

**AN EXPERIMENTAL STUDY OF THE USE OF PUZZLE GAME
TO IMPROVE VOCABULARY MASTERY OF THE THIRD YEAR
STUDENTS OF MI MA'ARIF TINGKIR LOR SALATIGA IN THE
ACADEMIC YEAR OF 2010/2011**

A Graduating Paper

Submitted to the Board of Examiners in Partial Fulfilment
of the Requirements for the Degree of Sarjana Pendidikan Islam (S.Pd.I)
In the English and Educational Department



By :

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STATE ISLAMIC STUDIES INSTITUTE
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2012**

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Salatiga, June 05th, 2012

Case : Muadib Mahasin's Thesis

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Assalamu'alaikum Wr. Wb.

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Wassalamu'alaikum Wr. Wb.

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STATEMENT OF CERTIFICATION

AN EXPERIMENTAL STUDY OF THE USE OF PUZZLE GAME
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STUDENTS OF MI MA'ARIF TINGKIR LOR SALATIGA IN THE
ACADEMIC YEAR OF 2010/2011

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STATEMENT

Bismillahirrahmanirrahim

Herewith, I state that there is no proposed mark before in this research to get bachelor degree in a certain university. There is also no work idea that has been written or published by other people except referred written in this research paper and mentioned in the bibliography

If it is proved there will be something wrong in my statement above later in the future, I will wholly be responsibility.

Salatiga, August 31th, 2012

Muadib Mahasin

113 05 034

DEDICATION

This thesis is dedicated to:

1. My God the Al-Mighty
2. My dearest mother and father (Siti Mahmudah and Mahasin), who teach me to love Allah SWT and knowledge, thanks for your sacrifices.
3. My dearest brothers (Sulaiman Al Rosyid, Anton Husni Mubarak and Ahmad Zidni Sidqul Wafa), thank for your motivation, kindness and love.
4. All lectures of English Department of Educational Faculty
5. All of my friends in English Department '05.
6. My beloved friends (Rosyid, Umam, Fajar, Samingan, Lala) thanks for being good friends
7. Unforgettable for my wife, Nadhiroh Badriyah.

MOTTO

Don't depend on another, but rely on yourself

Don't wait till tomorrow what you can do today

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Alhamdulillahirrabil'alamin, firstly the writer said as praise and thanks to Allah SWT with his blessing, finally this thesis can be completed. However, this success would not be achieved without the support, guidance, advice, help and encouragement from individuals and institutions.

Therefore, let her say thanks to :

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5. My family in Suruh, there is no more word left in this world to express. I am sign thank to you all, cause attention, guidance and encourage material and spiritual and love in my life, especially in the finishing this thesis more than enough.

6. All students of the third year of MI Ma'arif Tingkir Lor.
7. Maxhad Community(Rohmadi, Muna, Muhadzab,Samingan, Muhyidin, Muntaha,).
8. Thank also to all sides that help me, it is impossible for me to mention one by one here, for the help, suggestion and guidance.
9. Mas Dedec and Super Cell families, lets do crazy things again.

Also we have endeavored as maximum as possible in finishing this thesis, but the writer believes that there is many lacks in this thesis. Therefore, the writer hopes the critique and suggestion for the completion of this thesis in order to be able to give the function for the writer and the readers.

Wassalamu'alaikum Wr. Wb.

Salatiga, August 31st, 2012

The writer

Muadib Mahasin

TABLE OF CONTENT

TITLE	i
ATTENTIVE COUNSELOR NOTES	ii
PAGE OF CERTIFICATION	iii
DEKLARASI	iv
MOTTO	v
DEDICATION	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENT	x
CHAPTER I INTRODUCTION	
A. The Background of the Study.....	1
B. Problem Statement.....	3
C. Objective of the Study	3
D. Benefit of the Study	3
E. Definition of the key term	4
F. Review of Related Literature	4
G. Hypothesis.....	5
H. System of Paper Presentation	6
CHAPTER II LITERATURE REVIEW	
A. The General Concept of Puzzle Game.....	7
B. The General Concept of Vocabulary	13

CHAPTER III	THE GENERAL DESCRIPTION OF MI MA'ARIF	
	TINGKIR LOR	
	A. Geographical Location	23
	B. The Profile of MI Ma'arif Tingkir Lor	23
	C. Vision and Missions of MI Ma'arif Tingkir Lor	26
	D. The Facilities	26
	E. Profile of Teachers	28
	F. Profile of Students	39
	G. Methods of Research	30
CHAPTER IV	DATA ANALYSIS	
	A. Teaching Learning Process	35
	B. Classification.....	39
	C. Hypotical Conclusion.....	48
CHAPTER V	CLOSURE	
	A. Conclusion.....	51
	B. Suggestion	52
BIBLIOGRAPHY		
CURRICULUM VITAE		
APPENDIX		

ABSTRACT

The purpose of this research is find out the profile of the third year students, to find out the influence of the using of cards and puzzle in teaching vocabulary to the students' vocabulary mastery, and to find out the factors of using cards and puzzle their influence toward vocabulary mastery in the third year students of MI ma'arif tingkir lor salatiga in academic year of 2010/2011. Those are the main points of this research. To gets the data for writing down this thesis the writer applied several methods and can be divided into for three types, they are: document study, field research, and statistical methods. Based on applied several methods above the researcher discovered the result that: (1) The profile of the third year students' of *MI Ma'arif Tingkir Lor, Salatiga* at first was still lack of vocabularies. They think that English is an uninteresting lesson. It happens because the teacher conducts the lesson monotonously. This situation makes the students easily get bored. Since the lesson is boring, it affects the students' achievement. That is why the students experience lack of vocabularies. However, the situation changes after the researcher does the treatment. The students find that learning English is fun. They don't feel bored anymore. Since they enjoy the lesson, their achievement improves, too. They don't experience lack of vocabularies anymore. However, the teacher's creativity in teaching is badly needed to keep the teaching learning process fun and enjoyable.

(2) There is significant improvement of students' vocabulary mastery after having treatment using puzzle game. It is known based on the result of the calculation of this research that is from the data at table 4.2, the result of coefficient corelation between variable x and y (Rxy count) is 0,1920. The result of comparison with the value of coefficient correlation is at table (Rt) with N = 15 at level significant 5%. In addition, there is significant difference between the pre test using puzzl game because the result of product moment shows that product moment calculation is lower than rxy table. (3) Based on the result of the observation of this research, it is known that puzzle game significantly improves the students' vocabulary mastery. It is clearly showed by the increasing of the rxy count. The rxy count of the pre – test is 0,0040 while the rxy count of the post – test is 0,1920. The improvements are limited on the vocabulary that is used in third grade elementary school.

Key words : puzzle and vocabulary mastery

BAB I

INTRODUCTION

A. Background of study

English is international language and is important in this era. Without it, a person will get difficulties in dealing with modern life; English is taught from elementary school. This is an elective subject.

The methods of teaching English in elementary school are different from that in high school, because English in elementary school is new subject for the pupils. To make the students active and mastered in learning English, a teacher must create good situation and understand their situation.

The students must have four basic languages. They are listening, speaking, reading, and writing. All of the four basic language skills are needed in vocabulary.

Teaching vocabulary is one of the foundations in mastering English. As the foreign language, English has many vocabularies which must be known by learners. Those will facilitate them to master the language, thus the mastery of it will be easier if they know such vocabularies. Rivers says: the acquisition of an adequate vocabulary is essential for the successful of the second language use. Without extensive vocabularies, we will be unable to use the structure and foundation may have learned for the comprehensible communication (David, 1997: 117).

The teaching of grammar in several institutions is occasionally boring. It is because vocabulary is taught seriously. There is no variation

way made by the teacher to make the students interested to learn. Teacher only explains and then the students must memorize the words.

To avoid the boredom in teaching vocabulary, there are several strategies that can be used to teach vocabularies in elementary school. Among others are by using card, translation, song visual media, puzzle and etc.

In this paper, the writer likes to do a research concerning the vocabularies by using puzzle game. It has strengths and weaknesses. Puzzle is suitable to be used in teaching vocabulary in elementary school institutions. If the teacher uses it, the class will be more interesting. Students are able to concentrate then their teacher explains the material. That is because teachers always use the media in the teaching learning process. In addition, they will be easier to understand and master vocabularies taught. But this strategy is more appropriate to be used in small classes. This method is different from the conventional method. This strategy is more suitable to be used in large classes.

Based on the explanation above, the writer is interested in doing a research entitled "**AN EXPERIMENTAL STUDY OF THE USE OF PUZZLE GAME TO IMPROVE VOCABULARY MASTERY OF THE THIRD YEAR STUDENTS OF MI MA'ARIF TINGKIR LOR SALATIGA IN THE ACADEMIC YEAR OF 2010/2011**".

B. Problem Statement

Based on the background above, the problems in this study can be formulated as follows:

1. How is the profile of the third year's students of MI Ma'arif Tingkir Lor, Salatiga in the Academic Year of 2010/2011?
2. Are there any improvements of the use of puzzle game in teaching vocabulary to improve the students' vocabulary mastery?
3. How far does puzzle game influence the students' vocabulary mastery?

C. Objective of the study

Based on the formulated above, the objectives of the research can be specified as follow:

1. To find out the profile of the third year students of MI Ma'arif Tingkir Lor, Salatiga in the Academic Year of 2010/2011
2. To find out the improvement of the use of puzzle game in teaching vocabulary to improve the students' vocabulary mastery.
3. To find out how far puzzle game influences the students' vocabulary mastery.

D. Benefit of the research

1. Theoretically

This research can be used as an additional reference for discussion of teaching language especially in teaching vocabulary by using puzzle game.

2. Practically

This research is signified for stimulating the other researcher to conduct such kind of the research in the future.

E. Definition of the key term

1. Puzzle game

According to Oxford Pocket Dictionary (2004), Puzzle is game, etc that you have to think about carefully in order to answer it or do it: a cross-word. Puzzle is one kind of games. The teacher can use it to the students in learning.

2. Vocabulary

According to Oxford Pocket Dictionary (2004), vocabulary is all the words that a person knows or uses.

F. Review of Related Literature

In this graduating paper, the writer takes review of related literature from other thesis as comparison. The first is Asyir Fadlilah, with the title THE USE OF GAMES TO VOCABULARY MASTERY OF THE FIRST STUDENTS OF SMA ALTERNATIF PANGGUGAH BOYOLALI IN THE ACADEMIC YEAR OF 2007/2008. In her thesis comes to the following conclusion: 1. There is a difference of the use of games in teaching learning process to vocabulary mastery of the first year students of SMA Alternative Panggugah Boyolali in the academic year of 2007/2008, 2. There is significant difference of the use of games in

teaching learning process to vocabulary mastery, because teaching vocabulary by using games is very interesting.

The second is Hanik Nuzulimah, with her thesis entitled THE INFLUENCE OF TEACHING VOCABULARY BY USING PICTURE. In her research she analyzed pictures help teacher in teaching learning process more interesting, helping teacher create situation outside the classroom, helping teacher introduce the students the unfamiliar culture aspects, and helping teacher expose reality to what might be misunderstood verbally the students.

The third is Yun Dhiyaaul Farikhah, with her thesis entitled THE INFLUENCE OF USING FILMS IN TEACHING LEARNING PROCESS ON VOCABULARY MASTERY. Her thesis comes to conclusion that teaching vocabulary using films is more effective than teaching vocabulary without using films.

G. Hypothesis

According to David (1981:66), hypothesis is a tentative answer to research the problem.

Based on the problem statements presented by the writer, the research hypothesis is as follow:

There is significant improvement of the use of puzzles game to vocabulary mastery of the third year students of MI Ma'arif Tingkir Lor Salatiga in the academic year of 2010/2011.

H. System of Paper Presentation

This research is systematically arranged as follow:

The first chapter is Introduction, which contains the background of the study, limitation of the study, problem of statement, objective of the study, theoretical hypothesis, benefit of the research, definition of the key term, methodology of research, system of paper presentation.

The second chapter is Review of Related Literature, which consists of the general concept of vocabulary it consist of definition of vocabulary, the general concept of cards, the general concept of the puzzle.

Chapter three, it consists of the general description of *MI Ma'arif Tingkir Lor Salatiga in academic year 2010/2011* and data presentation.

Chapter four is discussion. It consists of Analysis data and the result of the data analysis.

Chapter five is closure. it consists of conclusion and suggestion.

CHAPTER II

LITERATURE REVIEW

The writer realizes that he should find some related theories to support his research. The theories will be underlying requirements to solve the problems. Therefore, he presents some theories of puzzle game and theories of vocabulary.

A. The General Concept of Puzzle

1. The Definition of Puzzle

Puzzle is teaching aids in learning English especially in vocabulary. It can be made as equipment in games. The word puzzle itself means one of a set or pack bearing significant numbers, symbols, or figures, used in games and in divination.

According to Oxford Pocket Dictionary (2004), puzzle is game, etc that you have to think about carefully in order to answer it or do it: a cross – word. Puzzle is one kind of games. The puzzle is something, such as a game, toy, or problem, which requires ingenuity and often persistence in solving or assembling.

However, the writer chooses picture puzzle to be used in the research conducted. The picture puzzle is defined as a set of irregularly

cut pieces of pasteboard, wood, or the like that form a picture or design when fitted together.

2. Puzzle as a Media in Teaching Vocabulary

In order to teach vocabulary successfully, a teacher should concern about the quality of the teacher, students' motivation, and interest. The use of media, somehow, will help the students to reach the objectives of the instructional process. Hamalik (1998:18) states media are used to motivate students in learning.

Gerlach and Ely (1980:241) define media as any person, material, or event that establishes conditions which enable students to acquire knowledge, skills, and attitudes. Besides, Brown (1977: 2) also gives a definition of media. He states that media are tools or physical things used by the teacher to facilitate the instructional process. From the above definition, it can be concluded that media are tools or materials which enable students to acquire knowledge, skills, and attitudes, and are used by the teacher to facilitate the instructional process.

There are various kinds of media we can find. According to Gerlach and Ely (1980: 297) the media to teach are classified in the six general categories, such as:

a. Picture

Picture consists of photographs or any object or events, which may be larger or smaller than the object or event it represents.

b. Audio recording

Recording is made on magnetic tape, disc, motion picture, and soundtrack. There are reproductions of actual events or soundtracks.

c. Motion Picture

A motion picture is a moving image in color or black and white produced from live action or from graphic representation.

d. TV

This category includes all types of Audio Video Electronic distribution systems which eventually appear on TV monitors.

e. Real things, simulation, and Model

They include people, events, objects, and demonstration real things as constructed with other media, are not substituted for the actual object or events.

Sardiman (2003) argues that the instructional media for the instructional process in Indonesia can be classified into five categories as:

a. Games and Simulation

For example: words, people, and role playing

b. Visual media

Visual media is a media that can be seen and its function is distributing the message from the sources to the receiver. The example of visual media are pictures/photo, sketch, diagram, chart, card, cartoon, map, globe, flannel board.

c. Audio media

Audio media is a media that is useful because of its sounds. The examples of audio media are radio, tape, or Compact Disk.

d. Audio-Visual media

It is a media that are useful because of their sounds and pictures. TV, Video, Computer, DVD, and so forth are the example of this kind of media.

e. Still projected media

It includes slides, film strip, OHP, opaque projector, and micro film. Films are the model of projected media.

From the categories given by both experts, there are many kinds of media that can be used by a teacher in explaining the material. Therefore, it must be concerned that to select the appropriate media, the teacher must consider the characteristics of the students which directly relate to the instructional process (Gerlach & Ely, 1980:254). In other words, a teacher should also concern to the characteristics of the students in deciding what the most appropriate media is.

Therefore, Brown (1977:76) states six principles of media selection, which are summarized as follows:

a. Content

Whether the medium has significant relation with the lesson.

b. Purpose

The media should contribute to the instructional process. It should also be able to facilitate the instructional process.

c. Price

The teacher should consider that the cost spent is in accordance with the educational result derived from its use.

d. Circumstances

The teacher should take into account the environment (school) where she/he teaches. It should be answering the question of “would it function effectively in the environment or not?”

e. Learner's verification

The teacher should think that the aid has been tested to certain students. He/she should consider if the tested students are similar to the students whom he/she teaches.

f. Validation

The teacher must think whether there are data providing that students learnt accurately through the use of the aid. It can be

concluded that in deciding the media used, besides knowing the characteristics of the students, the teacher should pay much attention to several principles in choosing it to make a better result of teaching.

In this thesis, card is introduced as one of the teaching media. Actually, there are several kinds of card as a media in an instructional process. However, the writer chooses to use word card during the research. Word card itself is defined as cards with words on it, which are used to encourage the students to respond. Word card is interesting because of its simplicity and attractiveness. Besides inexpensive, the process of making it is not complicated. A teacher, sometimes, needs creativity to make the cards more attractive. Word card can present the students new vocabularies.

We are so familiar with pictures. We can find many pictures in our daily lives, but in the classroom during the instructional process, we hardly ever found various pictures. Harmer (2001:134) states that there are various types of picture as a media in teaching; they are motion picture and still picture.

There are several advantages of using pictures in teaching English according to Harmer (2001:134)

- a. Pictures really help to reduce preparation time. Sets of pictures can be re-used; especially it can be laminated, and can be used at any level in

classes for kids, teenagers, exam classes and adults following general or business courses.

- b. When it comes to use picture stories in class, the key point is not to limit teacher to typical class activities and writing exercises. Students need as much spoken English practice as they can get.

Here, the use of picture is suggested by Jeremy Harmer. In his book entitled *the Practice of English Language Teaching*, he says that: “Pictures can be in the form of flashcards (smallish card which we can hold up for our students to see), large wall pictures (big enough for everyone to see detail), cue cards (small cards which students use in pair or group work), photograph, or illustrations, typically in a textbook. (Harmer, 2001)”

B. The General Concept of Vocabulary

1. The Definition of Vocabulary

According to McCarthy (1990: 121) the vocabulary of a language like English consists of several hundred thousand words. Hornby (1995: 131) states that vocabulary may be defined as the total number of words in a language and vocabulary is a list of words with their meanings. The definition of vocabulary also comes from Penny Ur (1996: 60) who states that vocabulary is the words we teach in the foreign language.

The vocabulary of a person defined either as the set of all words that are understood by that person or the set of all words likely to be used by that person when constructing new sentences. The vocabulary consists of noun, verbs, adjectives, adverbs, prepositions, articles, etc. The statement is stated by Hatch and Brown (1995:1) who say that vocabulary refers to a list or set of words that individual speakers of language might use.

Moon (in Schmitt and McCarthy, 1997:105) also gives the definition of vocabulary, "Traditionally, vocabulary has been seen as individual words, which could be used with a great deal of freedom, only constrained by grammatical considerations". From the definitions above it can be concluded that vocabulary is a total number of words with their meanings had by a person which are used to produce language.

2. Vocabulary Mastery

There are various definitions of mastery. The first definition comes from Pocket Dictionary mastery, states that mastery is comprehensive knowledge and skill. It can be the people know how far is they know about the skill or knowing something. The definition of vocabulary as the set of all words that are understood by that person or the set of all words likely to be used by that person when constructing new sentences. Besides the opinion above, the definition of vocabulary

also comes from Hornby (1995: 131) who says that vocabulary may be defined as the total number of words in a language and vocabulary is a list of words with their meanings. Hornby's statement is confirmed by Hatch and Brown (1995:1) who say that vocabulary refers to a list or set of words that individual speakers of language might use. Unlike the definitions above, Penny Ur (1996:60) defines vocabulary as the words we teach in the foreign language.

Mastering a vocabulary means knowing a word. As stated by Thornburry (2002:15), at the most basic level of knowing a word involves knowing its form and its meaning. Knowing the meaning of a word does not just know its dictionary meaning (or meanings), it also means knowing the words commonly associated with it (its collocations) as well as its connotations, including its register and its cultural accretions. Finally we need to distinguish between receptive knowledge and productive knowledge.

From the explanation above it can be concluded that vocabulary mastery means great skillfulness and knowledge of the total number of words in the foreign language likely to be used by a person when constructing sentences. Knowledge here includes the meaning of the vocabulary, the reference of the vocabulary, the use of the vocabulary, the spelling of the vocabulary, and the pronunciation of the vocabulary.

3. The Kinds of Vocabulary

Different kinds of vocabulary have been given by some experts. According to Hatch and Brown (1995: 376) there are two divisions of vocabulary, they are receptive vocabulary and productive vocabulary. Receptive vocabulary is words that the students recognize and understand when they occur in context but which they can not produce correctly. While productive vocabulary is words which the students understand, can pronounce correctly, and use constructively in speaking and writing.

Shepherd (1987: 3) mentions the same types of vocabulary but he calls the productive vocabulary as expressive vocabulary. According to him, it is because when we speak or write something, it also means that we express our thoughts to others. The most important point of this division is that it suggests that there are different ways to “know” word, that is, what is considered sufficient knowledge under one circumstances will probably not be sufficient under others.

Nation and Newton (in Coady and Huckin, 1998) classify vocabulary based on the frequency and range level. In the frequency level they have high and low frequency. They stated that the 2000 high frequency words of English should receive attention first, without these it is impossible to use English in normal way. The division between high frequency and low frequency words is arbitrary and researchers do not

agree about where the division should be made. But it is agreed that the distinction somewhere between the most frequent 1500 words and the most frequent 7000 words.

While in the range level there are academic and technical vocabularies. The academic vocabulary list contains of 800 words that are frequent in a wide range of academic text and in newspaper. The technical vocabulary has a very narrow range, that is, it is used within specialized field. According to them, every field has its own vocabulary. It is best taught within the content area of relevant subject. Other kind of vocabulary there are four kinds of vocabulary. They are: reading vocabulary, listening vocabulary, speaking vocabulary, and writing vocabulary.

From the explanation above, it can be concluded that vocabulary mastery means great skillfulness and knowledge of the total number of words in the foreign language likely to be used by a person when constructing sentences. Knowledge here includes the meaning of the vocabulary, the reference of the vocabulary, the use of the vocabulary, the spelling of the vocabulary, and the pronunciation of the vocabulary.

4. Teaching Vocabulary

a. The Importance of Teaching Vocabulary

Teaching vocabulary plays an important role in foreign language learning. This opinion is supported by McCarthy (1990: viii) who says that no matter how well the students learn grammar, no matter how successfully the sounds of the second language (L₂) are mastered, without words to express a wide range of meanings, communication in an L₂ cannot happen in any meaningful way.

Similarly, Vermeer (1992: 147) states: "Knowing words is the key to understanding and being understood. The bulk of learning a new language consists of learning new words. Grammatical knowledge does not make for great proficiency in a language".

David Wilkins (in Thornbury, 2002) summed up the importance of teaching vocabulary. He says that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed". His view is echoed in this advice to students from a recent course book (Dellar H and Hocking D), "if you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words!".

Those opinions also supported by Zimmerman in Coady and Huckin (1998: 5) who says that if someone is learning a language, it is

necessary to learn its vocabulary. Vocabulary is central to language and of critical importance to the typical language learners. This statement is supported by Taylor (1990: ix): "Vocabulary is central to language teaching and learning".

b. Techniques in Teaching Vocabulary

There are various techniques in teaching English vocabulary to students. According to Anthony (1963: 63) in Richards and Rodgers (2001:19), technique itself can be defined as implementational – that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method and therefore in harmony with an approach as well.

Lewis Michael (1993: 19) says that there are some useful ways of explaining vocabulary. They are: demonstration, drawing, opposites, synonyms, definitions, give context, and translation.

Another opinion is stated by Penny Ur (1996: 63) who says that there are some ways of presenting the meaning of new items. They are: concise definition, detailed description, examples (hyponyms), illustration (picture, object), demonstration (acting, mime), context (story or sentence in which the item occurs),

synonyms, opposites (antonyms), translation, associated ideas (collocations).

This opinion more or less, there are some ways to presents vocabulary. The first way is illustration; this is very useful for more concrete words (dog, rain, tall and etc.) and for visual learners. It has its limits though, not all items can be drawn. The second way is mime. This lends itself particularly well to action verbs and it can be fun and memorable. Third, synonyms/antonyms/gradable items, using the words a student already knows can be effective for getting meaning across.

Fourth, definition, make sure that it is clear. Remember to ask questions to check they have understood properly. The fifth way is translation. If the teacher knows the students' first language (L_1), then it is fast and efficient. Remember that not every word has a direct translation and it may encourage students to try and directly translate the language. The last way to teach vocabulary is context; the teacher thinks of a clear context when the word is used and either describe it to the students or give them example sentences to clarify meaning further. Which of these techniques the teacher chooses will depend on the item he/she are presenting. Often a combination of techniques can help to make the meaning clear.

c. Using Card and Puzzle in Teaching Vocabulary Technique

The media in learning process don't put the priority on technology. Always think first in terms of what is the intended learning outcome, in other words, what you want students to achieve or to do at the end of your lesson or activity (refer to your learning objectives), then select media that will support this. Think about what will best teach this topic.

The development of technology and medium of study intention covering for design material of learning with use medium or equipment in order to more easy received the student in teaching-learning process.

Cards and puzzle as one of teaching vocabulary techniques offering the way to learning without contextual teaching, is more interesting. It can be learning enjoyable. Card and puzzle in teaching vocabulary are to be used as practice exercise to help the students get knowledge and remember vocabulary. The card and puzzle must design fun activities to help lighten the load of vocabulary learning.

Teaching vocabulary using card and puzzle probably will realize the means of teaching vocabulary which aimed to an end itself. It was not only emphasizing on the result but deeply on the practice also. In vocabulary teaching using card, the children are more relaxed

and this is a good condition of an effective learning. It is important that the teacher is the card and puzzle manager especially in vocabulary.

CHAPTER III

THE GENERAL DESCRIPTION OF MI MA'ARIF TINGKIR LOR

A. Geographical Location

MI Ma'arif Tingkir Lor is an Educational Collage with Islamic character. It has the same level with elementary school, which occupies 470m². It is located in the same region with TK Sudirman Tingkir Lor. It is a safe, silence, and peaceful atmosphere for students in undertaking teaching learning process.

B. The Profile of MI Ma'arif Tingkir Lor

MI Ma'arif Tingkir Lor was built in 1963. It is located on Jl. K. Zumri, no 11, Tingkir Lor, Tingkir, Salatiga. It has a permanent building for teaching learning process. The teaching learning process begins at 07.00 a.m. and ends at 1.10 p.m. every day. Each lesson covers around 35 minutes. The profile of MI Ma'arif Tingkir Lor can be observed on the following table (Table 3.1).

TABLE 3.1

The Profile of MI Ma'arif Tingkir Lor

No	SCHOOL IDENTITY	
1	School Name's	MI Ma'arif Tingkir Lor
2	NIS	110020
3	NSM	111233730010
4	Province	Central Java
5	Autonomy	Salatiga City

6	Hometown	Tingkir
7	Village	Tingkir Lor
8	Street and number	K. Zumri Street no.11
9	Zip code	50746
10	Region	Village
11	Status of school	
12	Accreditation	1. 2005 2. 2008
13	Promise document	
14	Publisher/taken by	
15	Build years	1963
16	Teaching learning activity	Morning and afternoon
17	Scope	
18	Location	Tingkir Lor
19	Organized	Commite

The writer would like to present the organization structure. The following figure 3.1 is the structure of organization in *MI Ma'arif Tingkir Lor Salatiga*.

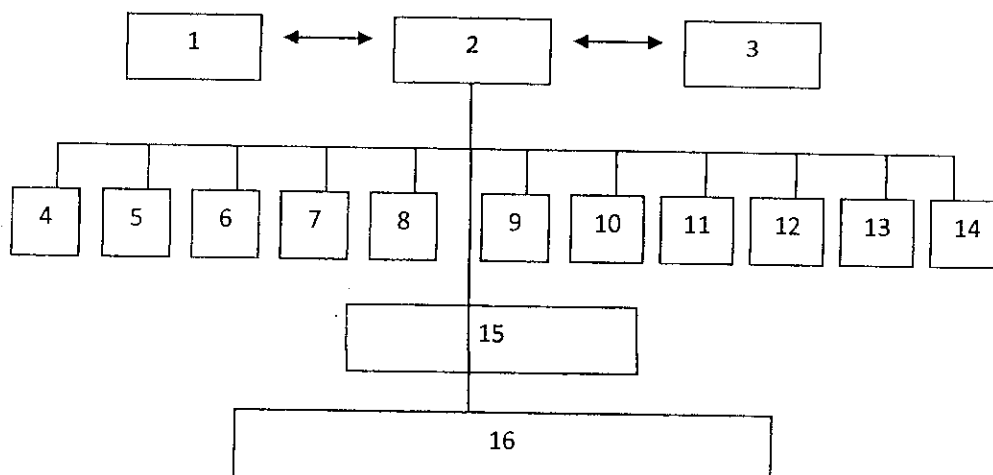


Figure 3.1

The Organization of MI Ma'arif Tingkir Lor

Information :

1. School Committee
2. Headmaster
3. Village headman
4. Teacher of the first grade
5. Teacher of the second grade
6. Teacher of the third grade
7. Teacher of the fourth grade
8. Teacher of the fifth grade
9. Teacher of the sixth grade
10. Sport teacher
11. Islamic Education Teacher
12. Non permanent teacher
13. Non permanent teacher
14. Non Permanent teacher
15. Servant
16. Students

C. Vision and Missions MI Ma'arif Tingkir Lor

1. Vision of MI Ma'arif Tingkir Lor

The vision of MI Ma'arif Tingkir Lor is to improve us a qualified, autonomous, forceful individuality, good manners in behavior students in which faith and piety as foundations.

2. Missions of MI Ma'arif Tingkir Lor

- a. Perform us the active, creative, and enjoyment learning.
- b. Developing total comprehension and observation of religion and culture, in which the moral as the source.
- c. Improve us extracurricular activity
- d. Developing participative management, to increase community and society involvement.
- e. Developing clean and comfort school for enjoyable learning

D. The Facilities

Facilities are important aspects to make easier and accelerate teaching and learning process. The facilities of MI Ma'arif Tingkir Lor, as follows:

1. Building

TABLE 3.2
The Divisions of the Building
of MI Ma'arif Tingkir Lor

No	ROOM	NUMBER
1	Class	6
2	Computer laboratory	1
3	Library	1
4	School healthy unit	1
5	Headmaster office	1
6	Teachers' office	1
7	Teachers' lavatory	1
8	Students' lavatory	4
9	Warehouse	1

2. Office equipment

TABLE 3.3
The Divisions of the Office Equipments
of MI Ma'arif Tingkir Lor

NO	EQUIPMENTS	NUMBER
1	Computer-Printer	1 units
2	Telephone	1 unit
3	TV-VCD	1 unit
4	Typewriter machine	1 unit
5	Calculator	10 units
6	Tape Recorder	1 units
7	Sound system	1 units
8	Visual aid	10 units

E. Teachers Profile

The formal education needs qualified people to run on teaching learning process well. There are teachers and staff. In *MI Ma'arif Tingkir Lor*, there are 12 teachers and 1 servant. They are 6 permanent teachers, 7 non-permanent teachers (Table 3.4).

TABLE 3.4
Profile of Teachers and Staff
of MI Ma'arif Tingkir Lor

No	Name	Duty
1	Sadi Sarifudin S.Ag	Headmaster
2	Rochmah Hidayah	Teacher of the first grade
3	Umi Ma'rifah	History of Islamic Culture, Arabic, Qur'an Hadist
4	Arifah Setyowati	Teacher of the fourth grade
5	Syafiq Ahmad	Teacher of the sixth grade and Sport Teacher
6	Djamil	Teacher of the fifth grade
7	Sabar	Teacher of the third grade
8	Sukhaesi Akhla	Teacher of the second grade
9	Zair Naila Karimah S.PdI	English Teacher and Computer
10	Rahma LinaJati S.PdI	English Teacher, Art, Qur'an Hadist
11	Pungki Sofia S.Pd	Mathematic, Social
12	Drs. Sumyani	Indonesian and PKN
13	Kartika Andianti R S.Pd	Aqidah Ahlaq
14	Kholison	Servant

F. Profile of Students

One of the elements of education is students. The students are the major term in teaching learning process. The characteristics of the students *MI Ma'arif Tingkir Lor* are the students are creative, the students have ability to receive the knowledge, the students love acting and playing, and the students have different backgrounds in environments.

The total number of students of *MI Ma'arif Tingkir Lor* is 61 (31 males and 30 females). The students are divided into six grades (Table 3.4)

TABLE 3.5

The Profile of Students
of *MI Ma'arif Tingkir Lor*

No	Class	Sex		Number
		Female	Male	
1	I	4	6	10
2	II	5	7	12
3	III	7	8	15
4	IV	4	4	8
5	V	7	2	9
6	VI	4	3	7
	TOTAL	31	30	60

G. Method of research

In this research, there are several terms dealing with the research method namely research approach, type of the research, research subject, research object, data collection method, and data analysis.

1. Research Approach

The writer uses correlative study in this research paper. This type of the research does apply the detail of arithmetic calculation or statistic. It includes sentences or descriptions of the objects.

2. Type Research

This is a field research, so the writer analyzes the students at *MI Ma'arif Tingkir Lor* through quantitative analysis. That involves all of using cards and puzzle to improve vocabulary mastery. The writer wants to know what the influence of cards and puzzle toward the students' vocabulary mastery.

3. Research Object

This research at the third students at *MI Ma'arif Tingkir Lor Kec. Tingkir Kota Salatiga*. There are 15 students, there are :

The Data of The Third Students

TABLE 3.6

(The Responses List)

NO	Name	Student Number	Sex	
			Female	Male
1	Muhim M	1		√
2	Amanda Silla	2	√	
3	Dwi Fitrianing	3	√	
4	Fitra Ariyanti	4	√	
5	Ja'far Y.S.A	5		√
6	Kholisna	6	√	
7	Rani Rahmatul	7	√	
8	Rima Ayu A	8	√	
9	M. Yudha	9		√
10	Hamam	10		√
11	Ali Mashar	11		√
12	Deo Pratama	12		√
13	Afik	13		√
14	Sunariyah	14	√	
15	Ika Rahmawati	15	√	

4. Research Design

The research to get some data has three steps. Firstly, students were given pre-test to know the mastery of their vocabulary mastery and given some topics of vocabulary. Secondly, students were given the material. For group A used cards and puzzle as a teaching media and group B used conventional method. At the end, the students were

given post-test to know the vocabulary mastery how well they understand the material by using cards and puzzle or without cards and puzzle.

To make the data clear and complete, the writer describes the research design as follows:

TABLE 3.7

THE PROCEDURES OF RESEARCH

No	Group A	Group B
1.	The students were given the pre-test before getting treatment.	The students were given the pre-test before getting treatment
2.	The students were given the material about vocabulary.	The students were given the material about vocabulary
3.	The students practiced the material of vocabulary by using cards and puzzle.	The students practiced without the material of vocabulary by using cards and puzzle
4.	The students were given the post-test to know their mastery of vocabulary	The students were given the post-test to know their mastery of vocabulary

5. Data Collection Method

1. Method of collecting data

a) Test

The method used in this research to collect the data needed is test as instrument of data collection. The writer gives test to the students in order to be done. Test materials are English vocabularies given by the teacher to know the students' vocabulary mastery. This research using two kinds of test, they are:

a. Pre test

Pre test is a preliminary test administered to determine a student's baseline knowledge or preparedness for an educational experience or course of study (<http://www.yahoo/answer.com>). It can be used before the teacher extends the material of learning.

b. Post test

This test given after a lesson or a period of instruction to determine what the students have learned.

b) Documentation

Documentation is used to know the students' profile by taking data provided and to know the situation and location of this

research including the general description, history, and vision and mission of *MI Maurif Tingkir lor*.

2. Technique of data analysis

To know whether there is or not the influence of using puzzle to students' vocabulary mastery, the writer uses t- test formula as follow:

$$t = \frac{D}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}$$

t : the score obtained

D : the difference of pre test and post test

ΣD : the sum of the mean of different score

ΣD^2 : the sum of the square of D square

N : the total respondent

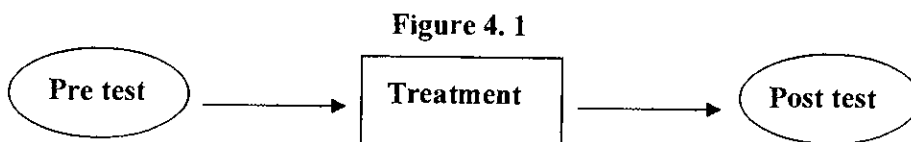
CHAPTER IV

ANALYSIS

A. Teaching Learning Process

Before analyzing the data, it is better to know how the researcher has done teaching learning process. Teaching and learning are two concepts which cannot be separated one another in the education. Teaching and learning process will go on if teacher and student have good interaction. Student is a person or a group as seeker and receiver knowledge from the teacher. Teacher is a person or a group which has profession as processor and manager in the teaching learning activities to makes education more effective.

The teaching and learning process applied by the researcher consists of pre test, treatment and post test. The researcher applied this process in the midle of second semester as schedule given by vice head master of curriculum affair. Teaching learning process has not worked effectively yet because it is in the end of semester. The researcher had eight times class, there are twice to hold test and six times to give treatment. This process is as below:



a. Pre test

Test is a series of questions or other instruments which are used to measure individual or groups skill, knowledge, intelligence, capability or talent. Pre test is a test which is done before giving treatment namely

giving reward and punishment. In this test the researcher will use multiple choices consist of 25 items.

- 1) The Procedure of pre test were:
 - a) The researcher distributed the question sheets consist of 25 items multiple choices test.
 - b) The researcher gave the students the rule of doing the test.
 - c) The students, who had finished answering the question, collected the answer sheet to the researcher.
 - d) Scoring. Each correct answer is scored 4 as there are 25 items questions, the student who could answer all questions correctly will get 100 as the highest score.

So that the writer used this formula:

$$S = C \times 4$$

S: the score of each student

C: the number of correct answer

Table 4. 1
The Result of Pre Test

No	Respondent	Correct	Score
1	Muhim M	15	60
2	Amanda Silla	14	56
3	Dwi Fitrianing	17	68
4	Fitra Ariyanti	14	56
5	Ja'far Y.S.A	13	52
6	Kholisna	11	44
7	Rani Rahmatul	12	48
8	Rima Ayu A	13	54

No	Respondent	Correct	Score
9	M. Yuda	18	72
10	Hamam	16	64
11	Ali Mashar	16	64
12	Deo Pratama	17	68
13	Afik	14	56
14	Sunariyah	19	76
15	Ika Rahmawati	19	76

b. Treatment

Treatment is activities from the researcher to the students by giving teaching learning in the class with puzzle game

This method is kind of way that can increase students' vocabulary mastery. The researcher did teaching learning process by giving explanation about puzzle and how to do assignment well.

The Procedure of Treatment in

- a. The researcher entered to the class and doing teaching-learning process as the schedule.
- b. In the process of teaching and learning the researcher gives the meaning of words one by one on order to be easy done with puzzle game.
- c. Before researcher ends the teaching learning process, he gives homework to students.

c. Students' Difficulties and the Problem Solving

Based on the researcher analysis, students faced many difficulties in the teaching learning process, they were:

1. Students had pressured to unders.and because the researcher had limited time.
2. Students felt bored in the teaching learning process because teacher had not professional yet.
3. Students had not understood yet what the meaning of teaching learning process.
4. Students had limited vocabulary.

The solutions are:

1. The researcher should be creative in using teaching learning so that students felt and they could enjoy the class.
2. The researcher should have prepared the materials well.
3. The researcher should have improved his quality to be more professional.
4. The researcher should be able to make students understood what the meaning teaching learning process.

d. Post test

After all of treatment process has been done, researcher did post test. Post test was test which was done after giving treatment for reward and punishment to measures how significant of the influence of giving those assignments. The Procedures of giving post test was equals pre test procedure.

Table 4. 2
The Result of Post Test

No	Respondent	Correct	Score
1	Muhim M	16	64
2	Amanda Silla	13	52
3	Dwi Fitrianing	15	60
4	Fitra Arianti	13	52
5	Ja'far Y.S.A	13	52
6	Kholisna	15	60
7	Rani Rahmatul	13	52
8	Rima Ayu A	13	52
9	M. Yuda	17	68
10	Hamam	16	64
11	Ali Mashar	18	72
12	Deo Pratama	13	52
13	Afik	15	60
14	Sunariyah	17	68
15	Ika Rahmawati	16	64

B. Classification

The test scores can be generally classified into four groups as follows :

The Interpretation Of Test Score

Table 4.3

The score	Probable Performance
80 – 100	Good to excellent
60 – 79	Average to good
50 – 59	Poor to average
0 – 49	Poor

Based on to above table, the result of the student's pre test and post test shows :

Interpretation of Pre Test Score

Without Puzzle Game

Table 4.4

The Number of Respondent	Probable Performance
--------------------------	----------------------

-	Good to excellent
5	Average to good
7	Poor to average
3	Poor
15	-

**Interpretation of Pre Test Score
Vocabulary Mastery
Table 4.5**

The Number of Respondent	Probable Performance
-	Good to excellent
6	Average to good
4	Poor to average
5	Poor
15	-

**Interpretation of Post Test Score
Without Cards and Puzzle
Table 4.6**

The Number of Respondent	Probable Performance
6	Good to excellent
9	Average to good
-	Poor to average
-	Poor
15	-

**Interpretation of Post test score
Vocabulary Mastery
Table 4.7**

The Number of Respondent	Probable Performance
---------------------------------	-----------------------------

7	Good to excellent
8	Average to good
-	Poor to average
-	Poor
15	-

The researcher used those data to analyze :

❖ Central Tendency analyses

- ① Mean is average from division between sum of student's score and total number of respondent (Agus Irianto : 2004). The formula is :

$$\bar{x} = \frac{\sum fx}{N}$$

$\sum fx$ = sum of student's score

N = total number of respondent

- ② Median is central score from the distribution score (Agus Irianto : 2004). The formula is :

$$Md = Bb + \frac{i}{fm} (1/2N - fkb)$$

Md = Median

Bb = Under limit from interval of median

i = Interval

fm = Class interval frequency of median

N = Sum of frequency

fkb = Cumulative frequency before class interval of median

- ③ Modus is the greatest frequency score.

Based on the formula above, the researcher can find mean, median and modus from the result of pre test and post test :

➤ Pre test

**Distribution of Pre Test Score
Without Puzzle Game
Table 4.8**

No	Interval	X	f	fx	fk_b
1	43 – 48	45,5	3	136,5	3
2	49 – 54	51,5	3	154,5	6
3	55 – 60	57,5	4	230	10
4	61 – 66	63,5	1	63,5	11
5	67 – 72	69,5	3	208,5	14
6	73 – 78	75,5	1	75,5	15
			N = 15	$\Sigma = 868,5$	

$$\begin{aligned} \text{Mean} &= \frac{\sum fx}{N} \\ &= \frac{868,5}{15} \\ &= 57,9 \end{aligned}$$

$$\begin{aligned} \text{Median} &= Bb + \frac{i}{f_m} (1/2N - f_k b) \\ &= 54,5 + \frac{6}{4} (7,5 - 6) \\ &= 54,5 + \frac{6}{4} \left(\frac{3}{2} \right) \\ &= 54,5 + \frac{18}{8} \\ &= 54,5 + 2,25 \\ &= 56,75 \end{aligned}$$

$$\text{Modus} = 57$$

**Distribution of Pre Test Score
Vocabulary Mastery
Table 4.9**

No	Interval	X	f	fx	fk_b
1	35 – 40	37,5	4	150	4
2	41 – 46	43,5	1	43,5	5
3	47 – 52	49,5	4	198	9
4	53 – 58	55,5	0	0	9
5	59 – 64	61,5	1	61,5	10
6	65 – 70	67,5	5	337,5	15
			N = 15	$\Sigma = 790,5$	

$$\begin{aligned} \text{Mean} &= \frac{\sum fx}{N} \\ &= \frac{790,5}{15} \\ &= 52,7 \end{aligned}$$

$$\begin{aligned} \text{Median} &= Bb + \frac{i}{fm} (1/2N - fk_b) \\ &= 46,5 + \frac{6}{4} (7,5 - 5) \\ &= 46,5 + \frac{6}{4} \left(\frac{5}{2} \right) \\ &= 46,5 + \frac{15}{4} \\ &= 46,5 + 3,75 \\ &= 50,25 \end{aligned}$$

$$\text{Modus} = 50$$

➤ Post test

**Distribution of Post Test Score
Without Puzzle Game
Table 4.10**

No	Interval	X	f	fx	fk_b
1	67 – 72	69,5	2	139	2
2	73 – 78	75,5	7	528,5	9
3	79 – 84	81,5	2	163	11
4	85 – 90	87,5	3	262,5	14
5	91 – 96	93,5	1	93,5	15
			N = 15	$\Sigma = 1186,5$	

$$\begin{aligned} \text{Mean} &= \frac{\sum fx}{N} \\ &= \frac{1186,5}{15} \\ &= 79,1 \end{aligned}$$

$$\begin{aligned} \text{Median} &= Bb + \frac{i}{j_m} (1/2N - f_k_b) \\ &= 72,5 + \frac{6}{7} (7,5 - 2) \\ &= 72,5 + \frac{6}{7} \left(\frac{11}{2} \right) \\ &= 72,5 + \frac{66}{14} \\ &= 72,5 + 4,7 \\ &= 77,2 \end{aligned}$$

$$\text{Modus} = 73$$

**Distribution of Post Test Score
Vocabulary Mastery
Table 4.11**

No	Interval	X	f	fx	fk_b
1	65 – 69	67	1	67	1
2	70 – 74	72	2	144	3

f

3	75 – 79	77	5	385	8
4	80 – 84	82	1	82	9
5	85 – 89	87	3	261	12
6	90 – 94	92	3	276	15
			N = 15	Σ = 1215	

$$\begin{aligned} \text{Mean} &= \frac{\sum fx}{N} \\ &= \frac{1215}{15} \\ &= 81 \end{aligned}$$

$$\begin{aligned} \text{Median} &= Bb + \frac{i}{fm} (1/2N - fkb) \\ &= 74,5 + \frac{5}{5} (7,5 - 3) \\ &= 74,5 + 4,5 \\ &= 79 \end{aligned}$$

$$\text{Modus} = 75$$

The results from two tests (pre test and post test) will be compared in figure to enable the writer to analyze the significant influence in giving Deductive and Inductive Method of English teaching learning process. To calculate, the research used t-test formula:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

t : the score obtained

D : the difference of pre test and post test

ΣD : the sum of the mean of different score

ΣD^2 : the sum of the square of D square

N : the total respondent

Table 4. 12
The Comparison Score of Pre Test and Post Test

No	Respondent	Pre test	Post test	D	D ²
1	Muhim M	60	64	-4	16
2	Amanda Silla	56	52	-4	16
3	Dwi Fitrianing	68	60	-8	64
4	Fitra Ariyanti	56	52	-4	16
5	Ja'far Y.S.A	52	52	0	0
6	Kholisna	44	60	-6	36
7	Rani Rahmatul	48	52	-6	36
8	Rima Ayu A	54	52	-2	4
9	M. Yuda	72	68	-4	16
10	Hamam	64	64	0	0
11	Ali Mashar	64	72	-8	64
12	Deo Pratama	68	52	-16	256
13	Afik	56	60	-4	16
14	Sunariyah	76	68	-12	144
15	Ika Rahmawati	76	64	-12	144
	$\Sigma N =$			$\Sigma D =$	ΣD^2

$$D = \Sigma D : N$$

$$= (-218) : 30$$

$$= -7,26$$

$$\Sigma D = -218$$

$$\Sigma D^2 = 2396$$

$$\text{Degree of freedom} = (N-1) 30-1 = 29$$

$$t = \frac{|-7,26|}{\sqrt{\frac{2396 - \frac{(-218)^2}{30}}{30(30-1)}}$$

$$t = \frac{|-7,26|}{\sqrt{\frac{2396 - \frac{47524}{30}}{30(29)}}$$

$$t = \frac{|-7,26|}{\sqrt{\frac{2396 - 1584}{870}}$$

$$t = \frac{|-7,26|}{\sqrt{8,76}}$$

$$t = \frac{|-7,26|}{2,96}$$

$$= 2,45$$

From the calculation above, the result is 2,45. It is consulted to t-table with level of significant of 5%

$$D = \Sigma D : N$$

$$= (-284) : 30$$

$$= -9,46$$

$$\Sigma D = -284$$

$$\Sigma D^2 = 3648$$

$$\text{Degree of freedom} = (N-1) 30-1 = 29$$

$$t = \frac{|-9,46|}{\sqrt{\frac{3648 - \frac{(-284)^2}{30}}{30(30-1)}}$$

$$t = \frac{|-9,46|}{\sqrt{\frac{3648 - \frac{80656}{30}}{30(29)}}$$

$$t = \frac{|-9,46|}{\sqrt{\frac{3648 - 2688,5}{870}}}$$

$$t = \frac{|-9,46|}{\sqrt{11,69}}$$

$$t = \frac{|-9,46|}{3,42}$$

$$= 2,76$$

From the calculation above, the result is 2,76. It is consulted to t-table with level of significant of 5%

The result of the t-test above shows 2,45 and 2,76. Then, it is compared with the figure on the table. The t-table with 5% of significance in degree of the freedom 29 shows 2,045. So, the test is significant because the t-test (*t empiric*) value is higher than t-table (*t-theoretic*) value.

C. Hypothetical Conclusion

After applying all the steps of data analysis, the writer finds the result of the t-test above shows 2,45 which used puzzle game. . Then it is compared

with the figure on the t-table with 5% of significance in degree of freedom 29 which shows 2.045.

So, the test is significant because the t-test (*t empiric*) value is higher than t-table (*t-theoretic*) value. It means that using puzzle game will have significant influence in vocabulary mastery.

The Result of Theoretical Analysis

In the process of teaching and learning, there are two important aspects that should be involved, there are students and teachers. Teacher has many roles to success the process of teaching and learning, one of teacher's roles is to organize and to choose the appropriate method in teaching learning process.

In my opinion, puzzle game can let students expressed deeply. Students can easily understand memorize vocabularies given by teacher by using puzzle game. Students usually consider that vocabulary is very difficult. Therefore, they often don't like to study vocabulary. If the teacher uses puzzle game, it attracts students to learn vocabulary enthusiastically.

Discussion

In this case, the writer has analyzed this research; there is positive significant Influence of puzzle game toward vocabulary mastery of the third year students of MI Ma'arif Tingkir.

In the process of teaching and learning, there are two important aspects that should be involved, there are student and teacher. Teacher has many roles

to succeed the process of teaching and learning, one of teacher's roles is to support students through motivation with using the appropriate method in English teaching learning process. So, the teacher should always use the methods. Many researches show that using methods has a great influence toward teaching-learning process.

we can say that puzzle game is effective to be used in vocabulary teaching, because it makes students feel happy and is not boring. The students enjoy learning vocabulary using puzzle game, so they easily understand vocabulary given by teacher.

(<http://www.articlesbase.com/vocabularymaterial.html>).

CHAPTER V

CLOSURE

In this chapter, the writer would like to conclude the result of this research based on data analysis explained in chapter four. There are three problems that the writer states, those are to find out the how far is profile of the third year students, to find out whether or not any improvement of using puzzle game in teaching vocabulary to the students' vocabulary mastery, and to find out how far puzzle game influence vocabulary mastery of third year students of MI Ma'arif Tingkir Lor, Salatiga in the Academic Year of 2010/2011.

A. Conclusion

Based on data analysis in chapter four, it comes to the following conclusion:

1. The profile of the third year students' of *MI Ma'arif Tingkir Lor, Salatiga* at first was still lack of vocabularies. They thought that English was an uninteresting lesson. It was happened because the teacher conducted the lesson monotonously. This situation made the students easily got bored. Since the lesson was boring, it affected the students' achievement. That was why the students experienced lack of vocabularies. However, the situation changed after the researcher did the treatment. The students find that learning English is fun. They don't feel bored anymore. Since they enjoy the lesson, their achievement improves, too. They don't experience lack of

vocabularies anymore. However, the teacher creativity in teaching is badly needed to keep the teaching learning process fun and enjoyable.

2. Based on the result of t-test analysis shows that using puzzle game shows 2,45. Then it is compared with the figure on the t-table with 5% of significance in degree of freedom 29 shows 2, 045. Because the t-test (*t-empiric*) value is higher than t-table (*ttheoretic*) value so teaching vocabulary using puzzle game will have significant influence toward students in vocabulary mastery.
3. Based on the result of the observation of this research, it is known that puzzle significantly improves the students' vocabulary mastery. It is clearly showed by the increasing of the t-test. The t-test of the pre – test is 2,45 while the t-test of the post – test is 2,76. The improvements are limited on the vocabulary that is used in third grade elementary school.

B. Suggestion

In order to produce better result at vocabulary mastery, the writer would like to propose some suggestion to teachers and students.

1. For the teachers
 - a. The teachers should give more games in teaching vocabulary so that the students will always feel easy to remember, learn, and memorize vocabularies.

- b. The teachers should be more creative in teaching vocabulary so that the students don't get bored and they always enjoy learning vocabulary.
 - c. The teachers should know the students' improvement in vocabulary mastery.
 - d. The teachers should always motivate students to learn and memorize vocabulary.
2. For the students
- a. The students should more seriously study and memorize English vocabulary.
 - b. The students should practice their vocabulary by themselves.
 - c. The students should be familiar with English vocabulary.
 - d. The students should more diligently study English vocabulary.

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FOTO SISWA



Name:.....

Puzzle

The crossword puzzle grid consists of 11 numbered starting points for words:

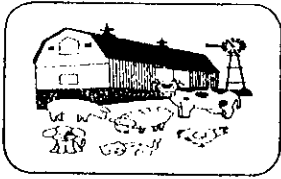
- 1.** (Across): Farm
- 1.** (Down): Hospital
- 2.** (Across): Mosque
- 3.** (Across): Mountain
- 4.** (Across): Bookstore
- 4.** (Down): Bookstore
- 5.** (Across): Island
- 5.** (Down): School

➔ ACROSS	DOWN ↓
1. We can see many animal in the	1. If someone got an accident, he went to a.....
2. I go to a I want to see flower.	2. To save money, we go to.....
3. I want to go to merapi	3. Moslem pray in a.....
4. To borrow books, we go to a	4. "jatijajar" is the name of
5. "Parangtritis" is the name of	5. I go to at six o'clock

SOAL PRE TEST

A. Choose the correct answer by crossing a, b, c, or d!

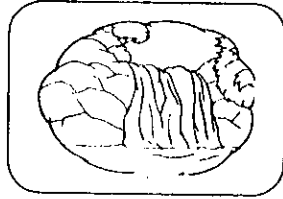
1. Look at the picture!



They go to

- | | |
|-----------|--------------|
| a. Temple | c. waterfall |
| b. Zoo | d. shop |

2. Look at the picture!

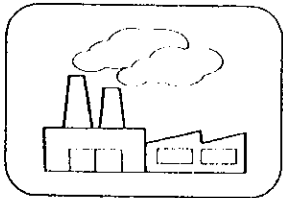


Ani : Where do you go?

Ana : i go to the

- | | |
|-----------|--------------|
| a. Beach | c. Zoo |
| b. School | d. waterfall |

3. Look at the picture!



My father works in a.....

- | | |
|-------------|------------------|
| a. Factory | c. bank |
| b. Hospital | d. swimming pool |

4. The students play a football in a

- | | | | |
|---------|----------|---------|-------------|
| a. Park | b. field | c. bank | d. Hospital |
|---------|----------|---------|-------------|

5. I see a movie in a

- | | | | |
|-----------|---------|-----------|-------------|
| a. Market | b. Shop | c. Cinema | d. fabrique |
|-----------|---------|-----------|-------------|

6. To buy a steak, you go to a

- | | | | |
|---------|------------|----------|---------------|
| a. Bank | b. Library | c. Field | d. Restaurant |
|---------|------------|----------|---------------|

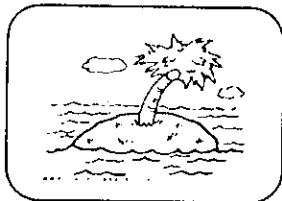
7. Budhist pray in a.....

- | | | | |
|-----------|-----------|--------------|-----------|
| a. Mosque | b. temple | c. waterfall | d. church |
|-----------|-----------|--------------|-----------|

8. I want to borrow some books, I go to

- | | | | |
|------------|---------|----------|---------|
| a. Library | b. shop | c. hotel | d. mall |
|------------|---------|----------|---------|

9. Look at the picture!



This is a.....

- | | |
|----------|-----------|
| a. Beach | c. temple |
| b. Mall | d. hotel |

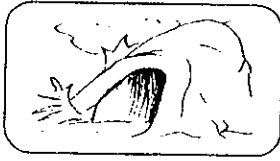
10. The english of "gunung" is

- | | | | |
|----------|-------------|-----------|----------|
| a. Beach | b. mountain | c. market | d. hotel |
|----------|-------------|-----------|----------|

SOAL POST TEST

A. Choose the correct answer by crossing a, b, c, or d!

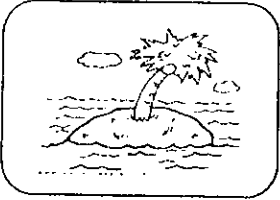
1. Look at the picture below!



That is a.....

- a. Bank
b. Cave
c. Market
d. waterfall

2. Look at the picture below!



They go to at seven o'clock in the morning.

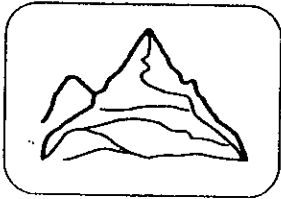
- a. Temple b. airport c. beach d. hospital

3. " e - m - l - p - e - t "

Arrange the jumble letters into a good words:

- a. Temple b. pletme c. tmelpe d. tepmle

4. Look at the picture!



"merapi" is the name of.....

- a. Waterfall c. zoo
b. Mountain d. cinema

5. Nina: I'm very hungry.

Dora: so, you must go to the.....

- a. Beach b. restaurant c. cinema d. mosque

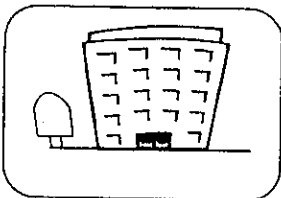
6. To save money we go to the.....

- a. Bank b. market c. shop d. factory

7. As a student, we must go to at six o'clock in the morning.

- a. School b. market c. Mall d. hospital

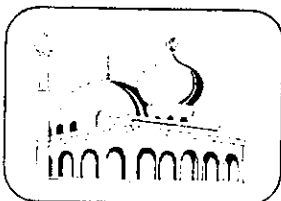
8. Look at the picture!



I go to if we got accident

- a. Mountain c. waterfall
b. Hospital d. restaurant

9. Look at the picture!



Moslem pray in a.....

- a. Temple c. mosque
b. Beach d. library

10. I want to read and borrow some book, so i want to go to

- a. Post office b. library c. market d. shop