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THE COMPARATIVE STUDY BETWEEN STUDENTS' COMPETENCE IN LEARNING VOCABULARY BY USING WORD SCRAMBLE AND CROSSWORD PUZZLE IN "WEATHER AND SEASON" AT THE EIGHTH GRADE STUDENTS OF *SMP NEGERI 1 CILEDUG*

A THESIS

Submitted to English Education Department of *Syekh Nurjati* State Institute for Islamic Studies in Partial Fulfillment of the Requirements for Islamic Scholar Degree in English Education



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FACULTY OF SYEKH NURJATI STATE INSTITUTE FOR
ISLAMIC STUDIES
CIREBON
2012**



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ABSTRACT

SITI AMANAH: THE COMPARATIVE STUDY BETWEEN STUDENTS' COMPETENCE IN VOCABULARY LEARNING BY USING WORD SCRAMBLE AND CROSSWORD PUZZLE IN "WEATHER AND SEASON" AT THE EIGHTH GRADE STUDENTS OF SMP NEGERI 1 CILEDUG

Vocabulary is one of the important things in learning English because vocabulary supports the four of language skills of speaking, listening, reading, and writing. As a foreign language, English should be taught interactively and exciting. In order that, the writer interested to do the research in vocabulary learning by using word scramble and crossword puzzle. The aim of this research is to find out the comparison between students' competence in vocabulary learning by using word scramble and crossword puzzle.

According to the study of Magnesen from Texas University, the human brain more quickly captures information from a moving visual modality. Here is a detailed research report. Percentage that we remember when reading 20%, hear 30%, seeing 40%, saying 50%, doing 60%, and seeing, speaking, and doing 90% (Chotib, 2009: 136-137)

The method of the research in writing this thesis is quantitative approach. The population of this research is the eighth grade students of *SMP Negeri 1 Ciledug*, while the sample of this research is class VIII A and VIII D as an experiment class and a control class. The instruments are used in this research are interview, observation, documentation, and test. The instrument test using objectives test namely multiple choice. The technique of data analyzing by using t-test.

The result of the test shows that the average score of the students' competence in vocabulary learning by using word scramble (X_1 variable) is 75. The average score of the students' competence in vocabulary learning by using word scramble (X_2 variable) is 70. The result of the comparative study between students' competence in vocabulary learning with using word scramble and crossword puzzle is 3.245.

Based on the research has done, it can be concluded that the learning vocabulary by using word scramble at 40 students of class VIII A of *SMP Negeri 1 Ciledug* is good. The learning vocabulary by using crossword puzzle at 39 students of class VIII D of *SMP Negeri 1 Ciledug* is good. There is a significant comparison between students' competence in learning vocabulary by using word scramble and crossword puzzle. In learning language should be communicative, fun, and interactive because to motivate the students to learn enjoy.



PREFACE

In the name of Allah the Most Gracious, the All Merciful and Beneficent, all the praises and thanks to Allah, the Lord of the universe whose blessing is completed the righteous dads. Peace, blessing, and grace of Allah are upon the last prophet Muhammad S.A.W., upon his mother, prophet and messengers and upon his family, his companion and followers until the day of resurrection.

Certainly, that which Allah's will, there is no strength save in Allah, a power belonged wholly to Him. By His mercies and guidance was able to complete this thesis. May He strengthen faith to Him and endow with knowledge and wisdom, pardon and forgive failings and weakness.

In addition, in this occasion the writer should be like to extend her heart full gratitude and thank due to:

1. Prof. Dr. H. Maksum Mochtar, M.A, the Rector of *IAIN Syekh Nurjati Cirebon*.
2. Dr. Saefudin Zuhri, M. Ag., the Dean of *Tarbiyah* Faculty of *IAIN Syekh Nurjati Cirebon*.
3. Dr Hj. Huriyah Saleh, M.Pd., the Chairwoman of English Department of *IAIN Syekh Nurjati Cirebon* and as the First Supervisor.
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5. Dr. Ilman Nafi'a, M. Ag., as the First Examiner.
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7. H. Catur Wibowo, S. Pd. MM. Pd., as the Headmaster of *SMP Negeri 1 Ciledug*.
8. Aang Garnadi, S. Pd., as the English Teacher of *SMP Negeri 1 Ciledug* and school supervisor.
9. All teachers and staff of *SMP Negeri 1 Ciledug*.
10. Family and friends, as motivators.

Then, I would like to offer my deepest respect and graceful to my beloved father, War'on, beloved mother, Rukiyah, and beloved brother, Aris Mulyanto, for all their prayers, advice, and spirit. The last for everybody whom cannot mentioned one by one. To all of them, the writer accords her sincere gratitude.

Finally, to all whose helped and supported the writer in physical and spiritual. The writer thinks with all her sincere feeling and prays to Allah Almighty to give great reward in this world and hereafter. Aamiin.

Cirebon, December 2012

The Writer



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CHAPTER I

INTRODUCTION

A. The Background of the Problem

According to Hall (1968: 158), language is the institution whereby humans communicate and interact with each other by means of habitually used oral-auditory arbitrary symbol. Language as communication system is thought to be fundamentally different from and of much higher complexity than those of other species as it is based on a complex system of rules relating symbols to their meanings, resulting in an infinite number of possible innovative utterances from a finite number of elements.

English is essential to be taught for the younger people, for this case; students from the beginner up to the senior high school. In developing the students' ability in mastering English, it cannot be separated from vocabulary mastery. Because it can be a measurement of students' understanding in English. But, for several students learning English is difficult and feels boring.

Based on the result of interview with Garnadi (Wednesday, May 16th, 2012, 09.05 a.m.), he said that the English teacher at *SMP Negeri 1 Ciledug*, the writer got that the English ability of students is good enough, they can answer the reading text well, but they are less in understanding of the similarity and the opposite of some vocabularies. They often feel difficult when found the similarity or the opposite questions.



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Different with Garnadi's statements, Agus, an English teacher, (Monday, May 21st, 2012, 11.30 a.m.) said that a difficulty of students in learning English is in vocabulary skill. Lack of vocabulary skill causes the difficulty in understanding of words and sentences in a text. To improve students' vocabularies, he has used Grammar Translation Method (GTM) in English learning especially in text reading.

Agus usually asks students to read the text then they are asked to write the unfamiliar words of the text. After the students wrote the unfamiliar words, he asks them to translate those into English using dictionary. Sometimes the students also ask the meaning of the words to the teacher directly.

Similarly with Agus statements, Dika, an English teacher, (Monday, May 21st, 2012, 01 .30 p.m.), he also said that students less in vocabularies memorizing. They often forget these quickly. In teaching and learning process they also used GTM, but sometimes he asks the students to memorize some vocabularies which will learn in the next meeting. It is useful and effective enough to improve the students' vocabularies.

Based on interviewed with the English teachers at grade of *SMP Negeri 1 Ciledug* that the teachers use GTM and memorizing in vocabulary learning. The teachers use GTM in reading focus. To understand the text, students should find out the unfamiliar words and translate it into *Bahasa Indonesia*. Memorizing did to improve their vocabulary skills. It is effective enough but spends much time. In the fact, teachers should be able to use and combine some methods in teaching

and learning activities. Games can be part in learning vocabulary easy, enjoy, and fun.

Hadfield (2006: 48) states that students need to spend time memorizing vocabulary. They can do this by themselves out of class, but teacher can also give them help with memorization and repetition. Repetition is effective, but it can be boring. So, teacher can help make it fun by turning it into a game.

Redjeki (2007: xiii) assumes that learning a new language should be fun, interactive, and exciting. The use of games in learning environment will not only change the dynamic of the class, but it will also rejuvenate students and help the brain to learn more active. Games provide structure for interactions, reward students for collaborating and problem solving and promote cooperative learning, “individual accountability, positive interdependence, and the need for group processing and feedback,” (Millis & Cottell, 1998: 149).

Based on the assumptions above, games provide structure for interactions. Using activities and games in class encourages active learning, as well as collaboration, and interactivity. Participation in an activity requires the use of content by the learner; thus ensuring students are working with the ideas that are being taught, and applying them. In lecture situations, students are assumed to be doing this on their own.



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According to the study of Magnesen from Texas University, the human brain more quickly captures information from a moving visual modality. Here is a detailed research report. Percentage that we remember when:

1. Reading 20%
2. Hear 30%
3. Seeing 40%
4. Saying 50%
5. Doing 60%
6. Seeing, Speaking, and Doing 90% (Chotib, 2009: 136-137)

Some principles of teaching and learning process stated by UNESCO are:

1. Students centered learning
2. Joyful learning
3. Meaningful learning
4. The daily life problem solving

Based on the theories above, when the students combine between audio, visual, and act, the ability of students' achievement is 90%. It is the better than only use one of them. It also will interest them and make them enjoy in learning process.

A good teacher has to know what method is good to use in learning activities. Besides that, teacher should know the condition of class. Game method is a good method to attract students in vocabulary learning joyful and meaningful. In this study, the writer chooses word scramble to improve students' vocabulary and will compare it with using crossword puzzle. These techniques are interesting, enjoyable, and effective. Scramble is similar to other word games

that ask the player to find words in several letters that have been scrambled up on a game board. While, crossword puzzle is popular for helping students grow interested and develop skills with words.

According to the explanation above, the writer is interested to conduct the research entitled “The Comparative Study between Students’ Competence in Learning Vocabulary with Using Word Scramble and Crossword Puzzle in “Weather and Season” at Eighth Grade Students of *SMP Negeri 1 Ciledug*”.

B. The Identification of the Problem

Considering the important of the identification problem, the writer is identified the problem as follows:

1. The Research Area

The field of the research of this thesis is method of teaching. In every teaching and learning process teacher should use an effective method. Each method has advantages and disadvantages, so teacher has to plan which method is best to implement in teaching.

2. The Kinds of the Problem

There are three kinds of the problem in this research:

- a. Lack of students’ enthusiasm in English learning.
- b. Lack of students’ understanding in vocabulary learning.
- c. Students feel bore in teaching and learning process.





3. The Main Problem

As having discussed before that in learning English vocabulary, the students usually get difficult and bored when learning process run. It caused that the method is used in teaching process is not interested for the students. So, the main problem of this thesis is students' difficulties in learning vocabulary.

C. The Limitation of the Problem

Learning English is not an easy thing. There are many aspects that have to be mastery such speaking, reading, listening, and writing. But, some students difficult to do it because they don't know many vocabularies or their vocabulary are limited. As having been mentioned above that generally the students learning difficulties are of their limited vocabulary knowledge. That is why, in this thesis the writer just wants to focus on vocabulary learning. The writer chooses *SMP Negeri 1 Ciledug* as a place of the research because it is near by the writer's house and the writer wants to know how the students' competence in vocabulary in this school is. In this study, the writer limits the objects of the research at eighth grade students of *SMP Negeri 1 Ciledug*. Because of the number of eighth grade students in this school is high, about 356 students, so the writer only takes two classes, those are class A and D. In learning vocabulary there are many subject materials will be learnt, but the writer limits it in "Weather and Season"



material. In teaching and learning process, the writer will use word scramble and crossword puzzle as method of teaching.

D. The Questions of the Problem

The questions of the research are as follows:

1. How is the students' competence in learning vocabulary with using word scramble?
2. How is the students' competence in learning vocabulary with using crossword puzzle?
3. How is the comparison between students' competence in learning vocabulary with using word scramble and crossword puzzle?

E. The Aims of the Research

The aims of the research are as follows:

1. To find out the students' competence in learning vocabulary with using word scramble.
2. To find out the students' competence in learning vocabulary with using crossword puzzle.
3. To find out the comparison between students' competence in learning vocabulary with using word scramble and crossword puzzle.



F. The Usefulness of the Research

The usefulness of the research is as follows:

1. For the Student
 - a. The students are able to increase their vocabulary skill.
 - b. By applying word scramble and crossword puzzle in learning vocabulary, hopes it can improve the student's interest in English is more fun and enjoyable.
 - c. Students will be more attracted in learning English..
2. For the Teacher
 - a. The teacher can motivate students to encourage their vocabulary through word unscramble and crossword puzzle.
 - b. Teaching vocabulary by using word scramble and crossword puzzle technique is fun and enjoyable, so it is able to improve student's interest.
3. For the Institution
 - a. Words scramble and crossword puzzle in learning vocabulary can be used to improve the students' writing, reading, speaking, and listening skill.
 - b. For the institution words scramble and crossword puzzle can help students in general to develop their English capabilities.

4. For the Public

- a. The implementation of word scramble and crossword puzzle for improving students' ability in increasing their vocabulary, hoped, it can be followed by another teacher in teaching learning English activity.
- b. For improving students' vocabulary skill and capabilities in reading comprehension, writing skill and so on.

G. Operational Definition of Variable

Learning vocabulary through word scramble means that the teacher asks the students to find the words in several letters that have been scrambled up on a game board. They can do in a group or personal. In this activity, the students play words and vocabulary.

Learning vocabulary through crossword puzzle means that the teacher asks students to fill the puzzle based on the clues is given. The students answer the question by writing the word into the box that is presented by the teacher in a form of crossword puzzle. There are two forms of question, namely cross and down question. Crossword puzzle is popular for helping students grow interested and develop skills with words.





H. Assumptions

The writer assumes that learning with using games will interest the students. They will enjoy and learn without nervous and bore because they don't get push from the teacher. Their kinesthetic modality is used in learning process. In class, the students learning is not just sit down and listen to the teacher, they can do many activities.

Redjeki (2007: xiii), learning a new language should be fun, interactive, and exciting. The use of games in learning environment will not only change the dynamic of the class, but it will also rejuvenate students and help the brain to learn more active. To memory and performance benefits, games and interactive learning method have important social benefits for students. These activities allow students to practice using the vocabulary of the discipline, which social constructivists' purport to be central to learning.

Student motivation and engagement are an ongoing challenge for classroom instructors and the basis of various research endeavors. A substantial body of literature indicates that the use of non-traditional interventions, such as games, simulations, multimedia instruction and interactive activities are valuable teaching methods. For example, reporting on a study on student motivation and learning.



Christison and Armstrong in Larsen-Freeman (2000: 170) give the examples of activities that fit each type of intelligences:

1. Logical/mathematical: puzzles and games, logical, sequential presentations, clarifications, and categorizations.
2. Visual/spatial: charts and grids, video, drawing.
3. Body/kinesthetic: hands-on activities, field trips, pantomime.
4. Musical/rhythmic: singing, playing music, jazz chants.
5. Interpersonal: pair work, project work, group problem solving.
6. Intrapersonal: self-evaluation, journal keeping, options for homework.
7. Verbal/linguistic: note-taking, storytelling, debates.

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