

**THE EFFECT OF WORD SQUARE GAME  
FOR STUDENT'S VOCABULARY MASTERY  
OF THE EIGHT GRADE STUDENT  
AT SMP ARGOPURO 1 PANTI**

**THESIS**



**UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R**

**By :  
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**UNIVERSITAS ISLAM NEGERI  
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**STATE ISLAMIC UNIVERSITY OF  
KIAI HAJI ACHMAD SIDDIQ JEMBER  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
ENGLISH EDUCATION PROGRAM  
JUNE 2024**



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**THESIS**


Submitted to the State Islamic University of Kiai Haji Achmad Siddiq Jember in  
Partial Fulfilment of Requirements A Bachelor's Degree of Sarjana Pendidikan  
(S.Pd) Faculty of Tarbiyah and Teacher Training Islamic Studies and Language  
Education Department English Education Program

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**THESIS**

Has been examined and approved by the board  
Examiners in partial fulfillments of the requirements  
For the Bechelor's Degree of education (S. Pd)  
Faculty of tarbiyah and Teacher Training  
Islamic studies and language education department  
English education program

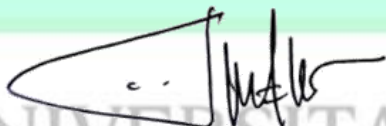
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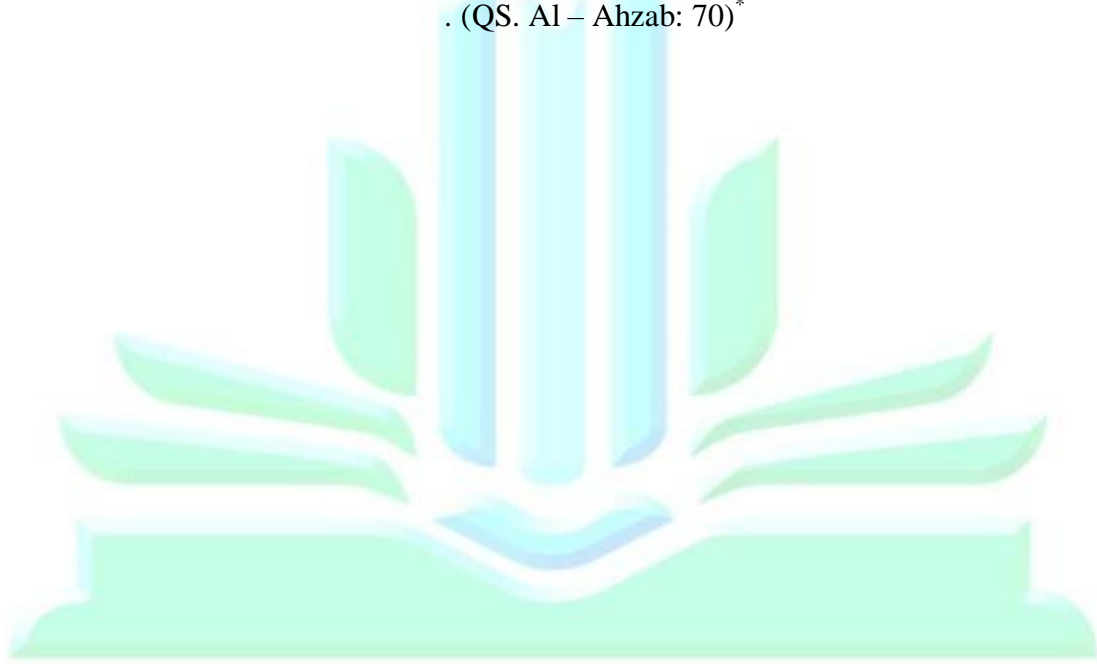
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## MOTTO

يَا أَيُّهَا الَّذِينَ ءَامَنُوا اتَّقُوا اللَّهَ وَقُولُوا قَوْلًا سَدِيدًا ﴿٧٠﴾

““O you who believe! Fear Allah, and (always) say a word directed to the Right”  
 . (QS. Al – Ahzab: 70)\*



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\* Abdullah Yusuf\* Ali, The Meaning of The Holly Qur’an (Maryland: Amana Publications, (2004)

## DEDICATION

I proud dedicated this thesis for :

1. My beloved parents, my Father Mr Gunawan and my Mother Mrs Sulastri who have given me support, motivation, love and have prayed for me to finish my thesis
2. My brother Lukman Nur Hakim who has encouraged me to do my best
3. All of my families who have supported me to finish this thesis
4. My husband Nur Holis Muhyidin Abdus Somad who has encouraged me to do my best



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## ACKNOWLEDGEMENT



Alhamdulillah Rabbil ‘Alamiin. Thanks to Allah SWT who has always given me his blessing and guidance. So, I could accomplish this undergraduate thesis well. Shalawat and Salam are given to our prophet Muhammad SAW, who has guided us from the darkness to the lightness.

This thesis is for achieving the undergraduate degree of English Language Teaching of UIN Khas Jember. The undergraduate thesis entitled “The Effect Of Word Square Game For Student Vocabulary Mastery Of The Eight Grade Student’s at Smp Argopuro 1 Pantj”.

I also fully aware that the undergraduate thesis could never be finished without helping and supported from others during the process of writing.

Therefore, in this occasion the writer expresses her respect and gratitude to:

1. Prof. Dr. H. Hepni, S.Ag., M.M., CPEM as a Rector of UIN Kh. Achmad Siddiq Jember who has given me opportunity to study in this institute.
2. Dr. H.Abdul Mu’is S.Ag M.Si as the Dean Faculty of Tarbiyah and Teacher Training who has facilitated me to study in this faculty.
3. Dr. Nuruddin M.Pd.I as the Chief of Islamic Studies and Language Education Department who has facilitated and supported me in every matter.
4. Dewi Nurul Qomariyah S.S M.Pd I as the Head of English Education Program who has given me encouragement to finish the thesis as soon as possible.
5. Moh. Rofid Fikroni, M.Pd as my advisor who has helped me to finish the thesis.
6. Dr. Suparwoto Saptu Wahono M. Pd as my chief examiners
7. All of teacher of SMP Argopuro 1 Pantj for being cooperative to be my research subject
8. All the eight - grade students of SMP Argopuro 1 Pantj for being cooperative to be my research subject.



The researcher wish Allah SWT gave blessing to all of you. Finally, I hope that this thesis will be useful for the readers. However, I realize that this thesis is far from being perfect. Therefore, any criticisms, ideas, and suggestion for the improvement of this thesis are greatly appreciated.

Jember, 15 May 2024

The writer



**Melly Andani**

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## ABSTRACT

**Melly Andani, 2021.** *The Effect of Word Square Game for Student Vocabulary Mastery of the Eight Grade Student at Smp Argopuro 1 Panti.*

**Keyword :** Word Square Game, Vocabulary

Vocabulary is one of the element in language. In English there are four skills, they are listening, speaking, reading, and writing. In mastering English, the basic thing that students have to learn and understand is vocabulary, because the mastery of vocabulary influences to another skill in English. The objective of this research was to know whether using word square game be able to or not improve student's vocabulary mastery at the eight grade of SMP Argopuro 1 Panti, this research was aimed to find out the improvement of student's vocabulary mastery after giving treatment using word square game.

The formulation of the research problem was how do teachers increase student's' vocabulary mastery using the word square game, the aim of this research to increase student's vocabulary mastery in using the word square game in class VIII SMP 1 Argopuro Panti, whether there is an influence or not on student's grade.

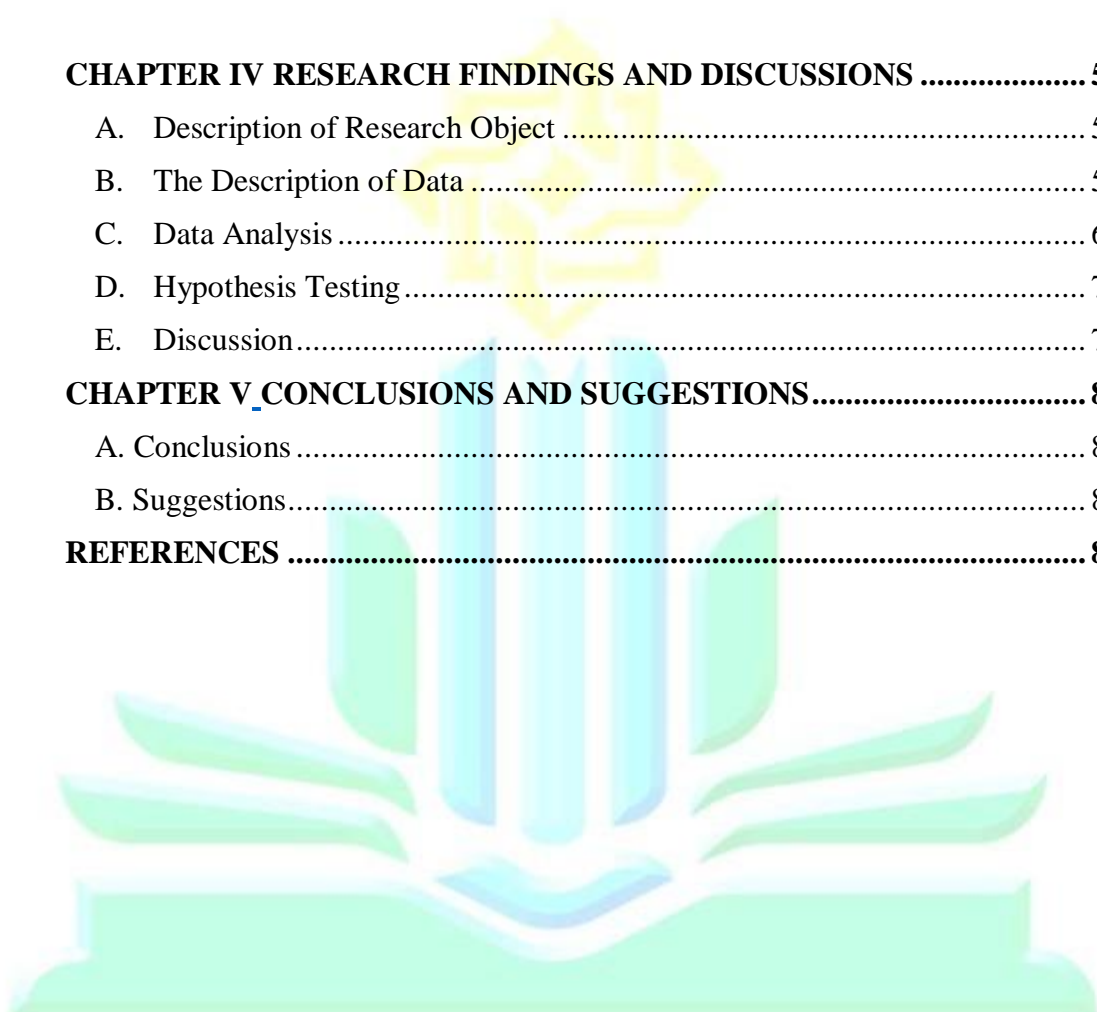
This research used a quasi-experimental design (two subject) ,with two class groups, class A as experimental class and class B as the control class, the researcher interviewed the english teacher and one of the students SMP Argopuro 1 Panti and the research looked at the student's daily score student and a post-test was given after treatment to find out their vocabulary. The population of this study was the of the eight grade SMP Argopuro 1 Panti, the researcher took a sample of class VIII A as the experimental class and class VIII B as the control class.

The result of the study found that there was a significant difference between the daily score and the post. The average daily score in VIII A (Experimental class) was 63.1 while the average daily value in VIII B (Control class) was 55.2 while the average post-test score in class VIII A (experimental class) was 75.5 and the average post-test score in class VIII B (control class) was 67.9, the result showed that the test scores the homogeneity test result a score of 0,369 which means the score was greater than 0,05 (  $0,369 > 0,05$  ) and normality test it was 0,196 on normality test is significant value  $> 0,05$  . Based on the result above, the researcher concluded that the use of square word games was able to increase student's vocabulary mastery at the second grade of SMP Argopuro 1 panti.

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Language is an important part of our daily communication. People communicate with others or express their feelings, using language. Language is a sign system that operates with symbolic vowel sounds, and which is used by a group of people for communication purposes. Language is a system of sounds, words, etc used by humans to communicate thoughts and feelings. It means that language is very important for communication in our daily life. And language is one of them communication instrument.

Furthermore, according to Hill<sup>1</sup> language is the air breathe and the water use to swim. Take it for granted, like looking up at the sky or digesting our food. It is as important a part of us as our name and personality. There are many languages in the world either as a first, second or foreign language. English is the international language. In this world, more than half of people use this language. This language is not only used in science, technology and art, but can also be a tool to achieve economic, commercial, international relations, socio-cultural and educational goals with professional development.

Although English is one of the compulsory subjects taken by students, it is not always an easy subject for students because it is a foreign language. To learn English, students need vocabulary to use the language. Without having enough vocabulary, students cannot learn English well. This

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<sup>1</sup> Hill, Jane, 1953. Classroom Instruction that works with English Language Learners, United States.



means that vocabulary is very important for all students who want to master English because students will have difficulty mastering English when they lack vocabulary.

According to Vacca<sup>2</sup> learning becomes a distinct activity which is a separate part rather than an integral part of learning academic content. Learning vocabulary is necessary to acquire a foreign language. Acquisition relies heavily on understandable input. Therefore, acquiring will not be done without understanding vocabulary. Good knowledge of English is not enough just to master the four skills of speaking, reading, listening, and writing. It's not just about the four skills, it's also about mastering vocabulary. Mastering vocabulary is not easy, but other aspects of language such as sound and structure are taken into account. Vocabulary is one of the most important in language. To speak a language well, you have to master it. All of these are interrelated, but the first thing we need to master is vocabulary because without vocabulary it is impossible to speak or write in English or the 4 (four) skills (speaking, reading, listening, and writing) in English.

In junior high school, English is not new for students. They have explained the English learned from kindergarten or elementary school. English is studied as a foreign language in Indonesia. To improve human resources, it is the policy of the Indonesian government to introduce English to elementary school students as early as possible. Complete policies to expand the international capabilities needed for its future. Although English is not new

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<sup>2</sup> Vacca, 1991. Content area reading: Literacy and Learning across the curriculum. Unites states: Wesley educational pub



for students. Students will have difficulty remembering new vocabulary in short-term memory, so students quickly forget the new vocabulary given by the teacher. Teachers must increase their creativity through games.

This game is used to make it easier for students to understand what they have learned. However, to achieve maximum results in vocabulary games, it is important to choose an appropriate game.<sup>3</sup> Games help and encourage many students to maintain their interests and work. Games also help teachers create contexts in which language is useful and meaningful. Games can reduce anxiety and make obtaining input more likely. In addition, they are usually very motivating, relevant, interesting, and easy to understand<sup>4</sup> Games are sometimes used in classrooms to develop and reinforce concepts (ex. colours, shapes, numbers, word definitions), to add fun to regular classroom activities, and even to lighten the mood.

Therefore, vocabulary mastery needs to be improved again. Here the teacher has to offer a solution to the student's problem. Teachers need games to be involved in the teaching and learning process. Games in schools are sometimes seen as activities where students can only have fun or be entertained without being able to learn anything from them, but games can also be used as an educational tool in teaching.

Games bring relaxation and fun to students, helping them learn and remember new words more easily<sup>5</sup>. This game is suitable for your level.

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<sup>3</sup> Ammal, Majeda. 2014. The Effect of Using Word Games on Primary Stage students Achievement in English Language Vocabulary in Jordan, Vol 4, No 9

<sup>4</sup> Ibid 4

<sup>5</sup> Ibid 5

Games provide relaxation and fun for students and help them learn and remember new words more easily. Games often involve friendly competition and stimulate student interest. This creates motivation for English language learners to be involved and actively participate in these learning activities. Third, vocabulary games bring real-world context into the classroom and improve students' use of English in a flexible and communicative way.<sup>6</sup> Therefore, the role of games in teaching and learning vocabulary is undeniable.

There are various methods and techniques for learning vocabulary such as: games, crosswords, snakes, circle words, scramble, etc. However, the researcher used square word games to increase their vocabulary. Square word games can make English lessons more interesting, especially to increase vocabulary. Square is also a collection of words arranged to be read horizontally or upside down<sup>7</sup>

According to Porte and Herczog<sup>8</sup> the implementation of this game is to ask students to place words horizontally and vertically. The teacher will explain the material first then the teacher will give the sheet. This sheet contains random words but is still related to the previous teacher's explanation, but there is also an answer sheet. This means that students only need to scramble the words by using the material previously provided by the

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<sup>6</sup> Khuat, Thi & Nguyen, Thi. Learning Vocabulary Through Games: The Effectiveness of Learning Vocabulary Through Games

<sup>7</sup> Hornby, A.S. 1974. Oxford Advanced learner's dictionary of Current English: Oxford University Press.

<sup>8</sup> Herczog, Michelle and Porter. 2010. Strategies for Struggling Readers: A teacher Resource Guide. United States: Center for Civic Education

teacher with the available answers. It looks simple and easy, but it takes more precision if we want to be successful.

Using the word square game can keep students active because this game is always followed by a discussion or explanation from the teacher. In addition, it can make students independent because they are required to be disciplined in doing assignments, can understand the material better because they can easily memorize and understand teacher concepts, and can motivate students to study harder. Therefore, Word Square provides a challenge that motivates students to learn and practice their vocabulary.

Understanding these reason the researcher would like to have a researcher entitle “The Effect Of Word Square Game For Student Vocabulary Mastery Of The Eight Grade Smp Argopuro 1 Panti, year 2022/2023.

## **B. Research Problem**

Based on the background above, the problem can be formulated as follows:

Is there any significant difference between students taught using word square game on students' vocabulary and those who are not ?

## **C. Objectives of the Research**

Based on the problem formulation, the purpose of this study is to find:

To find out whether the word square game has a significant effect on student's scores on vocabulary

#### **D. The Significance of the Research**

The result of the study will give contributions for:

1. Researcher or Writer

For the researcher herself, it's to know the effectiveness of using word square game to improve vocabulary. And the result of this study can enrich knowledge and experience about teaching vocabulary.

2. Teacher

The result can encourage the English teacher in creating effective ways in teaching English especially teaching vocabulary. So, the result can be used feed back to improve his or her teaching and alternative reference in teaching vocabulary.

3. Reader

For the reader, they get inside about vocabulary and the way how to teach vocabulary.

4. For another researcher

The result of this study is hopefully able to give inputs for them who want to conduct a similar research especially on the same topic.

#### **E. The Scope of Research**

The scope of research of this study is used to avoid uncontrolled study. The writer limits the discussion of this study as follows:

1. This study focuses of effectiveness of using word square game to improve vocabulary on the student's vocabulary mastery. This study

focuses on teaching vocabulary using word square game. Vocabulary Lgame.

2. This study focuses on the students of seventh grade of SMP ARGOPURO 1 Panti Jember as object of the study.

### **F. Hypothesis**

The hypotheses of this research are :

1. Ha (Alternative Hypothesis)

There is a significant difference in student scores before and after being taught word square game for second grade vocabulary mastery at SMP Argopuro 1 Panti.

2. Ho (Null Hypothesis)

There is no significant student score before and after learning to use word square game to master second grade language vocabulary at SMP Argopuro 1 Panti.

### **G. Systematic Discussion**

The organization of this thesis covers the following aspect:

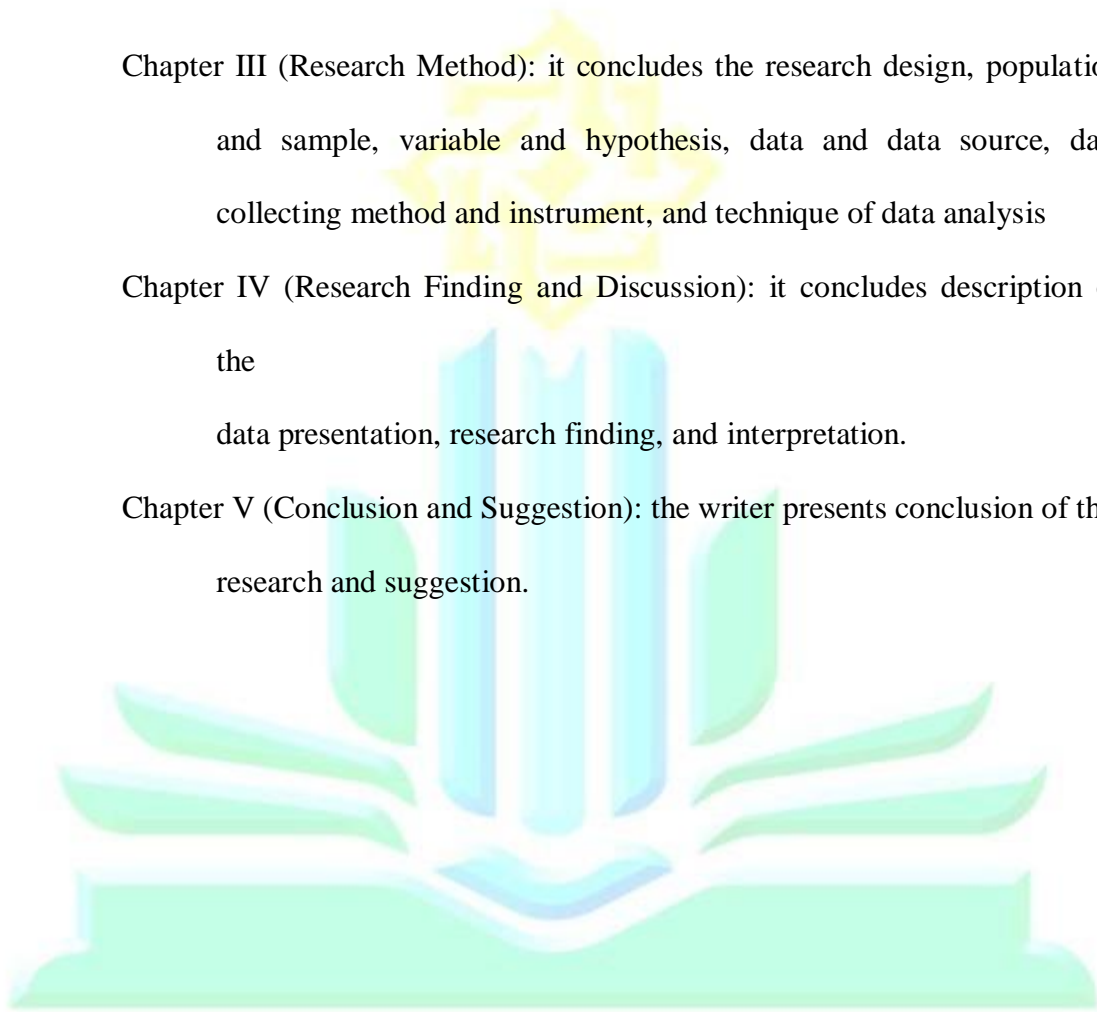
Chapter I (Introduction): it contains the background of the study, formulation of the problem, purpose of the study, the significance of the study, scope and limitation, the definition of key term, the hypothesis and the organization of the study

Chapter II (Review of Related Literature): the writer explains the following aspect: vocabulary mastery, teaching and learning vocabulary, test, games, and the use of word square game in teaching vocabulary.

Chapter III (Research Method): it concludes the research design, population and sample, variable and hypothesis, data and data source, data collecting method and instrument, and technique of data analysis

Chapter IV (Research Finding and Discussion): it concludes description of the data presentation, research finding, and interpretation.

Chapter V (Conclusion and Suggestion): the writer presents conclusion of this research and suggestion.



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## CHAPTER II

### LITERATURE REVIEW

#### A. Previous Research

Previous research are an attempt by researcher to look for comparisons and find new inspiration for future research. In this section the researcher lists the various results of previous research related to the research to be carried out, then summarizes, both published or unpublished research (mini thesis, thesis, dissertation, etc.). By doing this step, it will be possible to see the extent to which originality and research will be carried out. Some previous studies proved that Word Square Game has given significant influence toward the students' score in vocabulary mastery. There were seven previous studies that were chosen as the standard to ease this thesis. The study summarized previous studies which can be the guidelines for the writer in conducting the new ones, and the way of this research is different from the previous ones.

The previous study that used by the researchers are :

1. The thesis was written by HeniSopia (2018). This thesis entitled "The Influence of Using Word Square Game towards Students' Vocabulary Mastery at The Seventh Grade of MTs AlHikmah Bandar Lampung".

It can be concluded that there was a significant influence of using Word Square Game towards students' vocabulary mastery in the first semester at the eighth grade of MTs Al-Hikmah Bandar Lampung. The differences between these researches and researcher's research are his research used classroom action research as a research design. While the



researcher use experimental research as a research design. The other difference is that his study was conducted at the fifth grade of elementary school. And she applied the noun material to add students' vocabulary.<sup>9</sup>

2. The thesis was written by Juliana Della Hasibuan (2020). This thesis entitled "The Effect of Word Square Model on Students' Vocabulary Mastery in eighth grade students of SMP Swasta Darussalam Martubung".

This thesis entitled The Effect of Word Square Model on Students' Vocabulary Mastery in eighth grade students of SMP Swasta Darussalam Martubung. The objective of this research was to find out the effect of word square model on students' vocabulary mastery. The research used experimental research design. The population of this research was eighth grade of SMP Swasta Darussalam Martubung, who consisted of 150 students in eighth classes; each class consists of 30 students. The researcher took purposive sampling technique, namely class VIII-1 as experimental class and class VIII-2 as the control class. Experimental class was the class that received the treatment of Word Square Model and control class was the class that did not receive the treatment or only taught by using Conventional method. The instrument of the research was essay test of 25 questions. The result of the data analysis showed that the mean scores in experimental class in pretest (53,73) and post-test (89.07) was higher than the scores in control class in pre-test (47,07) and post-test (59.07). And by using t-test, the result of the testing hypothesis indicated

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<sup>9</sup> Heni Sopia, 2018. The Influence of Using Word Square Game towards Students' Vocabulary Mastery at The Seventh Grade of MTs AlHikmah Bandar Lampung. UIN Raden Intan Lampung.

that there was significance (2-tailed) 0.003 lower than the level of significance 0.050. The finding showed that the alternative hypotheses was accepted while null hypotheses was rejected. Therefore, it means that using Word Square Model in teaching vocabulary had significant effect on students' vocabulary mastery.<sup>10</sup>

3. The thesis was written by USMAYANI (2020). This thesis entitled "The Use Of Word Square Game To Improve Students' Vocabulary Mastery At The Second Year Of Smpn 4 Model Parepare".

This research used pre-experimental design, with one group pre-test and post-test. The pre-test was given before treatment to know their prior vocabulary, while the post-test was given after treatment to know their vocabulary after getting treatment. The population of this reasearch was the the of second year of SMPN 4 Model Parepare. The researcher took VIII.5 as the sample which was consist of 24 students.

It can be concluded that The result of this research was found that there was a significant between the pre-test and post-test. The mean score of pre-test was 53.8, while the mean score of post test was 72.33. The result finding that score of t-test value was 8.73 higher than the score of t-table was 1.714 for the level significance 0.05 degree of freedom 23. Based on the result above, the researcher concluded that using word square

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<sup>10</sup> Della Hasibuan, Juliana. 2020. *The Effect of Word Square Model on Students' Vocabulary Mastery in eighth grade students of SMP Swasta Darussalam Martubung*. University of PotensiUtama Medan

game was able to improve students' vocabulary mastery at the second year of SMPN 4 Model Parepare.<sup>11</sup>

4. The thesis was written by Juliana (2020). This thesis entitled "The Effect Of Word Square Model On Students' Vocabulary Mastery".

This thesis entitled The Effect of Word Square Model on Students' Vocabulary Mastery in eighth grade students of SMP Swasta Darussalam Martubung. The objective of this research was to find out the effect of word square model on students' vocabulary mastery. The research used experimental research design. The population of this research was eighth grade of SMP Swasta Darussalam Martubung, who consisted of 150 students in eighth classes; each class consists of 30 students. The researcher took purposive sampling technique, namely class VIII-1 as experimental class and class VIII-2 as the control class. Experimental class was the class that received the treatment of Word Square Model and control class was the class that did not receive the treatment or only taught by using Conventional method. The instrument of the research was essay test of 25 questions. The result of the data analysis showed that the mean scores in experimental class in pretest (53,73) and post-test (89,07) was higher than the scores in control class in pre-test (47,07) and post-test (59,07). And by using t-test, the result of the testing hypothesis indicated that there was significance (2-tailed) 0.003 lower than the level of significance 0.050. The finding showed that the alternative hypotheses was

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<sup>11</sup> Usmayani. 2020. *The Use Of Word Square Game To Improve Students' Vocabulary Mastery At The Second Year Of Smpn 4 Model Parepare*. IAIN Parepare

accepted while null hypotheses was rejected. Therefore, it means that using Word Square Model in teaching vocabulary had significant effect on students' vocabulary mastery.<sup>12</sup>

5. The thesis was written by Nur Aziza Malik(2020). This thesis entitled “The Effectiveness Of Using Word Square Game In Teaching English (Quasi Experimental Design in seventh grades of SMP Unismuh Makassar )”.

The method in this research was Quasi-experimental research. The quasiexperimental research designed were used two classes which were taught two different methods. The experimental class was taught with Word Square Game and the control class was taught with Group investigation. The population in seventh grade students of SMP Unismuh Makassar consist of 91 students, the sample were 42 students, it was divided with 21 students for each classes.

The research was taken by using purposive sampling. Moreover, this research was conducted through the following procedures: giving pre-test, applying treatments, and giving post-test. The data analyzed in this research was gathered through speaking test, after getting the score from the oral test, it was analyzed and processed by using statistic data calculation of T-test formula by using SPSS. The result of the research proved that there was a difference score between students' score in learning speaking accuracy by using Word Square Game and by using Group Investigation. According to the result of statistical calculation it can

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<sup>12</sup> Juliana.2020.The Effect Of Word Square Model On Students' Vocabulary Mastery. Universitas Potensi Utama Medan, Sumatera Utara.

be seen that mean score of post-test in experimental class was 76.26 and the mean score of post-test in control class was 66.00. The value of ttest was higher than the ratio on t-table ( $-3.432 > 2.021$ ). Therefore, H0 was rejected and H1 was accepted.

In conclusion, Word Square Game can be effectively to be used to teach speaking competence of seventh grade students of SMP Unismuh Makassar.<sup>13</sup>

**Table 2. 1**

**Differences and Similarities between this research and previous ones**

<b>No</b>	<b>Title</b>	<b>Similarities</b>	<b>Differences</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1	Heni Sopia. 2018. The Influence of Using Word Square Game towards Students' Vocabulary Mastery at The Seventh Grade of MTs Al Hikmah Bandar Lampung	<ul style="list-style-type: none"> <li>• both use the word square learning method</li> <li>• both use experimental research</li> </ul>	<ul style="list-style-type: none"> <li>• the object of the heni sopia research is an Islamic junior high school, while the object of this research is a public junior high school</li> </ul>
2	Della Hasibuan, Juliana. 2020. The Effect of Word Square Model on Students' Vocabulary Mastery in eighth grade students of SMP Swasta Darussalam Martubung	<ul style="list-style-type: none"> <li>• both use the word square learning method</li> <li>• both use public junior high school student objects</li> <li>• both use quantitative research methods</li> </ul>	<ul style="list-style-type: none"> <li>• the Della Hasibuan study was carried out in 2020. Meanwhile, this research was carried out in 2023. In 2020 the way students learn is different from 2023. There may be differences in</li> </ul>

<sup>13</sup> Nur Azyza Malik. 2020. The Effectiveness Of Using Word Square Methoasdd In Teaching English (Quasi Experimental Design In Seventh Grades Of Smp Unismuh Makassar ).Universitas Muhammadiyah Makassar.



			research results, even with the same learning and research methods.
3	Usmayani. 2020. The Use Of Word Square Game To Improve Students' Vocabulary Mastery At The Second Year Of Smpn 4 Model Parepare	<ul style="list-style-type: none"> <li>• both use experimental research</li> </ul>	<ul style="list-style-type: none"> <li>• patterns of using word squares that are not the same. in Usmayani's research using words with puzzle patterns. while in this study using charades</li> </ul>
4	Juliana. 2020. The Effect Of Word Square Model On Students' Vocabulary Mastery	<ul style="list-style-type: none"> <li>• both use the word square learning method</li> </ul>	<ul style="list-style-type: none"> <li>• in juliana's research using purposive sampling technique. while in this study using random sampling technique.</li> </ul>
5	Nur Azyza Malik. 2020. The Effectiveness Of Using Word Square Game In Teaching English (Quasi Experimental Design in seventh grades of SMP Unismuh Makassar )	<ul style="list-style-type: none"> <li>• both use experimental research</li> </ul>	<ul style="list-style-type: none"> <li>• in juliana's research using purposive sampling technique. while in this study using random sampling technique.</li> </ul>

While, the researcher was apply the character traits to add students' vocabulary. Several previous studies have been conducted with the similar model, that is Word Square game. The differences of this research and those previous researchers are the research design, the concern of material, and the setting of research. This researcher took place in SMP ARGOPURO 1 Panti.

## B. Theoretical Framework

Theoretical Framework In conducting a research, theories are needed to explain some concept or term applied in research concerned. Some terms are used in this study and they need to be theoretically explained.

### 1. Vocabulary

#### a. Definition of Vocabulary

David Nunan in *Second Language Teaching Learning* stated that a vocabulary is more than list of target language words. As a part of the language system, vocabulary intimately interrelated with grammar.<sup>14</sup> In fact, it is possible to device the lexical system of most language into “grammatical word” such as preposition, articles and adverb and so on, and content words. The grammaticality of vocabulary also manifest itself in word morphology, that is, the grammatical particles that we attach to the beginning and ends of words in order to form new words.

In content area reading book, Vacca said that vocabulary is as unique to a content area as fingerprints are to a human being.<sup>15</sup> In discourse and context in language teaching, vocabulary is explicitly taught along with strategies that will allow learners to deal effectively with less frequent vocabulary that they encounter in context so that such vocabulary can be learned when needed.

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<sup>14</sup> David Nunan.1999. *Research methods in language learning*. New York: Cambridge

<sup>15</sup> Vacca, Richard & Vacca, Anne. 1991. *Content area reading: Literacy and Learning across the curriculum*. Unites states: Wesley educational pub



Vocabulary is core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write Richards and Renandya.<sup>16</sup> Vocabularies cannot appearance by themselves without any practice. This practice is very variety like listen to the music, communication with the native speakers directly, reading a book or writing a something. All this activities cannot be done if we do not know about vocabulary.

According to Milton stated that vocabulary is not an optional or unimportant part of a foreign language.<sup>17</sup> Still less is it an aspect of knowledge that can be disposed of without much effect on the language being learned. Words are the building blocks of language and without them there is no language. Therefore, vocabulary is very important part to build of the words. Without vocabulary, there is no language to be said or nothing.

Based on the definitions above, it can be concluded that vocabulary is stock of words in a language used by the people to communicate with other people, it is also used by the people to express their feelings. Without vocabulary, we cannot say anything or we feel difficult to do it. Vocabulary is very important to encourage students' ability in English. It can be called as a key of English learning.

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<sup>16</sup> Richards, Jack C. And Willy A. Renandya. 2002. Methodology in Language Teaching. New York: Cambridge University Press.

<sup>17</sup> Milton, J. 2009. Measuring Second Language Vocabulary Acquisition. Bristol: British Library Cataloguing in Publication Data.

## b. The Importance of Vocabulary

In education, vocabulary is an important aspect that must be mastered to use the language well. Vocabulary is a tool of communication, Nunan states “ If one has extensive vocabulary, it is possible to obtain meaning from spoken and written text, even though one does not know the grammatical structures in which the text are encoded”. Rivers and Nunan argued that “The acquisition of an adequate vocabulary is essential for”. According to Nation, there are several reasons why academic vocabulary is considered to be important and a useful learning goal for learners of English for academic purposes:<sup>18</sup>

- 1) Academic vocabulary is common to a wide range of academic texts, and not so common in non-academic texts.
- 2) Academic vocabulary accounts for a substantial number of words in academic texts.
- 3) Academic vocabulary is generally not as well known as technical vocabulary.
- 4) Academic vocabulary is the kind of specialized vocabulary that an English teacher can usefully help learners with.

According to Thornbury without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means that in language learning, grammar is not sufficient and more

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<sup>18</sup> David Nunan.1999. Research methods in language learning. New York: Cambridge

importance has to be given to vocabulary.<sup>19</sup> Vocabulary is the body of words that make up language and vocabulary has importance factor in language teaching learning process especially in English. Moreover, without vocabulary and their meaning, both written and verbal communication will be poorly understood.

### c. The Kinds of Vocabulary

According to Richard and Jo Anne, there are three types of vocabulary:

#### 1) General Vocabulary

General vocabulary consists of every day words with widely acknowledged meanings in common usage.

#### 2) Special Vocabulary

Special vocabulary is made up of words from every day vocabulary that takes on specialized meanings in particular content area.

#### 3) Technical Vocabulary

vocabulary consists of words that are used only in particular area.<sup>20</sup>

According Harmer that there are two kinds of vocabulary, namely active vocabulary and passive vocabulary:

<sup>19</sup> Thornbury, S. 2002. How to Teach Vocabulary. New York: Pearson Education Limited.

<sup>20</sup> Richard T. Vacca , Jo Anne L. Vacca.2008. Content area reading : literacy and learning across the curriculum. New York : Pearson Education

1) Active vocabulary:

The active vocabulary means the stock of word that a person actually uses in his own speech or writing. It is used in oral or written expression by the students.

2) Passive vocabulary:

The passive vocabulary means the words that the students recognize and understand them when they occur in a context or students need someone to say something that help them recall the word meanings. The students usually find passive vocabulary in listening or reading materials. They will find the meaning of the word when they read the words in a text and will know the meaning of the unknown word, on the text.

In addition, according to Nation that there are three types of vocabulary:

1) High-frequency words

There is a small of high-frequency words which are very important because these words cover a very large proportion of the running words in spoken and written texts and occur in all kinds uses of the language.

2) Specialized vocabulary

Special vocabularies are made by systematically restricting the range of topics or language uses investigated. It is thus possible to have special vocabularies for speaking, reading, academic texts,

for reading newspaper, for reading children's stories, or for letter writing.

### 3) Low-frequency words

There is a very large group of words that occur very infrequently and cover only a small proportion of any text.<sup>21</sup>

## 2. Teaching And Learning Vocabulary

Teaching is the way of convey information to someone. According to Nation in Oxford stated vocabulary teaching is necessary because inadequate vocabulary causes many difficulties in receptive and productive language. The teacher needs creativity to improve his or her teaching vocabulary. Thus it is not easy to teach according to Richard and Jo Anne that teaching vocabulary often means assigning a corpus of words rather than exploring word meaning and relationship that contribute to student's conceptual awareness and understanding of a subject.

According to Nation said that vocabulary teaching and learning must fit into the broader framework of a language course.<sup>22</sup> One way to make sure that there is a balanced range of learning opportunities is to see a language course as consisting of four strands. They are as follows:

- 1) Learning from meaning-focused input-learning through listening and reading

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<sup>21</sup> Nation, I. S. P. (2001). Learning vocabulary in another language. Cambridge: Cambridge University Press.

<sup>22</sup> Ibid 21.

- 2) Deliberate language-focused learning-learning from being taught sounds, vocabulary, grammar, and discourse
- 3) Learning from meaning-focused output-learning by having to procedure language in speaking and writing.
- 4) Developing fluency-becoming quick and confident at listening, speaking, reading and writing.

Moreover, before teaching vocabulary, the teacher will prepare vocabulary teaching procedures. A procedure is a series of clearly defined steps leading to learning goal. From a vocabulary learning perspective, procedure can be used to ensure that words are repeated and that various aspects of what is involved in knowing a word are covered <sup>23</sup>.

### **3. Technique of teaching vocabulary**

Technique is a way which is used to implementation of the method specifically. According to Nation stated techniques is a useful way of learning new vocabulary, in particular becoming familiar with spoken form of the word and linking it to its meaning.<sup>24</sup> There are a number of techniques which could be used to teaching of vocabulary

- 1) A physical demonstration, using mime and gesture, may be the most effective as it will create a visual memory for the word

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<sup>23</sup> Nation, I. S. P. (2001). Learning vocabulary in another language. Cambridge: Cambridge University Press.

<sup>24</sup> Ibid 23



- 2) A verbal explanation, involving a number of contexts, for example, a long journey, a hard day's work, or a strenuous physical task, will lead the learners towards meaning.
- 3) Synonym, for example, „very tired“, has the advantages of making learners aware of paradigmatic relations in the language and that a range of words exists from which a choice can be made.
- 4) Other techniques are translation, pointing to objects, using visual aids such as mounted magazine pictures or blackboard drawings, using antonyms, or asking learner to check in a dictionary.

In addition there are four techniques in teaching vocabulary.

- 1) Applying several games to enrich the students' vocabulary

It is challenging then for the teachers to apply several techniques of teaching vocabulary to their students in the class classroom. One of these techniques is to apply several games during the class session. There are several interesting games that can be applied to the students to enrich their vocabulary.

However, the teacher need to select the most appropriate games in order to get the finest outcomes toward the students' mastery of vocabulary items.

As a result of playing such games, the students are highly motivated by the variations of games that are used by the teacher. They actually learn vocabulary without any burden. Whether they



realize it or not, several new vocabulary items have been added up to their memory through playing games.

2) Utilizing short stories to enhance young learner's vocabulary

Short stories belong to one of the literary works. Short stories play an important role as a medium to express the language. Thus, using short stories in English classroom especially in teaching EYL is considered a good choice for it gives a clear example of vocabulary usage in the target language. Short stories will help young learners to use the right word in the right occasion because they provide example of vocabulary usage in a sentence

Utilizing short stories to enhance young learner's vocabulary is a good technique that can be implemented by English teachers during the teaching and learning process. Moreover, short stories can enrich young learners' vocabulary size and develop good reading habit.

3) Reading short stories to enrich the students' English vocabulary

Reading literary works is advisable to cope with the vocabulary enhancement for the students. Moreover, a short story as one of the literary works is effective to be used as the material of the teaching. A short story gives motivation to the students to read until the end of the stories.

That ways, asking students to read short stories one of the effective ways to enrich their vocabulary. Read stories outside the classroom can be done by the students independently. Moreover, the teacher should monitor the progress of students' vocabulary learning.

4) Utilizing detective game to improve students' English vocabulary

Game is a way to make the lessons more interesting, enjoyable and effective. One example of vocabulary games is the detective game, an interactive game that can help much in understanding vocabulary based on the context. By using this particular game, the students are encouraged to improve their vocabulary size. It is important that English teachers apply the detective game as one of the classroom learning activities.

Meanwhile, hedge stated that teaching vocabulary would be useful to have information from classroom studies as to which teaching procedures seem to enhance particular learning strategies and we need information to review current methodology and materials and decide how best to exploit the ideas available with our own students

c. Principles for teaching vocabulary

According to Nation stated that principles focus on vocabulary teaching on the assumption that learner can be taught and can teach themselves.<sup>25</sup> These principles should have a major influence.

1) Content and sequencing

This principle about what vocabulary is focused on at any particular stage of a course, how is focused on (words or strategies) and how it is ordered. One of the most important decisions concerned with content and sequencing is deciding on the „unit of analyses or „unit of progressions“

2) Format and Presentation

This is most visible aspect of course design and involves the general approach to vocabulary teaching, the selection of the teaching and learning techniques, and their arrangement into a lesson plan. As a part of format and presentation, a teacher should evaluate the quality of the teaching and learning techniques used to ensure that conditions like repetition, retrieval, generation and thoughtful processing occur.

3) Monitoring and assessment

It is consist of how learning is measured, because a well design course monitors learner“s progress and the quality of their learning

4) Evaluation

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<sup>25</sup> Nation, I. S. P. (2001). Learning vocabulary in another language. Cambridge: Cambridge University Press.

It tries to determine how good a course is. „Good“ can be defined from various viewpoints. These principles can be applied in a variety of ways. Besides, the most important of it that a principled approach is taken to vocabulary development, so that students get the best return for their learning effort.

#### d. The Strategies of Vocabulary Learning

According to Hedge stated that Cognitive strategies are they are direct mental operations which are concerned with working on new words in order to understand, categorize, and store in mental lexicon.

- 1) Making associations
- 2) Learning words in groups
- 3) Exploring range of the meaning
- 4) The using of keywords by learners
- 5) Encountering an unfamiliar word and engage in lexical inference

in order to try establish its meaning.

In addition, according to Richard and Vacca there are three vocabulary strategies.

- 1) Vocabulary self-collection strategy

In this strategy promotes the long term acquisition of language in an academic discipline. As a result of the repeated use of the strategy, students learn how to make decisions related to the importance of concepts and how to use context to determine

what words mean. Vocabulary self-collection strategy begins once students read and discuss a text assignment.

## 2) Concept of definition words maps

CD instruction supports vocabulary and concept learning by helping students internalize a strategy for defining and clarifying the meaning of unknown words. The hierarchical structure of a concept has an organizational pattern that is reflected by the general structure of a CD word map.

## 3) Vocabulary-building strategies

With this strategy, the students can search for information clues while reading so that they can approximate the meaning of unknown words. These clues often reveal enough meaning to allow readers who struggle with text to continue reading without „Short-circuiting” the process and giving up because the text does not make sense.

According to Richard, there are some vocabulary items that need to be learned to a very degree of fluency as quickly as possible.

These include numbers, polite formulas, items for controlling language use, times, and periods of time and quantities.<sup>26</sup>

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<sup>26</sup> Richard T. Vacca , Jo Anne L. Vacca.2008. Content area reading : literacy and learning across the curriculum. New York : Pearson Education

Furthermore, English language learners should practice new vocabulary every day. Here some other strategies that teacher can use to help their students practice vocabulary (Haynes).<sup>27</sup>

1) Thumps-Up!

The teacher says a definition of a vocabulary word. If the students know the word, they raise their hands in a thumbs-up position. The teacher then counts to three, and the students quietly say the word.

2) Find the word

The teacher says a sentence but omits a vocabulary word. Each student has a pile of cards with a vocabulary word. Each student has a pile of cards with a vocabulary word on each and puts the card with the missing word facedown on his or her desk. On the count of three, the students turn their cards over.

3) Act it out

Students take one card each from a pile of cards, each one of which has a vocabulary word on it. One student is chosen to act out the word on his or her card while classmates try to guess what the word is. Whoever answers correctly gets to act out his or her word next.

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<sup>27</sup> Haynes, Judie. 2010. Teaching English Language Learners across the Content Areas. Printed in the United States of America



#### 4) Bingo

Each student makes a bingo card that features lines of vocabulary words in place of numbers, writing the words in random order so that all of the cards are different. The teacher reads a definition, and students mark the attendant word on their cards. The first student to mark all of the words in a line on the cards calls “Bingo!” and becomes the next caller.

#### 5) Beach Ball Vocabulary

The teacher writes the vocabulary words on a beach ball and asks the students to stand in a circle. The teacher then throws the ball to a student, who reads the word that is under his or her thumb and defines it.

#### 6) Word Search Vocabulary

The teacher has students create a word search game on graph paper using their vocabulary words. Instead of providing a list of the words to be found, the students list of the words to be found, the students list the words’ definitions as clues. When they are done, the students solve each other’s puzzle.

#### 7) Find the Transition Word!

The teacher asks students to find the transitions words (e.g., *because, however, so and, if*) that link, break, or contrast clauses in a discussion.

#### 4. Teaching Using Games

Vocabulary has many definitions such as English skill. According to Richards and Renandya (2002:255):“Vocabulary is a core component of language proficiency and provides much of the basic for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discourages from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different context, reading, or watching television.”In other word, vocabulary is the most essential of many aspects language. When people have large knowledge about vocabulary, they better in many aspects automatically. And also, they can be more confident to use their ability. So, learners need to learn seriously because without vocabulary and acquiring strategies that used they will be found difficulty in English skill. For example, when someone reading a novel or news paper in foreign language but he/ she lost the meaning in one sentence or paragraph, which is the clue in the context of the story or article so that he/ she cannot understand about the story. Teaching vocabulary is not easy as we think. We have to find the way to deliver material in a good way, which is why the teacher supposed to be creative in vocabulary. Mentions some techniques for remembering word in teaching vocabulary. They are using mnemonic or often called

key word by picture, word card, guessing from context, coping strategies for production, using dictionary, spelling rules (usually using dictionary that used to check it), keeping record, motivating.

According to Huyen (2003) there are some advantages of games especially in teaching vocabulary: “First, games bring in relaxation and fun for students, thus help them learn and retain new words more easily. Second, games usually involve friendly competition and they keep learners interested. These create the motivation for learners of English to get involved and participate actively in the learning activities. Third, vocabulary games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way.”Based on the statement above, games are very useful for the learners while they are learning English. Learning English can be easier and the students can be open mindedly. Even they do not understand about the meaning of the games it can make the students seek to understand how to play the game. So, all of the students take part to play the game.

a. **Types of games**

According to Brewster, Ellis with Girard, there are two types of kinds of games:

a) Accuracy-focused of games

In this game the aim is usually to score more points than others and there is often a clear „winner“. This kind of game may focus on

comprehension as well as production and these games are also very good at training pupils' memories.

b) Fluency-focused games

This type of game tends to focus on developing fluency-and collaboration with others. These games are an important part of the communicative and activity-based approaches and are usually done in pairs or groups. Based on the explanation above, games have two types. Game is important to catch the material in the teaching and learning process.

**b. Advantages of games**

Game is very important in teaching and learning process. Game can help and encourage the students to sustain their interest work. There are many advantages of using games in the classroom:

- a) Games are a welcome break from the usual routine of the language class
- b) They are motivating and challenging
- c) Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning
- d) Games provide language practice in the various skills-speaking, writing, listening and reading.
- e) They encourage students to interact and communicate
- f) They create a meaningful context for language use

In addition, according to Cahyono & Mukminatien, stated that there are three advantages of games:

- a) games make the class fun.
- b) playing a game children have reason to communicate rather than just repeat things back mindlessly. Therefore, they want to know and learn more.
- c) young learners get to use the language all the time during the games
- d) games will prevent them from getting restless and bored.<sup>28</sup>

### **5. Word Square Game**

According to Hornby word square is asset of words arranged so it can be read horizontally, or vice versa. So, word square consist of a group of words, all equal in length, arranged to from the same words across and down.

Word square is one of game which used to convey the material easier through the arrange words vertically or horizontally. Mujiman stated word square is the development of an enriched lecture method. It can be indentified through the clustering method enriched lecture-oriented to students activity in learning.<sup>29</sup>

In word square, a list of words appears that can be raed both vertically and horizontally. Word square is not only read left to right, right to left, but also top to bottom, and bottom to up. The words are

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<sup>28</sup> Cahyono, B. Y. and Mukminatien, N. 2011. Techniques and Strategies to Enhance English Language Learning. Malang: State University of Malang Press.

<sup>29</sup> Haris Mudjiman, (2007), Belajar mandiri, Surakarta, LPP dan UNS Press.

usually the same in both directions but sometimes the horizontal words differ from the vertical ones.

The students are asked to find the true words of random word. The students have to carefully to arrange it. By creating vocabulary squares for these words, students will more fully grasp the meaning of the words themselves and these chapters as a whole.

This game is like same with the puzzle but there is different. The difference is the puzzle just fills in the blank square, but the word square asks the students to arrange the word to be a true word.

#### **a. Definition of word Square Game**

There are some definition of word square game, they are:

According to Merriam Webster, word square is a series of words of equal length arranged in a square pattern to read the same horizontally and vertically, so the word square is the field of words that have a square-shaped.<sup>30</sup>

According to Urdang, word square is a set of words that have relation from one word to another that arranged in the form of a square, can read horizontally and vertically. It is applied like a game that is introducing or using variations in the form of learning vocabulary through word square.

According to Wilard Galin, word square is a learning media

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<sup>30</sup>MerriamWebster ,( <http://www.merriamwebster.com/dictionary/word%20square>) accessed on 26<sup>th</sup> May 2019.



that combines to answer the questions with the flair in a match the answer in answer boxes. Word square is a set of words that have relation from one word to another that arranged in the form of a square.<sup>31</sup> The objective of word square are to find and mark all of the words hidden in the grid. The word can be placed horizontally, vertically, and diagonally. They can be written from right to left, or bottom to top as well. The words should all be on the theme. Often a list of hidden words is provided, but more challenging word square may let the player figure them out. The function of words square are to introduce new vocabulary, and to introduce the idea of lexical sets to students.<sup>32</sup>

Word square is one of game which is used to convey the material easier through the arrangement words vertically or horizontally. Mujiman stated word square is the development of an enriched lecture method. It can be indentified through the clustering method enriched lecture-oriented to students activity in learning. This game is like same with the puzzle but there is different. The difference is th puzzle just fills in the blank square, but the word square asks the students to arrange the word to be a true word.<sup>33</sup>

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<sup>31</sup> Asrina Amaliyah Hasibuan, "Improving the Students' vocabulary Mastery Through Word Square Method at Seven Grade of State Islamic Junior High School Sibuhuan" (Skripsi; State Islamic University of North Sumatera, 2017), p. 18-19.

<sup>32</sup> Sarah Philips, *Young Learners* (New York: Oxford University Press, 1993), p. 83.

<sup>33</sup> Heni Sofia, "The Influence of Using Word Square Game Towards Students' Vocabulary Mastery at the Seventh Grade of Mts Al-Hikmah Bandar Lampung in

Based on the explanations above, the researcher concluded that word square game is one of word game which is the words are arranged in a square form. The word can be find with read them vertically, horizontally, diagonally, and also left to right, right to left, top to bottom, and bottom to up. Square are to introduce new vocabulary, and to introduce the idea of lexical sets to students.<sup>34</sup>

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the Academic Year of 2018/2019” (Published Skripsi; Tarbiyah and Teaching Training Faculty Raden Intan State Islamic University of Lampung, 2018), p. 55-56.

<sup>34</sup> Sarah Philips, *Young Learners* (New York: Oxford University Press, 1993), p. 83.

<sup>35</sup> Heni Sofia, “The Influence of Using Word Square Game Towards Students’ Vocabulary Mastery at the Seventh Grade of Mts Al-Hikmah Bandar Lampung in the Academic Year of 2018/2019” (Published Skripsi; Tarbiyah and Teaching Training Faculty Raden Intan State Islamic University of Lampung, 2018), p. 55-56.

top to bottom, and bottom to up

The example of word square game:

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

#### b. Steps of teaching using word square

The procedure of word square is very simple and easy. The word-square strategy includes visualization of the words. These steps have to clear and easy to be understood.

Thus, the steps of making the word square :

- a. Each student has his or her own copies of the handout, as some squares are completed individually and some are completed in small groups or during the whole class discussion.
- b. The completed word squares will be individually studied aids
- c. To complete their word squares, students work in small groups and start by writing the target word in the top, left-hand box of the handout. The students then search the lesson to find the word. (the listed term for each lesson appear in bold on first mention in the text)

- d. Students work together to construct a group definition of the word and then the whole class composes a definition with input from the small groups.
- e. The definition developed by the class is recorded in the bottom, left-hand square.
- f. Students transfer the information to their personal handout copies and then individually draw representation that illustrate what the definition is (top, right-hand square) and is not (bottom, right-hand square). These drawings should be in the context of lesson context.

The steps in this study will be modified by the researcher, and the steps are:

- a. The teacher explains to the students what is word square and each student get copies of the handout. Some squares are completed individually and some are completed in a small group.
- b. Some individually square, the student do it by her or herself. Some square of group discussion, the students do it in small group that consists three or four students.
- c. The students search the answer in squares form, with diagonally, vertically or horizontally.
- d. In small group, each group must come forward to write their answer in the blackboard.

Avoiding the difficulties of word square, it can be adjusted by avoiding or including answers written upside-down or backward, by

listing the words students are to find, giving students a list of synonyms or other clues related to the words they are to find, or telling students how many words are concealed and what the theme of the puzzle is .<sup>36</sup>

This game can help the teacher to examine the students understanding about last material or as a post-test. The students will feel enjoy to do it, but the teacher has be able to apply the all material based on the learning goal.

### **3. Advantages of word square**

Word square has many advantages in the improving of vocabulary mastery. This advantage is not only the teacher but also the students (Diah).

For teachers this media can help teachers to better explain the material. In addition, the teacher can find out to what extent the material used can be understood by students. Games such as crosswords, acrostics, and word boxes are useful for focusing on picking up previously encountered words.

To students are these activities can make the more understanding about their materials. In addition, this activity can make the students be a discipline. This discipline means that the students are asked to do this work regularly.

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<sup>36</sup> Dobbs, M.B., & Gurnett, C.A. (2009). Update on clubfoot: Etiology and treatment. *Clinical Orthopaedics and Related Research*. Hal 1146-1153.

It means that this media can be easier the students to learn their lesson. They can learn the lesson with the different way. They do not just arrange the word be a true word but they have to understand about the material. Without more understanding, they cannot answer the question. Besides, word square should be graded for through and thoughtful completion of the activity as well as the inclusion of an appropriate definition of the word and a sentence that shown their understanding of the concept .<sup>37</sup>



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J E M B E R

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<sup>37</sup> Arum, Diah.2013. The effectiveness of using word square game in teaching vocabulary towards the students mastery of vocabulary of the second grade at SMP Negeri 2 PAKEL (pre-experimental research design of second grade of SMPN 2 Pakel). IAIN Tulungagung



## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This research uses a quasi-experiment (quasi experimental design) with a two group design (between subject design). Quasi experimental method (quasi experimental design), namely a research design that does not fulfill three the main characteristics or requirements of an experimental research namely randomization, manipulation, and control. Between subject designs see influence independent variable to the dependent variable which is known from the difference in VT scores between groups of subjects given different treatments. Quasi experiment is an experiment that has treatments, impact measures, units experiments but does not use random assignment to create comparisons in order to conclude changes caused by treatment. The type of design used in this study is randomized matched Two groups design. This design is randomized, has a control technique extra by doing matching and have a control group for control maturation. matching done so that the two groups become equivalent to several VS which are thought to have an effect on VT other than VB. This research also uses pretest on groups experiment to see the effect of treatment both before and after treatment.

An experimental typically involves two groups, an experimental group and a control group.<sup>38</sup> The experimental group typically receives new or novel treatment, a treatment under investigation, while the control group usually

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<sup>38</sup> Gay, R.A. dan A.L. Underwood. ( 1992 ). Analisis Kimia Kuantitatif. Terjemahan A.H.Pudjaatmaka. Erlangga. Jakarta.

either receives a different treatment or it is treated as usual. The control group is needed for comparison purposes to see if the new treatment is more effective than the usual or traditional approach, or to see if one approach is more effective than another. Experimental research can be done in the laboratory, in the class and in the field too. In this research, the experimental research will be done in the class with taking students as population.

In this research, the researcher used pre experimental with one group pretestposttest design. Before, pretest, research gave to the students try out. The try out gave in different students and class. Before giving treatment called pretest and after giving treatment called posttest. Experimenter used the same subject as control group and experimental group by giving different phases to the different time.

In this research, researchers used a quasi- experimental design by comparing between the experimental group (x) and the control group (y). The researcher took A class as research sample through random process. The class before taught using word square game was indicated as a control group. This group with 26 students was given test, which functioned as pretest. This pretest used to observe and measure the students' ability in their vocabulary. Then done pretest, the students were given a treatment by using word square game in teaching vocabulary process. For treatment, the researcher gave drill about hobbies through game where the game was word square game in teaching vocabulary process.

This research intended to investigate the effectiveness of using word square game towards the students' mastery of vocabulary of the Second grade at Smp Argopuro 1 Panti , in academic year 2022/2023. By applying the treatment, it is expected to know whether the scores are increasing or not. So, the effectiveness of word square game knows by the writer by the writer after get score both pretest and post test.

## B. Research Subject

### 1. Subject

The Subject of this research were the second year students of . There was two classes as the population in this research, and the total of all the students are 44. The population is illustrated on the table below.

Tabel.3.1 Population

No	Class	Sex		Total
		Male	Female	
1	VIII A	12	10	22
2	VIII B	11	11	22
Total		23	21	44

The research were took two class respondent of this research, the research used quasi experimental with class VIII A as the experimental class was consist 22 student and VIII B as the class control was consist 22 student

## C. Data Collection Method

Data collection method is the way to get the data. In this research, the data collecting method is administering test that consist of dailys score and posttest. The test are given to the student after conducting the treatment of using word

square game. In this post test, the teacher gave the students 22, questions for class control and 20 question for class eksperiment has done in 60 minutes. The kinds of test are 18 fill in the blank, 5 matches to the picture and 10 randomly word. Post test was used to know ability's students after getting treatment. Then, the result of test was be compared between pretest and post test score whether differences or not. If there any differences score, it showed that treatment was successful and if there was no differences score, it showed that treatment was successful.

#### **D. Data Analysis**

In analyzing and managing quantitative data, the researcher used quantitative data by using SPSS. The quantitative data analysis was used to know the students achievement in vocabulary after using word square. The researcher conducted test to the students before and after they were taught by using word square game.

Data that was the students' scores obtained from the pretest and posttest would be analyzed statistically using the paired t-test. The samples were referred to as paired samples or dependent samples, because they were drawn dependently from population within two group class, This program used the independent t-test . In this research, the second grade at SMP Argopuro 1 Panti, especially A class was taken as samples, which were 22 students. The test results were compared.

### 1) Normality Test

In hypothesis testing, we as researcher always referred to the null hypothesis. The null hypothesis is a statistical hypothesis, because it states that there is no relationship between the variables in the population. The basic formula of null hypothesis is  $H_0$ : meanwhile the alternative hypothesis is  $H_1$ :

$\mu_1 \neq \mu_2$ . The criteria for accepting or rejecting the null hypothesis as follow:  $H_0$  is rejected if significant value  $< 0.05$  and  $H_0$  is accepted if significant value  $> 0.05$ .

In this study, the researcher provides some formula of T-test based on Arikunto (2010:311) as follows:

$$c. \text{ Find } t, t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Where:

M: average of gain between pre-test and post-test

N: total of subjects

x: deviation from  $x_2$  score and  $x_1$  score

y: deviation of the  $y_2$  score and  $y_1$  score

The simplest normality test is to graph the upper frequency distribution existing scores. Normality testing depends on our ability to observe plotting data. If the amount of data is quite large and the distribution is not 100% normal (no perfectly normal), then the conclusions drawn are likely to be wrong. When Currently, experts

have developed many ways to carry out testing normality. Some of them are the Kolmogorov-Smirnov Test and the Lilliefors Test.

In the Kolmogorov Smirnov test the hypothesis proposed is:

H<sub>0</sub>:f(X) = normal

H<sub>1</sub>:f(X) ≠ normal

The steps of the Kolmogorov Smirnov test are:

- a. Determine the average and standard deviation of data.
- b. Arrange the data starting from the smallest followed by each frequency, cumulative frequency (F) of each score. The Z value is determined by a formula

$$Z \text{ score} = \frac{x - \bar{X}}{\sigma}$$

Where :

$\bar{X}$  = average

$\sigma$  = standard deviation

$$\sigma = \sqrt{\frac{\sum(x_i - \bar{x})^2}{n - 1}}$$

- c. Determine the probability under the Z value which can be seen in the table Z ( $P \leq Z$ )
- d. Determine the value of the difference of each line  $F / n = Fz$  with  $P \leq Z$  and the difference of each  $f/n$  with  $a_2$  (mark  $a_1$ )
- e. Next compare the highest value of with  $a_1$  Kolmogorov Smirnov Table.
- f. Furthermore, the Test Criteria are:



Accept  $H_0$  if  $a_1 \max \leq D_{\text{table}}$

Reject  $H_0$  if  $a_1 \max > D_{\text{table}}$

## 2) Homogeneity Test

The homogeneity test is used to determine whether some population variance is the same or not. This test is carried out as a prerequisite in the analysis of the independent sample t test and Anova. The underlying assumption in analysis of variance (Anova) is that of the variance of the population is the same. The equality of two variances test is used to test whether the data is distributed homogeneous or not, namely by comparing the two variances. If two groups of data or more have the same variance, then the homogeneity test does not need to be carried out again because the data is considered homogeneous. Homogeneity test can be carried out if The data group is in a normal distribution. Homogeneity test was carried out to show that differences occur in parametric statistical tests (eg t test, Anava, Anacova) actually occurs as a result of differences between groups, not as a result of differences in Group.

The homogeneity of variance test is very necessary before comparing two groups or Moreover, so that the differences that exist are not caused by differences in basic data (inhomogeneity of the compared groups). There are several formulas that can be used for homogeneity of variance tests include: Harley test, Cohran test, Levene test, and Bartlett test.

The Harley test is a very simple test of homogeneity of variance because it is sufficient to compare the largest variance with the smallest variance. The Harley formula can be used if the number of samples between groups is the same, for example there are two normal populations with variances  $\sigma_1^2$  and  $\sigma_2^2$ . It will be tested on a two-party test for a hypothetical pair:

$$H_0 : \sigma_1^2 = \sigma_2^2$$

$$H_1 : \sigma_1^2 \neq \sigma_2^2$$

The statistics used to test the hypothesis  $H_0$  are:

$$F = \frac{\text{largest variance}}{\text{smallest variance}}$$

### 3) Independent Sample. T-Test

T-test was taken from the students' test result which was conducted before and after the students being taught by using word square game in the process of teaching and learning vocabulary. By using the paired t-test through SPSS program, the researcher wants to know any significant differences in the one group pretest and post test as the effect of the treatment. The analysis of the data would use SPSS program with the following steps:

1. The researcher opened the SPSS program
2. Then, the researcher computed the mean of the data with got into the pretest and post test to be analysis through compared means with chosen paired-samples t-test.
3. The data got again into paired variables columns

4. The researcher would choose option to decide confidence interval percentage 95%
5. After that click “OK” to get the result.
6. Before finishing, the researcher looked up the degrees of freedom. The number of degrees of freedom (df) was the number of observations free to vary around a constant parameter. According Ary, et, al (2010:177) is:
 
$$df = N - 1$$
 Where:  
 df : degrees of freedom  
 N : number of pairs
7. The t value has to greater than the significant levels two tailed 5%, because this showed if this research could be accepted or rejected the null hypothesis (Ho).

#### 4.) Data Validity and Reliability

##### a. Validity

Validity is a term that describes an instrument's ability to measure what it wants to measure.<sup>39</sup> It means validity in talking about a measuring instrument to get data. There are many types of validity, namely, face and content validity. Construct validity and criterion validity.<sup>40</sup> In this research, the researcher used content validity. The researchers asked the

<sup>39</sup> *Ibid* p.133

<sup>40</sup> Hamed Taherdoost. 2016. *Validity and Reliability of the Research Instrument: How to Test the Validation of a Questionnaire/Survey in a Research*. International Journal of Academic Research in Management.

validators to perform the validity test in this research. The researcher asked the English lecturer from UIN KH. Achmad Siddiq Jember to conduct a validation test on this research.

According to the definition, validity is the extent to which an instrument measured what it claimed to measure. An instrument is regarded as valid if it provides data that can be used to measure the level of validity of the questionnaire in question. L R Gay<sup>41</sup> states that validity is the most fundamental concern in developing and evaluating tests. Therefore, validity can be defined as demonstrating a test's quality. The test in this research is going to be validated by using SPSS. If any invalid items are found after testing as many items as possible, they will be deleted immediately, and only items declared valid for data collection will be used for data collection.

#### b. Reliability

Sugiyono (2005) stated that reliability is a series of measurements or measuring instruments with consistent results even though these measurements are carried out repeatedly. The reliability test of this research is inter-rater reliability to measure the vocabulary test. Creswell (2015) stated that inter-rater reliability is a procedure for observing behaviour. In this study, the researcher used inter-rater reliability to determine the degree to which various judges or raters agree on the assessment.

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<sup>41</sup> Gay, R.A. dan A.L. Underwood. ( 1992 ). Analisis Kimia Kuantitatif. Terjemahan A.H.Pudjaatmaka. Erlangga. Jakarta

The researcher understands that the teacher has more expertise in scoring students. So, the researcher saw the pattern of the teacher in giving the score and also asked for the teacher's suggestion in giving the appropriate score. The researcher used Cohen's Kappa test on SPSS.

There was an interpretation from the result of Kappa by Mary L. McHugh in the following table<sup>42</sup>:

Table 3.2  
Interpretation from result of Kappa by Mary L. McHugh

Value of Kappa	Level of Agreement	% of Reliable Data
0 -,20	None	0-4%
,21 -,39	Minimal	4-15%
,40 -,59	Weak	15-35%
,60 -,79	Moderate	35-64%
,80 -,90	Strong	64-81%
Above,90	Almost Perfect	82-100%

The reliability of a test depends on its consistency and reassurance.

It means that reliable data must be used to determine the reliability of the data. It is also important to create a reliable test because the measurement instrument must also be reliable. The reliability of the questionnaire will be test using SPSS, as cited in Harahap, Arikunto defines a standard of reliability as follows

<sup>42</sup> Mary L. McHugh, " Interrater Reliability: the kappa statistic", *Lesson in biostatistics*. 2012

Table 3.2 Criteria of a standard reliability

No	Score	Criteria
1	0.80 – 1.00	Very high reliability
2	0.60 – 0.79	High reliability
3	0.40 – 0.59	Medium reliability
4	0.20 – 0.39	Low reliability
5	0.0 – 0.19	Very low reliability

Based on table 3.5, if the reliability gets 0.80 – 1.00 it means very high reliability, when the score 0.60 – 0.79 it means high reliability, when the score 0.40 – 0.59 it means medium reliability, when the score is 0.20 – 0.39 it means low reliability, and the last if the score getting 0.0 – 0.19 it means very low reliability.

### 5.) Level of Difficulties Question

The level of difficulty of the question refers to the degree or level of difficulty faced by students when working on the question. the level of difficulty of the test questions that the resercher gave to class VIII students at SMP Argopuro 1 Panti, there are several categories in the level of difficulty of the questions, there are easy, medium and difficult categories.

The following is the explanation of categories level of difficulties :

- Easy questions are from numbers 1 until 10

It is said to be an easy question because in questions number 1 until 10 there is a clue or characteristic of the question which is clear in the question, and students can find the answer and remember the answer they



choose by studying again the list of vocabulary that they have studied during the activity learning in the classroom .

- Medium questions are from numbers 11 until 15

It is said to be a medium question because in questions number 11 until 15 the question level given is an explanation or the clue is not very specific, in questions in this medium category the vocabulary used in the answer choices is about vocabulary about objects in the house and about profession, so in mastering vocabulary regarding this matter students have some difficulty in memorizing .

- Difficult questions are from numbers 1 - 5 in Romawi II

It is said that the difficult questions in Romawi II from numbers 1 until 5 are because in these questions students are instructed to found answers or found vocabulary in boxes with random letters (experimental class) and students are also instructed to match to search for meanings or translations in Indonesian (Control Class ).

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSIONS**

#### **A. Discription of Research Object**

The purpose of this chapter is to explain the results of the research project and to discuss the findings that consist of data analysis and findings that examine the results from the data analysis.

In this section the researcher explains the conditions of the school where the research was conducted. This school is located in the Pani area, precisely in Krajan village, Pantı village, Pantı sub-district. This school is the first school in the Pani sub-district area. This school was founded by Mr. Soekasir or Gus Kholik in 1968. It was hoped that the establishment of this school could accommodate young people from underprivileged groups in the Pani sub-district area so they could get a better education. The founding of this school was inseparable from the struggles of the teachers who were willing to teach at this school without pay. Orphaned students immediately receive scholarships up to a higher level.

SMP Argopuro 1 has a very strategic location. This school is close to the community health service center, close to the Koramil, and the police station of Pantı. This school also keeps up with the times. when the curriculum was changed to the 2013 curriculum. This school also used the same curriculum. The facilities provided at this school also support the implementation of the new curriculum set by the government. Below we describe our school profile along with its vision and mission.

## Discription of Research Object

### 1. Profile of SMP Argopuro 1 Pantl

Name of School	: SMP Argopuro 1
NPSN	: 20523779
Address of School	: Jl. Lapangan No 39, Pantl Krajan Village, Pantl City, Jember Regency, East Java Province.
Postal Code	: 68153
Phone Number	: -
Email Address	: <a href="mailto:smpargi1@gmail.com">smpargi1@gmail.com</a>
Foundation Name	: Yayasan Ikhtiar Kejayaan Tani (YIKT) Argopuro
Status Of School	: Accredited B
Name of Principal	: Yosar Fatahillah, S. Pd
SK of Principal	: 345/SK.P/YIKT/VII/2021

### 2. Vision and Mision

#### a. Vision of SMP Argopuro 1 Pantl

Mewujudkan keunggulan aspek keilmuan, keterampilan, moralitas dan amal sholeh.

#### b. Mision of SMP Argopuro 1 Pantl

- Melaksanakan proses pembelajaran dan pendidikan berstandar nasional.
- Menyelenggarakan pendidikan keterampilan yang berorientasi pada Life Skill

- Menciptakan suasana sekolah yang kondusif bagi penerapan nilai-nilai ke-Islaman

## B. The Description of Data

### 1. Student Daily test score

#### Class Experimental ( VIII A ) and Class Control ( VIII B )

NO	EXPERIMENTAL CLASS		CONTROL CLASS	
	Name	Score	Name	Score
1	AAP	70	DSM	50
2	AWS	70	DAN	50
3	ASB	70	DRM	65
4	AZM	75	DAN	50
5	AP	80	FH	50
6	AD	80	GIJM	45
7	AHYP	80	MAR	60
8	MNAR	70	MB	65
9	DKA	70	MRAH	50
10	DHA	75	MTA	50
11	FAS	70	MFF	60
12	HH	85	MR	55
13	KSH	80	MS	50
14	KAHP	75	MY	50
15	LFN	70	RB	55
16	MES	70	RI	45
17	MRA	75	SR	65
18	NPN	70	SR	80
19	NPS	75	SLF	50
20	RT	75	SA	50
21	RN	70	SNF	55
22	UH	85	TCD	65

## 2. Description of Experimental Class and Control Class

In this section, the author presents students' vocabulary mastery before and after being taught using the square word game at SMP Argopuro 1 Panti. two classes became research subjects. namely class VIII A as the experimental class and VIII B as the control class. As mentioned previously, researchers used tests as instruments in collecting data. The test was given to class A first as a group. The tests are fill in the blanks, match words and unscramble words. Researchers present and analyze data through posttests. The researcher as a teacher taught students in four weeks.

In class VIII A, researchers gave treatment to students using the Word Square Game to increase their vocabulary. During treatment, students seemed to enjoy and be enthusiastic. After the treatment was completed, the researcher gave a test to determine the students' abilities after being taught using the Word Square Game. This test is called a posttest. The posttest results showed that students' vocabulary mastery increased significantly. The collected data is described in the form of a table containing pretest and posttest scores in one group. While in class VIII B, the researcher taught using conventional methods. After finishing teaching, the researcher gave a post test as a control class to the experimental class using the Word Square Game.

The beginning of the research was carried out on October 23 2023. In the Experiment class, after explaining the interaction text, asking for

help from other people, the researcher immediately asked questions in the form of questions and answers that had been provided. so students just have to match the words that match the question. Meanwhile, in the control class, the researcher only explained how the interaction text asked for help from other people.

After carrying out the treatment, the researcher conducted a post-test experimental and control classes. The post-test will be held on November 14 2023 in the experimental class, while the control class was held on November 16 2023. The post-test is carried out by giving students questions about the text asking for help, appreciating performance, asking for and expressing opinions. Researchers assessed students' ability to compose words. To describe the data, the researcher showed the criteria of score of the students' test result, mean of the result, and percentage of the test. To know the student' mastery whether it was good or not, the researcher gave the criteria as follows:

Table 4.1 The criteria score of the students by using Word Square Game

No.	Interval Class	Criteria
1.	80-100	Very good
2.	70-79	Good
3.	60-69	Enough/fair
4.	50-59	Poor
5.	0-49	Bad/low

In this section, the researcher presents students' vocabulary mastery before being taught using the square word game. In this presentation,



researchers and analyze daily test results data collected by teachers of the given subjects to 22 students. The description is presented in the following table in Appendix

In learning, students tend to be passive, uninterested and ignore the teacher's information. Moreover, learning English is a lesson that requires a lot of memorization, and students tend not to memorize many English words. Learning tends to be uneventful and ineffective. With classical learning, only a small portion of students are attentive enough and the majority are not very attentive.

Problems that occur in learning cause unsatisfactory learning outcomes. In accordance with the analysis of daily test scores, an average score of 60 was obtained. From the analysis of daily test scores, the number of students who achieved learning outcomes with a score of 70 was still small. This certainly requires a change in teaching methods.

### **3. Description of Control Group (Class VIII B)**

In group A, conventional methods were applied. When applying this conventional method, students only listen to the teacher's explanation and look at the worksheet. After giving the material, the teacher will give questions in the form of several sentences with empty words in the middle.

According to the allocated time, researchers made observations during the process of providing material by the teacher and asking questions. The results of observations during the process of providing material stated that students observed the teacher's explanation with each

student a question and the student answered it. As a result, some students still have difficulty answering questions from the teacher. Student learning outcomes in the control class in Appendix

After providing material and assignments at the previous meeting. At the next meeting the teacher and researcher gave daily reviews of the material that had been given at the previous meeting. And the results are as follows:

Table 4.2 Post Test Score Of Control Class ( VIII B )

NO	NAME	POST TEST SCORE
1	DSM	62
2	DAN	58
3	DRM	69
4	DAN	65
5	FH	78
6	GIJM	64
7	MAR	68
8	MB	65
9	MRAH	70
10	MTA	60
11	MFF	74
12	MR	69
13	MS	68
14	MY	68
15	RB	73
16	RI	58
17	SR	64
18	SR	70
19	SLF	74
20	SA	76
21	SNF	69
22	TCD	73
	<b>MEAN</b>	<b>67,95455</b>

In accordance with the evaluation of learning outcomes, an average score of 67 was obtained. This shows that learning outcomes are still low. In accordance with the reflection above, the author analyzes the problems that still occur, namely:

- (1) Students observe the material explained by the teacher with sufficient attention.
- (2) Students are still lacking in finding the right words to fill in the questions given.
- (3) Students are less active in answering questions from friends and/or teachers.
- (4) there are still students who have not achieved learning outcomes in daily tests.

#### **4. Description of Experimental Group (Class VIII A)**

Application of the Word Square Game in learning English about Interpersonal Interaction Texts in small groups with the same structure. To increase learning activities and the effectiveness of learning outcomes, students and their groups divide the task of finding words that are arranged to each member. When the task has been completed, one member may help another member.

In accordance with the group assignment time of 50 minutes, the observation results stated that students observed the Word Square group assignment with full attention and students actively discussed with their group how to look for words arranged horizontally, vertically or

diagonally in the Word Square group assignment. The results of observations of student group assignments after learning are in Appendix .

In accordance with the correction results, group assignment results were obtained with an average score of 75,59. This shows an increase in student learning outcomes with the application of the Word Square Game. Group assignment results with a high average score from the Minimum Completeness Criteria (KKM) in the Word Square group assignment.

After the researcher gave material about the word square game at two meetings and at the third meeting gave a treatment or it be called a post test. In the post test questions that the researcher gave to class VIIIA experimental class students, the researcher gave multiple choice questions, with of questions is 15 questions and 5 questions consist of looking for words in the box which is called a word square game and above the box questions, the researcher provides a table of vocabulary about things in the classroom, it's make it easier for students to look for existing words. in the question below

After providing material and assignments at the previous meeting.

At the next meeting the teacher and researcher gave daily reviews of the material that had been given at the previous meeting. And the results are as follows :

## 4.3 Post Test Score Of Experimental Class (VIII A)

NO	NAME	POST TEST SCORE
1	AAP	72
2	AWS	60
3	ASB	70
4	AZM	80
5	AP	86
6	AD	70
7	AHYP	85
8	MNAR	70
9	DKA	73
10	DHA	70
11	FAS	69
12	HH	80
13	KSH	78
14	KAHP	75
15	LFN	77
16	MES	75
17	MRA	85
18	NPN	75
19	NPS	82
20	RT	81
21	RN	70
22	UH	80
	<b>MEAN</b>	<b>75,59091</b>

In accordance with the explanation of the Interpersonal Interaction Text material, the observation results show that students actively answer questions from friends and/or teachers and students are very active in asking questions to the teacher. In accordance with the evaluation of learning outcomes, an average score of 75,59 was obtained. Learning outcomes with high average scores show that all students succeeded in getting scores above the Minimum Completeness Criteria (KKM)..

In the initial conditions and control group conditions, learning took place classically and tended to be passive. This is related to low interest in learning so that they are not interested and ignore the teacher's information. Meanwhile, learning in the experimental group took place in an interesting and group manner where students and their groups carried out group assignments according to the teacher's instructions.

Application of the Word Square Game in learning English about Interpersonal Interaction Texts by looking for words that have been provided in group assignments. Students are given 20 minutes of processing time. Thus, student learning activities include observing the Word Square group assignment and looking for the correct words in the Word Square group assignment. This means students are focused and learning becomes interesting, challenging and fun. Student activity can be seen starting from preliminary activities, so that students are focused and active in core activities to closing activities. This is in accordance with students' learning activities in answering questions from friends and/or teachers and asking questions to teachers.

The data was taken from two classes, experimental and control classes. Data analysis was done to find out the comparison between the two classes used as research. The experimental class was taught using show and tell method, while the control class did not. The comparison was seen from the data obtained through daily tasks and post-test. The



researcher provided the table list of the score in daily tasks and post-test of the experimental class and the control class, as follow:

Table 4.4 The Table List Of The Score  
Of Daily Tasks And Post-Test

NO	EXPERIMENTAL CLASS		CONTROL CLASS	
	DAILY TASK	POST-TEST	DAILY TASK	POST-TEST
1	70	72	50	62
2	70	60	50	58
3	70	70	65	69
4	75	80	50	65
5	80	86	50	78
6	80	70	45	64
7	80	85	60	68
8	70	70	65	65
9	70	73	50	70
10	75	70	50	60
11	70	69	60	74
12	85	80	55	69
13	80	78	50	68
14	75	75	50	68
15	70	77	55	73
16	70	75	45	58
17	75	85	65	64
18	70	75	80	70
19	75	82	50	74
20	75	81	50	76
21	70	70	55	69
22	85	80	65	73
<b>MEAN</b>	<b>63,13</b>	<b>75,59</b>	<b>55,22</b>	<b>67,95</b>

### C. Data Analysis

From research conducted for one month in class VIII A as an Experimental Class and VIII B as a Control Class at SMP A rgopuro 1 Pantijember for the 2023/2024 academic year, researchers analyzed the data above using SPSS version 26. The results are as follows:

## 1. Normality Test

The normality test in this research was conducted to qualify the absolute prior to statistical analysis. In this study, researchers used the Kolmogorov-Smirnov normality test as a normality test. The results are as follows:

- a. Based on availability of workspace memory.

Table 4.5 One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		22
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	5.62211117
Most Extreme Differences	Absolute	.064
	Positive	.053
	Negative	-.064
Test Statistic		.064
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

- a. Test distribution is Normal.  
 b. Calculated from data.  
 c. Lilliefors Significance Correction.  
 d. This is a lower bound of the true significance.

Normality test above only focused on the significant value of the Kolmogorov-Smirnov. In the Kolmogorov-Smirnov normality test, it can be seen that the data is usually distributed because the significance value is  $>0.05$ . All significance values of Kolmogorov Smirnov are more than 0.05.

## 2. Homogeneity Test

Besides testing the normal distribution of the data, it is also necessary to test whether the sample variance was homogeneous. The variance homogeneity test, which is gained from SPSS version 26, is performed to see whether the post-test data in the experimental and control classes are homogeneous or heterogeneous because homogeneous data is one of the requirements to conduct the independent sample t-test. The result is as follows:

Table. 4.6 Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Hasil Belajar	Based on Mean	.825	1	42	.369
	Based on Median	.713	1	42	.403
	Based on Median and with adjusted df	.713	1	41.657	.403
	Based on trimmed mean	.873	1	42	.356

Based on the data output above, it is known that the significance (sig.) is  $0,369 > 0,05$ . So it can be concluded that the post-test data of the experimental class and control class are homogenous. Therefore, one of the independent sample t-test requirements has been fulfilled

## 3. Independent Sample T-test

An Independent sample t-test was conducted to determine whether the two sample groups had significant differences on average. An Independent sample t-test was conducted by testing the experimental and control classes' post-test data.

Table. 4.7 Independent Sample T-test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
Hasil Belajar	Equal variances assumed	.825	.369	4.193	42
	Equal variances not assumed			4.193	41.008

Based on the data above, Then, there is a difference in the of data post-test in the experimental and control classes. The result of the Sig table was  $0,000 < 0,05$ .

#### 4. Validity and Reability

##### a. Validity test

Before conducting the vocabulary test, the researcher conducted content validity. The researcher asked an expert to give comments or feedback on the test, making the researcher decide whether the test was valid. The result of the validity the test was valid, but there was some comment or feedback. The expert said there were some grammatical errors, and they asked me to revise my instruction .

##### b. Reliability test

Before applying the instrument to the experimental and control class, the researcher conducted tryouts on students to determine whether the test was reliable. The data above

was assessed using Cohen's Kappa by SPSS 28, and the result was:

Table 4.8 Reability test  
Kappa Output for daily score SPSS 26.0

		Symmetric Measures			
		Value	Asymptotic Standard Error <sup>a</sup>	Approximate T <sup>b</sup>	Approximate Significance
Measure of Agreement	Kappa	,606	,108	6,250	,000
N of Valid Cases		30			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

The result of the calculation by SPSS 26, the reliability got was Kappa = 0,606. Based on the interpretation table by Mary L. McHugh, the value 0,606 was a moderately reliable level of 36%. It means the instrument pre-test can be used for data collection.

Table 4.2

Kappa Output for Post test by SPSS 26.0

		Symmetric Measures			
		Value	Asymptotic Standard Error <sup>a</sup>	Approximate T <sup>b</sup>	Approximate Significance
Measure of Agreement	Kappa	,813	,077	12,983	,000
N of Valid Cases		30			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

The result of the calculation by SPSS 26, the reliability score of the post-test that the researcher got was Kappa = 0,813. Based on the

interpretation table by Mary L. McHugh, the value 0,813 was a strong, reliable level of 64%. It means the instrument post-test can be used for data collection.

#### **D. Hypothesis Testing**

Hypothesis testing is identified using significant effects T test results after using the square word game. Research results only show whether a hypothesis is true specific subjects involved in the research.

After doing the experimental, the researcher recorded the scores obtained from the daily test and posttest, conducted some statistical calculations for the data analysis, and made interpretation and conclusions.

The result daily test and posttest will be presented bellow.

1. If the value Sig. (2-tailed) of Independent Sample T-test is  $<$ Research Alpha (0.05), the alternative hypotheses ( $H_a$ ) is accepted, and the null hypothesis ( $H_0$ ) is rejected. So, there is an influence of using the word square game method on the vocabulary mastery of grade 8 students at SMP Argopuro 1 Pantl.
2. If the Sig. (2-tailed) Independent sample t-test  $>$  Research Alpha (0.05), then the null hypothesis ( $H_0$ ) is accepted, and the alternative hypothesis ( $H_a$ ) is rejected. This means that there is no effect of using the Word Square Game on vocabulary mastery among students at Argopuro 1 Pantl Middle School for the 2023/2024 academic year.

In this research, it was found that the independent sample t test result was 0.000. This means that the value of Sig. (2-tailed) is smaller than 0.05.



So there is a significant difference between the control class and the experimental class. This difference can be seen from the students' grades which are getting better.

The test results with the homogeneity test also show that the data being studied is homogeneous. Based on the decision making method in the homogeneity test, the data we enter into SPSS must be greater than 0.05 ( $>0.05$ ). In this study, the homogeneity test results showed a value of 0.369, which means the value is greater than 0.05. Based on the decision making method above, the data in this study is homogeneous.

The results of the normality test also show that the data in this study is normally distributed. In this study, researchers used the Kolmogorov-Smirnov normality test. In this study the significance value was 0.196. Meanwhile, the basic rule for making decisions on normality tests is a significance value  $> 0.05$ . So this research has a normal distribution.

This means that there is a significant difference between the average score of the control class and the experimental class. So, it can be concluded that there is a significant influence of using the Word Square Game on students' vocabulary mastery at SMP Argopuro 1 Panti.

#### **E. Discussion**

Research using the word square learning model is effective in improving student learning outcomes. In word square learning, students learn to combine abilities answer questions with carefulness in matching answers, very similar to crossword puzzles. The difference is that the answer is already

there but is disguised by adding random additional boxes disguise or deceptive letters or numbers. During the first lesson the students looked awkward when carrying out the steps of the word square learning model and being nervous when answering questions from Teacher. This is because students are not yet accustomed to using the word square model, but after several times taking turns as partner and trainer, students begin to understand the Word Square, This can be seen from students who are starting to understand the material and participate in learning activities well. Students become accustomed to discussing with group members in answering questions from the teacher. The learning process using word squares can encourage student understanding to the subject matter, creating a pleasant atmosphere because learning takes the form of games, train students to be disciplined, stimulate students to think effectively because of models This learning is able to act as a driver and reinforcer for the learning material.

To know the improvement of students' vocabulary mastery using word square game, the researcher calculated the mean score students' vocabulary was indicated from two tests namely daily score test and post test. The mean score in daily score test before treatment was 63,1 for experimental class and 55,2 for control class , and the mean score of post-test was 75,5 for experimental class ad 67,9 for control class after treatment.

In addition, The test results with the homogeneity test also show that the data being studied is homogeneous. Based on the decision making

method in the homogeneity test, the data we enter into SPSS must be greater than 0.05 ( $>0.05$ ). In this study, the homogeneity test results showed a value of 0.369, which means the value is greater than 0.05. Based on the decision making method above, the data in this study is homogeneous.

The results of the normality test also show that the data in this study is normally distributed. In this study, researchers used the **Kolmogorov-Smirnov** normality test. In this study the significance value was 0.196. Meanwhile, the basic rule for making decisions on normality test is a significance value  $> 0.05$ . So this research has a normal distribution

Based on the result of the effectiveness vocabulary above. It's show that previous study According to Juliana Della Hasibuan , this thesis entitled "The Effect of Word Square Model on Students' Vocabulary Mastery in eighth grade students of SMP Swasta Darussalam Martubung".<sup>43</sup> This thesis entitled The Effect of Word Square Model on Students' Vocabulary Mastery in eighth grade students of SMP Swasta Darussalam Martubung. The objective of this research was to find out the effect of word square model on students' vocabulary mastery. The research used experimental research design. The population of this research was eighth grade of SMP Swasta Darussalam Martubung, who consisted of 150 students in eighth classes; each class consists of 30 students. The researcher took purposive sampling technique, namely class VIII-1 as experimental class and class VIII-2 as the control class. Experimental class was the class that received the treatment of

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<sup>43</sup> Della Hasibuan, Juliana. 2020. *The Effect of Word Square Model on Students' Vocabulary Mastery in eighth grade students of SMP Swasta Darussalam Martubung*. University of Potensi Utama Medan

Word Square Model and control class was the class that did not receive the treatment or only taught by using Conventional method. The instrument of the research was essay test of 25 questions. The result of the data analysis showed that the mean scores in experimental class in pretest (53,73) and post-test (89.07) was higher than the scores in control class in pre-test (47,07) and post-test (59.07). And by using t-test, the result of the testing hypothesis indicated that there was significance (2-tailed) 0.003 lower than the level of significance 0.050. The finding showed that the alternative hypotheses was accepted while null hypotheses was rejected. Therefore, it means that using Word Square Model in teaching vocabulary had significant effect on students' vocabulary mastery..

According to Usmayani This thesis entitled "The Use Of Word Square Game To Improve Students' Vocabulary Mastery At The Second Year Of Smpn 4 Model Parepare".<sup>44</sup> in the previous chapter there are some the advantages of word square game. Can facilitate students in mastering the teaching materials, because has directed to find the words in a box, can facilitate teachers in decomposing materials tools, because teacher can direct students to the boxes which have been prepared in advance, can improve the learning activities of children, because they will continue to shade letters in accordance with the answers, avoid the oredom of children in learning, because that activities do not make children bored and follow the learning.

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<sup>44</sup> Usmayani. 2020. *The Use Of Word Square Game To Improve Students' Vocabulary Mastery At The Second Year Of Smpn 4 Model Parepare*. IAIN Parepare

According to HeniSopia (2018). This thesis entitled “The Influence of Using Word Square Game towards Students’ Vocabulary Mastery at The Seventh Grade of MTs AlHikmah Bandar Lampung”.

It can be concluded that there was a significant influence of using Word Square Game towards students’ vocabulary mastery in the first semester at the eighth grade of MTs Al-Hikmah Bandar Lampung. The differences between these researches and researcher’s research are his research used classroom action research as a research design. While the researcher use experimental research as a research design. The other difference is that his study was conducted at the fifth grade of elementary school. And she applied the noun material to add students’ vocabulary.<sup>45</sup>

According by Juliana (2020). This thesis entitled “The Effect Of Word Square Model On Students’ Vocabulary Mastery”.

This thesis entitled The Effect of Word Square Model on Students’ Vocabulary Mastery in eighth grade students of SMP Swasta Darussalam Martubung. The objective of this research was to find out the effect of word square model on students’ vocabulary mastery. The research used experimental research design. The population of this research was eighth grade of SMP Swasta Darussalam Martubung, who consisted of 150 students in eighth classes; each class consists of 30 students. The researcher took purposive sampling technique, namely class VIII-1 as experimental class and class VIII-2 as the control class. Experimental class

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<sup>45</sup> Heni Sopia, 2018. The Influence of Using Word Square Game towards Students’ Vocabulary Mastery at The Seventh Grade of MTs AlHikmah Bandar Lampung. UIN Raden Intan Lampung.



was the class that received the treatment of Word Square Model and control class was the class that did not receive the treatment or only taught by using Conventional method. The instrument of the research was essay test of 25 questions. The result of the data analysis showed that the mean scores in experimental class in pretest (53,73) and post-test (89.07) was higher than the scores in control class in pre-test (47,07) and post-test (59.07). And by using t-test, the result of the testing hypothesis indicated that there was significance (2-tailed) 0.003 lower than the level of significance 0.050. The finding showed that the alternative hypotheses was accepted while null hypotheses was rejected. Therefore, it means that using Word Square Model in teaching vocabulary had significant effect on students' vocabulary mastery.<sup>46</sup>

6. by Nur Aziza Malik (2020). This thesis entitled "The Effectiveness Of Using Word Square Game In Teaching English (Quasi Experimental Design in seventh grades of SMP Unismuh Makassar)".

The method in this research was Quasi-experimental research. The quasiexperimental research designed were used two classes which were taught two different methods. The experimental class was taught with Word Square Game and the control class was taught with Group investigation. The population in seventh grade students of SMP Unismuh Makassar consist of 91 students, the sample were 42 students, it was divided with 21 students for each classes.

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<sup>46</sup> Juliana.2020.*The Effect Of Word Square Model On Students' Vocabulary Mastery. Universitas Potensi Utama Medan, Sumatera Utara.*



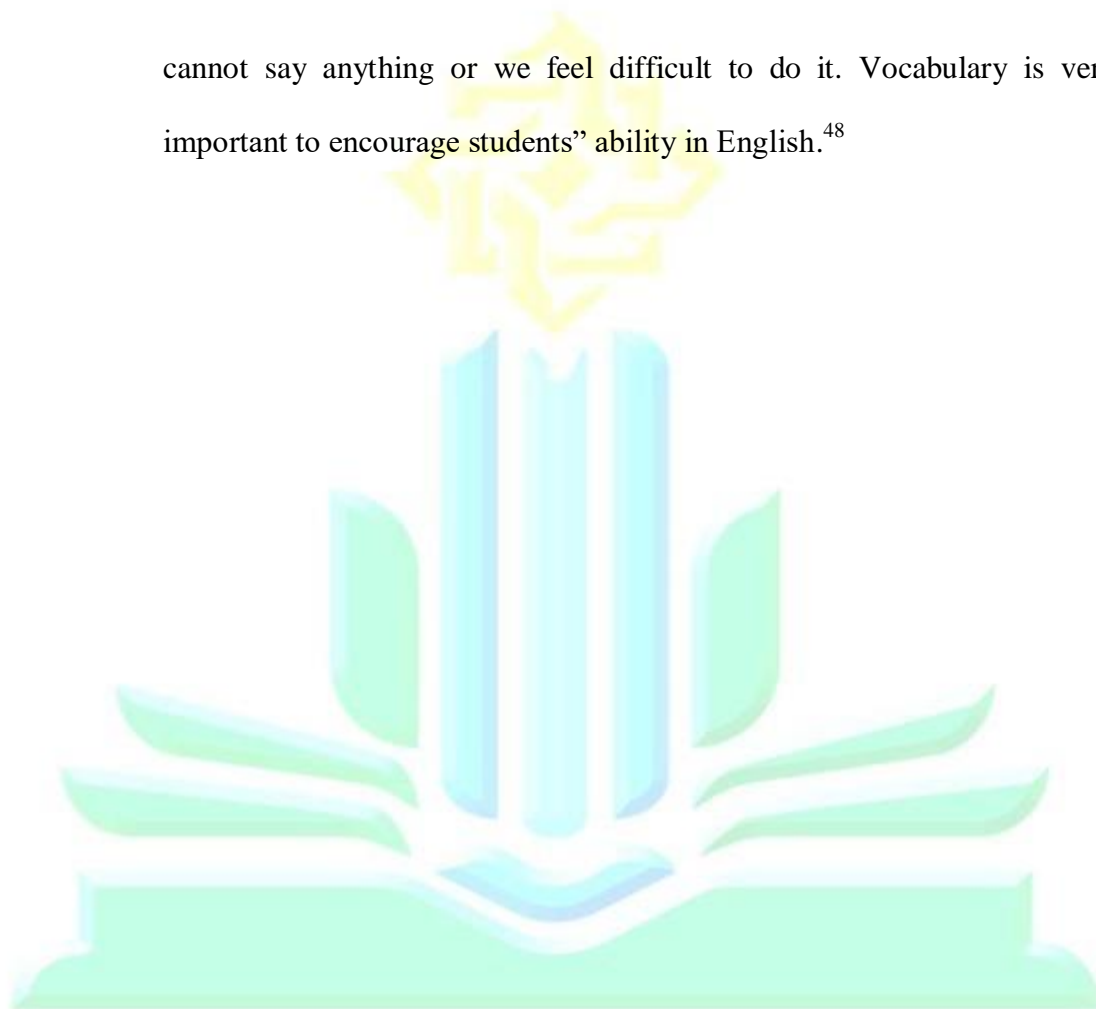
The research was taken by using purposive sampling. Moreover, this research was conducted through the following procedures: giving pre-test, applying treatments, and giving post-test. The data analyzed in this research was gathered through speaking test, after getting the score from the oral test, it was analyzed and processed by using statistic data calculation of T-test formula by using SPSS. The result of the research proved that there was a difference score between students' score in learning speaking accuracy by using Word Square Game and by using Group Investigation. According to the result of statistical calculation it can be seen that mean score of post-test in experimental class was 76.26 and the mean score of post-test in control class was 66.00. The value of ttest was higher than the ratio on t-table ( $-3.432 > 2.021$ ). Therefore, H<sub>0</sub> was rejected and H<sub>1</sub> was accepted. In conclusion, Word Square Game can be effectively to be used to teach speaking competence of seventh grade students of SMP Unismuh Makassar<sup>47</sup>

As Explain in the Theory of B.f Skinner he says that vocabulary is core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. Based on the definitions above, it can be concluded that vocabulary is stock of words in a language used by the people to communicate with other people, it is also used by the people to express their feelings. Without vocabulary, we

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<sup>47</sup> Nur Azyza Malik. 2020. *The Effectiveness Of Using Word Square Methoasdd In Teaching English (Quasi Experimental Design In Seventh Grades Of Smp Unismuh Makassar)*. Universitas Muhammadiyah Makassar.

cannot say anything or we feel difficult to do it. Vocabulary is very important to encourage students' ability in English.<sup>48</sup>



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<sup>48</sup> B.F Skenner, *the power of speaking : Insight from research*,

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

The results of the research showed that there a significant difference between student's vocabulary mastery in the control class and the experimental class using square word game . This was proven by the development of the mean post-test score for the experimental class of 75.59, while the average post-test score for the control class was 67.95. The t-test value is 0.000. This score was smaller than the significance level of 0.05. The Normality test score is 0.200. This score is greater than the significance level of 0.05. and the Homogeneity test value is 0.369, this score greater than the significance level of 0.05. This means that the square word game was effective in increasing the vocabulary of class VIII students at SMP Argopuro 1 Pant

#### B. Suggestion

##### 1. For Students

Students should regularly practice vocabulary skills in learning English.

They can work together with their classmates if they have difficulty understanding vocabulary , they can also do word square game activities to improve students' vocabulary understanding.

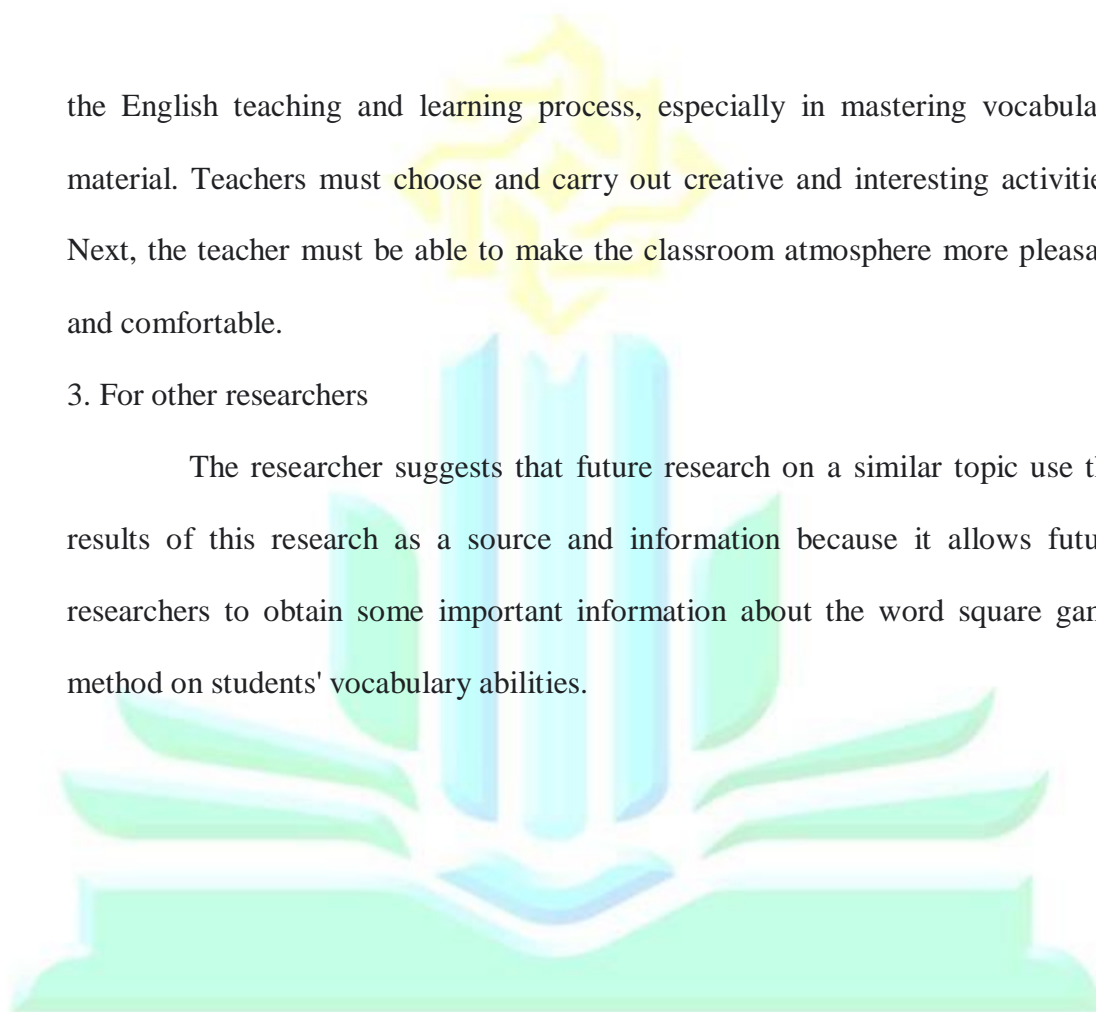
##### 2. For English teachers

In teaching vocabulary skills, teachers should increase student involvement, become more creative and interesting so that they are interested in

the English teaching and learning process, especially in mastering vocabulary material. Teachers must choose and carry out creative and interesting activities. Next, the teacher must be able to make the classroom atmosphere more pleasant and comfortable.

### 3. For other researchers

The researcher suggests that future research on a similar topic use the results of this research as a source and information because it allows future researchers to obtain some important information about the word square game method on students' vocabulary abilities.



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## Appendix 1

### DECLARATION OF AUTHENTICITY

The Undersigned below:

Name : Melly Andani  
Student's Number : T20186009  
Study Program : English Department  
Institution : UIN Kh. Achmad Siddiq Jember

Declaration that this thesis entitled "THE EFFECT OF WORD SQUARE GAME FOR STUDENT VOCABULARY MASTERY OF THE EIGHT GRADE SMP ARGOPURO 1 PANTI" is my original work, gathered and utilized especially to fulfill the purposes and objectives of this study, and has not been previously submitted to my other university for higher degree. I also declare that the publication cited in this work have been personally consulted.

Jember, 15 May 2024



**Melly Andani**

T20186009

UN  
KIAI

IQ

**Appendix 2**

**MATRIK RESEARCH**

**THE EFFECT OF WORD SQUARE GAME FOR STUDENT VOCABULARY MASTERY OF THE EIGHT GRADE SMP ARGOPURO 1 PANTI**

<b>TITLE</b>	<b>VARIABLE</b>	<b>INDIKATOR</b>	<b>SUMBER DATA</b>	<b>METODE PENELITIAN</b>	<b>PROBLEM</b>	<b>HYPOTHESIS</b>
The Effect of Word Square Game for Student Vocabulary Mastery of The Eight Grade Smp Argopuro 1 Panti	1. Word Square Game	1. Vocabulary frequency 2. Time spent on play game 3. Motivation in the academic environment	Research subject: ➤ Eight Grade students of SMP Argopuro 1 Panti  Research informant: ➤ English teacher of SMP Argopuro 1 Panti ➤ Student class VIII of SMP Argopuro 1 Panti	Types of research: ➤ Quantitative research with Quasi Experimental  Research Design: ➤ Quasi - Experimenta 1  Technique: ➤ Post test treatment	1. Is there any significant difference between students taught using word square game on students' vocabulary ?	Ha (alternative hypothesis) There is a significant difference between students taught using word square game on students' vocabulary
	2. Vocabulary	1. Pronunciation 2. Spelling				Ho (null hypothesis) There is no significant difference between students taught using word square game on students' vocabulary

### **Appendix 3**

#### **Interview Sheet with English teacher**

Researcher : What problems often occur during English lessons at SMP Argopuro 1 SMP?

Teacher : students do not master the vocabulary, so students do not understand the material being explained

Researcher : How do you solve this problem?

Teacher : Usually I ask students to memorize several words in English. However, the result is that very few students are able to memorize English vocabulary.

Researcher : How are students' abilities when memorizing English vocabulary?

Teacher : they tend to get bored with English material by memorizing. This certainly reduces students' ability to master English vocabulary. The decline in the ability to master English vocabulary certainly has an impact on student learning outcomes.

Researcher : What are the student learning outcomes so far?

Teacher : Student learning outcomes tend to decline, but there are still some students who are capable and have good grades on learning outcomes.

Researcher : What learning methods do you use when teaching English?

Teacher : The method I use is the conventional method, sis, because I am hampered by students' poor command of English vocabulary. So it is difficult to use other methods in English lessons

Researcher : Apart from memorizing English vocabulary, what solutions have you implemented to improve student learning outcomes?

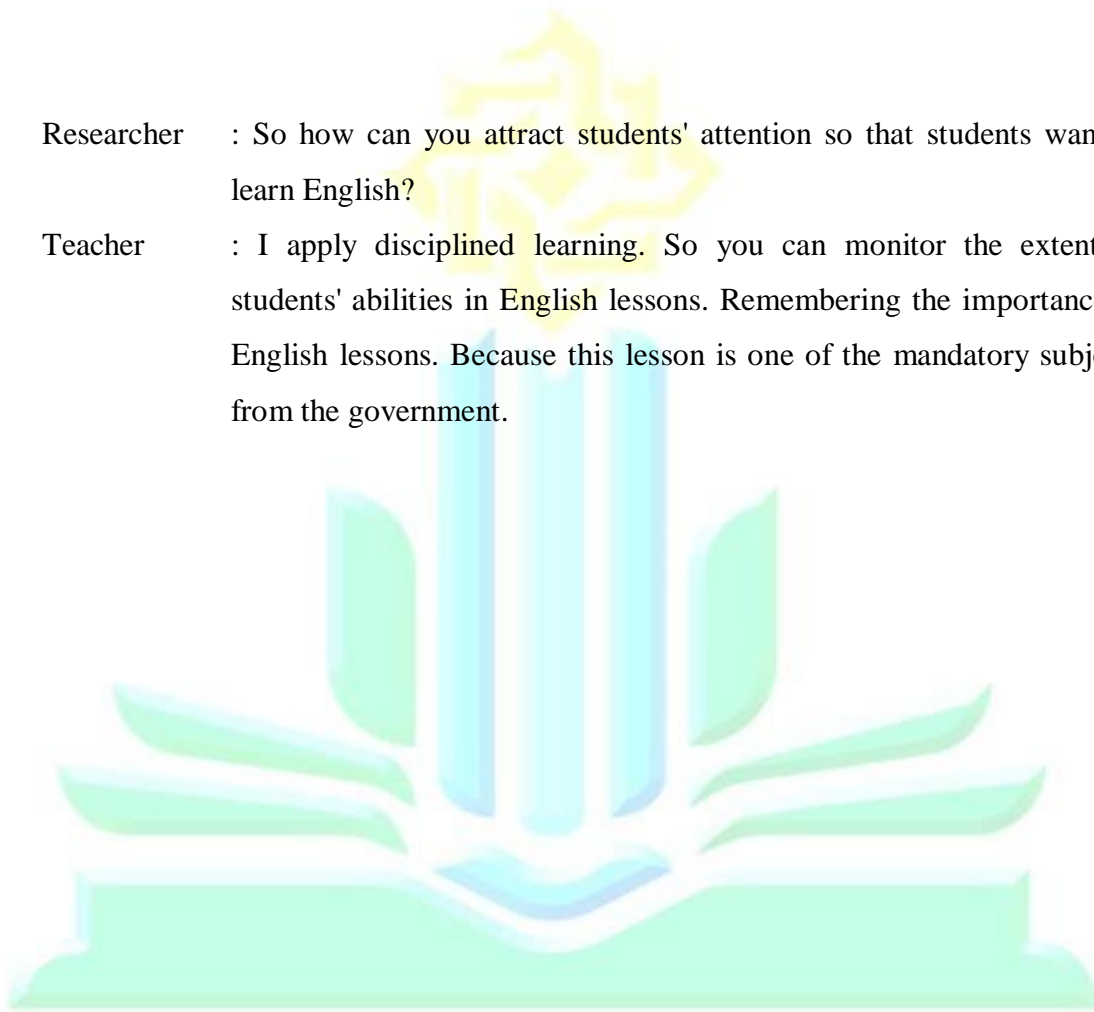
Teacher : So far, the method that I think is effective is by memorizing English vocabulary.

Researcher : Maybe you have used the Word Square Game?

Teacher : no never

Researcher : So how can you attract students' attention so that students want to learn English?

Teacher : I apply disciplined learning. So you can monitor the extent of students' abilities in English lessons. Remembering the importance of English lessons. Because this lesson is one of the mandatory subjects from the government.



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## **Appendix 4**

### **Interview Sheet with student class VIII SMP Argopuro 1 Pantj**

Researcher : What do you think about English lessons?

Student : Boring lesson, this lesson was boring because it is always memorized. Even if it was explained, we didn't understand what the teacher was explaining

Researcher : What do you think about the learning process delivered by the teacher?

Student : The way to explain it is good, but I don't understand because the teacher uses English to explain

Researcher : What efforts have you made to learn English?

Student : Once memorized some English vocabulary in the hope that I could understand what the teacher was explaining. But it's very difficult, because the English vocabulary is too much.

Researcher : Are you a student who is active in the learning process?

Student : No, I'm not active in class because I don't understand English lessons

Researcher : How are your learning results in English lessons?

Student : yes, that's not bad, sir. Sometimes you get good grades, sometimes you get bad grades.

Researcher : How can you get good grades even though you don't understand English?

Student : there are some words that I still understand. Sometimes there are questions that I understand and I can answer them

Researcher : What learning difficulties do you experience when learning English?

Student : mastery of his vocabulary

Researcher : What do you think about the Word Square Game that has been applied?

Student : It turns out there is a method of memorizing English vocabulary in an interesting way

Researcher : After learning using the Word Square Game, can you increase your mastery of English vocabulary?

Student : Alhamdulillah, my command of English vocabulary is increasing little by little.



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## Appendix 5

### Surat Permohonan Izin Penelitian



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**UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli. Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos. 68136  
Website [www: http://fik.uinichas-jember.ac.id](http://fik.uinichas-jember.ac.id) Email: [tarbiyah.uinjember@gmail.com](mailto:tarbiyah.uinjember@gmail.com)

Nomor : B-7156/In.20/3.a/PP.009/01/2024

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMP ARGOPURO 1 PANTI

Jl Lapangan No 39 Panti Krajan Kecamatan Panti Kabupaten Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20186009  
Nama : MELLY ANDANI  
Semester : Semester dua belas  
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The effect word square game for student vocabulary mastery of the eight grade SMP Argopuro 1 Panti" selama 30 ( tiga puluh ) hari di lingkungan lembaga wewenang Bapak/Ibu Yosar Fatahillah, S.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 02 Januari 2024

an Dekan,  
Wakil Dekan Bidang Akademik,



KHOTIBUL UMAM

## Appendix 6

### Surat Selesai Penelitian



**YAYASAN IHTIAR KEJAYAAN TANI ( YIKT )  
SEKOLAH MENENGAH PERTAMA  
SMP ARGOPURO I**

Jl. Lapangan No. 39 Panti – Jember, 68153 Telp.( 0331 ) 713625

#### **SURAT KETERANGAN**

Nomor : 358/ S.6/ SMP/ ARG.1/ II/ 2024

Yang bertanda tangan di bawah ini Kepala SMP Argopuro I Panti Kabupaten Jember

Nama : Yosar Fatahillah, S. Pd  
NIP : -  
Pangkat, Gol/Ruang : -  
Jabatan : Kepala Sekolah

Menerangkan bawah :

Nama : Melly Andani  
Tempat, Tgl. Lahir : Jember, 03-11-1999  
NIM : T20186009  
Program Studi : Tadris Bahasa Inggris

Benar-benar telah melakukan penelitian tanggal 2 Januari – 19 Februari 2024 di lembaga kami dengan judul **“THE EFFECT OF WORD SQUARE GAME FOR STUDENT VOCABULARY MASTERY OF THE EIGHT GRADE SMP ARGOPURO 1 PANTI”**.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya dan dijadikan maktum adanya.



## Appendix 7

### STUDENT DAILY TEST SCORE OF EXPERIMENTAL CLASS ( VIII A )

NAME	SCORES
AAP	70
AWS	70
ASB	70
AZM	75
AP	80
AD	80
AHYP	80
MNAR	70
DKA	70
DHA	75
FAS	70
HH	85
KSH	80
KAHP	75
LFN	70
MES	70
MRA	75
NPN	70
NPS	75
RT	75
RN	70
UH	85
<b>MEAN</b>	<b>63,13636364</b>

## Appendix 8

### STUDENT DAILY TEST SCORE OF CONTROL CLASS ( VIII B )

NO	NAME	SCORE
1	DSM	50
2	DAN	50
3	DRM	65
4	DAN	50
5	FH	50
6	GIJM	45
7	MAR	60
8	MB	65
9	MRAH	50
10	MTA	50
11	MFF	60
12	MR	55
13	MS	50
14	MY	50
15	RB	55
16	RI	45
17	SR	65
18	SR	80
19	SLF	50
20	SA	50
21	SNF	55
22	TCD	65
	<b>MEAN</b>	<b>55,22727</b>

## Appendix 9

### SCORE OF DAILY TEST AND POST TEST OF CLASS EXPERIMENT AND CONTROL CLASS

NO	EXPERIMENTAL CLASS		CONTROL CLASS	
	DAILY TASK	POST-TEST	DAILY TASK	POST-TEST
1	70	72	50	62
2	70	60	50	58
3	70	70	65	69
4	75	80	50	65
5	80	86	50	78
6	80	70	45	64
7	80	85	60	68
8	70	70	65	65
9	70	73	50	70
10	75	70	50	60
11	70	69	60	74
12	85	80	55	69
13	80	78	50	68
14	75	75	50	68
15	70	77	55	73
16	70	75	45	58
17	75	85	65	64
18	70	75	80	70
19	75	82	50	74
20	75	81	50	76
21	70	70	55	69
22	85	80	65	73
<b>MEAN</b>	<b>63,13</b>	<b>75,59</b>	<b>55,22</b>	<b>67,95</b>

## Appendix 10

### INSTRUMENT PENELITIAN SKRIPSI

**NAME : MELLY ANDANI**

**NIM : T20186009**

**TITLE : THE EFFECT WORD SQUARE GAME FOR**

**STUDENT VOCABULARY MASTERY OF THE EIGHT**

**GRADE STUDENT'S AT SMP 1 ARGOPURO 1 PANTI**

#### *Instrumen penelitian*

Dalam penelitian ini, peneliti akan menggunakan pre-experiment dengan memberikan pre-test dan post-test pada kelas penelitian serta dilengkapi dengan instruksi pada instrumen sebagai berikut

#### Instrument of control class

##### **I. Give a cross (x) on the correct answer!**

1. My teacher is writing on the....

- |               |           |
|---------------|-----------|
| a. Floor      | c. Marker |
| b. whiteboard | d. Window |

2. There is a book on the....

- |               |          |
|---------------|----------|
| a. Whiteboard | c. Ruler |
|---------------|----------|





10. My job is to cure people. Everyday, I go to hospital.

Usually, I use a white long coat and surgical clothes. Who am i...

- a. Gardener
- b. Chef
- c. Waitress
- d. Doctor

11. Every morning, my father always reading .... in sofa.

- a. Apple
- b. Newspaper
- c. Pillow
- d. Knife

12. My brother is watching....

- a. Sofa
- b. Kitchen
- c. Television
- d. Room

13. Before I go to school, I always clean my....

- a. Book
- b. Wall
- c. Pillow
- d. Bedroom

14. A ....makes some food for Lina's party tonight.

- a. Tailor
- b. Dentist
- c. Chef
- d. Policeman

15. The cat is eating .... in the kitchen.

- a. Spoon
- b. Buffalo
- c. Plate
- d. Fish

**II. Match the words in the list A and list B below based on their meaning!**

**List A**

1. Elbow
2. Bicycle
3. Stomach
4. Plane
5. Heel
6. Carriage
7. Tongue

**List B**

- a. Kereta
- b. Tumit
- c. Siku
- d. Lidah
- e. Dada
- f. Pesawat
- g. Perut
- h. Motor
- i. Sepeda

## Appendix 11

### Instrument of Experimental Class

#### **I. Give a cross (x) on the correct answer!**

1. Mr. Hans is an English. .. Yesterday he taught us about the animals.
  - a. Farmer
  - b. Doctor
  - c. Nurse
  - d. Teacher
  
2. I am a student of junior high school. Everyday, I go to school at 6.00 am. My father always accompany me to school use....
  - a. Plane
  - b. Motorcycle
  - c. Cat
  - d. Newspaper
  
3. A ...is one of the animal which can produce milk.
  - a. Chicken
  - b. Goat
  - c. Butterfly
  - d. Fish
  
4. There is an accident at Andi Makkasau street. We see the news through....
  - a. Door
  - b. Television
  - c. Chair
  - d. Cupboard
  
5. Every year, Rina's family go to Malaysia to visit her grandmother using....
  - a. Plane
  - b. Bicycle
  - c. Marker
  - d. Television
  
6. Next week, Mita will celebrate her birthday party. She will order a gown to the best in South Sulawesi.
  - a. Driver
  - c. Pilot

- b. Designer                      d. Chef
7. My father works on the sea. He always bring some fishes to my house. What is my father's job?
- a. Nurse                      c. Fisherman  
b. Baker                      d. Teacher
8. The animal that doesn't have foot.
- a. Snake                      c. Crocodile  
b. Elephant                      d. Dog
9. Things that you find in bedroom.
- a. Plate, pillow, spoon, and mattress  
b. Blanket, pillow, mattress, and lamp  
c. Pan, kitchen, knife, and blanket  
d. Glass, spoon, sofa, and pillow
10. The animal that have wings.
- a. Goat                      c. Mouse  
b. Bird                      d. Horse
11. When I go home after school, I always see vehicles on the road, such as...
- a. Plane, bicycle, elephant, flower, and goat  
b. Bicycle, carriage, car, bus, and motorcycle  
c. Tree, stone, car, floor, knife, and bicycle.  
d. Motorcycle, car, bicycle, plane, and mouse.
12. Alma works at Salemba Cafe. Her duty is to serve the

guests who come to the cafe. What is her profession?

- a. Trader
- b. Tailor
- c. waitress
- d. Mechanic

13. The transportation that you use when you want to across the sea.

- a. Ferry
- b. Bicycle
- c. Motorcycle
- d. Bus

14. Last week, I and family went to Bantimurung to go on vocation. The view of Bantimurung tour is very beautiful.

There, I saw there are many....

- a. Snake
- b. Butterflies
- c. Buffalo
- d. Mice

15. The picture below indicate a living room, so based on the picture, what things that you find?



- a. Window, sofa, table, and vase.
- b. Bathroom, newspaper, broom, and pen
- c. Plate television, book, and chair.
- d. Knife, spoon, sofa, window, and table.



## LIST OF VOCABULARY

No	Things in Classroom (Benda-benda di kelas)	
1	Whiteboard	Papan tulis
2	Table	Meja
3	Chair	Kursi
4	Floor	Lantai
5	Wall	Dinding
6	Ceiling	Langit-langit
7	Door	Pintu
8	Window	Jendela
9	Book	Buku
10	Pen	Pulpen
11	Pencil	Pensil
12	Eraser	Penghapus
13	Bag	Tas
14	Broom	Sapu
15	Marker	Spidol

**II. There are five words describing thing in the class either, vertically, horizontally, and diagonally. Find them, then rewrite the words and their meaning beside the words square ! And you can choose vocabulary things in the classroom in the class by looking at the lists of table above.**

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

1. ....
2. ....
3. ....
4. ....
5. ....

Q

## Appendix 12

### RENCANA PELAKSANAAN PEMBELAJARAN ( EXPERIMENTAL CLASS )

Satuan Pendidikan : SMP Argopuro 1 Panti  
Mata Pelajaran : Bahasa Inggris  
Kelas : VIII  
Materi pokok : Fungsi sosial mengidentifikasi dan menyebutkan berbagai kosa kata tentang benda yang ada di kelas , benda yang ada di rumah, profesi , transportasi bagian tubuh dn binatang

#### A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca,

menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## **B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

### •Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2 Menunjukkan perilaku bertanggung jawab, peduli, kerja sama dan cinta damai dalam melaksanakan komunikasi fungsional.
- 3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks transaksional lisan dan tulisan yang melibatkan tindakan memberi dan meminta informasi terkait benda di kelas, benda yang ada di rumah, pekerjaan, bagian-bagian tubuh, dan binatang yang ada di lingkungan sekitar.

### • Indikator Pencapaian Kompetensi

1. Menulis learning log yang mengungkapkan rasa syukur atas kesempatan mempelajari bahasa Inggris dan manfaatnya
2. Menyelesaikan tugas tepat waktu, dan datang tepat pada saat mengerjakan tugas kelompok diluar jam pelajaran.
3. Menyelesaikan tugas yang menjadi bagiannya dalam kerja kelompok.

4. Menyebutkan kosakata sesuai dengan tema dan menemukan arti kosakata tersebut.

### **C. Tujuan Pembelajaran**

1. Peserta didik dapat mengidentifikasi atau menemukan kosakata yang ada dalam Word Square.
2. Peserta didik dapat menyebutkan kosakata sesuai dengan tema.
3. Peserta didik mampu menghafalkan kosakata beserta artinya terkait dengan topik dengan bantuan game word square,

### **D. Materi Pembelajaran**

Topic :

Pertemuan 1 : Things in the class

Pertemuan 2 : Parts of body

Pertemuan 3 : Thing in the house

### **E. Metode Pembelajaran**

1. Pendekatan : Scientific
2. Metode : Kontekstual
3. Teknik : Word square game

### **F. Media, alat dan sumber pembelajaran**

1. Media: Word square sheet (kertas hvs dan kartas karton)
2. Alat: Spidol, papan tulis dan stabilo
3. Sumber belajar: Dasar-dasar Penguasaan Bahasa Inggris Siswa, buku paket siswa "When English Rings the Bell", dan internet.

## G. Langkah-langkah Pembelajaran

Pertemuan pertama (2JP) :

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"><li>• Mengucapkan salam dan berdo'a.</li><li>• Mengecek kehadiran siswa.</li><li>• Menggali pengetahuan awal siswa mengenai materi yang akan diberikan pada pertemuan tersebut.</li><li>• Menyampaikan kegiatan belajar yang akan dilakukan.</li><li>• Menjelaskan tujuan pembelajaran</li></ul>	10 Menit
Kegiatan Inti	<ul style="list-style-type: none"><li>• Guru menjelaskan tentang vocabulary dan pentingnya vocabulary.</li><li>• Guru memberikan penjelasan tentang word square game. Guru memperlihatkan contoh word square.</li><li>• Guru menyebutkan daftar kosakata tentang things in the classroom beserta artinya, dan siswa diminta untuk menyimak apa yang disampaikan oleh guru.</li><li>• Guru membagi siswa dalam beberapa kelompok yang terdiri dari maksimal 4</li></ul>	55 Menit

	<p>orang.</p> <ul style="list-style-type: none"> <li>• Guru membagikan LKS yang berisi word square kepada setiap kelompok.</li> <li>• Siswa diminta untuk memperhatikan word square tersebut, dan berdiskusi dengan teman sekelompoknya.</li> <li>• Guru mengumpulkan LKS yang telah dikerjakan oleh siswa</li> <li>• Guru memeriksa hasil pekerjaan siswa</li> <li>• Guru menuliskan kembali kata-kata yang ada dalam word square tersebut beserta artinya, dan siswa diminta untuk menulis daftar kosakata tersebut di buku catatan dan menghafalkannya.</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>• siswa bersama guru melakukan flashback and feedback agar memperoleh pengalaman belajar.</li> <li>• Menutup kelas.</li> </ul>	15 Menit

Pertemuan ke-2 (2JP):

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> <li>• Mengucap salam dan berdo'a.</li> <li>• Mengecek kehadiran siswa.</li> <li>• Menggali pengetahuan siswa mengenai materi yang telah diberikan pada</li> </ul>	10 Menit



	<p>pertemuan yang lalu.</p> <ul style="list-style-type: none"> <li>• Menyampaikan kegiatan belajar yang akan dilakukan.</li> <li>• Menjelaskan tujuan pembelajaran</li> </ul>	
Kegiatan Inti	<ul style="list-style-type: none"> <li>• Guru menyebutkan daftar kosakata tentang parts of body beserta artinya, dan siswa diminta untuk menyimak apa yang disampaikan oleh guru.</li> <li>• Guru membagi siswa dalam beberapa kelompok yang terdiri dari maksimal 4 orang.</li> <li>• Guru menempelkan kertas karton yang berisi word square di papan tulis.</li> <li>• Siswa diminta untuk memperhatikan word square tersebut, dan berdiskusi dengan teman sekelompoknya.</li> <li>• Setiap perwakilan kelompok secara bergiliran diminta untuk maju ke depan untuk mencari kata-kata sesuai dengan topik yang ada di word square tersebut dan menandainya menggunakan stabilo</li> <li>• Kelompok yang menemukan lebih banyak kata akan diberikan poin yang</li> </ul>	55 Menit

	<p>tinggi.</p> <ul style="list-style-type: none"> <li>• Guru menuliskan kembali kata-kata yang ada dalam word square tersebut beserta artinya, dan siswa diminta untuk menulis daftar kosakata tersebut di buku catatan</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>• siswa bersama guru melakukan flashback and feedback agar memperoleh pengalaman belajar.</li> <li>• Menutup kelas</li> </ul>	15 Menit

Pertemuan Ke-3 (2JP)


Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> <li>• Mengucap salam dan berdo'a.</li> <li>• Mengecek kehadiran siswa.</li> <li>• Menggali pengetahuan siswa tentang materi yang telah diberikan pada pertemuan lalu.</li> <li>• Menyampaikan kegiatan belajar yang akan dilakukan.</li> <li>• Menjelaskan tujuan pembelajaran</li> </ul>	10 Menit
Kegiatan Inti	<ul style="list-style-type: none"> <li>• Guru memberikan soal-soal / test kepada siswa kelas VIII A, berupa lembaran soal yang mana isi dari soalnya adalah di suruh mencari kata di dalam box word square game .</li> </ul>	55 Menit

	<ul style="list-style-type: none"> <li>• Siswa di beri waktu 50 menit untuk mengerjakan soal test yang di berikan oleh guru.</li> <li>• Guru memeriksa hasil pekerjaan siswa</li> <li>• Guru menuliskan kembali kata-kata yang ada dalam word square tersebut beserta artinya.</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>• siswa bersama guru melakukan flashback and feedback agar memperoleh pengalaman belajar.</li> <li>• Menutup kelas</li> </ul>	15 Menit

Guru Bahasa Inggris

  
AINUL YAKIN  
 NIP.

Peneliti

  
MELLY ANDANI  
 T20186009

UNIVERSITAS ISLAM NEGERI  
 KIAI HAJI ACHMAD SIDDIQ  
 J E M B E R

## Appendix 13

### RENCANA PELAKSANAAN PEMBELAJARAN ( CONTROL CLASS )

Satuan Pendidikan : SMP Argopuro 1 Panti  
Mata Pelajaran : Bahasa Inggris  
Kelas : VIII A  
Materi pokok : Fungsi sosial mengidentifikasi dan menyebutkan berbagai kosa kata tentang benda yang ada di kelas , benda yang ada di rumah, profesi , transportasi bagian tubuh dn binatang

#### A.Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca,

menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## **B.Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

### •Kompetensi Dasar

- 1.2 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.4 Menunjukkan perilaku bertanggung jawab, peduli, kerja sama dan cinta damai dalam melaksanakan komunikasi fungsional.
- 3.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks transaksional lisan dan tulisan yang melibatkan tindakan memberi dan meminta informasi terkait benda di kelas, benda yang ada di rumah, pekerjaan, bagian-bagian tubuh, dan binatang yang ada di lingkungan sekitar.

### • Indikator Pencapaian Kompetensi

5. Menulis learning log yang mengungkapkan rasa syukur atas kesempatan mempelajari bahasa Inggris dan manfaatnya
6. Menyelesaikan tugas tepat waktu, dan datang tepat pada saat mengerjakan tugas kelompok diluar jam pelajaran.
7. Menyelesaikan tugas yang menjadi bagiannya dalam kerja kelompok.

8. Menyebutkan kosakata sesuai dengan tema dan menemukan arti kosakata tersebut.

### **C. Tujuan Pembelajaran**

4. Peserta didik dapat mengidentifikasi atau menemukan kosakata yang ada dalam Word Square.
5. Peserta didik dapat menyebutkan kosakata sesuai dengan tema.
6. Peserta didik mampu menghafalkan kosakata beserta artinya terkait dengan topik dengan bantuan game word square,

### **D. Materi Pembelajaran**

Topic :

Pertemuan 1 : Things in the class

Pertemuan 2 : Parts of body

Pertemuan 3 : Thing in the house

### **E. Metode Pembelajaran**

4. Pendekatan : Scientific
5. Metode : Kontekstual
6. Teknik : Word square game

### **F. Media, alat dan sumber pembelajaran**

4. Media: Word square sheet (kertas hvs dan kartas karton)
5. Alat: Spidol, papan tulis dan stabilo
6. Sumber belajar: Dasar-dasar Penguasaan Bahasa Inggris Siswa, buku paket siswa "When English Rings the Bell", dan internet.



## G.Langkah-langkah Pembelajaran

Pertemuan pertama (2JP) :

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"><li>• Mengucapkan salam dan berdo'a.</li><li>• Mengecek kehadiran siswa.</li><li>• Menggali pengetahuan awal siswa mengenai materi yang akan diberikan pada pertemuan tersebut.</li><li>• Menyampaikan kegiatan belajar yang akan dilakukan.</li><li>• Menjelaskan tujuan pembelajaran</li></ul>	10 Menit
Kegiatan Inti	<ul style="list-style-type: none"><li>• Guru menjelaskan tentang vocabulary dan pentingnya vocabulary.</li><li>• Guru memberikan penjelasan tentang word square game. Guru memperlihatkan contoh word square.</li><li>• Guru menyebutkan daftar kosakata tentang things in the classroom beserta artinya, dan siswa diminta untuk menyimak apa yang disampaikan oleh guru.</li><li>• Guru membagi siswa dalam beberapa kelompok yang terdiri dari maksimal 4</li></ul>	55 Menit

	<p>orang.</p> <ul style="list-style-type: none"> <li>• Guru membagikan LKS yang berisi word square kepada setiap kelompok.</li> <li>• Siswa diminta untuk memperhatikan word square tersebut, dan berdiskusi dengan teman sekelompoknya.</li> <li>• Guru mengumpulkan LKS yang telah dikerjakan oleh siswa</li> <li>• Guru memeriksa hasil pekerjaan siswa</li> <li>• Guru menuliskan kembali kata-kata yang ada dalam word square tersebut beserta artinya, dan siswa diminta untuk menulis daftar kosakata tersebut di buku catatan dan menghafalkannya.</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>• siswa bersama guru melakukan flashback and feedback agar memperoleh pengalaman belajar.</li> <li>• Menutup kelas.</li> </ul>	15 Menit

Pertemuan ke-2 (2JP):

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> <li>• Mengucap salam dan berdo'a.</li> <li>• Mengecek kehadiran siswa.</li> <li>• Menggali pengetahuan siswa mengenai materi yang telah diberikan pada</li> </ul>	10 Menit

	<p>pertemuan yang lalu.</p> <ul style="list-style-type: none"> <li>• Menyampaikan kegiatan belajar yang akan dilakukan.</li> <li>• Menjelaskan tujuan pembelajaran</li> </ul>	
Kegiatan Inti	<ul style="list-style-type: none"> <li>• Guru menyebutkan daftar kosakata tentang parts of body beserta artinya, dan siswa diminta untuk menyimak apa yang disampaikan oleh guru.</li> <li>• Guru membagi siswa dalam beberapa kelompok yang terdiri dari maksimal 4 orang.</li> <li>• Guru menempelkan kertas karton yang berisi word square di papan tulis.</li> <li>• Siswa diminta untuk memperhatikan word square tersebut, dan berdiskusi dengan teman sekelompoknya.</li> <li>• Setiap perwakilan kelompok secara bergiliran diminta untuk maju ke depan untuk mencari kata-kata sesuai dengan topik yang ada di word square tersebut dan menandainya menggunakan stabilo</li> <li>• Kelompok yang menemukan lebih banyak kata akan diberikan poin yang</li> </ul>	55 Menit


	<p>tinggi.</p> <ul style="list-style-type: none"> <li>• Guru menuliskan kembali kata-kata yang ada dalam word square tersebut beserta artinya, dan siswa diminta untuk menulis daftar kosakata tersebut di buku catatan</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>• siswa bersama guru melakukan flashback and feedback agar memperoleh pengalaman belajar.</li> <li>• Menutup kelas</li> </ul>	15 Menit

Pertemuan Ke-3 (2JP)

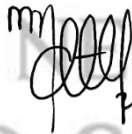
Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> <li>• Mengucap salam dan berdo'a.</li> <li>• Mengecek kehadiran siswa.</li> <li>• Menggali pengetahuan siswa tentang materi yang telah diberikan pada pertemuan lalu.</li> <li>• Menyampaikan kegiatan belajar yang akan dilakukan.</li> <li>• Menjelaskan tujuan pembelajaran</li> </ul>	10 Menit
Kegiatan Inti	<ul style="list-style-type: none"> <li>• Guru memberikan soal-soal / test kepada siswa kelas VIII B, berupa lembaran soal yang mana isi dari soalnya adalah menyilang atau memilih satu jawaban yang benar dari soal multiple choice</li> </ul>	55 Menit

	yang sudah di sediakan.	
	<ul style="list-style-type: none"> <li>• Siswa di beri waktu 50 menit untuk mengerjakan soal test yang di berikan oleh guru.</li> <li>• Guru memeriksa hasil pekerjaan siswa</li> <li>• Guru menuliskan kembali kata-kata yang ada dalam word square tersebut beserta artinya.</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>• siswa bersama guru melakukan flashback and feedback agar memperoleh pengalaman belajar.</li> <li>• Menutup kelas</li> </ul>	15 Menit

Guru Bahasa Inggris

  
AINUL YAKIN  
 NIP.

Peneliti

  
MELLY ANDANI  
 T20186009

UNIVERSITAS ISLAM Negeri  
 KIAI HAJI ACHMAD SIDDIQ  
 JEMBER

**Appendix 13**

**LIST OF VOCABULARY**

<b>No</b>	<b>Things in Classroom (Benda-benda di kelas)</b>	
1	Whiteboard	Papan tulis
2	Table	Meja
3	Chair	Kursi
4	Floor	Lantai
5	Wall	Dinding
6	Ceiling	Langit-langit
7	Door	Pintu
8	Window	Jendela
9	Book	Buku
10	Pen	Pulpen
11	Pencil	Pensil
12	Eraser	Penghapus
13	Bag	Tas
14	Broom	Sapu
15	Marker	Spidol
16	Ruler	Penggaris
17	Picture	Gambar
18	Clock	Jam dinding
19	Globe	Bola dunia
20	Map	Peta



### Appendix 14

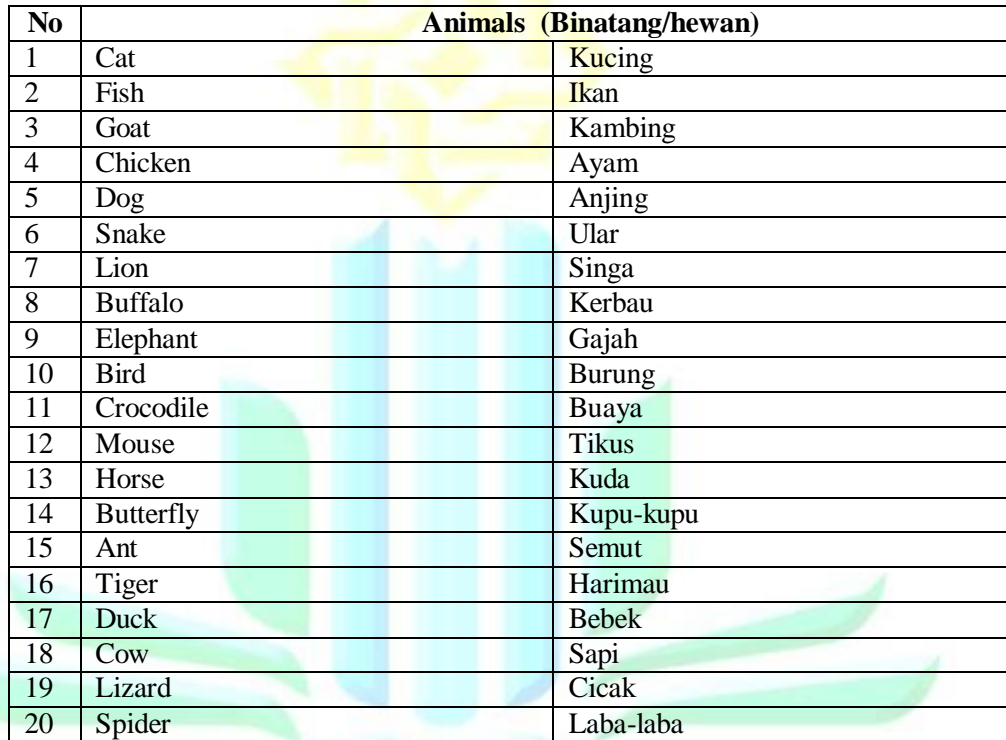
No	Things in the House (Benda-benda di rumah)	
1	Kitchen	Dapur
2	Cupboard	Lemari
3	Plate	Piring
4	Glass	Gelas
5	Spoon	Sendok
6	Knife	Pisau
7	Pan	Panci
8	Lamp	Lampu
9	Cup	Cangkir
10	Bowl	Mangkuk
11	Sofa	Sofa
12	Television	Televisi
13	Pillow	Bantal
14	Mattress	Kasur
15	Blanket	Selimut
16	Clothes	Pakaian
17	Refrigerator	Kulkas
18	Soap	Sabun
19	Comb	Sisir
20	Mirror	Cermin

No	Professions (Pekerjaan)	
1	Teacher	Guru
2	Farmer	Petani
3	Doctor	Dokter
4	Nurse	Perawat
5	Fisherman	Nelayan
6	Businessman	Pengusaha
7	Pilot	Pilot
8	Dentist	Dokter gigi
9	Chef	Koki
10	Headmaster	Kepala sekolah
11	Gardener	Tukang kebun
12	Waitress	Pelayan
13	Tailor	Penjahit
14	Mechanic	Montir/ahli mesin
15	Driver	Sopir

16	Designer	Perancang pakaian
17	Barber	Tukang cukur
18	Policeman	Polisi
19	Army	Tentara
20	Trader	Pedagang

No	Transportations (Transportasi)	
1	Car	Mobil
2	Motorcycle	Motor
3	Bus	Bus
4	Bicycle	Sepeda
5	Carriage	Kereta yang ditarik kuda/delman
6	Tricycle	Becak
7	Train	Kereta api
8	Plane	Pesawat
9	Helicopter	Helikopter
10	Ship	Kapal
11	Boat	Perahu/sampan
12	Ferry	Feri

No	Parts of Body (Bagian-bagian tubuh)	
1	Head	Kepala
2	Hair	Rambut
3	Eyes	Mata
4	Nose	Hidung
5	Ear	Telinga
6	Mouth	Mulut
7	Tongue	Lidah
8	Chin	Dagu
9	Cheek	Pipi
10	Neck	Leher
11	Chest	Dada
12	Hand	Tangan
13	Elbow	Siku
14	Fingers	Jari-jari
15	Stomach	Perut
16	Thigh	Paha
17	Knee	Lutut
18	Calf	Betis
19	Foot/leg	Kaki
20	Heel	Tumit



No	Animals (Binatang/hewan)	
1	Cat	Kucing
2	Fish	Ikan
3	Goat	Kambing
4	Chicken	Ayam
5	Dog	Anjing
6	Snake	Ular
7	Lion	Singa
8	Buffalo	Kerbau
9	Elephant	Gajah
10	Bird	Burung
11	Crocodile	Buaya
12	Mouse	Tikus
13	Horse	Kuda
14	Butterfly	Kupu-kupu
15	Ant	Semut
16	Tiger	Harimau
17	Duck	Bebek
18	Cow	Sapi
19	Lizard	Cicak
20	Spider	Laba-laba

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## Appendix 15

Student's worksheet in post test ( Control Class )

65

### Instrument of control class ( VIII B )

Nama : Muhammad Burhan

Class : VIII B

#### I. Give a cross (x) on the correct answer!

1. My teacher is writing on the....

- a. Floor                      c. Marker  
 whiteboard                  d. Window

B = 10  
S = 5

2. There is a book on the....

- a. Whiteboard                  c. Ruler  
 Door                          (d) Table

5

3. Ali : what is your fathers' job?

Nita : He is a    everyday he goes to rice field

- Farmer                      c. Chef  
b. Doctor                    d. Teacher

4. The animal like to eat banana. What is the animal?

- a. Cat                           Monkey  
b. Lion                        d. Mouse

5. Mr. Imran always checks my homework with smile. His duty in classroom is explain material. He is a good....

- a. Doctor                       Teacher  
b. Farmer                      d. Pilot

6. The students clean the classroom using....

- Pen                              c. Book  
(b) Broom                      d. Marker

7. What is the meaning of "buaya"?

- a. Mouse                      c. Lion  
b. Dog                          Crocodile

8. The students always write their task in....

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- (a) Book                      c. Chair  
~~X~~ Bag                         d. Pencil

9. My mother is a .... She works in Harapan Bunda Hospital.

- a. Businessman            c. Housewife  
b. Fisherman              ~~X~~ Nurse

10. My job is to cure people. Everyday, I go to hospital. Usually, I use a white long coat and surgical clothes. Who am i....

- a. Gardener                c. Waitress  
b. Chef                      ~~X~~ Doctor

11. Every morning, my father always reading .... in sofa.

- a. Apple                     c. Pillow  
~~X~~ Newspaper                d. Knife

12. My brother is watching....

- a. Sofa                        ~~X~~ Television  
b. Kitchen                  d. Room

~~13.~~ Before I go to school, I always clean my....

- (a) Book                      ~~X~~ Pillow  
b. Wall                        d. Bedroom

14. A.... makes some food for Lina's party tonight.

- a. Tailor                     ~~X~~ Chef  
b. Dentist                  d. Policeman

~~15.~~ The cat is eating .... in the kitchen.

- a. Spoon                     ~~X~~ Plate  
b. Buffalo                  (d) Fish

II. Match the words in the list A and list B below based on their meaning!

List A

List B

1. Elbow

2. Bicycle

3. Stomach

4. Plane

5. Heel

6. Carriage

7. Tongue

a. Kereta

b. Tumit

c. Siku

d. Lidah

e. Dada

f. Pesawat

g. Perut

h. Motor

i. Sepeda

B = 5

S = 2

15 //

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70

Instrument of control class ( VIII B )

Nama : Siti Sofiqah .

Class : VIII B

I. Give a cross (x) on the correct answer!

1. My teacher is writing on the....

- a. Floor                      c. Marker  
 whiteboard                  d. Window

2. There is a book on the....

- a. Whiteboard                c. Ruler  
b. Door                         Table

B = 11

S = 4

3. Ali : what is your fathers' job?

Nita : He is a everyday he goes to rice field

- Farmer                      c. Chef  
b. Doctor                     d. Teacher

55

4. The animal like to eat banana. What is the animal?

- a. Cat                           Monkey  
b. Lion                         d. Mouse

5. Mr. Imran always checks my homework with smile. His duty in classroom is

explain material. He is a good....

- a. Doctor                       Teacher  
 Farmer                      d. Pilot

6. The students clean the classroom using....

- a. Pen                         c. Book  
 Broom                      d. Marker

7. What is the meaning of "buaya"?

- a. Mouse                      c. Lion  
 Dog                          Crocodile

8. The students always write their task in....

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JEMBER

- a. Book                      c. Chair  
b. Bag                         d. Pencil

9. My mother is a .... She works in Harapan Bunda Hospital.

- a. Businessman            c. Housewife  
b. Fisherman               d. Nurse

10. My job is to cure people. Everyday, I go to hospital. Usually, I use a white long coat and surgical clothes. Who am i....

- a. Gardener                c. Waitress  
b. Chef                       d. Doctor

11. Every morning, my father always reading .... in sofa.

- a. Apple                     c. Pillow  
 b. Newspaper            d. Knife

12. My brother is watching....

- a. Sofa                       c. Television  
b. Kitchen                 d. Room

~~13.~~ Before I go to school, I always clean my....

- a. Book                      c. Pillow  
 b. Wall                       d. Bedroom

14. A.... makes some food for Lina's party tonight.

- a. Tailor                     c. Chef  
b. Dentist                 d. Policeman

~~15.~~ The cat is eating .... in the kitchen.

- a. Spoon                    c. Plate  
 b. Buffalo                  d. Fish

II. Match the words in the list A and list B below based on their meaning!

List A

List B

1. Elbow

2. Bicycle

3. Stomach

4. Plane

5. Heel

6. Carriage

7. Tongue

a. Kereta

b. Tumit

c. Siku

d. Lidah

e. Dada

f. Pesawat

g. Perut

h. Motor

i. Sepeda

B = 5

S = 2

IS

//

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J E M B E R

## Appendix 16

Student's worksheet in post test ( Experimental Class )

### Instrument of Experimental Class ( VIII A )

Nama : Ahmad Zaid Mubarak

Class : VIII A

80

#### I. Give a cross (x) on the correct answer!

- Mr. Hans is an English. .. Yesterday he taught us about the animals.  
a. Farmer                      c. Nurse  
b. Doctor                       Teacher
- I am a student of junior high school. Everyday, I go to school at 6.00 am. My father always accompany me to school use....  
a. Plane                      c. Cat  
 Motorcycle                      d. Newspaper
- A... is one of the animal which can produce milk.                      B = 16  
a. Chicken                      c. Butterfly                      S = 4  
 Goat                       Fish                      80
- There is an accident at Andi Makkasau street. We see the news through....  
a. Door                      c. Chair  
 Television                      d. Cupboard
- Every year, Rina's family go to Malaysia to visit her grandmother using....  
 Plane                      c. Marker  
b. Bicycle                      d. Television
- Next week, Mita will celebrate her birthday party. She will order a gown to the best ... in South Sulawesi.  
a. Driver                      c. Pilot  
 Designer                      d. Chef
- My father works on the sea. He always bring some fishes to my house. What is my father's job?  
 Nurse                      c. Fisherman

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b. Baker                      d. Teacher

8. The animal that doesn't have foot.

a. Snake                      c. Crocodile

b. Elephant                      d. Dog

9. Things that you find in bedroom.

a. Plate, pillow, spoon, and mattress

b. Blanket, pillow, mattress, and lamp

c. Pan, kitchen, knife, and blanket

d. Glass, spoon, sofa, and pillow

10. The animal that have wings.

a. Goat                      c. Mouse

b. Bird                      d. Horse

11. When I go home after school, I always see vehicles on the road, such as...

a. Plane, bicycle, elephant, flower, and goat

b. Bicycle, carriage, car, bus, and motorcycle

c. Tree, stone, car, floor, knife, and bicycle.

d. Motorcycle, car, bicycle, plane, and mouse.

12. Alma works at Salemba Cafe. Her duty is to serve the guests who come to the cafe. What is her profession?

a. Trader                       waitress

b. Tailor                      d. Mechanic

13. The transportation that you use when you want to across the sea.

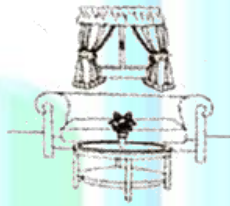
a. Ferry                      c. Motorcycle

b. Bicycle                      d. Bus

14. Last week, I and family went to Bantimurung to go on vocation. The view of Bantimurung tour is very beautiful. There, I saw there are many....

- a. Snake
- c. Buffalo
- b. Butterflies
- d. Mice

15. The picture below indicate a living room, so based on the picture, what things that you find?



- a. Window, sofa, table, and vase.
- b. Bathroom, newspaper, broom, and pen
- c. Plate television, book, and chair.
- d. Knife, spoon, sofa, window, and table.

II There are five the parts of body below, translate them into English based on the pictures





III There are five words describing thing in the class either, vertically, horizontally, and diagonally. Find them, then rewrite the words and their meaning beside the words square!

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

1. ~~WHITE~~ BOARD

2. ~~BOOK~~

3. ~~PICTURE~~

4. ~~MARKER~~

5. CHAIR

B = S

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J E M B E R

Appendix 17

Instrument of Experimental Class ( VIII A )

85

Nama : muhammad Razif azza  
Class : VIII A

I. Give a cross (x) on the correct answer!

1. Mr. Hans is an English. .. Yesterday he taught us about the animals.

- a. Farmer                      c. Nurse  
b. Doctor                      ~~x~~ Teacher

2. I am a student of junior high school. Everyday, I go to school at 6.00 am. My father always accompany me to school use....

- a. Plane                      c. Cat  
~~x~~ Motorcycle                  d. Newspaper

~~3.~~ A... is one of the animal which can produce milk.

- a. Chicken                      ~~x~~ Butterfly  
(b.) Goat                      d. Fish

B = 17  
S = 3

4. There is an accident at Andi Makkasau street. We see the news through....

- a. Door                      c. Chair  
~~x~~ Television                      d. Cupboard

5. Every year, Rina'sfamily go to Malaysia to visit her grandmother using....

- ~~x~~ Plane                      c. Marker  
b. Bicycle                      d. Television

6. Next week, Mita will celebrate her birthday party. She will order a gown to the best ...in South Sulawesi.

- a. Driver                      c. Pilot  
~~x~~ Designer                      d. Chef

~~7.~~ My father works on the sea. He always bring some fishes to my house. What is my father's job?

- a. Nurse                      ~~x~~ Fisherman

85 //

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b. Baker                      d. Teacher

8. The animal that doesn't have foot.

Snake                      c. Crocodile

b. Elephant                      d. Dog

9. Things that you find in bedroom.

a. Plate, pillow, spoon, and mattress

Blanket, pillow, mattress, and lamp

c. Pan, kitchen, knife, and blanket

d. Glass, spoon, sofa, and pillow

10. The animal that have wings.

a. Goat                      c. Mouse

Bird                      d. Horse

11. When I go home after school, I always see vehicles on the road, such as...

a. Plane, bicycle, elephant, flower, and goat

b. Bicycle, carriage, car, bus, and motorcycle

Tree, stone, car, floor, knife, and bicycle.

d. Motorcycle, car, bicycle, plane, and mouse.

12. Alma works at Salemba Cafe. Her duty is to serve the guests who come to the cafe. What is her profession?

a. Trader                       waitress

Tailor                      d. Mechanic

13. The transportation that you use when you want to across the sea.

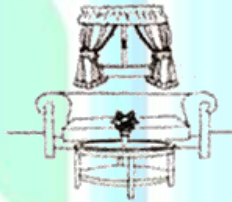
Ferry                      c. Motorcycle

b. Bicycle                      d. Bus

14. Last week, I and family went to Bantimurung to go on vocation. The view of Bantimurung tour is very beautiful. There, I saw there are many....

- a. Snake
- b. Butterflies
- c. Buffalo
- d. Mice

15. The picture below indicate a living room, so based on the picture, what things that you find?



- a. Window, sofa, table, and vase.
- b. Bathroom, newspaper, broom, and pen
- c. Plate television, book, and chair.
- d. Knife, spoon, sofa, window, and table.

II There are five the parts of body below, translate them into English based on the pictures



(stomach) (Head) (Hand)



(knee) (ear)

B = 5

III There are five words describing thing in the class either, vertically, horizontally, and diagonally. Find them, then rewrite the words and their meaning beside the words square!

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

↗ white board

↘ Book

↘ Picture

↗ marker

↘ Chair

B=5

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J E M B E R



**Appendix 18**

**Photos at the time of research**

**Interviews with students after the action**





Photo while teaching



Photo with English Teacher



## Appendix 19

### BIODATA



Name : Melly Andani  
Date of birth : 02 of November 1999  
Gender : Female  
Age : 25  
Address : Sumpersari Kemuningsari Lor Panti Jember  
Religion : Islam  
Nationality : Indonesia  
Phone : 085 808 255 266  
Email : mellyandani55@gmail.com

### EDUCATION DETAIL

2005-2007 : TK Al Kawtsar  
2007-2012 : MI Al Kawtsar  
2012-2015 : MTS Al Kawtsar  
2015-2018 : SMA Plus Al Hasan  
2018-nowaday : UIN Kh. Achmad Siddiq Jember