



**IMPROVING STUDENT'S VOCABULARY MASTERY
THROUGH WORDS SQUARE MODELLING
AT GRADE VII SMP NEGERI 5 PADANGSIDIMPUAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidempuan as
a Partial Fulfillment of the Requirement for the Degree of Graduate of
Islamic Education (S.Pd.I) in English Program*

Written By:

SERI MAWAR
REG.NO: 11 340 0128

ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE INSTITUTE FOR ISLAMIC STUDIES,
PADANGSIDIMPUAN**

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Assalamu'alaikum Wr. Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to SERI MAWAR, entitled **"Improving Students' Vocabulary Mastery Through Word Square Modeling at Grade VII Negeri 5 Padangsidempuan"**, we assume that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Islamic Education (S.Pd.I) in English Departement of Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of E. Dept of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

Wassalamu'alaikum Wr. Wb.

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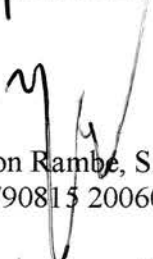
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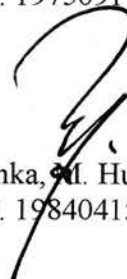
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ABSTRACT

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Judul Skripsi : Improving Students' Vocabulary Mastery Through Word Square Modeling at Grade VII SMP Negeri 5 Padangsidempuan.

This research focused about Improving Students' Vocabulary Mastery through Word square Modeling at Grade VII SMP Negeri 5 Padangsidempuan. The objective this research was to find whether teaching vocabulary by using word square modeling can improve students' vocabulary mastery at grade VII of SMP Negeri 5 Padangsidempuan.

This research was conducted by classroom action research. The participants of this research was students at grade VII of SMP Negeri 5 Padangsidempuan consisted of 21 students. This research used test, interview and observation as instrument. Test was used to find out the score of students' vocabulary mastery, then find out mean score and percentage as formulation. Next, interview and observation were used to know condition and to contribute the test.

Based on the result of this research, the students' vocabulary mastery was improved with percentage in the first cycle 42.85% and in the second cycle was 76.19%. So that, there was 34% improvement. It was suitable with mean score of students' vocabulary mastery that had been gotten in the first cycle. It was 73 improved into 78.66 in the second cycle. Finally, students' vocabulary mastery could be improved by using word square modeling. So, it was recommended that word square modeling could be used in teaching learning vocabulary in classroom based on this research.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Firstly, I would like to convey her grateful to Allah SWT. The most Creator and Merciful who has given me health, time and chance to finish the thesis: “Improving Students’ Vocabulary Mastery Through Word Square Modeling at Grade VII SMP Negeri 5 Padangsidempuan”. This Thesis is written in order to fulfill one of the requirements for English Education Department of State Institute for Islamic Studies (IAIN) Padangsidempuan. Hence, This thesis paper has been undertaken.

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12. Thank to all the people who have helped the writer to finish her study that she can't mention one by one.

May Allah, The almighty bless them all, Amin.

This thesis is still so far from being perfect based on the weakness of the researcher. Therefore, the researcher expects the constructive and suggestions from the readers in order to improve this thesis.

Padangsidimpuan, 01 December 2015

Declaration maker

A handwritten signature in black ink, appearing to be 'Seri Mawar', with a stylized flourish at the end.

SERI MAWAR

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CHAPTER I

INTRODUCTION

A. The Background a Problem

English is an international language. In Indonesia is one of important learning in school. Moreover, English becomes the only foreign language which is include in National Examination or can be called Ujian Nasional from junior high school until senior high school.¹ Hence, it become one of some decision-maker-subjects for the students graduation to know how well they understand English during their study. So, learning English has been important thing to do.

In English language, there are many skills must be mastered. They are reading, writing, listening and speaking. All of these are foundation to master English. To be mastery in four skills above will success if someone have good vocabulary because vocabulary is foundation to be mastery in the four skill. Without mastering vocabulary, someone can not speak English or writing English. Someone must have good vocabulary in order to master four skills. This, having enough vocabulary will help someone mastering English or a foreign language.

¹Peraturan Pemerintahan Republik Indonesia No. 32 Tahun 2013 tentang Perubahan atas Peraturan Pemerintahan No. 19 Tahun 2005 Tentang Standar Nasional Pendidikan, Pasal 70 ayat 3, (Ditetapkan di Jakarta: 7 Mei 2013).

Vocabulary refers to the collection of word. Vocabulary is the total number of the words.² Vocabulary is important not merely in educational world but in daily activities. Vocabulary is recognized as the perfect instrument of language and language is recognized as the perfect instrument communication, because it is one important matter in language. When doing communication, the people will understand each other because they use vocabulary.

According to syllabus and handbook at grade VII Junior High School, vocabulary is important subject matter. Study about vocabulary and structure relevant to noun phrase, adjective, adverb and verb by asking and giving service, asking and giving goods, asking and giving fact.³ Based on the syllabus students must be able to develop their vocabulary. Because all of subject matter needs vocabulary.

Based on statement above, vocabulary is important in this life and education, wherever and whenever the people need vocabulary for communication. Futhermore at the grade VIISMP Negeri 5 Padangsidimpuan is problematic, it is happened because the students don't understand about

²A S hornby, *Oxford Advanced Learner's Dictionary of Current English*, Oxford University Press: 1995) p. 1331.

³SMP Negeri 5 Padangsidimpuan, *Perangkat Pembelajaran Panduan Pengembangan Silabus Pembelajaran*, (Padangsidimpuan:2014), p.105.

their lesson, the students less in vocabulary mastery, and most of students' vocabulary value is far from the goals which have been determined.⁴

Students also lack motivation to memorize vocabulary at grade VII in SMP Negeri 5 Padangsidempuan. They don't interest to memorize vocabulary and they hate English because they think English is very difficult, as a result most of the students don't understand about English.⁵ It can be happened because of strategies for teaching and learning it not appropriate with students.

Based on the problems above, the researcher feels important to solve the problems because students are product of education. There are some models can to improve students' vocabulary mastery like; Word Square Modeling, Picture and Picture Modeling and Scramble Modeling. The researcherchoose Word Square Modeling because students in this age more interest to games, they will study about English whit simple form.Variety of games in teaching will add students' spirit to learn English especially in vocabulary.

Additionally, the students in this age level more understand concrete than abstract things. In many vocabularies, so many abstract vocabularies that will be there in textbook of students. Word square modeling is one model that

⁴Nurhayati Siregar, as English teacher of grade VII, *Private Interview*, (SMP Negeri 5 Padangsidempuan, August 24th, 2015 on 10 pm).

⁵*Ibid.*

can help students to make this abstract vocabulary in concrete in concept box of word square.

The last, the students easy to remember what is really happened to them. So, word square modeling is one modeling to make students active in teaching and learning, especially the students will active to search answer of the question in the box, the students will enjoy with them learning. So, the purpose of the teaching vocabulary by word square modeling to make them interest to learn English and can to increase interest and motivation to learn vocabulary.

Word square is a special type of acrostic. It consists of a set of words written out in a square grid, such that the same words can be read both horizontally and vertically. The number of words, which is equal to the number of letters in each word, is known as the "order" of the square"⁶. So researcher will use word square as technique to improve vocabulary mastery.

Based on the issue above, researcher feels important to conduct a research and solve the problems use appropriate and effective model on title: **IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH WORD SQUARE MODELING AT GRADE VII SMP NEGERI 5 PADANGSIDIMPUAN.**

⁶Zainal Aqib, *Model – Model, Media, Dan Strategi Pembelajaran Kontekstual (Inovatif)*, (Bandung, 2013), p.32

B. The Identification of the Problems

Based on the background above, there are some problems in seven grade students of SMP Negeri 5 Padangsidempuan; the first, students' vocabulary mastery was low. The second, the strategies to teaching vocabulary is not appropriate for students. The last, students had low motivation and interesting to memorize vocabulary.

C. The Focus of the Research

Based on the identification of the problem above, there are some problems still generally. The focus of the research in this research is improving students' vocabulary mastery using word square modeling. Vocabulary about: countable noun, uncountable noun, concrete noun, and abstract noun.

D. Definition of the Key Terms

To reduce misunderstanding about the terms that used in this research, in title is Improving students' vocabulary mastery through Words Square Modeling at grade VII SMP Negeri 5 Padangsidempuan, so, the researcher should explain follows:

1. Improving: Process of becoming or making students vocabulary mastery better through several cycles which improves students vocabulary mastery by the chosen technique in

learning.⁷ Improving process to make better something use the treatment.

2. Students: Students is person who is studying at a college, polytechnic or university also boy or girl attending school.⁸ Based on the definitions above, the researcher was concluded that students are an person at garde VII SMP negeri 5 Padangsidempuan.
3. Vocabulary: Vocabulary is all the words that a person know are use, the words the people use when they are talking about particular subject.⁹ So, Vocabulary is total number of words used by individual in this language activities.
4. Mastery: Mastery is a complete knowledge or great skill,¹⁰ it mean person very great about the something like work, profession, science.
5. Word Square modeling: Words square modeling is a learning model that uses a boxes in the form of the puzzles. Crossword as a toll in delivering teaching material in the teaching and learning.¹¹

⁷A. S. Hornby, *Op Cit.*, p. 598

⁸A.S. Hornby, *Op. Cit.*,p. 859.

⁹*Ibid.*, p. 1506

¹⁰*Ibid.*, p. 721

¹¹Istarani, *58 inovatif Learning modeling*, (Medan: Media Persada, 2011), p. 181

E. The Formulation of the Problem

Based on the identification of the problems and focus of the problems above, to make the problems clearly in this research the researcher made the formula of this research as follow;

1. To what extent does word square modeling improve students' vocabulary mastery at Grade VII SMP Negeri 5 Padangsidimpuan?
2. What factors influence students' vocabulary mastery by using word square modeling at Grade VII SMP Negeri 5 Padangsidimpuan?

F. The Purposes of the Research

Based on the background and focus of the research above the purpose of the research is:

1. To describe word square modeling whether it can improve students' vocabulary mastery at Grade VII SMP Negeri 5 Padangsidimpuan.
2. To identify factors which influence students' vocabulary mastery by using words square modeling at Grade VIISMP Negeri 5 Padangsidimpuan

G. The Significance of the Research

The significance of the research is research significances are large contributions in education. The first, contribution of this research is on the study for developing and understanding about English language especially about vocabulary teaching in grade VIISMPNegeri 5 Pdangsidimpuan:

1. The result of the research will give contribution and enrich the science of language education in general and specifically to the field of teaching vocabulary.
2. The result of the research is useful for teachers as source of teaching.
3. The result of the research can be used by the future researchers as reference and standing point for studying the other subjects in the field of language teaching.

H. Thesis Outline

Chapter I introduction that consisted of background of the problem, identification of the problem, focus of the problem, formulation of the problem, definition of the key terms, purposes of the research and significances of the research.

Chapter II consisted of theoretical description which explain about word square modeling, vocabulary mastery, vocabulary, countable noun, uncountable noun, concrete noun, abstract noun, conceptual framework and hypotheses of action.

Chapter III was research methodology, and it consisted of location and Schedule of the research, research design, participants of the research, instrument of collecting data, procedure of the classroom action research and technique of analyzing data.

Chapter IV consisted of the result of the research. The result of the research consisted of the findings, data presentation, discussion and threatening of the action.

Finally, Chapter V was consisted of conclusion and suggestion was the researcher close to end this research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. THEORETICAL DESCRIPTION

Theories need to explain some concepts or terms apply in research concerned. The terms are:

1. Vocabulary

a. Description of Vocabulary Mastery

Vocabulary is one of component for the language, where is vocabulary help people to speaking and language communication. Vocabulary is also one of the important things to mastery the four skill like; reading, speaking, listening and writing. “Vocabulary is all the words that a person know to use, the word the people use when they are talking about particular subject”.¹ According to Shirley Burrige say that “Vocabulary is all the words in language, list of word in a lesson or books, all the words that one person know”.² It means vocabulary is all the word in language, lesson or books and all the word that human know.

¹A S hornby, *Oxford Advanced Learner's Dictionary of Current English*, Oxford University Press: 1995), p. 1506

²Shirley Burrige, *Oxford Basic English Dictionary*, (New York: Oxford University Press, 1981), p. 477.

Addition some definition of vocabulary, according to Richard and Willy A Renandya say that “Vocabulary is a core component of language proficiency and provides much of the basis how well speaks, listen, read, and write”.³ It means words can be noun, verb, adjective, adverb, conjunction, preposition to use language. Vocabulary is the stock of word on which they can draw in expressing people selves. Most of the people do not use nearly as many words in speaking or writing as someone recognizes or understands when they hear or see.⁴ It means, someone uses vocabularies which they have been known, and cannot use vocabulary that they have been known yet.

The researcher can conclude that vocabulary is all the words which use in a language and vocabulary is all words that people know or use and also as the core component of words that is list in the alphabetical order.

Mastery the word from master. Master is person very skilled and able in some work, profession, science. While mastery is the expert skill or knowledge.⁵ Addition about mastery “Mastery is great knowledge about understanding of a particular thing”.⁶ It means

³Jack C. Richard & Willy A. Renandya, *Methodology in Language Teaching and Anthology of Current Practice*, (USA:Cambridge University Press, 2000), P. 255

⁴Richard D. Mallery, *How to Enlarge and Improve your Vocabulary*, (United state, America: The Blakiston Company, 1947), p. 1.

⁵A. S. Hornby, *Op. Cit.*, P. 833

⁶*Ibid.*, p. 822

mastery is a competence someone about one material or to do something.

Based on the statement above the researcher conclude that vocabulary mastery is that great knowledge, control or skill of all word. Vocabulary mastery is ability to memorize many of list vocabulary. Because students must have to know how to use the words and understanding meaning, so that can express in communication. It means students not only understand the words but also the meaning. It is very important for four our skill and in education there is reading, speaking, listening and writing.

b. Kinds of Vocabulary

Many kinds of vocabulary can be used to know some people about their vocabulary. Another word, with many kinds of vocabulary can be used to identify the level of someone; beginner level, intermediate level, or advance level. So, kinds of vocabulary are one of knowledge to know some people about their ability in vocabulary.

In this research there are some kinds of the vocabulary, Evelyn Marcusen says, “that vocabulary can divided in two kinds, there high frequency vocabulary and low frequency vocabulary”. They are below:

1. High frequency vocabulary consist of words that are used very often in normal language, use in all four skill and across the

full range situation of used. High frequency of vocabulary consist of 2000 word families, which are about 87% of the running words in normal written text and more that 95% of the words informal spoken texts.

2. The Low frequency on other hand, cover only small propotion of the running words of continuos text. Itmean that low frequency vocabulary is rarely used in common activity of English language. This group includes well over 100.000 word families.⁷

More about kinds of vocabulary Thornbury in Harmer says, there are two kind of vocabulary: Receptive vocabulary or passive vocabulary and Productive vocabulary or active Vocabulary.⁸ There are further explenation is:

- a. Receptive Vocabulary or Passive Vocabulary
Receptive vocabulary can be understood only through listening and reading. Someone doesn't need to know much about the receptive vocabulary because someone rarely uses the receptive vocabulary and it is imposible for someone can understand the ideas of the utterance contextually not word by word.
- b. Productive Vocabulary or Active Vocabulary
Poductive Vocabulary involves of knowing how to pronounce the word, how to write and spell it, how to used it in correct grammatical patterns along with the words that usually collocate with.⁹

Based on the statements above the researcher takes conclusion that kinds of vocabulary; An active vocabulary refers to the words students should using in speaking and writing, and passive vocabulary

⁷EvelyMarcusen, *Vocabulary Semantic and Language Education* (Cambridge: University Press. 1997), p. 45.

⁸Jeremy Harmer, *The Practical of English Language Teaching*, (New York: Longman, 2000), P. 158.

⁹*Ibid.*, p. 159.

means words they need only to comprehend especially in reading and listening.

c. Classification of Vocabulary

In vocabulary there are some kinds of vocabulary are knowledge to know the level someone, but classified of vocabulary is type of vocabulary itself, or division of words. Vocabularies are classified into function and contents of words. The function words are closed class, someone cannot add to the preposition or auxiliaries or modals, or any structure words of language. Addition, to make comprehending about word. The words also still has some classification, such as nouns, pronoun, verb, adjective. Wren and Martin says that words are divided into different kinds or class, called “Parts of Speech”, thus parts of Speech are: Noun, Adverb, Adjective, Preposition, Pronoun, Conjunction, Verb, and Interjection”.¹⁰ To make part of speech above clearly, below are some descriptions about it:

1. Noun

a. Definition of Noun

Noun is one of the part of speech that are included in vocabulary, according to Hornby “Noun is a word used to name or identify any of a class of things, people, places or

¹⁰Wren and Martin, *High School English Grammar and Composition*, (Jakarta:PersadaRao, 1990), p.3.

ideas or a particular”.¹¹ In addition “A noun is a word used as the name of a person, place or thing”.¹² It means the thing is used to mean anything that we can think. The noun is one of the most important parts of speech. It is arrangement with the verb helps to form the sentences so which is essential to every complete sentences. It may function as the chief or head word in many structure of modification.¹³ Some times noun have plural forms, which in English usually mean they have an “s” add to the end. It means noun is not only singular, but also plural.

Based on the statements above the researcher can conclude that noun is a word used the name of person and thing or idea that is one most important part of speech.

b. Types of Noun

To make clearly about noun, there are some types of noun is follow the explanation:

1. Common Noun

Common noun is one of noun type that “Common noun is a name given in common to every person or thing of

¹¹A S Hornby, *Oxford Advanced*....p. 791

¹²Wren & Martin, *Op. Cit.* p. 3.

¹³Marcella Frank, *Modern English A Practical Reference Guide*, (New York: Prentice Hall, 1972), p. 6

the same class or kind”.¹⁴ In addition “Common noun is a word that can refer to any member of class of similar things”.¹⁵ It means common noun is word as name a similar class or kind.

Example :

- | | |
|-----------|--------------|
| a. Rose | d. America |
| b. Billy | e. Jakarta |
| c. London | f. Cola-cola |

2. Proper Noun

Proper noun sometimes use as common noun, “Proper noun is the name of same particular person or place, Proper mean one’s own. Hence a proper noun name is a person’s own name.”¹⁶ Addition “Proper noun is a noun begins with a capital letter in writing”.¹⁷ It is means proper noun includes personal name, name of geographic unite such as; countries, rivers, cities. Name of nationalitiesans, religions ect.

Example:

- | | |
|---------|----------|
| a. Hery | d. Islam |
|---------|----------|

¹⁴Wren and Martin, *High School*.... p. 4

¹⁵A S Hornby, *Oxford Advanced*..... p. 229.

¹⁶Wren and Martin, *Loc. Cit.*

¹⁷Marcella Frank, *Modern English*..... p. 6

- | | |
|------------|------------|
| b. Jakarta | e. June |
| c. Nil | f. Liberty |

3. Collective noun

According to Marcella Frank, “Collective noun is a word for a group people, animal, objects, considered as a singel unit”¹⁸. Another definition “Collective noun is noun consisted in the form of crowd”¹⁹. It means collective noun is name colletion ofthing, person, crowd, division, class, flet, cattle, ect.

Example:

- | | |
|-------------|--------------|
| a. Audience | d. Team |
| b. Class | e. Family |
| c. Press | f. Goverment |

4. Concrete noun

Concrete noun is one type of noun, “Concrete noun is a word for physical object that can be perceived by sense”²⁰.

Addition concrete noun is extant noun we can see and

¹⁸*Ibi.*, p. 7

¹⁹SatrioNugroho, *Complete English Grammar, Tata Bahasa Inggris Lengkap*, (Surabaya: Kartika, 2008), p. 62.

²⁰Marcella Frank, *Modern English*..... p. 6

touch”.²¹ So, the concrete noun is a physical object we can see, touch, smell the object.

Example:

- | | |
|-----------|--------------|
| a. Flower | d. Handphone |
| b. Girl | e. Mirror |
| c. Book | f. Land |

5. Abstract noun

According to Wren and Martin “Abstract noun is usually name of quality, action or state considered apart from the object to which it belongs”.²² In addition “An abstract noun is a word for a concept, it is an idea that exists in our minds only. Concludes from the statements are abstract noun is not physical object we can not see, but can to conceived.

Example:

- | | |
|------------|------------|
| a. Freedom | d. Love |
| b. Liberty | e. Justice |
| c. Sorrow | f. Mankind |

²¹John S. Hartono, *Accurate, Brief and Clear English Grammar*, (Surabaya:Indah, 2009), p. 9

²²Wren and Martin, *High School*....p. 5

6. Countable noun

Countable noun is one type of noun “Countable noun is can usually be made plural by addition of-s”.²³ In addition “Countable noun is the name of a thing that can be counted or divided into singular and plural”.²⁴ So, countable noun is noun can be divided and to become two.

Example:

- | | |
|-------------------|------------|
| a. Book (books | d. Writers |
| b. Table (tables) | e. Dolls |
| c. Pen (pens) | f. Flowers |

7. Uncountable noun

The couple of countable noun is uncountable noun, “Uncountable noun is a noun that can be used in the plural and with such words as many and few”.²⁵ Furthermore, “Uncountable noun is noun cannot to counting or calculating have to use the measuring, machine”.²⁶ So uncountable noun is is noun cannot be counted and divided into singular or plural.

Example:

²³Marcella Frank,*Modern English*.....p. 7

²⁴Jayanti Dakshina Murthy, *Contemporary English Grammar*, (New Delhi: Book Place, 2003) , p. 11

²⁵A S Hornby, *Oxford Advanced*..... p. 264

²⁶John S. Hartono, *Accurate, Brief*..... p. 15

- | | |
|-----------|-----------|
| a. Milk | d. Tea |
| b. Rice | e. Oxygen |
| c. Coffee | f. Gold |

8. Material noun

The last type of noun is Material noun, “Material noun is the name of a material or substances out of which things are made”.²⁷ Another definition, “Material noun is noun that consists of direct material”.²⁸ It means the material noun is noun consists of direct material only.

Example:

- | | |
|-----------|----------|
| a. Gold, | d. Woll |
| b. Silver | e. Wood |
| c. Iron | f. Steel |

2. Verb

The verb follow subject in a declarative sentences, According to Wren and Martin “Verb is described as a word which is used to indicate an action, a state of being of existence orpossession. A verb is a word that tells or asserts something about a person or thing”.²⁹ Another definition “Verb is a word or phrase

²⁷JayantiDakshina Murthy, *Contemporary English*.....p. 11

²⁸Satrimonugroho, *Complete English*..... p. 61

²⁹Wren & Martin, *High School*....p. 55

indicating an action, an event or a state”.³⁰ Addition “The verb is the most complex part of speech. It is very arrangements with nouns determine the different kind of sentences, statement, questions, commands exclamation”.³¹ From the statements above verb is a word showing work, deed of behaviour or activity.

3. Adjective

According to Marcella Frank “Adjective is a modifier that has the grammatical property of comparison. It is often identified by special derivational endings or by special adverbial modifiers that precede it. Its most usual position is before the noun it modifies”.³² Addition definition “Adjective is the word which is used for giving adjective to noun”.³³ So, from the statement above the researcher concluded that adjective is a word to add to the meaning of noun, and to express the quality, quantity the person or thing.

4. Adverb

Seronson describe that “Adverb is a word which modifies the meaning of verb, an adjective or another verb. Adverb function to answer the following questions about verb, adjective or other

³⁰A S Hornby, *Oxford Advanced*.....p. 1323

³¹Marcella Frank, *Modern English*.....p. 47

³²*Ibid.*, p. 109

³³John S. Hartono, *Accurate, Brief*... p. 81

adverbs like: where, when, how, and to what extent”.³⁴ According to Wren and Martin “Adverb is a word which modifies the meaning of a verb an adjective or another adverb”.³⁵ Addition definition “A word which modifies the meaning of a verb, an adjective or another adverb is known as an adverb”.³⁶ Meanwhile according to Wren and Martin “Adverb range in meaning from words having a strong lexical content those that describe the action of the verb, or these that indicate such meanings as time and place, to those that are used merely for emphasis”.³⁷ Moreover about adverb “Adverb is a word that adds more information about place, time, circumstance, manner, cause, degree, to a verb an adjective, a phrase or another adverb”.³⁸ So, adverb is more information or explanation about verb, adjective.

From the some statement above it is means that adverb is a word give more information about a verb, an adjective and another adverb.

³⁴Sharon sorenson, *Webster's New World: Students Writing Handbook*, (United State America: Wiley Publishing, Inc, 20100, p. 409.

³⁵Wren & Martin, *High School*....p. 100

³⁶JayantiDakshina Murthy, *Contemporary English*.....p. 180

³⁷Marcella Frank, *Modern English*..... p. 141

³⁸A S Hornby, *Oxford Advanced*.....p. 18

5. Preposition

Preposition is one of the part of speech that are included in vocabulary. “A preposition show the relationship of it’s object to another word in the sentences. To find the object of the preposition, ask ‘who’ or ‘what’ after the preposition”.³⁹ It means that preposition is a word use to explain the relational between two grammatical words or a word used with a noun or pronoun to show place, direction, and time.

6. Pronoun

It is a word which can take the place of a noun, the definition of pronoun “Pronoun is a word that took the place of a noun or pronoun wsa a word used in place of nouns”.⁴⁰ So, pronoun is used as pronominal like; person, possession, and possessive.

7. Conjunction

Conjunction is one of the part of speech that are included in vocabulary. According to Hornby says that “Conjunction is a word that is used to connect phrases or part of a sentences”.⁴¹ From the definition above the researcher concluded that conjunction is a

³⁹Sharon Sorenson, *Webster’s New....* p. 190

⁴⁰Marcella Frank, *Modern English.....* p. 20

⁴¹A S Hornby, *Oxford Advanced.....*, p. 243

word to combine one word to another one, or one sentences to another one.

8. Interjection

The last of part of speech is included in vocabulary is interjection. “Interjection was a word which expresses some sudden feeling or emotion”.⁴² So that interjection is a word that is used to show emotion or feeling spontaneous.

So, from the explanation above about the part of speech that are included in vocabulary. So the researcher made the focus of the research in this research is focus on noun, they are; countable noun. Uncountable noun, concrete noun and abstract noun.

d. Teaching Vocabulary

Teaching vocabulary is important activity for improving students’ vocabulary ability. Teaching vocabulary should be presented interactively in teaching of four language skills. It is impossible to learning a language without words. So teaching vocabulary important because can help students to be more understanding when teaching and learning is happened. “In teaching vocabulary, teachers also must provide opportunities to organize vocabulary. It is meaningful ways to make it easier to learn by students. Into the bargain, teacher also must

⁴²Wren & Martin, *High School...*p. 165

focus on vocabulary”.⁴³ There are some guidelines for the communicative treatment of vocabulary instruction:⁴⁴

1. Allocate specific class time to vocabulary learning
2. Help students to learn vocabulary in context
3. Play down the role of bilingual dictionaries
4. Encourage students to develop strategies for determining the meaning of words.⁴⁵

From four guidelines above it means that when the teacher starts to teach vocabulary, the teacher must attend to all of the aspects that are related with teaching vocabulary.

e. Principle of Teaching Vocabulary

When a teacher teaches material about vocabulary for students, the teacher must be attentive to the principles of teaching vocabulary because teaching vocabulary is important to mastery in four skills. There are some principles of teaching vocabulary:

1. Focus on the most useful vocabulary first
2. Focus on the vocabulary in the most appropriate way
3. Give attention to the high frequency words across the four strands of a course.
4. Encourage learners to reflect on and take responsibility for learning.⁴⁶

⁴³Jeanne McCarten, *Teaching Vocabulary, Lesson From the Corpus, Lesson for the Classroom*, (United States of America, Cambridge University Press, 2007), p. 19

⁴⁴H. Douglas Brown, *Teaching By Principles An Interactive Approach to Language Pedagogy*, (United States of America: Prentice Hall Regents, 1998), p. 365-366

⁴⁵*Ibid.*, p. 366

⁴⁶David Nunan, *Practical English Language Teaching*, (New York: McGraw Hill, 2003), p. 135-140.

Moreover about principle to teaching vocabulary Tricia Hedge say some principle to teaching vocabulary, the teacher must be attent the principle there are:

1. Developing a variety of techniques for the teaching of meaning
2. Encouraging the development of effective strategies
3. Exposing learners to vocabulary through reading and training lexical inferencing
4. Teaching the effective use of dictionaries
5. Evaluating the vocabulary component of coursebooks
6. Teaching vocabulary explicitly through a range of activity types
7. Developing resources for vocabulary teaching.⁴⁷

Based on the principles above, it show that principles is important in teaching especially principles to teaching vocabulary. So as a teacher must know and understand about principles of teaching vocabulary.

f. Vocabulary Evaluation

Someone needs to test to find out the level of some knowledge of something. Students' vocabulary also must to test to know how far of students' vocabulary ability. The teacher must take three main issues into account. First, the idea of test validity needs to be taken into consideration. Content validity is the idea that we test what we teach, how we teach it. Therefore, when selecting test formats you

⁴⁷Tricia Hedge, *Teaching and Learning in the Language Classroom*, (United Kingdom: Oxford University Press, 2000), p. 125-135

should select only those that students have experience with. They are some techniques to make testing vocabulary.⁴⁸

1. Multiple choice
2. Cloze test
3. Word formation
4. Matching
5. Odd one out
6. Writing sentences
7. Dictation
8. Sentence completion
9. Definition
10. Translation
11. Writing assess
12. Reading
13. Oral testing
14. Associations
15. Placing
16. Synonyms and antonyms⁴⁹

Based on the statement above, it is show that many ways to testing vocabulary. It means the teacher must be choose the format appropriate for students, material and appropriate for age level and situation of the students. The researcher chooses to apply multiple choose because it is will be appropriate with students at grade seven SMP Negeri 5 Padangsidimpuan. The students will be easy to answer the question with multiple choices, and this techniques appropriate with their age level.

⁴⁸Bron, "Testing Vocabulary" (*is.muni.cz/th/152699/pdf_m/Testing_Vocabulary.pdf*, access on Mey 13, 2015 retrieved at 10.30 pm)

⁴⁹*Ibid.*,

3. WORD SQUARE

a. Description of Word Square

This research will use word square modeling to improve students' vocabulary mastery. Word square modeling is a learning modeling that uses a box in the form of the puzzles. Crossword as a tool in delivering teaching material in the teaching and learning. Make the box is the main medium in transfer teaching material.⁵⁰ Addition

“Word Square is the number of words that are arranges that the words can be read forward and backward”.⁵¹“Methods observations varied by Word Square means a way to teach the subject matter by getting students carefully observe an object that combine with Word Square”.⁵²

Based on the statement above wordsquare is the learning modeling use the box like crosswords or puzzles, students just need to hatching the words in the box.

Word superiority Square is variation teaching methods, more meaningful, challenging and fun for the students because word square is study language English with variation of word game. Word Square consists of two words Word and Square. Word meaning word while

⁵⁰Istarani, *58 Model Pembelajaran inovatif*, (Medan: Media Persada, 2011), p. 181

⁵¹Robert Allen, *Oxford pocket English dictionary* (New York: Oxford University Press, 1996), p.885

⁵²Anonymous, “Model Pembelajaran Word Square” (<http://wyw1.wordpress.com/2009/11/14/model-pembelajaran-word-square> retrieved on Wednesday 06/may/2015 at 10.30 p. m)

Square is a square field. Word Square is a word field. Word Square is a learning model of teaching and learning activities in which students are exposed to a situation or problem, to obtain an answer in a box of letters, then to shading.

The Box had been prepared will fill by students or hatching the letters is an answer to the question prepared by teacher. There are two things that are required to use this learning model that is makes the box and the question in order to fill the box. Example of word square

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

Word Square

a. The Types of Word Square

In learning Vocabulary word square just not one forms or Variation but so many types of word square, each types have variation word such as horizontal and vertically, word random, diagonally, etc. So Word Square consists of five types as follow:⁵³

1. Crosswords

Crossword puzzles involve the player using clues to guess various words. The words are written vertically or horizontally and fit together by sharing common letters.

2. Word Scramble

Word scrambles are played by giving a player a word with the letters in a random order. The player has to rearrange the letters until they are in the correct order, forming the proper word.

3. Word Search / Word Square

Word searches are grids of seemingly random letters that contain words horizontally and vertically, sometimes also diagonally or backward. The words are given in a list, and the player has to look for the words and highlight or circle them in the grid.

⁵³Mujiman, “Types Word Puzzle” (http://www.ehow.com/facts_5157113_types-wordpuzzles.html, Retrieved on sunday/26/April/2015 at 11.00 p. m)

4. Cryptograms

Cryptograms use a specific code to solve a puzzle. Blanks are given with clues regarding the code under each letter. The player has to use the code to decipher the cryptic message.

5. Hangman

Hangman is a word guessing game for at least two players. One thinks of a word and draws out the proper number of blanks. The other guesses letters. For each wrong letter, a piece of the hangman is drawn on the noose, and once the hangman is complete, the guesser has lost. If the guesser correctly guesses the word before the hangman is complete, the guesser wins.

From explanation above, in this research researcher will use types of number third that is word square because word square will help students to active their brain to searching vertical or horizontal answer in the box beside that words square like a games, it will be make students interesting, besides remembering words, it will be make students to think and find out where the correct words that is answer key to question.

b. Advantages and Disadvantages of Word Square

1. Advantages

This learning modeling is very good to use in process teaching and learning to improve student contemplative faculties randomly and make the students easy to understand the material. Student learning activities will improve by using this learning modeling because invite students to active to search a good answer or line in the box that is considered correct with the question. So, the kindness of this learning modeling is as follows:

1. Words Square Modeling Can to facilitate students more easy to be mastering material because it has instructed to searching answer in the box.
2. Words Square Modeling Canto facilitate teacher is more easy to present material, because the teacher can instruct students to the box that has been prepared before.
3. Word Square Modeling Can to improvestudents' learning activities because it will be continue to hatch the letters in the box according to answer.
4. Words Square Modeling is Avoiding students not to bored because any activity doesn't makes students to be bored and tired follow the lesson.

2. Disadvantages

Word Square have some disadvantages, there are some disadvantages of word square modeling:

1. Varies of box needs creativity of the teacher
2. We often found between box have been prepared, it doesn't matching with the question.
3. The question needs definitive answer needs high competence from a teacher.

c. The Steps for Teaching Word Square

Teacher must know many steps to use this learning modeling.

There are steps to use it:⁵⁴

1. Teacher prepare worksheets that will be used in the teaching and learning
2. Students present the material according to the competency
3. Teacher divide a sheet activity according to the example
4. Students answer the question and hatching letter in the box according to the good answer.
5. Teacher gave answer for every answer in the box.⁵⁵

⁵⁴Istarani, *Op. Cit.*, p. 181-182

⁵⁵*Ibid.*

The words square modeling must have five minimum sentences. Make workgroup and they discuss about the sentences, if the result of group discussion have clear or true, it is discusses again in the class.

B. REVIEW OF RELATED FINDINGS

Related to this research the researcher found some researcher had been done as below: the first, thesis of Parida Siregar in Institute for Islamic Studies, the title of thesis is “Improving Students’ Vocabulary Mastery Through Collaborative Learning Method”.⁵⁶ The kinds of research as quantitative research collective data from grade X at SMA Negeri 1 Barumon Tengah.

Secondly, a thesis of Nia Maya Sari in the State University of Medan 2011 the title is “The Effect of using Card Media on Students’ Vocabulary Achievement”.⁵⁷ This research used experimental method at SMAN 1 Medan. The kind of the research is quantitative research by collective data though test.

The third, a thesis of Khoirul Bahri Lubis in the State Institute for Islamic Negeri Imam Bonjol Padang with title “The effect of Using Crossword Puzzle in Reinforcing Activity toward Students’ Vocabulary

⁵⁶Parida Siregar, Improving Students’ Vocabulary Mastery Through Collaborative Learning Method. *Unpublished Thesis*, (Padangsidempuan : IAIN, 2013)

⁵⁷Nia Maya Sari, The Effect of Using Card Media on Students’ Vocabulary Achievement. *Unpublished Thesis*, (University: Medan, 2011)

Mastery”.⁵⁸ He found that using crossword puzzle in reinforcing activity is very useful toward the improvement of students’ vocabulary at elementary school.

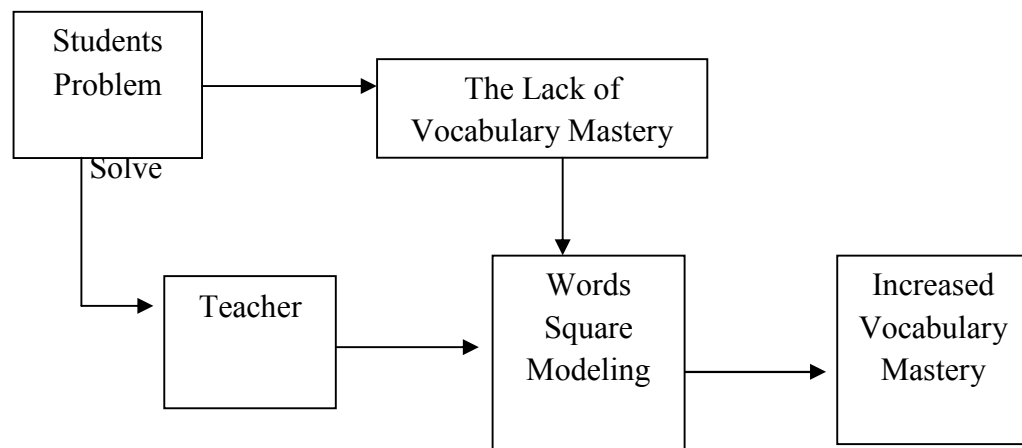
From the description above, the writer conclude that many methods can to improve students’ vocabulary mastery. The researcher will try to another method to improve students’ vocabulary mastery that is Word Square modeling at SMP Negeri 5 Padangsidempuan. Hopefully, this research will complete and contribute a finding in teaching vocabulary.

C. Conceptual Framework

Vocabulary is all the words in language, list of word in a lesson or books, all the words that one person know. Teaching vocabulary using Word Square Modeling is needs to help students understanding and increase the effectiveness in vocabulary. It is also made interesting to students learning vocabulary because the Word Square Modeling semilary with games. So that don’t make bored to students.

Based from the statement above the writer conclude that the students’ vocabulary mastery can increase by Word Square Modeling at SMP Negeri 5 Padangsidempuan, the conceptual framework can be seen in the feature bellow:

⁵⁸Khoirul Bahri Lubis, The effect of using Crossword Puzzle in Reinforcing Activity Toward Students’vocabulary Mastery at Fifth Grade of Islamic Elementary School (MIN) Pampangan Padang 2011. *Unpublished Thesis*, (A Thesis: IAIN Imam Bonjol Padang, 2011).



Picture 1: Conceptual Frame Work

D. The Hypothesis of Action

Based on the discussion above the hypothesis of this research is stated that: “Words square modeling can improve students’ vocabulary at grade VII SMPNegeri 5 Padangsidimpuan”.

CHAPTER III

RESEARCH METHODOLOGY

A. The Place and Time of the Research

The research has been done at grade VII SMP Negeri 5 Padangsidempuan Jl. Perintis Kemerdekaan, number 61. This research has been done from June 2015 up to November 2015.

B. Kinds of the research

This research is designed by Classroom Action Research. Classroom action research is the form of activity of self-reflection by the rest of education in educational situation to improve the rationality and justice: their educational practices, their understanding of these practices, and a situation in which the practice is carried out.¹ Classroom action research is a type of practitioner research that is used to improve the practitioner's practice action implies doing or changing something.² It means that action research is done to improve the practitioner.

Additionally, Wina says that "Action research is a type of reflective and collective research that is done by researcher in social context to improve

¹Kunandar, *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembang Profesi Guru*, (Jakarta: PT. Raja Grafindo Persada, 2012), p. 46.

²L.R. Gay and Retor airasion, *Educational Research* (New Jersey:Prentice Hall, 2000) p.593.

their social intellectual activity”.³ She also says that “Action research is also considerable study about social with aims to improve quality of action through diagnosis process, planning, action, observation and reflective”.⁴ So, the researcher concluded that classroom action research was done to improve practice rather than to produce knowledge through diagnosis process, planning, action, observation, and reflection. So, this reserach wouldbe done to improve students’ vocabulary mastery with applies word square modeling.

C. The Participants

The participants of this research is grade VII SMP Negeri 5 Padangsidimpuan in academic 2014/2015. They are total 21 students. This class chosen because the writer find the problems of students’ vocabulary mastery in this class. The reseacher would teach noun, verb, adverb, and adjective by using words square modeling in grade VII at SMP Negeri 5 Padangsidimpuan Perintis Kemerdekaan Street number 61 Tapanuli Selatan in academic 2014/2015.

Another participant is a teacher english of grade VII SMP Negeri 5 Padangsidimpuan. The researcher would observation activities in class when teacher conduct an action, and then the teacher would help the writer analyzes the data from the observation and make plane for each cycle.

p. 24. ³Wina Sanjaya, *Penelitian Tindakan Kelas*, (Jakarta: Kencana Prenada Media Group, 2010),

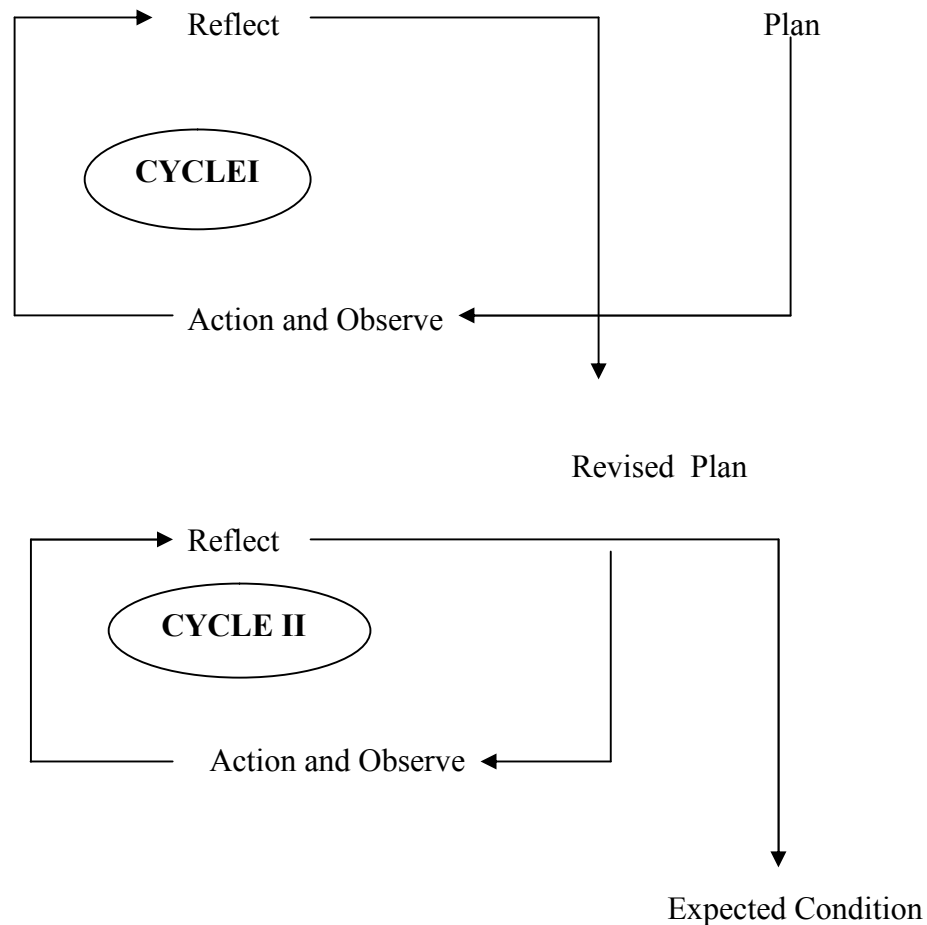
⁴*Ibid.*, p. 25

D. Procedure of the Research

Classroom action research concerned to four steps; planning, acting, observing, and reflecting. Planning is process to determine an idea of the research, acting is treatment has been conducted by researcher according to planning, observing is perception have been done to know effectiveness of action or collect the information about advantages or disadvantages of the action have been done, reflecting is analyse about result of observation until find a new planning again.

In this research, there were three way to collect the data; test, observation, and interview. The test was used to observe the quantitative data. This data also help the researcher to know the score of students' vocabulary mastery. Observation and interview was the instrument that was used as the qualitative data. It was used to describe the situation in the classroom during the teaching and learning vocabulary process by using word square modeling.

This action research follows the model that is developed by Kemmis and Robin in Ortrun. The model is described in the following figure:



Figure, 1 Action Research Spiral⁵

This research would be conducted two cycles. Each consists two meetings. Each meeting consists of 2 X 40 minute. So that, in this research there were four meetings during research process and it consists of four steps; planning, action, observation, and reflection.

⁵Ortrun Zuber Skerret, *New Direction in Action Research*, (London: The Falmer Press, 1996),

The research procedure of cycle 1:

1. Planning
 - a. Arrange the lesson plan
 - b. Determine the lesson material is about noun; countable noun, uncountable noun, concrete noun, and abstract noun.
 - c. Preparing the word square card for students
 - d. Prepare the instrument for collecting data and observation
2. Action
 - a. Telling the purposes of learning
 - b. Explain the material considered to lesson plan
 - c. Drew word square in the blackboard
 - d. Answer some example in the word square in the blackboard
 - e. Gave test
 - f. Concluding learning
3. Observation
 - a. Observing the teaching learning process
 - b. Observing the students' vocabulary mastery
 - c. Collecting the data students test 1 and field note
4. Reflecting
 - a. Discussing with teacher as a collaborator about the action
 - b. Analyzing the found data

- c. Evaluating or interpreted the data gotten from the class and made any decisions for the next cycle
- d. Evaluating teaching learning process

The research procedur of cycle 2:

1. Planning
 - a. Analyzing the reflection result in the cycle 1
 - b. Arrange the lesson plan
 - c. Preparing the instrument
2. Action
 - a. Telling the purposes of learning
 - b. Explain the material considered to lesson plan
 - c. Drew word square in the blackbard
 - d. Answer some example in the word square in the blackboard
 - e. Monitoring time allocation with the all activity was done
 - f. Gave the second test to students
3. Observation
 - a. Observing the teaching learning process 2
 - b. Calculating the test 2 to see the improvement between test 1 and 2
4. Reflection
 - a. Evaluating teaching learning process 2

- b. Discussing the result, if the students test result has reached the criterion of the action success, the cycle would be stopped
- c. Making the report

E. Instrument of Data Collection

a. Test

Test of this research is vocabulary test. Test is a method of measuring a person's ability; knowledge or performance in a given domain.⁶ Suharsimi Arikunto say test used to know how far competence of the object which is research.⁷ Test is the instrument to collective data some test measure general ability while others focus on very specific competencies or objectives. In this study Test has been done of the researcher to collection data and to know students' vocabulary mastery especially noun; countable noun, uncountable noun, concrete noun, and abstract noun.

The test would be given by the teacher, the test is the multiple choice. Teacher would be given the question and answer (a, b, c, and d) then students would be circle around good answer in the question paper. The researcher chooses it because multiple choices appropriate with students in this age levels, they would be easy to answer the question with

⁶H. Douglas Brown, *Language Assessment, Principles and Classroom Practice*, (New York: Pearson Education, 2004), p. 3.

⁷Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta:PT Rineka Cipta, 2006),p. 223.

multiple choice, because they have some choice. The test about countable noun is 6, uncountable noun is 6, concrete noun is 6 and abstract noun is 7. So, total is 25 items in this test. So, the total score is 100, indicator of the vocabulary can be seen on the following table:

Table 1
Indicator of Vocabulary Mastery for Multiple Choice

NO	Indicators	Number Items	Score	Total Score
1	Countable Noun	1, 2, 3, 4, 5,6	1 items X 4 scores	24
2	Uncountable Noun	7, 8, 9, 10, 11, 12		24
3	Concrete Noun	13, 14, 15, 16, 17,18		24
4	Abstract Noun	19, 20, 21, 22, 23, 24, 25		28
Total Items		25		100

b. Observation

The second of instrument in this research is observation. There, observation is notes are the observer's record of what she/he had seen, heard, experienced, and thought about during an observation session. So, the researcher observes the teacher, students, and the classroom process. Following question will answer when observation.

1. How are the students' ability in vocabulary especially about noun; countable noun, uncountable noun, concrete noun, and abstract noun.

2. What are difficulties of the students in studying vocabulary especially about noun; countable noun, uncountable noun, concrete noun, and abstract noun.
3. What are the technique in teaching vocabulary especially about noun; countable noun, uncountable noun, concrete noun, and abstract noun.

c. Interview

The researcher would be used interview to know the condition of students. Interview is a purposeful interaction usually between people, focus on the person trying to get information from the other person.⁸ Hornby stated the interview is to talk somebody and asked them question at a formal meeting to find out if they are suitable for job or study.⁹ Interview is interaction or communication between people to talk and asked them about anything.

In this research, the researcher used an interview to get information from sources of the data, and to collect information deeper from informant about condition of students in English teaching and learning. In this researcher interview will do to the students at grade VII SMP Negeri 5 Padangsidempuan.

⁸L.R. Gay and Retorairasion, *Op. Cit.*, p. 219

⁹A S hornby, *Oxford Advanced Learner's Dictionary of Current English*, Oxford University Press: 1995), p. 788.

F. Technique of Data Analysis

Technique of data analysis in this research is the reasearcher use quantitative and qualitative data. Qualitative is describe situation during the teaching process. Quantitative data was to collected and analyzed by computing the score of vocabulary test.

To know the means of students' score for each cycle, the researcher applied the following formula:

$$\text{formula: } M = \frac{\sum FX}{N}$$

Where:

M : The mean of the students

$\sum FX$: The frequency of students times total of scores

N : Total of students

The percentages of students' vocabulary mastery through words square modeling was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

P : the percentage of student

R : the number of students

T : the total number of Students

To test the significances of data, the researcher used t-test for two small samples. The formulation of t-test as follow:¹⁰

$$t = \frac{M_D}{SE_{MD}}$$

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left[\frac{\sum D}{N} \right]^2}$$

SD_D = Standard Deviation from the difference score between First test and Second test.

¹⁰Anas Sudijono, Pengantar Statistik Pendidikan, (Jakarta: PT Rajagrafindo Persada, 2008), p. 305-306

CHAPTER IV

RESEARCH FINDING

Research result is the important things that present the quantitative and qualitative data of Classroom Action research (CAR) in term of triangulation. In this chapter, the researcher would like to analyze each data that has been gotten from the teaching learning process. Finding based on the analysis of data collected from the implementation of word square modeling to improve students' vocabulary mastery in two cycles. Analysis also done with observation and interview.

A. Findings

1. Students' Achievement

The first cycle was conducted for two meetings. Each meeting consist of 2 X 40 minute is 160 minutes in this cycle, there was 160 for each cycle. In this cycle there are two lesson planes which have been done. There were some steps have been done by researcher in this cycle, there were: planning, action, observation, reflecting, the first cycle was conducted on Thursday, 05 November and Friday 06 November 2015.

a. Cycle 1

1. Learning process of cycle 1

The learning process is the series of things that were done in order to achieve something that was expected in this

research. This section would describe the learning process and the activity of researcher. There are description of learning process and teachers' activity. They were teachers' physical performance, blackboard writing. Explanation process, teaching procedure, classroom interaction and classroom management. The following were the explanation of them.

Teachers' physical performance were way of teacher performing depend on her physical for doing the teaching – learning process. First, teacher dressed pink, pink veil by flower design, black skirt, and dressed cleanly and neatly. Second teacher didn't use sock just use shoes when teaching in the class. Third, teacher stood and wrote by face to students. Fourth, teacher taught the learning loudly and enthusiastically. Last, teacher always gave her smile for students.

Teacher writing on blackboard was teachers' way to explain, give instruction, clarify the information and give the new vocabulary. First, the teacher faced to the students when she wrote on the blackboard. Second, teacher writing was nice and readable. Third, teacher wrote what the students must know in every section for students understanding easily.

Teacher explanation the material was good. The first, teacher explanation the learning objectives, the material that would

be taught by the teacher. Second, teacher explained the learning benefit. Third, teacher connected learning material to the students experience by using word square modeling. Last teacher asked all the students to participate in teaching process and set down it's result on paper that would be provided.

Teaching procedures were the proper way of doing or applying the word square modeling by the teacher to the students. First, teacher explained learning purpose that targeted. It meant the teacher explained the objectives of learning material by using word square. Third, teacher draws word square in the blackboard then teacher gave some example for students hatching word square in the blackboard. Finally, teacher gave to student's word square card and some evaluation, so, students answer the evaluation in the word square.

Classroom interactions were way of the teacher and students work together in the class where they gave feedback to each other actively. In the first cycle, teacher applied teacher to students in classroom interaction. First, teacher explained the material clearly, teacher asked them to pay attention while the teacher was explaining the material. Teacher walked around the class for checking students' activities. All these activities were teacher to student's classroom activity.

Teacher reinforcement was the actions by teacher to make to make the students be motivated and enthusiast in teaching-learning process. Teacher gave the feedback to the students such as; said “yes”, give applause and good job for students who answered the teacher question correctly. In other ways for the students who got wrong in answering the question, “it could be” and asked the other students to help or revise the students’ wrong in answering question.

Classroom management was the strategies used teacher in organizing the classroom. First, for seating arrangement, teacher asked them to consistent on their seating while teaching learning process was going on. Their seating lined up in columns that were perpendicular to the front wall of the room. Second, teacher walked around the class for checking learning providing support as necessary. Last, teacher evaluated their understanding about the material that had learned by asking some question.

2. Students Vocabulary Mastery Score of First Cycle

Researcher analyzed the students’ vocabulary value based on their vocabulary mastery using word square modeling in the test has given. Below the students’ vocabulary value in the first cycle;

Table 2
STUDENTS' VOCABULARY OF THE FIRST TEST

No.	The Initial of Students' Name	Countable Noun (6)	Uncountable Noun (6)	Concrete Noun (6)	Abstract Noun (7)	Test Score
1.	DNH	5	4	4	6	76*
2.	DH	3	4	3	6	64
3.	FJ	6	5	6	4	84*
4.	GARS	5	4	4	4	68
5.	KHI	5	3	6	5	76*
6.	MFH	5	4	4	3	64
7.	MR	4	4	5	4	68
8.	MSY	6	3	4	4	68
9.	NNH	6	4	4	4	72
10.	RS	5	4	5	5	76*
11.	RMD	5	4	5	4	72
12.	RAH	5	5	4	6	80*
13.	RYS	4	5	5	4	72
14.	SF	5	6	5	5	84*
15.	SWL	4	6	5	5	80*
16.	SYN	4	4	3	5	64
17.	USN	5	5	6	4	80*
18.	VSL	5	4	5	4	72
19.	WZ	5	3	6	4	72
20.	WY	5	4	4	4	68
21.	YAS	5	4	5	5	76*
Total	N = 21	SUM				1536
MEAN SCORE						73.1
PERCENTAGE						42.85%

The students who passed the Minimum Mastery Criterion (KKM) = 75

Finally, based on the result of the first test in cycle 1, the researcher found that the students got score; 64 was 3 students, 68 was 4 students, 72 was 5 students, 76 was 4 students, 80 was 3 students and 84 was 2 students. So that, the average mean score of students' vocabulary in the first test was 73.1 with percentage of students got above score 75 was 42.85%. It could be seen that, most of students didn't pass on the minimum mastery criterion on SMP Negeri 5 Padangsidimpuan with score 75. There were 58 % of the students didn't pass the minimum mastery criterion or there were 12 students. Moreover, most of students were still confused in uncountable noun and abstract noun. Based on the interview and observation most of student still low motivation. It can be seen from observation sheet and first interview before action.¹

To repair it, the researcher done reflecting related to action research and effort that has been done in first cycle. Making evaluation about teaching –learning process in the first cycle and gave solution for the next cycle. So that, had been done by researcher and co-teacher to find out the problem when the action was done and made conclusion. Based on it and the result of the first test should be needed

¹See Appendix IV, “ Observation” and Appendix VI, “List Interview”.

to repair and gave solution for improve some students that still got score in underneath of minimum mastery criterion or KKM. Finally, the researcher and collaborator concluded that the first cycle should be repaired, there were in lesson plan, trick or atmosphere the teaching-learning process for the next cycle. To make the planning again to resolved for the next cycle more clearly. There were some problems and resolution;

Table 3
Problems and Resolution in the First cycle

No	Problems in the First Cycle	Resolution to the problems
1.	Most of the students felt difficult because this material is the first for them especially about uncountable noun and abstract noun	The researcher gave more explanation about the lesson until clearly especially about uncountable noun and abstract noun.
2.	Most of students difficult to search letter or good answer in card word square	The researcher make more beg letter in the word square card and give the color of the word square card, there were; pink, green and yellow.

3.	Some students become trouble maker, there were some students bother another friends, so it make students not concentration	The researcher should be more pay attention the students that become maker.
4.	Most of the students still confused about the question because the didn't understand about the mean of the question	The researcher gave the intruction that students can open the dictionary

For those conditions, the researcher realized that the first cycle was less, or the result of first cycle was not success for improve the students' vocabulary mastery. The researcher concludes that, the action should change the trick or the new situation or atmosphere in activities teaching learning vocabulary using word square.

b. Cycles 2

1. Learning process of cycle 2

The learning process is the series of things that were done in order to achieve something that was expected in this research. This section would describe the learning process and the activity of researcher in cycle 2. As the first cycle, there are description of learning process and teachers' activity. They were teachers'

physical performance, blackboard writing. Explanation process, teaching procedure, classroom interaction and classroom management. The following were the explanation of them.

Teacher physical performance were ways of teacher' performing depend on her physical for doing the teaching – learning process. First, teacher dressed purple, black veil, black skirt, and dressed cleanly and neatly. Second, teacher use sock and shoes when teaching and learning process. Third teacher taught the learning loudly enthusiastically and clearly. Fourth, teacher always gave her smile for the students. Last teacher used facial and hand to gestures to enhance meaning of words that might otherwise be unclear.

Teacher writes in the blackboard way teacher way to explain, give instruction, clarify the information and give the new vocabulary. First, the teacher faced to the students when she wrote on the blackboard, the teachers' writing was nice and readable. Teacher wrote the specific information about the material for students understanding easily. Students underlined the words or sentences that need the explanation more.

The explanation process was series of things that are done in order to explain material or strategy that would be learned. First teacher explained the purpose of the learning outcome. Second,

teacher explained about the material especial students still confused about uncountable noun and abstract noun. Third teacher explanation was relevant to objectives and procedure. It meant explanation of teacher was appropriate the objective and procedure of learning. Fourth, teacher gave students the opportunity to ask the question about the material that unclear for them, the teacher answered it clearly. Last, teacher asked all the students to participate in teaching process.

Teaching procedures were the proper way of doing or applying the word square modeling by the teacher to the students. First, teacher explained learning purpose that targeted. It meant the teacher explain the objectives of learning material through word square modeling. Second, teacher explained the aim of the research and word square modeling. Teacher explanation about the material, teacher give students word square card and give some question then students answer in the word square card.

Classroom interaction were way of the teacher and students work together in the class where they gave feedback to each other activity. In the second cycle, teacher applied teacher to students and made the students group, each group was 5 until six students. Then, teacher asked them to pay attention while the teacher was explaining the material. Teacher walked around the class for

checking students' activities while students answered the question from the teacher. Then teacher asked students opinion about the conclusion of the material in the last learning.

Teacher reinforcement was the actions by teacher to make to make the students be motivated and enthusiast in teaching-learning process. Teacher gave the feedback to the students such as; said "yes", give applause and good job for students who answered the teacher question correctly. In other ways for the students who got wrong in answering the question, "it could be" and asked the other students to help or revise the students' wrong in answering question. Then told to the students that word square modeling is important for them especially in their vocabulary.

Classroom management was strategies used by teacher in organizing the classroom. First, for seating arrangement, teacher asked them to consistent on their seating while teaching learning process was going on. Their seating lined up in columns that were perpendicular to the front wall of the room. Second, teacher walked around the class for checking learning providing support as necessary. Teacher evaluated their understanding about the material that had learned by asking some question. Last, told the students that the English is fun and useful for their second language. It

meant teacher tried to build or create a good rapport or relationship with the students.

2. Students' Vocabulary Value in the Second Cycle

Researcher analyzed the students' vocabulary value based on their test that has given. Below the students' vocabulary value in the second test in the cycle test;

Table 4
STUDENTS' VOCABULARY OF THE SECOND TEST

No.	The Initial of Students' Name	Countable Noun (6)	Uncountable Noun (6)	Concrete Noun (6)	Abstract Noun (7)	Test Score
1.	DNH	4	6	5	5	80*
2.	DH	3	6	5	4	72
3.	FJ	5	6	6	6	92*
4.	GARS	4	5	5	5	76*
5.	KHI	5	4	5	6	80*
6.	MFH	3	5	4	6	72
7.	MR	3	5	4	6	72
8.	MSY	4	4	5	5	72
9.	NNH	3	5	5	7	80*
10.	RS	4	5	5	6	80*
11.	RMD	6	3	4	6	76*
No	The Initial of Students' Name	Countable Noun (6)	Uncountable Noun (6)	Concrete Noun (6)	Abstract Noun (7)	Test Score
12.	RAH	4	5	6	6	84*

13.	RYS	4	5	5	6	80*
14.	SF	6	4	4	7	84*
15.	SWL	5	5	4	7	84*
16.	SYN	5	5	3	5	72
17.	USN	4	6	5	5	80*
18.	VSL	4	5	6	5	80*
19.	WZ	6	5	5	4	80*
20.	WY	4	5	4	6	76*
21.	YAS	5	6	5	4	80*
Total	N = 21	SUM				1652
MEAN SCORE						78.66
PERCENTAGE						

The students who passed the Minimum Mastery Criterion (KKM) = 75

Based on the result of the second test, researcher got score of students' vocabulary mastery was improve then the first test in first cycle. In the first test students' mean score just 73.1 with the percentage of students got above 75 was 42,85%, but in test cycle 2 score mean of the students vocabulary mastery was 78.66 and percentage of students got score above 75 was 76.19% with the students got score 72 was 5 students, score 76 was 3 students, score 80 was 9 students, score 84 was 3 students and score 92 was 1 student.² It means that, the students' vocabulary mastery could improve with percentage.

B. The Comparative Result of the Action

² See Appendix

Based on the result of action the first cycle and the second cycle, the researcher concludes that, students' vocabulary mastery could be improved through word square modeling. It can be seen from the result of test in the first cycle and test in the second cycle. This test showed that, there was improvement. Based on the percentage score mean of the test in first cycle or second cycle.

Table 5
Comparison of Students' vocabulary score
the first test and the second test

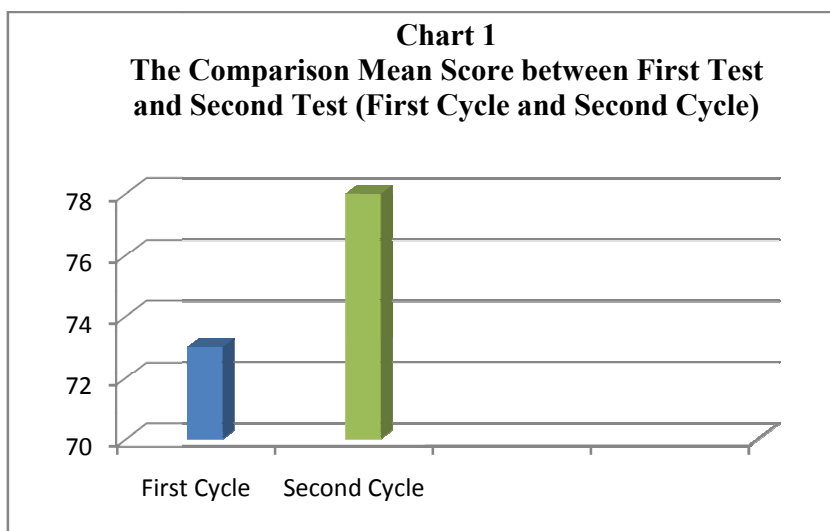
No.	The Initial of Students' name	Grade		State
		Sore test 1	Score test 2	
1.	DNH	76*	80*	Improved
2.	DH	64	72	Improved
3.	FJ	84*	92*	Improved
4.	GARS	68	76*	Improved
5.	KHI	76*	80*	Improved
6.	MFH	64	72	Improved
7.	MR	68	72	Improved
8.	MSY	68	72	Improved
No.	The Initial of Students' name	Grade		State
		Sore test 1	Score test 2	
9.	NNH	72	80*	Improved

10.	RS	76*	80*	Improved
11.	RMD	72	76*	Improved
12.	RAH	80*	84*	Improved
13.	RYS	72	80*	Improved
14.	SF	84*	84*	Improved
15.	SWL	80*	84*	Improved
16.	SYN	64	72	Improved
17.	USN	80*	80*	Improved
18.	VSL	72	80*	Improved
19.	WZ	72	80*	Improved
20.	WY	68	76*	Improved
21.	YAS	76*	80*	Improved
SUM		1536	1652	Improved
MEAN SCORE		73.1	78.66	Improved
PERCENTAGE		42.85%	76.19%	Improved

The students who passed the Minimum Mastery Criterion (KKM) = 75

Based on the table above, the score means in cycle 1 was 73.1 but in the second cycle the score mean was 78.66, it means that there was improvement. Test was 25 items, so, the means score maximum 100. The means score increased 73.1 to become 78.66. it was passed the minimum mastery criterion 75, it is also could be seen from the percentage of students got score above 75 was 42.85% increased to become 76.19%. Summary

based on the table, the comparison of the students vocabulary mastery could be seen in the following chart;



Based on the chart and table above, it could be concluded that the researcher hypothesis that word square modeling improved students' vocabulary mastery at grade VII SMP Negeri 5 Padangsidimpun was accepted. Here is the calculation of the cycle result could be seen from the table below;

Table 6

The Result Difference score between cycle 1 and Cycle 2

No	Students' Initial Name	Cycle 1 Firts Test (Y)	Cycle 2 Second Test (X)	D= X - Y	$\Sigma D = D - MD$	ΣD^2
1.	DNH	76*	80*	4	-1.52	2.31
2.	DH	64	72	8	2.48	6.15
3.	FJ	84*	92*	8	2.48	6.15
4.	GARS	68	76*	8	2.48	6.15
5.	KHI	76*	80*	4	-1.52	2.31
6.	MFH	64	72	8	2.48	6.15
7.	MR	68	72	4	-1.52	2.31
8.	MSY	68	72	4	-1.52	2.31
9.	NNH	72	80*	8	2.48	6.15
10.	RS	76*	80*	4	-1.52	2.31
11.	RMD	72	76*	4	-1.52	2.31
12.	RAH	80*	84*	4	-1.52	2.31
13.	RYS	72	80*	8	2.48	6.15
14.	SF	84*	84*	0	-5.52	30.47
15.	SWL	80*	84*	4	-1.52	2.31
16.	SYN	64	72	8	2.48	6.15
17.	USN	80*	80*	0	-5.52	30.47
18.	VSL	72	80*	8	2.48	6.15
19.	WZ	72	80*	8	2.48	6.15
20.	WY	68	76*	8	2.48	6.15
21.	YAS	76*	80*	4	-1.52	2.31
	Total/N	1536/21	1652/21	116/21	-0.08/21	143.23/21
	Mean	73.1	M=78.6	M_D = 5.52	$\Sigma D = 0.0038$	$\Sigma D^2=6.82$

The students who passed the Minimum Mastery Criterion (KKM) = 75

To prove the significances, the researcher used t-test for samples less than 21 students,. The procedures of interpreting the data were

M_D = Mean of difference

$$M_D = \frac{\sum D}{N}$$

$$= \frac{00038}{21} = 0.00018$$

$\sum D$ = Number of difference score between second cycle and first cycle, $D = X - Y$

$N = 21$ Students

SD_D = Standar Deviation from the difference score between first test and second test.

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left[\frac{\sum D}{N} \right]^2}$$

$$SD_D = \sqrt{\frac{682}{21} - \left[\frac{00038}{21} \right]^2}$$

$$SD_D = \sqrt{03247619048 - 00000000327}$$

$$SD_D = \sqrt{03247618721}$$

$$SD_D = 0.570$$

SE_{MD} = Standar Error from mean of difference

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

$$SE_{MD} = \frac{0570}{\sqrt{21-1}}$$

$$SE_{MD} = \frac{0570}{\sqrt{20}}$$

$$SE_{MD} = \frac{0570}{4473}$$

$$SE_{MD} = 0.127$$

$$t_o = \frac{M_D}{SE_{MD}}$$

$$t_o = \frac{552}{0127}$$

$$t_o = 43.46$$

Degrees of freedom (df) = N - 1 = 21 - 1 = 20

The calculation result of $t_o = 43.46$, t_{table} with df = 20, level of

significance in t table 5 % is 2.086 it can be know that the result of t_0 is bigger than t_t , it is $43,46 > 2.08$. Based on the result, it means that there is a significant improvement between students' learning vocabulary process result in the first cycle and second cycle.

From analysis above the researcher concludes that the mean of first cycle and second cycle is a significantly difference, where mean of second cycle (78,66/ 76,19%) is greater than first cycle (73,1/42,85%). It shows that "Word Square Modeling improved students' vocabulary mastery at grade VII of SMP Negeri 5 Padangsidempuan".

C. Discussion of research findings

With word square modeling in learning vocabulary, it made student more interactive. Word square is concept that was given to students for making students could active to search good letter or word in the box. It also practice students to know good writing in every word because students more often false in manner writing a word. Learning with concept like this word square can make students imagination and activating brain. It also can to active students' speed to connection and search word in the box.

Furthermore based on the related finding in this research, word square modeling is a new modeling in teaching vocabulary, like as in related finding; thesis of ParidaSiregar in Institute for Islamic Studies, the

title of thesis is “Improving Students’ Vocabulary Mastery Trough Collaborative Learning Method”.³ The kinds of research as quantitative research collective data from grade X at SMA Negeri 1 Barumun Tengah. This research conducted was two cycle. From the first and the second cycle, there were percentages in answering test. It is from 72% to become 96%.

In thesis of WirdaHalawi improving students’ vocabulary mastery using Antonyms and Synonyms at grade V SD negeri 116254 Rantojior has a significant. The increasing scores 48.21 to 56, and 8.29 to 50. There were was gotten 1876 word in first cycle and 2599 in second cycle.⁴

Finally, the research findings of this research was students’ vocabulary mastery through word square modeling can improve. It means that, students’ vocabulary mastery through word square at grade VII SMP Negeri 5 Padangsidimpuan is satisfactory. It can be seen from the result of data analyze was increase of each cycle that has been gotten.

D. The Threats of the Research

When doing the research, the researcher found that some threat in this research. The first, based on the observation sheet, the researcher found that students still low motivation to study English. Because of most

³Parida Siregar, Improving Students’ Vocabulary Mastery Through Collaborative Learning Method. *Unpublished Thesis*, (Pdangsidimpuan : IAIN, 2013)

⁴WirdaHalawi, “Improving Grade V Vocabulary Mastery Using Antonym and Synonyms at SD Negeri 116254 Rantojior”. *Unpublished Thesis*, (STAIN Padangsidimpuan, 2013)

of the students in the first cycle didn't have full attention and looks confuse when the teaching learning process. So, the researcher tried to give them high motivation and made it in amusing case, the result, students more interest, felt happy, and also enjoy in teaching learning process.

When the action research was done, still there were some students become trouble makers. It made another students didn't concentration. The researcher felt difficult to handling the class, because they didn't hear the researcher as a teacher when explain the material, the result most of the students didn't understand or confused with material. Because of that, researcher makes one solution. The researcher gave more attention to them. They researcher asked them about where was the material didn't understand yet.

The researcher was as a teacher in this research. She was also as an observant, although English teacher was as a collaborator. The collaborator observed the researcher when the researcher doing action, when to observe the students the researcher was observant with collaborator teacher helped. The data was taken by test with any objective assessment. The action of the lesson plan also should be effective and efficient. So, the researcher concludes that the result of this research should be objective, and all the activities of this research should be presented in the real situation.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

As result of the research, researcher concludes that;

1. Based on this research, the hypothesis could be accepted. It could be seen by the calculation result of $t_o = 43.46$, t_{table} with $df = 20$, level of significance in t table 5 % is 2.086 it can be know that the result of t_o is bigger than t_t , it is $43,46 > 2.086$. It could be concluded that students' vocabulary mastery could improve through word square at grade VII SMP Negeri 5 Padangsidimpuan. By the mean score in the first cycle was 73.1 with the percentage 42.85%, and the second cycle was 78.66 with percentage 76.19%.
2. Some factors that influence students' vocabulary mastery through word square modeling are motivation, students who do disturbance.

B. Suggestion

After the researcher finished this research, the researcher got many informations in English teaching and learning process. Therefore researcher has suggestions below:

1. The teacher should teach vocabulary or introduce new vocabulary through word square modeling, because word square modeling could be implemented in vocabulary activity.

2. The teachers should pay attention to the students' activity.
3. The teacher should be more creative in delivering the new word which can motive students to memorize.
4. The researcher hopes the result of this research can be used as an additional references, there will be a further research with difference discussion which make a revision within development of this word square.

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CURRICULUM VIATE



A. Identity

Nama : Seri Mawar

Nim : 11 340 0128

Place and Birthday : Hutadangka, 08 November 1992

Sex : Famela

Religion : Islamic

Address : Hutadangka, Kec. Kotanopan, Mandailing
Natal

B. Parent

1. Father's name : Asner Parinduri

2. Mother's name : Masdelina Nasution

C. Education Background

1. Graduated from Primary School number 116284 Hutadangka in 1999-2005
2. Graduated from MTs/SalafiayahSubulussalam in 2005-2008
3. Graduated from MAS Subulussalam in 2008-2011
4. Be University student in IAIN Padangsidempuan.

APPENDIX I

SIKLUS I (CYCLE I)

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : SMA Negeri 5 Padangsidempuan

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII

Alokasi waktu : 4 x 40 menit

Pertemuan ke : 1 & 2

1. Standar Kompetensi :

1.1 Memahami makna dalam percakapan transaksional dan interpersonal

Sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

1.2 Merespon makna dalam percakapan transaksional (to get things done) dan

interpersonal (bersosialisasi) sangat sederhana secara akurat, lancar dan

berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan

tindak tutur: meminta dan memberi jasa, meminta dan memberi barang,

serta meminta dan memberi fakta.

2. Indikator

No	Indikator
2.1	Identifikasi Countable Noun
2.2	Identifikasi Uncountable Noun
2.3	Identifikasi Concrete Noun
2.4	Identifikasi Abstract Noun

1. Tujuan Pembelajaran

- 1.1 Peserta didik memahami countable noun dan contohnya
- 1.2 Peserta didik memahami uncountable noun dan contohnya
- 1.3 Peserta didik memahami concrete noun dan contohnya
- 1.4 Peserta didik memahami abstract noun dan contohnya.

2. Materi Pembelajaran

- 2.1 Pertemuan 1 (Pertama)
 - 2.1.1 Countable Noun
 - 2.1.2 Uncountable Noun
- 2.2 Pertemuan 2 (kedua)
 - 2.2.1 Concrete Noun
 - 2.2.2 Abstract Noun

3. Learning Method : Word Square

4. Langkah-Langkah Kegiatan :

- a. Pertemuan 1 (Pertama)/ *The first Meeting*
 - 1) Kegiatan Pendahuluan /*Pre -teaching* (10 menit)
 - a. Greeting (salam)
 - b. Mengabsen siswa
 - c. Memberi motivasi pada siswa
 - d. Memberi sedikit penjelasan mengenai materi yang akan dipelajari dan cara belajar mengajar dengan word square
 - 2) Kegiatan Inti/ *During teaching* (50 menit)
 - a. Guru menyampaikan penjelasan mengenai materi countable noun and uncountable noun.
 - b. Guru memberi penjelasan mengenai perbedaan antara countable noun and uncountable noun.
 - c. Guru memberikan beberapa contoh countable noun and uncountable noun.

- d. Guru menunjukkan kartu word square kepada siswa dan menggambarinya di papan tulis
- e. Guru memberikan beberapa pertanyaan agar dijawab oleh siswa satu persatu di word square yang di papan tulis oleh siswa

Contoh Lembaran Word Square

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

- 3) Kegiatan Penutup /*Post Teaching* (20 menit)
 - a. Guru dan Siswa bersama membuat rangkuman pembelajaran
 - b. Menyampaikan rencana pembelajaran pada pertemuan berikutnya
 - c. Berdo'a di akhir pembelajaran
- b. Pertemuan II (Kedua)/*The second Meeting*
 - 1) Kegiatan Pendahuluan / *Pre-Teaching*
 - a. Greeting (salam)
 - b. Mengabsen Siswa
 - c. Memberi motivasi pada siswa
 - d. Memberi gambaran penjelasan mengenai materi yang akan dipelajari
 - 2) Kegiatan Inti/*During Teaching* (50 menit)
 - a. Guru memberi penjelasan materi mengenai concrete noun dan abstract noun.
 - b. Guru memberikan penjelasan mengenai perbedaan diantara keduanya.

- c. Guru memberika beberapa contoh concrete noun and abstract noun
 - d. Guru memberikan kartu word square dan menggambarinya di papan tulis
 - e. Guru memberikan beberapa pertanyaan agar dijawab oleh setiap murid dalam kartu word square
 - f. Guru menyuruh murid mengejakan latihan
- 3) Kegiatan penutup/*Post Teaching* (20 menit)
- a. Guru dan sisiwa membuat rangkuman mengenai pelajaran
 - b. Menyampaikan rencana pembelajaran pada pertemuan berikutnya
 - c. Berdo'a di akhir pembelajaran

5. Alat/Bahan/Sumber

- a. Buku Teks, Artono Wardiman, *English in Focus for Grade VII Junior High School (SMP/MTs)*, (Jakarta: CV Arya Duta)
- b. Pictures, Object sekitar yang relevan

6. Penilain

Tekhnik : merespon pertanyaan secara tertulis
 Bentuk : pertanyaan secara tertulis
 Instrument

1) Question

Hatching the best answer in the word square card!

Materi	Number Items
Countable noun	1, 2, 3, 4, 5
Uncountable Noun	6, 7, 8, 9, 10
Concrete Noun	11, 12, 13, 14, 15
Abstract Noun	16, 17, 18, 19, 20
Total	20

1. A place for save the clothes?
 (sesuatu tempat untuk menyimpan pakaian?)

2. A thing for write?
(sesuatu benda untuk menulis?)
3. A thing for the know time?
(sebuah benda untuk mengetahui waktu))
4. “Part of body” we use for look, what is’t?
(“Bagian tubuh” kita gunakan untuk melihat, apakah itu?)
5. One of jewelry in the fingers?
(Satu perhiasan yang tempatnya di jari-jari?)
6. Our primer food is it?
(Makanan dasar kita adalah?)
7. Legal means transaction?
(alat transaksi/pembayaran yang sah)
8. Substance primer of rendang is it ?
(Bahan dasar dari rendang adalah?)
9. Contents of a pen is?
(Isi dari sebuah pena adalah?)
10. Especially food of the goat?
(makanan utama dari kambing adalah?)

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

Choose the best answer (a,b,c, or d) from the question!

11. Man is a

- a. Concrete noun
- b. Uncountable noun
- c. Abstract noun
- d. Not kind of noun

12. Which is the concrete noun from the word in under?

- a. Love
- b. Bravery
- c. Sadness
- d. Book

13. All of the word is concrete noun, *except*?

- a. Honesty
- b. Handphone
- c. Spoon
- d. Lion

14. All of the kind of the animal is knid of noun?

- a. Uncountable noun
- b. Abstract noun
- c. Concrete noun
- d. All is correctness

15. House is a...?

- a. Verb
- b. Concrete noun
- b. Uncountable noun
- d. Abstract noun

16. Friendship is kind of noun?

- a. Concrete noun
- b. Abstract noun
- c. Countable noun
- d. All is correctness

17. Which is abstract noun in the word under?

- a. Agreement
- b. Man
- c. Jakarta
- d. London

18. Childhood is kind of noun?

- a. Abstract noun
- c. Countable noun

- b. Abstract and concrete noun d. Concrete noun

19. All of the word is abstract noun, *except*?

- a. Obedience c. Happiness
b. Hope d. Stone

20. Connection is a kind of noun...?

- a. Concrete noun c. Countable noun
b. Verb d. Abstract noun

7. Key Answer:

Question 1-10

¹ C	M	² P	E	N	Y	Y	⁴ E	Y	E	O
U	O	F	F	L	O	W	E	R	E	⁹ I
P	R	³ W	K	⁶ R	I	C	E	N	N	N
B	H	A	E	I	O	F	T	C	N	K
O	Z	T	F	⁷ M	O	N	E	Y	S	G
A	M	C	L	E	L	O	R	B	M	¹⁰ G
R	I	H	O	O	⁸ M	E	A	T	Y	R
D	L	G	O	L	I	M	P	L	E	A
T	A	N	G	Y	X	G	E	N	G	S
Y	N	R	⁵ R	I	N	G	T	N	S	S

Question 11-20

11. A	16. B
12. D	17. A
13. A	18. A
14. C	19. D
15. B	20. D

8. Pedoman Penilaian

- Untuk tiap nomor, tiap jawaban benar skor 4

- Jumlah skor maksimal $X_4 = 100$
- Nilai maksimal = 100
- Nilai siswa = $\frac{\text{Skore Perolehan}}{\text{Skore maksimal}} \times 100$

Menghitung nilai rata-rata siswa

formula: $M = \frac{\sum FX}{N}$

Where:

M : The mean of the students

$\sum FX$: The frequency of students times total of scores

N : Total of students

Padangsidempuan, Juli 2015

Guru Mata Pelajaran/As Collaborators

Peneliti

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APPENDIX 2

SIKLUS II (CYCLE II)

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : SMA Negeri 5 Padangsidimpuan

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII

Alokasi waktu : 4 x 40 menit

Pertemuan ke : 3 & 4

1. Standar Kompetensi :

1.1 Memahami makna dalam percakapan transaksional dan interpersonal

Sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

1.2 Merespon makna dalam percakapan transaksional (to get things done) dan

interpersonal (bersosialisasi) sangat sederhana secara akurat, lancar dan

berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan

tindak tutur: meminta dan memberi jasa, meminta dan memberi barang,

serta meminta dan memberi fakta.

2. Indikator

No	Indikator
2.1	Identifikasi Countable Noun
2.2	Identifikasi Uncountable Noun
2.3	Identifikasi Concrete Noun
2.4	Identifikasi Abstract Noun

3. Tujuan Pembelajaran

- 3.1 Peserta didik memahami countable noun dan contohnya
- 3.2 Peserta didik memahami uncountable noun dan contohnya
- 3.3 Peserta didik memahami concrete noun dan contohnya
- 3.4 Peserta didik memahami abstract noun dan contohnya.

4. Materi Pembelajaran

- 4.1 Pertemuan 1 (Pertama)
 - 4.1.1 Countable Noun
 - 4.1.2. Uncountable Noun
 - 4.1.4 Concrete Noun
 - 4.2.4 Abstract Noun
- 4.2 Pertemuan 2 (kedua)
 - 4.2.1 Quiz

5. Langkah-Langkah Kegiatan

- a. Pertemuan 1 (pertama)/ *The first meeting*
 - 1) Kegiatan Pendahuluan/ *Pre-Teaching* (10 minet)
 - a. Greeting (salam)
 - b. Mengabsen Siswa
 - c. Memberi motivasi pada siswa
 - d. Memberi gambaran penjelasan mengenai materi yang akan dipelajari

2) Kegiatan Inti/*During Reading* (50 menit)

- a. Guru Membagi siswa menjadi 5 kelompok
- b. Guru memberikan penjelasan mengenai countable noun, uncountable noun, concrete noun and abstract noun.
- c. Guru memberikan penjelasan perbedaan antara countable noun and uncountable noun, concrete noun and abstract noun.

Guru memberikan beberapa contoh

- d. Guru memberikan beberapa latihan untuk di jawab oleh setiap kelompok di dalam kartu word square yang berwarna (Merah muda/*Pink*, hijau/*green*, kuning/ *yellow*)
- e. Guru dan siswa sama-sama memeriksa latihan setiap kelompok.

Contoh word Square Berwarna

1. Pink

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

2. Hijau/ Green

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

3. Kuning/ Yellow

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

3) Kegiatan Penutup/ *Post teaching*

- Guru dan siswa membuat rangkuman pelajaran bersama
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya

- c. Berdo'a di akhir pembelajaran
- b. Pertemuan II (Kedua)/ *the Second meeting*
 - 1) Kegiatan Pendahuluan/ *Pre-Teaching*
 - a. Greeting (salam)
 - b. Mengabsen siswa
 - c. Memberi motivasi pada siswa
 - d. Memberi gambaran penjelasan mengenai materi yang akan dipelajari
 - 2) Kegiatan Inti/ *During Teaching* (60 Menit)
 - a. Guru membentuk kelompok menjadi lima kelompok, setelah itu guru membuat formasi duduk yang tepat untuk quiz
 - b. Quiz di ambil dari kosa kota yang sudah dipelajari
 - c. Contoh; Guru akan memberikan beberapa kosa kata misalnya: grass, oil, fire, oxygen, coffee, tea, rice, meat, air, butter, rain, ink, water, money, etc, kemudian guru akan bertanya apakah jenis noun tersebut?, kemudian siswa berebut untuk menjawab dengan cara tunjuk tangan untuk mendapatkan score bagi kelompoknya.
 - 3) Kegiatan Penutup/ *Post Teaching* (20 menit)
 - a. Guru dan murid membuat rangkuman pelajaran bersama
 - b. Berdo'a di akhir pembelajaran

6. Alat/Bahan/Sumber

- a. Buku Teks, Artono Wardiman, *English in Focus for Grade VII Junior High School (SMP/MTs)*, (Jakarta: CV Arya Duta)
- b. Pictures, Object sekitar yang relevan

7. Penilaian

- Tekhnik : merespon pertanyaan secara tertulis
- Bentuk : pertanyaan secara tertulis
- Instrument

- Some question for each group of students' answer in the colors word square card
 1. One of thing we need when sleep, what is it?
 2. One of thing in classroom in school, what is it?
 3. Paper, we usually read at the morning, what is it?
 4. Place for save money, what is it?
 5. One of thing we need after take a bath, what is it?
 6. Water is fall from the sky, what is it?
 7. When we cook, we need?
 8. For stay health we must drink....?
 9. A cup of dingking to be sweet we need ...
 10. A thinng for cut something, what is it?
 11. King of jungle?
 12. Something we need when go to the market?
 13. A thing for sweep?
 14. Transportation from the sea, what is it?
 15. One of music instrument?
 16. with his friend is good
 17. What is English of "harapan"
 18. between them is a little
 19. His is very simple
 20. She have is objective

- Quiz :
 1. (Oil, fire, oxygen, coffee, rice, meat, butter, rain, ink, money), what the kinds of noun above?
 2. (Ring, car, chair, egg, towel, ruler, pen, bag, book, handphone), what the kinds of the noun above?
 3. (Riches, wisdom, life, love, Faith, sadness, idea, confidence obedience, honesty, difference, friendship) what the kind of noun above?

4. (Knife, handphone, soap, table, ship, lion, shoes, stone, basket, broom) What the kind of noun above?
5. Say 5 uncountable noun!
6. Say 5 countable noun!
7. Say 5 concrete noun!
8. Say 5 abstract noun!
9. What the differences between countable noun and uncountable noun?
10. What the differences between concrete noun and abstract noun?

8. Pedoman Penilaian

- 1) Karena soal adalah Quiz, maka untuk setiap soal diberi skor 100 setiap jawaban yang benar.
- 2) Nilai siswa sesuai hasil kelompok

Padangsidempuan, Juli 2015

Guru Mata Pelajaran/As Collaborators

Peneliti/Researcher

NURHAYATI SIREGAR, S. Pd

SERI MAWAR

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APPENDIX X

Key Answer The First Test

- | | | |
|-------|-------|-------|
| 1. C | 11. D | 21. A |
| 2. A | 12. C | 22. A |
| 3. A | 13. B | 23. A |
| 4. D | 14. B | 24. B |
| 5. A | 15. B | 25. B |
| 6. D | 16. A | |
| 7. B | 17. A | |
| 8. A | 18. D | |
| 9. C | 19. B | |
| 10. C | 20. C | |

APPENDIX X

Key Answer Of The Second Test

1. A	11. A	21. A
2. D	12. B	22. A
3. D	13. B	23. D
4. D	14. C	24. B
5. C	15. B	25. B
6. B	16. B	
7. B	17. C	
8. C	18. C	
9. A	19. B	
10. A	20. C	

APPENDIX VII

STUDENTS' VOCABULARY OF THE FIRST TEST

No.	The Initial of Students' Name	Countable Noun (6)	Uncountable Noun (6)	Concrete Noun (6)	Abstract Noun (7)	Test Score
1.	DNH	5	4	4	6	76*
2.	DH	3	4	3	6	64
3.	FJ	6	5	6	4	84*
4.	GARS	5	4	4	4	68
5.	KHI	5	3	6	5	76*
6.	MFH	5	4	4	3	64
7.	MR	4	4	5	4	68
8.	MSY	6	3	4	4	68
9.	NNH	6	4	4	4	72
10.	RS	5	4	5	5	76*
11.	RMD	5	4	5	4	72
12.	RAH	5	5	4	6	80*
13.	RYS	4	5	5	4	72
14.	SF	5	6	5	5	84*
15.	SWL	4	6	5	5	80*
16.	SYN	4	4	3	5	64
17.	USN	5	5	6	4	80*
18.	VSL	5	4	5	4	72
19.	WZ	5	3	6	4	72
20.	WY	5	4	4	4	68
21.	YAS	5	4	5	5	76*
Total	N = 21	SUM				1536
MEAN SCORE						73.1
PERCENTAGE						

The students who passed the Minimum Mastery Criterion (KKM) = 75

The Researcher calculated the score by using the following formula:

- a. The mean score

$$\text{formula: } X = \frac{\sum \bar{x}}{N} \times 100\%$$

Where:

X : the mean of the students

$\sum x$: the total score

N : the number of the students

Where:

$$\text{formula: } M = \frac{\sum FX}{N}$$

$$M = \frac{1536}{21}$$

$$M = 73.1$$

- b. Percentage of students got score above 75:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{9}{21} \times 100\%$$

$$P = 42.85\%$$

APPENDIX IV

OBSERVATION SHEET STUDENTS ACTIVE IN TEACHING LEARNING PROCESS CLASS ACTION RESEACH

Subject Matter : English

Class/Semester : VII³ / The first semester

Day/Data of :Thursday/ 05 November 2015

Cycle/Meeting : Cycle 1/ The First Meeting

No	Activities	Students																					Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
1.	Students active to write learning material	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	✓	✓	✓	-	✓	19
2.	Students have motivation when learning vocabulary by using word square	✓	✓	✓	-	✓	-	-	✓	✓	✓	✓	✓	✓	✓	✓	-	✓	-	✓	✓	✓	16

[illegible]

10.	Students are noisy													✓					✓		✓		3
-----	--------------------	--	--	--	--	--	--	--	--	--	--	--	--	---	--	--	--	--	---	--	---	--	---

APPENDIX IV

OBSERVATION SHEET STUDENTS ACTIVE IN TEACHING LEARNING PROCESS CLASS ACTION RESEACH

Subject Matter : English

Class/Semester : VII³ / The first semester

Day/Data of :Friday / 06 November 2015

Cycle/Meeting : Cycle 1/ The Second Meeting

No	Activities	Students																					Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
1.	Students active to write learning material	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	✓	-	✓	✓	✓	19
2.	Students have motivation when learning vocabulary by using word square	✓	✓	✓	-	✓	✓	✓	✓	✓	✓	-	✓	✓	✓	✓	-	✓	-	✓	✓	-	16

[illegible]

10.	Students are noisy												✓						✓		2
-----	--------------------	--	--	--	--	--	--	--	--	--	--	--	---	--	--	--	--	--	---	--	---

APPENDIX IV

OBSERVATION SHEET STUDENTS ACTIVE IN TEACHING LEARNING PROCESS CLASS ACTION RESEACH

Subject Matter : English
Class/Semester : VII³ / The first semester
Day/Data of :Thursday / 12 November 2015
Cycle/Meeting : Cycle 2/ The ThirdMeeting

No	Activities	Students																					Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
1.	Students active to write learning material	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	✓	✓	✓	20
2.	Students have motivation when learning vocabulary by using word square	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	✓	-	✓	✓	✓	19

[illegible]

10.	Students are noisy												✓						✓		2
-----	--------------------	--	--	--	--	--	--	--	--	--	--	--	---	--	--	--	--	--	---	--	---

APPENDIX IV

OBSERVATION SHEET STUDENTS ACTIVE IN TEACHING LEARNING PROCESS CLASS ACTION RESEACH

Subject Matter : English

Class/Semester : VII³ / The first semester

Day/Data of :Friday / 13 November 2015

Cycle/Meeting : Cycle 2/ The FourthMeeting

No	Activities	Students																					Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
1.	Students active to write learning material	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	21
2.	Students have motivation when learning vocabulary by using word square	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	✓	✓	✓	✓	✓	20

[illegible]

[illegible]

APPINDIX 2

TEST FOR CYCLE I

Nama :

Class :

Petunjuk:

1. Bacalah pertanyaan berikut dengan seksama!
2. Apabila pertanyaan kurang jelas tanyakan langsung pada pengawas
3. Bulatilah salah satu (a, b, c, atau d)
4. Bulatilah jawaban yang menurut anda benar

Question:

1. The English of *Jilbab* is?
a. Head c. Veil
b. Dress d. Shoes
2. What is English of *Dinding* is?
a. Wall c. Broom
b. Floor d. Room
3. Man, sister, girl, boy, son, are included in noun?
a. Countable noun c. Abstract Noun
b. Uncountable noun d. Not noun
4. What the English of *Cincinis* ...?
a. Nick c. Spectacles
b. Watch d. Ring
5. What is Indonesia of *Wallet* is....?
a. Dompet c. Koper
b. Taskecil d. Lemari
6. All of the words under are countable noun, *exception*?
a. Bag c. Lamp
b. Car d. Meat

7. What English of Rumput is...?
 - a. Chalk
 - b. Grass
 - c. Tree
 - d. Jungle
8. Chalk in Indonesia is....
 - a. Kapur
 - b. Rumput
 - c. Keju
 - d. Penghapus
9. What the meaning of flour is....?
 - a. Keju
 - b. Lantai
 - c. Tepung
 - d. Roti
10. What English of Solar is....?
 - a. Solar oil
 - b. Salt
 - c. Gasoline
 - d. Flour
11. All of the words under are uncountable noun, *exception*?
 - a. Salt
 - b. Cheese
 - c. Bread
 - d. Spoon
12. My mother makes the cake from?
 - a. Butter
 - b. Bread
 - c. Flour
 - d. Oil
13. The meaning of Idol is...?
 - a. Bangunan
 - b. Patung
 - c. Jembatan
 - d. Taman bermain
14. Jembatan in English is....?
 - a. Building
 - b. Bridge
 - c. Stage
 - d. Zoo
15. Lion is noun?
 - a. Abstract noun
 - b. Concrete noun
 - c. Not noun
 - d. Uncountable noun
16. What is the meaning of Shirt is...?
 - a. Kemeja
 - b. Kaos
 - c. BajuDingin
 - d. Celanapendek
17. What is English of Kaos Kaki....?
 - a. Sock
 - b. Shoes
 - c. Clothes
 - d. Slipper
18. Fruits, animal, People, Plant are included in....?
 - a. Abstract noun
 - b. Just noun
 - c. Verb
 - d. Concrete Noun
19. What is English of Kecerdasan is?
 - a. Confidences
 - b. Intelligence
 - c. Agreement
 - d. Wisdom
20. What the meaning of Honesty ...?

- a. Kebohongan c. Kejujuran
 - b. Kebodohan d. Kepekaan
21. What the meaning of Joy?
- a. Kegembiraan c. Kebahagiaaan
 - b. Kesehatan d. Penderitaan
22. What English of Kemerdekaan..?
- a. Freedom c. Riches
 - b. Agreement d. Power
23. Childhood is includes in?
- a. Abstract noun c. Concrete noun
 - b. Countable noun d. Abstract and Concrete noun
24. All of the wordsare concrete noun, *expection*?
- a. Apple c. House
 - b. Complaint d. Tree
25. Love, hate, hope, soul are includes in?
- a. Concrete noun c. Not noun
 - b. Abstract noun d. countable noun

Padangsidimpuan, Juli 2015

Guru Mata Pelejaran/As Collaborators

Peneliti

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APPENDIX VII

STUDENTS' VOCABULARY OF THE SECOND TEST

No.	The Initial of Students' Name	Countable Noun (6)	Uncountable Noun (6)	Concrete Noun (6)	Abstract Noun (7)	Test Score
1.	DNH	4	6	5	5	80*
2.	DH	3	6	5	4	72
3.	FJ	5	6	6	6	92*
4.	GARS	4	5	5	5	76*
5.	KHI	5	4	5	6	80*
6.	MFH	3	5	4	6	72
7.	MR	3	5	4	6	72
8.	MSY	4	4	5	5	72
9.	NNH	3	5	5	7	80*
10.	RS	4	5	5	6	80*
11.	RMD	6	3	4	6	76*
12.	RAH	4	5	6	6	84*
13.	RYS	4	5	5	6	80*
14.	SF	6	4	4	7	84*
15.	SWL	5	5	4	7	84*
16.	SYN	5	5	3	5	72
17.	USN	4	6	5	5	80*
18.	VSL	4	5	6	5	80*
19.	WZ	6	5	5	4	80*
20.	WY	4	5	4	6	76*
21.	YAS	5	6	5	4	80*
Total	N = 21	SUM				1652
MEAN SCORE						78.66
PERCENTAGE						

The students who passed the Minimum Mastery Criterion (KKM) = 75

The Researcher calculated the score by using the following formula:

- a. The mean score

$$\text{formula: } X = \frac{\sum \bar{x}}{N} \times 100\%$$

Where:

X : the mean of the students

$\sum x$: the total score

N : the number of the students

Where:

$$\text{formula: } M = \frac{\sum FX}{N}$$

$$M = \frac{1652}{21}$$

$$M = 78.66$$

- b. Percentage of students got score above 75:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{16}{21} \times 100\%$$

$$P = 76.19\%$$

APPENDIX V

Observation Sheet

Teacher activity in teaching learning process

Classroom Action Research

Subject Matter : English

Class : VII³

Day/ Date Of : Thursday/ 05 November 2015

Cycles/ meeting : Cycle 1/ The First Meeting

Observant : Nurhayati Siregar, S. Pd

No	Activities	Yes	No
1. Introduction	1. Teacher doing greeting	✓	
	2. Teacher checked students' present list	✓	
	3. Teacher give motivation	✓	
	4. Teacher explanation about how to teaching and learning by using word square and subject matter.	✓	
2. Content	1. Teacher Give the mterial about noun; countable noun and uncountable noun	✓	
	2. Teacher give the explanation about the differences of the countable noun, and uncountable noun	✓	
	3. Teacher gave word square card that will be answer of students	✓	
	4. Teacher draw the word square in the white board	✓	
3. Closing	1. Teacher gave conclusion	✓	
	2. Teacher asked students about learning material has been learned	✓	
	3. Teacher gave test		✓
	4. Teacher collected the students' test and analyzes the students' test		✓

APPENDIX V

Observation Sheet

Teacher activity in teaching learning process

Classroom Action Research

Subject Matter : English

Class : VII³

Day/ Date Of : Friday / 06 November 2015

Cycles/ meeting : Cycle 1/ The Second Meeting

Observant : Nurhayati Siregar, S. Pd

No	Activities	Yes	No
1. Introduction	1. Teacher doing greeting	✓	
	2. Teacher checked students' present list	✓	
	3. Teacher give motivation	✓	
	4. Teacher explanation about how to teaching and learning by using word square and subject matter.	✓	
2. Content	1. Teacher Give the material about noun; concrete noun and anstract noun	✓	
	2. Teacher give the explanation about the differences of the concrete noun, and abstract noun	✓	
	3. Teacher gave word square card that will be answer of students	✓	
	4. Teacher draw the word square in the white board	✓	
3. Closing	1. Teacher gave conclusion	✓	
	2. Teacher asked students about learning material has been learned	✓	
	3. Teacher gave test	✓	
	4. Teacher collected the students' test and analyzes the students' test	✓	

APPENDIX V

Observation Sheet

Teacher activity in teaching learning process

Classroom Action Research

Subject Matter : English

Class : VII³

Day/ Date Of : Thursday / 12 November 2015

Cycles/ meeting : Cycle 2/ The Third Meeting

Observant : Nurhayati Siregar, S. Pd

No	Activities	Yes	No
1. Introduction	1. Teacher doing greeting	✓	
	2. Teacher checked students' present list	✓	
	3. Teacher give motivation	✓	
	4. Teacher explanation about how to teaching and learning by using word square and subject matter.	✓	
2. Content	1. Teacher Give the mterial about noun; countable noun and uncountable noun, concrete noun and abstract noun.	✓	
	2. Teacher give the explanation about the differences of the countable noun, and uncountable noun, concrete noun and abstract noun.	✓	
	3. Teacher gave word square card that will be answer of students	✓	
	4. Teacher draw the word square in the white board	✓	
3. Closing	1. Teacher gave conclusion	✓	
	2. Teacher asked students about learning material has been learned	✓	
	3. Teacher gave test		✓
	4. Teacher collected the students' test and analyzes the students' test		✓

APPENDIX V

Observation Sheet

Teacher activity in teaching learning process

Classroom Action Research

Subject Matter : English

Class : VII³

Day/ Date Of : Friday / 13 November 2015

Cycles/ meeting : Cycle 2/ The Fourth Meeting

Observant : Nurhayati Siregar, S. Pd

No	Activities	Yes	No
1. Introduction	1. Teacher doing greeting	✓	
	2. Teacher checked students' present list	✓	
	3. Teacher give motivation	✓	
	4. Teacher explanation about how to teaching and learning by using word square and subject matter.	✓	
2. Content	1. Teacher Give the mterial about noun; countable noun and uncountable noun	✓	
	2. Teacher give the explanation about the differences of the countable noun, and uncountable noun	✓	
	3. Teacher gave word square card that will be answer of students	✓	
	4. Teacher draw the word square in the white board	✓	
3. Closing	1. Teacher gave conclusion	✓	
	2. Teacher asked students about learning material has been learned	✓	
	3. Teacher gave test	✓	
	4. Teacher collected the students' test and analyzes the students' test	✓	

APPENDIX X

Key Answer The First Test

- | | | |
|-------|-------|-------|
| 1. C | 11. D | 21. A |
| 2. A | 12. C | 22. A |
| 3. A | 13. B | 23. A |
| 4. D | 14. B | 24. B |
| 5. A | 15. B | 25. B |
| 6. D | 16. A | |
| 7. B | 17. A | |
| 8. A | 18. D | |
| 9. C | 19. B | |
| 10. C | 20. C | |

APPENDIX X

Key Answer Of The Second Test

1. A	11. A	21. A
2. D	12. B	22. A
3. D	13. B	23. D
4. D	14. C	24. B
5. C	15. B	25. B
6. B	16. B	
7. B	17. C	
8. C	18. C	
9. A	19. B	
10. A	20. C	

APPINDIX 4

TEST FOR CYCLE II

Nama :

Class :

Petunjuk:

1. Bacalah pertanyaan berikut dengan seksama!
2. Apabila pertanyaan kurang jelas tanyakan langsung pada pengawas
3. Bulatilah salah satu (a, b, c, atau d)
4. Bulatilah jawaban yang menurut anda benar

Question:

1. What is English of Selimut is..?
a. Blanket c. Bed
b. Pillow d. Bed sheet
2. What is the meaning of Fan...?
a. Lampu c. Rak
b. Kulkas d. Kipasangin
3. Letter is includes is..?
a. Uncountable noun c. Abstract Noun
b. Collective noun d. Countable noun
4. What the meaning of Spoon?
a. Piring c. Piso
b. Garpu d. Sendok
5. Finger includes is?
a. Abstract noun c. Countable noun
b. Uncountable noun d. Collective noun
6. All are countable noun, *exception*?
a. Letter c. Table
b. Iron d. Computer

7. Rain is includes in?
 - a. Countable noun c. Abstract noun
 - b. Uncountable noun d. Not noun
8. What the meaning of Tin..... ?
 - a. Emas (Countable noun) c. Timah (Uncountable noun)
 - b. Emas (Uncountable noun) d. Timah (Countable noun)
9. What the English of Darah?
 - a. Blood c. Oil
 - b. Ink d. Tear
10. Salt is uncountable noun", correct or wrong?
 - a. Correct c. Correct and wrong
 - b. Wrong d. All are correct
11. What the English of Api..?
 - a. Fire c. Air
 - b. Rain d. Sugar
12. What the meaning of Air..?
 - a. Air c. Api
 - b. Udar d. Minyak Tanah
13. Boy is includes in?
 - a. Abstract noun c. Animal
 - b. Concrete noun d. fruit
14. What the English of Pesawat?
 - a. Plan c. Plane
 - b. Air d. Fight
15. Sun is includes in?
 - a. Abstract noun c. Uncountable noun
 - b. Concrete noun d. Collective noun
16. What the meaning of stone?
 - a. Batu c. Besi
 - b. Baja d. Tanah
17. Hair is includes in?
 - a. Countable noun c. Concrete and abstract noun
 - b. Abstract noun d. Just verb
18. All of the words are concrete noun, *exception*?
 - a. Bird c. Flight
 - b. Lion d. Tiger

19. Classification in Indonesia is?
- a. Penggolongan (Concrete) c. Pengobatan (Abstract)
 - b. Penggolongan (Abstract) d. Pengobatan (Concrete)
20. What English of Penemuan?
- a. Find out c. Discovery
 - b. Wisdom d. Life
21. What the English of Kekayaan?
- a. Riches c. Life
 - b. Faith d. freedom
22. What the meaning of Connection?
- a. Hubungan c. Perdebatan
 - b. Persahabatan d. Perselisihan
23. All of the words under are abstract noun, *exception*?
- a. Love c. Hate
 - b. Hope d. Brain
24. What is English of Kebenaran?
- a. To the poin c. False
 - b. Truth d. Wrong
25. What the meaning of Obedience?
- a. Kemalasan c. kepandaian
 - b. Ketaatan d. keterampilan

Padangsidempuan, Juli 2015

Guru Mata Pelajaran/As Collaborators

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Table 6**The Result Difference score between cycle 1 and Cycle 2**

No	Students' Initial Name	Cycle 1 Firts Test (Y)	Cycle 2 Second Test (X)	D= X - Y	$\sum D = D - MD$	$\sum D^2$
1.	DNH	76*	80*	4	-1.52	2.31
2.	DH	64	72	8	2.48	6.15
3.	FJ	84*	92*	8	2.48	6.15
4.	GARS	68	76*	8	2.48	6.15
5.	KHI	76*	80*	4	-1.52	2.31
6.	MFH	64	72	8	2.48	6.15
7.	MR	68	72	4	-1.52	2.31
8.	MSY	68	72	4	-1.52	2.31
9.	NNH	72	80*	8	2.48	6.15
10.	RS	76*	80*	4	-1.52	2.31
11.	RMD	72	76*	4	-1.52	2.31
12.	RAH	80*	84*	4	-1.52	2.31
13.	RYS	72	80*	8	2.48	6.15
14.	SF	84*	84*	0	-5.52	30.47
15.	SWL	80*	84*	4	-1.52	2.31
16.	SYN	64	72	8	2.48	6.15
17.	USN	80*	80*	0	-5.52	30.47
18.	VSL	72	80*	8	2.48	6.15
19.	WZ	72	80*	8	2.48	6.15
20.	WY	68	76*	8	2.48	6.15
21.	YAS	76*	80*	4	-1.52	2.31
	Total/N	1536/21	1652/21	116/21	-0.08/21	143.23/21
	Mean	73.1	M=78.6	$M_D = 5.52$	$\sum D = 0.0038$	$\sum D^2=6.82$

The students who passed the Minimum Mastery Criterion (KKM) = 75

To prove the significances, the researcher used t-test for samples less than 21 students,. The procedures of interpreting the data were

M_D = Mean of difference

$$M_D = \frac{\sum D}{N}$$

$$= \frac{0.0038}{21} = 0.00018$$

$\sum D$ = Number of difference score between second cycle and first cycle, $D = X - Y$

$N = 21$ Students

SD_D = Standar Deviation from the difference score between first test and second test.

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left[\frac{\sum D}{N} \right]^2}$$

$$SD_D = \sqrt{\frac{6.82}{21} - \left[\frac{0.0038^2}{21} \right]}$$

$$SD_D = \sqrt{0.3247619048 - 0.0000000327}$$

$$SD_D = \sqrt{0.3247618721}$$

$$SD_D = 0.570$$

SE_{MD} = Standar Error from mean of difference

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

$$SE_{MD} = \frac{0.570}{\sqrt{21-1}}$$

$$SE_{MD} = \frac{0.570}{\sqrt{20}}$$

$$SE_{MD} = \frac{0.570}{4.473}$$

$$SE_{MD} = 0.127$$

$$t_o = \frac{M_D}{SE_{MD}}$$

$$t_o = \frac{5.52}{0.127}$$

$$t_o = 43.46$$

$$\text{Degrees of freedom (df)} = N - 1 = 21 - 1 = 20$$

The calculation result of $t_o = 43.46$, t_{table} with $df = 20$, level of significance in t table 5 % is 2.086 it can be know that the result of t_o is bigger than t_t , it is $43.46 > 2.08$. Based on the result, it means that there is a significant improvement

between students' learning vocabulary process result in the first cycle and second cycle.

From analysis above the researcher concludes that the mean of first cycle and second cycle is a significantly difference, where mean of second cycle (78,66/76,19%) is greater than first cycle (73,1/42,85%). It shows that "Word Square Modeling improved students' vocabulary mastery at grade VII of SMP Negeri 5 Padangsidempuan".

APPENDIX VIII

Students' vocabulary score the first test and the second test

No.	The Initial of Students' name	Sore test 1	Score test 2
1.	DNH	76*	80*
2.	DH	64	72
3.	FJ	84*	92*
4.	GARS	68	76*
5.	KHI	76*	80*
6.	MFH	64	72
7.	MR	68	72
8.	MSY	68	72
9.	NNH	72	80*
10.	RS	76*	80*
11.	RMD	72	76*
12.	RAH	80*	84*
13.	RYS	72	80*
14.	SF	84*	84*
15.	SWL	80*	84*
16.	SYN	64	72
17.	USN	80*	80*
18.	VSL	72	80*
19.	WZ	72	80*
20.	WY	68	76*
21.	YAS	76*	80*
SUM		1536	1652
MEAN SCORE		73.1	78.66
PERCENTAGE		42.85%	76.19%

The students who passed the Minimum Mastery Criterion (KKM) = 75

APPENDIX VI

Nama : Fitria Jelita

Kelas : VII³

List of Interview

A. Interview to the students before action

1. Apakah adik menyukai pelajaran bahasa Inggris

(Do you like English?)

Answer : Ya

Why : Karena belajar bahasa Inggris itu menyenangkan

2. Sudah berapa kosa kata yang adik dapat sampai sekarang?

(How many vocabularies have you got until now?)

Answer: kurang lebih 160 kosa kota

3. Apakah adik mendapatkan kesulitan dalam mempelajari kosa kata bahasa Inggris?

(Do you have difficulties in learning Vocabulary?)

Answer: Tidak

Why : karena sudah dipelajari

4. Apa yang membuat adik merasa sulit dalam belajar atau mengingat kosa kata bahasa Inggris?

(What are the factors that make you feel difficulty in learning?)

Answer: tidak ada

5. Apakah adik merasa bosan belajar kosa kata bahasa inggris hanya dengan menghafal?

(do you feel boring when you learning vocabulary just with memorize?)

Answer: tidak

6. Apakah adik usahakan untuk selalu bersemangat dalam belajar vocabulary?

(what is your solution to be conscious in learning vocabulary?)

Answer: Ya

7. Apakah adik bisa membedakan kata benda yang dapat dihitung dengan kata benda yang tidak dapat dihitung?
(do you can different between countable noun and uncountable noun vocabulary?)

Answer : ya

8. Apakah adik dapat membedakan kata benda yang nyata dan tidak nyata?
(do you can different concrete noun and abstract noun vocabulary?)

Answer : ya

APPENDIX VI

Nama : Risna mintaitu daulay

Kelas : VII³

List of Interview

A. Interview to the students before action

1. Apakah adik menyukai pelajaran bahasa Inggris

(Do you like English?)

Answer : Ya

Why : Karena menyenangkan

2. Sudah berapa kosa kata yang adik dapat sampai sekarang?

(How many vocabularies have you got until now?)

Answer: Banyak

3. Apakah adik mendapatkan kesulitan dalam mempelajari kosa kata bahasa Inggris?

(Do you have difficulties in learning Vocabulary?)

Answer: Lumayan,

Why : Kadang susah kadang mudah

4. Apa yang membuat adik merasa sulit dalam belajar atau mengingat kosa kata bahasa Inggris?

(What are the factors that make you feel difficulty in learning?)

Answer: Kadang susah kadang mudah

5. Apakah adik merasa bosan belajar kosa kata bahasa Inggris hanya dengan menghafal?

(do you feel boring when you learning vocabulary just with memorize?)

Answer: tidak

6. Apakah adik usahakan untuk selalu bersemangat dalam belajar vocabulary?

(what is your solution to be conscious in learning vocabulary?)

Answer: Ya

7. Apakah adik bisa membedakan kata benda yang dapat dihitung dengan kata benda yang tidak dapat dihitung?
(do you can different between countable noun and uncountable noun vocabulary?)

Answer : ya

8. Apakah adik dapat membedakan kata benda yang nyata dan tidak nyata?
(do you can different concrete noun and abstract noun vocabulary?)

Answer : ya

APPENDIX VI

Nama : Rizki Amelia Hasibuan

Kelas : VII³

List of Interview

A. Interview to the students before action

1. Apakah adik menyukai pelajaran bahasa Inggris

(Do you like English?)

Answer : Ya

Why : Karena menyenangkan

2. Sudah berapa kosa kata yang adik dapat sampai sekarang?

(How many vocabularies have you got until now?)

Answer: kurang lebih 150 kosa kota

3. Apakah adik mendapatkan kesulitan dalam mempelajari kosa kata bahasa Inggris?

(Do you have difficulties in learning Vocabulary?)

Answer: Ya

Why : Cara penulisannya

4. Apa yang membuat adik merasa sulit dalam belajar atau mengingat kosa kata bahasa Inggris?

(What are the factors that make you feel difficulty in learning?)

Answer: Cara pengucapannya

5. Apakah adik merasa bosan belajar kosa kata bahasa inggris hanya dengan menghafal?

(do you feel boring when you learning vocabulary just with memorize?)

Answer: tidak

6. Apakah adik usahakan untuk selalu bersemangat dalam belajar vocabulary?

(what is your solution to be conscious in learning vocabulary?)

Answer: Ya

7. Apakah adik bisa membedakan kata benda yang dapat dihitung dengan kata benda yang tidak dapat dihitung?
(do you can different between countable noun and uncountable noun vocabulary?)

Answer : Bisa

8. Apakah adik dapat membedakan kata benda yang nyata dan tidak nyata?
(do you can different concrete noun and abstract noun vocabulary?)

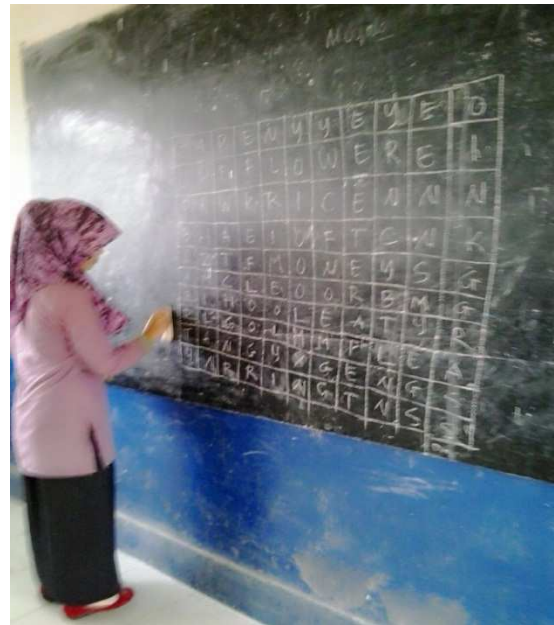
Answer : Bisa

APPENDIX IX

The First Cycle



Teacher was explained subject matter



Teacher drew word square



Students' hatching word square



Co- Teacher observe teacher activities

The Second Cycle



Teacher was explaining the material



Teacher was monitoring students' activities



Students were doing evaluation



Teacher was giving quiz for students