

**STUDENTS' PERCEPTION ON THE USE OF WORD SEARCH
GAME STRATEGY IN LEARNING ENGLISH VOCABULARY**

*(A Descriptive Research at the Eight Grade of SMPN 6 Tinggimoncong
Satap Sanggiringan Malino)*



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
LEMBAR PENGESAHAN

Skripsi atas nama Ni'matwati, NIM 105351115016, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor, 827 Tahun 1443 H/ 2021 M, tanggal 03 Jumadil Awal 1443 H/ 7 Desember 2021 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari **Jum'at 17 Desember 2021**.

Makassar, 22 Jumadil Awal 1443 H
27 Desember 2021 M

1. Pengawas Umum : Prof. Dr. H. Ambo Asse, M.Ag.
2. Ketua : Erwin Akib, M.Pd., Ph.D.
3. Sekretaris : Dr. Baharullah, M.Pd.
4. Dosen Penguji : 1. Dr. Nunung Anugrawati, S.Pd., M.Pd.
2. Dr. Hj. Ilmiah, S.Pd., M.Pd.
3. Awallia Azis, S.Pd., M.Pd.
4. Farisha Andi Baso, S.Pd., M.Pd.

(.....)
(.....)
(.....)
(.....)
(.....)
(.....)
(.....)

Disahkan Oleh:
Dekan FKIP Universitas Muhammadiyah Makassar



Erwin Akib, S.Pd., M.Pd., Ph.D.
NBM. 860 934



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

APPROVAL SHEET

Title : **Students' Perception on The Use of Word Search Game
Strategy in Learning English Vocabulary
(A Descriptive Research at the Eight Grade of SMPN 6
Tinggimoncong Satap Sanggiringan Malino)**

Name : **Ni'matwati**
Reg. Number : **105351115016**
Programmer : **English Education Department Strata 1 (S1)**
Faculty : **Teacher Training and Education**

Makassar, 18 Desember 2021

Approved By

Consultant I

Consultant II

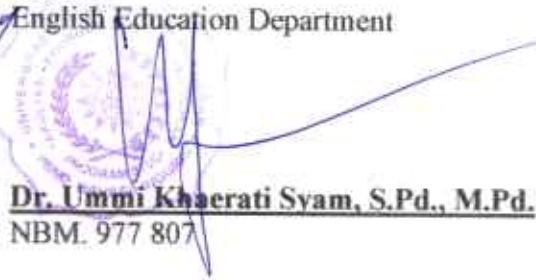

Dr. Dra. Radia Haidah, M.Pd.
NIDN: 091117001


Dr. Andi Asri Jumiaty, S.Pd., M.P.
NIDN: 0920038104

Dean of FKIP
Makassar Muhammadiyah University

Head of
English Education Department


Erwin Akib, M.Pd., Ph.D.
NBM. 860.934


Dr. Umni Khaerati Syam, S.Pd., M.Pd.
NBM. 977.807



MAJELIS DIKILITIBANG PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

COUNSELLING SHEET

Full Name : Almatwari
Student ID (NIM) : 105351115016
Department : English Education Department
Research Title : Students' Perception on the Use of Word Search Game in Learning English Vocabulary
Consultant I : Dr. Drs. Roshid Numan, MA

Chapter	Consultant's Note	Sign
12	Good correction Chapter 1, 2, 3	
30 Aug, 2021	Good correction Chapter 1, 2, 3	
11 Sept, 2021	Good correction Chapter 1, 2, 3	



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat: Jl. Sultan Alauddin No. 259 Telp. (0411) 866972 Makassar 90221

Website: fkip.unismuh.ac.id / website prodi: bg.fkip.unismuh.ac.id

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini :

Nama : **Ni'matwati**

Nim : **105351115016**

Jurusan : **Pendidikan Bahasa dan Sastra Inggris**

Judul Skripsi : *Students' Perception on the Use of Word Search Game Strategy in Learning English Vocabulary (A Descriptive Research at the Eight Grade of SMPN 6 Tinggimoncong Satap Sanggiringan Malino)*

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Makassar, September 2021

Yang Membuat Pernyataan


Ni'matwati



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat: Jl. Sultan Alauddin No. 259 Telp. (0411) 866972 Makassar 90221

Website: fkip.unismuh.ac.id / website prodi: bg.fkip.unismuh.ac.id

SURAT PERJANJIAN

Saya yang bertanda tangan dibawah ini :

Nama : **Ni'matwati**

Nim : **105351115016**

Jurusan : **Pendidikan Bahasa dan Sastra Inggris**

Fakultas : **Keguruan dan Ilmu Pendidikan**

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Makassar, September 2021

Yang Membuat Pernyataan

Ni'matwati

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The researcher

Ni'matwati

MOTTO

ALHAMDULILLAH

Alla Kulli Hal

Slow progress is better than no progress



I'll never give up

Abstract

Ni'matwati.2021. *Students' Perception on the Use of Word Search Game Strategi in Learning English Vocabulary (A Descriptive Research at the Eighth Grade of SMPN 6 Tinggimoncong Satap Sanggiringan Malino).* Thesis of English Department. The faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Radiah Hamid and Andi Asri Jumiatiy.

This research aims to determine the students' perception on the use of Word Search Game Strategy in Learning English Vocabulary at the Eighth Grade of SMPN 6 Tinggimoncong Satap Sanggiringan Malino.

This research applied the Descriptive Quantitive Method and used the questionnaire as an instrument. The sample of this research consisted of 20 students at the Eighth Grade of SMPN 6 Tinggimoncong Satap Sanggiringan Malino. The sample was taken by using the Purposive Sampling Technique.

The finding of this research found that students gave positive perception on the use of Word Search Game in learning English vocabulary. The positive response stemmed from their learning experience. The students agreed that Word Search Game Strategy helped them to memorize and pronounce ten words after playing the game. The result of the research indicated that there is a 78,4 mean score from all the students was categorized positive perception in which score classification in 61-100. Therefore, it concludes that the use of Word Search Game Strategy can help students learn English vocabulary.

Keywords: *Students' Perception, Word Search, vocabulary*

Abstrak

Ni'matwati.2021. Persepsi siswa terhadap strategi penggunaan permainan pencarian kata dalam belajar kosakata Bahasa Inggris (Penelitian Quantitatif Deskriptif pada Siswa Kelas Delapan SMP Negeri 6 Tinggimoncong Satap Sanggiringan Malino). Penelitian dari Program Studi Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Penelitian di bimbing oleh (Radiah Hamid dan Andi Asri Jumiatty).

Penelitian ini bertujuan untuk mengetahui persepsi siswa terhadap strategi penggunaan permainan kata dalam belajar kosakata Bahasa Inggris pada siswa kelas delapan SMP Negeri 6 Satap sanggiringan Malino.

Penelitian ini menggunakan metode Quantitative Deskriptif dan menggunakan kuisioner sebagai instrument penelitian. Sampel penelitian ini berjumlah 20 siswa kelas delapan SMP Negeri 6 Tinggimoncong Satap Sanggiringan Malino. Sampel dipilih menggunakan tehnik Purposive Sampling.

Berdasarkan temuan penelitian, ditemukan bahwa siswa memberikan respon positif terhadap strategi penggunaan permainan pencarian kata dalam pembelajaran kosakata Bahasa Inggris. Respon positif tersebut berasal dari pengalaman belajar mereka. Para siswa setuju bahwa strategi permainan pencarian kata membantu mereka untuk menghafal dan mengucapkan sepuluh kata setelah bermain game. Hasil penelitian menunjukkan bahwa terdapat rata-rata skor 78,4 dari seluruh siswa yang di kategorikan perepsi positif dengan klasifikasi skor 61-100. Oleh karena itu, dapat disimpulkan bahwa penggunaan strategi permainan pencarian kata dapat membantu siswa belajar kosakata Bahasa Inggris.

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CHAPTER I

INTRODUCTION

A. Background

English is the world's most common language. Smith as cited in Telebinezhad (2011) states that English is a language that is learn and frequently used by many people in global trade, negotiation and tourism. In Badan Standar Nasional Pendidikan (BSNP, 2006) clarify that English is a tool for speaking and writing. Communicating means thinking, awareness, feeling and increasing knowledge, culture of technology, understanding and information exchange. Therefore, since English can be used in the provision or reception of information and in the production of knowledge and education, English is the language that everyone must learn.

English is a foreign language in Indonesia and plays an important role and is obviously needed for many learners to reflect and engage in a wide range of circumstances. Teaching and studying as an English Foreign Language (EFL) has four skills: listening, speaking, reading and writing. Such skills are interrelated and cannot be independent; thus, learners must master all four skills. Linse (2006) states that the communicative competence of students in the target language will be determined by mastering language skills. The goal of the four skills is specifically to offer communicative competence to students. However, since they do not have sufficient vocabulary, grammar skills and the ability to pronounce the words correctly in English,

most students consider EFL to be difficult to learn. Therefore, students have an appropriate English vocabulary grid to learn English at school as a foreign language. In Indonesian Schools, English is defining as a subject in the national curriculum. It is taught at the beginning from Primary School to university. As we know, in Indonesia, the aim of teaching English is to encourage learners to use English as a means of communication. Therefore, if learners want to learn English well, they should have a capability of vocabulary.

One of the most important language components for learning English is vocabulary. In a sense that words are the fundamental building blocks of language, it is important to construct the unit of meaning from which larger constructions such as sentences, paragraphs and entire texts are built (Read, 2000). They cannot understand others by saying and making sentences to relay their messages to others if people have less vocabulary. Thus, if they have enough vocabulary, they can understand English phrases. Considering the phenomenon, it is undeniable that speaking, listening, reading, and writing is the four language skills that really need accomplishment to grow. This means that in the language analysis of junior high school students, vocabulary plays a major role.

While studying English vocabulary, particularly for the Eight-grade students who are classified as for beginners, they have many problems in learning English vocabulary. It is difficult to remember the meaning of words, to memorize the pronunciation of words, and it also happens that it is impossible to pronounce the

language properly. Using suitable strategies such as game is one way to teach English vocabulary. One type of media that can be used to teach vocabulary is a game. According to Hadfield, as cited in Deesri (2002), "a game is an activity that has rules, a goal, and some element of fun." A game is a type of activity in which learners play and usually interact with others, which is entertaining and engaging" (Wright, 2006). Based on the definition, the learners play and usually interact with others based on the concept. Game is an important and natural part of development and learning. The use of game would make it easier for students to study and help their brains learn more effectively. One of the games that can boost the vocabulary achievement of students is the Word Search Game.

Norman as cited in Lincoln (2009), Word Search Game is made up of words in the grid, that typically have a square or rectangular shape. The goal of this game is to find and mark all of the words in the box. Words may have been placed horizontally, vertically, or diagonally. Word Search is a kind of games that will makes the teaching learning process more attractive than before. The students will feel fun, relaxed, enjoy, and they will memorize the vocabulary in different way.

In order to find out that students felt fun and enjoyed while learning vocabulary by using Word Search Game, the researcher have interviewed the students to know their perception. According to Chee (2002), perception is the reception of stimuli that can be influenced by an individual's mental awareness, experience, knowledge, motivation, and social interactions. An individual's perceptions eventually give rise to

an individual's attitudes. There reasons why the researcher chose SMPN 6 Tinggimoncong Satap Sanggiringan, the regency of Malino as a place to conduct the research. The first, vocabulary is the essential element of learning English for the students and the second, English teacher has applied the Word Search Game Strategy in the classroom, based on interview with the English teacher (Mrs. Nurhayati, SS). Based on the above description, the researcher is interested in carrying out the research under the title *"Students' Perception on the Use of Word Search Game Strategy in Learning English Vocabulary at SMPN 6 Tinggimoncong Satap Sanggiringan, Malino"*.

B. Problem Statement

In light of the preceding, the problem of this research is formulated in the following research question:

"What are the students' perception on the use of Word Search Game Strategy in learning English vocabulary at the Eight Grade of SMPN 6 Tinggimoncong Satap Sanggiringan Malino?"

C. Objective of the Research

Concerning the problem statement above, the objective of the research is to find out the students' perception about Word Search Game Strategy in learning English vocabulary at the Eight Grade of SMPN 6 Tinggimoncong Satap Sanggiringan Malino.

D. Significances of the Research

This research is expected to yield useful information for people such as:

1. For the English Teachers

This research may provide information for teachers about students' perception on Word Search Game Strategy that can inspire in teaching English vocabulary in the classroom.

2. For the Students

This research may enable students to provide their perception on using Word Search Game Strategy.

3. For the Researchers

This research can be used as a reference for the next researcher.

E. Scope of the Research

The scope of the research focused on students' perception about Word Search Game Strategy in learning English vocabulary at the Eight Grade of SMPN 6 Tinggimoncong Sarap Sanggiringan Malino as the population and sample. The research was limited to students' positive and negative perceptions through Word Search Game Strategy on learning English vocabulary.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

Various researchers concerning this study have undertaken several investigations. Several of the research findings are briefly summarized below:

1. Naibaho and Ambrosia (2015), conclude that the data on students' perception of guessing game used for vocabulary enrichment show that the majority of students want to learn vocabulary by playing a guessing game. Most of the participants reported that playing the guessing game helped them learn new vocabulary. Even if, the fact that nearly half of respondents, 41.41 % disagree with the benefits of guessing game in learning English vocabulary, statistics show that the average perception of its positive function is 59.59% or 3.59% higher than of interest. The data on students' interest in a guessing game used for vocabulary enrichment shows that the majority of students were interested in learning vocabulary by playing a guessing game. The average 56.00 % of the students thought it was an appealing method of learning.
2. Ulfa (2018) conclude that based on the analysis and discussion of students' perceptions of learning vocabulary through jumble words, it has been discovered that students who are interested in learning vocabulary learn enthusiastically. They had a positive perception when the teacher applied this game in the classroom.

This research has similarities in variables with others based on the research findings above. The previous research above with this research is focussing on students' perception in learning vocabulary. While the difference was the first researcher used the Guessing game, the second researcher used Jumble Words, and this research applied Word Search Game as strategy.

B. Some Pertinent Ideas

1. Concept of Vocabulary

a. Definition of Vocabulary

Word is one of the factors in forming sentences. Vocabulary is the set of words that a person has in a specific language. Vocabulary is a fundamental necessity that affects the achievement of students in studying English. Communicating, reading, and writing cannot be communicated without vocabulary. According to Oyedele (2013), vocabulary is the entire word of a specific language or field language. Hornby (1995), states that vocabulary can be described as a list of terms and their definitions; the number of words in the language. Zimmerman as cited in Coady and Huckin (1998), vocabulary is an essence of language that is very important in language learning. According to the definition above, vocabulary is the sum of a language's particular and essential characteristics and the quantity of words contained in the language.

Vocabulary of a person' acquisition is closely linked to language skills, as Anderson and Nunan (2000) states that vocabulary acquisition is often necessarily

linked to the development of linguistic abilities in reading, listening, writing and speaking, and without grammar, phonic and orthographic information, not working.

The above opinion can be understood that the learning of vocabulary is often related to the development of language skills, i.e., reading, listening, speaking and writing, and the vocabulary would not function properly without knowledge of grammar, phonetics and spelling. From the above definition, it can be known that the more vocabulary a person has, the better the person's language skills.

b. The Importance of Vocabulary

Huyen (2003) states vocabulary plays a crucial role in learning English. It's one of the factors that binds all the four abilities of listening, speaking, writing and reading. Students need to have good vocabulary achievement in order to master all the skills. A sufficient number of words learned by the students will allow them to easily master English skills. It will be easy for them to learn English.

Moreover, Deller and Hocking as cited in Thornbury (2002) also state that when someone concentrate of his/her time to learn grammar, there is no significant enhancement in their English. However, a significant enhancement can be seen if someone learns more words and practice. Anything at all cannot say without grammar although someone can say very little with grammar. Based on the above, we can conclude that vocabulary is an important basic in language learning. In this case, the role of vocabulary is not less important than grammar. The lack of

vocabulary will bring many troubles to the students in learning English because without good vocabulary mastery they will get difficult to communicate their ideas. Therefore, the role of vocabulary is really essential in learning English because vocabulary will support the students in mastering English skills.

c. Types of Vocabulary

Elfrieda, et al (2005) states vocabulary is possible to divide into oral and print. When someone speaks verbally or reads, the form of vocabulary belongs to the oral form. Conversely, vocabulary used in print form when someone reads silently or writes something. In addition, they also state that vocabulary can be divided into two types: productive and receptive vocabulary. Those types are as follow:

1) Productive Vocabulary

Productive vocabulary is typically used when someone talks or writes something. Their usually uses the words which are familiar to him/her. According to Hiebert and Kamil as cited in Sergeant (2007), productive vocabulary is a collection of words that a person can employ when writing or speaking. They are well-known, common, and often used terms. The term "productive vocabulary" refers to words that learners comprehend and can pronounce.

2) Receptive Vocabulary

Receptive vocabulary is the collection of words for which, when listening or reading, a person may assign meanings. These are frequently less familiar to pupils and less frequently used terms (Sergeant, 2007).

d. Roles of Vocabulary

In language learning, vocabulary has an essential role. Wilkins as cited in Sergeant (2007) states that very little can be communicated without grammar, nothing can be transmitted without vocabulary. Thus, vocabulary is the central of teaching English language because students cannot understand others or communicate their own idea without appropriate vocabulary. To illustrate how important vocabulary is, Bromley as cited in Brown (2000) states that vocabulary take hold of important in teaching learning process, they are as follows:

1) Promoting Fluency

Students read more quickly and easily if they understand many words than those who are not.

2) Boosting Comprehension

3) Improving Achievement

Students with large vocabulary and achievement assessments perform higher than those with limited vocabulary.

4) Enhancing Thinking and Communication

A broad vocabulary allows for communicating in ways that are precise, strong, convincing and interesting. In conclusion, learners have to pay a greater attention to the vocabulary teaching because the knowledge of is very important. The teacher must have an effective and efficient strategy in order to make the aim of teaching of vocabulary successful. Everyone would be able to increase achievement and enhance communication if he/she can master vocabulary well.

e. The Classification of Words

The fundamental classification of words is based on their part of speech. According to Halliday, as reported in Hatch and Brown (1995), English vocabulary are categorized into the following categories:

1) Lexical or content words. The content words can be picked up in the context of a tiny community's daily life. The following words are included in the content:

a. Nouns

Nouns are used to refer to a person, location, or thing. It is subdivided into sub-classes. They include proper nouns (Jonathan, Makassar, and the Borobudur temple), common nouns (choir, state, and woman), concrete nouns (table, disk, and chair), abstract nouns (pain, bravery,

and love), count nouns (pens, ducks, and guitar), mass nouns (rice, applesauce, and gravy), and group nouns (board, bank and government).

b. Verbs

Verbs are action-oriented words. Nouns that refer to situations, processes, and events are not noun-like in the same way that actual objects exist in time and space are. For instance, perform, write, and listen.

c. Adjectives

Adjectives are used to emphasize certain qualities or characteristics. Adjectives are frequently used to describe specific nouns. For instance, color names such as dark, light, bright, and dull are utilized.

d. Adverb

Adverbs are words that modify, change, or qualify other words, such as a verb, an adjective, another adverb, a clause, or any other sort of phrase or word, with the exception of determiners and adjectives that directly modify nouns.

2) Grammatical or functional in nature Words

a. Preposition

Prepositions are any words that assist in locating objects and actions in time and place. For instance, before, above, and behind.

b. Conjunction

Conjunctions are sometimes referred to as logical connectors because they indicate the relationship between the linked clauses. For instance, while, due to, but, unless, and, or.

c. Pronouns

Pronouns refer to nouns that have been mentioned in the discourse or indicate the impending mention of a noun. For instance, he, myself, and him.

d. Demonstrative and Article

The articles (a, an, the) and demonstratives (this, that) are necessary to demonstrate the item and draw the listeners' attention to it.

f. The Learning of Vocabulary

Learning a language requires the acquisition of vocabulary. The vocabulary is used both verbally and in writing to communicate, and the language is utilized to convey information and ideas as well as administer messages. This demonstrates that the language and vocabulary are ideally suited to one another. Furthermore, Haswell (2001) asserts that without a comprehension of vocabulary, there will be no language acquisition or language learning, whether in the first or second language. According to Cameron (2001), acquiring words is not yet complete. Learning vocabulary is a cyclical process that begins with encountering new words and initial learning, and continues with repeated encounters, each time expanding understanding of the terms' meanings and

usage in a foreign language. This means that each time the pupils encounter certain terms, they are indirectly strengthening their knowledge of them. Nation (2008) asserts that vocabulary instruction cannot be left to itself. He outlines how to maximize vocabulary acquisition through communicative tasks in the following manner:

- 1) Determine whether the target vocabulary appears in the task's written input and in the most appropriate location within the written input.
- 2) Arrange the work in such a way that written input is required.
- 3) Involve each student in the group directly.
- 4) Ensure that the vocabulary is used in an engaging manner.
- 5) Create an observation checklist for monitoring the activity and, if possible, utilize it.

Meanwhile, Brown, as reported in Cameron (2001), identifies five critical processes in vocabulary acquisition based on research into learners' techniques. For meeting new words, learning their meanings, establishing a strong memory link between the forms and meanings of the words, and using the words, the five essential steps are to have sources for meeting new words, acquiring a clear image, whether visual or auditory or both, and making use of the words.

As previously stated, vocabulary development entails the comprehension of novel word forms. Learners are expected to understand how a word is pronounced and how it is written. These are critical components of the word's

comprehension. The instructor can participate in word forms in a variety of ways. Attentively begin, pupils must listen to and repeat what the teacher says. Second, the students pay attention to the written form, such as word spelling and the initial and final letters. Thirdly, students take note of grammatical details, such as the article used in the multiple or singular noun. Fourth, kids copy and organize new words in language tasks (Cameron, 2001).

According to Thornburry (2002), learners are expected to know not only a large number of new words when learning a foreign language, but also to retain those new terms and their meaning. In fact, learning is the act of remembering. What they have learned is pointless if they do not retain it. Cameron (2001) asserts that if new words can be memorized in long-term memory, learners can retain new vocabulary. This can assist children in recalling the new terms when they are required.

g. Teaching of Vocabulary

Teaching is a knowledge transformation activity or process to help someone require changes and develop their abilities, attitudes, ideas and appreciations. They are influenced by domains that are affective, cognitive and psychomotor. In the past, second language programs have often given little priority to vocabulary teaching and learning, but recently there has been a renewed interest in the nature of vocabulary and its role in learning and teaching (Richard as cited in Munir, 2016).

Teachers are expected to have language skills in simple English when teaching English vocabulary to young learners. In other words, the aim of English teaching is introducing the language, which means that the current context of the situation must be used by the teaching processes. Teachers have to do this because teaching English vocabulary to children is different from adults. Teachers should try using a technique to explain the meaning of the words being taught as clearly as possible. (Nation, 1928) states that a good vocabulary teaching technique has the following things. (1) It interests the learners. (2) It enables students to pay attention to the meaning of the form or the use of words. (3) This gives an opportunity for repetition. It asserts that the important things for teachers to consider are the careful and correct choice of vocabulary that is suitable for children.

2. The Concept of Word Search Game

a. The Concept of Games

Learning a language requires the acquisition of vocabulary. The vocabulary is used both verbally and in writing to communicate, and the language is utilized to convey information and ideas as well as administer messages. This demonstrates that the language and vocabulary are ideally suited to one another. Furthermore, Haswell (2001) asserts that without a comprehension of vocabulary, there will be no language acquisition or language learning, whether in the first or second language. According to Cameron (2001), acquiring words is not yet complete.

Learning vocabulary is a cyclical process that begins with encountering new words and initial learning, and continues with repeated encounters, each time expanding understanding of the terms' meanings and usage in a foreign language. This means that each time the pupils encounter certain terms, they are indirectly strengthening their knowledge of them. Nation (2008) asserts that vocabulary instruction cannot be left to itself. He outlines how to maximize vocabulary acquisition through communicative tasks in the following manner:

- 1) Determine whether the target vocabulary appears in the task's written input and in the most appropriate location within the written input.
- 2) Arrange the work in such a way that written input is required.
- 3) Involve each student in the group directly.
- 4) Ensure that the vocabulary is used in an engaging manner.
- 5) Create an observation checklist for monitoring the activity and, if possible, utilize it.

Meanwhile, Brown, as reported in Cameron (2001), identifies five critical processes in vocabulary acquisition based on research into learners' techniques. For meeting new words, learning their meanings, establishing a strong memory link between the forms and meanings of the words, and using the words, the five essential steps are to have sources for meeting new words, acquiring a clear image, whether visual or auditory or both, and making use of the words.

As previously stated, vocabulary development entails the comprehension of novel word forms. Learners are expected to understand how a word is pronounced and how it is written. These are critical components of the word's comprehension. The instructor can participate in word forms in a variety of ways. Attentively begin, pupils must listen to and repeat what the teacher says. Second, the students pay attention to the written form, such as word spelling and the initial and final letters. Thirdly, students take note of grammatical details, such as the article used in the multiple or singular noun. Fourth, kids copy and organize new words in language tasks (Cameron, 2001).

According to Thornburry (2002), learners are expected to know not only a large number of new words when learning a foreign language, but also to retain those new terms and their meaning. In fact, learning is the act of remembering. What they have learned is pointless if they do not retain it. Cameron (2001) asserts that if new words can be memorized in long-term memory, learners can retain new vocabulary. This can assist children in recalling the new terms when they are required.

b. Word Search Game

Fauziati (2005) states that one of the activities that can help create motivating and dynamic class is game. The reason is that learning takes place when students take part in activities that require them to use what they have been drilled on in a relaxed atmosphere. The game is suitable not only for children, but also for adults.

According to Shuterland (2009), the Word Search Game is an excellent way for children to memorize and expand their vocabulary. A Word Search is essentially a collection of seemingly random words that move vertically, horizontally, or diagonally in two directions; forward or backward in each of these four directions. The Word Search game is a type of word finding game that is well-known for assisting pupils in recognizing words. This is a game in which the letters of a word are arranged in a grid, which is often square in shape. To play this game, players must search for and highlight all of the hidden words within the box. The specified words can be positioned in the box vertically, diagonally, or horizontally.

From the definition above, Word Search is a game to memorizing and increasing vocabulary. The game is played by looking for words that appear horizontally, vertically and diagonally in two directions, random or circling in a straight line. This game is known to help students in recognizing words where students mark all the hidden words in the grid. Booth (1998) states the use of Word game in class should be guided by following principles: 1) The game must assist in achieving class goals. 2) The most important reason to use game is that children will be able to learn more effectively. 3) Full participation should be encouraged in the game. Feeling happy is associated with the game. For this reason, although they are unfamiliar with the rules, most students appreciate games and enjoy.

c. Procedure to teach vocabulary by using Word Search

Game activities can be effective methods for teaching youngsters a foreign language. As such, a critical component of the teacher's equipment should be a word search game that may be utilized to develop situational language. According to Shutterland, as cited in Munawaroh (2013), the following strategy is suitable for vocabulary games:

- 1) The teacher provides explicit instructions to help students understand the game's rules. Games have numerous rules, just as the term "game" contains rules. Before the game begins, the teacher must undoubtedly demonstrate the rules to the kids. Thus, the students comprehend and are able to play.
- 2) The teacher demonstrates how to play the games. After demonstrating the rules, the teacher must demonstrate how to play the game. Of course, students can play the game after the teacher demonstrates it.
- 3) The students' attention is drawn to the teacher's lesson. Apart from the teacher explaining the game and providing guidance, the students must maintain attentiveness. As a result, they will be aware of the game.
- 4) The teacher conducts a word search and instructs the pupils to arrange the words. After the students have been sufficiently clarified by the teacher's explanation and instruction, they play the game.
- 5) The teacher gives the students 20 minutes to complete their task and requires them to memorize at least ten words and discuss them together. How objects or

events are regarded also has an effect on how they are perceived. The rules were adapted from Shutterland (2009).

d. The Advantages and Disadvantages of Word Search Game

Gemert (2020) believes there are several the advantages and disadvantages of using word search game as follows:

The Advantages:

- 1) Word Search aids in the development of word recognition.
- 2) Word Search aids in the acquisition of context clues.
- 3) Word Search aids in the development of pattern recognition.
- 4) Word Search is a great way to introduce and review vocabulary.
- 5) Word Search can assist kids in learning the fundamentals of spelling by displaying the same word in context with its family of words.
- 6) Word Search is enjoyable.
- 7) Students can complete the word search and then use the leftover letters to form words.

The Disadvantages:

- 1) Word Search takes times.
- 2) Being unable to solve the word search can result in frustration.
- 3) Doing word search may take students away from their close relationship

3. The Concept of Perception

a. Definition of Perception

According to Ou (2017), perception is defined as: 1) The way you think about something and your view of how it is. 2) The manner in which you see things using your senses of sight, hearing, and so on. 3) The innate ability to comprehend or perceive information quickly.

Perception, as defined by Robbins (2003), is the process through which an individual regulates and interprets sensory perception in order to make sense of their environment. Perception is the process of recognizing and interpreting sensory information. Additionally, perception encompasses our responses to information. Perception is the mechanism by which we collect sensory information from our environment. Perception enables us to make sense of sensory data.

Perception, as defined above, is someone's opinion about the sense of sight, an environment that interprets the data and transforms it into something meaningful.

a. Perception Process

OU (2017) classified the perception process into three stages: selection, organization, and interpretation.

1. Selection

The initial stage of perception is selection, during which we convert information about ambient stimuli into meaningful experiences. In our daily lives, we are continually inundated with so much information that we may face

this stimulation in the blink of an eye: the words we are hearing, the witness to an accident, the ticking of a clock, to mention a few examples, because our universe encompasses everything.

2. Organization

The second stage of the perceiving process is organization. We must arrange the data we collect from the outside world by recognizing relevant patterns. This step of organization is performed through the categorization of objects or persons, which is why some scholars use the term categorization. Even at this stage of perception, the social and physical environment are significant.

3. Interpretation

The third stage of perception is interpretation, which refers to the process of ascribing meaning to the stimuli that have been picked. We seek to make sense of the selected inputs by categorizing them into structured and stable patterns. However, various individuals may interpret the same signal in a variety of ways. According to Robbins (2003), perception can be classified into three categories:

1) Person Perception

Person perception refers to the two processes by which we learn about and think about other people. Their traits, qualities, and internal state. We construct the image of others in ways that serve to stabilize, predict, and manage our view of the social world to the extent that we attribute stable traits and enduring disposition on the other people. We believe that by

understanding their behavior and predicting their future actions, we can better guide our interactions with them.

2) Social Perception

Social perception is trying to understand people, whether they are professional athletes, political leaders, criminals, defendants, entertainers, or loved ones closer to home, is a difficult task. Perception does not happen in a vacuum; rather, we bring prior knowledge that we have structured and stored in our heads to bear on the processing of new information about individuals. Social life necessitates that we be more than mere creatures of the moment. Sustained patterns of interaction or social relationships necessitate the retention of information as the situation demands. We should react to every event as if we were unique if we didn't remember the facts, and we should be incapable of reasoning if we don't remember the facts.

3) Perception of Situations

A situation is defined by social psycholinguistics as all of the social factors that influence a person's experience or behavior at a given time and place. It is a time-space interaction in which we act in specific ways.

The situational context in which stimuli occur has an impact on how they are interpreted. Any of a number of words could emerge. Depending on the stimuli that we register. The connection we make between these stimuli and our interpretation of them.

C. Positive and Negative Perception

Positive perception is a personal judgment about a specific object that is positive or as expected. Meanwhile, a negative perception is a personal judgment about a specific object that is not as expected. According to Robbins (2003), positive perception stems from an individual's satisfaction with a specific object, which becomes her/his source perception, as well as the individual's knowledge and experience with the object perceived. Otherwise, negative perception stems from the individual's dissatisfaction with a specific object, which becomes her/his source perception, the individual's ignorance, and a lack of experience with the object perceived.

Based on the explanation above perception can be classified into three categories person perception, social perception and perception of situation, beside that there are two statements of perception negative and positive perception.

Dedy (2015) states that there are two kinds of perception. Perception of object and perception of human/social. The differentiate of these types are:

- a. Perception of object through physical sign, while perception of human through verbal and nonverbal symbols.
- b. Perception of object perceive identifying feature, while perception of human perceives identifying, feeling, hopes, motive, etc.
- c. Object can't react but people can, that is why, perception of human can change from time to time.

Perception of human or society is a process to capture meaning from social objects and events in environment that happened. Everyone has different perception about society. There are some principle about social perception according to Deddy (2015)

1. Perception based on experience, is human perception about someone, objects, or events and their reaction to the thing based on the experienced that related with someone or the same events.
2. Selective perception, everyone usually get sensory stimulation. Attention about sensory stimulation is the main factor that determine human selective to stimulus.
3. Assumption perception, it happens because the data are not complete about object, to fulfill the perception, someone make assumption.
4. Evaluative perception, it means most of people think that their perception is real but, sometime our sensory organs and perception deceive us, so we doubt, how close our perception to reality.
5. Contextual perception. Is perception when we see someone, objects, events, stimulus, it is very affected someone's cognitive, and their perception.

D. Theoretical Framework

The theoretical framework underlying this research is given in the following

Diagram:

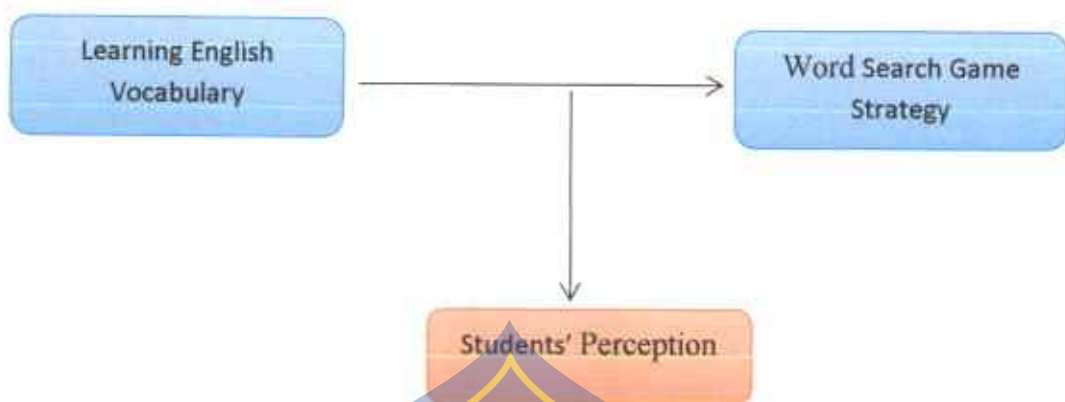


Figure 2.1 Theoretical Framework

The theoretical framework shows that the teaching-learning process in learning English vocabulary focuses on using Word Search Game strategy. The importance of getting the authentic data about students' perception in learning English vocabulary through Word Search Game. The students' perception can be used as a turning point to reflect on the process and the teacher's strategy of implementing the Word Search Game.

CHAPTER III

RESEARCH METHOD

A. Research Design

The researcher conducted this research using Descriptive Quantitative. The objective of this study was to identify students' perception about Word Search Game Strategy in learning English vocabulary. It is classified as quantitative study because the questionnaire used the Likert scale and the results were interpreted as sentences. The following is a description of the design.



Figure 3.1 Research design

This research was explained verbally about students' perception of Word Search Game Strategy in the classroom and based on data obtained through the questionnaire.

B. Research Subject

The participants of this research were the students of Eight Grade at SMPN 6 Tinggimoncong Satap Sanggaringin consisting of 20 students. The reason for choosing the participants because the students of eighth grade had been taught by the teacher using Word Search game strategy. The purposive sampling technique was used in this research.

C. Research Variable and Indicator

1. Research Variable

This research used two variables. The independent variable was English vocabulary, and the dependent variable was Word Search Game Strategy.

2. Research Indicator

The indicator of this research was to found out the students' perception the use of Word Search Game Strategy in learning English vocabulary in terms of positive and negative perception.

D. Instrument of Research

The researcher used a questionnaire (close-ended) as the research instrument to strengthen that the students had been taught by using Word Search Game. The students were expected to answer the questionnaire. The Likert Scale was used to obtain a data questionnaire from students with five potential options (strongly agree, agree, neutral, disagree, and strongly disagree). There are 20 numbers statements close ended.

Table 3.1
Likert Scale and Scoring

Items	Score	
	Positive	Negative
Strongly Agree	5	1

Agree	4	2
Neutral	3	3
Disagree	2	4
Strongly Disagree	1	5

(Dawes, 2008)

E. Technique of Data Collection

The researcher collected the data by using a questionnaire. Before distributing the questionnaire to the participants, the researcher explained its components to ensure that they understood the questionnaire's meaning and purpose. The data for the questionnaire is gathered in five steps:

- 1) The questionnaire distributed to the participants by the researcher
- 2) The researcher collected the questionnaire.
- 3) The researcher analyzed the data.
- 4) The answers were classified by the researcher based on the statements.
- 5) The researcher concludes the data

The researcher made a classification based on the questionnaire responses of the students. The data from the questionnaire was used to learn about the students' perception on the use of word search game in learning English vocabulary. The Likert Scale using to analyze and was classified into five levels. There were two types of statements: positive and negative opinions.

F. Technique of Data Analysis

The researcher used the following formula to analyze the data:

1. Calculate each respondent's overall score from the questionnaire.

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

Where:

P = Percentage

F = Frequency

N = Number of Sample

100% = Constant Vale

(Sugiyono, 2017)

2. The results of the questionnaire were analyzed by using the following Percentage System:

$$\bar{x} = \frac{\sum x}{n}$$

Where:

\bar{x} : Mean score

$\sum x$: Total score

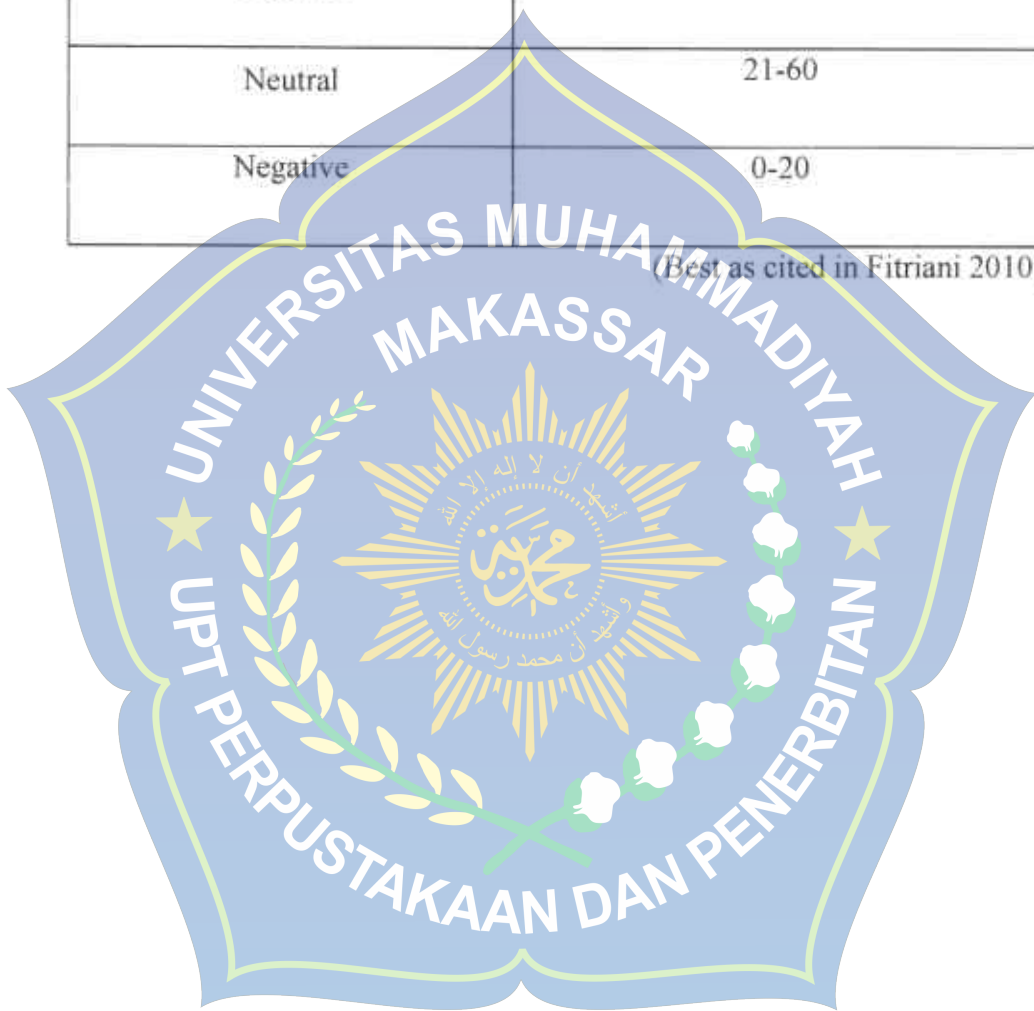
n : Total sample

(Gay, 2012)

Table 3.2
Level of Perception

Level of Perception	Score
Positive	61-100
Neutral	21-60
Negative	0-20

(Best as cited in Fitriani 2010)



CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

There were 20 participants used to collect the data and gathered through the use of questioner. Then the researcher analyzes it to determine the percentage, which is then presented on the table. The following table shows the classification of the students' questionnaire.

1. The tables below show the students' perception on the use of Word Search game strategy in learning vocabulary on positive statements.

Table 4.1 "Item 1": The teacher used an interesting media in teaching English vocabulary so the students easy to understand

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	2	10
2.	Agree	14	70
3.	Neutral	4	20
4.	Disagree	-	-
5.	Strongly Disagree	-	-
Total		20	100

The table above show about the teacher used interesting media in teaching English vocabulary so, the students easy to understand shows that 2 (10%) students choose strongly agree (SA), 14 (70%) agree (A), 4 (20%) neutral (N), none select disagree (D) and strongly disagree (SD). Most of the students agreed when the teacher used interesting media to teach English vocabulary, which is easy to understand.

Table 4.2 “Item 2”: Game is one of the media used by teacher in teaching English vocabulary

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	4	20
2.	Agree	12	60
3.	Neutral	4	20
4.	Disagree		
5.	Strongly Disagree		
	Total	20	100

The Table above show about the game is one of the media used by the teacher in teaching English vocabulary shows that 4 (20%) students choose strongly agree (SA), 12 (60%) agree (A), 4 (20 %) neutral (N), none disagree (D) and strongly disagree (SD). It means most of students agree that game is one of the media used by the teacher to teach English vocabulary.

Table 4.3 “Item 3”: The teacher showing on how to playing the game

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	4	20
2.	Agree	13	65
3.	Neutral	3	15
4.	Disagree	-	-
5.	Strongly Disagree	-	-
Total		20	100

The table above show about the teacher showing on how to playing the game shows that 4 (20%) students choose strongly agree (SA), 13 (65%) agree (A), 3 (15%) neutral (N), none choose to disagree (D) and strongly disagree (SD). It means the majority of students agree with the teacher showing how to play the game.

Table 4.4 “Item 4”: The teacher asks the students to play the game

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	4	20
2.	Agree	11	55
3.	Neutral	4	20
4.	Disagree	1	5
5.	Strongly Disagree	-	-
Total		20	100

The table above show about the teacher asks the students to play the game shows that 4 (20%) students choose to strongly agree (SA), 12 (60%) agree (A), 4 (20 %) neutral (N), none choose to disagree (D) and strongly disagree (SD). It means most students agree the teacher asks them to play the game.

Table 4.5 “Item 5”: The form of English vocabulary game is random

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	5	25
2.	Agree	14	70
3.	Neutral	3	15
4.	Disagree	-	-
5.	Strongly Disagree	-	-
Total		20	100

The table above show about the form of English vocabulary game is random shows that 5 (25%) students choose strongly agree (SA), 14 (70%) agree (A), 3 (15 %) choose neutral (N), none choose to disagree (D) and strongly disagree (SD). It means the majority of students agree that the form of English vocabulary game is random.

Table 4.6 “Item 6”: the game is playing by students with find and match the letters to become a word

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	-	-

No.	Opinion	Frequency	Percentage (%)
2.	Agree	15	75
3.	Neutral	5	25
4.	Disagree	-	-
5.	Strongly Disagree	-	-
Total		20	100

The table above show about the students have to find and match the letters became a word on playing the game shows that none of the student choose strongly agree (SA), 15 (75%) agree (A), 5 (25%) neutral (N), none choose to disagree (D) and strongly disagree (SD). It means students agree to find and match the letters became a word on playing the game.

Table 4.7 "Item 7": I can memorize and pronounce ten words after playing the game

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	10	50
2.	Agree	5	25
3.	Neutral	5	25
4.	Disagree	-	-
5.	Strongly Disagree	-	-
Total		20	100

The table above show about I can memorize and pronounce ten words after playing the game” shows that 10 (50%) students choose strongly agree (SA), 5 (25%) agree (A), 5 (25 %) neutral (N), none choose to disagree (D) and strongly disagree (SD). It means most of students agree that they can memorize and pronounce ten words after playing the game.

Table 4.8 “Item 8”: The teacher gives five minutes to complete game

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	4	20
2.	Agree	14	70
3.	Neutral	1	5
4.	Disagree	1	5
5.	Strongly Disagree	-	-
	Total	20	100

The table above show about I felt the benefits of the game increasing my vocabulary shows that 4 (20%) students choose strongly agree (SA), 10 (50%) agree (A), 3 (15 %) neutral (N), 2 (10%) disagree (D), none choose strongly disagree (SD). It means most of students agree that they felt the benefits of the game could increase their vocabulary.

Table 4.9 “Item 9”: The teacher gives five minutes to complete the game

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	3	15
2.	Agree	6	30
3.	Neutral	8	40
4.	Disagree	2	10
5.	Strongly Disagree	1	5
Total		20	100

The table above show about the teacher gives five minutes to complete the game shows that 3 (15%) students choose strongly agree (SA), 6 (30%) agree (A), 8 (40%) neutral (N), 2 (10%) choose to disagree (D) and 1 (5%) strongly disagree (SD). It means the majority of students are neutral while the teacher gives five minutes to complete the game.

Table 4.10 “Item 10”: I found five new words after playing the game

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	3	15
2.	Agree	11	55
3.	Neutral	4	20
4.	Disagree	2	10
5.	Strongly Disagree	-	-

No.	Opinion	Frequency	Percentage (%)
	Total	20	100

The table above show about I found five new words after playing the game shows that 3 (15%) students choose strongly agree (SA), 11 (55%) agree (A), 4 (20%) neutral (N), 2 (10%) disagree (D) and none choose strongly disagree (SD). It means the majority of students agree they found five new words after playing the game.

Table 4.11 “Item 11”: I felt happy when I can finish the game quickly

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	5	25
2.	Agree	10	50
3.	Neutral	5	25
4.	Disagree	-	-
5.	Strongly Disagree	-	-
	Total	20	100

The table above show about I felt happy when I can finish the game quickly shows that 5 (25%) students choose strongly agree (SA), 10 (50%) agree (A), 5 (25%) neutral (N), none choose to disagree (D) and strongly disagree (SD). It means the majority of students agree, and they felt happy when they can finish the game quickly.

Table 4.12 “Item 12”: The game for learning English vocabulary is easy to play

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	10	50
2.	Agree	7	35
3.	Neutral	3	15
4.	Disagree	-	-
5.	Strongly Disagree	-	-
Total		20	100

Table 4.12 above is about the game for learning English vocabulary is easy to play shows that 10 (50%) students choose strongly agree (SA), 7 (35%) agree (A), 3 (15%) neutral (N), none choose to disagree (D) and strongly disagree (SD). It means the majority of students strongly agree the game for learning English vocabulary is easy to play.

Table 4.13 “Item 13”: Questionnaire of perception no.13

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	6	30
2.	Agree	9	45
3.	Neutral	4	20
4.	Disagree	1	5
5.	Strongly Disagree	-	-

No.	Opinion	Frequency	Percentage (%)
	Total	20	100

Table 4.13 above is about I prefer to play this game alone shows that 6 (30%) students choose strongly agree (SA), 9 (45%) agree (A), 4 (20%) neutral (N), 1 (5%) disagree (D), and none choose strongly disagree (SD). It means the majority of students agree they prefer to play the game alone.

Table 4.14 "Item 14": The game is fun

No	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	7	35
2.	Agree	8	40
3.	Neutral	5	25
4.	Disagree	-	-
5.	Strongly Disagree	-	-
	Total	20	100

Table 4.14 above is about the game is fun shows that 7 (35%) students choose strongly agree (SA), 8 (40%) agree (A), 5 (25%) neutral (N), none choose to disagree (D) and strongly disagree (SD). It means the majority of students agree the game is fun.

Table 4.15 “Item 15”: It’s easy to pronounce new words after playing this game

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	5	25
2.	Agree	10	50
3.	Neutral	4	20
4.	Disagree	1	5
5.	Strongly Disagree	-	-
Total		20	100

Table 4.15 above is about “It’s easy to pronounce new words after playing this game” shows that 5 (25%) students choose strongly agree (SA), 10 (50%) agree (A), 4 (20%) neutral (N), 1 (5%) choose to disagree (D), and none strongly disagree (SD). It means the majority of students strongly agree the game for learning English vocabulary is easy to play.

2. The tables below show the students’ perception on the use of Word Search game strategy in learning vocabulary on negative statements.

Table 4.16 “Item !6”: I felt bored when playing this game

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	-	-
2.	Agree	1	5

No.	Opinion	Frequency	Percentage (%)
3.	Neutral	5	25
4.	Disagree	6	30
5.	Strongly Disagree	8	40
Total		20	100

Table 4.16 above is about I felt bored when playing this game shows that none students choose strongly agree (SA), 1 (5%) agree (A), 5 (25%) neutral (N), 6 (30%) choose to disagree (D), and 8 (40%) choose strongly disagree (SD). It means the majority of students strongly disagree they felt bored when playing the game.

Table 4.17 "Item 17": I felt frustrated when I can't find the words quickly

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	-	-
2.	Agree	-	-
3.	Neutral	5	25
4.	Disagree	8	40
5.	Strongly Disagree	7	35
Total		20	100

Table 4.17 above is about I felt frustrated when I can't find the words quickly shows that none students choose strongly agree (SA) agree (A), 5 (25%) neutral (N), 8

(40%) choose to disagree (D) and 7 (35%) choose strongly disagree (SD). It means that most of students disagree they felt frustrated when they can't find the words quickly.

Table 4.18 “Item 18”: It is difficult for me to memorize the words in the game

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	-	
2.	Agree	1	5
3.	Neutral	4	20
4.	Disagree	10	50
5.	Strongly Disagree	5	25
Total		20	100

Table 4.18 above is about It is difficult for me to memorize the words in the game table shows that none students choose strongly agree (SA), 1 (5%) choose agree (A), 4 (20%) choose neutral (N), 10 (50%) choose disagree (D) and 5 (25%) choose strongly disagree (SD). It means the majority of students disagree they difficult to memorize the words in the game.

Table 4.19 “Item 19”: I cannot finish this game in 20 minutes

No	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	-	
2.	Agree	1	5

No	Opinion	Frequency	Percentage (%)
3.	Neutral	4	20
4.	Disagree	11	55
5.	Strongly Disagree	4	20
Total		20	100

Table 4.19 above is about I cannot finish this game in 20 minutes shows that none students choose strongly agree (SA), 1 (5%) choose agree (A), 4 (20%) choose neutral (N), 11 (55%) choose disagree (D) and 4 (20%) choose strongly disagree (SD). It means the majority of students disagree they cannot finish the game in 20 minutes.

Table 4.20 "Item 20": My vocabulary does not increase after playing this game

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	1	5
2.	Agree	1	5
3.	Neutral	8	40
4.	Disagree	6	30
5.	Strongly Disagree	4	20
Total		20	100

Table 4.20 above is about My vocabulary does not increase after playing this game shows that 1 (5%) student choose strongly agree (SA), 1 (5%) choose agree (A), 8

(40%) choose neutral (N), 6 (30%) choose disagree (D) and 4 (20%) choose strongly disagree (SD). It means the majority of students neutral their vocabulary does not increase after playing the game.

3. The mean score of the students' perception on the use of Word Search Game in Learning English Vocabulary.

The mean score of the research is:

$$\bar{x} = \frac{\sum x}{N}$$

$$\bar{x} = \frac{1568}{20}$$

$$= 78,4$$

Based on the questionnaire data analysis, it was discovered that the mean score of the students' perceptions of the use of Word Search Game Strategy in learning English vocabulary is 78.4, indicating that the students have a positive perception of the use of Word Search Game Strategy in learning English vocabulary.

After calculating the mean score, the researcher divides the students' perception into categories and assign a level of perception scoring to each.

Table 4.21 (level of perception)

Level of perception	Score
---------------------	-------

Positive	61-100
Neutral	21-60
Negative	0-20

(Best, in Fitriani 2010)

The table of level a perception shows students have a positive perception of using Word search Game in learning English vocabulary.

B. Discussion

The research was carried out at the Eight Grade Students at SMP Negeri 6 Satap Sanggiringan, Malino, and the participants consisted of 20 students. This research aims to determine the students' perception of the use of Word Search Game Strategy in learning English vocabulary.

Based on the result of questionnaire number 2: "game is one of the media used by the teacher in teaching English vocabulary," most (60%) students agreed with the statement. Most (50%) also strongly agreed on questionnaire no. 7, "they can memorize and pronounce 10 words after playing the game" Based on the data analysis, the mean score of students' perceptions on the use of Word Search Game strategy in learning English vocabulary was 78,4 % of students had a positive perception. The finding also showed that all of the students agreed Word Search Game Strategy implemented by the teacher in learning English vocabulary because the game can help students increase their language. It is related to Shutterland (2009) states that Word Search Game is one

of the top games that are great for students to memorize and increase vocabulary. The students' positive response related with Robbins (2003) states that positive perception stems from an individual's satisfaction with a specific object, which becomes their source perception, and individual's knowledge and experience with the entity perceived. The theory above shows that the students feel satisfied with using Word Search Game in learning English vocabulary.

This research is supported by Ulfa (2018). She concluded that based on the analysis and discussion of students' perceptions of learning vocabulary through jumble words game it had been discovered that students interested in learning English vocabulary learn enthusiastically. The students had a positive perception in learning vocabulary by using a game. Naibaho and Ambrosia (2015) also conclude that most of the participants reported that playing the guessing game helped them learn new vocabulary. The data on students' interest in a guessing game used for vocabulary enrichment shows that most of the students had a positive perception of learning vocabulary by playing a game. Based on the results of previous research, this study has similarities because students have a positive perception of using a game as a strategy in learning English vocabulary.

Therefore, the researcher concludes that the students of SMPN 6 Satap Sanggarangan Malino at Eighth Grade had a positive perception about using Word Search Game in learning English vocabulary. They agreed that the Word Search Game could help them memorize and pronounce ten words after playing the game. Most

students also decided that Word Search Game could increase their vocabulary because the game is interesting, and they could be an enthusiast in learning new words.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion of data analysis research in the previous chapter, the researcher concluded that the Eight-Grade students of SMPN 6 Satap Sanggaringan had positive perception on the use of Word Search Game Strategy in learning English vocabulary. The result of the data analysis shows that students strongly agreed that the Word Search Game could help them memorize and pronounce ten words after playing the game. Most students also decided that Word Search Game could increase their vocabulary because the game is exciting, and they could be an enthusiast in learning new words.

B. Suggestion

Based on the result of this study, the writer offers some suggestions:

1. For the English teacher at SMPN 6 Tinggimoncong Satap Sanggaringan Malino, the Word Search Game Strategy is suggested to be used because the students are enthusiastic about learning English vocabulary. They can memorize and pronounce ten words after playing the game.
2. For the Next Researcher

It will be interesting if the next researcher uses this thesis as a reference for vocabulary teaching and learning studies.

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A

P

P

E

N

D

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C

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S



Appendix 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP DARING PERTEMUAN KE TIGA)

Satuan pendidikan	SMP Negeri 6 Tinggimoncong Satap Sanggarinagan
Mata Pelajaran	Bahasa Inggris
Kelas/Semester	VIII/ 1 (Satu/Gasal)
Materi Pokok	Recount Text (keaduan, kegiatan, dan kejadian yang terjadi di waktu lampau)
Alokasi Waktu	2 JP (2 X 40) Pertemuan ke - 3
Kompetensi Dasar	<p>3.1 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana sesuai dengan konteks penggunaannya.</p> <p>4.1 Menganalisis makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis yang pendek dan sederhana, terkait pengalaman pribadi di waktu lampau personal recount.</p> <p>4.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar sesuai konteks.</p> <p>4.3.3 Menemukan kata kerja dan kata benda pada teks recount.</p>
Tujuan Pembelajaran	<p>Setelah mengikuti kegiatan pembelajaran peserta didik dapat:</p> <ol style="list-style-type: none"> 1. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan terjadi di waktu lampau, sesuai dengan konteks penggunaannya. 2. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan terjadi di waktu lampau dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 3. Menyebutkan kata kerja dan kata benda, dengan memperhatikan unsur kebahasaan

	yang benar dan sesuai konteks
Metode Pembelajaran	
1. Pendekatan	Scientific (Learning Observed-Practice, Experiment, Associate, Communicate)
2. Model	Project Based Learning
3. Metode	Simulasi, Game
Langkah pembelajaran	
1. Kegiatan Awal	<ol style="list-style-type: none"> 1. Guru memastikan semua perangkat siswa dan guru untuk kegiatan pembelajaran daring siap. 2. Guru mengkondisikan siswa, memberi salam dan mengecek kehadiran melalui aplikasi 3. Guru memberikan motivasi untuk selalu aktif mengikuti setiap tahapan pembelajaran dengan baik dan benar sampai akhir. 4. Guru menyampaikan tujuan pembelajaran dari KD yang bersangkutan. 5. Guru memfoto materi buku siswa halaman 158 dan di share ke WA Group kelas.
2. Kegiatan Inti	<ol style="list-style-type: none"> 6. Siswa diminta untuk mengamati dan membaca catatan harian Dayu Hari ke 9- Hari Ke 12 (buku siswa hal 158). 7. Guru memberikan penjelasan tentang fungsi serenti, struktur teks dan unsur kebahasaan dari teks recount. 8. Guru meminta siswa mengamati struktur teks dan unsur kebahasaan dari teks recount tersebut dengan baik. 9. Guru memberi kesempatan kepada siswa untuk mencari kata kerja dan kata benda terlebih dahulu setelah membaca catatan harian Dayu (Buku siswa hal 158), sebagai dasar penyusunan game. 10. Guru meminta siswa menyusun dan mengumpulkan kata-kata yang di peroleh dari buku tersebut yang selanjutnya akan diacak menjadi sebuah media game mencari kata.

3. Kegiatan Akhir

11. Guru memberikan instruksi yang jelas untuk menjelaskan aturan permainan. Game memiliki banyak aturan, karena permainan pencarian kata juga memiliki aturan. Sebelum dimainkan guru harus menunjukkan aturan untuk siswa. Jadi, para siswa mengerti dan mereka dapat memainkan permainan.
12. Guru memberikan contoh bermain game. Setelah guru telah menanyi aturan, dia harus memberikan contoh untuk memainkan permainan. Tentu saja, setelah guru memberikan contoh permainan pasti siswa bisa memainkannya.
13. Para siswa fokus pada instruksi guru. Selain guru menjelaskan tentang permainan kemudian memberikan beberapa metode, siswa harus fokus. Jadi, mereka akan tahu tentang permainan.
14. Guru memberikan permainan pencarian kata dan meminta siswa untuk mengatur kata-kata. Setelah saya cukup jelas dengan penjelasan dan instruksi dari guru maka mereka memainkan permainan.
15. Guru memberi kesempatan kepada siswa untuk menuliskan kata kerja dan kata benda pada aplikasi pencarian kata (word search game).
16. Guru menuliskan kata kerja dan kata benda yang telah di hasil oleh peserta didik pada aplikasi Pencarian Kata. Kemudian di kirimkan kembali kepada siswa melalui WA sebagai tugas tambahan.
17. Guru dan siswa melakukan refleksi dari kegiatan belajar daring ini yang nanti akan disambung dengan penugasan dan evaluasi materi ini melalui kegiatan daring, melalui WAG kelas Bahasa Inggris.
18. Guru bersama siswa membuat kesimpulan dari materi yang dipelajari.
19. Guru memberikan tugas atau evaluasi yang nanti akan dikerjakan secara online.

Media, alat dan bahan	<ol style="list-style-type: none"> 1. Aplikasi WAG kelas 2. HP Android/laptop
Penilaian	<ol style="list-style-type: none"> 1. Sikap 2. Pengetahuan 3. Keterampilan
	<ol style="list-style-type: none"> 1. Observasi dan keaktifan siswa selama kegiatan PJJ 2. Siswa membuat teks <i>recount</i> sangat sederhana 3. Siswa menemukan kata kerja dan kata benda berdasarkan teks <i>recount</i> 4. Siswa mengirim hasil teks <i>recount</i>, kata kerja dan kata benda yang sudah dibuat lewat WAG



Materi

Contoh Teks Recount buku siswa halaman 158

Day 1

When I was a baby, when I could not do anything, my parents and my elder brother took care of me. My brother is five years older than me. I didn't sleep with my mum. I slept in a baby cot in my parents' bedroom. My brother slept in his own room. My mum breastfed me for two years.

Day 2

When I cried, they calmed me down. When I was afraid of something, they comforted me. My dad often carried me around in the morning sun. When I got older, they spoonfed me. I played with my brother. I was naughty, but he never got angry with me. He was very patient with me.

Day 3

I started my kindergarten when I was five years old. I did my kindergarten for two years. One year in Kiki and one year in Kiki. My mother was near my home. I walked to my kindy with my mum and my brother. Sometimes I rode with my dad on his motorcycle.

In the classroom, the teacher read us stories. We were happy singing and coloured pictures and we played with dough and colorful clay. We played hide-and-seek and played hide-and-seek.

Contoh Permainan Pencarian Kata



Verb	Noun
Take	Motorcycle
Walk	Room
Carry	Comfort
Play	Kindergarten
Cry	Teacher

A. Fungsi sosial

- Menyatakan tindakan/kejadian yang dilakukan/ terjadi di waktu lampau
- Untuk menjaga hubungan interpersonal dengan guru dan teman

B. Struktur teks

Simple Past Tense = S + V2 (was/were + O)

S + V2 + O

- I played my kindergarten.
- I was five years old.
- My teacher read us stories.
- We sang happy song.
- We played with doll and colourful paper.

C. Unsur kebahasaan

Harapan, tekanan kata, intonasi, kosakata (kata penghubung *when*) dan tata bahasa (*simple past tense*).

LKPD

Siswa di LKPD akan untuk mengerjakan tugas dan mengirim lewat aplikasi whatsapp Group !

Name : _____

A. Instrumen Penilaian pengetahuan

In junior high school, we had to wear a white uniform every Monday. I was in my second year when this unforgettable event happened. We had music lessons on

Mondays. That day, we had a lesson playing a national song on the recorder. The teacher asked us to stand up almost at the same time. But suddenly, Duddy, the most handsome boy in the class, who was sitting right behind me, yelled and said "What happened to your skirt, it's red, yuck!" God, I was having my period! Actually, I had already felt something wet while sitting, but I didn't have time to check it out because the teacher was already in the class. Now everyone knows about my period. I felt like I wanted to die. The teacher then asked me to change my skirt, so I had to walk out of the classroom while trying to cover my skirt with a bag. That was the most humiliating experience I've ever had.

1. When did the story take place?
 - a. on Sunday
 - b. on Monday
 - c. on mathematic lesson
 - d. on singing lesson
2. How old was possibly the writer then?
 - a. 8 years old
 - b. 10 years old
 - c. 14 years old
 - d. 17 years old
3. Which statement is not true based on the story?
 - a. The writer was in second year of junior high school.
 - b. The writer was in music lesson when this story happened.
 - c. The writer was wearing white uniform on that day.
 - d. The teacher was angry when this happened.
4. Did the writer already know that she had period?
 - a. No, she didn't
 - b. Yes, she did
 - c. No, she wasn't
 - d. Yes, she is
5. But suddenly, Duddy, the most handsome boy in the class, who was sitting right behind me, yelled and said...
The underlined word has almost the same meaning as the word...
 - a. gazed
 - b. shouted
 - c. cried
 - d. warned
6. How did the writer feel about the experience?
 - a. sad

- b. annoyed
- c. disappointed
- d. shy

7. Which line do you think the orientation of the story is?

- a. 1 and 2
- b. 1, 2 and 3
- c. 1, 2, 3 and 4
- d. 1 until 5

8. The best title of the story is:

- a. my period and my experience
- b. my embarrassing experience in my period
- c. my friends and I
- d. my white skirt

9. How many events are there in the story?

- a. 2
- b. 3
- c. 4
- d. none

10. Which sentence shows the reorientation of the story?

- a. In junior high school, we had to wear a white uniform every Monday
- b. One day, we had a lesson playing a national song on the recorder
- c. I had to walk out of the classroom while trying to cover my skirt with a bag
- d. That was the most humiliating experience I've ever had.

B. Kunci Jawaban

- | | |
|------|-------|
| 1. B | 6. D |
| 2. A | 7. A |
| 3. D | 8. B |
| 4. A | 9. B |
| 5. B | 10. D |

C. Norma Penulisan

Nilai = jumlah soal X 10

Nilai maksimal 100

INSTRUMEN PENILAIAN KETERAMPILAN

- a. Teknik penilaian : Lisan (rekaman suara lewat WAG)
- b. Bentuk penilaian : Proses
- c. Kisi-Kisi

No	Materi	Indikator
1	Text recount	1. Membaca dengan lancar dan benar sebuah text recount. 2. Menyebutkan kata kerja dan kata benda setelah membaca sebuah text recount.

Kriteria dan Norma Penilaian

Kriteria penilaian	Skor
1. Membaca dengan lancar, Singkat Benar	25
2. Membaca dengan lancar, benar	20
3. Membaca dengan lancar, belum benar	15
4. Tidak lancar, tidak benar	10

Nilai = jumlah skor perolehan x 4

Nilai maksimal = 100

Sanggiringan, 6 Agustus 2020

Mengelahi
Kepala Sekolah

Guru Mata Pelajaran


Syarifuddin S.Pd


Nurhayati S.S

NIP. 19730312 199302 1 003

Appendix 2

QUESTIONNAIRE

Nama :

Kelas :

Intruksi:

Silahkan berita tanda (√) pada pernyataan-pertanyaan yang sesuai dengan kondisi anda.

Keterangan:

SA : Strongly Agree (Sangat Setuju)

A : Agree (Setuju)

N : Neutral (Netral))

D : Disagree (Tidak setuju)

SD : Strongly Disagree (Sangat tidak setuju)

No	ITEM	Response				
		SA	A	N	D	SD
1	Dalam mengajar kosakata guru menggunakan media atau alat agar siswa mudah memahami materi. (The teacher used an interesting media in teaching English					

vocabulary so the students easy to understand)

- 2 Permainan adalah salah satu media yang digunakan oleh guru dalam mengajar kosakata bahasa Inggris.

(Game is one of the media used by teacher in teaching English vocabulary).

- 3 Guru memberikan contoh cara memainkan permainan.

(The teacher showing on how to playing the Game).

- 4 Guru meminta siswa untuk memainkan permainan tersebut.

(The teacher asks the students to play the game).

- 5 Permainan kosakata bahasa Inggris berbentuk huruf yang tidak tersusun rapi atau acak.

(The form of English vocabulary game is random).

- 6 Dalam memainkan permainan tersebut siswa harus menemukan dan mencocokkan huruf agar menjadi sebuah kata.

(The game is playing by students with find and match the letters to became a word).

7 Setelah memainkan permainan saya bisa mengingat sepuluh kata dan menyebutkannya.

(I can memorize and pronounce ten words after playing the game).

8 Saya merasakan manfaat permainan meningkatkan kosakata saya.

(I feel the benefits of the game increasing my vocabulary).

9 Guru memberikan waktu lima menit untuk menyelesaikan permainan.

(The teacher gives five minutes to complete the game).

10 Saya menemukan lima kosakata baru setelah memainkan permainan ini.

(I found five new words after playing the game).

11 Saya merasa senang ketika dapat menyelesaikan permainan dengan cepat.

(I felt happy when I can finish the game quickly).

12 Permainan kosakata Bahasa Inggris sangat mudah di mainkan.

(the game for learning English vocabulary is easy to play).

- 13 Saya lebih senang memainkan permainan ini sendiri.

(I prefer to play this game alone)

- 14 Permainan ini menyenangkan.

(The game is fun)

- 15 Saya lebih mudah melafalkan kata baru setelah memainkan permainan ini.

(It's easy to pronounce new words after played this game)

- 16 Saya bosan memainkan permainan ini.

(I get bored when playing this game).

- 17 Saya merasa frustrasi ketika tidak dapat menemukan kata dengan cepat.

(I felt frustrated when I can't find the words quickly).

- 18 Saya sulit mengingat kata-kata dalam permainan.

(It is difficult for me to memorize the words in the game).

19 Saya sulit menyelesaikan permainan ini dalam waktu 20 menit.

(It is difficult for me to finish this game in 20 minutes).

20 Kosakata saya tidak meningkat setelah memainkan permainan ini.

(My vocabulary doesn't increase after playing this game).

Adapted from Shutterland (2009)



Appendix 3

No	Nama	Number Of Questions																				X
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	Aldi	5	4	4	5	4	4	5	4	5	5	5	5	5	5	5	4	5	4	3	1	87
2	Andika	4	4	4	4	4	4	4	4	4	3	3	3	3	3	3	4	4	4	4	5	75
3	Angel	4	4	4	4	4	4	4	4	5	4	5	5	5	5	4	4	4	4	4	2	83
5	Adinda	4	5	3	4	4	4	3	3	3	3	3	3	3	3	3	2	5	4	4	3	69
5	Adiba Shakila	4	4	4	4	4	4	4	4	5	4	4	5	4	4	4	4	5	4	4	4	83
6	Asti	4	4	4	4	4	4	5	4	4	5	4	3	5	5	5	5	3	4	4	3	82
7	Gita	3	4	5	5	4	4	4	4	3	4	5	5	4	4	4	3	5	4	5	5	84
8	Helga	4	3	4	4	4	3	4	4	4	4	4	4	3	4	4	4	5	4	4	5	79
9	Ivana	4	3	4	4	4	4	4	5	3	4	4	5	5	4	5	5	3	4	4	3	81
10	Jumardah	3	4	5	3	4	3	5	4	4	4	4	4	4	3	4	3	2	4	5	3	74
11	Jumariah	4	3	4	4	4	4	5	5	3	5	4	5	5	5	4	4	4	4	4	3	85
12	Junaid	3	4	4	5	4	4	4	4	3	4	4	4	4	4	4	5	4	4	4	5	79
13	Mawar	4	4	5	4	4	3	3	4	3	4	5	5	4	2	4	3	3	4	4	4	76
14	Meisya putri A	4	5	4	5	4	4	5	4	3	4	4	5	3	4	4	5	4	4	4	3	82
15	Muh. Sabil	4	4	5	3	4	4	4	5	2	3	4	5	4	2	3	3	3	4	3	4	73
16	Muh. Akbar	5	4	4	4	4	3	3	4	3	3	3	4	5	3	3	5	4	4	3	3	74
17	Qiren Angraeni	4	5	4	4	4	4	2	4	4	4	3	5	4	3	2	5	4	4	5	3	75
18	Rahman	5	4	3	4	4	4	5	5	2	2	4	4	4	4	4	5	4	4	5	4	77
19	Sifa	4	5	4	5	4	4	2	4	4	2	4	4	2	4	5	3	4	4	3	4	75
20	Taufik	4	3	4	3	4	4	4	2	1	4	5	4	4	5	5	5	4	4	2	4	75
		Σ																				1568



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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Alamat: Jl. Bontomatene Km. 1,5
Telp. (0412) 5111111 (Gedung A)
Email: info@umh.ac.id
www.muhammadiyah.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Al'harathi
NIM : 10331115016
Judul Penelitian : Students' Perception on the Use of Word Search Game Strategy in Learning English Vocabulary
Tanggal Ujian Proposal : 2 Juni 2021
Tempat Ujian Proposal : SMA Negeri 1 Tunggulwacung Salap Sampingan

No. Harkomologi : 10331115016
Perak : 10331115016



Korosi Syam, S.Pd., M.Pd
0812 977 00240 - 02710312 194302 1 003

Aspek sekolah
Syamsudin, S.Pd



PEMERINTAH KABUPATEN GOWA
DINAS PENDIDIKAN

SMP NEGERI 6 TINGGIMONCONG

Alamat: Jl. Sanggihung, Kelurahan Guraia, Kode Pos 93171

SURAT KEITERANGAN

Nomor *021/Dirdik-Gow/SMPN-6-TGM/IX/2021*

Yang bertanda tangan di bawah ini, kepala SMP Negeri 6 Tinggimoncong Satap Sanggihung, menerangkan bahwa:

Nama : Nuzulwani
Nim : 10051115016
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan Universitas Makassar
Alamat : Taman Makassar Indah Blok A7/20

Beliau telah melakukan penelitian di SMP Negeri 6 Satap Tinggimoncong Sanggihung dengan judul skripsi "Students' Perception on the Use of Word Search Game Strategy in Learning English Vocabulary".

Penerbitan surat keterangan ini sesuai dengan tugas dan tanggung jawabnya.

Gowa, 14 September 2021

Kepala Sekolah

Stamulidie S.Pd

NIP. 19730512-199102-1-0001

CURICULUM VITAE



Ni'matwati was born on September 24th, 1978 in Ujung Pandang, South Sulawesi. She has two sisters and three brothers. She is the first child from the marriage of her parents, Muh. Saleh and Kurniati.

She finished her studied at SD Inpres Karuwisi III in 1990, at SMPN 12 Ujung Pandang in 1993, at SMAN 10 Ujung Pandang in 1996. In

2016 she registered as one of the students in English Department Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. She could finish her study in 2021 with a thesis title, "Students' Perception on the Use of Word Search Game Strategy in Learning English Vocabulary."





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NIM 305351115007



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MAKASSAR

UPT PERPUSTAKAAN DAN PENERBITAN

Appendix 5

DOCUMENTATION











1) Ma	5) Ma
2) Ma	6) Ma
3) Ma	7) Ma
4) Ma	8) Ma
5) Ma	9) Ma

13.17

+62 831-4384-9665

Alang, Riza	1) Ma
Amir, Riza	2) Ma
Amir, Riza	3) Ma
Amir, Riza	4) Ma
Amir, Riza	5) Ma
Amir, Riza	6) Ma
Amir, Riza	7) Ma
Amir, Riza	8) Ma
Amir, Riza	9) Ma
Amir, Riza	10) Ma

13.18

Inna Qiren

1) Ma	11) Ma
2) Ma	12) Ma
3) Ma	13) Ma
4) Ma	14) Ma
5) Ma	15) Ma
6) Ma	16) Ma
7) Ma	17) Ma
8) Ma	18) Ma
9) Ma	19) Ma
10) Ma	20) Ma

13.26

Kirim pesan



Appendix 6

Word search game

