

INCREASING STUDENTS' VOCABULARY OF VII GRADE AT SMP N 3 TOLITOLI THROUGH WORD SEARCH PUZZLE

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ABSTRACT

The objective of the research is to prove whether word search puzzle can be applied to increase students' vocabulary.. This pre-experimental study uses 33 students as a sample. They are grade VII^f of SMP N 3 Tolitoli. The procedure of this research consists of pretest, treatment, and posttest. The result of the analysis shows that word search puzzle contribute greatly to the students' vocabulary.. It can be seen by the difference of the mean score between pre-test and post-test. The mean score of pre-test was 76.09 while in the post-test improved up to 84.61. The data of this research are analyzed by using SPSS Program version 16.0. Then the data of both tests are analyzed by using T-test, and the result shows that the T-test value 11.818 is high than T-table value 2.037. It can be inferred that word search puzzle was very effective to increase students' vocabulary.

Keywords: Increasing, vocabulary, word search puzzle

ABSTRAK

Tujuan dari penelitian ini adalah untuk membuktikan apakah word search puzzle dapat di terapkan untuk meningkatkan vocabulary siswa. Ini adalah pre-experimental desain yang menggunakan 33 siswa sebagai contoh. Penelitian ini adalah kelas VII^D dari SMP N 3 Tolitoli. Prosedur penelitian ini terdiri dari pretest, treatment, dan posttest. Hasil dari analisis menunjukkan bahwa word search puzzle berkontribusi besar untuk meningkatkan vocabulary siswa. Itu dapat dilihat dari perbedaan skor mean antara pretest dan posttest. Mean skor pretest adalah 76.09 sedangkan mean skor posttest meningkat menjadi 84.61. Data penelitian ini dianalisa dengan menggunakan SPSS Program versi 16.0. kemudian data dari kedua test dianalisis menggunakan T-test, dan hasilnya menunjukkan bawa nilai T-test 11.818 lebih besar dari pada nilai T-table 2.037. dapat disimpulkan bahwa word search puzzle sangat efektif untuk meningkatkan vocabulary siswa.

Kata kunci: Meningkatkan , kosa kata, word tree branch

1. Introduction

A language is considered to be a system of communicating with other people using sounds, symbols and words in expressing a meaning, idea or thought. It language can be used in many forms, primarily through oral and written communications as well as using expressions through body language. It may refers either to the specifically human capacity for acquiring and using complex systems of communication, or to a specific instance of such a system of complex communication.

We were got our language since we were child, we got it from our parents, friends, or environment. We use it as our first language. When we grow up, we get another language from our school such us as English, and we use it as our foreign language.

Language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its

underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently.

Teaching English to the students can said tricky. Many people argue that describe the subject matter is very difficult because English is a foreign language inevitably be carried out under the demands of the curriculum in force in our country.

Vocabulary is one of the language aspects. The students cannot read, speak, listen, and write without understanding the meaning

of words. But, by teaching vocabulary first, the students easily able to read, understand and memorize vocabulary more quickly because this is a very effective way.

Moreover, vocabulary is the basic that must be learn first by learners. It will help the learner in learning English language well. As Harmand (1976) state that vocabulary is a stock of words which are at the disposal of speaker or researcher. As in Brainy Media.com that vocabulary is a list or collection of words arranged in alphabetical order and explained; a dictionary or lexicon either of whole language, a single work or author, a branch of science or wordbook. Besides, Hindmarsh R (1980) stated that vocabulary is a core component of language proficiency and provides much of basis for how well learners speak, listen, read, and writer.

Whereas, the vocabulary of a language is essentially a dynamic and well-integrated system of lexemes structured by relationships of meaning. Howard Jackson, (2000: 14) states that vocabulary is a list of words, usually arranges alphabetically and defined, explained, or translated.

There are four kinds of vocabulary that described by Fries (1967:44) as follows Function Words although some of them may have full word meaning content, primarily or largely operate as means of expressing relations of grammatical structure. Substitute Words. The second kind of vocabulary items consist of the "substitute" words, those words which represent not individual things or specific actions, but function as substitutes for whole form-classes of words. Grammatical matters as presence or absence of a negative is the third kind of vocabulary item consists of those that are distributed in use according to such grammatical matters as the presence or absence of a negative. The large body of "content" words constitutes the fourth group of vocabulary items and the chief material usually considered when the vocabulary of a language is discussed.

In addition, Based on Hydrant (1986:44) Vocabulary is devised into two kinds, they are active vocabulary and passive vocabulary. Active vocabulary is Types of Vocabulary are a total number of words which we use every day for our daily conversation. The teacher or lecturers use it. Lecturer's Vocabulary usually is higher than teacher. Passive vocabulary is the ability to comprehend active vocabulary" Person is larger than number of "active vocabulary" person.

Vocabulary is a very important role, the more vocabulary we have the easier it is our understanding speech or writing of others in that language and the more easily we can put forward the contents of our minds in the language orally and in writing. Conversely, the less the English vocabulary that we have, the more difficult we understand other people's speech or writing in English and the more difficult it we reveal the contents of the mind in English, orally and in writing.

Therefore, vocabulary learning is the important aspect in learning a foreign language. Students will improve much if they learn more words and expressions. As a linguist Thornburg (2002:13) state that vocabulary learning is very important. "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed". Thus, vocabularies are the flesh of a language while grammar is the skeleton. In order to be able to use the language productively, students must know certain amount of vocabularies, not only

for communicating orally, but also written. It is in line with the concept of communicative approach in which learners have a big chance to use the language directly in classroom activities.

However, earlier researcher explained the vocabulary not only memorized but should be understood as well. In everyday life, we must often meet with words or sentences in English (maybe it's through television, radio, advertising, brochure writing on drugs, or meet with foreigners who speak English). Among the words of the English language there are certainly one or two (or many) words that we do not know what it means. Well, if we want to try to find meaning, by guessing the meaning through the context of the sentence or open the dictionary, it means we have to keep it in our brains. Conversely, if we do not care and do not want to know the meaning, then we mean our brains do not store these words. The word will be ours when the word we can use to understand speech or reading in English, or to speak or write to others in English.

In addition, a better way and easier to teach English, especially vocabulary to students is by using games, such as word search puzzle game. Because this game could be an alternative or variation in the methods of English teaching for teachers. With this method, students will not feel bored in learning English. But they will become critical and active children in learning English.

The researcher would like to show a simple and interesting teaching media in presenting vocabulary items to the students. As one of language teaching tehnic such as game Word search puzzle to make the teaching and learning activities more interesting. Many examples of language teaching and learning that don't make the students bored.

Teaching vocabulary through word search puzzle is not only in written activities and fun so that it would make the students passive learners but also process of the teaching these vocabularies at to be applied in active activities in a form of communication the students will be taught how memorize for a spelling test to do a word search.

Thus, a word search puzzle is a word game that is letters of a word in a grid that usually has a rectangular or square shape. The objective of this puzzle is to find and mark all the words hidden inside the box. The words may be horizontally, vertically or diagonally. Often a list of the hidden words is provided, but more challenging puzzles may let the player figure them out.

In addition, teaching vocabulary by using word search puzzle make students more relax, enjoyable, happy and the students understanding the material. And also can improve their achievement. Children without an extensive vocabulary have a hard time understanding what they're reading, especially as they get older and reading material becomes more difficult. To complicate matters, most young readers, including different learners, have a larger spoken vocabulary than a reading vocabulary.(Goodman, Lori. *Wordplay*, 2003:13).

However, Based on the researcher experienced, when the researcher did teaching practice in seventh grade at SMP Negeri 3 Tolitoli, when the researcher gave the text to the students' to be explained what the meaning about the text, it turns out they cannot explain the text because they do not have enough vocabulary. So that researcher found that the students' problem is lack of vocabulary, they almost cannot understand the text. This problem can be solved by answering the following research question. "Can Word Search Puzzle method increase students' vocabulary of grade students at SMPN 3 Tolitoli ".

2. Method of the Research

Research design was a strategy to arrange the setting of the research in order to get valid data. Creswell (2008:3) states that research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue. In conducted the research, the researcher used pre-experimental research design. It means that there only class.

It would the VII grade Students of SMP Negeri 3 Tolitoli. The design means that the researcher gave them pre-test before using Word Search Puzzle method then gave them post-test after teaching several times through Word Search Puzzle. Sample was some groups of individual, which would selected to present a population. Richards,et al,(1992:321). The researcher would choose the sample trough purposive sampling. The researcher would choose one class at VII D in SMP Negeri 3 Tolitoli as a sample of the research because the class still lack of vocabulary. The number of the sample was 33. However, to determine the individual standard score of the students, the researcher applied the formula proposed by Sugiyono (2013) as follows:

$$\Sigma = \frac{x}{N} \times 100$$

3. Findings and Discussion

3.1 The Result of Pretest

Pre-test would be administered in order to find out the students' pre existing ability in vocabulary before they were taught by using word search puzzle. In this section the researcher had the students' answer the question by given them multiple-choice and matching test, it could be seen on the table below:

Table 1 The Result of Pretest

NO	NAME	TOTAL SCORE (X)	RATE
1	AM	84	Successful
2	AARF	82	Successful
3	ARA	74	Failed
4	AN	80	Successful
5	ENN	80	Successful
6	FY	72	Failed
7	FA	86	Successful
8	NS	90	Successful
9	NB	75	Successful
10	NR	78	Successful
11	PMS	76	Successful
12	RA	88	Successful
13	SJ	86	Successful
14	SS	64	Failed
15	VR	74	Failed
16	AM	60	Failed
17	ES	74	Failed
18	FAZ	76	Successful
19	HIA	84	Successful
20	MA	74	Failed
21	MRS	74	Failed
22	MFAD	80	Successful
23	RD	80	Successful
24	RF	80	Successful
25	RN	70	Failed
26	SAH	84	Successful
27	SU	76	Successful
28	THMN	78	Successful
29	WQ	62	Failed
30	WAD	76	Successful
31	ZHM	88	Successful
32	AFN	36	Failed
33	SAY	70	Failed
SUM (Σ)		2511	0

The table above shows that there were 3 out of 33 students got good score, 18 out of 33 students got fair score, 9 out of 33 students got poor score and 3 out of 33 students got very poor score.

3.2 Posttest Score

Posttest was given to know the effect of the treatment, whether the treatment was successful or not. To know the result of the students score in word search puzzle, it can be seen on the table below:

Table 2 The Result of Posttest

NO	NAME	TOTAL SCORE	
		(X)	RATE
1	AM	92	Successful
2	AARF	86	Successful
3	ARA	86	Successful
4	AN	92	Successful
5	ENN	94	Successful
6	FY	76	Successful
7	FA	92	Successful
8	NS	92	Successful
9	NB	90	Successful
10	NR	84	Successful
11	PMS	90	Successful
12	RA	96	Successful
13	SJ	90	Successful
14	SS	74	Failed
15	VR	78	Successful
16	AM	76	Successful
17	ES	84	Successful
18	FAZ	84	Successful
19	HIA	88	Successful
20	MA	82	Successful
21	MRS	80	Successful
22	MFAD	90	Successful
23	RD	88	Successful
24	RF	86	Successful
25	RN	80	Successful
26	SAH	86	Successful
27	SU	88	Successful
28	THMN	86	Successful
29	WQ	70	Failed
30	WAD	90	Successful
31	ZHM	90	Successful
32	AFN	52	Failed
33	SAY	80	Successful
SUM (Σ)		2792	0

The table above shows that there were 15 out of 33 students got good score, 15 out of 33 students got fair score, 2 out of 33 students got poor score and 1 out of 33 students got very poor score.

4. Discussion

The researcher discussed the result of the data analysis of the pretest and posttest in accordance with the scope of this research. The discussion was intended to know whether the word search puzzle could increase students' vocabulary of grade VII at SMP N 3 Tolitoli or not.

The first step of this research was conducted the pretest. In pretest data, the researcher got the vocabulary scores of each student as sample. Based on the score, the researcher found that the most of the students got unsuccessfully score. Total of the student who got unsuccessfully score was 12 students and the student who got success score was 21 students. The highest percentage of the data in the pretest was 54.55 % with 18 students and classified

into fair grade, the second highest was 27.27 % with 9 students and classified into poor grade, and the next percentage was 9.09 % with 3 students and classified into good grade. And the lowest percentage was 9.09 % with 3 students and classified into very poor grade.

In the second step of this research, researcher conducted treatments. It was done in six meetings. Researcher taught the students as sample of this research by using word search puzzle. This method was applied in order to train students could increase their vocabulary.

From the six meeting times of treatment, the researcher taught the students by following procedures:

The first meeting the researcher explained the noun and prepares the materials. The researcher explains the materials to the students about word search puzzle, and the researcher gave some example. The researcher gave a puzzle to the students about the clue. The researcher asks to the students to search a word from the puzzle. After that he researcher asks to the students to look for the meaning about the vocabulary. Finally, the teacher gives the evaluation and makes conclusion.

The second and third meeting researcher gave same activity with first treatment but with the different topic. After all of the treatment conducted in this research, the researcher conducted the posttest, the researcher got the data based on students' score. The researcher found that the most of the student got success score. Total of the students who got unsuccessfully score was 3 students. And the student who got success score was 30 students. The highest percentage of the data in the posttest was 45.45 % with 15 students and classified into good grade, the second highest percentage was 45.45 % with 15 students and classified into fair grade, the next percentage was 6.07 % with 2 students and classified into poor grade, and last percentage was 3.03 % with 1 student and classified into very poor grade.

The description of the data collected through the objective test showed that the students' vocabulary had significant improvement. It also was supported by mean score of the students in pretest was 76.09 classified as good classification, and the mean score of students in posttest was 84.61 classified as good classification. The value of t-test was greater than t-table ($11.818 \geq 2.037$). Based on t-test, the researcher could conclude that there was significant difference between the result of pretest and posttest. It means that students' vocabulary got increased. This implies that word search puzzle was one of the some effective ways to increase students' vocabulary.

5. Conclusion

Based on the result of the data analysis in the previous chapter, the researcher concluded that word search puzzle was one of the method could be applied to increase students' vocabulary. It was proved by the research that had been done at SMP N 3 Tolitoli. There was significance difference between the result of pretest and posttest, where the mean score of posttest was 84.61. It was higher than the mean score of pretest that was 76.09. It also could be seen from the t-test, the result was $2.037 < 11.818$. It is caused by the application of word search puzzle as long the treatment time. Finally, the researcher could draw a conclusion that the students' vocabulary of seventh grade at SMP N 3 Tolitoli in academic year 2016/2017 could be increase by using word search puzzle.

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