



**THE EFFECT OF USING PUZZLE ON THE EIGHTH GRADE  
STUDENTS' VOCABULARY ACHIEVEMENT AT SMPN I4 JEMBER  
IN THE 2013/2014 ACADEMIC YEAR**

Composed to fulfill one of the requirements to obtain S1 Degree at the English  
Education Program, Language and Arts Education Department,  
The Faculty of Teacher Training and Education,  
Jember University

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**2015**

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**THE EFFECT OF USING PUZZLE ON THE EIGHTH GRADE  
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**THESIS**

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English Education Program of Language and Arts Education Department  
Faculty of Teacher Training and Education  
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**DEDICATION**

*This thesis is honorably dedicated to:*

*My parents, SURYADI and SITI MASRUOH, my FAMILY, thanks for your support. My lovely fiancee Ratih Diah Lita Liswara, thanks for your pray and support me untill now.*



**MOTTO**

Teaching vocabulary is the first step to learn English.  
*(John Mc Carty)*



---

Source: <http://www.goodreads.com/quotes>

## ACKNOWLEDGEMENT

First and foremost, I would like to express my greatest gratitude to Allah SWT for blessing me and giving me strength so that I can finish writing the thesis entitled “The Effect of Using Puzzle on The Eighth Grade Students’ Vocabulary Achievement at Smpn I4 Jember in the 2013/2014 Academic Year” In relation to the writing and finishing of this thesis, I would like to express the deepest and sincerest thanks to:

1. The Dean of the Faculty of Teacher Training and Education, Jember University.
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7. The eight grade students of SMP Negeri 14 Jember in 2013/2014 academic year.

I believe that this thesis might have some weaknesses. Therefore, any criticism from those who really want to improve the thesis will be wisely appreciated.

Jember, March 6<sup>th</sup>, 2015

Writer

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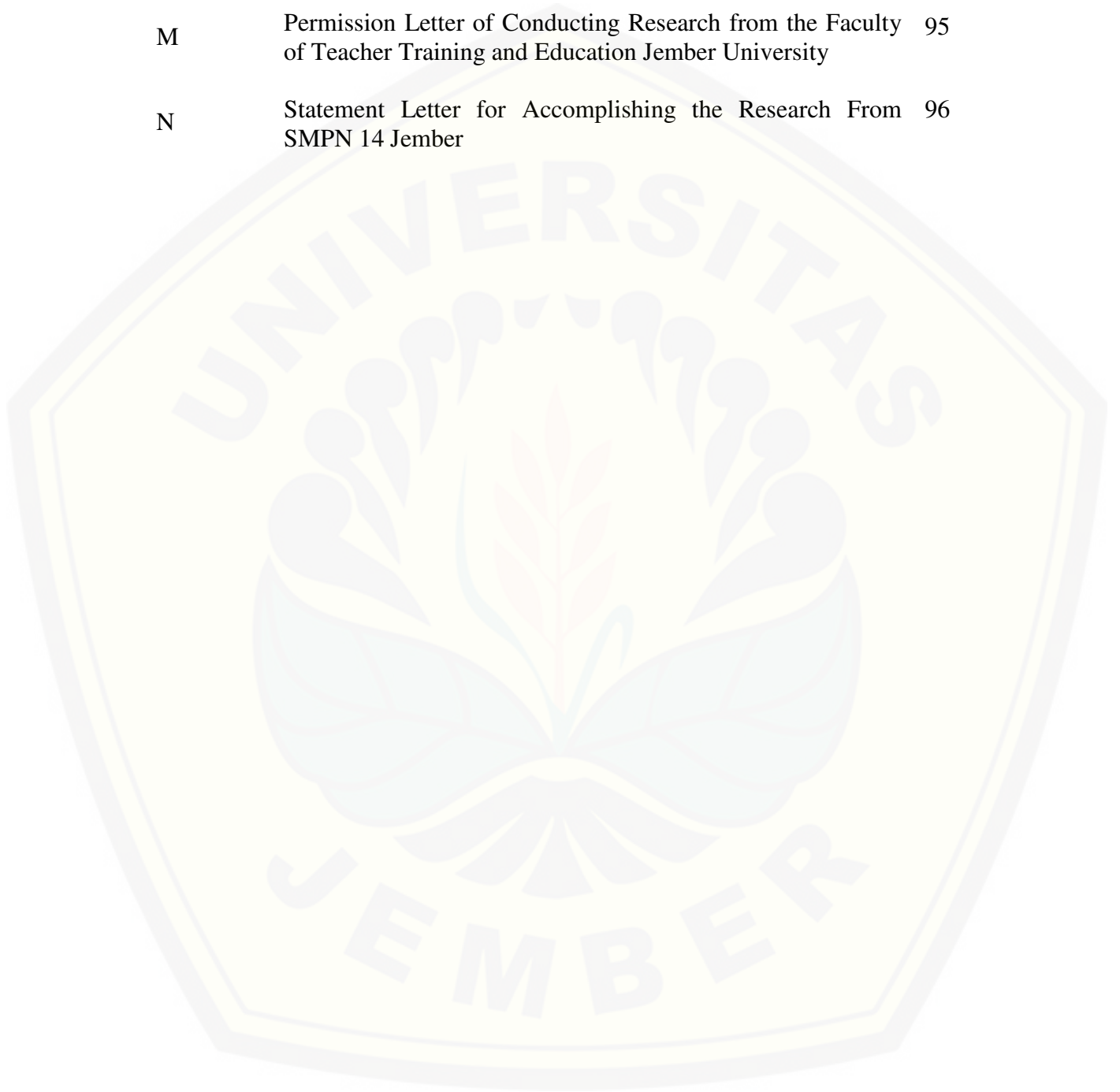
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## CHAPTER 1 INTRODUCTION

### 1.1. The Background of Research

English has a very important position in Indonesia. Especially in the academic field, English has been taught from junior high schools up to universities. At present, English is also taught to the elementary school as the Based Curriculum (2006). Nowadays, English is the first foreign language that must be taught in junior and senior high school because English is an international language that becomes a general communication tool in globalisation era. Thus, the teaching of English as a foreign language in Indonesia is extremely important.

In learning a language, one of the language components that should be acquired by the learners is vocabulary. In this case, teachers need to introduce new words using a particular strategy to the students. However, if the strategy in teaching vocabulary is not conducted in a correct and interesting manner, the result tends to lead the students to memorize the words and they will make the students stressed. This means that teachers should be creative and innovative enough. This is in line with what Pikulski and Templeton (2005:5) state that the purpose for teaching vocabulary is to facilitate the comprehension of a text that students will be assigned to read. Teaching vocabulary as the major part in this process is the art of the language themselves. Students need to see the words in context, and to see how they are used in the process of interaction. Since vocabulary is a core component of language proficiency, it provides much of the basis for how well learners speak, listen, read, and write. Based on the curriculum 2006 of English in Indonesia, vocabulary should be integrated in the process of learning which is based on curriculum-based competence. In other words, any kind of strategy used to achieve the goal of vocabulary mastery should be provided properly by all language teachers.

Campbell (2012:5) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means that the important thing when we start to learn English is vocabulary. It is a basis of English study because without vocabulary, we cannot comprehend a sentence. Vocabulary is given to students in English teaching learning process as the component of the four language skills: reading, listening, writing, and speaking. Thus, we can say that vocabularies need special attention in teaching learning process. It will be more interesting if the teacher uses game because game can be applied in the class while teaching English. Furthermore, games as one of the language teaching tools, is considered to be able to give students great motivation from which they can enhance their ability in speaking and writing English. Moreover, it can give contribution for the teachers to become a good motivator for their students. This motivation has a very important role in the students' willingness in studying English. Therefore, the aims in teaching learning process will be achieved.

Puzzles are obvious types of self motivating activity which will arouse the students' interest in learning language. This is in line with what Cohen (2010:5) states that vocabulary puzzles can keep a student engaged in the lesson. Thus, games create a happy situation and they can definitely increase motivation. Puzzles are more effective than conventional way in teaching vocabulary. Because the teachers fully engage the students in the teaching learning process, learning vocabulary becomes more enjoyable. From this statement it can be seen that puzzles are obvious types of self motivating activity which are interesting and challenging in teaching language.

Based on the result of teaching practice at SMPN 14 Jember last year, the students still had problems with the four language skills due to lack of vocabulary achievement. It was difficult for them to develop their vocabulary because the students sometimes forgot the vocabulary materials that the teacher had explained. Occasionally, in teaching learning process, the students felt afraid of following the teaching learning process of English because they did not understand the meaning of English words in English. To avoid that condition and

to motivate the students in learning English, the teacher can use teaching aids to give different atmosphere to classroom situation that makes the students love the subject. One of the teaching aids that can be used in teaching learning process of vocabulary is puzzle.

The previous study conducted by Rahmawati (2011) showed that the use of crossword puzzle treatment could effectively improve students' motivation in learning English. In detail, it was also revealed that there was a significant difference in students' vocabulary achievement between those who used puzzle and those who did not. Based on another previous study about using games in improving students' vocabulary by Marafah (2005), showed that giving games significantly improved the students' vocabulary achievement. Thus, by using the similar technique, the puzzle treatment by using puzzle is expected to affect students' achievement, especially for the eighth grade students' vocabulary achievement at SMP Negeri 14 Jember in the 2013/2014 academic year.

Considering the opinions above, in this research, puzzle was used to teach vocabulary because it was very useful to help students learn new words. It can be used in the vocabulary teaching learning process to increase the students' interest and motivation in learning English vocabulary and make the students feel more relaxed.

Based on explanation above, the researcher conducted a research on the use of puzzle in vocabulary teaching. The purpose was to know the effect of puzzle on the students' achievement of students at SMPN 14 Jember in learning English, especially on vocabulary achievement.

## **1.2. Problem of the Research**

Based on the background of study above, the research problem was formulated as follows: “Is there any significant effect of using puzzle on the eighth grade students’ vocabulary achievement at SMPN 14 Jember in 2013/2014 academic year?”

## **1.3. Purpose of the Research**

The purpose of this study is to know whether or not there is a significant effect of using puzzle on students’ vocabulary achievement of the eighth grade students of SMPN 14 Jember in 2013/2014 Academic Year.

## **1.4. Significance of the research**

The significance of this research as hoped by the writer are:

### **1.4.1. For the Teacher**

The result of this study is expected to be beneficial for the English teacher as an input or information about the positive effect of using puzzle on the vocabulary achievement. Therefore, the teacher can use it as reference to improve the teaching quality of vocabulary and teaching techniques especially in teaching vocabulary.

### **1.4.2. The Students**

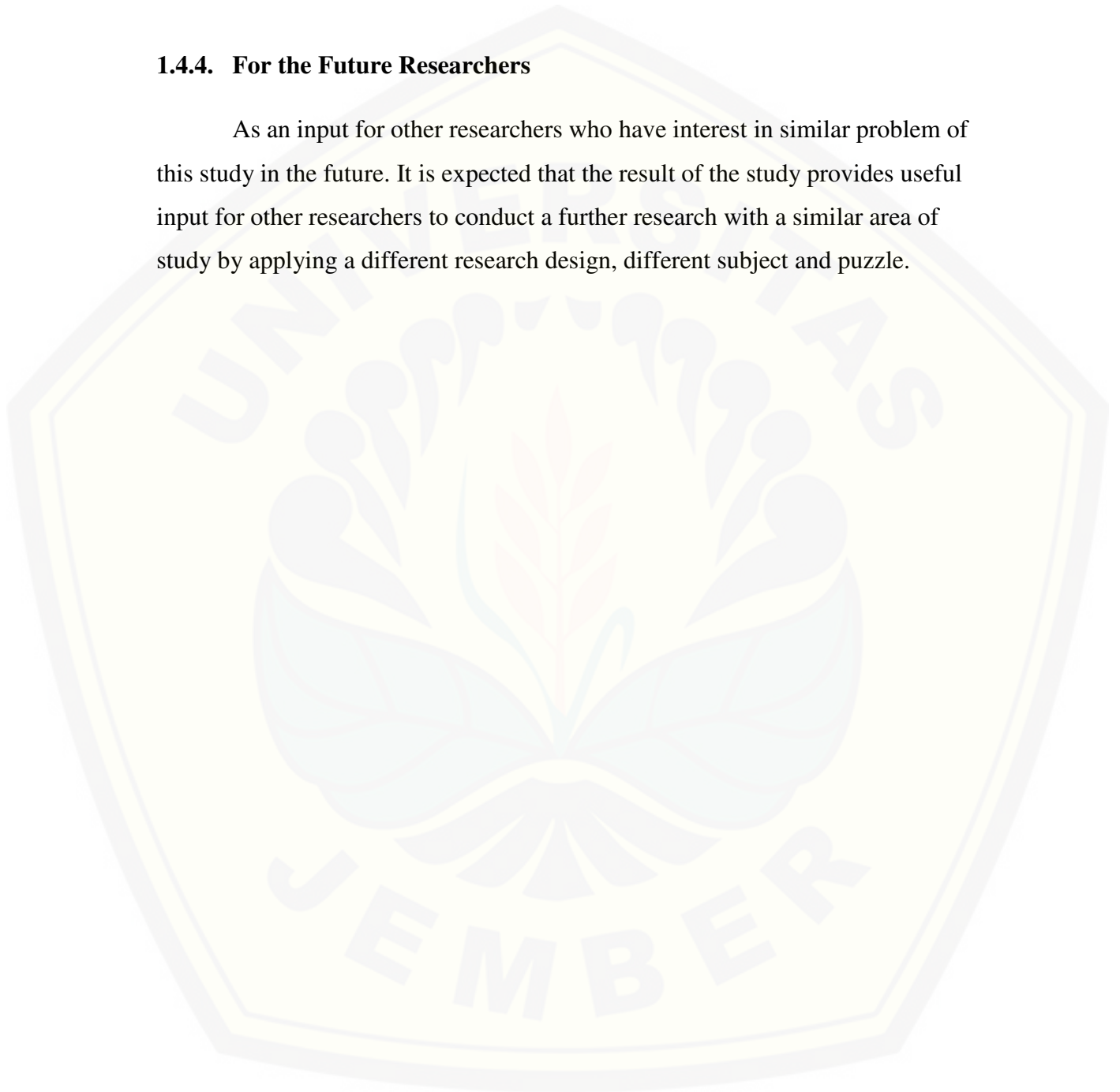
The result of this study will be useful for the students to improve an experience in learning vocabulary by using puzzle to know the effect of students’ achievement in the teaching learning process of vocabulary. These puzzle will be an alternative way to enlarge their vocabularies, so that they have better vocabulary achievement.

#### **1.4.3. For the Writer**

As an English teacher the result of the research will be used as a guidance in vocabulary teaching learning process in the future.

#### **1.4.4. For the Future Researchers**

As an input for other researchers who have interest in similar problem of this study in the future. It is expected that the result of the study provides useful input for other researchers to conduct a further research with a similar area of study by applying a different research design, different subject and puzzle.





## CHAPTER II REVIEW OF RELATED LITERATURE

Campbell (2012:35) says that game is a simplified model of real life situation that provides students with various participation in variety of roles and events. Thus, we can use puzzles in teaching learning process as teaching media, because puzzle belongs to game. Dealing with that statement, puzzles are obvious self-motivating materials that will arouse the students' interest in learning language. It makes the students relaxed.

There are some definitions of vocabulary. The Oxford Dictionary (1989:721) defines vocabulary as a collection or list of words with brief explanations of their meaning. Francis (2000:113) adds that vocabulary is a collection of meaning of words available for use in the grammatical constructions of a language. Moreover, Hatch and Brown (1995:1) state that vocabulary refers to a list or set of word of a particular language or a set of words that individual speakers of a language might use. In other words, vocabulary is the amount of words in certain language that is used by individual.

Based on the explanation above, vocabulary is an important aspect to learn and comprehend language. Vocabulary can also be used to think, communicate, and learn. The more vocabulary the students know, the better they can speak, think, communicate and absorb knowledge from others.

### 2.1 The Clarification of Vocabulary

According to Hatch and Brown (1995:218), vocabulary as a word is divided into two groups of parts of speech: large vocabulary and small vocabulary. The large vocabulary includes nouns, verbs, adjectives, and adverbs. Meanwhile, small vocabulary consists of prepositions, pronouns, conjunctions, articles, and interjections. This research focused on large vocabulary includes nouns, verbs, adjectives, and adverbs. They were chosen based on the vocabulary level and the students' need as stated in Institutional Based Curriculum (2006) for the eighth

grade students at junior high school. These are the explanation about large vocabulary:

### 2.1.1 Nouns

A noun is a word used to name or identify a class of thing, people, place, ideas, or a particular one of these. It can be a subject and an object of verb. Thomson and Martinet (1986:24) classify nouns in English into four types. They are:

1. Countable noun and uncountable noun
  - a. Countable nouns is a common noun that can be modified by a numeral and that occurs in both singular and plural noun
    - Countable noun (singular). For examples: book, blackboard, pen. I have a book.
    - Countable noun (plural). For examples: books, blackboards, pens. I have two books.
  - b. Uncountable noun is a word for physical object that cannot be counted. For examples: air, water, sugar, hair. I have sugar.
2. Concrete and abstract noun
  - a. Concrete noun is a word for physical object that can be seen, touched, smelled. For examples: girl, flower, boy.
  - b. Abstract noun is a word for a concept. It is an idea that exists in our mind only. For examples: happiness, beauty, responsibility.
3. Proper noun is a specific word that always begins with capital letter in writing. For examples: Mr. Bean, Thursday, September.
4. Collective noun refers to a word for a group of people, animals, or objects considered as a single unit. For examples: family, class, committee.

The types of noun that was used in this research were concrete nouns and proper nouns. This selections were based on the material in 2006 Curriculum for the eighth grade students.

### 2.1.2 Verb

According to Harmer (1988:37), a verb is a word which is used in describing an action, experience or state. Furthermore, Thomson and Martinet (1986:105) classify verb into two types, they are:

1. The auxiliary verbs (auxiliaries)

They are kinds of verb that help form a tense or an expression. For examples: to be, to have, to do, can.

- She is hungry.

2. Ordinary verbs

They include all other verbs except auxiliary verb. Thomson and Martinet (1986:105) classify ordinary verbs into two types. They are regular and irregular verbs. Regular verb is a verb that can form their simple past by adding “d” or “ed” to their infinitive forms. Irregular verb is a verb that has a different simple past form.

Tenses	The example of ordinary verb	
	Regular verb	Irregular verb
Present tense	I visit your house	I go to school
Past tense	I visited your house	I went to school

In this research, researcher focused on ordinary verbs (regular and irregular verb) because these kinds of verb were mostly taught to the eighth grade students.

### 2.1.3 Adjectives

Adjective is type of word identifying attribute of a noun, showing degree of contrast. Thomson and Martinet (1986:33) classify adjectives into six types. They are:

1. Demonstrative adjectives, for examples: this, that, those, these.
  - This is my cat.
2. Distributive adjectives, for examples: each, either, every, neither.
  - I study every morning.
3. Quantitative adjectives, for examples: some, any, many.
  - I have many cars.
4. Qualitative adjectives, for examples: clever, good, fat, heavy.
  - He is clever.
5. Interrogative adjectives, for examples: what, who, whose.
  - What are you doing?
6. Possessive adjectives, for examples: my, your, his, her.
  - You are my brother.

This research focused on qualitative adjectives because it was mostly taught to the eighth grade students based on the material in 2006 Institutional Based Curriculum.

### 2.1.4 Adverbs

According to Crystal (1995:211), an adverb is a word used to qualify any part of speech except a noun or pronoun. Hatch and Brown (1995:230) state that adverbs are similar to adjectives in many ways although they typically assign attributes to verbs, clauses, or entire sentences rather than to nouns. Thomson and Martinet (1986:52) classify adverb into eight types:

1. Adverbs of manner, for examples: quickly, happily, fast, neatly.
  - He run fast.
2. Adverbs of place, for examples: here, there, near, by.
  - Came here,please!
3. Adverbs of time, for examples: now, soon, still, then.
  - He is a student in Primagama course now.
4. Adverbs of frequency, for examples: once, never, often, always.
  - He always studies in the morning.
5. Adverbs of emphasize, for examples: certainly, surely, definetly.
  - Certainly, he cannot go.
6. Adverbs of degree, for examples: rather, too, very.
  - It is too expensive.
7. Adverbs of interrogative, for examples: when, why, where.
  - Where do you live?
8. Adverbs of relative, for examples: whenever, whatever, whoever.
  - I will wait you, whenever you go back.

In this research, adverbs of manners, adverbs of place, and adverbs of time were chosen because it was mostly taught to the eighth grade students based on the material in 2006 Institutional Based Curriculum.

## 2.2 Puzzle

Campbell (2012:14) defines Puzzle as a kind of game in which the students are finding the name of the thing based on expression or sentence. It is obvious types of self motivating activity which will arouse the students' interest in learning language. This is in line with what Cohen (2010:5) states that vocabulary puzzle can keep a student engaged in the lesson. Thus, games create a happy situation and they can definitely increase motivation. Games are more effective than conventional way in teaching vocabulary. Thus, vocabulary becomes more enjoyable. From this statement it can be seen that puzzle and game are obvious

types of self motivating activity which are interesting and challenging in teaching language.

Here are the types of puzzles that can be used in the classroom (retrieved at [www.discoveryeducation.com](http://www.discoveryeducation.com)):

- a. Spelling puzzle, the puzzle consists of pictures and random letters then the students arrange the letters into a correct vocabulary.



Example: **I-R-G-T-E** = TIGER

- b. The thing puzzle is a description of related sentences with pictures of objects. Example:

It is a place for a nurse to work.

When we were sick, we need that place.

What is it?



- c. Crosswords puzzle, represent game by filling words into empty boxes which have been given vertical and horizontal number.

Example:

**Cross**

- 1. I feel .... so I have to take new game.

**Down**

- 2. The airplane will ..... at Juanda airport early in the morning.

		A		
B	O	R	E	D
		R		
		I		
		V		
		E		

- d. Word search puzzle is a puzzle that consists of some letters in the tables, then the students have to search the words from it.

Example:

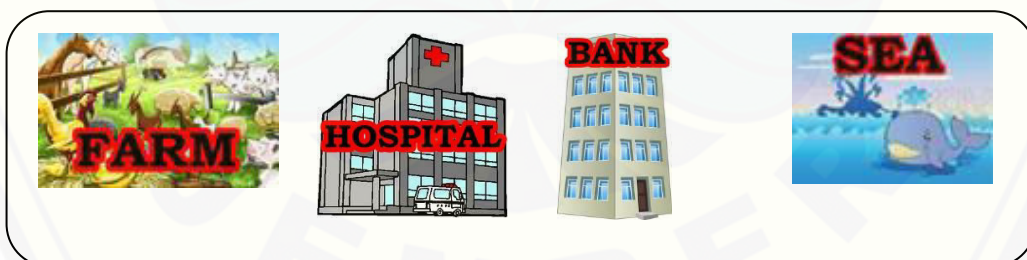
L	P	E	N	G	
J	N	L	F	L	
O	X	B	G	V	
E	H	A	U	J	
N	S	T	P	F	

Words:  
- Pen  
- table

This research focused on the thing and word search puzzle because they are proper puzzles to explain nouns, adjectives, verbs, and adverbs.

### 2.2.1 Puzzle for Explaining Noun

According to Hatch and Brown (1995:219), in grammar class, noun refers to a person, place, or thing. In this research, the treatment was focused on using concrete and proper nouns, especially about place as the indicator based on the materials taught in the school. This is the example of puzzle for explaining noun.



QUESTIONS:

[www.discoveryeducation.com](http://www.discoveryeducation.com)

1. Where can you find the doctor? (**hospital**)
2. Where does he go if he want to save his money? (**bank**)
3. Where does he go if he want to go surfing ? (**sea**)

### 2.2.2 Puzzle for Explaining Adjectives and Adverb by Using Word Search Puzzle

In this research, the treatment was focused on using adjectives (feelings and physical appearance) and Adverbs (time, place, manner) as the indicator based on the materials taught in the school. Word search puzzle is a puzzle that consists of some letters in the tables, then the students have to search the words from it. We can use this puzzle for explain adjective and adverb .

Example:



**Answer:**

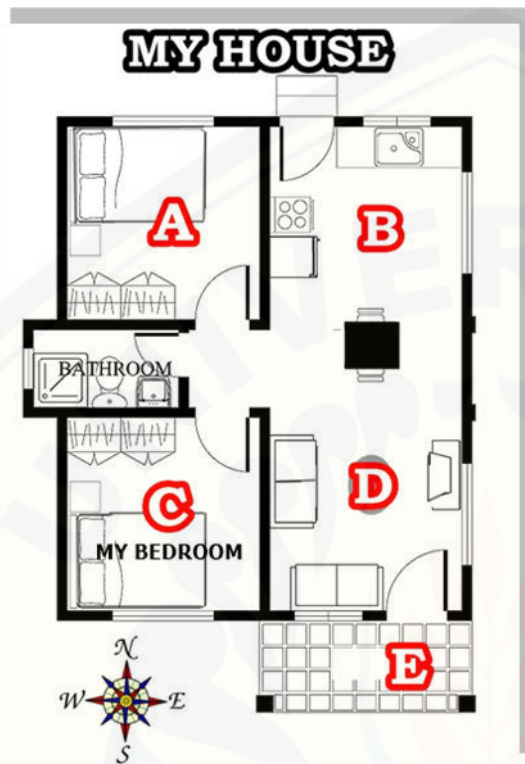
ABOVE  
HANDSOME  
LASTYEAR  
MINE

### 2.2.3 Puzzle for Explaining Adverb

An adverb usually modifies a verb or a verb phrase. It provides information about the manner, place, time, frequency, certainty, or other circumstances of the



activity denoted by the verb or verb phrase. This is the example of puzzle for explaining adverb.



### My Sweet Home

This is the plan of my house. The living room is to the south of kitchen. My bedroom is in the south of bathroom. Between my bedroom and my parents' bedroom is bathroom. The kitchen is in the north of living room.

Source: Erlangga English Book For 8<sup>th</sup> grade SMP

### Questions :

1. Where is the livingroom?
2. Where is the porch?
3. Where is the kitchen?

### Answers:

1. The living room is to the south of kitchen.
2. South of living room
3. North of living room / East of my parents' bedroom

### **2.3 The Advantages of Puzzles in Vocabulary**

Puzzles are media that can be used to teach vocabulary. By using puzzles, students become more interested and motivated in learning vocabulary because there are some learning activities they can do with the puzzles that make the students enjoy in teaching learning activities. Thus, they will learn English easily. The statement above is supported by Karim and Hasbullah (1986:234) who state that Puzzles help students to study and memorize the words easily. Thus, students' motivation increase. This motivation can stimulate students' interest in learning vocabulary. Then, create relaxed atmosphere and decrease students' boredom in teaching learning process.

From the statements above, it can be clearly seen that puzzles offer some benefits in the teaching and learning process that enable the students to achieve their learning aims. Moreover, the use of puzzles in teaching learning process can create a livelier atmosphere, such as playfulness, interest, and motivation to the teacher and students. In short, teachers can apply the use of puzzles as a medium of instruction in teaching English, especially teaching vocabulary.

### **2.4 The Disadvantages of Puzzles in Vocabulary**

Besides having some advantages in vocabulary learning, puzzles also have some disadvantages as follows.

1. Not all puzzles can be applied in the class. For example; Mathematic puzzle does not match with English lesson, because in Mathematic puzzle consist of numbers and some formula.
2. The answers of the puzzles are unpredictable. Thus, clear clues are needed.

From the disadvantages above, the researcher tried to make or create the puzzles by himself so that the puzzles are appropriate for the students and they can be applied in the class. The puzzles were based on the topic, teaching purpose and students' need. Besides, the teacher use familiar or simple words and clear language in presenting the puzzles in order to make the students easy in guessing the puzzles.

## **2.5 Vocabulary Achievement Integrated with Writing Skill**

In order to be successful in mastering English, the students should be taught four language skills, namely listening, speaking, reading and writing which are taught integratively. This will be achieved perfectly, whenever the four English skills work hand in hand.

Like the other language skills, writing plays an important role in teaching English as foreign language in Indonesia. As one of the forms of communication, writing is certainly essential in language uses. Through writing, we are able to communicate with other people, students should have receptive (receptive skill are listening and reading, because learners do not need to produce language to do these, they receive and understand it. These skill are sometimes known as passive skills.) and productive skill. Writing belong to the productive skill. Both receptive and productive skills are necessary to be developed in teaching learning process. Chittravelu (2006:136) states that writing is a system for interpersonal communication using visible signs or graphic symbols on a flat surface such as paper, cloth, or even stone slabs. Reading, vocabulary, and grammar are employed in the act of writing. Therefore, an attempt should be made to determine the types of writing tasks with which the students are confronted every day. The written work will often take the form of consolidation or extension or the work done in the classroom.

Further, writing requires that writers must understand the aspects of writing, such as grammar and vocabulary. If writers do not consider writing aspects in their piece of writing, it is incomprehensible and makes the readers confused. It indicates an ineffective communication between the writer and the reader.

## 2.6 How To Make Puzzles

Puzzle is a kind of game, the procedure for the teaching vocabulary by using puzzle follows the same procedure as a game. These are the procedures.

### 2.6.1 Choosing Vocabulary

A teacher must choose the vocabulary that will be given to the students. In this research the writer will teach the vocabulary by explaining noun, verb, adjective, and adverb.

### 2.6.2 Choosing Puzzle

Dealing with teaching vocabulary, it is proper that teacher selects the puzzle for presenting new vocabulary. In line with this a statement, Campbell (2012:36) gives ideas for using puzzle as follows :

- a. Puzzle can be used to give pupil an awareness of the subject being studied. Puzzle consists of many pictures and clues that can be used as a media for picturing material. Thus, puzzles are easy grabbed student awareness.
- b. Teacher must construct his own objective before using puzzle. Before creating a puzzle, teacher must know the goal then create the clues. Thus, clearly instructional and easily comprehension about the subjects are needed.
- c. Some teachers have had success in developing their own puzzle, frequently they involved the pupils in the development. When the students understand about the puzzle, teacher may instruct the students to make their own puzzle.
- d. The activity is not likely to be successful unless good instructional objectivess are prepared first. Puzzles are very difficult material because it needs creativity to synchronize with lesson material, then

you have to create good clues. Thus, clear objectiveness are needed. The ideas above can help present a new vocabularies properly.

## 2.7 Teaching New Vocabulary

First, the teacher prepared the worksheet that consisted of jumbled words for the puzzle. Then, he distributed the puzzle and give explanation about it to the students.

However, to make the instruction clearer and easier for the students to follow, the procedures were added with some activities. The following steps are about the teaching of puzzle.

a. Pre-teaching activities

Introduce the puzzle to the students and give instruction very clearly.

b. Teaching activities

The teacher explains and gives the example for the students about puzzle. Then, he asks them to start and to read the sentences clearly, the students to guess the simple puzzle. After that Discussing the answers together.

c. Closure

Give score for the students and suggestion for the learning process, then give homework for increasing student's vocabularies.

## **2.8 Vocabulary Achievement**

Mc Milan (1992:117) defines achievement as the students' knowledge, understanding, and skill required as a result of specific educational experience. Vocabulary is a basic of English study. Without it, we cannot comprehend a sentence. Vocabulary is given to students in English teaching learning process as the component of the four language skills: reading, listening, writing, and speaking. If the teacher has a desire to increase his students' language skills : consequently, he must enlarge his students' vocabulary. Campbell (2012:5) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means that the important thing when we start to learn English is vocabulary.

Francis (2000:164) says that students are still having great problems with the four language skills due to lack of vocabulary achievement. In Indonesian school, especially in junior high schools, the size of English vocabulary that should be possessed by the students is about 1000 with true grammar structure.

## **2.9 The Effect of Using Vocabulary Using Puzzle on Vocabulary Achievement**

In school, students must be able to remember the meaning of as many vocabularies as possible, in order to be able to make sentences and communication by themselves. Yet, many students still have some difficulties in studying English. One of their difficulties is to understand the explanation of their teacher. The students cannot easily understand the teacher's speech. Besides, some students do not pay attention to the subject, so that they are not interested in studying.

The writer knows that none of the students wants to get difficulties which will make them failed in learning. Teaching vocabulary by using puzzle is one of the alternatives to solve the problem. It enables the students to understand English

lesson especially English vocabulary because puzzle consists of many interest pictures and innovative clues to learn and to entertain the students without boredom.

When teachers present vocabulary to the students, they activate students' interest and curiosity. Research studies have clearly established the importance of Puzzles in the learning process. Research studies indicate that puzzles are wonderful tool for helping learners develop skills necessary to read, write and problem solve. They can also grab learner attention and help them develop a better attention. Thus, By effective selecting and implementing of instructional strategies based on puzzles, teachers can better support students on their learning and succeeding throughout the curriculum (Rahmawati, 2011).

Teaching and learning process is an interaction among the students with the teacher. Here, the teacher needs various game. Puzzle is one of the games which is used to teach vocabulary and alternatives to help the students understand and comprehend the new words.

## **2.10 Hypothesis**

Based on the research problem and the theoretical review, the research hypothesis can be formulated as follows: There is a significant effect of using puzzle on the eighth grade students' vocabulary achievement at SMPN 14 Jember in the 2013/2014 academic year.

### CHAPTER III RESEARCH METHODS

The research method dealt with the procedures or steps to conduct research systematically. It consisted of research design, area determination method, respondent determination method, data collection method, and data analysis method. Each issue was presented respectively in the following sections.

#### 3.1. Design of this Research

Research design is a strategy to arrange the setting of a research to get valid data that matches the variables and objective of the research. The aim of this research was to investigate whether or not there was a significant effect of using puzzle on the eighth grade students' vocabularies achievement at SMPN 14 Jember in the 2013/2014 Academic Year.

The research design in this research was quasi experimental design using post-test only control group design which consisted of experimental group and control group. In this research, the experimental group received treatment that was teaching vocabulary by using Puzzle, while the control group was taught vocabulary by using Question and Answer(Q-A) technique. The design could be diagrammed as follows:

	Treatment	Post-test
Exp. Group (A)	X	T
Control Group (B)	O	T

Notes:

X = Treatment

O = Conventional Teaching Vocabulary (Q-A)

T = Post Test

(McMillan, 1992:176)



The procedures of the design were as follows.

1. Giving homogeneity test to all the existing eighth classes to know the homogeneity of the population. The homogeneity test result was analyzed by using ANOVA formula.
2. Determining two classes to be the experimental group and the control group randomly by lottery.
3. Giving treatment to the experimental group, that was teaching vocabulary by using puzzles; while the control group was taught without using puzzles, that was lecturing method & Q-A.
4. Administering a try out for post-test to establish the reliability of the test, index difficulty and time allocation of a teacher-made-test and analyzing the result. The try out was administered to the class that did not belong to the respondents.
5. Giving post-test to both the experimental and the control groups to measure the students' vocabulary achievement after the treatment.
6. Analyzing the results of the post-test by using t-test formula of 5% significance level to know the mean difference of the groups, whether the mean difference is significant or not.
7. Drawing a conclusion based on the data analysis to answer the research problem.
8. All the data was analyzed by using t-test formula by using SPSS.

### **3.2. Area Determination Method**

Purposive method was used in this research to determine the research area based on the certain purpose (Arikunto, 2006:139). The research was conducted at SMPN 14 Jember. This area of the research was chosen purposively based on the result of preliminary study that teaching vocabulary by using puzzle has never been applied by the English teacher. Therefore, the experimental research could be conducted at this school to get the data.

### **3.3. Respondent Determination Method**

The respondent determination method of this research was conducted by using cluster randomized. Arikunto (2006:145) states that respondent was the person giving some responses or answering the researcher's questions either orally or in written form. Respondents could be the samples of the population. The population of the research was the 8<sup>th</sup> grade students at SMPN 14 Jember in the 2013/2014 academic years that consist of four classes (A to D) where each class consisted of 30-37 students. Administering homogeneity test to all the existing eighth classes to know the homogeneity of the population. The result of homogeneity test was analyzed by using ANOVA formula. Then, determining the two classes to be the experimental group and the control group randomly by lottery because the result of homogeneity test was homogeneous. After getting the two classes, the experimental and the control group were determined by lottery again.

### **3.4. Operational Definition of the Terms**

In this research, there were two variables namely independent variable and dependent variable. The independent variable was teaching vocabulary by using puzzle to the experimental group and the dependent variable was the students' vocabulary achievement. Both of the terms were operationally defined as follows:

#### **3.4.1. Puzzle**

In this research, Puzzle had purpose to simplify, or to operate model of real life situation that provided students with vicarious participation of rule and event which were used as teaching aids in teaching language process. The kinds of puzzle applied in this research were the thing puzzle, and word search puzzle.

### **3.4.2. Vocabulary Achievement**

Vocabulary achievement refers to the students' mastery of words covering large vocabulary (nouns, adjectives, verbs, and adverbs). It was measured from the result of the students' test (score) achievement on vocabulary material given in a period of time which was taught to the eighth grade students of SMPN 14 Jember in 2013/2014 Academic Year.

## **3.5. Data Collection Method**

The data in this research consisted of primary and secondary data. Vocabulary test was the method used to collect the primary data, while interview and documentation were the methods used to collect the supporting data. Data collection methods used in this research were test, interview, documentation and observation.

### **3.5.1. Test**

Vocabulary test was used to get the primary data. Arikunto (2006:150) defines test as a set of questions, exercises or other instruments which were used to measure skill, knowledge, intelligence, and aptitude of an individual or groups. In this research vocabulary test was used to measure the students' vocabulary achievement by using puzzle. Achievement test was directly related to language course, and the purpose was to measure how successful individual students, group of students, or the course themselves in achieving objectives. In this research, the vocabulary test covered large vocabulary (nouns, verbs, adjectives, and adverbs).

In conducting the vocabulary achievement test, the researcher established a teacher-made-test. It means that the researcher constructed the vocabulary test by himself, and discussion with the English teacher and both of the advisors were needed. The vocabulary test was constructed based on the syllabus used in the school. The objective test in the form of

multiple choices with 4 options were given to the respondents as the post test. It consisted of 20 questions in 30 minutes. The researcher used objective test because this test was easy to score.

#### The Classification of the Test Items

Kinds of Vocabulary	Number	Total Item
Nouns	1, 6, 7, 17, 18	5
Verbs	2, 8, 12, 19, 15	5
Adjectives	3, 4, 9, 13, 14	5
Adverbs	5, 10, 11, 16, 20	5
<b>TOTAL</b>		20

In relation to scoring, the researcher used the following formula to score:

$$E = \frac{n}{N} \times 100$$

(Depdiknas, 2006:26)

Notes:

E : Final Score  
 n : Gained Score  
 N : Maximum Score

There were 20 items in the post test, each correct item got 5. Therefore, the maximum total score of this test was 100. The time allocation for doing the test was 30 minutes.

The researcher give try out to the students whom were not the respondents. The aim of the try out was to investigate whether or not the researcher-made-test had the qualification of a good test. Hughes

(1996:36) states that the reability of the test deals with the consistency of the test result when it is given in different time or occasion. In this research, the reability of the test was established by administering try out to one class of the existing four classes which was not selected as the experimental group and the control group. The results were analized by using product moment correlation formula and were continued by applying Spearman Brown formula (split half odd even technique).

The procedures of the try out was as follows:

1. After conducting the try out and giving score to each item achieved by the students, spitting the scores into 2 parts, odd numbers and even numbers.
2. Giving the sign (X) for the odd numbers and (Y) for even numbers.
3. Analyzing the correlation between the X and Y by using product moment correlation formulas as follows:

$$r_{XY} = r_{11/12} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

NOTES:

$r_{xy}$  = Reliability Coefficient of a half of test item

$\sum XY$  = The Total Numbers of Odd Items and Even Items

$\sum X$  = The Total Number of Odd Items

$\sum Y$  = The Total Number of Even Items

N = The Number of Respondents

(Sudijono, 1998:219)

4. Finding out the reability coefficient of the whole test by using Spearman Brown formula:

$$r_{11} = \frac{2r_{12}^{11}}{1 + r_{12}^{11}}$$

Notes:

$r_{11}$  = reliability coefficient for the whole items

$r_{12}^{11}$  = reliability coefficient for the half of test items

(Sudijono, 1998:219)

5. Giving interpretation to the reliability coefficient for the whole items.

Concerning the reliability coefficient for the whole test, a teacher-made test is considered to be reliable if the coefficient was  $\geq 0.70$ . Further, Arikunto (2006:207) confirms that good test items are neither too easy nor too difficult. Thus, the teacher should consider the difficulty index of the test items. The degree of difficulty index could be analyzed by using the following formula:

$$P = \frac{B}{JS}$$

Notes:

P : the difficulty index of the test item

B : the number of students who answer the question correctly

JS : the number of respondents

The criteria of difficulty index:

0.00-0.30 = difficult

0.31-0.70 = fair

0.71-1.00 = easy

(Sudijono, 1998:219)

### 3.5.2. Interview

Interview was a dialogue between an interviewer and interviewee to get the information that support the primary data. In this research, an interview with the English teacher was conducted to obtain the supporting data concerning the English curriculum

used, the teaching material used, the English books, teaching medias, and techniques which were used by the teacher.

### 3.5.3. Documentation Method

According to Arikunto (2006:158), documentation is written documents such as books, magazines, documents, rules, and so on. In this research, the data collected from the documentation were the names of the eighth grade students, the students' record scores, the names of the English teacher and administration staff.

### 3.6. Data Analysis Method

Data analysis method was used to analyze the obtained data. After the main data in the form of vocabulary test was collected, the data was analyzed statistically by using t-test formula (SPSS) in order to find whether there was a significant effect of using puzzle on the eighth grade students' vocabulary achievement.

The formula of t-test from SPSS was as follows;

$$t = \frac{M_x - M_y}{\sqrt{\left[ \frac{\sum x^2 + \sum y^2}{n_x + n_y - 2} \right] \left[ \frac{1}{n_x} + \frac{1}{n_y} \right]}}$$

Notes:

t = t-test

M<sub>x</sub> = mean score of the experimental group

M<sub>y</sub> = mean score of the control group

$\sum x^2$  = individual score deviation of the experimental group (M<sub>x</sub>)

$\sum y^2$  = individual score deviation of the control group (M<sub>y</sub>)

N<sub>x</sub> = the number of subject in the experimental group

N<sub>y</sub> = the number of subject in the control group

(Arikunto, 2006:311-312)

**CHAPTER 4 RESEARCH RESULT AND DISCUSSION**

This chapter presents the description of the experimental treatment, the results of supporting data, the results of primary data, the analysis of the post test, the hypothesis verification, and the discussion. The schedule of administering the research can be seen in Table 4.1 below:

Table 4.1 the Schedule of Administering the Research

No	Activities	Date
1	Homogeneity Test	May 5 <sup>th</sup> , 7 <sup>th</sup> 2014
2	Analysis of Homogeneity Test	May 7 <sup>th</sup> 2014
3	Treatment to the experimental class	May 14 <sup>th</sup> , 17 <sup>th</sup> 2014
4	Activity to the control class	May 12 <sup>th</sup> , 15 <sup>th</sup> 2014
5	Try out test	May 17 <sup>th</sup> 2014
6	Analysis of try out	May 18 <sup>th</sup> 2014
7	Post test	May 19 <sup>th</sup> 2014
8	Analysis of Post test	May 22 <sup>nd</sup> 2014

**4.1. The Description of the Experimental Treatment**

In this research, there were two groups of respondents. They were the experimental group (VIII-C) and the control group (VIII-B). The experimental group received the treatment that was taught vocabulary by using Puzzles; while the control group received no treatment (was taught vocabulary by using the lecturing method and Q-A). The teaching learning process was taught in two meetings. Thus, there were four meetings for both classes (experimental and control class). The lesson plans of the teaching learning process for the experimental group and the control group can be seen on Appendices 4 and 5.

**4.2. The Results of the Supporting Data**

The results of the supporting data of the research were obtained from the result of the interview with the English teacher and the documentation.



#### 4.2.1 The Result of the Interview

The interview was conducted with the English teacher of the eighth grade of SMPN 14 Jember on May 2<sup>nd</sup>, 2014. According to the English teacher, English is taught twice in a week. The curriculum that is used for the eighth grade of SMPN 14 Jember is the 2006 Institutional Based Curriculum. The teacher taught English by using “English in Focus”. The vocabulary was taught integratedly with the other language skills (writing). The teacher taught vocabulary by asking the students to find the difficult words and then find the meaning of these words from dictionary or discuss the meaning together. After that, the teacher asked the students to memorize the words. The English teacher had never used Puzzles in teaching vocabulary.

#### 4.2.2. The Result of the Documentation

Documentation in this research was used to get the supporting data about the number of the students in each class of the eighth grade students in SMPN 14 Jember and the names of the respondents. The number of the classes of the eighth grade was 4 classes. They were 8A, 8B, 8C, and 8D. The total number of the eighth grade students was 157 students. The distribution of the students can be seen in Table 4.2 below.

Table 4.2 The Total Number of the Eighth Grade Students at SMPN 14 jember in the 2013/2014 Academic Year.

No	Class	Male	Female	Total
1	VIII-A	22	16	38
2	VIII-B	20	16	40
3	VIII-C	16	22	40
4	VIII-D	15	20	39
Total		73	74	157

The total number of the research respondents was 157 students. The respondents of the experimental group were 40 students from VIII-C class, while the respondents of the control group were 40 students from VIII-B class. The names of the respondents for the experimental group (VIII-C) and for the control group (VIII-B) can be seen on Appendix 13.

#### 4.3. The Results of the Homogeneity Test

The homogeneity test was conducted on May 5<sup>th</sup> and 7<sup>th</sup> 2014. The homogeneity test was administered to know whether the respondents were homogenous or not.

The respondents of this research were the eighth grade students at SMPN 14 Jember the 2013/2014 academic year which consisted of four classes. The results of the homogeneity test were analyzed by using ANOVA formulas as presented below.

Table 4.3 The Result of the Homogeneity Test Using ANOVA

Score	Descriptives							
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
A	38	66,58	7,362	1,194	64,16	69,00	45	80
B	40	68,75	9,855	1,558	65,60	71,90	50	85
C	40	69,88	7,380	1,167	67,51	72,24	60	80
D	39	68,33	8,983	1,438	65,42	71,25	50	80
Total	157	68,39	9,988	0,567	65,79	68,02	45	85

From Table 4.3, it could be informed that there were 157 students of the eighth grade at SMPN 14 Jember as the population of the study. The mean score of class A was 66.58, the mean score of class B was 68.75, the mean score of class C was 69.88, and the mean score of class D was 68.33.

## ANOVA

Score	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1150,140	7	164,306	1,672	,115
Within Groups	29676,957	302	98,268		
Total	30827,097	309			

The result of the ANOVA analysis above showed that F value was 1,672 with the value of the variance 0.115. Because the value of the variance was more than 0.05, it means that the population was homogeneous or there was no difference on the students' vocabulary achievement among those four classes. Therefore, the experimental group and the control group were chosen by lottery. Then, the two classes were chosen as the experimental group and the control group. Those two classes were VIII-C as the experimental group and VIII-B as the control group.

#### 4.4. The Results of the Try Out Test

The try out test was conducted on May 17<sup>th</sup>, 2014 at 07.00 until 08.00 a.m. It was given to one class of the eighth grade which did not belong to the respondents (the experimental group and the control group). Because the result of the homogeneity test was homogeneous, the researcher took the class for the try out test by using lottery (Class VIII-D).

The results of the try out test in this research were analyzed to find the validity, difficulty index, reliability coefficient, and time allocation. The results are presented in the following parts.

##### 4.4.1. The Analysis of the Test Validity

Regarding to the validity of the test, this research used content validity because it was constructed based on the material stated in the institutional based

curriculum and the syllabus used for teaching English and the indicators to be measured. Based on this reason, it could be said that the test fulfilled the requirement of content validity.

#### **4.4.2. The Analysis of the Difficulty Index**

The try out test had 20 items with 4 options for each item. The scoring was calculated by dividing the students' correct answers with the number of the test items then multiplied by 5. The total score of the test items was 100 points. Then, to know whether the test items were too difficult or too easy for the students, the difficulty index of the test items was analyzed. It could be known by finding the number of the students who answered correctly and was divided by the total number of the students who did the try out test.

According to Sudijono (1998:218), a good test items must be neither too difficult nor too easy. It means that the test items should categorize as easy, fair and difficult test items. After doing the try out test, the researcher analyzed the difficulty index of the test items. It was found out that the proportion of the test items fulfilled the requirements because 5 items of 20 items were categorized as easy items (25%), 5 items of 20 items were categorized as difficult items (25%), and 10 items of 20 items are categorized as fair items (50%). It meant that most of the test items were fair and the others were considered as easy and difficult (Appendix 9).

The try out test was also intended to know whether the time allocation was enough or not. Dealing with the time allocation, the researcher found out that the time allocation for the try out was appropriate because the students were able to finish all of the test items within the available time (30 minutes). From the clarification above, it could be concluded that the test items did not need to be revised. Thus, the test items of the posttest administered to the respondents (the experimental group and the control group) was the same as the test items of the try out.

#### 4.4.3. The Analysis of the Reliability Coefficient

To know the value of the reliability coefficient, split half odd-even was applied in this research. The researcher signed (X) for the odd numbers and (Y) for the even numbers. The distribution of odd and even numbers can be seen in Appendix 7. The correlation between X and Y was analyzed by using Product Moment formula and was calculated as follows:

$$\begin{aligned}
 r_{xy} = r_{12}^{11} &= \frac{N(\Sigma XY) - (\Sigma X)(\Sigma Y)}{\sqrt{\{N(\Sigma X^2) - (\Sigma X)^2\}\{N(\Sigma Y^2) - (\Sigma Y)^2\}}} \\
 r_{xy} = r_{12}^{11} &= \frac{39(1166) - (223)(193)}{\sqrt{\{39(1407) - (223)^2\}\{39(1041) - (193)^2\}}} \\
 r_{xy} = r_{12}^{11} &= \frac{45474 - 43039}{\sqrt{\{54873 - 49729\}\{40599 - 37249\}}} \\
 &= \frac{2435}{\sqrt{\{5144\}\{3350\}}} \\
 &= \frac{2435}{\sqrt{17232400}} = \frac{2435}{4151,19} = 0,58
 \end{aligned}$$

Notes:

- $r_{xy}$  = reliability coefficient
- $\Sigma XY$  = the number of the odd items and even items
- $\Sigma X$  = the number of the odd items
- $\Sigma Y$  = the number of the even items

N = the number of the respondents (the experimental and the control groups)  
(Sudijono, 1998:219)

The result of estimation was the half score of reliability coefficient (0.58). In order to obtain the full score ( $r_{11}$ ), the value of  $r_{xy}$  was taken into the following formula:

$$r_{11} = \frac{2r_{\frac{11}{12}}}{1 + r_{\frac{11}{12}}}$$

$$r_{11} = \frac{2(0,58)}{1 + 0,58} = \frac{1,16}{1,58} = 0,74$$

Notes:

$r_{11}$  : reliability coefficient for the whole items

$r_{\frac{11}{12}}$  : reliability coefficient for the half of the test items

(Sudijono, 1998:219)

From the result above, it can be seen that the result of the full score reliability was 0.74. It was considered reliable because the standard of the reliability coefficient of the teacher-made test is  $\geq 0.70$  (Sudjiono, 1998: 209). Therefore, the test could be regarded as reliable. It means that the researcher did not have to make any changes of the test items, and the test items of the vocabularies post test could be administered.

#### 4.5. The Results of the Primary Data

The results of the primary data were gained from the students' vocabulary test achievement in the form of post test scores. They were administered to obtain the data

about the significant difference between the experimental group and the control group. The results of the tense test were analyzed as follows.

#### 4.5.1. The Result of the Post-test

The post test was given to both the experimental group and the control group on May 19<sup>th</sup>, 2014 after the treatment was given to the experimental group, while the control group was taught by using lecturing method and Q-A. The scores of the post test were used to investigate whether there was a significant difference between the experimental group and the control group after the treatment. The post test results were analyzed statistically by using SPSS with independent sample t-test to know whether the mean difference between the experimental group and the control group was significant or not. The results of the posttest can be seen in the table below:

Table 4.4. The Result of the Post Test

Group Statistics				
Class	N	Mean	Std. Deviation	Std. Error Mean
Score Experimental	40	69,51	17,950	2,874
Control	40	51,86	18,766	3,085

From the table above, the total number of the test takers of the experimental group was 40 students and the control group was 40 students. The mean score of the post test of the experimental class was 69.51 with standard deviation 17.950. Meanwhile, the mean score of the post test of the control group was 51.86 with standard deviation 18.766.

Table 4.5 The Output of Independent Sample T-Test of Vocabulary Score

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	,405	,527	4,190	74	,000	17,648	4,212	9,256	26,040
	Equal variances not assumed			4,185	73,300	,000	17,648	4,217	9,245	26,051

From the table above, the value of significant column of Lavene's test was 0.527. It was higher than 0.05. Consequently, the row that must be read was the first row of t-test column. In t-test column, the value of significant (2 tailed) was less than 0.05 that was 0.000. It means that there was a statistical difference between the experimental group and the control group.

#### 4.5.2. The Hypothesis Verification

In this research, the researcher formulated the hypothesis as "There is a significant effect of using Puzzles on the eighth grade students' vocabulary achievement at SMPN 14 Jember in the 2013/2014 academic year".

Based on the output of Independent sample t-test by using SPSS program, the value of significant column of Lavene's test was 0.527 and that was lower than 0.05 (confident interval 95%). It meant that the variability of the experimental group and the control group was not equal. Consequently, the row that had to be read was the first row of t-test column table and ignored the second row.



In the t-test column we can see that the value of sig (2-tailed) column was 0.000. The value of sig (2-tailed) column was lower than 0.05 ( $p < 0.05$ ). It could be concluded that there was statistically significant difference between the experimental and the control groups or there was a significant effect between those the experimental and the control groups.

#### **4.6. Discussion**

The result of data analysis in this research proved that the use of Puzzles significantly affected the students' vocabulary achievement on the eighth grade students of SMPN 14 Jember in the 2013/2014 academic year. It could be seen from the value of significance which was less than 0.05 (confidence interval 95%) that is 0.000. It indicated that the result of t-test analysis was significant.

From the scores of the post test, it could be seen that the experimental group who was taught vocabulary by using Puzzles got better score compared with the control group who was taught vocabulary by using lecturing method and Q-A. It happened because the students who were taught vocabulary by using Puzzles were easier to understand and memorize the words than the students who were taught using lecturing method and Q-A. The students in experimental group had great enthusiasm in learning English and paid more attention to the material given rather than students in control group.

Puzzles are obvious type of self motivating activity which will arouse the students' interest in learning language. This is in line with what Cohen (2010) states that vocabulary puzzles can keep a student engaged in the lesson. Thus, games in this case create a happy situation and increase motivation. Puzzles are more effective than conventional way in teaching vocabulary. Because the teachers are fully engaged the students in the learning process and learning, vocabulary becomes more enjoyable. It means that Puzzles are activities that make the students relaxed in class when they accept the material and make the students interested and motivated in learning

English. If the students have been interested and motivated in learning English and they feel enjoy in teaching learning process, it will be easier for them to understand and comprehend the words they are learning. Furthermore, the significant effect of using Puzzles on the students' vocabulary achievement was supported by the previous researcher who proved that teaching vocabulary by using Puzzles was very useful in learning vocabulary. The result of my experiment showed that the students who were taught vocabulary by using Puzzles got better vocabulary scores than those who were taught vocabulary by using lecturing method and Q-A.

Another research was developed by Rahmawati (2011) entitled "The Effect of Using Crossword Puzzle on Vocabulary Achievement of the Eighth Year Students at SMPN 5 Jember". In this experimental research, the researcher found out that the result of the study suggested that Using Crossword in vocabulary learning gave significant effect on the eighth grade students' vocabulary achievement and the eighth grade students' active participation in learning English at SMPN 5 Jember.

From the explanation above, it can be said that crossword in language learning could help the students in mastering the English vocabulary because the students could share their ideas while they were working in group and they could gain their basic knowledge to answer the multiple choice questions.

## CHAPTER 5 CONCLUSION AND SUGGESTION

This chapter presents the conclusions of the findings and suggestions for the English teachers, the students, and the other researchers.

### 5.1 Conclusion

Regarding the results of hypothesis verification and the discussion in the previous chapter, it can be concluded that there was a significant effect of using puzzles on the eighth grade students' vocabulary achievement at SMPN 14 Jember in the 2013/2014 academic year. It was indicated by the significant value in the independent sample of t-test. The significant value was 0.001 (lower than 0.05). It means that the students who were taught vocabularies by using puzzles in the experimental group had better achievement than the students who were taught by using lecturing method in the control group.

### 5.2 Suggestions

Since there is a significant effect of using puzzles on the eighth grade students' vocabulary achievement, puzzles can be used as media in teaching English especially teaching vocabulary. Thus, the researcher proposes some suggestions to the following people:

#### 5.2.1 The English Teachers

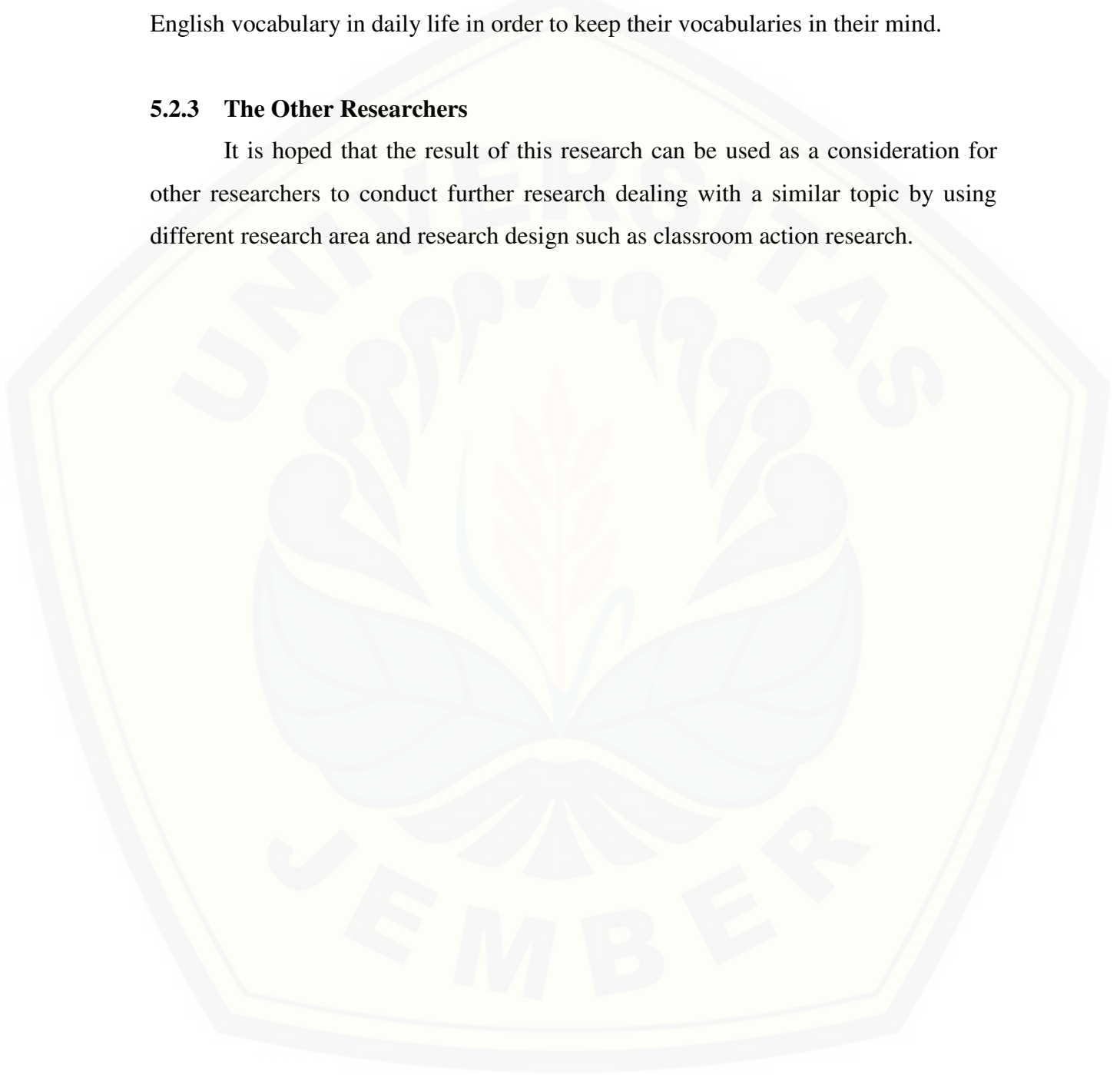
It is suggested that the English teachers of SMPN 14 Jember use puzzles to teach vocabulary. It can be used as media to help the students understand and comprehend the vocabulary.

### **5.2.2 The Students**

It is suggested that the students at SMPN 14 Jember use puzzle to increase English vocabulary in daily life in order to keep their vocabularies in their mind.

### **5.2.3 The Other Researchers**

It is hoped that the result of this research can be used as a consideration for other researchers to conduct further research dealing with a similar topic by using different research area and research design such as classroom action research.



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**RESEARCH MATRIX**

<b>TITLE</b>	<b>PROBLEM</b>	<b>VARIABLES</b>	<b>INDICATOR</b>	<b>DATA SOURCE</b>	<b>RESEARCH METHOD</b>	<b>HYPOTHESIS</b>
The Effect of Using Puzzle on the Eighth Grade Students' Vocabularies Achievement at SMPN 14 Jember in the 2013/2014 Academic Year	Is there any significant effect of using Puzzle on the Eighth Grade Students' Vocabularies Achievement at SMPN 14 Jember in the 2013/2014 Academic Year	1. Independent: Teaching vocabulary using puzzle 2. Dependent: Students' Vocabulary achievement	1.1. Puzzle 1.2. Adverb Noun Verb Adjective	1. Respondent: The eighth grades students at SMPN 14 Jember in the 2013/2014 Academic Year 2. Informants: -Teacher 3. Documents from Staff Administration	1. Area determination purposive sampling 2. Respondent determination: Cluster randomized 3. Data selection - Test - Interview - Documentation 4. Data analysis method by using SPSS	There is a significant effect of using puzzle on the eighth grade students' vocabularies achievement at SMPN 14 Jember in the 2013/2014 Academic Year

## Supporting Data Instruments

### a. Interview Guide

NO	The Researcher's Questions	The English Teacher's Answers
1	What curriculum do you use in teaching English?	Institutional Based Curriculum (KTSP) for Junior High School.
2	How often do you teach English in a week?	Twice in a week.
3	What books do you use in teaching English?	I use the students' worksheets (LKS BIMA). For the Textbook, I use English in Focus.
4	What media do you use in teaching vocabulary?	I have never used any media in teaching vocabulary. I always use the students' worksheet.
5	What technique do you use in teaching vocabulary?	I use lecturing technique and question-answer.
6	Have you ever used puzzle in teaching vocabulary?	No, I have not.
7	Do you teach vocabulary integrated with the other language skills?	Yes, I teach vocabulary integrated with reading, writing, listening, and speaking.
8	What are the students' difficulties in learning vocabulary?	They have difficulties in memorizing the words, writing the correct words, finding the meaning of words, and using the words in a sentence.
9	How do you assign the students to enlarge their vocabulary?	I ask the students to find the difficult words and then find the meaning of these words from dictionary or discussing the meaning together. After that, I ask them to memorize the words.



**b. Documentation Guide**

<b>NO</b>	<b>The Supporting Data</b>	<b>Data Sources</b>
<b>1</b>	The total number of the eighth grade students of SMPN 14 Jember.	<b>School documents from Administration Staff</b>
<b>2</b>	The names of the students in the experimental group and in the control group	<b>School documents from Administration Staff</b>



**HOMOGENEITY TEST**

Subject : English  
Language Component : Vocabulary  
Level : Eighth Grade students of Junior High School  
Time : 30 minutes

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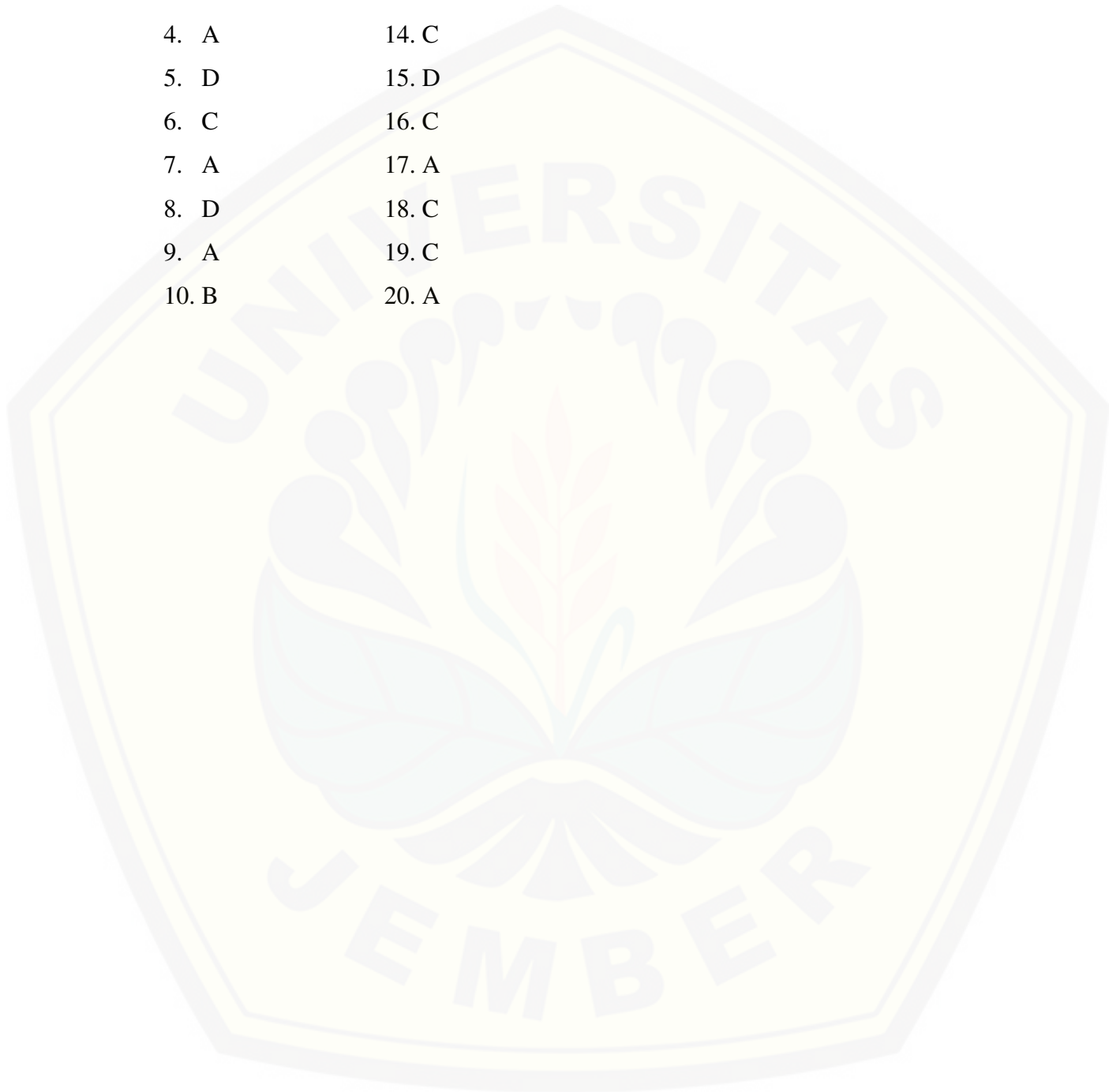
**Choose the correct answer by crossing (x) a, b, c, or d on the answer sheet provided!**

1. A ... is an animal which has a long neck.  
a. tiger            b. giraffe            c. cow            d. goat
2. My brother is very thirsty. He ..... three glasses of water.  
a. makes            b. eats            c. drinks            d. sells
3. The girl is .... She must see the doctor.  
a. healthy            b. sick            c. tired            d. weak
4. She speaks very..... I don't understand what she means.  
a. quickly            b. clearly            c. loudly            d. softly
5. Taufik Hidayat is one of the best ..... players from Indonesia.  
a. volleyball            b. basketball            c. football            d. badminton
6. The room is dark. .... the light, please!  
a. Bring            b. Buy            c. Switch on            d. Turn off
7. The soup tastes .... The children like it very much.  
a. delicious            b. kind            c. ugly            d. beautiful
8. There is a mosque .....my house.  
a. up            b. down            c. top            d. near
9. I wear my ring around my...  
a. finger            b. neck            c. ear            d. wrist

10. He cannot ... TV tonight because he must study hard.  
a. read            b. watch            c. listen            d. open
11. Agnes Monica is a ... singer. She sings the song very well.  
a. good            b. lazy            c. ugly            d. bad
12. We have breakfast ...  
a. in the afternoon            c. in the evening  
b. in the morning            d. at night
13. My brother uses... to cut the tree.  
a. a razor blade    b. scissors            c. a knife            d. an axe
14. ... a glass of milk every morning. It is good for your health.  
a. Smell            b. Take            c. Drink            d. Eat
15. The test is very... Many students cannot answer it.  
a. simple            b. easy            c. heavy            d. difficult
16. Diana gets A for her exam. She smiles .....  
a. sadly            b. hard            c. happily            d. rarely
17. .... is a brand of mobile phone.  
a. Nokia            b. Honda            c. Pilot            d. Miyako
18. The babies usually ... when they feel hungry.  
a. sleep            b. sing            c. cry            d. laugh
19. Sinta is a ... girl. She has dark long hair, a pointed nose and nice eyes.  
a. smart            b. diligent            c. beautiful            d. ugly
20. My father drives a car ..... because the road is damaged.  
a. carefully            b. carelessly            c. hurriedly            d. immediately

**Answers Key**

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



## Appendix 4

**LESSON PLAN 1**

Subject	: English
Level / Semester	: VIII / 2
Language Skill	: Writing
Language Component	: Vocabulary
Theme	: Nouns (things at school) and Verbs (what students do)
Time allocation	: 2 x 45 minutes

**I. Standard Competence**

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat.

**II. Basic Competence**

- 12.1 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat.

**III. Indicators****3.1 Cognitive****1. Product**

- Composing sentences using the words that the students have learned.  
Making sentences about things and activities in the school .

**2. Process****a. For the Experimental Class**

1. Using the puzzle based on appropriate noun, and verb.
2. Making a puzzle sentences about noun, and verb.

**b. For the Control Class**

1. Matching the words based on their meaning.
2. Completing the sentences with the appropriate words.

### 3.2 Affective

1. Paying attention to the teachers' explanation.
2. Showing participation in doing the task.

## IV. Learning Objectives

### a. For the Experimental Class

- 4.1 The students are able to use the puzzle with appropriate noun and verb
- 4.2 The students are able to write and guess a simple puzzle about noun and verb for another group.

### b. For the Control Class

- 4.1 The students are able to match the words based on their meaning.
- 4.2 The students are able to complete the sentences.

## V. Material : Enclosed

## VI. Teaching and Learning Strategy

- 6.1 Approach : Contextual Teaching and Learning (CTL)
- 6.2 Method :
  - a. Experimental Class: Lecturing, Question-Answer, Giving Puzzle
  - b. Control Class : Lecturing, Question-Answer

### VII. Teaching and Learning Activities

Experimental Class	Time	Control Class	Time
<b>Introduction</b> a. Greeting. b. Checking the class. c. Giving leading questions through puzzle. d. Stating the objectives.	<b>5'</b> 1' 1' 2' 1'	<b>Introduction</b> a. Greeting. b. Checking the class. c. Giving some leading questions. d. Stating the objectives.	<b>5'</b> 1' 1' 2' 1'
<b>Main Activity</b> a. Explaining about noun and verb to the students. b. Giving some vocabularies and some examples of puzzle to the students. c. Asking the students to guess the simple puzzle. <b>(Exercise 1)</b> d. Dividing the students into some groups, each consists of 4 students and asking them to make a puzzle based on the clues given by the teacher <b>(Exercise 2)</b> e. Discussing the answers together.	<b>70'</b> 5' 5' 20' 30' 10'	<b>Main Activity</b> a. Explaining about noun and verb to the students. b. Giving some vocabularies. c. Asking the students to match the words. <b>(Exercise 1)</b> d. Dividing the students into some groups, each consists of 4 students and asking the students to complete the sentences with the appropriate words. <b>(Exercise 2)</b> e. Discussing the answers together.	<b>70'</b> 5' 5' 20' 30' 10'

<b>Closure</b>	<b>5'</b>	<b>Closure</b>	<b>5'</b>
a. Reviewing and drawing a conclusion.	4'	a. Reviewing and drawing a conclusion.	4'
b. Closing.	1	b. Closing.	1'

## VIII. Media and Sources

### 8.1. Media

- a. Experimental Class : puzzle, whiteboard, board marker, viewer, laptop
- b. Control Class : whiteboard, board marker, viewer, laptop

### 8.2. Sources.

- Kumalarini, et. al. 2008. *Contextual Teaching and learning Bahasa Inggris: Sekolah Menengah Pertama / Madrasah Tsanawiyah*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

## IX. Evaluation

Process Evaluation: Giving exercises in the form of puzzle to the experimental class and question-answer to the control class.

**Researcher**



**Dedy Hermawan**  
**NIM.080210401061**



**Enclosure**

**Instructional Material**

**Leading questions through puzzle by showing the picture!**

<p>1. It is a thing that the students use when they write something on the paper. What is it? <b>(pen/pencil)</b></p>	
<p>2. It is an action or activity that students always do in the classroom or when they will have a test. What do students do? <b>(study)</b></p>	

**Explaining about Nouns and Verbs.**

1. A noun is a word used to name something: a person/animal, a place, a thing, or an idea.

- a. Concrete nouns

Concrete noun is a word for physical object refers to anything that we can see, touch, hear or taste.

For examples: *book, chair, house, classroom, teacher, etc.*

## b. Proper nouns

Proper nouns are names of people, place, days, months and things. They always begin with capital letters.

For examples: *David, Borobudur, Sunday, March, Toshiba, etc.*

**Some nouns about things at school**

Book	Chair	Classroom	Teacher
Dictionary	Table	Library	Headmaster
Crayon	Whiteboard	Laboratory	Sunday
Board marker	Computer	Canteen	Mosque
Ruler	Tape	School Yard	Bathroom
Bag	Projector	Parking Area	Park

2. A verb is a word which is used in describing an action, experience or state.  
For examples : *study, clean, play, run, open, cry, etc.*

**Some verbs about what students do**

Study	Observe	Ask	Arrange
Read	Answer	Draw	Complete
Speak	Guess	Describe	Fill
Make	Mention	Write	Sing
Perform	Watch	Discuss	Play

## STUDENTS' WORKSHEET (Control Class)

## Exercise 1

Complete the following sentences with the appropriate words in the box.

chair	discuss	teacher	draw	write
speak	play	Sunday	library	board marker
describe	canteen	listen	bag	white board

- We need a ..... to write something on the whiteboard.
- There is a broken ..... in our class.
- Mr. Rudi is an English ..... He teaches students about tenses.
- They go to ..... to borrow some books.
- Mr. Budi asks Julio to clean the ..... because it is full of notes and he wants to write something.
- Many students go to ..... to buy some drink and food.
- Students are free because it is .....
- We always bring a ..... to put some books when we go to school.
- I need a pencil and some crayons to ..... a mountain.
- Mario is a clever student. He can ..... English fluently
- The teacher asks me to ..... some sentences.
- Some students ..... about the tasks that the teacher gives.
- We must .... to our teachers if they give explanations to us.
- At the break time, the students ..... badminton in the school yard.
- Tom wants to ..... his favorite animal in front of the class.

## Exercise 2

Work in group of four and Match the words in column A with their meaning in column B.

A	B
1. Crayon	a. a thing to draw or make a line
2. Ruler	b. a brand of computer


3. Headmaster	c. watch something carefully
4. Laboratory	d. something to color pictures
5. Toshiba	e. reply questions
6. Observe	f. a room or building to do an experiment
7. Ask	g. the leader of the school
8. Make	h. show or act something
9. Answer	i. give questions
10. Perform	j. create something









**STUDENTS' WORKSHEET (Experimental Class)**

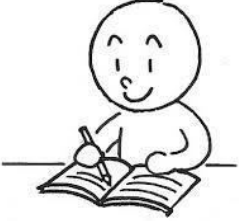


**Exercixes 1: Guess the thing puzzle based on the clues!**

For example:

<p>1. It is a thing that we can find in the class. It is quite small. This thing is used to write on the whiteboard. What is it? Answer: <b>boardmaker (concrete noun)</b></p>	
--	---

<p>1. This thing is made of wood. It has legs. It is a thing to sit on. What is it? <b>Chair (concrete noun)</b></p>	
<p>2. She/he is a person who works at school. This person always teaches us in the class. Who is she/he? <b>Teacher (concrete noun)</b></p>	
<p>3. It is a kind of building. There are many books in this. We can go to this place if we want to borrow a book. What building is it? <b>Library (concrete noun)</b></p>	

<p>4. It is a kind of building. It is a place to have break time. Students go to this place to buy some drink and foods. What building is it? <b>Canteen (concrete noun)</b></p>	 <p>www.shutterstock.com - 217871122</p>																																																	
<p>5. It is a name of a day. This day comes after Saturday. It is the day when students are free. What day is it? <b>(sunday) (proper noun)</b></p>	<table border="1"> <thead> <tr> <th colspan="7">February 2011</th> </tr> <tr> <th>Sun</th> <th>Mon</th> <th>Tue</th> <th>Wed</th> <th>Thu</th> <th>Fri</th> <th>Sat</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> <td>11</td> <td>12</td> </tr> <tr> <td>13</td> <td>14</td> <td>15</td> <td>16</td> <td>17</td> <td>18</td> <td>19</td> </tr> <tr> <td>20</td> <td>21</td> <td>22</td> <td>23</td> <td>24</td> <td>25</td> <td>26</td> </tr> <tr> <td>27</td> <td>28</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	February 2011							Sun	Mon	Tue	Wed	Thu	Fri	Sat			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28					
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<p>6. It is a verb. To do this, students need paper, pencils and crayons. They make some pictures and then color them. What do the students do? <b>(draw) (irregular verb)</b></p>	 <p>www.Venue.nl - 21182</p>																																																	
<p>7. It is a verb. Students usually do this in the break time. This action is for games or pleasure. What do the students do? <b>(play) (regular verb)</b></p>																																																		

<p>8. It is a verb. To do this, students need a pen and paper. They want to make some notes. What do the students do? <b>(write) (irregular verb)</b></p>	
<p>9. It is a verb. To do this, the students use their ears. They must do this if the teacher gives explanations. It has similar meaning with “hear”. What do the students do? <b>(listen) (regular verb)</b></p>	
<p>10. It is a verb. Students do this to tell about a thing, a person, or a place. They want to give detail information about it? What do the students do? <b>(describe) (regular verb)</b></p>	

**Exercise 2: Work in group of four and make a word search puzzle consist of 10 words. The other group will be answered your puzzle! (the topic about the thing in the school)**

**Examples:**

L	P	E	N	G
J	N	L	F	L
O	X	B	G	V
E	H	A	U	J
N	S	T	P	F

**Answers:**

- Pen
- Table



Appendix 5

**LESSON PLAN 2**

Subject	: English
Level / Semester	: VIII / 2
Language Skill	: Writing
Language Component	: Vocabulary
Theme	: Adjectives (feelings and physical appearance) and Adverbs (time, place, manner)
Time allocation	: 2 x 45 minutes

**I. Standard Competence**

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat.

**II. Basic Competence**

- 12.1 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat.

**III. Indicators**

**3.1 Cognitive**

**1. Product**

Writing sentences about adjectives and adverbs.

Composing sentences by using the words that the students have learned.

**2. Process**

**a. For the Experimental Class**

1. Using the puzzle based on appropriate adjectives and adverbs.
2. Finding out the words and making sentences by using puzzle.

**b. For the Control Class**

1. Completing the sentences with the appropriate words.
2. Finding out the words (adjectives and adverbs) and making sentences.

**3.2 Affective**

1. Paying attention to the teachers' explanation.
2. Showing participation in doing the task.

**IV. Learning Objectives****a. For the Experimental Class**

- 4.1 The students are able to use the puzzle with appropriate adjective and adverb.
- 4.2 The students are able to find out the words and to make sentences by using puzzle.

**b. For the Control Class**

- 4.1 The students are able to complete the sentences with the appropriate words (adjectives and adverbs).
- 4.2 The students are able to find out the words (adjectives and adverbs) and making sentences.

**V. Material : Enclosed****VI. Teaching and Learning Strategy**

- 6.1 Approach : Contextual Teaching and Learning (CTL)
- 6.2 Method :
  - a. Experimental Class: Lecturing, Question-Answer, Giving Puzzle
  - b. Control Class : Lecturing, Question-Answer

**VII. Teaching and Learning Activities**

<b>Experimental Class</b>	<b>Time</b>	<b>Control Class</b>	<b>Time</b>
<b>Introduction</b>	<b>5'</b>	<b>Introduction</b>	<b>5'</b>
a. Greeting.	1'	a. Greeting.	1'
b. Checking the class.	1'	b. Checking the class.	1'
c. Giving leading questions through puzzle.	2'	c. Giving some leading questions.	2'
d. Stating the objectives.	1'	d. Stating the objectives.	1'
<b>Main Activity</b>	<b>70'</b>	<b>Main Activity</b>	<b>70'</b>
a. Explaining about adjectives and adverbs to the students.	5'	a. Explaining about adjectives, adverbs, and pronoun to the students.	5'
b. Giving some vocabularies and some examples of puzzle to the students.	5'	b. Giving some vocabularies.	5'
c. Asking the students to guess the simple puzzle. ( <b>Exercise 1</b> ).	10'	c. Asking the students to answer the question. ( <b>Exercise 1</b> ).	10'
d. Discussing the answers together.	5'	d. Discussing the answers together.	5'
e. Dividing the students into some groups, each consists of 4 students. Asking the students finding out the words and making sentences by using puzzle ( <b>Exercise 2</b> ).	20'	e. Dividing the students into some groups, each consists of 4 students. Asking the students classifying the words (based on adjective and adverb) and writing sentences. ( <b>Exercise 2</b> ).	20'
f. Discussing the answers together.	5'	f. Discussing the answers together.	5'

<b>Closure</b>	<b>5'</b>	<b>Closure</b>	<b>5'</b>
a. Reviewing and drawing a conclusion.	4'	a. Reviewing and drawing a conclusion.	4'
b. Closing.	1	b. Closing.	1'

## VIII. Media and Sources

### 8.1. Media

- a. Experimental Class : puzzle, whiteboard, board marker, viewer, laptop
- b. Control Class : whiteboard, board marker, viewer, laptop

### 8.2. Sources.

- Kumalarini, et. al. 2008. *Contextual Teaching and learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

## IX. Evaluation

Process Evaluation: Giving exercises in the form of puzzle to the experimental class and question-answer to the control class.




**Researcher**

**Dedy Hermawan**  
**NIM.080210401061**

**Enclosure**

**Instructional Material**

**Leading questions through puzzle by showing the picture**

<p>1. It is a feeling when someone gets a present from his parent. What is it?</p> <p><b>(happy)</b></p>	 <p>www.shutterstock.com - 31880263</p>
<p>2. It is a time when we have breakfast. When is it?</p> <p><b>(in the morning)</b></p>	
<p>3. It is a word that has the opposite meaning with hot. What is it?</p> <p><b>(cold)</b></p>	

**Explaining about Adjectives and Adverbs**

1. An adjective is a word that gives more information about a noun or pronoun.  
For examples: *happy, sad, confused, etc.*

**Some adjectives about feeling and physical appearance**

Tired	Bored	Slim	Small
Nervous	Confused	Fat	Old
Ashamed	Satisfied	Beautiful	Young
Frightened	Sad	Handsome	Dark

2. An adverb is a word that describes or adds to the meaning of a verb, an adjective, and another adverb.

a. Adverbs of time

An adverb of time is used to tell when things happen.

For examples : *now, yesterday, in the morning, etc.*

b. Adverbs of place

An adverb of place is used to tell where something is.

For examples : *here, below, outside, etc*

c. Adverbs of manner

An adverb of manner is used to tell how things happen.

For examples : *happily, sadly, clearly, etc.*

**Some adverbs of time, place, manner**

Today	Outdoor	Clearly
Tomorrow	Here	Loudly
In the afternoon	Above	Slowly
At night	Behind	Quickly
Last Year	In/ On	Carefully
Next week	West/ East	Immediately

**STUDENTS' WORKSHEET (Control Class)****Exercise 1:**

**Complete the following sentences with the appropriate words in the box.**

angry	tomorrow	quickly	black	frightened
west	beautiful	at the beach	in the market	in the afternoon
tired	thirsty	tall	in the hospital	on December

1. My father is very ..... He has work until midnight.
2. Sandra drinks three glasses of water because she is very .....
3. Hendri is very ..... because someone broke his bicycle.
4. Jojo feels very ..... after he watches a scary movie.
5. Ana is a ..... girl. Many boys like her.
6. Lucia is very .... She is 175 cm in height.
7. Maria has long ..... hair and pointed nose.
8. My family will go to Jakarta .....
9. We usually watch TV .....
10. People celebrate Christmas' Day .....
11. Mrs. Irma buys rice, fruits, vegetables, and many others .....
12. We can see many rocks and wave .....
13. My sister is a nurse. He works .....
14. My house is in the ..... of a mosque.
15. The thief run very ..... Many people can't catch him.

**Exercise 2: Work in groups of four then classifies and make sentences for each word below!**

NO.	WORDS	TYPES		SENTENCES
		ADJ	ADV	
1.	Handsome			
2.	Mine			
3.	Tonight			
4.	Yesterday			
5.	Mine			
6.	Smart			
7.	Last year			
8.	By			
9.	Your			
10.	South			



**STUDENTS' WORKSHEET (Experimental Class)**




**Exercise 1: Write the thing puzzle based on the words given by the teacher!**

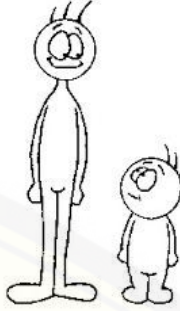
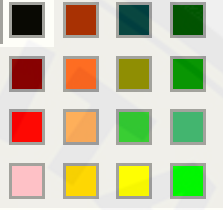


For example:



- It is an adjective.

It is a feeling when you lose your money or when your mother is sick.

What is it?            **(Sad)**

<p>1. It is an adjective. It is a feeling after you have run. You want to drink some water. What is it? <b>Thirsty (adj)</b></p>	
<p>2. It is an adjective. It is a feeling when someone loses your book but he doesn't apology to you. What is it? <b>Angry (adj)</b></p>	
<p>3. It is an adjective. This adjective is for women. It has similar meaning with pretty. What is it? <b>beautiful (adj)</b></p>	

<p>4. It is an adjective. It is about someone's height. It is the opposite of short. What is it? <b>Tall (adj)</b></p>	
<p>5. It is an adjective. It is a kind of color. It is the color of hair. It is the antonym of white. What is it? <b>black (adj)</b></p>	
<p>6. It is an adverb of time. This word means the day after today. It is the opposite of yesterday. What is it? <b>tomorrow (adverb of time)</b></p>	
<p>7. It is an adverb of time. It is a time or a month when people celebrate Christmas Day. When is it? <b>december (adverb of time)</b></p>	

<p>8. It is an adverb of place.</p> <p>There are many doctors and nurses in this place.</p> <p>People go to this place if they are sick.</p> <p>Where is it?</p> <p><b>hospital (adverb of place)</b></p>	
<p>9. It is an adverb of manner.</p> <p>This word means moving very fast.</p> <p>It is the antonym of slowly.</p> <p>What is it?</p> <p><b>quickly (adverb of manner)</b></p>	

**Exercise 2: Find Out the Words and Making Sentences by Using Puzzle!**

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

**Answer:**

ABOVE  
 HANDSOME He  
 LASTYEAR You  
 MINE Me  
 SMART  
 SOUTH  
 TONIGHT  
 YESTERDAY  
 YOUR

NO.	WORDS	TYPES		SENTENCES
		ADJ	ADV	
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Appendix 6

**POST-TEST**

Subject : English  
Language Component : Vocabulary  
Level : Eighth Grade students of Junior High School  
Time : 30 minutes

---

**Choose the correct answer by crossing (x) a, b, c, or d on the answer sheet provided!**

1. Mrs. Sinta writes letter on the whiteboard by using .....  
a. book            b. boardmaker            c. magazine    d. pen
2. The students sit on the .....  
a. door            b. table            c. chair            d. window
3. Diana is very ..... because she gets the present from her mother.  
a. angry            b. sad            c. happy            d. confused
4. We have to use a ..... pen to write sentences in the formal situation.  
a. black            b. green            c. grey            d. red
5. The teacher buy foot in the ..... when a breaktime.  
a. yard            b. park            c. canteen            d. office
6. A ..... is a place which every student can borrow a book.  
a. market            b. library            c. shop            d. stationary
7. He is painter. He ..... a picture perfectly.  
a. does            b. talks            c. draws            d. writes
8. When breaktime comes, Adi and Soni.....marble in the yard.  
a. dance            b. act            c. write            d. play



20. There is a thief in this house. We need to call the police...
- a. then                      b. soon                      c. yet                      d. later

### The Classification of the Test Items

<b>Kinds of Vocabulary</b>	<b>Number</b>	<b>Total Item</b>
<b>Nouns</b>	1,2,5,6,18 Boardmaker/chair/canteen/library/ teacher	5
<b>Verbs</b>	7,8,12,14,15 Draw/play/borrow/write/listen	5
<b>Adjectives</b>	3,4,9,13,19 Angry/black/sad/beautiful/thirsty	5
<b>Adverbs</b>	10,11,16,17,20 Now/quickly/tomorrow/Saturday/soon	5
<b>TOTAL</b>		20

### Answer Key

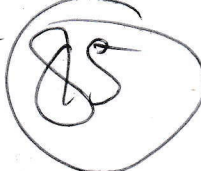
- |      |       |       |
|------|-------|-------|
| 1. B | 8. D  |       |
| 2. C | 9. A  | 15. A |
| 3. C | 10. C | 16. C |
| 4. A | 11. A | 17. B |
| 5. C | 12. A | 18. C |
| 6. B | 13. C | 19. D |
| 7. C | 14. A | 20. B |

HOMOGENEITY TEST

Choose the correct answer by crossing (x) a, b, c, or d on the answer sheet provided!

- 1. A ... is an animal which has a long neck.  
a. tiger       b. giraffe      c. cow      d. goat
- 2. My brother is very thirsty. He ..... three glasses of water.  
a. makes      b. eats       c. drinks      d. sells
- 3. The girl is .... She must see the doctor.  
a. healthy       b. sick      c. tired      d. weak
- 4. She speaks very..... I don't understand what she means.  
 a. quickly      b. clearly      c. loudly      d. softly
- 5. Taufik Hidayat is one of the good ..... players from Indonesia.  
a. volleyball      b. basketball      c. football       d. badminton
- 6. The room is dark. .... the light, please!  
a. Bring       b. Turn on      c. Buy      d. Turn off
- 7. The soup tastes .... The children like it very much.  
 a. delicious      b. kind      c. ugly      d. beautiful
- 8. There is a mosque .....my house.  
a. up      b. down      c. top       d. near
- 9. I wear my ring around my...  
 a. finger      b. neck      c. ear      d. wrist
- 10. He cannot ... TV tonight because he must study hard.  
a. read       b. watch      c. listen      d. open

- 11. Agnes Monica is a ... singer. She sings the song very well.  
a. good      c. ugly  
 b. beautiful      d. bad
- 12. We have breakfast ...  
a. in the afternoon      c. in the evening  
 b. in the morning      d. at night
- 13. My brother uses... to cut the tree.  
a. a razor blade      c. a knife  
b. scissors       d. an axe
- 14. ... a glass of milk every morning. It is good for your health.  
a. Smell      b. Take       c. Drink      d. Eat
- 15. The test is very... Many students cannot answer it.  
a. simple      b. easy      c. heavy       d. difficult
- 16. Diana gets A for her exam. She smiles .....  
a. sadly       b. easily      c. happily      d. rarely
- 17. .... is a brand of mobile phone.  
 a. Nokia      b. Honda      c. Pilot      d. Miyako
- 18. The babies usually ... when they feel hungry.  
 a. sleep      b. sing      c. cry      d. laugh
- 19. Sinta is a ... girl. She has dark long hair, a pointed nose and nice eyes.  
a. smart      b. diligent       c. beautiful      d. ugly
- 20. My father drives a car ..... because the road is damaged.  
 a. carefully      c. hurriedly  
b. carelessly      d. immediately

Score 



Choose the correct answer by crossing (x) a, b, c, or d on the answer sheet provided!

1. A ... is an animal which has a long neck.  
a. tiger    ~~b. giraffe~~    c. cow    d. goat
2. My brother is very thirsty. He ..... three glasses of water.  
a. makes    b. eats    c. drinks    ~~d. sells~~
3. The girl is .... She must see the doctor.  
a. healthy    b. sick    ~~c. tired~~    d. weak
4. She speaks very..... I don't understand what she means.  
~~a. quickly~~    b. clearly    c. loudly    d. softly
5. Taufik Hidayat is one of the good ..... players from Indonesia.  
a. volleyball    b. basketball    c. football    ~~d. badminton~~
6. The room is dark. .... the light, please!  
a. Bring    ~~b. Turn on~~  
b. Buy    d. Turn off
7. The soup tastes .... The children like it very much.  
a. delicious    ~~b. kind~~    c. ugly    d. beautiful
8. There is a mosque .....my house.  
~~a. up~~    b. down    c. top    d. near
9. I wear my ring around my...  
~~a. finger~~    ~~b. neck~~    c. ear    d. wrist
10. He cannot ... TV tonight because he must study hard.  
a. read    ~~b. watch~~    ~~c. listen~~    d. open
11. Agnes Monica is a ... singer. She sings the song very well.  
~~a. good~~    c. ugly  
b. beautiful    d. bad
12. We have breakfast ...  
a. in the afternoon    ~~b. in the morning~~    ~~c. in the evening~~  
d. at night
13. My brother uses... to cut the tree.  
a. a razor blade    ~~b. a knife~~  
b. scissors    d. an axe
14. ... a glass of milk every morning. It is good for your health.  
a. Smell    ~~b. Take~~    c. Drink    d. Eat
15. The test is very... Many students cannot answer it.  
a. simple    ~~b. easy~~    c. heavy    d. difficult
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17. .... is a brand of mobile phone.  
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19. Sinta is a ... girl. She has dark long hair, a pointed nose and nice eyes.  
a. smart    ~~b. diligent~~    c. beautiful    d. ugly
20. My father drives a car ..... because the road is damaged.  
a. carefully    ~~b. carelessly~~    c. hurriedly    d. immediately

Score

45

Coefficient of Odd Number (X)

NO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39		
1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	0	0	0	1	1	0	1	1	0	1	1	1	1	1	1	1		
3	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	0	1	1	0	0	1	1	0	1	1		
5	1	1	1	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	
7	1	1	1	1	1	0	0	1	0	0	1	1	0	0	1	1	1	1	1	1	1	1	0	0	1	0	0	1	0	1	1	0	1	1	1	1	1	0	0	0	
9	0	1	1	0	1	0	0	0	1	0	1	1	0	1	1	1	1	1	1	0	0	0	0	0	1	1	1	1	0	1	0	0	1	0	1	1	0	0	1	1	
11	1	1	0	1	1	0	0	1	1	1	0	0	1	1	1	0	1	1	0	1	0	1	1	1	1	0	1	1	0	1	1	1	0	1	1	0	1	1	0	1	0
13	1	0	0	1	1	0	0	1	0	1	1	1	1	0	1	0	0	1	0	0	1	0	0	1	1	1	1	0	0	1	1	1	1	0	1	1	1	1	0	0	0
15	1	0	0	1	0	0	1	1	1	1	0	0	1	0	1	1	0	1	0	1	0	1	0	0	1	0	0	1	0	1	0	1	0	1	0	0	0	1	0	0	0
17	0	0	1	0	0	0	0	1	1	0	0	0	1	1	1	0	0	1	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19	0	0	0	0	1	0	0	0	0	0	0	0	1	0	1	0	0	1	0	0	0	1	0	0	1	0	0	1	0	1	0	0	0	0	0	0	1	0	0	1	0
total	7	5	6	7	7	2	4	8	7	6	4	5	8	6	10	6	5	9	5	7	6	7	3	3	7	4	6	8	2	9	5	5	5	6	5	7	7	3	5		

**Coefficient of Even Numbers (Y)**

NO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	
2	1	0	1	0	1	0	0	0	1	1	1	1	0	0	1	0	0	1	1	0	1	0	0	1	1	1	0	0	0	1	1	1	1	0	0	0	1	1	0	
4	0	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	0	1	1	0	1	1	0	1	0	1	1	1	1	0	1	1	1	1	0	1	
6	0	1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1	1	1	0	1	1	0	1	1	1	0	1	
8	0	1	0	1	1	1	1	1	1	1	1	0	0	1	1	0	0	1	0	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	
10	1	1	0	0	1	0	0	1	1	0	1	0	1	1	1	0	1	1	0	1	0	0	1	0	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	
12	1	0	0	0	0	0	1	0	0	0	0	1	1	1	1	0	1	0	0	1	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	1	0	0	0	
14	1	0	0	0	0	1	1	1	1	0	0	0	1	1	1	0	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	1	0	0
16	0	0	0	0	0	0	0	0	1	1	1	1	0	0	0	1	0	1	0	1	0	1	0	0	0	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0
18	1	0	0	1	0	0	0	1	0	1	0	0	1	1	0	0	0	0	1	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0
20	1	0	0	1	1	1	0	1	1	0	0	0	1	1	1	0	1	1	0	1	0	1	0	1	1	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0
<b>total</b>	<b>6</b>	<b>4</b>	<b>3</b>	<b>5</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>7</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>6</b>	<b>8</b>	<b>8</b>	<b>3</b>	<b>4</b>	<b>8</b>	<b>3</b>	<b>6</b>	<b>3</b>	<b>6</b>	<b>2</b>	<b>4</b>	<b>5</b>	<b>3</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>5</b>	<b>6</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>6</b>	<b>5</b>	<b>3</b>	<b>5</b>	

## THE DIVISION OF ODD AND EVEN NUMBERS

8D

NO	Name	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1	Abdullah Awfa	7	6	49	36	42
2	Agus Dwi Candra	5	4	25	16	20
3	Agus Umam Bairoqi	6	3	36	9	18
4	Andika Moh Syafiullah	7	5	49	25	35
5	Andy Cahyo Suherman	7	6	49	36	42
6	Anwar Nuris	2	5	4	25	10
7	Ayu Lestari	4	4	16	16	16
8	Bagus Ayatullah Khomaini	8	7	64	49	56
9	Bahrul Rozy	6	7	36	49	42
10	Boby Risky Maulana	6	6	36	36	36
11	Budi Mariyanto Rahman	4	5	16	25	20
12	Dicky Gasa Saputra	5	4	25	16	20
13	Dicky Rahmat Aprilianto	8	6	64	36	48
14	Ega Wahyu Prayogi	6	8	36	64	48
15	Endang Trisnawati	9	8	81	64	72
16	Fardiah Nur Lidia Sari	6	3	36	9	18
17	Fera Andriani	5	4	25	16	20
18	Mayzaroh agustin	9	8	81	64	72
19	Mega Safitri	5	3	25	9	15
20	Mellinia Ajeng Safitri	7	6	49	36	42
21	Miftahul Nikmah	6	3	36	9	18
22	Moh. Diky ainul yakin	7	6	49	36	42
23	Muhammad Zamur Rozikin	3	2	9	4	6
24	Niken Ayu Diah Palupi	3	4	9	16	12
25	Nurma Syeha Fajaria	7	5	49	25	35
26	Nurul Hikmah	4	3	16	9	12
27	Rendi Adam Pratama	6	5	36	25	30
28	Reza Akbar Maulana	8	4	64	16	32
29	Rohmad Al Mubarak	2	3	4	9	6
30	Saliska Dewita Sari	9	5	81	25	45
31	Selvia Reta Ayu Wilanda	5	6	25	36	30
32	Setiyan Yoga Pratama	3	5	9	25	15
33	Siti Fatmawati	5	5	25	25	25
34	Siti Nur Arifah	6	5	36	25	30
35	Sobri Jamil	5	5	25	25	25
36	Sri Wilujeng	7	6	49	36	42
37	Untung Rizaini	7	5	49	25	35
38	Vita Puspita Sari	3	3	9	9	9
39	Yayuk Uswatun Hasanah	5	5	25	25	25
<b>TOTAL</b>		<b>223</b>	<b>193</b>	<b>1407</b>	<b>1041</b>	<b>1166</b>







NO	JS	B	P	CRITERIA
1	39	32	0.82	Easy
2	39	20	0.51	Fair
3	39	30	0.77	Easy
4	39	29	0.74	Easy
5	39	32	0.82	Easy
6	39	26	0.67	Fair
7	39	25	0.64	Fair
8	39	29	0.74	Easy
9	39	21	0.54	Fair
10	39	25	0.64	Fair
11	39	26	0.67	Fair
12	39	11	0.28	Difficult
13	39	22	0.56	Fair
14	39	15	0.38	Fair
15	39	18	0.46	Fair
16	39	11	0.28	Difficult
17	39	11	0.28	Difficult
18	39	10	0.26	Difficult
19	39	10	0.26	Difficult
20	39	17	0.44	Fair



**The Names of the Respondents**  
**Experimental Class (8C)**

No	Name
1.	Abdil Hamid
2.	Agus Kuncoro Widodo
3.	Aftafaril Andzani
4.	Ahmad Ubaidillah
5.	Ahmad Zaenuri
6.	Alfina Melinda Larasati
7.	Anis Maulidiyah
8.	Aprilia Damayanti
9.	Arivandi Kurniawan
10.	Dela Septiyana
11.	Dimas Subastian
12.	Dirta Wulandari
13.	Dwiky Wahyudi
14.	Ely Rahamawati
15.	Hendrik Saputro
16.	Ibron Nashofi Tajduani
17.	Ilham Alamsah
18.	Indah Dwi Anggraini
19.	Indra Bakhtiar
20.	Intan Dwi Permatasari
21.	Intan Novita Endrawati
22.	Irvin Anggito Aji Nugroho
23.	M. Alfarizi
24.	Marhamatul Khofifah
25.	Maria Ulfa
26.	Muhammad Gilang Ramadhan
27.	Muhammad Fadillah

- |            |                             |
|------------|-----------------------------|
| <b>28.</b> | Muhammad Romli              |
| <b>29.</b> | Nabila Aulia Safana         |
| <b>30.</b> | Nani Wijayanti              |
| <b>31.</b> | Nofi Handayani              |
| <b>32.</b> | Nur Afni Rahmawati          |
| <b>33.</b> | Revi Dwi Anggara            |
| <b>34.</b> | Sisi Nanda Safitri          |
| <b>35.</b> | Selvi Elvianita             |
| <b>36.</b> | Siska Dwi Agustin           |
| <b>37.</b> | Siti Farida                 |
| <b>38.</b> | Wiji Rahayu                 |
| <b>39.</b> | Yusriansyah Renanda Hartono |
| <b>40.</b> | Yusril Mahendra Windiarto   |

**The Names of Respondents**

**Control Class (8B)**

No	Name
1.	Ahmad Fadhil
2.	Ahmad Ja'far Masduqi
3.	Ahmad Syafiq Mukfi Albi
4.	Aida Lutfiyah
5.	Alfian Ridho Bawasir
6.	Amiliya Avionita Setiyawati
7.	Anjalin
8.	Anugrah Dwi Fatahilla
9.	Arie Triyabakti Pradana
10.	Bagus Dwi Firmansyah
11.	Denasya Rahmania
12.	Dewi Ayu Lestari
13.	Dian Ayu Permatasari
14.	Dinnar Ananda
15.	Fani Nur Fadila
16.	Faradita Kurniasari Putri
17.	Fathurrohman Dwi Angga P
18.	Fatmawati
19.	Fauzi Ahmad Nafis Azizi
20.	Fitriah Nur Fadilah
21.	Hikmatul Risqiyah
22.	Intan Aprillia
23.	Lailatul Ulum
24.	M. Sulton Samudra M.Z.
25.	Muhammad Rizal Amin
26.	Muhammad Aditya Nurcahyono
27.	Muhammad Hariyanto

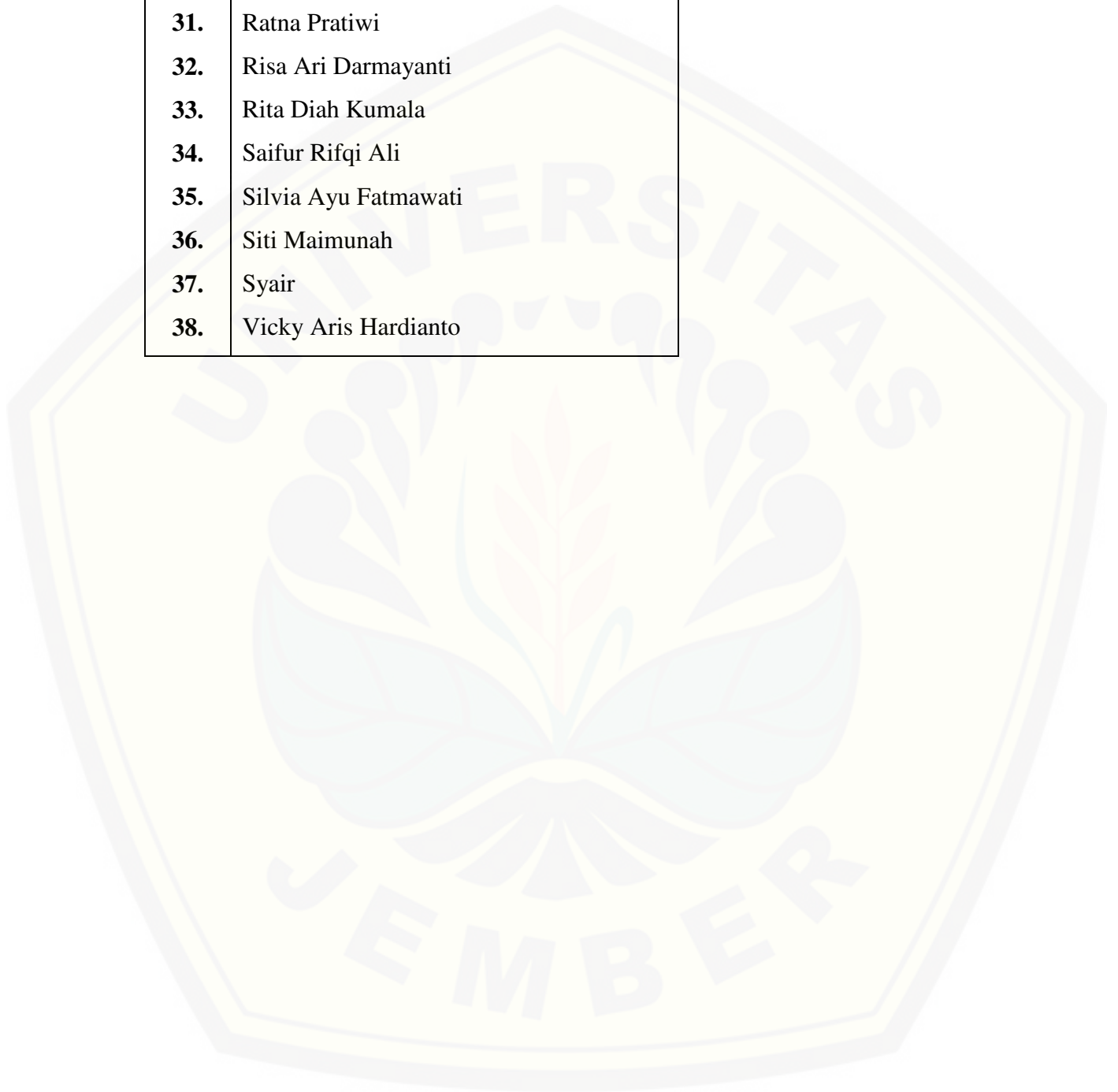
- |     |                          |
|-----|--------------------------|
| 28. | Muhammad Ridwan          |
| 29. | Muhammad Rifki           |
| 30. | Nurhalisa                |
| 31. | Nuris Afifah             |
| 32. | Renaldy Indra Dwi Novika |
| 33. | Retno Dwi Vrihastanti    |
| 34. | Rico Pratama             |
| 35. | Ridho Risqi Lestari      |
| 36. | Risky Dwi Pangestu       |
| 37. | Siti Fatimatuzzahro      |
| 38. | Siti Kholida             |
| 39. | Soni Febrianto           |
| 40. | Tatan Wibowo             |

**The Names of Respondents**

**Control Class (7B)**

No	Name
1.	Achmad Rifki Herdiansyah
2.	Adi Tri Susanto
3.	Aditya Agung Wicaksono
4.	Agel Dwi Saputra
5.	Agit Yoga Yulio
6.	Ahmad Sofi Nurul Rizal
7.	Ahmad Wafiq
8.	Alfian Hidayat
9.	Dewi Setyo Wati
10.	Dinda Nova Linda
11.	Dini Fidayati Irianto
12.	Dita Febila Gintana Putri
13.	Eddo Wahyu Maulana
14.	Erfandi
15.	Fely Mega Arum Lestari
16.	Khofifatul Ummah
17.	Ike Wahyuni
18.	Imam Bahroni
19.	Insanul Muttaqin
20.	Jasmin Mauritania
21.	Lutfiah
22.	M. Deni Pamungkas
23.	Mabrur Ifandi
24.	Moh. Andrian Firdaus
25.	Mohammad Hasan
26.	Mohammad Geovani Firmansyah
27.	Mohammad Yusuf Sofyan

- |     |                                 |
|-----|---------------------------------|
| 28. | Muchammad Ivan Robiyanto        |
| 29. | Nedia Vresti Vrestika Valentina |
| 30. | Nurus Sa'adatul Maadah          |
| 31. | Ratna Pratiwi                   |
| 32. | Risa Ari Darmayanti             |
| 33. | Rita Diah Kumala                |
| 34. | Saifur Rifqi Ali                |
| 35. | Silvia Ayu Fatmawati            |
| 36. | Siti Maimunah                   |
| 37. | Syair                           |
| 38. | Vicky Aris Hardianto            |



**The Score of the Respondents**  
**Experimental Class (8C) and Control Class (8B)**

<b>No</b>	<b>Name 8C</b>	<b>Score</b>	<b>Name 8B</b>	<b>Score</b>
1.	Abdul Hamid	90	Ahmad Fadhil	50
2.	Agus Kuncoro Widodo	75	Ahmad Ja'far Masduqi	-
3.	Aftafaril Andzani	60	Ahmad Syafiq Mukfi Albi	40
4.	Ahmad Ubaidillah	60	Aida Lutfiyah	35
5.	Ahmad Zaenuri	70	Alfian Ridho Bawasir	55
6.	Alfina Melinda Larasati	45	Amiliya Avionita Setiyawati	35
7.	Anis Maulidiyah	45	Anjalin	30
8.	Aprilia Damayanti	90	Anugrah Dwi Fatahilla	35
9.	Arivandi Kurniawan	60	Arie Triyabakti Pradana	25
10.	Dela Septiyana	90	Bagus Dwi Firmansyah	85
11.	Dimas Subastian	80	Denasya Rahmania	70
12.	Dirta Wulandari	60	Dewi Ayu Lestari	85
13.	Dwiky Wahyudi	60	Dian Ayu Permatasari	35
14.	Ely Rahamawati	80	Dinnar Ananda	30
15.	Hendrik Saputro	75	Fani Nur Fadila	85
16.	Ibron Nashofi Tajduani	70	Faradita Kurniasari Putri	75
17.	Ilham Alamsah	75	Fathurrohman Dwi Angga P	80
18.	Indah Dwi Anggraini	85	Fatmawati	30
19.	Indra Bakhtiar	62	Fauzi Ahmad Nafis Azizi	40
20.	Intan Dwi Permatasari	80	Fitriah Nur Fadilah	75
21.	Intan Novita Endrawati	80	Hikmatul Risqiyah	85
22.	Irvin Anggito Aji Nugroho	90	Intan Aprillia	35
23.	M. Alfarizi	35	Lailatul Ulum	35

24.	Marhamatul Khofifah	95	M. Sulton Samudra M.Z.	45
25.	Maria Ulfa	80	Muhammad Rizal Amin	40
26.	Muhammad Gilang Ramadhan	90	Muhammad Aditya Nurchayono	60
27.	Muhammad Fadillah	55	Muhammad Hariyanto	45
28.	Muhammad Romli	50	Muhammad Ridwan	40
29.	Nabila Aulia Safana	95	Muhammad Rifki	50
30.	Nani Wijayanti	30	Nurhalisa	75
31.	Nofi Handayani	70	Nuris Afifah	50
32.	Nur Afni Rahmawati	30	Renaldy Indra Dwi Novika	50
33.	Revi Dwi Anggara	60	Retno Dwi Vrihastanti	60
34.	Sisi Nanda Safitri	45	Rico Pratama	55
35.	Selvi Elvianita	45	Ridho Risqi Lestari	70
36.	Siska Dwi Agustin	90	Risky Dwi Pangestu	55
37.	Siti Farida	70	Siti Fatimatuzzahro	35
38.	Wiji Rahayu	75	Siti Kholida	30
39.	Yusriansyah Renanda Hartono	-	Soni Febrianto	-
40.	Yusril Mahendra Windiarso	85	Tatan Wibowo	-





KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS JEMBER

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121

Telepon: 0331-334 988, Faks: 0331-332 475

Laman : www.fkip.unej.ac.id

05 APR 2014

Nomor : 2881/UN25.1.5/PL.5/2013  
Lampiran : -  
Perihal : Permohonan Izin Penelitian

Yth. Kepala SMP Negeri 14 Jember  
Jember

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini:

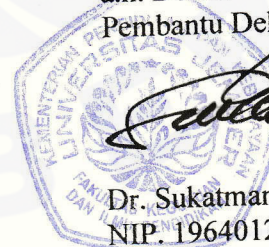
Nama : Dedi Hermawan  
NIM : 080210401061  
Jurusan : Pendidikan Bahasa dan Seni  
Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: "The Effrect of Using Puzzle on the Eight Grade Students' achievement at SMPN 14 Jember in the 2013/2014 Academic Year".

Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terima kasih.

a.n. Dekan  
Pembantu Dekan I,



Dr. Sukatman, M.Pd.  
NIP. 19640123 199512 1 001



PEMERINTAH KABUPATEN JEMBER  
DINAS PENDIDIKAN  
**SMPN 14 JEMBER**  
JL. KOPTU BERLIAN 14 TELP. (0331) 415 14 14  
SUMBER SARI JEMBER

**SURAT KETERANGAN PENELITIAN**

NO: 421.3 / 348 / 413.03.20548797 / 2014

Nama : Drs. Totok Endri Lestari, M.Pd.  
NIP : 19591218 198302 1 003  
Jabatan : Kepala Sekolah SMPN 14 Jember  
Alamat : Desa Tutul Balung - Jember

Memberikan keterangan kepada:

Nama : Dedy Hermawan  
Tempat, tgl lahir : Jember, 01 November 1990  
Jenis kelamin : Laki-Laki  
NIM : 080210401061  
Program/jurusan : Pendidikan Bahasa Inggris / Pendidikan Bahasa dan Seni  
Masa penelitian : 1 Mei s/d 30 Mei 2014

Bahwa yang bersangkutan telah melaksanakan penelitian Bahasa Inggris di SMPN 14 Jember dengan judul The Effect of Using Puzzle on the Eighth Grade Students' Vocabulary Achievement at SMPN I4 Jember in the 2013/2014 Academic Year.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 09 Juni 2014

Kepala sekolah



**Drs. Totok Endri Lestari, M.Pd.**

NIP. 19591218 198302 1 003