THE EFFECTIVENESS OF WORD FIND PUZZLE TO TEACH COMMON NOUN FOR 5th GRADES OF ELEMENTARY SCHOOL
(An Experimental Study to the 5th Grades of SDN 03 Tengengwetan Siwalan Pekalongan in the Academic Year of 2010/2011)

A FINAL PROJECT

Submitted in Partial Fulfillment of Requirement
For Degree of Bachelor of Education
In English Education

By:
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RATIFICATION

Thesis with the following identification:

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A THESIS STATEMENT

I certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writers’ opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

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ABSTRACT

Ainatus Sholikhah (Student Number: 063411001). The Effectiveness of Word Find Puzzle To Teach Common Noun For 5th Grades Of Elementary School (An Experimental Study to The 5th Grades of SDN 03 Tengengwetan Siwalan Pekalongan In the Academic Year of 2010/2011). Thesis, Semarang: Bachelor program of English Language Education of Tarbiyah Faculty of Walisongo State Institute for Islamic Studies, 2010. Key Words: Effectiveness, Word Find Puzzle, to Teach Common Noun.

The main objective of this study is to find out the implementation of word find puzzle and to find out the effectiveness of word find puzzle to improve students’ understanding on common noun of the fifth grade students of SDN 03 Tengengwetan.

The method of the research is experimental study. The data were obtained by giving test to the experimental class and control class after giving a different learning to both classes. The teacher gave three times teaching to both classes.

The sampling system is this research took all of the students in the fifth grade because the students are more than 100. The number of the subjects was thirty in each class. They were V B is as experimental class (the students who were taught using word find puzzle), V A is as control class (the students who are not taught using word find puzzle).

The instruments used to collect the data were: Documentation and test. Test was used to know students’ competence before and after the experiment was run. There were two kinds of test. They are pre-test and post test.

After the data were collected, the writer analyzed it. The first analysis data was from the beginning of control class and experimental class that was taken from the pre test value. It is the normality test and homogeneity test. It was used to know whether two groups had normal distribution and the same variant. Another analysis data is from the ending of control and experimental class. It is used to prove the truth of hypothesis that had been made.

The result of the research: The mean of noun test score of the experimental were 73.75 and the mean of noun test score of control class (the students who taught without using word find puzzle) are 59.00. Using word find puzzle is more effective than without using word find puzzle in teaching common noun. It is showed of the mean of experimental class is higher than control class (73.75 > 59.00). On the other hand, the test of hypothesis using t-test formula shows the value of the t-test is higher than the value of the t-table. The value of t-test is 5.656, while the value of t-table on $\alpha = 5\%$ is 1.68 (5.656 >1.68). The hypothesis is accepted.

The result of this study is expected to be an information material for English teachers in teaching common noun.
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Praise be to Allah who has given blessing and mercies so that the writer can finish in creating this thesis.

Shalawat and salam may be granted to our noble prophet Muhammad Saw and his family, his friends, and his followers who has brought Islam until this present.

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   By expecting pray, may the goodness be charity and get the reward from Allah SWT.

   The writer realizes that this thesis is still far from completeness. So that, the writer so expects constructive suggestion and criticism from all side for the advantages of this thesis.

   Finally, the writer expect may this thesis useful, especially for the writer and generally for the reader.

وسلام عليكم ورحمة الله وبركاته

Semarang, June 10th 2010

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A. Background of the Study

Allah create human in the world with various nations, ethnics, and customs. Even so the language, one country and another country have different language. Allah states about the variety of language in surah Ar-Rum verse 22:

وَمِنْ عَلَمِهِ خَلَقَ الْشَّمَّامِسَ وَالْأَرْضِ وَأَحْيَا فَلِسْتَ نَسْبُهُ وَأَلْزَمْكَ إِنَّ فِي ذَلِكَ لَا يُشْرِكُونَ

“And of His signs are the creation of the heavens and the earth, and the diversity of your tongues and colors. In that surely are signs for those who possess knowledge.” (Ar- Rum: 22) 

In surah above, Allah shows us the signs of His authority through differences of tongue. Tongue means a language. There are no people who have the same language in the world. It is influenced by the location. People who live in difference location have difference language. They have to cooperate with one another to complete the necessities in their life.

Language is a system of arbitrary conventionalized, vocal, written and gestural symbols that enable members of a given community to communicate intelligibly with one another. Nowadays language as a tool of communication and social control. Without language we cannot communicate, express our feeling and share with other people around the world.

English is a one of international language is used in many countries over the world including Indonesia. In Indonesia, English is the first foreign language which has played important roles in the development

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of Indonesia; it is used as a means of communication when Indonesia wants to cooperate with other countries. It is also used as a national development. It is apparent that English in Indonesia is very important.

As the most important foreign language in Indonesia, English becomes one of the compulsory subjects taught in education institute. English is also considered as a difficult subject for the Indonesian students, because English is completely different from Indonesian language being look at from the system of structure, pronunciation and vocabulary. The government always made effort to improve the quality of English teaching. By improving the teachers’ quality and other components involved in educational process, the English teaching in Indonesia improved time to time.

Teaching English in elementary school is useful. As we know that young students especially students in elementary school have big memory to memorize everything they learn. Thus, in elementary school, English is taught as an additional subject. As elementary school is the place for students to learn English for the first time, the students just learn the basic vocabulary. Vocabulary is very important to be mastered first since it is an essential means in conducting communication. Based on the reason above, the focus should be on the vocabulary in the elementary school. It can help them understand the basis of studying English and prepare to study English in higher level.

English teaching involves four language skills; they are listening, speaking, reading and writing. In teaching and learning a language, there are four aspects that support four language skills above such as: grammar, vocabulary, spelling and pronunciation that they are also taught in English teaching and learning process. English has important component that is vocabulary.

Vocabulary is major concern in elementary schools materials because vocabulary is an essential means in conducting communication. Students who want to improve their English should master the
vocabulary. Vocabulary is one of the important aspects in learning English. The mastery of it would be very helpful when one was learning foreign language having a great mastery on it; it would also facilitate him to comprehend the subject learnt in which it was in English. Vocabulary is used in any situation; it is in the form of spoken or written language. We should have an adequate vocabulary to improve the four language skills. Without grammar very little can be conveyed. Without vocabulary nothing can be conveyed.\(^3\) As the writer concluded that the quality of one’s language skill depends on the quality and the quantity of vocabulary mastered, the more vocabulary he mastered, the easier to develop four language skills (listening, speaking, reading and writing) and learn English as second language generally.

Mastery of vocabulary is not an easy thing for students, especially for young learners, because young learners have limited ability in learning and memorizing the vocabulary. It is not an easy task for teacher to teach vocabulary, because of the limitation of students’ ability. So the teacher needs to apply appropriate technique in the classroom. Beside appropriate technique teacher also must use interesting medium in learning activities.

Teaching learning process should be varied to make students feel fun during the process. In language learning, they need more than instruction and common from their teacher. This is challenge for the teacher to be able to motivate the students to pay attention. Hamalik says that “media can be used to motivate students in learning”.\(^4\) The teachers’ creativity in using teaching aid will increase the probability that the students will learn more and the knowledge will retain better in their mind. The researcher hopes that by using such kind of teaching aid, our students’ will not be bored and learn English with full

\(^3\) Scott Thornbury, *How to Teach Vocabulary*, (London: Longman, 2002), P. 13

\(^4\) Prof. Dr. Azhar Arsyad, M. A., *Media Pembelajaran*, (Jakarta: PT. Raja Grafindo Persada, 2003 ),1\(^{st}\) Ed. P. 15
motivation. A good teacher has some media and he will select the efficient one in order the learners to be more interested in the lesson.

In teaching a language, a teacher might realize that teacher could not apply only one or two strategies to all levels. In reverse, teacher was required to be able to recognize the characters of the students and to select an appropriate strategy to them. It was not different from teaching English to elementary school students, the teacher was supposed to know that the students was so closed with something fun and enjoyable. So whenever the teacher taught, teacher had to be selective in choosing a strategy to introduce a learning material. A good teaching strategy would automatically facilitate to get students’ interest in learning process.

Students in elementary school are still young learners. In this research, the researcher focuses on the students on fifth graders at SDN 03 Tengengwetan. Because the students’ achievement of English subject in SDN 03 Tengengwetan is less than SDN 01 and SDN 02 Tengengwetan.

Usually students in young learners think that English is difficult. To teach vocabulary, teacher should be more creative and keep the students away from feeling bored. The teacher must be able to organize the students in teaching learning process. If the teacher cannot teach the students properly, the students will not enjoy their learning. Consequently, the teaching learning will fail.

As it is found in SDN 03 Tengengwetan, the teacher has some problems in teaching learning process. For example, the students are bored, afraid to learn, and still passive in the English class. It makes the students’ achievement in learning vocabulary low. Their difficulties in learning vocabulary make their achievement fall below the standard.

The problem that may occur in teaching learning process may bring negative impact to the students; afraid to learn, passive, and bored. It makes the teaching learning process become unuseful. If the
teacher is not attractive, the students get difficulty in studying English. Besides, they also cannot respond the explanation of teacher. The students’ mastery of vocabulary will be interested if the teacher uses suitable medium. If the media is used by the teacher are not appropriate, the students are bored and passive in learning process.

The writer looked that teacher of English subject on fifth graders at SDN 03 Tengengwetan still use conventional methods, the teacher only translates the words just monotone, so the students will easy to get bored and they will say that English is difficult. The teacher must be able to use strategies and technique in teaching and learning process.

Learning vocabulary can be done through many ways, such as: dictionary, picture, guessing, reading, game etc. To make effective techniques in teaching vocabulary especially common nouns, the teacher should create various teaching techniques to increase the motivation of students; one of them is using game “word find puzzle”. Using game “word find puzzle” in teaching vocabulary is appropriate technique to apply in class because word find puzzle is one kind of medium that can help teacher draw students’ interest and arouse their motivation in the teaching learning process more effective.

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.\(^5\)

The facts above underline may intention to present teaching vocabulary especially teaching common nouns to fifth graders of elementary school by using game “word find puzzle”. The students play the words that are taught by the teacher. So, the teacher should place a

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higher a priority on having fun in his teaching. The students are interested in game while they learn something through it.

So, the writer wants to do research on “The Effectiveness of Word Find Puzzle to Teach Common Noun for Fifth Grades of Elementary School” An Experimental Study to The Fifth Grades of SDN 03 Tengengwetan Siwalan Pekalongan sin Academic Years 2010/2011.

B. Reasons for Choosing the Topic

Some reasons for choosing the topic are as follows:

1. Teaching noun to the elementary school is not simple and easy case because teachers should be creative and able to select the appropriate technique and media.

2. Many teachers think that using media in teaching noun is not widely available, expensive, and waste much time. So, they teach through the media of learning vocabulary that are not suitable, and even some times without the media.

3. There are a lot of types of teaching media. In this study, the writer will discuss one of the visual media that is game. In this case, the writer is going to use word-find Puzzle in order to make the teaching learning process will be more interesting and helpful.

C. Definition of the Key Term

1. Effectiveness.

Effectiveness means the capability of producing an affect. The word effectiveness is noun from the word effective. Students are able to understand, mention and pronounce vocabulary about the material after being taught word find puzzle.

2. Word Find Puzzle

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A word find puzzle is a word game that is letters of a word in a grid, that usually has a rectangular or square shape. The object of the game is to find and mark all of the words hidden in the grid.\(^7\)

3. To teach Common Noun

To make effective teaching in teaching vocabulary especially common nouns, the writer should create various teaching technique to increase the motivation of students. By the end of the lesson, students are able to understand explanation about common nouns, mention vocabulary of common nouns (transportation, occupation and library) and mention and pronounce vocabulary of common nouns (transportations, occupations and library).

D. Research Question

The problems can be stated as follows:

1. How is the implementation of word find puzzle in teaching common nouns in the fifth grade of SDN 03 Tengengwetan in the Academic year 2010/2011?
2. How is the effectiveness of word find puzzle to teach common noun in the fifth grade students of SDN 03 Tengengwetan in the Academic year 2010/2011?

E. Objectives

The objectives of the study as follows:

1. To find out the implementation of word find puzzle to teach common nouns in the fifth grade students of SDN 03 Tengengwetan.

2. To find out the effectiveness of word find puzzle to teach common noun in the fifth grade students of SDN 03 Tengengwetan.

F. Significance of the Study

This research is significance for the following reasons:

1. For the students
   Hopefully the result will be beneficial for the students, so that the students can enjoy studying English by using games.

2. For the teacher
   Especially those who teach at SDN 03 Tengengwetan Kab. Pekalongan in making be motivated to learn English and teaching vocabulary especially noun.

3. For the researcher
   It is expected that it will be useful knowledge for the writer when she start her profession as a teacher in the future time.
CHAPTER II
THE EFFECTIVENESS OF WORD FIND PUZZLE TO TEACH COMMON NOUN

A. Theoretical Review

1) Teaching and Learning English at Elementary School

1). The Definitions of Elementary School

Now, English is not only taught at High School but also Elementary School. According to Kasihani, there are two function of English subject. First, English subject as vehicle to the students’ development in the field of science, technology and culture. Second, English as one of local content subject function to improve students’ competence based on their region.\(^1\) Besides, the earlier the students learn English the more knowledge and skill in English they will have and the society or people in certain district the necessity of English to be taught at Elementary School students. Moreover, the function of language learning is to be able to communicate with that language in their real life.

There are some experts who define the Elementary School students. Before we conduct the definition, we know that the Elementary school students are categorized beginners or young learners. Piaget defines that “young learners are the students who learn English as a local content subject at Elementary School that they are between six to twelve years old”\(^2\). Philips explains that “young learners mean children from the first year of formal school (five or six years old) to eleven of twelve years of age”\(^3\). Based on the definitions, it can be concluded that young learners are the students who learn

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\(^1\) Kasihani K. E. Suyanto, *English For Young Learners*, (Jakarta: PT. Bumi Aksara, 2007), P. 4
\(^2\) Ibid, P. 14
English at Elementary School students that they are between six to twelve years old.

According to Kasihani, young learners are divided into two groups: younger group (6-8 years old) and older group (9-12 years old). Based on the level of class, Kasihani divides young learners into two groups: lower class (students are in the 1, 2 and 3 classes), and upper class (students are in the 4, 5 and 6 classes).\(^4\) Besides, according to scott and Ytreberg in Kasihani, they divide young learners in to level one (5-7 years old) and level two (8-9 years old).\(^5\) Based on this explanation, the researcher concludes that elementary school students are categorized at level beginner level.

There are three basic level distinctions of the English students. They are beginner, intermediate and advance.

![Diagram of English student levels]

Figure 2.1: Representing different students’ levels.\(^6\)

\(^5\) *Ibid.*, P. 5
\(^6\) Jeremy Harmer, *The Practice of English Language Teaching*, (England: Person Education Lt, 2201), 3\(^{rd}\)Ed, P. 44
Based on the figure above, the researcher concludes that the Indonesian Elementary School students especially for 5th grade of Elementary School are categorized in to beginners in the Elementary level. They are not in false beginners’ level. False beginners; level are like adult who can’t really use any English but actually know quite a lot of which can be quickly activated. The categorized of the grade 5 of Elementary School students as the beginners in the Elementary level appear with the reason that the most of Indonesian Elementary School students have been taught English since they are the fourth years. So, it is crucial for the teachers to teach vocabulary first that links the four language skills namely listening, speaking, reading and writing.

2). The characteristics of students’ Elementary School

Teaching elementary school students is different from teaching adults, because they have different characteristics. According to Brumfit started that the characteristics of young learners are:

1). Children respond the language well through concrete things (visual things) rather than abstract things,
2). Children need physical movements and real activities to stimulate their thinking,
3). Children will be enthusiastic if they are taught using fun activities or being involved in activities,
4). Children love to play, and learn best when they are enjoying themselves,
5). Children learn well through something that is close to their culture, and
6). Children like to work together.

Children of Elementary school are children at the age 7 up to 12, they are in the smart age and often show what they know and are proud of it.

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7 Ibid.
9 Brumfit, Http://peni.staff.uns.ac.id/2008/10/10/young-learner-characteristics/.
The writer wants to add several characteristics based on Mary and Jane opinion’s in teaching children between seven and twelve. They are:

1). Are learning to read and write in their own language
2). Are developing as thinkers
3). Understand the difference between the real and the imaginary
4). Can plan and organize how best to carry out an activity
5). Can work with other and learn from others
6). Can be reliable and take responsibility for class activities and routines

You as teacher can help them with:

1). Encourage them to read in English (stories, comics, reading games)
2). Encourage them to work meaning out for themselves
3). Explain things about language, but only very simple things
4). Use wider range of language input as their model for language use
5). Encourage creative writing and help them to experiment with language
6). Explain your intentions and ask them to help with organization of activities.  

From the explain above, the writer concludes that the elementary school students still need a specific guide from their teacher and people around them especially their parents in order to follow the lesson well. In addition, they get bored easily during the class activity, so teacher should make the class interesting.

2) Teaching Vocabulary

a. Definition of Vocabulary

Vocabulary is one of the language components which have to be mastered by students of all level of school in Indonesia in learning a

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10 Mary Slattery and Jane Willis, English For Primary Teachers, (New York: Oxford University Press, 2003), P. 5
new language. They will get difficulties in using English if they are lack of vocabulary. As we know the language learners want to be success in studying language. Furthermore, they must be mastery most vocabularies. If students did not have more vocabulary, they cannot communicate effectively of express their ideas both oral and written form. Vocabulary is a listing of the words used in some enterprise.\textsuperscript{11}

According to the \textit{Oxford Dictionary}, vocabulary is the total of words you know in particular language.\textsuperscript{12}

According the definitions above, the researcher concluded that vocabulary is a stock of words in language, written or spoken with the meaning that considered as cultural meaning used by group or individual community because it uses of the people to communicate and interact to other people.

Learning is the process of changing behavior; it is headed to behavior well and headed to bad behavior. Learning is the development of new associations as a result of experience.

b. Ways to improve Vocabulary

Building up our vocabulary is arguably the most important part of a language learning process. If we do not have a base vocabulary to work with, we cannot study grammar, we have absolutely no use for spelling or pronunciation exercises and writing or reading is definitely out of the question. That is why it is crucial to have a good vocabulary work-up at the beginner of our studies but also to keep building it up as we go.

Here are a few ways for us to improve vocabulary:

1. Translated Texts

This is great method to use in the beginning of our studies, when we cannot handle reading (and understanding) a text solely in the foreign language we are emphasizing on. Translated texts

\begin{itemize}
  \item [\textsuperscript{11}] \url{http://wordnet-princeton.edu/vocabulary}
  \item [\textsuperscript{12}] AS Hornby, \textit{Oxford Advanced Learner’s Dictionary}, (New York: Oxford University Press, 1995), P. 1337
\end{itemize}
act as a natural dictionary as they will involuntary form connections as we read the two versions of the same text. The downside however is that if the texts are too ambiguous or too complicated, we risk misunderstanding entire phrases or mistakenly attributing meanings to certain words. That is why it is extremely important that the translated text we’re working with is well written and does not have any slang, confusing words, words with different meanings and so forth. We should also look for the most basic translated texts at first. Do not worry if you find it silly to translate “It is hot during the summer”, it is a starting point and we will not be better off skipping it.

2. Vocabulary Games

Vocabulary games are a great way to enhance our word base, but they should usually be used only as an additional method for this purpose. The fact with vocabulary games is that they cannot teach us the same amount of new words as say translated texts or other methods that deal with improving your vocabulary, but they can be a fun alternative to take during those study breaks. Also, remember that everything we learn while relaxing and having fun is assimilated a lot easier and for a longer period of time.

3. Foreign Language Media

Media is obviously a strong source of vocabulary gain and the fun fact about it is that you will not be shedding a sweat learning the new words, as they will come naturally. Every bit of radio, TV, stationary add, computer game or any other type of media we can watch or hear in the foreign language we are studying should be treated as an opportunity to improve vocabulary. Obviously, some languages will be harder to learn through this method, whereas other will be extremely easy English. If you find a good learning source, we could use foreign
language media as main method of vocabulary increase, but if these sources are scare, we shouldn’t rely solely on it. \(^{13}\)

In this research, the writer uses “Vocabulary Game” to teach English common noun using word find puzzle.

c. Teaching Vocabulary at Elementary School

Learners see vocabulary as being a very important part of language learning and one of the difficulties in planning the vocabulary component of a course is making sure that is does not overwhelm other essential part of the course. The best way to avoid this is for the teacher and course designer to have set guiding principles that can be applied in a variety of teaching and learning situations.\(^{14}\)

These can than be applied in course where there are parts of the course deliberately set aside for vocabulary development or in course where vocabulary is dealt with as it occurs in skill-focused or content focused lessons.

There are several principles for teaching vocabulary as follows: \(^{15}\)

a) Focus on the Most Useful Vocabulary First of circumstances. Other has much more limited use. The vocabulary will be given by the teacher to the students is the vocabulary that will be needed in their activity. For example, the teacher gives some vocabulary relate to the objects in the classroom, the objects in the kitchen, etc. Some words can be used in a wide variety

b) Focus on the Vocabulary in the Most Appropriate Way

The first principle looked at what words to teach and learn. This principle looks at how they should be taught and learned with appropriate method. For example, the teacher uses total physical


\(^{15}\) Ibid.
response, silent way, direct method, etc. which are appropriate with the theme of subject.

c) Give Attentions to High Frequency Words Across the Four Stands of A Course

High frequency vocabulary needs to occur in all four stands of a course. It should get deliberate attention through teaching and study and should be met in used in communicating massages in listening, speaking, reading and writing. High frequency vocabulary should also be fluently accessible for receptive use. For example, the teacher gives frequency word in speaking. The teacher asks the students to mention they use to take a bath.

d) Encourage Learners to Reflect On and Take Responsibility for Learning

So far, we have looked at principle that relates to choose what vocabulary to teach and the conditions needed for learning it. There is an important principle that lies behind choosing and learning and that is that learners need to realize that they must be responsible for their own learning. So that, the teacher should be creative in their teaching, for example, they can select specific words they will focus on each day. They can pre-select the words or they can have their students decide what words will be studied. For example, if students are going to study about fruits, they could learn a different variety each day, or teacher could ask each student to bring a new words relating to the fruits on the next attendance.

3) Nouns in Teaching and Learning

a. The definition of Noun

A noun is a word used to definition of persons, animals, living or animates object, concrete or abstract, and places.¹⁶

According Oxford Dictionary, noun is a word used to name or identify any of a class of things, people, place or ideas, or a particular one of these.\(^\text{17}\)

According to Muhammad Bakri Ismail that nouns are the something that can be seen by sense.\(^\text{18}\)

Nouns are usually the first words which small children learn. The highlighted words in the following sentences are all nouns. A noun can function in sentence as a subject, a direct object, an indirect object, a subject complement, an object complement, an adjective or an adverb.

From the definition above, the writer can draw a conclusion that noun is a word which is used to name or identify a person, place, thing, idea and condition.

b. **Classification of Nouns**

There are classifications of nouns. They are:

1). Proper and Common nouns

A proper noun is a special word (or name) that we use for a person, place or organization, like John, Mary, London, France, etc. Proper nouns have special rules. Proper nouns (also called proper names) are nouns representing unique entities (such as London, John, etc.), as distinguished from common nouns which describe a class of entities (such as city, plane or person).\(^\text{19}\) In English and most other language that use the Latin alphabet, proper nouns are usually capitalized.\(^\text{20}\)

<table>
<thead>
<tr>
<th>Common Nouns</th>
<th>Proper Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Man</td>
<td>Victor Hugo, Walt Disney</td>
</tr>
<tr>
<td>Mountain</td>
<td>Mount Kilimanjaro</td>
</tr>
<tr>
<td>State</td>
<td>Minnesota, California</td>
</tr>
</tbody>
</table>

\(^\text{17}\) AS. Hornby, *Op. Cit.* P. 791  
\(^\text{18}\) Muhammad Bakri Ismail, *Qowa’idun Nahwi bi uslubil ‘Asri* (Mesir: Darul Manaar, 2000), P. 8  
\(^\text{20}\) “The Proper Noun” *EnglishForums.com*
Figure 2.3: The example of proper and common nouns.

2). Countable and Uncountable Nouns

a.) Countable Nouns

Countable nouns are things we can count. For example: dog, umbrella, apple, job, suggestion and girl. It is can be divided in two parts:

(1.) Singular Countable Noun

Before singular countable nouns we can use a/ an.

Examples:
- That is a good suggestion
- Do you need an umbrella

We can use singular countable noun alone (without a/ the/ my, etc.)

Examples:
- I am looking for a job (not I am looking for job)
- Be careful of the dog (not be careful of dog)
- Would you like a cigarette? (Not would you like cigarette?)

(2.) Plural countable noun

We can also make plural countable noun.

Examples:
- Two dogs
- Six jobs
- Some girls
- Many suggestion

---

b.) Uncountable Nouns

Uncountable nouns are things we cannot count. For example: gold, music and excitement. They have we cannot say “musics”, “bloods” and “excitements”. Before, uncountable nouns can say the/ this/ some/ any/ much/ his, etc. Examples:

- The music
- His blood
- Some gold
- Much excitement

But we cannot use a/an before uncountable noun. Such as “a music”, “an excitement” or “a blood”.

3). Concrete and Abstract Nouns

Concrete noun refers to physical bodies which we use at least one of our sense to obverse. For instance: “chair”, “apple” or “Janet”. Abstract noun on the other hand refers to abstract objects, which are ideas or concepts such as “justice” or “hate”. In English, many abstract nouns are formed by adding noun-forming suffixes (“-ness”, “-ity”, “-tion”, etc.) to adjectives or verb. For example: “happiness”, “circulation”, “serenity”, etc.

4) Games

a. General Concept of Games

There is a common perception that all learning should be serious and solemn in nature. Actually, it is not really learning. This is misconception. Learning should be full of fun, hilarity and laughter. It is possible to learn a language as well as enjoy oneself at the same time. Games play an important role in teaching and learning process. They can often help the students understand something presented better than telling them verbally.

The enjoyment of games is not restricted by age. Some individuals, regardless of age, maybe less interested in games and the role of the
player. It is generally accepted that young learners and adults are very willing to play games.

There are some characteristic of games such as below:

a). Clear, achievable goals, rules, measurable outcomes and rewards
b). Appropriate challenge, gradually increasing difficulty
c). Interaction and feedback
d). A safe environment to explore and in which to make mistakes
e). Collaboration and/or competition
f). A narrative or fantasy setting.

b. Types of Games

Games usually use variety of techniques which are important in language teaching. The simplest games are shorting, ordering or arranging games. These are usually played in pairs or small groups.

According to Hadfield, there are eight types of game as follows.

1). Guessing games are familiar variant of games. The player with the information deliberately with holds it, while others guess what it might be.

2). Search games are another variant, involving the whole class. In those games, everyone in the class has one piece of information players must all or a large amount of the information available to fill in a chart or picture or to solve a problem.

3). Matching games are based on a different principle, but they also involve a transfer or information. These involve matching corresponding pairs of cards of pictures, and may be played as a whole class activity.

4). Labeling games involve matching labels to items in pictures.

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23 http://goergejacobs.net/MIArticles/Games%20for%20Language%20Teaching.doc
5). Exchanging games are based on the “barter” principle. Players have certain article, cards or ideas which they wish to exchange for others. The aim of the game is to make an exchange which is satisfactory to both sides.

6). Role play games are given the name and some characteristics of a fictional character.

7). Board games and Card games are familiar game types, where the aim is to be the first round the board, or to collect the most cards, or to get rid of the cards and squares on the board are used as stimulus to provoke a communication exchange.

From the types of game, word find puzzle is one of search games. In this game, everyone in the class has one piece of information players must all or a large amount of the information available to fill in a chart or picture or to solve a problem. It can be played by groups or one by one.

The Advantages of games:

1) The students could be more interested in learning the material
2) The teacher did not need to explain too many materials.\textsuperscript{24}
3) Games are a welcome break from the usual routine of the language class.
4) They are motivating and challenging.
5) Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
6) Games provide language practice in the various skills.
7) They encourage students to interact and communicate.
8) They create a meaningful context for language use.\textsuperscript{25}

\textsuperscript{24} Nova Pravita Rusdiana, \textit{The Advantages and Disadvantages of using games in teaching vocabulary to the grades of top school the Faculty of Letters and Fine Arts}, (The Library of University of Sebelas Maret)
\textsuperscript{25} Lee Su Kim, ‘\textit{Creative Games for the Language Class},’
c. Word Find Puzzle to Teach Common Noun

a) The definition of Word Find Puzzle

A puzzle is an enigma or problem that seeks to test the inventiveness of the problem solver, at times depending on how fast they have been able to solve it. Puzzle games are not only fun to play, but also sharpen the mind and increase our speed of thinking.

A word search, word find, word seeks or mastery word is a word game that is letters or a word in a grid, that usually has a rectangular or square shape. The object of the game is to find and mark all of the words hidden in the grid. The words may have been placed horizontally, vertically or diagonally. They may have been written backwards or not. Often a list of 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.²⁶

Word searches are commonly found in daily newspaper or puzzle books. The teacher can use them as educational tools for children. The benefits are the students can learn new words and their spelling by intensively searching for them in the puzzle.

Figure 2.2: The example of word find puzzle

b) How to apply Word Find Puzzle

Word Find Puzzle is one method which is effective to be used in foreign language learning especially in teaching vocabulary to beginner. It is important for the teacher to be creative and innovative.

The following steps in teaching English common noun using Word Find Puzzle are:

1. The teacher divides the students into four groups and to choose volunteer to be headman in each group
2. The teacher divides sheets of Word Find Puzzle to each group
3. The teacher asks the head man to in front of the class to give some clue or scrambled clue to his group one by one
4. After the question was answered, each headman must write down in the black board
5. The teacher discusses the students’ answer
6. The teacher asks the students to pronounced their answer word by word together

B. Previous Research

In this part the writer describes some previous researches which are relevant to this thesis. First, thesis under title, Teaching Noun to Elementary School Students Using Games (A Case Study of The Fourth Grade of SDN Sruwedari 1 Salaman Magelang In the Academic Year of 2006/2007) by Nurul Rahmawati, (2201402518). Her study is limited to describe the difference of vocabulary achievement between the students who have been taught using games and those who have been taught using conventional method among fourth grade of elementary school students, and to describe the effectiveness
of using games in teaching noun to the fourth grade of elementary school students.

To know the result of her result of her researcher, she has given pre test before treatment and after this given post test. She used an experimental research so she needed two classes, control class and experimental class. The result of this research shows significant difference of nouns vocabulary achieved by the students who have been taught using games.27

Second, thesis under title “The Effectiveness of Using Card game in Teaching Vocabulary to Beginners (An Experimental Study at the Year fourth the students of SDN Kepohkencono 01 Puncakwangi Pati the Academic Year 2007/2008)”, by Hanik Mas’udah (NIM: 2201403584) of English Department, Language and Art Faculty, State University of Semarang 2008. In this research shows that using bingo game is effective for teaching English nouns to beginner than conventional method, because the experimental group get higher result that the control group. 28

Third, thesis under title “Using Games to Teach Vocabulary : A Case Study of the Forth Years Students of SDN 02 Plosoharjo Depok-Soroh In The Academic Years of 2007/2008” by Dian Mayliana, Faculty of Languages and Arts Education, IKIP PGRI Semarang, 2008. The result is games have involvement in teaching vocabulary. 29

This research is different from previous ones. This research focuses on Word Find Puzzle to improve students’ understanding on Common Noun with experimental study.

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27 Nurul Rahmawati “Teaching Noun to Elementary School Students Using Games. (A Case Study of the Fourth Grade of SDN Sritimadari 1 salaman Magelang in the Academic Year 2006/2007)”. The Faculty of Language and Arts Department of English Education. (The Library of UNNES, 2007)

28 Hanik Mas’udah “The Effectiveness of Using Card game in Teaching Vocabulary to Beginners ( An Experimental Study at the Year fourth the students of SDN Kepohkencono 01 Puncakwangi Pati the Academic Year 2007/2008 )” English Department, Language and Art Faculty, State University of Semarang (The Library of UNNES: 2008)

29 Dian mayliana “Using Games to Teach Vocabulary : A Case Study of the Forth Years Students of SDN 02 Plosoharjo Depok-Soroh In The Academic Years of 2007/2008” Faculty of Languages and Arts Education, IKIP PGRI, ( Semarang : IKIP PGRI, 2008 )
C. Research Hypothesis

It refers to the basis belief of researcher which enables him or her to carry out the research. It is provisional truth determined by researcher that should be tested and proved.\(^\text{30}\)

In this research, the hypothesis can be stated as follow:

\(H_a\): The use of Word Find Puzzle is more effective to improve the students’ understanding on Common Noun than non Word Find Puzzle

CHAPTER III
RESEARCH METHOD

A. Setting of the Study
The writer did research at SDN 03 Tengengwetan Siwalan Pekalongan. She conducted this research from 22\textsuperscript{nd} of April 2011 to 21\textsuperscript{th} of May 2011.

B. Procedure and Timeline
In collecting data, the researcher needs four weeks and done some steps as follows:

1. 1\textsuperscript{st} week asks permission and meet to head master and the English teacher of the school.

2. 2\textsuperscript{nd} week, the writer gives pre test to both control and experimental class (class V A and V B).

3. 3\textsuperscript{rd}, 4\textsuperscript{th} and 5\textsuperscript{th} week, the writer teaches control and experimental class (class V A and V B).

4. 6\textsuperscript{th} week, the writer gives post test to both control and experimental class (class V A and V B)

<table>
<thead>
<tr>
<th>Number</th>
<th>Activity</th>
<th>Month/Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Asks permission to head master</td>
<td>22\textsuperscript{nd}</td>
</tr>
<tr>
<td>2</td>
<td>Pre Test</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Treatment 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Treatment 2</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-------------</td>
<td>---</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**C. Variable of the Research**

Variable refers to the object of research that becomes research focus. The variable of this research refers to the teaching learning method using Word Find Puzzle (independent variable) and the students’ achievement on Common Noun (dependent variable). The indicators of teaching and learning technique using Word Find Puzzle are as follows.

a. Class presentation

In this phase, the students’ attentions become one important element that should be done by the students while the teacher gives the explanation.

b. Team Game

In this phase, the cooperation ability of the students in team in explaining the given material is needed where they should help to one another for getting understanding to reach the team success.

**D. Research Method**

In this research, the writer conducted an experimental research. An experimental research involved two groups: experimental group and control group. An experimental group received a new treatment while control group received a usual treatment. According to Nunan, experiment is designed to collect data in such a way that treats to the reliability and validity of research are ministered. In other words, experiment is the way to find the causal relationship between two factors which are raised by the researcher in purpose by reducing or eliminating any distracting factors.

---

In this study, the approach used by writer was quantitative approach. It is quantitative because the data that was gained were numeric and was analyzed by using statistical computation. Quantitative approach stressed the analysis to the numerical data that is processed by statistical method. It will explain the result of pre - test and post – test.

**E. Population and Sample**

1. **Population**

   Population is “the whole subject of research”. In this research, population of this research is fifth grade of SDN 03 Tengengwetan in the academic year 2010/2011. The fifth grade of SDN 03 Tengengwetan is divided into two classes. There are 20 students in each class. The total number of population is 40 students.

2. **Sample**

   Sample is taking of part population using certain procedure. So, that can be expected to represent its population. So, it can be expected to represent its population. In this connection, Arikunto states that sample is “a part of research population”. The writer took sample in this research because the respondents are more than 100. The respondents are less than 100, it is better to take them all as sample. Sample in this research are class V A as a control class and class V B as experimental class. So, each class consisted of 20 students.

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3 Suharsimi Arikunto, *Op Cit.*., p.130


F. Technique of Data Collection

Instrument that are used to collect the date as follows:

1. Documentation

It refers to the archival data that help the researcher to collect the needed data. The researcher function the document related to the object research such as students name list and the English subject schedule.

2. Test

Test is a question which is used to measure competence, knowledge, intelligence, and ability of talent which is possessed by individual or group to collect data. In this research, the test was given to tryout class, control class and experimental class.

The instrument of the test in this research is objective test. Objective test is frequently criticized on the grounds that they are simpler to answer than subjective test. Objective tests are divided into transformation, completion, combination, addition, rearrangement, matching, correct and incorrect (true/false) and multiple choice. The writer used multiple choice forms. The choice of the test type is based on the consideration that multiple choice test are:

a. The technique of scoring is easy.
b. It was easy to compute and determine the reliability of the test.
c. It was more practical for the students to answer

In this research, the writer used pre test and post test, they are:

a. Pre-test

Before the teacher taught new material by using mind-mapping, the teacher gave grammar test to the students. Pre-test was given to the experimental and control classes in same way. This test was given before the experiment was run.

b. Post-test

---

Post-test was given to the experiment class and control class. It was given in order to know the score of students’ achievement after they were taught using word find puzzle (experimental class) and without using word find puzzle (control class).

The score of students’ achievement can be calculated by using this following formula:

\[
Score = \frac{\text{The number of right answer}}{\text{The number of questions}} \times 100 \%
\]

**G. Technique of Data Analysis**

1. **Pre-request Test**

Before the writer determines the statistical analysis technique used, He examined the normality and homogeneity test of the data.

a. **Normality Test**

   It is used to know the normality of the data that is going to be analyzed whether both groups have normal distribution or not. The normality test with Chi-square is done to find out the distribution data. Step by step Chi-square test is as follows:

1) Determine the range (R); the largest data reduced the smallest.
2) Determine the many class interval (K) with formula:
   \[ K = 1 + (3.3) \log n \]
3) Determine the length of the class, using the formula:
   \[
P = \frac{\text{range}}{\text{number of class}}
   \]
4) Make a frequency distribution table
5) Determines the class boundaries (bc) of each class interval
6) Calculating the average \( X \) (\( \bar{X} \)), with the formula:
   \[
   \bar{X} = \frac{\sum f_x}{\sum f}
   \]

---

7) Calculate variants, with the formula:
\[ S = \sqrt{\frac{\sum f_i (x_i - \bar{x})^2}{n-1}} \]

8) Calculate the value of Z, with the formula:
\[ Z = \frac{x - \bar{x}}{s} \]
\( x \) = limit class
\( \bar{x} \) = Average
\( S \) = Standard deviation

9) Define the wide area of each interval

10) Calculate the frequency expository (Ei), with formula:
\[ E_i = n \times \text{wide area with the n number of sample} \]

11) Make a list of the frequency of observation (Oi), with the frequency expository as follows:

<table>
<thead>
<tr>
<th>class</th>
<th>bc</th>
<th>Z</th>
<th>P</th>
<th>L</th>
<th>Ei</th>
<th>( O_i - E_i )</th>
</tr>
</thead>
</table>

12) Calculate the chi-square (\( X^2 \)), with the formula:
\[ X^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i} \]

13) Determine \( dk = k - 3 \), where \( k \) is the number of class intervals and \( \alpha = 5\% \)

14) Determining the value of \( X^2 \) table

15) Determining the distribution normality with test criteria:
If \( X^2_{\text{count}} > X^2_{\text{table}} \), the data is not normal distribution and the other way if the \( X^2_{\text{count}} < X^2_{\text{table}} \), the data is normal distribution.\(^9\)

b. Homogeneity Test

---

Is used to know whether experiment class and control class, that are taken from population have same variant or not. According to Nunan, a test should be given to both classes of students before the experiment just to make sure that the both classes really are the same.10

The steps as follows:

1) Calculate variants both classes (experimental and control classes), with the formula:

\[ S_1^2 = \frac{\sum (x - \bar{x})^2}{n_1 - 1} \quad \text{And} \quad S_2^2 = \frac{\sum (x - \bar{x})^2}{n_2 - 1} \]

2) Determine \[ F = \frac{V_b}{V_k} \]

Where:

\[ V_b \quad : \quad \text{Bigger Varian} \]
\[ V_k \quad : \quad \text{Smaller Varian} \]

Determine \( d_k = (n_1 - 1) : (n_2 - 1) \)

3) Determine \( F_{table} \) with \( \alpha = 5\% \)

4) Determining the distribution homogeneity with test criteria:

If \( F_{count} > F_{table} \), the data is not homogeneous and the other way if the \( F_{count} < F_{table} \), the data is homogeneous.11

c. Test of the Average

It is used to examine average whether experiment group and control group have been decided having different average.12

T-test is used to analyze the data of this research. A t-test would be the measure you would use to compare the mean scores of the two groups.13

If \( \sigma_1^2 = \sigma_2^2 \) (has same variant), the formula is:

---

10 David Nunan, *Op Cit.* p. 27.
11 Sudjana, *op cit*, p. 250.
\[ t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \]

With

\[ S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}} \]

Where:

\( \bar{X}_1 \): The mean score of the experimental group

\( \bar{X}_2 \): The mean of the control group

\( n_1 \): The number of experiment group

\( n_2 \): The number of control group

\( S_1^2 \): The standard deviation of experiment group

\( S_2^2 \): The standard deviation of both groups

If \( \sigma_1^2 \neq \sigma_2^2 \) (has no same variant) the formula is:

\[ t^1 = \frac{\bar{X} - \bar{X}_2}{S \sqrt{\frac{S^2}{n_1} + \frac{S^2}{n_2}}} \]

The hypotheses are:

\( H_0 = \mu_1 = \mu_2 \)

\( H_a = \mu_1 \neq \mu_2 \)

\( \mu_1 \): average data of experiment group

\( \mu_2 \): average data of control group

Criteria test is: Ho is accepted if \( -t_{(1-\frac{\alpha}{2})} < t < t_{(1-\frac{\alpha}{2})} \), where \( t_{(1-\frac{\alpha}{2})} \) obtained from the distribution list t with \( dk = (n_1 + n_2 - 2) \) and opportunities \( (1-\sqrt{2/\alpha}) \). Values for other t Ho rejected.\(^{14}\)

\(^{14}\)Sudjana., op.cit p. 239.
2. Analysis Phase End

a. Normality Test

Steps normality second step is the same as the normality test on the initial data.

b. Homogeneity Test

Steps homogeneity second step is the same as the homogeneity test on the initial data.

c. Test Average (Right-hand Test)

Proposed hypothesis test in average similarity with the right test is as follows:

- \( H_0 = \mu_1 = \mu_2 \)
- \( H_a = \mu_1 > \mu_2 \)

If \( \sigma_1^2 = \sigma_2^2 \) (has same variant), the formula is:

\[
 t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}
\]

With

\[
 S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}
\]

Where:

- \( \bar{X}_1 \) : The mean score of the experimental group
- \( \bar{X}_2 \) : The mean of the control group
- \( n_1 \) : The number of experiment group
- \( n_2 \) : The number of control group
- \( S_1^2 \) : The standard deviation of experiment group
- \( S_2^2 \) : The standard deviation of both groups

If \( \sigma_1^2 \neq \sigma_2^2 \) (has no same variant) the formula is:
\[ t^1 = \frac{X - X_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}} \]

Testing criteria that apply H0 is accepted if \( t_{\text{count}} > t_{\text{table}} \) with determine \( dk = (n_1 + n_2 - 2) \) and \( \alpha = 5\% \) with opportunities \((1 - \alpha)\) Values for other t Ho rejected.\(^{15}\)

\(^{15}\) Sudjana, *op cit*, p. 243.
CHAPTER IV
RESEARCH FINDINGS AND ANALYSIS

A. Description of the Result Research

To find out the effectiveness of word find puzzle between the students who were taught by using word find puzzle and the students who were not taught by using word find puzzle on common noun, especially in SDN 03 Tengengwetan Siwalan Kab. Pekalongan the writer did an analysis of quantitative data. The data was obtained by giving test to the experimental class and control class after giving a different learning both classes.

The subjects of this research were divided into two classes. They are experimental class (V B) and control class (V A) of SDN 03 Tengenwetan. Before the activities were conducted, the writer determined the materials and lesson plan of learning. Learning in the experiment class used word find puzzle, while the control class without used word find puzzle.

After the data were collected, the writer analyzed it. The first analysis data is from the beginning of control class and experimental class that is taken from the pre test value. It is the normality test and homogeneity test. It is used to know that two groups are normal and have same variant. Another analysis data is from the ending of control class and experimental class. It is used to prove the truth of hypothesis that has been planned.

B. The Data Analysis and Test of Hypothesis

1. The Data Analysis
   a. The Data Analysis of Pre-Test Value of the Experimental class and the Control Class.
### Table 1
The list of Pre-Test Value of The Experimental and Control Classes

<table>
<thead>
<tr>
<th>No</th>
<th>Code</th>
<th>Experiment</th>
<th>Code</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>E-01</td>
<td>52</td>
<td>C-01</td>
<td>40</td>
</tr>
<tr>
<td>2</td>
<td>E-02</td>
<td>64</td>
<td>C-02</td>
<td>52</td>
</tr>
<tr>
<td>3</td>
<td>E-03</td>
<td>60</td>
<td>C-03</td>
<td>52</td>
</tr>
<tr>
<td>4</td>
<td>E-04</td>
<td>48</td>
<td>C-04</td>
<td>48</td>
</tr>
<tr>
<td>5</td>
<td>E-05</td>
<td>48</td>
<td>C-05</td>
<td>68</td>
</tr>
<tr>
<td>6</td>
<td>E-06</td>
<td>40</td>
<td>C-06</td>
<td>52</td>
</tr>
<tr>
<td>7</td>
<td>E-07</td>
<td>40</td>
<td>C-07</td>
<td>48</td>
</tr>
<tr>
<td>8</td>
<td>E-08</td>
<td>68</td>
<td>C-08</td>
<td>52</td>
</tr>
<tr>
<td>9</td>
<td>E-09</td>
<td>68</td>
<td>C-09</td>
<td>64</td>
</tr>
<tr>
<td>10</td>
<td>E-10</td>
<td>56</td>
<td>C-10</td>
<td>68</td>
</tr>
<tr>
<td>11</td>
<td>E-11</td>
<td>68</td>
<td>C-11</td>
<td>48</td>
</tr>
<tr>
<td>12</td>
<td>E-12</td>
<td>52</td>
<td>C-12</td>
<td>44</td>
</tr>
<tr>
<td>13</td>
<td>E-13</td>
<td>48</td>
<td>C-13</td>
<td>60</td>
</tr>
<tr>
<td>14</td>
<td>E-14</td>
<td>64</td>
<td>C-14</td>
<td>60</td>
</tr>
<tr>
<td>15</td>
<td>E-15</td>
<td>48</td>
<td>C-15</td>
<td>56</td>
</tr>
<tr>
<td>16</td>
<td>E-16</td>
<td>56</td>
<td>C-16</td>
<td>56</td>
</tr>
<tr>
<td>17</td>
<td>E-17</td>
<td>64</td>
<td>C-17</td>
<td>60</td>
</tr>
<tr>
<td>18</td>
<td>E-18</td>
<td>44</td>
<td>C-18</td>
<td>48</td>
</tr>
<tr>
<td>19</td>
<td>E-19</td>
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<td>40</td>
</tr>
<tr>
<td>20</td>
<td>E-20</td>
<td>44</td>
<td>C-20</td>
<td>40</td>
</tr>
</tbody>
</table>

\[ \sum 1092 \quad 1056 \]
\[ \chi 54.60 \quad 52.80 \]
\[ n 20 \quad 20 \]
\[ S^2 85.378 \quad 75.117 \]
\[ S 9.472 \quad 8.667 \]

1) The Normality Pre-test of the Experimental Class

The normality test is used to know whether the data obtained is normally distributed or not. Based on the table above, the normality test:

**Hypothesis:**

Ha: The distribution list is normal.
Ho: The distribution list is not normal

Test of hypothesis:
The formula is used:

\[ X^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i} \]

The computation of normality test:
Length of the class = 4.666 ~ 5
Maximum score = 68
Minimum score = 40
K / Number of class = 5.29 ~ 6
Range = 28

Table 2
Distribution value of pre test of experiment class

<table>
<thead>
<tr>
<th>Class interval</th>
<th>f_i</th>
<th>X_i</th>
<th>X_i^2</th>
<th>f_i.X_i</th>
<th>f_i.X_i^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>40 – 44</td>
<td>4</td>
<td>42</td>
<td>1764</td>
<td>168</td>
<td>7056</td>
</tr>
<tr>
<td>45 – 49</td>
<td>4</td>
<td>47</td>
<td>2209</td>
<td>188</td>
<td>8836</td>
</tr>
<tr>
<td>50 – 54</td>
<td>2</td>
<td>52</td>
<td>2704</td>
<td>104</td>
<td>5408</td>
</tr>
<tr>
<td>55 – 59</td>
<td>2</td>
<td>57</td>
<td>3249</td>
<td>114</td>
<td>6498</td>
</tr>
<tr>
<td>60 – 64</td>
<td>5</td>
<td>62</td>
<td>3844</td>
<td>310</td>
<td>19220</td>
</tr>
<tr>
<td>65 – 69</td>
<td>3</td>
<td>67</td>
<td>4489</td>
<td>201</td>
<td>13467</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td></td>
<td>1085</td>
<td></td>
<td>60485</td>
</tr>
</tbody>
</table>

\[ \bar{X} = \frac{\sum f_iX_i}{\sum f_i} = \frac{1085}{20} = 54.25 \]

\[ s^2 = \frac{n\sum f_iX_i^2 - (\sum f_iX_i)^2}{n(n-1)} = \frac{20 * 60485 - (1085)^2}{20(59 - 1)} \]

\[ s^2 = 85.461 \]

\[ s = 9, 244 \]
Table 3
Observation frequency value of pre test
Of experiment class

<table>
<thead>
<tr>
<th>Class interval</th>
<th>Bk</th>
<th>Zi</th>
<th>P(Zi)</th>
<th>size class</th>
<th>Ei</th>
<th>Oi</th>
<th>(\frac{(O_i - E_i)^2}{E_i})</th>
</tr>
</thead>
<tbody>
<tr>
<td>39.5</td>
<td>-1.60</td>
<td></td>
<td>0.4452</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40-44</td>
<td></td>
<td></td>
<td></td>
<td>0.0921</td>
<td>1.842</td>
<td>4</td>
<td>2.528211</td>
</tr>
<tr>
<td>44.5</td>
<td>-1.05</td>
<td></td>
<td>0.3531</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45-49</td>
<td></td>
<td></td>
<td></td>
<td>0.1581</td>
<td>3.162</td>
<td>4</td>
<td>0.222089</td>
</tr>
<tr>
<td>49.5</td>
<td>-0.51</td>
<td></td>
<td>0.195</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50-54</td>
<td></td>
<td></td>
<td></td>
<td>0.183</td>
<td>3.66</td>
<td>2</td>
<td>0.752896</td>
</tr>
<tr>
<td>54.5</td>
<td>0.03</td>
<td></td>
<td>0.012</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>55-59</td>
<td></td>
<td></td>
<td></td>
<td>0.2037</td>
<td>4.074</td>
<td>2</td>
<td>1.055836</td>
</tr>
<tr>
<td>59.5</td>
<td>0.57</td>
<td></td>
<td>0.2157</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60-6</td>
<td></td>
<td></td>
<td></td>
<td>0.1508</td>
<td>3.016</td>
<td>5</td>
<td>1.305125</td>
</tr>
<tr>
<td>64.5</td>
<td>1.11</td>
<td></td>
<td>0.3665</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>65-69</td>
<td></td>
<td></td>
<td></td>
<td>0.084</td>
<td>1.68</td>
<td>3</td>
<td>1.037143</td>
</tr>
<tr>
<td>69.5</td>
<td>1.65</td>
<td></td>
<td>0.4505</td>
<td></td>
<td></td>
<td></td>
<td>6.901299</td>
</tr>
<tr>
<td>X tabel</td>
<td>7.815</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

With \(\alpha = 5\%\) and dk = 6-3 = 3, from the chi-square distribution table, obtained \(X_{table} = 7.815\). Because \(X_{count}^2\) is lower than \(X_{table}^2\) (6.901 < 7.815). So, the distribution list is normal.

2) The Normality Pre-Test of the Control Class

**Hypothesis:**

Ho: The distribution list is normal.

Ha: The distribution list is not normal.

**Test of hypothesis:**

The formula is used:

\[
\chi^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}
\]

The computation of normality test:

Maximum score = 68
Minimum score = 40
Range = 28
K/ Number of class = 5.29 ~ 6
Length of the class = 4.666 ~ 5

Table 4
Distribution value of pre test of control class

<table>
<thead>
<tr>
<th>Class interval</th>
<th>f_i</th>
<th>X_i</th>
<th>X_i^2</th>
<th>f_i.X_i</th>
<th>f_i.X_i^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>40 – 44</td>
<td>4</td>
<td>42</td>
<td>1764</td>
<td>168</td>
<td>7056</td>
</tr>
<tr>
<td>45 – 49</td>
<td>4</td>
<td>47</td>
<td>2209</td>
<td>188</td>
<td>8836</td>
</tr>
<tr>
<td>50 – 54</td>
<td>4</td>
<td>52</td>
<td>2704</td>
<td>208</td>
<td>10816</td>
</tr>
<tr>
<td>55 – 59</td>
<td>2</td>
<td>57</td>
<td>3249</td>
<td>114</td>
<td>6498</td>
</tr>
<tr>
<td>60 – 64</td>
<td>4</td>
<td>62</td>
<td>3844</td>
<td>248</td>
<td>15376</td>
</tr>
<tr>
<td>65 – 69</td>
<td>2</td>
<td>67</td>
<td>4489</td>
<td>134</td>
<td>8978</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td></td>
<td>1060</td>
<td>57560</td>
<td></td>
</tr>
</tbody>
</table>

\[
\sum f_i x_i = \frac{1060}{20} = 53.00
\]

\[
s^2 = \frac{n \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)} = \frac{20 \times 57560 - (1060)^2}{20(20-1)}
\]

\[
s^2 = 72.631
\]

\[
s = 8.522
\]

Table 5
Observation frequency value of pre test
Of control class

<table>
<thead>
<tr>
<th>class interval</th>
<th>Bk</th>
<th>Zi</th>
<th>P(Zi)</th>
<th>size class</th>
<th>Ei</th>
<th>Oi</th>
<th>(\frac{(O_i - E_i)^2}{E_i})</th>
</tr>
</thead>
<tbody>
<tr>
<td>39.5</td>
<td>-1.58</td>
<td>0.4429</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
With \( \alpha = 5\% \) and \( dk = 6 - 3 = 3 \), from the chi-square distribution table, obtained \( X_{\text{table}} = 7.815 \). Because \( X^2_{\text{count}} \) is lower than \( X^2_{\text{table}} \) (6.9722 < 7.815). So, the distribution list is normal.

3) The Homogeneity Pre-Test of the Experimental Class

**Hypothesis:**

\[
H_0 : \sigma_1^2 = \sigma_2^2 \\
H_A : \sigma_1^2 \neq \sigma_2^2
\]

**Test of hypothesis:**

The formula is used:

\[
F = \frac{\text{Biggest variant}}{\text{smallest variant}}
\]

**The Data of the research:**

<table>
<thead>
<tr>
<th>Variant</th>
<th>Experimental</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>1092</td>
<td>1056</td>
</tr>
<tr>
<td>N</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>( \bar{X} )</td>
<td>54.60</td>
<td>52.80</td>
</tr>
<tr>
<td>Variant (( S^2 ))</td>
<td>85.378</td>
<td>75.117</td>
</tr>
<tr>
<td>Standard deviasi (( S ))</td>
<td>9.472</td>
<td>8.667</td>
</tr>
</tbody>
</table>

Based on the formula, it is obtained:
\[ F = \frac{85.378}{75.117} = 1.137 \]

With \( \alpha = 5\% \) and \( dk = (20-1 = 19) \): \( (20-1 = 19) \), obtained \( F_{table} = 2.15 \). Because \( F_{count} \) is lower than \( F_{table} \) \( (1.137 < 2.15) \). So, \( H_0 \) is accepted and the two groups have same variant / **homogeneous**.

4) The average of similarity Test of Pre-Test of Experimental and Control Classes.

**Hypothesis:**

\( H_0: \mu_1 = \mu_2 \)

\( H_a: \mu_1 \neq \mu_2 \)

**Test of hypothesis:**

Based on the computation of the homogeneity test, the experimental class and control class have same variant. So, the t-test formula:

\[
t = \frac{\bar{x}_1 - \bar{x}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}
\]

\[
S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}
\]

**The data of the research:**

<table>
<thead>
<tr>
<th>Variant</th>
<th>Experiment</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jumlah</td>
<td>1092</td>
<td>1056</td>
</tr>
<tr>
<td>( n )</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>( \bar{X} )</td>
<td>54.60</td>
<td>52.80</td>
</tr>
<tr>
<td>Variant (( S^2 ))</td>
<td>85.378</td>
<td>75.117</td>
</tr>
<tr>
<td>Standard deviasi (S)</td>
<td>9.472</td>
<td>8.667</td>
</tr>
</tbody>
</table>

\[
S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}
\]

\[
S = \sqrt{\frac{(20 - 1)85.378 + (20 - 1)75.117}{20 + 20 - 2}} = 9.078
\]

So, the computation t-test:
\[
t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} = \frac{54.60 - 52.80}{9.078 \sqrt{\frac{1}{20} + \frac{1}{20}}} = 0.627
\]

With \( \alpha = 5\% \) and \( dk = 20 + 20 - 2 = 38 \), obtained \( t_{\text{table}} = 2.02 \) (two tails). Because \( t_{\text{count}} \) is lower than \( t_{\text{table}} \) \((0.627 < 2.02)\). So, \( Ho \) is accepted and there is no difference of the pre test average value from both groups.

b. The Data Analysis of Post-Test Value in Experimental Class and Control Class.

Table 6
The List of the Post Test Value of the Experimental And Control Classes

<table>
<thead>
<tr>
<th>No</th>
<th>Code</th>
<th>Experiment</th>
<th>Code</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>E-01</td>
<td>84</td>
<td>C-01</td>
<td>72</td>
</tr>
<tr>
<td>2</td>
<td>E-02</td>
<td>76</td>
<td>C-02</td>
<td>60</td>
</tr>
<tr>
<td>3</td>
<td>E-03</td>
<td>68</td>
<td>C-03</td>
<td>56</td>
</tr>
<tr>
<td>4</td>
<td>E-04</td>
<td>76</td>
<td>C-04</td>
<td>44</td>
</tr>
<tr>
<td>5</td>
<td>E-05</td>
<td>76</td>
<td>C-05</td>
<td>56</td>
</tr>
<tr>
<td>6</td>
<td>E-06</td>
<td>60</td>
<td>C-06</td>
<td>68</td>
</tr>
<tr>
<td>7</td>
<td>E-07</td>
<td>84</td>
<td>C-07</td>
<td>56</td>
</tr>
<tr>
<td>8</td>
<td>E-08</td>
<td>72</td>
<td>C-08</td>
<td>72</td>
</tr>
<tr>
<td>9</td>
<td>E-09</td>
<td>76</td>
<td>C-09</td>
<td>68</td>
</tr>
<tr>
<td>10</td>
<td>E-10</td>
<td>60</td>
<td>C-10</td>
<td>52</td>
</tr>
<tr>
<td>11</td>
<td>E-11</td>
<td>84</td>
<td>C-11</td>
<td>68</td>
</tr>
<tr>
<td>12</td>
<td>E-12</td>
<td>64</td>
<td>C-12</td>
<td>68</td>
</tr>
<tr>
<td>13</td>
<td>E-13</td>
<td>68</td>
<td>C-13</td>
<td>64</td>
</tr>
<tr>
<td>14</td>
<td>E-14</td>
<td>60</td>
<td>C-14</td>
<td>44</td>
</tr>
<tr>
<td>15</td>
<td>E-15</td>
<td>84</td>
<td>C-15</td>
<td>60</td>
</tr>
<tr>
<td>16</td>
<td>E-16</td>
<td>72</td>
<td>C-16</td>
<td>52</td>
</tr>
<tr>
<td>17</td>
<td>E-17</td>
<td>88</td>
<td>C-17</td>
<td>68</td>
</tr>
<tr>
<td>18</td>
<td>E-18</td>
<td>68</td>
<td>C-18</td>
<td>52</td>
</tr>
<tr>
<td>19</td>
<td>E-19</td>
<td>76</td>
<td>C-19</td>
<td>60</td>
</tr>
</tbody>
</table>
1) The Normality Post-Test of the Experimental Class

Based on the table above, the normality test:

**Hypothesis:**

Ho : The distribution list is normal.
Ha : The distribution list is not normal.

**Test of hypothesis:**

The formula is used:

\[
\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}
\]

The computation of normality test:

- Maximum score = 88
- Minimum score = 60
- Length of the class = 4.66 ~ 5
- Range = 28
- K/ Number of class = 5.29 ~ 6

**Table 7**

**Distribution value Post Test of the Experimental Class**

<table>
<thead>
<tr>
<th>Kelas</th>
<th>f_i</th>
<th>X_i</th>
<th>X_i^2</th>
<th>f_i.X_i</th>
<th>f_i.X_i^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 – 64</td>
<td>4</td>
<td>62</td>
<td>3844</td>
<td>248</td>
<td>15376</td>
</tr>
<tr>
<td>65 – 69</td>
<td>3</td>
<td>67</td>
<td>4489</td>
<td>201</td>
<td>13467</td>
</tr>
<tr>
<td>70 – 74</td>
<td>2</td>
<td>72</td>
<td>5184</td>
<td>144</td>
<td>10368</td>
</tr>
<tr>
<td>75 – 79</td>
<td>5</td>
<td>77</td>
<td>5929</td>
<td>385</td>
<td>29645</td>
</tr>
<tr>
<td>80 – 84</td>
<td>5</td>
<td>82</td>
<td>6724</td>
<td>410</td>
<td>33620</td>
</tr>
<tr>
<td>85 – 89</td>
<td>1</td>
<td>87</td>
<td>7569</td>
<td>87</td>
<td>7569</td>
</tr>
<tr>
<td>Jumlah</td>
<td>20</td>
<td></td>
<td>33739</td>
<td>1475</td>
<td>110045</td>
</tr>
</tbody>
</table>
\[
\overline{X} = \frac{\sum fixi}{\sum fi} = \frac{1475}{20} = 73.75
\]

\[
s^2 = \frac{n\sum fi.xi^2 - (\sum fixi)^2}{n(n-1)} = \frac{20 \times 110045 - (1475)^2}{20(20-1)}
\]

\[
s^2 = 66.51
\]

\[
s = 8.15
\]

**Table 8**

Observation frequency value of post test

<table>
<thead>
<tr>
<th>of experiment class</th>
<th>class interval</th>
<th>Bk</th>
<th>Zi</th>
<th>P(Zi)</th>
<th>size class</th>
<th>Ei</th>
<th>Oi</th>
<th>(\frac{(O_i - E_i)^2}{E_i})</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>59.5 -1.75</td>
<td>0.4599</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>60-64</td>
<td></td>
<td></td>
<td>0.0891</td>
<td>1.782</td>
<td>4</td>
<td></td>
<td>2.76067565</td>
</tr>
<tr>
<td></td>
<td>64.5 -1.13</td>
<td>0.3708</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>65-69</td>
<td></td>
<td></td>
<td>0.1723</td>
<td>3.446</td>
<td>3</td>
<td></td>
<td>0.05772374</td>
</tr>
<tr>
<td></td>
<td>69.5 -0.52</td>
<td>0.1985</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>70-74</td>
<td></td>
<td></td>
<td>0.1626</td>
<td>3.252</td>
<td>2</td>
<td></td>
<td>0.4820123</td>
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<tr>
<td></td>
<td>74.5 0.09</td>
<td>0.0359</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>75-79</td>
<td></td>
<td></td>
<td>0.2253</td>
<td>4.506</td>
<td>5</td>
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<td>0.05415801</td>
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<td>80-84</td>
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<td></td>
<td>0.1454</td>
<td>2.908</td>
<td>5</td>
<td></td>
<td>1.50497387</td>
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<tr>
<td></td>
<td>84.5 1.32</td>
<td>0.4066</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>85-89</td>
<td></td>
<td></td>
<td>0.0666</td>
<td>1.332</td>
<td>1</td>
<td></td>
<td>0.08275075</td>
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<tr>
<td></td>
<td>89.5 1.93</td>
<td>0.4732</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

X tabel 7.815

With \(\alpha = 5\%\) and \(dk = 6 - 3 = 3\), from the chi-square distribution table, obtained \(X_{table} = 7.815\). Because \(X^2_{count}\) is lower than \(X^2_{table}\) (4.942 < 7.815). So, the distribution list is normal.
2) The Normality Post-Test of the Control Class

**Hypothesis:**
- Ho : The distribution list is normal
- Ha : The distribution list is not normal

**Test of hypothesis:**

The formula is used:

\[ X^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i} \]

The computation of normality test:

- Maximum score = 72
- Minimum score = 44
- Range = 28
- K/many class interval = 5.29 ~ 6
- Length of the class = 4.66 ~ 5

### Table 9

<table>
<thead>
<tr>
<th>Class Interval</th>
<th>f_i</th>
<th>X_i</th>
<th>X_i^2</th>
<th>f_iX_i</th>
<th>f_iX_i^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>44 – 48</td>
<td>3</td>
<td>46</td>
<td>2116</td>
<td>138</td>
<td>6348</td>
</tr>
<tr>
<td>49 – 53</td>
<td>3</td>
<td>51</td>
<td>2601</td>
<td>153</td>
<td>7803</td>
</tr>
<tr>
<td>54 – 58</td>
<td>3</td>
<td>56</td>
<td>3136</td>
<td>168</td>
<td>9408</td>
</tr>
<tr>
<td>59 – 63</td>
<td>3</td>
<td>61</td>
<td>3721</td>
<td>183</td>
<td>11163</td>
</tr>
<tr>
<td>64 – 68</td>
<td>6</td>
<td>66</td>
<td>4356</td>
<td>396</td>
<td>26136</td>
</tr>
<tr>
<td>69 – 73</td>
<td>2</td>
<td>71</td>
<td>5041</td>
<td>142</td>
<td>10082</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td></td>
<td>1180</td>
<td></td>
<td>70940</td>
</tr>
</tbody>
</table>

\[ \bar{X} = \frac{\sum f_ix_i}{\sum f_i} = \frac{1180}{20} = 59.00 \]

\[ s^2 = \frac{n \sum f_ix_i^2 - (\sum f_ix_i)^2}{n(n-1)} = \frac{20 \times 70940 - (1180)^2}{20(20-1)} \]

\[ s^2 = 69.47 \]
\[ s = 8.33 \]

Table 10
Observation frequency value of post test
Of control class

<table>
<thead>
<tr>
<th>class interval</th>
<th>Bk</th>
<th>Zi</th>
<th>P(Zi)</th>
<th>Ei</th>
<th>Oi</th>
<th>( \frac{(O_i - E_i)^2}{E_i} )</th>
</tr>
</thead>
<tbody>
<tr>
<td>43.5</td>
<td>-1.86</td>
<td>0.4686</td>
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<td></td>
</tr>
<tr>
<td>44-48</td>
<td></td>
<td></td>
<td></td>
<td>0.0724</td>
<td>1.448</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.3962</td>
<td></td>
<td>3</td>
<td>1.66347</td>
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</tr>
<tr>
<td>49-53</td>
<td></td>
<td></td>
<td></td>
<td>0.1508</td>
<td>3.016</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.2454</td>
<td></td>
<td>3</td>
<td>8.488063</td>
<td></td>
</tr>
<tr>
<td>53.5</td>
<td>-0.66</td>
<td>0.0724</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>54-58</td>
<td></td>
<td></td>
<td></td>
<td>0.2215</td>
<td>4.43</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.461603</td>
<td></td>
<td>3</td>
<td>0.461603</td>
<td></td>
</tr>
<tr>
<td>59-63</td>
<td></td>
<td></td>
<td></td>
<td>0.1815</td>
<td>3.63</td>
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<td>0.109339</td>
<td></td>
<td>3</td>
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<tr>
<td>63.5</td>
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<td>0.2054</td>
<td></td>
<td></td>
<td></td>
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<td>64-68</td>
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<td></td>
<td></td>
<td>0.1675</td>
<td>3.35</td>
<td>6</td>
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<td></td>
<td>2.096269</td>
<td></td>
<td>6</td>
<td>2.096269</td>
<td></td>
</tr>
<tr>
<td>69-73</td>
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<td></td>
<td></td>
<td>0.0862</td>
<td>1.724</td>
<td>2</td>
</tr>
<tr>
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<td></td>
<td>0.044186</td>
<td></td>
<td>2</td>
<td>0.044186</td>
<td></td>
</tr>
<tr>
<td>73.5</td>
<td>1.74</td>
<td>0.4591</td>
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<td>4.37495</td>
<td></td>
<td>2</td>
<td>4.37495</td>
<td></td>
</tr>
</tbody>
</table>

\( X_{\text{table}} = 7.815 \)

With \( \alpha = 5\% \) and \( dk = 6-3 = 3 \), from the chi-square distribution table, obtained \( X_{\text{table}} = 7.815 \). Because \( X^2_{\text{count}} \) is lower than \( X^2_{\text{table}} (4.37 < 7.815) \). So, the distribution list is normal.

3) The Homogeneity Post-Test of the Experimental Class

**Hypothesis:**

- \( H_o : \sigma_1^2 = \sigma_2^2 \)
- \( H_A : \sigma_1^2 \neq \sigma_2^2 \)

**Test of hypothesis:**

The formula is used:

\[
F = \frac{\text{Biggest variant}}{\text{smallest variant}}
\]
The Data of the research:

<table>
<thead>
<tr>
<th></th>
<th>Variant</th>
<th>Experimental</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>1480</td>
<td>1188</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>( \bar{X} )</td>
<td>74.00</td>
<td>59.40</td>
<td></td>
</tr>
<tr>
<td>Variant (( S^2 ))</td>
<td>79.995</td>
<td>79.620</td>
<td></td>
</tr>
<tr>
<td>Standard deviasi (S)</td>
<td>8.944</td>
<td>8.923</td>
<td></td>
</tr>
</tbody>
</table>

Biggest variant (Bv) = 79.995
Smallest variant (Sv) = 79.620
\( n_1 = 20 \)
\( n_2 = 20 \)
Based on the formula, it is obtained:

\[
F = \frac{79.995}{79.620} = 1.005
\]

With \( \alpha = 5\% \) and dk = (20-1=19): (20–1=19), obtained 
\( F_{table} = 2.15 \). Because \( F_{count} \) is lower than \( F_{table} \) (1.005 < 2.15). So, Ho is accepted and the two groups have same variant/homogeneous.

2. The Hypothesis Test

The hypotheses in this research is a significance difference in noun test score between students taught using word find puzzle and those taught using non-word find puzzle.

In this research, because \( \sigma_1^2 = \sigma_2^2 \) (has same variant), the t-test formula is as follows:

\[
t = \frac{\bar{x}_1 - \bar{x}_2}{S} \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}
\]

\[
S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}
\]
The data of the research:

<table>
<thead>
<tr>
<th></th>
<th>Variant</th>
<th>Experiment</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>1480</td>
<td>1188</td>
<td></td>
</tr>
<tr>
<td>n</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>( \bar{X} )</td>
<td>74.00</td>
<td>59.40</td>
<td></td>
</tr>
<tr>
<td>Variant (s^2)</td>
<td>79.995</td>
<td>79.620</td>
<td></td>
</tr>
<tr>
<td>Standard deviasi (s)</td>
<td>8.944</td>
<td>8.923</td>
<td></td>
</tr>
</tbody>
</table>

\[
S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}
\]

\[
S = \sqrt{\frac{(20 - 1)79.995 + (20 - 1)79.62}{20 + 20 - 2}} = 8.933
\]

So, the computation t-test:

\[
t = \frac{x_1 - x_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} = \frac{74.00 - 59.40}{8.933 \sqrt{\frac{1}{20} + \frac{1}{20}}} = 5.171
\]

With \( \alpha = 5\% \) and \( dk = 20 + 20 - 2 = 38 \), obtained \( t_{table} = 1.68 \) (one tail). Because \( t_{count} \) is higher than \( t_{table} \) (1.68 < 5.171). So, \( Ho \) is accepted and there is no difference of the pre test average value from both groups.

From the computation above, the t-table is 1.68(one tail) by 5% alpha level of significance and \( dk = 20+20-2=38 \). T-value was 5.171. So, the t-value was higher than the critical value on the table (5.171 > 1.68).

From the result, it can be concluded that using word find puzzle is more effective than without using word find puzzle in teaching common noun. The hypothesis is accepted.

C. Discussion of Research Finding

The result of the research shows that the experimental class (the students who are taught using word find puzzle) has the mean value pre-test was 54.60 and post-test was 74.00. While the control class (the
students who are taught without using *word find puzzle*) has the mean value pre-test was 52.80 and post-test was 59.40.

On the other hand, the test of hypothesis using t-test formula shows the value of the t-test is higher than the critical value. The value of t-test is 5.171, while the critical value on $t_{0.05}$ is 1.68 (one tail). It means that using *word find puzzle* more effective than without using *word find puzzle* in teaching common noun.

**D. Limitation of the Research**

The writer realizes that this research had not been done optimally. There were constraints and obstacles faced during the research process. Some limitations of this research are:

1. Relative short time of research makes this research could not be done maximum.
2. The research is limited at SDN 03 Tengengwetan Kab. Pekalongan. So that when the same research will be gone in other schools, it is still possible to get different result.
3. The implementation of the research process was less perfect. Because short time of this research, so the assessment was conducted not only based on the material given in the class but also the assignments or exercises given to students’ homework on nouns.

Considering all those limitations, there is a need to do more research about teaching common noun using word find puzzle. So that, the more optimal result will be gained.
CHAPTER V
CONCLUSION

A. Conclusion

Having conducted the research of teaching common noun using word find puzzle, the researcher draws some conclusions based on the discussion. The conclusions are:

1. The implementation of Word find puzzle is easily and fun learning. By using Word find puzzle students more understand and memorize it well because it consists of thing independently, cooperate and share the answer together. Therefore, they are not confused to understand the vocabulary and did not easy to get bored.

2. Using word find puzzle is more effective in teaching common noun than without using word find puzzle. It is showed of the mean of experimental class is higher than control class (74.00 > 59.40). On the other hand, the test of hypothesis using t-test formula shows the value of the t-test is higher than the value of the t-table. The value of t-test is 5.171, while the value of t-table on $\alpha = 5\%$ is 1.68 (one tail) (5.171 > 1.68). The hypothesis is accepted.

B. Recommendation

In English language teaching and learning at Elementary School, the teacher must create enjoyable, fun and interesting situation as possible as the teacher can. The enjoyment ought to be the foremost aims which hopefully will have good effects on the education, because what they dislike, they drop as soon as possible. In other word, the teacher should make learning enjoyable because students love word find puzzle and learn well when they are enjoying themselves.

This research has found out the description students’ achievement at SDN 03 Tengengwetan in noun test score. Teaching common noun using word find puzzle can motivate students to improve their understanding. Word
find puzzle is one of medium in teaching and learning noun, especially “common noun”. By word find puzzle, students will memorize the material in their mind easily.

Common noun is one of nouns that have many kinds and types. By using word find puzzle students are expected to understand and memorize it well because it consists of individual task and cooperate.

The writer hopes the school institution can support teachers to create enjoyable, fun and interesting situation in learning such as word find puzzle in teaching common noun. So, this research can increase students’ knowledge especially in English skill.

Finally, the writer realizes that this paper is far from being perfect. Because of that, constructive critics and advice are really expected for the perfection of the thesis. Hopefully, this thesis will be useful for all of us.

Aamiin.
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APPENDICES
INSTRUMENTS FOR EXPERIMENTAL CLASS

Post Test

Silang jawaban yang benar!

1. He is a person who operates a plane. Who is he?
   a. Farmer
   b. Doctor
   c. Machinist
   d. Pilot

2. I go to school by . . .
   a. Plane
   b. Train
   c. Bus
   d. Bicycle

3. It is land transportation. It is very long. It is a . . .
   a. Car
   b. Bicycle
   c. Plane
   d. Train

4. My brother goes to Kalimantan by . . .
   a. Bicycle
   b. Ship
   c. Motorcycle
   d. Plane
5. He is a person who drives a vehicle. He is a …
   a. Nurse
   b. Soldier
   c. Farmer
   d. Driver

6. A: Who is He?
   B: He is a …
   a. Doctor
   b. Nurse
   c. Teacher
   d. Driver

7. A: What is his job?
   B: he is a…
   a. Dancer
   b. Singer
   c. Doctor
   d. Seller

8. She is a person who teaches in school. Who is she?
   a. Pilot
   b. Teacher
   c. Soldier
   d. Waitress

9. Can I borrow your …
   a. Magazine
   b. Book
   c. Library card
   d. News paper

10. What picture is it?
    It is a …
    a. Books
    b. Story books
    c. Magazine
    d. Newspaper
11. A: What is her job?
   B: She is a…
   a. singer
   b. cashier
   c. Dancer
   d. Waitress

12. I can fly like a bird, what am I?
   a. Train
   b. Bus
   c. Plane
   d. Pedicab

13. My sister is a person who serves in the restaurant. What is her job?
   a. Seller
   b. Cashier
   c. Chef
   d. Waitress

14. A: What picture is it?
    Is it a book?
   B: No, it is a …
   a. Bookshelf
   b. Library card
   c. Catalog
   d. Magazine

15. It is used to put of books in the library. It is a …
   a. Catalog
   b. Library card
   c. Story book
   d. Bookshelf

16. My father is a person who manages a farm. My father is a …
   a. Soldier
   b. Tailor
   c. Farmer
   d. Dancer
17. He is a person who operates a train. Who is he?
   a. Driver
   b. Machinist
   c. Pilot
   d. Captain

18. It is land transportation. It has three wheels. What is it?
   a. Bus
   b. Car
   c. Pedicab
   d. Motorcycle

19. A: What is her job?
   She is a person who cares for patients.
   B: She is a …
   a. Waitress
   b. Pilot
   c. Nurse
   d. Apothecary

20. He is a person who usually uses white clothes. He is usually bringing a stethoscope. What is his job?
   a. Policeman
   b. Soldier
   c. Doctor
   d. Nurse

21. A: What picture is it?
   Is it a plane?
   B: No, it is a …
   a. Train
   b. Bus
   c. Car
   d. Ship

22. A: What is his job?
   He is a person who manages a farm.
   B: He is a …
   a. Tailor
b. Waiter
c. Farmer
d. Driver

23. What picture is it?
   It is a …
   a. Magazine
   b. Books
   c. Newspaper
   d. Story books

24. My mother goes to market by…
   a. Pedicab
   b. Motorcycle
   c. Bicycle
   d. Car

25. Can I borrow your ….?
   a. Magazine
   b. Book
   c. Newspaper
   d. Story book
KEY ANSWERS
FOR POST TEST

1. D
2. D
3. D
4. B
5. C
6. A
7. A
8. D
9. A
10. B
11. A
12. D
13. C
14. A
15. C
16. C
17. D
18. C
19. B
20. C
INSTRUMENTS FOR CONTROL CLASS

Pre Test

Silang jawaban yang benar!

25. I go to school by . . .
   e. Plane
   f. Train
   g. Bus
   h. Bicycle

26. He is a person who operates a plane. Who is he?
   e. Farmer
   f. Doctor
   g. Machinist
   h. Pilot

27. My brother goes to Kalimantan by . . .
   e. Bicycle
   f. Ship
   g. Motorcycle
   h. Plane

28. He is a person who drives a vehicle. He is a . . .
   e. Nurse
   f. Soldier
   g. Farmer
   h. Driver
29. A: Who is He?
   B: He is a …
   e. Doctor
   f. Nurse
   g. Teacher
   h. Driver

30. A: What is his job?
   B: he is a…
   e. Dancer
   f. Singer
   g. Doctor
   h. Seller

31. She is a person who teaches in school. Who is she?
   e. Pilot
   f. Teacher
   g. Soldier
   h. Waitress

32. Can I borrow your …
   e. Magazine
   f. Book
   g. Library card
   h. Newspaper

33. What picture is it?
   It is a …
   e. Books
   f. Story books
   g. Magazine
   h. Newspaper

34. A: What is her job?
   B: She is a…
   e. singer
   f. cashier
   g. Dancer
35. I can fly like a bird, what am I?
   e. Train
   f. Bus
   g. Plane
   h. Pedicab

36. My mother goes to market by…
   e. Pedicab
   f. Motorcycle
   g. Bicycle
   h. Car

37. My sister is a person who serves in the restaurant. What is her job?
   e. Seller
   f. Cashier
   g. Chef
   h. Waitress

38. He is a person who usually uses white clothes. He is usually bringing a stethoscope. What is his job?
   e. Policeman
   f. Soldier
   g. Doctor
   h. Nurse

   B: No, it is a …
   e. Bookshelf
   f. Library card
   g. Catalog
   h. Magazine

40. It is used to put of books in the library. It is a …
   e. Catalog
   f. Library card
   g. Story book
   h. Bookshelf
41. He is a person who operates a train. Who is he?
   e. Driver
   f. Machinist
   g. Pilot
   h. Captain

42. It is land transportation. It has three wheels. What is it?
   e. Bus
   f. Car
   g. Pedicab
   h. Motorcycle

43. A: What is her job?
   She is a person who cares for patients.
   B: She is a …
   e. Waitress
   f. Pilot
   g. Nurse
   h. Apothecary
   i.

44. A: What picture is it?
   Is it a plane?
   B: No, it is a …
   e. Train
   f. Bus
   g. Car
   h. Ship

45. A: What is his job?
   He is a person who manages a farm.
   B: He is a …
   e. Tailor
   f. Waiter
   g. Farmer
   h. Driver

46. What picture is it?
   It is a …
47. It is land transportation. It is very long. It is a …
   e. Car
   f. Bicycle
   g. Plane
   h. Train

48. My father is a person who manages a farm. My father is a …
   e. Soldier
   f. Tailor
   g. Farmer
   h. Dancer

26. Can I borrow your …. 
   e. Magazine
   f. Book
   g. Newspaper
   h. Story book
KEY ANSWERS
FOR PRE TEST

21. D
22. D
23. D
24. B
25. C
26. A
27. A
28. D
29. A
30. B
31. A
32. D
33. C
34. A
35. C
36. C
37. D
38. C
39. B
40. C
41. Iuiy
42. Gyuty
43. Fft
44. Ftdrt
45. guyt
ANSWERS KEY

FOR PRE TEST

46. D
47. D
48. B
49. D
50. A
51. A
52. B
53. C
54. D
55. A
56. C
57. A
58. D
59. C
60. A
61. D
62. B
63. C
64. C
65. B
66. C
67. D
68. D
69. C
70. B
ANSWERS KEY
FOR POST TEST

1. D
2. D
3. D
4. B
5. D
6. A
7. A
8. B
9. C
10. D
11. A
12. C
13. D
14. A
15. D
16. C
17. B
18. C
19. C
20. C
21. B
22. C
23. D
24. A
25. B
Lesson Plan
For Experimental Class

School: SDN 03 Tengengwetan
Subject: English
Theme: Occupation, Transportation, and Library
Skill Focus: Listening
Class/Semester: V B / 2
Time Allotment: 2 x 40 minutes
Source: Start With English 5, Richatul Misciyah, M. Pd, Bumi Aksara, 2010

Competence Standard:

a. Listening
   To understand the simple instruction using action in class context

Basic Competence:

a. To respond by using action as acceptance in class context
b. To respond the simple instruction as Verbal in class context

Indicator:

- By the end the lesson students are able to:
  1. Understanding about Common Noun (Occupation, Transportation, and Library)
  2. Mention of kinds of occupation, Transportation, and Library
  3. Pronounce of the word about occupations, Transportation, and Library

Material: Common Noun
Media: Word Find Puzzle

Teaching and Learning Activity:

1. Pre activity
   - Greeting
   - Checking students’ attendance.

2. Main activity

   First Meeting
1) BKOF (Building Knowledge of the Field)
   - Teacher asks the students about Common Noun.
     1. What is Common Noun?
   - Ask the students about Occupation.
     1. What is Occupation?
   - Ask the students kind of quantifiers.
     1. Please mention the kind of Occupation?

2) MOT (Modelling of the Text)
   - The teacher gives examples of Common Noun.
   - The teacher gives examples of Occupation.
   - The teacher gives example of Occupation.

3) JCOT (Joint Construction of the Text)
   - The teacher divides the students into four groups and to choose volunteer to be headman in each group
   - The teacher divides sheets of Word Find Puzzle to each group
   - The teacher asks the head man to in front of the class to give some clue or scrambled clue to his group one by one
   - After the question was answered, each headman must write down in the black board
   - The teacher discusses the students’ answer

4) ICOT (Independent Construction of the Text)
   The teacher asks the students to pronounced their answer word by word together

3. Post activity
   - the teacher reviews the explanation they have discussed
   - teacher closes the meeting

Second Meeting
1) BKOF (Building Knowledge of the Field)
   - The teacher asks the students to tell about Common Noun.
   - The teacher asks the students to tell about Occupation
- Ask the students kind of Occupation

2) MOT (Modelling of the Text)
   - The teacher gives explanation about Transportation.
   - The teacher gives example of Transportation

3) JCOT (Joint Construction of the Text)
   a. The teacher divides the students into four groups and to choose volunteer to be headman in each group
   b. The teacher divides sheets of Word Find Puzzle to each group
   c. The teacher asks the head man to in front of the class to give some clue or scrambled clue to his group one by one
   d. After the question was answered, each headman must write down in the black board
   e. The teacher discusses the students’ answer

4) ICOT (Independent Construction of the Text)
   The teacher asks the students to pronounced their answer word by word together

4. Post activity
   - the teacher reviews the explanation they have discussed
   - teacher closes the meeting

Third Meeting

1) BKOF (Building Knowledge of the Field)
   - The teacher asks the students to tell about Common Noun.
   - Ask the students kind to mention of transportation

2) MOT (Modelling of the Text)
   - The teacher gives explanation about Common Noun.
   - The teacher gives example of Library

3) JCOT (Joint Construction of the Text)
   a. The teacher divides the students into four groups and to choose volunteer to be headman in each group
   b. The teacher divides sheets of Word Find Puzzle to each group
c. The teacher asks the head man to in front of the class to give some clue or scrambled clue to his group one by one.
d. After the question was answered, each headman must write down in the black board.
e. The teacher discusses the students’ answer.

4) ICOT (Independent Construction of the Text)
The teacher asks the students to pronounced their answer word by word together.

5. Post activity
- the teacher reviews the explanation they have discussed
- teacher closes the meeting

Form: Written
Technique: Students are asked to do the assessment in the form of multiple choice
Aspect: students’ activeness

Scoring/assessment:
Total Number x 4

Semarang, April 2011

The Teacher, The Researcher,

Arief Hermawan, S. Pd
NIP.19801013 200801 1 009

Ainatus Sholikhah
NIM. 063411001
LESSON PLAN
FOR CONTROL CLASS

School : SDN 03 Tengengwetan
Subject : English
Theme : Occupation, Transportation, and Library
Skill Focus : Listening
Class/ Semester : V A / 2
Time Allotment : 2 x 40 minutes
Source : Start With English 5, Richatul Misciyah, M. Pd, Bumi Aksara, 2010

Competence Standard:
   a. Listening
      To understand the simple instruction using action in class context
Basic Competence :
   a. To respond by using action as acceptance in class context
   b. To respond the simple instruction as Verbal in class context
Indicator :
   1. Understanding about Common Noun (Occupation, Transportation, and Library)
   2. Mention of kinds of occupation, Transportation, and Library
   3. Pronounce of the word about occupations, Transportation, and Library

Material : Common Noun
Media : -

Teaching and Learning Activity:
1. Pre activity
   - Greeting
   - Checking students attendance

2. Main activity

   **First Meeting**
   1) BKOF (Building Knowledge of the Field)
      - Teacher asks the students about Common Noun.
        1. What is Common Noun?
      - Ask the students about Occupation.
        1. What is Occupation?
      - Ask the students kind of Occupation.
        1. Please mention the kinds of Occupation?
   2) MOT (Modelling of the Text)
      - The teacher gives examples of Common Noun.
      - The teacher gives examples of Occupation.
      - The teacher gives example of Occupation.
   3) JCOT (Joint Construction of the Text)
      - The teacher asks the students to mention kinds of transportation
      - The teacher asks the several of them to in front of the class to mention and write down vocabulary about transportation in the blackboard
      - The teacher discusses the students’ answer
   4) ICOT (Independent Construction of the Text)
      The teacher asks the students to pronounced their answer word by word together

3. Post activity
   - the teacher reviews the explanation they have discussed
   - teacher closes the meeting

   **Second Meeting**
   1) BKOF (Building Knowledge of the Field)
- The teacher asks the students to tell about Common Noun.
- The teacher asks the students to tell about Occupation
- Ask the students to mention kinds of Occupation

2) MOT (Modelling of the Text)
- The teacher gives explanation about Transportation.
- The teacher gives example of kinds Transportation

3) JCOT (Joint Construction of the Text)
- The teacher asks the students to mention kinds of transportation
- The teacher asks the several of them to in front of the class to mention and write down vocabulary about transportation in the blackboard
- The teacher discusses the students’ answer

4) ICOT (Independent Construction of the Text)
The teacher asks the students to pronounced their answer word by word together

4. Post activity
- the teacher reviews the explanation they have discussed
- teacher closes the meeting

Third Meeting
1) BKOF (Building Knowledge of the Field)
- The teacher asks the students to tell about Common Noun.
- Ask the students to mention kinds Transportation

2) MOT (Modelling of the Text)
- The teacher gives explanation about Common Noun.
- The teacher gives example of kinds Library

3) JCOT (Joint Construction of the Text)
- The teacher asks the students to mention kinds of transportation
- The teacher asks the several of them to in front of the class to mention and write down vocabulary about transportation in the blackboard
- The teacher discusses the students’ answer
4) ICOT (Independent Construction of the Text)
   The teacher asks the students to pronounced their answer word by word together

5. Post activity
   - the teacher reviews the explanation they have discussed
   - teacher closes the meeting

Form : Written
Technique : Students are asked to do the assessment in the form of multiple choice

Aspect : Students’ Activeness
Scoring/assessment :
   Total Number x 4

Semarang, April 2011

The Teacher, The Researcher,

Arief Hermawan, S. Pd
NIP.19801013 200801 1 009

Ainatus Sholikhah
NIM. 063411001

Afandi Casiyan, S. Pd
NIP. 19560719 197802 1 001
Words Find Puzzles

OCCUPATION

N O G F F V F C P B E Y
M U C M A P I L O T H D
A N R J R Z S C L G Y J
C D U S M Q H N I S I K
H A P O E T E A C H E R
I N J L R W R A E V K L
N C Z D B K M D M Q S T
I E A I T N A G E R F E
S R L E Y V N B N T H B
T C W R O F R J T S M S

1. Policeman
2. Nurse
3. Farmer
4. Teacher
5. Fisherman
6. Dancer
7. Soldier
8. Doctor
9. Pilot
10. Machinist
# TRANSPORTATIONS

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- Bus
- Train
- Pedicab
- Ship
- Plane
- Helicopter
- Motorcycle
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- Book shelf
- Catalog
- Newspaper
- Book
- Storybook
- Library card
- magazine
CURRICULUM VITAE

Name : Ainatus Sholikhah

Palace and Date of Birth : Pekalongan, April 03, 1988

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Email : aina_bayie@yahoo.co.id

Phone : 085226664828

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❖ SD Negeri 03 Tengengwetan
❖ SLTP N 01 Sragi
❖ MA Salafiyah Simbang Kulon
❖ Tarbiyah Faculty State Institute for Islamic Studies Walisongo Semarang