USING *PUZZLE GAME* IN TEACHING VOCABULARY TO THE SEVENTH GRADE STUDENTS OF SMP MUHAMMADIYAH 4 PALEMBANG

THESIS

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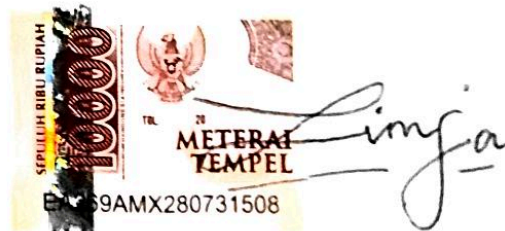
Menyatakan bahwa skripsi berjudul:

Using *Puzzle Game* in Teaching Vocabulary to the Seventh Grade Students of SMP Muhammadiyah 4 Palembang

Beserta seluruh isinya adalah benar merupakan hasil karya sendiri, dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan dalam masyarakat ilmiah.

Atas pernyataan ini, saya siap menerima segala sanksi yang berlaku atau yang ditetapkan untuk itu, apabila di kemudian ternyata pernyataan saya tidak benar atau ada klaim dari pihak lain terhadap keaslian skripsi saya.

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Motto:

Life is not a reflection and complaint, but a journey. If Allah has heard and granted our request, then he is sure that we are capable, the key is to be patient and sincere in facing it.

-Ayah-

Dedication:

I would like to dedicate this thesis for people who always be special in my heart and who always there for me, they are:

1. My endless love, my father and mother, who have always been my pillars of strength. Your constant prayers, unwavering support, and endless motivation have been my greatest source of encouragement. Through every challenge I faced, you stood by me, offering both moral and material support.

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ABSTRACT

Admaja, Kinanti 2025. *Using Puzzle Game in Teaching Vocabulary to the Seventh Grade Students of SMP Muhammadiyah 4 Palembang.* This thesis was completed by English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education, Universitas Muhammadiyah Palembang. Advisor (I) Prof. Dr. Indawan Syahri, M. Pd. (II) Asti Gumartifa, S. Pd., M. Pd.

The title of this research is *Using Puzzle Game in Teaching Vocabulary to the Seventh Grade Students of SMP Muhammadiyah 4 Palembang.* The formulation of the problem was "Was it effective to use a *puzzle game* in teaching vocabulary to the seventh grade students of SMP Muhammadiyah 4 Palembang?". The purpose of this study was to determine whether or not using puzzle games to teach vocabulary to the seventh grade students at SMP Muhammadiyah 4 Palembang was beneficial. Purposive sampling was employed to select 60 students as the study sample. The students separated into the experimental group and the control group. SPSS (Statistical Package for Social Science) 25.0 software was used to analyze the results. The mean posttest score for the experimental group was 83.20, which was higher than the control group's score of 75.73. The t-test result was 4.317, which is higher than 0.05, and the significance level (sig. 2 tailed) was 0.000, which is less than 0.05. It indicated that the null hypothesis (H0) was rejected while the alternative hypothesis (Ha) was accepted. It could be indicated that the Puzzle Game of Word Matching had significant impacts on students' vocabulary mastering compared to the conventional method.

Key Words: Puzzle Game, Word Matching, Vocabulary Mastery

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"In the name of Allah, the most gracious and the most merciful"

The researcher realizes that this thesis is far from being perfect. There are still many weaknesses that need to be improved in this thesis. The researcher accepts any kind of criticism, comments, suggestion, and advice. The researcher accepts that this thesis could give a contribution for the readers and beneficial for the English teaching and learning process.

Palembang, 30 April 2025
The researcher,

Kinanti Admaja

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CHAPTER I

INTRODUCTION

This chapter presents: (A) background of the study, (B) Formulation of the study, (C) objective of the study, (D) significances of the study, (E) hypotheses of the study, (F) criteria for testing the hypotheses

A. Background of the Study

In accordance with Bai (2018), vocabulary is one of three crucial aspects of learning a language. It offers the framework for constructing sentences and communicating ideas and meanings, as well as an important requirement for communication in language, therefore having a large stable vocabulary is significant and essential (p. 849). However, Saroyan (2022) stated that vocabulary is a crucial aspect of language considering that it allows us to express our opinion, perspectives, emotions, and activities. It also acts as a way of transferring the knowledge (p. 230). It means that vocabulary is essential for making sentences, expressing ideas, and communicating well.

Vocabulary is all the words a person knows and uses. It includes words we understand when we hear or read them, and words we use when we speak or write. Vocabulary is very important because it helps people understand what they read and hear, and it allows them to express their ideas clearly when speaking or writing.

According to Wangdi (2022), vocabulary is a fundamental aspect of language comprehension that influences a student's ability to speaks, listens, reads, and writes effectively (p. 54). It means that vocabulary is the foundation of language proficiency, essential for success in speaking, listening, reading, and writing. A strong vocabulary allows learners to express ideas clearly, engage in meaningful conversations, comprehend spoken language, and understand texts.

In accordance with Rachmawati (2019), there are three common issues that learners face when learning vocabulary: 1) students have difficulty in remembering vocabulary; 2) the learning process is boring and unattractive;

3) the teacher's teaching methods are monotonous and uninteresting (p. 2). These problems showed that the students often struggle to remember vocabulary, which could be because the words are too difficult or they don't have good strategies to help them remember. Also, learning vocabulary can feel boring if it mostly involves repeating or memorizing words without fun activities. When learning feels dull, students find it hard to stay interested.

However, Pratolo & Hafizhah (2022) states that students have difficulty understanding and remembering new English words because they lack basic vocabulary knowledge (p. 2). When teachers introduce new vocabulary, students struggle to recognize and learn enough words, which makes learning English even harder for them. Altogether, these issues show a need for more engaging and creative ways to make vocabulary learning enjoyable and memorable for students.

Similarly, those problems were also found at SMP Muhammadiyah 4 Palembang. Based on an interview with the teacher, the researcher found a number of problems that learners face when learning new vocabulary: 1) the learners are less motivated and uninterested in studying vocabulary; 2) learners have difficulty in remembering vocabularies; 3) learners have trouble with word memorization and pronunciation.

Thus, the teachers should choose appropriate methods or techniques for teaching vocabulary so that students learn vocabulary effectively. In addition, teachers may create interesting activities by giving students games, using ice breaking, supporting the activities with good teaching media, organizing pair or group activities, managing the class, and using multimedia by incorporating videos, songs, podcasts, images, and so on.

One of the appropriate methods in teaching vocabulary is using *Puzzle Game*. *Puzzle Game* can be one of the vocabulary methods that can be offered to the students. Games can help students expand their vocabulary. According to Panjaitan & Amaniarsih (2021), *puzzle games* can engage and motivate students to study while playing, and learners who learn through puzzle games have an improved ability remembering words (p. 132). And also, Pratolo & Hafizhah (2022), states that puzzle games help students learn a foreign

language more easily and without feeling stressed. They also encourage students to join in actively, especially when the students try to improve their vocabulary skills (p. 9).

Some scholars have done some relevant studies. The first study is by Aswandi (2020), his research used the *Puzzle game* of *Word Matching* to increase students' vocabularies in the first year English Department students at the State Polytechnic of Bengkalis, Riau. He used picture cards and word cards to apply *word matching* games. Meanwhile, the second study is by Pratolo & Hafizhah (2022), their research used the *crossword puzzle games* to improve vocabulary mastery of the seventh grade students of SMP Muhammadiyah 2 Kalasan. Furthermore, the third study is by Panjaitan & Amaniarsih (2021), their research used *puzzle game* to improve vocabulary mastery of the second grade of Al-Washliyah Medan. They used two games when teaching vocabulary; *scrabble*, and *crossword puzzle*.

The relevant studies used puzzle games to increase students' vocabulary mastery, and the findings indicated a considerable impact after applying the puzzle games during the teaching process. The studies concluded that using puzzle games is effective in enhancing students' vocabulary. However, while the findings highlight the potential of this method, the researcher aimed to investigate this further and confirm the effectiveness of puzzle games in increasing vocabulary mastery through a new approach. The gap between the previous studies and this study is that the researcher used a *word matching game* by using matching parts of words to their definitions approach, offering a distinct variation in how the *puzzle game* is applied for vocabulary improvement.

From the problem description, the researcher conducted study under the title **"Using *Puzzle Game* in Teaching Vocabulary to the Seventh Grade Students of SMP Muhammadiyah 4 Palembang"**

B. Formulation of the Problem

From the background of the study stated, the researcher established the study problem as follows: Was it effective to use a *puzzle game* in teaching

vocabulary to the seventh grade students of SMP Muhammadiyah 4 Palembang?

C. Objective of the Study

From the description of the problem mentioned, the objective of the study was to determine whether or not it was effective to using *puzzle game* in teaching vocabulary to the seventh grade students of SMP Muhammadiyah 4 Palembang.

D. Significances of the Study

The findings of this study were predicted to be useful both conceptually and practically:

1. For the Researcher Herself

This study helped the researcher to gained practical experience in using *puzzle games* as a teaching tool for vocabulary. This experience also deepened the researcher's understanding of effective strategies for increasing learners' vocabulary mastery.

2. For the Teachers

This study provided teachers with insights into how *puzzle games* could enhance vocabulary instruction. The results might have encouraged teachers to integrate *puzzle games* into their lessons to make vocabulary learning more interactive and engaging for learners.

3. For the Students

The study aimed to help the learners increase their vocabulary mastery through the fun and interactive method of *puzzle games*. Hopefully, this approach would have increased students' interest in learning new words and made vocabulary mastery more enjoyable.

4. For the Readers

The readers could have a better understanding of how *puzzle games* could be applied as an educational tool to support vocabulary learning. This study might have inspired others who were interested in exploring similar approaches to vocabulary teaching.

5. For Other Researchers

They could use it as a reference for their future studies. The study hopefully could be beneficial for the other researchers to complete an additional literature review and also to support the findings of the research study that has the same title as the research study.

E. Hypotheses of the Study

Hypotheses in this study are divided into alternative hypotheses (Ha) and null hypotheses (Ho), which are as follows:

1. H_a : It was effective using *puzzle game* in teaching vocabulary to the seventh grade students of SMP Muhammadiyah 4 Palembang.
2. H_o : It was not effective using *puzzle game* in teaching vocabulary to the seventh grade students of SMP Muhammadiyah 4 Palembang.

F. Criteria for Testing the Hypotheses

This study, to test hypotheses implies to accept or reject hypotheses. The researcher performed a t-test. If the t-value is identical to or greater than the t-table, the research hypotheses (Ha) could be approved, while the null hypotheses (Ho) should be refused. On the other hand, if the t-table is greater than the t-observed, the null hypothesis could be accepted but the research hypothesis should be refused.

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