

IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH WORD SEARCH PUZZLE GAME WHEN STUDYING DESCRIPTIVE TEXT

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ABSTRACT

The title of the research is "Improving Students' Vocabulary Mastery Through Word Search Puzzle Game when Studying Descriptive Text". The aims of the research are to investigate whether or not word search puzzle game is effective in improving students' vocabulary mastery when they learn descriptive text and to know the students responses toward the use of word search puzzle game in learning vocabulary. The writer used a Pre-experimental research method to conduct the research. The subject of the research was the first grade students of MTs Al-Halimiyah. The writer took one class as the sample which consisted 30 students. The writer collected the data through pre-test, post-test, and questionnaire. The pre-test was administered to obtain the data of students' vocabulary mastery before they were given the treatments. The post-test was administered to obtain the data of students' vocabulary mastery after they were given the treatments. The results of pre-test and post-test score were analyzed through the t-test formula to find out whether or not word search puzzle game was effective. Based on the computation result by using t-test formula, with $df = N-1=30-1=29$ at $p=.05$ the critical value of t is 2.045. The research findings the mean score of the post-test was higher than the mean score of pre-test, it can be seen from the mean score of pre-test was 52.73 and the mean score of post-test was 64.93 ($52.73 < 64.93$). It meant there were improvements after the treatments. The obtained t-test was 8.106, whereas the critical value of t (t-table) was 2.045. The t-test was higher than the t-table ($8.106 > 2.045$). So that, the Null Hypothesis (H_0) was rejected and the Alternative Hypothesis (H_a) was accepted. Based on the research findings. It can be concluded that word search puzzle game was effective used for improving students' vocabulary mastery when studied descriptive text. Based on the result of

questionnaire, the students liked being taught vocabulary by using word search puzzle game. In addition, more than half of the students felt easy to memorize some new vocabulary and almost of all the students were more motivated to learn English, especially learning vocabulary.

A. Background

Language is a means of communication, and communication takes place within some sorts of social context. This is why effective communication requires an understanding and recognition of the connections between a language and the people who use it. There are many kinds of languages. One of them is English. People in the world should study English in order to be able to communicate with other people in the world. Because English has become the necessity as it is used as a gateway among languages in the world.

In Indonesia English is learned as a foreign language. Learning it is very important, because without English, Indonesian people can not communicate with people from other countries succesfully, that is why English is important to be learned by indonesian people in order to be able to operate computer, to read books written in English, to express their idea and feeling in English either orally or in the written form.

Based on the 2006 curriculum and the 2013 curriculum English is the important subject that should be learned by the students of junior and senior high school, and students of university. Beside that, For the students English as one of the important subjects that should be learned in the school because it is included into the national test.

When studying English the students of junior and senior high school should learn four elements of Language, those are; 1. Phoneme consist of English sounds and pronounciation, 2. Morpheme consist of vocabulary or words, 3. Syntax consist of grammar and structure, and the last four is Lexicon consist of meaning. All of the elements of language are integrated into the four skills of English that should be learned by the students. The four skills of English those are; Listening, reading, speaking, and writing.

When the students learn the four English skills, they learn about many kinds of texts, and vocabulary is integrated. Based on the

result of the observation and the result of being a talk with the class teacher of English in Junior High School, it is found out that most of the students are lack of vocabulary. The lack of vocabulary makes them difficult to understand one text which is learned by them, and they can not speak in English well, write in English well, and translate the meaning of words in a text. So, English seems to be hard subject to be learned by the majority of learners in Junior High School, especially the learners of Junior high school in MTs Al-Halimiyah.

Vocabulary is a core component of language proficiency and provides the basis for effective communication (Aktekin and Guven, 2013). And vocabulary should be recognized as a central element in language instruction from the beginning stages (Celce–Murcia and Rosensweig, 1989).

Based on the explanation above, vocabulary is the important aspect in a language because vocabulary is the core component of language and one of the important of language elements. Vocabulary also exist in curriculum. Vocabulary development has to take its place at the center of the curriculum because it is foundational to all academics achievement (Benjamin and Crow 2010). Therefore, as a future teacher of English the writer assumes that teaching vocabulary is important, in order to improve students' English proficiency.

Based on the problem of the students of junior high school of MTs Al-Halimiyah, the writer would help them to improve their vocabulary mastery when they learn descriptive text. She would teach them to improve their vocabulary mastery through word search puzzle game. The writer proposes the research paper entitled Improving Students' Vocabulary Matery through Word Search Puzzle Game when Studying Descriptive Text.

B. Theoretical Foundation

In Indonesia English as a foreign language because Indonesia is non English speaking country and the first language is Bahasa. Learning English is very important for the Indonesian people because when they travelling to other countries and communication

to other people of other countries they should use English to communicate because English is the international language.

Therefore, based on the explanation above teaching English is very useful for people who need it. Teaching can be defined as an interactive process between the teacher and students and among students themselves. Teaching English is not easy work, because the teacher should move or teach the students to other language which is not as their usual.

Teaching words is a crucial aspect in learning a language as languages are based on words (Thornbury, 2002). It is almost impossible to learn a language without words; even communication between human beings is based on words. Both teachers and students agree that acquisition of the vocabulary is a central factor in teaching a language (Walters, 2004). Based on the statement, when teaching English vocabulary is integrated, because vocabulary is one of the crucial aspects in the learning language and impossible to learn language without words.

Vocabulary is the first aspect that should be learned by the students when studying language, as Linse (2005) state that learners' vocabulary development is an important aspect of their language development.

Descriptive Text

Based on the syllabus of first grade of MTs/SMP, there are many kinds of texts that should be learned by the students. One of the texts is descriptive text. Descriptive text is a text which presents information about something specifically. A text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing (Prabowo, 2014). Tompkins (1994), Stanley (1988) defined descriptive text as painting pictures with words. Meanwhile, description is about sensory experience – how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kind of perception (Kane, 2000).

Therefore, based on the explanation above descriptive text can be defined as the text to describe or draw about something specifically that how something looks, sounds, and tastes and it can be revealed by words on writing or speaking. However, the students

can not write or speak well or understand the meaning of the text when they studying descriptive text, if they do not master a lot of vocabularies.

In accordance with the existing rules in the descriptive text. The generic structure is arrangement in writing the descriptive text. Descriptive text is a kind of text to describe something, someone or place. Descriptive text has two main parts, they are identification and description. the structure of a text is called the generic structure. Descriptive text is likes describe white house, animals, fruits, person, thing, etc (Mukarto, 2007).

Based on the Mukarto statement, the writer can conclude that descriptive text is a text to describe something, someone or place, etc, and descriptive text have two main parts or two generic structure, those are:

1. **Identification** : Contains the identification of terms or preliminary or the general describe of someone or things of the topic or usually answer the following question: What's the topic of the text?
2. **Description** : Contains of the explained, describe of things and someone that more detail from the identification that has general describe.

The Research Method

This research uses pre-experimental design. The writer carries out instructional activities in one class. According to creswell (2009) there are four types of pre-experimental design. However the writer chooses one of them, that is one group pretest and posttest design. "One-group pretest-posttest design is a design includes a pre-test measure followed by a treatment and post-test for a single group (Creswell, 2009). It means that the writer uses the single class as experimental group and control group.

One group pre-test post-test design described below.

2009)

O ₁	X	O ₂
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 (Creswell,

Where : O₁ : Pre-test
X : Treatment

O2 : Post-test

Pretest (O1) is given to the students before get treatment using word search puzzle game, (X) means the four times teaching vocabulary when studying descriptive text to the first grade students of Junior High School, and posttest (O2) is given after the students get the treatment.

In doing a research, population is needed. According to Crowl (1996). Populations are groups consisting of all people to whom a researcher wishes to apply the findings of a study. The population of this research is all of the first grade students of MTs Al-Halimiyah which have two classes. Each class consists of thirty students. The total population is 60 students.

Name the survey instrument used to collect data (Creswell, 2009). In this research to collect the data, the writer uses instrument. There are two instruments that is used in this research, namely test and questionnaire. The test are divided into pre-test and post-test.

- Pre-test

The pre-test is a test which is given to the students before they are given the treatment. It means that the purpose of pre-test is to get the data of the students' vocabulary mastery before getting treatment using word search puzzle game.

- Post-test

The post-test is a test which is given to the students after they are given the treatment. It means that the purpose of post-test is to know whether or not word search puzzle game is effective in improving students vocabulary mastery when they are studying descriptive text.

- Questionnaire

The questionnaire is given to the students after post-test. It has purpose to know the students' responses towards the use of word search puzzle game in learning Vocabulary in Descriptive Text.

Analysis and Discussion

The result of this study was collected after the writer conducted the study about three weeks in MTs Al-Halimiyah. Based on the research, the data acquired were pre test, post test and questionnaire. Pre-test was administered on 22th of September, the post-test and the questionnaire were administered on 21th October. It was given to the experimental group. The test was used a written achievement test in the form of multiple choices, completions, and finding the words. In the pre-test the total numbers of items were 45 and same as items of pre-test in the post-test the total numbers of items were 45. The data that writer had obtained from this research was from experimental group. The data was analyzed using t-test for dependent group formula. It was used to determine whether the word search puzzle game effective for improving students' vocabulary mastery when they learn descriptive text or not.

After they were given some treatments, the writer gave post-test. Based on the result, The mean score of students' post-test was under KKN. But, the mean score of students' post-test of the first grade students of MTs Al-Halimiyah was higher than mean score of students' pre-test. It meant that the students' vocabulary was improved because of using word search puzzle game in learning and teaching process. Meanwhile, based on the questionnaire. It was shown that the students gave positive response. It meant that the students like being taught vocabulary using word search puzzle game.

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