



**THE EFFECT OF WORD FIND PUZZLE
ON THE STUDENTS' VOCABULARY MASTERY**

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Keywords	Abstract
<p><i>(Keywords : vocabulary, mastery, Word Find Puzzle)</i></p>	<p>The research was intended to know the effectiveness of Word Find Puzzle in the students' vocabulary mastery which was observed and analyzed from students of tenth grade at SMA Baitul Aziz Bandar Klippa. The method used was quatitative research by using the experimental research design. The population of this study was tenth grade students of SMA Baitul Aziz Bandar Klippa. In taking the sample of this research, the researchers took some students in each classes as the sample used and divided into 2 classes, experimental and control. There were 34 students in the experimental and 26 students in control. The researchers taught by using the Word Find Puzzle in the experimental class and taught by using lecturing method in control class. The researchers used pre-test, treatment, and post-test. In control class the score increase 59,23 between pre-test and post-test, but in experimental class the score increase about 68,85. By calculated by used SPSS V24, The researchers concluded that there was a significant effect of the application of the Word Find Puzzle learning approach on learning outcomes, it can be seen from the results of the analysis that this is indicated by the results of hypothesis testing which indicate that the Sig. (2 - tailed) <0.05 (0.000 <0.05) and the value of t_ (count) > t table (6.365 > 1.992). Then in post test the researchers found that the value of Sig. (2tailed) is 0,923. It is bigger than 0,05 (0,923 > 0,05) Sig. in T-Test (2tailed) is 0,002. It was less than 0,05 (0,002 > 0,05), so there was a significant different between the experiment class and control class. In other words, the students' achievement in vocabulary mastery is more effective by using Word Find Puzzle than lecturing method.</p>

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INTRODUCTION

Vocabulary as the basic element of for English skill, such as listening, writing, reading, and speaking. It plays an important role in teaching and learning English, where in mastering the vocabulary effectively is seen as a key objective for learners. Nobert said that without grammar very little can be conveyed, without vocabulary nothing can be conveyed (Jacson, 2002). The importance of vocabulary effects the students' achievement of the fourth language skill. In other words, listening, writing, reading and speaking skill cannot separate from vocabulary. It is expected that students have to increase their vocabulary around 1000 words a year. Similarly on Competency Based Curriculum, the students are required to increase their vocabulary 1000-1500 words every year so that in three years students are required to increased their vocabulary around 4000 words (Nation, 2005). But in reality vocabulary becomes a problem for almost all levels of education. Vocabulary is assumed as one the major difficult aspect of language to be mastered so it makes the students difficult to know more vocabulary around them. Based on this case, the most obvious that the researchers find is the students have problem in knowing more vocabulary. This situation makes the students difficult and lazy to study English in the class. Based on the background of this problem, researcherrs are eager to conduct a research to find out the effectiveness of Word Find Puzzle on the students' vocabulary mastery.

REVIEW OF LITERATURE

Basically, skills and knowledge are related to one and another. As claimed on some studies that from knowledge we can learned passively, but without skill it is only learned a conceptual complex understanding. Therefore, the skills that belong to anyone can be different because of the fact that people come from different backgrounds senses skills differently. Vocabulary is a very necessary aspect and ability that must be mastered, because reading is an inseparable process in teaching and learning. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Then, other expert said that Vocabulary knowledge is often viewed as a critical tool for second languages learners because a limited vocabulary in a second language impedes successful communication. Vocabulary is in center position of language component, because all aspects depend on it. In other word, vocabulary has go through with one of the object of the research in the methodology of teaching.

Kind of Vocabulary

Scrivener (1994) said that an necessary consideration for teacher program vocabulary work is the distinction between productive and receptive vocabulary. The significant differences between productive and receptive vocabulary will be seen the function while using vocabulary.

- **Productive Vocabulary**

Productive vocabulary usually called as active vocabulary. It is the words that are utilized in writing and speaking skill. Receptive vocabulary is easier to be studied than productive vocabulary. People must be able to choose the word which is suitable with the situation. Therefore, the learner must be an extra effort to learn an active or productive vocabulary.

- **Receptive Vocabulary**

Receptive vocabulary sometimes called as passive vocabulary. It is the word that is utilized in reading and writing skill. Receptive vocabulary is the set of words that we recognize and understand, but tend not to use ourselves. Learner's receptive vocabulary is beneficial in understanding what the learners have heard and what they have read. If the learner has much receptive vocabulary, they will understand what the text talking about.

The Type of Vocabulary

Harmer (2010) distinguished between these two kinds of vocabulary. The first kind of vocabulary refers to the stock of word which have been treated by the teacher or learn by the students and which are anticipated to able to use. While the second term refers to the words of which the students will recognize when they meet them, but of which they will probably not be able to pronounce. According to Haycraft (1978), vocabulary can be separated into two. Similar with the previous paragraph, he also divided it into active and passive vocabulary. Active vocabulary is the words that the students understand, can pronounce correctly and use constructively in speaking and writing. On the other hand, passive vocabulary is the words that the students recognize and understand when they occur in a context, but of which they cannot produce correctly themselves.

According to the previous explanation, it can be summarized that there are two types of vocabulary; active and passive vocabulary. Active vocabulary could be defined as the words of which the students understand, use and pronounce constructively in speaking and writing.

Word Find Puzzle

Word Find Puzzle or word search or word mystery 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 (Yulianto, 2011). From the explanation above the writer concludes that Word Find Puzzle game is a word game that is letter of a word and the form may be horizontally, vertically or diagonally.

From the explanation above the writer concludes that Word Find Puzzle game is a word game that is letter of a word and the form 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. Many Word Find Puzzle games have a theme to which all the hidden words are related. The puzzle itself kind to play that can be utilized to exercise some language features at certain phases in studying process in means to develop communication ability.

METHODOLOGY

Setting

The study was conducted at SMA Baitul Aziz's students in academic year 2019-2020 that located at Jl. Pusaka No.313 Bandar Kalippa Percut Sei Tuan, this research was applied to complete the data that needed to make this study reasonable and acceptable as a research. The research was applied on 13th – 31st of July 2020.

Instrument

The research type used in this research was quantitative research that used the analysis to the numerical data that is processed by SPSS 24. This study was conducted by using experimental research design with pre-test and post-test design. The pretest and posttest were given to take the score of the student's achievement before and after being taught using Word Find Puzzle. Then both of the score were computed by using T-Test to find out if there is significant effectiveness of teachings' vocabulary using Word Find Puzzle technique. The design was applied in order to investigate the effect of word find puzzle in memorizing vocabulary on students (Nizar, 2016). The research design can be Table as following:

Table 1. The Research Table Design

Group	Pre-test	Treatment	Post-test
Experimental	√	Using Word Find Puzzle	√
Control	√	Without Word Find Puzzle	√

Sample and Population

The population of this research was tenth grade of SMA Baitul Aziz Percut sei Tuan of 2019/2020 academic year. The population in this research was in the table below :

Table 1.2 the Population of Research

No.	Class	Population
1.	X-1	34
2.	X-2	26
3.	X-3	35
4.	X-4	35
Total		130

The samples in this research are X-1 which consists of 34 students is chosen as the control group and X-2 which consists of 26 students as the experimental group. To determine the research samples from the population, the research took the samples by using cluster random sampling.

Table 1.3 the Sample of Research

No.	Class	Number of students
1.	Experimental	34
2.	Control	26
The Total Sample		60

Technique of Collecting Data

As the technique of data collection, the researchers were using pre-test, treatment and posttest. At the first meeting, the researchers gave pre-test to student. The purpose of pre-test is measured students' score in vocabulary mastery without Word Find Puzzle. This test is given to know how far student's vocabulary mastery. After having the pre-test, the experimental group was treated by using peer assisted learning strategy, while the control group was treated by conventional method. In last meeting, the researchers give the post-test to measure the student's score in vocabulary mastery after taught using Word Find Puzzle. The time allocation when did the post test was 50 minutes. The test was used to measure the students. It was done to know the final score of student after taught using Word Find Puzzle and one of the requirements to compare and commutating the effectiveness score using SPSS program 24.

Instrument of Collecting Data

In this research, the test was done in form of essay test to measure students' achievement at the tenth grade at SMA Baitul Aziz. The instrument which used by the writer to collect the data was games word find puzzle. The test consisted of 10 questions to measure memorizing vocabulary on students. In this games of word find puzzle consisted of the names of object in three rooms namely: bathroom, kitchen room, and bedroom. The test could be designed to measure the recall understanding. Word find puzzle can result the enjoyable situation for students to study vocabulary. There were some reasons of essay as the instrument of collecting the data, one of the biggest was because of its effective for Senior High School students.

Validity and Reliability Test

Validity was defined as the extent to which an instrument measured what it claimed to measure. In this research, the researchers used SPSS program 24 had to check the validity and reliability of the instrument. In the research we have known that the instruments given valid by using SPSS v.24. Moreover, the research used *Pearson Correlation*. The criteria of validity test are (Sudijono, 2011):

- If Pearson Correlation $> r_{tabel}$, so the test is valid.
- If Pearson Correlation $< r_{tabel}$, so the test is not valid.

In this research, the test was consistence where those tests have the same relative score although examined frequent. The Questions of reliability was the assay test by using *Cronbach's Alpha* in SPSS v.24. The instrument is reliable, so it can be concluded that (Sugiyono, 2009):

- If $r_{count} > r_{tabel}$ so the test is reliable.
- If $r_{count} < r_{tabel}$ so the test is not reliable.

Technique of Data Analysis

After the researchers got the data from pretest and post test score, the researchers analyzed the data. The researchers used a quantitative analysis technique using statistical method. This technique was used to know the significant different on the students' score before and after taught Word Find Puzzle. The researchers is used the application IBM SPSS Statistics for windows to analyzed Paired-Sample T-test. Data description was used to analyze the student's vocabulary score from post-test. The data description consists of mean, median, mode and standard deviation of the vocabulary score.

FINDINGS

The reaseach data was gotten from the test result from the samples the experimental class in X-1 and the control class in both in X-2. The experimental class and the control class with different treatment. In the experimental class, the students were taught By using Words find Puzzle. Although, in the control class, the students were taught without Words find Puzzle. It was done to see the effect of students' writing taught by using Words find Puzzle and without the Words find Puzzle. The data was collected from the pre-test and post-test results that were conducted in the end of the research.

Table 1.4 Research Result Data

Statistic Source	Class of Learning Model			
	Experimental Class (Word Find Puzzle)		Control Class (Lecture Method)	
	Pre Test	Post Test	Pre Test	Post Test
N	34	34	26	26
\bar{X}	59,12	77,06	59,23	68,85
S	17,47	15,86	16,95	17,05

From the data that has been attached previously, it can be seen that there was quite significant different scores between the control class which taught by using the conventional method and the experimental class that was given treatment using the Word Find Puzzle. The mean score in experimental class from the pre-test to the post test increased until 23,24 meanwhile in the control class was only 15,28.

DISCUSSION

The result of finding research showed that there was a significant difference between students' achievement in vocabulary mastery who learn by using Word Find Puzzle and the lecture method. Based on quantitative data could be found that the mean of the pre-test in experimental class was 58,24 and post-test was 81,48 while the mean of the posttest in control class was class was 58 and post-test was 73,28. It means that there is a difference between experiment and control class. In control class the score increase 15,28 between pre-test and post-test, but in experimental class the score increase about 23,24 between pre-test and post-test. In other words, the students' achievement in vocabulary mastery is more effective by using Word Find Puzzle. In addition, based on calculation of the t-test that H_0 was rejected and H_a was accepted. The result of the data from the pre test and post-test the students that were thought by Word Find Puzzle had been higher score and those who were thought by presentation practice production had been lower Thus this research is very useful for baitul aziz schools so that teachers, specially teacher in the field of english, can implement methods that arouse students' enthusiasm with the aim of students still waiting to learn and enjoy learning so that they love english lessons, speacially learning vocabullary.

As the conclusion of the whole chapters, it could be interpreted that students' achievement in vocabulary mastery is better taught by Word Find Puzzle than Lecturing Method, especially for the tenth -grade students of SMA Baitul Aziz.

CONCLUSION

Based on the research findings it can be conclude that the students' vocabulary mastery taught by using Word Find Puzzle is better than taught by using lecturing method. The result of pre-test and post-test both experimental class and control class was conducted after doing the treatment. Based on the data, it can be seen that there is a significant different between the experimental class and control class. The researchers concluded that there was a significant effect of the application of the Word Find Puzzle learning approach on learning outcomes, it can be seen from the results of the analysis that this is indicated by the results of

hypothesis testing which indicate that the Sig. (2 - tailed) <0.05 ($0.000 <0.05$) and the value of $t_{\text{count}} > t_{\text{table}}$ ($6.365 > 1.992$).

From these calculations, it is clear that H_0 rejection and H_a acceptance, meaning that the average value of the pretest-post test results of students is different after being given treatment by applying the Word Find Puzzle learning approach and learning outcomes using the Word Find Puzzle student scores are higher. Thus, the hypothesis H_a : there is a significant effect of the application of the learning approach which can be seen from the results of the research on students at Baitul Aziz High School, accepted.

As the conclusion of the whole chapters, it could be interpreted that students' achievement in vocabulary mastery is better taught by Word Find Puzzle than Lecturing Method, especially for the tenth -grade students of SMA Baitul Aziz .

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