

**ENHANCING VOCABULARY ACQUISITION THROUGH THE
SUGGESTOPEDIA METHOD AND WORD SEARCH GAMES IN SEVENTH
GRADE STUDENTS AT SMP N 3 KOTA SORONG**



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**ENHANCING VOCABULARY ACQUISITION THROUGH THE
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GRADE STUDENTS AT SMP N 3 KOTA SORONG**

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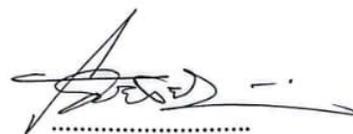
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As a result of this thesis, I declare that the thesis not a work that has been submitted to obtain and academic degree in a University and in my knowledge there is no literature work that has been written and published by the other researchers, except in the writing referenced in the references.

Sorong, November 14st 2025



My Sincerely

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MOTTO AND DEDICATION

MOTTO

“God, the source of my strength”

(Philippians 4:13)

DEDICATION

This thesis is dedicated with gratitude and love to:

Myself, for staying strong, for never giving up and for growing through it all.

My beloved parents, Mr. Philipus Loblobly and Mrs. Mery Johansz, who have given me endless love, prayers and support throughout my journey.

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I am open to constructive criticism and suggestions because I realize that this thesis is still far from perfect. I hope readers find this thesis beneficial and that it contributes to the advancement of knowledge.

Sorong, 6 May 2025
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ABSTRACT

Selfin Jesika Loblobly/148820323016, 2025. **Enhancing Vocabulary Acquisition Through the Suggestopedia Method and Word Search Games in Seventh Grade Students at SMP N 3 Kota Sorong** in academy year 2024/2025. Thesis, English Education Department, Faculty of Education Language, Society and Sport, University of Education Muhammadiyah Sorong. May 2025.

The purpose of this research is to enhance students' mastery of English vocabulary through the Suggestopedia method and Word Search games at SMP N 3 Kota Sorong. This study uses a pre-experimental design with a one-group pretest-posttest approach. The population in this study is the seventh-grade students of SMP N 3 Kota Sorong. The sample of this study consists of 20 seventh-grade students from class VII B. In data collection, the researcher administered pre-tests and post-tests in the form of multiple-choice and fill-in-the-blank questions focusing on verb vocabulary. To analyze the data, the researcher used the IBM SPSS Statistics 30.0 program. The results of the paired sample t-test show that the significance value (2-tailed) is less than 0.05. This indicates that the Null Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_1) is accepted. Thus, it can be concluded that the Suggestopedia method and Word Search game are effective in enhancing the vocabulary mastery of seventh-grade students at SMP N 3 Kota Sorong. The implication of this research was that these methods increased students' motivation and confidence in using vocabulary through engaging and interactive learning. Teachers were encouraged to apply these methods in classroom activities. However, this research was limited by the small sample size, the focus only on verb vocabulary, the short duration of treatment, and the absence of a control group.

Keywords: Suggestopedia Method, Word Search Game, Vocabulary Acquisition

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CHAPTER I

INTRODUCTION

1.1. Background of the Research

Vocabulary acquisition is an important component in learning English. Suyanto (2015) states that three main elements of learning English must be studied: vocabulary, grammar, and pronunciation. Vocabulary is a group of words that belonged to a language and had meaning when used. Vocabulary served as the foundation for language skills such as reading, writing, speaking, and listening. Students who had a good vocabulary found it easier to understand texts, construct sentences accurately, and communicate effectively. Conversely, a limited vocabulary often became an obstacle to understanding lesson materials and interacting in English.

However, many middle school students struggled to acquire English vocabulary. Unique challenges included the lack of exposure to English in the surrounding environment, unengaging teaching methods, and a lack of motivation to learn. As shown by Salim (2019), a monotonous and less varied educational approach can cause students to become bored and unmotivated to learn. Uninteresting methods often limited students' vocabulary, making it difficult for them to use it in everyday communication. Therefore, to help students optimally enhance their vocabulary acquisition, innovative and successful learning strategies are needed.

The initial observation of seventh-grade students at SMP Negeri 3 Kota Sorong showed that some students still had difficulty mastering English vocabulary. They even still did not know basic vocabulary such as the names of common objects or simple verbs. They also had difficulty spelling words correctly and distinguishing parts of speech, such as differentiating between adjectives, nouns, and adverbs. These difficulties indicated that there were significant differences in abilities within the class. Therefore, to ensure that each student achieved effective enhancement in their vocabulary, special attention is required.

Students at SMP Negeri 3 Kota Sorong faced several problems in mastering English vocabulary. One of them was the difficulty in remembering new vocabulary, pronouncing letters correctly, and determining the appropriate part of speech to use in sentences. Many students had difficulty remembering the vocabulary that had been taught and often get confused about how to apply that vocabulary when speaking or writing. Additionally, motivational factors also posed a problem; some students feel bored with the usual and unengaging teaching methods. To enhance their motivation to learn and facilitate vocabulary acquisition, they needed a more enjoyable and innovative approach.

Based on the problems faced by the students, a method was needed that could help them more enjoy in acquiring vocabulary. Students needed a learning method that made them unafraid to express themselves in class. Based on research by (Farhani, 2022), she stated that the use of music and suggestion can enhance students' motivation and also their memory in acquiring vocabulary. In addition, special games were needed to help students less rigid in acquiring vocabulary and also to make it easier and faster for them to grasp new vocabulary. (Simatupang & Derin, 2020) believe that word search games can enhance student engagement in vocabulary learning.

Suggestopedia was a learning method that emphasized that a pleasant and relaxed learning atmosphere is very important for enhancing students' ability to absorb knowledge. This method, introduced by Lozanov (2015), utilizes elements such as art, music, and games to create a positive learning experience and reduce student anxiety. The elements of play and art combined creativity and enjoyment in the learning process, making it more engaging and memorable. Calming classical music helped enhance concentration. Therefore, Suggestopedia was considered an effective way to help students master English vocabulary in a fun and engaging manner.

To emphasize the importance of engaging learning methods, additionally, word search games are a great way to help students expand their vocabulary in a fun way. Students are asked to find hidden words in a letter grid in this game. This is an interactive way to help them understand and remember new words. As stated by Nursyam (2019), games like this not only help students understand new vocabulary but also help them remember better through enjoyable repetition. In addition, word search games have the potential to enhance student engagement in the learning process, making it more interesting than traditional learning approaches. Students can enhance their vocabulary mastery without feeling burdened by this method, making the learning process more engaging and effective.

By combining these two methods, students could learn vocabulary in a relaxed and enjoyable atmosphere, which enhanced their concentration and engagement in the learning process. The use of game elements in Suggestopedia made learning more engaging, and word search games helped students deepen their memory of new vocabulary. Both worked together to made the learning experience more beneficial and enjoyable.

The research gap in this study lay in the integration of two different approaches, the Suggestopedia method and the Word Search Game. Fahrani (2022) shows that the Suggestopedia method effectively enhances vocabulary mastery by creating a relaxed learning atmosphere through the use of

classical music, positive suggestion, and an engaging classroom setup, which boosts students' motivation and memory retention. Meanwhile, Simatupang & Derin (2020) explored the impact of Word Search Games, emphasizing active student engagement through a fun and competitive gamification approach, which enhances vocabulary learning by making the process more interactive and visually appealing.

While both studies focused on enhancing vocabulary acquisition, they differed in their learning dynamics: Suggestopedia promoted a stress-free environment with passive vocabulary absorption, whereas Word Search Games encouraged active participation and discovery through competition. However, no previous research has attempted to combine these two methods to explore whether the blend of relaxation-based and game-based learning strategies can enhance students' vocabulary acquisition. Thus, this research aims to fill that gap by combining the benefits of both methods, providing an engaging yet low-pressure learning environment where students could enjoyably absorb and actively reinforce their vocabulary knowledge.

1.2. Formulation of the Research

The research questions to be addressed in this research are:

Does the Suggestopedia method and Word Search Games enhance vocabulary acquisition of seventh-grade students at SMP N 3 Kota Sorong?

1.3. Objective of the Research

To determine whether or not the Suggestopedia method and Word Search Games enhancing students' vocabulary acquisition of seventh-grade students at SMP N 3 Kota Sorong.

1.4. Hypothesis of Research

The hypothesis of this research can be formulated as formulated as follows based on the background of the problem and the research objectives:

1. Null Hypothesis

The suggestopedia method and word search games didn't enhance the vocabulary of students at SMP N 3 Kota Sorong.

2. Alternative Hypothesis

The suggestopedia method and word search games enhanced the vocabulary of students at SMP N 3 Kota Sorong.

1.5. Significance of the Research

This research is expected to assist various parties involved in the English language learning process. Some of the anticipated benefits of this research are as follows:

a. For Students

This research helped 7th-grade students at SMP N 3 Kota Sorong enhance their English vocabulary acquisition in a more engaging and interactive way. Students became more motivated to learn by using

methods such as Suggestopedia and enjoyable word search games to helped them remember and understand new vocabulary.

b. For Teachers

This research provided new insights for teachers to develop more varied and effective teaching methods. Teachers were able to use Suggestopedia and word search games as part of their learning process to make lessons more interesting and enjoyable and to enhance students' vocabulary acquisition.

c. Other Researcher

This research served as a foundation for further research on the use of the Suggestopedia method and Word Search games in language learning, as well as these factors impacted students' language proficiency both locally and internationally.

1.6. Operational Definition

Here is the operational definition based on the variables in the title:

1. Suggestopedia Method

Suggestopedia was a learning method that used suggestion, music, and a relaxed learning atmosphere to enhance students' understanding and mastery of the material. In this research, students were asked to read texts, listen to relaxing music, and participate in interactive activities that taught new vocabulary.

2. Word Search Game

A word search game was a game-based activity where students were asked to find specific words in a randomly selected set of letters. This research used this game as a reinforcement strategy to help students understand and memorize vocabulary in an engaging and enjoyable way.

3. Vocabulary Acquisition

The ability of students to understand, remember, and use new words in English was called vocabulary acquisition. The results of vocabulary tests (pre- and post-test), participation in class activities, and the use of vocabulary in written or spoken sentences demonstrated this ability.

CHAPTER II

LITERATURE REVIEW

2.1 Vocabulary Acquisition

2.1.1 Definition of Vocabulary Acquisition

Vocabulary acquisition is a very important part of language learning. Nation (2015) states that two categories of vocabulary mastery fall under vocabulary acquisition: productive vocabulary and receptive vocabulary. The first category includes words that can be actively used when writing or speaking, while the second refers to words that can be understood when listening or reading. In the process of vocabulary acquisition, not only is knowledge of the definitions of these words required, but also knowledge of how that word is use in specific situations. Therefore, vocabulary acquisition not only increases the number of words; it also develops an understanding of the meaning of words and how they are used in communication.

Schmitt (2020) states that vocabulary acquisition consists of two main components: understanding words in various contexts, and the ability to use those words correctly in writing or conversation. According to him, a person must not only know the meaning of certain words but also how those words function in specific sentences or situations. Learning vocabulary becomes more difficult because it involves understanding

collocations, which are combinations of words that are often used together, and variations in meaning that can change depending on the situation.

Thornbury (2017) adds that although sentence structure and grammar are very important for language, vocabulary is a crucial part of a person's ability to communicate. Someone will not be able to express concepts or understand conversations if they do not have sufficient vocabulary. According to Thornbury, vocabulary is the raw material that forms communication, and grammar is the structure that organizes that material. Therefore, having a sufficient vocabulary will enable someone to communicate more accurately and effectively, and understanding grammar will help in constructing sentences more systematically.

Vocabulary acquisition is very important for learning a language, both for beginners and more advanced learners, because it is more than just knowing the meanings of words.

2.1.2 Kinds of Vocabulary

Harmer in Sholikhah (2013) the types of vocabulary can be classified into seven groups. Among them are as follows:

1. Noun

Words that refer to people, places, and things are called nouns.

Nouns can appear anywhere in a sentence, and most sentences contain multiple nouns.

2. Pronoun

Pronouns are words that refer to and replace nouns (the names of people, places, and things) that have already been mentioned, or that the speaker or writer assumes are understood by the listener or reader. For example, in the 13 sentence "I want you to read this again," the words "I," "you," and "this" are all pronouns.

3. Verb

One of the main parts of every sentence is verb. Here some characteristic of verb. First, a sentence is not a sentence without at least one verb. Then, verbs usually talk about an action. The next, verbs are often found in the middle of sentences. Then, verbs may consist of one word.

4. Adjective

Words that provide more information about nouns and pronouns are called adjectives. An adjective is a word that describes or modifies a noun or pronoun. A modifier is any word that limit, changes or alters the meaning of another word. Therefore, an adjective specifically limits, changes, or alters the meaning of a noun or pronoun. Typically, adjectives are placed before the nouns they modify. They serve as describing words that add detail about the nouns in a sentence. Thus, adjectives are usually positioned before the nouns or pronouns they describe.

5. Adverb

Another type of describing word or modifier is the adverb. Adverbs modify verbs, adjectives, and other adverbs, adding details to sentences.

6. Prepositions

Prepositions are words that connect other words, often referred to as connectives. They indicate relationships of time, place, or ownership between two nouns/pronouns or between a noun and a verb. Prepositions and the nouns or pronouns that follow them are grouped together to form a single grammatical unit known as a prepositional phrase.

7. Conjunctions

Conjunctions, like prepositions, are joining words or connectives. They join words, phrases, or clauses together. Conjunctions can appear in any part of a sentence except at the very end.

Based on the types of vocabulary that have been presented above, the researcher will enhance Verb for the 7th-grade students of SMP Negeri 3 Kota Sorong.

2.1.3 Problems of Vocabulary

Schmitt (2017) states that students often face problems in acquiring English vocabulary, which can cause them difficulties in using words correctly. Some of the main issues identified include:

1. Pronunciation

Many students experience mispronunciation. English has many words whose pronunciations don't match their spellings, making it difficult for students to pronounce them correctly. For example, the word "though," which means "meskipun," and the word "colonel," which means "kolonel," have very different pronunciations. This can reduce students' confidence in communicating and cause confusion in speaking. Your conversation partner might have difficulty understanding what you are saying if you make pronunciation mistakes.

2. Spelling

There is no clear standard for spelling words in English. Many words that are complicated or have different pronunciations, such as "psychology" or "receipt," often make it difficult for students to write, even if they understand the vocabulary. Spelling mistakes can confuse them when writing and sometimes affect how others understand their writing.

3. Grammar

The correct vocabulary will not be effective if it is not used in the correct sentence structure. Because of grammatical issues, such as errors in verb forms, incorrect use of adjectives or adverbs, or mistakes in subject-verb agreement, many students struggle to use vocabulary correctly. For example, the verb "eat," which means "makan," must be adjusted according to the subject and tense. This means that "eat" must be used in the past form or "eats" must be used in the singular present tense. The sentence can sound unnatural or difficult to understand because of such mistakes.

4. Difficulty Understanding New Vocabulary

Although students know many words, they often struggle to understand the meaning of new vocabulary, especially when those words are not used in everyday conversations. Students may struggle to remember or use new vocabulary correctly if they encounter new words in unclear contexts or if those words do not have equivalents in their native language. Students cannot relate new words to their previous knowledge or experiences, which hinders their learning.

5. Difficulty Using Vocabulary in the Right Context

Students often recognize words in their passive form, which means they know the meaning but find it difficult to use them in the right

situations. Although they can understand the meaning of words when reading or listening, they do not always know when and how to use those words correctly in writing or conversation. For example, students might know the word " generous, " which means " dermawan," but they might struggle to use it correctly in an appropriate sentence, such as "He is a generous person," because they do not understand the proper context.

2.2 Suggestopedia Method

2.2.1 Definition of Suggestopedia Method

Lozanov (2015) states that Suggestopedia is a learning method that heavily relies on music, relaxation, and positive suggestion to create a safe and enjoyable learning environment. Classical music plays an important role in reducing students' anxiety levels in terms of vocabulary enhancement, according to Lozanov, because music with gentle and harmonious rhythms soothes the nerves, helping students become more relaxed and reducing physical and mental tension that can hinder learning.

Deep relaxation helps the brain work better, making it easier to absorb information, including new vocabulary. This technique makes students more open to learning and understanding new words without pressure. Moreover, the music used in class can activate neural connections in the brain, which enhances memory retention of new

words and makes the learning process more natural. Furthermore, Lozanov argues that providing positive suggestions, such as sentences that inspire enthusiasm and self-confidence, builds students' belief that they can learn easily and effectively.

As stated by Abraham, R., & Van der Merwe (2016), an important part of Suggestopedia is positive suggestion, which helps boost students' confidence in mastering vocabulary and language. They explain that anxiety often becomes a major obstacle in language learning, including vocabulary retention. Recommendations that encourage students to believe in their abilities can reduce anxiety. Verbal affirmations, such as "You are very smart" or "You can definitely learn these words," are the most common ways to convey this positive suggestion. Students will feel more confident and more capable of actively participating in language learning if given positive affirmations.

This technique has a direct impact on students' intrinsic motivation, which is their desire to learn because they believe they are more capable and are not hindered by fear. Moreover, positive affirmations help change the way students think, who may initially find it difficult to memorize vocabulary, becoming more open and enthusiastic about learning. Therefore, this suggestion provides long-term motivation for students to continue enriching their vocabulary.

According to Cook (2017), the Suggestopedia drama and role-playing methods are very important for helping people learn vocabulary through emotional and social experiences. In language learning, using vocabulary in situations that involve feelings and interactions can make new words more meaningful and easier to remember. Role-playing allows students to use vocabulary in real-world situations, which helps them remember the meaning of words and the nuances and connotations that accompany them.

Cook said that students who participate in drama or role-playing not only hear or say the words, but also feel how those words are used in conversations involving emotions and actions. This can help students understand the words they are learning contextually. Drama and role-play transform vocabulary learning into a lively and dynamic experience, helping students understand the words they are learning. For example, the word "happy" can have a different meaning when used in a joyful context.

Rao (2015) states that Suggestopedia offers peripheral learning techniques, or indirect learning, which are very effective for improving vocabulary. This method allows students to absorb new vocabulary passively through repeated exposure to materials containing that vocabulary. This means that they do not need to force themselves to memorize vocabulary explicitly. Having an environment filled with

visual elements, such as posters, pictures, or writings containing new words, allows students to be continuously exposed to vocabulary without feeling pressured to memorize it consciously.

Rao emphasizes that this technique can help strengthen the connection between words and relevant images or objects, which aids students in remembering and understanding the meanings of those words. Students gain a better understanding of vocabulary due to continuous visual exposure. For example, students can more easily remember words with pictures of a restaurant accompanied by words related to the menu or orders. Indirect learning allows students to learn in a more natural way. This is similar to how we learn words in our mother tongue without realizing it.

2.2.2 Advantages of Suggestopedia Method

The Suggestopedia method helps significantly enhance students' vocabulary by creating a relaxed and enjoyable learning environment. Lozanov (2015) explains that this technique helps reduce psychological barriers in language learning, making it easier to learn. Students are more daring to try using new words without worrying about making mistakes because the atmosphere is calm. Music and suggestion techniques support the learning process and enhance students' memory of the vocabulary being studied. This method makes language learning more natural and successful.

Moreover, Ahmadi, M. R., & Reza (2018) found that Suggestopedia with stories, visualization, and background music encourages students to learn a language. Music is known to enhance concentration and accelerate the process of memorizing new words when students are learning. Moreover, the connections made by stories and images make vocabulary easier to remember in relevant contexts. This method helps students memorize words mechanically and understand their meanings and how they are used in real-life situations. So, Suggestopedia makes vocabulary learning more interesting and effective.

Overall, students have a better learning experience with this method because it reduces stress and enhances the absorption of new vocabulary. Students become more focused and motivated to learn the language more deeply when they study in a comfortable environment. Suggestopedia also combines music, stories, and visualization to create a more immersive and memorable learning experience. Suggestopedia has proven effective in enhancing students' vocabulary mastery in a way that differs from conventional approaches. Therefore, it is highly recommended as a language teaching method to help students enrich their vocabulary naturally

2.2.3 Types of Suggestopedia Method

1. Concert Session

Lozanov (2015) states that Suggestopedia aims to create an ideal physical and mental environment for students during the learning process, with music and relaxation as the main components of the approach. Classical music with a slow rhythm is calming, increases blood flow to the brain, and reduces mental tension, says Lozanov. Students are more prepared to receive new information when the situation is calm. Music reduces anxiety, which is a major barrier in language learning. Music will make students more relaxed and help them absorb vocabulary passively without pressure. Lozanov emphasized that with the proper use of music, memorization can become easier and the retention of newly taught words can improve.

2. Positive Suggestion

As stated by Abraham, R., & Van der Merwe (2016), positive suggestions are a method that involves the use of motivational words and affirmations to help students alleviate anxiety and boost their confidence in language learning. They said that the teacher's advice helps change the students' negative views about their abilities, making them more confident when learning new vocabulary. Sentences like "You can do it" or "Every word you

learn will be easy to remember" are usually used to provide positive suggestions in Suggestopedia. This increases students' motivation and encourages them to be more active during the learning process. Students find it easier to absorb and remember vocabulary if the atmosphere is supportive.

3. Dramatization & Role-Playing

According to Cook (2017), the drama and role-playing used in Suggestopedia allow students to connect new vocabulary with emotional and social contexts. According to Cook, dramatic activities allow students to practice using new vocabulary in real-life situations involving social interaction. By engaging in role-playing, students can experience how words are used in everyday life, making learning more engaging. This dramatic activity, according to Cook, also reduces students' fear of speaking, allowing them to practice without worrying about making mistakes. In this way, students can enhance their language flexibility and vocabulary retention.

4. Peripheral Learning

Rao (2015) states that indirect learning through the environment, also known as peripheral learning, refers to the process by which students unconsciously absorb information from their surroundings. Rao says that in Suggestopedia, having a

classroom environment filled with visual materials, such as pictures, posters, or writings related to the vocabulary being studied, will enhance student engagement without explicitly memorizing words. In other words, this learning occurs indirectly, with students interacting with the environment and processing information passively. Because students are exposed to words in various visual forms during learning, this is very beneficial for enhancing their vocabulary recognition and recall.

5. Relaxed Repetition & Intonation-Based Learning

Stern (2017) states that Suggestopedia uses rhythm and intonation techniques to enhance vocabulary learning through relaxed repetition. Stern says that repetition is not only done in the same way but also with different intonations, making it more engaging and less boring. During repetition, students listen to or pronounce vocabulary repeatedly without the pressure to memorize the words. In addition, Stern emphasizes that the variation in tone of voice during this repetition helps students notice the differences in meaning that can be expressed solely through intonation. This makes understanding and recalling words easier. This repetition also helps strengthen neural connections in the brain, allowing students to remember vocabulary for a longer period.

6. Interactive Group Learning

As stated by Tuan, L. T., & Doan (2018), group activities in Suggestopedia result in learning that involves social interaction among students in a relaxed environment. They believe that learning in small groups allows students to reinforce their understanding and practice using new vocabulary through activities such as speaking, word games, and discussions. This allows students to use the language actively without worrying about making mistakes. Mr. and Doan said that this approach allows students to learn through social interaction. By engaging in social interactions, they can also receive direct feedback from their peers, which helps them use vocabulary more naturally and speak more freely.

Based on the types of Suggestopedia, the researcher will use Relaxed Repetition & Intonation-Based Learning to enhance student vocabulary acquisition.

2.2.4 Teaching Steps of Suggestopedia Method

According to Georgi Lozanov (1978), the Suggestopedia method consists of several main stages:

1. Played soft music to create a relaxed learning atmosphere.
2. Greeted students and asked them how they felt to build engagement.
3. Showed some pictures related to the topic (e.g., daily activities)
4. Asked students to guess the verbs based on the pictures.
5. Introduced the vocabulary orally while pointing at the picture
6. Read a short story that contained the new vocabulary with music playing
7. Asked students to listen carefully and identify verbs they heard.
8. Wrote the new verbs on the whiteboard and asked students to repeat them
9. Explained the meaning of each verb in simple terms.
10. Reviewed the vocabulary using the pictures again.

2.3 Word Search Game

2.3.1 Definition and Types of Word Search Games

One of the learning approaches that uses hidden word search activities in letter puzzles is the word search game. Cengiz, O., & Ozturk (2015) because students are asked to focus on the words in the letter grid, this game helps them strengthen their vocabulary memory. This happens because students indirectly repeat those words in their minds while searching for words in the letter grid.

Because the brain works more actively in recognizing, remembering, and connecting the words found with their meanings, this process enhances memory. Furthermore, the more often students play this game, the more vocabulary they learn becomes embedded in their long-term memory.

Gao, X., & Zhang (2017) shows that games can be used in language learning to increase student participation and make learning more enjoyable and stress-free. This is due to the fact that word search games provide an engaging challenge for students but do not impose excessive pressure like conventional learning approaches do. When students enjoy their activities, they are more likely to participate enthusiastically, feel less bored, and be more open to trying new words. A fun learning atmosphere also encourages students to continue learning, so they don't feel compelled to memorize new vocabulary.

Additionally, research conducted by Lee (2018) assert that word search games help students enhance their vocabulary because they encourage more active and in-depth interaction with words. Students not only learn new words, but also learn their meanings in various contexts during the word search process. When students find the hidden words, they will feel satisfied and motivated to search for more words. Students also become more familiar with

the vocabulary being studied when this game is used repeatedly during the learning process. As a result, you not only expand your vocabulary but also enhance your understanding of the structure and patterns of words in English.

2.3.2 Types of Word Search Games

1. Traditional Word Search

This is the basic form of a word search, where players are asked to find hidden words within a grid consisting of a given list of words. These words can move in various directions, such as backward, vertical, horizontal, or diagonal. At all age levels, this game is usually used to introduce new vocabulary, enhance concentration, and enhance pattern recognition. Sholeh, M. A., (2017) explain that Classic Word Search is effective as a basic learning tool, especially for introducing basic word patterns to students. They emphasize that because of its simplicity, this game is very suitable for various subjects.

2. Thematic Word Search

Certain themes, such as animals, food, colors, or seasons, are used in the word search theme. This game focuses on reinforcing vocabulary in specific situations. To help students understand and remember vocabulary, the words in the

grid are adjusted to the chosen theme. Thematic word searches aid contextual learning, where the vocabulary being studied is easier to remember due to its relevance to a specific theme (Chen, Y., & Hsieh, 2016). For example, the theme "Seasons" teaches students vocabulary such as "wind," "heat," and "snow." This method is very beneficial for learning a language.

3. Timed Word Search

This game has a time element that is a challenge. Players are given a specific amount of time to find the most words in the grid. The focus of this type is to train speed, concentration, and decision-making in high-pressure situations. Novrianti (2020) found that timed word searches have benefits for improving quick thinking abilities. As she said, the element of time not only makes the game more interesting but also helps players become more focused and efficient within a limited time.

4. Interactive Digital Word Search

With the advancement of technology, you can now find Word Search digitally. Most digital games have features like automatic hints, live scores, animations, and sound effects. The younger generation likes this type because it allows players to collaborate online. Rahimi (2020) said that the digitalization of

the Word Search game makes it more interesting and relevant for children. He emphasized that the interactive features of the digital game can make students more motivated and more engaged in the learning process.

5. Word Search Puzzles with Clues

This type combines word search components with crossword puzzles. The clues provided should help players find the word, not a list of words. One way to obtain the intended word is by looking for synonyms, antonyms, or explanations about the word. A word search puzzle with clues can help players improve their analytical skills, according to Zhang, W., & Liu (2019). They state that this type of game is very good for teaching word comprehension in various contexts, such as synonyms or meaning correlations.

6. Customizable Word Search

In this type of game, users can create grids and word lists according to their needs. For example, teachers can create word searches based on vocabulary or specific themes being studied in class. Customizable Word Search is very flexible, according to Kamil (2018). To meet the diverse needs of students, teachers can adjust the difficulty level, theme, or

number of words. In education that focuses on personalization, this type is very beneficial.

Based on the types of Word Search Games, the researcher used Thematic Word Search Games to enhance the vocabulary of 7th-grade junior high school students in Sorong City.

2.3.3 The Advantages of Using Word Search Games

The Word Search game has been widely recognized as an effective tool for enhancing students' cognitive and language skills. Studies have shown that this game has many significant advantages that can enhance student learning. One of them is the ability to help students use new vocabulary. "Thematic Word Search help students learn vocabulary in a more meaningful and memorable thematic context, such as the theme 'Seasons' which teaches words like 'snow,' 'rain,' and 'wind,' directly related to their experiences," said Chen, Y., & Hsieh (2016).

This game enhances visual and cognitive memory skills in addition to enhancing vocabulary comprehension. According to Rahimi (2020), "Interactive Digital Word Search Games not only enhance student engagement but also provide opportunities for them to interact with additional features such

as sound effects and animations, which can reinforce their memory of the words found in the game." This shows that the interactive components in digital games can enhance students' learning experiences and make them more motivated.

It is known that the Word Search game can enhance thinking speed and concentration. "The Timed Word Search game challenges students to think quickly and find words within a limited time, which helps train their quick-thinking skills and enhance their focus," said Novrianti (2020). In time-pressure situations, students are required to enhance their problem-solving skills and speed up the search process.

Furthermore, "The Word Search Puzzle with Clues game combines the aspect of word search with clues that encourage students to think analytically and understand the relationships between the existing words," according to Zhang, W., & Liu (2019). This shows that this type of game teaches students word recognition and their analytical skills. They also better understand words that have certain relationships or meanings.

Overall, Word Search games significantly enhance students' cognitive and language skills. With various customizable game types, this game is not only fun to play but

also highly beneficial for improving memory, quick thinking skills, and vocabulary comprehension in a broader context.

2.3.4 Teaching Steps of Word Search Games

According to Wright, Betteridge, and Buckby (2006) in Games for Language Learning, games like Word Search can contribute to vocabulary enhancement in several ways:

1. Reviewed previously learned verbs with the students
2. Gave students a Word Search Game worksheet containing verbs
3. Asked students to find and circle the verbs in the grid individually or in pairs
4. Let students mention the words they found and said the meanings.
5. Wrote the found verbs on the board and read them together.
6. Asked students to make simple sentences using some of the found verbs.
7. Gave feedback and corrected pronunciation or grammar if needed.
8. Praised students for their efforts and participation.

2.4 Teaching Steps of Suggestopedia Method and Word Search Games

1. Played soft music to create a relaxed environment.
2. Showed pictures related to the topic and introduced verbs through them.
3. Read a short story aloud that included the target verbs.
4. Asked students to listen and note the verbs they recognized.
5. Distributed a Word Search Game worksheet that contained the introduced verbs
6. Asked students to find the verbs in the grid individually or in small groups.
7. Instructed students to write five simple sentences using five verbs they found.
8. Asked students to read one sentence in front of the class to build confidence.
9. Gave supportive feedback and motivated all students.

2.5 Previous Study

Previous research conducted by Farhani (2022) found that the suggestopedia method enhances students' vocabulary mastery by emphasizing the use of classical music, attractive classroom decorations, and suggestion techniques that can enhance students' motivation and memory for memorizing vocabulary. This study shows that the suggestopedia method enhances students' vocabulary comprehension.

The study conducted by Simatupang & Derin (2020) used Game Search to teach vocabulary. In the learning process, the concept of gamification is used. Students are asked to find hidden words in a letter grid using this approach. Through enjoyable and competitive activities, this game is indirectly designed to enhance students' memory. Research results show that word search games have a significant effect on students' vocabulary mastery because they make students more engaged and active in the learning process. This game-based approach also has the potential to increase student motivation, especially for students who prefer to learn visually.

Both studies have several things in common. Both studies use a quantitative approach, with an experimental design involving an experimental group and a control group to measure the effectiveness of the methods used, and both aim to enhance students' vocabulary mastery and employ a motivation-based learning approach. However, there are significant differences between the two.

While the Word Search Game emphasizes active student engagement through an entertaining game, the Suggestopedia Method prioritizes a relaxed learning atmosphere with music and positive suggestions. Students are motivated to discover and recognize vocabulary in a more interactive and competitive way in the Word Search Game, whereas

Suggestopedia makes them more relaxed and less pressured when memorizing vocabulary.

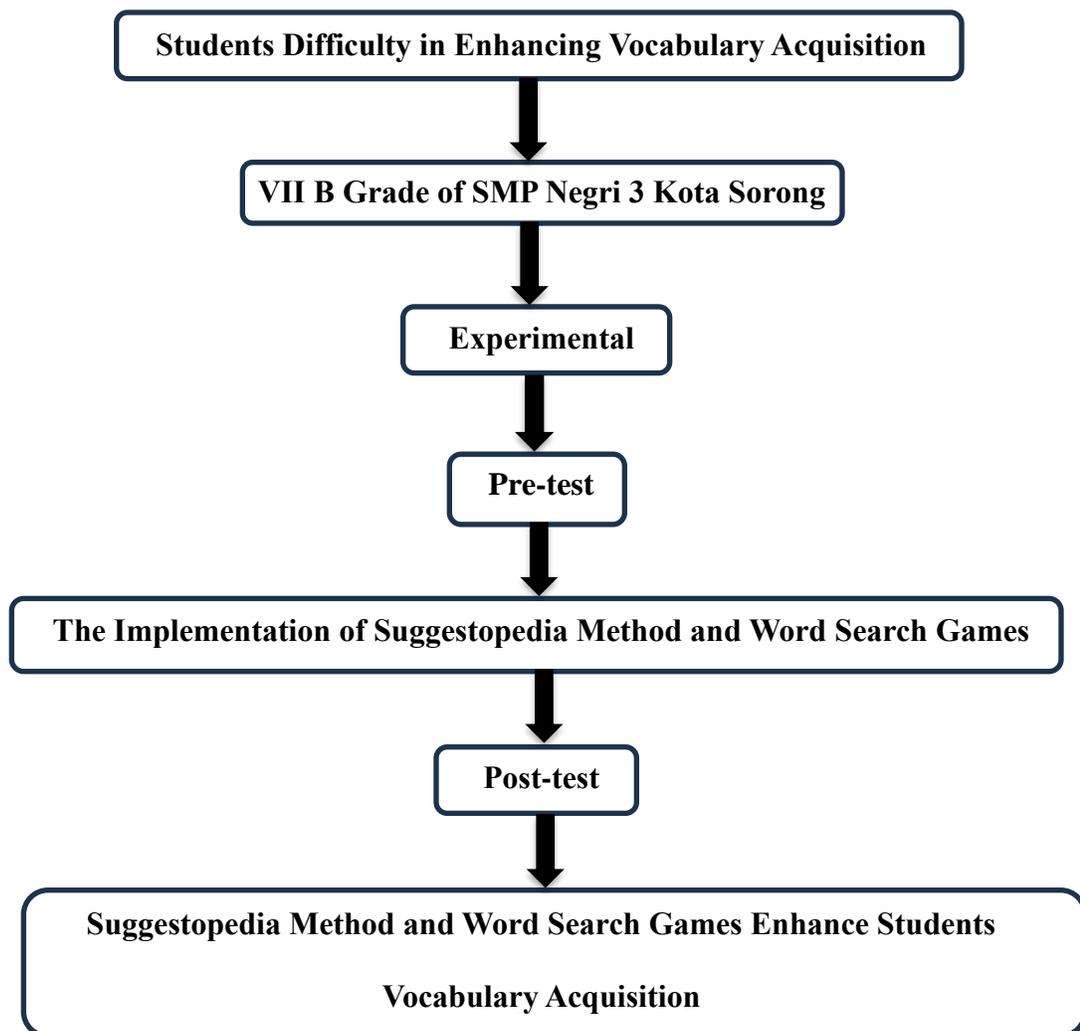
This study and previous research both aim to enhance students' vocabulary mastery by using more engaging and effective methods compared to conventional methods. Previous research used Suggestopedia, which offers music and positive suggestions to enhance the learning atmosphere, and the Word Search Game, which is game-based to enhance student engagement in vocabulary learning.

This research differs from previous studies because it combines both approaches to optimize learning outcomes. This research aims to create a comfortable yet enjoyable learning environment by combining relaxation and suggestions from Suggestopedia with interactive activities from the Word Search Game, so that students not only find it easier to remember vocabulary but also become more motivated to learn.

2.6 Conceptual Framework

The following figure shows the conceptual structure underlying this research:

Table 2.1 Conceptual Framework



The researchers conducted experiments to determine the differences among students in vocabulary acquisition. They then applied the Suggestopedia method and Word Search Games to enhance students' vocabulary acquisition. After that, the researchers administered a post-test to determine whether the use of the Suggestopedia method and Word Search Games resulted in an enhancement in students' vocabulary acquisition.

CHAPTER III
RESEARCH METODOLOGY

3.1 Research Design

This research used a quantitative approach and employed an experimental design. A one-group pretest-posttest design was applied. Creswell, J. W., & Creswell (2018) states that quantitative research is an approach used to test theories by measuring variables using numerical instruments and employing statistical techniques to analyze the data. Sugiyono., (2017) also states that experimental research aims to identify cause-and-effect relationships when a treatment is given to a specific group.

Pre-experimental involved a one-group pretest-posttest design. In this design, only one group was given a pretest (O1), followed by treatment (X), and then a posttest (O2). There was no control group for comparison.

The table below showed the research design that was used in this study:

Table 3.1 One Group Pre-test and Post-test

| Group | Pretest | Treatment | Posttest |
|----------------|---------|-----------|----------|
| Experiment (E) | O1 | X | O2 |

(Source: Creswell, 2018; Sugiyono, 2017)

Explanation:

E = Experimental class

O1 = Pretest

X = Learning Treatment

O2 = Posttest

The design process was explained as follows:

First, before the treatment was conducted, a pre-test was given to measure the students' vocabulary acquisition. Then, the treatment was conducted used the suggestopedia method and word search games. Finally, after the treatment, a final test was given to measure the students' vocabulary acquisition after the treatment.

3.2 Population and Sample

3.2.1 Population

All research subjects were considered the population. To obtain research data, data sources were required. Every research study had to be confronted with its subjects. Therefore, in this research, population consisted of seventh-grade students from SMP Negeri 3 Kota Sorong, which comprised eleven classes.

Tabel 3.2 Population Subjects

| CLASS | MALE | FEMALE |
|--------------|-------------|---------------|
| VII A | 14 | 18 |
| VII B | 16 | 16 |
| VII C | 16 | 16 |
| VII D | 16 | 16 |
| VII E | 16 | 16 |
| VII F | 16 | 16 |
| VII G | 16 | 16 |
| VII H | 17 | 15 |
| VII I | 17 | 15 |
| VII J | 17 | 15 |
| VII K | 17 | 15 |

3.2.1 Sample

In this research, the sample consisted seventh-grade of students from SMP Negeri 3 Kota Sorong, consisting of 32 students, specifically class VIIB (16 male students and 16 female students). They participated in all stages of the research, from pre-test to post-test. It was assumed that every group or individual in the population had an equal opportunity to be used as a research sample and that elements of subjectivity were expected to be excluded.

3.3 Variables

There are two variables in this research. First, independent variables and second is dependent variables. The two variables are as follows:

1. Independent variable: Suggestopedia method and Word Search Games
2. Dependent variable: Vocabulary acquisition

3.4 Research Background

3.4.1 Research Location

This research was conducted at SMP Negeri 3 Kota Sorong, Southwest Papua Province.

3.4.2 Research Time

This research was be conducted over 6 meetings, starting in March 2025 and continuing until completion.

3.5 Research Instrument

Sugiyono (2017) states that the tool used to collect data is a questionnaire, which is given to each respondent sampled in the study during the observation. The vocabulary test, consisting of 20 questions, including 10 multiple-choice questions and 10 fill-in-the-blank questions, focused on verbs.

3.6 Technique of Collecting Data

3.6.1 Pre-test

Before the experimental class began, the purpose of the pre-test was to measure students' understanding and vocabulary. This test was conducted during the first meeting. The researcher created a vocabulary test consisting of 10 fill-in-the-blank questions and 10 multiple-choice questions.

3.6.2 Post-test

The purpose of the post-test was to determine whether Suggestopedia and Word Search Games could enhance students' vocabulary acquisition. In the post-test, the researcher used a vocabulary test consisting of 20 questions, comprising 10 multiple-choice questions and 10 fill-in-the-blank questions. This test was given in the final meeting.

3.7 Technique of Analysis Data

3.7.1 Scoring of Students' Vocabulary

The researcher used a vocabulary test consisting of 20 items, with 10 fill-in-the-blank items and 10 multiple-choice items, to evaluate the students' vocabulary. Each correct answer was awarded 1 point, while incorrect answers received 0 points.

The table below shows the assessment results:

Table 3.3 Assessment Score

| Test Item | Scoring Rule | | Amount |
|-------------------|--------------|-------|--------|
| | True | False | |
| Multiple-choice | 1 | 0 | 10 |
| Fill-in-the-blank | 1 | 0 | 10 |

To calculate the score, the following formula is used:

$$S = \frac{r}{n} \times 100$$

Explanation:

S = Scores of the test

r = The total of the right answer

n = Total items

3.7.2 Mean

These scores represented the average. Diarmadi (2011) calculated the scores based on the results of the pre-test and post-test.

How to calculate the average score using the following formula:

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

Explanation:

M = Means of students' score

$\sum x$ = The sum of students' scores

N = Total number of students'

3.7.3 Normality Test

The purpose of this normality test was to determine whether the data from each variable had a normal distribution. The Shapiro-Wilk method was used to conduct this test. The decision from the Normality Test method includes that a significance value greater than

0.05 indicates that the data was normally distributed, while a significance value less than 0.05 indicates that the data was not normally distributed.

3.7.4 Paired Samples T-test

Two paired data samples were tested with the Paired Sample T-Test. This test used the same sample but applied different treatments. In most cases, the researchers' goal was to compare data before and after the treatment. The paired sample t-test method was used to draw conclusions. If the significance value was less than 0.05, then (Ho) was rejected and (Ha) was accepted, indicating that the Suggestopedia Method and Word Search Games enhanced students' vocabulary acquisition. On the other hand, if the significance value was more than 0.05, then (Ho) was accepted and (Ha) was rejected. This indicates that the suggestopedia method and word search games did not enhance students' vocabulary acquisition. The Paired Sample T-Test in this research was conducted using a program SPSS.

3.7.5 Hypothesis Testing

The significance of hypothesis test in this research was as follow:

- 1) If the significance value $< 0,05$, there was significant difference between before using Suggestopedia Method and Word Search Games and after using Suggestopedia Method and Word Search Games from pre-test and post-test

2) If the significance value $> 0,05$, there was no significant difference between before using Suggestopedia Method and Word Search Games and after using Suggestopedia Method and Word Search Games.

CHAPTER IV

FINDINGS AND DISCUSSION

4.1. Findings

4.1.1 The Description of Treatment

This chapter presented the results of research conducted in the seventh-grade class at SMP Negeri 3 Kota Sorong. The purpose of this research was to determine whether Suggestopedia and the Word Search game enhanced students' vocabulary acquisition, particularly in terms of verbs. The researcher chose class VII B as the experimental class. This class had 32 students, consisting of 16 male and 16 female. However, during the pre-test, treatment, and post-test conducted by the researcher, not all students attended those sessions. From the total participants, 5 students only attended the pre-test and 3 students only attended the post-test. Therefore, only 20 students participated in both the pre-test and post-test. The researcher only analyzed those 20 students.

Seventh-grade students of SMP Negeri 3 Kota Sorong underwent a pre-test in the first session. This pre-test was used to measure the students' initial ability in vocabulary acquisition, especially English verbs. The questions were given in two forms—fill-in-the-blank and multiple-choice each containing 10 items. Pre-test was conducted in the classroom for forty minutes without any special treatment from the researcher.

After getting the pre-test, the student of experimental were given treatments. In first meeting, the researcher began using the Suggestopedia method and Word Search Games during this meeting. At first, the researcher showed pictures of daily activities to the students. The goal was to encourage students' creativity and help them understand the relationship between the images and the vocabulary that was to be learned. To make learning more relaxed, the images were accompanied by soft music. After introducing vocabulary through pictures and a brief discussion, the researcher gave the students a Word Search game in the form of a grid containing several verbs that had been introduced earlier. After introducing vocabulary through pictures and a brief discussion, the researcher gave the students a Word Search Game in the form of a grid containing several verbs that had been previously introduced. The researcher divided the students into small groups to help them interact with each other and build confidence. Each group worked together to find the hidden vocabulary in the game.

In the second meeting, the researcher did not use visual media in this meeting. On the contrary, the researcher wrote a short story about a situation or event using several vocabulary words. To keep students comfortable and relaxed during the learning process, the story was delivered orally with soft music accompaniment. Students received a Word Search Games sheet containing vocabulary mentioned in the story

after listening to the story. Students were asked to complete the task independently this time, unlike in previous sessions. The goal was to enhance independence and vocabulary comprehension.

Almost the same as the previous meeting, the fourth meeting did the same things. The researcher read the short story with the verbs again. Soft music was still used to create a calm learning atmosphere. The researcher added additional activities to help students complete the word search game individually. This activity asked students to write five sentences based on five vocabulary words they found in the grid. The purpose of this activity was to enhance students' ability to use vocabulary in the form of simple sentences.

In the fifth meeting, listened to stories, completed word search games, and wrote five sentences from five discovered vocabulary words were activities carried out during this meeting. However, the researcher added an additional activity called an oral presentation. Students were asked to read one sentence from their work in front of the class after writing five sentences. The purpose of this activity was to encourage students to enhance their confidence in speaking and using the vocabulary they had learned.

When the treatment was finished, the researcher gave the post-test to the students. This test consisted of 10 multiple-choice questions and 10 fill-in-the-blank questions that had a format similar to the pre-test. The

purpose of the post-test was to determine the extent of enhancement in students' vocabulary mastery after the implementation of various treatments.

4.1.2 The Students Score

Table 4.1 Classification of frequency and percentage score of pre-test and post-test in Experimental Class

| No. | Classification | Range | Pre-test | | Post-test | |
|--------------|----------------|--------|-----------|-------------|-----------|-------------|
| | | | F | P | F | P |
| 1. | Very good | 90-100 | 0 | 0% | 5 | 25% |
| 2. | Good | 70-89 | 8 | 40% | 9 | 45% |
| 3. | Fair | 50-69 | 8 | 40% | 6 | 30% |
| 4. | Poor | 30-49 | 3 | 15% | 0 | 0% |
| 5. | Very poor | 10-29 | 1 | 5% | 0 | 0% |
| Total | | | 20 | 100% | 20 | 100% |

From Table 4.1, the classification of students' vocabulary mastery levels in the pre-test and post-test can be seen. In the pre-test, 1 student (5%) was in the very poor category, 3 students (15%) were in the poor category, 8 students (40%) were in the fair category, and 8 students (40%) were in the good category. No students achieved a very good score in the pre-test.

However, after the treatment, the post-test results showed a significant improvement. Five students (25%) achieved very good scores, 9 students (45%)

achieved good scores, and 6 students (30%) were in the fair category. No students fell into the poor or very poor categories.

The increased in students' scores between the pre-test and post-test indicates the success of the teaching method applied by the researcher. During the learning process, the researcher ensured that students remained focused and engaged. The integration of the Suggestopedia method and Word Search Games provided a fun and interactive learning experience, which helped students better understand and retain the vocabulary taught. Moreover, the researcher also encouraged active participation by inviting students to spell out vocabulary together, thus enhancing their pronunciation and mastery of verb vocabulary in English.

4.1.3 The Students Mean Scores and Standard Deviation

The table below shows the average scores and standard deviations of students for the pretest and posttest.

Table 4.2 The Mean Score and Standard Deviation in Pretest and Posttest

| Descriptive Statistics | | | | |
|-------------------------------|-----------|-----------|------------|----------------|
| | N | Mean | | Std. Deviation |
| | Statistic | Statistic | Std. Error | Statistic |
| pre-test | 20 | 60.0000 | 4.19900 | 18.77849 |
| post-test | 20 | 79.7500 | 3.19282 | 14.27871 |
| Valid N (listwise) | 20 | | | |

Table 4.2, the average pre-test score of the students is 60.00 with a standard deviation of 18.77, and the average post-test score is 79.75 with a standard deviation of 14.27. An increase of 19.75 points indicates that the

Suggestopedia method and Word Search Games contributed to the enhancement in students' vocabulary acquisition. Furthermore, the decrease in the standard deviation from the pre-test to the post-test indicates that the variation in student scores has decreased, suggesting that the learning outcomes of the students after the treatment are more uniform.

4.1.4 Normality Test

Table 4.3 Normality Test in Pretest and Posttest

| | Tests of Normality | | | | | |
|-----------|---------------------------------|----|------|--------------|----|------|
| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
| | Statistic | df | Sig. | Statistic | df | Sig. |
| pre-test | .205 | 20 | .027 | .903 | 20 | .047 |
| post-test | .207 | 20 | .025 | .919 | 20 | .093 |

a. Lilliefors Significance Correction

The table shows that the significant pretest value of the experiment is 0.047 and is not normally distributed because the significance is below 0.05. Meanwhile, the significant posttest value is 0.093 and is normally distributed because the significance is above 0.05.

4.1.5 Paired Sample T Test

Table 4.4 Paired Sample Test in Pretest and Posttest

| | | Paired Samples Test | | | | | | | | |
|--------|----------------------|---------------------|----------------|-----------------|---|-----------|--------------|----|-------------|-------------|
| | | Paired Differences | | | | | Significance | | | |
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | t | df | One-Sided p | Two-Sided p |
| Pair 1 | pre-test - post-test | -19.75000 | 18.95111 | 4.23760 | -28.61939 | -10.88061 | -4.661 | 19 | <.001 | <.001 |

To determine whether there is a significant difference between students' pre-test scores and post-test scores, the data above was analysed. Pre-test and post-test scores are considered statistically significant if the Sig. Two-Sided p (2-tailed) value is less than 0.05. The results from Table 4.5 show that the Sig. Two-Sided p (2-tailed) value is 0.000, which means the value is less than 0.05. The alternative hypothesis (Ha) is accepted in this study, and the null hypothesis (Ho) is rejected. This indicates that Suggestopedia method and word search games enhance students' vocabulary acquisition.

4.1.6 Hypothesis Testing

According to the data above, hypothesis testing in this study shows that there is a significant difference between the pretest and posttest scores of the experiment. This is indicated by the Two-Sided p (2-tailed) sig. of 0.000, which is smaller than 0.05, indicating that there is a significant difference between the pretest and posttest scores of the Suggestopedia Method and Word Search Games.

4.2 Discussion

The purpose of this research is to determine whether or not the Suggestopedia method and Word Search Games enhancing students' vocabulary acquisition among seventh-grade students. To achieve this goal, this research used a pre-experimental method with a one-group pre-test-post-test design, where students were given a pre-test, then receive

lesson using the Suggestopedia method and word search games, and finally were given a post-test.

According to the research results, the average score of the students significantly increased from the pretest to the posttest. The average pretest score was 60.00, and the average posttest score increased to 79.75. This shows the enhancement that after using Suggestopedia and Word Search Games for teaching, students mastered the vocabulary of verbs.

Learning with Suggestopedia and Word Search games resulted in significant enhancements in students' abilities, as evidenced by the average score difference of 19.75 points between the previous test and the subsequent test. Using SPSS, descriptive statistical analysis and paired sample t-test found that this difference is statistically significant. The significance value (Sig. 2-tailed) is 0.000, which is less than 0.05. Therefore, the Word Search game and the Suggestopedia method have been proven to enhance students' vocabulary mastery.

This success is inseparable from the benefits of the Suggestopedia method, which aims to create a relaxed and enjoyable learning atmosphere. To keep students focused and not stressed during the learning process, the researchers used soft music, short stories, and a comfortable classroom atmosphere. This is in line with the theory of (Febriyanti, R., & Sundari, 2016) which states that Suggestopedia can help junior high

school students enhance their English vocabulary through a relaxed and effective learning atmosphere.

Additionally, the Word Search game provides an enjoyable and challenging learning experience. To find the words in the game box and indirectly review the words that have been learned, students face a challenge. This supports (Mutiah, 2019) opinion that Word Search games can significantly help students improve their vocabulary mastery because they involve concentration, cognitive abilities, and memory through visualization.

Thus, it can be concluded that the combination of Suggestopedia and Word Search Game is a fun, interactive, and effective learning method to help students enhance their vocabulary. Students become more engaged and confident in their learning activities. This is in line with (Maharani, 2021) opinion, which states that game media and enjoyable techniques can increase student interest and accelerate the absorption of new vocabulary.

However, during the learning process, it was found that some students still have difficulty distinguishing between base form verbs (like "play") and -ing form verbs (like "playing"), even though they know the meaning. This shows that more emphasis should be placed on students regarding the morphological aspects of words. The results of (Hasanah, 2019) research show that many middle school students face difficulties in understanding

verb changes. This is especially true for the change of continuous verbs that use the -ing suffix.

Moreover, it has been proven that the learning activities conducted increase student participation. Students listened attentively during the story session. They worked together, talked, and tried to find as many words as possible while playing Word Search. Many students remain enthusiastic even after the activity is over and continue to talk about the words they found. This supports (Puspitasari, 2020) opinion that game-based learning makes studying enjoyable and memorable, especially for junior high school students.

The students remained enthusiastic after the lesson was over. Some students continued to talk about the vocabulary they had learned and tried to use it in short sentences. Other students showed curiosity and a high enthusiasm for learning by asking further questions about the use of those words. This is in line with (Puspitasari, 2020) opinion, which states that enjoyable teaching methods that actively involve students can leave a lasting impression and encourage students to continue studying the topic outside of class.

During the treatment, group activities helped students work together and appreciate each other in social interactions. Students take turns reading their sentences aloud, listening to their friends, and providing support and suggestions. (Maharani, 2021) supports this finding by stating

that the use of interactive media in English language learning not only enhances students' language skills but also fosters self-confidence and mutual respect.

The novelty of this research lies in the combination of Suggestopedia and Word Search Games, which are rarely applied together in vocabulary learning. This method not only made the class more enjoyable but also activated various learning styles-auditory (music), visual (pictures and texts), and kinesthetic (games and presentation). This multisensory approach helped enrich the students' vocabulary learning experience and made it more memorable. This aligns with the findings of (Indriani, T., & Amelia, 2022), who state that a multisensory approach involving music, visuals, and physical activities can significantly enhance students' vocabulary.

The implications of this research indicate that the use of the Suggestopedia method and Word Search Game not only enhanced students' vocabulary mastery but also created a fun and interactive learning atmosphere. This supports the view of (Maharani, 2021), who stated that interactive and enjoyable learning methods can increase students' motivation and confidence in using English. Therefore, students are expected to be more active in participating in learning activities, both individually and in groups, so that they became more confident in using

the vocabulary they have learned. Teachers are advised to integrate this method into classroom learning, as the combination of music, stories, and games has been proven to help students understand and remember vocabulary better. Additionally, teachers must pay special attention to students who are struggling because the improvement in students' abilities is not uniform. Future researchers should develop this study by involving a control group and examining other types of vocabulary such as nouns or adjectives. They should also examine how this technique can be used for technology-based learning or mastery of other language skills.

This research has several limitations that must be taken into account. First, the number of students involved in the study is limited to 20 individuals, which means the results cannot be generalized to the entire population of seventh-grade students. Second, the duration of the implementation was only six meetings, which means the intensity of practice and material reinforcement was still limited. Additionally, because this study only used a pre-experimental design without a control group, external factors that might influence students' learning outcomes cannot be fully measured or controlled. According to (Creswell, J. W., & Creswell, 2018), pre-experimental designs often face internal validity threats such as maturation, testing effects, and selection biases, which can affect the reliability of the findings. Finally, because this study only uses a pre-experimental design, some students still have difficulty fully

understanding verb form changes, especially in distinguishing between base form verbs and -ing form verbs.

Overall, this research shows that the use of Suggestopedia and Word Search Games enhance students' vocabulary mastery, especially verbs. Students become more active, more motivated, and more confident when using simple vocabulary. The fun, interactive method that aligns with the characteristics of middle school students helps in the development of their language and social skills. This is in line with (Alqahtani, 2018), who stated that vocabulary learning is more effective when learners are engaged in enjoyable and meaningful activities, as it increases retention and promotes active participation. As a result, the combination of these two approaches should be considered as an alternative for vocabulary learning in middle school.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The research results show that the seventh-grade students of SMP N 3 Kota Sorong have mastered vocabulary better by using Suggestopedia and Word Search games. The results of the Paired Sample T-Test analysis show that the significance value (Sig. 2-tailed) is $0.000 < 0.05$. Therefore, the alternative hypothesis (H_a) is accepted, while the null hypothesis (H_0) is rejected. Seventh-grade students of SMP N 3 Kota Sorong have enhanced their vocabulary mastery by using the Suggestopedia method and Word Search games.

Researchers believe that combining the Suggestopedia method and Word Search games is an innovative and entertaining way to teach vocabulary. During the learning process, students feel more relaxed and enthusiastic with this approach. In addition, this method increases student participation in class activities. Through enjoyable and meaningful activities, students are given the opportunity to acquire and enrich their vocabulary. This has a positive impact on their vocabulary mastery.

The Suggestopedia method, which uses a relaxation approach and the use of visual media as well as interactive Word Search Games, is able to overcome student boredom and help them learn passively and

collaboratively. In the end, this method helped students remember vocabulary better and feel more confident in using English.

5.2 Suggestion

1. For Students

It is hope that students become more active in learning activities that use music, storytelling, and vocabulary games. Practicing regularly, both individually and with peers, will help students understand the vocabulary they have learned and become more confident in using the vocabulary in context.

2. For Teacher

To enhance students' vocabulary acquisition, especially verbs, teachers should incorporate the Suggestopedia method and Word Search games into classroom learning activities. Because there are differences in the enhancement of grades among students, teachers can also offer additional assistance to students who are still facing difficulties. The combination of classical music, stories, and interactive games all at once can make the class enjoyable. This can also help students remember and use the vocabulary they have learned.

3. Other Researcher

The focus of this research is solely on verb vocabulary and without a control group. Therefore, it is recommended that researchers involve a larger sample size and use a control group as well to investigate other

vocabulary such as nouns or adjectives. Additionally, research can focus on other language skills, such as speaking or reading, and the use of these techniques in digital or technology-based learning.

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APPENDICES

Appendix 1 lesson plan

Rencana Pelaksanaan Pembelajaran (RPP)

Nama Sekolah : SMP Negeri 3 Kota Sorong

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII / Genap

Materi Pokok : Vocabulary (English Verbs)

Metode Pembelajaran : Suggestopedia dan Word Search Games

Tujuan Pembelajaran

Setelah mengikuti pembelajaran ini, peserta didik diharapkan dapat:

- Memahami dan mengidentifikasi kosakata kata kerja dalam Bahasa Inggris.
- Menggunakan kosakata tersebut dalam kalimat sederhana secara tertulis dan lisan.
- Meningkatkan penguasaan kosakata melalui metode Suggestopedia dan Word Search Games.
- Berpartisipasi aktif dalam kegiatan belajar secara individu maupun kelompok.
- Menunjukkan peningkatan hasil belajar berdasarkan tes awal dan tes akhir.

Kegiatan Pembelajaran

Pendahuluan:

- Guru menyampaikan tujuan pembelajaran secara singkat.
- Guru menciptakan suasana kelas yang santai dan positif untuk mendukung pendekatan Suggestopedia.
- Pemutaran musik lembut sebagai latar suasana yang relaks.

Inti:

1. Tes Awal (Pre-test): Siswa mengerjakan soal pre-test berisi 10 soal pilihan ganda dan 10 isian untuk mengukur penguasaan awal kosakata kata kerja.
2. Pemberian Perlakuan (Treatment): Guru mengenalkan kosakata melalui gambar (Daily Activities) dan cerita lisan (School Life & Family Topics). Guru menggunakan musik lembut selama proses pembelajaran untuk menciptakan suasana yang nyaman. Aktivitas Word Search Game diberikan dalam berbagai bentuk: berkelompok dan individu. Siswa

- menulis kalimat dari kata kerja yang ditemukan dalam Word Search. Siswa mempresentasikan satu kalimat mereka secara lisan untuk melatih kepercayaan diri.
3. Tes Akhir (Post-test): Siswa mengerjakan post-test dengan format soal yang sama seperti pre-test untuk mengetahui peningkatan hasil belajar mereka.

Penutup:

- Guru menyimpulkan materi yang telah dipelajari.
- Guru memberi umpan balik dan motivasi kepada siswa atas partisipasi mereka.
- Guru merefleksikan kegiatan pembelajaran bersama siswa.

Metode dan Model Pembelajaran

Metode: Sugestopedia, Word Search Game, Cerita Lisan, Presentasi

Model: Cooperative Learning dan Individual Learning

Media dan Sumber Belajar

- Gambar ilustrasi aktivitas sehari-hari
- Cerita pendek yang mengandung kosakata kata kerja
- Lembar kerja Word Search Game
- Musik lembut (instrumental)

Penilaian

Teknik:

- Tes tulis (pre-test dan post-test)

Instrumen:

- Lembar soal pre-test dan post-test

Appendix 2 Instrument

RESEARCH INSTRUMENT (PRE-TEST)

Name :

Class :

Choose the correct answer!

1. Every morning, I ___ my teeth before going to school.

- a. Brush
- b. Eat
- c. Sleep
- d. Write

2. My mother ___ the plate after dinner.

- a. Wash
- b. Sleep
- c. Drink
- d. Walk

3. In the classroom, students ___ to the teacher.

- a. Play
- b. Listen
- c. Jump
- d. Sleep

4. My father ___ on the chair after work.
- a. Sit
 - b. Jump
 - c. Walk
 - d. Run
5. We ___ football in the schoolyard every afternoon.
- a. Eat
 - b. Play
 - c. Swim
 - d. Sleep
6. I ___ a letter to my friend in my notebook.
- a. Wash
 - b. Write
 - c. Cut
 - d. Cook
7. My little sister ___ her favorite cartoon on TV.
- a. Wash
 - b. Watch
 - c. Read
 - d. Sweep
8. My brother and I ___ the dishes after dinner.
- a. Make

b. Wash

c. Read

d. Walk

9. Every Sunday, I ___ to the park with my family.

a. Go

b. Dance

c. Sleep

d. Study

10. I ___ with a pencil on my book.

a. Write

b. Eat

c. Drink

d. Watch

Fill in the blanks below using the correct verbs!

1. Every morning, I _____ at 6 a.m.

2. My teacher _____ us English in the classroom.

3. On weekends, I _____ football with my friends.

4. My mother _____ dinner for our family.

5. We _____ on our book in the classroom.

6. My sister _____ to music before going to sleep.

7. After school, I _____ TV with my brother.

8. My best friend and I _____ book in the library.

9. Every Sunday, I help My mother to _____ the house.

10. In my free time, I _____ pictures in my drawing book.

RESEARCH INSTRUMENT (POST-TEST)

Name :

Class :

Choose the correct answer!

1. At school, we ___ new words every day.
 - a. Learn
 - b. Forget
 - c. Sing
 - d. Sleep

2. After school, I ___ my homework before playing.
 - a. Finish
 - b. Watch
 - c. Jump
 - d. Cook

3. The students ___ their school bags before going home.
 - a. Pack
 - b. Wash
 - c. Ride
 - d. Sleep

4. Every morning, I ___ a glass of milk.
 - a. Drink

- b. Write
- c. Sleep
- d. Run

5. In the park, we ___ with our friends.

- a. Play
- b. Eat
- c. Wash
- d. Listen

6. In class, the students ___ questions to the teacher.

- a. Ask
- b. Walk
- c. Sleep
- d. Jump

7. Every weekend, my family and I ___ a television together.

- a. Watch
- b. Read
- c. Clean
- d. Draw

8. We ___ at funny jokes in class.

- a. Laugh
- b. Run
- c. Drink

d. Read

9. My grandparents ___ stories about his childhood.

a. Tell

b. Eat

c. Drink

d. Walk

10. Every afternoon, I ___ a nap for 30 minutes.

a. Take

b. Read

c. Draw

d. Wash

Fill in the blanks below using the correct verbs!

1. Every morning, my father ___ the newspaper before breakfast.

2. In the classroom, students ___ to the teacher carefully.

3. On Sundays, I ___ my grandparents with my family.

4. My sister ___ the floor every morning.

5. We ___ our hands when we want to ask a question.

6. After lunch, my brother and I ___ the dishes.

7. In the afternoon, I ___ my bicycle around the neighbour.

8. At school, we ___ lessons in groups.

9. Every Saturday, my mother ___ a cake for us.

10. When I have free time, I ___ pictures in my sketchbook.

Appendix 3 Students Score

| No. | NAME | PRE-TEST | POST-TEST |
|------------|-------------|-----------------|------------------|
| 1. | NA | 80 | 85 |
| 2. | TP | 30 | 90 |
| 3. | RR | 75 | 80 |
| 4. | GK | 75 | 85 |
| 5. | JS | 75 | 85 |
| 6. | DI | 70 | 55 |
| 7. | AA | 70 | 100 |
| 8. | GL | 35 | 65 |
| 9. | JP | 65 | 85 |
| 10. | YY | 65 | 90 |
| 11. | RI | 35 | 50 |
| 12. | N | 60 | 80 |
| 13. | IR | 15 | 65 |
| 14. | AP | 65 | 65 |
| 15. | DS | 50 | 100 |
| 16. | JF | 55 | 95 |
| 17. | NI | 60 | 80 |
| 18. | SP | 70 | 85 |
| 19. | MH | 75 | 80 |
| 20. | PS | 50 | 65 |

Appendix 4 Data Analysis

Average Percentage Change in Student Grades

Presentase_Change

| | | Frequency | Percent | Valid Percent | Cumulative Percent | |
|-------|--------|-----------|---------|---------------|--------------------|--|
| Valid | -21.43 | 1 | 5.0 | 5.0 | 5.0 | |
| | .00 | 1 | 5.0 | 5.0 | 10.0 | |
| | 5.88 | 1 | 5.0 | 5.0 | 15.0 | |
| | 6.25 | 1 | 5.0 | 5.0 | 20.0 | |
| | 6.67 | 2 | 10.0 | 10.0 | 30.0 | |
| | 13.33 | 2 | 10.0 | 10.0 | 40.0 | |
| | 21.43 | 1 | 5.0 | 5.0 | 45.0 | |
| | 30.00 | 1 | 5.0 | 5.0 | 50.0 | |
| | 30.77 | 1 | 5.0 | 5.0 | 55.0 | |
| | 33.33 | 1 | 5.0 | 5.0 | 60.0 | |
| | 38.46 | 1 | 5.0 | 5.0 | 65.0 | |
| | 42.86 | 2 | 10.0 | 10.0 | 75.0 | |
| | 72.73 | 1 | 5.0 | 5.0 | 80.0 | |
| | 85.71 | 1 | 5.0 | 5.0 | 85.0 | |
| | 100.00 | 1 | 5.0 | 5.0 | 90.0 | |
| | 200.00 | 1 | 5.0 | 5.0 | 95.0 | |
| | 333.33 | 1 | 5.0 | 5.0 | 100.0 | |
| | Total | | 20 | 100.0 | 100.0 | |

Mean Score

Descriptive Statistics

| | N | Mean | | Std. Deviation |
|--------------------|-----------|-----------|------------|----------------|
| | Statistic | Statistic | Std. Error | Statistic |
| pre-test | 20 | 60.0000 | 4.19900 | 18.77849 |
| post-test | 20 | 79.7500 | 3.19282 | 14.27871 |
| Valid N (listwise) | 20 | | | |

Normality Test

Tests of Normality

| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|-----------|---------------------------------|----|------|--------------|----|------|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| pre-test | .205 | 20 | .027 | .903 | 20 | .047 |
| post-test | .207 | 20 | .025 | .919 | 20 | .093 |

a. Lilliefors Significance Correction

Paired Sample T Test

Paired Samples Test

| | | Paired Differences | | | | | t | df | Significance | |
|--------|----------------------|--------------------|----------------|-----------------|---|-----------|--------|----|--------------|-------------|
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | One-Sided p | Two-Sided p |
| | | | | | Lower | Upper | | | | |
| Pair 1 | pre-test - post-test | -19.75000 | 18.95111 | 4.23760 | -28.61939 | -10.88061 | -4.661 | 19 | <.001 | <.001 |

Appendix 5 Result Pretest and Posttest Students

Attachment 1

RESEARCH INSTRUMENT (PRE-TEST)

Name : Theresia Farnia Parapa

Class : VII B.

30

Choose the correct answer!

1. Every morning, I ___ my teeth before going to school.

- a. Brush
- b. Eat
- c. Sleep
- d. Write

Benar P. 6 = 6

Bener isian = 0

total benar = 6

2. My mother ___ the plate after dinner.

- a. Wash
- b. Sleep
- c. Drink
- d. Walk

$$\frac{6}{20} \times 100$$

$$= 30$$

3. In the classroom, students ___ to the teacher.

- a. Play
- b. Listen
- c. Jump
- d. Sleep

4. My father ___ on the chair after work.

- a. Sit
- b. Jump
- c. Walk
- d. Run

5. We ___ football in the schoolyard every afternoon.

- a. Eat
- b. Play
- c. Swim
- d. Sleep

6. I ___ a letter to my friend in my notebook.

- a. Wash
- b. Write
- c. Cut
- d. Cook

7. My little sister ___ her favorite cartoon on TV.

- a. Wash
- b. Watch
- c. Read
- d. Sweep

8. My brother and I ___ the dishes after dinner.

- a. Make
- b. Wash
- c. Read
- d. Walk

B = 5
S = 4

9. Every Sunday, I ___ to the park with my family.

- a. Go
- b. Dance
- c. Sleep
- d. Study

10. I ___ with a pencil on my book.

- a. Write
- b. Eat
- c. Drink
- d. Watch

Fill in the blanks below using the correct verbs!

1. Every morning, I _____ at 6 a.m. Bangun
2. My teacher _____ us English in the classroom. mengajar
3. On weekends, I _____ football with my friends. membantu
4. My mother _____ dinner for our family. mempersiapkan / karsa
5. We _____ on our book in the classroom. Belajar
6. My sister _____ to music before going to sleep. mendengar

7. After school, I _____ TV with my brother. Manonton
8. My best friend and I _____ book in the library. ~~Journal~~ Journal
9. Every Sunday, I help My mother to Cleaning the house.
10. In my free time, I _____ pictures in my drawing book. menggambar

$$B = 0$$

$$S = 10$$

35

Attachment 1

RESEARCH INSTRUMENT (PRE-TEST)

Name : Gicelle S. Latupapua

Benar r.g = 7

Class : VIII.B (7.B)

Benar isian = 0

0

Choose the correct answer!

1. Every morning, I ___ my teeth before going to school.

a. Brush

b. Eat

c. Sleep

d. Write

TOTAL benar = 7

2. My mother ___ the plate after dinner.

a. Wash

b. Sleep

c. Drink

d. Walk

$$\frac{7}{20} \times 100$$

⇒ 35

3. In the classroom, students ___ to the teacher.

a. Play

b. Listen

c. Jump

d. Sleep

4. My father ___ on the chair after work.

- a. Sit
- b. Jump
- c. Walk
- d. Run

5. We ___ football in the schoolyard every afternoon.

- a. Eat
- b. Play
- c. Swim
- d. Sleep

6. I ___ a letter to my friend in my notebook.

- a. Wash
- b. Write
- c. Cut
- d. Cook

7. My little sister ___ her favorite cartoon on TV.

- a. Wash
- b. Watch
- c. Read
- d. Sweep

8. My brother and I ___ the dishes after dinner.
- a. Make
 - b. Wash
 - c. Read
 - d. Walk

R = 7
S = 3

9. Every Sunday, I ___ to the park with my family.
- a. Go
 - b. Dance
 - c. Sleep
 - d. Study

10. I ___ with a pencil on my book.
- a. Write
 - b. Eat
 - c. Drink
 - d. Watch

Fill in the blanks below using the correct verbs!

- 1. Every morning, I make _____ at 6 a.m.
- 2. My teacher teaches us English in the classroom.
- 3. On weekends, I like on football with my friends.
- 4. My mother likes on dinner for our family.
- 5. We open _____ on our book in the classroom.
- 6. My sister likes _____ to music before going to sleep.

9. After school, I do TV with my brother.

8. My best friend and I like book in the library.

7. Every Sunday, I help My mother to do the house.

6. In my free time, I draw pictures in my drawing book.

B = 0
S = 0

15

Attachment 1

RESEARCH INSTRUMENT (PRE-TEST)

Name : iKONNO Riky Raditya

Class : 7B/VII B

Choose the correct answer!

1. Every morning, I ___ my teeth before going to school.

- a. Brush
- b. Eat
- c. Sleep
- d. Write

Benar P.6 = 3
 Benar Isian = 0 +
 Benar keseluruhan = 3

2. My mother ___ the plate after dinner.

- a. Wash
- b. Sleep
- c. Drink
- d. Walk

$\frac{3}{20} \times 100$

3. In the classroom, students ___ to the teacher.

- a. Play
- b. Listen
- c. Jump
- d. Sleep

→ 15

4. My father ___ on the chair after work.

- a. Sit
- b. Jump
- c. Walk
- d. Run

5. We ___ football in the schoolyard every afternoon.

- a. Eat
- b. Play
- c. Swim
- d. Sleep

6. I ___ a letter to my friend in my notebook.

- a. Wash
- b. Write
- c. Cut
- d. Cook

7. My little sister ___ her favorite cartoon on TV.

- a. Wash
- b. Watch
- c. Read
- d. Sweep

8. My brother and I ___ the dishes after dinner.

- a. Make
- b. Wash
- c. Read
- d. Walk

9. Every Sunday, I ___ to the park with my family.

- a. Go
- b. Dance
- c. Sleep
- d. Study

10. I ___ with a pencil on my book.

- a. Write
- b. Eat
- c. Drink
- d. Watch

B = 7
S = 7

Fill in the blanks below using the correct verbs!

- 1. Every morning, I ~~eat my teeth~~ eat my teeth at 6 a.m. ~~eat my teeth to go~~ eat my teeth to go to school.
- 2. My teacher play ~~play~~ teaches us English in the classroom.
- 3. On weekends, I play ~~play~~ play football with my friends.
- 4. My mother cook ~~cook~~ cooks the plate dinner for our family.
- 5. We read ~~read~~ read our book in the classroom.
- 6. My sister listen ~~listen~~ listens to music before going to sleep.
Cartoon on TV

7. After school, I my brother TV with my brother.
8. My best friend and I menbaca book in the library.
9. Every Sunday, I help My mother to menbaca the house.
10. In my free time, I my father pictures in my drawing book.

$$B = 0$$

$$S = 10$$

50

Attachment 1

RESEARCH INSTRUMENT (PRE-TEST)

Name : Damian E. Siagian

Class : VII-B

Choose the correct answer!

1. Every morning, I ___ my teeth before going to school.

a. Brush

b. Eat

c. Sleep

d. Write

$$\begin{aligned} \text{Benar P. G} &= 9 \\ \text{Benar isian} &= \frac{1}{10} \times 100 \end{aligned}$$

2. My mother ___ the plate after dinner.

a. Wash

b. Sleep

c. Drink

d. Walk

$$\frac{10}{20} \times 100$$

→ 50

3. In the classroom, students ___ to the teacher.

a. Play

b. Listen

c. Jump

d. Sleep

4. My father ___ on the chair after work.

- a. Sit
- b. Jump
- c. Walk
- d. Run

5. We ___ football in the schoolyard every afternoon.

- a. Eat
- b. Play
- c. Swim
- d. Sleep

6. I ___ a letter to my friend in my notebook.

- a. Wash
- b. Write
- c. Cut
- d. Cook

7. My little sister ___ her favorite cartoon on TV.

- a. Wash
- b. Watch
- c. Read
- d. Sweep

8. My brother and I ___ the dishes after dinner.

- a. Make
- b. Wash
- c. Read
- d. Walk

9. Every Sunday, I ___ to the park with my family.

- a. Go
- b. Dance
- c. Sleep
- d. Study

B = 9

S = 1

10. I ___ with a pencil on my book.

- a. Write
- b. Eat
- c. Drink
- d. Watch

Fill in the blanks below using the correct verbs!

1. Every morning, I Go to the school at 6 a.m.

2. My teacher teaching us English in the classroom.

3. On weekends, I playing football with my friends.

4. My mother cooking dinner for our family.

5. We write on our book in the classroom.

6. My sister listening to music before going to sleep.

7. After school, I watching TV with my brother.
8. My best friend and I reading book in the library.
9. Every Sunday, I help My mother to cleaning the house.
10. In my free time, I drawing pictures in my drawing book.

B = 1

S = 9

85

Attachment 1

RESEARCH INSTRUMENT (PRE-TEST)

Name : Journey - V - Foni

Class : VII B

Choose the correct answer!

1. Every morning, I ___ my teeth before going to school.

- a. Brush
- b. Eat
- c. Sleep
- d. Write

$$\begin{array}{r}
 \text{Benar P.5} = 3 \\
 \text{Benar (sian)} = 2 \\
 \hline
 11
 \end{array}$$

2. My mother ___ the plate after dinner.

- a. Wash
- b. Sleep
- c. Drink
- d. Walk

$$\frac{11}{20} \times 100$$

→ 55

3. In the classroom, students ___ to the teacher.

- a. Play
- b. Listen
- c. Jump
- d. Sleep



4. My father ___ on the chair after work.

- a. Sit
- b. Jump
- c. Walk
- d. Run

5. We ___ football in the schoolyard every afternoon.

- a. Eat
- b. Play
- c. Swim
- d. Sleep

6. I ___ a letter to my friend in my notebook.

- a. Wash
- b. Write
- c. Cut
- d. Cook

7. My little sister ___ her favorite cartoon on TV.

- a. Wash
- b. Watch
- c. Read
- d. Sweep

8. My brother and I ___ the dishes after dinner.

- a. Make
- b. Wash
- c. Read
- d. Walk

9. Every Sunday, I ___ to the park with my family.

- a. Go
- b. Dance
- c. Sleep
- d. Study

10. I ___ with a pencil on my book.

- a. Write
- b. Eat
- c. Drink
- d. Watch

B = 9
S = 1

Fill in the blanks below using the correct verbs!

1. Every morning, I go to the school at 6 a.m.
2. My teacher studying us English in the classroom.
3. On weekends, I playing football with my friends.
4. My mother cooking dinner for our family.
5. We reading on our book in the classroom.
6. My sister play to music before going to sleep. listen

7. After school, I watching TV with my brother.
8. My best friend and I reading book in the library.
9. Every Sunday, I help My mother to clean the house.
10. In my free time, I drawing pictures in my drawing book.

$$B = 2$$

$$S = 8$$

90

RESEARCH INSTRUMENT (POST-TEST)

Name : Theresa A. Parava
Class : VII B

Choose the correct answer!

1. At school, we ___ new words every day.
- a. Learn
 - b. Forget
 - c. Sing
 - d. Sleep

Benar P. B = 10
Benar 15:20 = 8
18

2. After school, I ___ my homework before playing.
- a. Finish
 - b. Watch
 - c. Jump
 - d. Cook

$\frac{10}{20} \times 100$

3. The students ___ their school bags before going home.
- a. Pack
 - b. Wash
 - c. Ride
 - d. Sleep

→ 90

4. Every morning, I ___ a glass of milk.
- a. Drink
 - b. Write
 - c. Sleep
 - d. Run

5. In the park, we ___ with our friends.

a. Play

b. Eat

c. Wash

d. Listen

6. In class, the students ___ questions to the teacher.

a. Ask

b. Walk

c. Sleep

d. Jump

7. Every weekend, my family and I ___ a television together.

a. Watch

b. Read

c. Clean

d. Draw

8. We ___ at funny jokes in class.

a. Laugh

b. Run

c. Drink

d. Read

9. My grandparents ___ stories about his childhood.

a. Tell

b. Eat

c. Drink

d. Walk

10. Every afternoon, I ___ a nap for 30 minutes.

~~A~~ Take

b. Read

c. Draw

d. Wash

B = 10
S = 0

Fill in the blanks below using the correct verbs!

1. Every morning, my father ^{read} ___ the newspaper before breakfast.

2. In the classroom, students ^{listen} ___ to the teacher carefully.

3. On Sundays, I ~~visit~~ ^{visit} my grandparents with my family.

4. My sister ^{sweep} ___ the floor every morning.

5. We ^{rise} ___ our hands when we want to ask a question.

6. After lunch, my brother and I ^{wash} ___ the dishes.

7. In the afternoon, I ^{riding} ___ my bicycle around the neighbour.

8. At school, we ___ lessons in groups.

9. Every Saturday, my mother ^{students} ~~study~~ ^{bake} ___ a cake for us.

10. When I have free time, I ^{draw} ___ pictures in my sketchbook.

B = 8
S = 2

65

RESEARCH INSTRUMENT (POST-TEST)

Name : Gitelle S. Lolupapa

Class : VII B

Choose the correct answer!

1. At school, we ___ new words every day.

- a. Learn
- b. Forget
- c. Sing
- d. Sleep

$$\begin{array}{r} \text{Benar } 2.6 = 10 \\ \text{Benar } 13.1 = 3 \\ \hline 13 \end{array} +$$

2. After school, I ___ my homework before playing.

- a. Finish
- b. Watch
- c. Jump
- d. Cook

$$\frac{13}{20} \times 100$$

3. The students ___ their school bags before going home.

- a. Pack
- b. Wash
- c. Ride
- d. Sleep

→ 65

4. Every morning, I ___ a glass of milk.

- a. Drink
- b. Write
- c. Sleep
- d. Run

5. In the park, we ___ with our friends.

- a. Play
- b. Eat
- c. Wash
- d. Listen

6. In class, the students ___ questions to the teacher.

- a. Ask
- b. Walk
- c. Sleep
- d. Jump

7. Every weekend, my family and I ___ a television together.

- a. Watch
- b. Read
- c. Clean
- d. Draw

8. We ___ at funny jokes in class.

- a. Laugh
- b. Run
- c. Drink
- d. Read

9. My grandparents ___ stories about his childhood.

- a. Tell
- b. Eat

c. Drink

d. Walk

10. Every afternoon, I ___ a nap for 30 minutes.

a. Take

b. Read

c. Draw

d. Wash

B = 10

S = 0

Fill in the blanks below using the correct verbs!

1. Every morning, my father reads the newspaper before breakfast.

2. In the classroom, students listen to the teacher carefully.

3. On Sundays, I visit my grandparents with my family.

4. My sister cleans the floor every morning.

5. We wash our hands when we want to ask a question.

6. After lunch, my brother and I clean the dishes.

7. In the afternoon, I ride my bicycle around the neighbour.

8. At school, we study lessons in groups.

9. Every Saturday, my mother bakes a cake for us.

10. When I have free time, I draw pictures in my sketchbook.

B = 3

S = 7

65

RESEARCH INSTRUMENT (POST-TEST)

Name : KONG

Class : 7b

Choose the correct answer!

1. At school, we ___ new words every day.

- a. Learn
- b. Forget
- c. Sing
- d. Sleep

Benar P.B = 9
Benar isian = 4

13

2. After school, I ___ my homework before playing.

- a. Finish
- b. Watch
- c. Jump
- d. Cook

$\frac{13}{20} \times 100$

3. The students ___ their school bags before going home.

- a. Pack
- b. Wash
- c. Ride
- d. Sleep

2 65

4. Every morning, I ___ a glass of milk.

- a. Drink
- b. Write
- c. Sleep
- d. Run

5. In the park, we ___ with our friends.

a. Play

b. Eat

c. Wash

d. Listen

6. In class, the students ___ questions to the teacher.

a. Ask

b. Walk

c. Sleep

d. Jump

7. Every weekend, my family and I ___ a television together.

a. Watch

b. Read

c. Clean

d. Draw

8. We ___ at funny jokes in class.

a. Laugh

b. Run

c. Drink

d. Read

9. My grandparents ___ stories about his childhood.

a. Tell

b. Eat

- c. Drink
 - d. Walk
10. Every afternoon, I ___ a nap for 30 minutes.
- Take
 - b. Read
 - c. Draw
 - d. Wash

B = 9
S = 1

Fill in the blanks below using the correct verbs!

- 1. Every morning, my father ^{wash} ___ the newspaper before breakfast.
- 2. In the classroom, students talk to the teacher carefully.
- 3. On Sundays, I read my grandparents with my family.
- 4. My sister ~~sweep~~ ^{sweep} the floor every morning.
- 5. We raise ^{raise} our hands when we want to ask a question.
- 6. After lunch, my brother and I wash ^{wash} the dishes.
- 7. In the afternoon, I read ^{read} my bicycle around the neighbour.
- 8. At school, we give ^{give} lessons in groups.
- 9. Every Saturday, my mother bake a cake for us.
- 10. When I have free time, I draw pictures in my sketchbook.

B = 4
S = 6

100

RESEARCH INSTRUMENT (POST-TEST)

Name : Damian E. J. Siagian
Class : VII-B

Choose the correct answer!

1. At school, we ___ new words every day.
- a. Learn
 - b. Forget
 - c. Sing
 - d. Sleep

$$\begin{aligned} \text{Benar P.B} &= 10 \\ \text{Benar isian} &= \frac{10}{20} \end{aligned}$$

2. After school, I ___ my homework before playing.
- a. Finish
 - b. Watch
 - c. Jump
 - d. Cook

$$\begin{aligned} \frac{20}{20} &\times 100 \\ &= 100 \end{aligned}$$

3. The students ___ their school bags before going home.
- a. Pack
 - b. Wash
 - c. Ride
 - d. Sleep

4. Every morning, I ___ a glass of milk.
- a. Drink
 - b. Write
 - c. Sleep
 - d. Run

5. In the park, we ___ with our friends.

- a. Play
- b. Eat
- c. Wash
- d. Listen

6. In class, the students ___ questions to the teacher.

- a. Ask
- b. Walk
- c. Sleep
- d. Jump

7. Every weekend, my family and I ___ a television together.

- a. Watch
- b. Read
- c. Clean
- d. Draw

8. We ___ at funny jokes in class.

- a. Laugh
- b. Run
- c. Drink
- d. Read

9. My grandparents ___ stories about his childhood.

- a. Tell
- b. Eat

c. Drink

d. Walk

10. Every afternoon, I ___ a nap for 30 minutes.

~~X~~ Take

b. Read

c. Draw

d. Wash

B = 10
S = 0

Fill in the blanks below using the correct verbs!

1. Every morning, my father reads the newspaper before breakfast.

2. In the classroom, students listen to the teacher carefully.

3. On Sundays, I visit my grandparents with my family.

4. My sister sweeps the floor every morning.

5. We raise our hands when we want to ask a question.

6. After lunch, my brother and I wash the dishes.

7. In the afternoon, I ride my bicycle around the neighbour.

8. At school, we discuss lessons in groups.

9. Every Saturday, my mother bakes a cake for us.

10. When I have free time, I draw pictures in my sketchbook.

B = 10
S = 0

RESEARCH INSTRUMENT (POST-TEST)

95

Name : Jourgy - V - Foni
Class : VII B

Choose the correct answer!

1. At school, we ___ new words every day.
- a. Learn
 - b. Forget
 - c. Sing
 - d. Sleep

$$\begin{array}{r} \text{Benar P.B} = 10 \\ \text{Benar isian} = 9 \\ \hline 19 \end{array}$$

2. After school, I ___ my homework before playing.
- a. Finish
 - b. Watch
 - c. Jump
 - d. Cook

$$\frac{19}{20} \times 100$$

→ 95

3. The students ___ their school bags before going home.
- a. Pack
 - b. Wash
 - c. Ride
 - d. Sleep

4. Every morning, I ___ a glass of milk.
- a. Drink
 - b. Write
 - c. Sleep
 - d. Run

4. In the park, we ___ with our friends.

- a. Play
- b. Eat
- c. Wash
- d. Listen

6. In class, the students ___ questions to the teacher.

- a. Ask
- b. Walk
- c. Sleep
- d. Jump

7. Every weekend, my family and I ___ a television together.

- a. Watch
- b. Read
- c. Clean
- d. Draw

8. We ___ at funny jokes in class.

- a. Laugh
- b. Run
- c. Drink
- d. Read

9. My grandparents ___ stories about his childhood.

- a. Tell
- b. Eat

c. Drink

d. Walk

10. Every afternoon, I ___ a nap for 30 minutes.

~~Take~~

b. Read

c. Draw

d. Wash

B = 10

S = 0

Fill in the blanks below using the correct verbs!

1. Every morning, my father ~~read~~ the newspaper before breakfast. *read*

2. In the classroom, students ___ to the teacher carefully. *tell*

3. On Sundays, I ___ my grandparents with my family. *visit*

4. My sister ___ the floor every morning. ~~sweep~~ *sweep*

5. We ___ our hands when we want to ask a question. *raise*

6. After lunch, my brother and I ___ the dishes. *wash*

7. In the afternoon, I ___ my bicycle around the neighbour. *ride*

8. At school, we ___ lessons in groups. *discuss*

9. Every Saturday, my mother ___ a cake for us. *bake*

10. When I have free time, I ___ pictures in my sketchbook. *draw*

B = 9

S = 1

Appendix 6 Documentation

First Meeting (March 10, 2025)



Second Meeting (March 13, 2025)



Third Meeting (March 14, 2025)



Fourth Meeting (March 15, 2025)



Fifth Meeting (March 19, 2025)



Sixth Meeting (March 20, 2025)





PENDIDIKAN BAHASA INGGRIS
 FAKULTAS PENDIDIKAN BAHASA, SOSIAL, DAN OLAHRAGA
 UNIVERSITAS PENDIDIKAN MUHAMMADIYAH (UNIMUDA) SORONG
 Office: Jl. KH. Ahmad Dahlan, Di Maripati Permai, Alorua, Kabupaten Sorong, Papua Barat Daya

LEMBAR BIMBINGAN
 SKRIPSI

NAMA : Setia J. Lubisry
 NIM : 14820423016
 JUDUL SKRIPSI : Enhancing Vocabulary Acquisition Through the Suggestopedia Method and Word Search Games in Seventh Grade Students of SMP N 3 Kota Sorong

DOSEN PEMBIMBING I : _____

| NO | TGL BIMBINGAN | BAB | MATERI BIMBINGAN | PARAF DOSEN |
|----|-----------------|--------|---|-------------|
| 1 | 30 Januari 2025 | I | Menyengani Lata Bermanas | / |
| 2 | 31/01/2025 | II-III | Kelua II kelas VIII diberikan soal analisis-sintaks, baca buku yang ada, dan bagaimana jenis-jenisnya yg ada. Pada 02/02/2025 kelas VIII diberikan soal analisis sintaks dan paragraf | / |
| 3 | 02/02/2025 | | Menyengani I formasi & kumuda kelas | / |
| 4 | 04/02/2025 | I | Menganalisis Instrumen Penelitian dan Daftar Pustaka | / |
| 5 | 06/02/2025 | | | / |
| 6 | 10/02/2025 | | | / |
| 7 | 22/4/25 | | Chapter IV | / |
| 8 | 7/5/25 | | Chapter V | / |



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| | | | | |
|----|--|--|-----|---|
| 9 | | | Acc | / |
| 10 | | | | |
| 11 | | | | |
| 12 | | | | |

Sorong, 6/2/2025...

Dosen Pembimbing,

Dr. Nirsalini
 NIDN.



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FAKULTAS PENDIDIKAN BAHASA, SOSIAL, DAN OLAHRAGA

UNIVERSITAS PENDIDIKAN MUHAMMADIYAH (UNIMUDA) SORONG

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SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini :

Nama : Agus Setiawan, M.Pd.
NIDN : 1407029201
Jabatan Fungsional : Lektor/IIIC
Unit Kerja : Dosen Program Studi Pendidikan Bahasa Inggris
FABIO Unimuda Sorong

Menyatakan dengan sesungguhnya telah melakukan validasi Instrumen/produk mahasiswa :

Nama : Selfin Jesika Loblobly
NIM : 148820323016

Berupa :

- Media Pembelajaran
- Modul atau bahan ajar
- Model Pembelajaran
- Instrument Penelitian
- Lain-lain :

Dengan judul :

Enhancing Vocabulary Acquisition Through The Suggestopedia Method and Word Search Games in Seventh Grade Students at SMP Pesisir 2 Kota Sorong.

Keputusan hasil validasi adalah : Sangat Baik/Cukup Baik*

Demikianlah keterangan validitas ini dibuat sesuai dengan kaidah akademik dan keilmuan serta dapat dipertanggungjawabkan. Selanjutnya agar dapat dipergunakan sebagaimana mestinya.

| | |
|---|---|
| <p>Mengetahui, Ketua Prodi, Pend. Bahasa Inggris</p>  <p>Nurtetep, M.Pd. NIDN. 418039201</p> | <p>Sorong, 20 - 02 - 2025</p> <p>Validator</p>  <p>Agus Setiawan, M.Pd. NIDN.1407029201</p> |
|---|---|



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Nomor : 253/I.3.AU/SPm/FABIO/B/2025

Sorong, 06 Maret 2025

Lamp. :-

Perihal : *Permohonan Izin Penelitian*

Kepada Yth.

Kepala SMP Negeri 3 Kota Sorong

Di_

Tempat

Assalamu'alaikum warohmatullahi wabarokatuh.

Dekan Fakultas Pendidikan Bahasa, Sosial, dan Olahraga Universitas Pendidikan Muhammadiyah (UNIMUDA) Sorong dengan ini mengajukan permohonan kepada Bapak/Ibu, kiranya dapat menerima dan mengizinkan mahasiswa kami:

Nama : Selfin Jesika Loblobly
NIM : 148820323016
Semester : VIII (Delapan)
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : "Enhancing Vocabulary Acquisition Through The Suggestopedia Method and Word Search Games in Seventh Grade Students at Smp Negeri 3 Kota Sorong".

Untuk melaksanakan Penelitian Skripsi di instansi yang Bapak/Ibu pimpin. Pelaksanaan penelitian direncanakan mulai tanggal 10 Maret - 12 April 2025.

Demikian permohonan ini kami sampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum warohmatullahi wabarokatuh.

Dekan,

Roni Andri Pramita, M.Pd.
NIDN. 1411129001

Tembusan disampaikan Kepada:
1. Ketua Program Studi Pendidikan Bahasa Inggris;
2. Dosen Pembimbing Skripsi;
3. Yang bersangkutan;

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