

## THE EFFECT OF WORD SEARCH PUZZLE GAME IN TEACHING VOCABULARY TO THE FIRST GRADESTUDENTS OF SMPN 3 PROPO

Achmad Syarofi Al-Furqon  
Institute Ilmu Keislaman Annuqayah (INSTIKA)  
Jl. Bukit Lancaran PP. Annuqayah Guluk-Guluk Sumenep Madura 69463  
[rafi.aries@gmail.com](mailto:rafi.aries@gmail.com)

**Abstract:** This study tries to answer a reseach question: Is there any significant effect of Word Search Puzzle Game in teaching vocabulary to the first grade students of SMPN 3 Propo. .... The population is all of students at the first grade of SMPN 3 Propo. The sample is also the first grade student, and there were 29 students of the class. This research uses quantitative approach, while the research design used pre-experimental. The instruments were test and documentation, while test is used to measure students vocabulary. The result of this research is there was significance effect of Word Search Puzzle Game in teaching vocabulary to the first grade student of SMPN 3 Propo because the t-calculated was higher than t-critical in significance alpha 5% The score of t-calculated in this research was 2,05 and the score of t-critical was 10.865 in level significance 5% with degree of freedom 28 (  $10.865 > 2,05$  ). From these results, it is suggested to the English teachers to use an appropriate technique in teaching English especially in teaching vocabulary, in this case using Word Search Puzzle Game since Word Search Puzzle Game was gave positive effect in teaching vocabulary. It is also expected for further researchers to continue this research on the other vocabulary items.

**Abstrak:** Penelitian ini mencoba untuk menjawab tentang sebuah penelitian berjudul apakah ada pengaruh yg signifikan tentang penggunaan word search puzzle game terhadap pengajaran kosakata kepada siswa kelas 1 SMP 3 Propo. Populasinya semua siswa kelas 1 SMP 3 PROPO. Sampelnya juga kelas 1 dan hanya ada 29 siswa dikelas ini. Penelitian ini menggunakan kuantitatif, untuk designnya menggunakan pre-experimental. Instrumennya menggunakan test dan dokumentasi, sementara tes digunakan untuk mengukur kemampuan kosakata siswa. Hasilnya bahwa ada pengaruh signifikan penggunaan word search puzzle game terhadap pengajaran kosakata kepada siswa kelas 1 di SMP 3 Propo, karena T-hitung lebih besar daripada T-kritikal dengan signifacance alpha 5%. Nilai t-hitungnya adalah 2,05 dan sedangkan T-kritikalnya adalah 10.865 di level signifikan 5% dengan degree of freedom 28 ( $10.865 > 2,05$ ). Dari hasil tersebut, disarankan kepada guru Bahasa Inggris untuk menggunakan tehnik yang sesuai dalam mengajar tentang kosa kata. Penggunaan word search puzzle game memberikan dampak positif terhadap siswa. Di harapkan juga untuk peneliti selanjutnya untuk melanjutkan penelitian ini dalam ranah kosakata yang lain.

© 2017 Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Madura

**Kata kunci:** *Word Search Puzzle Game, Teaching Vocabulary*

Diterima : Nopember 2017

Disetujui : Desember 2017

### Introduction

Hall states in Mulyadi (2007:2) that language is the institution whereby humans communicate and interact with each other by means of

habitually used oral-auditory arbitrary symbols. Language has many aspects, one of them is vocabulary. By teaching vocabulary first, the students easily able to read, understand and memorize

vocabulary more quickly because this is a very effective way. If they do not understand about the meaning of English words, so they will be afraid of following the learning process. So that vocabulary mastery should be the first priority in English language teaching and learning.

In other hand, Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Richard (2007:255) states vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. It means without good knowledge of vocabulary, it is impossible for us to have good knowledge in four language skills.

That is why vocabulary is very important because it is the basic component to be mastered first to be able to master the four language skills, such as reading, speaking, writing, and listening.

Furthermore, Learning vocabulary has been considered a boring subject for a long time and the traditional way

of learning vocabulary by mere copying and remembering has shown to be less than effective. So it needs the strategy that more effective and interesting to teach it.

When we talk about vocabulary, it is always associated with the list of words. There are some definitions of vocabulary. According to Campillo (2000:35) vocabulary is the total number of words that make up a language. It means that vocabulary is list of words in a language. So person's vocabulary is sets of words in a language that familiar to that person.

Njoroge (2013:313) stated vocabulary can be defined as the words we teach in foreign language. It means vocabulary words in foreign language that is taught to the learners who want to learn about the foreign language.

It can conclude that vocabulary is very important because it is the basic component to be mastered first to be able to master the four language skills, such as reading, speaking, writing, and listening.

Vocabulary is central to English language teaching because

without sufficient vocabulary students cannot understand others or express their own ideas. Wilkins in Thonburry's (2002:13) book states that "... while without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed".

While Campillo (2000:36) states in her article that "No matter how well the students learn grammar, no matter how successfully the sound of L2 are mastered, without words to express a wide range of meaning, communication in an L2 just cannot happen in any meaningful ways". It means that vocabulary is a main aspect that someone has to master first to be able to communicate.

In addition, there are two kinds of vocabulary. Hiebet and Kamil (2005:3) had divided vocabulary into two types. They are:

**Receptive Vocabulary** is the set of words for which an individual can assign meaning when listening or reading. It is about knowing a word involves being able to recognize when the students heard.

In other words, receptive vocabulary refers to all the words that can be understood by a person,

including spoken, written, or manually signed words that a person can comprehend and respond to, even if the person cannot produce those words. For example, although a young child may not yet be able to speak, write, or sign, he or she may be able to follow simple commands and appear to understand a good portion of the language to which he or she is exposed.

Example : If someone said the sentence "The witness corroborated the story", a person could understand but may not be able to use the term "corroborate" in everyday conversation.

**Productive vocabulary** is the set of words that an individual can use when writing or speaking. It is about knowing a word involves being able to pronounce the word, how to write and spell it, and how to use grammatical pattern and it also involves not using the word to stand for the meaning it represents and being able to think that is suitable for the word.

Example: the words "back handspring" and "layout"

In conclusion, productive vocabulary refers to all the words that can be produced by a person to

communicate. It is included the ability to pronounce the word, how to write and spell it, etc.

Additionally, In order to learn and retain new words, learners should participate in different task based activities in their classroom. Such activities also include vocabulary games which especially focus on helping learners develop and use words in different contexts by making the lessons enjoyable. Therefore, it is necessary to explore whether students learn vocabulary effectively through games and how they learn it. One of the games in teaching vocabulary is word search puzzle.

According to Adenan (1992:9), puzzle and games are obvious types of self-motivating activity which are interesting and challenging to teach language. One of the puzzles that can be given by the teacher to make the students interested in studying English especially vocabulary is word search puzzle game. This is in line with Karim and Hasbullah's (1986:36) argued that an interesting material and media in teaching language is word search puzzle. So word search puzzle

game could be an alternative or variation in the methods of English teaching for teachers. With this method, students will not feel bored in learning English. But they will become critical and active children in learning English.

According to Huyen (2011:3) Words search puzzle games have been shown to have advantages and effectiveness in learning vocabulary in various ways. First, games bring in relaxation and fun for students. Second, games usually involve friendly completion and they keep learners interested. Richards argued (2006:19) Puzzle Game is fun, interactive, and exciting, and in playing games, students can study English structure easily, in a relaxed atmosphere, and interestingly. Through games the English teacher can motivate his/her students in learning English, and students can enjoy it. Objective of this puzzle is to find and mark all the words hidden inside the box. The words may be horizontally, vertically or diagonally. Often a list of the hidden words is provided, but more challenging puzzles may let the player

figure them out. Many word search puzzles have a theme to which all the hidden words are related.

In conclusion using puzzle is one of techniques to increase students interest in learning vocabulary. Teaching vocabulary through word search puzzle enables the students to find out to information or guests the meaning on unfamiliar words. So, the word search puzzle can help the students. The students may be happy and interesting in learning and they always try to know the new words from word search puzzle.

Based on phenomena above, the researcher interest to conduct research at that school in teaching vocabulary with the title "The Effect Of Word Search Puzzle Game In Teaching Vocabulary To The First Grade Students Of SMPN 3 Proppo".

### METHOD

Creswells (2012:20) states that research design are the specific procedures involved in the research process: data collection, data analysis, and report writing. Research design can be used to collect, analyze, and

interpret data using quantitative or qualitative research.

In this study the researcher uses quantitative research. The researcher uses pre-experimental research design, because in this study the researcher want to measure the effect of one manipulated variable to another variable without control group since the 1<sup>st</sup> grade only one class. The design uses pre-experimental research design. In this research there are two variables that are independent variable (Word Search Puzzle) and dependent variable (teaching Vocabulary).

According to Arikunto (2006:134) if the samples are less than 100, take all the sample. And if the sample more than 100, take 10-15% or 20-25% or more. The population of this research is students of The 1<sup>st</sup> grade only one class and the number of students are 29 students. Because the students of this research are less than 100, they are only 29 students, so the researcher takes all the population as a sample (total sampling).

In experiment, treatment variables are independent variable that the researcher manipulates to determine their effect on the outcome, or

dependent variable. In this study, the treatment is teaching by using Word Search Puzzle. So after conducting pre- test the researcher give a treatment by teach students the same material but using Word Search Puzzle.

Pre-test is used to know the score of students before given a treatment. The test was about fruits. In pre-test the test consists of 20 questions about translate pictures into English. So after conducting pre- test the researcher give a treatment by teach students the same material but using Word Search Puzzle. Post-test is used to know the scores of the students after given a treatment (students after taught using Word Search Puzzle). The test used the same instrument with pre-test.

### **RESULT**

Having handled the outcome for both pretest and posttest the researcher started to analyze the data, then find the difference by comparing the result of pretest and posttest.

The researcher summed up all the data, where the sum of pretest (1992), posttest (2830), the difference (853), and the square difference (31039).

Then, all the data analyze by manual computation by using t-test and it gained the t-calculated (10.865). Next, test the hypotheses, to test the hypotheses the researcher used level of significance 0.05. The degree of freedom of this research (df) is 28, and from the table of level of significance 0.05 the value of df (28) is (2.048). It meant that the value of t-critical is 2.048. Additionally, from the description above the t-calculated (10.865) is higher than t-critical (2.048), it stated that the  $H_0$  is rejected and the working Hypothesis is accepted. From the result of data analysis in this research, the hypothesis testing is shown that there is any significant effect of word search puzzle game in teaching vocabulary to the first grade of SMPN 3 PROPPPO.

### **DISCUSSION**

From the research problem as mentioned stated that Is there any significant effect of Word Search Puzzle Game in teaching vocabulary to the firstgrade student of SMPN 3 Proppo?

There is a significant effect of Word Search Puzzle in teaching

vocabulary to the first grade students of SMPN 3 Proppo, It can be proven by the mean score of pre-test and post-test that the researcher has already computed it and compared it. The mean score of pre-test is 68.689.

Moreover, the mean score of post-test is 97.586. It means Word Search Puzzle Game give positive effect in teaching vocabulary to the first grade students of SMPN 3 Proppo. Furthermore, after doing the computation it gained that the  $t$  calculated is higher than the  $t$  critical ( $10.865 > 2.048$ ).

### CONCLUSION

The hypothesis testing stated that There is a significant effect of Word Search Puzzle in teaching vocabulary to the first grade students of SMPN 3 Proppo. It can be proven by the mean score of pre-test and post-test that the researcher has already computed it and compared it. The mean score of pre-test is "68.689." Moreover, the mean score of post-test is 97.586. It means Word Search Puzzle Game give positive effect in teaching vocabulary to the first grade students of SMPN 3 Proppo.

### REFERENCES

- Adenan, F.1992. *Puzzles and Games, For Students of IKIP*. Yogyakarta: Kanisius
- Arikunto, S.2006. *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: PT. RinekaCipta.
- Campillo, C. 2000. *How to Teach Vocabulary in Funny Way*. England: Oxford University press
- Creswell, John.W.2012. *Educational Research*. United State : Pearson
- Hiebet, E & Kamil, M. 2005. *Teaching and Learning Vocabulary*. New jersey: Laurance Erlbaum Associate Press.
- Karim & Hasbullah's, Michael.1986. *Word Search Puzzle Game*. New Jersey: Laurance Erlbaum Associates Press
- Mulyadi, 2007. *Introduction to Linguistic*.Pamekasan: STAIN Pamekasan Press.
- Njoroge, Martin. C.2013“ The Use of word game purzzle as a Vocabulary Learning Strategy” *International Journal of current Resaerch*.
- Richard, Jack. C & Renandya, W. 2007. New York: Cambridge University Press.
- Thornburry, S. 2002. *How to Teach Vocabulary*. England: Pearson Education Limited.