TEACHING VOCABULARY
THROUGH SEARCH WORD PUZZLE
(A Classroom Action Research To Fifth Grade At SD.N 32 Kota Bengkulu In
Academic Year 2015)

THESIS

Presented As A Partial Requiretment For "Sarjana" Degree (S.Pd)
In English Study Program

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Demikian, pernyataan ini saya buat dengan sebenarnya dan tidak dipaksakan.

Bengkulu,   November 2015

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MOTO

"If its important to you, you will find a way, if its not you will find excuse."

"When you focu on problems, you will have more problems, when you focus on possibilities, you will have more opportunities"

DEDICATION TO

Bissmillahirrohmanirrohiim

In the name of Allah, the most gracious and most merciful. All praise and gratitude to him who has given strength, patience, and perseverance to finish this thesis. Shalawat and salam to our prophet Muhammad SAW, his family and friends.

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ABSTRACT

Most of EFL students are lack in mastering English vocabulary. Tha objective of this research is to find out whether it is significantly effective teaching vocabulary through word search puzzle toward the fifith grade students of SDN 32 in Bengkulu. This research is Classroom Action Research (CAR). This research use Search Word Puzzle strategy to improve students motivation to learn vocabulary. The subjects were students of SDN 32 Bengkulu which were consisted of two classes. There were class A and class B the subject, of this research was the students of class B, there are 32 students which contains of 13 male and 19 female. Teaching vocabulary for the fifth grade students of SDN 32 Bengkulu in academy year 2014/2015 before being taught by search word puzzle was poor. It is showed with score student always increasing eery meeting from pre-test, from 23 students at fifth grade of SDN 32 Bengkulu there are 6 of 23 students showed the score upper 65, with details 6 (26.09%) students got good score. While, the amount that got score under 65 was 17 students with details 12(52.17%) students got bad score and 5(21.74%) students got failed score, cycle 1, from 23 students at fifth grade of SDN 32 Bengkulu there are 11 students showed the score upper 60 with details 2(8.7%) students got very good, 9 (39.13%) students got bad score and. While, the amount that got score under 60 was 12 students, with details 10(43.48%) students got bad score and 2(8.7%) students got failed score, and cycle 2, from 23 students at fifth grade of SDN 32 Bengkulu there are 19 students showed the score upper 60. with details 6(26.1%) students got very good, 13 (56.52%) students got good score and. While, the amount that got score under 60 was 4 students, with details 4(17.39%) students got bad score and 0(0%) students got failed score. So that search word puzzle strategy can be used as one of the strategy in teaching vocabulary

ABSTRAK

Kebanyakan anak-anak belajar bahasa Inggris itu kurangnya menguasai kosa kata. Tujuan penelitian ini adalah untuk menemukan perubahan yang effective dalam pengajaran kosakata dengan menggunakan strategi search word puzzle untuk kelas lima di SDN 32 Bengkulu. Penelitian ini merupakan penelitian tindakan kelas (PTK). Penelitian ini menerapkan stretegi search word puzzle agar meningkatkan ketertarikan dalam belajar kosakata. Subjek penelitian ini adalah siswa dari SDN 32 Kota Bengkulu yang terdiri dari dua kelas A dan kelas B. Penelitian ini dilakukan di kelas B yang terdiri dari dari 32 murid, terdiri dari 13 laki-laki dan 19 perempuan. Pengajaran kosakata di SDN 32 Bengkulu sebelum melakukan strategi ini mendapat nilai yang buruk, disini ditunjukkan dengan nilai murid yang selalu meningkat setelah diajarkan strategi ini dari pre-test, dari 23 murid kelas lima di SDN 32, 6 murid yang mendapatkan nilai bagus, 12 murid yang mendapatkan nilai buruk dan 5 murid yang mendapatkan nilai sangat buruk. cycle 1, dari 23 murid kelas lima di SDN 32 Bengkulu, 2 murid yang mendapatkan nilai sangat bagus, 9 murid yang mendapatkan nilai bagus, 10 murid yang mendapatkan nilai buruk dan 2 murid yang mendapat nilai sangat buruk. Dan cycle 2, dari 23 murid kelas lima di SDN 23, 6 murid mendapatkan nilai sangat bagus, 13 murid yang mendapatkan nilai bagus dan 4 murid yang mendapatkan nilai buruk. Sehingga strategi ini dapat digunakan sebagai salah satu strategi dalam proses pengajaran vocabulary.

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Hopefully, this thesis will be useful for all of students and lecturers at IAIN Bengkulu generaly and the students and lecturers at English study program especially, the researcher realize this thesis is still not perfect yet. Therefore any suggestion and constructive critism are always welcome for the better.

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Researcher

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CHAPTER I

INTRODUTION

A. Background of The Research

A language is consider to be a system of communicating with other people using sounds, symbols and words in expressing a meaning, idea or thought. This language can be used in many forms, primarily through oral and written communications as well as using expressions through body language. Language may refer either to the specifically human capacity for acquiring and using complex systems of communication, or to a specific instance of such a system of complex communication.

According to Jeremy (2001), language is a systematic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks having understood meanings. Language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently. (The language Instinct, 1994:6)

On the other hand, according to David (1991), wish to emphasize that, first of all, language is not something that comes in "nicely packaged units" and that it certainly is "a multiple, complex, and kaleidoscopic phenomenon." Teaching English to the students can said tricky. Many people argue that describe the

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subject matter is very difficult because English is a foreign language inevitably be carried out under the demands of the curriculum in force in our country.

Many students feel confused when they want to speak English with smart fast way. But they were confused where to start. Does first have to master grammar, conversation, vocabulary, reading or writing?

Vocabulary is one of the language aspects. The students cannot read, speak, listen, and write without understanding the meaning of words. But, by teaching vocabulary first, the students easily able to read, understand and memorize vocabulary more quickly because this is a very effective way.

In addition, a better way and easier to teach English, especially vocabulary to students is by using games, such as word search puzzle game. Because this game could be an alternative or variation in the methods of English teaching for teachers. With this method, students will not feel bored in learning English. But they will become critical and active children in learning English.

Word search puzzle can be designed for any educational levels, which make them an ideal learning activity for the students. Teaching vocabulary through word search puzzle is not only in written activities and fun so that it would make the students passive learners but also process of the teaching these vocabulary at to be applied in active activities in a for of communication the students will be taught how memorize for a spelling test to do a word search.

Based on the above statements, the writer takes the title of this study as follow teaching vocabulary through word search puzzle to the fifth grade students of the SDN 32 in Bengkulu.

B. Problem of The Research

The problem of this study is to find out whether the word search puzzle is affective or not for teaching vocabulary to the fifth grade students of SDN 32 in Bengkulu.

1. Limitation of the Problem

This study is limited towards teaching vocabulary through word search puzzle to the fifth grade students of SDN 32 in Bengkulu.

2. Formulation of the Problem

The formulation of the problem in this study is started in the following question, "Is it effective teaching vocabulary through word search puzzle to the fifth grade students of SDN 32 in Bengkulu?"

C. Objective of the Research

The objective of this study is to find out whether it is significantly effective teaching vocabulary through word search puzzle to the fifth grade students of SDN 32 in Bengkulu.

D. Significances of the Research

By using this study, there are some significance to the students, teachers, other researchers, and writer herself.

1. For students:

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

2. For teachers of English:

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

3. For other researchers:

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

4. For the writer herself:

   The result of this study can be useful to enlarge her knowledge about teaching vocabulary through word search puzzle.

CHAPTER II

LITERATURE REVIEW

A. The definition of Vocabulary

Vocabulary is basic element of learning English. This is an important factor in reading, listening, writing and speaking. According to Andrew(2000), the field in which vocabulary is commonly used is as follow:

1. All the words as the language.

2. The number of words that an individual can understand and use whether in speaking or writing.

3. The words said to be representative of a subject or occupation.

4. List of words to serve a spesivic purpose

In fact, most people still need some vocabulary rules in order to gain a good sense of language. The words that someone choose affect how good the impression he makes and how people react to serve a specific purpose of the language.

Vocabulary is one of the component of language and that the language exist without words. Words are sign or symbols for ideas. They are the mean by which people exchange their taught, the more words we learner, the more ideas we should have, so we can communicate the ideas more effectively. Vocabulary can divided into two types: they are active and, passive vocabulary. Active vocabulary and the words that we know will enough to be used by ourselves. While the passive vocabulary one the words that we understand approximately but

cannot be used freely, or the words that could be recognized only through the context or the words which me do not need to used themselves.

Vocabulary is one of imfortant elements in learning English. Without a number of vocabularies, someone cannot use other elements of language to structur into a sentence. Hackam (2008:3) stated that vocabulary is more that a list of words, and althought the size of one's vocabulary metters, it know how to use it which matters most. It maens that vocabulary helps other element to construct sentences which have meaning in order to apply in practicing English skill. According to Hornby (1995: 461), vocabulary is a list or collection of word or words and phrases usually alphabetically arranged and explained or defined. In Hornby's explanation, it is clear that vocabulary is not onlu a single word but also it can be in form of pharases. Another expert saind that vocabulary is the words the teachers teach in foreign language both single or more that a single word which made up of two or there words but express a single idea (Ur Penny, 1996:60). That statement means that a vocabulary can be more than one word, but it has single meaning. In conclusion, vocabulary is a word or more which express one idea.

In every conversation, people speak many kids of vocabularies. They are for delivering ideas. The American Heritage Dictionary in pikulski and Templeton(2004: 1) defines that vocabulary as the sum of word used by understood by, or at the command of a particular person or group. However, it seems important to point out that in almost all cases there are some differences in the number of word that an individual understand and uses. The important terms

that must be understood in this frield are: expressive vocabulary, receptive vocabulary, meaning or oral vocabulary, and literate vocabulary. For more understanding see the figure ehich proposed by psikulski and Templeton (2004: 2) below:

Figure 1

B. The Concept of Vocabulary
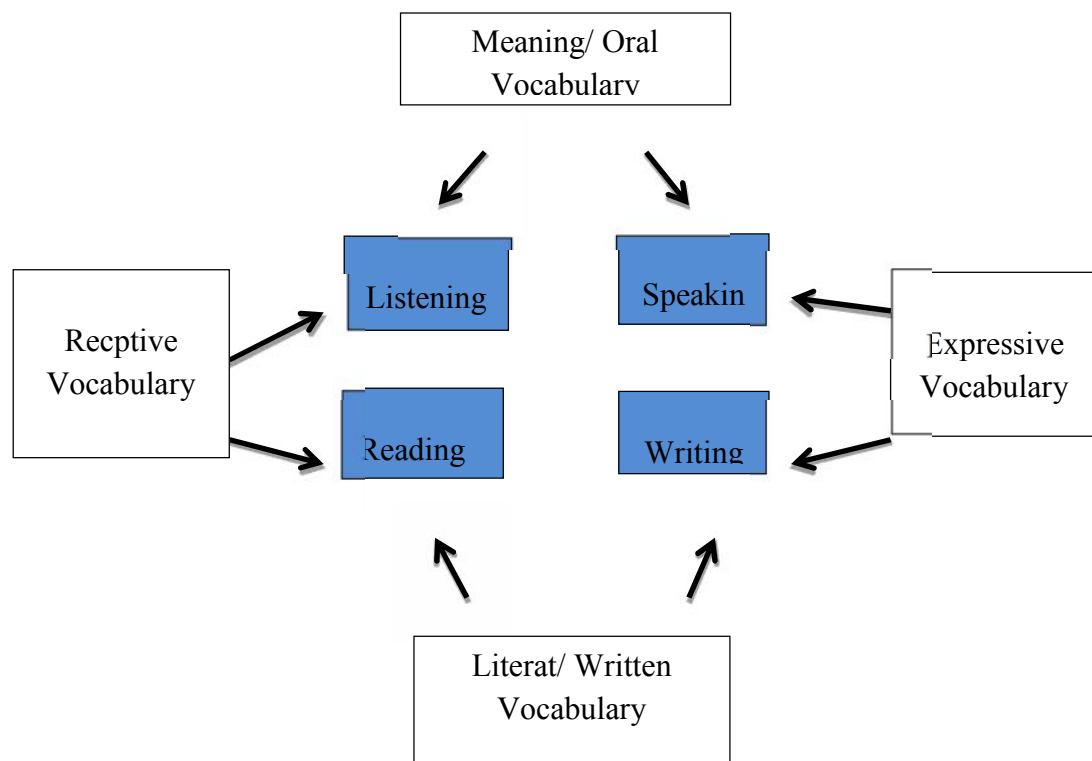
The figure I above can be explained that the major way in which pople use vocabulary when they speak and write. The term is *expressivevocabulary.* It is used to refer to both since there are the vocabularies that people use to express themselves. Pople understand vocabulary when they listen to speech and when they read; the term *receptivevocabulary*is used to refes to listening and reading

vocabularies. Finally, to round out the terminology, *meaning or oral vocabulary* refers to the combination of listening and speaking vocabularies, and literate vocabulary refers to the combination of listening and speaking vocabularies, and literate vocabulary refers to the combination of reading and writing vocabularies. In conclusion, it is clear that vocabulary has important roles in improving student's English skills such as: listening, speaking, writing, reading. Without a number of vocabularies, the student's are impossible to master English.

Helping the students improve their vocabularies is a project with great benefits, especially in senior High level. In this research, the researcher tries to make vocabulary study easy, interesting, praction, end enjoyable by using hypnoteachingstrategh. Besed on Rider (2003: 5), vocabulary study should be based on common words, not obscure words that studen't will encounter only once or twice in a lifetime. This idea is also supported by Allen (1983). She stated that one of facts in teaching vocabulary is foreign words fo familiar objects and persons are important to teach, but the teacher can not expect most members of the class to learn them easily. It means that the teacher should not too often focus on unusual word in teaching vocabulary because the most student's do not need to know them. Then , it is important for teacher to be selective in chosing the kids of vocabularies ehich she want to learn to the student. The vocabularies must be familiar for the student's in order they area useful to use in daily life.

From the explanation above, it is obvius that vocabulary is important reles improving students' English skills, namely: listening, speaking, writing, and improving students' English skills, namely : listening, writing, and reading. Then,

the teacher shuldslect the common/famioliar words for teaching vocabulary in order to be useful for student's English application. In this research, the researcher is going to select the most cmmen word fo teaching vocabulary to apply in hypnoteaching strategy to improve the student's English vocabulary mastery.

C. The Meaning of Vocabulary

In some literature, we find the meaning of vocabulary. There are some definitions of vocabulary. According to Harimukti Kridalaksana, vocabulary is a component of a language that maintains all of information about meaning and using word in a language.

1. According to Webster's Ninth collegiate dictionary, vocabulary is:

   A list or collection of words and phrase usually alphabetically arranged and explained or defined.

2. A sum or stock of words employed by a language group individual or a work or in a field of knowledge.

3. A list or collection of terms or codes available for use.

While according to Roget, vocabulary is:

1. An alphabetical list of word often defined or translated; the vocabulary includes idioms and two word verbs.

2. All the words of language.

3. Specialized expressions indigenous to a particular field, subject, trade, or subculture.

From the definitions above, it shows that vocabulary is a component of language and number of words used by a person, class, profession, etc. In the communication and every aspect such as in trade, education, business, etc.

D. Aspects of Learning Vocabulary

a. Word Classification

terms used to classify word based on their functional categories are cllend part of speech, (Harmer; 1998: 36) which includes as follows :

1) Noun

Noun is a word (or group of words) that is the name of a person, a place, a thing or activity or a quality or idea; nouns can be used as the subject or object of a verb. Example :*manb, city, book, sanse, walking stick, and town hall.* A noun can be made by adding-ist- or- ism to the noun or by adding- *ion, -ment*, -er, to the verb or by adding –ness, -ity to the adjective (McCarthy; 1994: 16). For example: happy (adjective) – happiness (noun). The types of noun are:

1. Countable noun

Contable noun is a noun with both a singular and a plural form., and it names anything that can count. It is the opposite of uncountable nouns and collective nouns (Harmer; 1998: 36).

For example: *Save mountains, an apple, and some mangoes.*

2. Uncountable nouns

Uncountable noun is a noun which does not have a plural form, and which refers tio something that could (would) not count (Harmer; 1998: 36).

For example :*some sugar, a little snow, much hair, and little meat.*

3. Proper noun

Proper noun is a noun that wrote with capital letter, since the name of a specific person, place, or thing. The names of day of the week, months, historical documents, institution, organization, their holy texts and their adherents are proper nouns (Thomas, 1986: 24).

For example: *france, Madrid, Harold, Tom.*

4. Common noun

Common noun is a noun refereeing to a person, place, or thing in a general sense; usually we should write it with a capitalletteranly when it begins a sentence (Thomson; 1986 : 24).

For example: *dog, man, and table.*

5. Concrete noun

Concrete noun is a noun which names anything (or anyone) that can perceive through physical sense: touch, sight, taste, hearing, or smell. A concrete noun is the opposite of abstract noun (Thomson; 1986: 29).

For example: *chair, table, and car.*

6. Abstract noun

Abstract noun is noun which names anything which can not perceive through five physical senses, and is the opposite of a concrete noun (Thomson; 1986: 29)

For example: *spirit, happiness, sadness.*

7. Collective noun

Collective noun is a noun which describes groups, organization, animals or person. A collective noun is smilar to an uncountable noun, and is roughly the opposite of a countable noun (Harmer, 1998: 38).

For example: *there books, two babies.*

8. Noun plural

Most nouns change their form to indicate number by adding –s or –es (Thomson; 1986: 25).

For example: *theree books, two babies.*

2) Verb

Verb is a word (or group of word) which is used in describing an action experience or state. There are three important types of verb to be aware of auxiliary, main, and phrasal verbs, transitive and intransitive, and regular and irregular.

1. Auxiliary verbs

   These are "be, do, have and modal auxiliary verbs (shall, should, will, would, can could, may, might, must or ought,to)". They are used with main verbs in affirmative, negative and question formation (Harmer; 1998: 38).

   For example:

   - we are staying at our friend's hous.

   - we can't afford to pay for a hotel

2. Main verb

   These carry the main meaning (Harmer; 1998: 39).

   For example:

   -sheattived at six o'clock.

   -He wrote a poem to his girls' friends.

3. Phrasel verb

   These are formed by adding an adverb or a preposition (an adverb and a preposition) to a verb to create new meaning (Harmer; 1998 :39)|.

   For example:

   -I will just look over the plants before we start.

   -can we putt off the wedding till after the funeral?

4. Transitive and intransitive

   1. A transitive verb needs a direct objeck to complete its meaning or it Can"t stand alone.

      For example: *the plants need water*

   2. An intransitive verb can stand alone in the predicate because its meaning is complete.

      For example: The plant *grows.*

5. Regular and irregular verb

   1. Regular verbs are formed by adding (-*ed*): call-called, arrive-arrived etc

      For example: *susi called the doctor yesterday.*

    2. *Irregular verbs change* completely in the past tanse: go, went, gone.

    For example: *jack went to the school by bus yesterday.*

3) pronoun

    Pronoun is word that used in place of a noun phrase.

4) Adjective

    An adjective is a word that gives more information about a noun or pronoun. They can have many form aned be used before and after nouns (Harmer; 1998: 43).An adjective can be made by adding –full to the noun or by adding –ive, -ing ,-ed, able, -less to the verb (McCarthy; 1994: 17),
For example: exhaust (verb) –exhausted (adjective).
According to Thomson (1986: 33), there are kids of adjective:

    a. Domonstrative : (this, that,these, those)

    b. Distributive: (each, every, either, neither)

    c. Quantitative: (some,any, no, little/few, much, etc)

    d. Interrogative: (which, what, whose)|

    e. Possessive: (My, your,his, her, its our, your, their)

    f. Or quality: (clever, dry, fast, golden, good, heavy)

5) Adverb

    Adverb is a word (a group of words) that describes or adds to the meaning of a verb, adjective, another adverb or a whole sentence. It can be of time („early",„late", „yesterday morning"), manner („well, quickly, fiercely") place („Cambridge, country, village)" and frequency („aleays, never, often, everyday etc), purpose. Adverb usually appears at the end of sentence (Thomson; 1986: 44). An adverb is normally made by adding the suffix –Iy to the adjective, For example: *quick (adjective) – quickly (adverb). /*
For example:

    -I live in cambridge.

    -He often smiles to me.

6) Preposition

Preposition is a word (or groups of words) which is used to show the way in which other words are connected. Preposition "at, in, on, of, with, etc" usually come before a noun but also come at the end of a clause with certain structures (Harmer; 1998: 44).

For example:

The book's on the self.

7) Conjunction

Conjunction is a word that connects sentences, phrases or clauses (Harmer; 1998: 45).

For example:

Nicky said good night and walked out of the house with a heavy heart.

b. Word Meaning

Word Meaning can be divide be as follow:

1) Synonym

Synonym are words that shere a similar meaning (Schott Thronbury; 2002: 9).

2) Antonym

Antonjyms are word with opposite meanings (Schott Thronbury; 2002: 9).

For example: *old >< new, close >< open.*

3) Homonym

Homnymwords that share the same form but have unrelated meanings (McCarthy; 1990: 22).

For example: *see = sea, peace = piece, our – hour.*

E. Kinds of Vocabulary

There are many classifications made by the experts in language area about the types of vocabulary. Djalinus Syah and Azimar Enong divide vocabulary into two parts, namely: general vocabulary and special vocabulary. The general vocabulary is the words that are used in general; there is no limited of field and

user. Whereas special vocabulary, is the words that are used in the certain field or job, profession or special science and technology.

Jo Ann Aeborsold and Mary Lee Field classified vocabulary into: active and passive vocabulary.

1. Active vocabulary refers to put items which the learner can use appropriately in speaking or writing and it is also called as productive vocabulary, although, in fact, it is more difficult to put into practice. It means that to use the productive vocabulary, the students are supposed to know how to pronounce it well, they must know and be able to use grammar of the target language, they are also hoped the familiar with the collocation and understand the connotation meaning of the words, this type is often used in speaking and writing skill.

2. Passive vocabulary refers to language items that can be recognized and understood in the context of reading or listening, and also called as receptive vocabulary.

Passive vocabulary or comprehensions consist of the words comprehended by people, when they read or listen. In the first level of a course, the active vocabulary is more prominent. But when the students in higher level of study such as intermediate or advanced level passive vocabulary is more useful.

From the explanation above, we know that every expert in every book is different in classifying the kinds of vocabulary, because every person has different ways in showing and telling their opinions and ideas. It means that vocabulary is containing of two kinds function and content words.

F. Concept of Teaching

According to Newton (1992: ii), teaching is a profession conducted by using a combination of art, science, and skill. It is an art because it relies on the "teacher's creative provision of the best possible learning environment and activities for his/her students. It is a science since it is a system and ordered set ideas and method used by the teacher in doing his/her job. Further more teaching is skill for it demands the ability-attained from relevant theories and that they are able to gain linguistic and communicative competence in the target language".

According to Finocchiaro, 1982:5), teaching is trying to keep the students motivation high by using a variety of short activities-four to six different activities-within a 45-minute period cantering around the same teaching point, whether a grammatical feature, a notion, or a function of language, through the cognitive-code theory, that is, the inductive presentation of a linguistic item or category, with tasks and activities that will lead to habit formation of features of pronunciation, morphology, and syntax, which will in turn, lead to fluency and accuracy by focusing more specifically on social communication as the major of objective of language teaching.

Teaching is an interactive process between the teacher and students and among students themselves. The students need to comprehend the new language, but can best do this when allowed asking about what it is they do not understand rather than rely on their teacher or textbook to anticipate areas of comprehension difficulty and simplify apriority (Pica, 1992:4)

Teaching is accompanied by evaluation to know the results of teaching-learning activities because evaluation is a necessary component of all activities, especially in TEFL, whose main objective is to monitor, to help, and to grade the student's use of the language. (Oiler, Jr, 1987: 21)

Teaching is showing or helping someone to learn, giving instructions; guiding; providing with knowledge; causing to know or understand. (Brown, H. Douglas, 2007:391)

G. Concept of Vocabulary

Vocabulary is a set of LEXEMES, including single words, COMPOUND WORDS and IDIOMS (Richard, Jack: John Piatt and Heidi Weber, 1985:307).

According to Hornby (1974:959), vocabulary is a total number of words which (with rules for combining them) make up the language.

According to lexical field theory, the vocabulary of a language is essentially a dynamic and well-integrated system of lexemes structured by relationships of meaning. (Howard Jackson, 2000: 14)

Websters (1988:110 p.9) states that vocabulary is a list of words, usually arranges alphabetically and defined, explained, or translated.

In learning vocabulary, the learners should emphasize on the aspect of words. The success in learning a foreign language is determined by the size of vocabulary one has learned.

H. Types of English Vocabulary

When we see the real use of English language and other languages, it seems that vocabulary is the list of words which have meanings, forms, and

orientation our mind consequence of involving the two kinds of divisions. One really covers the whole aspects of language. It items that it can generally or fully be used for unlimited business or affairs. And the last, that vocabulary is only used in certain area, while for the other area is not.

The reality seems to be focused by Allen and Corder (1988) and device the vocabulary into two major types:

1. General vocabulary that is used in all subjects.

2. Technical vocabulary that consists of words have special meaning in particular areas such as mathematics, social studies, and science.

I. The Important of Vocabulary

Vocabulary is very important in language, a large number of vocabularies are so difficult to learn, and because of that, the teacher should use good method in teaching vocabulary. Since the teaching of English in Indonesia is aimed increasing that teaching vocabulary? The English teacher much takes deep concern of vocabulary lesson. However, vocabulary teaching has not always been very responsive to such problems, and the teachers have not fully recognised the tremendous communicative advantage in developing an extensive vocabulary.

According to Websters (1988:9), in learning language, someone will learn the words of that language since we have learned that it is the essential area of language. From the statements above, we assumed that vocabulary is a very important element of a language.

Although there are many techniques of teaching vocabulary. Nation (1974: 10, p.9) says, when we teach a word we must teach three things: (1) we must teach

the shape or the form of the word, (2) we must teach the meaning of the word, (3) and we must teach that the form and the meaning of the word together.

J. Concept of Word Search Puzzle

According to Hornby (1995: 947), puzzle is a thing that is difficult to understand or answer a mystery or a question or toy that is designed to test a person's knowledge, skill, intelligence, etc.

A word search puzzle is a word game that is letters of a word in a grid that usually has a rectangular or square shape. The objective of this puzzle is to find and mark all the words hidden inside the box. The words may be horizontally, vertically or diagonally. Often a list of the hidden words is provided, but more challenging puzzles may let the player figure them out. Many word search games have a theme to which all the hidden words are related. The puzzle it self kind to play that can be used to practice certain language features at certain phases in learning process in order to develop communication skill.

K. Problem in Teaching English Vocabulary

Edelma Concha Pique in the Department of Language, Literature (March, 2000) stated that there is problem of method in teaching vocabulary that the teacher must turned classroom into a positive and fun learning experience. It follow the natural approach to learning a second language by providing students with a real life experiences geared to learning vocabulary in a meaningful context, make language both more significant and more memorable. It also encourages students to be active, enthusiastic and animated. It avoids repeating boring drills, memorizing long list, translating, and learning vocabulary in isolation. The

teacher also should increase the students' interest in the subject, then, motivating them to pay more attention and to learn more. Even though the students are constantly challenged with the learning of the new language, almost all of the activities in teaching vocabulary are achievable to avoid frustration.

L. Purpose of Teaching Vocabulary

Vocabulary development is an important outgrowth of literature and grammar study Research indicator that vocabulary knowledge increases when new words are encountered repeatedly in contact

Through reading and listening and are linked to student's prior knowladge. According to Tisdal(2001), purposes of teaching vocabulary in school or out school are student have:

The student able to use the language as vehicle for through learning and self expression.

1. The student be able touse language as a tool for the personal growth, social interaction, and for developing relationship within the international community comprehend more clearly aspect of their own culture and those of other cultures by expressing the independence of human beings through a variety of words.

2. They able toexplore the many fact of the language throught the use of media and information technology to develop the skill involved in speaking ,listening, reading writing and viewing in a variety of context.

3. The student can respond appropriately to a variety of contexs develop language skils through interdisciplinary work.

4. The student able to consider the role of literature both culturally and historycally reflects on the learning process in various ways an at various stages to empathize with real people and fictions characters and appropriate.

M. Strategies in Teaching English Vocabulary.

The more creative teacher will produce better result. In fact, student in the class, the teacher has to make decision on how to manage the class or even to teach the material. There are any methods to teach language, but teaching in front of class depends on teacher themselves or their technique in teaching.

Freeman (1986) said method comprising principle and strategies. The strategies are the behavioral manifestation of principle, in other words, one classroom activities and procedures are derived from an application of the principle. They additionally said although certain strategies are associated with particular principles most strategies can be adapted to any teaching style and situation.

English teacher has to know various strategies of presenting the vocabulary, in order the students can be understand what the teacher expects then to do. The strategies function not only to assist the students to grasp meaning of new the words easily, but also make the variation of teaching in order to avoid the passive class.

Lado (1994: 120-125) pointed out some ways to teach vocabulary to the students who are learning foreign language. Steps are as follow:

1. Hearing a word. Chance to hear the word in solution two or three repetition can be given in order that they hear to correct pronunciation.

2. Pronunciation the word. The students should be given chance to pronounce the word since it will help them remember the word longer and identify it more readily when they hear and see it.

3. Grasping the meaning. The teacher should help the student get the meaning of the word without using translation.

According to Lado (1994), there are many kinds of strategies that can be applied in teaching vocabulary. These strategies are:

1. Self-defining context

   The context makes the situation clear. Example: I have a ticket to the jazz concert on Saturday night.

2. Definition

   Definition in the target language may be used effectively if they are expressed in the words that are better known by the students. Example: library, a place where student can borrow and read books.

3. Identifying picture

   Many kind of picture have been successfully used to show the meaning of word and utterances. Example: the pictures fruits, animals, flowers, etc.

4. Opposite

   When one number of opposite is known, the meaning of the other can be made clear through it. Example: strong and weak, short and tall, etc

5. Synonyms

When the synonyms are better known, the word being thought, it can help a lot. Example: calm, quite.

Some alternative strategies in teaching vocabulary:

1. Coordination

It shows that words of the same category linked together. For example: when seeing the word apple, people would think about orange, banana, pineapple.

2. Collocation

It shows that words are likely to be found together if they are used together in the speech. For example: phone and number are collocated together because of the use of phone number.

3. Super Ordination

It shows that a word can stimulate the word that includes it. For example: when seeing the word English, people would think about language.

4. Context Clues (Guessing Word)

Hirsh and Nation (1992) state that guessing vocabulary form context is the most frequent way to discover the unfamiliar word meaning.

5. Word Morphology

Morphology also offers clues for determining word meaning. It has been popular in vocabulary lesson to introduce lists of terms and affixes with their meaning for students to memorize (Natinnger, 1988).

The strategies is as follow:

1. Look at the word
2. Say the word
3. Cover the word
4. Write the word
5. Check the word with the original
6. Try it again if it is not correct

6. Enhance Memory

The second task is teaching comprehension is helping students remember word or more precisely, helping them store words in memory. Research in memory suggests that words are stored and remembered in a net work of associations. (Stevick, 1987).

7. Idiom

Idioms are multiword units that are completely fixed. They are further distinguished as having a unitary meaning that cannot be derived from the meanings of the component parts. Example: to have a good heart (to be a kind person).

8. Odd Word Out

List words in groups of four or five. In the group their should be one word that does not fit in that particular group. Students need to choose which word does not fit and explain why.

N. Teaching Vocabulary through Word Search Games

To success in teaching vocabulary through word search puzzle, the teacher should have different technique for different level.

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

Relating to the importance of teaching vocabulary through word search puzzle, as far as it is know some students are always confused with the problem of through puzzle. In this case, there are many ways to making the students interested in what they are learning the teacher can create a game, which the student can think about new words that related with the topic of word search puzzle. Teaching vocabulary by using word search puzzle make students more relax, enjoyable, happy and the students understanding the material. And also can improve their achievement.

Children without an extensive vocabulary have a hard time understanding what they're reading, especially as they get older and reading material becomes more difficult. To complicate matters, most young readers, including different learners, have a larger spoken vocabulary than a reading vocabulary. (Goodman, Lori. Wordplay, 2003:13)

CHAPTER III

RESEARCH METHOD

A. Research Design

This research is a classroom action research. The research is conducted to find out so far whether the word search puzzle can be effective in teaching vocabulary in SDN 32 in Bengkulu Therefore, the researcher uses pre-test and post-test design in this research. The researcher conducts try out to know the test level clarification which it includes in category of difficult, medium or easy test before pre-test and post-test are given to the students.

McNiff (1999) defined action research as the name given to an increasingly popular movement in educational research that encourages teachers to be reflective of their own practices in order to enhance the quality of education for themselves and their students.

The researcher applies two cycles in this research. Each cycle consist of planning, action, observation and reflection. The second cycle is done by the researcher if the first cycle does not give significant result from the target by the treatments change.

B. Research Procedure

The Scheme of Research Design

```
┌─────────────────┐
│    Problem      │
└─────────────────┘

┌─────────────────┐      ┌─────────────────┐      ┌─────────────────┐
│    Cycle 1      │ ───► │ Planning cycle 1│ ───► │ Implementation of│
│                 │      │                 │      │ action cycle 1   │
└─────────────────┘      └─────────────────┘      └─────────────────┘
                                                            │
                                                            ▼
┌─────────────────┐      ┌─────────────────┐      ┌─────────────────┐
│    Cycle 2      │      │  Reflection 1   │ ◄─── │   Observation   │
│                 │      │                 │      │ collecting cycle 1│
└─────────────────┘      └─────────────────┘      └─────────────────┘
                                  │
                                  ▼
        ┌─────────────────┐      ┌─────────────────┐      ┌─────────────────┐
        │  Ne problems    │ ───► │ Planning cycle 2│ ───► │ Implementation of│
        │  the result of  │      │                 │      │ action of cycle 2│
        │  reflection 1   │      └─────────────────┘      └─────────────────┘
        └─────────────────┘                                        │
                                                                   ▼
                  ┌─────────────────┐      ┌─────────────────┐
                  │  Reflection 2   │ ◄─── │   Observation   │
                  │                 │      │ collecting data 1│
                  └─────────────────┘      └─────────────────┘
                          │
                          ▼
        ┌─────────────────┐
        │ If the problems │
        │ is not be solved│      ┌─────────────────┐
        │      yet        │ ───► │ Continue to next│
        └─────────────────┘      │      cycle       │
                                 └─────────────────┘
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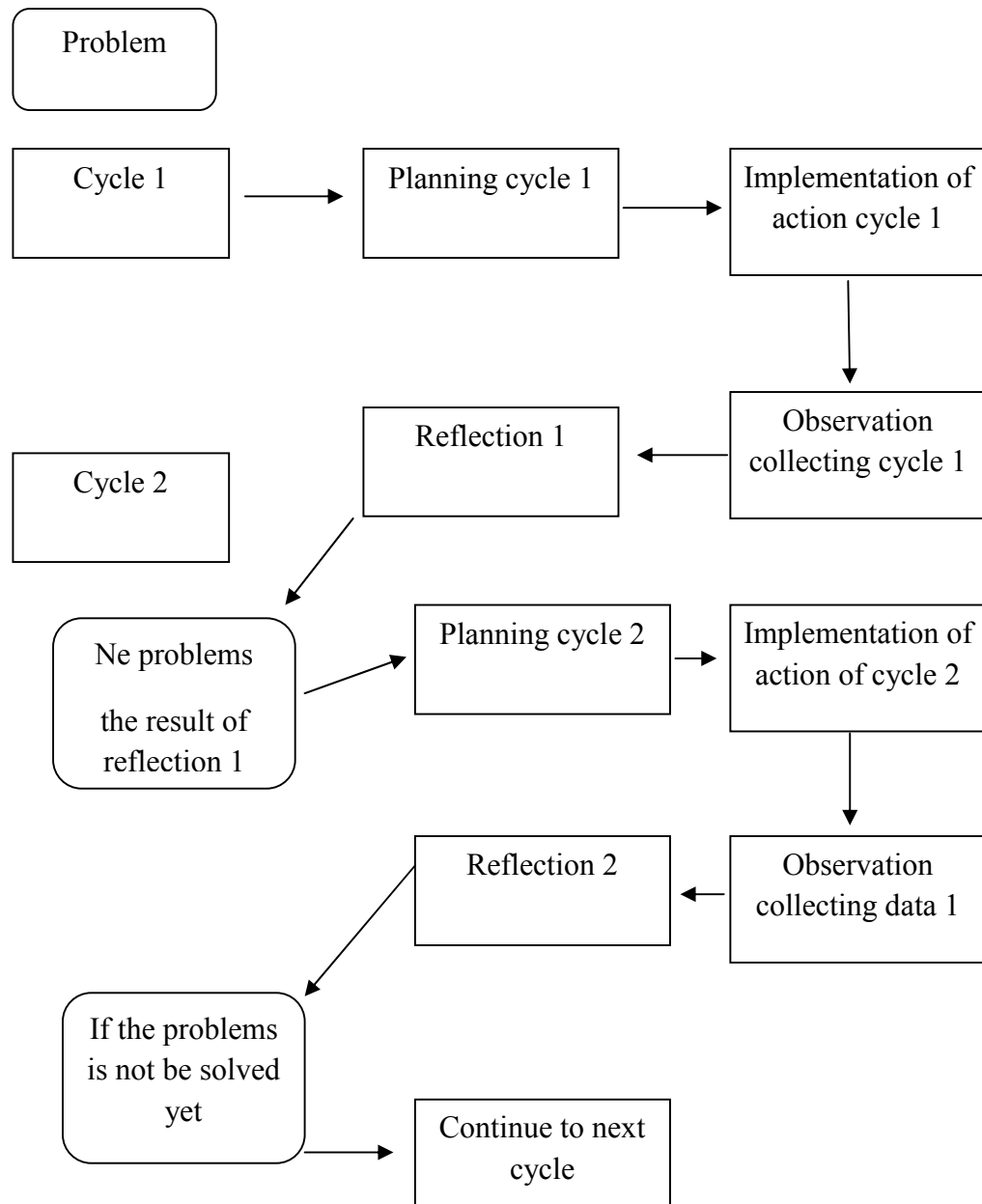
To make this research be well, the writer has to make research procedure. They are :

1. Planning

    Before the writer start this research, so he should make some planning to make easy when the writer do it. There are many steps to be planned by the writer they are consist of:

    a. Determining the subject of study.

        The writer should determine the subject of study before the subject is given to the students, so students hasn't confused with the subject. On the contrary, they are focus on the subject of study.

    b. Preparing try-out

        The writer prepared a kind of materials test (try-out) that was given to students. Exactly, it was given in the first meeting class. Based on the result of test, the writer meant to clarify the test level whether it includes in category difficult, medium or easy test which students do it.

    c. Preparing the pre-test

        The writer prepared a kind of tests (pre-test) that was given to students. The writer prepared the total number of test items and the material that was examined.

    d. Preparing the subject of material

        The writer should prepare the subject of material before the material to be taught. Certainly, the material is about simple pas tense.

e. Preparing the post-test

The writer prepared a kind of tests (post-test) that was given to students. The writer prepared the total number of test items and the material that was examined.

f. Preparing Questionnaire Test

The writer prepared whatever it is needed in Questionnaire test. It was consist of 40 Questionnaires item which form in multiple choice with four option (A, B, C and D) and 10 of vocabulary test (word search)

2. Action

In this part, the researcher starts to act the research design that had already been planned. There are some steps, as follow:

a. In the first meeting, the writer gave try-out test. The teacher divide a piece of test paper to students and ask them do it without cheating. This test contains multiple choices that consist of 40 items.

b. In the second meeting, the writer gave pre-test. The teacher divide a piece of test paper to students and ask them do it with each their selves. This test contains multiple choices that consist of 40 items.

c. After giving the pre-test to students, the writer gives more treatment which three times of meeting about the difficult subject that were felt by students.

d. In the final meeting, the writer gave post-test. The teacher divide a piece of test paper to students and ask them do it with each their

selves. This test contains multiple choices that consist of 20 items. The items are same with pre-test and try out item, but each item is selected by randomly numbering.

e. Then, in the end of the meeting the writer also gave a questionnaire test. It is consist of 7 questionnaire item to help the writer in collecting

3. Observation

This is the important part of the research. By observation, the researcher gets a document about reflection of student activity and student interaction in the class room.

4. Reflection

This is the final step that the researcher does. The researcher will be attempted to see and muse again something that the researcher has done. It is also to know whether there is any effect that can appear in the students learning process. By reflecting, the researcher will know the strength and weakness from the action that the researcher has done.

C. Subyek of the research

This research did in the fifth year students of SDN 32 Bengkulu which consist of two classes. There were clas A and class B. The subject of this research was the students of class B, there are 32 Students which contains of 13 male and 19 female.

D. Research location

Research location was a place where the researcher conducted the research, this research took place at SDN 32 Bengkulu. The resercher choose this

place to do an action research because the researcher saw that it was necessary for the teachers to develop the way in teaching English particularly to develop the method in teaching English particularly to develop the method in teaching vocabulary in elementary school.

E. Research Variables

There are two kinds of research variables. They are independent variable and dependent variable. Independent variable is presumed to have an effect on, to influence somehow another variable, while dependent variable is a variable that the independent variable is presumed to affect (Fraenkel and Wallen, 1990:39)

Variable is any trait that can change values from case to case. Examples of variables would be gender, age, income, or political party affiliation. In any specific theory, some variables will be identified as causes and others will be identified as effects or result. In the language of science, the causes are called independent variables and the "effects" or result variables are called dependent variables. (Healey, Joseph F. 1999:3)

In my research variable, the independent variable on this investigation is the word search puzzle and dependent variable is teaching vocabulary.

F. Research Instrument

The research instrument for collecting the data was used:

1. Vocabulary test

    The researcher gave vocabulary tests to measure the student's achievement in vocabulary mastery. The researcher gave pre test and post test to know the student's ability in vocabulary before and after teaching vocabulary

using word search puzzle. The aim was to improving skill vocab the students.

2. Observation sheet

The observation sheet is a technique of collecting the data by closely watching and noticing classroom activities. There were two kinds of observation sheets. They are teacher's observation sheet and student's observation sheet.

G. Technique for Analyzing the Data

The data of this research was analyzed in the following procedures:

The result of students' teaching vocabulary was score on four score categories. It could be seen in the table below this percentage in SDN 32 kota Bengkulu if get bad score it meant score the student not kkm:

Interval Percentage	Qualification
85%-100%	Very Good
65%-84%	Good
45%-64%	Bad
0%-44%	Failed

After collecting a complete data of students' score, the researcher counted mean score by formula below:

Then, the researcher found the percentage of students' score in pre-test,cycles, and post test. The formula below was used to find students' percentage:

$$P = \frac{F}{N} \times 100\%$$

P= The percentage

F= total number of correct items

N= Total numer of items

(Arikunto, 2006:235-236)

CHAPTER IV

RESULT AND DISCUSSION

A. Result of the research

The researcher presented the result from all part of this research. The data were gained from pre-test, cycle 1 until cycle 2 collected to get the result. The fact that the result showed those students' mastery vocabulary by using search word puzzle technique was improved. In order assess the students' achievement, the researcher used an evaluation. The researcher used pre-test, post test, and observation to collect data. Next, the following are the elaboration of each activity.

1. Analysis of the pre-test

Before the teaching and learning actviies were undertaken, the researcher performed a pre-test. It was done on Monday july 11[th] 2015. It was followed by 23 students the researcher gave 20 multiple choice item and 10 test vocabulary in the first plan. The researcher provided 30 minutes for the students to do this pre-test but they consumed more item than researcher had expected.

Table
Analysis Pre-Test

No.	Name	Score	Qualifications
1.	Dahlia Citra	70	Good
2.	Fajar	55	Bad
3.	Dwy vira oktri andini	55	Bad
4.	Rama safitri	50	Bad
5.	M. aditya	40	Failed
6.	Tri oktabrianti	45	Bad
7.	Amelia asti anisa	70	Good
8.	Anjeli	50	Bad
9.	Yudha	45	Bad

10.	Yolanda aprilia	60	Bad
11.	Amanda febiola	60	Bad
12.	Yosenda yorda	40	Failed
13.	Azelia maheswari	75	Good
14.	Suci rahma dani	60	Bad
15.	Tufail	35	Faied
16.	Azqia gina permata sari	65	Good
17.	Novita sari	50	Bad
18.	Aldi	40	Failed
19.	Anisa dwinta lestari	65	Good
20.	Alif	50	Bad
21.	Refi anita	65	Good
22.	Diah pertiwi	50	Bad
23.	Hafiz	40	Failed
Total of students		**1250**	
Mean		**58.7%**	**Bad**

Pre-Test Of Analysis
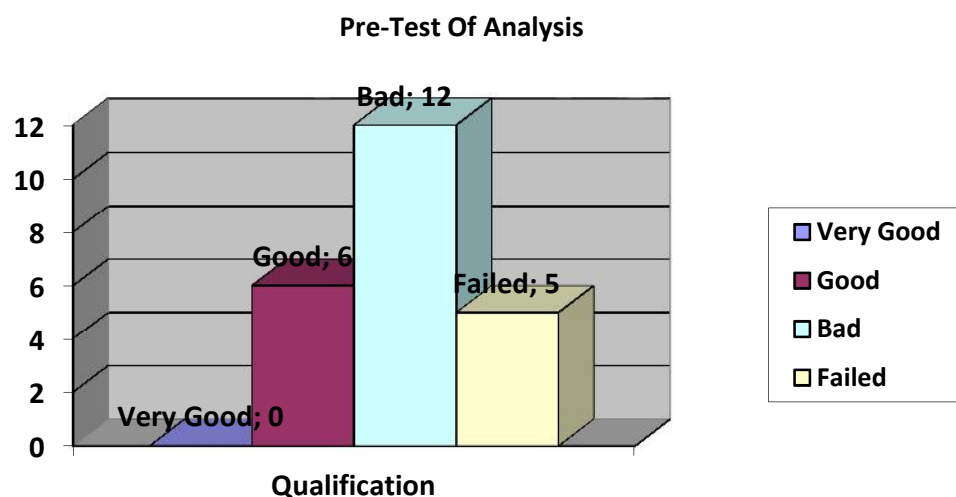
Based on the table above, very much students get bad and failed score in test vocabulary, it mean the teacher should raise teaching vocabulary through search word puzle, other wise could increase the students' score in test vocabulary.

Based on explanation above, the percentage of the pre-test student's assesment in vocabulary subject could be seen in the following:

Percentage Pre-Test Of Analysis
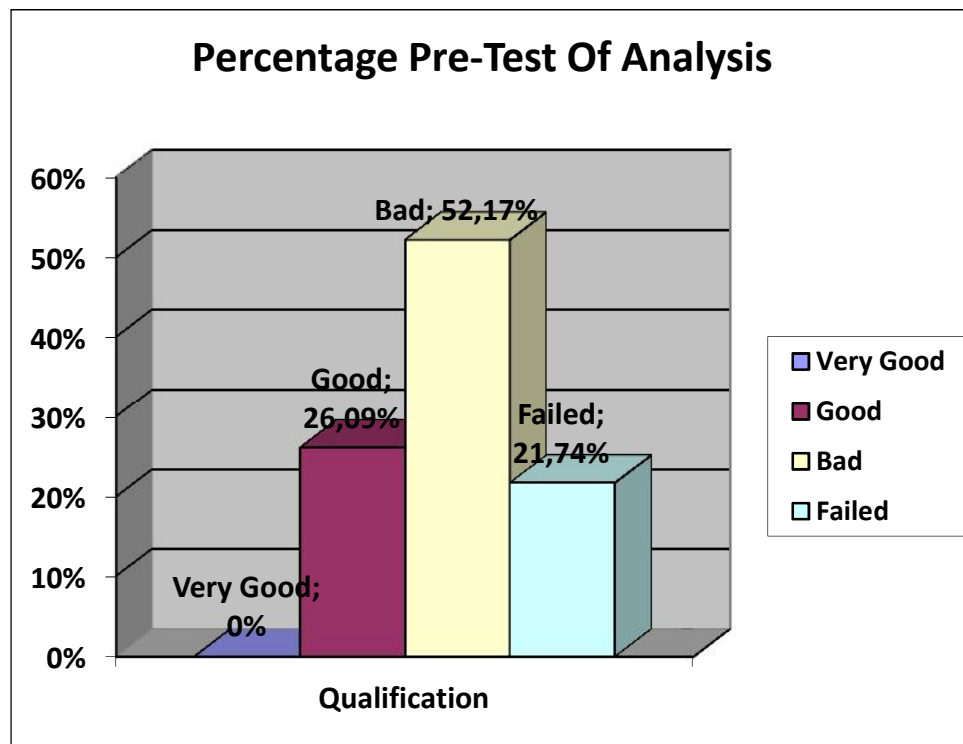
No	Score	Total of students	Percentage
1	≥65	6	26.09%
2	≤65	17	73.91%

Based on explanation above, from 23 students at fifth grade of sdn 32 bengkulu there are 6 of 23 students showed the score upper 65.with details 6(26.09%) students got good score. While, the amount that got score under 65 was 17 students.with details 12(52.17%) students got bad score and 5(21.74%) students got failed score. According the data with classical manner the learning process in pre-test was not exhaustive yet. Because of that, the researcher did action at cycle I and II

2. Cycle 1

Cycle one was done based on the result of the pre-test. In this cycle, the researcher applied the teaching vocabulary through search word puzzle. The

researcher explained about the strategy and then the students were asked to do some exercise related to the topic. During the teaching and learning process, the collaborator observed the activities of the students in the lesson.

a. Planning

In this pahase, the researcher indentified which appeared in teaching learning process and find out an alternative way to solve the problem. From the result in pre-test, it showed most of the students' vocabulary mastery achievment was low. The researcher and collaborator made a plan of the action to prepare lesson plan, exercise design that is used in each cycle.

b. Action 1 and result

The implementation of action (cycle 1) was done on Friday juni 10th 2015, Thursday juni 11th 2015, Monday juni 13th 2015. The researcher and collaborator conducted teaching and learning process by using search word puzzle technique. In doing action, the researcher dividedthe action in teaching vocabulary in three steps.

The first meeting

The activities in the first meeting are

1) Pre-teaching

   a) Greeting

   b) Cheking attendance list

   c) Warming up

2) while-teaching

    a) The teacher introduced the name of the search word puzzle tecnique to the students

    b) The taecher try the tecnique wi material about sport.

    c) The teacher discussed about the material.

3) post teaching activity

    a) At the end of the lesson, the teacher gave the students a short test. This activity was to checck students' understanding about this lesson.

    b) The researcher and collaborator observed and evaluated students' activity during teaching and learning process.

The second meeting

The activities in the first meeting are

1) Pre-teaching

    a) Greeting

    b) Cheking attendance list

    c) Warming up

2) while-teaching

    b) The teacher introduced the name of the search word puzzle tecnique to the students

    c) The taecher try the tecnique wi material about animals.

    d) The teacher discussed about the material.

3) post teaching activity

    a) At the end of the lesson, the teacher gave the students a short test. This activity was to checck students' understanding about this lesson.

    b) The researcher and collaborator observed and evaluated students' activity during teaching and learning process.

The third meeting

The activities in the first meeting are

1)   Pre-teaching

    a) Greeting

    b) Cheking attendance list

    c) Warming up

2) while-teaching

    b) The teacher introduced the name of the search word puzzle tecnique to the students

    c) The taecher try the tecnique wi material about body.

    d) The teacher discussed about the material.

3) post teaching activity

    a) At the end of the lesson, the teacher gave the students a short test. This activity was to checck students' understanding about this lesson.

    The researcher and collaborator observed and evaluated students' activity during teaching and learning process.

c. Observation

Based on the action above, the researcher monitored during teaching learning process of action. The reasercher observed students in the class room, especially in taeching and learning vocabulary by through search word puzzle. During the teaching and learning process of vocabulary by through search word puzzle, it was found improvement on some students' motivation, enthusiast, and students' score.

d. Reflection

In this phase, the result of the observation and evaluating were analyzed to measure the success level of the implementation on cycle 1. This reflection was an evaluation conducted by researcher and teacher. The result had taken as the consideration for next cycles whether the next cycle were need or not. The results of the test cycle 1 could be seen in the table below:

Table
The Result Of Cycle 1

No.	Name	Score	Qualifications
1.	Dahlia Citra	75	Good
2.	Fajar	60	Bad
3.	Dwy vira oktri andini	75	Good
4.	Rama safitri	50	Bad
5.	M. aditya	60	Bad
6.	Tri oktabrianti	65	Good
7.	Amelia asti anisa	70	good
8.	Anjeli	75	Good
9.	Yudha	50	Bad
10.	Yolanda aprilia	55	Bad
11.	Amanda febiola	65	Good
12.	Yosenda yorda	55	Bad
13.	Azelia maheswari	30	Good

14.	Suci rahma dani	85	Very good
15.	Tufail	40	Failed
16.	Azqia gina permata sari	85	Very good
17.	Novita sari	80	Good
18.	Aldi	40	Good
19.	Anisa dwinta lestari	75	Good
20.	Alif	45	Bad
21.	Refi anita	55	Bad
22.	Diah pertiwi	70	Good
23.	Hafiz	55	Bad
Total of students		**1355**	
Mean		**58.91%**	**Bad**

Based on table above the researcher felt that teaching vocabulary trhough search wor puzle effective to improve in learning vocabulary. It can we seen in percentage below:
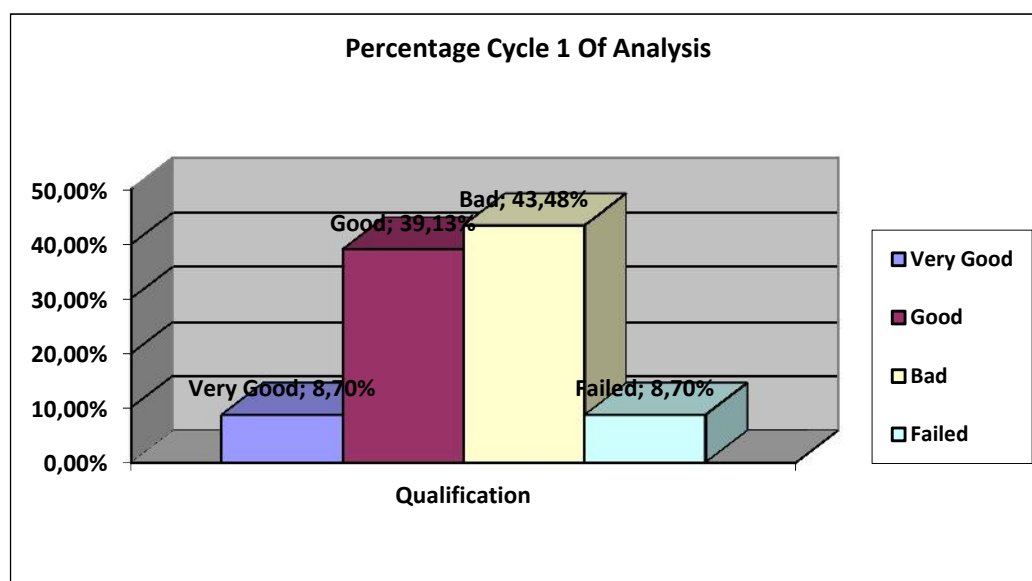
No.	Scores	Total Of Students	Percentage
1	≥65	11	47.83%
2	≤65	12	52.18%

Based on explanation above, from 23 students at fifth grade of sdn 32 bengkulu there are 11 students showed the score upper 60with details

2(8.7%) students got very good, 9(39.13%) students got good score and .
While, the amount that got score under 60 was 12 students. with details
10(43.48%) students got bad score and 2(8.7%) students got failed score.
According the data with classical manner the learning process in cycle 1
was good but very much the students get bad score so the researcher doing
cycle 2.

3. Cycle 2

Cycle two was done follow up the cycle 1. There was an improvement
from the cycle 1, the researcher was still not satisfied with the result of srudents'
score

a. Planning

In this pahase, the researcher indentified which appeared in
teaching learning process and find out an alternative way to solve the
problem. From the result in pre-test, it showed most of the students'
vocabulary mastery achievment was low. The researcher and collaborator
made a plan of the action to prepare lesson plan, exercise design that is used
in each cycle.

b. Action 1 and result

The implementation of action (cycle 1) was done on tuesday juni
14th 2015, wenesday juni 15th 2015, friday juni 16th 2015. The researcher and
collaborator conducted teaching and learning process by using search word
puzzle technique. In doing action, the researcher dividedthe action in teaching
vocabulary in three steps.

The first meeting

The activities in the first meeting are

1) Pre-teaching

    a) Greeting

    b) Cheking attendance list

    c) Warming up

2) While-teaching

    a) The teacher introduced the name of the search word puzzle tecnique to the students

    b) The taecher try the tecnique wi material about fruits.

    c) The teacher discussed about the material.

3) Post teaching activity

    a) At the end of the lesson, the teacher gave the students a short test. This activity was to checck students' understanding about this lesson.

    b) The researcher and collaborator observed and evaluated students' activity during teaching and learning process.

The second meeting

The activities in the first meeting are

1) Pre-teaching

    a) Greeting

    b) Cheking attendance list

    c) Warming up

2) While-teaching

    a) The teacher introduced the name of the search word puzzle tecnique to the students

    b) The taecher try the tecnique wi material about numbers.

    c) The teacher discussed about the material.

3) Post teaching activity

    a) At the end of the lesson, the teacher gave the students a short test. This activity was to checck students' understanding about this lesson.

    b) The researcher and collaborator observed and evaluated students' activity during teaching and learning process.

The third meeting

The activities in the first meeting are

1) Pre-teaching

    a) Greeting

    b) Cheking attendance list

    c) Warming up

2) While-teaching

    a) The teacher introduced the name of the search word puzzle tecnique to the students

    b) The taecher try the tecnique wi material about transportation.

    c) The teacher discussed about the material.

3) Post teaching activity

a) At the end of the lesson, the teacher gave the students a short test. This activity was to checck students' understanding about this lesson.

The researcher and collaborator observed and evaluated students' activity during teaching and learning process.

c. Observation

Based on the action above, the researcher monitored during teaching learning process of action. The reasercher observed students in the class room, especially in taeching and learning vocabulary by through search word puzzle. During the teaching and learning process of vocabulary by through search word puzzle, it was found improvement on some students' motivation, enthusiast, and students' score.

d. Reflection

In this phase, the result of the observation and evaluating were analyzed to measure the success level of the implementation on cycle 2. This reflection was an evaluation conducted by researcher and teacher. The result had taken as the consideration for next cycles whether the next cycle were need or not. The results of the test cycle 1 could be seen in the table below;

Table
The Result Of Cycle 2

No.	Name	Score	Qualifications
1.	Dahlia Citra	85	Very good
2.	Fajar	70	Good
3.	Dwy vira oktri andini	80	Good
4.	Rama safitri	65	Good

5.	M. aditya	75	Good
6.	Tri oktabrianti	70	Good
7.	Amelia asti anisa	90	Very good
8.	Anjeli	80	Good
9.	Yudha	55	Bad
10.	Yolanda aprilia	70	Good
11.	Amanda febiola	65	Good
12.	Yosenda yorda	50	Bad
13.	Azelia maheswari	80	Good
14.	Suci rahma dani	85	Very good
15.	Tufail	60	Bad
16.	Azqia gina permata sari	90	Very good
17.	Novita sari	80	Good
18.	Aldi	75	Good
19.	Anisa dwinta lestari	85	Very good
20.	Alif	50	Bad
21.	Refi anita	70	Good
22.	Diah pertiwi	85	Very good
23.	Hafiz	75	Good
Total of students		**1690**	
Mean		**73.48%**	**Good**

Based on table above the researcher felt that teaching vocabulary trhough search word puzle effective to improve in learning vocabulary because the mean of students' score beter and beter each cycle. It can we seen in Graph percentage below:
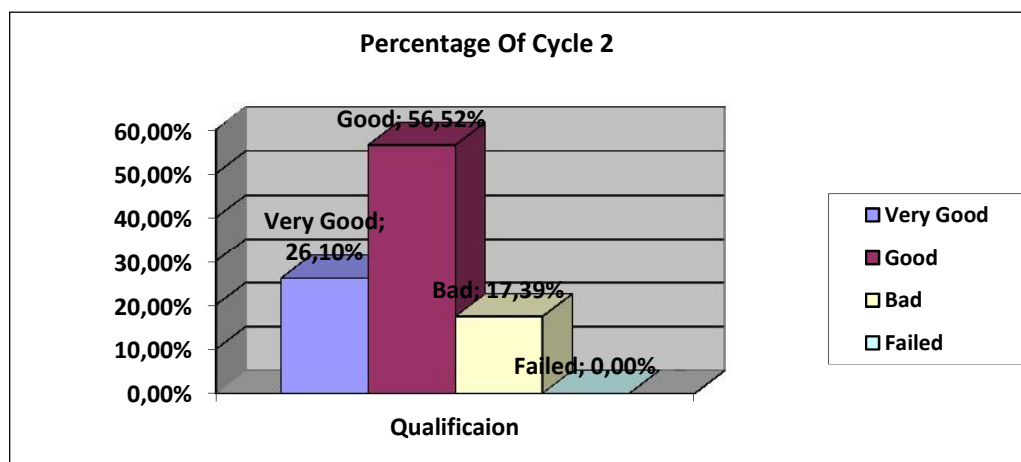
No.	Scores	Total Of Students	Percentage
1	≥65	19	82.62%
2	≤65	4	17.39%

Based on explanation above, from 23 students at fifth grade of sdn 32 bengkulu there are 19 students showed the score upper 60. with details 6(26.1%) students got very good, 13(56.52%) students got good score and . While, the amount that got score under 60 was 4 students. with details 4(17.39%) students got bad score and 0(0%) students got failed score. According the data with classical manner the learning process in this cycle student have score with 82.62% get their kkm. So the cycle we are end.

B. The Analysis of the Pre-assessment, Cycle1, Cycle2

The data was analyzed by observing and evaluating the student's vocabulary mastery result in pre-test,cycle 1, cycle 2 and the last step was post-test. The result could be seen Graph below:
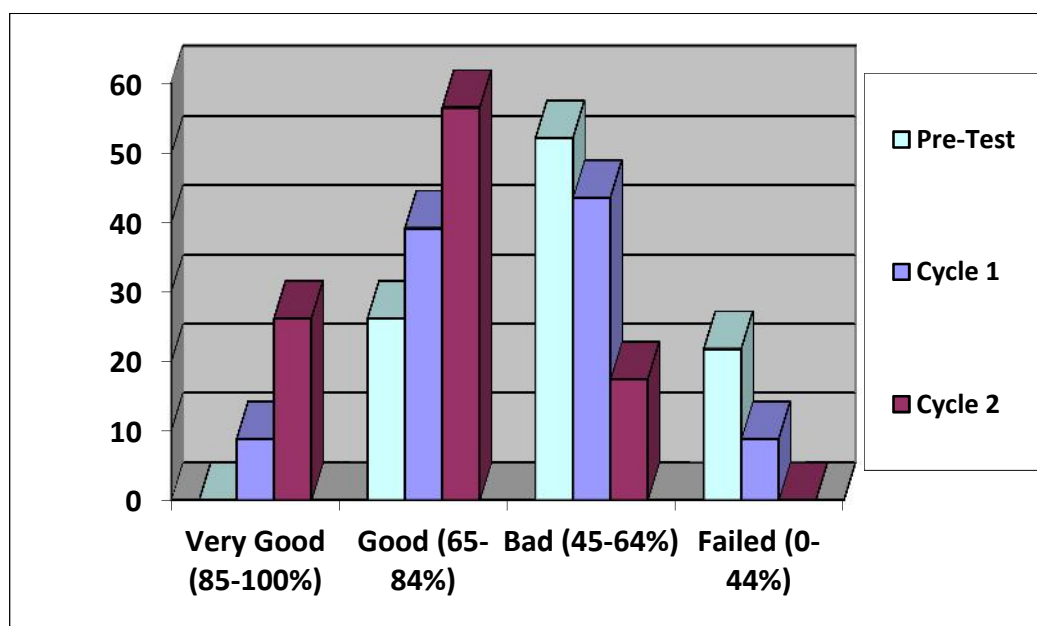
The percentage of tis result was scored besed on five scale interval it could be seen in the descriptive below:

Tables 11
The comparison of student's vocabulary score among pre-test, cycle 1, cycle 2, and post-test.

Interval	Category	Pre-Test			Cycle 1		Cycle 2	
		N	P	N	P	N	P	N
85%-100%	Very Good	-		3	8.7%	2	26.1%	6
65%-84%	Good	6	26.09%	10	39.13%	9	56.52%	13
45%-64%	Bad	12	52.17%	10	43.48%	10	17.39%	4
0%-44%	Failed	5	21.74%	-	8.7%	2		-

Based on the table, After giving the action, the students' score in teacing vocabulary was very good level.

Based on data above, we saw that the percentage of the students' teaching vocabulary test were improved in each cycle. In pre-test students get failed score there were five student's and in cycle 1 there were two students, in cycle two and post test there were not get failed score.

For bad and good score, each cycle they always got positif score because the students always good score every cycle.

Not only score above but for every good score, the student also decreased from 0% in pre-test, 8.7% in cycle 1, 26.1% in cycle 2.

In all data above that teaching vocabulary through search word puzzle is increase in skill student..

A. Analysis Of Observation

English teacher as a collaborator helped to observe students activity in classroom. The collaborator also helped to monitor student's activity in classroom. Student's observation sheet was done at the same time with the action. So, it was not only given action to the students but also observed student's activity in classroom. The result of the student's activity during the action in cycle 1 and cycle 2 could be seen in appendix. There were improvements for the mean score in observation sheet. It means that the search word puzle technique gave positive in teaching vocabulary and teaching learning process.

B. Discussion

Based on the result was from pre-test , cycle 1, cyle 2 and post-test this research. It could be taken some discussion that most of students were enthusiast and interested in the material by search word puzle technique. Most of them got better percentage of competence in significance lever from pre-test, cycle1, cycle 2. Taching vocabulary for the fifth grade students of SDN 32 Bengkulu in academic year 2014/2015 before being taught by search word puzle waspoor. It is showed by mean of the test that was 58.7%.after they were taught by search word puzle was increasing. It was showed by the result on cycle 1 test was 58.91%. The researcher was done treatment to cycle 2. The result tet on cycle 2 was 91.8%. it meant that taught by search word puzle it success. Cycle 2 analysis showed that there were significance different score averae between pre-test and both teratment.

The researcher concluded that there were developments of score by student. The result in Cycle 2. it meant that the students success in teaching

vocabulary after they were taught by search word puzle. During the teaching process, teacher expects that students were able to memorize english words. So, the students could memorize english vocabulary more easily.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The result of this research showed that use search word puzle very effective in teaching vocabulary, it can we seen from every test from pre-test,cycle and post test, in the pre-test the student very much get bad score, but after the researcher doing the tecnique each cycle the student get good score and in the post test which same question test the students very much student get very good and good score. So it meant that search word puzle is effectif in teaching vocabulary.

B. Suggestion

For english teacher who have similar problem in fifth year of elementary school, you can use with this tecnique to teaching vocabulary.

For another researcher, it very important to find out and investigate another strategy or technique to be compared with this technique. So that the teachers can use variety of strategy or technique in teaching vocabulary class, especially in teaching vocabulary skill.

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