher is required to have knowledge about what words to be taught. The teacher may refer tothe clasess of vocabulary described by Thornbury (2007; 3) when deciding which word clasess to teach.

1. Nouns        : bits, pieces,record,player

2. Pronouns    : I, them

3. Verbs        : like, looking, doing, to look

4.  Adjectives      : old, second-hand, to look

5.  Adverbs         : up

6.  Prepositions    : for, like

7.  Conjunction     : and

8.  Determiner      : -

Beck et al., in Nation (2005; 13-14) stated that there are some principles for teachers in the teaching of vocabulary.

1.  High frequency words should be taught to the students because they are important enough to deserve time in class.

2.  Academic words should be taught to the learners with academic purpose.

3.  Technical wors are only learner while the students are studying the content matter of the certain subjects.

4.  Low frequency words may be taught after the students have a good control of the high frequency, academic and technical words. The teacher should not spend much time to teach low frequency words because it is wasting-time. But the teacher may give the students startegy to learn it.

Thornbury (2007; 30) suggests some implication in teaching vocabulary.

They are :

1.  By bulding networks of association the laerners need task and strategies to help them organize their mental lexicon.

2.  Learning of new words involves a period of 'initial fuzzines' and teh teacher needs to accept it.

3. Learners need to wean themselves off a reliance on direct translation from their mother tongue.

4. Words should be presented in their typical context so that learners can get a feel for the meaning, register, collocation, and syntactic environtments of those words.

5. Teaching should direct attention to the sound of new words, particulary the stress.

6. Learners should aim to build vocabulary range as quickly as possible.

7. The learning of words shouold involve the learners.

8. Learners need multiple exposures to words and they need to retrieve words from memory repeatly.

9. Multiple decisions about words should be made by the learners.

10. If new words are used to express personally relevant meaning, they may be reinforced.

This means that vocabulary of any language is huge and its acquisition takes times, even for native speaker. So, there should be efforts to improve students vocabulary.

## 2.3. Games

Language game are not activities mainly aimed to kill time. Many people like games. It is caused, games are fun to play. Game are interesting especially for children. Hadfield (2010: 1) difenes game as an activity with rules, a goal and an element of fun. The element of fun in games provides the students more life situation with more chance to express their ideas in their own ways but under the rule. So, game are not only fun an enjoyable, but also can provide excellent practice for improving grammar, vocabulary, pronouncation, and the for language skills. The inclusion of games as an integral part of any language syllabus provides an opportunity for intensive language practice, offers a context in which language is used meaningfully and as a means to an end, and act as a diagnostic tool for the teacher, highlightiing areas of difficulty.

In addtion, according to Wright, Betteridge and Bucky (2006) the word game means, an activity which is entertaining and engaging, often challenging and an activity in which leraners play and usually interact. Therefore, the game does not only help to learn new vocabulary and grammar but also develop learners social and commuicative skill, their sense of fair play and encourage and increase cooperation.

Harmer (2005; 101) stated that games are a vital part of teachers equipment, not only for language practice they provide, but also for the therapeutic effect they have. The can be used any stage  of class to provide an amusing and challenging respite from other classroom activity and are especially useful at the end of a long they to send students away feeling cheerful about their English class. From the definition above, it can be concluded that what differentiates langauge games from other activities in EFL classsroom is because game coincide principally in three aspects: goal, rule, and enjoyment. While performing games, there is always a goal to reach,rules to follow, and enjoyment to experience.

### 2.3.1. Kinds of Games

Different writers have different clasification of games. It means that there are many games which is provided wether it is for children or adult. Lewis and Bedson (2008; 16-17) classify games into eleven different types:

1. Movement games. In these game, the children are physically active. They are generally 'rouser' and need to  be closely monitored.

2. Card games. Children collect, give away, exchange, short, and count cards. The cards can have a meaning or value in a game, or simply serve as symbols for objects or actions. Carda are often components of other game types as well.

3. Board games. It is any games which mainly involve moving markers along a path. Board games can be made by the children as a fun craft activity.

4. Dice games. Dice game are incredibly versatile. Remember that the dice need not only have number on the faces. They can have numbers, colors, letters of alphabet-virtually anything you like. Dice need not be six-sided either. In special shop you can find 12-sided dice or even round dice with a weighted ball in the middle. Little children might only roll one dice, while older children can play games with three or four dice at the same time.

5. Drawing games. Drawing games are special because they span a gap between key function of the brain. On the hand, drawing requires creativity and senstivity towards the world. On the other hand, the children must be able to understand instruction and describe their art. Drawing games are particularly helpful with shy children who are reluctant to talk. A pictures, they will certainly respond to your question with yes or no answers.

6. Guessing games. In guessing games, the aim is to guess the anwer to a question of some kind.

7. Role-play games. Role play game can be seen as simple, guided drama activities. The language input can be quite rigidly prescribed or very open depending on the language level, curiosity, and confidence of your class. Role plays stimulate a childs imagination and are tests of true communication.

8. Singing and cahnting games. Singing and chanting games often involve movement, but we decided to list them separately since music plays such an important role in early childhood learning.

9. Team games. Team games can belong to the other categories, but also require cooperative team work.

10. Word game. These games utilize childrens enjoyment of playing with words. They are mostly for older children as they involve spelling and writing.

Hadfield (2010; 5) said that games can take one of the following forms :

1. Information gap. Students ask their partners to get missing information to complete the task or card they have or together solve a problem.

2. Guessing games. The players with the information deliberately witholds it, while others guess what it may be.

3. Search games. Players must obtain all or a large amount of the invormation available to fill in a questionnaire or to solve a problem.

4. Matching games. These games involve matching pirs of cards or pictures. Everyone must find a patner with a corresponding cards or a pictures.

5. Matching-up games. Each player in a group has a list of opinions, preferences, wants or possibilities. Throuh discussion and compromise, the group must reach an agreement.

6. Exchanging games. Players have certain articles, or ideas which they wish to exchange for others. The aim of the game is to make and exchange that is satisfactory to both sides.

7. Collecting games. Players need to collect cards in order to complete a set.

8. Combining activities. Player must act on certain information in order to arrange themselves in groups.

9. Arranging games. Players must acquire information and act on it in order to arrange items in a specific order.

The kind of games based on some theories above are diffrent.it means that there are many kinds of games that can be used by the teacher in teaching English.

Harmer (2002) explained that games give learners a feeling of competition to participate in the process of learning vocabulary and motivates them to repeat them with enthusiasm. He also maintains that games which depend on an information gap encourage learners to negotiate with a partner to solve a puzzle, draw a picture, and find similarities and difference between the pictures. Also, Hadfield (1998) stated some kinds of games which can be applied by teacher in teaching vocabulary:

a. Sorting, ordering, or arranging games For example, students have a set of cards with different products on them, and they sort the cards into products found at a grocery store and products found at a department store.

b. Information gap games Information gap games can involve a one-way information gap, such as the drawing game just described, or a two-way information gap, in which each person has unique information, such as in a Spot-the-Difference task, where each person has a slightly different picture, and the task is to identify the differences.

c. Guessing games These are a variation on information gap games. One of the best known examples of a guessing game is 20 Questions, in which one person thinks of a famous person, place, or thing. The other participants can ask 20 Yes/No questions to find clues in order to guess who or what the person is thinking of.

d. Search games These games are yet another variant on two-way information gap games with everyone giving and seeking information. Find Someone Who is a well-known

example. Students are given a grid. The task is to fill in all the cells in the grid with the name of a classmate who fits that cell, e.g., someone who is a vegetarian. Students circulate, asking and answering questions to complete their own grid and help classmates complete theirs.

e. Matching games As the name implies, participants need to find a match for a word, picture, or card. For example, students place 30 word cards, composed of 15 pairs, face down in random order. Each person turns over two cards at a time, with the goal of turning over a matching pair, by using their memory.

f. Exchanging games In these games, students barter cards, other objects, or ideas. Similar are exchanging and collecting games. Many card games fall into this category, such as the children's card game Go Fish

g. Role-play games Role play can involve students playing roles that they do not play in real life, such as dentist, while simulations can involve students performing roles that they already play in real life or might be likely to play, such as customer at a restaurant. Dramas are normally scripted performances whereas in role plays and simulations, students come up with their own words, although preparation is often useful.

In this research, the researcher chose "search game" in teaching vocabulary and one of search game that can be used in this research is "Word Search Puzzle Game".

### 2.3.2. The Advantages of Games

Everybody knows that games are fun.but some people think that they are only fun.in fact,games are not only fun and enjoyable teaching techniques for the students to follow. Games make the students actively involved in the teaching learning process. Gamers make the students actively involved in the teaching learning process.games can be used to review the material at the

end of the lesson. Besides that,games can also increase the students interest and motivation to follow the lesson. As Lewis and Bedson (2008:5) said,games add variation to a lesson and increase motivation by providing a reasonable incentive to use the target language. It means that games are not only time-filling activities when there are no more activities to do in the classroom but it can be used to help the teacher in the teaching learning process.

## 2.4. Word Search Puzzle Games

Fisher (2016) states, a word search puzzle is a word game in which words, usually related to a particular theme, are hidden in a grid of jumbled letters. The objective of the game is to find and mark all the hidden words. Word-search puzzle game is one of many instructional games that reinforce word-level onto a grid and persuade the class to make suggestions for the puzzle clues. A simpler but still popular alternative word puzzle is the word search. The object of word search puzzle is to find the listed hidden words. This game is good to review general vocabulary, without ever tiring the students. In most of the puzzle, there are at least 40 words. The words may be hidden in any direction: horizontally, vertically, diagonally, and forwards and backwards. Often a list of the hidden words is provided, but more challenging puzzles may let the player figure them out. Many word search game have a theme to which all the hidden words are related. The puzzle itself kind to play that can be used to practice certain language features at certain phases in learning process in order to develop communication skill.

According to Huyan (2011: 3) satated, Words search puzzle game have been shown to have advantages and effectiveness in learning vocabulary in variuos ways. First games bring in relaxation and fun for students. Second, games usually involve friendly completion and they keep learners interesed. Ricards argued (2006:19) Puzzle game is fun, interactive, and exciting, and in playing game, students can study English structure easily. In a relax atmosphere, and

interestingly. Through games the English teacher can motivate his/her students in learning English, and students can enjoy it, objective of this puzzle is to find and mark all the words hidden inside the box. The words may be horizontally, vertically or diagonally. Often a list of the hidden words is provided, but more challenging puzzle may let the player figure them out. Many words search puzzles have a theme to which all the hidden words are related.

Vossoughi and Zargar (20017: 80) stated, that words search puzzle games is one of many instructional games that reinforce word-level onto a grid and pesuades that the class to make suggestions for the puzzle clues. They also stated the object of word search puzzle game is to find the listed hidden word. The words may be hidden in any direction: horizontally, vertically, diagonally, and forwards and backwards. It means that word search puzzle game is one of many instrucional games that reinforce word level onto a grid and it has the objective to find the list hidden word that hidden in any direction.

Sukstrienwong et, all. stated that the aim of this game is to find the word in the grid. In searching for words, user read and memorize the word while they are playing the game that helps them learn the word and spelling, letter by letter in the puzzle. It means that word search puzzle can helps students learn the words and its spelling.

John F. Chabot (2002) word search puzzle are the ones where you are given a list of word. Defines game as an activity with rules:

1. Find the words in the clue list on the grid.

2. Circle the words or the letters of the words you find.

3. The words camouflaged on the grid go in various direction : left to right, up and down, and diagonally in any direction and find all the words.

There will be some letters remining after all the words in the clue list have been found. Starting from the top left corner, arrange the remining letters in the order they are found to form a sentence and the solution to the puzzle. It means that words search puzzle is ones where you are given a list of words and find list on the grid in any direction.

### 2.4.1. The Advantages of Word Search Game

Language learning is hard work. One must make an effort to understand, to repeat accurately, to manipulate newly understood language and to use the whole range of known language in conversation or written composition. Effort is required at every moment and must be maintained over a long period of time. There are many advantages of using game in English learning, such as help the students to reduce students ''boredom and improving students'' interest in learning new vocabulary, make the students feel enjoy and comfortable. Dorry states, game have proven to have advantages and effectiveness in learning vocabulary in various ways:

a. Games bring in relaxation and fun for students, thus help them learn and retain new words more easily.

b. Games usually involve friendly competition and they keep learners interested.

c. Vocabulary games bring real world context into the classroom and enchance students' use of English in a flexible, communicative way. Games are highly motivating and they give students more opportunity to express their opinions and feelings.

d. Games add diversion to the regular classroom activities," break the ice", but they are also used to introduce new ideas. Kim presents six advantages of using the language games in the classroom, which are:

1. Games are motivating and challenging

2. Games are as a welcome break from the usual routine of the language class

3. Games help the students to make and sustain the effort of learning

4. Games provide language practice in the various and integrated language skills

5. Games encourage students to interact and communicate to each other

6. Games create a meaningful context for language that is being learned by the students

Brewster at all proposes several advantages of using games in language learning:

1. Games add variety to the range of learning situation.

2. Games change the pace of a lesson and help to keep students" motivation.

3. Games „lighten" more formal" teaching and can help to renew students" motivation.

4. Games provide „hidden" practice of specific language pattern, vocabulary, and pronunciation.

5. Games can help to improve attention span, concentration, memory, listening skills, and reading skills.

6. Students are encouraged to participate; shy learners can be motivated to speak.

7. Games increase communication among students, which provide fluency practice and reduce the domination the class by the teacher.

8. Games create fun atmosphere and reduce the distance between teacher and students.

9. Games may reveal areas of weaknesses and the need for further language.

10. Games may help to encourage writing skills by providing a real audience context and purpose.

So games can help those who play to arouse their self-confident, more creatively and decrease the anxiety from acquiring the language. In short, games are effective and efficient to avoid boredom in vocabulary class.

Niemi (2009) stated there are some advantages that can be taken when teachers teach vocabulary to students using Puzzle:

a) Improve vocabulary

Solving a puzzle helps improve students vocabulary. Once students have found the word and it fits, they're elated with their success. After doing numerous puzzles students will become familiar with words they never know about before. This can enrich their vocabulary.

b) Stimulate problem solving skills

Doing word search puzzle can stimulate students' skills in problem solving. By reading the clues and looking at the corresponding list of words, students will try to find the hidden words. They will think the answer by seeing the clue given, not being told by teacher. This can stimulate student's skill in problem solving. In other word, it can sharpen students' thinking skill.

c) Improve focus and attention

When students have a word search puzzle, they have to search words which are hidden to find the meaning. They will see the clue to help them. This can improve their focus and attention. Students will stay focus because they have an attention on the clue to find the meaning.

d) Give students a successful experience

Doesn't it feel fantastic when they complete a puzzle? It gives students a good feeling for the whole day because they can solve a puzzle. It will challenge them to do it more until they complete the whole puzzle. It will give a satisfaction feeling and become a successful experience for them.

In teaching vocabulary using Word Search Puzzle, the researcher needs to develop a teaching learning process to be exciting, interesting, and enjoyable.

## 2.5. Previous Research

To prove Word Searh Puzzle Game is the effective to be used can be seen from the previous research.The first study was conducted by Achmad Syarofi (2017) from state English Department Teacher Training and Education Faculty of Islamic University Madura *entitiled "The Effect of Word Search Puzzle Game In Teaching Vocabulary To The First Grade Students of SMPN 3 PROPPO"* the researcher uses pre-experimental research design. The researcher want to measure the effect of one manipulated variable to another variabel without control group since the first grade only one class. The research want hypothesis tasting stated that, there is a significant effect of Word Search Puzzle in the teaching vocabulary to the first grade students. It can be proven by the mean score of pre-test and pos-test that the research has already by computed it and compared it. The result of the study found that give positive effect in teaching vocabulary to the first grade students of SMPN3 Proppo.

Then, the study was conducted by Greogria Natalie Wakania (2017) from stated English Department Teacher Training and Education Faculty of Untan University Pontianak *entitiled "Enchancing Students vocabulary Maastery of Descriptive Text Trough Word Search Game at Eight Class of SMPN 7Sungai Raya in Academic Year 2017/2018 "*. The reasearch was done by giving student the test  each cycle in the classroom action research which consisted of 3 cycle. The result of this research showed that Word Search Game enchanced students vocabulary mastery in descriptive text. It can be concluted that the students vocabulary mastery taught by word Search Game had improved.

In addition, the study was conducted by Laura Chesy (2014) from stated English Department Faculty of Islamic Education and Teacher Training State Islamic Institute (IAIN) Talung Agung *entitiled" Teaching Vocabulary Trough Word Search Puzzle to the Fifth Grade Students of SDN01 Ngalik Blitar in The Academic Year 2013/2014"*. The research selected word search puzzle in conducting pre-experiment design, this word game in teaching vocabulary. The result was described effective in improving the students vocabulary achievment because the students got significant scores in the post-test.

Based on above previous studies, the researcher will try to implement other technique in the teaching vocabulary by using word search puzzle game. The researcher uses the different puzzle that is called word search puzzle. The instruction of puzzle here is only search answer the vocabularies from question sentence. Actually, the concept is still same with usual practice. The researcher just takes one group without control group. The method of collecting data by using administering test with the instrument is vocabulary test. Here, the researchers try to compare students' score before teaching by using word search puzzle game and after teaching by using word search puzzle game.

**2.6 . Conceptual Framework**

As explained in the literature review, vocabuary is one of the main elements in a language. It is known that vocabulary mastery supports the mastery of four language skills namely listening, speaking, reading and writing. Vocabulary mastery also influences the students learning process and their achievement. The greater the students vocabulary is the greater the amount of the students learning will be.

Teaching vocabulary is not only giving and explaining new words or vocabulary, but also implementing the vocabularies in many various context which make the students understand

their meanings and then able to appropiately use them in the differents contexts. The assumption that the weakness of SMP students in understanding spoken and written text is that they lack vocabulary in their mains has supported the teacher to choose an appropiate method and medium to be use in teaching and learning process.

In relation to the vocabulary teaching, the teacher should present the new vocabulary within some interesting learning activities so that they can arouse the students interest. One way to create an intersting teaching learning activity is by involving the students. It can be the students-centered activity rather than teacher-centered. Moreover, one of the interesting activities that can involve the students and help them in memorizing new vocabulary is games especially Word Search Puzzle Games.

Word Search Puzzle Game are not only interesting but there are some reasons why the teacher may use games in the classroom. Trough word search games, the students experiment, discover, and interact with their environment. Moreover Harmer states; "Games are a vital part of a teacher‟s equipment, not only for language practice they provide, but also for the therapeutic effect they have. They can be used at any stage of a class to provide an amusing and challenging respite from other classroom activity and are especially useful at the end of a long day to send students away feeling cheerful about their English class.

In addition, through interesting games the students can ecquire the language unconsciously. Besides, the students have a short attention span, so giving lively words search puzzle games into classes can keep students enjoy the success of being teacher.

Words Search Puzzle Games mke students learn the target language without feeling that they are forced to learn it. They feel relax and fun with learning English through words search

games. Furthermore, if words search games which focus on vocabulary are implemented, they can improve the students vocabulary mastery.

In addition, the writer provides the conceptual framework of this reasearch in figure 2.1. Below is the conceptual framework of this research.
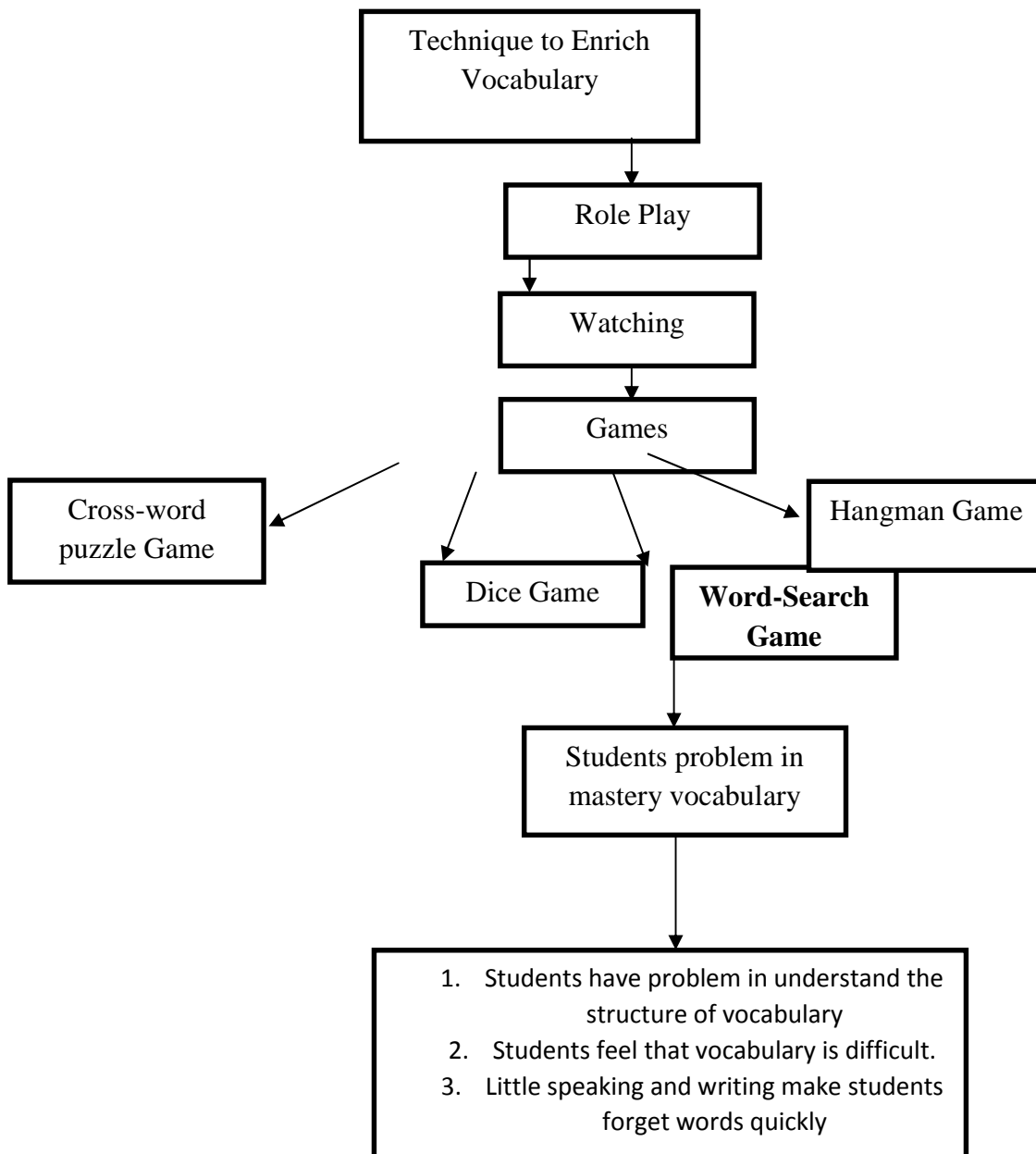
```
┌─────────────────────────┐
│   Technique to Enrich   │
│       Vocabulary        │
└─────────────────────────┘
              │
              ▼
      ┌───────────────┐
      │   Role Play   │
      └───────────────┘
              │
              ▼
      ┌───────────────┐
      │   Watching    │
      └───────────────┘
              │
              ▼
      ┌───────────────┐
      │     Games      │
      └───────────────┘
```

┌──────────────────┐                                    ┌──────────────────┐
│   Cross-word     │                                    │  Hangman Game    │
│  puzzle Game     │                                    └──────────────────┘
└──────────────────┘

              ┌───────────────┐    ┌──────────────────┐
              │  Dice Game    │    │  **Word-Search** │
              └───────────────┘    │     **Game**     │
                                   └──────────────────┘

        ┌─────────────────────┐
        │ Students problem in │
        │ mastery vocabulary  │
        └─────────────────────┘

┌──────────────────────────────────────────────────┐
│  1.  Students have problem in understand the      │
│         structure of vocabulary                   │
│  2.  Students feel that vocabulary is difficult.  │
│  3.  Little speaking and writing make students    │
│          forget words quickly                     │
└──────────────────────────────────────────────────┘

**Figure 2.1 Conceptual Framework**

# CHAPTER III

# RESEARCH METHOD

## 3.1. Research Design

According to Ary et al (2010: 265) experimental research is a scientific investigation in which the researcher manipulates one or more independent variables, controls any relevant variable, and observes the effect of the manipulations on the dependent variables. The present research conducted an experimental teaching using a certain game, word search puzzle game. It had two

variables, the teaching game as the independent variable, meanwhile the student's vocabulary mastery as the dependent variable. There are two designs included in pre-experimental. They are one-group pretest-posttest design and static group. The researcher used one group pretest and posttest design as experimental group. In pretest and posttest group the observation do two times, before giving treatment called pretest and after giving treatment called posttest. The one group pretest-posttest design usually involvesthree steps: (1) administering a pretest measuring the dependent variable, (2) applying the experimental treatment x to the subject, and (3)

administering a posttest, again measuring the dependent variable. (Ary, 2010:327) That is based on the diagram below:

**Table 3.1 Diagram of one group pretest and posttest design**

| Pretest | Independent Variable | Postest |
|---------|----------------------|---------|
| Y1 | X | Y2 |

Where :

Y1 = Pre Test

X = Treatment

Y2 = Post test

It means that there was one class only in this research. The students had two tests: before being taught by using word search puzzle game and after being taught by using word search puzzle game. Then both of score is compared to know the significant different.

**3.2. Population and Sample**

**3.2.1. Population**

Population was completed set all of possible observation of the which is to be investigated. According to Arikunto (2010:173) " Population is totally of research". In this study, the population is the second grade students junior high school were 10 students of VIII-a and 10 students of VIII-b , so the writer was chosenthe second grade students of junior high school because some of student have weak in vocabulary, with playing word search puzzle game game the writer hope that the students proficient on vocabulary.

**3.2.2. Sample**

Sample will be chosen from the population. Arikunto (2010: 174) " sample is a part or representative of the population that willobserved". Sampling for the research Arikunto 2010:180) " if the population are 1000 persons, and the sample was out 200 persons, the sample taken by random samply. The writer doing by that used lottery,ordinal or random number table". In this research the writer take 10 students from VIII-a and 10 students from VIII-b as the sample. Lottery as an experiment group with 10 Students of VIII-a and multiple choises, gap fill, matching, and C-test as control group with 10 students of VIII-b.

### 3.3. The Instrument of Colecting Data

In this research, the data was collected by quantitative data. The instrument of collecting data is used by the researcher to get the data observation by using test. Test is used for getting data of research result and students activities in teaching learning. According to Arikunto (2010: 193), test is series of exercises as well as other tools used to measure the skills, knowledge, inteligence, ability or talent possessed by individuals or groups. The test that the writer made was vocabulary test. The vocabulary test referred to the parts of body.

There are two tests used in this research as follow :

   a.  Pre-test is done in control group and experimental group.

   b.  Post-test is implemented in control group and experimental group.

### 3.4. Procedure of the Study

In order to get the data in this study, there procedures was taken by the researcher namely: pre-test, treatment (teaching presentation) and post-test.

1. Pre-test

The writer was gives a pre-test to the class. There were consists of multiple choice, gap fill, matching, and C-test.

2. Treatment

The writer was teaches vocabulary in the rest 15 minutes in every English meeting. She was deliver word search game activity to the class in teaching vocabulary.

3. Post-test

The last step is giving post-test. It was gives after the treatment was finish. The post-test is purposed to know the result of students' achievement after the students' have been given teaching/ treatment.

**3.5 Procedure of Teaching Vocabulary**

Antoni Rivi explained to his students concluded that no one can determine correctly the size of small group, but 5 to 6 would be the suitable size for small group. From the theories above, the researcher concluded that the procedure of teaching vocabulary by using word search puzzle as follows:

1. The teacher gives the word search puzzle photocopied to the student individually or in small group that contains the letter of word to be found.

2. The teacher explain about the game's rule that the students have to find all of the letter are hidden in the grid. Words will be hidden inside the letters, written horizontally and vertically.

3. The students should circle the word when they find them.

4. After their work are finished, they correct together.

In this research, the researcher choosed the procedure in teaching vocabulary through word search puzzle, because the procedure is easy and also explain word serach puzzle from preparing

until the end of finishing word search puzzle. The teacher can use this game as educational tools for children.

### 3.6. Scoring System

After collecting all the tests, first, the researcher calculated students' scores of pre-test and post-test of experimental and control group using following formula:

$$S = \frac{R}{N} X\ 100$$

Where:

S = total score

T = students' score

N = total numbers of question (Arikunto,2006)

### 3.8. Technique of Analyzing Data

According to Arikunto (2010: 354- 355), to test the hypotesis, the T-test formula used as the following:

$$t = \frac{Mx - My}{\frac{x^2 + Y^2}{N_{x} + N_{Y} - 2}\ \ \frac{1}{Nx} + \frac{1}{Ny}}$$

Where:

t        : The effect

Mx      : Mean of experimental group

My      : Mean of control group

$x^2$: The deviation square of experimental group

$y^2$: The deviation square of control group

Nx      : The sample of experimental group

Ny      : The sample of control group