

**THE EFFECT OF WORD SEARCH STRATEGY BY USING SCRABBLE
AS THE MEDIA ON THE STUDENTS' ACHIEVEMENT IN
VOCABULARY**

SKRIPSI

*Submitted Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By

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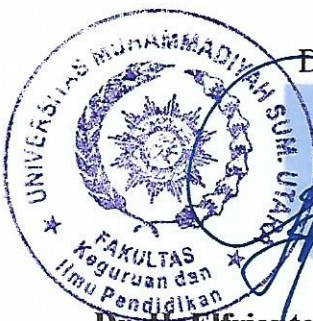
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ABSTRACT

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This research was carried out to investigate the students' achievements in vocabulary used Word Search Strategy by Using Scrabble as the Media. The research was to find out the effect of Word Search Strategy by Using Scrabble as the Media on the Students' Achievement in Vocabulary. This research was conducted at SMP Cerdas Murni at Beringin street number 33. Tembung, Percut Sei Tuan, Kabupaten Deli Serdang, Sumatera Utara. The sample consisted of 80 students which were taken by purposive sampling technique and divided into two different groups namely experimental and control groups. Multiple choice test was used as instrument which consisted of twenty questions in pre-test and post-test. Based on the data analysis, the result showed that there was significant effect of word search strategy by using scrabble in the students' achievement with t-critical (t_c) value was higher than t_{table} on the level $8.8810 > 2.024$. Therefore, the alternative hypothesis (H_a) was accepted and the null hypothesis was rejected. So, it means that applying of word search strategy by using scrabble as the media on the students' achievement was effective.

Keywords : *experimental quantitative research, word search strategy, scrabble, achievement, vocabulary*

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The writing of this *skripsi* entitled the effect of word search strategy by using scrabble as the media on the students' achievement in vocabulary. This skripsi is written to fulfill one of the requirements to obtain the Sarjana Pendidikan Degree at the Departement of English Education, Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara.

The writing this skripsi is actually a miracle fo the since it was firstly regarded as a task would be very hard to do. However, it has now been denied since the skripsi has finally been written. Then, i would like thanks to Allah *Subhaanaahu Wa Ta'ala* for His Blessing given to me so that the writing of this *skripsi* has been finished without any meaningful problem. Additionally, the writer is grateful to the following for their supports and helps.

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At last, this skripsi is far from being the perfect, but it is expected taht this skripsi will be useful not only for the writer but also for readers. For these reasons, constructive thoughts, full suggestion, and critics are welcome to make this skripsi better.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Vocabulary is important to be taught in schools, especially English vocabulary. In order to communicate effectively using oral and print language, we must be able to flexibly use words that we recognize and understand. It is needed to help the students to be able to convey what they think or feel.

Although the vocabulary is needed in learning English, there are some problems found by the writer. First, the teachers are normally careworn what teaching strategies or techniques should be applied because they get difficulties in improving their students' vocabulary mastery. Second, the biggest problem the students face is the students' vocabulary is still lack. The students often do not understand the lesson and comprehend the lesson, due to their lack of vocabulary. Lack of vocabulary commonly comes along with the disinterest of gaining knowledge of vocabulary itself.

A good vocabulary is a vital part of effective communication. A command of many words will make the students to be better writer, speaker, listener, and reader in language learning. In contrast, a poor vocabulary can seriously slow your reading speed and limit your comprehension. Studies have shown that students with a strong vocabulary and students who work to improve a limited vocabulary are more successful in school. And one previous study found that a

good vocabulary, more than any other factor, was common to people enjoying successful careers.

But in fact, many students are lack of vocabulary and consider that the vocabulary is so difficult to memorize. There are many factors that can cause the low level of students' vocabulary achievement namely internal and external factors. Internally, some factors come from the students' problem in vocabulary. They have limited vocabulary to comprehend the meaning of the words in the text, they do not know the context of word usage, cannot recognize the meaning of each word, they are not able to listen the English words from speakers, they cannot compose their writing task successfully, and they get difficulty to communicate effectively in English. And the external factors are the environment of the students and their parents do not support or motivate the students to study about English, and the facility in the school is still less. In learning process, the English teacher still uses a conventional method and just asks the students to find the meaning of English in dictionary and then memorize them.

It seems like they need something distinctive in analyzing the vocabulary. It is the English teachers' obligation to locate out the way to furnish the college students with different fashion of instructing vocabulary. The English teacher can use some games in getting process of vocabulary. There are some games that can be used by teachers in educating process, such as telephone strategy, flash cards strategy, realia strategy, wager the object strategy and words search strategy.

Based on the problems above, the writer has a interesting strategy to solve the problems above. By applying word search strategy to solve the students'

problem. Word search strategy is not only strategy but also a teaching strategy with a game and media. One of the available games that can be used to instruct vocabulary is Scrabble game. The scrabble is a game which the students are given a topic in a scrabbles shape, then the students discuss it in a group. The main good point of the game is that the game is low budget and easily modified. It can be played with colorful flash cards and even played simply using whiteboard and marker. This is the reason why the writer will use this game as a media in teaching vocabulary. By applying this game, students do not feel boring in learning process, instead they will feel like they are playing. Therefore, it will increase the students' achievement in vocabulary when students study vocabulary. Therefore, in this research, the writer tries to investigate the effect of using word search strategy and scrabble as media in students' achievement in vocabulary.

B. The Identification of the Problems

The problems of the study were identified as in the following.

1. The students' ability in vocabulary is still low.
2. The students' interest in studying is low.
3. The students' motivation in learning is low.
4. The teachers seldom use media in teaching.

C. The Scope and Limitation

The scope of this research was focused on vocabulary and limited on the vocabulary of concrete noun.

D. The Formulation of the Problem

The problem of this research is formulated as any significant effect of applying word search strategy on the students' ability in mastering vocabulary?

E. The Objectives of the Study

Based on the formulation above, the objective of this research was focused on find out whether word search strategy affects students' ability in mastering vocabulary.

F. The Significance of Study

The results of the study were expectedly to be useful theoretically and practically.

Theoretically, the findings of the research could be useful to provide information by using word search strategy in teaching vocabulary.

Practically, the findings could be useful for students, to improve their vocabulary in English. From knowing and understanding the word search strategy, they will have another choice in improving their vocabulary. For teachers, It is useful for using a better strategy in teaching vocabulary and understand through word search strategy. This can be another alternative method in improving their

teaching skill in vocabulary. For researcher, as the reference for other researchers to conduct a research in English vocabulary. The word search strategy can be another consideration for them in determining a topic or a problem that related to vocabulary by using a useful method.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

This theoretical framework was introduced in order to give clearer notion being applied in this learning about the usage of words search sport in educating to the direction of students' potential in gaining knowledge of vocabulary. To help the ideas of this research, some theories and some records were presented to help the author sketch this research.

1. Vocabulary

All languages consist of words. Languages emerge first as words, both historically, and in phrases of the way each of us learned our first and any subsequent languages. Moreover, vocabulary is no nethless widening. Even in our native language we are continually gaining knowledge of new words and meanings of ancient words. Vocabulary is one of the most important elements in a language. Many of the vocabulary in English textual content books have to be learned. Without it, no one can speak or apprehend the language. It capability that humans can't write a word or make a sentence well, when they do not grasp it. Talking about vocabulary, there are many definitions of vocabulary in accordance to some experts.

According to Schmitt (2000) states that “we can also take each type of knowledge from the list above and make students aware of its importance and

usefulness in building up their knowledge of a word. For example, we can focus occasionally on how to express opposite or similar meanings for a set of vocabulary we are teaching, show students what is useful to learn about the forms of nouns or verbs, or how prefixes and suffixes can help build vocabulary knowledge quickly.”

According to Richards and Renandya (2002:255): “Vocabulary is a core component of language proficiency and provides much of the basic for how well learners speak, listen, read, and write.” Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different context, reading, or watching television.”) exploring vocabulary learning systems among undergrad students uncovered that memory procedure was found as the most as often as a possible utilized methodology while metacognitive procedure as the least every now and again one. Be that as it may, this finding is unique in relation to the investigation of whose information accumulated demonstrated that students utilized metacognitive technique more as often as possible and social methodologies least oftentimes.

2. Kinds of Vocabulary

Some experts divide vocabulary into two types: active and passive vocabulary. Harmer (1991) “distinguishes between these two types of vocabulary.

The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use.” Meanwhile, the second one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce. Haycraft, quoted by Hatch and Brown (1995), indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

3. Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing (Stuart Webb, 2009). “Receptive vocabulary refers to all the words that can be understood by a person, including spoken, written, or manually signed words. In contrast, expressive vocabulary refers to words that a person can express or produce, for example by speaking or writing.” In general, receptive vocabulary appears to develop before expressive vocabulary over the course of early language.

Passive/receptive vocabulary a student’s latent vocabulary comprises of the all-out number of specialized things which he can see effects, and it is planned to increment bit by bit the span of the students uninvolved vocabulary so it can, in the long run, read and comprehend ungraded books (i.e. Those not uniquely composed for ESL students) and can be heard by individuals talking on a wide scope of themes.

4. Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, “productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others (Stuart Webb, 2005).”

Productive vocabulary a student's dynamic vocabulary comprises of the absolute number of things which he can precisely use in discourse and composing. A student's aloof vocabulary will dependably be bigger than his dynamic vocabulary as he will have heard or perused things which he will never need to utilize, and he will almost certainly see around numerous things which he can't use with any level of precision

5. Teaching Vocabulary

According to Hafield (1985) in Fauziati (2010: 92) students are children who still like playing, so the teacher is expected to be imaginative and creative in developing their teaching strategy to make the English lesson more exiting. Teaching vocabulary is a crucial component in gaining knowledge of language. Teaching vocabulary is viewed as one of the most mentioned components of teaching English as a overseas language. When the instructing and gaining knowledge of manner takes place, problems would appear to the teachers. They have problems of how to instruct students in order to obtain gratifying result. The

teachers should be concerned that teaching vocabulary is something new and different from student's native language. They also have to take into account that teaching English for young learners is different from adults. The teacher should prepare and find out the appropriate techniques, which will be implemented to the students. The followings are some techniques of teaching vocabulary as proposed by some experts.

Generally, teaching media mean all tools which may be used by the teacher to deliver teaching material to students in the teaching-learning process to reach certain learning goals. Media is the plural form of *medium*, which derives from Latin word *medius* that has meaning "*middle*". In Bahasa, *medium* means "*between or interval*". The meaning of media aimed at something that delivers information (message) between message sender and receiver. Teaching media based on Arsyad (2009:4) is a media that bring the instructional purpose of messages or information of learning. Media is a means of expressing message and information. When the media brings instructional messages or information that contains learning purposes, it can be called as teaching media.

Teaching media in wide meaning and a narrow meaning. Media in wide meaning is people, material or event which can create a condition so that students can get new knowledge, skill or attitude. In this meaning teacher, book, and the environment is included in the media. While media in narrow meaning is graphics, photo, picture, mechanic and electronic tools that use to express, process and also convey visual and verbal information. In addition, teaching media is all physical form that can convey a message and can stimulate students to learn.

6. Teaching Vocabulary Using Objects

This technique can help learners in remembering vocabulary better, because memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words. “Using this technique includes the use of visual aids, and demonstration. (Takač & Singleton, 2008).” In addition, Gairns & Redman (1986) state that real objects technique is appropriately employed for beginners or young learners and when presenting concrete vocabulary. Objects can be used to show meanings when the vocabulary consist of concrete nouns. Introducing a new word by showing the real object often helps learners to memorize the word through visualization. Objects in the classroom or things brought to the classroom can be used.

7. Teaching Vocabulary by Drilling, Spelling, and Active Involvement

Drilling is employed to make learners get accustomed to the word form especially to how it sounds. To make learners more familiar with the word, drilling should be clear and natural (Thorbury, 2002). “Drilling is very necessary since learners need to say the word to themselves as they learn it to recall the words from memory (Ellis & Beaton, 1993, in Read, 2000; 2004).” “The primary means of spelling is actually memorizing words (Reed, 2012).” Word spelling needs to be considered since spelling forms of English words is not always inferred by the pronunciation. “Employing this technique, the teacher encourages the students to find out word’s meaning by elicitation (Takač & Singleton2008).”

Elicitation maximizes learners' speaking opportunities, and acts as a way of checking learners' understanding (Thorbury, 2002). This technique also includes personalization, which is using the word by learners in a context or sentence that is related to their life. Related to the above techniques, Pinter (2006) argues that teachers are suggested to conduct planned presentations of vocabulary as various as possible, so it is better that teachers present word meaning and form by combining more than one technique. In addition, Takač and Singleton (2008) "points out that in choosing which techniques to be used in the classroom, teachers consider time availability, the content or teaching material."

8. Teaching Vocabulary Using Drawing and Picture

Objects can either be drawn on the blackboard or drawn on flash cards. The latter can be used again and again in different contexts if they are made with cards and covered in plastic. They can help young learners easily understand and realize the main points that they have learned in the classroom. Teaching vocabulary using pictures connect students' prior knowledge to a new story, and in the process, help them learn new words. There are plenty of vocabularies that can be introduced by using illustrations or pictures. They are excellent means of making the meaning of unknown words clear. They should be used as often as possible. The list of pictures includes: posters, flashcards, wall charts, magazine pictures, board drawings, stick figures and photographs. Pictures for vocabulary teaching come from many sources. Apart from those drawn by the teacher or students, they are sets of colorful pictures intended for schools. Pictures cut out of

newspapers and magazines are very useful as well. Nowadays many readers, vocabulary books and course books contain a vast number of attractive pictures that present the meaning of basic words. The teacher can use learning materials provided by the school. They can also make their own visual aids or used pictures from magazines. Visual support helps learners understand the meaning and helps to make the word more memorable.

9. Teaching Vocabulary Through Guessing From Context

Guessing from context as a way of dealing with unfamiliar vocabulary in unedited selections has been suggested widely by L1 and L2 reading specialists (Dubin, 1993). Alqahtani (2015) claims that there are two types of contexts. The first type is the context within the text, which includes morphological, semantic and syntactic information in a specific text, while the second one is the general context, or non-textual context, which is the background knowledge the reader has about the subjects being read. Alqahtani (2015) considered the specific context as “the other words and sentences that surround that word it follows that other words in the context of the unfamiliar word often ‘throw light on’ its meaning.” These other words can be found in the sentence containing the unknown word or other sentences beyond the sentence of the unknown item. Learning from context not only includes learning from extensive reading, but also learning from taking part in a conversation, and learning from listening to stories, films, television or the radio (Nation, 2001). In order to activate guessing in a written or spoken text, there should be four elements available: the reader, the text, unknown words, and

clues in the text including some knowledge about guessing. The absence of one of these elements may affect the learner's ability to guess. Furthermore, this technique encourages learners to take risks and guess the meanings of words they do not know as much as possible. This will help them build up their self-confidence so that they can work out the meanings of words when they are on their own. "There are many clues learners can use to establish meanings for themselves, such as illustrations, similarity of spelling or sound in the mother tongue, and general knowledge (Walters, 2004)."

10. Jumbled-Letter Game

Jumbled-Letter Game is a kind of language game that is used to teach or to learn vocabulary in language learning, especially in English language teaching. The main activity of this game is the students arrange the new words or vocabulary from the jumbled-alphabet letter in the target language. The teacher mentions specific words in the native language and then the students arrange the word mentioned in the target language by using alphabet letter. The students are only given limited time to arrange the word so that they should arrange it as quickly as possible. The purpose of this game is to improve students vocabulary mastery. Besides, it may improve students memory of vocabulary. The students will easily recall the new vocabulary in the target language and spell it in the right order and letter.

11. Word Search Strategy

According to Huyen (2011:3) “Words search games have been shown to have advantages and effectiveness in learning vocabulary in various ways.” A word search is a word game that consists of the letters of words placed in a grid, which usually has a rectangular or square shape. The objective of this scrabble is to find and mark all the words hidden inside the box. The words may be placed horizontally, vertically, or diagonally. Often a list of the hidden words is provided, but more challenging scrabble may let the player figure them out.

Many word search scrabbles have a theme to which all the hidden words are related. Word searches are commonly found in daily newspaper and scrabble books. Some teachers use them as educational tools for children, the benefit being that young minds can learn new words and their spellings by intensively searching for them, letter by letter, in the scrabble.

Treatment in Experimental

Meeting	Experimental Group
1 (First) Pre-test	<ol style="list-style-type: none"> 1. Teacher greets the students to start learning process in the class. 2. Teacher give the pre-test to the students. 3. Teacher collects the students' answer sheet.
2 (second) Treatment	<ol style="list-style-type: none"> 1. Teacher shares the material. 2. Teacher asked the students to make groups. 3. Teacher tells the students why the should make group. 4. Teacher asked the students about material in vocabulary 5. Next, teacher explains montinuation about vocabulary 6. The teacher gives the task after explaining about vocabulary 7. Teacher gives explaining what is scrabble and how to playing scrabble 8. Teacher explain what the relation of vocabulary with scrabble

	<ol style="list-style-type: none"> 9. The students discuss the task what they get in their group. 10. The teacher asked the students to read the same material about vocabulary and scrabble 11. The students do the task seriously and discuss with their each partner in front of the class with scrabble 12. Teacher give one minte to find out the words based the letter in the scrabble 13. The students find out the word trough scrabble with group. 14. After the tasks are done, teacher give some sentences to each groups 15. The students should be able to fill the sentence based on words they find. and should be appropriate 16. After the third exercise is done, the teacher and the students make a conclusion about learning vocabulary with scrabble before closing the learning process. 17. The teacher makes a data analysis.
3 (Third)	<ol style="list-style-type: none"> 1. The teacher gives direction related to the post-test. 2. The teacher gives the post-test. 3. The teacher collects the students' answer sheets. 4. The teacher calculates the scores.

12. Scrabble

Scrabble is one of the media that could be used to teach vocabulary in Junior High Schools. Using scrabble media in instructing vocabulary would encourage the students to reinforce their vocabulary that they had stored in the brains. When students played scrabble media they did now not recognize that they have been mastering English. Students additionally bought new words or vocabulary naturely.

Warner and Brown (2005:2) “said that scrabble was proprietary board media, which involved the building of words for point score, for two or more players (or teams).” Students got to arrange the letters that they got to produce a

meaning. It forced the students to learn the vocabulary easily, store and recall it in memory. It also made the students remember vocabulary faster and better. Using scrabble media would make it easier for students to better understand the vocabulary. Besides being easy, this medium also attracted students to the learning of English.

13. Rules of The Scrabble

The game is played from 2 to 4 people with checkered game board consisting of 15 columns and 15 rows. While crafting, each box filled with letters of the puck. on the official club or tournament, the game is played by only two some (or, sometimes between 2 teams, each of which members work together preparing letters of the same rack). Each latter has cetain value (between land 10) which depends on the frequency of occurrence of these letters in the writing standards. in the English edition of scrabble, the letters that appear in ordinary English vocabulary, such as the letter “E” or “O” in only worth one point. in addition, there are two pieces of blank (not written letters) are worth zero point, but can be used to represent all the letters ranging from “A” to “Z”. Board game boxes marked with a “bonus” which is double the number of points. Red box labeled “triple-word” multiply 3 total ponts derived from a word; box, pink “double word” multiply 2 letters value placed upon it. Box in the middle of te game board is worth “double-word” and marked with a star or logo.

14. The Advantages of Scrabble

There are some advantages of using scrabble in classroom: a. They are motivating and students' challenging; b. Scrabble helps students to make and sustain the effort of learning; c. Scrabble add variation to a lesson and increase motivation by encouraging sensible to use the target language; d. Scrabble can increase vocabulary by helping children to expand their knowledge of what words mean; e. Students can learn to spell new words or can learn to remember all the words on their current spelling list.

15. Teaching Vocabulary by Applying Word Search Strategy

To success in teaching vocabulary through word search, the teacher should have different technique for different level. Teaching vocabulary by word search strategy enables the students to find out to informations or guests the meaning on unfamiliar word. So, the word search strategy can help the students. The students may be happy and interesting in learning and they always try to know the new word from word search.

Relating the importance of teaching vocabulary through word search strategy, as far as it knows some students are always confused with the problem of through scrabble. In this context, there are many ways to make the students interested in what they are learning the teacher can creat strategy which the students can think about new word that related with the topic of word search. Teaching vocabulary by using word search strategy makes students more relax, enjoyable, happy, and the students' understanding the material increased. And also

it can improve their achievement.

Children without an extensive vocabulary have a hard time understanding what they are reading, especially as they get older and reading material becomes more difficult. “To complicate matters, most young readers, including different learners have a largest spoken vocabulary than a reading vocabulary (Goodman, Lori. Wordplay, 2013:13).”

16. Discussion Method

Discussion methods are a variety of forums for open-ended, collaborative exchange of ideas among a teacher and students or among students for the purpose of furthering students thinking, learning, problem solving, understanding, or literary appreciation. Participants present multiple points of view, respond to the ideas of others, and reflect on their own ideas in an effort to build their knowledge, understanding, or interpretation of the matter at hand.

Discussion methods are a variety of forums for open-ended, collaborative exchange of ideas among a teacher and students or among students for the purpose of furthering students thinking, learning, problem solving, understanding, or literary appreciation. Participants present multiple points of view, respond to the ideas of others, and reflect on their own ideas in an effort to build their knowledge, understanding, or interpretation of the matter at hand. Discussions may occur among members of a dyad, small group, or whole class and be teacher-led or student-led. They frequently involve discussion of a written text, though

discussion can also focus on a problem, issue, or topic that has its basis in a “text” in the larger sense of the term (e.g., a discipline, the media, a societal norm).

A defining feature of discussion is that students have considerable agency in the construction of knowledge, understanding, or interpretation. In other words, they have considerable “interpretive authority” for evaluating the plausibility or validity of participants responses. To illustrate, the following excerpt is taken from a discussion between a teacher and a small-group of second-grade students.

B. Previous Study

Azmal Ridwan (2017) “*The Implementation of Two Stay Two Stray Strategy in Increasing the Students’ Ability in Mastering Vocabulary*”. This research was aimed to find out whether the students’ vocabulary be increased by implementing Two Stay Two Stray Strategy. This subject of this research was the eighth grade of Mts Al-Wasliyah Tanjung Pasir 2017/2018 Academic Years, which consist of 24 students. This research was applied by using qualitative and quantitative data. The qualitative data were taken from interview, observation sheet, diary notes, and documents. The quantitative data were taken from the test. In the first vocabulary test there was 12.5% (3 students) who got points of over 70. In the second vocabulary test there was 58.3% (14 students) who got points over 70. It means that there was an improvement about 45.8%. In the third vocabulary test there was 91.6% (22 students) got points over 70. There was an improvement about 33.3% from the second vocabulary test, and about 79.1% from the first vocabulary test to the third one. In the last vocabulary test, it was

100% (all of students were success). There was an improvement about 8.4% from the third vocabulary test, and about 41,7% from the second vocabulary test, and about 87.5% from the first vocabulary test to the last one. The findings of this research were that Two Stay Two Stray Strategy can help the students increase their vocabulary. By using this strategy, the score of the students in vocabulary kept increasing from the orientation-test until the fourth-test of Cycle III. It was proved by the data which showed that the mean of the students in the fourth-test (80.83) was higher than that of the third-test (80) and was higher than second-test (65) and also higher than that of orientation-test or first-test (51.66). Therefore, Two Stay Two Stray Strategy can increase the students' vocabulary at eight grade students of Mts Al-wasliyah Tanjung Pasir.

Ratih Sriwulan Hapsari (2017) "The Effect of Scrabble Game to The Eight Grade Students' Vocabulary Mastery". This research was aimed to find out whether the students' vocabulary be increased by scrabble game. This subject of this research was the eighth grade of SMPN 1 SEMEN 2016/2017 Academic Years, which consist of 33 students. The design of this research is experimental research with one-group pretest-posttest students. This research was applied by using quantitative data. The quantitative data were taken from the test. . The instruments used in this research were pre-test and post-test in the form of written vocabulary test with the topic of adjective word and physical appearance using multiple choices questions. The data were analyzed using t-test formula. the result of the-test is 13,587 at the degree of freedom (db) is 32. The writer compared the result and t-table to know the result is significant or not. The result of this research

shown that t-score was 13,587 at the degree of freedom 32. 2.042 at the level of significance 5 % and 2.750 at the level significance 1 %. It means that t-score (13,587) higher than t_{table} at the degree of significance 5 % and 1 %. The t-test based on level significance 5% and 1%. Based on the data on the data above, it can be seen that t-score (13,587) $> t_{table}$ at the degree of significance 5% and 1%. The researcher concludes that scrabble is effective to be used to teach vocabulary especially in the eighth grade students of SMPN 1 Semen in the academic year 2016/2017. It can be seen by checking the result of t-score (13,587) that is higher than t-table in the level of significance 5% (2.042). Besides that, the students vocabulary mastery also increased after being taught by using scrabble. It is proved by the mean of post-test (79,39) that is higher than the mean of pre-test (70,3). It means that there is any effect of scrabble to the students vocabulary mastery.

Aulia Rahmah (2016) “The Effect Word Search Puzzle on Vocabulary Size at the Seventh Grade Students of SMP Muhammadiyah”. This research was aimed to find out students’ vocabulary by word search puzzle. This subject of this research was the seventh grade of SMP MUHAMMADIYAH BUNTOK 2016 Academic Years, which consist of 43 students. This research was applied by using quantitative data Class A is chosen as the sample of experimental class, the sample was determined using cluster random sampling technique. The pretest was conducted to know the students vocabulary score before they taught using word search puzzle. Finally, the posttest was given to know the students’ vocabulary score using word search puzzle. T-test formula was used to examine hypothesis

this study. The result showed that the students' mean in teaching vocabulary before taught using word search puzzle (pretest) is 62.5. While the students' mean in teaching vocabulary after they being taught using word search puzzle (posttest) is 71.25. It means that word search puzzle technique can motivate the students more memorize vocabulary well. Williams mention that the use of educational games such as crossword puzzles, word search puzzles, modified television game shows, or commercial board and card game make learning fun and motivational. Meanwhile after the data was calculated using t_{test} it was found that the value of t_{test} was higher than t_{table} at 1% and 5% level of significance t_{test} $1.714 < 4.797 > 2.069$. This finding indicated that the alternative hypothesis stating that there was any significant effect of using word-search puzzle in teaching English vocabulary at the seventh grade students of SMP Muhammadiyah Buntok was accepted. It showed that teaching by word search puzzle Method was more effective to increase the students' ability in mastering vocabulary.

Merina Yuli Astuti (2014) "The Effectiveness of Puzzle Technique On Students Reading Ability". In this study, it can be concluded that the joint numbered head technique is effective in improving the ability to read descriptive text students in the second grade of South Tangerang SMPN 2. It can be seen that after four meetings of treatment from the experimental class and the controller class, the results showed that the average score obtained in the experimental class given the head technique of numbers was 13.58. Meanwhile, the average score obtained in a controlled class without a numbered joint head technique is 5.38, which means that the average score obtained in the experimental class is higher

than the class controlled. In addition, the results can also be seen from the T-test at a significance level (α) of 5%. The results showed that the t-test (t_o) > t-table (t_t) ($2.48 > 1.99$). That means that the t-test is higher at 2.48 from t-table. So, the null hypothesis (H_o) is rejected. This means that the alternative hypothesis (H_a) is accepted that there is significant progress in using puzzle techniques in increasing students' reading ability in descriptive texts. the difference with the research that I will do is in this study has a focus on the problem of reading ability and more specifically using descriptive text that aims to help improve reading ability for students. However, I did not find this study using learning media.

Evi Kasyulita (2015) "The Effect of Word Search Strategy in Descriptive Paragraph." This study explains and concludes that the existence of teaching writing for middle school students using Word Search Strategy in Descriptive Paragraph According to some experts, group learning Word Search Strategy in Descriptive Paragraph also offers different outcomes judging from the students' initial abilities. The purpose of this study was to determine the effect of Word Search Strategy in Descriptive Paragraph and the ability to write English. This study uses an experimental method conducted at Pekanbaru Nurul Falah Middle School, Riau with a sample of 60 students in second-grade students of SMP Nurul Falah Pekanbaru. The results of this study are; (there is a significant effect of the use of Word Search Strategy in Descriptive Paragraph students on students English writing skills in class 2 students of Nurul Falah Middle School in Riau Pekanbaru. This is proven that if there is a large observation of the t table, the effect of the strategy is Observation t is 7.31 and 2,000 tabs. It can be concluded

that if ($7.13 > 2,000$) the effect of the use of Numbered Head Together strategy on the ability to write English in 2nd-grade students of Pekanbaru Nurul Falah Junior High School. the difference with the research that I will do is in this study has a focus on the problem of reading ability and more specifically using descriptive text that aims to help improve reading ability for students. however, I did not find this study using learning media.

C. Conceptual Framework

Vocabulary is central to English language because without sufficient vocabulary students cannot understand others or express their own ideas, teaching vocabulary helps students understand and communicate with others in English. This study is focused on the effect of using scrabble on students' vocabulary achievement. Many of the students' lack vocabulary mastery. Therefore, they find difficulties in grasp texts, writing and speaking. Teaching vocabulary normally started with analyzing text then searching tough phrases to memorize. This method is not truely wonderful due to the fact students are easy to forget the which means of the vocabulary. Students take into account the words and their that means have right mastering situation and makes the school room greater enjoyable and productive region both student and teacher. Two Scrabbles can do in individual, in pair, or in groups. Then scrabble can be used as a technique in educating vocabulary, because of scrabble provides a class circumstance organized with the alleviation state of affairs that attracts and inspire the students to learn.

D. Hypothesis

Hypothesis is a speculation concerning either observed or expected relationships among phenomena. Hypotheses are made and evaluated in both quantitative research and qualitative research. However, in quantitative research hypotheses are formulated in advance of the research, based on theory and previous research, while in qualitative research hypotheses emerge gradually in the course of the research itself. The hypothesis can be stated as follows:

Ha: There was a significant effect of applying word search strategy by using scrabble as the media on the students' achievement in vocabular

CHAPTER III

METHOD OF RESEARCH

A. Location

This research was conducted at SMP Cerdas Murni at Beringin street number.33 Tembung, Percut Sei Tuan, Kabupaten Deli Serdang, Sumatera Utara. This location is chosen because in this school, many students are still low in vocabulary.

B. Population and Sample

1. Population

The population of this research was taken from the second grade of SMP Cerdas Murni at academic year 2018/2019, which consisted of three classes. There are VII-I SMP, 40 students, VII-II SMP 40 students, and VII-3 SMP 40 students. It could be seen in table 3.1. So the total number of the population could be seen in table 3.1 below ;

Table 3.1
The Population of Research

No	Class	Population
1	VII-I SMP	40
2	VII-II SMP	40
3	VII-III SMP	40
TOTAL		120

2. Sample

Total sampling technique was applied in this research, VII-II, and VII-III SMP was taken as the sample of this research. Because the researcher has interviewed and observed the students in the school. The researcher was taken this class as the sample because the students of VII-II and VII-III are very low in vocabulary and who have the lowest interest in learning English. The sample can be seen in table 3.2;

Table 3.2
The Sample of Research

No	Class	Population
1	VII-II SMP	40
2	VII-III SMP	40
TOTAL		80

C. Research Design

The experimental quantitative research design was applied in this research. The experimental quantitative research was studied with two different groups, experimental group that consists of 40 students and control group which consists of 40 students. The experimental group was taught by applying word search strategy while control group was taught by applied conventional way. The explanation of research design can be seen in table 3.3 below ;

Table 3.3
Design of Research

Class	Pre-Test	Treatment	Post-Test
Experimental Group	✓	Word Search Strategy	✓
Control Group	✓	Conventional Way	✓

Based on the table above, the experimental group was taught by using word search strategy in vocabulary while control group was taught by using conventional way.

Pre-test was conducted to find out the students' achievement in vocabulary before having a treatment. The experimental and control group was given pre-test. The pre-test is useful to know the mean score of experimental and control group. The experimental and control group were given before treatment. The teacher would ask the students to answer the multiple choice test.

Treatment was given to the students after the pre-test administered. The experimental group was taught by applying word search strategy, and the control group used conventional way.

After conducting the treatment, the post-test were given to find out the result of teaching presentation in experimental and control group. Post-test was given to the students after having a treatment. The post-test was same as the pre-test. The post-test was the final test in this research. Especially in measuring the treatment, whether it was significant or not. It meant to know whether the treatment was given effect to the students' vocabulary achievement. In the experimental and control group, a post-test was also administered. The

administrating of the post-test was meant to find out the difference of scores of both experimental and control group before and after giving the treatment.

D. The Instrument of the Research

The instrument of this research was a test. The test was vocabulary test. It was taken from the internet. The students made sentences based the words by the scrabble.

E. The Techniques for Analyzing Data

In this research, some techniques were applied to analyze the data, and the steps are: a. Correcting the students' answer; b. Scoring the students' answer; c. Listing the score into tables; d. Calculating the total of the score; e. Listing their scores table, for the experimental scores as X and scores as Y variable. The calculating correlation of product moment between x and y was calculated as follows :

1. Coefficient r

$$r_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n \sum x_i^2 - (\sum x_i)^2\} \{n \sum y_i^2 - (\sum y_i)^2\}}} \text{ (Sugiyono, 2015 :255)}$$

1st Examining the statistical hypothesis. It was calculated t-test by using formula :

$$t_{\text{observed}} =$$

$$\text{Where : } \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t = \text{t-test}$$

$$n = \text{total sample}$$

1 = number constant

r = correlation of product moment

2. Determining the percentage of the effect of X variable toward Y variable.

$$D = (r_{xy})^2 \times 100\%$$

F. Statistical Hypothesis

Based on the literature and framework above, in this study the researcher formulates to alternatives of hypothesis as tentative answer to the problem in the research as following:

Ha : $P \neq 0$ there was any significant effect of the effect of applying word search strategy by using scrabble as the media on the students' achievement in vocabulary

H0 : $P = 0$ there was no any significant effect of the effect of applying word search strategy by using scrabble as the media on the students' achievement in vocabulary.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

The finding of the research showed that there was a difference between both of classes. Base on the calculation, t_{Observe} (8.8810) was higher than t_{Table} (2.024) with the degree of freedom (38) at the level of significance (0.05). It also that the students who were taught by applying word search strategy by using scrabble as the media on the students' achievement in vocabulary (experimental class) got higher scores than the students who were taught by applying conventional way (control group). So, it was concluded that the alternative hypothesis was accepted or there was significant effect of word search strategy by using scrabble as the media on the students' achievement.

B. Discussion

In this research, the writer applied word search strategy on the students' achievement in vocabulary. In the previous chapter, the researcher had explained that vocabulary was not as easy as people thought. It was not easy because people are seldom to have vocabulary in English so that they are familiar with English vocabulary. Therefore, the teacher should apply a new strategy which could attract the students' attention in teaching vocabulary as a solution of the problem. Word search strategy was one of vocabulary teaching which could help the students get new

English vocabulary in learning process easily. As the name of this strategy, the teacher should help and support the students to understand the material until they could give their best answers to the questions given with their vocabulary mastery.

When the research was conducted, word search strategy was applied in experimental class, while control group was taught by applying lecturing method. The research was started on 25th July 2019 and ended 29th July 2019. The description of the result gotten was explained below:

1. The Score of Pre-Test and Post-Test in Experimental Group

a. Pre-Test

From the result of pre-test, the total score of students was 1275 and the number of students who took the test was 40 students. The mean score of pre-test was 31.87. from 40 students, there were 40 students who got score under 70. This showed that all of the students' vocabulary mastery were low and their score had been to be standard (See appendix 6). The data could be detailed into diagram below:

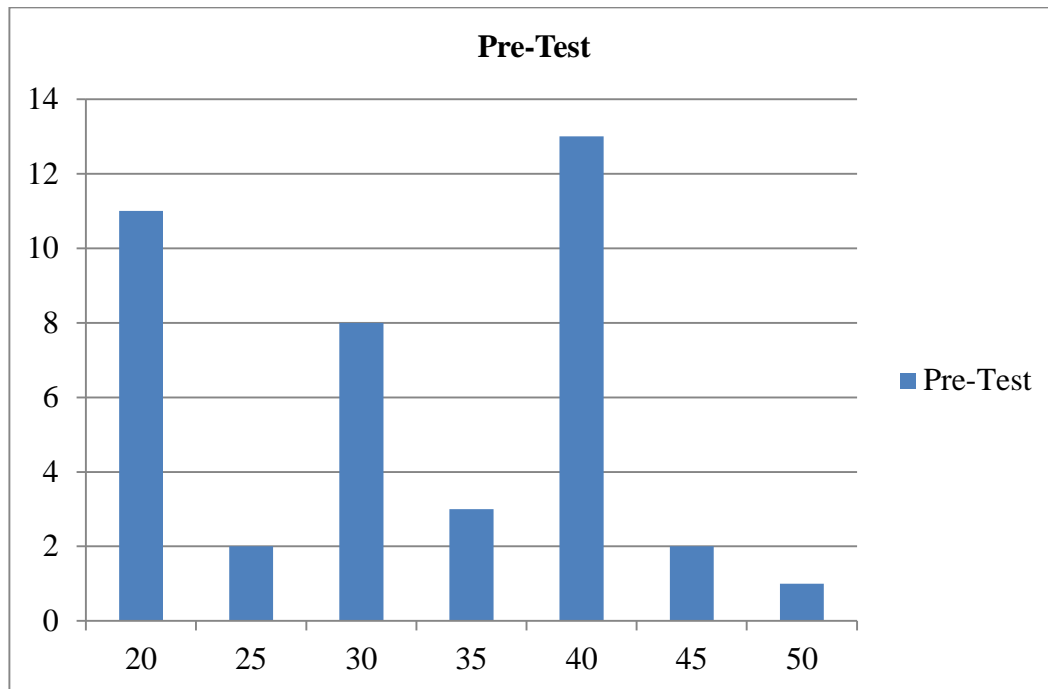


Figure 4.1 Diagram of Pre-Test in Experimental Group

b. Post-Test

After the researcher gave the treatment of applying word search strategy on the students' achievement in vocabulary, a post-test was given to the students in experimental group. Based on the result of post-test, the total score of students was 3665. The mean score of post-test was 91.82. from 40 students, all of the students got score higher than 70 (See appendix 6). This showed that there was an improvement in the students' achievement vocabulary. The data could be detailed into diagram below:

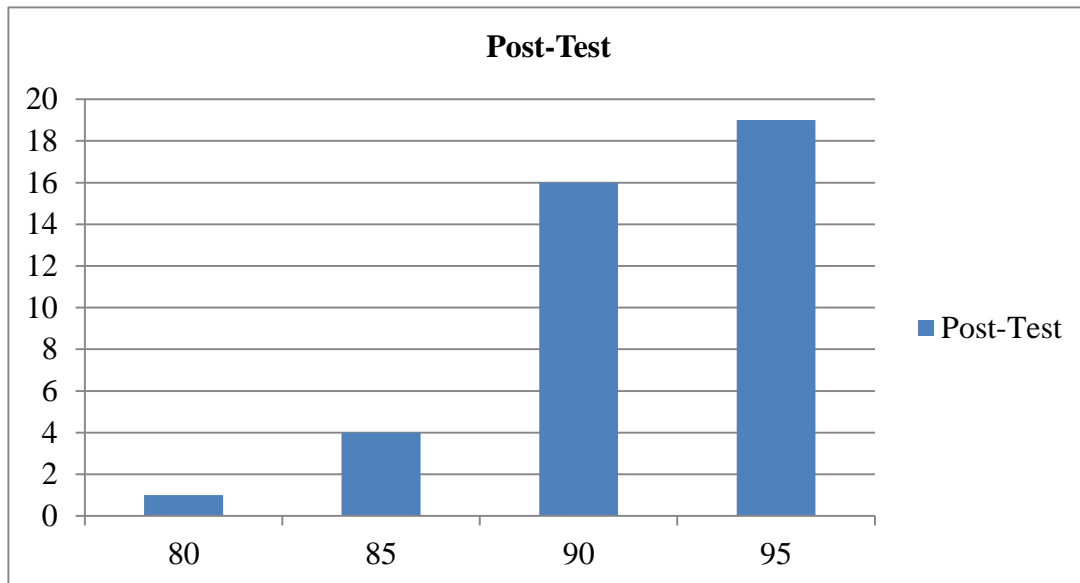


Figure 4.2 Diagram of Post-Test in Experimental Group

From the result of pre-test and post-test result, it was concluded that most of students that were taught by applying word search strategy got a better result than those were not taught by word search strategy in vocabulary achievement. It could be said that there was a significant difference between the students' scores. From the data, there were 40 students had their score increased and no one of them had their score decreased and constant. Their increasing score showed that word search strategy influenced the students' achievement in vocabulary.

2. The Score of Pre-Test and Post-Test in Control Group

a. Pre-Test

Based on the result of pre-test, the total score of students in control group was 1090 and the number of the students who took the test was 40 students. The mean score of pre-test in control group was 36. The lowest score of pre-test was 15 and the highest score was 50 (See appendix 7). The data could be detailed into diagram below:

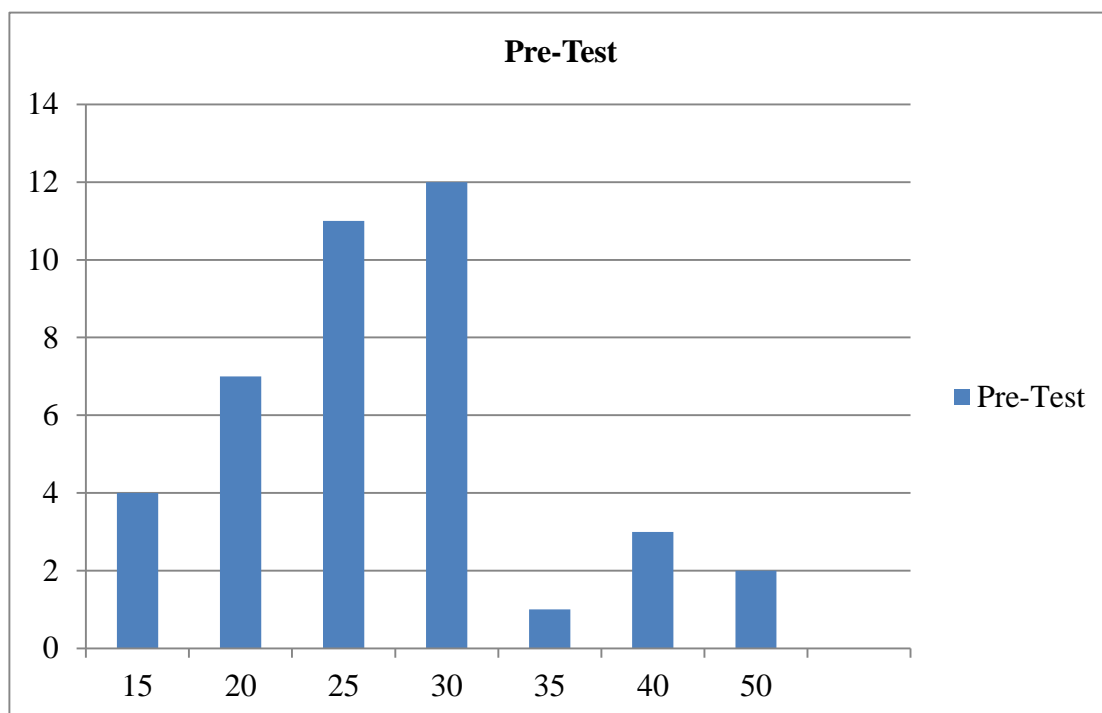


Figure 4.3 Diagram of Pre-Test in Control Group

b. Post-Test

After researcher gave pre-test to the students in control group, the students were given the post-test. Based on the result of post-test, the total score was 2530 and the number of students who took the test was 40 students. The mean score of post-test in control group was 63.25. The students' vocabulary achievement was better than previously, but they still had difficulty on finding out the new vocabularies in English learning. From 40 students, there were 8 students who got the highest score which were 75 and 80. While 32 students got score under 70 (See appendix 7) the data could be detailed into diagram below:

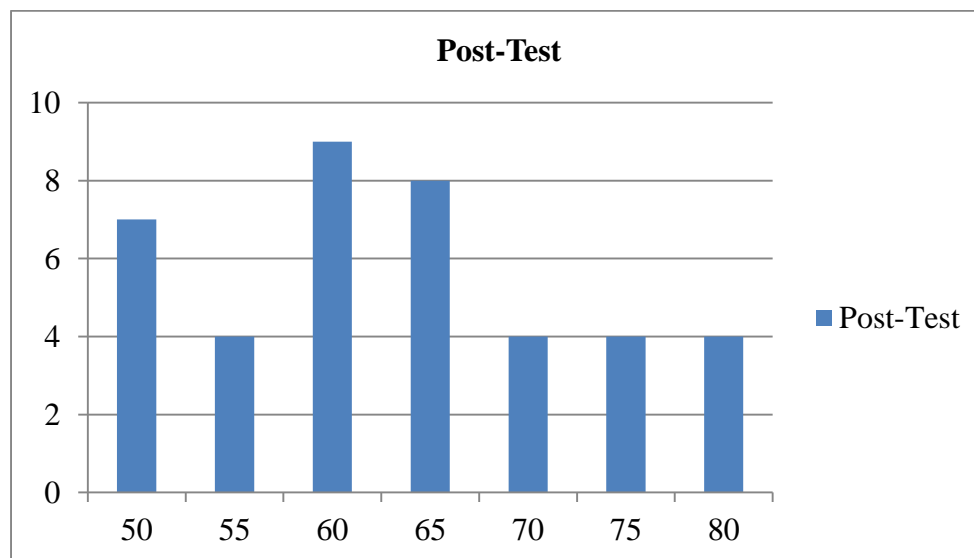


Figure 4.4 Diagram of Post-Test in Control Group

Based on the test which was given to the students in control group, the students' mean score was 36. after the pre-test, the researcher conducted the post-test without treatment of word search strategy. Cosequently, the students' mean score of

the post-test in this group was 63.25. It could be seen that the difference between the mean score of pre-test and post-test of this control group was 27.25.

3. The Difference Score of Experimental Group and Control Group

The data showed that in experimental group that the highest score was 95 while the lowest score in experimental group was 80 with the total score was 3665 (See appendix 6). From the control group, the highest score was 80 and the lowest score in control group was 50 with the total score was 2700 (See appendix 7).

It could be said that there was a significant difference between the students' score from both of the groups. The students who were taught by giving treatment got a better result than those were taught by without giving treatment. From the data, there 40 students had increasing score, 0 students was decreased. The increasing score showed that the students had vocabulary achievement.

4. Statistical Hypothesis Test

The last step in analyzing the data was using statistical hypothesis test. It was used to know whether there was any significant effect of applying word search strategy on the students' achievement in vocabulary. With the criteria examination, H_0 was accepted if $t_{hitung} > t_{table}$ where t_{hitung} was gotten by distribution with $dk = n - 2$. $dk = 40 - 2 = 38$. $\alpha = 5\% = 0,05$. To know the statistical hypothesis of this research, the researcher used t-test formula. The result of the statistical hypothesis showed that there was a difference of output between both of groups. Based on the calculation, t-

observed (8.8810) was higher than t-table (2.024) with the degree of freedom (38) at the level of significance (0.05). It also found that the students who were taught by applying word search strategy on the students' achievement in vocabulary (experimental group) got higher score than the students who were taught by applying discussion method (control group). So, it was concluded that the alternative hypothesis (H_a) was accepted and nul hypothesis (H_0) was rejected (See appendix 10). It meant that there was any significant effect of appyling word search strategy on the students' achievement in vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

There was a significant effect of Word Search Strategy by Using Scrabble as the Media on the Students' Achievement in Vocabulary, the result of computation in t-test showed that t_{observe} was higher than t_{table} ($8.8810 > 2.024$). It also found that the students who were taught by applying word search strategy got higher scores than the students who were taught by applying conventional way. It means that the alternative hypothesis (H_a) was accepted and teaching by using Word Search Strategy by Using Scrabble as the Media on the Students' Achievement in Vocabulary. However, the students are still difficult in using time. Some students need more time to understand and absorb the information.

B. Suggestion

In relation to the conclusion, suggestion, is staged that the research can give contribution for teaching vocabulary and the teachers can apply this strategy to make the students enjoy when the students learning vocabulary. And it is suggested to use Word Search Strategy in teaching vocabulary. Because based on the research's finding, it has positive effect to the students' achievement in vocabulary.

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APPENDIX I

LESSON PLAN (EXPERIMENTAL GROUP)

School : SMP Cerdas Murni Tembung
Subject : Bahasa Inggris
Class / Semester : VII/I
Time : 2x40 Minutes
Material : Oral and written text to ask and mention the names of object there are close to the daily lives of students.

A. Core Competences

- KI 3 : Understanding, applying analyzing factual, conceptual, procedural knowledge based on his curiosity about science, technology, art, culture and humanities with insights of humanity, nationality, state and civilization related causes of phenomena and events, and applying procedural knowledge to the field of study which is specific to his or her talents and interests to solve problems.
- KI 4 : Processing, reasoning and chanting in the realm of concrete and abstract realms are linked to the development of the self-studied school, and are able to use methods according to scientific rules.

B. Basic Competence

1. Thankful for the opportunity to learn English as the medium introduction of international communication embodied in the spirit of learning.
2. Demonstrate polite caring behavior in carrying out interpersonal communication with teachers and friends.
3. Demonstrate honest, discipline, confident, and responsible behavior in carrying out transactional communication with teachers and friends.
4. Demonstrate responsibility, caring, cooperative, and peace loving behavior, in carrying out functional communication.

C. Indicator

1. Responsible for the actions of its members as group leader
2. Recognize when making mistakes
3. Do not blame others for their own actions
4. Do the things said to be done without being reminded by others
5. Delivering interpersonal greeting in writing about renowned for social functions, text structure and linguistic elements that are true to context.

D. Students' Character That Is Expected

☐ Responsibility ☐ Hard work ☐ Independency

E. Learning Objectives

After following a series of lessons, learners:

1. Observe the expressions or speech that are used to mention the name of object, the amount, and its location that is close to the daily life of students.
2. Identify the phrase used to say the name of object, amount, and location that its close to the daily life of students.
3. Identification the name of object, amount, and its close to the daily life of students.
4. Mimicking the phrase to mention the name of object, amount, and its location that is close to the student's daily life.

F. Learning Material

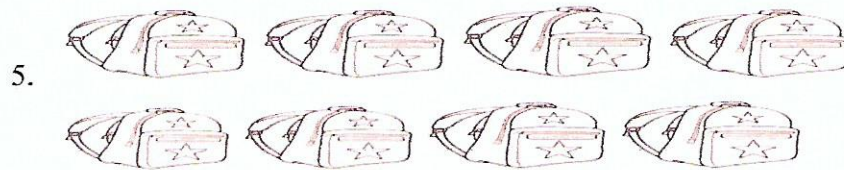
Introduce, identificatos of objects, amount and its location that is close the student's daily life.

TEST

Instruction : Choose the correct answer from the following questions

1. Please give me the some ... I want to write something
 - a. Boards
 - b. Table
 - c. Papers
 - d. Floor
2. Tourist : " Is there a ... near here ?
Anton : " Yes, it is next to the National Park
 - a. Hotel
 - b. Bathroom
 - c. Kitchen
 - d. Sea

3. You can found many books in ...
- | | |
|-------------|-----------|
| a. Hospital | c. Zoo |
| b. Library | d. Mosque |
4. Your mom bought vegetables in ...
- | | |
|-------------|------------|
| a. Hospital | c. Mosque |
| b. Market | d. Kitchen |

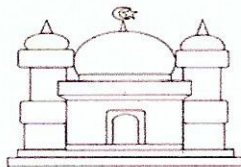


How many bags above ?

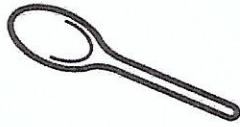
- | | |
|------------------------|-------------------------|
| a. There is six bag | c. There are eight bags |
| b. There are eight bag | d. There is eight bags |



6. How umberellas above ?
- | | |
|------------------------------|-----------------------------|
| a. There are four umberellas | c. There are four umberella |
| b. There is four umberrelas | d. There are six umberellas |
7. Where is place you can borrow book ?
- | | |
|------------|-----------|
| a. Library | c. Hotel |
| b. Librari | d. Market |



8. The name of this picture is ..
- | | |
|-----------|--------------|
| a. Mosque | c. Apartment |
| b. Hotel | d. Kitchen |



9. The name of this picture is ..

- a. Spon
- b. Spoon
- c. Spuns
- d. Knife

10. When you want to eat , the you put your rice in ...

- a. Plate
- b. Cup
- c. Stove
- d. Fork

11.

Caution ! Please do not disturb when in the

Where do you usually find the notice above ?

- a. At the railway station
- b. At a bus station
- c. In a library
- d. At a garage

12.

STAFF ONLY

This sign means that ...

- a. We should get in the room
this room
- b. The room is only for the staff
- c. We can meet a director in
- d. The staff cannot get in

13.

**English Speaking
Area**

What does the text mean ?

- a. We must speaking in the area
- b. We must be an English
- c. We must communicate with
English in this area
- d. We must stay in the area

V	O	S	T	E
---	---	---	---	---

14. Based on the letters above, then which words has a noun meaning ?

- a. Etvos
- b. Stove
- c. sotve
- d. evtos

O	O	T	B	R	S	H	T	U
---	---	---	---	---	---	---	---	---

15. Based on the letters above, then which words has a noun meaning ?

- | | |
|--------------|---------------|
| a. Tootbrush | C. Brushtoot |
| b. Totbrusht | d. Brushtooth |

T			L	E
---	--	--	---	---

16. Complete the missing letters until can become a noun !

- | | |
|--------|--------|
| a. L-B | c. A-B |
| b. A-L | d. B-B |

				K					D
--	--	--	--	---	--	--	--	--	---

17. Complete the missing letters until can become a noun !

- | | |
|--------------------|----------------------|
| a. B-A-L-K-M-O-U-B | c. L-C-K-A-B-o-B-D-R |
| b. B-L-I-C-M-U-I-K | d. L-C-A-O-B-B-D-R |

		S	P				
--	--	---	---	--	--	--	--

18. Look for the correct word to fill column above !

- | | |
|---------------|-----------------|
| a. Hospital | c. Parking Area |
| b. Suprmarket | d. Post Office |

			R	C	
--	--	--	---	---	--

19. Look for the correct word to fill column above !

- | | |
|-----------|-----------|
| a. Cruch | c. Centre |
| b. Chruch | d. City |

			H			O	M
--	--	--	---	--	--	---	---

20. Look for the correct word to fill column above !

- | | |
|----------------|---------------|
| a. Bedroom | c. Bathroom |
| b. Family Room | d. Fresh Room |

G. Teaching and Learning Process

Activity	Description	Time Allocation
Opening Activity	1. Give greeting to the students.	10 minutes

	<ol style="list-style-type: none"> 2. Check the students' attendance. 3. Communicate to the students and give the students question about material will be taught. 	
Core Activity	Observing <ol style="list-style-type: none"> 1. Students look at variety of analytical exposition text that shown by the teacher in Word Search Strategy. 2. Students observe objects in the class including those in their bags and then make a list of these objects. 3. Students look for meaning of several words that are related to existing objects 	20 minutes
	Questioning Under the guidance and direction of teacher, students ask question about the main idea, detail and specific informations from the kinds the students found.	15 minutes
	Exploring The teacher asks the students to understand about meaning the strategy and relation with the material Associating The teacher corrects the students' answer.	15 minutes
	Communicating Teacher asks the students to study more about vocabulary with scrabble as their media.	15 minutes
Closing Activities	<ol style="list-style-type: none"> 1. Students and teacher reflect on their learning activities and benefits. 2. Students and teacher give each other feedback 	5 minutes

	<p>on the process and learning outcomes.</p> <p>3. Summarizing the material which has already been discussed</p> <p>4. Closing the class.</p>	
--	---	--

H. Tool/Source Learning Material

Tool : Laptop, scrabble board, worksheet

Source : English book of class VII in second publication in 2017.

I. Evaluation

a. Assessment Technique : Multiple Choice

b. Form Instrument :

1. Pre-test : Choose the correct answer from the following questions.
2. Post-test : Choose the correct answer from the following questions.

J. Assessment Rubric

a. Directive of assessment, according to Finken and Ennis (1993)

1. Each number is properly scored : 5

2. Maximum Score : $20 \times 5 = 100$

3. Maximum assessment : 100

4. Student grade : Earnings Score

----- X 100

= Maximum Score

Medan, September 2019
Researcher

Reni Deliani Fahwi
1502050138

Known by,
Headmaster of SMP Cerdas Murni

English Teacher

Dede Noviandi, S.Pd

Nurhidayah, S.Pd

APPENDIX II

LESSON PLAN (CONTROL GROUP)

School : SMP Cerdas Murni Tembung
Subject : Bahasa Inggris
Class / Semester : VII/I
Time : 2x40 Minutes
Material : Oral and written text to ask and mention the names of object there are close to the daily lives of students.

A. Core Competences

- KI 3 : Understanding, applying analyzing factual, conceptual, procedural knowledge based on his curiosity about science, technology, art, culture and humanities with insights of humanity, nationality, state and civilization related causes of phenomena and events, and applying procedural knowledge to the field of study which is specific to his or her talents and interests to solve problems.
- KI 4 : Processing, reasoning and chanting in the realm of concrete and abstract realms are linked to the development of the self-studied school, and are able to use methods according to scientific rules.

B. Basic Competence

1. Thankful for the opportunity to learn English as the medium introduction of international communication embodied in the spirit of learning.
2. Demonstrate polite caring behavior in carrying out interpersonal communication with teachers and friends.
3. Demonstrate honest, discipline, confident, and responsible behavior in carrying out transactional communication with teachers and friends.
4. Demonstrate responsibility, caring, cooperative, and peace loving behavior, in carrying out functional communication.

C. Indicator

1. Responsible for the actions of its members as group leader
2. Recognize when making mistakes
3. Do not blame others for their own actions
4. Do the things said to be done without being reminded by others
5. Delivering interpersonal greeting in writing about renowned for social functions, text structure and linguistic elements that are true to context.

D. Students' Character That Is Expected

☐ Responsibility ☐ Hard work ☐ Independency

E. Learning Objectives

After following a series of lessons, learners:

1. Observe the expressions or speech that are used to mention the name of object, the amount, and its location that is close to the daily life of students.
2. Identify the phrase used to say the name of object, amount, and location that is close to the daily life of students.
3. Identification the name of object, amount, and its close to the daily life of students.
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F. Learning Material

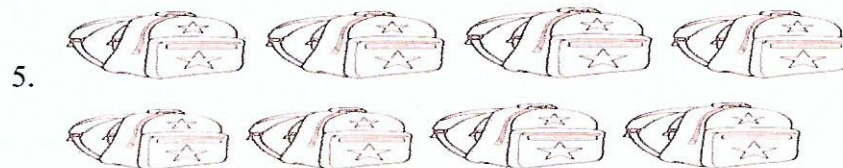
Introduce, identification of objects, amount and its location that is close to the student's daily life.

TEST

Instruction : Choose the correct answer from the following questions

1. Please give me the some ... I want to write something
 - a. Boards
 - b. Table
 - c. Papers
 - d. Floor
2. Tourist : " Is there a ... near here ?
Anton : " Yes, it is next to the National Park
 - a. Hotel
 - b. Bathroom
 - c. Kitchen
 - d. Sea

3. You can found many books in ...
- | | |
|-------------|-----------|
| a. Hospital | c. Zoo |
| b. Library | d. Mosque |
4. Your mom bought vegetables in ...
- | | |
|-------------|------------|
| a. Hospital | c. Mosque |
| b. Market | d. Kitchen |



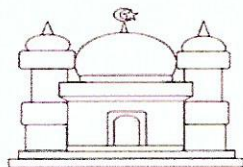
How many bags above ?

- | | |
|------------------------|-------------------------|
| a. There is six bag | c. There are eight bags |
| b. There are eight bag | d. There is eight bags |

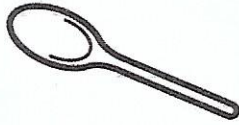


How umberellas above ?

- | | |
|------------------------------|-----------------------------|
| a. There are four umberellas | c. There are four umberella |
| b. There is four umberrelas | d. There are six umberellas |
7. Where is place you can borrow book ?
- | | |
|------------|-----------|
| a. Library | c. Hotel |
| b. Librari | d. Market |



8. The name of this picture is ..
- | | |
|-----------|--------------|
| a. Mosque | c. Apartment |
| b. Hotel | d. Kitchen |



9. The name of this picture is ..

- a. Spon
 - b. Spoon
 - c. Spuns
 - d. Knife
10. When you want to eat , the you put your rice in ...
- a. Plate
 - b. Cup
 - c. Stove
 - d. Fork

11.

Caution ! Please do not disturb when in the

Where do you usually find the notice above ?

- a. At the railway station
- b. At a bus station
- c. In a library
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STAFF ONLY

This sign means that ...

- a. We should get in the room this room
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**English Speaking
Area**

What does the text mean ?

- a. We must speaking in the area English in this area
- b. We must be an English
- c. We must communicate with
- d. We must stay in the area

V	O	S	T	E
---	---	---	---	---

14. Based on the letters above, then which words has a noun meaning ?

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O	O	T	B	R	S	H	T	U
---	---	---	---	---	---	---	---	---

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- | | |
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T			L	E
---	--	--	---	---

16. Complete the missing letters until can become a noun !

- | | |
|--------|--------|
| a. L-B | c. A-B |
| b. A-L | d. B-B |

				K					D
--	--	--	--	---	--	--	--	--	---

17. Complete the missing letters until can become a noun !

- | | |
|--------------------|----------------------|
| a. B-A-L-K-M-O-U-B | c. L-C-K-A-B-o-B-D-R |
| b. B-L-I-C-M-U-I-K | d. L-C-A-O-B-B-D-R |

		S	P				
--	--	---	---	--	--	--	--

18. Look for the correct word to fill column above !

- | | |
|---------------|-----------------|
| a. Hospital | c. Parking Area |
| b. Suprmarket | d. Post Office |

			R	C	
--	--	--	---	---	--

19. Look for the correct word to fill column above !

- | | |
|-----------|-----------|
| a. Cruch | c. Centre |
| b. Chruch | d. City |

			H			O	M
--	--	--	---	--	--	---	---

20. Look for the correct word to fill column above !

- | | |
|----------------|---------------|
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Medan, September 2019
Researcher

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1502050138

Known by,
Headmaster of SMP Cerdas Murni

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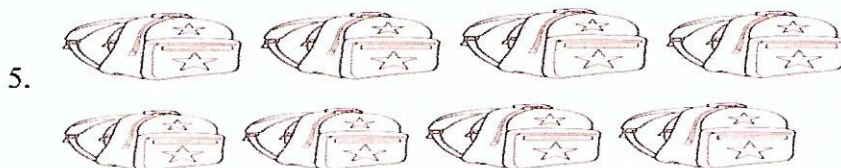
APPENDIX III

TEST ITEM OF PRE-TEST AND POST-TEST

TEST

Instruction : Choose the correct answer from the following questions

1. Please give me the some ... I want to write something
 - a. Boards
 - b. Table
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 - d. Floor
2. Tourist : " Is there a ... near here ?
Anton : " Yes, it is next to the National Park
 - a. Hotel
 - b. Bathroom
 - c. Kitchen
 - d. Sea
3. You can found many books in ...
 - a. Hospital
 - b. Library
 - c. Zoo
 - d. Mosque
4. Your mom bought vegetables in ...
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 - c. Mosque
 - d. Kitchen



How many bags above ?

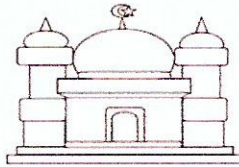
- a. There is six bag
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- c. There are eight bags
- d. There is eight bags



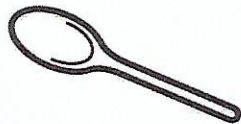
How umberellas above ?

- a. There are four umberellas
- b. There is four umberrelas
- c. There are four umberella
- d. There are six umberellas

7. Where is place you can borrow book ?
- | | |
|------------|-----------|
| a. Library | c. Hotel |
| b. Librari | d. Market |



8. The name of this picture is ..
- | | |
|-----------|--------------|
| a. Mosque | c. Apartment |
| b. Hotel | d. Kitchen |



9. The name of this picture is ..
- | | |
|----------|----------|
| a. Spon | c. Spuns |
| b. Spoon | d. Knife |
10. When you want to eat , the you put your rice in ...
- | | |
|----------|----------|
| a. Plate | c. Stove |
| b. Cup | d. Fork |

11.

Caution ! Please do not disturb when in the

Where do you usually find the notice above ?

- | | |
|---------------------------|-----------------|
| a. At the railway station | c. In a library |
| b. At a bus station | d. At a garage |

12.

STAFF ONLY

This sign means that ...

- | | |
|-----------------------------------|--|
| a. We should get in the room | c. We can meet a director in this room |
| b. The room is only for the staff | d. The staff cannot get in |

13.

English Speaking
Area

What does the text mean ?

- a. We must speaking in the area
- b. We must be an English
- c. We must communicate with English in this area
- d. We must stay in the area

V O S T E

14. Based on the letters above, then which words has a noun meaning ?

- a. Etvos
- b. Stove
- c. solve
- d. evtos

O O T B R S H T U

15. Based on the letters above, then which words has a noun meaning ?

- a. Tootbrush
- b. Totbrusht
- c. Brushtoot
- d. Brushtooth

T L E

16. Complete the missing letters until can become a noun !

- a. L-B
- b. A-L
- c. A-B
- d. B-B

K D

17. Complete the missing letters until can become a noun !

- a. B - A - L - K - M - O - U - B
 - b. B - L - I - C - M - U - I - K
 - c. L - C - K - A - B - o - B -
 - d. L - C - A - O - B - B - D
- D - R
- R

S P

18. Look for the correct word to fill column above !

- a. Hospital
- b. Suprmarket
- c. Parking Area
- d. Post Office

			R	C	
--	--	--	----------	----------	--

19. Look for the correct word to fill column above !

- | | |
|-----------|-----------|
| a. Cruch | c. Centre |
| b. Chruch | d. City |

			H			O	M
--	--	--	----------	--	--	----------	----------

20. Look for the correct word to fill column above !

- | | |
|----------------|---------------|
| a. Bedroom | c. Bathroom |
| b. Family Room | d. Fresh Room |

APPENDIX IV

ATTENDANCE LIST (EXPERIMENTAL GROUP)

No	Students' Initial	Meeting 1 (Pre-Test)	Meeting 2 (Treatment)	Meeting 3 (Post-Test)
1	AZ	f	f	f
2	AF	At	At	At
3	AN	a	a	a
4	BP	f	f	f
5	DM	De	De	De
6	DPA	De	De	De
7	DAS	Car	Car	Car
8	FS	f	f	f
9	KAP	f	f	f
10	MIFL	fu	fu	fu
11	MAS	Mar	Mar	Mar
12	MR	Mar	Mar	Mar
13	MM	Mar	Mar	Mar
14	MR	fu	fu	fu
15	MS	Jul	Jul	Jul
16	MZA	Muz	Muz	Muz
17	NA	Nus	Nus	Nus
18	PM	f	f	f
19	RF	f	f	f
20	RMB	fu	fu	fu
21	RFB	Rue	Rue	Rue
22	SA	Se	Se	Se
23	SCP	Seu	Seu	Seu
24	SNS	Se	Se	Se
25	SO	f	f	f
26	SSR	Se	Se	Se
27	SS	fu	fu	fu
28	SR	fu	fu	fu
29	STT	Uu	Uu	Uu
30	TR	Uu	Uu	Uu
31	UDP	Uu	Uu	Uu
32	US	fu	fu	fu
33	USS	fu	fu	fu
34	VDA	Uu	Uu	Uu
35	VSR	Uu	Uu	Uu
36	VV	Uu	Uu	Uu

37	WAN	ceet	ceap	ceap
38	YS	Yee	Yee	Yee
39	YR	Yuy	Yuh	Yuh
40	ZK	Zu	Zu	Zu

Medan, September 2019
Researcher



Reni Deliani Fahwi
1502050138

Known by,
Headmaster of SMP Cerdas Murni

English Teacher

Dede Noviandi, S.Pd

Nurhidayah, S.Pd

APPENDIX V

ATTENDANCE LIST (CONTROL GROUP)

No	Students' Initial	Meeting 1 (Pre-Test)	Meeting 2 (Treatment)	Meeting 3 (Post-Test)
1	AHL	AHL	AHL	AHL
2	AF	AF	AF	AF
3	AS	AS	AS	AS
4	AN	AN	AN	AN
5	DA	DA	DA	DA
6	DR	DR	DR	DR
7	DA	DA	DA	DA
8	EF	EF	EF	EF
9	GDS	GDS	GDS	GDS
10	KPZ	KPZ	KPZ	KPZ
11	KP	KP	KP	KP
12	KA	KA	KA	KA
13	KPR	KPR	KPR	KPR
14	MAL	MAL	MAL	MAL
15	MTC	MTC	MTC	MTC
16	MH	MH	MH	MH
17	MDA	MDA	MDA	MDA
18	MW	MW	MW	MW
19	MP	MP	MP	MP
20	RP	RP	RP	RP
21	RT	RT	RT	RT
22	RN	RN	RN	RN
23	RI	RI	RI	RI
24	RW	RW	RW	RW
25	SAA	SAA	SAA	SAA
26	SG	SG	SG	SG
27	TSR	TSR	TSR	TSR
28	ZA	ZA	ZA	ZA
29	HN	HN	HN	HN
30	TML	TML	TML	TML
31	TR	TR	TR	TR
32	TT	TT	TT	TT
33	UA	UA	UA	UA
34	UR	UR	UR	UR
35	UUR	UUR	UUR	UUR
36	VA	VA	VA	VA

37	VSR	<i>Wan</i>	<i>Wan</i>	<i>Wan</i>
38	WI	<i>Wan</i>	<i>Wan</i>	<i>Wan</i>
39	WU	<i>W</i>	<i>W</i>	<i>W</i>
40	ZR	<i>Wan</i>	<i>Wan</i>	<i>Wan</i>

Medan, September 2019
Researcher



Reni Deliani Fahwi
1502050138

Known by,
Headmaster of SMP Cerdas Murni

English Teacher

Dede Noviandi, S.Pd

Nurhidayah, S.Pd

APPENDIX VI

THE RESULT OF PRE-TEST AND POST-TEST IN EXPERIMENTAL GROUP

No	Students' Initial	Score of Test	
		Pre-Test	Post-Test
1	AZ	30	90
2	AF	20	95
3	AN	30	95
4	BP	20	90
5	DM	45	90
6	DPA	35	90
7	DAS	35	90
8	FS	40	90
9	KAP	30	85
10	MIFL	20	95
11	MAS	30	90
12	MR	40	85
13	MM	20	95
14	MR	30	90
15	MS	40	90
16	MZA	30	90
17	NA	40	95
18	PM	50	95
19	RF	40	85
20	RMB	40	90
21	RFB	30	90
22	SA	25	95
23	SCP	20	90
24	SNS	20	80
25	SO	20	85
26	SSR	25	90
27	SS	40	95

28	SR	40	95
29	STT	40	95
30	TR	40	95
31	UDP	20	90
32	US	20	95
33	USS	30	90
34	VDA	20	95
35	VSR	35	95
36	VV	20	95
37	WAN	40	95
38	YS	45	95
39	YR	40	95
40	ZK	40	95
Total		T₁ = 1275	T₁ = 3665

APPENDIX VII

THE RESULT OF PRE-TEST AND POST-TEST IN CONTROL GROUP

No	Students' Name	Score of Pre-Test	
		Pre-Test	Post-Test
1	AHL	25	65
2	AF	30	65
3	AS	40	60
4	AN	20	55
5	DA	35	50
6	DR	30	65
7	DA	20	60
8	EF	30	55
9	GDS	25	75
10	KPZ	15	60
11	KP	15	65
12	KA	25	60
13	KPR	30	80
14	MAL	20	65
15	MTC	30	65
16	MH	25	75
17	MDA	30	70
18	MW	25	75
19	MP	20	70
20	RP	40	75
21	RT	15	80
22	RN	20	65
23	RI	20	70
24	RW	15	60
25	SAA	20	70
26	SG	25	60
27	TSR	50	80
28	ZA	25	60
29	HN	50	80

30	TML	25	65
31	TR	30	50
32	TT	25	60
33	UA	30	50
34	UR	40	55
35	UUR	30	50
36	VA	25	50
37	VSR	25	55
38	WI	30	50
39	WU	30	60
40	ZR	30	50
Total		1090	2530

Name : Kevina Putri Zahra

Class :

VII²

SCORE

15

Pre - Test

Instruction : Choose the correct answer from the following questions

1. Please give me the some ... I want to write something

- X
- a. Boards
 - b. Table
 - c. Papers
 - d. Floor

2. Tourist : " Is there a ... near here ?

Anton : " Yes, it is next to the National Park

- a. Hotel
- b. Bathroom
- c. Kitchen
- d. Sea

3. You can found many books in ...

- ✓
- a. Hospital
 - b. Library
 - c. Zoo
 - d. Mosque

T = 3

F = 17

4. Your mom bought vegetables in ...

- X
- a. Hospital
 - b. Market
 - c. Mosque
 - d. Kitchen

5.



X How many bags above ?

- a. There is six bag
- b. There are eight bag
- c. There are eight bags
- d. There is eight bags



6.

How many umberelias above ?

- X
- a. There are four umberellas
 - b. There is four umberrelas
 - c. There are four umberella
 - d. There are six umberellas

7. Where is place you can borrow book ?

- X
- a. Library
 - b. Librari
 - c. Hotel
 - d. Market

O	O	T	B	R	S	H	T	U
---	---	---	---	---	---	---	---	---

15. Based on the letters above, then which words has a noun meaning ?

- ☒ a. Tootbrush
☐ b. Totbrusht
☒ c. Brushtoot
☐ d. Brushtooth

T				L	E
---	--	--	--	---	---

16. Complete the missing letters until can become a noun !

- ☒ a. L-B
☐ b. A-L
☒ c. A-B
☐ d. B-B

				K					D
--	--	--	--	---	--	--	--	--	---

17. Complete the missing letters until can become a noun !

- ☒ a. B-A-L-K-M-O-U-B
☐ b. B-L-I-C-M-U-I-K
☒ c. L-C-K-A-B-o-B-D-R
☐ d. L-C-A-O-B-B-D-R

		S	P				
--	--	---	---	--	--	--	--

18. Look for the correct word to fill column above !

- ☒ a. Hospital
☐ b. Suprmarket
☐ c. Parking Area
☐ d. Post Office

			R	C	
--	--	--	---	---	--

19. Look for the correct word to fill column above !

- ☒ a. Cruch
☐ b. Chruch
☐ c. Centre
☐ d. City

		H			O	M
--	--	---	--	--	---	---

20. Look for the correct word to fill column above !

- ☐ a. Bedroom
☐ b. Family Room
☐ c. Bathroom
☒ d. Fresh Room

Name : Kalila Putri Zahra

Class : VII

SCORE

60

Post - Test

Instruction : Choose the correct answer from the following questions

1. Please give me the some ... I want to write something

- a. Boards ☐
 b. Table ☐
 c. Papers ☒
 d. Floor ☐

2. Tourist : " Is there a ... near here ?

Anton : " Yes, it is next to the National Park

- a. Hotel ☐
 b. Bathroom ☐
 c. Kitchen ☐
 d. Sea ☒

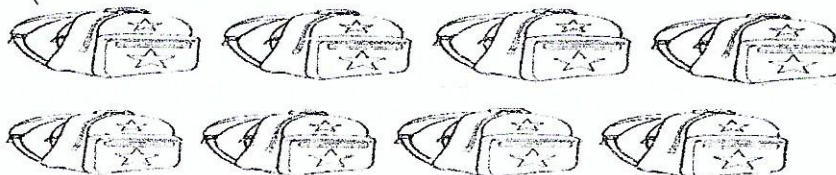
3. You can found many books in ...

- a. Hospital ☐
 b. Library ☒
 c. Zoo ☐
 d. Mosque ☐

4. Your mom bought vegetables in ...

- a. Hospital ☐
 b. Market ☒
 c. Mosque ☐
 d. Kitchen ☐

5.



How many bags above ?

- a. There is six bag ☐
 b. There are eight bag ☐
 c. There are eight bags ☐
 d. There is eight bags ☒

6.



How many umberellas above ?

- a. There are four umberellas ☐
 b. There is four umberrelas ☒
 c. There are four umberella ☐
 d. There are six umberellas ☐

7. Where is place you can borrow book ?

- a. Library ☒
 b. Librari ☐
 c. Hotel ☐
 d. Market ☐

$$T = 12$$

$$F = 8$$

Name : AIGHAZALI

Class : 7-3 smp

SCORE

90

Post - Test

Instruction : Choose the correct answer from the following questions

1. Please give me the some ... I want to write something

- a. Boards ☐ ☒ c. Papers
b. Table ☐ d. Floor ☐

✓ 2. Tourist : " Is there a ... near here ?

Anton : " Yes, it is next to the National Park

- ☒ a. Hotel ☐ c. Kitchen
b. Bathroom ☐ d. Sea ☐

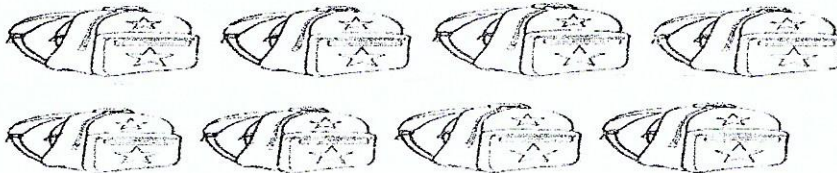
3. You can found many books in ...

- ☒ a. Hospital ☐ c. Zoo
☒ b. Library ☐ d. Mosque

4. Your mom bought vegetables in ...

- ☒ a. Hospital ☐ c. Mosque
☒ b. Market ☐ d. Kitchen

5.



How many bags above ?

- ☒ a. There is six bag ☐ c. There are eight bags
☒ b. There are eight bag ☐ d. There is eight bags

6.



How many umberellas above ?

- ☒ a. There are four umberellas ☒ c. There are four umberella
b. There is four umberrelas ☐ d. There are six umberellas

7. Where is place you can borrow book ?

- ☒ a. Library ☐ c. Hotel
b. Librari ☐ d. Market

T = 18
F = 2

O	O	T	B	R	S	H	T	U
---	---	---	---	---	---	---	---	---

15. Based on the letters above, then which words has a noun meaning ?

- ☒ a. Tootbrush
 b. Totbrusht
 c. Brushtoot
 d. Brushtooth

T				L	E
---	--	--	--	---	---

16. Complete the missing letters until can become a noun !

- ☒ a. L-B
 b. A-L
 c. A-B
 d. B-B

				K					D
--	--	--	--	---	--	--	--	--	---

17. Complete the missing letters until can become a noun !

- a. B-A-L-K-M-O-U-B
 b. B-L-I-C-M-U-I-K
 c. L-C-K-A-B-o-B-D-R
☒ d. L-C-A-O-B-B-D-R

		S	P				
--	--	---	---	--	--	--	--

18. Look for the correct word to fill column above !

- ☒ a. Hospital
 b. Suprmarket
 c. Parking Area
 d. Post Office

			R	C	
--	--	--	---	---	--

19. Look for the correct word to fill column above !

- ☒ a. Cruch
 b. Chruch
 c. Centre
 d. City

		B	H			O	M
--	--	---	---	--	--	---	---

20. Look for the correct word to fill column above !

- a. Bedroom
 b. Family Room
☒ c. Bathroom
 d. Fresh Room

O	O	T	B	R	S	H	T	U
---	---	---	---	---	---	---	---	---

15. Based on the letters above, then which words has a noun meaning ?

- ☒ a. Tootbrush
☐ b. Totbrusht
☒ c. Brushtoot
☐ d. Brushtooth

T				L	E
---	--	--	--	---	---

16. Complete the missing letters until can become a noun !

- ☒ a. L-B
☒ b. A-L
☐ c. A-B
☐ d. B-B

				K					D
--	--	--	--	---	--	--	--	--	---

17. Complete the missing letters until can become a noun !

- ☐ a. B-A-L-K-M-O-U-B
☒ b. B-L-I-C-M-U-I-K
☐ c. L-C-K-A-B-o-B-D-R
☐ d. L-C-A-O-B-B-D-R

		S	P				
--	--	---	---	--	--	--	--

18. Look for the correct word to fill column above !

- ☐ a. Hospital
☐ b. Suprmarket
☐ c. Parking Area
☐ d. Post Office

			R	C	
--	--	--	---	---	--

19. Look for the correct word to fill column above !

- ☐ a. Cruch
☐ b. Chruch
☐ c. Centre
☐ d. City

		B	H			O	M
--	--	---	---	--	--	---	---

20. Look for the correct word to fill column above !

- ☐ a. Bedroom
☐ b. Family Room
☐ c. Bathroom
☐ d. Fresh Room

Name : M. Pyvaldo

Class : VII³ smp

SCORE

90

Post - Test

Instruction : Choose the correct answer from the following questions

1. Please give me the some ... I want to write something

- a. Boards ☒ c. Papers
b. Table d. Floor

2. Tourist : " Is there a ... near here ?

Anton : " Yes, it is next to the National Park

- ☒ a. Hotel c. Kitchen
b. Bathroom d. Sea

3. You can found many books in ...

- ☒ a. Hospital c. Zoo
☒ b. Library d. Mosque

4. Your mom bought vegetables in ...

- ☒ a. Hospital c. Mosque
☒ b. Market d. Kitchen



How many bags above ?

- ☒ a. There is six bag c. There are eight bags
☒ b. There are eight bag d. There is eight bags



How many umberellas above ?

- ☒ a. There are four umberellas ☒ c. There are four umberella
b. There is four umberrelas d. There are six umberellas

7. Where is place you can borrow book ?

- ☒ a. Library c. Hotel
b. Librari d. Market

T = 10

F = 2

Name : M. Ryvaldo

Class : VII³ smf

SCORE

30

Pre - Test

Instruction : Choose the correct answer from the following questions

1. Please give me the some ... I want to write something

- ☒ a. Boards c. Paper &
b. Table d. Floor

2. Tourist : " Is there a ... near here ?

Anton : " Yes, it is next to the National Park

- a. Hotel c. Kitchen
b. Bathroom ☒ d. Sea

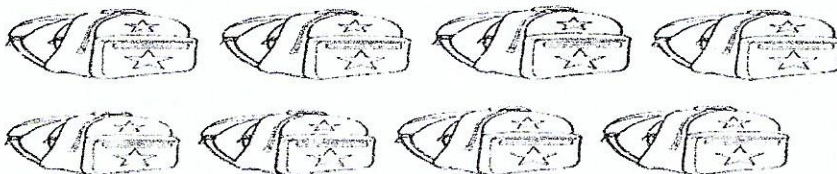
3. You can found many books in ...

- a. Hospital c. Zoo
☒ b. Library d. Mosque

4. Your mom bought vegetables in ...

- a. Hospital c. Mosque
☒ b. Market d. Kitchen

5.



How many bags above ?

- a. There is six bag c. There are eight bags
☒ b. There are eight bag d. There is eight bags

6.



How many umberellas above ?

- a. There are four umberellas ☒ c. There are four umberella
b. There is four umberrelas d. There are six umberellas

7. Where is place you can borrow book ?

- ☒ a. Library c. Hotel
b. Librari d. Market

T = 6

F = 14

O	O	T	B	R	S	H	T	U
---	---	---	---	---	---	---	---	---

15. Based on the letters above, then which words has a noun meaning ?

- ☒ a. Footbrush
 b. Totbrusht
 c. Brushtoot
 d. Brushtooth

T				L	E
---	--	--	--	---	---

16. Complete the missing letters until can become a noun !

- a. L-B
 b. A-L
 c. A-B
 d. B-B

				K					D
--	--	--	--	---	--	--	--	--	---

17. Complete the missing letters until can become a noun !

- a. B-A-L-K-M-O-U-B
 b. B-L-I-C-M-U-I-K
 c. L-C-K-A-B-o-B-D-R
 d. L-C-A-O-B-B-D-R

		S	P				
--	--	---	---	--	--	--	--

18. Look for the correct word to fill column above !

- ☒ a. Hospital
 b. Suprmarket
 c. Parking Area
 d. Post Office

			R	C	
--	--	--	---	---	--

19. Look for the correct word to fill column above !

- a. Cruch
 b. Chruch
 c. Centre
 d. City

		B	H			O	M
--	--	---	---	--	--	---	---

20. Look for the correct word to fill column above !

- a. Bedroom
 b. Family Room
 c. Bathroom
 d. Fresh Room

Name : AIGHA ZALI

Class : 7-3 smp

SCORE

30

Pre - Test

Instruction : Choose the correct answer from the following questions

1. Please give me the some ... I want to write something

- a. Boards
b. Table
c. Papers
d. Floor

2. Tourist : " Is there a ... near here ?

Anton : " Yes, it is next to the National Park

- a. Hotel
b. Bathroom
c. Kitchen
d. Sea

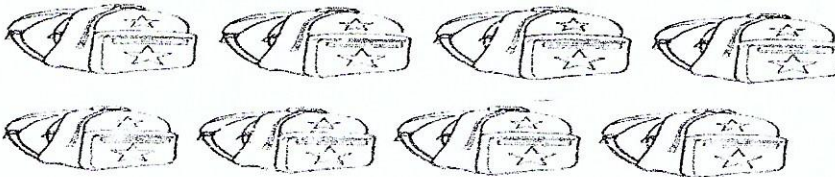
3. You can found many books in ...

- a. Hospital
b. Library
c. Zoo
d. Mosque

4. Your mom bought vegetables in ...

- a. Hospital
b. Market
c. Mosque
d. Kitchen

5.



How many bags above ?

- a. There is six bag
b. There are eight bag
c. There are eight bags
d. There is eight bags

6.



How many umberellas above ?

- a. There are four umberellas
b. There is four umberrelas
c. There are four umberella
d. There are six umberellas

7. Where is place you can borrow book ?

- a. Library
b. Librari
c. Hotel
d. Market

T = 6
f = 14

O	O	T	B	R	S	H	T	U
---	---	---	---	---	---	---	---	---

15. Based on the letters above, then which words has a noun meaning ?

- ☒ a. Tootbrush
☐ b. Totbrusht
☒ c. Brushtoot
☐ d. Brushtooth

T				L	E
---	--	--	--	---	---

16. Complete the missing letters until can become a noun !

- ☐ a. L-B
☐ b. A-L
☒ c. A-B
☐ d. B-B

				K					D
--	--	--	--	---	--	--	--	--	---

17. Complete the missing letters until can become a noun !

- ☐ a. B-A-L-K-M-O-U-B
☐ b. B-L-I-C-M-U-I-K
☐ c. L-C-K-A-B-o-B-D-R
☒ d. L-C-A-O-B-B-D-R

		S	P				
--	--	---	---	--	--	--	--

18. Look for the correct word to fill column above !

- ☒ a. Hospital
☐ b. Suprmarket
☐ c. Parking Area
☐ d. Post Office

			R	C	
--	--	--	---	---	--

19. Look for the correct word to fill column above !

- ☒ a. Cruch
☐ b. Chruch
☐ c. Centre
☐ d. City

		B	H			O	M
--	--	---	---	--	--	---	---

20. Look for the correct word to fill column above !

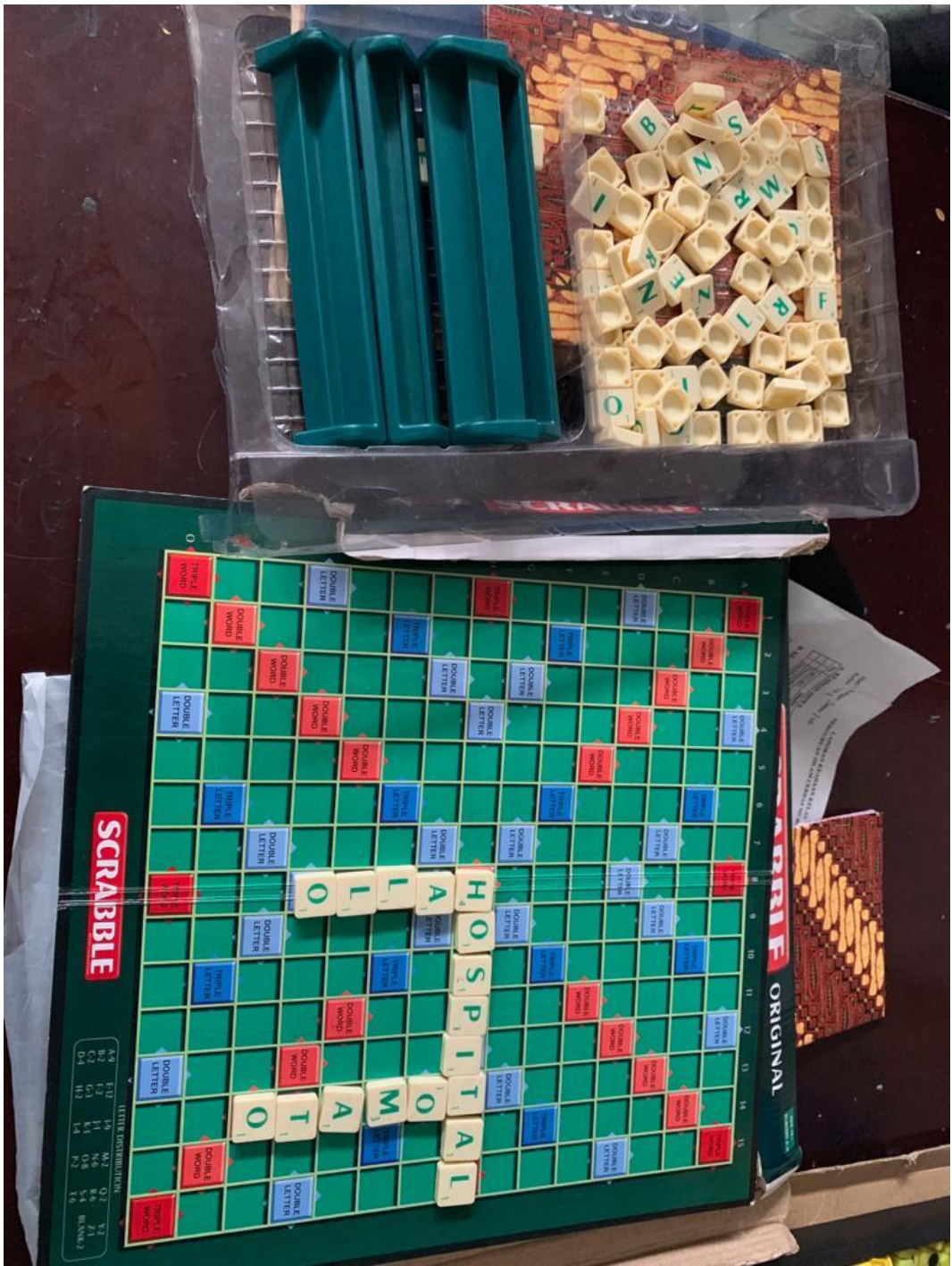
- ☒ a. Bedroom
☐ b. Family Room
☐ c. Bathroom
☐ d. Fresh Room

Documentation of Experimental Group











Documentation of Control Group

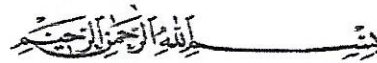






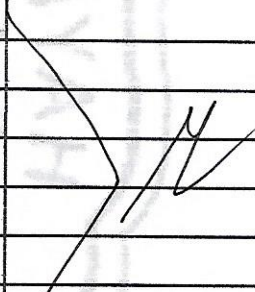
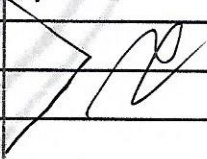
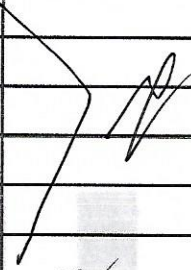
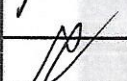






BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama : Reni Deliani Fahwi
NPM : 1502050138
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Word Search Strategy by Using Scrabble as the Media on the Students' Achievement in Vocabulary

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
09 April 2019	The background Of the study	
	- The Identification of the Problem	
	- The scope and limitation	
	- The Formulation of the problems	
	- The Objectives of the Study	
	- The Significance of the Study	
06 Mei 2019	- Theoretical Framework	
	- Previous of Related Study	
	- Conceptual Framework	
	- Hypothesis	
08 Mei 2019	- Location and Time	
	- Population and Sample	
	- Research Design	
	- The instrument of the Research	
	- The Techniques for Collecting Data	
	- The Techniques for Analyzing Data	
09 Mei 2019	ACC	

Medan, Mei 2019

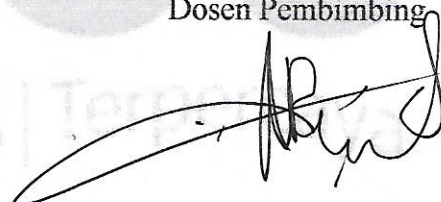
Dosen Pembimbing

Diketahui oleh:

Ketua Prodi



(Mandra Saragih, S.Pd, M.Hum)



(Yessi Irianti, S.Pd, M.Hum)



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30

Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama : Reni Deliani Fahwi
NPM : 1502050138
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Word Search Strategy by Using Scrabble as the Media
on the Students' Achievement in Vocabulary

Sudah layak diseminarkan.

Medan, Mei 2019
Dosen Pembimbing

Yessi Irianti, S.Pd, M.Hum



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30

Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Reni Deliani Fahwi
N.P.M : 1502050138
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Word Search Strategy by Using Scrabble as the Media
on the Students' Achievement in Vocabulary

Pada hari Jum'at tanggal 17 bulan Mei tahun 2019 sudah layak menjadi proposal skripsi.

Medan, Mei 2019

Disetujui oleh:

Dosen Pembahas

Pirman Ginting, S.Pd., M.Hum.

Dosen Pembimbing

Yessi Irianti, S.Pd., M.Hum.

Diketahui oleh
Ketua Program Studi,

Mandra Saragih, S.Pd., M.Hum.



UMSU
Unggul | Cerdas | Terpercaya

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Ext. 22, 23, 30
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

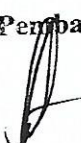
BERITA ACARA SEMINAR PROPOSAL

Pada hari tanggal Bulan Mei 2019 telah diselenggarakan seminar prodi pendidikan Bahasa Inggris menerangkan bahwa :

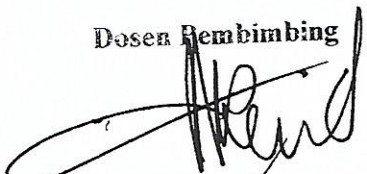
Nama Lengkap : Reni Deliani Fahwi
NPM : 1502050138
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Word Search Strategy by Using Scrabble as the Media on the Students' Achievement in Vocabulary

No.	Argument/Komentar/Saran
Judul	cover
Bab I	revise : see the revised proposal
Bab II	Refer to the revised proposal
Bab III	check the feedback in the revised proposal
Lainnya	reference
Kesimpulan	<div><input type="checkbox"/> Disetujui <input type="checkbox"/> Ditolak <input checked="" type="checkbox"/> Disetujui Dengan Adanya Perbaikan</div>

Dosen Pembahas


Pirman Ginting

Dosen Pembimbing


Yessi Irianti, S.Pd, M.Hum

Panitia Pelaksana

Ketua


Mandra Saragih, S.Pd, M.Hum

Sekretaris


Pirman Ginting, S.Pd, M.Hum



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Unggul | Cerdas | Terpercaya

**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Ext. 22, 23, 30
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menerangkan nama di bawah ini.

Nama Lengkap : Reni Deliani Fahwi
N.P.M : 1502050138
Prog. Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Word Search Strategy by Using Scrabble as the Media on the Students' Achievement in Vocabulary

Benar telah melakukan seminar proposal skripsi pada hari Jum'at, tanggal 17 bulan Mei, tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin dari fakultas. Atas kesediaan dan kerja sama yang baik, kami ucapkan terima kasih.

Medan, Mei 2019

Ketua Program Studi

Mandra Saragih, S.Pd, M.Hum



UMSU
Unggul | Cerdas | Terpercaya

**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Ext. 22, 23, 30
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SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertanda tangan dibawah ini :

Nama Lengkap : Reni Deliani Fahwi
N.P.M : 1502050138
Prog. Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Word Search Strategy by Using Scrabble as the Media on the Students' Achievement in Vocabulary

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul diatas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Mei 2019

Hormat saya

Yang membuat pernyataan,



Reni Deliani Fahwi

Diketahui oleh
Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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Jika menjawab surat ini agar disebutkan nomor dan tanggalnya

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Lamp : ---
Hal : Mohon Izin Riset

Medan, 21 Dzulqaidah 1440 H
24 Juli 2019 M

Kepada Yth, Bapak/Ibu Kepala
SMP Cerdas Murni
Kec. Percut Sei Tuan Kab. Deli Serdang
di-
Tempat


Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Reni Deliani Fahwi
N P M : 1502050138
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of WordSearch Strategy by Using Scrable as the Media on the Students' Achievement in Vocabulary.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd.
0115057302

** Pertinggal **



YAYASAN ADLIN MURNI PERGURUAN ISLAM SMP CERDAS MURNI

Sekretariat : Jl. Beringin No. 33 Telp. (061) 7384039 Pasar VII Tembung Kec. Percut Sei Tuan Kab. Deli Serdang

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN

No : 839/SMP-CM/E.7/VII/2019

Yang bertanda tangan dibawah ini :

Nama : Dede Novandi, S.Pd
Jabatan : Kepala Sekolah Cerdas Murni
Alamat : Jl. Beringin No. 33 Psr VII Tembung

Menerangkan bahwa :

Nama : Reni Deliani Fahwi
NIM : 1502050138
Jurusan : Pendidikan Bahasa Inggris

Nama tersebut diatas diberikan izin untuk melakukan Riset di Perguruan Islam SMP Swasta Cerdas Murni Tembung Tahun Pelajaran 2019/2020.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan seperlunya.

Tembung, 25 Juli 2019
Kepala Sekolah

Dede Novandi, S.Pd



APPENDIX XXI

CURRICULUM VITAE

Personal Information

Name : Reni Deliani Fahwi
Place / Date of Birth : Medan / 18th April 1996
Sex : Female
Religion : Islam
Address : Dusun I JL. Pengabdian GG. Satria No. 26
Status : Single

Parents

Father's Name : Erwin
Mother's Name : Nursifah
Address : Dusun I JL. Pengabdian GG. Satria No. 26

Education Background

Elementary School : SD Negeri 106811 Bandar Setia
Junior High School : SMP Negeri 35 Medan
Senior High School : SMA Swasta Islam Cerdas Murni
University : University of Muhammadiyah Sumatera Utara