

**IMPROVING STUDENTS' VOCABULARY WITH THE THEME
“ANIMALS “ THROUGH WORD SEARCH PUZZLE AT SEVENTH
GRADERS IN ONE OF JUNIOR HIGH SCHOOLS IN BANDUNG**

A RESEARCH PAPER

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STATEMENT

I hereby certify that this research paper entitled **IMPROVING STUDENTS' VOCABULARY WITH THE THEME "ANIMALS " THROUGH WORD SEARCH PUZZLE TO THE SEVENTH GRADE STUDENTS** is completely my own work, except where due reference are made in the text and that contains no material which has been submitted for award of any other Degree or Diploma in University or Institution, I am fully aware that I have cited some statements and ideas from many sources, and all of the citations are properly acknowledgement. If any claims related to this paper persist in the future, I will be fully responsible for clarification.

Bandung, May 2017

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ABSTRACT

Vocabulary is the most essential in learning language. The Study Entitled “Improving Students’ Vocabulary With The Theme “Animals” Through Search Word Puzzle To The Seventh Grade Students” is conducted in order to find out whether word search puzzle has significant effect to improve students’ vocabulary mastery and it aims at revealing the implementation of the use of search word puzzle in teaching Vocabulary. The study involves twenty-seven junior high school students and one English teacher of MTS Nurul Hidayah Miftahurroja in academic year 2016/2017. The research method of this study is classroom action research (Kemmis and McTaggart 1988, cited in Burns, 2010) by using test, observation and interview as data collection techniques. The data from the instruments are then analyzed qualitatively. The findings present that the use of search word puzzle can improve the students’ vocabulary. The teacher can teach the vocabulary by asking the students to play the puzzle in learning process activity. Besides, the students are very passionate in learning activity. When the teacher used the search word puzzle and divides the students into some cycles, the students focus on breaking the puzzle to find out the vocabulary in the puzzle.

Key word: *Vocabulary, Search word puzzle, CAR*

PREFACE

Alhamdulillah, with the blessing of Allah SWT, the Most Gracious and the Most merciful, the writer has been being able to finish writing her research paper entitled **Improving Students' Vocabulary with The Theme "Animals" Through Word Search Puzzle To The Seventh Grade Students.**

This paper is submitted to English Education Study Program Language and Arts Department of STKIP Siliwangi Bandung in partial fulfillment of the requirements for Sarjana Pendidikan degree. It is expected this research would be useful for the readers in general, particularly for students and the writer.

Finally, the researcher finished this paper after working hard completing the research. However, she realizes that her paper is not perfect. So, any criticisms and suggestions constructive would be welcomed to make this paper better.

Bandung, May 2017

The Writer

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Bandung, May 2017

The Writer

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MOTTO AND DEDICATION

DON'T GIVE UP ON YOUR DREAMS

This paper is dedicated to my loving Son, Family, Lecturers, Friends and to all who
support me in making this paper.

CHAPTER I

INTRODUCTION

In this chapter, the writer explains: the background of the study, research question, the objective of the study, limitation of the problem, the benefit of the study, definition of the study and organization of the study.

A. Background of the Research

Most people in the world may admit that English plays important role in many fields, especially in education. This can be seen from the real-life situation which shows many students learn English since they start their school in elementary level. Being able to use communication in English certainly becomes the aim of learning English, the communication can be performed through listening, speaking, reading, or writing, or what we call as the four English basic skills. Unfortunately, obtaining the English skill does not seem to be easy, especially for the students whether at level of elementary school, junior high school, senior high school, or even university. They have to study hard to obtain the English skills.

Besides English is not the first language for Indonesian learners, English also has different pronunciation, and the most important thing, learners should have more vocabulary to be used in communication, as Davies and Pearse (2000:68) stated, "Vocabulary is enormous importance in communication, but is sometimes neglected in English language courses." It means that vocabulary can be the main aspect which can support English learners to be able to communicate using English. Many people can speak English, even though their grammars are poor.

Vocabulary is the only thing that can help them to speak English more and understand other people who also would speak English. In another word, people who have got more vocabularies will have more chances to understand English conveyed by others even though they are not too good at grammar. Wilkins in Thornbury (2002:13) stated, “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” Based on the statement, the writer concludes that a person who has got a lot of vocabulary, he or she will be able to communicate with others, even though his/her grammar is poor, as long as the person knows or understands what another person talking is, the communication will keep going. Learning vocabulary is important, but grammar is also important to support the mastery of English as a whole.

It is admitted that having vocabulary will give many benefits for everyone who does English communication, if not, a person can have difficulties in communication. For having more distinction, the writer found a problem which is related to the aspect of English vocabulary. The problem happens to the seventh-grade students of MTS Nurul Hidayah Miftahuroja in academic year 2016-2017. Most of the students have unsatisfied score on English tests. They have problems in English vocabulary that can make them difficult to understand what their teacher talking is and how to do the English tasks or tests, as a result, they always have low scores. High scores may become the students’ great expectation, but the teachers always try to make the students having not only the high score but also the four English basic skills, especially in vocabulary aspect.

The problem of the students in vocabulary hinders them to get the achievement on English Learning how can it helped the students until having difficulties in learning vocabulary. The writer identifies some factors which cause the students have the problems. First, the students do not have dictionary, it is certainly difficult for them when they find English words that they do not know at all. Second, they do not apply what they have learned at school in the real-life situation, it is certainly will make the English lesson they have learned forgotten. Those two factors cause the students to have difficulties in doing many kinds of English task given by the teacher.

Based on the problem, there should be a solution which can give changes or improvements on the students' English vocabularies. The writer tries to find out some alternatives that can be used in teaching vocabulary, therefore the writer conducts the research to find out more detail about the situation of the students' problems and applies a teaching method. The research is conducted where the problem was found, it is at MTS Nurul Hidayah Miftahuroja in academic year 2016-2017. In conducting the research, the writer applies a kind of media that can help the students to improve their vocabularies by using Search Word Puzzle with Theme Animals. The writer assumes that a search word puzzle game can make the students not only improve their vocabulary but also let them having fun in the process of learning. In Oxford Advance Learner's Dictionary, picture is defined as "a painting", "drawing," etc., especially as a work of art. It is also to "form a mental image of somebody or something." The definition can be concluded that a person will think or imagine something he or she sees in front quickly, it is because search

word puzzle has hundreds of words that can be interpreted. Lewis and Bedson (1999:7) stated, "... all language games should be fun, but always keep the language component at the forefront of your planning." It means teachers can use the game to help the students feel fun for teaching student vocabulary.

Based on the explanation above, the writer entitles this research paper, "Improving Students Vocabulary with The Theme Animals Through Search Word Puzzle." The writer hopes the process of the research can give changes or improvement whether to the students in achieving their learning goal or the writer herself in teaching English, especially on vocabulary aspect.

B. Research Question

A research question for this is using theme Animals. The research question in this research is formulated as follow:

1. Is Word Search Puzzle effective to improve students vocabulary mastery?
2. How is the implementation of the use word search puzzle in improving students' vocabulary at the seventh grade students of MTS Nurul Hidayah Miftahuroja in academic year 2016-2017?

C. The Objective of the Research

Based on the formulated question above, the objectives of the research were:

1. To find out whether word search puzzle can be effective to improve students' vocabulary mastery.

2. To find out the implementation of the use word search puzzle in improving students' vocabulary at the seventh-grade students of MTS Nurul Hidayah Miftahuroja in academic year 2016-2017.

D. Limitation of the Problems

This study only focused on Improving students English vocabulary by using Search Word Puzzle, in this study the writer only discuss about the techniques that will be used and the motivation of students in English classroom. Those limitations are as follows:

1. The use of board game in the process of teaching vocabulary.
2. The effectiveness of using board game to the students' mastery on vocabulary.

The vocabulary thought in the theme animals are listed below : Lion, Elephant, Giraffe, Bear, Sheep, Chicken, etc.

E. Benefits

There are some benefits to the students, teachers other researchers, and writer herself.

- 1) For students

This study will be helpful for students in vocabulary and the students apply word search puzzle to improve their vocabulary skills.

- 2) For teacher of English

After knowing effectiveness in teaching vocabulary of the word search puzzle, the teacher can implement this method when they teaching vocabulary.

3) For other researchers

To be the source of information for other researchers who are also investigating.

F. Definitions of the key terms

The following clarifications of the key terms are made to avoid misunderstanding.

1. Word Puzzle

“A board game is a game that involves counters or pieces moved or placed on a pre-marked surface or "board", according to a set of rules.” The definition is cited from the internet (http://en.wikipedia.org/wiki/Board_game/21/2/2013). In this case, board game contains words that will test how far the students' knowledge on English vocabulary.

2. Vocabulary

“Vocabulary is the knowledge of meanings of words” (Hiebert & Kamil, 2005:2). In this research, the words related to the topic of the lesson will be learned by the students and apply those words in the real-life situation.

G. Organization of the Paper

The chapter consists of five chapters:

Chapter 1: Introduction.

This chapter covers background of the research, research questions, objective of the research, limitation of the problem, benefits, definition of the key terms, research methodology and organization of the paper.

Chapter 2: Literature Review.

The second chapter discusses theoretical foundation on the literature as the references to support the writer in understanding the problem. Therefore, this chapter covers theoretical framework and previous studies. These chapter covers a number of important concepts of rhetoric persuasion in teaching english.

Chapter 3: Research Methodology.

This chapter contains methodology of the research to guide the writer in conducting the research. It consists of research design, research method, instrument of the research, population and sample, data collection, data analysis, and research procedures.

Chapter 4: Findings and Discussions.

This chapter discusses the result of findings and the discussion on how to analyze the data.

Chapter 5: Conclusions and Suggestions.

This is the last chapter, it summarizes all of the chapters which have been discussed in the previous chapters. This chapter consists of conclusions and suggestions.

CHAPTER II

LITERATURE REVIEW

The whole parts of this chapter discuss all of things related to the theories of the topic discussed in the research. They consist of theoretical framework including vocabulary, teaching vocabulary, search word puzzle and previous study.

A. Theoretical Framework

1. Vocabulary

Studying language cannot be separated from studying vocabulary because it is an essential component of language. Vocabulary is one components of language beside grammar. Students who want to learn a target language have to learn those components.

a. Definition of Vocabulary

There is a statement which is worth to be considered and applied, Wilkins (in Thornbury, 2002:13) stated, “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” There are two aspects mentioned on the statement; grammar and vocabulary, both of them are certainly important on the language learning, but on the real-life situation, vocabulary seems to be the most important aspect that a person should have. A person who is not good at grammar, he can still say something in English, but if a person who is not having vocabulary, he would not be able to say anything. The writer absolutely agrees to the statement, because it can be seen on the reality that nowadays many people, especially students learn English at many places such as courses, college, private

class, etc. They learn because they want to know, learn, and have the English skills so that they can communicate with people who speak English as a foreign language.

English vocabulary now becomes a very important aspect in language learning. So, what is actually meant by vocabulary? Hiebert & Kamil (2005:2) defines, “Vocabulary is the knowledge of meanings of words.” While Thornbury (2002:1) states, “A word can be included as a vocabulary. A word is a microcosm of human consciousness.” It can be concluded that each kind of word which has certain meaning can be mentioned as vocabulary. There are lots of vocabulary that can be used by English learners, they can have looked up dictionary when they do not know the meaning of the word they will use, moreover, today’s technology is modern, the English learners can use electronic dictionary which they can find whether in computer or cellular phone.

Another opinion by Marianne Celce and Marucia Elite Olshtain.” There are two kinds of vocabulary : they are function words and content words “ (Celce – Olshtain, 2000 : 178)

- 1) The function words are those vocabulary items that belong to closed word classes (i.e. word classes that do not readily admit new items or lose old ones : pronouns, auxiliary verbs, prepositions, determiners and adverb).
- 2) The content words are those vocabulary items that belong to open word classes (words classes that readily accept new words and discard old ones). The content words can be divided into three general classes :
 - a) Words that refers to a person, a place and thing
 - b) Word that express an action, an event or a state are called verbs

- c) Words are used to describe the qualities of thing or action

b. Kinds of Vocabulary

There are different kinds of vocabulary according to different experts' point of views. According to its classes, Morley (2000:3-57) elaborates that words are traditionally allocated to one of the following classes: noun, pronoun, article, verb, adjective, adverb, preposition, conjunction and interjection; and genitive phrase.

With respect to the meaning which they convey, nouns denote what we will call „entities“. In meaning terms, verbs may be said to express processes which can be classified in one of three broad ways, they can denote actions, record events, and refer to states (a state of affair, state of mind...).

In traditional grammar, adjectives are as a describing word. Adverb has been seen as performing a so-called modifying role in relation to verbs. This role is associated with circumstantial adverbs, which are single words making the circumstances –how, why, when, where– of the verbal process. Prepositions have the features of being accompanied, indeed normally followed, by a complete element in the form of a (single or multiple word) phrase or a clause. Conjunctions have been seen as grammatical connectors and are classified into two subtypes: coordinating and subordinating conjunctions. Interjections are typically described as those words which are used to express the speaker's exclamation or emotional reaction but which have no further lexical content.

Genitive phrases are perhaps most readily associated with marking possession and are also variously known in literature as possessive phrase or genitive noun phrases.

Based on how often vocabulary occurs in a language, Nation (2008:7) divides vocabulary into high frequency words, academic words, technical words and.

1) High Frequency Words

The high frequency words of English have some characteristics. First, each high frequency word occurs very often so the effort of learning it will be repaid by plenty of opportunities to meet and use it. Second, the high frequency words are useful no matter what use is made of English. Third, because of their frequency and wide range they make up a very large proportion of running words in all kinds of texts and language use. Fourth, they are relatively small group of words (2,000) that could be covered in a school teaching program over three to five years.

2) Academic words

For learners with academic purpose, the academic words are like high frequency words and they deserve similar attention.

3) Technical words

For learners with academic purposes, technical vocabulary is also important but this is probably best learned while studying the content matter of the particular specialist area.

4) Low frequency words

Low frequency words have the following characteristics. First, each word does not occur very often. Second, most low frequency words have a very narrow range. They are not needed in every use of the language. Third, the low frequency make

up a very small proportion of the running words in a text, once proper nouns are excluded usually less than 10% of the running words. Fourth, there are a very large group of words, numbering well over 100,000.

From the point of the knowledge of words, Kamil and Hiebert (2005:3) explain that there are at least two forms, receptive and productive. Receptive, or recognition, vocabulary is that set of words for which an individual can assign meanings when listening or reading. Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently.

Johnson (2008: 93) also elaborates four different vocabularies, they are:

1) Listening vocabulary

Listening vocabulary are the words we hear and understand, commonly referred to as words we know. This is the largest of our vocabularies and the one upon which the others are built.

2) Speaking vocabulary

Speaking vocabulary are the words we use in conversation. Our listening vocabulary is larger than our speaking vocabulary because our understanding of some words is incomplete or contextual (we understand a word in the context of a sentence or situation, but not necessarily by itself). Thus, adding both depth and dimension to our word knowledge enables us to express our thoughts more efficiently and effectively.

3) Reading vocabulary

Reading vocabulary are the words that we are able to read. Most students enter school with very few words in their reading vocabulary. To this, they add approximately three thousand new words a year. As stated earlier in this book, learning to read is much easier if students are reading words in their listening and speaking vocabularies. Thus, increasing the number of words in students' listening vocabularies makes learning to read easier.

4) Writing vocabulary

Writing vocabulary are the words we use to express ourselves in written form. This is usually the smallest of the four vocabularies. We write using only those words we can read and understand. Just like listening and speaking vocabularies, our reading vocabulary is larger than our writing vocabulary.

In term of form, Kamil and Hiebert (2005:3) also divide vocabulary into two, oral and print vocabulary. Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Print vocabulary consists of those words for which the meaning is known when we write or read silently. The point of the statement above is that vocabulary is needed both for spoken and written activities.

Regarding the spoken and written vocabulary above, Brown (2001: 305) says that written English typically utilizes a greater variety of lexical items than spoken conversational English. Supporting it, Schmitt (2008:1) quotes Nation's (2006) that research shows that learners need to know approximately 98 percent of the words in written or spoken discourse in order to understand it well. Schmitt also

adds that reaching this percentage of coverage in written texts takes about 8,000–9,000 word families. The spoken mode requires slightly fewer word families, about 5,000–7,000.

The point of those elaborations is that English has various kinds of vocabulary that needed to be learnt in order to use English effectively. Hence, teachers must know them in purpose giving consideration of which suitable to be taught to the students to help them in learning English.

c. Improving Vocabulary

Improving vocabulary is a complex task because it includes the meaning of the words that learner have to mastery. A good teacher should use appropriate techniques and enough practice for certain words, so that the objectives will be achieved. Concerning the appropriate techniques, a teacher must choose suitable method to improve English vocabulary. The teacher has to introduce not only the meaning of the words but also has to use appropriate method for each other aspect of language. Improving vocabulary is very significant for the students because in the improving of vocabulary extension. More vocabularies learners have, more chances they master the language.

d. The Importance of Mastery Vocabulary

Emphasizing how fundamental a vocabulary in assigning meaning in a language, David Wilkins (in Thornbury 2002: 13) argues without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Vocabulary gave bigger involvement in conveying meaning of a language than grammar do yet grammar also completely cannot be overlooked.

Moreover, emphasizing the significant of vocabulary to communicate, Brown (2001:377) states that in fact, survival level communication can take place quite intelligibly when people simply string words together-without applying grammatical rules at all. The point is that vocabulary is what gives big influence to the people's communication. In line with Brown, Lightbown and Spada (2006:100) stated that we can communicate by using words that are not placed in the proper order, pronounced perfectly, or marked with proper grammatical morphemes, but communication often break down if we do not use the correct word.

In relation to the significance of vocabulary for someone's competencies in speaking a language, Richards and Renandya (2002: 255) states that vocabulary is a core component of language proficiency and provides much of the basis of how well learners speak, listen, and write. It explains that vocabulary plays a big role in supporting someone's ability in different skills (listening, speaking, reading writing). Nation (2002: 19), in relation to reading skill, notes that vocabulary is not that makes text difficult but it is a very important feature affecting readability and is major factor in most readability measures. It is strengthened the perception that vocabulary is one of factors that contribute to the easy reading and understand of a text.

e. Some Techniques in Improving Vocabulary

Improving techniques is important in learning process not only determined by teacher and students' competence but also within appropriate technique. We have to learn vocabulary whenever we come into contact with a new language and try to

use it. However, studying language causes some problems, because many students consider learning vocabulary easier and more pleasant.

Improving techniques are very helpful for teacher. It is the teacher's task to use appropriate technique of vocabulary improving, it does not mean that if the teacher uses a certain technique. From explanation above, it means that techniques in improving English vocabulary is very important and the teacher should use appropriate technique to improve vocabulary, in order to motivate and help the students in learning process.

The writer thinks that vocabulary becomes an essential aspect in language communication, therefore it should be developing through kinds of activity in the research. Hackman (2003:10-11) suggests some alternative ways that can develop the students' vocabulary, those are as follow:

a) Help pupils to extend vocabulary through whole class and guided group work by:

- (1) Planning for the introduction of new vocabulary. You could indicate on short term plans where and how new vocabulary will be introduced.
- (2) Encouraging "word of the day". You and the pupils identify a new word each day and attempt to use it in context as many times as possible.
- (3) Modeling specific reading strategies to develop vocabulary, for example drawing on analogies (rain, snow, sleet) or word families (either linked to spelling patterns or meaning).
- (4) Exploring prediction of story and dialogue through either the use of textless picture books or the masking / covering of a specific piece of dialogue or text.

- (5) Pre-teaching vocabulary before meeting it in a text, for example key words such as technical terms, or words in unfamiliar contexts.
- (6) Developing the role of the class novel to enthuse and engage children in reading and to extend and introduce new vocabulary.
- (7) Checking understanding of vocabulary meaning through targeted questioning particularly in guided reading and writing sessions.
- (8) Providing clear objectives for developing vocabulary, for example giving pupils four words and asking them to use them during the lesson.
- (9) Modeling a piece of writing in front of the class, explaining and verbalizing vocabulary choices as you go.
- (10) Using guided writing sessions to support small, targeted groups to review a piece of writing and challenge vocabulary choices made.

b) Encourage pupils to develop vocabulary during independent tasks by:

- (1) Promoting the use of dictionaries, thesauruses and spelling investigations to extend the range of words used.
- (2) Giving pupils a vocabulary notebook in which to record unfamiliar or newly discovered words which can be stored until they need to use them.
- (3) Playing word games to extend and challenge understanding of vocabulary, for example exploring words in other curriculum areas (e.g. a *foul* in sport and other meanings and usages), or identifying and focusing on words which act as more than one part of speech (e.g. address (noun) and address (verb)).
- (4) Developing and extending independent reading experiences, for example, you have a 'special set' of books by the same author or text type of class novel. The

pupils recommend and swap books from the set and then discuss through a reading circle.

- (5) Encouraging reading partners/buddies to talk about books read, to ask questions and make recommendations. This could effectively be run across year groups or with targeted specific groups.
- (6) Encouraging pupils to use the learning environment to support independence by making sure they know where to find resources and prompts.

2. Word search puzzle as Media of Improving Vocabulary

In this study, the writer uses one of teaching media to improve vocabulary to make it interesting to the students. The media is puzzle. By using puzzle, students feel something new and different from what they usually got in their class.

a. Definition of Puzzle

According to Hornby (1995: 947), “ puzzle is a thing that is difficult to understand or answer a mystery or a question or toy that is designed to test a person’s knowledge, skill, intelligent,” etc. The definition can be concluded that puzzle is something which can be a media of someone to get information, it is said so because a word search puzzle can give thousands of words to be translated and interpreted. When someone know, what is inside on the puzzle and what actually meant is by that word puzzle, then he can say and states many kinds of assumption through series of words.

b. Puzzle as media to Improve vocabulary

Improving media is important in teaching learning process not only determined by teacher and students' competence but also with in appropriate media. In Indonesia, most of English students have difficulties in learning English they are less motivation in studying English because they believe that English is hard subject in that case, an English teacher needs to be responsive to the students condition, the teacher should make students passionate in learning English. Teacher also should consider some factor in teaching and learning process. There are so many kinds of English improving media, one of them is puzzle. Puzzle could be used to improve vocabulary because of its puzzle media with theme animals that very important to help students become effective and interesting in learning process. Word search puzzle has hundreds of words that can be interpreted. Lewis and Bedson (1999:7) stated, "... all language games should be fun, but always keep the language component at the forefront of your planning." It means teachers can use the game to help the students feel fun for teaching student vocabulary. The Kind of game that can be appear in the English class it's like Exploring prediction of story and characteristics of the animals with word puzzle through either the use of textless picture books or the masking/covering of a specific piece of dialogue or text. With this activity the researcher be convinced that the puzzle can be improving students learning process.

"A board game is a game that involves counters or pieces moved or placed on a pre-marked surface or "board", according to a set of rules." The definition is cited from the internet (http://en.wikipedia.org/wiki/Board_game/21/2/2013). In this

process of Improving students learning English, board game contains words that will test how far the students' knowledge on English vocabulary. Every single word can be used to enrich the students knowledge or find the meaning and that can be use to substract level of idleness to study English.

When someone know, what is inside on the puzzle and what actually meant is by that word puzzle, it is said so because a word search puzzle can give thousands of words to be translated and interpreted. According to Hornby (1995: 947), “ puzzle is a thing that is difficult to understand or answer a mystery or a question or toy that is designed to test a person's knowledge, skill, itelligent, ”

The suggestion for improving retention contained in the activity it can be woven into almost any situation. It not might be possible to use all of them during one class session. Across class session, however, each of them eventually could be integrated into a course. Research method associated with the four cluster in the integrated models.

Grasha (2002 : 223) “Instructional processes should emphasize such things in the following ways :

- a. Teach with the transfer of information and mind. Through examples and demonstrations how consepts fit a deverse set of situation.
- b. Have students work on cases, problems, questions, applications, and other activities where they have to find and / or select the information that applies.

Based on the devinition above, that the word search puzzle can be transferable information about how the method of improving vocabulary in this case is to the students. Puzzle is the applications and other activities in the class research to make

the students have a new defiance when they have a kind a new queation or problems.

c. The Advantage and disadvantages of using Puzzle

a. The Advantages

- 1) Puzzle supplies source of word which can be reconciled by teacher if she/he needs certain illustrations.
- 2) Puzzle can be inspiration sources for teachers who do not have certain ideas.
- 3) Puzzle can be used by all teachers. Who need them; the purpose of puzzle can be used by other teacher with different goals.

b. The Disadvantages of Using Puzzle

- 1) Tools that use puzzle for teaching English in school are limited.
- 2) If the teachers do not provide the tools for teaching before, so it will spend a lot of time in the class

B. Previous Study

Lesmono (2010) conducted a study related to the similar topic. In his research, he implemented crossword puzzle and some activities in playing crossword puzzle in conclusion, by using crossword puzzle, he improved the students' vocabulary mastery because crossword puzzle facilitates the students to be familiar with the words so that they could memorize them well because they were attended several times in playing crossword puzzle.

The study of vocabulary also has been conducted by Zunita (2010). In her research, she shown that by applying crossword puzzle, the students' vocabulary

has improved. She also suggested in applying crossword puzzle, the researcher needs to a better preparation before.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the methodology of the study. It consists of research design, research method, population and sample, instruments, data collection and analysis.

A. Research Design

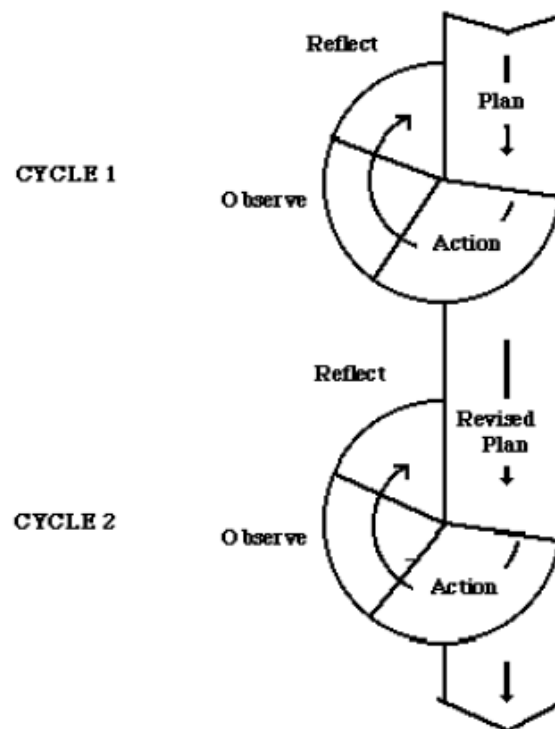
The writer uses qualitative method as research design. Qualitative research is an umbrella term used to refer the complex and evolving research methodology. It has roots in a number of disciplines, principally anthropology, sociology, and philosophy, and now used in almost all fields of social science inquiry, including applied linguistics. A plethora of research approaches has been developed within qualitative research, including narrative inquiry, case study, ethnography, action research, phenomenology, and grounded theory (Heigham, 2009 : 5).

B. Research Method

The research was conducted through action research. Action research has several definitions. Burns (2010) says that “It is related to the ideas of ‘reflective practice’ and the teacher as researcher. It involves taking a self-reflective, critical, and systematic approach to explore your own teaching contexts.” Kemmis and McTaggart (1992) as cited in Cohen, Manion and Keith (2000;5) state that:

Action research is concerned equally with changing *individuals*, on the one hand, and, on the other, the *culture* of the groups, institutions and societies to which they belong. The culture of a group can be defined in terms of the characteristic substance and forms of the language and discourses, activities and practices, and social relationships and organization which constitute the interactions of the group.

As stated briefly by the experts above, action research means to conduct a research based on the problem in the classroom. The research need to try to overcome the problem by conducting a research through several steps.



Adapted from Kemmis and McTaggart (1988) cited in Burns, 2010

As Burns says, the research should involve systematic approach. Kemmis and McTaggart (1988) who are the experts on this field have designed steps to take when doing an action research. The steps that they offer are adapted to become the framework of steps in this research. As shown by the schema above, the steps involve planning, action, observation and reflection.

1. Planning

In this step, the researcher identified a problem and developed a plan of action in order to bring improvement (Burns, 2010).

2. Action

The researcher used search word puzzle to improve students' vocabulary.

3. Observation

As the research conducted the action, the collaborators observed what occurred in the class. The collaborators were equipped by observation sheet. She might note what happened during the lesson and may take photograph.

4. Reflection

After conducting action and observation, the researcher reflected and evaluated whether the class had made good improvement. In the reflection phase, the researcher determined lack of his teaching and revised the plan.

C. Population and Sample

The population of this research was the students of MTS Nurul Hidayah Miftahuroja, Ciwidey. The selection of the population site was based on the writer's willing to apply the search word puzzle technique in countryside, and want to know whether the puzzle can be applied in the school in a countryside or not. Besides, the school was very welcome in giving opportunity for the writer to conduct the study.

The participants of the study were an English teacher in this school and one class of the seventh grades. The reason for conducting this research in the seventh-grade students was that it would be better if this media can be applied in class activity, in hope they could improve their vocabulary well.

D. Instruments

In this research, the writer uses three kind of instruments. These are the explanation.

1. Test

A test or examination (informally, exam or evaluation) is an assessment intended to measure a test-taker's knowledge, skill, aptitude, physical fitness, or classification in many other topics (e.g., beliefs). A test may be administered verbally on paper, on a computer, or in a confined area that requires a test taker to physically perform a set of skills.

2. Observation Sheet

Burns (2010) says that an observation sheet is one way to gather observation data using a coding system or checklist that consists of aspects during teaching learning activity. It is sometimes called systematic or structured observation (ibid). Burns describes that it will be better for the researcher to use a simple checklist so that the observer is able to focus on the specific issue.

3. Interview

Interview is the verbal conversation between two people with the objective of collecting relevant information for the purpose of research. According to McNamara, (1999) interviews are particularly useful for getting the story behind a participant's experiences.

E. Data Collection Technique and Analysis

1. Data Collection Technique

a. Test

The researcher will apply the pretest and posttest. The test will be a reference to know the achievement of the students. The researcher will use picture puzzle as the treatment to improve the students' vocabulary.

b. Observation sheet

The observation was directed to get the information about the activity in the classroom. The researcher will use observation sheet, where the researcher can see what the teacher and the students do.

c. Interview

Interview is the instrument of data collection by asking question to the respondents and the answer will be noted or recorded (Hasan, 2002 : 85). Interview is done to get further instructional information about teaching and learning process to Improving English Vocabulary at MTS Nurul Hidayah Miftahuroja. In this research, the writer interviewed English Teachers at MTS Nurul Hidayah Miftahuroja to know the general idea, includes the teaching learning process and assessments.

2. Data Analysis

The data from observation, and interviews were collected then analyzed qualitatively. The data from test will be a guideline to know the students' achievement. The data from observation were used to describe the activities .in the

classroom. The data from interview were analyzed by writing out the conversations into written texts.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presents the result of the classroom action research in improving students' vocabulary at the seventh-grade students of MTS Nurul Hidayah Miftahuroja in academic year 2016-2017 through the use search word puzzle, it describes and discusses the data collected from the research.

A. Findings

1. The Use of Search Word Puzzle in Improving Students Vocabulary

a. Based on Test

The result of students' vocabulary mastery achievement test showed that the implementation of search word puzzle could improve the student's vocabulary mastery. It could be concluded by analyzing the student's score before the research and students mean score of each cycle.

In the pre-test, the mean score was 54. The highest score was 7.2 (Students 17) and the lowest score was 4.1 (Students 14).

Table 4.1. Pretest Score

No	Name	Score of Pre-test
1	Students 1	4.7
2	Students 2	4.8
3	Students 3	5.6
4	Students 4	6
5	Students 5	4.8
6	Students 6	5
7	Students 7	5.6
8	Students 8	7
9	Students 9	4.9
10	Students 10	5.3
11	Students 11	5.4

12	Students 12	5.5
13	Students 13	6.1
14	Students 14	4.1
15	Students 15	5.5
16	Students 16	6.1
17	Students 17	7.2
18	Students 18	4.9
19	Students 19	5
20	Students 20	5.5
21	Students 21	6.4
22	Students 22	4.4
23	Students 23	5.5
24	Students 24	6
25	Students 25	5.5
26	Students 26	4.9
27	Students 27	5.7
	Total Score	147.4
	Mean	5.4

In cycle 1, the mean score of post-test was 5.7. The highest score was 7.5 (Students 17) and the lowest score was 4.7 (Students 22).

Table 4.2. Posttest Score In cycle 1

No	Name	Score of Posttest in Cycle 1
1	Students 1	5.2
2	Students 2	5.1
3	Students 3	6.4
4	Students 4	6.3
5	Students 5	5
6	Students 6	5.5
7	Students 7	5.9
8	Students 8	6.9
9	Students 9	5.5
10	Students 10	5.6
11	Students 11	5.4
12	Students 12	5.8
13	Students 13	6.4
14	Students 14	4.9
15	Students 15	5.8
16	Students 16	6.3
17	Students 17	7.5

18	Students 18	5
19	Students 19	5.4
20	Students 20	5.9
21	Students 21	6.8
22	Students 22	4.7
23	Students 23	5.5
24	Students 24	6.4
25	Students 25	5.8
26	Students 26	5
27	Students 27	6
	Total Score	156
	Mean	5.7

While in cycle 2, the mean score of posttest was 6.1. The highest score was 7.7 (Students 17) and the lowest score was 5 (Students 22).

Table 4.3. Posttest Score In cycle 2

No	Name	Score of Posttest in Cycle 2
1	Students 1	5.2
2	Students 2	5.4
3	Students 3	6.4
4	Students 4	6.5
5	Students 5	6
6	Students 6	5.9
7	Students 7	6.1
8	Students 8	7.5
9	Students 9	6
10	Students 10	6.2
11	Students 11	5.9
12	Students 12	6.2
13	Students 13	7
14	Students 14	5.5
15	Students 15	5.9
16	Students 16	6.7
17	Students 17	7.7
18	Students 18	5.4
19	Students 19	5.6
20	Students 20	6
21	Students 21	6.8
22	Students 22	5
23	Students 23	6

24	Students 24	6.2
25	Students 25	6
26	Students 26	5.4
27	Students 27	6.4
	Total Score	164.9
	Mean	6.1

From the explanation above, it could be seen that the students' mean score improved in every cycle. Meanwhile, not all students pass the KKM (70) but based on the students' improvement, the researcher could conclude that the implementation of search word puzzle in teaching vocabulary could improve the students' vocabulary mastery on the fourth grade of MTS Nurul Hidayah Miftahuroja.

b. Based on Observation

The observation was done by the teacher as the observer during the research. The result of the observation was the as field notes. From the field notes, the researcher found some weaknesses and strengths during the implementation of search word puzzle.

Based on the teaching-learning process conducted in the first and second cycle, several weaknesses could be identified during the implementation of search word puzzle. In the first cycle, most of the students were unexcited to join the lesson. They preferred to become good listeners. They had little intention to take part in the teaching learning process. It was getting worse since they were so shy and afraid of making a mistake. In fact, it was much better in the cycle 2. They became active. Unfortunately, their activity turned them to be noisy. Some of them were busy with themselves when the teacher explained the lesson.

Instead of weaknesses, there were also some strengths that could be found in the first and second cycle. In the first cycle, they paid attention carefully on the teacher's explanation in how to act and guess the action. It attracted their curiosity. They also enjoyed the lesson. They looked so happy and had motivation to be involved in the classroom activities. While in the second cycle, they had a much better progression in how to guess, grasp and answer the meaning of certain words related to the topic by the teacher. They seemed to be so active, excited and full of participation every time the teacher asked them to guess and answer the question. They were also not shy anymore to demonstrate the action. By combining games and group work, it trained them in how to work together, help one another and be cooperative.

c. Based on Interview

The researcher conducted an interview to the teacher and students. The observer said that in the first cycle some of the students were still busy with themselves. He also stated that they were still shy when the teacher asked them to do the instruction while doing the action.

In the second cycle, the observer said that there were several significant improvements. The students looked very active in the teaching learning process. There was a change of behavior from passive to be active. They felt happy with the class atmosphere.

*Researcher : Sudah berapa lama Bapak mengajar Bahasa Inggris?
(How long have you been teaching English)*

*Teacher : Saya sudah mengajar sekitar empat tahun
(I teach English is about four years)*

*Researchers : Apakah bapak senang mengajar pelajaran Bahasa Inggris ?
(Do you enjoy teaching English lesson ?*

- Teacher :Yes, I am very happy to teach English
(Ya, saya sangat senang mengajar pelajaran Bahasa Inggris)
- Researcher :Sebagai guru Bahasa Inggris , kesulitan apa yang bapak rasakan dalam mengajar pelajaran Bahasa Inggris.
(AS an English teacher ,what difficulties do you found in teaching English lesson)
- Teacher :Kesulitan yang saya rasakan adalah kurangnya media yang kami miliki di sekolah ini untuk mengajarkan bahasa inggris ,seperti buku ajar bahasa inggris dan media gambar.
(My difficulty in teaching English is the lack of media for me to use in teaching English to the students such as ,English language text books , and media pictures).
- Researcher :Apa pendapat anda jika media puzzle di terapkan untuk media pembelajaran bagi siswa dalam belajar bahasa inggris
(Do you think about puzzle media in teaching vocabulary students ?)
- Teacher :Menurut pendapat saya media puzzle sangat bagus untuk memicu semangat anak dalam belajar bahasa inggris karena itu seperti permainan jadi siswa tidak akan mudah merasa jenuh dalam belajar bahasa inggris.
(In my opinion, the media puzzle is one of a best media for students to learn English language lesson, because it's like a game, so it's make students will not easily get bored during learning English language lessons).

In addition to interviewing teacher, the researcher also interviewed three students, about how do they feel about applying the puzzle media in learning English.

- Researcher : Bagaimana perasaan kalian belajar kosa kata tentang binatang menggunakan media puzzle?
(How about learning the English vocabulary of animal words using puzzle media)
- Student 1 : Saya sangat senang karena pelajaran ini jadi mengasyikkan.
(I am very happy because this lesson is become very exciting)
- Student 2 : Menantang, terkadang tidak seru, kadang terlalu mudah, tapi kadang sulit tergantung pada puzzlenya besar atau kecilnya.
(Challenging, but sometime not fun, sometime too easy but sometime difficult because it depends on the puzzle big or small).
- Student 3 :Pendapat saya tentang belajar nama binatang dengan menggunakan media puzzle adalah sangat menantang ,karena kita jadi ingin cepat menyelesaikan game nya untuk untuk tahu nama hewan tersebut di puzzlenya .

(My opinion about learning names using puzzle media is very challenging because we will be very excited to finish it the game quickly to know the name of the animal in puzzle)

Researcher : Apakah media puzzle memudahkan kalian menghafal kosa kata bahasa inggris?

(Does the puzzle media make it easy for you to learn and memorize the English vocabulary)

Student 1 :Ya , walaupun permainannya menantang tetapi kosa katanya menjadi mudah untuk di ingat .

(Yes , even though the game is challenging but the vocabulary can be easy to remember)

Student 2 :Kadang mudah dihafal kadang tidak tergantung nama hewan di puzzle tersebut mudah di ingat atau tidak .

(Is sometime easy to memorize depending on the name of the animal in the puzzle itself it is easy to memorize or not)

Student 3 :Ya memang memudahkan saya untuk belajar kosakata dan nama hewan dalam bahasa inggris , tetapi jika nama hewannya susah di ucapkan tidak mudah di hafal juga , kecuali nama hewannya pendek dan hewan tersebut sudah saya ketahui.

(Yes, indeed allows me to learn English vocabulary and animals name in English but if the name of the Animals is difficult to say it also unfamiliar animal for me it will make me a little bit difficult to memorize it too)

Based on the result, it proof it that learning English vocabulary through words search puzzle give some impacts and motivation to the students in learning , most of students exciting learning vocabulary using puzzle as a media and help them to memorize the vocabulary

2. Research Process

a. Pre-cycle

Pre-research was conducted before conducting cycle I and cycle II. It was done in order to identify the problems during the teaching learning process dealing with student's vocabulary mastery before using a new technique, to know the technique applied by the teacher in teaching and to find out the students 'respond to the lesson

including their problems in learning English. In gathering the data of pre-research wanted by the researcher, there were several ways done by her such as: observing the teaching – learning process and giving pre-test to the students.

From the observation, the researcher found that the teacher only focused on writing activity. Most of the time allotment was spent for taking some notes from the blackboard. It made the students passive. In this teacher-centered model, students had less chance to take a part in the teaching learning process. Another problem was the students' difficulties in remembering, grasping and pronouncing the words. The monotonous class atmosphere and students' behavior that were getting bored in the middle of teaching-learning process were other problems seen by the researcher. Based on pre-research, the researcher identified that the students' vocabulary mastery should be improved by implementing a teaching learning process that could overcome the problems. Therefore, the researcher designed the teaching learning process through the use of search word puzzle.

b. Cycle 1

1) Planning

In this stage, the researcher and the teacher arranged the lesson plan that included competition standard and selected the appropriate material. The lesson plan was focused in giving interpersonal response, and there was a lesson plan in cycle one, the topics was "Animals". These topics discussed about kind of animals. The researcher also prepared the dialogue text, camera, puzzle, and field notes.

2) Implementing the Action

The teacher greeted the students, asked their condition and checking their attendance. The teacher got into the lesson by asking the students about kind of animals. There would be several vocabularies that they were going to learn. When the teacher asked about the animals at zoo, almost all of the students kept silent. Next, the teacher asked the students to mention some pet. Some students stated the objects such as: kucing, anjing, burung etc. The teacher asked the students to mention those things as stated previously in English. Only few of them could give some answers such as: cat, dog, bird, etc.

The researcher then used search word puzzle in teaching vocabulary. The students made a group that consist of four students. The students began to play the puzzle while the researcher giving the explanation. Then, the researcher decided to write about the pet in the black board, asked to copy them, read the vocabulary and ask the students to repeat after her. In the end of the lesson, the researcher explained that in learning about animals, there would be demonstration and example. The teacher demonstrated the actions related to the topic and asked the students to pay attention.

3) Observation

The teacher entered the seventh-grade classroom soon after the bell rang. The situation was so noisy and crowded. A few minutes later, they kept calm the teacher explained to the students about the topic which was “At Zoo”. When the teacher asked the meaning of the topic, they just kept silent. There was no response at all. The teacher told the meaning of school. They were afraid of answering the question which actually they could do it.

The situation was not supporting enough, since it was the last lesson. Moreover, the students looked very tired and its weather was very hot. The students listened to the teacher when he told them about the goal of the lesson. The teacher asked them to mention some objects at school. Since there was no volunteer who wanted to try, the teacher pointed certain student. She stated the object in Indonesian. It was followed by other students who raised their hands. Their answers were “kucing, anjing, burung”. The teacher asked the students to mention the objects in English, but only few of them could state it. When the teacher asked about “burung” in English, no one of them could answer it. The teacher gave a model about the action once and the students paid attention on him. Then the researcher used search word puzzle to teach the vocabulary.

Considering the fewer vocabularies mastered by the students, the teacher decided to write down all of the vocabulary on the blackboard. The teacher asked them to copy on their books. Next, the teacher read the animals at zoo and asked the students to repeat after him. The students seem shy and reluctant to do so. The teacher asked to repeat again after him loudly. In the middle of reading those objects, some students laughed since they felt that the way of words pronounced were funny.

4) Reflection

After analyzing the observation result in this cycle, the researcher reflected several positive results and some weaknesses in the first cycle. They were described as follow:

a) Positive

- (1) Using search word puzzle in explaining the topic of “Animals at Zoo” attracted students’ curiosity. They paid attention carefully to the teachers’ explanation in how to act and guess the action
- (2) They enjoyed the lesson. It could be seen from their happiness, smile and press less when the class started. Their English score increased significantly compared with the pre-test. In the post-test, there was an improvement. It means that there was an improvement of students’ vocabulary mastery as well. The mean score of pre-test was 45.34 and the mean score of the post-test was 60.68. There was an improvement of the students’ vocabulary mastery after cycle 1.
- (3) There was a changing on students’ behavior to the lesson. They were so active and enthusiastic to be involved in the lesson

b) Weaknesses

- (1) Some of the students were still busy with themselves. They did not listen to teachers’ explanation. They preferred to look at their friends’ action rather than try to practice.
- (2) Some of the students were still shy, when the teacher asked to practice the action both in group and individually. Some of them were afraid to make a mistake as the teacher instructed to do the action. It made them be passive one.
- (3) In taking the object asked by the teacher or grasping the meaning of the word, the students still made mistakes. They took the different object from

the instruction stated. Dealing with the pronunciation, they still made error as well.

Based on the fact, the researcher thought that it was necessary to conduct the second cycle.

c. Cycle 2

1) Planning

Such as in the cycle I, in the planning stages the researcher prepared: lesson plan, dialogue text, camera, puzzle, field notes, and some weaknesses which was found in cycle one.

2) Implementing the Action

In this stage, the researcher reviewed some difficult words that most of students didn't understand the words. Then the researcher used pictures puzzle and divided the students into group directly, so they must work together to solve the puzzle. In this game, the teacher and the students done the puzzle together. The teacher distributes a puzzle to each group. Then, the teacher read the clue and tried to make students understand the clue. The teacher asked to all of group to answer the puzzle. The groups, who know the answer, raise their hand and write the answer in the blackboard. The teacher will observe and give a score to the group. The group that got the greatest score is the winner. For about thirty minutes the students try to solve the puzzle with the teachers help. There was some group who tried to answer the first time. Then the teacher gives posttest to the student for about 30 minutes.

3) Observation

In the cycle two, the students' behavior was changed. The researcher entered the class with better situation, the class was not so noisy and crowded anymore. The situation was support to begin the class, although it was the last lesson. The researcher started the class activity by dividing the students into 6 circles. The researcher then gave the puzzle to each circle. Furthermore, the students looked very tired and its weather was very hot. The students still listened when the researcher told them about the goal of the lesson. After played the puzzle, then the researcher gave the students a post test. The researcher ended the class through review the material and praying.

4) Reflection

After analyzing the observation result in cycle, the researcher reflected several positive results and some weaknesses in the second cycle. They were described as follow:

a) Positive

(1) the students still remembered the vocabulary taught. They could give the correct response or answer every time the teacher asked them to predict the action as well the pronunciation.

(2) In cycle 2, the researcher could have a better classroom management. The researcher could reduce student's noisiness and be more manageable. The students were not busy with themselves. They could put their concentration more on the lesson.

b) Weaknesses

- (1) Some of the students who were previously shy showed up their action confidently and actively.
- (2) Some of students in back rows were busy with their friends, some of them playing their phone and talking to others when the researcher explained the material.

B. Discussion

From the result of analyzing in cycle I and cycle II, the researcher will analyze the student's improvement from cycle I to cycle II. The improvements as follow:

1. The mean of pretest was 5.4 and increase 0.3 to be 5.7 in posttest in the cycle one.
2. The mean of post-test in cycle one increase 0.4 to be 6.1 in the post test in the cycle two.

The explanation above explained that the use of search puzzle could improve most of students' vocabulary. Furthermore, the result of test in pre-cycle, cycle I and cycle II showed that there was a significance impact between pretest and posttest mean. The result of posttest in cycle II and in Cycle I were higher than pretest. It shows that the student's achievement in vocabulary has improved.

Mastering the vocabulary was a needed by the students, because it would be easier for them to communicate with their friend and their teacher in learning process. Besides, vocabulary is the source to understanding what the people said.

In this research, the student's achievement was influenced by some factors. The first is the use of media search word puzzles can make students feel passionate in learning process. The second factor is the method used in presenting the puzzle. However, the researcher used the different procedure in cycle I and cycle II. Therefore, the teacher must be creative in choosing the method that appropriate with the students. The third factor is the students themselves. Although the teacher has been creative and applying the good media in teaching learning process, if the students don't have a motivation they will not get a satisfy achievement in their study.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains two main parts; conclusions and suggestions. All of findings and discussion drawn in chapter four are summarized in the conclusions. In addition, practical implication of the study in the use search word puzzle in improving vocabulary is presented in suggestions.

A. Conclusion

After conducting CAR at the seventh-grade students of MTS Nurul Hidayah Miftahuroja in academic year 2016-2017, it can be concluded that the use search word puzzle can improve the students' vocabulary. It can be proved from the following facts.

The first thing is that the use of search word puzzle can improve the students' vocabulary. The teacher can teach the vocabulary by asking the students to play the puzzle in learning process activity. Based on the findings in the test, the students had an improvement in mastering the animals' vocabulary. It is supported from the interview with the students who stated that after playing the puzzle they can remember the vocabulary easily.

The second one, the students are very excited in learning activity. When the teacher uses the search word puzzle and divides the students into some cycles, the students focus on breaking the puzzle to find out the vocabulary in the puzzle.

B. Suggestion

Several things are suggested for the teacher and further researchers, they are:

1. The teacher should apply the appropriate method in teaching learning process. The most important in choosing the method is should make students get new experience, new concept, and better skill. So, they can solve their problem in teaching learning process.
2. In applying search word puzzle, the researcher needs to a better preparation before. Moreover, the researcher should be able to determine and choose the topic which can be implemented in search word puzzle.

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AUTOBIOGRAPHY



The writer name's is Erlin Nurlaeni. She was born on September 10th 1980, Cianjur. She was the first daughter of four siblings, she has a gorgeous Son, his name is Rick Rifki Erlin. Her father is Anas and her mother is Maidah. She was graduated from MI Mukhtarussalam at 1993, then MTs Nurul Bayan Cikalong Kulon Cianjur at 1996, and Ristek Nusantara Cempaka Putih Jakarta Pusat at 2011. Finally, she continued her study at STKIP Siliwangi Bandung in English Education Study Program to take *Sarjana Pendidikan* Degree.