

**THE EFFECT OF WORD SQUARE GAME  
TO VOCABULARY MASTERY  
OF THE GRADE VIII STUDENTS SMPN 1  
ANGKOLA TIMUR**



**A Thesis**

*Submitted to State Islamic University (UIN) Syekh Ali Hasan Ahmad  
Addary Padangsidempuan as a partial Fulfillment of the Requirement  
for the Degree of Educational Scholar (S.pd) in English*

**Written By:**

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STATE ISLAMIC UNIVERSITY  
SYEKH ALI HASAN AHMAD ADDARY  
PADANGSIDIMPUAN  
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*Assalamu 'alaikum wr.wb.*

After reading, studying and giving advice for necessary revision on the thesis belongs to **Ilham Idris Siagian**, entitled “**The Effect of Word Square Game to Vocabulary Mastery of the Grade VIII Students’ SMPN 1 Angkola Timur**”. We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

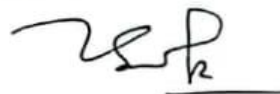
*Wassalamu 'alaikum wr.wb.*

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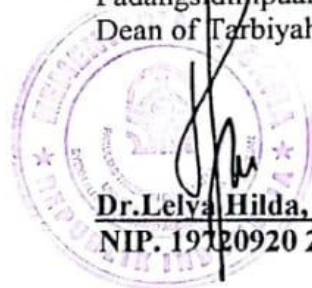
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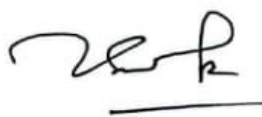
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Mastery at the VIII Grade Students of SMPN 1  
Angkola Timur**

### **ABSTRACT**

The objectives of this study were: 1) to find out the students' vocabulary mastery at eighth grade of SMP Negeri 1 Angkola Timur before using word square game, 2) to find out the students' vocabulary mastery at eighth grade of SMP Negeri 1 Angkola Timur after using word square game, and 3) to examine the effect of using word square to vocabulary mastery at eighth grade of SMP Negeri 1 Angkola Timur. This research was quantitative research with experimental method with pre-test, post-test control group design. The instrument of this research was on vocabulary mastery by using multiple choice test (pre-test and post-test). The population of this research is all the eight grade students of SMPN 1 Angkola Timur consisted of 119 students. Sample of this research was VIII-2 (23 students) as experimental class and VIII-1 (23 students) as control class. Thus, total number of sample of this research are 46 students. The research result showed the students' vocabulary mastery with mean score of pre-test in experimental class was higher than control class ( $55.22 > 52.39$ ) is enough category. After using Word Square game, the result of mean score in post-test increases, it was ( $76.96 > 69.78$ ) is high category, mean score of experimental class was higher than control class. It is also showed that  $T_{(count)}$  was higher than  $T_{(table)}$  ( $2.743 > 1.714$ ). It means that the hypothesis ( $H_a$ ) is accepted. It is concluded that there was a significant effect of Word Square game to the vocabulary mastery at the eight grade students of SMPN 1 Angkola Timur.

**Key words:** *Vocabulary Mastery, Noun, Word Square Game*

**Nama** : Ilham Idris Siagian  
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**Judul Skripsi** : Pengaruh Permainan Kotak Kata terhadap Penguasaan Kosakata pada Siswa Kelas VIII SMPN 1 Angkola Timur

### **ABSTRAK**

Tujuan dari penelitian ini adalah: 1) untuk mengetahui penguasaan kosakata siswa kelas VIII SMP Negeri 1 Angkola Timur sebelum menggunakan permainan kotak kata, 2) untuk mengetahui penguasaan kosakata siswa kelas VIII SMP Negeri 1 Angkola Timur setelah menggunakan permainan kotak kata, dan 3) untuk mengetahui pengaruh penggunaan permainan word square terhadap penguasaan kosakata siswa kelas VIII SMP Negeri 1 Angkola Timur. Penelitian ini merupakan penelitian kuantitatif dengan metode eksperimen dengan desain pre-test, post-test control group design. Instrumen penelitian ini adalah tes penguasaan kosakata dengan menggunakan tes pilihan ganda (pre-test dan post-test). Populasi penelitian ini adalah seluruh siswa kelas VIII SMPN 1 Angkola Timur yang berjumlah 119 siswa. Sampel penelitian ini adalah kelas VIII-2 (23 siswa) sebagai kelas eksperimen dan kelas VIII-1 (23 siswa) sebagai kelas kontrol. Dengan demikian, jumlah total sampel penelitian ini adalah 46 siswa. Hasil penelitian menunjukkan penguasaan kosakata siswa dengan nilai rata-rata pre-test di kelas eksperimen lebih tinggi daripada kelas kontrol ( $55,22 > 52,39$ ) dengan kategori cukup. Setelah menggunakan permainan kotak kata, hasil nilai rata-rata pada post-test meningkat, yaitu ( $76,96 > 69,78$ ) dengan kategori tinggi, nilai rata-rata kelas eksperimen lebih tinggi daripada kelas kontrol. Hal ini juga menunjukkan bahwa  $T_{(hitung)}$  lebih tinggi dari  $T_{(tabel)}$  ( $2,743 > 1,714$ ). Hal ini berarti hipotesis ( $H_a$ ) diterima. Disimpulkan bahwa ada pengaruh yang signifikan dari permainan Word Square terhadap penguasaan kosakata pada siswa kelas VIII SMPN 1 Angkola Timur.

**Kata-kata kunci** *Penguasaan Kosakata, Kata Benda, Permainan Kotak Kata*

الاسم : إلهام إدريس سياجيان  
رقم التسجيل : ١٨٢٠٣٠٠٠٧٧:  
عنوان البحث : أثر لعبة مربع الكلمات في إتقان المفردات لدى طلاب الصف الثامن في  
مدرسة سيكولاه مينينجا بيرتاما ١ أنجكولا تيمور

### ملخص البحث

كانت أهداف هذه الدراسة هي: (١) معرفة مدى إتقان الطلاب للمفردات في الصف الثامن من المدرسة الإعدادية ١ أنجكولا تيمور قبل استخدام لعبة مربع الكلمات، (٢) معرفة مدى إتقان الطلاب للمفردات في الصف الثامن من المدرسة الإعدادية ١ أنجولا تيمور بعد استخدام لعبة مربع الكلمات، (٣) دراسة تأثير استخدام مربع الكلمات على إتقان المفردات في الصف الثامن من المدرسة الإعدادية ١ أنجولا تيمور. كان هذا البحث بحثًا كمياً باستخدام الأسلوب التجريبي مع تصميم مجموعة تحكم قبل الاختبار وبعده. وكانت أداة هذا البحث حول إتقان المفردات باستخدام اختبار الاختيار من متعدد (اختبار قبلي واختبار بعدي). يتألف مجتمع هذا البحث من جميع طلاب الصف الثامن من المرحلة الإعدادية في المدرسة الإعدادية ١ أنجكولا تيمور البالغ عددهم ١١٩ طالبًا. كانت عينة هذا البحث من الصف الثامن-٢ (٢٣ طالبًا) كصف تجريبي والصف الثامن-١ (٢٣ طالبًا) كصف ضابطة. وبذلك يكون العدد الإجمالي لعينة هذا البحث ٤٦ طالبًا. أظهرت نتيجة البحث أن إتقان الطلاب للمفردات وهي (٥٢,٣٩ > متوسط درجات الاختبار القبلي في الفصل التجريبي كان أعلى من الفصل الضابطة (٥٥.٢٢) فئة كافية. بعد استخدام لعبة مربع الكلمات، زادت نتيجة متوسط الدرجات في الاختبار البعدي فكانت وهي فئة عالية، وكان متوسط الدرجات في الفصل التجريبي أعلى من الفصل الضابطة. (٦٩,٧٨ > ٧٦.٩٦) وهذا يعني أن الفرضية (هـ) مقبولة. (١,٧١٤ > ٢,٧٤٣) (الجدول) ت كان أعلى من (العد) ت كما تبين أيضًا أن يُستنتج أنه كان هناك تأثير كبير للعبة مربع الكلمات على إتقان المفردات لدى تلاميذ الصف الثامن من المرحلة الإعدادية ١ أنجكولا تيمور.

الكلمات المفتاحية : إتقان المفردات, اسم, لعبة مربع الكلمات, لعبة مربع الكلمات

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Padangsidempuan,            May 2024  
Researcher

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Students should be able to master the four skills of speaking, listening, reading, and writing by the time they reach high school; but, Students have to learn vocabulary before they can master those skills. They won't be able to listen, talk, read, or write in English effectively if they lack sufficient lexical knowledge.

Grammar and vocabulary are the two parts of English in particular. According to Wilkins in Thornbury, little think can be said without grammar and nothing can be conveyed without language<sup>1</sup>. Words that can be utilized in a specific situation or setting make up a person's vocabulary. The main part of learning a language is developing one's vocabulary because it forms the backbone of language instruction. The main task of studying English is to expand or enhance your vocabulary. Vocabulary acquisition in English is difficult, especially for students who are beginning their studies. For students, memorizing vocabulary is the most challenging when there are variances in meaning and pronunciation. Students must, however, provide vocabulary permission to be used during the educational process.

Learning vocabulary is a prerequisite for learning any language. Along with grammar and pronunciation, there are three elements that students must master and acquire when learning a new language. One of these elements is

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<sup>1</sup> Scott Thornbury, *How to Teach Vocabulary* (Harlow : Pearson Education Limited, 2002), p.13.

English vocabulary. The limited vocabulary will make it challenging for students to acquire and comprehend the foreign language. Therefore, students who want to communicate effectively in English need a wide range of vocabulary.

Based on the interviews with English teacher<sup>2</sup>, the main vocabulary problem is the lack of vocabulary knowledge of students. Students find it difficult to read and tell the vocabulary, which discourages them from learning it. The students are not motivated to learn vocabulary. Then, there is no way for the teacher to make the classroom learning process interesting. The teacher instructs the class to read the vocabulary. Then the students are asked to translate it into Indonesian and explain the words meanings. As a result, the students get bored and are unable to enjoy the classroom learning process. students feel difficult in memorizing the vocabulary that they have learned.

One of the methods to teach vocabulary is games. A few things can affect a student's vocabulary mastery, they include techniques, media, music, visuals, games, etc. Only a game was used in this research for discussing. A game is a fun activity that has rules and can be applied personally or with a group.<sup>3</sup> One of the games is Word square. The word square is a development model from lecture methods that are enriched and oriented towards student activity in learning. This method requires foresight and thoroughness of students, so as to stimulate students to think effectively through the game

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<sup>2</sup> Private Interview with English teacher at SMPN 1 Angkola Timur, on June 19<sup>th</sup> 2023, at 10.00 a.m.

<sup>3</sup>H Vossoughi, "Using Word Search Puzzle Games for Improving Vocabulary Knowledge of Iranian EFL Learners" 1, no. 1 (2009): 79–85. file:///C:/Users/Acer/Downloads/1018220090106.pdf

random letters in learning<sup>4</sup>. The purpose of the distracting letter is not to make it difficult for students, but to train students' conscientious and critical attitude in choosing the right words. This learning method is special can be applied in all subjects. To achieve a goal learning should be as efficient as possible so that teachers can design with on time. It is expected to have an influence on increase in learning outcomes of students.

Games can be found to practice all language skills and components and can be applied to many forms of communication. According to Huyen, learning vocabulary through games are effective in helping students to improve their vocabulary building skills.<sup>5</sup> By using games, passive class can be changed into active class. The usage of a game would increase the students' interest in learning a vocabulary lesson.<sup>6</sup> So, by using games can improve students' motivation in following the learning process in classroom.

As a result of the explanation given above, the researcher is interested in knowing how word square affects the students' vocabularies. As a result, the researcher is inspired to carry out a research called "The Effect of Word Square Game to Vocabulary Mastery at the VIII grade Students of SMPN 1 Angkola Timur".

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<sup>4</sup> Lilik Rahayu, "Pengaruh Metode Word Square Terhadap Peningkatan Hasil Belajar Siswa pada Mata Pelajaran Akiddah Akhlak Kelas VII MTsN 6 Nganjuk Tahun Pelajaran 2021/2022", 2022, p.2.

<sup>5</sup> Nguyen Thi Thanh Huyen and Khuat Thi Thu Nga, "The Effectiveness of Learning Vocabulary Through Games", *Asian EFL Journal*, n.d., 17.

<sup>6</sup> Haris Ahmad, "The Effect of Using Hangman Game on Students' Vocabulary Mastery (A Quasy-experimental study at MTs Darul Amal)", *UIN Syarif Hidayatullah*, 2021, p. 15.

**B. Identification of the Problem**

The teaching English has several problems especially in the teaching vocabulary. The students still have lack vocabulary, they ever hear the vocabulary but they are unable to understand the meaning of the words, and the teacher only uses books as a teaching tool.

**C. Limitation of the Problem**

The researcher limited the research only on the problem of students at eighth grade of junior high school because they still have less vocabulary. This study is limited on noun mastery. Then, researcher used word square to know whether there is significant effect of word square towards students' vocabulary mastery.

**D. Formulations of the Problem**

The formulations of the problem are :

1. How is the students' vocabulary mastery before learning by using word square game at SMP Negeri 1 Angkola Timur?
2. How is the students' vocabulary mastery after learning by using word square game at SMP Negeri 1 Angkola Timur?
3. Is there any significant effect of using word square game to vocabulary mastery at SMP Negeri 1 Angkola Timur?

**E. Objectives of the Research**

Considering the formulation of the problems above, the objectives of this research can be formulated to know the effectiveness of word square to

students' vocabulary at SMP Negeri 1 Pargarutan which is described as follow:

1. To find out the students' vocabulary mastery at eighth grade of SMP Negeri 1 Angkola Timur before using word square.
2. To find out the students' vocabulary mastery at eighth grade of SMP Negeri 1 Angkola Timur after using word square.
3. To examine the effect of using word square to vocabulary mastery at eighth grade of SMP Negeri 1 Angkola Timur.

#### **F. Significances of the Research**

Based on the research objectives above, this research is expected to provide benefits, both theoretically and practically. The benefits expected from the research are :

1. Theoretically
  - a. Readers, to get additional insight & knowledge about word square.
  - b. Another researcher, to be usefull information to create another idea about a good method for teaching vocabulary to prove students' vocabulary mastery.
2. Practically
  - a. Students, It can motivate the students to learn English in order to be more interesting in learning vocabulary. retain students' interest in learning English while reducing vocabulary reading and pronunciation difficulties. so that students can successfully complete the assignments given by the teacher.

- b. Teacher, The research gave one of the way to solve the problem in teaching English especially on vocabulary mastery and make it possible for teachers to keep on being creative in the classroom, which will encourage students to enjoy the teaching and learning process.

### **G. Definitions of Operational Variables**

To avoid the ambiguity, this research is consists of two variables, they are variable X and variable Y. So, the definition of these variables can be described as follows:

1. Word square (Variable X)

Word Square is a learning model that delivers teaching content in the teaching and learning process using boxes in the shape of cross words. Making a box is the primary delivery method for educational information as a result.

2. Vocabulary Mastery (Variable Y)

Vocabulary mastery is an individual skill to master English as a foreign language in the quantity of words.

### **H. Outline of the Thesis**

There are five chapters in this research. To further explain the concepts covered in each chapter, various subtopics are included. The background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, the purpose of the research, the implications of the research, the definition of operational variables, and the outline of the thesis are all included as an introduction in the first chapter.

Chapter two consisted of the theoretical review, which explain about vocabulary, teaching vocabulary, word square, review related finding, the conceptual framework and the hypothesis. In chapter three there are research design, place and time of the research, the research methodology, the population and sample, instrument of the research, validity and reability, the procedure of data collection, and the technique of analyzing the data.

Chapter four consisted of the data description, hypothesis testing, and discussion and result threats of the research. Chapter five consisted of the conclusion about the result of this research and suggestions for the students, teacher and the school that are given by the researcher.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Description**

To conduct a research, theories are needed to explain some concepts and terms applied in research concerned. Therefore, the clarification of the concepts minimized possible misunderstanding between the readers and the writer. In another words, it is very important to be explained, so the readers get the point clearly.

##### **1. Vocabulary Mastery**

###### **a. Definition of Vocabulary**

There are structure and vocabulary in language. The skeleton of a language is thought to be its structure, and its flesh or substance is thought to be its vocabulary. vocabulary is the most important element in learning well a foreign language as one of three basic (phonetic, vocabulary, and grammar).<sup>1</sup> So, language structure is the skeleton, while vocabulary is its substance, and vocabulary is crucial for effective learning a foreign language, comprising phonetic, vocabulary, and grammar components.

The students may use the word in sentences after learning it automatically and are familiar with its meaning. According to Wilkins, acquiring vocabulary entails developing the ability to distinguish between words' meanings in the target language and those of their

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<sup>1</sup>Qi Pan, Vocabulary Teaching in English Language Teaching (Theory and practice in Language studies, Vol. 1, No. 11, November 2011), p. 1586.  
<http://www.academypublication.com/issues/past/tpls/vol01/11/17.pdf>

closest "equivalents" in the mother tongue. Additionally, it involves learning to select the most suitable lexical options for a given linguistic and situational context.<sup>2</sup> Vocabulary is a list of word that is known or used by people usually in alpha-betical order and with explanation of their meanings less complete than a dictionary.<sup>3</sup> Vocabulary is an important aspect and essential element in language learning. Vocabulary as one of the important main components in language should be learned and taught since the beginning level or young learners. It shows that vocabulary is one aspect that is very important in speaking, listening, reading or writing well.

According to Richard, vocabulary is one of the most obvious components of language and one of first things applied linguistic turned their attention.<sup>4</sup> To communicate our ideas and to be able to comprehend what other people are saying, we need to have a strong command of vocabulary. So, in implicit learning, techers concentrate on teaching vocabulary, while implicit learnig allows for the integration of vocabulary instruction with language skill.

According to the definitions given above, vocabulary is the collection of words in a language that individuals use to express themselves. Without vocabulary, people are unable to communicate or

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<sup>2</sup>D.A. Wilkins, "*Story Telling and Educatioal Understanding*", (California: Occasional Paper Series, 2000), p.80.

<sup>3</sup>Fitri Rayani Siregar and Eka Sustris Harida, *Building A Better Vocabulary By Word Formation Process*, (Jakarta: Kencana, 2021). p.3.  
[http://repo.uinsyahada.ac.id/980/2/Building%20a%20Better%20Vocab\\_wm\\_sample.pdf](http://repo.uinsyahada.ac.id/980/2/Building%20a%20Better%20Vocab_wm_sample.pdf)

<sup>4</sup>Jack C. Richard, "*Curriculum Development in Language Teaching*", (Cambridge: Cambridge University Press, 2001). p. 4.

find it impossible to do it. Vocabulary is very important to encourage students' ability in English. It can be called as a key of English learning.<sup>5</sup> So, vocabulary plays a crucial role in enhancing students' English language skills and is considered a key component of effective English learning.

#### **b. Kinds of Vocabulary**

According to Schail's classification, there are three different types of vocabulary:

- 1) Active vocabulary, words from our active vocabulary, which presumably range from 5,000 to 10,000 words, are the ones we employ when speaking.
- 2) Reserved vocabulary, which consists of terms we know but rarely use when speaking; instead, we use them to transcribe verbal communication.
- 3) Passive vocabulary consists of the terms we are familiar with but never employ in speech or writing; we simply know they exist.<sup>6</sup>

Schail's classification of vocabulary consists of three types: active vocabulary, which includes words used in speaking, reserved vocabulary, which includes terms people know but rarely use, and passive vocabulary, which people know but never use.

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<sup>5</sup>Della Hasibuan, "The Effect of Word Square Model on Students' Vocabulary Mastery" *Jurnal FISK*, Vol. 1 no. 1 2020. p. 47. <http://e-journal.potensiutama.ac.id/ojs/index.php/FISK/article/view/686/950>

<sup>6</sup>William S. Schail, "Seven Days to Faster Reading" (New York: Oxford University Press, 1976), p. 57.

### **c. Types of Vocabulary**

There are four types of vocabulary, they are :

#### **1) Listening Vocabulary**

Words that people can hear and understand are included in this category of vocabulary. Beginning at the age of sixteen weeks, a child may sense sound. Additionally, when babies are awake, they continue to hear different words, which causes people to grow up hearing varied words.

#### **2) Speaking Vocabulary**

Speaking someone is mentioned when vocabulary is discussed. Most of adults converse using 5000–10,000 words on average. Because of usage, in this context is far less common than listening vocabulary. It means that communication is a function of someone's speaking vocabulary.

#### **3) Reading Vocabulary**

These are words that people are familiar with because reading is an activity that requires perception, analysis, and interpretation on the part of the reader in order to ascertain the messages the author is trying to convey through their writing in the media. Many words are readable and understandable, yet they are not frequently used in speech. The second-largest vocabulary is this one. Naturally, vocabulary expands as a result of reading.

#### **4) Writing Vocabulary**

This type of vocabulary represents those words which we regain while writing to express ideas. It is easy to explain what they want to show to people with using express their self, but using the same words for communicating the same concept or through writing. It is not easy to think because writing vocabulary is influenced by vocabulary. It means that vocabulary is important in writing.<sup>7</sup>

The four different categories of vocabulary include speaking, reading, and writing. Words that can be heard and comprehended are included in the listening vocabulary; the majority of people can recognize and comprehend about 50,000 words. On the other hand, spoken vocabulary is utilised, with adults employing 5000–10,000 words every conversation on average. Reading vocabulary entails commonly used terms that grow as the reader comprehends, evaluates, and interprets the author's content. Writing vocabulary is essential since it influences writing and is used to express ideas. It concludes reading vocabulary is focused on understanding and interpreting the text read, and writing vocabulary is focused on the ability to express and communicate thoughts through writing.

#### **d. Importance of Vocabulary**

In education, vocabulary is important aspect that must be mastered to use the language well. Vocabulary is one of the important

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<sup>7</sup>Harry, Types of Vocabulary (Wikipedia the Free Encyclopedia), <http://en. Wikipedia.org/wiki/vocabulary>

elements in building up English using element, someone can communicate, learning and thinking. Therefore, the learning of vocabulary is fundamental need to support some learners to master English, because the ability of students to read and to comprehend the subject is relatively determined by their vocabulary.

According to Nation, academic vocabulary is seen as significant and a valuable learning objective for English language learners for academic purposes for a number of reasons:

- 1) Academic Vocabulary include a wide range of topics, whereas non-academic publications tend to use less academic language.
- 2) A significant portion of the words in academic texts come from academic vocabulary.
- 3) Academic vocabulary is typically less well-known than technical vocabulary.
- 4) Academic vocabulary is the kind of specialized vocabulary that an English teacher can usefully help learners with.<sup>8</sup>

The collection of words that make up a language is called a vocabulary, and it is a crucial component of language learning and instruction, particularly in the case of English. Furthermore, written and spoken communication will be difficult to understand without terminology and its meaning.

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<sup>8</sup>I.S.P. Nation, *Learning Vocabulary in Another Language*, (USA: Cambridge University Press, 2001), p. 189.

### e. Classification of Vocabulary

Term used to classify vocabulary based on their function categories are called part of speech. They are :

- 1) Noun, a noun is a word that is used to describe any entity, including a person, animal, object, place, circumstance, quality, or idea. Therefore, it indicates that we perceive anything as a thing if we have a name for it. The six categories of nouns are proper nouns, common nouns, collective nouns, abstract nouns, and possessive nouns. Additionally, a noun might be split into two groups based on its calculation. Countable and uncountable nouns should both be used.
- 2) Verbs typically describe processes, events, and acts. The verb is the most crucial part of speech because a sentence cannot exist without it. The bare infinitive "work," the additional infinitive "works," the past tense "worked," the present participle "working," and the past participle "worked" are some of the common verb forms. The past participle often takes the same form as the past tense, however some verbs have a different form. The fundamental distinction made between verbs is between lexical verbs and auxiliary verbs. The primary role of an auxiliary verb, a closed subclass, is grammatical. It is customary to distinguish between transitive (verbs that require an object) and intransitive (verbs that do not take an object) lexical verbs.

- 3) Adverbs, Adverbs represent a very set of word. These are basically two kinds, those which refer to circumstantial information about the action, event, or process, such as the time, the place, manner, and frequency.
- 4) Pronouns, As the name implies, have the main function of substituting for noun or noun phrase. We use pronoun very often, so it is not difficult to learn. The subclass is that of personal pronoun, reflexive pronoun, and possessive pronoun. With these pronouns a distinction is made between first, second, and third person. Another subclass are that of interrogative pronoun, relative pronouns and demonstrative pronouns.
- 5) Numerals, Numerals are divided into two kinds, they are: ordinal and cardinal. Ordinal numerals as the name indicate, specify the order of an item and comprise the series first, second, third, fourth, and so on. Cardinal numerals do not specify order, but merely quantity and comprise the series such as one, two, three, four, etc.
- 6) Determiners, Determiners are a group of words that are used with nouns and serve the purpose of in some manner defining the noun's reference. Identifiers and quantifiers are the two main groups into which the class is separated. The articles, in the indefinite article and definite article, the possessive and demonstrative, are included in the subclass of identifiers.

- 7) Adjectives, Adjectives frequently deepen the meaning of a noun, either by appearing before it, as in the case of the wide road, or by being connected to it by a copula verb, as in the case of the road is/become wide. Adjectives are frequently referred to be descriptive terms for this reason.
- 8) Preposition, Prepositions have as their chief function that of relating a noun phrase to another unit. The relationship may be one of time (e.g. after the meal), place (e.g. in front of the bus), or logic (e.g. because of his action). Many prepositions may be used to express more than one of these relationships.
- 9) Conjunctions, as the name implies, also have a joining function, usually that of joining one clause to another, but sometimes also of one noun to another. They are of two kinds. Co-ordinating conjunctions, such as and, or, but, which join to items on an equal footing, and subordinating conjunctions, such as whether, because, since, which subordinate one item to another in some way. The subordination may be one time.<sup>9</sup>

Alternatively, content words often consist of nouns, verbs, adjectives, and adverbs. The teaching of grammar covered grammatical words, but the teaching of vocabulary focused more on content words; however, in this study the researcher is focused in noun mastery.

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<sup>9</sup>Howard Jackson, *Analyzing English an Introduction to Descriptive Linguistics* Second Edition (New York: Pergamon Press, 1982), p. 61-65. <https://vdocuments.mx/analyzing-english-an-introduction-to-descriptive-linguistics-by-howard-jackson.html?page=37>

## f. Noun

### 1) Definition of Noun

Learning new vocabulary is a crucial aspect of acquiring a second language. Acquiring vocabulary is crucial for effective communication, and in recent times, it has taken center stage in language instruction. One of the things that students learning foreign languages need to work on is their vocabulary. In addition, students had to remember that nouns are one type of component of speech.

Martin says, “ Noun is a word used as the name a person, place, and thing.”<sup>10</sup> Then, Abdullah says “ Noun is a word that used to name of peson, place, thing, and idea or quality of mind is defined a noun”.<sup>11</sup> According to Slawson, noun are words that name people, places, things, ideas, actions, or qualities.<sup>12</sup> Furthermore, according to another definition of a noun, a noun is a word that designates a person, place, object, or idea.<sup>13</sup>

From the statements above, the researcher comes to the conclusion that a noun is a term that is used to name things, including people, places, and things that can or cannot be counted. By the thing here, It means that it consists of both concrete objects

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<sup>10</sup> Martin, High School English Grammar, (Jakarta: PrasadaRao,2017), p. 11

<sup>11</sup> M. K. Abdullah, The New Complete English Grammar, (Jakarata: Pustaka Sandro Jaya, 2015), p. 9

<sup>12</sup>Jayetta Slawson and friend. Nouns and determinat. Southeastern writing center. 2011. p.1

<sup>13</sup>Santa Ana College Learning Centre, *what is noun*, ( California: Learning Centre ,2015), p. 1

and ideas that are conceptual but not perceptible to the human senses.

## 2) Types of Noun

In English grammar, noun can be observed into some possibilities, they are:

### a) Common noun

The first type of nouns is the common noun. Common noun is a name given to all members of the same class or category of object.<sup>14</sup> The same is true for group names. Common noun is a word as a name of same class.

### b) Proper noun

Proper nouns are names of specific people or places; they are occasionally employed as common nouns. A proper noun is a noun that comes before a capital letter and can be used to refer to a person, location, business, nation, city, or other entity.<sup>15</sup> Therefore, a proper noun is any name for a person or location.

### c) Collective noun

According to Slawson, name a group of people, places or things thought of as a single unit. Example: committee, team,

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<sup>14</sup>Jayanthi Dakshina Murthy, Contemporary English Grammar, (New Delhi: Shivam Printers, 2003), p.5.

<sup>15</sup>Satrio Nugroho, Complete English Grammar, Tata Bahasa Inggris Lengkap, (Surabaya: Kartika, 2008), p. 61.

family.."<sup>16</sup> It implies that a collective noun is a term applied to a group of objects or people.

d) Concrete noun

Concrete noun is a term used to describe a tangible object that is perceptible to the senses, it can be touched, smelled, and seen.<sup>17</sup> This indicates that anything a person can see or touch is referred to as a concrete noun.

e) Abstract noun

Imagination is connected with abstract nouns. According to Nugroho's book, an abstract noun is one that can be imagined but not one that can be seen.<sup>18</sup> It might be said that a concrete noun is its opponent, an abstract noun.

f) Countable noun

Things that can be counted or divided into singular and plural forms are referred to as countable nouns.<sup>19</sup> Countable nouns are defined as those that can be counted in numerical form.

g) Uncountable noun

"An uncountable noun is the name or thing that cannot be counted or divided into singular and plural." This is different

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<sup>16</sup>Jayetta Slawson and friend. Nouns and determinants. Southeastern writing center. 2011.

<sup>17</sup>*Ibid.*, p. 6.

<sup>18</sup>Satrio Nugroho.,p. 61.

<sup>19</sup>Jayanthi Dakshina Murthy, p. 10.

from a countable noun.<sup>20</sup> Therefore, an uncountable noun can not be numbered and is not used in the plural.

#### h) Material Noun

Material nouns are the last category of nouns. "The name of the material or substance that is used to make things is a material noun."<sup>21</sup> Thus, items created and given names by humans are considered material nouns.

**Table II. 1**  
**Example of types of noun**

No	Types of noun	Examples
1	Common noun	City, month, girl, etc.
2	Proper Noun	Tina, France, August, etc.
3	Collective Noun	Police, army, team, class, etc.
4	Concrete Noun	Sun, fire, pen, paper, etc.
5	Abstract Noun	Happiness, love, joy, etc.
6	Countable Noun	A cat, three tables, some clothes, etc.
7	Uncountable Noun	Sand, water, milk, etc.
8	Material Noun	Gold, paper, silver, steel, etc.

Based on the description given above, a noun can contain eight kinds, each of which corresponds to a specific function and category, and can take the form of a name or kinds to make a common noun. A variety of vocabularies are used to complete sentences, including proper nouns, collective nouns, concrete nouns, abstract nouns, countable nouns, uncountable nouns, and material nouns.

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<sup>20</sup>*Ibid.*, p. 11.

<sup>21</sup>*Ibid.*, p. 11.

### **g. Teaching Vocabulary**

Teaching is the process of conveying knowledge to another person. Nation in Oxford asserted that vocabulary instruction is essential since a poor vocabulary can interfere with both receptive and productive language skills. To increase his or her vocabulary in the classroom, the instructor must be creative. 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.<sup>22</sup> So, teachers need creativity to enhance their teaching vocabulary, as assigning words often neglects exploring word meaning and relationships, which enhances students' conceptual awareness and understanding of a subject.

According to Nation, that vocabulary teaching and learning must fit into the broader framework of a language course. 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:<sup>23</sup>

- 1) Learning from meaning-focused input-learning through listening and reading.
- 2) Deliberate language-focused learning-learning from being taught sounds, vocabulary, grammar, and discourse.

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<sup>22</sup>Sofia, Heni, "The Influence of...". p. 31

<sup>23</sup>I. S. P. Nation, *Learning Vocabulary in Another Language* (New York: Cambridge University Press, 2001), p.133.

- 3) Learning from meaning-focused output-learning by having to produce language in speaking and writing.
- 4) Developing fluency-becoming quick and confident at speaking, listening, writing and reading.

Additionally, the teacher will develop vocabulary teaching techniques prior to teaching vocabulary. A method is a set of precise steps that leads to a learning objective. Procedure can be used in vocabulary learning to make sure that words are repeated and that different facets of what it takes to know a word are covered. So, before teaching vocabulary, teachers create procedures, a series of steps that ensure word repetition and comprehensive understanding of various aspects involved in word knowledge.

#### **h. Principle for teaching Vocabulary**

Learners see vocabulary as being a very important part of language learning and one of the difficulties in planning vocabulary component of a course is making sure that it does not overwhelm other essential parts of the course. There are principles of teaching and learning vocabulary, they are:

- 1) Aim, the aim of teaching vocabulary is to make the teachers easy to formulate the materials, which will be taught to the students. The teacher has to be clear about his or her aims: how many of the things listed does the teacher expect the learner to be able to do? And which word?

- 2) Quantity, the teacher may have to decide on the number of vocabulary items to be learnt. Many words in a lesson can students learn, but if there are too many words, the students may become confused, discouraged, and frustrated.
- 3) Need, the teacher should follow the course book and syllabus from the school based on the curriculum.
- 4) Frequent Exposure and Repetition, it is seldom, however, that we remember a new word simply by hearing at the first time. There has to be a certain amount of repetition until there is evidence that the student has learned the target word.
- 5) Meaning Presentation, Wallace states that the teacher must have a clear and specific understanding of what it denotes or refers to, i.e. its meaning- although 'meaning' involves many other things as well. This requires that the word is presented in such a way that its denotation or reference is perfectly clear and unambiguous.
- 6) Situation Presentation, Wallace says that the choice of words can according to the situation in which we are speaking and how well we know the person, to whom we are speaking. So, students should learn words in the situation, in which they are appropriate.<sup>24</sup>

These principles can be applied in a variety of ways. Besides, the most important of it that a principled approach is taken to

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<sup>24</sup>Michael J. Wallace, *Teaching Vocabulary*, (London: Heineman Education Books. Ltd, 1982), p. 27-30

vocabulary development, so that students get the best return for their learning effort.

#### **i. Problems in Learning Vocabulary**

In learning vocabulary, students might get some difficulties. Some factors that often cause this problem are:<sup>25</sup>

- 1) Pronunciation, research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult word will typically be those that contain sounds that are unfamiliar to some groups of learners such as regular and lorry Japanese speakers.
- 2) Spelling, words that contain silent letters are particularly problematic, such as foreign, listen, climbing, honest etc.
- 3) Length and complexity, long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favoring their learn ability.
- 4) Grammar, also problematic is the grammar associated with the word, especially if this differs from that of its first language equivalent.
- 5) Meaning, when two words overlap in meaning, learners are likely to confuse them. Make and do are a case in point: you make

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<sup>25</sup>Scott Thornbury, *How to teach Vocabulary*, (Essex: Longman, pearson Education,2022), p.27-28

breakfast and make an appointment but you do the housework and do a questionnaire.

- 6) Range, connotation and idiomatic. Word that can be used in a wide range of contexts will generally be perceived as easier synonyms with a narrower range.

Learning a new vocabulary can be difficult because of things like pronunciation, spelling, word length and complexity, grammar, meaning and range, connotation, and idiom. Words that are challenging to pronounce, such those with strange sounds, are more challenging to learn. Additionally difficult is spelling, particularly with silent letters. Although high-frequency words in English are frequently shorter, long words are typically easier to learn than short ones. Gaining an understanding of these elements helps enhance vocabulary learning.

## **2. Word Square**

### **a. Definitions of word square**

Game is one of the easiest ways to apply in learning process. According to Haldfield in Rambe “Games can be used at all stages of the progression from controlled to free practice, serving at one end of the range as a memory aid and repetition drill, at the other as a chance to use the language freely and as a means to an end rather than an end

in itself. They can also serve as a diagnostic.<sup>26</sup> It means game can be usefull in teaching vocabulary.

Word square comes from the word “word” which means “kata” and square which means “persegi”. Word Square is a model that combines the capacity for question-answering with foresight in matching responses to the answer boxes. It is nearly identical to a puzzle cross, with the exception that the solution is already present, but disguised with add additional squares with any disguised letters or numbers or a deceiver.<sup>27</sup> According to Hornby word square is a number of words arranged so that these words can be read forward and backward.<sup>28</sup> So, this is similar to a puzzle game, but with some differences. The word square encourages the students to arrange the word to be a true word.

According to the previous explanations, the researcher has come to the conclusion that a word square is a square that can be read both vertically and horizontally and contains words that are organized left to right, right to left, up to down, and down to up. It encourages the students to think creatively.

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<sup>26</sup>Sokhira Linda Vinde, ‘Fostering Lecturers’ Teaching Creativity through Games’, *English Education : English Journal for Teaching and Learning*, 7.01 (2019), 95–112 <<https://doi.org/10.24952/ee.v7i01.1656>> p.103.

<sup>27</sup>Trianto, *Model Pembelajaran Terpadu Konsep Strategi Dan. Implementasinya Dalam Kurikulum Tingkat Satuan Pendidikan* (Jakarta : Bumi Aksara, 2011),p.23. <https://adoc.pub/1-trianto-model-pembelajaran-terpadu-pt-bumi-aksara-jakarta-.html>

<sup>28</sup>A.S, Hornby, *Oxford Advance Leaener’s Dictionary of Current English* (London : Oxford University,2007),p.16. [https://www.academia.edu/29062327/Oxford\\_Advanced\\_Learners\\_Dictionary\\_of\\_Current\\_English](https://www.academia.edu/29062327/Oxford_Advanced_Learners_Dictionary_of_Current_English)

Example of word square game :

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

In essence, the word square game used in this study is a method for teaching vocabulary that involves having students look for hidden words inside a matrix of letters. Word square can be read left to right, right to left, top to bottom, and bottom to up in addition to vertically, horizontally, and diagonally.

#### b. Advantages of word square

There are some advantages of word square as Little said in Mulasari's research :

- 1) Because students are instructed to locate the words in a box, this can help them learn the lesson contents.
- 2) Can assist teachers in disassembling tools and materials since they can point pupils toward the prepared boxes.

- 3) Children's learning activities could be improved by continuing to color letters in line with the correct replies.
- 4) Reducing the boredom of students in learning, because that activities do not make students bored and follow the learning.<sup>29</sup>

It means that learning the lesson through this game may be simpler for the students. They can pick up the lesson in a variety of ways. They must comprehend the subject matter in addition to simply arranging the words such that they are true.

### c. Disadvantages of the word square

According to Wehrli stated in Sofia's research, there are some disadvantages of word square :

- 1) The class can be crowded as the students are discussing their word.
- 2) It can create feelings of inadequacy in those not as skilled or forceful.
- 3) This game can demonstrate who are not competitive by nature.<sup>30</sup>

Without a doubt, each method has advantages and disadvantages of its own. Each method's advantages and disadvantages have a significant impact on the teaching and learning process. Because each of the advantages and disadvantages of a teaching method has been explained what kind of category is suitable for using that method.

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<sup>29</sup>Aroem Mulasari, "The Effectiveness of Using Word Square Game Toward the Students of Vocabulary of The First Grade Students SMPN 2 Sumbergempol", 2017, p.37. <http://repo.uinsatu.ac.id/4917/>

<sup>30</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", 2018, p.57. <http://repository.radenintan.ac.id/5085/>

Teachers must be aware of this in order to carefully select the most effective teaching method.

#### **d. Teaching Vocabulary by using Word Square**

Word Square is a really basic and easy game to play. The word-square technique includes word visualization. These actions must be obvious and simple to comprehend. To create a word square based on the Aqid, follow these steps:

- 1) After explaining word square to the class, each student receives a copy of the handout. Some of the squares are completed alone, while others are completed in a small group.
- 2) The students work in small groups of three to four people.
- 3) The students look for the solution using a square shape and a diagonal, vertical, or horizontal axis.
- 4) When working in small groups, each group must come forward and write their answer on the whiteboard.<sup>31</sup>

This game can be used as a post-test or to assess the students' comprehension of the most recent topic. Although the kids will love it, the instructor must be able to apply all of the material in light of the intended learning outcome.

### **B. Review of Related Findings**

The researcher finds some researches that related to this research. The first research is from Mulasari. The outcome indicated that the T-table with a

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<sup>31</sup> Zainal Aqid, Model-Model, Media, dan Strategi Pembelajaran Kontekstual(Inovatif), (Bandung: Yrama Widya, 2013), pp. 31-32

5% level of significance was 2.060. T-score was therefore higher than T-table. Thus, H1, which asserts that there is a notable difference between the students' scores before and after utilizing the word square game to teach them, is accepted. H0, however, which asserts that there is no discernible difference between students' test scores before and after playing the word square game to teach them, is rejected. In other words, word square game is an effective media for teaching vocabulary to the students at SMP level.<sup>32</sup>

The second is from Ratnawati in her study, the percentage of students who had achieved mastery of their learning at the conclusion of cycle II was 92% (23 students), while the percentage of students who had not was 8% (2 students). In terms of value, cycle I's average class was 72.8 and cycle II's average value was 78.7. It can be concluded that word square games help students to improve their vocabulary mastery.<sup>33</sup>

The third research is from Al-Shaw. The results of this study clearly show that using games to train vocabulary improves learners' capacity for effective word memorization. While students communicate in a group, games offer a logical contribution that helps students clarify word meanings. This tactic increased students' motivation to acquire new scientific English terminology.<sup>34</sup>

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<sup>32</sup>Aroem Mulasari, "The Effectiveness of Using Word Square Game Toward the Students of Vocabulary of The First Grade Students SMPN 2 Sumbergempol", 2017,

<sup>33</sup>Ratnawati, "Using Word Square Game In Improving The Students' Vocabulary Matery In Learning English at the Eleventh Grade of MAN Rukoh Banda Aceh" (Porch Education Journal, vol. 25, No. 2/2016), p. 196.

<sup>34</sup>Muna A Al-shaw, "Using Game Strategy for Motivating Students to Learn New English Vocabulary," Journal of American Arabic Academy for Sciences and Technology 5, no. 12 (2014): 137-46, [www.amarabac.com](http://www.amarabac.com).

The fourth research is from Fauziah. The objective of this research was to determine whether the Scattergories game helped students' vocabulary. A vocabulary test including a pre-test and post-test was the instrument utilized. Additionally, the results of this study showed that the experimental class's average post-test score was higher than the controlled class's average post-test score ( $69.4 > 60.8$ ). Additionally, the statistical analysis demonstrated that the post-test score's p-value was 0.017 with a threshold of significance of 5% (0.05). In other words, it is clear from the p-value (0.017) and sig a= (0.05, 5%) results. The effect size achieved at that point was 0.6. This demonstrated that the Scattergories game was successful at improving students' vocabulary at a moderate level.<sup>35</sup>

The last is a research done by Roslinda. She used pre-experimental design in her thesis. A vocabulary exam was the instrument. Adjectives with the concept of physical appearance are the vocabulary focus. The test resulted in a higher t-test score of 14.36 than the t-table of 2.898. It denotes that ( $H_a$ ) is approved but ( $H_o$ ) is denied. From the findings above, it can be concluded that word square is a game that can effect on students' vocabulary mastery.<sup>36</sup>

According to the related findings above, there are differences in how the word square game affects students' vocabulary mastery. However, most of the result has a significant impact, and this research will examine at whether word square game has a significant impact on students' vocabulary mastery.

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<sup>35</sup> Nurlaili Fauziah, "The Effectiveness of Using Scattergories Game Towards Students' Vocabulary Knowledge Faculty of Educational Sciences, 2019. <https://repository.uinjkt.ac.id>

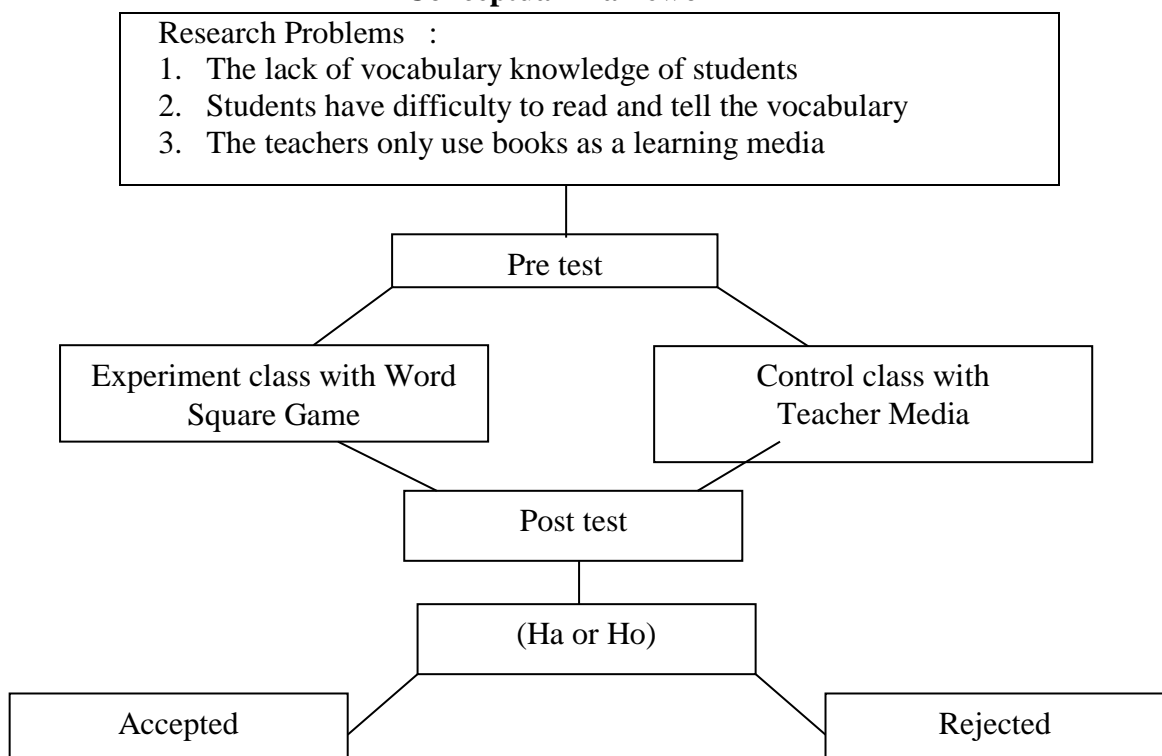
<sup>36</sup> Roslinda, "The Influence of Word Square Game on Students' Vocabulary Mastery of the Eighth grade at MTS Al- Ikhlas Blabak Kandat Kediri Academic Year 2016 / 2017" [http://simki.unpkediri.ac.id/mahasiswa/file\\_artikel/2017/12.1.01.08.0123.pdf](http://simki.unpkediri.ac.id/mahasiswa/file_artikel/2017/12.1.01.08.0123.pdf)

### C. Conceptual Framework

The concept of using word square game to prove students' vocabulary mastery that affects the four skills of language. They are listening, speaking, writing, and reading. In listening their vocabulary influences how much they understand the talk about. In speaking the words that they use in their speaking affect how well they express their idea to the other. In reading, their vocabulary will help them to comprehend the text.

Many students still find difficulties to speak, to write, to read and to listen to the others because they have lack in vocabulary. One of the ways to increase students' vocabulary mastery using word square game in learning is more effective to help students memorize vocabulary while having fun and enjoyable.

**Figure II. 1**  
**Conceptual Framework**



#### **D. Hypothesis**

Hypothesis is needed to show the researcher's thinking and expectation about what outcomes of the research will be related this study. The hypothesis of this research is stated that:

1. Alternative Hypothesis ( $H_a$ ): there is a significant effect of using word square game on students' vocabulary mastery at the VIII grade Students SMPN 1 Angkola Timur.
2. Null Hypothesis ( $H_o$ ): there is no significant effect of using word square game on students' vocabulary mastery at the VIII grade Students SMPN 1 Angkola Timur.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Place and Time of the Research**

The location of the research is in SMPN 1 Angkola Timur address at Pargarutan district, South Tapanuli Regency, North Sumatra Province. This research was started from April 2023 until July 2024.

#### **B. Research Design**

The kind of this research is quantitative research with experimental research. Experimental research created an experiment where subjects are randomly assigned to treatment conditions as well as a quasi-experiment where there is no theory randomization.<sup>1</sup> This research used two classes, as an experimental class and a control class. In this research, the researcher wanted to find the effect of using word square in teaching vocabulary.

This research used experimental design with pretest – posttest control group design. The students were given pre-test, to find their vocabulary mastery before being given treatment. After treatment, the students were given post-test, to find the effect of the treatment toward their vocabulary mastery. There were two variables in this research; they were using word square as independent variable and the teaching vocabulary as dependent variable.

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<sup>1</sup>John Cresswell, “Research Design Quantitative and Mixed Method Approached Second Edition”, (USA: Prentice Hall, 2000), p. 14.

**Table III. 1**  
**Research Design Class Pre-test Treatment Post-test**

<b>Group</b>	<b>Pre-test</b>	<b>Treatment</b>	<b>Post-test</b>
Experimental	√	Using word square	√
Control	√	√	√

### C. Population and Sample

#### 1. Population

Margono claims that the population is the entire data set that has caught our attention in scope hall and that the time has been decided.<sup>2</sup> The population of this research is all of the students at grade VIII of SMP Negeri 1 Angkola Timur. They consists of 119 students in 5 classes. It can be seen table as follow:

**Table III. 2**  
**The population of the grade VIII of SMPN 1 Pargarutan**

<b>No</b>	<b>Class</b>	<b>Population</b>
1	VIII-1	23
2	VIII-2	23
3	VIII-3	25
4	VIII-4	23
5	VIII-5	25
<b>Total</b>		<b>119</b>

#### 2. Sample

The researcher used the cluster random sampling for the sampling technique. Which is taken from population without based on stratified, random, probability but it very closely with classing or grouping class in the school. So, based on pre – observation of researcher, students VIII 1 and VIII 2 had some mastery in vocabulary lesson.

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<sup>2</sup> Margono, “Metodologi Penelitian Pendidikan”, (Jakarta: Rineka Cipta, 2009), p. 118.

The source of this information is from the result of students in examination and English teachers showing that all of students could pass examination which the target of the completeness 46. So, from the above fact, researcher found the sample that homogeny. They are VIII 1 as the experimental class that consist of 23 students and VIII 2 as the control class that consist 23 students. Therefore, total samples are 46 students. It can be see from the table follow:

**Table III. 3**  
**Samples of the Research**

<b>Experimental Class</b>	<b>Control Class</b>
VIII-1 = 23	VIII-2 = 23

#### **D. Instrument of the Research**

Instrument is the tool used to collect, measure, and analyze data related which is used in this research. The main instrument of this research was test. The test focused on testing vocabulary. The researcher gave 20 questions from four indicator by using multiple choices test, each question has 5 points. The test was given for each students to find out the scores of each student's vocabulary mastery.

There were 60 multiple choice test that given by the researcher. But, there were 40 multiple choice test (20 for pre-test & 20 for post-test) that been valid.

**Table III. 4**  
**Indicator of the Test after Validation**

<b>Indicator</b>	<b>Sub-Indicator</b>	<b>Items</b>	<b>No. Items</b>	<b>Score</b>	<b>Total Score</b>
Noun	Students are able to identify noun	10	1,2,3,4,5,6,7,8,9,10	5	50
	Students are able to know the meaning of vocabulary	10	11,12,13,14,15,16,17,18,19,20	5	50
<b>Total</b>		<b>20</b>			<b>100</b>

## E. Validity and Realibility

### 1. Validity Instrument

This validity aims to describe whether the instrument used is able to measure what measured. This research chose construct validity to validate the test. Construct validity is a part of the test as a totality to measure the test by content. To make it sure, the researcher has validated the test to the English teacher.. Validity is supported most convincingly by the next individual observations of teachers and peers. By far, validity is the most complex criteria of a good test.<sup>3</sup>

$$r_{xy} = \frac{N \sum xy - (\sum x) (\sum y)}{\sqrt{\{N \sum x^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

**Notes:**

$r_{xy}$  = Correlation coefficient

$X$  =Score for each item

$Y$  = Total score of item<sup>4</sup>

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<sup>3</sup>H. Douglas Brown, "Teaching by Principles An Interactive Approach to Language Pedadogy" (San Fransisco: Longman, 2007)., p. 448.

<sup>4</sup>Suharsimi Arikunto, Dasar-Dasar Evaluasi Pendidikan, (Jakarta:Bumi Aksara, 2006) p.32.

## 2. Realibility

Once the instrument had been used for dependability testing with internal consistency, it was examined using a certain method. The analysis' findings can be utilized to forecast the instrument's dependability. The instrument's reability is next evaluated after its validity has been verified. If a test is administered to matched or identical people, it is considered dependable. twice, separate occasions. It indicates that an instrument is reliable if it consistently produces the same results after two tries or more.

$$r_t = \frac{k}{(k-1)} \left\{ 1 - \frac{M(K-M)}{K s \frac{2}{t}} \right\}$$

**Notes:**

$k$  = number of item

$M$  = mean of total score

$s \frac{2}{t}$  = variant total<sup>5</sup>

## F. Procedures of the Research

In procedure of the research, the researcher had 3 steps to get the data from the students, they are pre-tet, treatment, and post-test. The test and treatment that researcher gave to the students to know the effect of the technique.

### 1. Pre-test

The students took an exam called a pre-test before receiving treatment. Both the experimental class and the control class took the pre-test. Pre-test means evaluating students' fundamental knowledge before

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<sup>5</sup>Ibid, p. 278-279.

using the technique. For the pre-test, the researcher took a few actions.

You may see the steps below:

- a. The researcher formulated certain vocabulary-related questions.
- b. After that, the researcher gave the test papers and answer sheets to the experimental and control classes.
- c. The researcher then conveyed how to complete the test.
- d. The students were given opportunity to respond.
- e. The researcher compiled the students' responses.
- f. The researcher checked the students' answer sheets and totals their scores last.

## 2. Treatment

The researcher applied the technique in the treatment. The researcher provided the students with vocabulary-related materials. Both classes have been taught in a variety of methods. The researcher did teaching and used the word square game in the experimental class. The control class, in contrast, got instruction from the teacher without carrying the word square game. There are several steps that have done in this treatment, they are:

- a. The teacher prepared a word square that has been made previously.
- 2) The teacher divided the students into groups.
- 3) The teacher shared word square sheets to each group.
- 4) The teacher explained the rules of the game.

5) The teacher asked each group to read and prepare answer before starting the game.

### 3. Post-test

A post-test was one that is conducted after doing treatment. Both classes took the test. The final test in this research was the post-test. It refers to determining whether or not there is a significant influence. The researcher did a lot of steps during this test. They are:

- a. The researcher first prepared a vocabulary test.
- b. Next, the experimental and control classes received test papers and answer sheets from the researcher.
- c. Next, the researcher provided instructions on how to respond.
- d. Students answered to the question.
- e. The researcher then collected the answer sheets.
- f. Last, the researcher checked every students' answer and totals the results.

## **G. Technique of Data Analysis**

### **1. Normality Test**

Normality test was way to know whether the data of the research is normal or not. Test of normality in this research have been done with using SPSS v.24. To calculate the result of *Chi-Square*, it use significant level 5% (0,05) and degree of freedom is (dk=k1). If result, the data is distributed normal.

## 2. Homogeneity Test

Homogeneity test have been used to see the data from two classes would be same or different in variant case. Homogeneity test means to know whether control class and experimental class have same variant or not. The researcher used SPSS v.24. Hypothesis is rejected if  $F \leq F_{(n_1,1)}(1=n_2-1)$ , while if  $F_{(count)} > F_{(table)}$  hypothesis is accepted. Based on the criteria for testing data homogeneity used SPSS v.24 determined with significant level 5% (0,05) and dk numerator is  $(n_1-1)$ , while a dk denominator is  $(n_2-1)$ .

## 3. Hypothesis Test

The data was collected by pre-test and post-test is analyzed by applying t-test formula. The purpose of using this formula was to determine the differences of the result of the data conduct the pre-test and post-test in both experimental and control class, before and after treatment. The researcher used independent sample with SPSS v.24. The result can be seen from the mean of score. The mean score would show whether there is the difference between mean score control group and mean score experimental group. Hypothesis is accepted when  $t(count) > t(table)$ . However, if  $t(count) < t(table)$  hypothesis is rejected.

**Table III. 5**  
**The Table Interpretation of XY**

<b>No</b>	<b>The Value</b>	<b>Interpretation</b>
1	0.00-0.20	Very Low
2	0.21-0.40	Low
3	0.41-0.60	Enough
4	0.61-0.80	High
5	0.81-1.00	Very High <sup>6</sup>

From the table above, the researcher can conclude that the values 0-20 are included in the very low degree. The values 21-40 are included in the low degree. The values 41-60 are included in the enough degree. The values 61-80 are included in the high degree. The values 81-100 are included in the very high degree.

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<sup>6</sup>Sugiyono, *Statistika untuk Penelitian*, (Bandung: Alfabeta, 2008),p.274

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

As mentioned in earlier chapter, in order to examine The Effect of Word Square Game to Vocabulary Mastery at the VIII grade Students of SMPN 1 Angkola Timur, the researcher collected the data by using writing test. Sample of the research were VIII-1 and VIII-2 class. VIII-1 as an control class and VIII -2 as a experimental class. Then, the test divided into two aspects, they were pre-test and post -test. Pre-test was done before giving treatment whereas post-test was done after giving treatment. The researcher applied quantitative analysis by using formulation of T-test to test the hypothesis. Next, the researcher described the data as follow:

#### **A. Description of Data**

##### **1. Data description before using Word Square**

###### **a. Score of pre-test in experimental class**

Based on students' answers in pre-test the researcher has calculated the students' score. The lowest score is 40, the highest score is 70, range is 53, the total score of experimental class in pre-test is 1270, median is 56.50, mean score is 55.22 which is included in enough category, modus is 60, interval is 6, standard deviation is 8.723, and variant is 76.087. The researcher drawn the table sum in the following:

**Table. IV.1**  
**The Score of Experimental Class in Pre-Test**

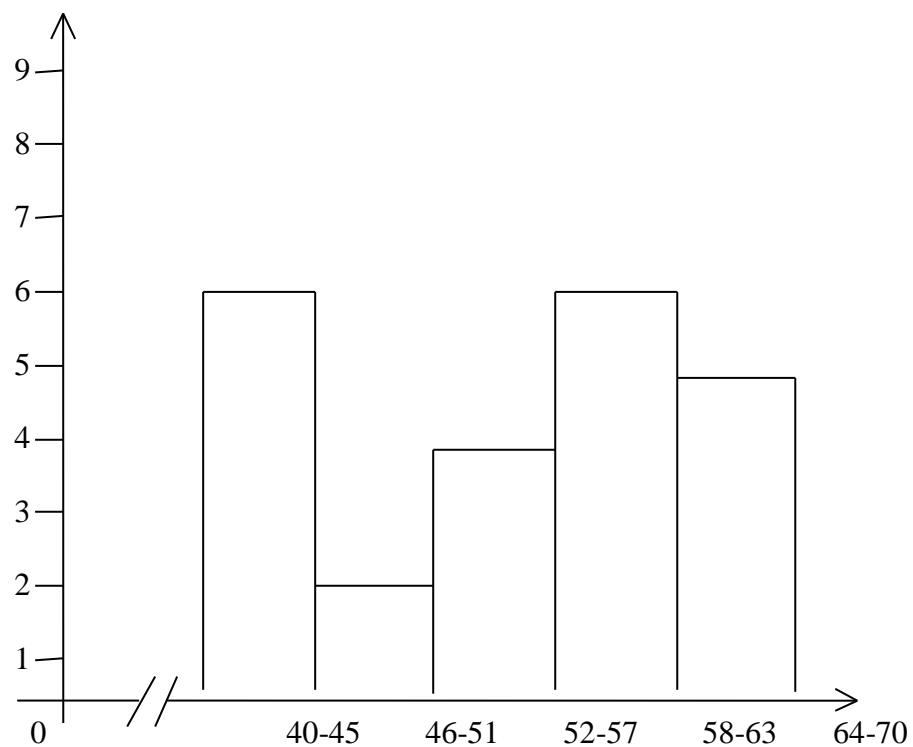
No	Description	Statistics
1	Total Score	1270
2	The Highest Score	70
3	The Lowest Score	40
4	Range	30
5	Interval	6
6	Mean	55.22
7	Median	56.50
8	Modus	60
9	Variant	76.087
10	Standard Deviation	8.723

The students' number in class interval between 40-45 is 6 students (26.1%), class interval between 46-51 is 2 students (8.7%), class interval between 52-57 is 4 students (17.4%), class interval between 58-63 is 6 students (26.1%), class interval between 64-70 is 5 students (21.7%).

**Table IV.2**  
**Frequency Distribution of Experimental Class in Pre-Test**

No	Interval Class	Frequency	Percentages
1	40-45	6	26.1%
2	46-51	2	8.7%
3	52-57	4	17.4%
4	58-63	6	26.1%
5	64-70	5	21.7%
	$i = 6$	23	100%

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:



**Figure IV. 1 : Pre-Test Histogram of Experimental Class**

From the histogram, the students who got score 40-45 is 6 students, the students' score 46-51 is 2 students, who got score 52-57 is 4 students, the students' score 58-63 is 6 students, the students who got score 64-70 is 5 students.

**b. Score of pre-test in Control Class**

In pre-test of control class, the researcher calculated the result that had been gotten from the students answering in test. The lowest score is 40, the highest score is 65, range is 25, total score of control class in pre-test is 1205, median score is 53.57, mean score is 52.39 which is included in enough category, modus is 60, interval is 5, standard deviation is 8.376 and variant was 70.158. The score of pre-test control class can be seen in the following table below;

**Table IV.3**  
**The Score of Control Class in Pre-Test**

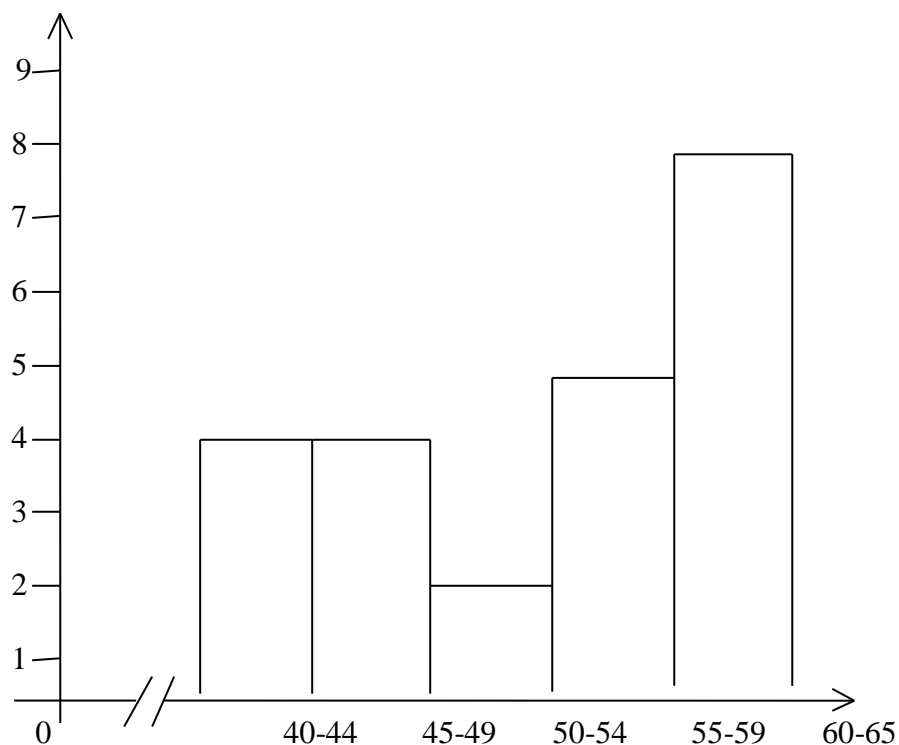
No	Description	Statistics
1	Total Score	1205
2	The Highest Score	65
3	The Lowest Score	40
4	Range	25
5	Interval	5
6	Mean	52.39
7	Median	53.57
8	Modus	60
9	Variant	70.158
10	Standard Deviation	8.376

The students' number in class interval between 40-44 was 4 students (17.4%), class interval between 45-49 was 4 students (17.4%), class interval between 50-54 was 2 students (8.7%), class interval between 55-59 was 5 students (21.7%), and class interval between 60-65 was 8 students (34.8%).

**Table IV.4**  
**Frequency Distribution of Control Class in Pre-Test**

No	Interval Class	Frequency	Percentages
1	40-44	4	17.4%
2	45-49	4	17.4%
3	50-54	2	8.7%
4	55-59	5	21.7%
5	60-65	8	34.8%
	$i = 5$	23	100%

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:



**Figure IV.2 : Pre-Test Histogram of Control Class**

from the histogram, the students who got score 50-56 was 2 students, the students' score 57-63 was 4 students, who got score 64-70 was 8 students, the students' score 71-77 was 5 student, and the last the students who got score 78-85 was 4 students.

## 2. Data description after using Word Square

### a. Score of post-test in Experimental Class

The calculation of the result that had been gotten by the students answering in question (test) after the researcher did the treatment by using word square. The lowest score was 60, the highest score was 95, range 35, total score of experiment class in post-test was 1770, median was 80, mean score was 76.96 (high category), modus was 70, interval was 7, standard deviation was 8.626, variant was 74.407. It can be seen in the following table:

**Table. IV.5**  
**The Score of Experimental Class in Post-Test**

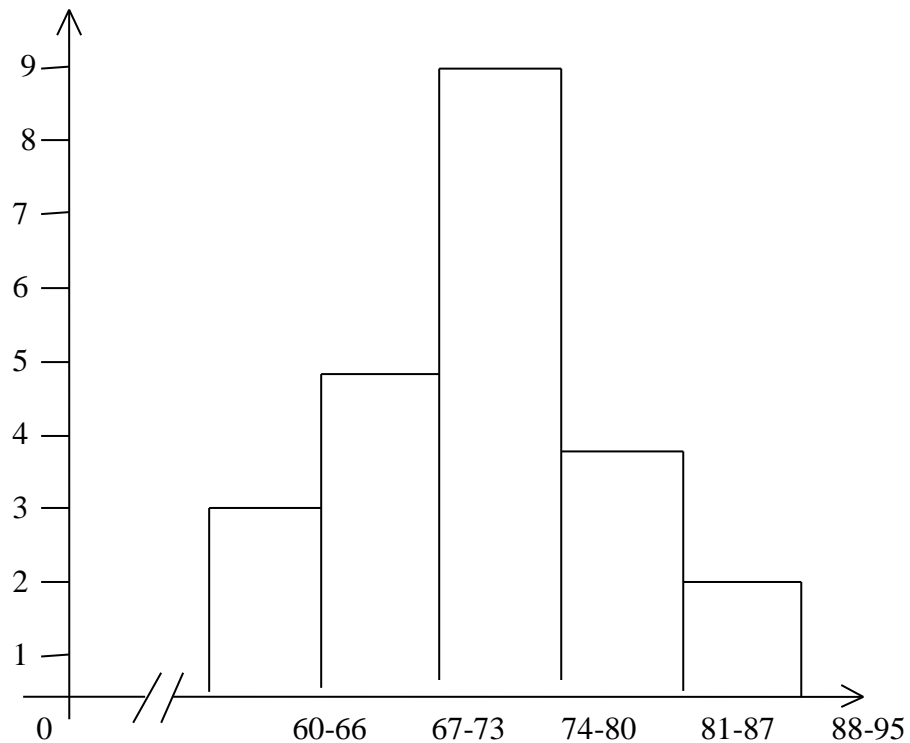
No	Description	Statistics
1	Total Score	1770
2	The Highest Score	95
3	The Lowest Score	60
4	Range	35
5	Interval	7
6	Mean	76.96
7	Median	80
8	Modus	80
9	Variant	74.407
10	Standard Deviation	8.626

the students' number in class interval between 60-66 was 3 students (13%), class interval between 67-73 was 5 students (21.7%), class interval between 74-80 was 9 students (39.1%), class interval between 81-87 was 4 students (17.4%), class interval between 88-95 was 2 students (8.7%).

**Table IV.6**  
**Frequency Distribution of Experimental Class in Post-Test**

No	Interval Class	Frequency	Percentages
1	60-66	3	13%
2	67-73	5	21.7%
3	74-80	9	39.1%
4	81-87	4	17.4%
5	88-95	2	8.7%
	$i = 7$	23	100%

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:



**Figure IV.3 : Post-Test Histogram of Experimental Class**

From the histogram, the students who got score 60-66 was 3 student, the students' score 67-73 was 5 students, who got score 74-80 was 9 students, the students' score 81-87 was 4 students, who got score 88-95 was 2 students.

#### **b. Score of post-test in Control Class**

The result that had been gotten by the students in answering the question (test) after the researcher taught the vocabulary by using word square. The lowest score was 50, the highest score was 85, range was 35, the total score of control class in post-test was 1605, median was 70.83, mean was 69.78 (high category), modus was 70, interval was 7,

standard deviation was 9.105, variant was 82.905. The table can be seen in the following:

**Table IV.7**  
**The Score of Control Class in Post-Test**

No	Description	Statistics
1	Total Score	1605
2	The Highest Score	85
3	The Lowest Score	50
4	Range	35
5	Interval	7
6	Mean	69.78
7	Median	70.83
8	Modus	70
9	Variant	82.905
10	Standard Deviation	9.105

The students' number in class interval between 50-56 was 2 students (8.7%), class interval between 57-63 was 4 students (17.4%), class interval between 64-70 was 8 students (34.8%), class interval between 71-77 was 5 students (21.7%), and class interval between 78-85 was 4 students (17.4%).

**Table IV.8**  
**Frequency Distribution of Control Class in Post-Test**

No	Interval Class	Frequency	Percentages
1	50-56	2	8.7%
2	57-63	4	17.4%
3	64-70	8	34.8%
4	71-77	5	21.7%
5	78-85	4	17.4%
	$i = 7$	23	100%

In order to get description of data clearly and completely, the researcher presents them in histogram on the following figure:



**Figure IV.4 : Post-Test Histogram of Control Class**

From the histogram, the students who got score 50-56 was 2 students, the students' score 57-63 was 4 students, the students who got score 64-70 was 8 students, the students' score 71-77 was 5 students, and the last the students who got score 78-85 was 4 student.

## **B. Data Analysis**

### **1. Requirement Test**

Requirement test is the test to find out mean score of the data and also to prove whether the data is normal and homogenous or not.

### a. Pre-Test

#### 1) Normality Test

Data normality of the two groups was calculated using SPSS v.24. the significant level of test was 5% or 0.05.

**Table IV.9**  
**Normality in Pre-Test**

Tests of Normality							
	Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Result from Students Study	Experimental Class	.187	23	.037	.931	23	.113
	Control Class	.173	23	.073	.907	23	.035

a. Lilliefors Significance Correction

Based on the calculation it was found that *Shapiro wilk* > 0.05. It was obtained that the experimental class was 0.113 and the control class was 0.035. In other word,  $0.113 > 0.05$  in experimental class and  $0.035 < 0.05$  in control class. Thus, the hypothesis that will be tested in normality test with the Kolmogorov-Smirnov test as follows:

H0 : The students are distributed normally.

H1 : The students are not distributed normally.

#### 2) Homogeneity Test

The homogeneity of variance test aims to determine whether the initial value (pre-test) of the sample has a homogeneous variance.

$H_0 : \sigma_1^2 = \sigma_2^2$  (Homogeneous variance)

$H_a : \sigma_1^2 \neq \sigma_2^2$  (Heterogeneous Variance)

**Table IV.10**  
**Homogeneity in Pre-Test**

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
Result From Sudents Study	Based on Mean	.008	1	44	.929
	Based on Median	.000	1	44	1.000
	Based on Median and with adjusted df	.000	1	43.897	1.000
	Based on trimmed mean	.008	1	44	.929

Based on the results of analysis of homogeneity of variance analysis of the initial value data (pre-test) using SPSS v.24 calculation, it was obtained that a sinificance value (sig) was 0.929. Based on criteria for testing data homogeneity using SPSS v.24, it was obtained that a value significance (sig) based on mean > 0.05 or 0.929 > 0.05 it means the pre-test value of the sample has a homogeneous variance.

#### **b. Post-Test**

##### 1) Normlity Test

Data normality of the two groups was calculated using SPSS v.24. the significant level of test was 5% or 0.05.

**Table IV.11**  
**Normality in Post-Test**

Tests of Normality							
	Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result from Students Study	Experimental Class	.160	23	.133	.967	23	.609
	Control Class	.205	23	.013	.949	23	.282

a. Lilliefors Significance Correction

Based on the calculation it was found that *Shapiro wilk* > 0.05. It was obtained that the experimental class was 0.609 and the control class was 0.282. In other word,  $0.609 > 0.05$  in experimental class and  $0.282 > 0.05$  in control class. Thus, the hypothesis that will be tested in normality test with the Kolmogorov-Smirnov test as follows:

H<sub>0</sub> : The students are distributed normally.

H<sub>1</sub> : The students are not distributed normally.

## 2) Homogeneity Test

The homogeneity of variance test aims to determine whether the initial value (pre-test) of the sample has a homogeneous variance.

$$H_0 : \sigma_1^2 = \sigma_2^2 \text{ (Homogeneous variance)}$$

$$H_a : \sigma_1^2 \neq \sigma_2^2 \text{ (Heterogeneous Variance)}$$

**Table IV.12**  
**Homogeneity in Post-Test**

		<b>Test of Homogeneity of Variance</b>			
		Levene Statistic	df1	df2	Sig.
Result From Sudents Study	Based on Mean	.029	1	44	.866
	Based on Median	.016	1	44	.901
	Based on Median and with adjusted df	.016	1	43.964	.901
	Based on trimmed mean	.050	1	44	.824

Based on the results of analysis of homogeneity of variance analysis of the initial value data (pre-test) using SPSS v.24 calculation, it was obtained that a sinificance value (sig) was 0.866. Based on criteria for testing data homogeneity using SPSS v.24, it was obtained that a value significance (sig) based on mean $>0.05$  or  $0.866 > 0.05$  it means the pre-test value of the sample has a homogeneous variance.

## 2. Hypothesis Test

After calculating the data of post-test, researcher has found that the post-test result of experimental and control class is normal and homogenous. The data would be analyzed to prove the hypothesis. It used formula of t-test. Hypothesis of the research was ‘there is a significant effect of using word square game on students’ vocabulary mastery at the VIII grade Students SMPN 1 Angkola Timur’.

**Table IV.13**  
**T-test of both averages in post-test**

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Result from Students Study	Equal variances assumed	.029	.866	2.743	44	.009	7.174	2.615	1.903	12.445
	Equal variances not assumed			2.743	43.872	.009	7.174	2.615	1.903	12.445

The results of calculation using independent sampet t-test, it was found that  $t_{count} > t_{table}$  or  $2.743 > 1.714$ . Based on the test criteria,  $H_0$  is rejected and  $H_a$  (alternative hypothesis) is accepted because  $t_{count} > t_{table}$ . Thus, there was significant effect of word square game to vocabulary mastery at the VIII grade Students of SMPN 1 Angkola Timur. In this case, the mean score of experimental class by using word square game was 76.96 and the mean score of control class by using conventional technique was 69.78. the gain score can be seen on the table below:

**Table IV.14**  
**Gain Score experimental class and control class**

<b>Class</b>	<b>Pre-Test</b>	<b>Post-Test</b>	<b>Enhancement</b>	<b>Gain Score</b>
<b>Experiment</b>	55.22	76.96	21.74	4.35
<b>Control</b>	52.39	69.78	17.39	

### C. Discussion

This research found that there was a significant effect of word square game to vocabulary mastery at grade VIII students of SMPN 1 Angkola Timur. In fact students' vocabulary mastery using word square game is higher than using the usual technique by the teacher. It can be seen from the research hypothesis that there was significant effect of word square game to vocabulary mastery at grade VIII students of SMPN 1 Angkola Timur. This research proves Huyen stated that learning vocabulary through games are effective in helping students to improve their vocabulary building skills.<sup>1</sup>

To know the improvement of students' vocabulary mastery using word square game, the researcher calculated the mean score students' vocabulary was indicated from pre-test and post-test. The researcher got the mean score of experimental in pre-test was 55.22 and in post-test was 76.96. then the mean score of control class in pre-test was 52.39 and in post-test was 69.78.

It also discussed with the theory and compared with the related finding that has been stated by researcher. Based on the related findings, Thesis by Usmayani, by looking at the test finding, Usmayani found the mean score of

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<sup>1</sup> Nguyen Thi Thanh Huyen and Khuat Thi Thu Nga, "The Effectiveness of Learning Vocabulary Through Games", Asian EFL Journal, n.d., 17.

pre-test 53,8 and post-test was 72,33.<sup>2</sup> While this research got the mean score of in pre-test was 55.22 and in post-test was 76.96. She found the hypothesis test was  $T_{count} > T_{table}$  ( $8.73 > 1.714$ ), while this research got which  $T_{count} > T_{table}$  ( $2.743 > 1.714$ ). The Difference in the result of these researches could be caused by the way of giving treatment of the different type of form of question.

Aroem Mulasari's research entitled "The effectiveness of using word square game toward students mastery of vocabulary of the first grade at SMP Negeri 2 Sumbergempol Tulungagung".<sup>3</sup> Mulasari found the score of pre-test was 1720 and post-test was 2217, while this research got the score of pre-test was 1270 and post-test was 1770. The hypothesis test was  $T_{count} > T_{table}$  ( $7.631 > 2.060$ ) and this research got which  $T_{count} > T_{table}$  ( $2.743 > 1.714$ ). There is significant difference between the two researches. Several factors may have influenced each of these researches, such as in the number of samples or the difference in the interest of each student in finishing the test.

Roslinda found the mean score of pre-test was 35,4 and the mean score of post-test was 67,1.<sup>4</sup> While this research got the mean score of in pre-test was 55.22 and in post-test was 76.96. She found the hypothesis test was  $T_{count} > T_{table}$  ( $14.362 > 2.898$ ), while this research got which  $T_{count} > T_{table}$  ( $2.743 > 1.714$ ). The difference in the results of the two researches may be due to the difference in the formula used.

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<sup>2</sup> Usmayani, "The use of word square game to improve students' vocabulary mastery at the second year of SMPN 4 model Parepare", 2020. p. 40.

<sup>3</sup> Aroem Mulasari, "The Effectiveness..."

<sup>4</sup> Roslinda, "*The Influence of Word Square Game on Students' Vocabulary Mastery of the Eighth grade at MTS Al- Ikhlas Blabak Kandat Kediri Academic Year 2016 / 2017*". 2017.

This proves that word square game can help in teaching students' vocabulary mastery. It can be seen from above that word square has given the effect to the research that has been done by the researcher or the other researcher who mentioned in related findings. So, word square game is a method that is sufficiently recommended for teachers to increase students' vocabulary.

#### **D. Threats of the Research**

There were some aspects that could threaten this research as follows:

1. When responding to the pre- and post-tests, the students lacked seriousness. A few of them continued to be dishonest. Because they didn't complete the test on their own, the result was a tainted answer. The students needed more time for working pre-test and post-test.
2. Because the students were noisy and annoyed with each other, they were not focused when answering the test.
3. Some of them were not interested in learning English and gave the impact to their answer.
4. The students were too enthusiastic in doing the game. It made the students not follow the rule of the treatment, the students feel confused to understand the rules that the teacher explained.

## CHAPTER V

### CLOSING

#### A. Conclusion

Based on the result of the research, the conclusion of this research are:

1. The vocabulary mastery at the eight grade of SMPN 1 Angkola Timur before using word square was low. It can be seen from the students mean score of pre-test was 55.22 in experimental class which means it is included in the low category.
2. The vocabulary mastery at the eight grade of SMPN 1 Angkola Timur after using word square had higher score. It can be seen from the students' score of post-test, the highest score of the post-test by using word square in experimental class is 95 and the lowest score is 60 and the mean score rised became 76.96 which means it is included in the high category.
3. The result of the research showed that word square give good effect to students' vocabulary mastery. The researcher found that the result of T-test where  $t_{count}$  was higher than  $t_{table}$  ( $2.743 > 1.714$ ). It means that  $H_a$  was accepted and  $H_0$  was rejected. In other word, there was significant effect of word square game to the vocabulary mastery at the eight grade students of SMPN 1 Angkola Timur.

#### B. Suggestion

After finishing this research, the researcher got much information in English teaching and learning process. Therefore, the researcher has suggestion:

1. From the researcher result it is as the information for the headmaster to motivate the English teacher to teach as well as possible by maximizing the using English word square in teaching, because this method can achieve the students vocabulary mastery.
2. The English teacher, the researcher suggests to use the appropriate technique to teach or explain English subject to the students so the students will not be bored in learning English, interested, can enjoy and increase their skill in learning English.
3. Other researcher, the researcher hopes that the others researchers who want to conduct a research related to this research to find the others influence of these technique deeply.

### **C. Implication**

It is expected that the teachers highly recommended to utilize word square game on the teaching of vocabulary mastery in order to improve students' vocabulary mastery. Students are motivated and enjoyed in learning process when they are taught using word square game. Therefore, it implies that the use of word square game can improve students' motivation in following the learning process in classroom.

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## CURRICULUM VITAE



### A. Identity

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### B. Parents

Fathers' Name : Nasrun Siagian  
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### C. Educational Background

SD Negeri 200207 Padangsidempuan : 2006-2012  
SMP Negeri 2 Padangsidempuan : 2012-2015  
SMK Negeri 2 Padangsidempuan : 2016-2018  
UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan : 2018-2024

## Appendix 1

### Lesson Plan of Control Class

School : SMPN 1 Angkola Timur

Subject : English

Class/Semester : VIII-2/I

Skill : Vocabulary (noun)

Time Allocation : 2x40 minutes

---

#### A. Kompetensi Inti

1. Memahami, menerapkan, dan menganalisis pengetahuan factual, konseptual, procedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
2. Mengelola, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurangi, 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

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Merespon makna yang terdapat dalam instruksi dan informasi secara akurat dan lancar yang berkaitan dengan lingkungan sekitar.

#### C. Indikator

1. Siswa mampu membaca kosakata bahasa Inggris dengan baik
2. Siswa mampu mengartikan kosakata bahasa Inggris dengan baik
3. Siswa mampu melafalkan kosakata bahasa Inggris dengan lancar

#### D. Tujuan Pembelajaran

1. Siswa mampu mengucapkan dan menyebutkan kosakata yang adadi lingkungan sekitar.
2. Siswa mampu mengaplikasikan kosakata dalam kehidupan sehari-hari.

#### E. Media Pembelajaran

Text book, papan tulis, spidol.

#### F. Lagkah-Langkah Pembelajaran

NO			
1	<b>Kegiatan pendahuluan</b>	<ol style="list-style-type: none"><li>1. Guru memasuki kelas dan menyapa siswa dengan menggunakan bahasa inggris.</li><li>2. Guru memberikan instruksi kepada siswa untuk berdoa sebelum memulai pelajaran.</li><li>3. Guru memeriksa daftar hadir.</li></ol>	
2	<b>Kegiatan inti</b>	<ol style="list-style-type: none"><li>1. Berikan penjelasan secara lengkap tentang kata benda berikan instruksi sebelum melakukan aktivitas</li><li>2. Memberikan topik tersebut kepada siswa</li><li>3. Membagi siswa menjadi beberapa kelompok, satu kelompok beranggotakan 4 orang, dan duduk menurut kelompoknya</li><li>4. Mintalah siswa untuk membuat nama kelompok</li><li>5. Memberikan instruksi kepada siswa untuk fokus pada lembar kerjanya dan menjawab pertanyaan yang berhubungan dengan topik</li><li>6. Siswa diberi waktu 10 menit untuk memperhatikan makalahnya sendiri</li><li>7. Setelah itu siswa ditunjuk salah satu di dalamnya setiap kelompok mendeskripsikan satu kosa kata baru atau meminta siswa menceritakan kembali jawabannya dalam pembicaraan singkat di depan kelas</li></ol>	
3	<b>Penutup</b>	<ol style="list-style-type: none"><li>1. Guru menyimpulkan materi pembelajaran</li><li>2. Guru menutup pertemuan dengan bacaan hamdalah.</li></ol>	

#### G. Sumber belajar

Book, internet.

## H. Penilaian

<b>NO</b>	<b>Number of Score</b>	<b>Predicate</b>
1	80-100	Very good
2	66-79	Good
3	56-65	Enough
4	41-55	Less
5	0-40	Bad

Mengetahui  
Guru Bahasa Inggris SMPN 1

**Arnilawati Nainggolan, S.Pd.**  
**Nip. 19671012 199512 2 001**

**Pargarutan, 2024**

Peneliti

**Ilham Idris Siagian**  
**Nim. 1820300077**

## Appendix 2

### Lesson Plan of Experimental

School : SMPN 1 Angkola Timur

Subject : English

Class/Semester : VIII-2/I

Skill : Vocabulary (noun)

Time Allocation : 2x40 minutes

---

#### A. Kompetensi Inti

1. Memahami, menerapkan, dan menganalisis pengetahuan factual, konseptual, procedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
2. Mengelola, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurangi, 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

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Merespon makna yang terdapat dalam instruksi dan informasi secara akurat dan lancar yang berkaitan dengan lingkungan sekitar.

#### C. Indikator

1. Siswa mampu membaca kosakata bahasa Inggris dengan baik
2. Siswa mampu mengartikan kosakata bahasa Inggris dengan baik
3. Siswa mampu melafalkan kosakata bahasa Inggris dengan lancar

#### D. Tujuan Pembelajaran

1. Siswa mampu mengucapkan dan menyebutkan kosakata yang adadi lingkungan sekitar.
2. Siswa mampu mengaplikasikan kosakata dalam kehidupan sehari-hari.

#### E. Media Pembelajaran

Word Square Game

#### F. Langkah-Langkah Pembelajaran

NO			
1	<b>Kegiatan pendahulu</b>	<ol style="list-style-type: none"><li>1. Guru memasuki kelas dan menyapa siswa dengan menggunakan bahasa inggris.</li><li>2. Guru memberikan instruksi kepada siswa untuk berdoa sebelum memulai pelajaran.</li><li>3. Guru memeriksa daftar hadir.</li></ol>	
2	<b>Kegiatan inti</b>	<ol style="list-style-type: none"><li>1. Memberikan penjelasan secara lengkap tentang kata benda dan memberikan instruksi sebelum melakukan aktivitas</li><li>2. Memberikan topik tersebut kepada siswa</li><li>3. Membagi siswa menjadi beberapa kelompok, satu kelompok beranggotakan 4 orang, dan duduk menurut kelompoknya</li><li>4. Mintalah siswa untuk membuat nama kelompok</li><li>5. Guru menjelaskan tentang word square</li><li>6. Guru mempelkan tabel word square di papan tulis</li><li>7. Setiap kelompok diminta untuk memperhatikan word square tersebut, dan mencari kata-kata yang ada dalam word square tersrsebut sesuai dengan topik.</li><li>8. Setiap kelompok maju dan menulis jawaban mereka di papan tulis</li><li>9. setiap siswa diminta mencari arti setiap kosa kata yg ditemukan dan menghafalnya.</li></ol>	
3	<b>Penutup</b>	<ol style="list-style-type: none"><li>1. Guru menyimpulkan materi pembelajaran</li><li>2. Guru menutup pertemuan dengan bacaan hamdalah.</li></ol>	

#### G. Sumber Belajar

Book, Internet

## H. Penilaian

<b>NO</b>	<b>Number of Score</b>	<b>Predicate</b>
1	80-100	Very good
2	66-79	Good
3	56-65	Enough
4	41-55	Less
5	0-40	Bad

Mengetahui  
Guru Bahasa Inggris SMPN 1

**Arnilawati Nainggolan, S.Pd.**  
**Nip. 19671012 199512 2 001**

**Pargarutan, 2024**  
Peneliti

**Ilham Idris Siagian**  
**Nim. 1820300077**

### Appendix 3

#### LEMBAR SOAL

#### POST-TEST

Nama :  
Kelas :  
Mapel : B. Inggris  
Waktu : 30 menit

**Choose the correct answer by crossing *a, b, c* or *d*!**

1. It's a long holiday. So, we go to Paris for...
  - a. Vacation
  - b. War
  - c. Study
  - d. Working
2. Paris is the capital of France. What is the meaning of "Capital" in bahasa?
  - a. Kota
  - b. Negara
  - c. Desa
  - d. Ibu kota
3. We can eat delicious ....
  - a. View
  - b. Art
  - c. Building
  - d. Food
4. Andi writes on ....
  - a. The chair
  - b. The table
  - c. The bag
  - d. The soes
5. Anton eat some cookies and drink some ...
  - a. SIUP
  - b. Pasta
  - c. Tea
  - d. Pies
6. She drink ..... every morning.
  - a. chips
  - b. milk
  - c. pies
  - d. cake
7. .... is the place for students to study.
  - a. Library
  - b. Classroom
  - c. Teacher's office
  - d. Canteen

8. There are many ..... in her garden.
- a. flowers
  - b. book
  - c. food
  - d. toy
9. Rudi feeds his ....
- a. cat
  - b. to
  - c. bike
  - d. car
10. We walk across the ....
- a. river
  - b. sea
  - c. street
  - d. lake
11. My younger brother went to dentist two days ago because his ..... were in pain.
- a. teeth
  - b. ears
  - c. hands
  - d. fingers
12. If you want to travel by plane, you must go to the....
- a. Hotel
  - b. Airport
  - c. Station
  - d. Mall
13. The followings are some public transportation, except...
- a. Jet
  - b. Bus
  - c. Train
  - d. Taxi
14. Something that you find in library are....
- a. Bed and tv
  - b. Books and Newspaper
  - c. Tv and Ball
  - d. drinks and Soap
15. My father is reading ..... in the office now
- a. A newspaper
  - b. A television
  - c. A speaker
  - d. A radio
16. My grandmother always tell me to wash my ..... Before eating something
- a. Teeth
  - b. Face
  - c. Feet
  - d. Hands
17. .... is a spacy food Indonesia
- a. Cake
  - b. Rendang
  - c. Pudding
  - d. Chocolate

18. We cancel having dinner at the restaurant because all ..... are booked

- a. Tables
- b. Rooms
- c. Chairs
- d. Foods

19. We need ..... to bring our school books

- a. Uniform
- b. Bag
- c. Pencil case
- d. Wallet

20. Before entering someone's house, we must knock on the ...

- a. floor
- b. stair
- c. window
- d. Door

Mengetahui  
Guru Bahasa Inggris SMPN 1

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**Nip. 19671012 199512 2 001**

**Pargarutan, 2024**  
Peneliti

**Ilham Idris Siagian**  
**Nim. 1820300077**

## Appendix 4

### KUNCI JAWABAN POST-TEST :

- |       |       |
|-------|-------|
| 1. A  | 11. A |
| 2. D  | 12. B |
| 3. D  | 13. A |
| 4. B  | 14. B |
| 5. C  | 15. A |
| 6. B  | 16. D |
| 7. A  | 17. B |
| 8. A  | 18. A |
| 9. A  | 19. B |
| 10. C | 20. D |





18. We can swim in these places, except....

- a. river
- b. sea
- c. swimming pool
- d. mud

19. The following are four legged animals, except....

- a. horse
- b. cat
- c. bird
- d. cow

20. My friend's ..... are sick, so he cannot hear anything well.

- a. cheeks
- b. nose
- c. Eyes
- d. ears

**Pargarutan, 2024**

Mengetahui

Guru Bahasa Inggris SMPN 1

Peneliti

**Arnilawati Nainggolan, S.Pd.**  
**Nip. 19671012 199512 2 001**

**Ilham Idris Siagian**  
**Nim. 1820300077**

## Appendix 6

### KUNCI JAWABAN PRE-TEST :

1. C	11. C
2. D	12. A
3. C	13. D
4. B	14. A
5. C	15. A
6. D	16. B
7. A	17. C
8. B	18. D
9. D	19. C
10. D	20. D

## Appendix 7

### The Score of Pre-test and Post-test in Experimental Class

No	Name of Students	Experiment Class	
		Pre-Test	Post-Test
1	Afiqah Rizkina Azizah	45	70
2	Aira Sari Haraap	40	75
3	Aisyah Putri Siregar	55	65
4	Aswin	65	80
5	Bulan	45	60
6	Demara Irwani Siregar	50	85
7	Dude	50	70
8	Dwi Andini	65	80
9	Havivah Azhar	60	75
10	Hendra	70	95
11	Juan Syah	60	70
12	Junita	55	65
13	Liza Syahrini	65	80
14	Nurliani	45	85
15	Padila Sari Harahap	45	70
16	Pandi	40	85
17	Rifki Amanda	60	70
18	Rifqi Ardiansyah Harahap	65	80
19	Rosa Lestari Siregar	60	90
20	Sandra Dewi	55	75
21	Sindi Mulyani	60	80
22	Suciromaito Siregar	60	85
23	Vica Sriani	55	80

## Appendix 8

### The Score of Pre-test and Post-test in Control Class

No	Name of Students	Control Class	
		Pre-Test	Post-Test
1	Adelia Ramadhani	50	60
2	Aira Lestari	55	70
3	Amelia Serina	40	75
4	Anggun Pratiwi Harahap	45	60
5	Azzura Malikha Putri	45	70
6	Bella Yulandari	40	70
7	Dede Septiana	65	85
8	Febriana	55	55
9	Hapija	40	70
10	Indri Ariani	45	50
11	Iqbal Diego Harahap	60	70
12	Juli Darmayanti	60	80
13	Nurul Sakinah	40	75
14	Rendi Sahri Ramadhan	65	85
15	Rezky Alfiansyah	50	75
16	Rifaldo Rico Rukunallah	45	75
17	Riska Auliya	60	70
18	Rosnauli Siregar	60	80
19	Sakinah	55	65
20	Sry Yulianti	55	75
21	Syahrul Gunawan	60	70
22	Yenni Harahap	60	60
23	Zhahrotussyta	50	60

## Appendix 9

### A. The result of Answer sheet in Pre-Test

#### 1. Experimental Class in Pre-Test

Jama : Suci romaito siregar  
Mapel : B Inggris

Tgl. 30-01-2024

No.	Answer	Correct
1	A. uncle	X
2	D. Hat	✓
3	C. chairs	✓
4	B. Taxi	✓
5	A. teeth	X
6	D. dustbin	✓
7	D. clothes	X
8	B. Library	✓
9	B. mosque	X
10	B. tigers	X
11	C. cake	✓
12	C. white board	X
13	D. cats	✓
14	B. Teacher	X
15	A. bus	✓
16	B. Laundry room	✓
17	A. Living room	X
18	A. D. mud	✓
19	C. bird	✓
20	D. ears	✓

60

2. Control Class in Pre-Test

Date: \_\_\_\_\_

<input type="checkbox"/>	NAMA: IQBAL DIEGO
<input type="checkbox"/>	kelas: VIII-1
<input type="checkbox"/>	mapel: B. Inggris
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
1.	a. uncle X
2.	d. hat ✓
3.	c. chairs ✓
4.	b. taxi ✓
5.	a. teeth X
6.	d. Dustbin ✓
7.	d. clothes X
8.	b. library <del>X</del> ✓
9.	b. mosque X
10.	b. tiger X
11.	c. cake ✓
12.	c. whiteboard X
13.	d. cats ✓
14.	b. teacher X
15.	a. Bus ✓
16.	b. laundry room ✓
17.	c. dining room ✓
18.	c. Swimming Pool ✓
19.	a. horse X
20.	d. ears ✓
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

60



2. Control Class in Post-Test

(80)

Nama: Juli Damayanti  
Kelas: VIII<sup>2</sup>

1. A. Vacation ✓	11	A. teeth ✓
2. D. ibu kota ✓	12	B. Airport ✓
3. D. Food ✓	13	A. Jet ✓
4. D. The soes ✗	14	B. Books and newspaper
5. C. Tea ✓	15	A. A newspaper ✓
6. B. Milk ✓	16	D. Hands ✓
7. B. Classroom ✗	17	B. Rooms ✓
8. A. Flowers ✓	18	A. Tables ✓
9. A. Cat ✓	19	A. uniform ✗
10. C. Street ✓	20	C. window ✗

# DOKUMENTASI

## 1. Pre-Test



## 2. Treatment





### 3. Post-Test

