

**THE EFFECT OF NUMBERED HEAD TOGETHER (NHT) STRATEGY  
ON STUDENTS' VOCABULARY MASTERY ASSISTED BY CROSS-  
WORD PUZZLE GAME**

**SKRIPSI**

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

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MEDAN  
2019**



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## ABSTRACT

**Andre Indrawan: 1502050189 “The Effect of Numbered Head Together (NHT) Strategy on Students’ Vocabulary Mastery Assisted by Crossword Puzzle Game”. Skripsi: English education program. Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara.**

This study is aimed to investigate the effect of numbered head together (NHT) strategy on students vocabulary mastery assisted by crossword puzzle game and to find out the students difficulties in vocabulary by using numbered head together (NHT) strategy. This is an experimented research design which used the descriptive qualitative method in analyzing the data. The data of this research was the VIIIth grade students of SMP Muhammadiyah 58 Sukaramai, Medan. In the 2018/2019 academic year by using total sampling methods, 50 students were chosen as the sample. The sample was divided into two groups; 25 students as experimental ground and 25 students as control group. The experimental group was given treatment by group numbered head together (NHT) and control group using direct method. The instrument of the research is written test, which used pre-test and post-test. The result of this research showed that  $t_{\text{observed}} (2.8 > 2.01)$  with  $\alpha = 0.05$  and  $df = 48$ . It means  $H_a$  is accepted. Therefore there were significant effects of using numbered head together strategy on students’ vocabulary mastery.

Keyword: *numbered head together strategy, vocabulary, and crossword puzzle game.*

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The researcher hopes suggestion and comments from all the readers or other researchers who want to study this study.

Finally, the researcher hopes that this study will be useful for the readers, especially the students of the English department who want to do similar research and also for the researcher herself. May Allah bless all of us.

Medan, September 2019

**The Researcher**

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## TABLE OF CONTENTS

<b>ABSTRACT</b> .....	<b>i</b>
<b>ACKNOWLEDGMENTS</b> .....	<b>ii</b>
<b>TABLE OF CONTENTS</b> .....	<b>iv</b>
<b>LIST OF TABLES</b> .....	<b>vii</b>
<b>LIST OF APPENDIX</b> .....	<b>viii</b>
<b>CHAPTER I INTRODUCTION</b>	
A. Background of Study .....	1
B. The Identification of Problem .....	4
C. The Scope and Limitation .....	4
D. The Formulation of the Problem .....	4
F. Theoretically and Practically .....	5
<b>CHAPTER II REVIEW OF LITERATURE</b>	
A. Theoretical Framework .....	6
1. Vocabulary .....	6
2. Numbered Head Together (NHT) .....	10
3. Teaching Media .....	12
4. Crossword Puzzle Game as Media .....	16

5. The Application of NHT Assisted With CPG in Teaching Vocabulary.....	17
6. Jumbled-Letter Game.....	17
B. Previous Related Study .....	18
The following is the author's reference for this study as follows: .....	18
C. Conceptual Framework .....	21
D. Hypothesis.....	22

### **CHAPTER III RESEARCH METHODOLOGY**

A. Location.....	23
B. Population and Sample.....	23
C. Research Design.....	24
D. Instruments of Collecting Data .....	27
E. The technique of Analyzing Data.....	27
F. Statistical Hypothesis .....	28

### **CHAPTER IV DATA COLLECTION AND DATA ANALYSIS**

A. Data Collection.....	29
B. Data Analysis .....	31
C. Testing Hypothesis .....	35
D. Research Findings .....	39

### **CONCLUSION AND SUGGESTION**

A. Conclusion .....	40
---------------------	----

B. Suggestion..... 40

**REFERENCES**

**APPENDIX**

## LIST OF TABLES

Table 4.1 The Students' Post-Test Score .....	29
Table 4.2 The data of experimental group.....	32
Table 4.3 The data of control group .....	33
Table 4.4 The Validity of Each Item's Test.....	37
Table 4.5 Difficulty Level of Each Item .....	37
Table 4.6 Classification of Test Difficulty Levels.....	38
Table 4.7 Different Power of Each Item .....	38
Table 4.8 Different power index .....	39

## **LIST OF APPENDIX**

- Appendix 1 Lesson Plan of Experimental Group
- Appendix 2 Test Item
- Appendix 3 The Students' Answer
- Appendix 4 Document of Research
- Appendix 5 Form K-1
- Appendix 6 Form K-2
- Appendix 7 Form K-3
- Appendix 8 Lembar Pengesahan Proposal
- Appendix 9 Berita Acara Bimbingan Proposal
- Appendix 10 Surat Keterangan
- Appendix 11 Lembar Pengesahan Hasil Seminar Proposal
- Appendix 12 Surat Pernyataan Plagiat
- Appendix 13 Surat Izin Riset
- Appendix 14 Surat Balasan Riset
- Appendix 15 Berita Acara Bimbingan Skripsi
- Appendix 16 Curriculum Vitae

# CHAPTER I

## INTRODUCTION

### **A. Background of Study**

Vocabulary represents one of the most important skills necessary for teaching and learning a foreign language. It is the basis for the development of all the other skills: reading comprehension, listening comprehension, speaking, writing, spelling, and pronunciation. Vocabulary is the main tool for the students' in their attempt to use English effectively. When confronted with a native English speaker, when watching a movie without subtitle or when listening to a favorite English song, when reading a text or when writing a letter to a friend, students' will always need to operate with words. In what follows, the focus of this introductory chapter will be on why vocabulary is important, on what makes words difficult, on the main reasons for which students often forget the words they learn and on some techniques which help them remember the vocabulary.

Vocabulary instructing and studying has been a consistent test for educators simply as students on the grounds that typically there has been an insignificant spotlight on vocabulary training in the classroom. Nation (2001) in addition depicts the connection between vocabulary records and language use as correlative: getting to know about the vocabulary empowers language use and, then again, language use prompts an expansion in vocabulary learning.

According Nation (2011) In English as a second language (ESL) and English as a foreign language (EFL) gaining knowledge of vocabulary items perform

a quintessential role in all language capabilities (i.e. listening, speaking, reading, and writing. Rivers and Nunan (1991) argue that the acquisition of enough vocabulary is vital for profitable 2nd language use because, besides a tremendous vocabulary, we will be unable to use the structures and features we may also have discovered for understandable communication.

Based on the experience of researchers in conducting teaching practice program, students have low vocabulary mastery. They are also difficult to remember their words, Students did not have motivation to learn especially vocabulary. Everyone can't get a lot of effective vocabulary. However, for students, they are asked to use as much vocabulary as possible depending on educational modules made through the government. As a result, the interests of students are lacking and consider English language lessons too difficult to learn and also during the learning process students are just silent and listening to the teacher is not all but mostly just silent because nothing motivates students to increase students' interest. To overcome this, this study uses the numbered head together (NHT) learning technique with the help of using the crossword media puzzle game so that the learning process is not only focused on one but all students will be involved and the teacher will only direct the process to run well.

Generally, the instructing of vocabulary was for the most part accidental, restricted to the showing new things as they showed up in perusing or some of the time listening writings. Trianto (2007: 62) argues that the numbered head together method compiled by Spencer Kagan in 1993 was a fun strategy and students could enjoy the lessons that used the strategy.

One of the games is a crossword puzzle game. Crossword puzzle game is an amusement that can be utilized to educate vocabulary. As per Webster in Tino (2011) crossword astound is a course of action of numbered squares to be filled in with words, in where a letter is to each square so a letter showing up in a word set on a level plane is typically likewise part of a word put vertically, and numbered equivalent words and definitions are given as pieces of information for the words. In addition, Njoroge, Ndung'u and Ganthigia (2013: 313-321) characterize that the crossword baffle is a diversion that makes the showing learning process alluring and clever, and furthermore gives much open door for students to practice and rehash the sentence example and vocabulary. At that point, crossword bewilder is an appropriate amusement used to assist students with mastering vocabulary effectively by giving open door for them to retain however much as could reasonably be expected vocabulary, for there will be numerous words given as signs that ought to be comprehended by them so as to almost certainly fill the squares with the reasonable words as well.

In view of the clarification over, the reason for this exploration to discover the critical impact of crossword baffle diversion on the students' vocabulary mastery, vocabulary and this examination was being led under the title " The Effect Of Numbered Head Together (NHT) On The Students Vocabulary Master Assisted Crossword Puzzle Game". By looking at the background above, the researcher tries to teaching vocabulary by using numbered head together (NHT) strategy assisted by crossword puzzle game in order useful in vocabulary that can help students to mastery vocabulary, students easy

remember their words and students have the motivation to learn vocabulary.

### **B. The Identification of Problem**

The problems of this research were identified as follows:

1. Students have low mastery of vocabulary.
2. Students are difficult to remember the words.
3. Students do not have the motivation to learn vocabulary.

### **C. The Scope and Limitation**

The scope of this research focused on vocabulary and the limitation is focused on vocabulary nearest environment.

### **D. The Formulation of the Problem**

The issue is there any noteworthy effect of applying Numbered Head Together helped by a crossword puzzle game on the student's vocabulary mastery.

### **E. The Objective of the Study**

Based on the formulation above the objective of the study was to investigate the effect of applying numbered head together strategy assisted by crossword puzzle game on the student's vocabulary mastery.

## **F. Theoretically and Practically**

This examination relied upon to bring advantage and focal points for the educator and the students.

### **1. Theoretically**

- a. It was normal can advance writing in speculations, a particular hypothesis about vocabulary, and number head together methodology.

### **2. Practically**

- a. For teachers, it can encourage students to learn English vocabulary by using the numbered head together assisted strategy by crossword puzzle game.
- b. For students, they are not overburdened with the usual vocabulary lessons which are very boring and usually focus on memorizing words while using the strategy numbered head together assisted by crossword puzzle student games not only focus on memorizing vocabulary but they will feel more challenged and more passion for learning.
- c. For students, they will not focus on the vocabulary given by the teacher but they seek the vocabulary freely so students are not too burdened.
- d. For students, learning is more vibrant and full of sense of interest.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

##### **1. Vocabulary**

There are numerous meanings of vocabulary. As indicated by using Oxford Advanced Learner Dictionary of Current English. Mahmud Nurdin (2009) gives the argument that vocabulary is one of the most important aspects in practicing knowledge about English, speaking, reading, writing and listening. The more vocabulary words we memorize, the faster we can learn.

##### **1.1. Type Of Vocabulary**

Ellis and Tomlinson (1980: 64-5) conclude two types of vocabulary as pursuit:

- a. 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. To expand the students' uninvolved vocabulary, the

The educator must present new lexical things so that is comprehended and will be recollected when heard or read once more.

- b. Active/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.

## **1.2. Role of Vocabulary**

Harmer (2007: 229) gives argue that students must know how to regulate the words they use. The most ideal path for them might be to peruse messages or tune in to soundtracks and to see or hear those words in real life. A noteworthy purpose behind utilizing the writings in class for serious perusing or listening is to give them new dialect input.

Ellis (2002:1) advises us that looking into words in a lexicon, composing their definitions and afterward composing sentences utilizing them, which he calls the "look and recollect" method, is maybe the least successful approach to consider vocabulary, trailed "through repetition verbal practice", That is stating the word again and again just in light of the fact that we can't recall them past the tests. He proposes the accompanying arrangements:

- a. Characterize new terms utilizing language and precedents which are as of now natural to the students.
- b. The more thoughts about foundation information (with which the students can relate the new term), the almost certain it will end up being a Permanent piece of memory.

For more understanding later Hornby (1995) divides the vocabulary in three which become the rules in the vocabulary:

- a. The absolute number of words which make up a language.
- b. Every one of the words known to an individual or utilized in a specific book, subject, and so on.
- c. A rundown of words with their significance.

### **1.3. Teaching Vocabulary**

The reality about recognition above appears to be contradictive to another reality that vocabulary should be instructed and learned by applying viable techniques. Vocabulary educating is gone for empowering students to comprehend the ideas of new words, gain a more noteworthy number of words, and use words effectively for informative purposes (Cahyono and Widiati, 2008).

Intaraprasert (2004) explains the basic objectives of vocabulary learning are:

- a. To find the implications of other words.
- b. To hold the information of recently learned words.
- c. To extend the learning of English vocabulary.

Utilizing viable methodologies both in educating and learning the vocabulary will have a positive commitment to students vocabulary development which will influence their language attitudes.

Numerous examinations have been broadly conveyed concentrating on exploring vocabulary educating and vocabulary learning systems. Applying certain and unequivocal vocabulary showing techniques, Al-Darayseh (2014) explored the effect of a mix of both vocabularies showing procedures for creating EFL students vocabulary measure and their perusing whose discoveries uncovered that the mix of express and verifiable vocabulary methodologies has ended up being successful in expanding students vocabulary estimate and their perusing expertise. In accordance with Al-Darayseh (2014), Yali (2010) found that both accidental and purposeful instructional vocabulary educating brought about noteworthy gains in students responsive vocabulary information. Concerning vocabulary learning technique, Zarin and Khan (2014) 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 Kafipour and Naveh (2011) whose information accumulated demonstrated that students utilized metacognitive technique more as often as possible and social methodologies least oftentimes. This is as per numerous different investigations under a similar point (Tuluhong, 2006; Mustapha and Asgari, 2010; Mokhtar, 2009).

## **2. Numbered Head Together (NHT)**

Head numbered together is a strategy that provides interaction between students and the environment. It was stated by Trianto (2013) that shared head numbers are a type of cooperative learning designed to influence student and environmental interaction patterns. there are four phases in NHT learning, namely numbering, joint question and answer questions, and answers.

### **2.1. The Procedure of Numbered Head Together (NHT)**

The following is the procedure for running a strategy numbered head together including:

- a. Numbering is the most imperative advance in the showing learning process through Numbered Heads Together procedure. In this progression, the teacher partitions the students into a few groups which comprise of 3 to 5 students in every one of the group. The majority of the students in the gatherings are given a number depending on the amount of the students in the gatherings. The following stage is called proposing a question. In this progression, the educator proposes a specific inquiry to the students. The inquiry itself can be found on the material which is talked about in the showing learning process. The inquiry which is proposed ought to have differed, from the particular inquiry to the general one. Other than that, the inquiry ought to likewise be made with contrast dimension of trouble.

- b. In the wake of getting the inquiry from the educator, the majority of the students in the gathering ought to talk about the appropriate response together. In this progression, they can share the data they possess with alternate individuals from the gathering. The fact of the matter is, the majority of the students in the gathering ought to include in the exchange to ensure that every one of them knows the appropriate response.
- c. The last advance in the showing learning process through Numbered Heads Together system is replying. In this progression, the instructor picks a specific number and the majority of the students who get the number which is referenced should display their gatherings' answer before the classroom.

## **2.2. Advantages of Numbered Head Together (NHT)**

- a. Number Head Together (NHT) can improve student's scholastic accomplishment and be connected to practically all branches of knowledge.
- b. Number Head Together (NHT) can increment the student's commitment.
- c. Number Head Together (NHT) diminishes strength from astute students so that students square with support will be obvious.
- d. Number Head Together (NHT) persuades students to learn.

- e. Number Head Together (NHT) empowers peer mentoring from savvy
- f. Students who know the response to other colleagues who don't.

### 3. Teaching Media

Media is every tool to convey information or messages from one place to another place. In the teaching-learning process also use media to make the process run effective and interesting. This part describes the definition of teaching media, the function of teaching media, and kinds of teaching media.

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. There are some experts that stated about teaching media. According to Bakri (2011:3) 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. According to Heinrich, in Nurrochim (2013:17-18) stated that medium as a mediator that delivers information between sender and receiver. When the media brings instructional messages or information that contains learning purposes, it can be called as teaching media.

Meanwhile, Gerlach and Ely in Bakri (2011:3) divide 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, Briggs in Aniqotunnisa (2013:10) stated that teaching media is all physical form that can convey a message and can stimulate students to learn.

According to Arsyad (2009:6-7), teaching media has some basic criteria, those are:

- a. Teaching media has physical meaning that called by hardware. The hardware is an object that can be seen, heard, and touched by five senses.
- b. Teaching media has non-physical meaning then we called it software that is the message which wants to deliver for a pupil in hardware. The emphasizing of teaching media is in the visual and audio.
- c. Teaching media is a tool to help the teaching-learning process both inside and outside class.
- d. Teaching media used to communicate and interact between teacher and students in the teaching-learning process.

- e. Teaching media can be used massively (for example radio, television) big group and small group (for example film, slide, video, OHP), or individual (e.g.: module, computer, video recorder)
- f. Attitude, act, organization, strategy, and management related to the application of certain knowledge. Based on the definition above, it can be concluded that the media
- g. Relates to technique, the method in teaching and learning process. In other words, media is all aids/tools which may be used by the teacher and learner to attain certain education objectives.

### **3.1. The Function of Teaching Media**

The following are some of the functions of the media that was triggered by Sudjana (2001) in the teaching and learning process is :

- a. The using of media in the teaching-learning process is not an additional function but has own function as an aid to express effective teaching-learning situation.
- b. The using of teaching media is an integral part of all learning situation. It means that teaching media is one element that should be developed by the teacher.

In addition, teaching media function based on Mulyani in Dewi (2012:13) are:

- a. An auxiliary tool to create effective learning situation.
- b. An integral part of all learning situation.

- c. To concrete, the abstract concept, so, can decrease verbal comprehension.
- d. To build up students' motivation to learn.

### **3.2. Kinds of Teaching Media**

The following are the kinds of teaching media taken from different authors (Borich, 2002, Brown, Lewis, Harclerod, 1998, Kemp, 1998, Mehra, 1992, Chandra, 1989, McArtney, 1973) give classifications of media in different ways on the basis of those classifications a common grouping/types of media may be made as:

- a. Print Media i.e. News Paper, Magazines, Digest, Journals, Bulletins, Handouts, poster, etc.
- b. Graphics Media i.e. Overhead transparency Charts, graphs Models, dioramas, maps, globes.
- c. Photographic Media i.e. Still Pictures, Slides, Filmstrips, Motion pictures, Multi-images, etc.
- d. Audio Media i.e. Audiotape, Audiocassettes, Records, Radio, Telecommunication etc.
- e. Television/Video i.e. Broadcast television, Cable television, (Videotape Videocassettes, Videodiscs, Teletext, Videotext, etc.
- f. Computers i.e. Minicomputer, Microcomputer etc.
- g. Simulations and Games i.e. Boards, Written, Human, interaction, Machine, etc.

#### **4. Crossword Puzzle Game as Media**

The students need to show a device which can animate their enthusiasm for perusing and examining the exercises in an Indonesian language class. Though, the learning procedure can be charming if the students can interface each other. The educator can utilize an assortment of showing apparatuses as one technique to make learning fun. With the instruments, the students can be urged to learn by playing. Amusement is where the players can connect with each other by following the specific principles to achieve certain objectives (Sadiman, 2014:75-76).

The exploration that bolsters this examination is the worldwide investigation directed by Michael L. Littman, Greg A. Keim, and Noam Shazeer distributed in a diary named *Artificial Intelligence* titled "A probabilistic methodology comprehending crossword baffles" which expressed that crossword astounds illuminating presents the special test on knowledge, rivalry on wide bits of knowledge, and speed. This asset enables the researcher to deal with the language-related amusements and the other fundamental things in the application, albeit building up the arrangement additionally needs better comprehension about topics and traps on the riddle.

Another assisting exploration is the investigation directed through Moh. Sholahuddin Ghozali and Ahmad Qosyim disbursed in *E-Jurnal Pensa* Volume 05 Nomor 01 Tahun 2017 (*E-Jurnal Pensa* Vol.5, No.1, 2017) titled "Efektifitas Permainan Teka Teki Silang Tiga Dimensi (TTS3D) sebagai Media Pembelajaran pada Materi Interaksi Makhhluk Hidup" (The Effectiveness of Three Dimension

Crossword Puzzles as Teaching Tool for Interaction between Creatures Lesson). That examination planned to paint the adequacy of the three-dimension crossword astounds as the displaying device in the exercising of collaboration between animals.

### **5. The Application of NHT Assisted With CPG in Teaching Vocabulary**

The Numbered Head Together learning model has a characteristic that is numbering and giving students the opportunity to share ideas and consider the answers that are most appropriate for the learning objectives. The use of Numbered Head Together learning model is aided by crossword puzzles; students not only learn to accept what is presented by the teacher in learning but can learn from other students and have the opportunity to become peer tutors in the group. Through the application of Numbered Head Together learning model assisted by crossword media, it is expected to motivate students to be able to learn and be able to support the creation of vocabulary learning goals and can improve students learning outcomes optimally.

### **6. 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 men-

tioned 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.

## **B. Previous Related Study**

The following is the author's reference for this study as follows:

1. Merina Yuli Astuti (2014) "The Effectiveness of Numbered Heads Together Technique (NHT) 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 numbered 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 ( $\alpha$ ) 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 numbered head 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.

2. Evi Kasyulita (2015) "The Effect of Numbered Head Together on English Writing Descriptive Paragraph." This study explains and concludes that the existence of teaching writing for middle school students using Numbered Head Together (NHT). According to some experts, group learning (Numbered Head Together) also offers different outcomes judging from the students' initial abilities. The purpose of this study was to determine the effect of Numbered Head Together strategy 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 strategy Numbered Head Together 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.

3. Todd Haydon, Lawrence Maheady and William Hunter (2010) "Effect of Numbered Heads Together on Daily Quiz Score and On-Task Behavior of Students with Disabilities" Previous research has demonstrated that Numbered Heads Together, a cooperative learning strategy, is more effective than traditional teacher-led instruction in academic areas such as social studies and science. The current study compared the effects of two types of Numbered Heads Together strategies with a baseline condition during 7th-grade language arts lessons. Results indicated that three students with various disabilities had higher percent intervals of on-task behavior and daily quiz scores during either Head Together condition. Teacher satisfaction ratings suggested that Heads Together was easy to implement, and all three students preferred this strategy to baseline instruction. A discussion of study limitations, implications, and future research directions is included.

### **C. Conceptual Framework**

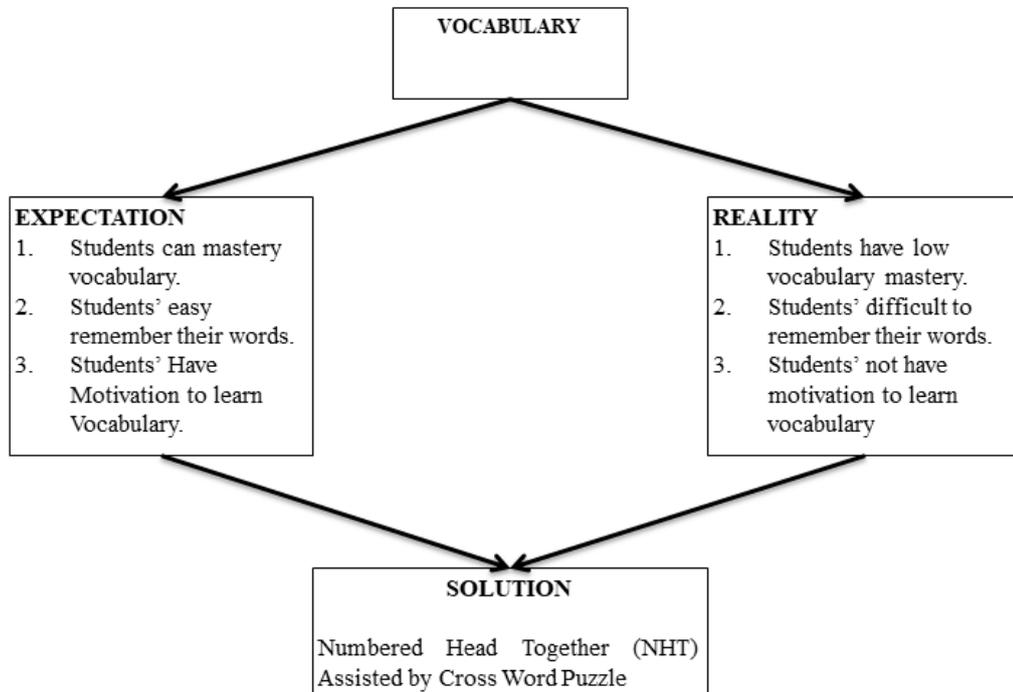
Teaching vocabulary is a necessary take in instructing English, through the usage of accurate approach to current and revise new vocabulary object used in the textbook, students will locate words less complicated to understand and will turn out to be extra prompted in the category so that they can enhance their vocabulary mastery. One of the precise strategies supposed to enhance students vocabulary fulfillment is Numbered head together (NHT).

Looking at the Numbered Heads Together Technique as performed by way of the experts, the strengthening of this approach was capable to provide the college students amazing mind in making use of their thoughts when the instructing gaining knowledge of process, and the weakness of this method was the allocation of time so that its clarification used to be so limited.

The students want a teaching tool which can stimulate their hobby in analyzing and analyzing the training in an Indonesian language class. Whereas, the learning method can be enjoyable if the students can have interaction with one another. The trainer can use a variety of teaching tools as one technique to create exciting learning. With the tools, the students can be inspired to research by means of playing.

A crossword puzzle is an effective teaching tool of terminology, definitions, spelling and pairing key ideas with related names, ensuing in higher retention and memorization of records. Because they want to spell gadgets efficiently to entire the puzzle, students will be able to use the words efficiently because they join information as the puzzle clue to the phrases which have to be recognized the

spelling.



#### D. Hypothesis

Based on the previous problems, the speculation was once formulated as the following:

$H_0$ : there is no significant effect of using Numbered Head Together Strategy on the students' vocabulary mastery.

$H_a$ : there is a significant effect of using Numbered Head Together Strategy on the students' vocabulary mastery.

### CHAPTER III

#### RESEARCH METHODOLOGY

##### A. Location

The researched was conducted at SMP Muhammadiyah 58 Sukaramai, Medan, in odd semester 2018/2019 academic year. The reasoned for choosing this school was because it was based on observations of researchers in the teaching practiced program that there were problems with the ability of students in school, especially in vocabulary learning.

##### B. Population and Sample

The population of this research was the eighth-grade students in 2019/2020 academic years. They were two parallel classes, VIIIA and VIIIB. By using total sampling 50 students, all classes were taken as the sample. Classes VIIIA which consist of 25 students chose the control group and 25 students in VIIIB as the experimental.

**Table 3.1**

**The Total Population**

No	Class	Population	Group
1	VIIIA	25	Experimental
2	VIIIB	25	Control
Total		50	

### C. Research Design

This research was conducted to use quantitative research. Based on Muijs (2004), quantitative research explains phenomena by collecting numerical data analyzed using mathematically based methods (especially statistics). In conducting experimental research, samples were divided into two groups, namely the experimental group and the control group. Experimental groups of one group were taught numbered head together (NHT) is assisted by cross puzzle games, while the one group control group taught by the lecture method can be seen in the table below:

Table 3.3

Research Design

Group	Pre-Test	Treatment	Post-Test
experimental class	✓	NHT strategy	✓
control group	✓	lecturing method	✓

Where

VIIIA = Experimental Group

VIIIB = control group

Based on the table above, the experimental class (X) was taught by using numbered head together strategy in vocabulary, and the control group was taught by using lecturing method.

1. Pre-test

The pre-test was conducted to find out the students' vocabulary mastery before having a treatment. The experimental was given pre-test. The pre-test would be useful to know the mean score of experimental. The teacher asked the students to play a jumbled-letter game.

2. Treatment

Treatments were given to the students after the pre-test administrated. The experimental group is taught by applying numbered head together strategy, the steps in the learning process can be seen in table 3.4.

**Table 3.4**

**Treatment**

Meeting	Control Group	Experimental Group
1 (First)	<ol style="list-style-type: none"> <li>1. Teacher greets the students to start the learning process in the class.</li> <li>2. Teacher gives the pre-test to the students.</li> <li>3. Teacher collects the students answer sheet.</li> <li>4. Teacher calculates the score of the test.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher greets the students to start the learning process in the class.</li> <li>2. Teacher gives the pre-test to the students.</li> <li>3. Teacher collects the students answer sheet.</li> <li>4. Teacher calculates the score of the test.</li> </ol>
2 (second)	<p><b>Opening</b></p> <ol style="list-style-type: none"> <li>1. The teacher gives greetings (greeting);</li> <li>2. The teacher checks the attendance of students;</li> <li>3. The teacher prepares students psychologically and physically to follow the learning process;</li> <li>4. The teacher gives students</li> </ol>	<p><b>Opening</b></p> <ol style="list-style-type: none"> <li>1. The teacher asks the students about the topic</li> <li>2. The teacher invites the students to memorize vocabulary before</li> </ol> <p><b>Main activities</b></p> <ol style="list-style-type: none"> <li>1. The teacher divides students into groups with each student</li> </ol>

	<p>learning motivation contextually according to the benefits and application of teaching material in daily life, by providing examples, local, national and international comparisons;</p> <ol style="list-style-type: none"> <li>5. The teacher proposes about the relationship between prior knowledge and the material to be studied;</li> <li>6. The teacher explains the learning objectives or basic competencies to be achieved;</li> <li>7. The teacher conveys the material scope and description of activities according to the syllabus.</li> </ol> <p><b>Main Activities</b></p> <p><i>Observe</i></p> <ol style="list-style-type: none"> <li>1. Students observe signs and warnings and discuss their meaning (activity 1).</li> <li>2. Students observe teacher explanations regarding signs and warnings.</li> <li>3. Students in pairs discuss questions related to signs and warnings (activity 2).</li> <li>4. Students in pairs go around the school looking for texts about signs and warnings.</li> </ol> <p><b>Closing</b></p> <ol style="list-style-type: none"> <li>1. Students and teachers reflect on learning activities and their benefits.</li> <li>2. Students and teachers provide feedback on the learning process and results.</li> <li>3. Students pay attention to information about planned learning activities for the next meeting.</li> </ol>	<p>in the group having members 3 - 5 (numbering stage).</p> <ol style="list-style-type: none"> <li>2. The teacher gives modules to each group as a means for students to find references to solve problems.</li> <li>3. The teacher gives a problem in the form of a crossword puzzle game.</li> </ol> <p><i>Elaboration</i></p> <ol style="list-style-type: none"> <li>1. Students in groups think together to solve problems (example questions) that have been presented. In this case, the teacher gives a brief explanation if there are students who encounter difficulties.</li> <li>2. In the elaboration activity, each student has the same number as the problem of presenting the results of thinking with them in the group (Answering stage).</li> </ol> <p><i>Confirmation</i></p> <ol style="list-style-type: none"> <li>1. In the confirmation activity, the students are assisted by the teacher to review the process or outcome of the students' completion by means of the teacher together with the students discussing/analyzing the results of students discussions that are still poorly understood and the teacher gives reinforcement to the material that has been studied.</li> </ol> <p><b>Closing</b></p> <ol style="list-style-type: none"> <li>1. the teacher invites students to make the conclusion about the topic are given</li> <li>2. the teacher closing the meeting test</li> </ol>
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	4. Students and teachers say goodbye.	
3 (Third)	<ol style="list-style-type: none"> <li>1. The teacher gives direction related to the post-test.</li> <li>2. The teacher gives the post-test.</li> <li>3. The teacher collects the students answer sheets.</li> <li>4. The teacher calculates the scores.</li> </ol>	<ol style="list-style-type: none"> <li>1. The teacher gives direction related to the post-test.</li> <li>2. The teacher gives the post-test.</li> <li>3. The teacher collects the students answer sheets.</li> <li>4. The teacher calculates the scores.</li> </ol>

### 3. Post-test

Post-test would be given to the students after having a treatment. The researcher gave the same test in the pre-test and post-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 gave the effect or not on the students' achievement in vocabulary.

#### **D. Instruments of Collecting Data**

A test was used as instruments in collecting data. The data of this study was collected by giving tests, pre-tests, and post-tests. Pre-test and post-test were given to the experiment and control group. The test was taken from the internet. Students were asked to answer the question.

#### **E. The technique of Analyzing Data**

In analyzing data, the descriptive quantitative technique was applied to analyze the data. The quantitative data was found by computing the score of the students' score, the steps are:

- 1) Identifying the students' answer.

- 2) Scoring the students answer for the value of the test.
- 3) Listing the score into tables, first for the experimental group scores and second for the control group scores
- 4) Calculating the total score pre-test and post-test in the experimental group and control group.
- 5) Finding the mean of the score of pre-test and post-test in the experimental group (X) and control group (Y)
- 6) Finding the standard deviation of variable X and Y
- 7) Testing hypothesis by applying test

It used to know whether the experimental groups get the result significance after applying the technique.

#### **F. Statistical Hypothesis**

In this research statistical hypothesis was used to decide whether the hypothesis would be accepted or rejected. The statistical hypothesis formula:

$H_a$  is accepted if  $T_o > T_t$ , there is a significant effect of using numbered head together strategy assisted by crossword puzzle game.

$H_o$  is rejected if  $T_o < T_t$ , there is no significant effect of using numbered head together strategy assisted by crossword puzzle game.

## CHAPTER IV

### DATA COLLECTION AND DATA ANALYSIS

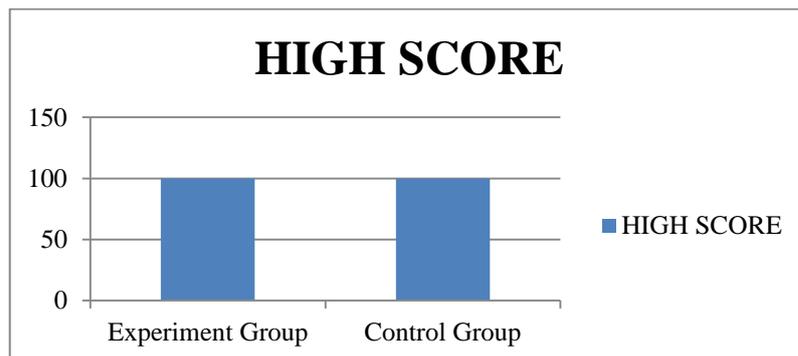
#### A. Data Collection

After giving a test to the students in each group, the students' answer was scoring in order to get the data to know is there any significant effect of the treatment given or not. The result of score the students answer shown in table 4.1 below

**Table 4.1**  
**The Students' Post-Test Score**

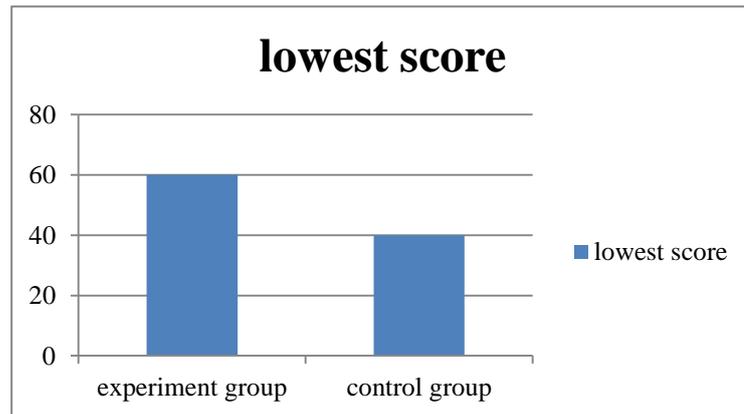
Criteria	Post-test	
	Experimental group	Control group
High score	100	100
Lowest score	60	40
Average	80	68
Total	2000	1700

Base on the table above, it can be seen that the students' score on the experimental group was same with control group; it can be seen in the diagram below:



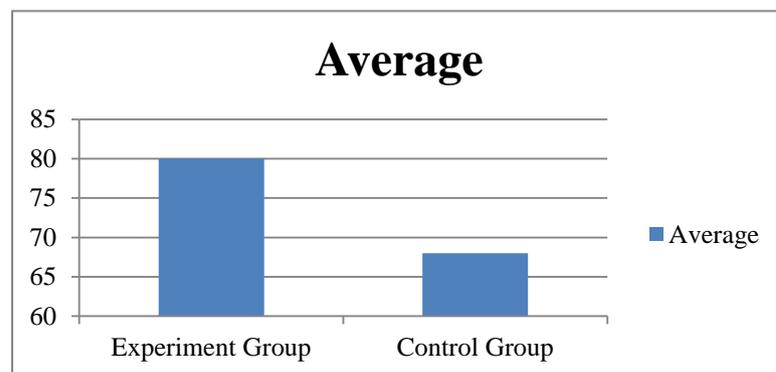
**Diagram 1. The students' high score**

On diagram 1, the highest score in the experimental group was 100, and in control group was 100, it means that the high score in experimental group was same with a high score in control group  $100 = 100$



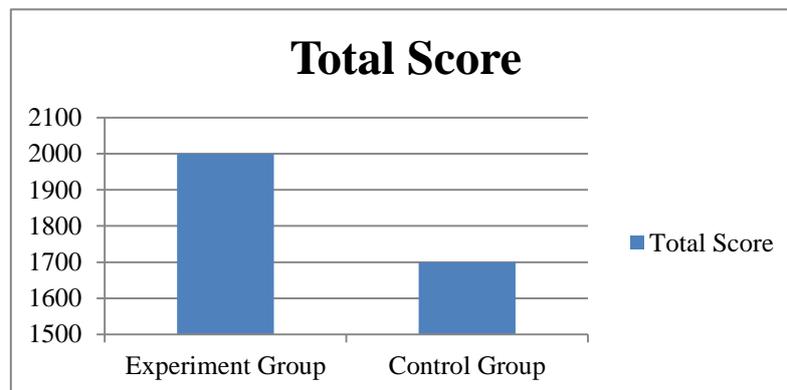
**Diagram 2. Lowest score**

On diagram 2, the lowest score in experiment group was 60, and in control group was 40, it means that the lowest score in the experimental group was higher than the lowest score in control group,  $40 > 60$



**Diagram 3. The students' average**

on diagram 3, average in the experiment group was 80 and in control group was 68, it means that the average in experiment group was higher than the average in the control group,  $68 > 80$



**Diagram 4. The students' total score**

On diagram 4, the total score in experimental group was 2000 and in control group was 1700, it means that the total score in experimental group was higher than the total score in control group,  $1700 > 2000$ .

Base on those diagrams, it can be concluded that be students' score in the experimental group was higher than the control group.

## **B. Data Analysis**

In order to investigate the effect of numbered head together strategy on students vocabulary mastery, the difference score of the students post-test in the experimental group and control group was calculated. The calculation can be seen appendix 1. The following were the step of analyzing data:

### 1. The calculation in Experimental Group

Calculation of mean, deviasi standard, and standard Error of variable 1

**Table 4.2**  
**The data of experimental group**

initial	X	X	$x^2$
A	100	20	400
B	80	0	0
C	80	0	0
D	80	0	0
E	80	0	0
F	80	0	0
G	80	0	0
H	100	20	400
I	80	0	0
J	60	-20	400
K	80	0	0
L	80	0	0
M	80	0	0
N	60	-20	400
O	80	0	0
P	80	0	0
Q	100	20	400
R	60	-20	400
S	80	0	0
T	80	0	0
U	80	0	0
V	80	0	0
W	80	0	0
X	80	0	0
Y	80	0	0
$n = 25$	$\sum X$ = 2000		$\sum x^2$ = 2400

a. **Mean Variable X (Variable 1)**

$$Mx = \frac{\sum x}{n} = \frac{2000}{25} = 80$$

b. **SD<sub>x</sub>**

$$SDx = \sqrt{\frac{\sum x^2}{n}} = \sqrt{\frac{2400}{25}} = \sqrt{96} = 9.8$$

c. **SE<sub>m1</sub>**

$$SEM_1 = \frac{SDx}{\sqrt{n1 - 1}} = \frac{9.8}{\sqrt{25 - 1}} = \frac{9.8}{\sqrt{24}} = \frac{9.8}{4.9} = 2$$

2. **The calculation for the control group post-test in control group**

Calculation of mean, deviasi standard and standard error of variable II

**Table 4.3**  
**The data of control group**

initial	Y	Y	y2
A	40	-28	784
B	100	32	1024
C	60	-8	64
D	100	32	1024
E	60	-8	64
F	60	-8	64
G	60	-8	64
H	60	-8	64
I	60	-8	64
J	60	-8	64
K	40	-28	784
L	60	-8	64

M	40	-28	784
N	40	-28	784
O	100	32	1024
P	60	-8	64
Q	60	-8	64
R	100	32	1024
S	80	12	144
T	60	-8	64
U	80	12	144
V	80	12	144
W	80	12	144
X	80	12	144
Y	80	12	144
n = 25	$\sum Y = 1700$		$\sum y^2 = 8800$

a. **Mean Variable X (Variable 1)**

$$M_x = \frac{\sum x}{n} = \frac{1700}{25} = 68$$

d. **SD<sub>x</sub>**

$$SD_x = \sqrt{\frac{\sum x^2}{n}} = \sqrt{\frac{8800}{25}} = \sqrt{352} = 18.8$$

e. **SE<sub>m1</sub>**

$$SEM_1 = \frac{SD_x}{\sqrt{n-1}} = \frac{18.8}{\sqrt{25-1}} = \frac{18.8}{\sqrt{24}} = \frac{18.8}{4.9} = 3.8$$

### 3. standard error between mean variable I and variable II

$$SE_{Mx-My} = \sqrt{(SEM1)^2 + (SEM2)^2} = \sqrt{(2)^2 + (3.8)^2} = \sqrt{4 + 14.4} = \sqrt{18.4} \\ = 4.3$$

### 4. $t_o$

$$T_o = \frac{Mx - My}{SEM_{Mx-My}} = \frac{80 - 68}{4,3} = \frac{12}{4.3} = 2.8$$

## C. Testing Hypothesis

With  $df = (N1+N2-2) = (25+25-2) = 48$ , it was found that in  $\alpha$  5%  $t_b = 2.01$ . Based on that calculation, the  $t_o$  was higher than  $t_{table}$ ,  $2.8 > 2.01$ , the  $H_a$  was accepted.

### 1. Testing Reliability

Item Reliability Test Question

The ability of student's vocabulary

To test the reliability of the test in the form of description, an alpha formula is used stated by Arikunto, namely:

$$r_{11} = \left( \frac{n}{n-1} \right) \left( 1 - \frac{\sum \sigma_i^2}{\sigma_t^2} \right)$$

$$\sigma_t^2 = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$$

$$\sigma_t^2 = \frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N}$$

Note:

$r_{11}$ : Reliability sought

$\sum \sigma_i^2$ : Number of variance scores for each item

$\sigma_t^2$ : Total variance

$n$ : Number of questions

$N$ : Number of respondents

With the test reliability criteria:

- a.  $r_{11} \leq 0.20$  very low reliability
- b.  $0.20 < r_{11} \leq 0.40$  Low reliability
- c.  $0.40 < r_{11} \leq 0.60$  moderate reliability
- d.  $0.60 < r_{11} \leq 0.80$  high reliability
- e.  $0.80 < r_{11} \leq 1.00$  very high reliability

Then from the results of the data that has been attached that the  $r_{\text{count}}$  is **1.01** and  $r_{\text{table}}$  for  $\alpha = 0.05$  and  $n = 20$  then the value of  $r_{\text{table}}$  is **0.3663** and it is known that  $r_{\text{count}} > r_{\text{table}}$  then the test is declared reliable, and reliability is very high.

## 2. Testing Validity

### Testing the Validity of Problem Items

Test validity is a measure that shows the validity of the test you want to use. The test is said to be valid if  $r_{\text{count}} > r_{\text{table}}$ . From the validity and reliability test data that are attached are summarized in the form of a table as follows:

**Table 4.4**  
**The Validity of Each Item's Test**

No Items	R- Count	R-Table	Resolution
1	0.586758	0.3663	Valid
2	0.501851	0.3663	Valid
3	0.535551	0.3663	Valid
4	0	0.3663	Invalid
5	0.522151	0.3663	Valid
6	-0.05513	0.3663	Invalid
7	0	0.3663	Invalid
8	0.583679	0.3663	Valid
9	0.321572	0.3663	Invalid
10	0.288454	0.3663	Invalid
11	0.078096	0.3663	Invalid
12	0.388183	0.3663	Valid
13	0.355556	0.3663	Invalid
14	0	0.3663	Invalid
15	0	0.3663	Invalid

**Table 4.5**  
**Difficulty Level of Each Item**

No Items	Difficulty Level	Resolution
1	0.62069	Middle
2	0.655172	Middle
3	0.862069	Easy
4	0	Difficult
5	0.517241	Middle
6	0.103448	Difficult

7	0	Difficult
8	0.793103	Easy
9	0.896552	Easy
10	0.655172	Middle
11	0.103448	Difficult
12	0.896552	Easy
13	0.172414	Difficult
14	0	Difficult
15	0	Difficult

**Table 4.6**  
**Classification of Test Difficulty Levels**

<b>P</b>	<b>Interpretasi</b>
$P < 0.30$	Difficult
$0.30 \leq P < 0.70$	Middle
$P \geq 0.70$	Easy

**Table 4.7**  
**Different Power of Each Item**

<b>No Items</b>	<b>Difficulty Levels</b>	<b>Resolution</b>
1	0.509524	Good
2	0.438095	Good
3	0.147619	Bad
4	0	Bad
5	0.447619	Good
6	0.061905	Bad
7	0	Bad
8	0.290476	Quite Good
9	0.07619	Bad
10	0.161905	Bad
11	0.061905	Bad
12	0.214286	Quite Good
13	0.195238	Bad
14	0	Bad
15	0	Bad

**Table 4.8**  
**Different power index**

No	Different Power Index	Classification
1	0.0 – 0.19	Bad
2	0.20 – 0.39	Quite Good
3	0.40 – 0.69	Good
4	0.70 – 1.00	Very Good
5	Minus	Not Good

#### **D. Research Findings**

Based on the calculation, it was  $t_o$  found that the result was higher than  $t_{table}$  ( $2.8 > 2.01$ ). It shows that the alternative hypothesis was accepted and it means that using of numbered head together strategy gave significant effect on the students' vocabulary mastery. It was proved from the data shows the score of experimental group (students who were taught by using numbered head together strategy) was higher than control group. The result of students' score who were taught by applying numbered head together strategy was higher than those who were taught without numbered head together strategy become more effective, interactive and easier to the students.

## **BAB V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the data analysis above, the researcher found that there was a significant effect of using numbered head together strategy on students' mastering vocabulary, found that the  $t_{\text{observed}} > t_{\text{table}}$  or  $2.8 > 2.01$ . The result of students' score who were taught by applying numbered head together strategy was higher than those who were taught without numbered head together strategy become more effective, interactive and easier to the students.

#### **B. Suggestion**

Related to the conclusion above, some suggestion was put forward as the following:

1. The English teacher can use this strategy to applying in learning vocabulary process for the students at the same level when learning English in the class
2. The teachers have to know how to stimulate students' curiosity and must be able to present the lesson so that it was more interesting and relevant for the students. One of the strategies that can use in numbered head together.
3. It is a suggestion to other researcher uses this finding source of the research.

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NO	INITIAL	QUESTION															TOTAL	AL KUAD
		AGE (1)	RED (2)	ARE (3)	RAG(4)	EAR(5)	DAG(6)	GAD(7)	EGG(8)	DEAR(9)	READ(10)	GEAR(11)	DRAG(12)	RADE(13)	DARE(14)	GAD(15)		
1	A	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	2	4
2	B	0	0	1	0	1	0	0	0	1	1	1	0	1	0	0	6	36
3	C	0	0	0	0	0	0	0	0	1	1	1	0	1	0	0	4	16
4	D	0	1	1	0	0	0	0	0	1	1	1	1	0	0	0	6	36
5	E	0	1	1	0	0	0	0	0	1	1	1	0	1	0	0	6	36
6	F	0	1	1	0	0	0	0	0	0	1	1	1	0	0	0	6	36
7	G	0	1	1	0	0	0	0	0	0	1	0	0	0	1	0	4	16
8	H	1	1	1	0	1	0	0	0	1	1	0	0	0	0	0	6	36
9	I	0	1	1	0	0	0	0	0	0	1	1	0	1	0	0	5	25
10	J	0	1	1	0	1	0	0	0	1	1	0	0	1	1	0	7	49
11	K	1	1	1	0	1	0	0	0	1	1	1	0	1	0	0	8	64
12	L	1	0	1	0	1	0	0	0	1	1	1	0	1	0	0	7	49
13	M	1	1	1	0	1	0	0	0	1	1	1	0	1	1	0	9	81
14	N	1	1	1	0	1	0	0	0	1	1	1	0	1	1	0	9	81
15	O	1	1	1	0	1	0	0	0	1	1	0	0	1	0	0	7	49
16	P	1	1	1	0	1	0	0	0	1	1	0	0	1	0	0	7	49
17	Q	1	1	1	0	0	0	0	0	1	1	1	0	1	0	0	7	49
18	R	1	0	1	0	1	0	0	0	1	1	0	0	1	0	0	6	36
19	S	0	0	1	0	0	0	0	0	1	1	1	0	1	0	0	5	25
20	T	0	0	1	0	1	0	0	0	1	0	0	0	1	0	0	4	16
21	U	1	1	1	0	0	0	0	0	1	1	0	0	1	0	0	6	36
22	V	1	1	1	0	0	1	0	0	1	0	1	0	1	0	0	7	49
23	W	1	1	1	0	1	0	0	0	1	1	1	0	1	1	0	9	81
24	X	1	0	1	0	0	0	0	0	1	1	1	0	1	0	0	6	36
25	Y	1	1	1	0	1	0	0	0	1	1	0	0	1	0	0	7	49
26	Z	1	1	1	0	1	0	0	0	1	1	1	0	1	0	0	8	64
27	AA	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	3	9
28	AB	1	0	1	0	0	1	0	0	1	1	1	1	1	0	0	8	64
29	AC	1	1	0	0	1	0	0	0	1	1	1	0	1	0	0	7	49
X		18	19	25	0	15	3	0	23	26	19	3	26	5	0	0	182	1226
SALAH		11	10	4	29	14	26	29	6	3	10	26	3	24	29	29		
X2		324	361	625	0	225	9	0	529	676	361	9	676	25	0	0		
VARIAN		10.78716	12.01902	20.80856	0	7.491082	0.299643	0	17.61237	22.50654	12.01902	0.299643	22.50654	0.832342	0	0	127.1819	
P		0.62069	0.655172	0.862069	0	0.517241	0.103448	0	0.793103	0.896552	0.655172	0.103448	0.896552	0.172414	0	0		
Q		0.37931	0.344828	0.137931	1	0.482759	0.896552	1	0.206897	0.103448	0.344828	0.896552	0.103448	0.827586	1	1	RATA-RAT	6.275862
KORELASI		7.055556	6.894737	6.64	0	7.133333	6	0	6.782609	6.461538	6.631579	6.666667	6.5	7.6	0	0	VARIAN	2.889417
R HITUNG		0.224718	0.179034	-0.25239	0	0.240179	-0.04728	0	0.124597	0.075354	0.212099	-0.07893	0.071775	-0.13184	0	0	STANDAR	1.699829
R TABEL		0.3663	0.3663	0.3663	0.3663	0.3663	0.3663	0.3663	0.3663	0.3663	0.3663	0.3663	0.3663	0.3663	0.3663	0.3663	TOTAL VA	2.889417
VALIDASI		VALID	VALID	TIDAK VAL	INVALID	VALID	INVALID	INVALID	VALID	VALID	VALID	INVALID	VALID	INVALID	INVALID	INVALID	R11	1.047087

**EXPERIMENTAL GROUP SCORE**

no	initial	ANSWER PRE-TEST	ANSWER POST-TEST	SCORE PRE-TEST	SCORE POST-TEST
1	A	2	5	40	100
2	B	4	4	80	80
3	C	3	4	60	80
4	D	2	4	40	80
5	E	5	4	100	80
6	F	5	4	100	80
7	G	4	4	80	80
8	H	5	5	100	100
9	I	1	4	20	80
10	J	5	3	100	60
11	K	3	4	60	80
12	L	5	4	100	80
13	M	4	4	80	80
14	N	3	3	60	60
15	O	2	4	40	80
16	P	2	4	40	80
17	Q	3	5	60	100
18	R	3	3	60	60
19	S	3	4	60	80
20	T	3	4	60	80
21	U	2	4	40	80
22	V	3	4	60	80
23	W	3	4	60	80
24	X	3	4	60	80
25	Y	5	4	100	80
TOTAL				1660	2000

**CONTROL GROUP SCORE**

no	initial	ANSWER PRE-TEST	ANSWER POST-TEST	SCORE PRE-TEST	SCORE POST-TEST
1	A	3	2	60	40
2	B	4	5	80	100
3	C	4	3	80	60
4	D	3	5	60	100
5	E	4	3	80	60
6	F	4	3	80	60
7	G	3	3	60	60
8	H	3	3	60	60
9	I	3	3	60	60
10	J	3	3	60	60
11	K	1	2	20	40
12	L	3	3	60	60
13	M	3	2	60	40
14	N	4	2	80	40
15	O	4	5	80	100
16	P	2	3	40	60
17	Q	3	3	60	60
18	R	4	5	80	100
19	S	4	4	80	80
20	T	3	3	60	60
21	U	4	4	80	80
22	V	3	4	60	80
23	W	3	4	60	80
24	X	4	4	80	80
25	Y	4	4	80	80
TOTAL				1660	1700

## LESSON PLAN

**School : SMP MUHAMMADIYAH 58**

**Lesson : English**

**Class/Sem : VIII/1**

**Time : 2 X 45 Minute**

### **A. Standard Competence:**

1. Expressing meaning in short functional written texts is very simple to interact with the nearest environment

### **B. Basic Competence:**

1. Reveal the meaning of ideas in short functional written texts is very simple by using a variety of written languages accurately, fluently and acceptable to interact with the nearest environment
2. Revealing rhetorical steps in short functional written texts is very simple by using a variety of written languages accurately, fluently and acceptable to interact with the nearest environment

### **C. Indicator**

Identification kinds of information in simple sentences find the word with random alphabet

### **D. Objective**

The students can identify kinds of information in simple sentences find the word with random alphabet

**E. Teaching Method**

Numbered head together (NHT)

**F. Teaching Process**

*Opening*

1. The teacher asks the students about the topic
2. The teacher invites the students to memorize vocabulary before

*Main activities*

1. The teacher divides students into groups with each student in the group having members 3- 5 (numbering stage).
2. The teacher gives modules to each group as a means for students to find references to solve problems.
3. The teacher gives a problem in the form of a crossword puzzle game.

*Elaboration*

1. Students in groups think together to solve problems (example questions) that have been presented. In this case, the teacher gives a brief explanation if there are students who encounter difficulties.

2. In the elaboration activity, each student has the same number as the problem of presenting the results of thinking with them in the group (Answering stage).

### *Confirmation*

1. In the confirmation activity, the students are assisted by the teacher to review the process or outcome of the students' completion by means of the teacher together with the students discussing/analyzing the results of students discussions that are still poorly understood and the teacher gives reinforcement to the material that has been studied.

### *Closing*

1. The teacher invites students to make the conclusion about the topic are given

The teacher closing the meeting

## QUESTION

GAEDRG

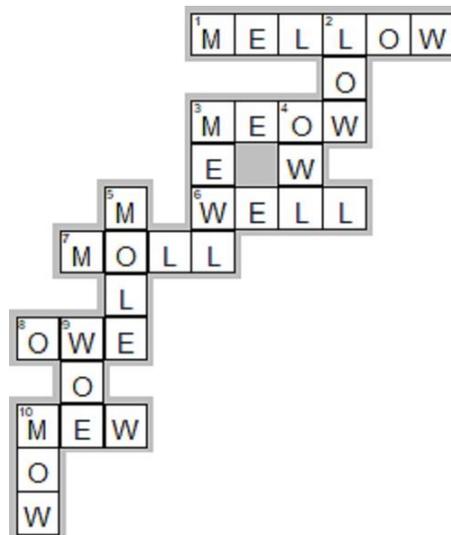
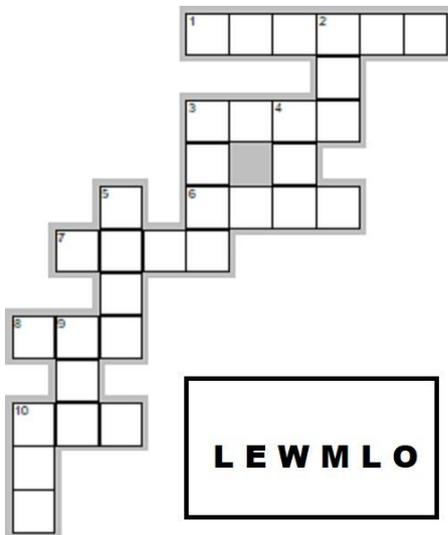
Answer

AGE, RED, EAR, DAG, GAD, EGG, DRAG,

For Learning Process

Question

answer



## THE DATA ANALYSIS

The quantitative data will be found by computing the score of the students' score, the steps are:

- 3) Identifying the students' answer.
- 4) Scoring the students answer for the value of the test.

$$\text{score} = \frac{\text{total of true answer}}{\text{total of the question}} \times 100\%$$

- 8) Listing the score into tables, first for the experimental group scores and second for the control group scores
- 9) Calculating the total post-test in the experimental group and control group.
- 10) Finding the mean of the score of pre-test and post-test in the experimental group (X) and control group (Y) by using the formula:

- a) Mean of variable X by using the formula:

$$M_x = \frac{\sum f x}{N}$$

- b) Mean of variable Y

$$M_y = \frac{\sum f y}{N}$$

- 6) Finding the standard deviation of variable X and Y by using fx2 formula:

- a) The standard deviation of variable X

$$SD_x = \sqrt{\frac{\sum f x^2}{N}}$$

- b) The standard deviation of variable Y

$$SD_y = \sqrt{\frac{\sum f y^2}{N}}$$

- c) Standard error mean variable 1

$$SD_{m1} \text{ or } SD_{m1} = \frac{sd1}{\underline{\hspace{2cm}}}$$

d) Standard error mean variable 2

$$SD\ m2\ or\ SD\ m2 = \frac{sd2}{\sqrt{N2-1}}$$

7) Testing hypothesis by applying test

$$t_o = \frac{M1-M2}{SE_{M1-M2}}$$

Notes:

$M_x$  = Means for variable 1 or X

$M_y$  = Mean for variable 2 or Y

$\sum fx$  = Total multiplication of frequency and students score

$\sum fy$  = Total multiplication of frequency and students score

$n$  = Number of cases

$SD_x$  = Standard deviation for variable x

$SD_y$  = Standard deviation for variable y

$\sum fx^2$  = The square of total multiplication of frequency and students score 9. Giving the interpretation to “to” using the formula:

$$Df = (N1 + N2) - 2$$

Df = Degree of freedom

N = number of cases use to know whether the experimental group gets the result significantly after applying the technique.

Nama : ALIA Syafira Fransong

Kelas : VIII<sup>A</sup>

GAEDRG : 1. age = umur

2. red = merah

3. are = adalah

4. ear = telinga

5. ear = telinga

6. read = baca

7. aged = berumur

8. Dear = sayang

9. gear = gigi

10. rage = kemarahan

nama

Chantika Aprilia M

Kelas

VIII<sup>A</sup>

- GAEDRG = Are = Adalah  
= Age = umur  
= Dear = sayang  
= Dear = sayang  
= Feed = Baca  
= Ageed = ~~berumur~~ berumur.  
= Page = kamar tidur  
= egg = telur  
= garr = gigi  
= ~~gad~~ gad = berkeluyuran.

Nama : Febri Hidayanti

Kelas : VIII-A

- GAEDRG - Are = adalah  
- Age = Umur  
- Dear = Sayang  
- Red = Merah  
- Read = Baca  
- Aged = berumur  
- Rage = Kemarahan  
- Egg = Telur  
- gear = gigi  
- gad = Berkeluyuran

Nama : Cindy handayani

Kelas : VIII A

GAEDRG

- are : adalah
- age = umur
- Red = merah
- Dear : Sayang
- Read : Baca
- Rage : kemarahan
- egg : Telor
- agead : Berumur
- gaer : gigi
- gad : Berteluyuran



• nama unitnya batu = baru

Kelas

: VIII<sup>A</sup>

GAEDRG = Dear = kesayangan  
= Gear = gear  
= egg = telur  
= Are = adalah  
= Age = umur  
= aged = dibutuhkan  
= Read = baca  
= Rage = kemarahan  
= ear = telinga  
= Gad = keluyutan  
= gead = gigi

Nama : Vinas Arifin Ikhsan

Kelas : VIII

GAEDRG

Dear = kesayangan

Gear =

Are = Adalah

EGG = Telur

Age = Umur

Read = baca

Red = Merah

Ear = Telinga

Rage = Kemarahan

Grade =

Nama : Lisa andayani

Kelas : VIII<sup>A</sup>

GAEDRG = Dear = ke sayangan  
= Gear = gear  
= egg = telur  
= are = adalah  
= age = umur  
= aged = di butuhkan  
= Read = baca  
= Rage = kemarahan  
= ear = telinga  
= gad = keluyuran  
= read = gigi.

Nama : Heni Ramadhani

Kelas : VIII-A

GAEDRG

Dapr: Kesangan

are: aJalab

Fgg: telur

Age: unvr

Rrd: marah

Rage: kermitahan

Uger: dibutuhkan

Rpad: baca

car: kelinga

• Mawla PUKI JATI

Kelas

: VIII<sup>A</sup>

GAEDRG

- Egg = telur
- Red = merah
- are = adalah
- age = umur
- dear = kesayangan
- aged = dibutuhkan
- rage = kemarahan

D

Kelas

: VIII<sup>A</sup>

GAEDRG = Ape = Adalah -

Age = Umur -

Dea = sayang -

Red = merah -

Ead = Dara -

Aged = ~~Alumina~~ berumur -

Eage = kemasalahan -

Egg = telur -

guez = gigi -

gad = kekonyuran -

Nama : AFIZ PUTRA PLATAMA

Kelas : VIII B

GAEDRG

DeDr = kesoyangsoy

seDr =

ate = adalan

Ffy ~~ell~~ = telur

ase = umut

red = merah

ABSEN SISWA

Group : *experimental group*

Kelas : *VIIA*

1	AFIZ PUTRA PRATAMA	<i>Atia</i>
2	Royhan	<i>Roy</i>
3.	Dimas Arifin Ikhsam	<i>Dik</i>
4.	FATHUS.SABIL	<i>Sabi</i>
5.	Fahmi.ARDIANSYAH	<i>Fah</i>
6.	Raka adithya Batu-Basa.	<i>Raka</i>
7.	Aldi Syahputra	<i>ald</i>
8	Irfan EDDI Syahputra	<i>Irfan</i>
9.	Fauzan Haris	<i>Fauzan</i>
10	Zaidi <del>██████</del> RIZAY	<i>Zaid</i>
11.	Lisa andayani	<i>Lisa</i>
12.	Reni Ramadhani	<i>Reni</i>
13.	Alia syafitri tsg	<i>Alia</i>
14.	Nazwa Putri Jani	<i>Nazwa</i>
15.	Putri Nurhayati	<i>Putri</i>
16.	Sroebna Aultra	<i>Sroebna</i>
17.	Chantika Apellia m.	<i>Chantika</i>
18.	Cindy handayani	<i>Cindy</i>
19.	Cut dara	<i>Cut</i>
20.	Saisa.Bila	<i>Saisa</i>
21	VIKA Yolanda	<i>Vika</i>
22	Kheisyah Nabila	<i>Kheisyah</i>
23	Febri Hidayanti	<i>Febri</i>
24	Ika Putri Jovani	<i>Ika</i>
25	Mulki FATHAN	<i>Mulki</i>

ABSEN SISWA

Group : *confrot group*

Kelas : VIII<sup>B</sup>

1.	M. alfin alfindra	<del>Alfin</del>
2.	MELY NADILA	Mely.
3.	Zennia Ananda	Zen
4.	AMDi	Hm
5.	RevAn SYAHPUTRA	<del>RevAn</del>
6.	adek armansyah	Ami
7.	M. Novi ARDIANSYAH	IN
8.	m. RAFLI	RA
9.	M. RAFLY	<del>RAFLY</del>
10.	Dimas Fajar	Dimas
11.	DIMAS FADILA	<del>Dimas</del>
12.	ANDIYAH KHAIKUNISA	Andi
13.	Rani FEBRIANTI	Rany
14.	ANDINI KHAIKUNISA	<del>Andi</del>
15.	CHAMELIA SURMA	<del>Cham</del>
16.	Suci RAMADHANI	<del>Suci</del>
17.	AREUM Siti habibah	Areum
18.	Saida putri sari T.	Sai
19.	RAISYAH HASAWAH	Rany
20.	Ubu sabira	Ubu - s
21.	Aisyah	Aisyah
22.	fatih ezyana rosul	<del>fatih</del> Ezy
23.	Nazwa Kayla Rahmadhani	zay
24.	hefen lestari	hefen
25.	Farisa Nada Humaira	<del>Farisa</del>

# QUESTION

G A E D R G

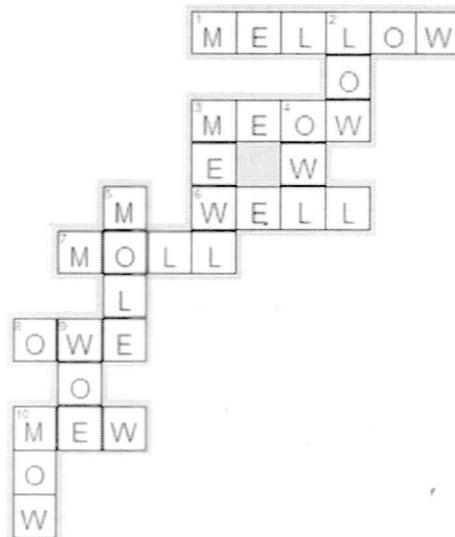
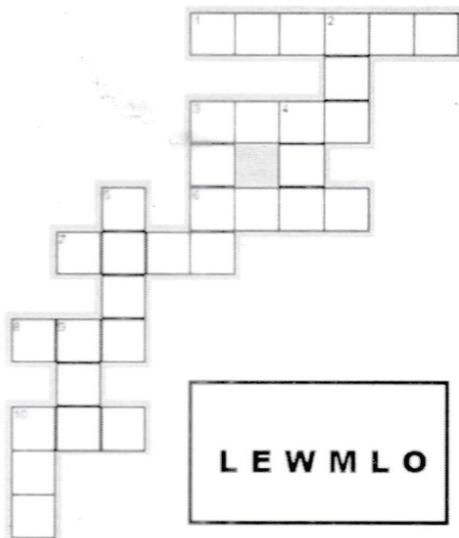
Answer

AGE, RED, EAR, DAG, GAD, EGG, DRAG,

For Learning Process

Question

answer







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

Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Webside : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**Form K-1**

Kepada Yth : Bapak Ketua/Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa : Andre Indrawan  
NPM : 1502050189  
Pro. Studi : Pendidikan Bahasa Inggris  
Kredit Kumulatif : 156 SKS IPK = 3,43

Persetujuan Ket/Sekret, Prog. Studi	Judul Yang Diajukan	Disahkan oleh Dekan Fakultas
	The Effect of Using Number Head Together (NHT) Strategy on the Students' Vocabulary Mastery Assisted Crossword Puzzle Game	11/07/19 a.n. Indrawan W.D.P. Indrawan
	The Effect of Jigsaw Strategy to Improve Students English Tenses Using Construct 2	
	Code Mixing Used by People at Utarih Aceh Tenggara	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, Maret 2019  
Hormat Pemohon,

  
Andre Indrawan

Keterangan :  
Dibuat Rangkap 3 :  
- Untuk Dekan/Fakultas  
- Untuk Ketua/Sekretaris Program Studi  
- Untuk Mahasiswa yang bersangkutan



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

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Webside : <http://www.fkip Umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**Form K-2**

Kepada : Yth. Bapak/ Ketua/Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

*Assalamu 'alaikum Wr. Wb*

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa : Andre Indrawan  
NPM : 1502050189  
Pro. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

**The Effect of Using Number Head Together (NHT) Strategy on the Students' Vocabulary Mastery Assisted Crossword Puzzle Game**

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

**Imelda Damayanti Manurung, S.S., M.Hum.**

Sebagai Dosen Pembimbing Proposal/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, Maret 2019  
Hormat Pemohon,

  
Andre Indrawan

Keterangan

- Dibuat rangkap 3 :- Asli untuk Dekan/Fakultas  
- Duplikat untuk Ketua / Sekretaris Jurusan  
- Triplikat Mahasiswa yang bersangkutan



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 938 /II.3/UMSU-02/F/2019  
Lamp : ---  
Hal : Pengesahan Proyek Proposal  
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Andre Indrawan  
N P M : 1502050189  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : The Effect of Using Number Head Together (NHT) Strategy on the Students' Vocabulary Mastery Assisted Crossword Puzzle Game.

Pembimbing : Imelda Darmayanti M, SS, M.Hum

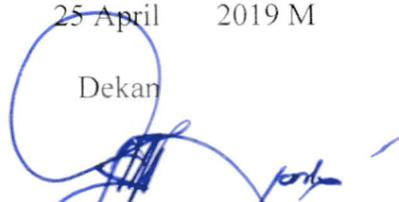
Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 25 April 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Medan, 20 Sya'ban 1440 H  
25 April 2019 M

Dekan

  
Dr. H. Efrianto Nst, S.Pd, M.Pd.  
NIDN : 0115057302

Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :  
*WAJIB MENGIKUTI SEMINAR*



**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](mailto:fkip@umsu.ac.id)

---



## **LEMBAR PENGESAHAN PROPOSAL**

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Andre Indrawan  
NPM : 1502050189  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Effect of Numbered Head Together (NHT) Strategy on  
Students' Vocabulary Mastery Assisted Crossword Fuzzle  
Game

sudah layak diseminarkan.

Medan, Mei 2019

Dosen Pembimbing,

**Imelda Darmayanti Manurung, SS., M.Hum**



**BERITA ACARA BIMBINGAN PROPOSAL**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
Nama Lengkap : Andre Indrawan  
N.P.M : 1502050189  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Numbered Head Together (NHT) Strategy on Students' Vocabulary Mastery Assisted Crossword Puzzle Game

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
26 / 4	Background of study	
27 / 4	problem, significance of study	
29 / 4	Review of literature	
30 / 4	Conceptual framework	
1 / 5	Method of research, population & sample	
30 / 4	tech of collecty & analyzing data	
12 / 5	Instrument	
13 / 5	<del>abstract</del> & appendix, references	
15 / 5	all	

Medan, 15 Mei 2019

Diketahui oleh:  
Ketua Prodi

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

Dosen Pembimbing

(Imelda Darmayanti Manurung, SS, 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  
Webside : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

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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 : Andre Indrawan

N.P.M : 1502050189

Prog. Studi : Pendidikan Bahasa Inggris

Judul Proposal : The Effect of Numbered Head Together (NHT) Strategy on Students' Vocabulary Mastery assisted by Crossword Puzzle Game

Benar telah melakukan seminar proposal skripsi pada hari Rabu, tanggal 22 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, Juli 2019

Ketua Program Studi

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



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

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Website : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini :

vNama Lengkap : Andre Indrawan

N.P.M : 1502050189

Prog. Studi : Pendidikan Bahasa Inggris

Judul Proposal : The Effect of Numbered Head Together (NHT) Strategy on  
Students' Vocabulary Mastery assisted by Crossword Puzzle  
Game

Pada Rabu, tanggal 22 bulan Mei tahun 2019 sudah layak menjadi proposal skripsi.

Medan, Juli 2019

Disetujui oleh:

Dosen Pembahas

**Drs. Ali Amran, M.Hum**

Dosen Pembimbing

**Imelda Darmayanti Manurung, S.S, 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](mailto:fkip@umsu.ac.id)

**SURAT PERNYATAAN**

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertanda tangan dibawah ini :

Nama Lengkap : Andre Indrawan  
N.P.M : 1502050189  
Prog. Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Numbered Head Together (NHT) Strategy on Students' Vocabulary Mastery assisted by Crossword Puzzle Game

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 ta npa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Juli 2019

Hormat saya

buat pernyataan,



**Andre Indrawan**

Diketahui oleh  
Ketua Program Studi  
Pendidikan Bahasa Inggris

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



**UMSU**

Unggul | Cerdas | Berprestasi

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

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

Jalan Kapten Muchtar Basri No. 3 Medan 20238 Telp. (061) 6622400

Website: <http://fkip.umsu.ac.id> E-mail: [fkip@yahoo.co.id](mailto:fkip@yahoo.co.id)

Nomor : 4585/II.3/UMSU-02/F/2019  
Lamp : ---  
Hal : Mohon Izin Riset

Medan, 08 Dzulqaidah 1440 H  
11 Juli 2019 M

Kepada Yth, Bapak/Ibu Kepala  
SMP Muhammadiyah 58 Medan  
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 : Andre Indrawan  
N P M : 1502050189  
Program Studi : Pendidikan Bahasa Inggris  
Judul Peneliti : The Effect of Numbered Head Together (NHT) Strategy on Students' Vocabulary Mastery Assisted by Crossword Puzzle Game.

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.  
NIDN 0115057302

\*\* Pertinggal \*\*



**MAJELIS PENDIDIKAN DASAR DAN MENENGAH  
SMP MUHAMMADIYAH SUKARAMAI MEDAN**

NO.I.P. : 420/8931.PPD/2014      NSS : 204076001442      AKREDITAS : B  
ALAMAT : Jl. Denai Gg. Dua No. 16 Kel. Tegal Sari I KP. 20216 Kec. Medan Area Kota Medan  
TELP. (061) 7348945

Nomor : 283/ SMP-MS / IV.4.AU / F / 2019  
Lamp : -  
Hal : Surat Keterangan

Medan, 26 Agustus 2019

Kepada Yth;

Bapak Dekan Fak. FKIP UMSU

di -

Tempat

*Assalamu'alaikum warahmatullahi wabarakatuh*

Kepala SMP Muhammadiyah Sukaramai Medan dengan ini menerangkan bahwa Saudara yang tersebut di bawah ini :

Nama : Andre Indrawan  
NPM : 1502050189  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : "The Effect of Numbered Head Together (NHT) Strategy on Students Vocabulary Mastery Assisted by Crossword Puzzle Game".

Dengan ini dapat kami jelaskan bahwa saudara tersebut di atas benar telah selesai melakukan Riset/penelitian di SMP Muhammadiyah 58 Medan dari tanggal 15 Juli s/d 26 Agustus 2019 dengan baik.

Demikianlah Surat Keterangan ini diperbuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

*Wassalamu'alaikum warahmatullahi wabarakatuh*

Medan, 26 Agustus 2019

Kepala SMP Muhammadiyah 58 Medan



## CURRICULUM VITAE

### 1. Personal data

Name : Andre Indrawan  
Date of birth : Mbacang Kumbang, 15 Maret 1998  
Sex : Male  
Religion : Islam  
Status : Collage Student  
Citizenship : Indonesia  
Address : Kutacane, Desa Kutarih  
Parents Name  
Father : Hendrawan  
Mother : Saida Indrawati S.Pd

### 2. Formal Education

2003-2009 : Mis Babel  
2009-2012 : Mts Negeri 1 Kutacane  
2012-2015 : Sma Negeri 1 Kutacane  
2015-2019 : Universitas Muhammadiyah Sumatera Utara, Fkip Bahasa Inggris

Thus these curriculum vitae I did with the truth.

Best regards

Andre Indrawan