THE EFFECTIVENESS OF CROSSWORD PUZZLE AND CARD SORT STRATEGY

TO TEACH VOCABULARY MASTERY AT MTs. YP. KH. SYAMSUDDIN

DURISAWO

THESIS

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By

MAHBUBAH NASYIHATUL UMMAH

NIM. 210916016

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO

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APPROVAL SHEET

This is to certify that *Sarjana*'s thesis of:

Name	: Mahbubah Nasyihatul Ummah
Students Number	: 210916016
Faculty	: Tarbiyah and Teacher Training
Department	: English Education Department
Title	: The Effectiveness of Puzzle and Card Sort Strategy for Teaching Vocabulary Mastery at MTs. YP. KH. Syamsuddin Durisawo

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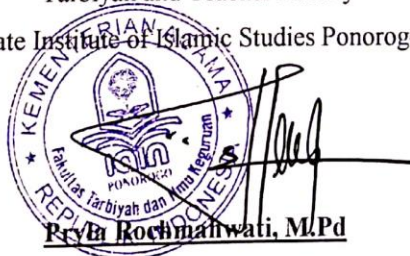Advisor,   Ponorogo, October 9th, 2020

Nurul Khasanah, M.Pd
NIP. 198406112009122003

Acknowledgement by
Head of English Education Department of
Tarbiyah and Teacher Faculty
State Institute of Islamic Studies Ponorogo

Pryla Rochmahwati, M.Pd
NIP. 198103162011012003

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INSTITUT AGAMA ISLAM NEGERI PONOROGO

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Skripsi atas nama saudara :

Nama	:	**MAHBUBAH NASYIHATUL UMMAH**
NIM	:	210916016
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul Skripsi	:	THE EFFECTIVENESS OF CROSSWORD PUZZLE AND CARD SORT STRATEGY TO TEACH VOCABULARY MASTERY AT MTS YP KH SYAMSUDDIN DURISAWO

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dan telah diterima sebagai bagian dari persyaratan untuk memperoleh gelar Sarjana Tadris Bahasa Inggris, pada :

Hari	:	Senin
Tanggal	:	7 Desember 2020

Ponorogo, 7 Desember 2020
Dekan Fakultas Tarbiyah dan Ilmu Keguruan,

Dr. AHMADI, M.Ag.
NIP 196512171997031003

Tim Penguji Skripsi :

1. Ketua Sidang : **Dr. AHMADI, M.Ag**
2. Penguji I   : **WINANTU KURNIANINGTYAS SRI AGUNG, M.Hum**
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Yang bertanda tangan di bawah ini:

Nama : Mahbubah Nasyihatul Ummah

NIM : 210916016

Fakultas : Tarbiyah dan Ilmu Keguruan

Jurusan : Tadris Bahasa Inggris

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ABSTRACT

UMMAH, MAHBUBAH NASYIHATUL,2020. *The Effectiveness of Crossword Puzzle and Card Sort Strategy to teach Vocabulary Mastery at MTs. YP. KH. Syamsuddin Durisawo.* Thesis, English Education Department, Tarbiyah and teachers training, State Institute for Islamic Studies of Ponorogo. Advisor Nurul Khasanah, M.Pd.

Key words: *Crossword Puzzle, Card Sort and Vocabulary Mastery*

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. Whitout an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discourage from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different contexts, reading, or watching television. It means that vocabulary is a major component of language skills that can give learners basic speaking, listening, reading and writing. Without a vocabulary and good strategy the language learning can't effective and interactive. One of these strategy is Crossword Puzzle and Card Sort strategy, the researcher tried to investigate the use of Crossword Puzzle and Card Sort as one of the strategy to help the students improve vocabulary mastery.

The obejctive of this research is to know whether Crossword Puzzle and card sort strategy is effective in teaching vocabulary mastery at MTs YP. KH. Syamsuddin Durisawo Ponorogo in Academic Year 2019/2020.

This research was conducted in MTs YP. KH. Syamsuddin Durisawo Ponorogo in Academic Year 2019/2020. It applied quasi-experimental design of quantitative research. The population was seventh grade students of MTs YP KH Syamsuddin Durisawo and the sampling of this research cluster random sampling. The sample were clas VII C as experimental class and VII D as control class. both of them consisted of 35.This research used test and document in collecting the data and used t-test used SPSS version 24 to analyze the data.

This result of this research was the students who were taught Crossword Puzzle and Card Sort Strategy and who were not. The result research showed that the mean score of posttest from experimental class (73,14) was higher than control class (56,23). It had been found that comparison between the students' score who were taught using Crossword Puzzle and Card Sort Strategy and those were not was 5,135. This score was higher than t_{table} which was 1.99547 at the level of significant 5% with df = 68. It means that H_a was accepted and H_0 was rejected.

In the other word, Crossword Puzzle and Card Sort Strategy was effective in teaching vocabulary mastery, because it had different significance score on vocabulary mastery between the students who were taught by using Crossword Puzzle and Card Sort Strategy and who were not on the seventh grade students at MTs YP KH.Syamsuddin Durisawo Ponorogo in academic year 2019/2020.

CHAPTER 1

INTRODUCTION

A. Background of study

Language is important for human being, without language they cannot communicate each other.[1] It means that language is the most important element for human. If they master a foreign language, certainly can carry out the communication well. Language is used to communicate. Sometimes, human cannot communicate with other people from different countries by using foreign language because not all of them know and understand the language used by others. Language takes an important role in communication. Someone needs language for communication, course, knowledge and skills, takes education and establishes relation with other people.

English is the first foreign language that is taught in teaching process from elementary school as local content subject until university as a primary subject. English is also important to make international relationship, because English is an international language used by every people from all countries in their bilateral, multilateral relationship, or other relationship between the countries.

English teaching covers four skills, namely listening, speaking, reading and writing. The four skills are supported by the learning of language element. They are structure, vocabulary, pronounciation and spelling. One of important aspects to be learned in language learning is vocabulary, and it is major core in studying a foreign language.[2] It means that vocabulary has an impact to English learners in their efforts to learn the language. It can be considered as the basis for being able to communicate through spoken and written interaction. Without sufficient vocabulary, the learner cannot either

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[1] Noel Burton-Roberts, Analysing sentences (London: longman, 1986) 241
[2] Jeremy Harmer, The Practice of English Language Teaching (New York: Longman,2002)

understand a reading text or produce a writing text; the learner cannot either comprehend a speech or produce an utterance. In short, it is imperative for the learners to have adequate vocabulary in order to communicate well.

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. Whitout an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discourage from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different contexts, reading, or watching television.[3] It means that vocabulary is a major component of language skills that can give learners basic speaking, listening, reading and writing. Without a vocabulary and good strategy the language learning can't effective and interactive.

The activity in teaching vocabulary is a factor that can make learning vocabulary process become more effective in conveying the material subject. According to Manual of Clasification of Learning Activity books, learning activity is defined as any activity of an individual organized with the intention to improve the knowledge skill or competence.[4] The teacher should be creative in writing descriptive text using and varying the activity with the subject in order to make the students feel interested and happy in receiving the material. Considering that, the reseacher wants to give a solution especially in increase students' vocabulary mastery, so that later the students will be able to write in English well. The solution is by teaching vocabulary using Crossword Puzzle. Because the Crossword Puzzle game is a kind of game that will makes the teaching-learning process more attractive than before. The students will feel fun, relaxed and enjoyable, and they will memorize the vocabulary in different way, that is by rewriting them.

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[3] Jack C. Richards and Willy A. Renandya, Methodology in Language Teaching, (New York: Cambridge University press 2008), 255.

[4] Manual, Classification of Learning Activies (CLA), (European Union : Eurostat 2016).

Puzzle is a things that is difficult to understand or answer a mystery a question or toy that is designed to test person's knowledge, skill, and intelligence.[5] And the other method is using card sort media. Card sort is a sorting activity in which student group a set of card with picture or words on them according to a certain characteristic or category.[6] This card sort is useful for students in learning vocabulary because card sort could support students understanding and retention of new words in order to master vocabulary. The researcher's reason of using card sort in teaching vocabulary is to acquire vocabulary become easier because students are taught by using card sort need to associate the meaning, spelling and pronunciation. If the students know that the category of words, they can memorize the words easily. Besides, it can make the students become more active because this activity gives priority to the movement of physical respond. So, the students can understand and be more interested to learn English.

Based on the research observation which was located in MTs YP KH Syamsuddin on December 3rd, 2019 the researcher found one of problem that students have in learning English. The teacher said that one of the problem found when learning is that students are less active in the classroom because they are less in vocabulary, so they felt embarrassed and afraid to express their idea. The second problem was related to the atmosphere of the classroom. The atmosphere of the classroom was not conductive and the students tent to be sleepy and bored in the classroom. The problems occurred, because the students needed a more interesting activity in learning English vocabulary. The observation showed that the teacher did not use variations of activity or media in teaching vocabulary such as card sort. The teachers also only focused on the students who paid attention in teaching learning process. Furthermore, for the students who did not pay attention, they

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[5] Martin, H. Manser,Oxford Learner's Pocket Dictionary, (New York Oxford University Press), 336
[6] Keeley, Science Formative Assesment: 75 Practical Strategies for Linking Assesment, Instruction, and Learning, (United States of America : Corwin Press & NSTA Press 2008).

would not understand or master the vocabulary. As the result, most of the students were not interested and motivated to learn English vocabulary.

It is supported by interviewe with the teacher about limited vocabulary of the students, when he used full English in the classroom and the students could not understand the vocabulary that they has been learnt. Also, in the closing session of teaching learning process, the teacher gave a task to students, such as the teacher asked the students to find new vocabulary at least 10 new words every meeting and memorized, but some of the students felt difficult to memorize new vocabulary. The other statement, the problem of learning activity was supported by the interview with the English teacher and some students. The teacher said "The students are less interested and motivated in learning vocabulary". So, the teacher needs a better activity in teaching vocabulary in order to make students to become more interested and motivated in learning vocabulary.

According to the case, the researcher conducted research by the title "The Effectiveness of Crossword Puzzle and Card Sort Strategy to Teach Vocabulary Mastery at MTs. YP. KH. Syamsuddin Durisawo"

B. Limitation of study

To avoid a far-ranging discussion, the study focuses on some concern identified as follow:

1. The subject of the study is the seventh grade students of MTs YP KH Syamsuddin.

2. The object of this study is the crossword puzzle and card sort to improve the students' Vocabulary mastery in term of descriptive text at MTs YP KH Syamsuddin.

3. Teaching vocabulary by using crossword puzzle and card sort can make students know more vocabulary especially adjective.

C. Statement of the problem

Based on the background above, the research problem is formulated as follows:

"Do the students who are taught by using crossword puzzle and card sort strategy have better vocabulary mastery than the students who are not taught by using crossword puzzle and card sort strategy?

D. Objective of the study

Based on the statement of the problem, this study has objective described as follows: "To know whether Crossword Puzzle and card sort strategy is effective in teaching vocabulary mastery at MTs YP. KH. Syamsuddin Durisawo Ponorogo in Academic Year 2019/2020".

E. Significances of the study

The significances of this research are expected to be helpful for:

1. Theoretically

   a. The result of this study will be used as a contribution scientifically in the field of education.

   b. This study can be used as the information and reference for the other researchers who want to conduct with the similar research topic.

2. Practically

   a. Students

      After the English teachers use Crossword Puzzle and card sort strategy in teaching vocabulary mastery, the students can improve their performance better in writing and speaking skill class. And the students can more be active and participate when they are learning vocabulary mastery.

   b. Teacher

      This research will be used in the implementation and the positive effect of Crossword Puzzle and card sort strategy in teaching vocabulary mastery.

Furthermore, the teachers will know how to use the suitable media to support their teaching and learning process.

c. Readers

This study can give contribution to the readers especially for the students of MTs YP. KH. Syamsuddin Durisawo Ponorogo and the students in State Institute of Islamic Studies (IAIN Ponorogo) in enriching references with the effectiveness of Crossword Puzzle and card sort strategy to teach vocabulary mastery.

F. Organization of the Thesis

The researcher organizes the process of this research report systematically. This thesis covers five chapters in which the organization of the thesis. They are:

The first chapter is introduction. It involves background of the study, limitation of the study, statement of the problem, objective of the study, significance of the study and organization of the thesis. In background of the study, the researcher explains about the important of teaching-learning vocabulary mastery. In the limitation of the study, the researcher limits on the differences of using card sort than Crossword Puzzle media in teaching vocabulary mastery. The statement of the problem only consists of one problem statement. Because of the statement of the problem is only one, so the objective of the study is to know whether card sort and Crossword Puzzle media is effective in teaching vocabulary mastery at MTs YP KH Syamsuddin Durisawo Ponorogo. The significance of the study will give the contribution for the students, teachers and readers.

The second chapter consists of previous research findings, theoretical background, theoretical framework and hypothesis. In this chapter, the researcher gives about the definition of vocabulary mastery, teaching vocabulary, Technique, Crossword Puzzle and card sort.

The third chapter is research method. This chapter involves research design, population and sample, data collection instrument, technique of data collection, and technique of data analysis.

The fourth chapter is research findings. This chapter consists of the research location, data description, data analysis and interpretation and discussion.

The last chapter involves conclusion and suggestion. This chapter, the researcher will conclude and give the suggestion based on her research.
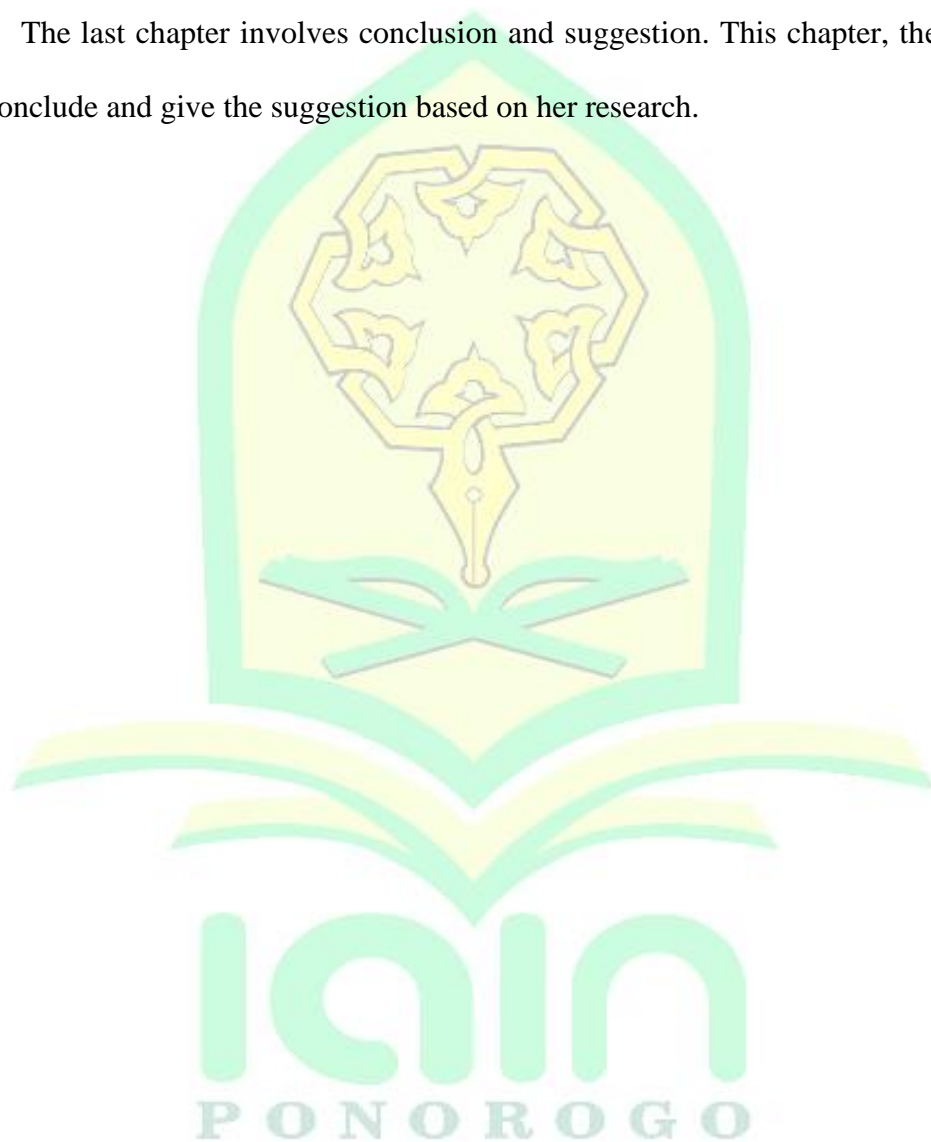
CHAPTER II

REVIOUS RESEARCH FINDINGS, THEORETICAL

BACKGROUND, THEORETICAL FRAMEWORK

AND ACTION HYPOTHESIS

A. Previous Research Finding

This study needs some of previous research as consideration theory. The details are explained as follows:

Firstly, based on the research which was conducted by Selvy Afrianty, in her journal about "The use of card sort to improve students' vocabulary at MTsN Parepare ". This research is a quantitative study. This study applied Pre-Experimental design with one group pre-test and post test. There are independent variable and dependent variable. The mean score of the pre-test is 52.31 and the post test is 65.57. Based on the result of these calculations, it is concludes that the use of card sort is able to improve students' vocabulary. From 15 quistionnaires, the students answered very positive. Based on the Likert scale, the students were very positive in learning English by using card sort. It means that the card sort media makes students have positive response toward learning vocabulary. The similarities of this research with the previous study are using card sort and using quantitative research. But this research also have difference with the researcher's study. The previous study using pre- experimental design, meanwhile the researcher using quasy experimental research. The variable of this research only used card sort meanwhile the researcher using Crossword Puzzle and card sort strategy.

Secondly is the research concluded by Eka Fitriyani. The title is "The effectiveness of Crossword Puzzle in learning vocabulary". This research is a quantitative method. The researcher used quasi-experimental research design to identify the effectiveness of using Crossword Puzzle as media in teaching vocabulary. The writer conducted a problem

statement as follows: "Is using Crossword Puzzle effective in teaching vocabulary to the 7th grade students of MTs Muhammadiyah 1 Ciputat?. The mean score of pre-test in experimental class was 62.75 while the post test mean score was 83.97. The finding of the study state that using Crossword Puzzle in learning vocabulary is effective quite success in improving the students' vocabulary mastery.The similarities of this thesis with the researcher's research are same using Crossword Puzzle and quantitative research. But this research also have difference with the researcher variable, this research only used Crossword Puzzle meanwhile the researcher using Crossword Puzzle and card sort strategy.

Thirdly, based on the research which was conducted by Lilik Handayani, in her thesis about "Improving vocabulary mastery through Puzzle and card sort at the seventh grade students of MTs Ma'arif Darul Fattah Galak Slahung Ponorogo in academic year 2012/2013". In this thesis the researcher conducted 2 cycles in the classroom action research. And the researcher conducted 2 problems of the statement as follows:

1. Can Puzzle and card sort improve the students' vocabulary at the seventh grade students of MTs Ma'arif Darul Fattah?

2. How is the improvement of the students' vocabulary mastery by using Puzzle and card sort at the seventh grade students of MTs Ma'arif Darul Fattah?

The result of this study with the students vocabulary test score can be concluded that the implementation of Puzzle and card sort in teaching vocabulary for the seventh B students of MTs Ma'arif Darul Fattah Galak Slahung Ponorogo can improve the students' vocabulary mastery. The similarities of this research with the researcher's research are same using Puzzle and card sort. But this research also have difference with the researcher's study, this research used classroom action research. Meanwhile the researcher using quasy – experimental research.

From the previous research finding above, there were some differences between the previous study and this research. The different between the previous the study above and this research was about the variables. All of the previous studies focus on teaching vocabulary mastery. While in this research, the researcher want to measure the effectiveness of Crossword Puzzle and card sort strategy to teach vocabulary mastery at MTs. YP. KH. Syamsuddin Durisawo Ponorogo.

B. Theoretical Background

1. Vocabulary Mastery

a. The Definition of Vocabulary Mastery

There are many definitions can be found about vocabulary from some experts, but the researcher only choose several of them which are important to discuss. According to Laurie Bauer, vocabulary is the words concern of the original of the words (e.g. cable from Arabic word of habl or cartoon from Italian word of cartone), the change of the words (e.g. verb + ion becomes noun: act + ion = action or verb + ive becomes adjective: collect + ive = collective), the relation of the word (e.g. hyponym: apple-fruit, car-vehicle, cow-animal) and the application of the word in daily life. All of us have been using word to know what someone desires and to express our desire to others since we were about a year old.[7] It is explained that vocabulary is truly the main component of language that will help us to communicate well although in several situations we will need another component like meaning, pronunciation and grammar put together in use.

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[7] Laurie Bauer, Vocabulary, (Routledge: London and New York, 1998), p. VIII.

Moreover, Evelyn Hatch and Cheryl Brown described vocabulary is a tool that have been using by someone to communicate with other people.[8] In this sense, vocabulary is an important part for the individual person to share their idea or their willingness to the others.

In oxford dictionary vocabulary means the total number of word in language, word known in a language, list of word with their meanings, especially at the back of a book used for teaching a foreign language.[9] Vocabulary mastery is receiving proces of foreign language that happened intentionally or unintentionally. Students' vocabulary mastery is effort and performance of students' to gain or reach English vocabulary that is supposed through media in teaching and learning process.

In learning vocabulary, if students learn new words individually, it will not increase their vocabulary mastery. Asking students to memorize a list of word of English is wasting time and it may not be an effective way to master vocabulary. It is caused when students memorize many words quickly, they will lose that vocabulary quickly too. They just need learn a new word that used with context and with refering something that will be expressed.

Based on the statement above, it can be known that vocabulary learning is a substantial one for English Learners. Because of mastering vocabulary, we can express our idea what we want, to share many information and just to talk with other people.

At least there are four basic vocabularies, they are: speaking vocabulary, writing vocabulary, reading vocabulary and acquaitance vocabulary. The student

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[8] Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantic and Language Education*, (Cambridge: Cambridge University Press, 1995), p. 1

[9] Martin, H. Manser, Oxford Learner's Pocket Dictionary (New York:Oxford University Press, 1991), 461.

has probably guessed at least one way to improve his oral and written expression. Since speaking and writing vocabularies relatively large. So that students have only to move word from their reading and acquaintance vocabularies into their speaking and writing vocabularies.[10]

Another types of vocabulary stated by Paul Witty. He divided vocabulary to two types, they are general vocabulary and technical vocabulary. General vocabulary includes the words people commonly use in conversation and correspondence and the words in newspaper, books, and magazine. This different with technical vocabularies that include the word find in specialized subject or fields such as English, History, chemistry etc. We use vocabularies in four main ways: a) read what other people have written b) listen to other people c) talk to other people d)write to other people.[11]

From all the definitions given above, we know that some experts have difference ideas in giving the definition of vocabulary, because every person has different ways in expressing and showing their ideas. However, it can be concluded from those definition above that vocabulary is a set of words which used in a language and the user knows it. Thus, vocabulary is one of the components of a language where there is no language without words. From these statements, vocabulary mastery and development of the student is important in language teaching beside grammar and pronunciation to reach the goal of English learning and teaching itself.

b. Kinds of Vocabulary

To develop language skills, students must take into account vocabulary. The more words they know, the better they may achieve comprehension and

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[10] Robert M Gorrel, Charlton Larjd, Modern English Handbook (New Jersey:Prentice-Hall Inc, 1967), 367-368.

[11] Paul Witty, How to become a better reader, (Chicago: Science Research Associates, 1999), 106.

production of language. Students' knowledge of words is divided into two broad types of vocabulary; active and passive vocabulary.

Active vocabulary is words which students need to understand and use. Passive vocabulary refers to words which people need to understand but they do not use. Simply concluded, active vocabulary is a set of words which people need to understand others' message and to convey their own message. Passive vocabulary is a set words which people need to understand other's messages only.

Beside divided into active and passive vocabulary, vocabularies which used in a sentence are divide into functions of each word named parts of speech as classified as follows.[12]

1) Noun: a word that refers to a person, thing, place, plant, animal. Example: John,Rose, Cat, doctors, table, house, happiness.

2) Pronoun: a word that is used instead of a noun or noun phrase. Example: he,she, it, hers, me them.

3) Adjective: a word that describes noun. Examples: red, strong, sad, tall, happy, good, beautiful.

4) Verb: a word or phrase that expresses an action, an event or a state. Example: come, play, read, study, eat, eat.

5) Adverb: a word that adds information to a verb, adjective, phrase or another adverb. Example: quickly, carefully, already, soon.

6) Preposition: a word that used before noun or pronoun to show place, position, time or method. Example: at, about, among, in, on.

7) Conjuction: a word that that words, phrases or sentences. Example: and, but, for, nor, yet.

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[12] Fuad Mas'ud, *Essential of English Grammar a Practical Guide* (Yogyakarta: BBFE- Yogyakarta, 2005), 44.

8) Interjection: a short sound, word or phrase spoken suddenly to express an emotion. Example: ow!, look out!, oh my god!.

c. Teaching Vocabulary

Teaching vocabulary is one of the important aspects of English learning, Exactly, typical vocabulary targets for general English course are different there are: Elementary level (elementary school) 1000 word, intermediate (junior high school) 2000 word, and upper intermediate level (senior high school): in additional 2000 word, advantage level (college): in additional 2000+ word.[13]

Especially at junior high school is intermediate level. They have to master vocabulary at least 200 word. Intermediate student have already achieved a lot. Sometimes, it may seem to them, they don't improve that much or that fast anymore. The teacher has to make hard attempt to show student what they still need to learn without being discouraging. One of the ways of doing this is to make task we give them more challenging and to get them to analyze language more thoroughly.[14]

Teaching vocabulary to children students is not easy. There is difference between teaching children and teaching adult. The children or student have certain characteristic and need a certain treatment. Teacher need to develop, support, motivate, and dig up their basic in improving it by providing a supportive environment, useful resource and carefully structure input and practice opportunities.

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[13] Jack C. Richard, Curriculum Development in Language Teaching, (London: Cambridge University Press, 1999), 154.

[14] Jeremy Harmer, How to Teach English, (Edinbuigh: Wesley Longman, 1998),13.

There are some factors of vocabulary acquisition in learning English.[15] Input is one kind of vocabulary acquisition's factor. Input, in other word, is the way in which vocabulary presents it to learner, for example: presentation, reading word in the texts, learning word during peer exchange or through self access work of some kinds. The features of input are:

1) Frequency

Frequency is the rate at with something happends or is repeated, usually measured over a particular period of time, frequency has been accorded a high level of significant in ELT for many years as a result of the use of words. The beginner of many series of courses books or the first stage of many series of graded readers will have a basic lexical syllabus formulated form the first 500 to 800 most frequently occurring words in English.16

2) Pronunciation

Pronunciation is a way in which language is spoken.[17] In the initial stages of language learning it is common to in sits on affair amount of pronunciation practice of new words to help learner acquire the correct stress pattern of syllabus. The aim for learning English is to listen and understand then learning words stress is important.

3) Contextualization

One of the most cogent criticisms of the traditional practice of presenting list of isolated words to learners is given by Schoutenn Vanpareren, who presented four points arguments:

a) If the words are presented as isolated elements;

[15] Tricia hedge, *Teaching and Learning In the Language Clasroom*, (New York: Oxford University Press.2003) 8.
[16] Ibid,118.
[17] Martini, H Manser, *Oxford Learner's Pocket Dictionary*, (New York: Oxfors University Press, 1991)331.

b) If the words are presented in thematically or especially in alphabetically ordered words list;

c) Isolated words do not present a linguistic reality;

d) Isolated words donot present a psychological reality;

The teacher teaches vocabulary to the students in six main focuses, there are:

a) Form such as pronunciation and spelling

The learner has to know what a word sounds like (its pronunciation) and why it's looks like (its spelling)

b) Grammar

The grammar of new item will need to be taught it is not obviously covered by general grammatical rules.

c) Collocation

The collocations typical of particular items are another factor that makes a particular combination sound 'right' or 'wrong' iin a given contexts.

d) Aspect of meaning such as denotation, connotation, appropriateness. The meaning of words is primarily what it refers to in the real world, its denotation. A less obvious component of the meaning of an item is its connotation. A more subtle aspect of meaning that often needs to be taught is whether a particular item is the appropriate one to use in a certain contexts or not.

e) Aspect of meaning of one item relates to the meaning of others can also be used in teaching such as synonym, antonym, hyponym, cohyponyms and translation.

f) Word formation

Vocabulary items whether one word or multi word, can often be broken into their components 'bits'.

d. Technique of Teaching Vocabulary

Technique is ways of presenting the language to the students. Technique from a category of teaching activities that seems relatively independent from approach and syllabuses. Typically, technique is chosen because they represent ways of presenting language material which the teacher fells are to going to do the most good for the largest number of students. That is, teacher usually wants to maximize efficiency in learning.[18]

One of various ways in teaching vocabulary is by using game. Gaming provides a playful environment in which the learners follow prescribed rules as they strive to attain a challenging goal. It is a highly motivating method, especially for tedious and repetitive content. Gaming often requires learners to use problem solving skill or demonstration mastery of specific content demanding a high degree of accuracy and efficiency.[19]

A game is an activity in which participant follow prescribed rules that differ from those of reality as they active to attain a challenging goal. The distinction between play and reality is what makes games entertaining. Students seem to enjoy setting aside the logical rules of everyday life occasionally and entering environment with different dynamics.[20]

2. Puzzle

Teaching English for students at Junior high School at the seventh Grade especially English word is very difficult. This period is where in the step growing

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[18] H Douglass Brown, *Overview of Curriculum* (San Francisco: Addison Wesley Longman.Inc,1989), 14.

[19] Robert Heinich, Michael Molenda et all, Instructional And The New Technologies Of Instruction (New York: Macmillan Publising Company, 1993), 7.

[20] Ibid 368

from children to adult. The teacher need several technique to develop the learners' motivations to pay attentions to the items being taught. The teacher should create various teaching strategy. One of strategy to teach the students is using games media. Crossword Puzzle can make teaching condition enjoyable.

a. Definition of Puzzle

Puzzle is a thing that is difficult to understand or answer a mystery (often in compound) a question or toy that is designed to test person's knowledge, skill, intelegence, etc.[21] By using Puzzle, the student's are active to create the new words. Puzzle as the learning tool for solving activities occur when participant in the game share or pool information in order to solve a problem or mystery.

Students can increase their words power through Puzzle because they will always refer to the dictionary when they need help.

b. Kinds of Puzzle

1) Jigsaw Puzzles are well known and popular type of Puzzle. A jigsaw Puzzle is a Puzzle that requires the assembly of numerous small pieces, and each piece has a small part of a picture on it. When all pieces are complete, a jigsaw Puzzle produces a complete picture.

2) Word Crossword Puzzles like crossword and Anagrams are the most popular type. A crossword is Puzzle that takes the form of a square or rectangular grid of black and white squares. The goal is to fill the white square with letters, forming words by solving some type of question or clues which lead to the answers. The black squares are used to separate the words or phrases. An anagram is type of word play Crossword Puzzle, and by rearranging the letters of a word or phrase, you produce a new word or phrase by using all the original letters only once.

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[21] Martini, H Manser, *Oxford Learner's Pocket Dictionary*, (New York: Oxfors University Press, 1991), 336.

3) Logic Puzzles include many different types of Puzzle. Logic Puzzles are math-based, like the well known and popular Puzzle, Sudoku. Besides Sudoku, other logic-based number placement Puzzles include Monograms (or Pixel Crossword Puzzle), Impossible Puzzle, and The Tower of Hanoi.

4) Combination Puzzles are a variety of mechanical Puzzles that consist of a number of piece which can be manipulated into different combinations by a group of operations. The most famous of these Puzzles are the original Rubik's Cube, and the Tang ram Puzzle, where the objective is to form a specific shape with all seven pieces.

5) Tiling Puzzles are Puzzles which involve two-dimensional packing problems where a number of flat shapes have to be assembled into a large shape without overlaps. In some tiling Puzzles you must first dissect a given shape, and then rearrange the piece into another shape, or dissect a given shape while fulfilling certain conditions. Types of tilling Puzzles include Conway Puzzle, Domino tiling, and Puzz-3D**.**

6) Contraction Puzzles are solved by assembling any Puzzle from a given set of pieces in a certain way. This main category includes any of the stick Puzzles, many tiling Puzzles, and also some mechanical Puzzles.

7) Picture Puzzles are popular with children, and include Connect the-Dots and Spot the Difference where two versions of an image are shown side by side, and you must spot the difference.

8) Mechanical Puzzles include the Rubik's Cube, disassembly Puzzles, interlocking Puzzles, and impossible objects(like Ship in a Bottle).[22] But here

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[22] http://ezinearticles.com/?types-of-Crossword Puzzle&id=1037341, 28 April 2020

the researcher use Crossword Puzzle to improve vocabulary mastery in teaching process.

c. Procedure of Using Puzzle

There are several steps of procedure in using Puzzle. They are:

1) Explain the term or name of the important things that related to the lesson.

2) Arrange the simple Puzzle and enclose the element of the lesson.

3) Note: if it so difficult to make Puzzle which is related to the lesson, enclose the elements of the entertainment in which it is not always related to the lesson.

4) Arrange the key word to fill the Puzzle and use the following genre: simple definition, a category which suitable with term, example, and opposite.

5) Share the Puzzle to the students individually or group.[23]

3. Card Sort

a. Definition of Card Sort

Card Sorting is simple technique for discovering the latent structure in an unsorted list of statements or idea.[24] Donna Spancer and Tidd Warfel said that Card Sorting is a great, reliable, inexpensive method for finding patterns in how users would expect to find content or functionality.[25]

Melvin L Silberman in 'Active Learning' said that card sort is one of the way in active learning or collaborative activity which can use to teach concept, review information and the important from this technique is the physical movement can help to give energy for students.[26]

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[23] Mel silberman, Active learning 101 Strategies, 132.

[24] Jakob Nielsen "Card Sorting to Discover the users' model of the information space", http://www.useit.com/papers/sun/cardsort,html.

[25] Donna Spancer and Tidd Warfel "Card sorting: a definitive guide" http://www.boxesanarrows.com/view/card-sortimg-a-definitive guide/07042004/ .

[26] Melvin L Silberman, Active learning:101 strategies to teach any subject, (Allyn and Bacon, Boston, 1998) ,149.

From the definition above the writer concludes that card sort is visual aids that can be used in any subject. It is a visual representation of a written and printed on a surface of paper or card and teacher can use card sort to make students more active in learning process because it is a collaborative learning.

b. Procedure of Using Card Sort

Melvin L Silberman in active learning said that the procedures of using card sort are:

1) Give each student an index card containing information or an example that fits one or more categories.

2) Ask students to mill around the room and find others whose cards fits same category. (we can may announce the categories before hand or let students discover them).

3) Have students with cards in the same category present themselves to the rest of the class.

4) As each category is presented, make any teaching points think are important.[27]

c. Advantage and Disadvantages Using Card Sort

As with any other method, card sorting has both advantages and disadvantages. Keeping these in mind will help you determine whether the technique is appropriate for your situation and make decisions about how you run the activity.

The advantages of card sort are;

1) Easy: card sorting studies are simple for the organizer and the participant.

2) Cheap: Minimal set up cost.

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[27] *Ibid*, 103

3) Quick to execute: Many sort can be executed quickly, providing you with a significant amount of valuable data.

4) Established: this technique has been used by usability professionals for over 10 years.

5) Involves users: studies provide insight into users' mental models for website content and intuitive contente grouping.

6) Provides a good foundation: Card sorting provides a good foundation for the structure of a site or product, and as a method for investigating label quality.

The disadvantage of using card sort are:

1) Labels are not presented in context-without context the ability for the labels to represent meaning is dimished.

2) Varied result- the card sort may provide fairly consistent results between participant, or may vary widely.

3) Time –consuming analysis of results, the set up and sorting can be achieved quickly, however the data analysis can be complicated and time consuming,particularly if the results are inconsistent.[28]

C. **Theoretical Framework**

Vocabulary has an important role in learning foreign language. Without enough vocabulary, one cannot communicate effectively or express his idea in both oral and written form. Having a limited vocabulary is also barrier that precludes learners from learning a foreign language. When they don't know how to enrich their vocabulary, for example, they often gradually lose interest in learning process.

The teacher needed to use an appropriate media in teaching vocabulary. The examples of appropriate media to teach vocabulary are Crossword Puzzle and card sort

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[28] https://dirtarchitecture.wordpress.com/advantages-and-disadvantages/, 28 April 2020

strategy. It make the students enjoy study in class. This research aims to find out whether or not there is effective in teaching vocabulary mastery. The researcher used Crossword Puzzle as a treatment in Experimental Class. The control class was not given a treatment.

This research had three variables:

Variables X1 : Crossword Puzzle

Variables X2 : Card Sort Strategy

Variables Y : Vocabulary Mastery

From three variables above, the conceptual framework were as follows:

1. The researcher gave a treatment by using Crossword Puzzle and card sort strategy in experimental class to teaching vocabulary mastery.

2. The researcher did not give a treatment by Crossword Puzzle and card sort strategy in control class in teaching vocabulary mastery.

After conducting the treatment, the researcher took a test to know the students' achievement in teaching vocabulary mastery. The researcher expects by applying it, the students will be able to master vocabulary easily and hope give motivation to the students in improving activeness, cooperation, and acjievement in improving English vocabulary mastery of MTs YP KH Syamsuddin Durisawo.

D. Action Hypothesis

Hypotheses is the provisional of the answer that it truth is still be test.[29] There are two hypotheses in this research, they are:

Ha : Crossword Puzzle and Card sort strategy is effective in teaching vocabulary mastery for seventh grade of MTs YP KH Syamsuddin Durisawo Ponorogo in Academic year 2019/2020.

Ho : Crossword Puzzle and Card sort strategy is not effective in teaching Vocabulary Mastery for seventh grade of MTs YP KH Syamsuddin Durisawo Ponorogo in Academic year 2019/2020.

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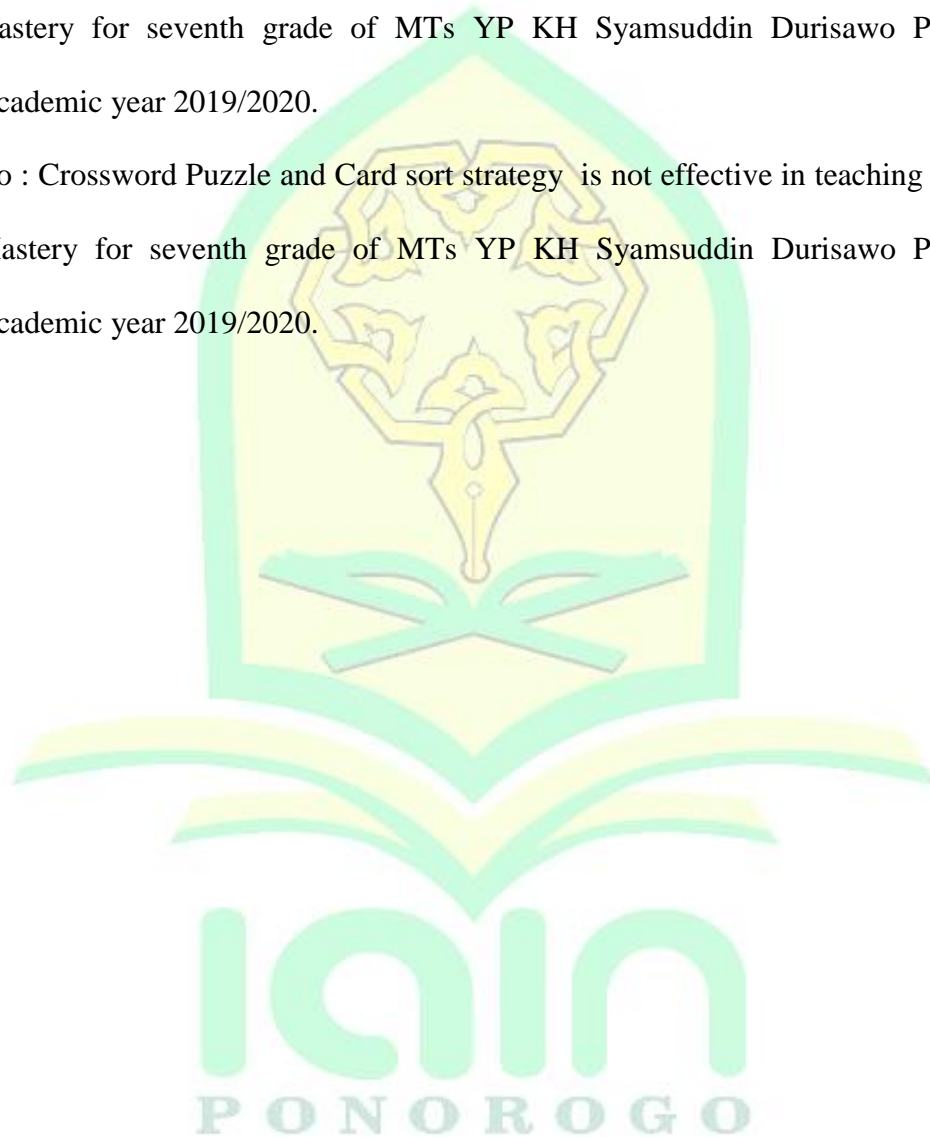
[29] Nanang Martono, *Metode Penelitian Kuantitatif* (*Principle of Language Teaching and Learning* Ed. Revisi (Jakarta: Rajawali Pers ,2011), 63.

CHAPTER III

RESEARCH METHOD

Before the researcher do the research, the researcher needed the research method to covers a set of research activities. It involves: research design, population and sample, research instrument, data collection technique and data analysis technique.

A. Research Design

"A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure."[30] Research design stands for advance planning of the methods to be adopted for collecting the relevant data and the techniques to be used in their analysis, keeping in view the objective of the research and the availability of staff, time and money.

This study applied quantitative research method. According to Dr. Uhar Suharsaputra, Quantitative research design is as a planner about *what* and *how* the research can be done to get the answer from the research question.[31]

In this study, the researcher used quasi-experimental design. Quasy experiment is the individuals are not randomly assigned.[32] There are three types of quasi-experimental includes a quasi-experimental design: nonequivalent (pre-test and post-test) control group design, single group interrupted time series design, and control group interrupted time series design.[33] This study used nonequivalent (pre-test and post-test). This design used two groups of participants from the same population. The first group is control group and the second group is experimental group. Both of groups were given pre-test and post-test.

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[30] C.R. Kothari, *Research methodology methods and techniques* (Jaipur: New Age International Publishers, 2004),31-32.

[31] Uhar Suharsaputra, *Metode Penelitian Kuantitatif, Kualitatif, dan Tindakan* (Bandung: PT. Refika Aditama, 2012), 194.

[32] John W. Creswell, *Research Design: Quantitative, Qualitative and Mixed Methods Approuches fourth edition* (California: Sage, 2009), 215

[33] *Ibid.,* 160.

Pre-test was administered to each group before giving treatment. The variable of experimental research is classified into independent and dependent variable.

Independent variable : Crossword Puzzle and Card Sort Strategy

Dependent variable : Teaching Vocabulary Mastery

Based on John W. Creswell, the design of the researcher is a bellow:

Experimental	01	X	02

Control	03		04

Notes :

Experiment	: The class who is taught using Crossword Puzzle and Card Sort Strategy
Control	: The class who is taught using without Crossword Puzzle and Card Sort Strategy
01	: Pre-test for experimental class
02	: Post-test for experimental class
03	: Pre- test for control class
04	: Post-test for control class
X	: Treatment [34]

The aims of this study is to find out whether students who using of *Crossword Puzzle and Card Sort Strategy* get better vocabulary mastery than those who are not.

B. Population and Sample

1. Population

    Target population in educational research usually is defined as all the members of a real or hypothetical set of people, events, or object to which educational

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[34] *Ibid., 161.*

researchers wish to generalize the result of the research.[35] According Arikunto, population can be defined as the subject of research including all the people or items.[36]

In this research, the researcher took the seventh grade of MTs YP. KH. Syamsuddin Durisawo Ponorogo in academic year 2018/2019 as the population of this thesis. There are 125 students in the seventh grade of MTs YP. KH. Syamsuddin Durisawo Ponorogo.

Table 3.1

The population of this research

NO	CLASS	AMOUNT
1.	VII A	30
2.	VII B	25
3.	VII C	35
4.	VII D	35

2. Sample

The smaller number of the accessible population is called the sample. Sample is a small group of people selected to represent the much larger entire population from which it is drawn.[37] The samples were 70 students of the seventh grade in MTs YP KH Syamsuddin Durisawo Ponorogo. The sample divided into two classes and each class consisted of 35 students. They were divided into two groups. They are as the experimental group (X) and control group (Y). The experimental group was a group which was given the treatment in form of teaching vocabulary using Crossword Puzzle and card sort. While, The control group was a group which was not given the treatment taught using Crossword Puzzle and card sort in teaching vocabulary mastery.

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[35] Mohammad Adnan Latief, *Research Methods on Language Learning an Introduction,*(Malang: Universitas Negeri Malang, 2013),181.

[36] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2006), 130.

[37] *Ibid., 181.*

The method used by researcher to get representative sample for accessible population was simple random sampling. In simple random sampling technique, the sample was directly drawn randomly from the population. In this technique, each member of the population was given equal chance of being selected to become the members of the sample.[38]

C. Research Instrument

Instrument can be defined as a tool to collect the data. It has to be constructed and made to show the empirical and accurately as the real condition of the subject of the research.[39]

Table 3.2

Instruments of Data Collection

Research title	Variable	Indicator	Subject	Techni-que
The Effectiveness Of Crossword Puzzle and Card Sort Strategy For Teaching Vocabulary Mastery At The Seventh Grade Students Of Mts YP KH Syamsuddin	Crossword Puzzle (X)	Steps of using Crossword Puzzle and card sort technique for teaching vocabulary mastery can be ilustated by these description: ➢ The teacher divides	Seventh grade students	Objective test 25 Questions for multiple choices

[38] Mohammad Adnan Latief, Research Methods on Language Learning: An Introduction (Malang: UM Press, 2013), 183.

[39] Sugiyono, *Metode Penelitian Pendidikan*: *Pendidikan Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2008), 118.

Durisawo Ponorogo	Card Sort (X)	students into groups. Each group consist of four persons.		
		➢ The teacher gives every group one questions about across and down Crossword Puzzles and card sort		
	Vocabular y (Y)			
		➢ All group look for answer the question		
		➢ All group write the answer in white board		
		➢ The teacher		

		and students discuss about these vocabulary ➤ Give each student an index card containing information about adjective ➤ Ask students to mill around the room and find other whose card fits the same category ➤ Have students with cards in the same		

		category and stick on the white board		
		➢ The teacher explain about these vocabulary		
		➢ The teacher gives every student a descriptive text		
		➢ The student to read this text when teacher asked them		
		➢ The teacher asks and helps students about difficult word which		

		they don't understand		

In developing the instruments, the researcher analyzed the validity and the reliability of the instruments.

1. **Validity**

Validity is the development of sound evidence to demonstrate that the test interpretation (of scores about the concept or construct that the testis assumed to measure) matches its proposed use.[40] Validity refers to any measuring device or instrument is said to be valid when it measures what it is expected to measure.[41] Validity means the extent to which inferencesmade from assessment result are appropriate, meaningful, and useful in terms of the purpose of the assessment.[42]

To measure the validity, Microsoft office excel was used by the researcher in this research. It was very important to test the validity of the instrument because when the instrument was valid, the data gained also became accurate and valid. The item test was valid if the r_{xy} is higher than the r-table. The researcher took correlation coefficient "r" product moment from Pearson with 35 respondents and on 5% significance stage.

Table 3.3

The List of Accounting Result in Validity Test

Items	R_{xy}	Mark	R_{tabel} (5%)	Criteria

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[40] Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, *4th edition* (USA: Pearson, 2012), 159.

[41] Prabhat Pandey and Meenu Mishra Pandey, *Research Methodology: Tools and Techniques*,21.

[42] H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (San Fransisco: California, 2003), 22.

1	0,325196	>	0,2746	Valid
2	0,454699	>	0,2746	Valid
3	0,354023	>	0,2746	Valid
4	0,422345	>	0,2746	Valid
5	0,380054	>	0,2746	Valid
6	0,308361	>	0,2746	Valid
7	0,440529	>	0,2746	Valid
8	0,34147	>	0,2746	Valid
9	0,10783277	<	0,2746	Unvalid
10	0,330547	>	0,2746	Valid
11	0,367145	>	0,2746	Valid
12	0,288594	>	0,2746	Valid
13	0,390469	>	0,2746	Valid
14	0,342747	>	0,2746	Valid
15	0,059607	<	0,2746	Unvalid
16	0,405657	>	0,2746	Valid
17	0,35583	>	0,2746	Valid
18	-0,12708	<	0,2746	Unvalid
19	0,377415	>	0,2746	Valid
20	0,374192	>	0,2746	Valid
21	0,559161	>	0,2746	Valid
22	0,470204	>	0,2746	Valid
23	0,262812	<	0,2746	Unvalid
24	0,48724	>	0,2746	Valid

25	0,434277	>	0,2746	Valid
26	0,445477	>	0,2746	Valid
27	0,553818	>	0,2746	Valid
28	0,292344	>	0,2746	Valid
29	0,467275	>	0,2746	Valid
30	0,161749	<	0,2746	Unvalid

Based on table above, among 30 questions, there are 25 questions were valid and 5 questions were unvalid. The researcher used 25 questions (valid) to collect the data. There were 25 items about which declarad valid are the item number 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 16, 17, 19, 20, 21, 22, 24, 25, 26, 27, 28, 29.

2. Reliability

A reliable test is consistent and dependable.[43] Reliability refers to consistency throughout a series of measurements.[44] Reliability means that scores from an instrument are stable and consistent.[45]

In this research, researcher calculated reliability test by using Microsoft office excel. The researcher compared the obtained score with r score product moment to measure the reliability of the test. The test is reliable if the obtained score is higher than the table r-score.

For calculating the reliability, the researcher used Cronbach Alpha. The formula of Cronbach Alpha as follow:

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

Where:

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[43] Prabhat Pandey and Meenu Mishra Pandey, *Research Methodology: Tools and Techniques*, 20

[44] Ibid., 21

[45] Creswell, Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research, 4th edition (USA: Pearson, 2012), 159.

r_{11} = Instrument of reliability coefficient

n = Number of item

$\sum \sigma_i^2$ = The sum of variance

σ_i^2 = Total of Variance

The result of calculation in multiple choice questions was r_{11=}0,788572 and r_{tabel=}0,2746. Based on the result above, the instrument of test in multiple choice questions was reliable because $r_{11 > }$ r_{tabel,} 0.788572 was > 0.2746.

D. Data Collection Technique

1. Test

Test is method of measuring a person's ability, knowledge or performance in a given domain. It means an instrument or a set of techniques, procedures, or items that requires performance on the part of the test-takers.[46]

In this research, the researcher used a test which has been prepared before. It is to find out the effect of using Crossword Puzzle and card sort strategy for teaching vocabulary mastery. The test consist of 25 items for multiple choices.

E. Data Analysis Technique

The data collected through the test was analyzed by using quasi experimental. Before testing hypothesis, the data must be normally distributed and homogenous. Therefore, normality and homogeneity must be provided.

1. Normality Test

Normality test is to determine whether the population data is normally distributed or not.[47]

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[46] Douglas H Brown, *Principles of Language Learning and Teaching Fifth Edition*, (San Francisco: Pearson Education, 2007), 3.

[47] Syofian Siregar, *Statistik Parametrik untuk Penelitian Kuantitatif* (Jakarta: PT Bumi Aksara, 2014), 153.

To test the normality, the researcher employed SPSS 16 version. To find out the normality of data by followed this steps:

a. First, fill the variable view with write down the name of the classes.

b. Input the data to the data view.

c. Click analyze – descriptive statistics – explore

d. Input the data into the variable test.

e. Then click "plots" and checklist "normality plots with tests" and click continue.

f. Click OK.

The hypothesis of the data:

H_a : data is normally distributed

H_0 : data is not normally distributed

2. Homogeneity Test

It was useful to test homogeneity of variance in comparing two or more groups.[48] Homogeneity test was done before the researcher compared some groups. In this research, the researcher calculated the homogeneity test by using SPSS 16 version. The steps of calculation as follows:

a. First, fill the variable view with write down the name of the classes.

b. Input the data to the data view.

c. Click analyze – compare means – one-way ANOVA.

d. Input the data into variable test.

e. Click "option" and checklist "homogeneity of variance test" then click continue.

f. Click OK.

The hypothesis of the data:

Ha : data is homogeneous

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[48] Retno, *Statistika*, 212.

H0 : data is not homogeneous

3. Hypothesis Testing

After getting the data, the researcher analyzed the statistic calculation of T-test with significant 5%.

In T-test, the researcher analyzed the data by comparing the score between experimental class and control class in pre-test and post test. The researcher used SPSS 24 version to calculate the data. SPSS is one of the most commonly used statistical packages in the social sciences.[49] The researcher found the result of means, standard deviation, and standard error from each variable before conducting t-test.

The steps of calculation as follows:

a. First, fill the variable view with write down the name of the classes.

b. Input the data to the data view.

c. Click analyze – compare means – independent-samples T test.

d. Input the data into variable test.

e. Fill "define group" based on the group.

f. Click OK.

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[49] Mark Balnaves and Peter Caputi, *Introduction to Quantitative Research Methods* (London: Sage Publications, 2001), 126.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the research location, data description, data analysis and discussion.

A. **Research Location**

This research was conducted at MTs YP KH SYAMSUDDIN Durisawo Ponorogo in Academic year 2020/2021. In this school has used Curriculum 2013(K-13) for seventh, eight and ninth grades.

1. Historical Background of MTs YP KH Syamsuddin Durisawo

Pondok Pesantren KH. Syamsuddin was founded in 1925, by KH Syamsuddin who was based on the Islamic religion with a concentration of jurisprudence. Pondok Pesantren KH. Syamsuddin is located on Lawu street IV number 4, Durisawo Nologaten Ponorogo, with the following limits:

a. North side is bordered by Jl. Lawu, Gg. IV No. 4

b. South side is bordered by Kawi Street

c. East side is bordered by the Citien's Plantation

d. West side is bordered by Lawu street

The embryo of KH.Syamsuddin's Islamic boarding school is "Bait At – Taqwa' beautiful and enchating hostel/building. Based on the AD-RT the PP.KH.Syamsuddin Foundation was established with the aim of:

a. Enhance and expand education in religious teaching.

b. Print prospective teachers, preachers and zu'ama Islam.

Almaghfurlah KH Syamsuddin set up a hut on the background by his thought that at that time the people really needed an educational institution that formed a personal or human character that was strong in faith and devoted to Allah

SWT. So that the tyranny and immoeality are gradually reduce and until they are no longer felt.

KH. Syamsuddin has a vision to realize individuals who have religious characteristics, scientific abilities-diniyah, skilled and professional in accordance with the order of life. And his mission is to create prospective knowledge religionists, religious scientists, and professional and religious skilled workers.

Day to day KH Syamsuddin Islamic Boarding School ia progressing quite well. The students were not only from city of Ponorogo, some even from outside the city and outside java (1930) In 1937 he imrpoved the quality of education by adding other fans, including: Al-Qur'an and its interpretations, knowledge of Hadisth, Usul jurisprudence and science besides the predetermined fan.

Day by day the rate of santri is increasing and boarding (dormitory) is no longer enough to accommodate them, it encourages Almaghfurlloh KH Syamsuddin to think hard trying to maximum to immediately realize adequate lodging. On October 25, 1957 Ponpes KH Syamsuddin formed a foundation. At the notary Tjiok hong wan, in order to raise funds for the construction of a dormitory, mosque and madrasah building.

KH Syamsuddin died on Sunday, September 17, 1967 to coincide on the 13th of Djumadil Late 1387 H. At the age of 80, he left the trust of Allah SWT. Which has been fulfilled during his life.

However, his departure did not reduce the greatness of KH Syamsuddin Ponpes, even the echo of Ponpes. KH Syamsuddin through out the country. To commemorate his services, his name was enshrined as the name of the boarding school he left behind. This happened on July 12, 1969 and was endorsed by the

Indonesian people's welfare minister; Mr. KH Dr. Idham Cholid is named Pondok Pesantren.

Based on the will of Almaghfurlloh (KH. Syamsuddin) who was chosen to be the next caregiver was KH. Drs. Ahmad Tajuddin Syam (8th son) with the help of his brothers. Exemplary KH. Syamsuddin was really attached to the hearts of his sons and daughters, so that the boarding school trip did not experience the slightest decline and setbacks in terms of both quality and quantity.

After KH. Ahmad Tajudin Syam died (1991), the next caring was replaced by KH. Ayyub Ahdiyan Syam, SH. And assisted by his younger brother. KH. Zami' khudza wali Syam.

It can be concluded that the construction of physical fecilities and infrastructure of the Islamic Boarding School KH. Syamsuddin has progressed. This phenomenon is none other than as one of the supporting links of the overall educational and teaching goals in the Islamic Boarding School KH. Syamsuddin. Of course, it seems more practical, aesthetic, tempting, cool to look at and attract a lot of tastes. Likewise, the Islamic Boarding School KH. Syamsuddin, changes that occur only on the outside, while the essence of the mission and its orientation still rests on the mandate of Almaghfurlloh KH. Syamsuddin.

2. Vision, Mission, and Objectives of Islamic Boarding School KH. Syamsuddin Durisawo Ponorogo.

   a. Vision

      The realization of individuals who have religious characteristics, scientific abilities-diniyah, skilled and professional in accordance with the order of life.

b. Mision

    1) Creating prospective religious scholar

    2) Creating prospective religious scientists

    3) Creating professional and religious skilled candidates

c. Aim

    Delivering students to become people of faith and bertaqwa, noble character, personality, mastering science and technology, and being able to actualize themselves in social and religious life.

B. Data Description

In this research, the researcher used quasy experimental research where the researcher took two classes as a sample. The researcher used experimental class to be given pretest, treatment and post test. While for control class, the researcher given pretest and post test without treatment. In this research, the researcher took the seventh grade of MTs YP. KH. Syamsuddin Durisawo Ponorogo as population. Then the researcher took two class as sample, VII C as Experimental class and VII D as control class.

The first, the researcher gave pretest to the both of classes, the second the researcher applied treatment using Crossword Puzzle and card sort strategy to the experimental class and paper based evaluation to the control class and the last, the researcher wanted to compare between students post test control class and experimental class after using Crossword Puzzle and card sort strategy.

1. Schedule of the Research

In this research, researcher using two groups pretest-posttest for seven grade, there are four meetings in this research. They are pretest, first treatment,

the second treatment and post test. The research schedule can be seen in the table below.

Table 4.1 Research Schedule of Experimental Class

Date	Activities
July, 30th 2020	Pre-test
August, 19th 2020	First Treatment
August, 22th 2020	Second Treatment
August, 29th 2020	Post-test

Table 4.2 Research Schedule of Control Class

Date	Activities
July, 30th 2020	Pre-test
Augst, 19th 2020	First Meeting
August, 22th 2020	Second Meeting
Augst, 29th 2020	Post-test

2. Teaching Procedures (Experimental and Control Class)

In this research, the researcher took VII C class as the experimental class, VII D as the control as the control class. There were 35 students in each class.

To get the data, the researcher gave the material about adjective for both classes. In the first meeting the chapter is about animals and things, and the second meeting is about the qualities of people and things. And the theme was *SHE HAS A CUTE CAT*. In addition, the researcher also used test to get the data. The test was multiple choices.

In the experimental class, the class was taught by using Crossword Puzzle and card sort strategy. In the learning process, it was done in a set of the learning process that was involved in this research such as pretest, first treatment, second treatment and post test.

In the first meeting, the researcher gave pretest and posttest in the last meeting. In the treatment, the class was taught by using Crossword Puzzle and card sort strategy. In the first, the class was conveyed the aim, the competence, and what the material that would be going on. Then the researcher divides students into group. Each group consist of 2 person. After that the researcher gave every group one questions about cross and down Crossword Puzzle and card sort. The researcher and students discuss about these vocabulary and the researcher gave each students an index card containing information about adjective. Then the researcher asked students to mill around the room and find other whose card fits the same category, and have students with cards in the same category and stick on the white board. In the last activity, the researcher asked the students group by group to show the correct answer in front of class.

While in the control class, for the first and last meeting, the researcher gave test to the students like in the experimental class. In the second and third meeting was different with experimental class. In the control class, the class was taught by using lecturing strategy. The researcher gave explanation and some rules about the materials to the students during the class. If there was students who did not understood the material, the students can ask the researcher and the researcher gave answers. The learning process was done in a set of learning process like in the experimental class.

In pretest, there were 25 item tests. The tests were multiple choices. After giving treatment, the researcher gave post test for both classes. It was aimed to know the students' achievement after given the treatment.

3. The Result of Students' Score of Experimental Class

In the experimental class, the researcher chose objective test for pre test and post test. The researcher gave 25 questions for multiple choices.

The result of students' vocabulary score of pre-test and post-test for students who used Crossword Puzzle and card sort strategy for teaching vocabulary mastery are showed below:

Table 4.3 The Score of Experimental Class

No.	Name	Score	
		Pre-test	Post-test
1.	Afif Mualifatul Jannah	68	88
2	Aghnin Aulia I K	76	76
3	Ahyana Masruroh	84	96
4	Arum Mayang Sabela	72	56
5	Aulia Cindy R N	64	84
6	Aulia Salamah	60	48
7	Aulia Tiara Z P	72	68
8	Bintang Selviana	80	76
9	Desinta Atika Dewi	80	84
10	Diyah Lutfi Safa'atul U	88	80
11	Elita Nuril Hidayah	36	40
12	Fajar Fatimatul Nia	72	60

13	Fania Ibnaty Salsabila	76	68
14	Gisa Khayla I	64	64
15	Husnul Hamidiyah	56	88
16	Ihad Nur Fatimah	72	80
17	Iis Ma'rifatul H	60	76
18	Isna Nur Fadhillah	68	76
19	Isna Nur Fadhilah M	80	68
20	Kharisma Yogi F	88	72
21	Labib F F	56	80
22	Lailatul Badriyah	80	68
23	Manna Wasalwa	88	76
24	Nabila Dwi Rahmawati	84	92
25	Naila Jauharotul A	88	84
26	Nasywa Layla Rahmadani	88	88
27	Niswa Hani Arifa	92	92
28	Putri Kurniawati	64	72
29	Sasta Billa C	68	84
30	Sifa Nihayatul M	64	80
31	Shintya Putri	60	64
32	Zulfa Ruliyana K	56	40
33	Ratu Dwi D	84	72
34	Riyadhul Badi'ah	60	60
35	Gania Gemintang Raya	84	60
Total		2532	2560

Mean	72,34	73,14

From the table above, it can be seen that in the experimental class, the highest score of pre-test is 92, while the lowest score of pre-test is 36. Furthermore, the highest score of post test is 96, while the lowest score is 40. The total score of pre-test is 2532 with the mean is 72,34. Meanwhile, the total score of post-test 2560 with the mean 73,14.

The result of students' test of experimental class can be seen clearly on following table. It explores about pre-test and then the result of post-test in the experimental class.

Table 4.4 Frequency Distribution of Pre-test in Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	36	1	2,9	2,9	2,9
	56	3	8,6	8,6	11,4
	60	4	11,4	11,4	22,9
	64	4	11,4	11,4	34,3
	68	3	8,6	8,6	42,9
	72	4	11,4	11,4	54,3
	76	2	5,7	5,7	60,0
	80	4	11,4	11,4	71,4
	84	4	11,4	11,4	82,9
	88	5	14,3	14,3	97,1

	92	1	2,9	2,9	100,0
	Total	35	100,0	100,0	

From the table above, it could be seen that the score was various. There were 2,9% for one student obtained 36 score, 8,6% for 3 students obtained 56 score, 11,4% for 4 students obtained 60 score, 11,4% for 4 students obtained 64 score, 8,6% for 3 students obtained 68 score, 11,4% for 4 students obtained 72 score, 5,7% for 2 students obtained 76 score, 11,4% for 4 students obtained 80 score, 11,4% for 4 students obtained 84 score, 14,3% for 5 students obtained 88 score, 2,9% for one student obtained 96 score. From the frequency table, the histogram be showed as follows:
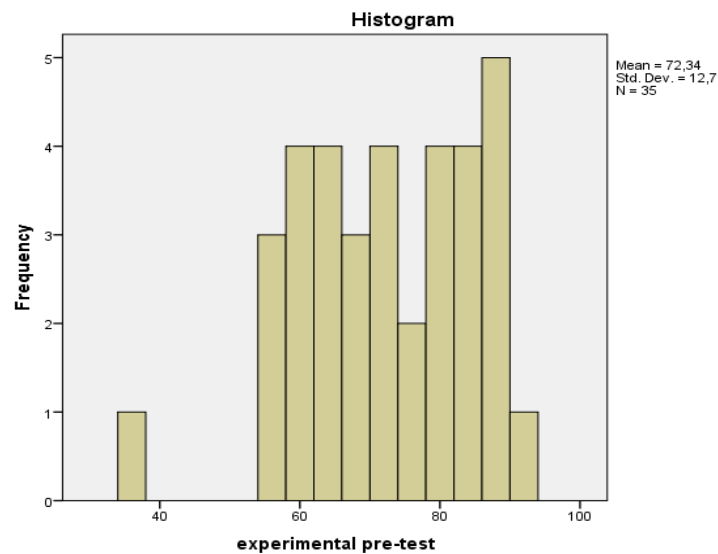
Picture 4.1

Histogram for the Pre-test in Experimental Class

From the histogram above, it is stated M= 72,34 and SD= 12,7. To determine the category of the students' vocabulary mastery was good, medium or low, the researcher grouped scores using standard as follows:

a) More than M + 1.SD (72,34 + 12,7 = 85.04) is categorized into good

b) Between M – 1.SD to M + 1.SD is categorized into medium

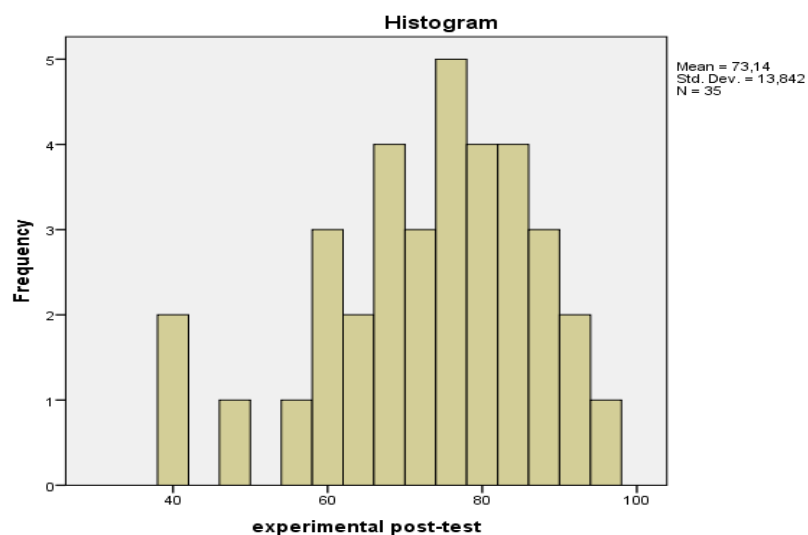c) Less that M – 1.SD (72,34 - 12,7 = 59,64) is categorized into low

Thus it can be seen that the scores which are more than 85,04 is categorized into good, the score between 59,64 - 85,04 is categorized into medium, and the scores which are less than 59,64 is categorized into low.

Table 4.5 Frequency Distribution of Post-test in Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	2	5,7	5,7	5,7
	48	1	2,9	2,9	8,6
	56	1	2,9	2,9	11,4
	60	3	8,6	8,6	20,0
	64	2	5,7	5,7	25,7
	68	4	11,4	11,4	37,1
	72	3	8,6	8,6	45,7
	76	5	14,3	14,3	60,0
	80	4	11,4	11,4	71,4
	84	4	11,4	11,4	82,9
	88	3	8,6	8,6	91,4

92	2	5,7	5,7	97,1
96	1	2,9	2,9	100,0
Total	35	100,0	100,0	

From the table above, it could be seen the score was various. There were 5,7% for 2 student obtained 40 score, 2,9% for one student obtained 48 score, 2,9% for one student obtained 56 score, 8,6% for 3 students obtained 60 score, 5,7% for 2 students obtained 64 score, 11,4% for 4 students obtained 68 score, 8,6% for 3 students obtained 72 score, 14,3% for 5 students obtained 76 score, 11,4% for 4 students obtained 80 score, 11,4% for 4 students obtained 84 score, 8,6% for 3 students obtained 88 score, 5,7% for 2 students obtained 92 score, 2,9% for students obtained 96 score. From the frequency table, the histogram be showed as follows:

Picture 4.2

Histogram for the Post-test Experimental Class

From the histogram above, it is stated M= 73,14 and SD= 13,84. To determine the category of the students' vocabulary mastery was good, medium or low, the researcher grouped scores using standard as follows:

a) More than M + 1.SD (73,14 + 13,84= 86.98) is categorized into good

b) Between M – 1.SD to M + 1.SD is categorized into medium

c) Less that M – 1.SD (73,14 - 13,84= = 59,3) is categorized into low

Thus it can be seen that the scores which are more than 86.98 is categorized into good, the score between 59,3 - 86.98 is categorized into medium, and the scores which are less than 59,3 is categorized into low.

4. The Result of Students' Score of Control Class

In the control class, the researcher chose objective test for pre test and post test. The researcher gave 25 questions for multiple choices.

The result of students' score of pre-test and post-test for students who were not used Crossword Puzzle and card sort strategy for teaching vocabulary mastery are showed below:

Table 4.6 The score of Control Class

No.	Name	Score	
		Pre-test	Post-test
1.	Ala Zeyana Fathiril Waro	36	48
2	Aprilia Yesi Pratiwi	44	40
3	Arina Ziydna Rizka	76	76
4	Azizah Layla Nur Rohmah	40	44
5	Azzahra Maula Maylafayza	44	44
6	Azzahra Rahma Haryanto	64	64
7	Cantika Dea Avrista	60	60

8	Celsi Ananda Putri	48	40
9	Elfina Lailatul Nurjanah	52	44
10	Ericha Rahmawati	60	60
11	Febi Eka Pratiwi	56	56
12	Gea Ayu Azura Riksa Putri	52	44
13	Hanufi Mardiana	52	52
14	Indana Zahrotul Mila	68	68
15	Isyana Waha Nafiah	48	48
16	Lutfiana Haniatu Rohmah	56	60
17	Nadia Putri Yuliana	72	76
18	Nanda Putri Luthfizah	60	60
19	Navera Minhatul Maula	80	80
20	Nihaayatush Shufiya Annaafi'a	40	40
21	Presilya Neli Agustin	68	68
22	Rahila Sayidah Afifah Khansa	32	32
23	Rain Oktallia	36	36
24	Salma Fitri Mufarihah	56	56
25	Rofiqotul Husna Alluthfiyah	56	56
26	Salsabila Amalia Nur F.	64	64
27	Umaya Rahmatul	44	44
28	Yunia Rahmawati	80	84
29	Zamzam Azkia Roselin	28	36
30	Zettira Shifa Salsabila	60	60
31	Zilda Anny Khairiyyah	52	64

32	Fatimah	56	60
33	Lina Faqihatun Nisa'	72	76
34	Anggun Tri Puspita Rini	72	72
35	Riyadhul badi'ah	56	56
Total		1940	1968
Mean		55,43	56,23

From the table above, it can be seen that in the control class, the highest score of pre-test is 80 , while the lowest score of pre-test is 28. Furthermore, the highest score of post test is 84 , while the lowest score is 32. The total score of pre-test is 1940 with the mean is 55,43. Meanwhile, the total score of post-test 1968 with the mean 56,23.

The result of students' test of control class can be seen clearly on following table. It explores about pre-test and then the result of post-test in the control class.

Table 4.7 Frequency Distribution of Pre-test in Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	28	1	2,9	2,9	2,9
	32	1	2,9	2,9	5,7
	36	2	5,7	5,7	11,4
	40	2	5,7	5,7	17,1
	44	3	8,6	8,6	25,7
	48	2	5,7	5,7	31,4

	52	4	11,4	11,4	42,9
	56	6	17,1	17,1	60,0
	60	4	11,4	11,4	71,4
	64	2	5,7	5,7	77,1
	68	2	5,7	5,7	82,9
	72	3	8,6	8,6	91,4
	76	1	2,9	2,9	94,3
	80	2	5,7	5,7	100,0
	Total	35	100,0	100,0	

From the table above, it could be seen that the score was various. There were 2,9% for one student obtained 28 score, 2,9% for one student obtained 32 score, 5,7% for 2 students obtained 36 score, 5.7% for 2 students obtained 40 score, 8,6% for 3 students obtained 44 score, 5,7% for 2 students obtained 48 score, 11,4% for 4 students obtained 52 score, 17,1% for 6 students obtained 56 score, 11,4% for 4 students obtained 60 score, 5,7% for 2 students obtained 64 score, 5,7% for 2 students obtained 68 score, 8,6% for 3 students obtained 72 score, 2,9 for one student obtained 76 score, 5,7% for 2 students obtained 80 score. From the frequency table, the histogram be showed as follows:
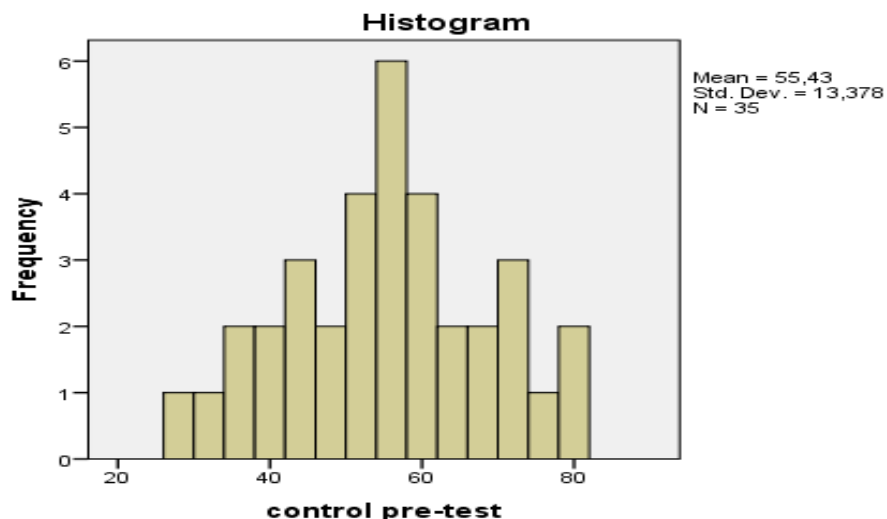
Picture 4.3

Histogram for Pre-test in Control Class

From the histogram above, it is stated M= 55,43 and SD= 13,37. To determine the category of the students' vocabulary mastery was good, medium or low, the researcher grouped scores using standard as follows:

a) More than M + 1.SD (55,43 + 13,37= 68,8) is categorized into good

b) Between M – 1.SD to M + 1.SD is categorized into medium

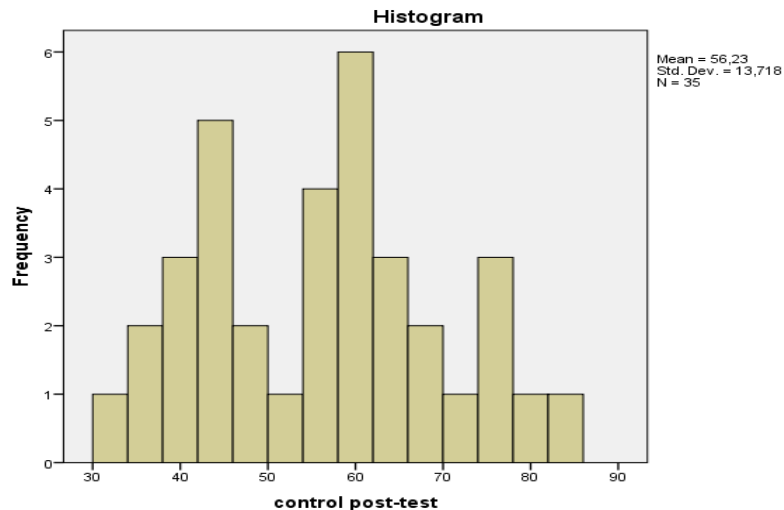c) Less that M – 1.SD (55,43 - 13,37= = 42,06) is categorized into low

Thus it can be seen that the scores which are more than 68,8 is categorized into good, the score between 42,06- 68,8 is categorized into medium, and the scores which are less than 42,06 is categorized into low.

Table 4.8 Frequency Distribution of Post-test in Control Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 32	1	2,9	2,9	2,9
36	2	5,7	5,7	8,6

	40	3	8,6	8,6	17,1
	44	5	14,3	14,3	31,4
	48	2	5,7	5,7	37,1
	52	1	2,9	2,9	40,0
	56	4	11,4	11,4	51,4
	60	6	17,1	17,1	68,6
	64	3	8,6	8,6	77,1
	68	2	5,7	5,7	82,9
	72	1	2,9	2,9	85,7
	76	3	8,6	8,6	94,3
	80	1	2,9	2,9	97,1
	84	1	2,9	2,9	100,0
	Total	35	100,0	100,0	

From the table above, it could be seen that the score was various. There were 2,9% for one student obtained 32 score, 5,7% for 2 students obtained 36 score, 8,6% for 3 students obtained 40 score, 14,3% for 5 students obtained 44 score, 85,7% for 2 students obtained 48 score, 2,9% for one student obtained 52 score, , 11,4% for 4 students obtained 56 score, 17,1% for 6 students obtained 60 score, 8,6% for 3 students obtained 64 score, 5,7% for 2 students obtained 68 score, 2,9% for one students obtained 72 score, 8,6% for 3 students obtained 76 score, 2,9% for one student obtained 80 score, 2,9% for one student obtained 84 score. From the frequency table, the histogram be showed as follows:

Picture 4.4

Histogram for Post-test in Control Class

From the histogram above, it is stated M= 56,23 and SD= 13,71. To determine the category of the students' vocabulary mastery was good, medium or low, the researcher grouped scores using standard as follows:

a) More than M + 1.SD (56,23 + 13,71 = 69.94) is categorized into good

b) Between M – 1.SD to M + 1.SD is categorized into medium

c) Less that M – 1.SD (56,23 - 13,71 = 42,52) is categorized into low

Thus it can be seen that the scores which are more than 69.94 is categorized into good, the score between 56,23 - 69.94 is categorized into medium, and the scores which are less than 42,52 is categorized into low.

C. **Data Analysis**

Before testing the hypothesis, the data must fulfill the assumption in which the data must be normally and homogeneous distributed. Therefore, normality and homogenity test will be provided.

1. Normality Test

Normality test is one of the kinds of test that used to know whether the data is normal distribution or not. In this research, the researcher used SPSS 16 with. The hypothesis of this normality test as follows:

Ho : data is not normally distributed

H_a : data is normally distributed

H_a was accepted if Sig higher than 0,05 (Sig > α). The table below was the result of calculating normality test.

Table 4.9 Normality Test One Sample Kolmogorov-Smirnov Test

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	Df	Sig.	Statistic	df	Sig.
Score	Experimental	,125	35	,186	,951	35	,123
	Control	,128	35	,159	,965	35	,329

a. Lilliefors Significance Correction

Based on the calculation above, it can be seen that the test used one-sample Kolmogorov-Smirnov test. The table above showed that value of Sig. In experimental class was higher than α (0,186 >0,05). It means that the data of experimental class is normality distributed. In Control class, the table showed that value of sig. Was higher than α (0,159 > 0,05). It means that the data of control class is normality distributed.

2. Homogeneity test

Homogeneity test is the kinds of test that is used to device whether a data homogeneous or not. The researcher should analyze this because the

similarity of both class influnce the result test. The researcher used SPSS program to calculate the value of homogeneity test. The result of calculation as below:

Table 4. 10 The Result of Homogeneity Calculation Test of Homogeneityof Variances

Levene Statistic	df1	df2	Sig.
,030	1	68	,863

Based on the calculation of SPSS 16 version above, it can be seen from the value of Sig. that was higher than α (0,863 > 0,05). It means that the data is homogeneous.

3. Hypothesis Testing

After conducting normality and homogeneity test, the researcher calculated t-test by using SPSS program. It was used to compare the students' score that was divided into two groups which taught by using different strategy. Experimental class was taught by using Crossword Puzzle and Card sort strategy. Control class was not given treatment because the students were taught by using lecturing strategy as had been used by the teacher before.

Table 4.11 The Result of T-test Calculation

	t-test for Equality of Means				
	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Score Equal variances assumed	5,135	68	,000	16,91429	3,29406
Equal variances not assumed	5,135	67,995	,000	16,91429	3,29406

From the table above, it can be seen that the value of t-test was 5,135 and the degree of freedom was 68 (df = db – 2; 70-2 = 68). The value of t_{table} in significant 5% is 1.99547. to interpret the data above, the researcher formulated hypothesis as below:

H_a : Students who are taught by using Crossword Puzzle and card sort strategy get better score in vocabulary mastery than those who are not taught by using Crossword Puzzle and card sort strategy.

H_0 : No students who are taught by using Crossword Puzzle and card sort strategy get better score in vocabulary mastery than those who are not taught by using Crossword Puzzle and card sort strategy.

The result of the research showed that the value of T-tets was higher that T_{table} (5,135 > 1.99547). therefore, H_0 was rejected and H_a was accepted. It

can be canclude that there was significance score on the students who were taught by using Crossword Puzzle and Card Sort Strategy and those who were not.

D. Discussion

This research was conducted to find out the effectiveness of Crossword Puzzle and Cars Sort Strategy to Teach Vocabulary Mastery. Based on the tables test above, it can be seen that the difference coeficient of students who taught by using Crossword Puzzle and Card Sort and those who were not was 5,135.

Hypothesis test (t_0) at 5,135 from the computation above would be compared to the "t' table (t_t) with the condition stated below:

1. If the $t_0 \geq t_t$, so H_1 was accepted. It means there was any significant difference between two variables.

2. If the $t_0 \leq t_t$, so H_1 was refused. It means there was not any significant difference between two variables.

To determine the value of T_0, the researcher was checking db and consulted with the t_t score:

$Db = n_1 + n_2 - 2$

$= 35 + 35 - 2$

$= 68$

At significant standard 5%, the value of T_t was 1.99547. Then the value of t_0 was compared to the value of t_t. The value of t_0 was 5,135. It means that H_1 was accepted and H_0 was rejected.

CHAPTER V

CLOSING

A. **Conclusion**

Based on the data analysis, it can be concluded that there was any significant between the students who were taught Crossword Puzzle and Card Sort Strategy and who were not. The result research showed that the mean score of posttest from experimental clas (73,14) was higher than control class (56,23). It had been found that comparison between the students' score who were taught using Crossword Puzzle and Card Sort Strategy and those were not was 5,135. This score was higher than t_{table} which was 1.99547 at the level of significant 5% with df = 68. It means that H_a was accepted and H_0 was rejected. On the other word, Crossword Puzzle and Card Sort Strategy was effective in teaching vocabulary mastery, because it had different significance score on vocabulary mastery between the students who were taught by using Crossword Puzzle and Card Sort Strategy and who were not on the seventh grade students at MTs YP KH.Syamsuddin Durisawo Ponorogo in academic year 2019/2020.

From the conculation above, it can be seen that the stduents who were taught by using Crossword Puzzle and Card Sort Strategy got better than those who were not. So, it can be concluded that there was significant different score on the students who were taught by using Crossword Puzzle and Card Sort Strategy and those who were not at the seventh grade students of MTs YP. KH. Syamsuddin Durisawo Ponorogo in Academic Year 2019/2020.

B. **Suggestion**

Based on conclusion above, there are some suggestions from the researcher:

1. For the teacher

The teacher should be creative to choose the best strategy to apply in the learning process. After conducting this research, the researcher suggested to apply Crossword Puzzle and Card Sort Strategy in class, especially for English Teacher. This technique can make the students remember adjective word of vocabulary mastery. It also makes the students to be learning center, because this technique is focus on the students. By this technique, the students can be more concetrate during learning process. In the learning process, the teacher should give the motivation to the students.

2. For the students

The researcher hopes that the students should have great motivation to study, especially English lesson. So, the students can improve their language skills. The students are hoped to be active during learning process. If the students did not understand about the material, they have to ask their teacher or friends.

3. For next researcher

For the next researcher who are interest in applying Crossword Puzzle and card sort strategy should understand the steps. They should be able to guide the students systematically. It is also expected that the result of this research can be used as a good reference in conducting similar research or the other material of English.

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