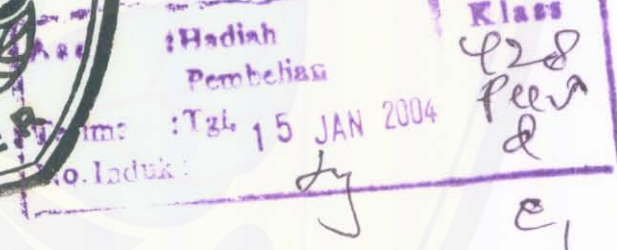# A DESCRIPTIVE STUDY OF THE STUDENTS' VOCABULARY ACHIEVEMENT THROUGH PUZZLES OF THE PRE ELEMENTARY ONE CLASS AT EDDY'S ENGLISH CENTER JEMBER IN THE 2002/2003 ACADEMIC YEAR

THESIS

Presented as One of the Requirements to Obtain the S 1 Degree
at the English Education Program of the Language and Arts Department
Of the Teacher Training and Education faculty
of Jember University

By :

FAJAR PUSPITASARI
NIM : 980210401142

ENGLISH EDUCATION PROGRAM
FACULTY OF TEACHEER TRAINING AND EDUCATION
JEMBER UNVERSITY
2003

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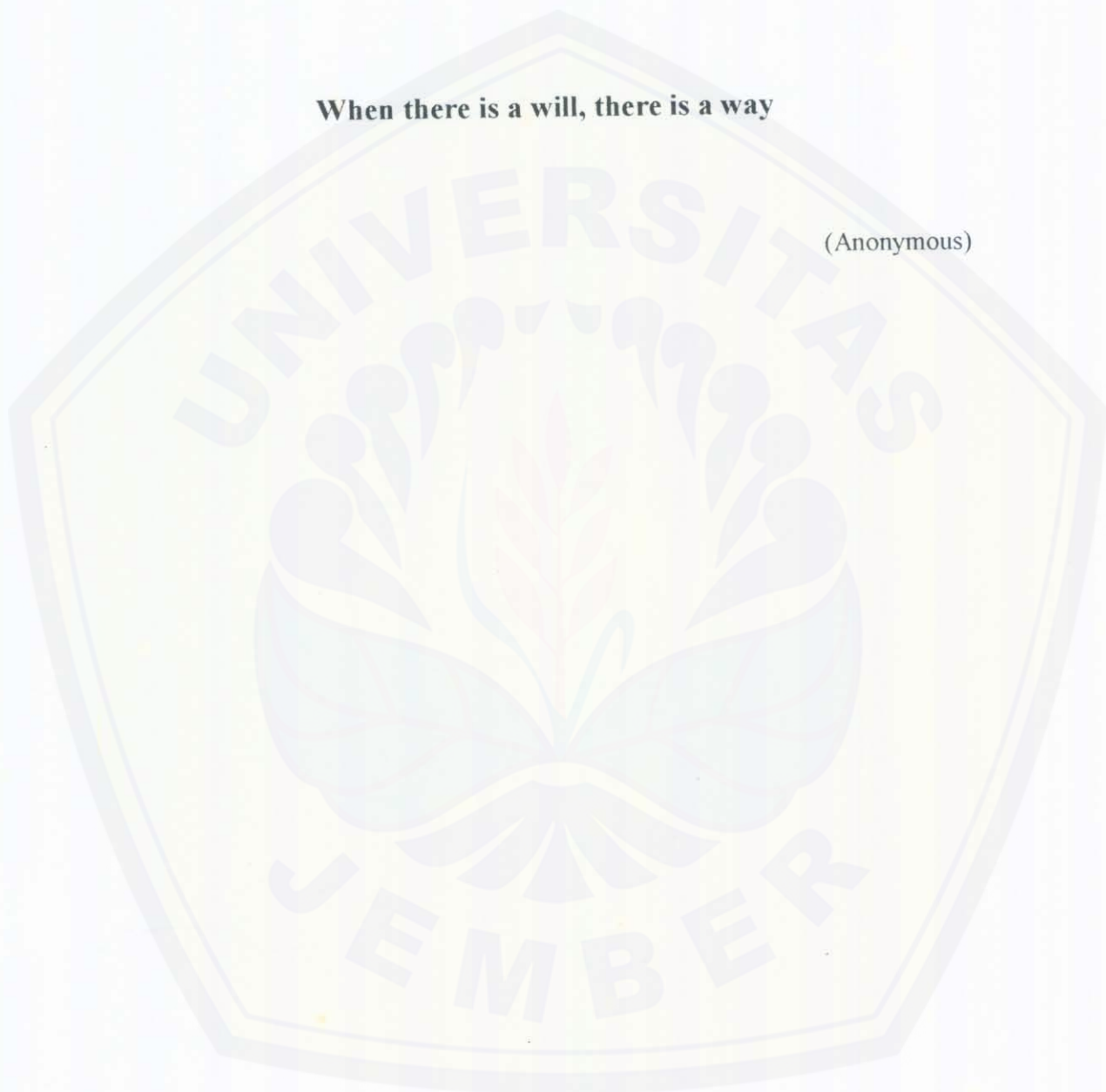FAJAR PUSPITASARI
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2003

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MOTTO

When there is a will, there is a way

(Anonymous)

DEDICATION

This thesis is dedicated to:

a. My parents, **Astiani** and **Tresno**, thanks for your countless sacrifice and love, there are not words to say unless I am nothing without you. I love u.

b. My beloved sister **Retno Wulandar**i and brother **Teguh Triatm**ojo who have given me support, guidance, motivation and much attention to me. Truly it's nice to have you all.

c. My special friend, **Edy Sugito**, the one to whom I can rely on. Thanks a lot for holding me in time and understanding me just the way Iam.

d. My Lovely fellows, **Movie 98°** (Fufu, Pite, Tete), thanks for your madness experience in holding my life. Thanks for your unforgetable and sweetest memories we have ever passed though in delight and misery.

e. My dearest friends in **B 27** : Retno, Iis, Yenny, Widi, Nia, mbak Endri, Ega and everyone who I can't mention. I will never imagine how I can put out of my mind the laugh and cry in our wonderful palace.

f. My almamater

CONSULTANT APPROVAL

A DESCRIPTIVE STUDY OF THE STUDENTS' VOCABULARY ACHIEVEMENT THROUGH PUZZLES OF THE PRE ELEMENTARY ONE CLASS AT EDDY'S ENGLISH CENTER JEMBER IN THE 2002/2003 ACADEMIC YEAR

Thesis

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EXAMINATION APPROVAL

This thesis is Approved and Received by the Examination Committee of the Teacher Training and Education Faculty, the University of Jember.

Day   : Saturday

Date   : November 15th, 2003

Place : Faculty of Teacher Training and Education

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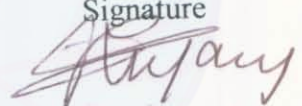**Dra. Wiwik Istianah, MKes, Med**
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Teacher Training and Education Faculty

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I believe that there must be a solution of each problem. This is because of the blessing from Allah, the Almighty, who always granted mercy, grace and invaluable guidence to me to finish writing this thesis. I would also like to express my great gratitude to:

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6. The English Teachers of Eddy's English Center Jember.
7. The Pre Elementary One Class students of Eddy's English Center Jember.

I realize that this thesis is still far from being perfect. I always hope criticism and advice from those who really want to have this thesis to be better.

Jember, November 2003

The Writer

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ABSTRACT

Fajar Puspitasari. 2003. *A Descriptive Study of the Students' Vocabulary Achievement through Puzzles of Pre Elementary One Class at Eddy's English Center Jember in the 2002 2003 Academic Year.*

Thesis, English Education Program, Language and Arts Department, Faculty of Teacher Training and Education.

Consultants: 1) Dra. Siti Sundari, MA
2) Dra. Made Adi Andayani T, MEd

Key Words: Vocabulary Achievement, Young Learners, Puzzles.

Learning vocabulary has been regarded as something difficult by many students in Indonesia. To make the teaching and learning process of vocabulary might be effective and interesting, the use of puzzles as one of the teaching techniques can be applied. This research was intended to describe the students' vocabulary achievement through puzzles. It was conducted at Eddy's English Center Jember. The respondents were 45 students in the Pre Elementary One Class in the period of April- July 2003. The primary data were collected by using vocabulary test through puzzles and analyzed by using descriptive quantitatively. The findings showed that puzzles might be effective for teaching English vocabulary. In general, the students' vocabulary achievement through puzzles was good (80,00). Specifically, on the average, the students' vocabulary achievement of verbs was good (80,7), nouns was good (80,9), adjectives was good(80,4) and adverbs was enough (77,8). The results suggest that puzzles might be effective for teaching English. It is better for the English teacher to use puzzles as a variety of teaching technique to improve the students' vocabulary achievement and to make the teaching and learning process more effective and interesting.

I. INTRODUCTION

1.1 Background of the Study

English is learned by students as a foreign language in Indonesian schools. At Junior High School, English has been learned as the compulsory subject for years. In the 1994 English curriculum, it is stated that the aim of the English teaching in Junior High School is to enable the students to speak, listen, read and write English and the mastery of language components, such as grammar, pronunciation, punctuation and vocabulary. Both the language elements and skills cannot be separated; they have to be taught integratedly. The statement shows that vocabulary becomes one of the English components that is essential to be mastered.

It is impossible for the students to build sentences in communication without mastering vocabulary. Tarigan (1989:2) says that the quality of someone's language skills depends on his quality and quantity of vocabulary mastery. The richer a student possesses the vocabulary, the bigger his possibility to learn the language skills. Meanwhile, according to Nursito (1992:33) the students of Junior/Senior High School are not yet able to use English in general, as a means of communication either in oral or written form, they just master the grammatical patterns. In other words, the students face some difficulties in learning English as a foreign language, which is caused by limited vocabulary.

As one of the language components, Koestaryo (1988: 19) states that vocabulary and the language skills are firmly tied, they cannot be separated from each other. Vocabulary follows the structural device of the language, such as regular and irregular verb forms, the countable and uncountable noun forms, the derivational verb forms, especially the irregular verb forms, bring more problems to the students.

Based on the explanations above, it is assumed that the students still have weaknesses in using the vocabulary either in speaking or writing. They get difficulties to choose the appropriate vocabulary used in a conversation or written composition. For this reason, the English teacher has to make an effort to

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understand, to repeat accurately and to use whole range of known language in conversation or written composition. The effort is required every moment and must be maintained over a long period of time. This means that the teacher should select the techniques that help and encourage the learners to sustain their motivation and work. In this case, Adenan (1992:9) states that motivation is one important factor in foreign language teaching. Without motivation, the English teaching cannot be done well. So it is the task for the teacher to create the students' motivation, to avoid boring situation, such as a technique which is monotonous and to set up the conducive situation.

Actually there are several techniques in teaching English as a foreign language to increase the learners' motivation to pay attention to the items being taught. The techniques, such as the use of puzzles and games, serve to increase the learners' attention to the lesson material to produce better learning. Adenan (1992:9) states that puzzles and games are obvious types of self-motivating material. They have a strong appeal because they offer a challenge that can commonly be met successfully. In this case, Rodgers (1981) identifies five basic characteristics of puzzles as follows, they are competitive, so the learners will motivate themselves to be the best; they are rule governed that is they have a limited number of specific and clearly defined rules; they are goal defined; having a limited number of specific and well defined objectives; they have closure; that is there is a predetermined point at which a game is finished; they are engaging in that they seem to challenge and engage the participants.

By considering the characteristics of the puzzles above, the use of puzzles in teaching vocabulary is a good teaching technique to improve students' vocabulary achievement. Besides, by using puzzles, the teacher can create contexts in which the language is useful and meaningful. Wright (1983:1) says that the need for meaningfulness in language learning has been accepted for some years. A useful interpretation of meaningfulness is that the learners' responses to the content in a definite way. If they are amused, angered, challenged, intrigued or surprised, the content is clearly meaningful to them. The meaning of language

they listen to, read, speak, and write will be more experienced and better remembered.

The advantages of the English teaching technique by using puzzles are to encourage the learners to learn vocabulary and to break the monotonous situation, and to make the conducive situation (Dobson1985: 7). In addition, Devies (1978;18) explains that the students that are accustomed to doing puzzles seem to stimulate interest and participation in a course because they constitute a form of play and recreation, and puzzles have long been accepted in language teaching as a means of relieving the students of much strain, which result from work demanding concentrated attention.

This study will focus on describing the vocabulary achievement through puzzles that cover crosswords, wordsearch and anagrams. The three kinds of puzzles have been applied in Eddy's English Center. The English teachers there often use puzzles in teaching vocabulary. The result of interview with the English teacher and observation as a preliminary study show that the kinds of puzzles are crossword, wordsearch and anagrams. Taylor (1992:30) states that crosswords provide clues as usual but link the words in the crosswords via a common theme, for example a sound a prefix. Wordsearch provides a list of words to be found which is linked in some way or give a clue to the lexical set involved. Anagrams provide some kind of unifying theme for your anagrams, for example by using letters, which can form several words, or by using visual aids. From the statements above, it is clear that the use of puzzles in teaching vocabulary is useful to stimulate the students' interest, to break the monotonous situation and to create the conducive teaching situation. Based on the descriptions above, this research will investigate the vocabulary achievement through puzzles of the first pre elementary one class at Eddy's English Center Jember in the 2002/2003 Academic Year.

1.2 Research Problems:

Based on the research background above, the problems are formulated into the general problem and the specific problem:

a. **The General Problem**

In general, the problem is formulated as follows:

How is the vocabulary achievement through puzzles of the pre elementary one class at Eddy's English Center in the 2002/2003 academic year?

b. **The Specific Problems**

Specifically, the problems are formulated as follows:

1. How is the students' vocabulary achievement of nouns through puzzles of the pre elementary one class at Eddy's English Center in the 2002/2003 academic year?

2. How is the students' vocabulary achievement of adjectives through puzzles of the pre elementary one class at Eddy's English Center in the 2002/2003 academic year?

3. How is the students' vocabulary achievement of verbs through puzzles of the pre elementary one class at Eddy's English Center in the 2002/2003 academic year?

4. How is the students' vocabulary achievement of adverbs through puzzles of the pre elementary one class at Eddy's English Center in the 2002/2003 academic year?

1.3 Operational Definition of the Terms

The variable of this research is the students' vocabulary achievement through puzzles of the pre elementary one class.

To avoid misunderstanding between the writer and the readers, it is necessary to define the terms used operationally. The terms that are necessary to be defined operationally are puzzles and the students' vocabulary achievement.

1.3.1 The Pre Elementary One Class

The Pre Elemntary One Class refers to the class level at Eddy's English Center that all the students are from the first year of Junior High School.

1.3.2 Puzzles

In this research, puzzles mean any interesting, stimulating and challenging activities by using some words to entertain, to motivate and to enrich the students' English vocabulary (Wright 1996:3). The puzzles here cover: crossword, wordsearch and anagrams. Taylor (1992:123) states that learners use crosswords, wordsearch and anagrams to improve spelling. Learning vocabulary means learning how to spell the words correctly.

In this research, wordsearch is constructed by hiding words in an array that can take on any geometrical shape. The difficulty of this puzzles can be increased by the camouflaged words go in various direction; left to right, right to left, up and down, diagonally in any direction. It is used to test vocabulary about nouns, verbs, adjectives and adverbs.

Crosswords mean words that are arranged so that they cross the appropriate points. The arrangement is made to correspond to horizontal and vertical clues. They are used to test vocabulary about nouns, verbs, adjectives and adverbs.

Anagram consists of some letters. They are the simpler than crosswords and wordsearch. There are two kinds of anagrams; letters and visual way. In the anagrams which use letters, the teacher has to decide what letters given to the learners, so they will make some words by using these letters. However, the words that they arrange should be appropriate with the theme. In visual way, the teacher has to draw a picture that you mean of your jumbled letters. From these jumble words, students should arrange as many words as possible. Anagrams has a recall and reinforcement function.. It is used to reinforce the students' vocabulary about nouns, verbs, adjectives and adverbs.

1.3.3 The Students' Vocabulary Achievement

Achievement is how much the language someone has learned with reference to a particular course of study or programme of vocabulary (Richard, J et al :1985: 2). Based on the definition above the students' vocabulary achievement refers to how much of nouns, adjectives, verbs and adverbs through

puzzles recognized and understood with succesfull effort that is done by the students of the pre elementary one class at Eddy's English Center in the 2002/2003 academic year. Their vocabulary achievement is indicated by their scores of vocabulary test through puzzles that cover wordsearch, crossword and anagram. The materials of vocabulary are taken from those having been taught by the English teachers at Eddy's English Center.

1.4 The Objectives of the Study

The objectives of the research cover the general objectives and the specific objectives.

1.4.1 The General Objective

Based on the general problem, the general objective of this study is to describe the vocabulary achievement through puzzles of the pre elementary one class at Eddy's English Course Jember in the 2002/2003 academic year.

1.4.2 The Specific Objectives

Based on the specific problems, the specific objectives of this research are as follows:

a. To describe the pre elementary one class students' achievement of nouns through crosswords, wordsearch and anagrams.
b. To describe the pre elementary one class students' achievement of adjectives through crosswords, wordsearch and anagrams.
c. To describe the pre elementary one class students' achievement of verbs through crosswords, wordsearch and anagrams.
d. To describe the pre elementary one class students' achievement of adverbs through crosswords, wordsearch and anagrams.

1.5 Significances of the Research

The results of this research may give useful information for the following persons:

a. The English Teachers

The research results are useful for the English teachers as information to know the students' vocabulary achievement through puzzles. The information can be used as an input to develop the teaching of vocabulary by using interesting puzzles to arouse the students' interest in learning vocabulary and to improve their vocabulary achievement.

b. The Students

By using the puzzles in the vocabulary test, the students can learn vocabulary more meaningfully and effectively.

c. Other Researchers

The results of this research maybe useful for other researchers as a reference and the source of information to conduct a further research in the similar area of the study by using a different research design, such as an action research or experimental research by using puzzles in the teaching of vocabulary to improve the students' vocabulary achievement.
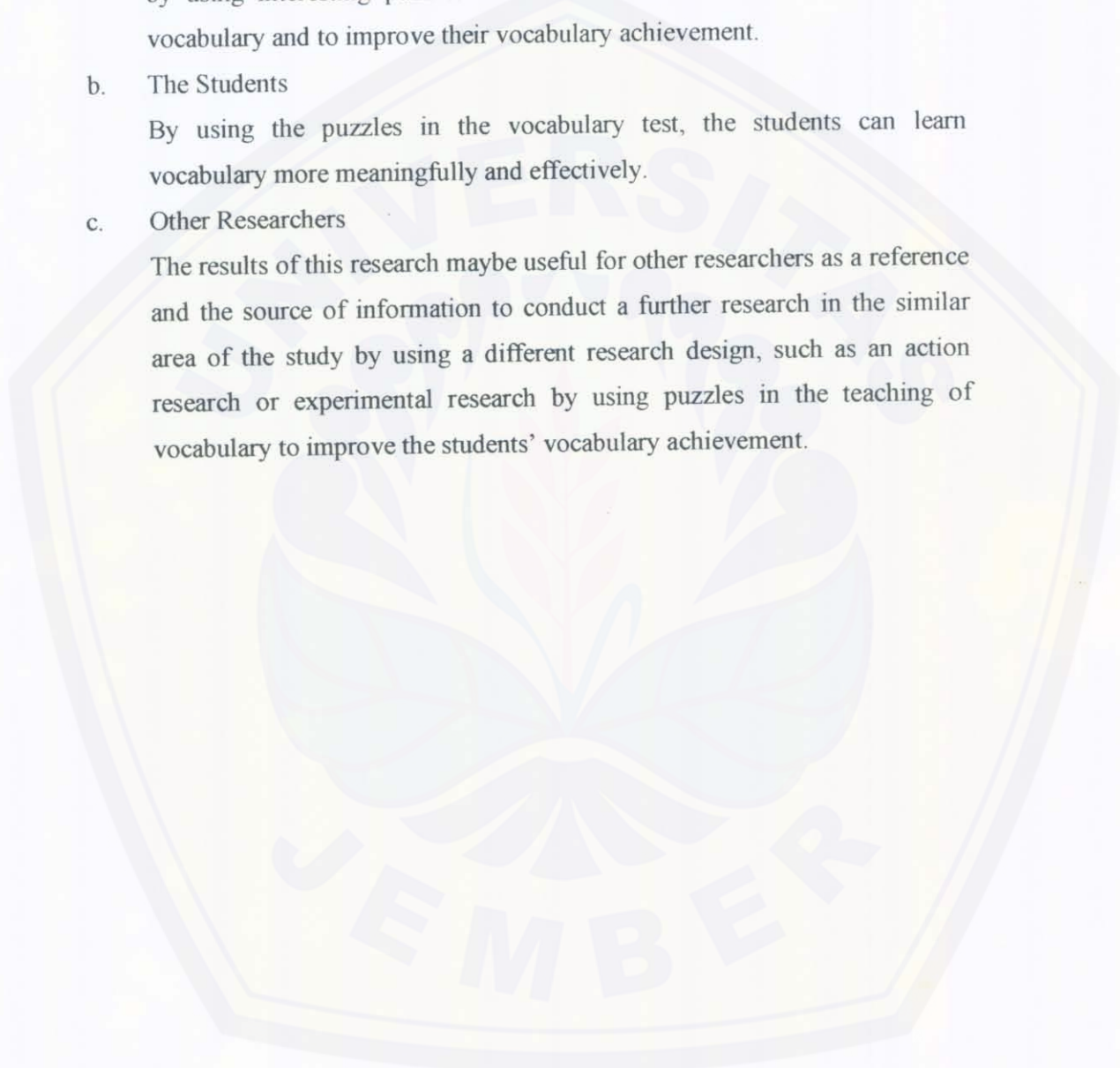
II. RELATED LITERATURE REVIEW

Concerning the research problems, several related theories are reviewed to support the research problems. The theories reviewed cover: characteristics of young learners, puzzles in language learning, kinds of puzzles vocabulary achievement, classification of vocabulary, choosing vocabulary, choosing puzzles, the ways to present puzzles and the use puzzles in teaching vocabulary at Eddy's English Center.

2.1 Characteristics of Young Learners

Young learners have their own characteristics. In order to gain a satisfactory result in teaching and learning process, a teacher should realize their characteristics. The characteristics of young learners mentioned by Scott and Ytreberg (1990: 3-4) are as follows:

- They ask questions all the time.
- They are able to make decision about their own learning.
- They have definite views about what they like and don't like doing.
- They are able to work with others and learn from others.

In addition, Clark (1990:6-8) states that characteristics of young learners are as follows:

- Children get bored easily.
- Children are at an early stage of their education. Young children have fewer inhibitions about learning a foreign language and less resistance to the idea.
- Children forget quickly. The teacher should use repetition and drilling in presenting the materials.
- Children are better mimics. In their ages, their elastic vocal organs help them produce the sounds of their language that have not become fixed through habit.

Since the first elementary level students are young English learners, the teacher should consider their characteristics above in choosing the materials, media and technique to create the pleasant and interesting teaching situation.

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2.2 Puzzles in Language Learning

Palmer (1983:15) states that puzzles have become more widely used in recent years. He says that research on language learning has revealed that students' motivation and effective atmosphere in the classroom have great influence on the acquisition of language competence.

Rodgers (1981:19) identifies five basic characteristics of puzzles, as follows:

1. They are competitive.
2. They are all governed; that is, they have a limited number of specific and clearly defined rules.
3. They are goal –defined, having a limited number of specific and well-defined objectives.
4. They have closure; that is, there is a predetermined point at which a game is finished.
5. They are engaging in that they seem to challenge and engage the participant.

There is a distinction between puzzles and games. Language teaching by using puzzles can be defined as problem-solving activities requiring the individual learner to formulate a solution. On the other hand, language teaching games is defined as problem- solving activities involving interaction among learners.

Puzzles seem to stimulate interest and participation in a course because they constitute a form of play and recreation. As Latorre and Baeza (1975:45) point out puzzles have long been accepted in language teaching as means of relieving the students of many activities that have a wide appeal, it cannot be assumed that everybody will be motivated by them at all times. of strain, which results from work demanding concentration attention.

However, a warning must be issued in using such activities solely as recreational devices. As Omaggio (1982:11) stresses, puzzles should be used judiciously and constructed with specific instructional objectives. Latorre and Baeza (1975:46) say puzzles should have definite linguistic aim along with their function as a welcome change activity. If puzzles are used only to fill the time, both the teacher and the students will lose interest in them. But if they are integrated into a basic program, it is highly likely that they will enjoy, promoting

a lively and uninhabited learning environment. This will result in a more positive attitude towards the language being studied.

A second warning that must be considered as well is that too much of a good thing is bad. Puzzles, like any kinds of instructional devices, should be used together with other techniques. Even though it seems that these activities have a wide appeal it cannot be assumed that everybody will be motivated by them at all times (Omagio 1982:14).

Finally, to keep the motivational value high, the teacher should always make sure that puzzles are likely to be understood, enjoyed and solved by most students. In other words, the puzzles should be "synchronized" with the students' intellectual abilities and level of linguistic communicative competence. The teacher must be able to choose the appropriate puzzles in specific situation. Many puzzles can be simplified or made more difficult to reflect the age and capabilities of the students. These activities are therefore applicable to all levels of education. The teacher should also expect errors as an inevitable part of problem solving. The idea is not necessary to get the right answer, but to be challenged. This statement is supported by Hovanec (1978:10) that states puzzles are produced to strive conceal the answer yet cry out to be solved, while solvers are challenged to solve them. The underlying assumption is that both will derive pleasure from their past time. Needless to say, errors and wrong guesses should be treated as an integral part of the learning process.

2.3 Kinds of Puzzles

According to Danesi (1987:11); the types of puzzles that focus on the knowledge of language forms or specific are designated discrete point. The teacher should design their own discrete- point to fit the specific learning tasks that come up in their classroom situation. Discrete -point puzzles are popular with both teachers and students because they cast the practise of vocabulary and isolated grammatical features into a challenging and recreational problem- solving form. In other words, exercises are disguised as puzzles.

The kinds of discrete-point puzzles are scrambled letters and words, crosswords, word-search, word tic-tac-toe, word mazes, match up, cryptograms, associations, word-wheels and anagrams. These have been reported in the literature to be very popular and effective learning devices with students of all ages and at all levels of linguistic competence.

The following parts will respectively review the three kinds of puzzles used in the vocabulary test given to the pre elementary one level students at Eddy's English Course. They are crossword, wordseasch, and anagrams.

2.3.1 Crosswords

Danesi (1987:14) states that crosswords appeal to people of all ages and have probably the largest following of any puzzles in history. The construction technique consists simply in arranging the words so that they cross the appropriate points. The arrangement is then made to correspond to horizontal and vertical clues. Crosswords can also be constructed in various other ways to make them even more interesting and diversified.

Crossword puzzles can obviously be based on a wide variety of discrete-point objectives by using suitable clues. It can be employed, for instance, as an exercise in grammar by providing such as "plural of apple" it can be used as well as translation exercise by providing clues in the native language of the students. Crosswords appear to be the most useful as a recall and reinforcement activity.

The following is the example of crosswords taken and adapted from Vocabulary in Action (Taylor, 1992:30-32)

Crossword:

Clues Across:
1. very large person
2. liquid made from fruit
5. having high risk
7. bits of paper, bottles, etc
9. large vehicle for transporting goods

Clues Down:
1. kind and caring
3. fool
4. this animal is enemy of mouse
6. earth science
8. person of no fixed address
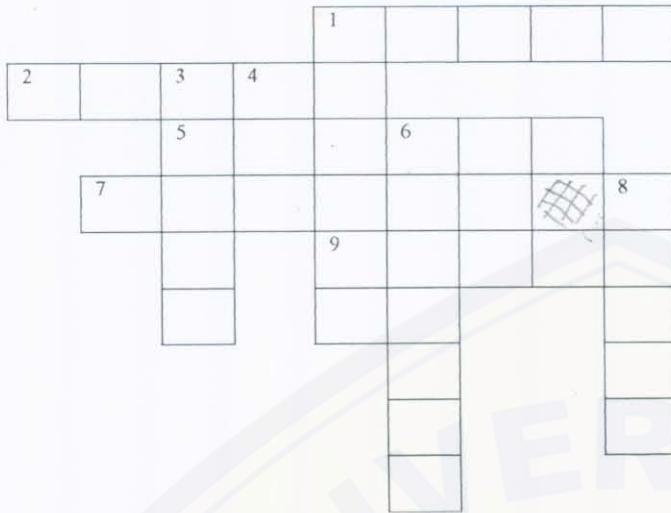
Answer key:

Across:	*Down*:
1. giant	1. gentle
2. juice	3. idiot
5. danger	4. cat
7. litter	6. geology
9. lorry	8. gypsi

2.3.2 Wordsearch

Wordsearch is constructed simply by hiding words in an array that can take on any geometrical shape. Danesi (1987:15) says that the difficulty of these puzzles can be increased by the camouflaged words go in various direction ; left to right, right to left, up and down, diagonally in any direction. The level of difficulty should correspond to the age of the learner. To make word search more challenging, they can be combined with other puzzle types such as scrambled letters. It should be noted that word search is suitable for learners of all ages. Like the puzzles already discussed, they have a recall and reinforcement function.

The following is the example of wordsearch taken and adapted from Vocabulary in Action (Taylor,1992:30-32):

Wordsearch: find six days of the week. Which one is missing?

E	O	N	W	T	H	U
F	R	I	E	N	U	S
F	R	I	D	A	Y	A
S	M	O	N	D	A	Y
A	S	M	E	I	D	O
T	U	E	S	D	A	Y
U	N	A	D	O	I	M
R	O	S	S	A	U	O
D	A	U	Y	M	Y	N
A	Y	N	A	O	T	D
Y	I	D	D	N	U	A

Answer key:

Thursday

Six days of the week are Sunday, Monday, Tuesday, Wednesday, Friday, Saturday.

2.3.3 Anagrams

Anagrams are constructed to people at all ages. Most of young learners like anagrams. They are the simpler than crosswords and wordsearch. There are two kinds of anagrams; letters and visual way. In anagrams which use letters, teachers have to decide what letters given to the learners, so they will make some words by using these letters. However the words that they arrange should be appropriate with the theme. In this way, the teachers have to draw a picture that is meant by jumbled letters. From these jumble letters, students are asked to form as many words as possible. They have a recall and reinforcement function. But in this research, the kinds of anagrams used at Edy's English Course are anagrams which us letters.

The following are some examples of anagrams taken and adapted from Vocabulary in Action (Taylor, 1992:30-32):

Anagarams: How many English words can you find for:

1. ENMA   2. ETAM

Answer key:

1. ENMA: MAN, MEN, AN, MEAN, NAME

2. ETAM: TEAM, MEAT, MET, AT, EAT, TAME

What are the words portayed by the pictures?

tacoteg

Answer key:

1. cottage   2. tulip

2.4   Vocabulary Mastery in Language Learning:

Vocabulary plays an important role in all language skills, namely listening, speaking, reading and writing. Vocabulary might help the listener and reader to understand the message. However, poor vocabulary may cause missunderstanding or even failure to understand the spoken or written message. As Kustaryo {1998:3) states that a student who does not know English vocabulary fairly well will have problems when facing new reading materials.

For speaking and writing, vocabulary might help the speaker and writer to express their ideas. For example, some students might fail to speak because of their poor vocabulary. Further, they cannot start to write their sentences in writing. In other words, when the sudents have a limited number of vocabulary, they would be difficult to choose words that are appropriate to send out the message to the listener and the reader. As Murdibjono{1989:42) states that a word does not

always have one meaning, sometimes a word has two or more meanings and the meanings of that word could be recognized when it is used in a sentence. Chaudron(1995:72) notes that non-ative-speaking child who has more varied vocabulary has more skilled in initiating interaction. This means that the more the students have good vocabulary achievement, the better they understand the language in all skills. It can be concluded that English vocabulary achievement is important as a means of improving English skills (reading, listening, writing and speaking).

2.4.1 Classification of Vocabulary

Vocabulary concerns with the words under the topics given in the teaching learning process, and it includes various parts of speech, such as nouns, verbs and adjectives. William (1976:47) divides vocabulary into two groups; namely large vocabulary that covers nouns, adjectives, verbs, adverbs and small vocabulary that covers prepositions, pronouns, conjunctions, interjections and articles.

This research focuses on large vocabulary which covers nouns, verbs, adverbs and adjectives. Hatch (1995:218) states that large vocabulary is vocabulary which has a major function in communication. The following parts present the explanations of the kinds of large vocabulary used in this research.

1. Nouns

Nouns in English are divided into two types: countable and uncountable nouns. Murdibjono (1989:64) states that countable nouns have singular and plural forms. Plural forms commonly end with "s" or "es", like in the words " books" and "boxes", but some others do not end with "e" or "es", such as the words "child' becomes "children " and "ox" becomes "oxen" that is end with "ren" and "en". The examples of uncountable nouns are "sugar", "coffee", "water", and so forth.

Bailey (1970:33) defines a noun as the name of a person, a thing or a place. Further, Thomson and Martinet (1986: 78) divide nouns into five types:

a. Common nouns, such as "table", "coffee".

b. Concrete nouns, such as "girl", "boy".

c. Abstract nouns, such as "justice", "happiness".

d.   Proper nouns, such as "John", "Paris".

e.   Collective nouns, such as "committee", "class".

The kinds of nouns used as the indicator of the vocabulary test is common nouns.

2. Verbs

A verb is an expression or an action of doing something. Bailey (1970:42) states that a verb is a word that expresses an action or states of doing something. Moreover, Murdibjono (1989:75) notes that verbs in English could be divided into two groups; one word verbs, such as sleep and drink, and two word verbs, such as "look- like" and "wake up". According to Thomson (1986:105) there are two classes of verbs. They are as follows:

a.   Auxilary verbs that cover: to be, have, t do, can, could, may, might, must, ought, shall, should, will, would, need, dare.

b.   Ordinary verbs   :

There are two ordinary verbs, namely:

1. Regular verbs : verbs that have rules. For example: play-played-played, want-wanted-wanted, etc.

2. Irregular verbs: verbs that have no rules. For example: write- wrote- written, read- read-read, etc.

In this research, the kinds of verbs used as the indicators of the vocabulary test are ordinary verbs.

3. Adjectives

The form of adjectives can be distinguished into:

A. Words that can be modified by adverbs, such as quite, interesting.

B. Nouns modifier that doesn't take an adverb modified, such as rainy (Krohn, 1984:56-57).

In this case Thomson and Martinet (1986:55) state that adjectives are classified into:

a.   Qualitative Adjectives, such as good, fat, dry.

b.   Demonstrative Adjectives, such as this, that, these.

c.   Distributive Adjectives, such as each, every, either.

d.   Quantitative Adjectives, such as some, any much.

e.   Interrogative Adjectives, such as which, what, whose.

f.   Possessive Adjectives, such as my, your, its.

In this research, the kinds of adjectives used as the indicator of the vocabulary test are qualitative, distributive, quantitative and interogative adjectives.

4. Adverbs

An adverb is a word to add more information about a place, time, circumstance, manner, cause, degree, etc. to a verb, an adjective a phrase or another adverb (1987:14). There are eight kinds of adverbs (Thomson, 1986:47), they are as follows:

a. Adverbs of manner well, slowly, carefully, carelessly, etc.

b. Adverbs of place: here, there, far, near, etc.

c. Adverbs of time: today, tomorrow, yesterday, yet, now, etc.

d. Adverbs of frequency: usually, often, always, rare, etc.

e. Adverbs of sentence: certainly, surely, etc.

f. Adverbs of relative: who, whom, whose, etc.

g. Adverbs of interrogative: when, where, why, etc.

h. Adverbs of degree: very, rather, too, etc.

In this research, the kinds of adverbs used as the indicator of vocabulary test are adverbs of manner, place, time, frequency and adverbs of sentences.

2.4.2   The Choosing of Vocabulary

Since there are many vocabularies in English, it is important to choose vocabulary that will be used. As Haycraft(1978:44-46) has suggested that there are certain guidelines for the choice of vocabulary, such as commonest word, students' need, students' language, word building, topic areas, cross reference and related study. Each line will be discussed in the following parts:

1. Commonest Words

It is important to choose the vocabulary that students already know. The teacher will be helped by the text book where vocabulary is graded, and the list of the commonest words is also available.

2. Students' Need

A teacher must consider the students' need when he/she chooses the vocabularies. The students will feel frustrated if the materials are too difficult for them because they are beyond their comprehension ability.

3. Students' Language

If the teacher is teaching a class from one language group, he must consider the students' language as well. First, the teacher needs to be careful with words that are similar to the words that sound the same as those in the students' language.

4. Word Building

It is often worth choosing a word because a general rule can be formed.

5. Topic Areas

Generally, it is easier to teach vocabulary which belongs to one area of sequence, as the students will be able to form a pattern of related words in their mind based on the certain topic.

6. Cross Reference

A lot of words are applicable to different situation or specialization, for example, a teacher is choosing vocabulary connected with cars, it is worth choosing terms that are also common to other means of transportation, such as truck, bus, etc.

7. Related Structure

Many structures 'demand' their own vocabulary. Thus, if the teacher is teaching 'going to' he/she is likely to introduce a vocabulary connected with plans.

2.4.3 The Choosing of Puzzles

Puzzles are kinds of games. The teacher should select the games, especially puzzles which are appropriate with the students for presenting the materials. In line with the statement, Gerlach et al (1980:83) give ideas for using games as follows:

a. Game can be used to give pupils awareness of the subject being studied. The teacher must construct his own objective before using games.
b. Some teachers have succeeded in developing their own games. Frequently, they involved the pupils in the development.
c. The activity is not likely to be successful unless good instructional objectives are prepared first.

2.4.4 The Ways to Present Puzzles:

Adenan (1992:9) states that puzzles and game are self motivating because they offer a challenge that can commonly be met successfully. However, for the learners of English only puzzles and games meet the requirements. In language teaching, puzzles and games need to meet some requirements. They are among others:

a. In the vocabulary and sentence, structure should be in a controlled range so that, the challenge they offer can be met by the learner.
b. The focus should be on the language. The learner should be able to make good use of the language.
c. The puzzles and games should offer much opportunity for the learner to practice and repeat the sentence pattern and vocabulary.

In conclusion, teaching vocabulary using puzzles can be fun, motivating and relaxing. However, the teacher should be aware that the success of using puzzles in teaching learning needs to meet requirements. In term of the students level, teachers needs and the choice of vocabulary materials by using puzzles of the factors must be done carefully in order not to cause constraints to the students.

2.5 The Teaching of Vocabulary at Eddy's English Course :

Teaching English at Eddy's English Center is based on the basic course outline of the 1994 English Curriculum for SLTP. The teaching of English covers reading, writing, listening and speaking skills which should be taught in integrated way with the main focus on the reading skill (Depdikbud:1995:1). The objective of teaching vocabulary at the Junior High School students is to master vocabulary

related to the themes of reading given the students in the level of 750 vocabulary by the end of their learning.

From class observation done by the researcher at Eddy's English Course during the English learning process (as the preliminary study), it is known that the English teacher at the school usually teaches reading first, and then asks their students to memorize the vocabulary in the reading and answer the questions given. This technique sometimes causes the students feel bored because there is no variation in learning.

In order to avoid the students boredom, once a while the English teacher at Eddy's English Center has applied puzzles as a technique of teaching vocabulary, especially crosswords puzzle, wordsearches and anagrams. The teacher gives the reading text first and then gives the puzzles which are appropriate with the reading theme for teaching vocabulary. The teacher usually asks the students to do the puzzles in groups or individual work. It seems the students enjoy the lesson through puzzles. They are engaged more actively in learning vocabulary through puzzles.

III. RESEARCH METHODS

This chapter presents the research methods covering the research design, the area determination method, the respondent determination method, the data collection methods and the data analysis method. The details are explained in the following parts:

3.1 The Research Design

This research was intended to describe the students' vocabulary achievement through puzzles. Related to the research objectives, the appropriate design chosen was descriptive. In this research, the procedures were as follows:

1. Determining the respondents by population method.
2. Constructing the research instruments (vocabulary test through puzzles).
3. Collecting the main data by giving vocabulary test to the respondents.
4. Analyzing the collected primary data (quantitatively).
5. Classifying the results of the data analysis qualitatively.
6. Drawing a conclusion to answer the research problems.

3.2 The Area Determination Method

The area to conduct the research was determined by purposive method. The research was conducted at Eddy's English Center. The institution was chosen as the research area because the English teachers there have used puzzles (crosswords, wordsearch and anagrams) in the teaching of vocabulary. So the data needed could be gained.

3.3 The Respondent Determination Method

This research used population method to determine the respondents. The respondents were the students of first pre elementary one class at the Eddy's English Center Jember in the 2002/2003 academic year. There were three classes at there and each class consisted of 15 students. All the classes were taken as respondents.

3.4 The Data Collection Methods

The data of this research consisted of the main data and the supporting data. The methods that were applied to collect the data are test and interview. The following parts discussed the methods used in this research:

3.4.1 Test

Vocabulary test was used to measure the students' vocabulary achievement through puzzles that cover crosswords, wordsearches and anagrams. Achievement test was used in this research because it was intended to test the students' vocabulary achievement through puzzles after they had learned vocabulary through puzzles from the English teacher. The test material was constructed based on the materials had been learned by the students and was consulting to the English teacher. The test items were constructed based on the research indicators used, namely nouns, verbs, adjectives and adverbs and the puzzles used cover crosswords, wordsearch and anagrams.

The form of the test was objective in the form of completion. In the test, the students should complete the blank square in the puzzles. Completion was chosen as the test form because it was unambiguously identified. Hughes (1989:19) says that if no judgement is required on the part of the score, then the scoring is objective.

A good test requires validity and reliability. In relation to the test validity, this test used content validity in which the test items were constructed based on the research indicators used as described above, the vocabulary materials stated in the 1994 English curriculum, and the test were consulted to the English teacher. In addition, it was intended to measure the students' vocabulary achievement through puzzles. So, the test was valid based on its content and it measured what was intended to measure. Hughes (1989:42) states that if the test is valid, it must be reliable. Dealing with reliability test, Heaton (1987: 160) says that reliability is a characteristic of any good test, for the valid test must be first reliable as a measuring instrument. Based on the idea, since the test was valid based on its content, it was reliable as well.

The number of the test items was 40 items which consisted of equal distribution of each indicator, that was nouns (10 items), verbs (10 items), adjectives (10 items) and adverbs (10 items) through puzzles that cover crosswords, wordsearch and anagrams. The time for the test was 90 minutes. Dealing with the scoring, each correct item was scored 2, 5. So, the total score of the test items was 100. The items of the test and the answer key were enclosed on Appendices 2 and 3.

3.4.2   Interview

In this research, interview was used to measure the approach and the technique used by the English teacher in teaching vocabulary, the kinds of puzzles used in teaching vocabulary and the problems faced by the students in learning vocabulary. It was conducted with the English teacher at Eddy's English Center.

In this research, semi structured interview was used because while interviewing the English teacher, a list of questions was prepared by the interviewer that was asked and developed to get the information needed (Mc Millan, 1992:133). The interview guide was enclosed on Appendix 4.

3.5 Data Analysis Method

The collected primary data were analyzed statistically in the percentage by using the following formula:

$$\Sigma = \frac{n}{N} \, X100\%$$

Notes:

Σ= The students' vocabulary achievement of each indicator through puzzles.

n= The scores of each indicator obtained by the students.

N= the total score of the test items.

(Adapted from Ali,1987:186)

After finding out the percentage of the students' vocabulary achievement of each indicator, the results were classified qualitatively based on the following classification of the score level:

Table I. Classification of the Score Levels

Vocabulary Score (%)	Category	
	Indonesia	English
90-100	Bagus sekali	Excellent
80-89	Bagus	Good
70-79	Cukup	Enough
60-69	Kurang cukup	Not enough
5O-59	Buruk	Bad
40-45	Buruk sekali	Very bad
< 39	Gagal	Failed

(Adapted from Karnadidjaja et al,1986:114)

IV. RESEARCH RESULTS AND DATA ANALYSIS

This chapter presents the research results that cover the results of the primary data and the results of supporting data. The primary data were obtained from vocabulary test, while the supporting data were taken from the interview and documentation.

4. 1 Results of the Primary Data

The primary data were obtained from vocabulary test that was conducted on 7 July until 9 July, 2003 at Eddy' s English Center Jember.This test was used to collect the data dealing with the students' vocabulary achievement through puzzles that cover crosswords, wordsearches and anagrams.

4.1.1 Results of Vocabulary Test

In this research, vocabulary test was given to the Pre Elementary One class students. The vocabulary test included the research indicators, namely verbs, nouns, adjectives and adverbs. The number of the test items was 40 items with the equal distribution of each indicator (10 items).Dealing with the scoring, each correct item was scored 2,5. So, the total score of the test items was 100.

The collected data were analyzed statistically. After finding out the percentage of the students' vocabulary achievement of each indicator, the result were classified qualitatively.

The following Table presents the analysis results of the students' scores of vocabulary achievement test of each indicator.

Table 2. **The Analysis Results of the Students' Scores of Vocabulary Achievement Test of Each Indicator.**

No	Vocabulary Indicators												T
	Verbs			Nouns			Adjectives			Adverbs			
	n	N	S	n	N	S	n	N	S	n	N	S	
1	17,5	25	70	22,5	25	90	22,5	25	90	20	25	80	82,5
2	22,5	25	90	22,5	25	90	20	25	80	17,5	25	70	82,5
3	22,5	25	90	20	25	80	22,5	25	90	22,5	25	90	87,5

25

4	22,5	25	90	22,5	25	90	22,5	25	90	22,5	25	90	90
5	22,5	25	90	17,5	25	70	20	25	80	17,5	25	70	77,5
6	22,5	25	90	17,5	25	70	20	25	80	17,5	25	70	77,5
7	20	25	80	17,5	25	70	17,5	25	70	20	25	80	75
8	22,5	25	90	20	25	80	20	25	80	22,5	25	90	85
9	17,5	25	70	20	25	80	22,5	25	90	17,5	25	70	77,5
10	17,5	25	70	22,5	25	90	20	25	80	22,5	25	90	82,5
11	20	25	80	17,5	25	70	22,5	25	90	22,5	25	90	82,5
12	17,5	25	70	20	25	80	20	25	80	17,5	25	70	75
13	20	25	80	20	25	80	22,5	25	90	20	25	80	82,5
14	22,5	25	90	20	25	80	20	25	80	20	25	80	82,5
15	20	25	80	20	25	80	20	25	80	20	25	80	80
16	20	25	80	22,5	25	90	22,5	25	90	20	25	80	85
17	20	25	80	17,5	25	70	17,5	25	70	20	25	80	75
18	20	25	80	22,5	25	90	17,5	25	70	17,5	25	70	77,5
19	20	25	80	22,5	25	90	20	25	80	17,5	25	70	80
20	20	25	80	17,5	25	70	22,5	25	90	17,5	25	70	77,5
21	17,5	25	70	17,5	25	70	22,5	25	90	22,5	25	90	80
22	20	25	80	17,5	25	70	22,5	25	90	17,5	25	70	77,5
23	22,5	25	90	20	25	80	20	25	80	17,5	25	70	80
24	22,5	25	90	20	25	80	17,5	25	70	20	25	80	80
25	17,5	25	70	17,5	25	70	22,5	25	90	20	25	80	77,5
26	22,5	25	90	17,5	25	70	20	25	80	22,5	25	90	82,5
27	22,5	25	90	17,5	25	70	20	25	80	22,5	25	90	82,5
28	17,5	25	70	22,5	25	90	20	25	80	17,5	25	70	77,5
29	20	25	80	17,5	25	70	22,5	25	90	20	25	80	80
30	20	25	80	20	25	80	17,5	25	70	17,5	25	70	75
31	20	25	20	20	25	80	20	25	80	20	25	80	80
32	17,5	25	70	17,5	25	70	20	25	80	22,5	25	90	77,5
33	22,5	25	90	17,5	25	70	17,5	25	70	17,5	25	70	75
34	22,5	25	90	22,5	25	90	17,5	25	70	17,5	25	70	80
35	22,5	25	90	22,5	25	90	17,5	25	70	17,5	25	70	80
36	17,5	25	70	20	25	80	20	25	80	20	25	80	77,5
37	17,5	25	70	17,5	25	70	20	25	80	17,5	25	70	72,5

38	22,5	25	90	20	25	80	17,5	25	70	20	25	80	80
39	17,5	25	70	22,5	25	90	17,5	25	70	17,5	25	70	75
40	20	25	80	22,5	25	90	22,5	25	90	17,5	25	70	82,5
41	20	25	80	17,5	25	70	20	25	80	17,5	25	70	75
42	17,5	25	70	22,5	25	90	17,5	25	70	17,5	25	70	75
43	22,5	25	90	20	25	80	17,5	25	70	20	25	80	80
44	20	25	80	17,5	25	70	22,5	25	90	22,5	25	90	82,5
45	17,5	25	70	20	25	80	20	25	80	20	25	80	77,5
Σ	887,5		3630	870		3640	905		3620	875		3500	3595,5
M			80,7			80,9			80,4			77,8	79,9

Notes:

No= The number of respondents

n= The score of each vocabulary indicator obtained by the respondents.

N= The total score of the test items of each vocabulary indicator

S= The students' final scores of each vocabulary indicator.

T= The students' final scores of vocabulary

M= The mean score of each vocabulary indicator.

4.3 Data Analysis

The students' scores of vocabulary test were analyzed to know the students vocabulary achievement through puzzles.

Based on the results of the data analysis presented in Table 2 above, the mean score of each vocabulary indicator could be classified in Table 3 below:

Table 3: The Mean Score and Classification of Each Indicator of the Respondents through Puzzles

No	Indicators	M (%)	Range Score	Classification
1	Verbs	80,7	80-89	Good
2	Nouns	80.9	80-89	Good
3	Adjectives	80.4	80-89	Good
4	Adverbs	77.8	70-79	Enough
5	Vocabulary Achievement	80.0	80-89	Good

In brief, the following chart will give clearer information to the reader about the sudents' vocabulary achiement through puzzles.

verbs nouns adj adv vocab achiv.
80.7% 80.9% 80.4% 77.8% 80%
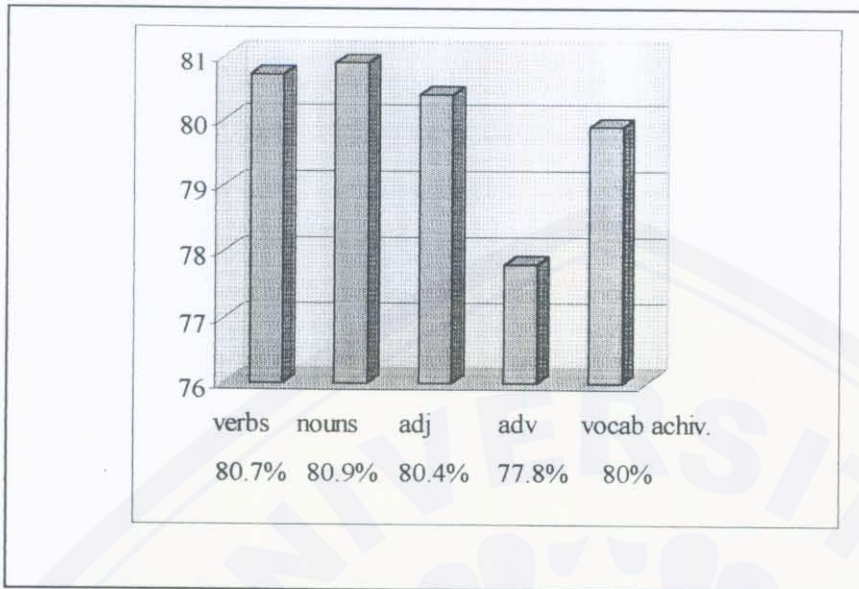
After analyzing the students' vocabulary scores based on the indicators, the next step is finding the score frequencies achieved by the students based on the classification of the score level proposed by Karnadidjaja (1986;114).

The following section presents the score frequencies of each indicator and vocabulary achievement obtained by the respondents.

The first was the score frequencies of verb vocabulary achievement through puzzles.

Table 4: The Score Frequency and Classification of Vocabulary Achievement of Verb

No	Score	Frequency	%	Score Classification
1	90-100	16	35.6	Excellent
2	80-89	16	35.6	Good
3	70-79	13	28.9	Enough
4	60-69			Not enough
5	50-59			Bad
6	40-49			Very bad
	<39			Failed
Total		45	100	

Based on the Table above, among 45 students there were 16 students who had scores between 90-100. After being consulted to the Table of the score

classification, 35,6% of the students' scores of verb was excellent. There were 16 students who had scores between 80-89 or had good category. There were 13 students or 28,9% of the students' scores were between 70-79 or had enough category.

To clarify the results of the students' verb achievement through puzzles is presented by using the following chart:

The second was the score frequencies of noun vocabulary achievement through puzzles.

Table 5: The Score Frequency and Classification of Vocabulary Achievement of Nouns

No	Score	Frequency	%	Score Classification
1	90-100	13	28.9	Excellent
2	80-89	15	33.3	Good
3	70-79	17	37.8	Enough
4	60-69			Not enough
5	50-59			Bad
6	40-49			Very bad
7	<39			Failed
Total		45	100	

Based on the table above, among 45 students there were 13 students who had scores between 90-100. After being consulted to the table of the score classification, 28.9% 0f the students' scores of verb was excellent. There were 15 students or 33.3% who had scores between 80-89 or had good category. There

were 13 students or 37,8 % of the students' scores were between 70-79 or had enough category.

To make clearer understanding for the readers, the results of the students' verb achievement through puzzles is presented by using the following chart:

The third was the score frequencies of adjective vocabulary achievement through puzzles.

Table 6: The Score Frequency and Classification of Vocabulary Achievement of Adjective

No	Score	Frequency	%	Score Classification
1	90-100	14	31.1	Excellent
2	80-89	19	42.2	Good
3	70-79	12	26.7	Enough
4	60-69			Not enough
5	50-59			Bad
6	40-49			Very bad
7	<39			Failed
Total		45	100	

Based on the Table above, among 45 students there were 14 students who had scores between 90-100. After being consulted to the table of the score classification, 31,1% 0f the students' scores of verb was excellent. There were 19 students or 42,2% who had scores between 80-89 or had good category. There

were 12 students or 26,7% of the students' scores were between 70-79 or had enough category.

To make clearer understanding for the readers, the results of the students' verb achievement through puzzles is presented by using the following chart:
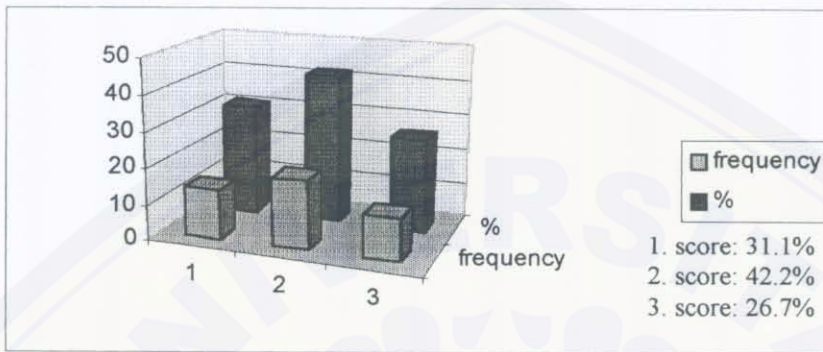
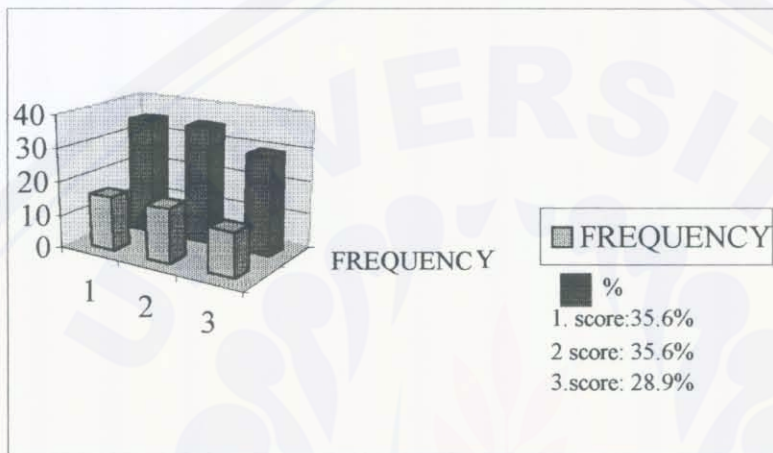The fourth was the score frequencies of adverb vocabulary achievement through puzzles.

Table 7: The Score Frequency and Classification of Vocabulary Achievement of Adverb

No	Score	Frequency	%	Score Classification
1	90-100	10	22.2	Excellent
2	80-89	15	33.3	Good
3	70-79	20	44.4	Enough
4	60-69			Not enough
5	50-59			Bad
6	40-49			Very bad
7	<39			Failed
Total		45	100	

Based on the table above, among 45 students there were 10 students who had scores between 90-100. After being consulted to the table of the score classification, 22,2% 0f the students' scores of verb was excellent. There were 15 students or 33,3% of the students who had scores between 80-89 or had good category. There were 20 students or 44,4% of the students' scores were between 70-79 or had enough category.

To clarify the results of the students' verb achievement through puzzles is presented by using the following chart:
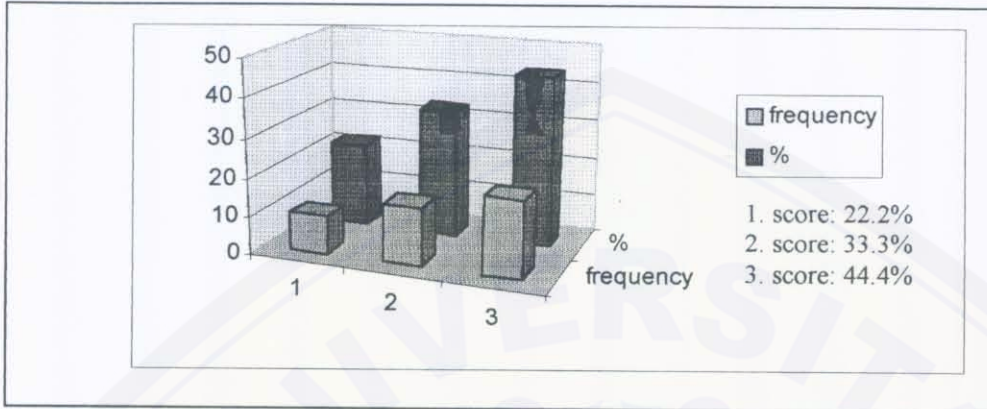
The last was the score frequencies of vocabulary achievement through puzzles.

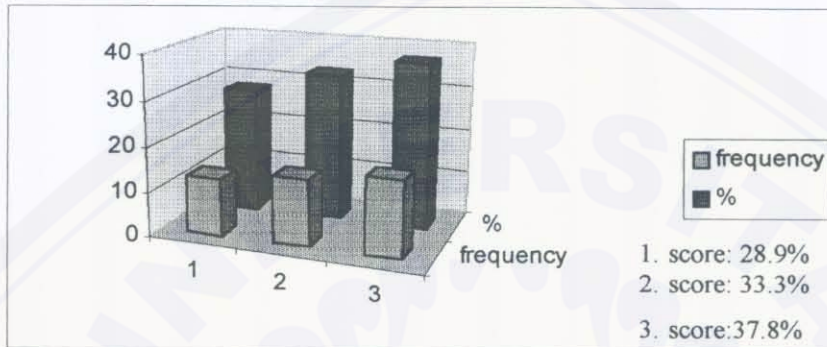**Table 8: The Score Frequency and Classification of Vocabulary Achievement**

No	Score	Frequency	%	Score Classification
1	90-100	1	2,2	Excellent
2	80-89	25	55,5	Good
3	70-79	19	42,5	Enough
4	60-69			Not enough
5	50-59			Bad
6	40-49			Very bad
7	<39			Failed
Total		45	100	

Based on the table above, among 45 students there was only 1 student who had score between 90-100. After being consulted to the table of the score classification, 2,2% 0f the students' scores of verb was excellent. There were 25 students or 55,5% of the students who had scores between 80-89 or had good category. There were 19 students or 42,5% of the students' scores were between 70-79 or had enough category.

To make clearer understanding for the readers, the results of the students' verb achievement through puzzles is presented by using the following chart:

1. score: 2.2%
2. score: 55.5%
3. score: 42.5%
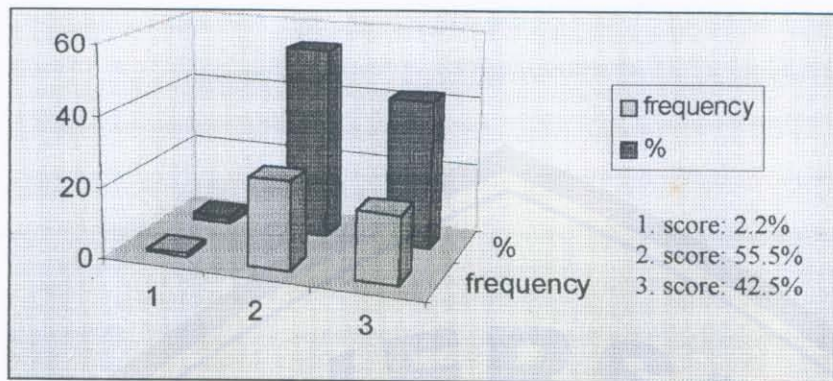
4.2 The Resuts of the Supporting Data

In this research, the supporting data were obtained from the results of interview and documentation.

4.2.1 Result of Interview

The interview with the English teacher to get the supporting data was conducted on July 05th, 2003 for 30 minutes. The interview was conducted to get the supporting data about the English teaching, mainly vocabulary teaching in Eddy's English Center Jember. From the interview, it was found the information that in teaching vocabulary through puzzles, the teacher gave the reading text, after that he/ she discussed vocabulary about the topic through puzzles. The types of puzzles used by the teachers were crosswords, wordsearches and anagrams. According to the English teacher, they are some advantages of teaching vocabulary through puzzles. There are as follows:

1. Puzzles could attract the students' interest and motivation in learning vocabulary.

2. Puzzles were useful for vocabulary recalls. The teacher could use them as the review of the previous materials and reinforcement.

3. Puzzles were challenging for all students because they could be designed based on the students' level and the ability in learning English.

4. Puzzles could increase the students' vocabulary because the students are easier to memorize a number of vocabulary givem.

5. Puzzles could avoid the students' boredom in learning English because it was fun for them to solve the puzzles.

6. Puzzles could enhance the students' accuracy in spelling the words.

Based on the advantages above, the teacher said that there was improvement on the students' vocabulary achievement after using puzzles. It can be seen from their good scores of vocabulary test. In general the students had no problem in doing vocabulary exercises through puzzles because they were applicable and understandable. The students were very happy and enjoy the lesson when the teacher gave the puzzles as the teaching technique in learning vocabulary.

Dealing with the book, the English textbooks used by the English teacher and the students were Encounter 1 which was published by Longman (1980).

4.5 Discussion

Based on the results of the data analysis, the students' vocabulary achievement through puzzles could be described as follows:

The students' average score of vocabulary test was in the category of good (M=79,9). This result was supported by the results of the students' vocabulary achievement of each indicator as follows: It means, on the average the students' vocabulary achievement of verbs was in the category of good (M= 80,7), the students' vocabulary achievement of nouns was in the category of good (M= 80,9), the students' vocabulary achievement of adjectives were in the category of good (M= 80,4), the students' vocabulary achievement of adverbs was in the category of enough (M= 77,8).

The results showed that the students were more familiar with nouns, verbs and adjectives than adverbs because the students used nouns, verbs and adjectives more often than adverbs. Their adverbs' achievement were in the category of enough because some adverbs were not recognized by the students although they were stated in the textbook. Although the results of the indicators were different in the category level, they were almost balance.

Based on the score frequencies, it was found that 55,5% of the Pre Elementary One Class students was in the category of good; 42,2% of them was in the category of enough; and 2,2% was in the category of excellent.

Besides, based on the data analysis (enclosed on Appendix 6), the most appropriate of the kind of puzzle to the pre elementary one class at Eddy's English Center could be described as follows:

The students' average score of vocabulary test by using crosswords was 85,13, by using wordsearches was 79,67 and by using anagrams was 67,30. From the results we know that the respondents had good vocabualry achievement through crosswords than wordsearches and anagrams. It means that the most appropriate puzzle to the pre elementary one class students was crosswords.

But in general, the most of the respondents have good vocabulary achievement through puzzle. In other words, puzzles give positive contribution to the students to improve their vocabulary achievement. The students could increase their vocabulary through puzzles and they could enjoy learning vocabulary through puzzles.

V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

This research was intended to describe the students' vocabulary achievement through puzzles. Based on the results of the data analysis and discussion described above, the results could be concluded as follows:

5.1.1 General Conclusion

In general, the student's vocabulary achievement through puzzles was categorized as good (M= 80,0%).

5.1.2 Specific Conclusions

In particular, the results could be concluded as follows:

1. On the average, the student's vocabulary achievement of verbs was in category of good (M=80,7%).
2. On the average, the student's vocabulary achievement of nouns was in category of good (M=80,9%).
3. On the average, the student's vocabulary achievement of adjectives was in category of good (M=80,4%).
4. On the average, the student's vocabulary achievement of adverbs was in category of enough (M=77,8%).

5.2 Suggestions

Based on the research results above, some suggestions are given to:

5.2.1 The English Teacher

The vocabulary results can be used as information for the English teacher to know the students' vocabulary achievement through puzzles. He/she is suggested to choose the appropriate and interesting puzzles and continue developing the teaching of vocabulary to create the communicative English teaching.

5.2.2 The Students

The students who still have lower scores of the vocabulary test are suggested to study English harder and to do a lot of exercises of vocabulary to improve the students vocabulary achievement.

5.2.3 The Future Researchers

The other researchers may use this research results as a reference or the source of information to conduct a further research in the similar areas of the study by using a different research design, such as an experimental or a classroom action research for developing the students' vocabulary achievement.
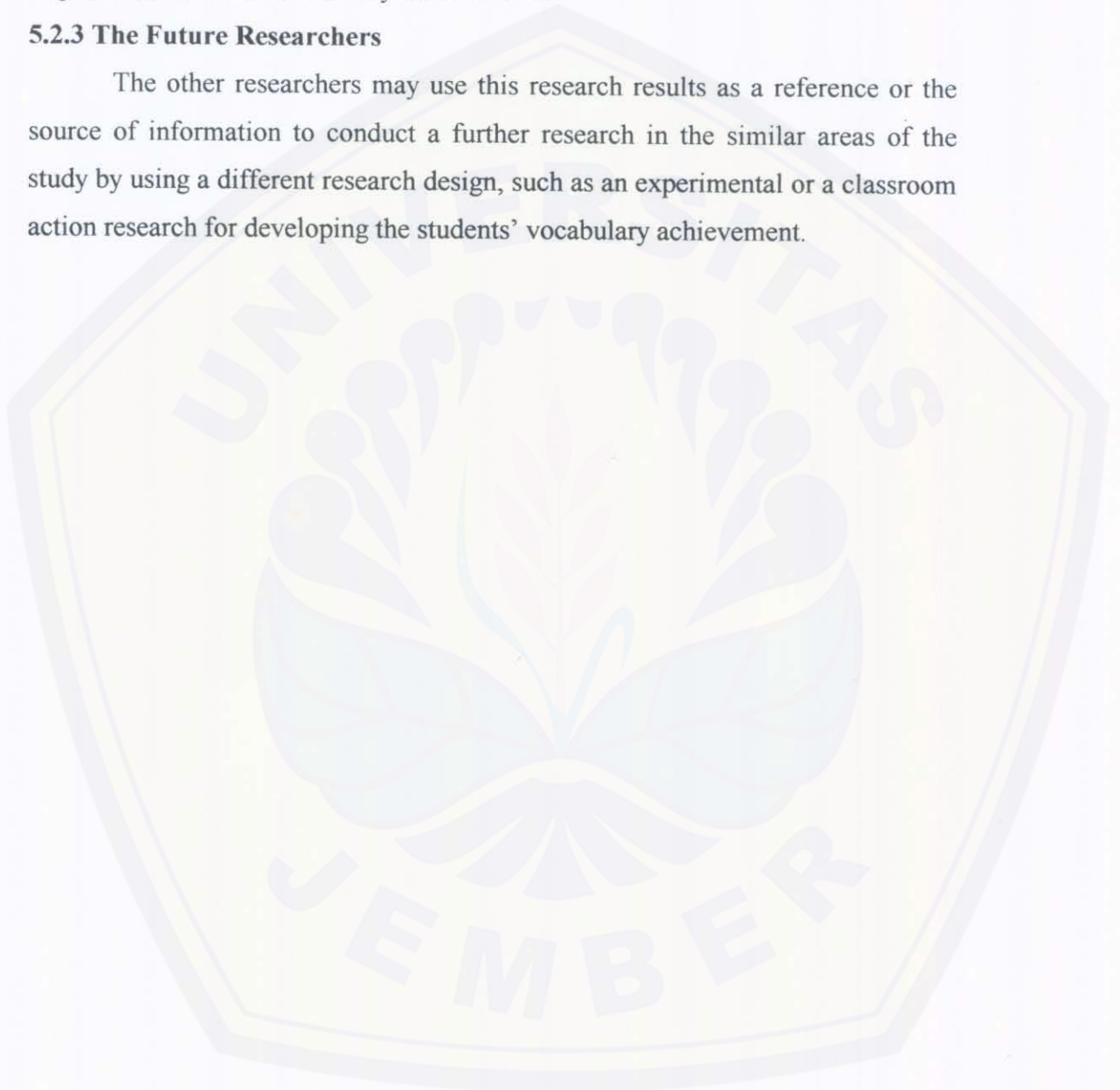
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MATRIX RESEARCH

Title	Problems	Variable	Indicators	Data Resources	Research Method
A Descriptive Study of the Students' Vocabulary Achievement through Puzzles of the Pre Elementary One Class at Eddy's English Center in the 2002-2003 Academic Year.	- General Problem: How is the students' vocabulary achievement through puzzles of the pre elementary one class at Eddy's English Center in the 2002-2003 academic year? - Specific Problems: a. How is the students' vocabulary achievement of nouns through puzzles of the pre elementary one class at Eddy's English Center in the 2002-2003 academic year? b. How is the students' vocabulary achievement of verbs through puzzles of the pre elementary one class at Eddy's English Center in the 2002-2003 academic year? c. How is the students' vocabulary achievement of adjectives through puzzles of the pre elementary one class at Eddy's English Center in the 2002-2003 academic year? d. How is the students' vocabulary achievement of adverbs through puzzles of the pre elementary one class at Eddy's English in the 2002-2003 academic year?	The students' vocabulary achievement through puzzles of the pre elementary one class	- The students' scores of vocabulary test through puzzle. - Vocabulary: Large Vocabulary: a. Nouns b. Adjectives c. Verbs d. Adverbs - Puzzles: a. Crossword b. Word searches c. Anagrams	- Respondents: The students of the pre elementary one class at Eddy's English Centre in the 2002-2003 academic year. - Informants: English teachers - Documents	1. Reseach Design: Descriptive Research 2. Area Determination Method: Purposive Method 3. Respondent Determination: Population Method 4. Data Collection Methods -Primary data: vocabulary test through puzzles -Supporting data: a. Interview b. Documentation Data Analysis Method: $\Sigma = \dfrac{n}{N} \times 100 \ \%$ Notes: Σ =The Students vocabulary achievement of each indicator through puzzles n = The score of vocabulary achievement through puzzles of each indicator obtained by the students N=The total score of the test items Adapted from: Arikunto(1998)

Appendix 2:

RESEARCH INSTRUMENTS

List of Interview Questions

No	A List of Questions	Source
1.	What techniques do you apply in teaching English?	English Teacher.
2.	Could you explain to me about the technique used in teaching English?	
3.	Would you explain to me how you teach vocabulary?	
4.	Do you use puzzles in teaching vocabulary?	
5.	What kinds of puzzles do you use in teaching vocabulary?	
6.	What techniques do you apply for teaching vocabulary besides using puzzles?	
7.	Do the students have difficulties in playing the games, especially in doing puzzles?	
8.	What problems do they have?	
9.	How do you usually overcome the problems?	
10.	What reaction do the students show when they are taught vocabulary by using puzzles?	
11.	What kind of handbooks do you use for teaching English?	
12.	What do you think of the advantages of teaching vocabulary using puzzles?	

Vocabulary test

Name :
Class:
Time: 2X45

I. Complete the blank of the boxes based on these sentences:

A. ACROSS

2. Christine has got her tickets, traveller's cheque and................. (8).
6. ....you are, Sir. That's £ 8.50. (4).
9. I have two books. She has two books.
   I have two books and she does .... (3)
10. Take it........Your guide will help you during your vacation. (4)
11. It's very........for her to arrive late (5)
12. What time does our flight ....? (5).

B. DOWN

1. I have walked very ....so I am tired now.(3)
3. I'm.................we haven't got blue one. (5).
4. In the afternoon / evening. (2).
5. This one or ....one? (4).
7. If you want to stay at the hotel, you have to........the room first.(4)
8. She has ....money to buy a ticket to watch movie.(4)
13. Opposite from departure. (7)

II. Find the 20 words about nouns, verbs, adjectives and adverbs from the jumbled letters in the box. It can be vertical or horizontal:

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

III. Anagrams: How many English words can you find for:
1. ATEM
2. WEKA

Appendix 4:

Answer Key:

I.   Crosswords

No	Indicators	Items number (answers)		Amount
		Across	Down	
1.	Noun	2(passport)	13(arrival)	2
2.	Verbs	12(leave)	7(book)	2
3.	Adjectives	10(easy)	3(sorry),5(that), 8(some)	4
4.	Adverbs	6(here), 9(too), 11(often)	1(far), 4(pm)	5

II.   Wordsearch

No	Indicators			
	Nouns	Verbs	Adjectives	Adverbs
1.	Nut	Stop	Some	Always
2.	Ticket	Care	Now	Well
3.	Train	Need	Late	Yesterday
4.	Table	Plan	Near	Very
5.	Hotel	Look	That	Why
Amount	5	5	5	5

III.   Anagrams

	Indicators			
1. Atem	Nouns	Verbs	Adjectives	Adverbs
	Mate	Eat	Tame	
	Meat			
	Team			
2. Weka		Wake	Weak	
Amount	3	2	2	

①

②,5

Vocabulary test

Name: Mega Galuh. CD
Class: Pe 1
Time: 2X45

I. Complete the blank of the boxes based on these sentences:

[Crossword puzzle grid with filled letters]

Row 1 (vertical top): F1, A, R
Across row: P2 | A | S3 | S | P4 | O | R | T5
Below: O | (blocked) | M | H
H6 | e | R | e | A
R | S8 | T9 | O | B7 | O
£10 | a | s | y | O | O11 | F | t | e | n
O | K
L12 | e | a13 | v | e
M

30

A. ACROSS

2. Christine has got her tickets, traveller's cheque and................ (8).
6. ....you are, Sir. That's £ 8.50. (4).
9. I have two books. She has two books.
   I have two books and she does .... (3)
10. Take it........Your guide will help you during your vacation. (4)
11. It's very.......for her to arrive late (5)
12. What time does our flight ....? (5).

B. DOWN

1. I have walked very ....so I am tired now.(3)
3. I'm................we haven't got blue one. (5).
4. In the afternoon / evening. (2).
5. This one or ....one? (4).
7. If you want to stay at the hotel, you have to........the room first.(4)
8. She has ....money to buy a ticket to watch movie.(4)
13. Opposite from departure. (7)

II. Find the 20 words about nouns, verbs, adjectives and adverbs from the jumbled letters in the box. It can be vertical or horizontal:

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

III. Anagrams: How many English words can you find for: 40
   1. ATEM = MEAT , TEAM , TAME
   2. WEKA = WAKE , WEAK .

12,5

Vocabulary test

Name: Efrilia Rizki Ike
Class: Pe 1
Time: 2X45

I. Complete the blank of the boxes based on these sentences:

30

A. ACROSS

2. Christine has got her tickets, traveller's cheque and................. (8).
6. .... you are, Sir. That's £ 8.50. (4).
9. I have two books. She has two books.
   I have two books and she does .... (3)
10. Take it....... .Your guide will help you during your vacation. (4)
11. It's very.......for her to arrive late (5)
12. What time does our flight ....? (5).

B. DOWN

1. I have walked very ....so I am tired now.(3)
3. I'm.................we haven't got blue one. (5).
4. In the afternoon / evening. (2).
5. This one or ....one? (4).
7. If you want to stay at the hotel, you have to........the room first.(4)
8. She has ....money to buy a ticket to watch movie.(4)
13. Opposite from departure. (7)

(40)

II. Find the 20 words about nouns, verbs, adjectives and adverbs from the jumbled letters in the box. It can be vertical or horizontal:

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

III. Anagrams: How many English words can you find for:
1. ATEM = TEAM , TAME , MEAT
2. WEKA = WAKE , WEAK

(12,5)

Vocabulary test

Name : Anita Sofha
Class: PE 1
Time: 2X45

I. Complete the blank of the boxes based on these sentences:

A. ACROSS

2. Christine has got her tickets, traveller's cheque and.................. (8).
6. ....you are, Sir. That's £ 8.50. (4).
9. I have two books. She has two books.
   I have two books and she does .... (3)
10. Take it........Your guide will help you during your vacation. (4)
11. It's very.......for her to arrive late (5)
12. What time does our flight ....? (5).

B. DOWN

1. I have walked very ....so I am tired now.(3)
3. I'm.................we haven't got blue one. (5).
4. In the afternoon / evening. (2).
5. This one or ....one? (4).
7. If you want to stay at the hotel, you have to........the room first.(4)
8. She has ....money to buy a ticket to watch movie.(4)
13. Opposite from departure. (7)

(45)

II. Find the 20 words about nouns, verbs, adjectives and adverbs from the jumbled letters in the box. It can be vertical or horizontal:

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

III. Anagrams: How many English words can you find for:
1. ATEM = eat, team, tame
2. WEKA = wake, weak

(12,5)

Appendix 6

NO	Crosswords			Wordsearches			Anagrams			T
	n	N	S	n	N	S	n	N	S	
1	30,0	32,5	92,3077	40	50	80	12,5	17,5	71,4286	82,5
2	30	32,5	92,3077	40	50	80	12,5	17,5	71,4286	82,5
3	25	32,5	76,9231	47,5	50	95	15	17,5	85,7143	87,5
4	32,5	32,5	100	45	50	90	12,5	17,5	71,4286	90,0
5	27,5	32,5	84,6154	40	50	80	10	17,5	57,1429	77,5
6	25	32,5	76,9231	40	50	80	12,5	17,5	71,4286	77,5
7	25	32,5	76,9231	40	50	80	10	17,5	57,1429	75,0
8	25	32,5	76,9231	47,5	50	95	12,5	17,5	71,4286	85,0
9	27,5	32,5	84,6154	35	50	70	12,5	17,5	71,4286	75,0
10	27,5	32,5	84,6154	40	50	80	15	17,5	85,7143	82,5
11	25	32,5	76,9231	47,5	50	95	10	17,5	57,1429	82,5
12	30	32,5	92,3077	40	50	80	10	17,5	57,1429	80,0
13	30	32,5	92,3077	42,5	50	85	12,5	17,5	71,4286	85,0
14	25	32,5	76,9231	35	50	70	10	17,5	57,1429	70,0
15	30	32,5	92,3077	40	50	80	10	17,5	57,1429	80,0
16	30	32,5	92,3077	40	50	80	12,5	17,5	71,4286	82,5
17	30	32,5	92,3077	37,5	50	75	10	17,5	57,1429	77,5
18	27,5	32,5	84,6154	40	50	80	10	17,5	57,1429	77,5
19	27,5	32,5	84,6154	37,5	50	75	12,5	17,5	71,4286	77,5
20	27,5	32,5	84,6154	40	50	80	12,5	17,5	71,4286	80,0
21	30	32,5	92,3077	40	50	80	10	17,5	57,1429	80,0
22	27,5	32,5	84,6154	37,5	50	75	12,5	17,5	71,4286	77,5
23	27,5	32,5	84,6154	40	50	80	12,5	17,5	71,4286	80,0
24	30	32,5	92,3077	40	50	80	10	17,5	57,1429	80,0
25	27,5	32,5	84,6154	37,5	50	75	12,5	17,5	71,4286	77,5
26	30	32,5	92,3077	40	50	80	12,5	17,5	71,4286	82,5
27	25	32,5	76,9231	47,5	50	95	10	17,5	57,1429	82,5
28	25	32,5	76,9231	40	50	80	12,5	17,5	71,4286	77,5
29	27,5	32,5	84,6154	40	50	80	12,5	17,5	71,4286	80,0
30	25	32,5	76,9231	40	50	80	10	17,5	57,1429	75,0
31	27,5	32,5	84,6154	40	50	80	12,5	17,5	71,4286	80,0
32	25	32,5	76,9231	40	50	80	12,5	17,5	71,4286	77,5
33	30	32,5	92,3077	35	50	70	10	17,5	57,1429	75,0
34	27,5	32,5	84,6154	40	50	80	12,5	17,5	71,4286	80,0
35	30	32,5	92,3077	40	50	80	10	17,5	57,1429	80,0
36	25	32,5	76,9231	40	50	80	12,5	17,5	71,4286	77,5
37	20	32,5	61,5385	37,5	50	75	12,5	17,5	71,4286	70,0
38	30	32,5	92,3077	37,5	50	75	12,5	17,5	71,4286	80,0
39	30	32,5	92,3077	35	50	70	10	17,5	57,1429	75,0
40	27,5	32,5	84,6154	40	50	80	15	17,5	85,7143	82,5
41	25	32,5	76,9231	37,5	50	75	12,5	17,5	71,4286	75,0
42	30	32,5	92,3077	35	50	70	10	17,5	57,1429	75,0
43	27,5	32,5	84,6154	40	50	80	12,5	17,5	71,4286	80,0
44	30	32,5	92,3077	40	50	80	12,5	17,5	71,4286	82,5
45	27,5	32,5	84,6154	37,5	50	75	12,5	17,5	71,4286	77,5
	1245,0		3830,8	1792,5		3585,0	530,0		3028,6	3595,5
			85,1282			79,6667			67,3016	79,9

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Alamat : Jl. Kalimantan III/3 Kampus Tegalboto Kotak Pos 162 Telp / Fax (0331) 334988 Jember 68121

Nomor : **2 1 2 0** /J25.1.5/PL5/2003

Lampiran : Proposal

Perihal : Ijin Penelitian

Jember, **08 JUL 2003** ,2003

Kepada : Yth. Sdr. Eddy Wantana

Director of Eddy's Engglish Center

di. –

Tempat

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerang-

kan bahwa Mahasiswa tersebut di bawah ini :

N a m a : Fajar Puspitasari

N i m : 98-1142

Jurusan/Program : PBS/Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud

melaksanakan penelitian dilembaga saudara dengan Judul :

A Descriptive Study of students'Vocabulary Achievement

through Puzzles of the Pre Elementary One Class at

Eddy's English Center in the 2002-2003 Academic Year

Sehubungan dengan hal tersebut kami mohon perkenan saudara agar

memberikan ijin, dan sekaligus bantuan informasi yang diperlukannya.

Demikian atas perkenan dan kerjasamanya kami mengucapkan terima kasih.

a.n. Dekan

Pembantu Dekan I,

Drs. JUMISNO AL, M.Pd

NIP. 130 937 191

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Nomor : 013/EEC/VII/2003   05 Juli 2003
Lampiran : -.-

Kepada : Yth. Fakultas Keguruan dan Ilmu Pendidikan
Universitas Jember
Jalan Kalimantan III/3
JEMBER.

Perihal: Kesediaan menjadi tempat penelitian

Dengan hormat,

Berdasarkan surat saudara nomor: 2120/J.25.1.5/PL.5/2003 tanggal 03 Juli 2003 perihal menjadi tempat penelitian guna penyelesaian studi mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember, dengan ini kami beritahukan bahwa Lembaga Pendidikan Eddy's English Centre bersedia menjadi tempat penelitian mahasiswa atas nama:

Fajar Puspitasari   NIM: 98. 1142

Demikian pemberitahuan dari kami, atas kerjasamanya kami sampaikan terima kasih.

Director of Studies,

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DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a	:	Fajar Puspitasari
NIM/Angkatan	:	96-1142
Jurusan/Program Studi	:	PBS/ Bahasa Inggris
Judul Skripsi	:	A Descriptive Study of the Indirect Vocabulary Achievement through Readers of the Pre Elementary One Class at Eddy's English Center Jember in the 2002/2003 Academic Year
Pembimbing I	:	Dra. Siti Sundari, MA
Pembimbing II	:	Dra. Made Adi Andayani T, MM

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	18 Mei 2002	Matrix Research	
2.	19 Januari 2003	Chapter I,II,III	
3.	5 Februari 2003	Rvisi Chapter I,II,III	
4.	8 Februari 2003	Research Instruments	
5.	25 Juni 2003	Revisi setelah Seminar	
6.	4 Oktober 2003	Chapter IV, V	
7.	15 Oktober 2003	Chapter I-V	
8.	3 November 2003	Revisi I-V	
9.			
10.			
11.			
12.			
13.			
14.			
15.			

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi

2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a : Fajar Puspitasari

NIM/Angkatan : 93-1142

Jurusan/Program Studi : PBS / Bahasa Inggris

Judul Skripsi : A Descriptive Study of The Students' Vocabulary Achievement through Inglish of the The Kindergarten Class at TK-B English Jember the 2002/2003 Academic Year.

Pembimbing I : Dra. Siti Sudjai . M.

Pembimbing II : Dra. Made Adi Andayani T, MRR

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	14 Mei 2002	Matrix Research	
2.	27 Mei 2003	Bab 1 (Chapter I)	
3.	25 Juni 2003	Chapter II	
4.	15 Juli 2003	Revisi chapter I dan II	
5.	9 Agustus 2002	chapter III	
6.	14 September 2002	Revisi Chapter III	
7.	24 November 2002	Revisi chapter I,II,III	
8.	7 Desember 2002	Research Instrument	
9.	2 Februari 2002	Revisi matrix research - Instruments	
10.	24 April 2003		
11.	27 Mei 2003	Seminar	
12.	19 Juni 2003	Revisi sedlah seminar	
13.	9 Juli 2003	"	
14.	19 Juli 2003	Chapter IV	
15.	25 Agustus 2003	Chapter IV, V	

ATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi

2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi