THE EFFECTIVENESS OF WORD SEARCH PUZZLE IN TEACHING VOCABULARY OF FIFTH GRADE STUDENTS OF SD ISLAM KHALIFAH PALU

Thesis

Submitted as a Partial Fulfillment of the Requirements for the Sarjana Degree at the English Tadris Department Tarbiyah and Teacher Training Faculty State Institute for Islamic Studies (IAIN) Palu

By

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2021**

THESIS AUTHENTICITY STATEMENT

Is declare that this Thesis entitled " THE EFFECTIVENESS OF WORD SEARCH PUZZLE IN TEACHING VOCABULARY OF FIFTH GRADE STUDENTS OF SD ISLAM KHALIFAH PALU" is my own research and it has been created in truth. If there are divergences and incorrectness in this statement, I am ready to get academic sanction such as cancellation of title that has been got due to this work, and other sanctions basec on the norm prevailed in this Institution.

Palu, 14 September 2020

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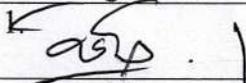**Khaeruddin Yusuf, S.Pd.I, M.Phil**
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A Thesis by Regita Eka Serlia Ningsih, NIM : 161160042 Entitled **"The Effectiveness Of Word Search Puzzle In Teaching Vocabulary Of Fifth Grade Students Of SD Islam Khalifah Palu"**. Which has been tested in front of the examiners of Faculty of Tarbiyah and Teacher Training (FTIK) State Institute for Islamic Studies (IAIN) Palu on October 16 2020 M, and on Safar 28 1442 H. It can be seen that Thesis has met the criteria for writing scientific papers and can be accepted as a requirements to obtain a bachelor degree of education (S.Pd) in English Tadris Program (TBI) with some improvements.
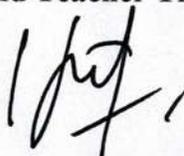
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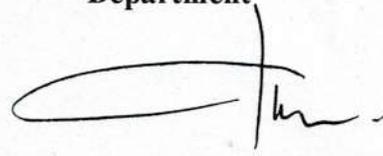
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بسم الله الرحمن الرحيم

الحَمْدُ لِلَّهِ نَحْمَدُهُ وَ نَسْتَعِينُهُ وَنَسْتَغْفِرُهُ, وَنَعُوْذُ بِاللَّهِ مِنْ شُرُوْرِ أَنْفُسِنَا وَ مِنْ سَيِّئَاتِ أَعْمَالِنَا

مَنْ يَهْدِى اللَّهُ فَلَا مُضِلَّ لَهُ وَمَنْ يُضْلِلْ فَلَا هَادِيَ لَهُ. أَمَّابَعْدُ.

In the name of Allah, the beneficient, the merciful. By reciting Alhamdulillahi Robbilalamin, for the one and only who deserves to be given the foremost highest and greatest gratitude for Allah Subhaanahu Wa Ta'ala who has given blessing, health, kindness, mercifulness, and much more that the writer could not replace all that has been given to the writer, but the writer only could pray to Allah. Thereafter, the writer wants to thanks and says Sholawat to the beloved prophet as guider who has Ied the Muslim from the murky period to the bright era. This Thesis could not be completed without assistances of many people. Therefore, the writer would liked to thank to :

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Finally, may Allah swt bless and reward all those who has given their contribution to the completion of this Thesis. Last but not least, may this work contribute to the improvement of teaching English in general and that of teaching listening comprehension in particular.

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ABSTRACT

Name   : Regita Eka Serlia Ningsih

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Title Thesis : The Effectiveness of Word Search Puzzle in Teaching Vocabulary
              of Fifth Grade Students of SD Islam Khalifah Palu

The objective of this research is to find out the effectiveness of word search puzzle in teaching vocabulary to fifth grade students of SD Islam Khalifah Palu. The population of this research are fifth grade students of SD Islam Khalifah Palu. Word search puzzle game is one of many instructional games that reinforce word-level into a grid and persuade the class to make suggestions for the puzzle clues.

This research samples class Abu Darda as the experimental class which consists of 10 students and class Abu Zubair as the control class which consists of 10 students. They were selected by using purposive sampling. The writer employed quasi experimental research design where the two classes were given the pretest and posttest was employed in this research.

The data analysis indicates that there is a significant improvement between the results of posttest of both classes. The main score of experimental class before the treatment was 60 while control class was 48.5 After giving the treatment, the mean score of experimental class in Posttest is 79.5 and the control class is 59.5 it is also shown that the $t_{counted}$ 2.500 is greater in t_{table} 2.101 . It means the use of word search puzzle technique is effective in teaching vocabulary through fifth grade students of SD Islam Khalifah Palu.

Based on the data above, word search puzzle technique can be applied in teaching learning vocabulary. Word search puzzle technique is effective technique that can be used in teaching to increase the students vocabulary.

The implication of this study are used as input for teachers and Pre-service teacher in teaching English to increase the students vocabulary mastery.

CHAPTER I

INTRODUCTION

A. Background

Language is most important as a means of communication for human beings. People can communicate each other to have interaction by language. In this global era where the distance is not such a problem, people have to do interaction with another.[1] Therefore, it can be said that language is a system that can be used by people to give and get information to one other. Language is most important as people start to listen and then try to speak what they heard and learn to read the written text. Not only the skills, but also the students have to master on components of language. They are vocabulary, grammar and pronunciation.

Vocabulary is one of the language elements. The students cannot read, speak, listen and write without understanding the meaning of the words. It is necessary for the teacher to teach vocabulary first. The qualities of the students language skills depend on the quality of vocabulary possessed by the students. Vocabulary is the total number of words in a language. Vocabulary is one of the importance factors in all language teaching, student must continually be learning words as they learn structure and as they practice sound system.[2] From the opinions above, we can conclude that vocabulary is a listing of all words that are taught in the foreign language. Vocabulary refers to the words we must understand to communicate effectively.

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[1]Ramelan, *Introduction to Linguistic Analysis,* (Semarang: IKIP Semarang Press, 1999),1.
[2]Edward David Allen and Rebecca M. Valette, *Classroom Technique, Foreign Language and English as A Second Language*, (New York: Harcout Brave Javanovich, 1997), 149.

According to the Kurikulum 2013, the components of language such as vocabulary, structure, pronunciation and spelling are taught integrated with language skills. Therefore, it becomes important for teachers to teach vocabulary in context. Students need not only to understand the meaning of the word clearly, but also able to use the vocabulary in a sentence.[3] Vocabulary plays an important role in supporting language skills like listening, speaking, reading and writing that are expected to be applied in literary level through formative, functional, informational and epistemic. Vocabulary is one of the important factors in all language teaching. Students must continually be learning words as they learn structure and as a practice sound system. Most of them eventually are not interested in English subject anymore, and English likely becomes something hard to learn.

Teaching English is not easy because English is not Indonesia students mother tongue. The interest of students in learning English is needed as the key to make students more easily in mastering English itself. The teacher should possess a good and an interesting technique to introduce English for them, so that the students will be interested and motivated to learn English. According to Stahl and Nagy, "Vocabulary learning is a difficult process, because students need to be motivated in vocabulary learning, engage in vocabulary instruction, and meet vocabulary learning standards to pursue the required accomplishment".[4]

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[3]KEMENDIKBUD. (2013). *Standart Isi untuk Satuan Pendidikan pada Jenjang Pendidikan Dasar dan Menengah Draft ke 4.* Teaching-learning handout by Jaka 6th semester.

[4]Mohammad Reza Ahmadi, *"Improving Vocabulary Learning in Foreign Language Learning Through Reciprocal Teaching Strategy",* (International Journal of Learning & Development, 2012, Vol. 2, No. 6), 187.

From the reason mentioned above, the vocabulary development with variety or alternative ways is needed. There are several ways in teaching English vocabulary; one of them is using game. Game as the teaching method can be more interested to learn. Games are not only for fun but also for motivating students to master English fast and easy. Learning by doing is a good way to make them easy in understanding English, because with doing fun activities by themselves, they will find it easy to remember and easy to learn the material which is taught by the teacher. Playing game in teaching vocabulary is very important because teaching through game can create a fun situation and of course can increase students motivation.

According to Case, puzzle involves less stress. In certain puzzle finding one answer often helps the students to find another answer. Puzzles is useful for language learners because of the enjoyment, satisfaction, reflection, and 'play' that can focus learners' attention on the language in a concentrated but nonstressful way.[5] On the other hand, the students will get pleasure from doing the puzzle because puzzles have several shapes, colors and solutions for their exercises in the activity. Games also help the teacher to create c ontexts in which the language is useful and meaningful.[6] Generally, they are remembering the meaning of word, memorizing spelling of word, and the problems also happen when they cannot pronounce the vocabulary correctly. It usually happens to the students who have no chance to practice it orally. So it seems that they do not get the vocabulary development anymore.

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[5]Doug, Case. *English Puzzle 2.* (Heinmann Publishers: Oxford, 1994).
[6]Andrew Wright, David Betteridge, Michaek Buckby, *Games for Language Learning,* (New York: Cambridge University Press, 1984), 2.

Word search puzzle game is one of many instructional games that reinforce word-level into a grid and persuade the class to make suggestions for the puzzle clues. A simpler but still popular alternative word puzzle is the word search.. With this method, students will not feel bored in learning English, but they will become critical and active in learning English. From that experience, the word search puzzle game is use as a game to teach vocabulary. The name of game is word search puzzle game. Word search puzzle game is find the hidden words in the grid the terms bellow the grid are clues to help the student find the hidden words. Words can appear horizontally, vertically, or diagonally, forwards or back words.

From the explanation above this writer than is interested having title "The Effectiveness of Word Search Puzzle in Teaching Vocabulary of Fifth Grade Students of SD Islam Khalifah Palu" Based on statements above, the writer has strong believe that teaching vocabulary by using puzzle is effective to improve students vocabulary. Moreover, there are some objectives in identifying to know the extent of the students' vocabulary mastery improvement by using puzzle in learning English and to know what happens in the class when puzzle is implemented in teaching and learning process.

B. Problem Statements

Based on the previous explenation it can be seen , most of students are lack vocabulary the writer formulated the following research questions:

"Is the use of word search puzzle technique effective in teaching vocabulary of the fifth grade students of SD Islam Khalifah Palu ?"

C. Objective of the Research

The objective of this research is to find the use of word search puzzle in teaching English vocabulary to fifth grade students at SD Islam Khalifah Palu.

D. Significance of the Research

This study is expected contribute to English language teaching theoretically and practically.

Theoretically:

This study can give theoretical information to all readers that Word Search Puzzle has a good impact in teaching learning vocabulary at the fifth grade students.

1. Practically:

   a. For teachers, this study can give them insight that Word Search Puzzle is worth to try in teaching vocabulary.

   b. For students, they will feel that learning English using Word Search Puzzle is enjoyable in understanding English vocabulary.

   c. For other writers, this research can be used as reference for other similar writers.

   d. For the writer, a lot of knowledge about Word Search Puzzle invocabulary teaching can be gained.

E. Scope of the Research

The scope of the research is the writer focus on teaching vocabulary to fifth grade students at SD Islam khalifah Palu by using word search puzzle

strategy. In this study, the writer will focus on teaching nouns by using word search puzzle.

F. Operational Definition of Key Terms

In order to avoid any other misunderstandings and to give clear the concept about this research, the writer should define the following key terms.

1. Effectiveness

   The effectiveness is derived from noun "effective". Is the capability of producing a desired result. When something is deemed effective. It means it has an intended or expected outcome or produces a deep vivid in impression.[7]

2. Word search puzzle

   Word search puzzle is a game in looking for diction either vertically, horizontally and diagonaly. This game can be done in increasing their vocabulary and making them happy in doing search puzzle game of word.[8]

3. Increase

   The noun increase indicates growth of something that gets bigger in number or volume. When used as a verb, it means the act of growing or gaining more. However it's used, it refers to something that has gotten bigger.[9]

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[7] Karen E. Patzelt, (Principles of WL and Implications for ESL Learners, Pall, 1995), 3.
[8] Ibid.
[9] Vocabulary, *Increase (*on-line) (*https://www.vocabulary.com) ,* accessed on December 28, 2019

4. Vocabulary

Vocabulary is a list or set of words for a particular language or a list or set of words that individual speakers of a language might use.[10]

G. *Skripsi Outline*

This skripsi is developed into five chapters, they are:

1. Chapter I that contains introduction that covers background, problem statement, objective of the research, significance of the research, scope of the research, operational definition of key terms, and skripsi outline.

2. Chapter II that contains literature review contains related studies, definition and importance of vocabulary, kinds of vocabulary, teaching English vocabulary at elementary school, principles of teaching vocabulary, problems in teaching vocabulary, techniques in teaching vocabulary, definition of word search puzzle, teaching vocabulary through word search puzzle, advantages and disadvantages of puzzle, theoretical framework, and hypothesis.

3. Chapter III that contains research method that covers research method design, place and time of research, population and sample, research variable, research instrument, data collection procedure, data analysis procedure, and testing hypothesis.

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

4. Chapter IV that contains result finding and discussion that covers overview of SD Islam Khalifah Palu, research finding, research hypothesis and research discussion.

5. Chapter V that contains conclusion and suggestion.

CHAPTER II

RELATED STUDIES

A. Previous Studies

The following are the studies relating to the writing of this skripsi. In conducting this research, the writer has three relevant related studies that support this research.

First study is by Eka Fitriani. The skripsi entitles "The Effectiveness Of Cross Word Puzzle In learning Vocabulary". The objective of this research was to get empirical evidence of using Cross Word Puzzle in Learning Vocabulary. The sample of this research was seventh grade students of MTs Muhammadiyah 1 Ciputat. They were VII-1 as the experimental class and VII-2 as the control class. Each class consisted 32 students. The result of this study showed that most of students have gained good scores after treatment. The students pretest mean score in experimental class was 62.75 while the posttest mean score was 83.97 In contrary, the students pretest mean score in controlled class was 61.40 and the posttest mean score was 71.88. The result of statistical hypothesis test found that on significance level 5% The findings of the study state that using cross word puzzle in learning vocabulary is an effective way and quite success because it can improve the students achievement in learning vocabulary.[1]

The second study is by Putra entitled "Reinforcing Vocabulary Through Pictorial Puzzle to the Seventh Grade Students at SMP Negeri 2 Palu" This study applied pre experimental research design. Samples population were VIIC and

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[1] Eka Fitriyani, *"The Effectiveness Of Cross Word Puzzle In learning Vocabulary".,* Skripsi, Jakarta, UIN Syarif Hidayatullah Jakarta, 2016.

VIID classes consisting of 31 students. To find data of the research, pretest and post test were administered to both of group. Results of the tests were compared to see whether there are any difference between the groups. When result found and consulted with the t-table, it showed that mean of deviation scores of experimental group (18.97) was higher than control group (10.16). While consulted with the t-table, the final result was 3.06 which also indicated that it was higher than the critical value for significance level .01 (2.660) and significance level .05 (2.000) with degrees of freedom 60 of confidence level. Also, when it was computed with eta formula, it showed that pictorial puzzle gave 13% contribution for vocabulary teaching. Therefore, it means that pictorial puzzle is effective in teaching vocabulary.[2]

Third, a study was conducted by Jurnal the title "Improving Students Vocabulary Mastery Through Crossword Puzzle Technique at SD Muhammadiyah 1 Padangsidimpuan" This research discussed about improving students' vocabulary mastery through crossword puzzle at SD Muhammadiyah 1 Padangsidimpuan. Most of students felt bored in studying English vocabulary by conventional technique that was given by the English teacher of grade VI, it was opening the dictionary technique. To solve the problem, the writer conducted classroom action research, by implementing crossword puzzle technique.. Based on the research result, showed that the students' vocabulary mastery mean score of the students was in the first cycle was two tests; in the first test was 61.42 and the second test was 62.14. Then, the second cycle was two tests; in the third test

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[2] Putra, *"Reinforcing Vocabulary Through Puzzles Game to the Seventh Grade Students at SMP Negeri 2 Palu"*, Skripsi, Palu Universitas Tadulako Palu, 2018.

was 84.28 and the last test was 91.78. Therefore, the mean score in the second cycle was higher than the first cycle. In the first cycle was categorized into enough category and the second cycle was categorized into very good category. The data from observation sheet indicated that the students got improvement. It indicated that the application of crossword puzzle technique improved students' vocabulary mastery[3]

From the study above, there are similarities and differences from the previous ones. The similarities between the related study and this study are:

1. The first previous study using cross word puzzle.

2. The second previous study using pictorial puzzle.

   The differences between the previous study and this study are:

1. The location and sample of the research,

2. This study using word se arch puzzle in teaching vocabulary.

Based on above previous studies, the writer was try to implement other technique in the teaching vocabulary by using word search puzzle game. The writer uses the different puzzle that is called word search puzzle. The instruction of puzzle here is only search answer the vocabularies from multiple choice and arrange letters. Here, the writer try to compare students score before teaching by using word search puzzle game and after teaching by using word search puzzle game.

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[3] Tri Risky Hasibuan, Eka Sustri Harida, & Fitri Rayani Siregar TAZKIR: Jurnal Penelitian Ilmu-ilmu Sosial dan Keislaman Web: jurnal.iain-padangsidimpuan.ac.id/index.php/TZ/ Vol. 04 No. 1 Juni 2018 p-ISSN: 2442-7004 e-ISSN : 2460-609x

B. Vocabulary

1. **Definition and Importance of Vocabulary**

a. Definition of Vocabulary

Richards and Renandya states, "Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write."[4]. Meanwhile, Kamil and Hiebert states, "Vocabulary is not a developmental skill or one that can ever be seen as fully mastered. The expansion and elaboration of vocabularies is something that extends across a lifetime".[5] According to Ur, "Vocabulary as the words we teach in foreign language. It means that all words in foreign language that have been taught by teacher in order that the students can use those words in sentences or daily communication".[6] Vocabulary can be defined as a powerful carrier of meaning and the knowledge of words and their meanings. This means that without establishing a strong vocabulary base first, comprehension and use of a language will not be achieved.

In addition, the student should be able to recognize words and know their meaning as well. When a student is effectively able to recognize and use a word in different contexts, speak, write, pronounce the word well, she or he has the knowledge and meaning of that word. Vocabulary is a component of language that contains all of information about meaning and how to use word in language.

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[4] Jack C. Richards, Willy A Renandya (*Methodology* *In Language Teaching: An Anthology Of Current Practice*, 2002), 255.
[5] Elfrieda H. Hiebert & Michael L. Kamil (*Teaching and Learning Vocabulary: Bringing Research to Practice,* 2005), 2.
[6] Penny Ur, *A Course in Language Teaching Practice and Theory 17th Edition,* (Cambridge: Cambridge University Press, 2009), 60.

Vocabulary becomes the most important aspect in acquiring a language and mastering the foreign language. It is clear enough that everybody who learns a language as a foreign language that hope to know and master the vocabulary to improve she or he language skills. Vocabulary is primary step in language learning and second language acquisition. It can be argued that vocabulary not only contains list of words but also contains all of information about using word and it also contains meaning of word in a language. It is the most important part in language learning to achieve four skills. A student must have acquired the vocabulary well and a student need to increase their vocabulary mastery too. It is clear that vocabulary is a fundamental of language. So, there is no language without vocabulary.

b. Importance of Vocabulary

Vocabulary is important in learning English. Any language in the world including the English language has thousands of words. In many ways even many native speakers who do not know all the words because it is too much to be learned. Thornbury expresses, "Importance of vocabulary development or mastery development in learning a foreign language, students must devote part of their time to learn vocabulary items".[7] Learning vocabulary needs special efforts because English is different from students. Native language and their national language. Students knowledge background a certain language terminology and students schema of science and technology to be the main handicaps for Indonesian students in achieving particular level of their English vocabulary.

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[7] Scott Thornbury. (*How to teach vocabulary. Harlow, : Longman, 2002*), 2

Vocabulary is primary step in language learning and second language acquisition. Vocabulary also plays an important role in English skills (listening, reading, speaking and writing) and content (grammar).

2. Kinds of Vocabulary

Vocabulary divided into two, passive and active. It also called receptive and productive vocabulary. Lehr at all states

> Word knowledge also comes into two forms, receptive and productive. Receptive vocabulary includes words that we recognize when we hear or see them. Productive vocabulary includes words that we use when we speak or write. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which assign meaning.[8]

Productive vocabulary, generally refers to words that can be produced within appropriate context and match the intended meaning of the speaker. While receptive vocabulary includes all of the words that one recognizes and understands upon hearing or reading.

Furthermore, Hatch and Brown classify the vocabularies into two based on their functional categories, they are: major classes and closed classes.[9]

a. Major Classes

1) Noun : it refers to a person, place or thing, i.e. Gita, garden, pen, etc.

2) Adjective : it refers to the words that give information about a noun or pronoun, i.e. clever, beautiful, bad, ugly, etc.

3) Verb : it refers to the words that denote action, i.e. walk, laugh, smile, run, etc.

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[8] Fran Lehr, Jean Osborn, Elfrieda H. Hiebert. (*A Focus on Vocabulary* : 2004), 5.
[9] Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantics and Language Education,* (Cambridge: Cambridge University Press, 1996), 218.

4) Adverb : it refers to the words that describe or add to the meaningof a verb, adjective, another adverb or a whole sentence, i.e. carefully, diligently, honestly, etc.

b. Closed Classes

1) Pronoun : it refers to nouns that have already been mentioned, i.e. she, he, it, etc.

2) Preposition : it refers to the words that help locate items and actions in time and space, i.e. at, on, under, etc.

3) Conjunction : it refers to the words that connect sentences, phrases or clause, i.e. and, but, also, etc.

4) Determiner : it refers to the words that used before a noun to show which particular example of the noun which are referring to, i.e. a, an, your, etc.

Considering the definition of each kinds of vocabulary, this study conducted focus on nouns in order to make the students easier to learn vocabulary.

3. Teaching English Vocabulary at Elementary School

Howard states, "Teaching is an activity that tries to help someone to acquire change or develop skills, attitudes, ideas, appreciations and knowledge".[10] According to Brown "Teaching is showing or helping to learn, giving instructions, guiding, providing with knowledge, causing to know or understand.[11]

From the statement above, it is clear that Teaching is an activity for helping students from not knowing anything to knowing something. Teaching is a

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[10] A. W. Howard. *Teaching in the Middleschool.* (Las Cruces. University of New Mexico. 1968), 18.
[11] H. Douglas Brown. (*Principles of Language Learning and Language Teaching.* 1970), 7.

way to help somenone to understand and able to use the knowledge that they get during teaching and learning process. Teaching English Vocabulary is an important area worthy of effort and investigation. Vocabulary is needed for expressing meaning and in using the receptive (listening and reading) and productive (speaking and writing) skills. According Nation "Teaching vocabulary is the way of convey information about word which is used everybody to communicate to other people in foreign language".[12]

In elementary level, vocabulary as the basic point in learning English language, so it is important to be mastered by the students. The students as the beginner of English learning process have to know well the vocabulary first in order to be easier later in comprehend and identify the English sentence. The task of vocabulary learning is to see the distinction between knowing a word and using it. Learning vocabulary should focus on remembering words and using them automatically in the right contexts. "Young children learn language from word to word."[13] Vygotsky in Cameron's book believes that words do have a special significance for children learning a new language. Often too, we teach children words in the new language by showing them objects that they can see and touch, and that have single words labels in the first language. Therefore, the teacher should use an object as a media to teach students in order to attract students' attention so that the students are able to participate actively in teaching and learning process.

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[12] Paul Nation. *Principles guiding vocabulary learning through extensive reading.* (Reading in a Foreign Language. Hawaii, 2015).

[13] Lev Vygotsky Cameron, Lynne. 1999. *Teaching Languages to Young Learners.* (Cambridge: Cambridge University Press, 1999), 7.

During elementary school, the students may have to compile vocabulary lists from assigned books or be asked to write sentences using assigned vocabulary words. The students will probably have to take spelling tests. As the students progresses through middle school and onto high school. Vocabulary and spelling becomes important when he or she has writing assignments. Shoebottom states:

> Vocabulary, much more than grammar, is the key to your child understanding what she hears and reads in school; and to communicating successfully with other people. For this reason it is very important for her quickly build up a large store of words. I have collected together about 1.500 of the words that your child needs to learn in the first two years at Frankfurt International School. These words are taught through different vocabulary worksheet exercises.[14]

Normally in Indonesia, the numbers of words that need to be mastered by elementary school's students are about 500 words. Suyanto states, "If the students understand the basic of vocabulary needed in their level, they do not get any problems to come into the next level of language learning".[15] To help the learners in learning foreign language Slaterry and Willis suggest that "The teacher have to make the learners enjoy, feel comfortable and talk a lot of them to use English. The purpose of teaching vocabulary is to help students bring meaning and take the meaning from word signs, signals and symbols."[16] To reach this goal, the students must be teach in many things about word and their ways as well as the word themselves. Corcoran says that "The teacher as responsible or teaching students to

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[14] Paul Shoebottom. (*How to learn a Vocabulary, 1996*), 7.
[15] Kasihani K.E Suyanto. (*English For Young Learners. Jakarta: Bumi Aksara*, 2008), 43.

[16] Mary Slaterry & Jane Willis (*English for Primary Teacher*, 2003), 4.

recognize and identify words, to pronounce word, to analyze and categories words, to read and finally to put words together in phrase, sentence and paragraphs in written language".[17] To teach vocabulary a teacher must be able to make the students exited about and enjoy learning.

4. Principles of Teaching Vocabulary

Vocabulary is important in learning a language. It needs a serious intention in learning vocabulary from both students and teacher. It becomes a great challenging act for the teacher to teach vocabulary, what kind of methods they use, what kind of vocabulary that they give, or how many vocabularies that they will teach.

According to Schmit there are some key principles in teaching vocabulary.[18]

a. Building a large sight of vocabulary.

b. Intergrating new words with previous words.

c. Providing a number of encounters with a word.

d. Promoting deep level of processing.

e. Facilitating imaging.

f. Making new word "real" by connecting them to the students word in some way.

g. Using variety techniques.

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[17] Gertrude B. Corcoran. *Language Arts in the Elementary School: A Modern Linguistic Approach*. (New York: Ronald Press Company, 1970), 157.

[18] Norbert Schmitt, *Vocabulary in Language Teaching*, (Cambridge: Cambridge University Press, 2002), 87.

5. Problems in Teaching Vocabulary

According to Stahl and Nagy, "Vocabulary learning is a difficult process, because students need to be motivated in vocabulary learning, engage in vocabulary instruction, and meet vocabulary learning standards to pursue the required accomplishment".[19] In line Riddell, there are some problems faced by the students when learning new vocabularies, such as :[20]

a. Meaning

1) A word may have more than one meaning (odd, cut, patient).

2) Words may have different connotations, the meaning can be interpreted in different ways (slim/thin/skinny)

3) A student may understand the meaning of a word, but not the appropriate context in which to use it. This is particularly true of the language which is especially formal and informal

b. Form

1) A word may be more than one part of speech (it may be a verb and a noun)

2) Some words are irregular (the plural of person is people; the plural of sheep is sheep).

3) Different varieties of English have different spelling, color or colour.

4) Spelling patterns are not obvious, happy or happier, hit or hitting.

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[19] Mohammad Reza Ahmadi, *"Improving Vocabulary Learning in Foreign Language Learning Through Reciprocal Teaching Strategy",* (International Journal of Learning & Development, 2012, Vol. 2, No. 6), 187.

[20] David Riddell, *Teaching English as a Foreign Language*, (London: Hodder Headline. Ltd, 2003), 58.

c. Pronunciation

    1) The sounds may not correspond to the spelling

    2) Students may have difficulty knowing how many syllables the word is broken up into

    3) It is hard to know which syllable is stressed

    4) Some words have shifting stress, e.g. His conduct or to conduct.

    5) Some word with different spellings and meanings are pronounced the same, bearl or bare.

6. Techniques in Teaching Vocabulary

In teaching Vocabulary, the teacher should have some techniques in order to make students familiar with the vocabulary so that they understand new word easily. Another way of explaining words is using the real things which the teacher may bring into the classroom, or ask students to bring or even find in the classroom already. The techniques functions not only to help the students grasp the meaning of new words quit easily, but also to vary the teaching activity in order to avoid boredom.

Harmer mention the following aids can help explain new vocabulary are : [21]

a. Realia

This is the word to refer the use of real objects in the classroom. Thus the words, book, pencil, or chair can be easily explained by showing students a book,

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[21] Jeremy Harmer , *The Practice of language Teaching, (London: Longman, 1999), 85-86.*

a ruler, or a chalk. This is clearly satisfactory for certain single words, but the use of realia is limited to things that can be taken easily from the classroom.

b. Pictures

Pictures are clearly indispensable for the language teacher since they can be used in so many ways. Pictures can be used to explain the meaning of vocabulary item: the teacher can draw pens, rulers, pencil and books in the blackboard or whiteboard or have magazine pictures of trucks, bicycle, train or bus onto cardboard. The teacher might bring in a wall picture showing three people in a room that could be used for introducing the meaning of a sentence, for instance : there are three people in the classroom

c. Mime, action and gesture

It is often impossible to explain meaning of words and grammar either with realia or in picture. An action in particular is probably better explained by mine. Gesture is useful for explaining words like, from, to, etc. Or indicating that the past is being talked about (the teacher gestures backwards over his shoulder).

d. Contrast

A visual element sometime may not be sufficient to explain meaning and contrast can be used. Thus, the meaning of "full" is better understand in the context of "empty", "big" in the context of "small", etc.

e. Enumeration

The word "vegetable" is difficult to be explained visually, if however the teacher rapidly list (or enumerated) a number of vegetables, the meaning will become clear. The same is true of a word like "clothes"

f. Explanation

Explaining the meaning of vocabulary items can be extremely difficult just as grammatical explanations. It will be important in giving such explanations to make sure that the explanations include information about when the item can be used. For example, it would be unsatisfactory just to say that "mate" is a word for "friend" unless you point out that its colloquial informal English and only be used in certain context.

g. Translation

For many years, translation went out of fashion and was considered as something of sin. Clearly, if the teacher is always translating, this will impede the students. Learning since they want to hear and use the target language, not their own. Nevertheless, it seems silly not to translate if by doing so a lot of time can be saved. If the students do not understand a word and the teacher can not think how to explain it, she or he can quickly translate it. Translation then seems a useful measure if it is used sparingly, but it is hoped to be used with caution. The aids and measure may be useful for explaining the meaning of a word or a sentence.

C. Word Search Puzzle

1. Definition of Word Search Puzzle

Yulianto states, "A word game that is letter of a word in a gird that usually has a rectangular or square shape. The objective of this puzzle is to find and mark

all the words hidden inside the box. The word may be horizontally, vertically, or diagonally"[22]

Fisher states, "A word search puzzle is a word game in which words, usually related to a particular theme, are hidden in a grid of jumbled letters. The objective of the game is to find and mark all the hidden words".[23]

According to Vossoughi and Zargar, "Word search puzzle game is one of many instructional games that reinforce word level into a grid and persuades the class to make suggestions for the puzzle clues".[24] Meanwhile, Sukstrienwong and Vongsumedh define "Word search puzzle is a game that letters of a word lay in a grid and usually has a square shape".[25]

2. Teaching Vocabulary through Word Search Puzzle

Word search puzzle game are suitable for the students of Elementary School, Junior High School and Senior High School. This is depend on the content of word search puzzle game are created upon materials or each school level. To success in teaching vocabulary through word search puzzle, the teacher should have different technique for different level. Teaching vocabulary using word search puzzle enables the students to find out the information or guests the meaning on unfamiliar words. So, the word search puzzle can help the students.

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[22] Diyan Yulianto, *Belajar Bahasa Inggris Dengan Ragam Permainan Kata*.(Jogjakarta: Diva Press, 2011), 36.

[23] David Fisher, *http://puzzles.about.com/od/glossary/g/Word-Search-Definition* . (online, 26 March 2020).

[24] Hossein Vossoughi and Marzieh Zargar, *"Using Word-Search-puzzle Games for Improving Vocabulary Knowledge of Iranian EFL Learners"*, (Journal of Teaching English as a Foreign Language and Literature of Islamic Azad University of Iran, 1 (1), 2009), 79-85.

[25] Anon Sukstrienwong and Patravadee Vongsumedh, *"Software Development of Word Search Game on Smart Phones in English Vocabulary Learning,"* (International Conference on Education and Modern Educational Technologies, 2013), 37.

The students may be happy and interesting in learning and they always try to know the new words from word search puzzle . Relating to the importance of teaching vocabulary using word search puzzle, as far as it is know some students are always confused with the problem of using puzzle. In this case, there are many ways to make students interested in what they are learning the teacher can be create a game, which the students can think about new words that related with the topic of word search puzzle.

There are several steps to make word search puzzle, as follows:[26]

Method 1 of 3 : Selecting word search puzzle

a. Deciding a theme of word search. The decision a theme for the word search puzzle will make the word search puzzle seem more professional. Some example themes include: country names, animals, states, flowers, types of food, etc.

Figure 2.1. : Deciding a Theme

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[26] Jack Herrick, *http://www.wikihow.com/Make-a-Word-Search* (online 9 May 2019).

b. Selecting the word. The word we want to use is done after decide a theme. The example of words for the theme 'animals': dog, cat, monkey, elephant, fox, sloth, horse, jellyfish, donkey, lion, tiger, bear, giraffe, panda, cow, chinchilla, meerkat, dolphin, pig, coyote, etc.

Figure 2.2. : Selecting the Word

c. Spelling word. Look up the spelling word carefully Do this particularly if using more obscure words or the names of foreign countries. Misspelling words will make the students confused.

Figure 2.3. : Spelling Word

Method 2 of 3 : Make the Grid

a. Add a title on the top of word search puzzle

b. Draw a grid by hand or computer

Figure 2.4.   Figure 2.5.

c. Use a ruler to draw lines.

Figure 2.6.

Method 3 of 3 : Put the word search together

a. Make a list of the words. Place the list next to the grid. Write the words out clearly so that the students doing the word search knows exactly which word he or she is looking for.

Figure 2.7.

b. Write all of the words words into the grid. Put one letter in each box. It can write them backward, forward, diagonally, and vertically.

Figure 2.8.

c. Create an answer key. Once have finished writing in all the words, make a photocopy of it and highlight all of the hidden words.

Figure 2.9.

d. Fill in the rest of the blank squares. Once have written all of chosen words into the puzzle, fill the still empty squares with random letters. Doing this distracts the students from finding the words.

Figure 2.10.

e. Make copies. Only do this if you are planning on giving your word search to more than one person.

Figure 2.11.

Word search puzzle is the good game. Because, it is make the students think study more quickly without the teachers force the students to does it be fast. Beacause, when the teachers gives hidden word game to teach vocabulary, the teacher gives time to find the hidden word. And this game is make the students silent in the class. Beside that although game, but this game not makes the students tired. This game just need the charmingly round not other. Teaching vocabulary by using word search puzzle make students more relax, enjoyable, happy and the students understanding the material. And also can improve their vocabulary.

3. Advantages and Disadvantages of Puzzle

a. Advantages

Niemi states there are some advantages that can be taken when teachers teach vocabulary to students using Puzzle:[27]

1) Improve vocabulary

2) Stimulate problem solving skills

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[27] Hannele Niemi *https://doi.org/10.2304/eerj.2009.8.1.1* First Published January 1, 2020.

3) Improve focus and attention

4) Give students a successful experience

5) Puzzles suplies source of word which can be reconciled by teacher if she or he needs certain illustrations.

6) Puzzle can be inspiration sources for teachers who do not have certain ideas.

7) Puzzle can be used by all teacher with need them the purpose of puzzle can be used by other teacher with different goals.

b. Disadvantages

1) Tools that use puzzle for teaching English in school are limited.

2) If the teacher does not provide the tools for teaching before, so it will spend a lot of time in the class.

D. Theoretical Framework

The lack of vocabulary has become one faced by the students problems. For instance they will find a serious problem when speaking English. They can not speak fluently because they do not have a lot words to say and to express their opinion. Based on this, the teachers need to select an appropriate technique of teaching English to develop students vocabulary particularly for young learners. In other to help the students to develop their vocabulary mastery, the writer tries to change the learning behaviour by applying an attractive technique that suitable for the students level. It can make the students enjoyable, active and easy to understand the material. Heading the description before, the writer suggest the vocabulary word search puzzle technique to simplify the students problems. In

this technique the students will find a new vocabulary which is associated with the main word. The word search puzzle technique creates a good atmosphere which motivates the students image that the learning in fun, enjoyable and also easy to memorize. It makes they realize that learning is not something which make them stress and bored.

Table 2.1. : Theoretical Framework

Most of students lack of vocabulary

Kinds of vocabulary

Receptive Vocabulary

Productive Vocabulary

Teaching English Vocabulary

Principle of Teaching Vocabulary

Problem of Teaching Vocabulary

Technique of Teaching Vocabulary

Word Search Puzzle

Teaching Vocabulary through Word Search Puzzle

Students Vocabulary through Word Search Puzzle Increase
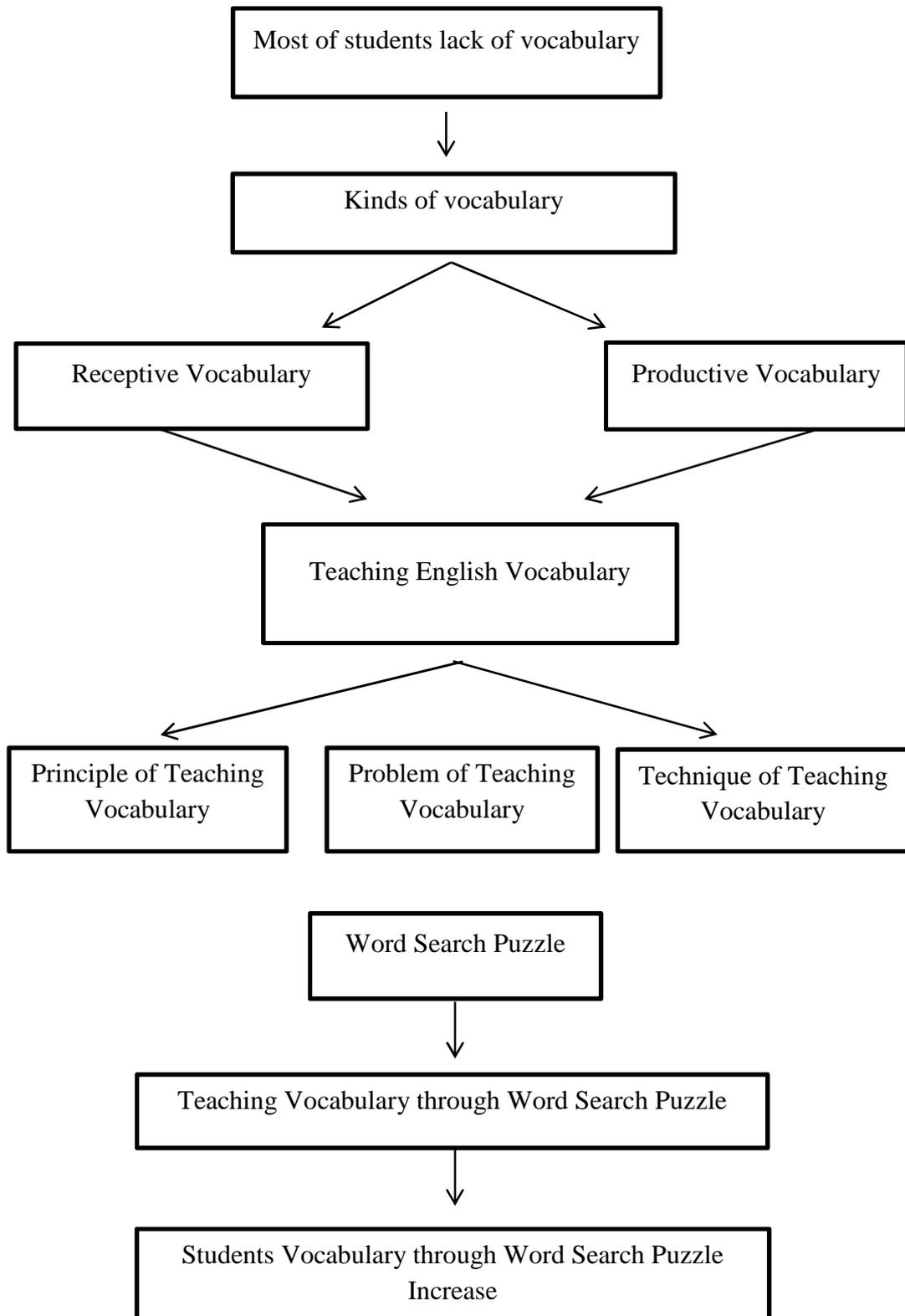
E. Hypothesis

Hypothesis is a formal statement about an expected relationship between two or more variables which can be tested through an experiment. The hypothesis was divided into two categories; they were Null Hypothesis and Alternative Hypothesis.

- Alternative Hypothesis (Ha): There is significant effect of using word search puzzle in teaching English vocabulary at the fifth grade students of SD Islam Khalifah Palu.

- Null Hypothesis (Ho): There is no significant effect of using word-search puzzle in teaching English vocabulary at the fifth grade students of SD Islam Khalifah Palu.

CHAPTER III

RESEARCH METHOD

A. Research Method Design

The research technique in this study was employed quasy experimental design Ary *et all* states, "Quasi experimental design are similar to randomized experimental designs in that they involve manipulation of an independent variable but differ in the subjects are not randomly assigned to treatment groups".[1] This Quasi experimental conducted using Pretest, Treatment and Posttest. The purpose way to find the improvement the students vocabulary mastery through word search puzzle technique. The subject of the study was divide into two classes, experimental class and control class. The experimental class was given the treatments and another group control class was not. The pretest was given to both of the class will just teach but only the experimental class were taught through word search puzzle. The presentation of this research designs by Ary *et all*.[2]

Table 3.1. : Research Method Design

Class	Pretest	Independent	Posttest
E	Y_1	X	Y_2
C	Y_1	-	Y_2

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[1] Donald Ary, Lucy Cheser Jacobs, Chris Sorensen. *Introduction to Research in Education*, (Canada: Wadsworth Cangage Learning, 2010), 316.
[2] Ibid.

Where:

E: Experimental Class

C: Control Class

Y_1: Pretest

Y_2: Posttest

X: Treatment

-: No Treatment

B. Time and Place of the Research

The study was conducted in academic year 2019-2020 from Juni 22, 2020 to August 24, 2020 to the students of the fifth grade. The location of this study at SD Islam Khalifah Palu Jl Munif Rahman No 99 A, Donggala Kodi, Ulujadi District, Central Sulawesi.

C. Research Variable

In this research, the variable divided into independent variable and dependent variable. Independent variable is presumed to have an effect to influence how some another variable. The independent variables were the use of word search puzzle technique. Variable is any trait that can change values from case to case. Dependent variable was the ability of the fifth grade students at SD Islam Khalifah Palu in vocabulary.

D. Population and Sample

  1.   Population

   Population used all data that concern in a scope and time that specify. Thus, population related to data not human. The population of this research is the fifth grade students at SD Islam Khalifah Palu, which divided into two classes, Therefore the total population were 58 students. The following table will the research population and students distribution of each class

Table 3.2. : The Distribution of Population

No	Class	Number
1	Abu Darda	20
2	Abu Zubair	20
3	Said Bin Zaid	18
	Total	58

  2.   Sample

   It is necessary for the writer to determine the research sampling in order to limit the object of research. By doing so, the writer is easy to conduct the research. In this research , the writer used purposive sampling technique. In purposive sampling also referred to as judgment sampling sample elements judged to be typical, or representative, are chosen from the population.[3] The writer divided two classes, they are class Abu Darda as the

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[3] Ibid, 153

experimental class and class Abu Zubair as the controll class for being the sample of the research.

E. Research Instrument

In conducting this research, the writer was used test as the research instrument. The test was divide into pretest and posttest. The pretest was conducted first, before giving the treatment. Then, the post test was conducted to measure the performance of the students in using Word Search Puzzle in Vocabulary after getting the treatment

F. Data Collection Procedure

These will two kinds of test Pretest and Posttest. According to Heaton "Test maybe constructed primarily as devices to reinforce learning and to motivated students or primarily as a means of as seeing the students performance the language".[4] In line with Heaton, Ary states : "A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned".[5] The main data is collected from Pretest and Posttest.

1. Pretest

The pretest conducted before the writer do the treatment towards the students. The writer gave the same test to experimental class on July 21 and control class on July 23 to measure the students vocabulary. In other words, Pretest is the guidance for the writer to understand about students ability in mastering vocabulary when the treatment had not given yet. The pretest

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[4] B. Heaton, *Language Testing, Longman*, 1987, 1.
[5] Ibid, 201.

compared two types of test which are multiple choice and arrange letters

The scoring system of the test is presented below

Table 3.3. : Distribution of the test

No	Kind Of Test	Number Of Item	Score Of Each Item	Total Score
1	Multiple Choice	10	1	10
2	Arrange Letters	10	1	10
Total		20		20

2. Treatment

After giving the Pretest, the writer gave the treatment for the experimental class contained an application of teaching Vocabulary. The writer gave the treatments for four meetings on July 27, August 07, 14 and 21 in conducted this research. Each meeting would take about 2 X 35 minutes

3. Posttest

After the writer gave the treatment, the writer continued into the text phase called Posttest. The writer gave the pretest to experimental class on August 22 and control class on August 23. The Posttest is a kind conducted at the end of the treatment to see the students significant improvement in vocabulary. The kind of test that give for Posttest have the same form as the Pretest.

G. Data Analysis Technique

In analyzing the data, the writer was employed a simple statisticals analysis. The writer computed the students individual score both on the

Pretest and Posttest. The first the writer used the formula proposed by Arikunto as follows:[6]

$$\sum = \frac{x}{n} \times 100$$

Where:

$\sum$: Standard score

x : Number of correct items

n: Maximum score

After getting the students individuals score in each test. The writer calculated the students mean score in each test. They are experimental and control class. Then, the writer used conducted the formula proposed by Arikunto as follows:[7]

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

Where:

M : Mean scores

$\sum x$: The sum of the score

N : The number of students

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[6] Ibid, 240
[7] Ibid,. 307

The second, the writer computed the main score experimental and control class both of formula proposed by Arikunto. The formula as follows :[8]

a. The formula for experimental class:

$$Mx = \frac{\Sigma x}{N}$$

b. The formula for control class:

$$My = \frac{\Sigma y}{N}$$

Where :

Mx: Mean score of deviation of experimental class

My: Mean score of deviation of control class

Σx : Sum scores of experimental class

Σy : Sum scores of control class

N : Number of students in each class

The third, after getting the main score, the writer calculated the mean deviation of students score in experimental and control class. The writer is use formula proposed by Arikunto as follows:[9]

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[8] Ibid., 312
[9] Ibid,. 312

a. The formula for experimental class:

$$\Sigma x^2 = \Sigma dx^2 - \frac{(\Sigma x)^2}{n}$$

b. The formula for control class:

$$\Sigma y^2 = \Sigma dy^2 - \frac{(\Sigma y)^2}{n}$$

After getting the standard deviation, finally the writer analysed the data in order to know the significant difference or testing hypothesis by using t-count formula as proposed by Arikunto as follows :[10]

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\Sigma x^2 + \Sigma y^2}{n1 + n2 - 2}\right)\left(\frac{1}{nx} + \frac{1}{ny}\right)}}$$

Where :

Mx: Mean of experimental class

My: Mean of control class

Dx : Deviation score of pretest and posttest of experimental class

Dy : Deviation score of pretest and posttest of control class

Σx^2: The total square of experimental class

Σy^2: The total square of control class

Nx : Total number of experimental class

Ny : Total number of control class.

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[10] Ibid,. 311.

Table 3.4.: Score Range, Category, Qualification

Score Range	Category	Qualification
96 – 100	Very Good	Successful
86 – 95	Good	Successful
75 – 85	Fair	Succesful
51 – 74	Low	Failed
0 – 50	Very Low	Failed

Source : Arikunto

H. Testing Hypothesis

The effectiveness the application of word search puzzle technique in teaching vocabulary increase students vocabulary., the writer was test the hypothesis whether it is rejected or accepted. The criteria of the hypothesis are as follows :

1. If the t-counted is higher than or the same as t-table, it means that hypothesis of the research will be accepted or the treatment has significant influence to the students achievement in vocabulary.

2. If the t –counted is lower than t-table, it means that the hypothesis of the research will be rejected. It shows that there is no significant difference between the two groups.

CHAPTER IV

RESEARCH AND DISCUSSION FINDING

A. *Overview of SD Islam Khalifah Palu*

1. History of SD Islam Khalifah palu

On April 8, 2016, SD Islam Khalifah Palu was inaugurated by Mr. Ippho Santosa as the founder of the Khalifah school network throughout Indonesia. In Palu this school was founded by Bunda Cahaya Nasri S.Kes., M.Kes and the head of the foundation is Yanda Eka M.Pd, when the school was first opened the number of teachers was only three people and until now it has reached 30 including staff and drivers. SD Islam Khalifah palu is a school that combines the concept of national education with the concept of Islamic education. It was born to improve the quality of education by emphasizing the integration of IQ, EQ and SQ, active learning, fun learning, and keeping the professionalism of teacher and administrator

Table 4.1. : Profile of SD Islam Khalifah Palu

1.	School Name	:	SD Islam Khalifah Palu
	Status	:	Private
	Form of Education	:	Elementary School
	Ownership Status	:	Foundation
	School Establishment Decree	:	421.2/6929/DIKBUD/2016
	Date of Establishment Decree	:	2016- 11- 18
	Operational Permit Decree	:	421.2/672/PEND
	Operational Permit Decree Date	:	2017 – 02 – 28
2.	School Address	:	Jln. Munif Rahman No. 99 A Donggala Kodi
	Province	:	Sulawesi Tengah
	Regency / City	:	Palu
	Sub District	:	Palu Barat

Kelurahan	:	Ulujadi	
Street	:	Munif Rahman No. 99 A	
Postal Code	:	94221	
Telp.	:	0821-8901- 7680	
E-mail	:	sdikhalifahpalu@yahoo.com	
Electrical Power	:	13200	
Surface Area	:	1103 M²	
Library	:	1	
Students Sanitation	:	4	
AC	:	15	
projector	:	15	
sound system	:	15	
Locker Table	:	12	
Total Number of Teachers	:	30	
Total Students	:	207	
Rekening	:	SD ISLAM KHALIFAH	
Bank	:	SULTENG	

Table 4.2. : Core Administrator

No	Name	Status
1	Rosmayanti S.Pd	Head of School
2	Nurmia Amd.kom	Head of Administration
3	Imas Siti Saidah L.C	Head of Finance
4	Khairunissa Amd.Kom	Financial Staff

Table 4.3. : Grade Level, Class Name, Teachers Name

Grade Level	Class name	Teachers Name
1	Abu Bakar	Yunita S.Pd Fia S.Pd
	Umar Bin Khattab	Indriana S.Pd Nurmin S.Pd
2	Salahudin Yusuf	Dewi Novianti S.Pd Fartin S.Pdi
	Salman Al- Farisi	Hasna Ambaling S.Pd Musdalifah S.Pd
3	Abdul rahman	Arif Rahman S.pd Reza S.Pd
	Abu Ubaidah	Sumarniyati S.Pd Khairunnisa S.Pd

4	Saad Bin Abi waqas	Heni Darwati S.Pd
		Indriani S.Pd
	Talhah Bin Ubaidillah	Wanda S.Pd
		Imas L.C
5	Abu Darda	Wisna S.Pd
		Ermita S.Pd
	Abu Zubair	Lita S.Pd
		Fadilla S.Pdi
	Said Bin Zaid	Rusli S.Pd
		Fadli Yaromani S.Pd

2. Vision and Mission SD Islam Khalifah Palu

a. Vision

Islamic elementary school which is superior, creative and innovative, has an entrepreneurial spirit based on faith and piety. As an indicator of the vision of SD Islam Khalifah Palu are:

1) Have a firm belief and practice the teachings of Islam correctly and consistently in accordance with the Al-Quran and the Sunnah of the Prophet

2) Having high integrity towards the unity and integrity of the nation and homeland.

3) Have excellent skills and abilities academically and non academically.

4) Able to think and act spontaneously and critically in solving the problem at hand.

5) Have entrepreneurial skills according to their talents and interests

6) Can be a role model for schoolmates and society

b. Mission

Based on the indicators of the vision of the Islamic Elementary School Khalifah Palu, the mission of the Khalifah Misi Islamic Elementary School in 2016-2022 is:

1) Academic Mission

a) Increasing human resources who are quality, creative, innovative, responsible, and have good character.

b) Optimizing the development of students to become a cadre of leaders who are quality, creative, innovative, responsible and have good character.

c) Developing the potential of students in order to be able to compete for achievements.

d) Developing effective IT-based learning models (effective school) so that students develop optimally.

e) Increase the quantity and quality of educational infrastructure.

f) Optimizing the participation of parents, community and government.

g) Improve learning to develop the ability to think and act spontaneously in solving the problems at hand.

2) Mission Non Academic

a) Optimizing regular and periodic religious activities to foster a religious environment and behavior so that students can practice and live their religion in real terms.

b) Improve the self-development of students through extra-curricular

c) activities and counseling services so that students can develop according to their interests and talents.

d) Complete suggestions and supporting infrastructure for self-development activities

e) Cultivate entrepreneurial behavior and real practice so that students can become role models for their friends and society.

B. Research Finding

1. Result of the test

In presenting the data of this research, the writer analyzed the data taken from pre test and post test which were given both of control and experimental class by using statistical analysis. The writer gave treatment to the experimental class, while control class did not.

2. Result of the Pretest

The writer gave the pretest to the experimental class and to the control class. The results of pretest of the two classes can be seen in table

Table 4.4. : Result of the Pretest for the Experimental Class

No	Initial	MC	AL	Total	Standard	Category	Qualification
1	AN	7	4	11	55	Low	Failed
2	VWS	5	8	13	65	Low	Failed
3	NIA	9	6	15	75	Fair	Successful
4	LFR	10	3	13	65	Low	Failed
5	TTD	8	4	12	60	Low	Failed
6	PRR	8	1	9	45	Very Low	Failed
7	MZM	9	5	14	70	Low	Failed
8	AMD	3	8	11	55	Low	Failed
9	AF	4	6	10	50	Very Low	Failed
10	GS	5	7	12	60	Low	Failed
	Total	68	52	120	$\Sigma x = 600$	Low	Failed
	Average	6.8	5.2	12	60	Low	Failed

Based on the table, it can be seen that the highest score of pretest on experimental class was 75, and lowest score was 45. The writer calculated the students mean score by applying the formula proposed by Arikunto as follows

$$M = \frac{\Sigma x}{N}$$

$$M = \frac{600}{10}$$

$$M = 60$$

By looking at the data above, it can be seen that the students mean score of the experimental class is 60

Table 4.5. : Result of the Pretest for the Control Class

No	Initial	MC	AL	Total	Standard	Category	Qualification
1	R	6	5	11	55	Low	Failed
2	NR	7	3	10	50	Very Low	Failed
3	AG	4	3	7	35	Very Low	Failed
4	PK	5	4	9	45	Very Low	Failed
5	AD	8	2	10	50	Very Low	Failed
6	MZZ	9	3	12	60	Low	Failed
7	MA	7	6	13	65	Low	Failed
8	D	4	2	6	30	Very Low	Failed
9	SH	4	4	8	40	Very Low	Failed
10	MF	9	2	11	55	Low	Failed
	Total	65	34	97	$\Sigma y = 485$	Low	Failed
	Average	6.5	3.4	9.7	48.5	Very Low	Failed

Based on the table, it can be seen that the highest score of pretest on control class was 65, and lowest score was 35. The writer calculated the students mean score by applying the formula proposed by Arikunto as follow

$$M = \frac{\Sigma y}{N}$$

$$M = \frac{485}{10}$$

$$M = 48.5$$

By looking at the data above, it can be seen that the students mean score of the experimental class is 48.5

3. Result of the Posttest

The Posttest was conducted to the students ability with and without treatment. The result of the Posttest shows whether the medium giving significant improvement or not. The writer elaborated the students result of both control and experimental class on the posttest in the following table.

Table 4.6. : Result of the Posttest for the Experimental Class

No	Initial	MC	AL	Total	Standard	Category	Qualification
1	AN	9	6	15	75	Fair	Succesful
2	VWS	11	6	17	85	Fair	Succesful
3	NIA	10	8	18	90	Good	Successful
4	LFR	8	9	17	85	Fair	Succesful
5	TTD	8	7	15	75	Fair	Succesful
6	PRR	10	6	16	80	Fair	Succesful
7	MZM	9	8	17	85	Fair	Succesful
8	AMD	9	4	13	65	Low	Failed
9	AF	8	6	14	70	Low	Failed
10	GS	12	5	17	85	Fair	Successful
	Total	94	65	159	$\Sigma x = 795$	Fair	Successful
	Average	9.4	6.5	15.9	79.5	Fair	Successful

Based on the table above, the highest score of experimental class was 90 and the lowest score was 65. The writer calculated the students mean score by applying formula proposed by Arikunto as follows.

$$M = \frac{\Sigma x}{N}$$

$$M = \frac{795}{10}$$

$$M = 79.5$$

To conclude, by dividing the total standard score to the number of the students of the experimental class, it was found that the students mean score of the experimental class on the posttest was 79.5. Furthermore, the writer elaborated the students results of posttest in control class as follows

Table 4.7. : Result of the Posttest for the Control Class

No	Initial	MC	AL	Total	Standard	Category	Qualification
1	R	9	3	12	60	Low	Failed
2	NR	7	6	13	65	Low	Failed
3	AG	6	4	10	50	Very Low	Failed
4	PK	6	5	11	55	Low	Failed
5	AD	9	3	12	60	Low	Failed
6	MZZ	8	4	12	60	Low	Failed
7	MA	9	6	15	75	Fair	Succesful
8	D	7	5	12	60	Low	Failed
9	SH	5	5	10	50	Very Low	Failed
10	MF	8	4	12	60	Low	Failed
	Total	74	45	119	Σy =595	Low	Failed
	Average	7.4	4.5	11.9	59.5	Low	Failed

Based on the score, the writer find out that the highest score was 75 and the lowest score was 50 . By having the score, the writer calculated students mean score of posttest in control class by using formula proposed by Arikunto as follows

$$M = \frac{\Sigma y}{N}$$

$$M = \frac{595}{10}$$

$$M = 59.5$$

Thus, the students mean score of the control class on the posttest was 59.5 . Moreover, by looking at the data it can be concluded that the students scores of the experimental class were greatly improved on posttest, while those of the control class were slightly improved. In other words students achievement of the experimental class more significant than the control class.

4. Deviation and Standard Deviation

The writer calculated the mean deviation and the squared deviation both of experimental and control class. The results were presented on table

Table 4.8. : Deviation and Squared Deviation for the Experimental Class

No	Initial	Pretest X1	Posttest X2	Deviation X2 – x1	Square Deviation $(X2 – X1)^2$
1	AN	55	75	20	400
2	VWS	65	85	20	400
3	NIA	75	90	15	225
4	LFR	65	85	20	400
5	TTD	60	75	15	225
6	PRR	45	80	40	1600
7	MZM	70	85	15	225
8	AMD	55	65	10	100
9	AF	50	70	20	400
10	GS	60	85	25	625
	Total	$\Sigma X1 = 600$	$\Sigma X2 = 795$	$\Sigma(X2 – X1) = 200$	$\Sigma(X2- X1)^2 = 4600$
	Average	60	79.5	20	460

After computing mean deviation of pretest and posttest of the experimental class, the writer determined that the highest score of deviation (d) of experimental

class was 40 and the highest square deviation (d²) was 1600. The lowest score deviation (d) was 10 and the lowest square deviation (d²) was 100. Having calculated the square deviation, the writer computed the mean score of deviation of the experimental class. The writer applied the formula from Arikunto as follows

$$Mx = \frac{\Sigma x}{N}$$

$$Mx = \frac{200}{10}$$

$$Mx = 20$$

Therefore mean deviation of the experimental class is 20. Furthermore, in order to find out the deviation of the control class, the writer provided the following table

Table 4.9. : Deviation and Squared Deviation of the Control Class

No	Initial	Pretest Y1	Posttest Y2	Deviation Y2 – Y1	Square Deviation $(Y2 – Y1)^2$
1	R	55	60	5	25
2	NR	50	65	15	225
3	AG	35	50	15	225
4	PK	45	55	10	100
5	AD	50	60	10	100
6	MZZ	60	60	0	0
7	MA	65	75	10	100
8	D	30	60	30	900
9	SH	40	50	10	100
10	MF	55	60	5	25
	Total	ΣY1 = 485	ΣY2 = 595	Σ(Y2 – Y1)= 110	Σ(Y2- Y1)²= 1800
	Average	48.5	59.5	11	180

The table show that the highest score of deviation (d) of control class was 30 and the highest square deviation (d²) was 900. The lowest score deviation (d)

was 0 and the lowest square deviation (d²) was 0. After computing the deviation scores of the control class, the writer calculated the mean score of deviation as follows:

$$My = \frac{\Sigma y}{N}$$

$$My = \frac{110}{10}$$

$$My = 11$$

By looking at the result of the score above, it can be obviously that the mean score deviation of the control class is 11. Thus, it is necessary to compute the sum squared deviation of both experimental and control class. They are presented as follows

Sum Square Deviation of the Experimental Class

$$\Sigma x^2 = \Sigma dx^2 - \frac{(\Sigma x)^2}{n}$$

$$\Sigma x^2 = 4600 - \frac{(200)^2}{10}$$

$$\Sigma x^2 = 4600 - \frac{(40000)}{10}$$

$$\Sigma x^2 = 4600 - 4000$$

$$\Sigma x^2 = 600$$

Sum Square Deviation of the Control Class

$$\Sigma y^2 = \Sigma dy^2 - \frac{(\Sigma y)^2}{n}$$

$$\Sigma y^2 = 1800 - \frac{(110)^2}{10}$$

$$\Sigma y^2 = 1800 - \frac{(12100)}{10}$$

$$\Sigma y^2 = 1800 - 1210$$

$$\Sigma y^2 = 590$$

Therefore, the sum of squared deviation of the experimental and control class from the computed were 600 and 590 respectively. The writer needed to find out whether there is significant effect of the treatment on the students vocabulary of the experimental class or not. The writer applied ttest formula as follows :

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\Sigma x^2 + \Sigma y^2}{n1 + n2 - 2}\right)\left(\frac{1}{nx} + \frac{1}{ny}\right)}}$$

$$t = \frac{20 - 11}{\sqrt{\left(\frac{600 + 590}{10 + 10 - 2}\right)\left(\frac{1}{10} + \frac{1}{10}\right)}}$$

$$t = \frac{9}{\sqrt{\left(\frac{1190}{18}\right)\left(\frac{1}{10} + \frac{1}{10}\right)}}$$

$$t = \frac{9}{\sqrt{(66.1)(0.2)}}$$

$$t = \frac{9}{\sqrt{13.2}}$$

$$t = \frac{9}{3.6}$$

$$t = 2.500$$

C. Research Hypothesis

To prove that the hypothesis of the research was accepted or rejected, the writer needed to find out the critical t_{table} by using 0.05 level of significance. Additionally, the degree of freedom (df) of this was 18. The writer showed the calculation as follows

$$\frac{a}{b} \; X \; c$$

Where :

$$\frac{a}{b} \; X \; c$$

a = the substraction of the degree of freedom obtained from the students number in sample and degree of freedom whose figure precedes right before the df obtained on the table of critical values of students distribution

b = substraction of two degree of freedom whose precedes and comes after the degree of freedom on the table of critical values of the students distribution

c = the substraction of values of degree in b

Degree of freedom = Nx + Ny -2

$$= 10 + 10 - 2$$

$$= 18$$

The degree of freedom was 18 which was between 10 and 20 on the t – distribution table. The writer counted the values of a, b, and c as show bellow.

Where :

ɑ = 18 – 10

ɑ = 8

b = 20 – 10

b = 10

c = 10   → 2.228

   20   → 2.086

c= 2.228 – 2.086

c= 0.142

The value of a, b, and c were interested into interpolation formula as follows

$\frac{a}{b}$ X c = $\frac{8}{10}$ x 0.142

   = 0.127

Df (18) = 2.228 – 0. 127

   = 2.101

By looking at the value above, it means that the hypothesis is accepted for the reason that the $t_{counted}$ (2.500) was much higher than the t_{table}. To conclude, using word search puzzle technique can be effective in teaching vocabulary.

D. Research Discussion

The result showed that the students mean in teaching vocabulary before taught using word search puzzle (pretest) is only 60. While the students' mean in teaching vocabulary after they being taught using word search puzzle (posttest) is 79.5. It means that word search puzzle technique can motivate the students to more memorize vocabulary well. Because the mean of students achievement in

posstest is more large than the mean of students achievement in pretest. After the data was calculated using t_{test} it was found that the value of t_{test} was higher than t_{table} at 1% and 5% level of significance t_{test} 1.734<2.500>2.101. This finding indicated that the alternative hypothesis stating that there was any significant effect of using word-search puzzle in teaching English vocabulary at the fifth grade students of SD Islam Khalifah Palu.

Based on the result, it can be conclude that word search puzzle was effective in teaching vocabulary of Elementary School especially at the fifth grade students of SD Islam Khalifah Palu. Word search puzzle technique as teaching technique is surely shown the real effectiveness, because this technique is essay and interesting in teaching vocabulary then the students more enjoy and interesting to study vocabulary and give spirit in teaching learning process for the fifth grade of the SD Islam Khalifah Palu. So, word search puzzle technique is suitable technique to improve students' achievements in vocabulary at the fifth grade of SD Islam Khalifah Palu.

In this study found that the students were more interested in completing the puzzles and when they were given the chance to write down their answer on whiteboard, students found the word search puzzle to be more useful and enjoyable. It is fun to play games in classroom and at the same time learn vocabulary.

Puzzle games is a challenging form of the game which students' creativity and memory due to the emergence of a deep motivations to always try to solve the problem, but still fun because it can be repeated. The challenge in this game will

always give effect addicted to always try, try and keep trying until successful. Play can provide opportunities for children to think and act imaginative and fanciful closely associated with the development of children's creativity. The process will give children independence over the child's ability to develop is mind and get pleasure from the victory of the game form. The ambition to win the game will give the child the optimization of motion and effort, so that there will be fair competition and a variety of children.

CHAPTER V

CLOSING

A. Conclusion

Based on the study in SD Islam KhalifahPalu, teaching English vocabulary used word search puzzle has improved the students score in English vocabulary of the fifth grade especially the class Abu Darda. It showed that word search puzzle can afford a valuable technique in language classroom for students at Elementary School and can be used to facilitate the process of vocabulary learning. The exciting nature of playing games can facilitate the vocabulary learning process. Language games are suitable evaluation tools in the hands of teachers. It quickly reveals the depth of students understanding and reinforces their previous knowledge. The teacher needs to argue that, through games, students are given opportunities to know and explore new vocabulary without direct teacher assistance.The result of ttest using manual calculation showed that the calculated value $t_{counted}$ was greater than t_{table} at 5% and lower at 1% significance level or 1.734<2.500>2.101. This indicated that the alternative hypothesis stating that there was any significant effect using word-search puzzle in teaching English vocabulary at the fifth grade students of SD Islam KhalifahPaluwas accepted.

Based on the result of the study above, there are several important points as follows:

1) The use of word-search puzzle tecnique improved students vocabulary at SD Islam KhalifahPalu

2) The improvement is quite significant. It was reflected from the students"

attitude during teaching learning process. They were become more

active, excited, and responsive to the presented materials.

3) Although the technique brings the positive progress, the classroom would

be a chaos if the teacher cannot manage them well.

B.Suggestion

Based on the result of this study, there were some suggestion would like

recommend as follows:

1. For the Students

Word-search puzzle is one of effective and helpful technique for

increasing and improving studentsvocabulary mastery. The use word search in

teaching learning English vocabulary can increase the studentsmemory about the

vocabulary given, increase the students understanding about new vocabulary, and

decrease the monotonous teaching learning process especially in teaching

vocabulary.

2. For the Teacher

Based on the result of the study that showed word-search puzzle gave

effect on the students score in English vocabulary of the fifth grade students of SD

Islam KhalifahPalu. It recommended for the teacher to use word-search puzzle to

make the teaching learning process more interested and can help the students to

master English vocabulary.

3. For the Next Writer

Since the study was pre-experimental design using word search puzzle in teaching English vocabulary for the Elementary School students. The result of the study found that word search puzzle gave significant effect on the students score in English vocabulary. This study was focused on the fifth grade students of SD Islam KhalifahPalu. The next study is recommended to conduct the study related to the Englishvocabulary with other interesting technique on other grades.

4. The Parents

The parents are able to create educative condition at home, so that students can study optimally and the parents are able to control their childrens study.

Based on the suggestion above, word search puzzle technique can be applied in teaching learning vocabulary. Word search puzzle technique was an effective technique that can be used in teaching learning increase vocabulary. In the classroom, the students can do more active in teaching learning activities.

The implication of this study are used as input for teachers and Pre-service teacher in teaching English to increase the students vocabulary mastery.

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LIST OF APPENDICES

PRE TEST

Choose the best answer for incomplete sentence below !

1. His duty is to protect and to defend our country from enemies. Who are they?

   a. Gardener
   b. Soldier
   c. Journalist
   d. Carpenter

2. Fandi is a.... He works in a restaurant

   a. Chef
   b. Actor
   c. Police
   d. Nurse

3. This person is teaching in school. Who are they?

   a. Postman
   b. Gardener
   c. Teacher
   d. Police

4. This woman usually helps the doctors to treat patients. Who is she?

   a. Artist
   b. Nurse
   c. Bellboy
   d. Shop keeper

5. Regita is a… She works in a company

   a. Secretary
   b. Actor
   c. Police
   d. Nurse

6. My brother is toothache. Then he goes to the… . to check up

   a. Dentist

b. Journalist

c. Doctor

d. Teacher

7. This person is skillful at cutting people's hair. Who are they?

a. Barber

b. Secretary

c. Driver

d. Postman

8. The man delivers letters from house to house. Who is he ?

a. Postman

b. Gardener

c. Journalist

d. Carpenter

9. This man drives the people who want to go to a particular place. Who is he ?

a. Nurse

b. Soldier

c. Police

d. Driver

10. My Mother is sick. Then, she goes to the … to check up

a. Driver

b. Journalist

c. Doctor

d. Teacher

Arrange the letter into the right words !

1. E – A – C – H – E – T – R =

2. H – F – E – C =

3. T – D – E – N – I – S – T =

4. E- S – C – E – Y – R – A – T – R =

5. C – R – T – O – D – O =

6. V – I – E – R – D – R =

7. A – E – R – B – R – B =

8. E – R – U – S – N =

9. L – S – D – I – E – R – O =

10. S – M – T – A – N – P – O =

POST TEST

Choose the best answer for incomplete sentence below !

1. His duty is to protect and to defend our country from enemies. Who are they?

   e. Gardener
   f. Soldier
   g. Journalist
   h. Carpenter

2. Fandi is a…. He works in a restaurant

   e. Chef
   f. Actor
   g. Police
   h. Nurse

3. This person is teaching in school. Who are they?

   e. Postman
   f. Gardener
   g. Teacher
   h. Police

4. This woman usually helps the doctors to treat patients. Who is she?

   e. Artist
   f. Nurse
   g. Bellboy
   h. Shop keeper

5. Regita is a… She works in a company

   e. Secretary
   f. Actor
   g. Police
   h. Nurse

6. My brother is toothache. Then he goes to the…. to check up

   e. Dentist

f. Journalist

g. Doctor

h. Teacher

7. This person is skillful at cutting people's hair. Who are they?

e. Barber

f. Secretary

g. Driver

h. Postman

8. The man delivers letters from house to house. Who is he ?

e. Postman

f. Gardener

g. Journalist

h. Carpenter

9. This man drives the people who want to go to a particular place. Who is he ?

e. Nurse

f. Soldier

g. Police

h. Driver

10. My Mother is sick. Then, she goes to the … to check up

e. Driver

f. Journalist

g. Doctor

h. Teacher

Arrange the letter into the right words !

1. E – A – C – H – E – T – R =

2. H – F – E – C =

3. T – D – E – N – I – S – T =

4. E- S – C – E – Y – R – A – T – R =

5. C – R – T – O – D – O =

6. V – I – E – R – D – R =

7. A – E – R – B – R – B =

8. E – R – U – S – N =

9. L – S – D – I – E – R – O =

10. S – M – T – A – N – P – O =

The Distribution of T-Table

dk	α untuk Uji Satu Pihak (*one tail test*)					
	0,25	0,10	0,05	0,025	0,01	0,005
	α untuk Uji Dua Pihak (*two tail test*)					
	0,50	0,20	0,10	0,05	0,02	0,01
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,727	1,476	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,169
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,179	2,681	3,055
13	0,692	1,350	1,771	2,160	2,650	3,012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,131	2,602	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,740	2,110	2,567	2,898
18	0,688	1,330	1,734	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
∞	0,674	1,282	1,645	1,960	2,326	2,576

APPENDIX B

RENCANA PEMBELAJARAN JARAK JAUH
(RPJJ)

Satuan Pendidikan : SDI Khalifah Palu
Kelas / Semester : V Abu Darda / I (Ganjil)
Tema : 1. Friends and Family
Pembelajaran ke : 1 (Bahasa Inggris)
Hari/Tanggal : Senin, 27 Juli 2020
Alokasi Waktu : 2 X 35 Menit

A. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.1 Merespon instruksi sangat sederhana secara verbal dalam konteks kelas	3.1.1 Memberikan dan menanyakan about family

B. Tujuan Pembelajaran

1. Students will learn how to about friend and family

C. Pembelajaran dan Penilaian

Kegiatan	Instruksi	Waktu
1. Pendahuluan ➤ Melakukan pembukaan dengan salam, menanyakan kabar dan dilanjutkan dengan membaca doa ➤ Mengaitkan suatu peristiwa dengan materi yang akan dipelajari dan diharapkan dikaitkan dengan pengalaman peserta didik. (Apersepsi) ➤ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. (Motivasi)	**Assalamu'alaikum wr. wb, ayah bunda yang dirahmati Allah dan ananda yang sholeh sholehah kebanggaan bunda yanda.** **Apa kabarnya hari ini? Semoga selalu sehat dan semangat yaa nak.** **Bunda akan mengingatkan tugas kalian hari ini, adapun tugas-tugas yang harus dilaksanakan hari ini adalah:** • **Sholat subuh** • **Olahraga ringan(senam, jogging)** • **Sholat Dhuha**	10 menit

	• **Muroja'ah (Tahfidz)** • **Infak qurban** • **Mengerjakan Tematik dan non tematik** • **Sholat dzuhur** • **Tidur siang** • **Sholat ashar** • **Sholat magrib** • **Tahsin (Mengaji)** • **Sholat isya** **Ingat ya, Pelaporan tugas-tugas dalam bentuk foto/video paling lambat dikumpul pukul 22.00, setelah sholat isya ya Nak.** **Tetap tinggal di dalam rumah, selalu menjaga kebersihan ya Nak, mandi dan gosok gigi 2x sehari, rajin keramas dan sering-sering mencuci tangan menggunakan sabun ya Nak kalau kukunya sudah panjang segera dipotong ya.** **Demikian pesan dari bunda yanda, atas perhatian dan kerjasama teman-teman dan ayah/bunda, Kami ucapkan Jazakumulloh khoiron katsiiron** **SELAMAT mengerjakan TUGAS, semoga ALLAH memudahkan urusan kita, aamiin ya rabbal'alamiin**	
2. Kegiatan Inti ➢ Sebelum memulai pembelajaran, guru bertanya about family ➢ Guru mengajak peserta didik		50 Menit

untuk menalar hal penting about family ➤ Guru menyampaikan kepada peserta didik bahwa hari ini mereka akan belajar about family ➤ Peserta didik kemudian akan menyimak penjelasan pada materi ➤ Peserta didik menyimpulkan kegiatan belajar. (*Creativity and Innovation*) ➤ **Masya Allah teman-teman bisa menyimupulkan materi about friends and family**		
3. Penutup ➤ Guru menyampaikan kepada peserta didik untuk bertanya melalui Japri WA jika ada yang tidak dipahami. ➤ Guru juga menyampaikan kepada peserta didik untuk selalu mengulang-ngulang materi ➤ Guru mengingatkan kepada peserta didik untuk tetap semangat dan menjaga kesehatan serta selalu berdoa. ➤ Guru menutup pembelajaran dengan mengucapkan salam		10 Menit

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

Mengetahui,
Kepala Sekolah
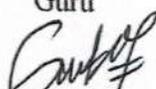
Rosmayanti, S.Pd

Palu, 24 Agustus 2020

Guru

Regita Eka

RENCANA PEMBELAJARAN JARAK JAUH
(RPJJ)

Satuan Pendidikan : SDI Khalifah Palu
Kelas / Semester : V Abu Darda / I (Ganjil)
Tema : 1. Things in House
Pembelajaran ke : 1 (Bahasa Inggris)
Hari/Tanggal : Jumat, 07 Agustus 2020
Alokasi Waktu : 2 X 35 Menit

A. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.1 Merespon instruksi sangat sederhana secara verbal dalam konteks kelas	3.1.1 Memberikan dan menanyakan about Things in House

B. Tujuan Pembelajaran

1. Students will learn how to compare things in house

C. Pembelajaran dan Penilaian

Kegiatan	Instruksi	Waktu
1. Pendahuluan ➢ Melakukan pembukaan dengan salam, menanyakan kabar dan dilanjutkan dengan membaca doa ➢ Mengaitkan suatu peristiwa dengan materi yang akan dipelajari dan diharapkan dikaitkan dengan pengalaman peserta didik. (Apersepsi) ➢ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. (Motivasi)	Assalamu'alaikum wr. wb, ayah bunda yang dirahmati Allah dan ananda yang sholeh sholehah kebanggaan bunda yanda. Apa kabarnya hari ini? Semoga selalu sehat dan semangat yaa nak. Bunda akan mengingatkan tugas kalian hari ini, adapun tugas-tugas yang harus dilaksanakan hari ini adalah: • Sholat subuh • Olahraga ringan(senam, jogging) • Sholat Dhuha	10 menit

	Muroja'ah (Tahfidz) **Infak qurban** **Mengerjakan Tematik dan non tematik** **Sholat dzuhur** **Tidur siang** **Sholat ashar** **Sholat magrib** **Tahsin (Mengaji)** **Sholat isya** **Ingat ya, Pelaporan tugas-tugas dalam bentuk foto/video paling lambat dikumpul pukul 22.00, setelah sholat isya ya Nak.** **Tetap tinggal di dalam rumah, selalu menjaga kebersihan ya Nak, mandi dan gosok gigi 2x sehari, rajin keramas dan sering-sering mencuci tangan menggunakan sabun ya Nak kalau kukunya sudah panjang segera dipotong ya.** **Demikian pesan dari bunda yanda, atas perhatian dan kerjasama teman-teman dan ayah/bunda, Kami ucapkan Jazakumulloh khoiron katsiiron** **SELAMAT mengerjakan TUGAS, semoga ALLAH memudahkan urusan kita, aamiin ya rabbal'alamiin**	
2. Kegiatan Inti ➢ Sebelum memulai pembelajaran, guru bertanya about family ➢ Guru mengajak peserta didik		50 Menit

untuk menalar hal penting about things in house ➤ Guru menyampaikan kepada peserta didik bahwa hari ini mereka akan belajar about things in house ➤ Peserta didik kemudian akan menyimak penjelasan pada materi ➤ Peserta didik menyimpulkan kegiatan belajar. (*Creativity and Innovation*) ➤ **Masya Allah teman-teman bisa menyimupulkan materi about things in house**		
3. Penutup ➤ Guru menyampaikan kepada peserta didik untuk bertanya melalui Japri WA jika ada yang tidak dipahami. ➤ Guru juga menyampaikan kepada peserta didik untuk selalu mengulang-ngulang materi ➤ Guru mengingatkan kepada peserta didik untuk tetap semangat dan menjaga kesehatan serta selalu berdoa. ➤ Guru menutup pembelajaran dengan mengucapkan salam		10 Menit

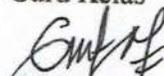| B	S	A	F	Q	T	G	O	U	R
S	T	O	V	E	S	Z	W	A	E
V	P	H	D	R	Y	U	A	D	F
B	E	D	B	U	A	B	R	C	R
S	H	B	O	C	C	C	D	S	I
H	U	I	U	V	V	R	R	R	G
O	L	P	J	C	N	D	O	O	E
W	E	B	I	C	K	Q	B	R	R
E	T	C	K	L	D	E	E	R	A
R	A	D	A	X	L	N	T	I	T
A	L	M	L	H	B	O	Z	M	O
S	P	E	P	W	Z	M	W	X	R
O	V	X	Z	B	C	O	K	B	A

Mengetahui,
Kepala Sekolah
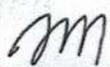
Rosmayanti, S.Pd

Palu, 24 Agustus 2020

Guru Kelas

Regita Eka

RENCANA PEMBELAJARAN JARAK JAUH
(RPJJ)

Satuan Pendidikan : SDI Khalifah Palu
Kelas / Semester : V Abu Darda / I (Ganjil)
Tema : 1. Holiday
Pembelajaran ke : 1 (Bahasa Inggris)
Hari/Tanggal : Jumat, 14 Agustus 2020
Alokasi Waktu : 2 X 35 Menit

A. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.1 Merespon instruksi sangat sederhana secara verbal dalam konteks kelas	3.1.1 Memberikan dan menanyakan about holiday

B. Tujuan Pembelajaran

1. Students will learn about holiday

C. Pembelajaran dan Penilaian

Kegiatan	Instruksi	Waktu
1. Pendahuluan ➢ Melakukan pembukaan dengan salam, menanyakan kabar dan dilanjutkan dengan membaca doa ➢ Mengaitkan suatu peristiwa dengan materi yang akan dipelajari dan diharapkan dikaitkan dengan pengalaman peserta didik. (Apersepsi) ➢ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. (Motivasi)	Assalamu'alaikum wr. wb, ayah bunda yang dirahmati Allah dan ananda yang sholeh sholehah kebanggaan bunda yanda. Apa kabarnya hari ini? Semoga selalu sehat dan semangat yaa nak. Bunda akan mengingatkan tugas kalian hari ini, adapun tugas-tugas yang harus dilaksanakan hari ini adalah: • **Sholat subuh** • **Olahraga ringan(senam, jogging)** • **Sholat Dhuha**	10 menit

	• **Muroja'ah (Tahfidz)** • **Infak qurban** • **Mengerjakan Tematik dan non tematik** • **Sholat dzuhur** • **Tidur siang** • **Sholat ashar** • **Sholat magrib** • **Tahsin (Mengaji)** • **Sholat isya** **Ingat ya, Pelaporan tugas-tugas dalam bentuk foto/video paling lambat dikumpul pukul 22.00, setelah sholat isya ya Nak.** **Tetap tinggal di dalam rumah, selalu menjaga kebersihan ya Nak, mandi dan gosok gigi 2x sehari, rajin keramas dan sering-sering mencuci tangan menggunakan sabun ya Nak kalau kukunya sudah panjang segera dipotong ya.** **Demikian pesan dari bunda yanda, atas perhatian dan kerjasama teman-teman dan ayah/bunda, Kami ucapkan Jazakumulloh khoiron katsiiron** **SELAMAT mengerjakan TUGAS, semoga ALLAH memudahkan urusan kita, aamiin ya rabbal'alamiin**	

2. Kegiatan Inti
  ➢ Sebelum memulai pembelajaran, guru bertanya about holiday
  ➢ Guru mengajak peserta didik
		50 Menit

untuk menalar hal penting about holiday ➢ Guru menyampaikan kepada peserta didik bahwa hari ini mereka akan belajar about holiday ➢ Peserta didik kemudian akan menyimak penjelasan pada materi ➢ Peserta didik menyimpulkan kegiatan belajar. (*Creativity and Innovation*) ➢ **Masya Allah teman-teman bisa menyimupulkan materi about holiday**		
3. Penutup ➢ Guru menyampaikan kepada peserta didik untuk bertanya melalui Japri WA jika ada yang tidak dipahami. ➢ Guru juga menyampaikan kepada peserta didik untuk selalu mengulang-ngulang materi ➢ Guru mengingatkan kepada peserta didik untuk tetap semangat dan menjaga kesehatan serta selalu berdoa. ➢ Guru menutup pembelajaran dengan mengucapkan salam		10 Menit

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

Mengetahui,
Kepala Sekolah

Rosmayanti, S.Pd

Palu, 24 Agustus 2020

Guru

Regita Eka

RENCANA PEMBELAJARAN JARAK JAUH
(RPJJ)

Satuan Pendidikan   : SDI Khalifah Palu
Kelas / Semester   : V Abu Darda / I (Ganjil)
Tema   : 1. Describing Clothing and Accessories
Pembelajaran ke   : 1 (Bahasa Inggris)
Hari/Tanggal   : Jumat, 21 Agustus 2020
Alokasi Waktu   : 2 X 35 Menit

A. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.1 Merespon instruksi sangat sederhana secara verbal dalam konteks kelas	3.1.1 Memberikan dan menanyakan about describing clothing and accessories

B. Tujuan Pembelajaran

1. Students will learn how to describing clothing and accessories

C. Pembelajaran dan Penilaian

Kegiatan	Instruksi	Waktu
1. Pendahuluan ➤ Melakukan pembukaan dengan salam, menanyakan kabar dan dilanjutkan dengan membaca doa ➤ Mengaitkan suatu peristiwa dengan materi yang akan dipelajari dan diharapkan dikaitkan dengan pengalaman peserta didik. (Apersepsi) ➤ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. (Motivasi)	**Assalamu'alaikum wr. wb, ayah bunda yang dirahmati Allah dan ananda yang sholeh sholehah kebanggaan bunda yanda.** **Apa kabarnya hari ini? Semoga selalu sehat dan semangat yaa nak.** **Bunda akan mengingatkan tugas kalian hari ini, adapun tugas-tugas yang harus dilaksanakan hari ini adalah:** • **Sholat subuh** • **Olahraga ringan(senam, jogging)** • **Sholat Dhuha**	10 menit

	• **Muroja'ah (Tahfidz)** • **Infak qurban** • **Mengerjakan Tematik dan non tematik** • **Sholat dzuhur** • **Tidur siang** • **Sholat ashar** • **Sholat magrib** • **Tahsin (Mengaji)** • **Sholat isya** **Ingat ya, Pelaporan tugas-tugas dalam bentuk foto/video paling lambat dikumpul pukul 22.00, setelah sholat isya ya Nak.** **Tetap tinggal di dalam rumah, selalu menjaga kebersihan ya Nak, mandi dan gosok gigi 2x sehari, rajin keramas dan sering-sering mencuci tangan menggunakan sabun ya Nak kalau kukunya sudah panjang segera dipotong ya.** **Demikian pesan dari bunda yanda, atas perhatian dan kerjasama teman-teman dan ayah/bunda, Kami ucapkan Jazakumulloh khoiron katsiiron** **SELAMAT mengerjakan TUGAS, semoga ALLAH memudahkan urusan kita, aamiin ya rabbal'alamiin**	
2. Kegiatan Inti ➢ Sebelum memulai pembelajaran, guru bertanya about describing clothing and accessories		50 Menit

➢ Guru mengajak peserta didik untuk menalar hal penting about describing clothing and accessories ➢ Guru menyampaikan kepada peserta didik bahwa hari ini mereka akan belajar about describing clothing and accessories ➢ Peserta didik kemudian akan menyimak penjelasan pada materi ➢ Peserta didik menyimpulkan kegiatan belajar. (*Creativity and Innovation*) ➢ **Masya Allah teman-teman bisa menyimupulkan materi about describing clothing and accessories**		
3. Penutup ➢ Guru menyampaikan kepada peserta didik untuk bertanya melalui Japri WA jika ada yang tidak dipahami. ➢ Guru juga menyampaikan kepada peserta didik untuk selalu mengulang-ngulang materi ➢ Guru mengingatkan kepada peserta didik untuk tetap semangat dan menjaga kesehatan serta selalu berdoa. ➢ Guru menutup pembelajaran dengan mengucapkan salam		10 Menit

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

Palu, 24 Agustus 2020

Mengetahui,
Kepala Sekolah

Rosmayanti, S.Pd

Guru
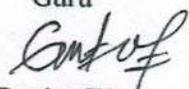
Regita Eka

DOCUMENTATIONS
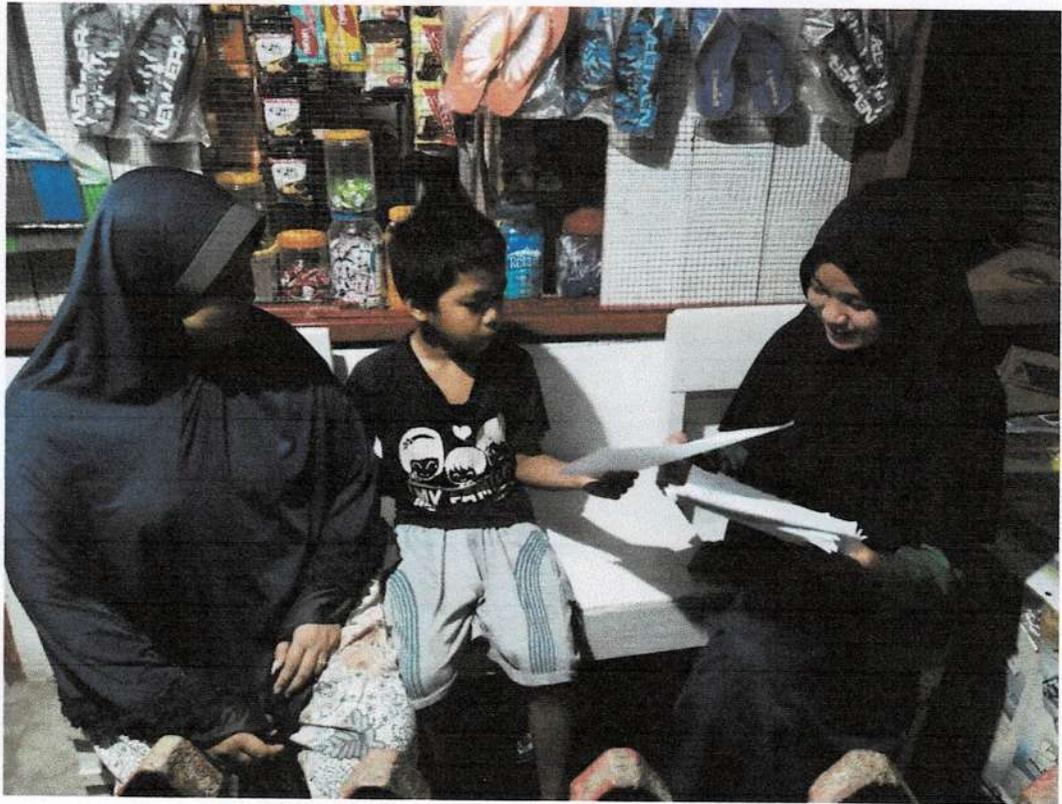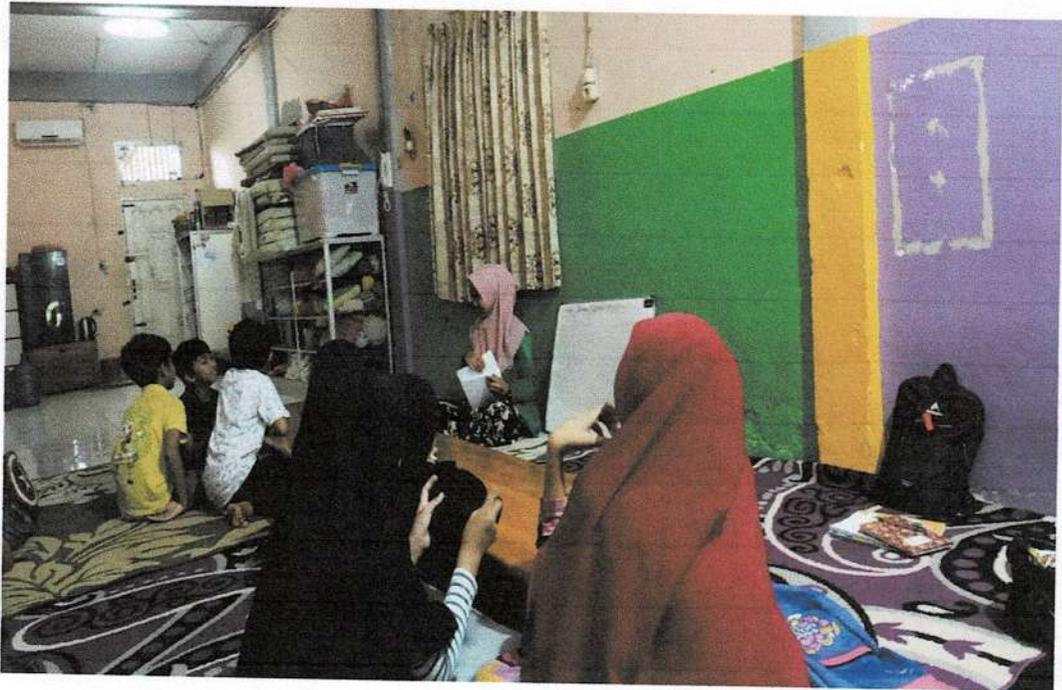
PENGAJUAN JUDUL SKRIPSI

Nama	: REGITA EKA SERLIA NINGSIH		NIM	: 161160042
TTL	: KOTA RAYA, 16-07-1998		Jenis Kelamin	: Perempuan
Jurusan	: Tadris Bahasa Inggris (S1)		Semester	: VI
Alamat	: Kabonena		HP	: 085298500108
Judul	: I			

◯ Judul I

The Effectiveness Of Word Search Puzzle To Increase Students Vocabulary To Third Grade Of SD Islam Khalifah Palu

◯ Judul II

Teaching Pronounciation To Eight Grade Students On MTsN 2 Parigi By Using Audio Lingual Method

◯ Judul III

Developing Speaking Skill To Eight Grade Students On MTsN 2 Parigi Through Short Conversation

Palu, 29 MEI 2019
Mahasiswa,

REGITA EKA SERLIA NINGSIH
NIM. 161160042

Telah disetujui penyusunan skripsi dengan catatan :

- find out the words.
- whats news : values searching.

Pembimbing I : Drs. Muhamad Ihsan, M.Ag

Pembimbing II : Khaeruddin Yusuf, S.Pd.I, M.Phil

a.n. Dekan
Wakil Dekan Bidang Akademik
dan Pengembangan Kelembagaan,

Dr. HAMLAN, M.Ag.
NIP.196906061998031002

Ketua Jurusan,

Dr. Hj. NUR ASMAWATI, S.Ag., M.Hum
NIP. 197407262000032002

TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Menimbang : a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu, untuk itu dipandang perlu menetapkan pembimbing proposal dan skripsi bagi mahasiswa;

b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;

c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
3. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
4. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
5. Peraturan Menteri Agama Nomor 47 Tahun 2015 tentang Statuta Institut Agama Islam Negeri Palu;
6. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
7. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu Nomor 49/In.13/KP.07.6/01/2018 masa jabatan 2017-2021

M E M U T U S K A N

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU TENTANG PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU

KESATU : Menetapkan saudara :
1. Drs. Mohamad Ihsan, M.Ag
2. Khaeruddin Yusuf, S.Pd.I, M.Phil
sebagai Pembimbing I dan II bagi Mahasiswa :
Nama : Regita Eka Serlia Ningsih
NIM : 16.1.16.0042
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : THE EFFECTIVENESS OF WORD SEARCH PUZZLE TO INCREASE STUDENTS VOCABULARY TO THIRD GRADE OF SD ISLAM KHALIFAH PALU

KEDUA : Tugas Pembimbing tersebut adalah membimbing dan mengarahkan mahasiswa, mulai penyusunan proposal sampai selesai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;

KETIGA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA IAIN Palu Tahun Anggaran 2019

KEEMPAT : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya

KELIMA : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Palu
Pada Tanggal : 28 Juni 2019
Dekan,
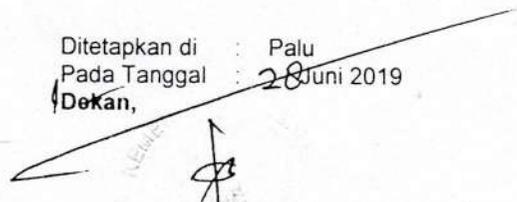
Dr. Mohamad Idhan, S.Ag.,M.Ag
NIP. 197201262000031001

Tembusan :
1. Rektor IAIN Palu;
2. Kepala Biro AUAK IAIN Palu.

Nomor   : 344/In.13/F .I/PP.00.9/04/2020   Palu, 22 April 2020
Sifat   : Penting
Lamp   : -
Hal   : **Undangan Menghadiri Seminar Proposal Skripsi**

Kepada Yth.

1. Drs. Muhammad Ihsan, M.Ag.   (Pembimbing I)
2. Khaeruddin Yusuf, S.Pd.I, M.Phil.   (Pembimbing II)
3. Dr. Hj. Nur Asmawati, S.Ag., M.Hum. (Penguji)

Di-
   Palu

Assalamu Alaikum War. Wab

   Dalam rangka kegiatan seminar proposal skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Palu yang akan di presentasikan oleh :

Nama   : Regita Eka Serlia Ningsih
NIM   : 161160042
Jurusan/Kelas : TADRIS BAHASA INGGRIS (TBI)
Judul Skripsi : The Effectiveness of Word Search Puzzle
                to Increase Vocabulary of The Third Grade
                Students of SD Islam Khalifah Palu.

   Maka dengan hormat diundang untuk menghadiri Seminar Proposal Skripsi tersebut yang insya Allah akan dilaksanakan pada:

Hari/Tanggal : Jumat, 24 April 2020
Waktu   : 09.00 Wita - Selesai
Tempat   : Ruang Rapat FTIK Lt. 2 FTIK/Online

Wassalam
a.n. Dekan
Ketua Prodi Tadris Bahasa Inggris

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
NIP. 19740726 200003 2 002

Catatan : Undangan ini di foto copy 7 rangkap, dengan rincian:
   a. 1 rangkap untuk dosen Pembimbing I (dengan proposal Skripsi).
   b. 1 rangkap untuk dosen Pembimbing II (dengan proposal skripsi).
   c. 1 rangkap untuk dosen Penguji (dengan proposal skripsi)
   d. 1 rangkap untuk Ketua Jurusan
   e. 1 rangkap untuk Subbak Umum Fakultas Tarbiyah dan Ilmu Keguruan.
   f. 1 rangkap Subbag AKMAH Fakultas Tarbiyah dan Ilmu Keguruan.
   g. 1 rangkap untuk ditempel pada papan pengumuman.

DAFTAR HADIR SEMINAR PROPOSAL SKRIPSI
TAHUN AKADEMIK 20   / 20

Nama : Regita Eka Serlia Ningsih

NIM : 16.1.16.0042

Prodi : Tadris Bahasa Inggris (TBI - ..2...)

Judul Skripsi : The Effectiveness of Word Search Puzzle To Increase Vocabulary of Third Grade Students of SD Islam Khalifah Palu

Tgl / Waktu Seminar :

NO.	NAMA	NIM	SEM. / JUR.	TTD	KET.
1.	Nahdia Ramdhani	16.1.09.0005	8 / Pevri		
2.	Desi Ambarwati	16.1.16.0033	8 / TBI		
3.	Firda ningsi	161010122	8 / PAI		

Pembimbing I,

Drs. Muhammad Ihsan, M.Ag.
NIP. 196905 30 199203 1 006

Pembimbing II,

NIP.

Palu, 24 - 04   2020
Penguji,

NIP.

Mengetahui
a.n. Dekan
Ketua Prodi TBI,

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
NIP. 19740726 200003 2 002

BERITA ACARA
UJIAN PROPOSAL SKRIPSI

Pada hari ini ....Rabu...., tanggal 29... bulan ...04....... tahun 2020, telah dilaksanakan Ujian Proposal
Skripsi :

Nama   : Regita Eka Serlia Ningsih

NIM   : 16.1 16.0042

Prodi   : **Tadris Bahasa Inggris (TBI - ....)**

Judul Skripsi : The Effectiveness of Word Search Puzzle
to increase vocabulary of third Students of
SD Islam Islam Khalifah Palu.

Pembimbing   : I. Drs. Muhammad Ihsan, M. Ag

II. _____

Penguji   : _____

SARAN-SARAN PENGUJI/PEMBIMBING

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI	92	See the proposal.
2.	BAHASA & TEKNIS PENULISAN	93	make sure that the tenses and diction is proper in your proposal
3.	METODOLOGI	92	use the total population
4.	PENGUASAAN	92	good Enough
5.	JUMLAH	369	
6.	NILAI RATA-RATA	92,25	

Palu, 29-04- 2020

Mengetahui
a.n. Dekan
Ketua Prodi TBI,

Pembimbing 1,

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
NIP. 19740726 200003 2 002

Drs Muhammad Ihsan, M Ag
NIP. 19650530 199203 1006

BERITA ACARA
UJIAN PROPOSAL SKRIPSI

Pada hari ini ..Jumat..., tanggal ᦓᵘ.. bulan .April.. tahun 2020, telah dilaksanakan Ujian Proposal
Skripsi :

Nama   : Regita Eka Serlia Ningsih

NIM   : 16. 1. 16. 0042

Prodi   : Tadris Bahasa Inggris (TBI - ..2...)

Judul Skripsi   : The Effectiveness Of Word Search Puzzle To Increase Vocabulary Of Third Grade Students Of SD Islam Khalifah Palu

Pembimbing   : I. _____
                    II. Khaeruddin Yusuf

Penguji   : _____

SARAN-SARAN PENGUJI/PEMBIMBING

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI	91	
2.	BAHASA & TEKNIS PENULISAN	90	
3.	METODOLOGI	92	
4.	PENGUASAAN	90	
5.	JUMLAH	363	
6.	NILAI RATA-RATA	90,75	

Palu, 24 - 4   2020

Mengetahui
a.n. Dekan
Ketua Prodi TBI,   Pembimbing II ,

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.   Khaeruddin Yusuf
NIP. 19740726 200003 2 002   NIP. 198112020111 1003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALU
الجامعة الإسلامية الحكومية فالو
STATE INSTITUTE FOR ISLAMIC STUDIES PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

BERITA ACARA
UJIAN PROPOSAL SKRIPSI

Pada hari ini ..Jumat.., tanggal 24. bulan .April. tahun 20.20 telah dilaksanakan Ujian Proposal
Skripsi :

Nama : Regita Eka Serlia Ningsih

NIM : 16.1.16.0042

Prodi : Tadris Bahasa Inggris (TBI - ..2..)

Judul Skripsi : The Effectiveness Of Word Search Puzzle To Increase Vocabulary Of Third Grade Students Of SD Islam Khalifah Palu

Pembimbing : I. _____

II. _____

Penguji : Dr. HJ. Nur Asmawati, S.Ag, M.Hum.

SARAN-SARAN PENGUJI/PEMBIMBING

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI	84	
2.	BAHASA & TEKNIS PENULISAN	85	
3.	METODOLOGI	87	
4.	PENGUASAAN	88	
5.	JUMLAH	344	
6.	NILAI RATA-RATA	86.	

Palu, 2020

Mengetahui
a.n. Dekan
Ketua Prodi TBI,

Penguji,

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
NIP. 19740726 200003 2 002

Dr. Hj. Nur Asmawati. S.Ag M.Hu
NIP.

Nomor	: 359 /In.13/F.I.1/PP.00.9/04/2020	Palu, 27 April 2020
Lampiran	: 3 (rangkap)	
Hal	: Penyampaian Jadwal Menguji Komprehensif	

Kepada Yth.
Bapak/Ibu Dosen Penguji
Dr. Hamlan, M.Ag.
Di
     Palu

Assalamu Alaikum War. Wab.

     Sehubungan dengan pelaksanaan Ujian Komprehensif pada Fakultas Tarbiyah dan Ilmu Keguruan Tahun Akademik 2019/2020, dengan ini kami sampaikan kepada Bapak/Ibu Dosen, untuk melaksanakan Ujian Komprehensif dimaksud sebagaimana jadwal dibawah ini :

No.	Nama/NIM	Smt/Jur	Hari/Tgl/ Jam	Materi	Penguji
1.	REGITA EKA SERLIA NINGSIH / 16.1.16.0042	VIII/TBI-2	Senin, 04 Mei 2020 / 08.30 - Selesai	ILMU PENDIDIKAN ISLAM	Dr. Hamlan, M.Ag.
				METODE KHUSUS TADRIS BAHASA INGGRIS	Dr. Darwis Jauhari Bandu, SS., M.Pd.
				METODE STUDI ISLAM	Dr. Moh. Ali, M.Pd.I.

     Demikian penyampaian ini atas kerja sama yang baik diucapkan terima kasih.
Wassalamu Alaikum War. Wab.

a.n. Dekan
Wakil Dekan Bidang Akademik
Dan Pengembangan Kelembagaan,

Dr. Hamlan, M.Ag.
NIP. 196906061998031002

Catatan :
1. Untuk Mata Ujian Metode Studi Islam (MSI) Mahasiswa Diwajibkan Membaca Al-Qur'an.
2. Materi Ujian Komprehensif Mengacu Pada Bahan Materi Yang Telah Ditetapkan Oleh Fakultas.
3. Bagi Dosen Yang Belum Memiliki Bahan Materi Ujian Komprehensif Dapat Mengambil Di Kantor Fakultas. (Subbag Umum).

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INSTITUT AGAMA ISLAM NEGERI PALU
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STATE INSTITUTE FOR ISLAMIC STUDIES PALU
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Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

Nomor	: 359 /In.13/F.I.1/PP.00.9/04/2020	Palu, 27 April 2020
Lampiran	: 3 (rangkap)	
Hal	: Penyampaian Jadwal Menguji Komprehensif	

Kepada Yth.
Bapak/Ibu Dosen Penguji
Dr. Darwis Jauhari Bandu, SS., M.Pd.
Di
     Palu

Assalamu Alaikum War. Wab.

    Sehubungan dengan pelaksanaan Ujian Komprehensif pada Fakultas Tarbiyah dan Ilmu Keguruan Tahun Akademik 2019/2020, dengan ini kami sampaikan kepada Bapak/Ibu Dosen, untuk melaksanakan Ujian Komprehensif dimaksud sebagaimana jadwal dibawah ini :

No.	Nama/NIM	Smt/Jur	Hari/Tgl/ Jam	Materi	Penguji
1.	REGITA EKA SERLIA NINGSIH / 16.1.16.0042	VIII/TBI-2	Senin, 04 Mei 2020 / 08.30 - Selesai	ILMU PENDIDIKAN ISLAM	Dr. Hamlan, M.Ag.
				METODE KHUSUS TADRIS BAHASA INGGRIS	Dr. Darwis Jauhari Bandu, SS., M.Pd.
				METODE STUDI ISLAM	Dr. Moh. Ali, M.Pd.I.

    Demikian penyampaian ini atas kerja sama yang baik diucapkan terima kasih.
Wassalamu Alaikum War. Wab.

a.n. Dekan
Wakil Dekan Bidang Akademik
Dan Pengembangan Kelembagaan,

Dr. Hamlan, M.Ag.
NIP. 196906061998031002

Catatan :
1. Untuk Mata Ujian Metode Studi Islam (MSI) Mahasiswa Diwajibkan Membaca Al-Qur'an.
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3. Bagi Dosen Yang Belum Memiliki Bahan Materi Ujian Komprehensif Dapat Mengambil Di Kantor Fakultas (Subbag Umum)..

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALU
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Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

Nomor	: 359 /In.13/F.I.1/PP.00.9/04/2020	Palu,27 April 2020
Lampiran	: 3 (rangkap)	
Hal	: Penyampaian Jadwal Menguji Komprehensif	

Kepada Yth.
Bapak/Ibu Dosen Penguji
Dr. Moh. Ali, M.Pd.I.
Di

     Palu

Assalamu Alaikum War. Wab.

     Sehubungan dengan pelaksanaan Ujian Komprehensif pada Fakultas Tarbiyah dan Ilmu Keguruan Tahun Akademik 2019/2020, dengan ini kami sampaikan kepada Bapak/Ibu Dosen, untuk melaksanakan Ujian Komprehensif dimaksud sebagaimana jadwal dibawah ini :

No.	Nama/NIM	Smt/Jur	Hari/Tgl/ Jam	Materi	Penguji
1.	REGITA EKA SERLIA NINGSIH / 16.1.16.0042	VIII/TBI-2	Senin, 04 Mei 2020 / 08.30 - Selesai	ILMU PENDIDIKAN ISLAM	Dr. Hamlan, M.Ag.
				METODE KHUSUS TADRIS BAHASA INGGRIS	Dr. Darwis Jauhari Bandu, SS., M.Pd.
				METODE STUDI ISLAM	Dr. Moh. Ali, M.Pd.I.

     Demikian penyampaian ini atas kerja sama yang baik diucapkan terima kasih.

Wassalamu Alaikum War. Wab.

a.n. Dekan
Wakil Dekan Bidang Akademik
Dan Pengembangan Kelembagaan,

Dr. Hamlan, M.Ag.
NIP. 196906061998031002

Catatan :
1. Untuk Mata Ujian Metode Studi Islam (MSI) Mahasiswa Diwajibkan Membaca Al-Qur'an.
2. Materi Ujian Komprehensif Mengacu Pada Bahan Materi Yang Telah Ditetapkan Oleh Fakultas.
3. Bagi Dosen Yang Belum Memiliki Bahan Materi Ujian Komprehensif Dapat Mengambil Di Kantor Fakultas. (Subbag Umum).

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALU
الجامعة الإسلامية الحكومية فالو
STATE INSTITUTE FOR ISLAMIC STUDIES PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

Nomor   : 391 /In.13/F.I/PP.00.9/05/2020   Palu, 04 Mei 2020
Lampiran : -
Hal   **: Izin Penelitian Untuk
          Menyusun Skripsi**

Yth. Kepala SD Islam Khalifah Palu
di
      Tempat

Assalamualaikum w.w

    Dengan hormat, dalam rangka Penyusunan Tugas Akhir (Skripsi) oleh Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palu :

Nama	:	Regita Eka Serlia Ningsih
NIM	:	16.1.16.0042
Tempat Tanggal Lahir	:	Kotaraya, 16 Juli 1998
Semester	:	VIII (Delapan)
Program Studi	:	Tadris Bahasa Inggris
Alamat	:	Kabonena
Judul Skripsi	:	THE EFECTIVENES OF WORD SEARCH PUZZLE TO INCREASE VOCABULARY OF THIRD GRADE STUDENTS OF SD ISLAM KHALIFAH PALU
No. HP	:	082292662863

Dosen Pembimbing :
1. Drs. Muhammad Ihsan, M.Ag
2. Khaeruddin Yusuf, S.Pd.I., M.Phil.

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di Sekolah yang Bapak/Ibu pimpin.

    Demikan, atas perkenannya diucapkan terima kasih.

Wassalam,
Dekan,

Dr. Mohamad Idhan, S.Ag., M.Ag.
NIP. 19720126 200003 1 001

Tembusan :
1. Rektor IAIN Palu;
2. Kepala Biro AUAK IAIN Palu;
3. Dosen Pembimbing;
4. Mahasiswa yang bersangkutan.

SD ISLAM
Khalifah Palu

Jl. Munif Rahman No.99A Donggala Kodi Kec. Ulujadi Palu Barat - Palu
Tlp. : 0821-8901-7680 e-mail : sdikhalifahpalu@yahoo.com

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN
NOMOR :001/S.Ket /SDIK04-05/VIII/2020

Yang bertanda tangan di bawah ini, Kepala SD Islam Khalifah Palu menerangkan bahwa :

Nama   : Regita Eka Serlia Ningsih

NIM   : 161160042

Perguruan Tinggi : Institut Agama Islam Negeri Palu

Program Studi   : Tadris Bahasa Inggris

Judul Skripsi   : The Effectiveness Of Word Search Puzzle To Increase Vocabulary Of

Fifth Grade Students Of SD Islam Khalifah Palu

Benar Mahasiswa tersebut di atas, telah melaksanakan penelitian di SD Islam Khalifah Palu

dari tanggal 22 Juni s/d 24 Agustus 2020. Demikian surat keterangan ini kami buat, untuk di

pergunakan sebagaimana mestinya

Palu, 24 Agustus 2020
Kepala SD Islam Khalifah Palu

Rosmayanti, S.Pd

KARTU SEMINAR

PROPOSAL SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

NAMA : REGITA EKA SERLIA NINGSIH

T.T.L   : KOTARAYA, 16 JULI 1998

NIM.   : 16.1.16.0042

JURUSAN : TADRIS BAHASA INGGRIS

ALAMAT : KABONENA

IAIN
Institut Agama Islam Negeri
Palu

INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU

TATA TERTIB SEMINAR

A. PENDAFTARAN

1. Minimal satu minggu sebelum seminar telah mendaftar kepada Ketua Jurusan dan menyerahkan proposal 3 eksemplar (1 Dosen Pembimbing I, 1 Dosen Pembimbing II dan 1 Ketua Jurusan).
2. Menyiapkan abstrak dan pokok-pokok pikiran dalam bentuk Hand Out/Print Out Power Point untuk dibagikan kepala calon peserta seminar.
3. Membuat pengumuman seminar dan menempelkannya di depan pengumuman dengan sepengetahuan Ketua Jurusan.
4. Telah melaksanakan/menghadiri seminar minimal 10 kali.

B. PELAKSANAAN SEMINAR

1. Dihadiri minimal oleh seorang Dosen Pembimbing dan Ketua Jurusan serta 20 orang pembanding umum (mahasiswa).
2. Waktu seminar 1-2 jam.
3. Meminta hasil penilaian/koreksian/perbaikan sesaat setelah seminar usai, kepada Dosen Pembimbing dan Ketua Jurusan.
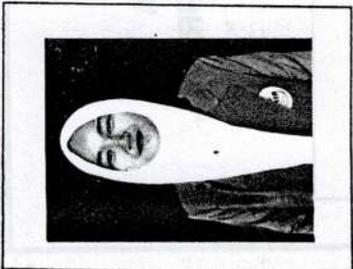
KARTU SEMINAR PROPOSAL SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU

NAMA	: REGITA EKA SEPLIA NINGSIH
NIM.	: 16.1.16.0043
JURUSAN	: TADRIS BAHASA INGGRIS

NO.	HARI/TANGGAL	NAMA	JUDUL SKRIPSI	DOSEN PEMBIMBING	TANDA TANGAN DOSEN PEMBIMBING
1	Jumat, 11 Januari 2019	AJIRMAN	"Peranan Kepala Madrasah Dalam Mengembangkan Budaya sekolah di Madrasah Aliyah Muhammadiyah Tooyla Kec. Sindue Kab. Donggala"	1. Syakir Lobud, S.Ag., M.Pd 2. Dr. Rusdin M.Pd	
2	Kamis, 31 Januari 2019	NASRUL	"Nilai-Nilai Pendidikan Islam Pada Adat Massavu Di Suku Mandari Desa Sarude Kec. Sanjo Kab. pasangkayu"	1. Dr. Hamlan. M.Ag 2. Jumri H. Tohang Bunire S.Ag.M.Pg	
3	Jumat, 01 Februari 2019	Nurul Aulya Rahmah	"Deran Kepala Madrasah Dalam Mengembangkan Profesionalitas Guru di Madrasah Tsanawiyah Al-Khairaat Tompe"	1. Prof. Dr. H. Saiful S. Pettalongi, M. Pd 2. Hamlia. S.Ag. M. Ag	
4	Jumat, 01 Februari 2019	Afifa Rahmadani	"Pengaruh Pengawasan Kepala Sekolah (Muffawah) Bahasa Arab terhadap Pembelajaran Kitab Kuning di Pondok Pesantren Al-Islamiyah Bin Baaz Sulawesi Pilotan"	1. Dr. H. Ahmad sehri Bin Punnawan, Lc., M.A. 2. Kamaruddin S.Pd.S, M.Pd	
5	Jumat, 01 Februari 2019	Agis Restiani Putri	"Efektivitas Pengelolaan Kelas Dalam Meningkatkan Kualitas Belajar Peserta Didik di TK IT Anak Mandiri Kec. Palu Barat	1. Dr. Jihan, S.Ag. M. Ag 2. Elya. S.Ag. M.Ag	
6	Kamis, 17 Februari 2019	Ahmad Tarsani	"Manajemen Kepala Sekolah Dalam Pembinaan Sikap Keagamaan peserta Didik di SMA NEGERI 4	1. Drs. Syahr. L. M.A. 2. Hamlia. S.Ag. M.Ag	
7	Kumis, 07 Februari 2019	Anas Tirta Nirwana	"Aktualisasi Pendidikan Agama Islam dalam meng-anti-sipasi perbaoran Narkoba di Kalangan Peserta Didik di MAN Dunggala"	1. Prof. Dr. H. Saiful S. Pettalongi, M.Pd 2. Hamlia. S. Ag. M. Ag.	
8	Kamis, 14 Februari 2019	Hadrianti	"Kompetensi Manajerial Kepala Sekolah Dalam meningkat-kan Kinerja Guru di SMPN SATAP 14 Sigi"	1. Dr. Jihan S.Ag. M. Ag 2. A. Markarma S.Ag. M.Th.,	
9	Kamis, 14 Februari 2019	Intan	"Upaya Kepala Sekolah Dalam Peningkatan Penggunaan Jumlah Bahan Pustaka di SMP Negeri. 1 Sanjo"	1. Dr. Bahdar. M.Hi. 2. Jumri H. Tohang. S.Ag. M.Ag	
10	Kamis, 14 Februari 2019	Tati Oktafiani	"Persepsi Masyarakat Muslim Terhadap Pelaksanaan Adat nimpacon Di Desa Sitoaro Tobata Kecamatan Sindue Tobata Kabupaten Donggala"	1. Dr. Azma. M.Pd 2. Elya S.Ag. M.Ag	

Catatan: Kartu ini merupakan persyaratan untuk mendaftar seminar menempuh ujian skripsi.

BUKU KONSULTASI
Pembimbingan Skripsi

Nama : Regita Eka Serlia Ningsih

NIM : 16.1.16. 0042

Jurusan/Prodi : Tadris Bahasa Inggris

Judul Skripsi : The Effectiveness of Word Search Puzzle To Increase Vocabulary of Fifth Grade Students of SD Islam Khalifah Palu

FAKULTAS TARBIYAH & ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI
(IAIN) PALU

BUKU KONSULTASI
PEMBIMBINGAN PENULISAN SKRIPSI

NAMA   : Regita Eka Serlin Ningsih
NIM: 16.1.16.0042
JURUSAN   : Tadris Bahasa Inggris
PEMBIMBING   : 1. Drs. Muhamad Ihsan M.Ag.
               11. Khaeruddin Yusuf S.Pd. M.Phil
ALAMAT   : Kabonena
NO. HP   : 0852.98500108

JUDUL SKRIPSI

The Effectiveness of Word search puzzle
to increase vocabulary of fifth Grade Students
of SD Islam Khalifah Palv
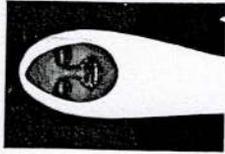
JURNAL KONSULTASI
PEMBIMBINGAN PENULISAN SKRIPSI

Nama : Degita Eka Setia Ningsih
NIM : 16.1.16. 0042
Jurusan.Prodi. : Tadris Bahasa Inggris
Judul Skripsi : The Effectiveness of Word Search Puzzle to Increase Vocabulary of Fifth Grade Students of SD Islam Khalifah Palu

Pembimbing I :
Pembimbing II :

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
1.	Kamis, 18 December 2019	1	Perbaiki Latar belakang dan tata cara Penulisan	

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5. Dekan menetapkan dan menerbitkan surat keputusan tim dosen penguji munaqasyah skripsi yang telah ditunjuk oleh Ketua Jurusan/Wakil Dekan Bidang Akademik dan Pengembangan Kelembagaan.

6. Ketua Jurusan Cq. Bidang Akmah menerbitkan jadwal dan undangan ujian untuk seluruh tim dosen penguji.

7. Mahasiswa melaksanakan ujian skripsi yang dipimpin oleh 1 orang ketua tim penguji dan di tambah 4 orang penguji.

8. Ketua tim penguji mempersiapkan segala kelengkapan administrasi ujian munaqasyah skripsi.

9. Tim penguji menyerahkan hasil penilaian kepada ketua tim penguji, selanjutnya ketua tim menyerahkan berkas nilai ujian skripsi beserta kelengkapannya ke Subbag. Akmah. untuk penetapan nilai akhir dan pelaksanaan Yudisium.

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
5.	Senin, 03 Februari 2020	1 2 3	-Metode Penelitian diperjelas -ACC	
6.	Rabu, 26 Agustus 2020	4	-Gambaran umum lembaga sekolah -Perbaiki Spasi dan tata cara Penulisan -Abstrak dijadikan satu halaman	

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No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
2.	Senin, 13 Januari 2020	1 2 3	Perbaiki Gambar dan Footnote	
3.	Rabu, 15 Januari 2020	1 - 7	- Daftar pustaka dilengkapi - daftar pustaka	
4.	Senin, 3 Januari 2020	1 2 3	- Penulisan Footnote	

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No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
7.	Senin, 14 September 2020	4 5	- Perbaiki tabel-tabel - Acc Pembimbing 2	
8.	Rabu, 16 September 2020	4 5	- Perbaiki Grammar dan huruf kapital	

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No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
9.	Rabu, 30 September 2020	1 2 3 4 5	- Perbaiki Penulisan Judul, kata Pengantar, motto, daftar riwayat hidup	
10.	Selasa, 06 Oktober 2020	4 5	- Perbaiki Penulisan Son.ta dan Grammar - Acc Pembimbing 1	

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Laporan Penyelesaian Bimbingan dari Dosen Pembimbing:

Yth. Ketua Jurusan ....Tadris..Bahasa..Inggris
Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)
IAIN Palu

Yang bertanda tangan di bawah ini:

1. Nama : Drs. Muhamad Ihsan M.Ag
   NIP : 19650530 199203 1 006
   Pangkat/Golongan :
   Jabatan Akademik :
   Sebagai : Pembimbing I

2. Nama : Khaeruddin Yusuf, S.Pd.I, M.Phil
   NIP : 19781120 201101 1 003
   Pangkat/Golongan :
   Jabatan Akademik :
   Sebagai : Pembimbing II

Melaporkan bahwa penyusunan skripsi oleh mahasiswa:

Nama : Regita Eka Serlia Ningsih
NIM : 16.1.16.0042
Jurusan : Tadris Bahasa Inggris
Judul : The Effectiveness of Word Search Puzzle to Increase students vocabulary to fifth Grade of SD Islam khalifah Palu

Telah selesai dibimbing dan siap untuk diujikan dihadapan sidang ujian munaqasyah skripsi.

Palu, 07 Oktober 2020
Pembimbing II

Khaeruddin Y
NIP 19781120201101 1 003

Pembimbing I

Muhammad Ihsan
NIP. 19650530 199203 1 006

29

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan

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TENTANG
PENETAPAN TIM PENGUJI SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Menimbang : a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu, untuk itu dipandang perlu menetapkan tim penguji skripsi untuk menguji skripsi mahasiswa pada ujian munaqasyah;

b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;

c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, maka perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;

2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;

3. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;

4. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;

5. Peraturan Menteri Agama Nomor 23 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Palu;

6. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;

7. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu Nomor 49/In.13/KP.07.6/01/2018 masa jabatan 2017-2021

M E M U T U S K A N

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU TENTANG PENETAPAN TIM PENGUJI SKRIPSI FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU

KESATU : Menetapkan Tim Penguji Skripsi Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu sebagai berikut :

1. Ketua Tim Penguji   : Hikmatur Rahmah, Lc., M.Ed
2. *Penguji Utama I*   : Dr. Hj. Nur Asmawati, S.Ag., *M.Hum*
3. Penguji Utama II   : Fitriningsih, S.s., S.Pd., M.Hum
4. Pembimbing/Penguji I   : Drs. Muhammad Ihsan, M.Ag
5. Pembimbing/Penguji II   : Khaeruddin Yusuf, S.Pd.I., M.Phil

untuk menguji Skripsi Mahasiswa

Nama   : Regita Eka Serlia Ningsih
NIM   : 16.1.16.0042
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : THE EFFECTIVENESS OF WORD SEARCH PUZZLE TO INCREASE STUDENTS VOCABULARY OF FIFTH GRADE STUDENTS OF SD ISLAM KHALIFAH PALU

KEDUA : Tim Penguji Skripsi bertugas memberikan pertanyaan dan perbaikan yang berkaitan dengan isi, metodologi dan bahasa dalam skripsi yang diujikan;

KETIGA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA IAIN Palu Tahun Anggaran 2020

KEEMPAT : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian hari ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya

KELIMA : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Palu
Pada Tanggal : 1 Oktober 2020
Dekan,

Dr. Mohamad Idhan, S.Ag.,M.Ag.
NIP. 197201262000031001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALU
الجامعة الإسلامية الحكومية فالو
STATE INSTITUTE FOR ISLAMIC STUDIES PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

Nomor	:	/In.13/F.I/PP.00.9/10/2020	Palu, 14 Oktober, 2020
Sifat	:	Penting	
Lampiran	:	-	
Perihal	:	**Undangan Menghadiri Ujian Skripsi.**	

Yth. Bapak/Ibu Tim Penguji Skripsi
Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu
1. Hikmatur Rahmah, Lc., M.Ed
2. Dr. Hj. Nur Asmawati, S.Ag., M.Hum
3. Fitriningsih, S.s., S.Pd., M.Hum
4. Drs. Muhammad Ihsan, M.Ag
5. Khaeruddin Yusuf, S.Pd.I., M.Phil

Palu

Assalamualaikum wr.wb.

Dalam rangka pelaksanaan Ujian Munaqasyah Mahaiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palu :

Nama	:	Regita Eka Serlia Ningsih
NIM	:	16.1.16.0042
Program Studi	:	Tadris Bahasa Inggris
Judul Skripsi	:	THE EFFECTIVENESS OF WORD SEARCH PUZZLE TO INCREASE STUDENTS VOCABULARY OF FIFTH GRADE STUDENTS OF SD ISLAM KHALIFAH PALU

dengan hormat kami mohon kesediaanya untuk menguji Skripsi tersebut, yang akan dilaksanakan pada :

Hari/tanggal	:	Jum'at, 16 Oktober 2020
Jam	:	14.00 Sampai Selesai
Meja Sidang	:	-
Tempat	:	Gedung F Lantai 2 (Ibnu Sina)

Demikian, atas kehadirannya diucapkan terima kasih.

Wassalam,

a.n. Dekan
Ketua Prodi Tadris Bahasa Inggris

Dr. Hj. Nur Asmawati, S.Ag., M.Hum
NIP.19740726 200003 2 002

Tembusan :

1. Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu;
2. Kepala Bagian Tata Usaha FTIK IAIN Palu;
3. Mahasiswa yang bersangkutan.

<u>*Catatan Bagi Peserta Ujian Skripsi :*</u>
1. **Berpakaian Jas Lengkap + Kopiah (Pria).**
2. **Berpakaian Kebaya Muslimah (Wanita).**

CURRICULUM VITAE

I. Personal Identity:

1. Name : Regita Eka Serlia Ningsih
2. Date of birth : Kotaraya, 16 July 1998
3. Department : English Department
4. Faculty : Tarbiyah and Teacher Training Faculty
5. NIM : 16.1.16.0042
6. Phone number : 0852-9850-0108
7. Address : Kabonena
8. E-mail : regitaekanonong@gmail.com

II. Parents Identity :

1. Father's name : Andrifan
2. Mother's name : Siti Aminah

III. Education in Detail

1. Elementary School : SDN 01 Kotaraya
2. Junior High School : MTsN Tomini (MTsN 2 Parigi)
3. Senior High School : MAN Tomini (MAN 2 Parigi)
4. College : Institut Agama Islam Negeri Palu

IV. Organizational Experience

1. Ikatan Alumni MAN Tomini (Secretary)
2. Racana Karamatul Husna IAIN Palu (Member)
3. DEMA FTIK 2017 (Member of religion and the arts)
4. SEMA FTIK 2018 (Member of Information and Communication)
5. SEMA IAIN 2019 (Chairman of the Commission IV)
6. Relawan Sekolah Bersama Tim Palu (Member of Teaching)