



**IMPROVING STUDENTS' VOCABULARY MASTERY  
BY USING WORD SQUARE TECHNIQUE  
AT GRADE VII SMP NEGERI I BATANG ANGKOLA**

**A THESIS**

*Submitted to the State Institute for Islamic Studies Padangsidempuan  
as Partial Fulfillment of the Requirement for the Degree  
of Islamic Educational Scholar (S.Pd.I) English*

**WRITTEN BY:**

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**TARBIYAH AND TEACHER TRAINING FACULTY  
INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

**2015**



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of Islamic Educational Scholar (S.Pd.I) in English*

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Appendix : 7 (Five) exemplars

To:  
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*Assalamu 'alaikum Wr. Wb.*

After Reading, studying, and giving advices for necessary revises on thesis belongs to Mahda Sari Bulan, entitle "**Improving Students' Vocabulary Mastery by Using Word Square Technique at VII SMP Negeri I Batang Angkola**". We assume that the thesis has been acceptable to complete and fulfill the requirement to fulfill for the degree of Islamic Educational (S.Pd.I), in English Department 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 English Department Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan.

Thank you.

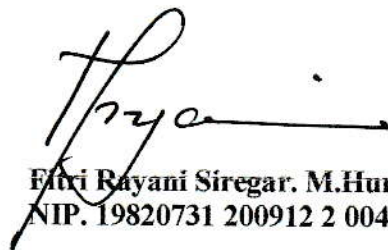
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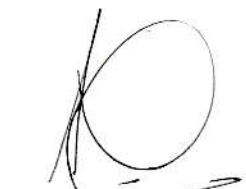
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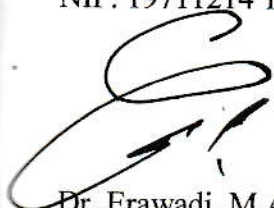
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### **ABSTRACT**

This thesis was about the Improving Students' Vocabulary Mastery by Using Word Square technique at Grade VII SMP Negeri I BatangAngkola. Most of students felt bored in studying English vocabulary by conventional technique that was given by their English teacher, it was by opening the dictionary technique. It made them tired and lazy to English study. The aim of this research is: To find whether word square technique could improve students' vocabulary mastery at grade VII SMP Negeri I BatangAngkola.

To solve the problem, the researcher conducted classroom action research, by implementing the Kemmis design. The researcher applied fourth tests and two cycles and four steps in this research. They are planning action, action, observation and reflection. The participant of this research was one class consisted of 28 students and their English teacher. The researcher used vocabulary tests as the instruments for collecting the data, observation sheet and interview.

Based on the research result, showed that the students' vocabulary mastery, mean score of the students' vocabulary mastery in the first cycle was 58.39 and 71.60. Then, the second cycle was 75.89 and 85.71. Therefore, the mean score in the second cycle was higher than the first cycle. In the first cycle was categorized into enough category and the second cycle was categorized into very good category. The data from observation sheet indicated that the students got improvement. It indicated that the application of word square technique improved students' vocabulary mastery. Based on the hypothesis of the research word square technique could improve students' vocabulary mastery at SMP N I BatangAngkola.

## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First of all, I would like to say thank you to Allah SWT, who has given me time and healthy in writing and finishing this thesis. Next, I do not forget to send Shalawat to the Prophet Muhammad SAW who has brought the followers from the darkness into the lightness.

In finishing this thesis, I got a lot of advices, suggestions, and aids from the following;

1. Eka Sustri Harida, MPd., as the advisor who has helped, supported and suggested me to finish this thesis. May God bless Her.
2. Fitri Rayani Siregar, M.Hum., as the Co- advisor who has given much suggestions and helps in writing this thesis.
3. Mrs. Hj. Zulhimma, S.Ag., M.Pd., the Dean of Tarbiyah and Teacher Training Faculty
4. Mrs. Rayendriani Fahmei Lubis, M.Ag., the Leader of English Education Department.
5. Nursyaidah, M. Pd., as my advisor academic.
6. All lecturers of IAIN Padangsidempuan who have given much, much and much knowledge during I studied in this beloved institute.
7. IAIN Padangsidempuan Librarian (Yusri Fahmi, S.Ag., S.S., M.Hum) for their cooperative and permission to use their books.

8. The head Master, the principal and all teachers of SMP Negeri I Batang Angkola
9. The exclusive thanks for lovely families that always support me in everything, who always give their materials, prays, motivation, and moral encouragement to finish my study especially my beloved parent (Amron Lubis and Tirawan Siregar ) and my beloved brothers (Zulham Efendi Lubis and Azhari Efendi Lubis), and my young brother (Ade Suhendar Lubis)
10. My beloved best friends, Ros Cousin, Putri, Helli, Herlinda, Citra, Robiah, Adimah, Mega, Terri, Lena, Midah, Desy, Misbah sister, Adi, Juanda, Wanto, Rozak. Thanks for your help, patience and care to support me from starting to be the university student till finishing my thesis.
11. My entire friends in TBI- 2, good luck for you.
12. All the people in IAIN Padangsidempuan, who have helped me to finish my study that I cannot mention one by one.

My Allah, the Almighty bless them all, Amin. Finally, I realize that there must be some weaknesses in this thesis. Therefore, I welcome to all good and value critics that can improve this thesis.

Padangsidempuan, 03 May 2015

Researcher,

A handwritten signature in black ink, appearing to read 'Mahda Sari Bulan', written in a cursive style.

**MAHDA SARI BULAN**

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# CHAPTER I

## INTRODUCTION

### A. The Background of the Problems

Language is a universal and recognizable part of human behaviour and of the human faculties, perhaps one of the most essential to human life as we know it, and one of the most far-reaching of human capabilities in relation to the whole span of mankind's achievement. As Hornby Language is human and non-instinctive method of communicating ideas and desire by means of a system of sounds and sound symbols<sup>1</sup>. At the same time, language is intimately connected with society through its function, which is primarily that of communicating messages from individual to one or more others, not could human society exist without language. From explain above without the language human cannot develop and live was in this world.

As the international language, English is an interesting subject to be learned by many people especially who really wants to master English. The ability to use English of internationality as a way to be successful in many aspects of our life. English is one of the requirements in getting a job. In using English, not only focus on one skill such as speaking, but also listening, reading and writing. To master about the four skills, students must master about vocabulary too, because vocabulary is the most important in that skill. How students to

---

<sup>1</sup>A.S. Hornby, *Oxford Advanced Learner's Dictionary* (Oxford University Press, 1995), p. 135

students do not understand about speaker talking about, how students read if students do not understand about the text, and how to write if student haven't vocabulary to write. It is impossible, so students must master about vocabulary if students want to master English.

English Vocabulary teaching in junior high school includes four language skills that are speaking, listening, reading and, writing. These language skills can't be separated each other's, the implementation of these language skills in teaching English not complete without the vocabulary role because it is one of the elements supporting the language skills. Vocabulary is the collection of words that an individual knows"<sup>2</sup>.

Krashen says that "vocabulary is basic to communication, it is true that the mastering of vocabulary will affect the students' ability in four of language skills like listening, speaking, reading and writing"<sup>3</sup>. Students cannot speak or write more in English without knowing English Vocabulary, including how to share the meaning of speaker or from the text, when the students read English text and they don't know the meaning, so they cannot understand what the content is, in addition, they cannot interact well and give response to others.

---

<sup>2</sup>David Nunan, *Practical English Language Teaching* (New York: Mc Graw-Hill, 2003), p. 121

<sup>3</sup>D. Stephen Krashen and D. Tracy Terre, *Natural Approach Language Acquisition in the Classroom* (Pergamon Press: U.K, 1983), p.199.

The improving students' vocabulary mastery will help the students to be more understood and talent in teaching English. In addition, students are able to express anything what they want because one of the factors the students aren't confident to express or write something is lack of vocabulary. If many students can master vocabulary well, so it can help them to show their talent not only in the nation but also International world.

Allah said in Holy Qur'an (Al-Qur'an Sara Al-Baqharoh: 31-32)

صَدِّقِينَ كُنْتُمْ إِن يُهْتَدَى بِأَسْمَاءِ أَنْبِئُونِي فَقَالَ الْمَلَكُ عَلَى عَرَضِهِمْ ثُمَّ كُلُّهَا الْأَسْمَاءِ آدَمَ وَعَلَّمَ  
 الْحَكِيمُ الْعَلِيمُ أَنْتَ إِنَّا نَعْلَمُ مَا إِلَّا لَنَا عِلْمٌ لَا سُبْحَانَكَ قَالُوا

Means:”(31).And He taught Adam all the names, and then showed them to the angels, saying: Inform Me of the names of these, if ye are truthful. (32).They said: Be glorified! We have no knowledge saving that which talk hast taught us. Thou, only Thou, art the Knower, the Wise.<sup>4</sup>

So from the verse above,Allah tellsAdamallthe names of thingson this earthandAllahsentAdamto namethe object.The human aschildrenAdam, the human must knowallthe names of thingsin this earth, both in terms ofshape and type. Learningvocabularyis veryimportant ineveryday lifeandis amatterof vocabularyin English. By studying thevocabularystudentscan masterthe names of things. So, fromtheSara Al-baqarahabove,thehumanaskedthatmastery ofthe

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<sup>4</sup>Muhammad Muhsin Khan, *The Noble Qur'an in English Language*(Saudi Arabia:Islamic University Al-Munawara,1994),p.8

names of things in this earth is knowledge for both in education and in the life to come.

Based on interviewing of the English teacher in SMP N I BatangAngkola, it is known that students of SMP N I BatangAngkola not are interesting in studying English, the students are also lazy to study and they do not pay attention and enthusiasm to English subject when they studying, and then, the students have low to English especially in vocabulary mastery<sup>5</sup>. It is also known when the researcher did PPL (Praktek Pengalaman Lapangan) in SMP Negeri I BatangAngkola, the researcher gave the lesson items about vocabulary. Before start going the lesson, researcher gave test and the result of the test still have many mistakes, and after giving them the examples researcher give task again, but the answer of some students still have mistakes. Based on experienced in SMP N I BatangAngkola. The researcher has interested to do vocabulary research.

Teaching English isn't easy, especially for young learners, many teachers feel difficult to provide it more interesting, teachers must be creative to provide it to them, so that the students are more interesting to accept it. To make English teaching successful, many factors to be consider such as the teacher, the students, method, and teaching materials. Among those factors, there is a factor that also plays an important role in the result of teaching learning process is the

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<sup>5</sup>Nurbainah Siregar, English teacher at grade VII of SMP N I BatangAngkola, *Private interview*, (SMP N I BatangAngkola: April 21, 2014 at 09.35 a.m)

use of media or technique (teaching aids). Teaching aids or technique is a tool or instrument that helps teacher in teaching learning process in order to deliver a message or information from the teacher to the students, so that the students obtain the knowledge and skill. Problem learning in SMP N I Batang Angkola is lack of teaching method and the student lack to understand of the English material.

The techniques as games, songs, make a group are common use in teaching English especially as a means in improving the vocabulary mastery. So to find a solution for this problem, teachers have to make variation in teaching vocabulary and teachers must be creative and innovative in proving students' vocabulary mastery especially the characteristic of teaching, learning strategies and teachers perception of the teaching materials for teaching learning.

As known that now, the teacher concludes many various efforts and endeavors to be upgrade the quality of the students' ability in English such as: complete the school many various of strategies or techniques such as; Word Square, STADS, Jigsaw, Collaborative, Guessing Game, Songs so on, but all of them have not show the satisfy result.

Based on the fact, most English teachers always choose lecture technique as the general technique in teaching without trying to compare with the other technique and the other strategies. Probably, in order to improve the students' mastering on the vocabulary, applying word square are very

important because this technique explain to students not only to understanding the meaning of the word but also to applying what students was learned.

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<sup>6</sup>. So researcher used word square as technique to improve vocabulary mastery. Based on the explanation above, the researcher has conduct a research on titled: **IMPROVING STUDENTS' VOCABULARY MASTERY BY USING WORD SQUARE TECHNIQUE AT GRADE VII JUNIOR HIGH SCHOOL NEGERI I BATANG ANGKOLA.**

### **B. The Identification of Problems**

Many students are difficult to study vocabulary, because of two factors. There is internal and external factor. Internal factor is about student's motivation, student's interest, presents, etc. and external factor is about attitude students, curriculum of school, teacher, etc.

But some teachers choose lecture method as the general teaching process. So, in this case the researcher wants to teach vocabulary mastery by using Word Square as teaching technique process in teaching vocabulary mastery. The

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



problem of the research based on the above background was needed to be identifying in order to be characterizing they are:

1. Low students vocabulary mastery
2. Lack students' interest in learning English
3. Lack the teachers' techniques in teaching English vocabulary

### **C. The Focus of the Research**

The problem in this research has limited in order to make it specific. The problem limit as students vocabulary mastery by using word square technique at Junior High School Negeri I Batang Angkola. The researcher used word square to increase vocabulary mastery by grade VII. So classification of vocabulary is as part of speech, pronoun, verb, adverb, adjective, prepositions, conjunction, and interjection. So researcher was focus on noun, verb, and adverb, adjective.

### **D. The Formulation of the Problem**

To make the problem clearer in this research the researcher formulation the problem was "To what extend word square could improve the students' vocabulary mastery at grade VII Junior High School Negeri I Batang Angkola or not".

### **E. The Aim of the Research**

Based on the statement of the problem above, the researcher would like to present some objectives of writing this thesis was "To find whether word

square could improve the students' vocabulary mastery at grade VII Junior High School Negeri I BatangAngkola”

#### **F. The Significance of the Problems**

The significance of the research were:

##### 1. The Teacher

Teacher has important role in teaching learning process, they are expected be able to be good facilitator, so that the students can accept knowledge or information from material given. Without good skill and strategy, they can't convey the message well, they also have to prepare the material well and guide students to more understand and interesting especially in teaching vocabulary by Word Square.

##### 2. Further

To help the other researcher who was conduct further research in the same topic or technique.

#### **G. The Definition of the Key Terms**

##### 1. Improving

Improving is a verb that has made something or become better.<sup>7</sup> So improving is going through better work to reach something. Improving consists of three steps, doing work in a simple way with a great quality and correctly. Crossing these in a step by step process is called improving.

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<sup>7</sup>A. S. Hornby, *Op.Cit.*, p.598

## 2. Students

Students' is a person is studying at an university or collage or students is learner especially on the grade of elementary, junior, senior high school<sup>8</sup>.

## 3. Vocabulary

Vocabulary is a list or collection of words arranged in alphabetical order and explained; a dictionary or lexicon, either of a whole language, a Single work or author, a branch of science, or the like; a word-book<sup>9</sup>. Vocabulary is one of the important factors in all language teaching, student must continually learn words as they learn structure and practice sound system language.<sup>10</sup>

## 4. Mastery

The word "master" as adjective in oxford learner's pocket dictionary means very skilled at job mentioned. So, word "mastery" as noun is a skill.<sup>11</sup>

## 5. Word Square

Word Square is a square made of letters so arranged that they spell the same words in the same order horizontally and vertically.<sup>12</sup>

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<sup>8</sup>Tim PenyusunKamusPusatBahasa, *KamusBesarBahasa Indonesia* (Jakarta: Balai Pustaka,2005), p.1077

<sup>9</sup>Soegono,Retrievedfrom <http://www.brainyquote.com/words/vo/vocabulary237882.html>, on Monday/07/April/2014 at 09.10 p .m)

<sup>10</sup>Tim penyusunpusatkamusbahasa, *Op., Cit.*p.1212

<sup>11</sup>Slamet Riyanto, *A Complete Grammar for TOEFL Preparation*(Yogyakarta: Pustaka Pelajar,2009), p. 42

<sup>12</sup>Sutyono, Retrieved from [http://en.wikipedia.org/wiki/Word\\_square](http://en.wikipedia.org/wiki/Word_square),on Monday/07/April/2014at 09.20 p. m)

#### 6. Seventh Grade student

People who study in school especially in junior high school Negeri I Batang Angkola.

#### 7. Technique

A strategy it that helps teacher in teaching learning process to deliver a message or information for students<sup>13</sup>

#### 8. SMP Negeri I BatangAngkola

It is on place where this thesis was conducted inMandailing Km 17,5. KelSigalangan.

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

This research was divided into five chapters:

Chapter I was an Introduction include background of the problem, the identification of the problem, the focus of the problem, the formulation of the problem, the aims of the problem, the significances of the problem, the definition of the key terms.

Chapter II was a Theoretical description that consists of definition of vocabulary, types of vocabulary, kinds of vocabulary, important of learning vocabulary, principle of teaching vocabulary, definition of word square, kinds of word square, forms of vocabulary, advantages and disadvantages of vocabulary and hypothesis.

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<sup>13</sup>,AzharArsyad,*Media Pembelajaran*,(Jakarta:PT Raja Grafindo Persada,2002),p. 79

Chapter III was Methodology of the Research dealing with types of research, instrument, technique of collecting data and technique of data analysis.

Chapter IV was presents Description of the result research, Result of The research, and the comparative result. Chapter V gives the conclusion of the research and suggestion.

### **I. The Indicators of the Action**

Action research is any systematic inquiry conducted by teachers' researchers, principals, school counselor or other stakeholders in the teaching learning environment to gather information about the ways that their particular schools operate how they teach, and how well their students learn. This information was gathered with the goals of gaining insight, developing reflective practice, effecting positive changes in the school environment out tomes and the lives of those involved.<sup>14</sup>

Action means the activities that would be done. The researcher made the teaching program; lesson plan about word square that was used to teach vocabulary to improve students' vocabulary mastery till the end of the actions had been done. In this research, the researcher collaborated with the teacher to become team work who work together to solve the students' problem in increasing students' vocabulary mastery.

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<sup>14</sup>Mills.EG Geoffrey. Action Research a guide for the Teacher Researcher (New Jersey: Prentice Hall,2000), p. 6

In the first cycle students was give individual test at first meeting with picture description after thatstudents search names of picture in the table word square. At the second meeting students make a pair test with essay test form after that student's search them answer in the table word square. Second cycle students make some groups of test with multiple choose test by table.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. THEORETICAL DESCRIPTION

In conducting a research, theories are needed to explain some concept or terms applied in research. The terms are as follow:

##### 1. Vocabulary

###### a. The Definition of Vocabulary

Vocabulary is important part of the language. People can't understand something without knowing the meaning first and it can be constructed from knowing word by word. Vocabulary is one of the most obvious components of language one of the first things applied linguistic turned their attention. Vocabulary is groups of word should be learned as units. According Shirly Burnidge says "vocabulary is all the words in language list of words in lesson or books, all the word that one person knows<sup>1</sup>". From new words they can construct the new meaning and help them to enrich their vocabulary.

From previous definition, it is known that vocabulary is important for writing, reading and speaking successfully where participant need to negotiate meaning express in idea, feeling and information and are able to

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<sup>1</sup>Shirly Burnidge, *Oxford Basic English Dictioanary*(New York: Oxford University Press,1981),p.447

manage into a good order the component of speaking, pronunciation, grammar, vocabulary, fluency and comprehension.

The principle of learning English language is to enable the students to communicate with other people. How they communicate in English well if they do not have any adequate number of vocabulary. Vocabulary is basic skill to communication.<sup>2</sup> It is true that the mastery of vocabulary will affect the students' ability in four of language skills like listening, speaking, reading and writing.

Vocabulary is one aspect should be owned by every student's to make them understand and master in English vocabulary. According to Cameron "Vocabulary is central to the learning of a foreign language at primary level"<sup>3</sup>. Vocabulary will help students to solve their problems because when the students learn a foreign language needed that is to have many vocabularies to understand something either in text or oral. There is total number of word which make up language A.S. Hornby said that, "Vocabulary is a very important part of English language, one can construct some words to make sentences and for communication with other

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<sup>2</sup>David L. Shepherd, *Vocabulary Meaning and Word Analysis, Comprehension High School Reading Methods* (USA: Bell and Howel Company, Co, 1973).p. 39

<sup>3</sup>Cameron, Lynne, *Teaching Languages to Young Learners* (United Kingdom: University Press, 2001), p.72



people and reading text”<sup>4</sup>. Vocabulary is word or words that should be mastery by someone, which are use by group of people in an environment.

In learning vocabulary can to influence to master of students, the students were understood about the word to other. According to Elgort “vocabulary is subconsciously and fluency available for us, and has entered into lexical relationship with other words. When new vocabulary is being introduced and practiced, there is a good opportunity for the general revision of structure and pronunciation”<sup>5</sup>. According to Kathleen T. Mcworter can be one of your strongest assets or one of your greatest liabilities”<sup>6</sup>. Vocabulary is defines and describes you by revealing a great deal about your level of education and experience.

Besides the definition above, there are some definitions of vocabulary it is the function learning this material just not to mastery and knowledge by word or word of meaning although vocabulary can to extend students’ mastery when the students read, write, speak, or listening.

According Broadly “Vocabulary knowledge is; of a word not only implies a definition but also implies how that word fits into the world”<sup>7</sup>.

Vocabulary doesn’t only consist of some words that can be memorize

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<sup>4</sup> A.S. Hornby, *Oxford Advanced learner’s Dictionary*(Oxford University Press,1995), p.133

<sup>5</sup>John Haycraft, an *Introduction to English Language Teaching*(London Group Limited,1978).p.50

<sup>6</sup>Kathleen T.McWhorter,*Efficient and Flexible Reading* (Harper Collins Publishers,1992). p. 324

<sup>7</sup>Broadly,Retrieved from “Reading Rocket”(http://www.readingrocket.org/teaching,on Sunday/25/may/2014,at 08.30.p.m).

easily, it's more complicated when the students read, write, speak or listen in English, they can't avoid the vocabularies because many new words will be found either on text or oral from material given so that they have to look for them first in dictionary to get the meaning.

Vocabulary is all content of word and vocabulary can say as alphabet, expressive, lexicon, phrase, and other. There are some definitions of Vocabularies.<sup>8</sup>

1. All the words of a language.
2. A list of words and often phrases, usually arranged alphabetically and defined or translated; a lexicon or glossary.
3. A supply of expressive means; a repertoire of communication: a dancer's vocabulary of movement.

From definitions above, vocabulary has the important role in English learning process. In fact if the students are lack of vocabulary or their vocabulary limit so they feel difficult to accept English learning and can't express their idea to communicate well, as teacher has to know those problems so that she/he can help them to improve their vocabulary.

As explained above, alphabet vocabularies mastery can influence their study and communication, so the students can't deny it that they need vocabulary to help them either their communication or studying.

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<sup>8</sup>John J. Pikulski, "Vocabulary" Retrieved from (<http://www.yourdictionary.com/vocabulary>, on Sunday/25/May/2014, at 10.05.p.m)

## b. The Kinds of Vocabulary

In vocabulary, of course vocabularies have kinds that aim to explain this vocabulary as variation study actually from kinds and characteristic. Here students must know and understand what the kinds vocabulary. So the kinds of vocabulary as follow:<sup>9</sup>

### 1. Reading Vocabulary

A literate person's reading vocabulary is all the words he or she can recognize when reading. This is generally the largest type of vocabulary simply because a reader tends to be exposed to more words by reading than by listening.

### 2. Listening Vocabulary

A person's listening vocabulary is all the words he or she can recognize when listening to speech. People may still understand words they were not exposed to before using cues such as tone, gestures, the topic of discussion and the social context of the conversation.

### 3. Writing Vocabulary

Words are used in various forms of writing from formal essays to twitter feeds. Many written words do not commonly appear in speech. Writers generally use a limited set of words when communicating.

### 4. Speaking Vocabulary

A person's speaking vocabulary is all the words he or she uses in speech. It is likely to be a subset of the listening vocabulary. Due to the spontaneous nature of speech, words are often misused. This misuse though slight and unintentional may be compensated by facial expressions, tone of voice, or hand gestures.

From explains above, all kinds of vocabulary was to improve students' vocabulary. Reading, speaking, writing, and listening can to him recognize when those terms to do. In this all kinds researcher was

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<sup>9</sup> Michael McCarthy and Felicity O'Dell, *English Vocabulary in Use Upper-Intermediate & Advance* (Jakarta: PT Gelora Aksara Pratama, 2001). p.10

used writing vocabulary and reading vocabulary in learning vocabulary by using word square.

### c. Vocabulary Building

Learning vocabulary is an important of all these tips is these prioritize students' vocabulary building. Vocabulary building is a like bodybuilding-something to be done every day unless the wants to get right back to the starting points. In their daily schedule, all of one hour in the early morning for new words, and that's it as students advance in their study of the foreign language, they must continue to build their vocabularies, some helpful techniques of vocabulary expansion are given in this section<sup>10</sup>.

Learning a lot of new vocabulary is an important thing to communicate using English. However, as most of you may be aware, it can also be a boring thing.<sup>11</sup> Some tips on vocabulary building as follow:

#### a. See, Cover, Guess, Check

This is the way to learn vocabulary as applied to children. You can make it more interesting by using a variety of colors. For example, by making a list of words like this, by using

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<sup>10</sup>IKIP, *Approach Methods and Techniques Used in Teaching Listening, Pattern Practice, Vocabulary, Reading, Writing* (Medan:1983).p.63

<sup>11</sup>Aim, "Tips Untuk Belajar Bahasa Inggris" Retrieved from (<http://aimjakarta.com/tip-untuk-belajar-kosa-kata-bahasa-inggris> on October 08 2014 at 02.30 a. m)

different color alternated from top to bottom and make sure that each line stands out.

b. Patch Notes (Post-Its)

Find as many words or phrases you want to learn. Write each word or phrase on a sticky note and, if you can, include pictures that can help you visualize the word or phrase. Attach your notes around the house or office; at the usual places you see every day (at the door, near the light switch, close calls, in addition to a computer, or even in the cookie jar). Every time you see one of your notes, say the words that you have written. Do this all the time. Then after a few days, replace it with other words. This method is a very effective learning strategy for some people.

c. flashcards

This method is the method of choice for those who are learning the language. Usually colored blank cards are combined into one by using a ring. The trick is easy. Write the English word on one side and the translation in Indonesian on the other side. Write as much as possible in accordance.

d. Record your voice

Voice recorder found in almost every type of computer or mobile phone can help you learn new vocabulary with very easy and comfortable. Record your

voicewhen pronouncingEnglish vocabulary, followed byits translationinIndonesian. Youcanusethis recordingas a flashcardvoiced'; presspauseaftereachwordof English andguessthe meaning inIndonesian.

Based explain above, the researcher take a conclusion about the tips. The tips above can helpful to increasing vocabulary mastery students. It is a easy way to understanding.

#### **d. The Classifications of Vocabulary**

In vocabulary material of course consist from part of speech such as nouns, pronouns, verbs, adjectives, prepositions, conjunctions, and interjections, in classification the words, categorizad them as follows:<sup>12</sup>. So from classification above researcher wasfocused on noun, adjective, verb, and adverb

##### 1. Noun

Martin says “noun is a word use as the name a person, place, and thing”.<sup>13</sup> Then, Marcella Frank says “Noun is one of the mast important part of speech. It is arrangement with the verb help to farm the sentences. In addition it may function as the or head word in many structure”<sup>14</sup>.

Then Rodney and Geoffrey say, “Noun is a grammatically distinct category of words which includes those denoting all kinds of physical

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<sup>12</sup>FikaMun, Warib.*Complete English Grammar*(PT:Apollo Surabaya, 1991), p.61-155

<sup>13</sup>*Ibid.*,p, 156

<sup>14</sup>Marcella Frank, *Modern English*(New York: Prentice Hall, 1972), p. 47

objects, such as persons, animals and inanimate objects”.<sup>15</sup> According Sharon Shorenson, noun is the name of a person, place, or thing. Example; *Working* in the *office* is fun for *Jay*. (*Working* is the name of a thing; *office* are the name of a place; and *Jay* is the name of a person).<sup>16</sup> Noun is a word to use for namely to noun or thing.

**Table 1 Noun List**

No	Word	Class	Sentence
1	Book	Noun	This is a book
2	Pencil	Noun	This is a pencil
3	Rule	Noun	This is my rule
4	Boy	Noun	I saw the boy in the park
5	IAIN	Noun	She is studying in IAIN
6	Silver	Noun	I found the silver

## 2. Verb

Satrio Nugroho says “verbis subject to shows a profession behavior or daily”.<sup>17</sup> Then, Jayanti Daksina Murty says “The verb follows subject in a declarative sentence, it generally shows the action

<sup>15</sup>Geoffrey K. Pullum and Rodney Huddleston, *A Students' Introduction English Grammar* (Cambridge: University Press, 2007), p.83.

<sup>16</sup>Sharon shorenson, *Webster's New World Student Writing Handbook* (USA: Wiley Publishing, 2010)p.404.

<sup>17</sup>Satria Nugroho, *Complete English Grammar* (Surabaya: Kartika, 2003), p. 168

of the sentence and the sentence must have a verb”.<sup>18</sup> A verb is a word that tells or asserts something about a person or thing. Verb is described as a word which is used to indicate an action, a state of being of existence or possession.<sup>19</sup>

From the statements above, the writer conclude that verb is the verb is most complete part of speech is use to help making statement, asking question or delivering commands. Verb is to a indicate names, action, measures, activity and can to show form (state of being).

**Table 3. Verb List**

No	Word	Class	Sentence
1	Cook	Verb	My mother cook rice
2	Read	Verb	I read a book
3	Play	Verb	The boys play football
4	Go	Verb	I go to school
5	Take Bath	Verb	I take bath

### 3. Adjective

Marsella Farnk says “Adjectives is a word well express the quality, quantity, number and point out the person or thing is regarded as an adjective”.<sup>20</sup> Then, Jon S.Hartanto seys “kata sifat adalah kata yang di gunakan untuk untuk memberi sifat pada kata

<sup>18</sup>JayantiDaksina Murthy, *Contemporary English Grammar* (New Delhi: Book Place, 2003), p. 86.

<sup>19</sup> Barbara and Dykes, *Op. Cit*, p. 41

<sup>20</sup>*Ibid.*, p. 49



benda”.<sup>21</sup> According Barbara and Dykes, the word ‘adjective’ is from Latin *ad jacerem* meaning ‘throw to’ or ‘add’. In the grammatical sense, this means to add the characteristics of something.<sup>22</sup>

From the statements above, the researcher concluded that adjective is a word used to add to the meaning of noun and to express the quality, quantity the person or thing. Adjective is a word that uses a thing of adjective or to namely such as color, adjective.

**Table 2 Adjective List**

No	Word	Class	Sentence
1	Red	Adj	This red book is mine
2	Beautiful	Adj	She is beautiful girl
3	Nice	Adj	Her is nice girl
4	Much	Adj	I have not much many
5	Cake	Adj	She makes a cake

#### 4. Adverb

Hotbin D. Lingga says “Adverb is a word use to add something to the meaning of a verb, and adjectives, or another adverb”.<sup>23</sup>

From the statements above, the researcher concludes that adverb is having function to give information about the meaning of a verb, and

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<sup>21</sup>John S.Hartanto, *Accurate, Brief and Clear English Grammar*(Surabaya: Indah Surabaya 2003),p.81

<sup>22</sup>Barbara and Dykes, *Grammar for Everyone*, (Australia: Acer Press,2007), p. 53

<sup>23</sup>Hotbin D. Linga, *Advance English Grammar for TOEFL*, (Jakarta: PuspaSwara, 2006), p. 84.

adjectives, or another adverb. Adverb is a word to explain verb, adjective, adverb, proposition, and conjunction.

**Table4.Adverb List**

No	Word	Class	Sentence
1	Always	Adverb	He always explain it
2	Tomorrow	Adverb	I will graduate tomorrow
3	Hard	Adverb	I must study hard
4	Quickly	Adverb	She can run quickly
5	Here	Adverb	She meet me here

#### **e. Teaching and Learning Vocabulary**

About those problems, they must think about the strategy use when they teach vocabulary, and they also must be brilliant as they give material that is suitable with their level so that if the students find the difficult words or new vocabulary in teaching English the teacher can help them.

##### **1. Teaching Vocabulary**

Teaching vocabulary is an activity to acquire some new words to improve the language, it becomes more important because can help students to be more understanding in the discourse of classroom activity. According to A. S. Hornby said that“vocabulary is the total of number of word”<sup>24</sup>. Teaching vocabulary can guide students to learn more words. Vocabulary class isn't easy, the teacher have to be creative give

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<sup>24</sup> A.S. Hornby, *Op.,Cit.*, p.461

materials in class not only they always use the text books to be read a loud and then find out vocabulary types and technique in teaching vocabulary.

a. Technique of teaching vocabulary

The technique suggested here help students to learn and remember information for a long period of time by building bridges in the learner's mind. There are some techniques for teaching vocabulary.<sup>25</sup>

a). Teaching the form of a word

b).Teaching the meaning of a word

c). Helping the learner connect forms and meaning

From the tree techniques above to help the learner perceive the word, to help the learner understand the meaning of the word, to help learner connect the form of a word with its meaning by the form and meaning together.

b. Treatment of vocabulary instruction

Vocabulary was the focus drills, exercises, and memorization effort. Below are some guidelines for the communicative treatment of vocabulary instruction.<sup>26</sup>

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<sup>25</sup>David Nunan, *Op., Cit.*, p.34

<sup>26</sup> Brown Douglas, *Teaching By Principles* (London: Practice Hall Regents, 1994), p.365

1. Allocate specific class time to vocabulary learning
2. Helps 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.

Then researcher should find the effective technique to improving students' vocabulary by word square. Considering about improving that vocabulary teaching learning, there are many kinds of teaching learning approach that could use, word square technique is the one of the best technique that is suggested to used.

## 2. Learning Vocabulary

Vocabulary is not something that can ever be fully mastery, it is something that expands and deepens over the course of a lifetime. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word learning strategies. In online at December 07, 2010 according to Michael Graves stated that there are four components of an effective vocabulary program in learning vocabulary:<sup>27</sup>

- a. Wide or extensive independent reading to expand word knowledge
- b. Instruction in specific words to enhance comprehension of texts containing those words

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<sup>27</sup>Michael Graves, "The American Heritage Dictionary" (<http://www>, *The American heritage dictionary* in online at December 7, 2010, Retrieved on Friday/30/May/2014 at 10.00 a.m.)

- c. Instruction in independent word-learning strategies
- d. Word consciousness and word-play activities to motivate and enhance learning

From explain about the component of vocabulary can to extensive vocabulary to student and instructions above will improve vocabulary student.

## 2. WORD SQUARE

### a. The Definition of Word Square

Word Square can to skill test of students' by word game and word square only cant to increase students' spelling ability and pronunciation ability. A word Square is a media used to improve vocabulary, it consists of a set of words written out in a square grid, and the same words can be read both horizontally and vertically.<sup>28</sup> Word square is one of puzzle part, it sometimes known as hidden word puzzle, word search puzzle or mystery word puzzle.<sup>29</sup> So Word Square is a game to improve learning and teaching vocabulary.

The use of word square in study English vocabulary can to development students' vocabulary. Word square by Laurence Urdang that Word Square is a set of words such that when arranged one beneath another in the form of a square like there read horizontally, meaning words square is

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<sup>28</sup>Istarani, *58 Model Pembelajaran Inovatif* (Media Persada:2011), p182

<sup>29</sup>sujono, "Word Square" (<http://www.answers.com/topic/wordsquare#Vocabulary>, Retrieved on Sunday/25/May/2014 at 10.24)

the number of words that are arranged one below the other in a square shape and read horizontally and descending.<sup>30</sup>

So word square is a technique of study vocabulary can to make all students interesting to study vocabulary mastery. "Word Square by Robert Allen is the number of words that are arranged that the words can be read forward and backward".<sup>31</sup> Word Square is one of the tools/instructional media in the form of boxes containing a collection of letter words. In the letter contained a collection of concepts that must be found by the student according to the question-oriented learning objectives.

Anonymous say "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"<sup>32</sup>. Word square is study language English with variation of word game. Word Square consists of two words Word and Square. Word meaning word while Square is a square field. Word Square is a word field. Word Square is that one of the models of learning through a game of learning while playing the emphasis on learning. Word Square is a kind of crossword puzzle that is familiar to everyone. Wont to do in his spare time or spare time just how

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<sup>30</sup> Laurence Urdang, "Model pembelajaran Word Square" (<http://www.Wordpress.com.2009/11/14/Model-Pembelajaran-Word-Square> Retrieved on Friday 30/may/2014 at 10.00 p.m)

<sup>31</sup> Robert Allen, *Oxford pocket English dictionary* (New York: Oxford University Press, 1996), p.885

<sup>32</sup> Anonymous, "Model Pembelajaran Word Square" (<http://wyw1d.wordpress.com/2009/11/14/model-pembelajaran-word-square> retrieved on Friday 30/may/2014 at 09.55 p. m)

very easily just by answering the question then is applied in the boxes provide. Word Square more easily available again for the box with the letters, a task we just shading the letters into a sentence or word in question and the corresponding answer that fun addition to your spare time also sharpen the brain.

To dispel the notion that students' English is difficult, then things that used to be the favorite hobby or students apply also in the teaching and learning activities in school that we call learning while playing. Students will not feel bored or difficulty in solving problems and working primarily in the English language vocabulary.<sup>33</sup>

From explain above, Word Square is one such alternative 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. Word superiority Square is variation teaching methods, more meaningful, challenging and fun for the students.

Word Square in mathematics, letters change to number if in learning English, numbers convert into letters. Its application can later be replaced by numbers or letters, arranged randomly, not sequentially. Model Square is a learning model that combines the ability to answer questions with flair in a matching answer in the answer boxes. Much like filling Crossword answer but the difference there but disguise by adding an

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<sup>33</sup>Anonymous, *Op., Cit*

additional box with random letters/numbers in post or rswindler. This learning model is appropriate for all course. Next way how teachers can to make program a number of selection questions that can stimulate students to think effectively. The purpose of the letters/numbers detractors not to complicate the students but to train students' critical and conscientious attitude. This is example of word square.<sup>34</sup>

**Table 5 Word Square**

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

1. Rendy feels pain in his Ear. He has an .....
2. I feel itchy in my throat. I have a.....
3. Rudy feels cool. He has a.....

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<sup>34</sup>Budiyono, "LKS Word Square" ([http:// en. wikipedia.org/wiki/Word\\_Square](http://en.wikipedia.org/wiki/Word_Square) Retrieved on Friday 30/May/2014 at 10.05 p.m)



4. I feel pain in my eye. I have an .....

5. Susi feels pain in her head. He has a.....

#### **b. Vocabulary Toward Word Square**

In learning vocabulary material so many various efforts they can to use some technique or strategies to improve vocabulary mastery of the one is word square. Word Square can to use to all materials not only vocabulary but Mathematic, Natural sciences (IPA), Social studies (IPS), Biology, and other materials, because word square can to changes letter from number, essay from picture . So word square can to use of all material even though, how the teacher use it, the firstly it bases from the numeral but can use it as in needed as a vocabulary use letter or abject.

Word square is a funny way to practice spelling and mastery andvocabulary that can be used and practice. The students know where and how use a word in English context. It is easy processes to teach and learn and will be happy get vocabulary. According Sudjana that using word square in teaching learning process train the students think quickly and enjoy in studying.<sup>35</sup>Word Square is an interesting technique to improve motivation, skill, and knowledge of students.From explain above, that vocabulary very suitable to improve vocabulary because word square is a technique the can to use all teachers materials.

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<sup>35</sup>Sudjana, *MetodedanTeknikPembelajaranPartisifatif*(Bandung: Falah Production, 2001), p.138.

### c. 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 has variation word such as horizontal and vertically, word random, diagonally, etc. So Word Square consists of five types as follow:<sup>36</sup>

#### 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 play 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.

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<sup>36</sup>Mujiman“ Types Word Puzzle” ([http://www.ehow.com/facts\\_5157113\\_types-wordpuzzles.html](http://www.ehow.com/facts_5157113_types-wordpuzzles.html), Retrievedon Friday/30/May/2014 at 10.25 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 research was used types of number third. The used of word square could help students to remember a new word one by one in teaching vocabulary because words square serves a games that could make students interesting, besides remembering words, it could train students to think and find out where the correct words that is answer key to question.

#### **d. The Variant Form of Word Square**

Word square has variation in forms table to interesting students in study vocabulary. Students will not feel boring or difficulty in solving

problems and working primarily in the English language vocabulary. So variant form of word square as follow:<sup>37</sup>

### 1. Double Word Square

The words are usually the same in both directions but sometimes the horizontal words differ from the vertical ones. For example

<i>A</i>	<i>D</i>	<i>M</i>	<i>I</i>	<i>T</i>	<i>S</i>
<i>D</i>	<i>E</i>	<i>A</i>	<i>D</i>	<i>E</i>	<i>N</i>
<i>S</i>	<i>E</i>	<i>R</i>	<i>E</i>	<i>N</i>	<i>E</i>
<i>O</i>	<i>P</i>	<i>I</i>	<i>A</i>	<i>T</i>	<i>E</i>
<i>R</i>	<i>E</i>	<i>N</i>	<i>T</i>	<i>E</i>	<i>R</i>
<i>B</i>	<i>R</i>	<i>E</i>	<i>E</i>	<i>D</i>	<i>S</i>

### 2. Diagonal Word Squares

Diagonal word squares are word squares in which the main diagonals are also words. There are four diagonals: top-left to bottom-right, bottom-right to top-left, top-right to bottom-left, and bottom-left to top-right

For example

<i>B</i>	<i>A</i>	<i>R</i>	<i>N</i>
<i>A</i>	<i>R</i>	<i>E</i>	<i>A</i>
<i>L</i>	<i>I</i>	<i>A</i>	<i>R</i>
<i>L</i>	<i>A</i>	<i>D</i>	<i>Y</i>

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<sup>37</sup>Mujiman. *Ibid.*,

### 3. Word Rectangles

Word rectangles are based on the same idea as double word squares, but the horizontal and vertical words are of a different length

For example:

L	A	P	E	P	A	S	S	A	P	O	P
E	S	E	L	L	L	M	A	I	L	O	A
E	H	E	T	A	K	E	Y	N	A	S	K
P	O	P	E	N	C	L	E	A	N	E	E

From variant forms of word square above, researcher was used all variant to improved student's vocabulary because in learning vocabulary students was more interesting with many variant.

#### e. Advantages and Disadvantages of Using Word Square Technique

Word Square has advantages and disadvantages, so as for advantages and disadvantages in the Word Square.<sup>38</sup>

##### 1. Advantages

The learning model is best use in order to enhance students randomly piker and facilitate students in understanding the teaching materials. Besides, by using this model will improve student learning activities, because students were invited to actively seek answers or

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<sup>38</sup>Istaraini, *Op., Cit* .,p.183

lines in the box that regard it properly with questions. To that end, the details can be written kindness learning model are as follows:

- a. Can facilitate teaching students in mastering the material , because he direct search for answers in the box
- b. Can to easy facilitate teachers in teaching materials, because the teacher can direct students to the boxes that had been prepared in advanced
- c. Can improve student learning activities, because it will continue shading letter corresponding to the answer
- d. Avoiding boredom children in learning , because the activity does not make children sick and tired of participating in learning

## 2. Disadvantages

Other of advantages, Word Square has disadvantages as follow:

- a. Creating a varied box requires creativity of a teacher
- b. Often found between the box provided does not correspond to an existing question
- c. Creating questions that require answers that definitely requires a high achievement of a teacher

From explain above, researcher take a conclusion that all of learning of course has advantages and disadvantages in the used a technique or method. This advantages and disadvantages were to

give effect to student and teacher, student was not bored because word square is fun games, and teacher must be creative and achievement.

#### **f. The Steps of Applying Word Square**

Learning vocabulary by using word square of course has steps or rules applying in this learning model. These rules will be easier for students to learn vocabulary using word square, the teacher also easier to convey the material with the steps. In learning word square consist of four steps applying as follow:<sup>39</sup>

1. Teachers deliver material appropriate competencies to be achieved.
2. Teachers distribute activity sheets as per the example.
3. Shading student then answer the letter in the appropriate box reply.
4. Provide points of each answer in the box.

Role in the learning word square area variation of learning could to easy teaching because word square worksheets are arrange in order of important. Increase activity and engagement of students in learning activities because this model is always following by a discussion or explanation of the teacher, so that answers the question a full understanding and relating.<sup>40</sup> The concept presented by the teacher became real and clear,

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<sup>39</sup>Istaraini., *Op.Cit.*p.182

<sup>40</sup>Ahmad Sudrajad, "(Model Pembelajaran Kooperatif Word Square" <http://www.scribd.com/doc/89245300/Model-Pembelajaran-Word-Square>, Retrieved on Monday/09/June/2014 at 10.00,a.m)

easy to understand and remember. Motivated student learning that could ultimately improve learning outcomes.

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

This research is not as beginner in this title but there is the researcher had researched before which relevant with title below.

KhoirulBahriLubis in his script: *The Effect of Using Crossword Puzzle in Reinforcing Activity toward Students' Vocabulary Mastery*.<sup>41</sup> He found that using crossword puzzle in reinforcing activity is very useful toward the improvement of students' vocabulary at elementary school with score 69.3 from score vocabulary just in 48-50 score.

AhmadinAzhar in his script is *The Effect of Using Media VideoDoraThe Explorer*. He found that studying vocabulary by using media video Dora the Explorer at SD Negeri 200201/4 Padangsidempuan has a significant.<sup>42</sup> It is proven based on calculation result was gotten from post-test calculation, that mean of experimental class is better than mean of control class, that 93.26 is better than 83.04.

WirdaHalwi in her script is *Improving Grade V students' vocabulary Mastery Using Antonyms and Synonyms*. She found that studying vocabulary by using Antonyms and Synonyms at SD Negeri 116254 RantoJior has a significant.

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<sup>41</sup>KhoirulBahriLubis, "The Effect of Using Crossword Puzzle in Reinforcing Activity Toward Students' Vocabulary Mastery at Fifth Grade of Islamic Elementary School(MIN) Pampanga Padang 2011" (Unpublished *Thesis*). IAIN Imam Bonjol Padang, 2011), p. 57.

<sup>42</sup>AhmadinAzhari, "The Effect of Using Media VideoDoraThe Explorer to students' vocabulary Mastery at SD Negeri 200201/4 Padangsidempuan 2011/2012 Academic Year " (Unpublished *Thesis*), STAIN Padangsidempuan, 2012, p. 73.



It is proven based on calculation result was gotten 1876 word in cycle I, 2599 word in cycle II. The increasing scores 48.21 to 56, and 8.29 to 50.<sup>43</sup>

Tri Rizki Hasibuan in her thesis is improving students vocabulary mastery through crossword puzzle at SD Muhammadiyah 1 Padangsidimpuan has a significant. It is proven based on calculation result was gotten test scores had shown an improvement in the first to the second cycle. They were 61.42, 62.14, 84.28, and 91.78.<sup>44</sup>

So that, from the above description, the researcher concluding that many methods can increase the students' vocabulary mastery. Next, the researcher hopes that word square technique can increase the students' vocabulary mastery in word square. So that, the researcher was interested to make the research about "Improving students' vocabulary mastery by using word square technique at SMPNegeri I BatangAngkola".

### **C. Conceptual Framework**

Vocabulary is one important thing in language equation, whatever the languages is needed. Theory in teaching learning vocabulary, it will influence the others system of basic skill, such as: listening, reading, speaking, writing. They can understand the meaning of the word directly and stand longer. Teaching

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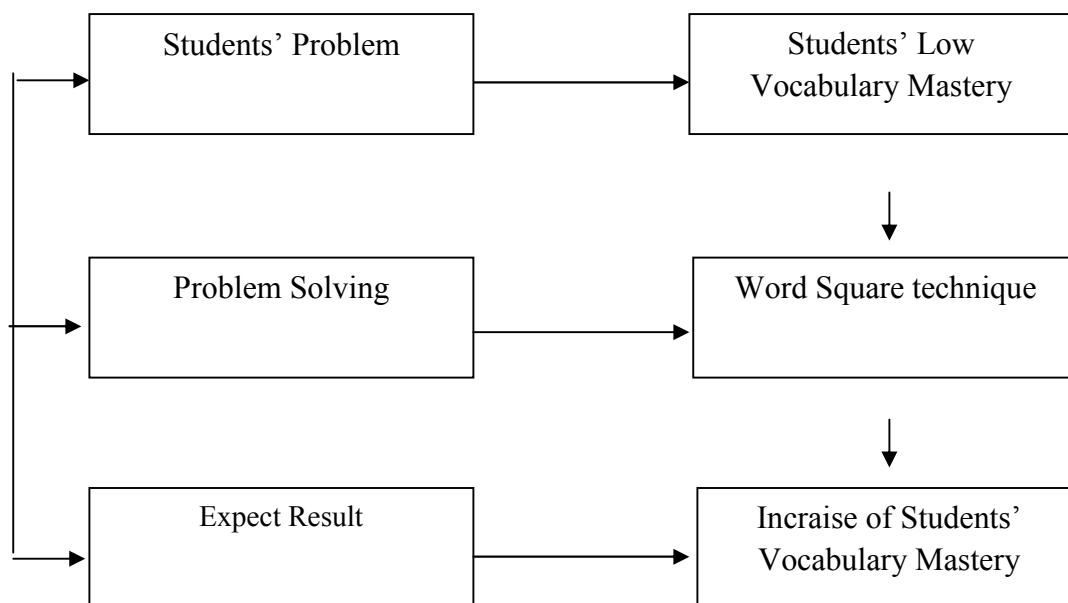
<sup>43</sup>WirdaHalwi, "Improving Grade V students' vocabulary Mastery Using Antonyms and Synonyms at SD Negeri 116254 RantoJior", (Unpublished *Thesis*). STAIN Padangsidimpuan, 2012, p. 39.

<sup>44</sup>Tri Rizky. "Improving students' Vocabulary through Crossword Puzzle at SD Muhammadiyah 1 Padangsidimpuan" (Unpublished *Thesis*), IAIN Padangsidimpuan, 2014, p.57

vocabulary is important by using word square learning method are needed to help students' understanding and increase the effectiveness in vocabulary.

Word Square of learning in vocabulary mastery students' is an appropriate technique for achieving some learning goals and talks. Word square as a technique to students welcome vocabulary mastery

**Chart 1: Conceptual Framework**



Above, the students' problem in this research is low in vocabulary mastery. It can be seen from preliminary study show some of the students cannot communicate even in simple utterance.

#### **H. The Hypothesis of Action**

They hypothesis is need to show the researcher thinking and expectation about outcomes of the researcher relate to this study. The hypothesis of this

research is state that: using word square technique could improve students' vocabulary at SMP 1 Negeri 1 BatangAngkola.

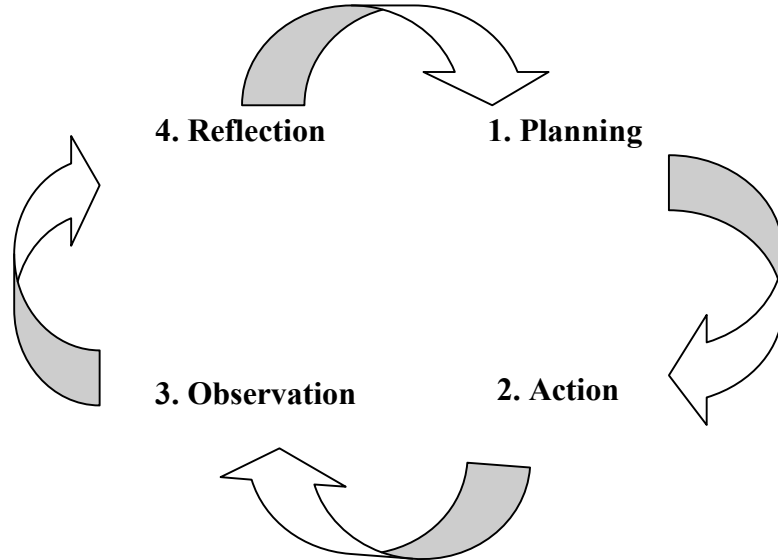
## CHAPTER III

### RESEARCH METHODOLOGY

#### A. The Research Design

Classroom Action research was a cycle process; planning, acting, observation, and reflecting. Here, teacher could apply a certain treatment in order to give comprehension and development to the students. Where there was no development after giving the treatments, the teacher could give more treatments until the goals of learning could be reached. The research design could be drawn as follow:<sup>1</sup>

**Chart 2. Scheme of Action Research**



In this research the researcher was applied two cycles, each cycle consists of two meetings; each meeting consists of 2 X 40 minutes. There

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<sup>1</sup>*Ibid.*, p.6

were four meetings all consists 320 minutes during research process. Each cycle consists of four steps; planning, acting, observing, and reflecting.

Planning steps were taken to hold the action consists of:

- a. Regarded the methodology of learning was how to benefit a variety of learning strategies and how to utilize appropriate learning strategies to obtain optimal results, namely the implementation of the lesson plan (RPP).
- b. Planned solutions to problems that the solutions offered to address the problem of improving student learning outcomes in vocabulary learning was to apply a vocabulary model of learning to used Word to prepare Word which was used in learning
- c. Sets the number of cycles, which consisted of 2 cycles In this research the researcher collaborated with the teacher to become a team work who work together to solve the students' problem in increasing vocabulary mastery by using Word Square Technique. Action or implementation of the action of:

Actions undertaken by the planning, but the action was not absolutely controlled by a plan of action was decided the risk due to happen in the real situation, therefore, the action plan must be temporary, flexible and ready to be changed in accordance with the conditions existing in an effort towards improvement. In the third stage the implementation of their search conducted in two cycles:

### **Cycle I**

This cycle begins with the initial two meetings were scheduled the first meeting and the second meeting, at every meeting in the observation. Then there were reflections of the results of the actions that have been given.

### **Cycle 2**

Cycle II was a continuation of the first cycle of action plan was also begun third meeting was the fourth meeting. The action in this cycle is given by looking at their reflection of the first cycle (the first meeting second meeting).

### **Observation**

Observation serves as efforts to improve professional practice through better understanding and action planning was more critical. This activity was conducted by researchers with the observation sheet supplied by the aspects of identification, implementation time, approaches, technique and actions taken by researcher, student behavior as well as the advantages and disadvantages was found. Each meeting in the learning process of Vocabulary learning model Word Square technique was data by using the observation sheet.

### **Reflection**

Effectively in decision-making was necessary to contemplate the reflection that what could be happen and did not happen. Why things happen or not happen and the observation of the application of the action and to find

solutions or other alternative roads that needs to be taken in planning further action.

The results were used to establish direct further research in an effort to achieve the goal. These reflection activities conducted at the end of learning vocabulary mastery, but it could be done informally dialogue addressing issues that arise. Data obtained from the data of research activities both qualitative data obtaining from observations and quantitative data obtaining from the questionnaire, the data could be analyzed both the result could be used as an ingredient in the preparation of the planning phase of the next cycle. At this stage there could be some questions that were serving as a benchmark of success of research, namely:

1. How did student response to the application of vocabulary models of learning Word Square
2. Was there an increase in student learning outcomes on the subject of the learning circle using a model of learning Word Square?
3. How student learning activities in vocabulary teaching on the subject of the circle by apply the technique to learn word square

## **B. The Place and the Time of the Research**

### 1. Place of the research

Place of the research was at SMPNegeri I BatangAngkola. That was located jln. Mandailing Km 17.5. KelurahanSigalanganKabupatenTapanuli Selatan.

### 2. Time of the research

This research was started from March 2014. This research had been done from June 2014 and had been finished on March 2015.

## **C. The Participants**

The participants of this research was the seven grade students of SMPNegeri I BatangAngkola it consists of 28 students, the reason of choosing this class because the writer found the problems of vocabulary mastery in this class. Another participant in this research was an English teacher of SMP Negeri I BatangAngkola the researcher was observation the activities in the class while teacher were done an action in this class, than, teacher also help the researcher to analyze the data from the observation and make plane for each cycle.

## **D. The Instrument of Collecting Data**

In collecting data, the researcher was used the key instrument it was using test, observation, and interview. They are:

### 1. Test



Test is a method of measuring a person's ability, knowledge, and performance in a given domain. A test is a first method. Researcher would use vocabulary test, which was 20 items consist 4 indicators such as noun, verb, adjective, and adverb. Every indicator consist 5 items by using word square test. The test gave for each student to find out the scores of each student's answer, the researcher gave 5 scores for each item. Thus, the maximum score of the test was 100.

## 2. Observation sheet

Observation sheet was the researcher took field notes on the behavior and activities of individuals at the research site. In these field notes, the research records, in an unstructured or semi structure (using some prior question that the inquirer wanted to know), way, activities at the research site. Interview was the researcher used to know the condition of the students.

## 3. Interview

Interview was one of the techniques of collecting data by doing oral interview in individual meeting. Interview was a purposeful interaction usually between some people focused on one person who is trying to get information from the other person. This research, the researcher asked the teacher about teaching technique or method and about the students' ability. The researcher asked some students about suggestion by English study.

The data was collected by qualitative and quantitative data. Qualitative data was as the main data while quantitative as the supporting data. Wallace states

that, qualitative used to describe data which are not able to being counted or measure in an objectively, and are therefore is subjective. The qualitative data would be gathered through observation sheet. The data was used to describe the situation during the teaching learning process, teacher's ability in teaching vocabulary by using word square.

The students were test 20 questions every meeting, criteria of the test differences, any multiple choice (a, b, c and d), essay test, complete in the blank, and choose of words form the picture. The students' were choose the best answer based its word square or choose the best answer. The students got same test. It was done in 80 minutes, 40 minutes for learning material and 40 minutes for exercise of test.

**Table 6**  
**Indicator of Vocabulary Mastery**

No	Indicators	Items	Score	Total Score
1	Noun	5	5 item X 5 Score	25
2	Adjective	5		25
3	Verb	5		25
4	Adverb	5		25
Total	100			

The students would be taught fourth meetings by word square technique in teaching vocabulary. The word square technique would be given to the students. The researcher does some treatment in order to help the students in learned

English particularly in vocabulary. After get some treatments, the vocabulary mastery of the students was better than before.

**Table 7 Figure of Test**

Indicators	Cycle I		Cycle II	
	I	II	III	IV
Noun	Animals	Occupation	Part of Body	Vegetables, Fruits
Adjective	Health	Feeling	Feeling	Weather
Verb	Hobby, Activity	Sports, Hobby	Daily Activity	Activity
Adverb	Public Serves	Names of Place	Public serves	Adverb of time

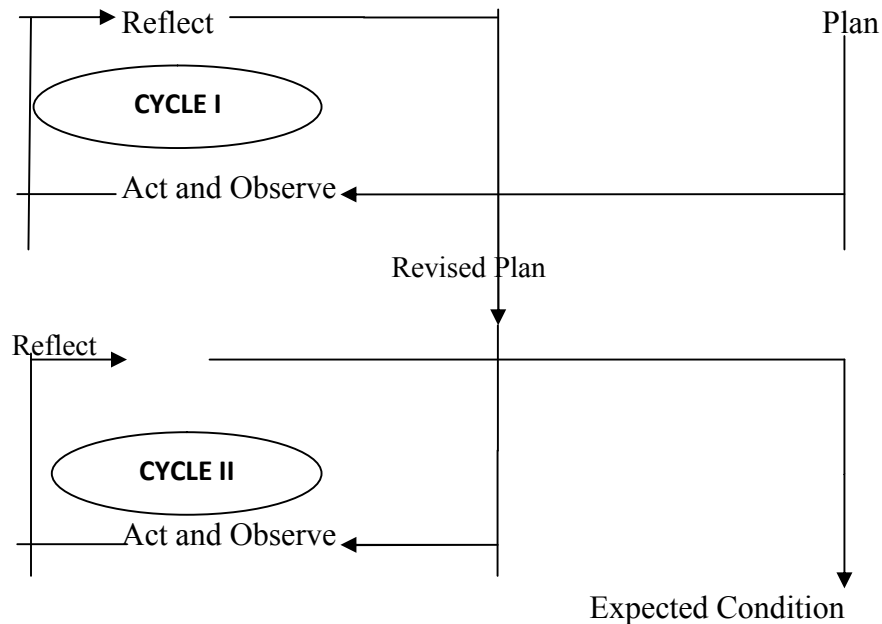
### **E. The Procedures for Classroom Action Research**

This action research followed the model that was developed by Kemmis. I was a famous representation of the action research " spiral" that containing fourstages; planning, acting, observing and reflecting. The model was descrybe in the following chart:<sup>2</sup>

**Chart: 3 Action Research Spiral**

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<sup>2</sup>OrtrunZuber-Skerrit, *New Direction in Action Research* (London: The Falmer Press, 1996), p. 14.



### First Cycle

The first cycle the researcher was conducted for three meetings. Every meeting was doing for eighty minutes. The researcher was done observation all the activities in the classroom.

#### 1. First meeting

In this cycle the research procedures were:

##### a. Planning

- 1) Arranged the lesson plan that was consist of the step of action
- 2) Determined the lesson material was about vocabulary mastery, which was about Names of things
- 3) Designed a procedure teaching vocabulary by word square technique.
- 4) Prepared the test each cycle.
- 5) Prepared the instruments was used by students.

6) Prepared instruments for teacher and observer' observation.

a. Action

- 1) Tell the purposes of learned.
- 2) Gave the topic for the students.
- 3) Introduced the procedures by word square activity.
- 4) Gave students function was acting.
- 5) Tasked students to execute the activity to individual test
- 6) Discussed together the word square done.
- 7) Encouraged and concluded learned.
- 8) Observed the classroom.

b. Observation

- 1) Observed the execution of the word square technique.
- 2) Observed the students' vocabulary mastery.
- 3) Evaluated students' by taking the score of students' vocabulary mastery based on the word square essay.

c. Reflection

- 1) Discussed with collaborator about the action.
- 2) Makeany decision for the next meeting
- 3) Developed another environment to be simulating.
- 4) Analyzed the found data.
- 5) Clarified the found problems in the activity whether in the case of students or teacher

## 2. Second Meeting

These meetings researcher expended to repair the problem in the meeting before;

### a. Planning

- 1) Analyzed the reflection result in the first meeting and expended to be done in the next meeting.
- 2) Arranged lesson plan.
- 3) Determined the lesson material about Names of Things.
- 4) Designed procedures of teaching.
- 5) Prepared the instrument for students, teacher and observer.

### b. Action:

- 1) Rearranged the classroom arrangement.
- 2) Changed the new scenario.
- 3) Explained that the students; students' vocabulary mastery must be better than first meeting.
- 4) Celebrated the achievement together.
- 5) Helped students to keep their vocabulary mastery that just was got.
- 6) Gave the test to students with used make a pair, 1 student's answer 2 indicators such as just noun and verb and 1 student more do answer adjective and adverb.
- 7) Observed the classroom

### c. Observation

Both teacher and observer observing students' vocabulary mastery and activity of the learning by using word square technique.

- 1) Observed the procedure that had been arranging whether working.
- 2) Observed students' vocabulary mastery is that better than before or not.
- 3) Observed students' vocabulary mastery by using the instrument.

d. Reflection:

- 1) Analyzed the weakness and progress when word square technique was done to determine the next activity planning
- 2) Reflected of word square technique that using learning process
- 3) Reflected of teaching activity and students learning result that using word square technique.
- 4) Evaluated or interpreted the data gotten from the class and made any decisions for the next cycle.

### **Second Cycle**

This cycles the researcher evaluating all the activity in cycle before and repairing the problems. Conduct two meeting every meeting will do eighty minutes.

### **3. Third Meeting**

These meetings researcher expended to repair the problems in the meeting before;

- a. Planning

- 1) Analyzed the reflection result in the first meeting and expended to be done in the next meeting.
- 2) Prepared all material that will be needed in the teaching learning process, as lesson plan, media, and value criteria
- 3) Encoded the problem on the learning process.
- 4) Designed the three preparing base on the first and second meeting.

b. Action

- 1) Rearranged the classroom arrangement
- 2) Gave explanation and hint about the topic of picture that was applied.
- 3) Divided the students in 7 groups, each group is 4 people, and total students are 28 person. Every student in group must be answering all indicators of the test.
- 4) Gave the information about the topic before the students does work the test.
- 5) Monitored time allocation with the all activity was done
- 6) Collected the students result
- 7) Observed the classroom

c. Observation:

- 1) Observed the procedure that had been arranging whether worked.
- 2) Observed students' vocabulary mastery is that better than before or not.
- 3) Observed students' vocabulary mastery by using the instrument.



d. Reflection

- 1) Analyzed the weakness and progress when word square technique was done to determine the next activity planned
- 2) Reflected of word square technique that using learning process
- 3) Reflected of teaching activity and students learning result that using word square technique.
- 4) Evaluated or interpreted the data gotten from the class and made any decisions for the next cycle

**4. Fourth Meeting**

a. Planning

- 1) Analyzed the reflection result in the first cycle and expand the third repairing to be done in the next meeting
- 2) Prepared all material that would be needed in the teaching learning process, as lesson plan, media, and value criteria
- 3) Encoded the problem on the learning process.
- 4) Designed the three prepared base on the first and second meeting

b. Action

- 1) Gave motivation to students
- 2) The organized the group of student in 7 groups, each group was 4 students by different friend but in every students just answer one indicator such 1 student just answer noun indicator and other students answer the other indicator.

- 3) Gave explanation and hint about the topic of picture that was applied.
  - 4) Gave the information about the topic before the students does work the test.
  - 5) Monitored time allocation with the all activity was done
  - 6) Collectied the students task result
  - 7) Order the students' to present theirs discussion result
  - 8) Observed the classroom
- c. Observation
- 1) Monitored the teaching learning by using word square technique in teaching learning.
  - 2) Recorded the different was being
  - 3) Discussed the problem in process learning and giving solution
- d. Reflection
- 1) Analyzed the weakness and progress when word square technique was done to determine the next activity planning
  - 2) Reflected of word square technique that using learning process
  - 3) Reflected of teaching activity and students learning result that using word square technique.
  - 4) Evaluated or interpreted the data gotten from the class and made any decisions for the next meeting.

## **F. The Data Analysis Techniques**

In analyzed the data, the researcher was used quantitative and qualitative data. Qualitative data was used to describe the situation during the teaching process. Quantitative data was used to analyze the score of students. The qualitative data was collected and analyzed by computing the score of vocabulary test. Then item of discriminate separate the students who are able to answer the test items from those who are not able to answer the test items.

The study emphasizes of achievements the students in English vocabulary. To obtain the score that each respondent gets, the following formula had used:<sup>3</sup>

$$X = \frac{\sum x}{N} \times 100\%$$

Where:

X = the mean of the students

$\sum x$  = the total scores

N = the students' size

In order to get the description of the students' answers, the data analyzed by using formula as follows:<sup>4</sup>

$$P = \frac{\sum \text{the students' complete study}}{\sum \text{students}} \times 100\%$$

Or used the formula as

follow:

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

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<sup>3</sup>Wayan and Sumartana, *Evaluasi Pendidikan* (Surabaya: Usaha Nasional, 1986)p.76.

<sup>4</sup>. ZainalAqib, dkk. *Penelitian Tindakan Kelas Untuk Guru,,SMP, SMA, SMK* (Bandung: CV Yrama Widya, 2008), p. 205

Where: **P**: The percentage of students who get the point 70

**R** :The number of students who get points up 70

**T** : The total numbers of students do the test

After that the researcher used t-test for both of small samples less than 30 students as followed:

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

$$\sum D = D = X - Y$$

N = Total of students

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

$$t_0 = \frac{M_D}{SE_{MD}}$$

*Degrees of freedom* (df) = N-1 = N

Then, students' answers were classified as followed.

**Table 8**  
**The Classification of Ability Level**

NO	Percentages	Criteria
1	0% - 20%	Very Low
2	21% - 40%	Low
3	41% - 60%	Enough
4	61% - 80%	High
5	81% - 100%	Very High

After the researcher found the mean score of all students, it was consulted to the criteria as followed:<sup>5</sup>

1. If the value of the mean score 81% - 100%, it can be categorized into very high
2. If the value of the mean score 61% - 80%, it can be categorized into high
3. If the value of the mean score 41% - 60%, it can be categorized into enough
4. If the value of the mean score 21% - 40%, it can be categorized into low
5. If the value of the mean score 0% - 20%, it can be categorized into very low

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<sup>5</sup>Riduan, *BelajarMudahPenelitianUntuk Guru- KaryawanandanPenelitiPemula* (Bandung: Alfabeta, 2005) p. 89.

## **CHAPTER IV**

### **RESEARCH RESULT**

As mentioned in earlier chapter, in order to evaluate the students' vocabulary mastery by used word square technique, the researcher has calculated the data using vocabulary test which was word square test. Apply quantitative and qualitative analyzed, the researcher used the formulation of mean score. Next, the researcher described the data as followed:

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

##### **1. The Condition of Data**

This research was done on Friday January 17 2015 in SMP N I Batang Angkola. Researcher meet with head master and English teacher to take promise about the research would be done firstly. After that, talked the research aim and took English teacher helped about students' information. Then, the research plan was discussed with the English teacher before do the action.

The participants of this research were the seventh grade students of SMP N I Batang Angkola. The research participants were the students of class VI, it consist 28 students, there were 12 male, 16 female, and this class was chosen because the writer found the problems of vocabulary mastery in this class.

**a. First Cycle**

The first cycle was conducted for two meetings. Two meetings here mean that it was conducted for two lesson plans and two tests (Lesson Plan 1, First Test, second test, Lesson Plan 2). Then, every meeting was done for 2 X 40 minutes or 80 minutes. So, two meetings were done for 2 X 80 minutes or 160 minutes.

**1) First Meeting****Action**

In the classroom activities, the researcher as a teacher started the lesson by say greeting and introduced patiently to the students. Before introduced the first topic, *Names of Thing*, the teacher explained the importance of the research for the students so that they could be motivated in the learning process and cooperate with the researcher. The students looked too enthusiasm and made the teacher were very optimism in explanation, too. After given explained, researcher gave individual test, and then researcher given a little explained about the test and indicates of test.

After several minutes, the researcher asked the students to collect their test sheet. Then, the teacher and the students answered the blank word square together by discussed what the correct answers were. The

researcher asked the students also to fill the correct answers in the big blank word square that was hanged in the black board.

After analyzed the first test data which was done by the grade VI students, the researcher found that the students' vocabulary mastery still categorized into low. It was 58.39. It can be looked on Appendix 4: List of Students' Vocabulary score in the First Test. This meeting, still into category low. In addition word square technique cannot increase students' vocabulary mastery in maximally maybe.

### **Observation**

The researcher came to the class with co-teacher, an English teacher of grade VI Junior high School Negeri I Batang Angkola. The researcher conducted the action first. It was about *Names of Things* topic. The researcher observed all the activities in the classroom. Based on the observation that was done by the co-teacher, the English teacher of grade VII Junior High School, used field notes or "Students' Activity in Teaching Learning Process" and used indicator checklist also "Teacher Activity in Teaching Learning Process"

Based on the observation result in the first meeting score was 58.39. It is score into categorized low, some students didn't enthusiastic in teaching learning process, still made noisy in the class, students were not bravery in giving opinion, students were lack of interaction in individual task. As Aang Pratama said,



“I am interested in learning vocabulary, even if the teacher gave the interesting technique, like the word square technique. Then, it is also in the funny and familiar material (*Names of Thing*) but I feel difficulties in verb material.<sup>1</sup>

### **Reflection**

The reflecting related to the process and the effects of the action. It was also the evaluation of the action that has been done. The evaluation covered evaluating the students' vocabulary mastery scores in the first test and the result of observation which purposed to analyze the situation and made conclusion. Then, the result of the test was used to take further action for the next meeting. Because of there were still problems in students' vocabulary mastery, the teacher concluded to improve it in the next meeting.

Based on the student result discussion, researcher was corrected. The class mean was 58.39. Students little to complete study but if the into classification of ability level was low in first meeting, researcher will continued in the next meeting.

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<sup>1</sup> Aang Pratama, The Student of Grade VII in Academic Year 2014/ 2015 Junior High School Negeri I Batang Angkola, *Interview* on January 18<sup>th</sup> 2015

**Table 9**  
**The Result of the First Meeting in First Cycle**

<b>Criteria Vocabulary</b>	<b>Mean Score</b>	<b>Total of Students</b>
Noun	13.92	28 students
Verb	15.17	28 students
Adjective	15.17	28 students
Adverb	15.00	28 students
Total Mean Score	58.39	

Based on the above table researcher concluded in nouns indicator that there were 9 students got score 10, there were 16 students got score 15, and there were 3 students got score 20. So, there were no students got score 25. In verb indicator were 2 students got 10 score, there 23 students got 15, there were 3 got score 20 and were not students got 25 score. In adjective indicator 3 students got 10 score, there was 21 students got 15 score and there were 4 got score 20. There were not students got score 25. In adverb indicator were 3 students got score 10, there were 22 students got score 15, there were 3 got score 20. There were no students got 25 score.

Based on the explained above, the result of students' mastery was low. The conclusion of first meeting could be seen that more students' did not understand about the vocabulary material, only perhaps students still was low in vocabulary mastery and then teacher still lack in explained the material. So the researcher should be continued in the next meeting.

**Table 10**  
**The Percentage of Students' Complete Study in First Meeting**

Test criteria	The students that complete study	Total of students	The percentage of students that complete study
First meeting	2	28 students	7.14%

Based on the above table could conclude that the students' result had been improved. That was 2 of 28 students (7.14%) were complete study, and 26 of 28 students (92.86%) were not complete study. Even though the students vocabulary mastery had been improve, but were still far from the research aim. So the researcher should be continuing in next meeting.

## **2) Second Meeting**

### **Planning**

The planning that had repaired to improve the students' vocabulary in second meeting below:

- 1) Designed the lesson plan
- 2) Repaired the teaching learning material
- 3) Changed the scenario

### **Action**

Based on the result in meeting before, the action that used in second meeting should be focused in teaching vocabulary. Before start in lesson that was gave explanation and hint about the topic of pictures had been applied. The topics about Names of Things, the discussions time was 40 minutes for students to answer of the test, and then teacher monitored the discussion had been done so the discussion more conducive and effective. Before gave test, teacher make a pair test. After for all researcher collected the students' discussion result and then teacher correct answer together.

### **Observation**

From the observation sheet, it has found that the teacher came to the class in time, said greeting and also motivated the students in participating in the class process. The teacher was active also in teaching learning process and discussed the problems together. For the

students, most of students were too enthusiastic in teaching learning process. It was because of the interesting material. The Score mean was 71.60. Some of them still made noisy in the class. It was because of some students did not bring the dictionary or they did not know the meaning or the answer, they made noisy by asking the other friends.

### **Reflection**

Based on the students' result discussion was corrected. The class means score was 58.39. The increased reflection in the first meeting and the second meeting was 13.21, the result of students' was increased from 58.39 become 71.60, some of students more motivation to learning vocabulary by used word square technique.

**Table 11**  
**The Result of the Second Meeting in First Cycle**

<b>Criteria Vocabulary</b>	<b>Mean Score</b>	<b>Total of Student</b>
Noun	17.05	28 students
Verb	18.21	28 students
Adjective	19.10	28 students
Adverb	16.78	28 students
Total Mean Score	71.60	

Based on the above table researcher concluded in nouns indicator that there were 1 students got score 10, there were 12 students

got score 15, and there were 15 students got score 20. There were not students got score 25. In verb indicator were 1 students got 10 score, there were 10 students got score 15 and was 15 students got 20 score, there were 2 got score 25. In adjective indicator were not students got 10 score, there 8 students got 15 score and were 17 students got score 20 and there were 3 got score 25. In adverb indicator were not students got 10 score, there 19 got score 15. There were 8 students got score 20 and there were 1 students got score 25.

From the score of all indicators in the first cycle the students' mastery was increased from the first meeting up to the two meeting, but there were some students didn't interest in learning activity.

**Table 12**  
**The Percentage of Students' Complete Study in Second Meeting**  
**On Second Cycle**

Test criteria	The students that complete study	Total of students	The percentage of students that complete study
First meeting	2	28 students	7.14%
Second Meeting	19	28 students	67.85%

Based on the table above could concluded that the students' result had been improved. That was 19 of 28 students (67.85%) were complete study, and 11 of 28 students (32.14%) were not complete study. Even though the students vocabulary mastery had been improve,

but were still far from the research aim. So the researcher should be continuing in next cycle. In the next learning, lesson plan 3 and 4, it was needed to overcome motivation and enthusiastic of students in the learning process. Re-planning of word square technique in the first cycle which resolved in the second cycle clearly was figured in the followed table.

**Table 13**  
**The First Cycle Problems and Resolution**

No	Problems in the first cycle	Resolutions
1	Lack of in noun, and adverb and then in comprehension instruction.	Make the pictures about the topic, and then The teacher explained more about verb, adjective and adverb.
2	Most of students were too enthusiastic in teaching learning process.	Teacher should motivate the students so that they should be enthusiastic, not too (enthusiastic), but very enthusiastic and active.

**b. Second cycle**

The second cycle was conducted for two meetings at 24 - 26 January 2015. Two meetings here mean that it was conducted for two lesson plans and two tests (Lesson Plan 4, third Test, fourth test, Lesson Plan 7). Then, every meeting was done for 2 X 40 minutes or 80 minutes. So, two meetings were done for 2 X 80 minutes or 160 minutes

**a) Third meeting****Planning**

This cycle applied in two meeting at 24 January 2015. Every meeting should be done 40 minutes. That was in repair some trouble or lack in first cycle. The planning that repaired to improving the students' writing in second meeting as below;

- 1) Designed the lesson plan
- 2) Repaired the students' task
- 3) Changed the scenario

**Action**

Based on the result in first cycle the action that used in third meeting still the word square technique. That was being used same time maximally in using word square technique. The researcher also motivated them to explore more their vocabulary mastery and be more active in teaching learning vocabulary mastery process. The teacher gave the other topics. The teacher came to the class in time, said greeting, introduced patiently and also did the orientation of teaching learning activity. Before gave test teacher make seventh groups each group consist fourth students but every person in group, students just answer one criteria. The discussions time was 40 minutes for students to answer test of vocabulary. Next time allocation was monitored, finally, collecting the students' discussion result.



### Observation

In observed of the action in this cycle was similar with the previous cycle. Based on the observation sheet, there was an improvement on students' enthusiastic in teaching learning vocabulary mastery process. Sometimes in learning process students used English language in group discussion.

### Reflection

Based on the students' result discussion, researcher was corrected. The result of third meeting could show that student score was 71.60. The reflection score in the first meeting and the second meeting, the result of students' was increased from 58.39 become 71.60 and third meeting was 75.89. The reflection second meeting and third meeting was 4.29. So word square technique could improve the students' vocabulary mastery and majority student was motivated in studying the lesson.

**Table 14**

#### **The Result of the Second Cycle in Third Meeting**

<b>Criteria Vocabulary</b>	<b>Mean Score</b>	<b>Total of Students</b>
Noun	19.64	28 students
Verb	19.64	28 students
Adjective	19.46	28 students
Adverb	17.15	28 students
<b>Total Mean Score</b>	<b>75.89</b>	

Based on the table above researcher concluded in nouns indicator that they was not students got score 10, there was 6 students got score 15, and there was 18 students got score 20, there was 4 got students score 25. In verb indicator was not students got 10 score, there was 4 students got 15 and was 22 students got 20. There was 2 got students score 25. In adjective indicator was not students got 10 score, there was 6 students got 15 score and was 19 students got score 20, there was 3 students got 25 score. In adverb indicator, there was not students got score 10, there was 16 got score 15. There was 12 students got score 20, there was 1 students got 25 score. So from this phenomenon the researcher would improve students' if mastery in teaching students.

**Table 15**  
**The Percentage of Students' Complete Study in Third Meeting**  
**In Cycle II**

Test criteria	The students that complete study	Total of students	The percentage of students that complete study
First meeting	2	28 students	10.71%
Second Meeting	19	28 students	67.85 %
Third Meeting	27	28 students	96.42%

Based on the table above could concluded that the students' result had been improved. It could be seen from students' improvement

in pretest was no students can get point 70 (KKM), up to first meeting on second meeting that were 27 students can get  $\geq 70$  point or 96.42% of students that completed in study. That was no complete as the research aim. So the researcher should be continued in next meeting.

#### **b) Fourth meeting**

##### **Planning**

In this meeting it was the last meeting in cycle two was done at 26 February 2015. The planning that had repaired to improved the students' vocabulary.

- 1) Designed the lesson plan.
- 2) Repaired the teaching learning material

##### **Action**

The action of second meeting on second cycle was done based on the lesson plan that had repair by word square technique. The teacher gave motivation to students and the teacher gave explained and information about the material before the students does write. The discussions time was 40 minutes for students to answer test of vocabulary. Next time allocation was monitored, finally, the students' task was collected.

##### **Observation**

In observed of the action in this cycle was similar with the previous cycle. Based on the observation sheet, there was an

improvement on students' enthusiastic in teaching learning vocabulary mastery processed. The mean score was 85.71, it was into categorized very good. In other hand they could use the time discussion more effectively. As Jamil Hamdi said

“I am interested in learning vocabulary, even if the teacher gave the interesting technique, like the word square technique. Then, it is also in the funny and familiar material (*Names of Things*). Word square makes me easy to vocabulary mastery because I was got 25 score in this meeting”.<sup>2</sup>

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<sup>2</sup>Jamil Hamdi, The Student of Grade VII in Academic Year 2014/ 2015 SMP Negeri I Batang Angkola, *Interview* on January 26<sup>th</sup> 2015

**Table 16**  
**Comparison of Observation Sheet Meeting III & IV**

No	Activities	Meeting	
		II	IV
		Total of Student	Total of Student
1	Students active write learning material	15	26
2	Students have motivation when learning vocabulary by using word square.	20	28
3	Students have full attention when learning vocabulary by using word square	18	26
4	Students active ask some question	5	8
5	Students enthusiastic when learning vocabulary by using word square	17	26
6	Students doing all the task	28	28
7	Students collect the task on time	28	28
8	Students doing task living up instruction	8	28

Based on the table above, majority of students was interested and enthusiastic when learning vocabulary mastery by used word square technique.

### **Reflection**

Based on the students' result discussion, researcher was corrected. The result of second meeting on second cycle was showed that student value was 89.00. The reflection score in the first meeting and the second meeting, the result of students' was increase from 60.42 become to

62.02 and third meeting was 80.06, and then in last meeting was 89.00. So word square technique can improve the students' vocabulary mastery and students were motivated in studying the lesson.

From the explained above researcher have conclusion that the word square technique can improve the students mastery, the students' only were motivated in studying the lesson. It could be seen by their response during lesson.

**Table 17**  
**The Result of the Second Cycle in Fourth Meeting**

<b>Criteria Vocabulary</b>	<b>Mean Score</b>	<b>Total of Students</b>
Noun	21.78	28 students
Verb	21.42	28 students
Adjective	21.60	28 students
Adverb	20.89	28 students
Total Mean Score	85.71	

Based on table above researcher concluded in noun indicator that they were not students got score 15, there were 18 students got score 20, and there were 10 students got score 25. In verb indicator were not students got 15 students score, there were 20 students got 20 and 8 were students got score 25. In adjective indicator were not students got 15 score, there were 17 students got 20 score and 10 students got score 25. In adverb indicator was not students got score 15, there were 23 students got score 20. There were 5 students got 25 score.

From the score of all indicators in every meeting the students' mastery was increased from first meeting until fourth meeting. The mean score of the students' score in the second cycle was higher than first cycle.

**Table 18**  
**The percentage of students' complete study in first meeting up to fourth Meeting**

Test criteria	The students that complete study	Total of students	The percentage of students that complete study
First meeting	2	28 students	7.14%
Second Meeting	19	28 students	67.85%
Third Meeting	27	28 students	96.42%
Fourth Meeting	28	28 students	100%

Based on the above explained It could be concluded that all of the students got improvement on their point and mean. So the word square technique helps students in vocabulary activity.

### **B. The Comparative Result of the Action**

By application word square technique, the students' score was significantly improved. There were differences in the lowest and the highest of students' vocabulary mastery score in each test which was given during the research. The differences showed that there was a significant improvement of students' vocabulary mastery. Then, it can be looked also from the table below:

**Table 19**  
**Comparison Score of Students' Vocabulary Mastery**

Category	First Test	Second Test	Third Test	Fourth Test
	Cycle 1		Cycle 2	
Lowest Score	45	50	65	75
Highest Score	80	90	90	100
Students	28	28	28	28

From the table above, it can be seen that the students' score kept improved. In first test, the lowest score were 45 and the highest score were 80. In second test, the lowest score were 50 and the highest score were 90. In the third test, the lowest score were 65 and the highest score were 90. The last is in the fourth test, the lowest score were 75 and the highest score were 100. It showed the significant improvement in students' vocabulary mastery.



**Table 20**  
**The Result Of Difference Score Between First Cycle And Second Cycle**

NO	Students Name	Score Cycle 1 & 2		D=	$\Sigma D=$	$\Sigma D^2$
		X	Y	(X-Y)	D- MD	
1	A P	80	100	20	- 6.96	48.44
2	AH	55	85	30	3.04	9.24
3	AK	45	90	45	18.04	325.44
4	AS	60	80	20	- 6.96	48.44
5	AT	60	85	25	-1.96	3.72
6	AY	65	80	15	-11.96	143.04
7	AH	55	85	30	3.04	9.24
8	DK	50	80	30	3.04	9.24
9	DAN	55	85	25	-1.96	3.72
10	EY	60	95	35	8.04	64.64
11	GP	55	85	30	3.04	9.24
12	GD	65	80	15	-11.96	143.04
13	IP	55	75	20	- 6.96	48.44
14	IS	60	80	20	- 6.96	48.44
15	IF	55	85	30	3.04	9.24
16	JH	70	95	25	-1.96	3.72
17	KN	55	80	25	-1.96	3.72
18	LG	50	85	35	8.04	64.64
19	MS	60	95	35	8.04	64.64
20	NAN	55	80	25	- 1.96	3.72
21	PN	60	80	20	- 6.96	48.44
22	RS	65	90	30	3.04	9.24
23	RSR	60	85	25	-1.96	3.72
24	RF	55	80	25	-1.96	3.72
25	RT	60	80	20	- 6.96	48.44
26	SS	60	95	35	8.04	64.64
27	YOP	60	95	35	8.04	64.64
28	YRY	60	90	30	3.04	9.24
<b>Total N</b>		<b>1635/28</b>	<b>2400/28</b>	<b>755/28</b>	<b>14.04/28</b>	<b>1316.08/28</b>
<b>Mean</b>		<b>M= 58.39</b>	<b>M= 85.71</b>	<b>M<sub>D</sub> = 26.96</b>	<b>MD=0.501</b>	<b><math>\Sigma D = 47.00</math></b>

### C. The Discussion

Further, Khoirul Bahri Lubis says that “Using Crossword Puzzle in Reinforcing Activity toward Students’ Vocabulary Mastery could increase.”<sup>3</sup> He found that using crossword puzzle in reinforcing activity is very useful toward the improvement of students’ vocabulary at elementary school with score 69.3 from score vocabulary just in 48-50 score.

Ahmadin Azhar in his script is *The Effect of Using Media Video Dora The Explorer*. He found that studying vocabulary by using media video Dora the Explorer at SD Negeri 200201/4 Padangsidempuan has a significant.<sup>4</sup> It is proven based on calculation result was gotten from post-test calculation, that mean of experimental class is better than mean of control class, that 93.26 is better than 83.04.

Wirda Halwi in her script is *Improving Grade V students’ vocabulary Mastery Using Antonyms and Synonyms*. She found that studying vocabulary by using Antonyms and Synonyms at SD Negeri 116254 RantoJior has a significant.

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<sup>3</sup>Khoirul Bahri Lubis, “The Effect of Using Crossword Puzzle in Reinforcing Activity Toward Students’ Vocabulary Mastery at Fifth Grade of Islamic Elementary School (MIN) Pampanga Padang 2011” (Unpublished *Thesis*). IAIN Imam Bonjol Padang, 2011), p. 57.

<sup>4</sup>Ahmadin Azhari, “The Effect of Using Media Video Dora The Explorer to students’ vocabulary Mastery at SD Negeri 200201/4 Padangsidempuan 2011/2012 Academic Year ” (Unpublished *Thesis*), STAIN Padangsidempuan, 2012, p. 73.

It is proven based on calculation result was gotten 1876 word in cycle I, 2599 word in cycle II. The increasing scores 48.21 to 56, and 8.29 to 50.<sup>5</sup>

Tri Rizki Hasibuan in her thesis is improving students vocabulary mastery through crossword puzzle at SD Muhammadiyah 1 Padangsidimpuan has a significant. It is proven based on calculation result was gotten test scores had shown an improvement in the first to the second cycle. They were 61.42, 62.14, 84.28, and 91.78.<sup>6</sup>

Further, the researcher has done it and found that the students' improving in vocabulary mastery in the first test was low, the second test was good, the second cycle was almost very good, and the third and fourth test was almost very good. It can be seen in the following table.

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<sup>5</sup>Wirda Halwi, "Improving Grade V students' vocabulary Mastery Using Antonyms and Synonyms at SD Negeri 116254 Ranto Jior", (*Unpublished Thesis*). STAIN Padangsidimpuan, 2012, p. 39.

<sup>6</sup>Tri Rizky. "Improving students' Vocabulary through Crossword Puzzle at SD Muhammadiyah 1 Padangsidimpuan" (*Unpublished Thesis*), IAIN Padangsidimpuan, 2014, p.57

**Table 21**  
**The Comparative result of the Action**

Indicator	Cycle 1		Cycle 2		Total Of Students
	Meeting				
	1	2	3	4	
Noun	13.92	17.05	19.64	21.78	28
Verb	15.17	18.21	19.64	21.42	28
Verb	15.17	19.10	19.46	21.60	28
Adverb	15.00	16.78	17.15	20.89	28
<b>Mean Score</b>	<b>58.39</b>	<b>71.60</b>	<b>75.89</b>	<b>85.71</b>	28
<b>Students Complete Study</b>	2	19	27	28	28
<b>Percentage</b>	<b>7.14%</b>	<b>67.85%</b>	<b>96.42%</b>	<b>100%</b>	

For that reason, the implementation of simulation to improve students' in vocabulary mastery at SMP Negeri I Batang Angkola, has become one of technique that can be used by the English teacher in teaching vocabulary.

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

In this research, the researcher believed that there were many threats of the writer. It started from the titled until the techniques of analyzed data, so the researcher know that was is so far from excellence the thesis.

On doing the interview, there were the threats of time, because the subject of this research had many activities. So, the researcher has difficulties to find the

real condition of the improving students' vocabulary in SMP Negeri I Batang Angkola. Finally this thesis has been done because they helped from the entire advisors, headmaster and English teacher.

## CHAPTER V

### CONCLUSSION AND SUGGESTION

#### A. The Conclusion

Based on the accounting result of the research, so the conclusion that word square could to improve vocabulary mastery at VII SMP Negeri I BatangAngkola.

#### B. The Suggestion

The result of this study showed that the word square technique improved students' vocabulary mastery. Therefore would like to give some suggestions:

- a. Word Square technique could be used as an alternative way of teaching in teaching writing
- b. The teacher should prepare technique used before teaching and learninggoing on.
- c. The teacher should give an interesting and suitable technique with their ageand their joy.
- d. The teacher should recommend a good technique that is suitable withmaterial given to their students.
- e. Students should have a strong motivation to memorize more new wordsthat they find from given the technique.
- f. Students should have self-confidence to build up their own Englishknowledge to speak up in class.

- g. The reader can use this final project as references in future writing.
- h. The researcher should study more in this vocabulary and make it better thanbefore and word square as reference to further or other classroom action research more paying attention in the efficiency of time.

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## CURRICULUM VITAE



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3. Senior High School : SMKN Aek Galoga,Panyabungan
4. Institute : Educational English Department Faculty of Tarbiyah at IAIN Padangsidempuan (2015)

## Appendix

### Observation Sheet Students' Activity in Teaching Learning Process Classroom Action Research

**Subject Matter** : English  
**Class / semester** : VII/ I  
**Meeting** : I  
**Days / Date Of** : 19 January 2015  
**Cycles** : I

No .	Activities	Yes	Total of Students	No	Total of Students
1	Students active write learning material	✓	6	✓	22
2	Students have motivation when learning vocabulary by using word square.	✓	17	✓	11
3	Students have full attention when learning vocabulary by using word square	✓	9	✓	19
4	Students active ask some question	✓	2	✓	26
5	Students enthusiastic when learning vocabulary by using word square	✓	10	✓	18
6	Students doing all the task	✓	3	✓	25
7	Students collect the task on time	✓	28	✓	-
8	Students doing task living up instruction	✓	8	✓	28

**APPENDIXES 18**

**Observation Sheet**  
**Students' Activity in Teaching Learning Process**  
**Classroom Action Research**

**Subject Matter** : English  
**Class / semester** : VII/I  
**Meeting** : III  
**Days / Date Of** : 26 January 2015  
**Cycles** : II

No.	Activities	Yes	Total of Student	No	Total of Students
1	Students active write learning material	✓	13	✓	15
2	Students have motivation when learning vocabulary by using word square.	✓	18	✓	10
3	Students have full attention when learning by using word square	✓	15	✓	13
4	Students active ask some question	✓	8	✓	20
5	Students enthusiastic when learning vocabulary by using word square	✓	26	✓	2
6	Students doing all the task	✓	10	✓	18
7	Students collect the task on time	✓	28	✓	-
8	Students doing task living up instruction	✓	16	✓	12

## Observation Sheet

### Teacher Activity in Teaching Learning Process

### Classroom Action Research

**Subject Matter** : English  
**Class / semester** : VI/I  
**Meeting** : I  
**Days / Date Of** : 18 January 2015  
**Cycles** : I

No.	Activities	Yes	No
	A. Introduction		
1	Teacher says greeting and introducing patiently	✓	
2	Teacher reviews the previous lesson	✓	
3	Teacher explains little about <i>Names of thing, Animals, health, hobby &amp; activity, public serves</i> topic by using word square.	✓	
	B. Content		
4	Teacher gives explanation how to do the activity by using word square by doing one of the essay items.	✓	
5	Teacher hangs the blank word square in the black board.	-	
6	Teacher gives the word square that will be done for each student.	✓	
	C. CLOSE		
7	Teacher and students answer the blank word square together.	✓	

## Observation Sheet

### Teacher Activity in Teaching Learning Process

### Classroom Action Research

**Subject Matter** : English  
**Class / semester** : VI/I  
**Meeting** : III  
**Days / Date Of** : 26 January 2015  
**Cycles** : II

No.	Activities	Yes	No
	D. Introduction		
1	Teacher says greeting and introducing patiently	✓	
2	Teacher reviews the previous lesson	✓	
3	Teacher explains little about <i>Names of thing, part of body, feeling, daily activity, public serves</i> topic by using word square.	✓	
	E. Content	✓	
4	Teacher gives explanation how to do the activity by using word square by doing one of the essay items.	✓	
5	Teacher hangs the blank word square in the black board.	✓	
6	Teacher gives the word square that will be done for each student.	✓	
	F. CLOSE		
7	Teacher and students answer the blank word square together.	✓	





## **APPENDIX**

### **List of Interview**

#### **A. Interviews to the Students**

1. Apakah kamu suka belajar bahasa inggris?  
Jika iya berikan alasan, jika tidak berikan alasan  
(Do you like study English?)  
If yes give a reason, if not give a reason  
Answer: Yes, because study English can make me happy
2. Apa yang membuat kamu tertarik ketika belajar bahasa Inggris ?  
( what is your make interest while study English?)  
I interest in study English because English funny
3. Apa yang membuat kamu malas ketika belajar bahasa Inggris ?  
( what is your make lazy while study English?)  
Make me lazy while study about tenses because it is difficult
4. Apakah kamu merasa kesulitan dalam belajar bahasa inggris?  
  
(Do you feel difficulties in learning English?)  
  
If yes give a reason, if not give a reason  
  
Answer: Yes, Why? I feel difficult while the teacher gave as test translate
5. Kesulitan-kesulitan apa yang kamu dapatkan dalam belajar bahasa inggris?  
(What are the difficulties in learning English?)  
Answer: Translate, Tenses, Vocabulary Mastery, Berhitung,

Student

Yesi Oktalia Putri

## **B. Interviews to the Teachers**

1. Bagaimana menurut Ibu kemampuan siswa dalam belajar bahasa Inggris?

(How are the students' ability in study English?)

Answer: I think students' ability was into categories low

2. Metode apa saja yang digunakan Ibu dalam mengajar bahasa Inggris?

(What are your methods in teaching English?)

Answer: Opening dictionary, Outdoor, Cooperative,

3. Bagaimana teknik Ibu dalam mengajar bahasa Inggris khususnya mengenai vocabulary?

(How is your technique in teaching English especially vocabulary?)

Answer: Giving Picture, Card, Make a pair, outdoor

4. Kesulitan-kesulitan apa saja yang dihadapi siswa dalam belajar bahasa Inggris khususnya mengenai vocabulary?

(What are the difficulties of students' in study English especially about vocabulary?)

Answer : Lack students mastery ,so they are difficult to read and speak the new vocabularies that they found. They are also difficult to memorize the new vocabularies that just been found by them. Then, although they don't have many vocabularies, they still lazy to open dictionary to know the meaning

5. Bagaimana Ibu mengatasi masalah- masalah dan kesulitan siswa dalam belajar vocabulary khusus vocabulary?

(How do you solve the problems in students' study English especially vocabulary?)

Answer: I motivate them that English is fun. If they find the difficulties, we solve them together and if they we bored in English material, I ask them for singing fun song that are in English book or changes the method of teaching English such as outdoor study.

Padangsidempuan, January 2015

The English teacher of  
SMP N I Batang Angkola

**(Nurbaina Siregar, S.Pd)**

## Appendix

### Observation Sheet Students' Activity in Teaching Learning Process Classroom Action Research

**Subject Matter** : English  
**Class / semester** : VII/ I  
**Meeting** : II  
**Days / Date Of** : 19 January 2015  
**Cycles** : I

No .	Activities	Yes	Total of Students	No	Total of Students
1	Students active write learning material	✓	15	✓	13
2	Students have motivation when learning vocabulary by using word square.	✓	20	✓	8
3	Students have full attention when learning vocabulary by using word square	✓	18	✓	10
4	Students active ask some question	✓	5	✓	23
5	Students enthusiastic when learning vocabulary by using word square	✓	17	✓	11
6	Students doing all the task	✓	28	✓	-
7	Students collect the task on time	✓	28	✓	-
8	Students doing task living up instruction	✓	8	✓	28

**Observation Sheet**  
**Students' Activity in Teaching Learning Process**  
**Classroom Action Research**

**Subject Matter** : English  
**Class / semester** : VII/I  
**Meeting** : IV  
**Days / Date Of** : 26 January 2015  
**Cycles** : II

No.	Activities	Yes	Total of Student	No	Total of Students
1	Students active write learning material	✓	26	✓	2
2	Students have motivation when learning vocabulary by using word square.	✓	28	✓	
3	Students have full attention when learning by using word square	✓	26	✓	2
4	Students active ask some question	✓	8	✓	20
5	Students enthusiastic when learning vocabulary by using word square	✓	26	✓	2
6	Students doing all the task	✓	28	✓	-
7	Students collect the task on time	✓	28	✓	-
8	Students doing task living up instruction	✓	28	✓	-

## Observation Sheet

### Teacher Activity in Teaching Learning Process

### Classroom Action Research

**Subject Matter** : English  
**Class / semester** : VI/I  
**Meeting** : II  
**Days / Date Of** : 18 January 2015  
**Cycles** : I

No.	Activities	Yes	No
	A. Introduction		
1	Teacher says greeting and introducing patiently	✓	
2	Teacher reviews the previous lesson	✓	
3	Teacher explains little about <i>Names of thing, Occupation, feeling, sport &amp; hobby, names of place</i> topic by using word square.	✓	
	B. Content		
4	Teacher gives explanation how to do the activity by using word square by doing one of the essay items.	✓	
5	Teacher hangs the blank word square in the black board.	✓	
6	Teacher gives the word square that will be done for each student.	✓	
	C. CLOSE		
7	Teacher and students answer the blank word square together.	✓	

## Observation Sheet

### Teacher Activity in Teaching Learning Process

### Classroom Action Research

**Subject Matter** : English  
**Class / semester** : VI/I  
**Meeting** : IV  
**Days / Date Of** : 26 January 2015  
**Cycles** : II

No.	Activities	Yes	No
	D. Introduction		
1	Teacher says greeting and introducing patiently	✓	
2	Teacher reviews the previous lesson	✓	
3	Teacher explains little about <i>Names of thing, Vegetables &amp; fruits, weather, activity, adverb of time</i> topic by using word square.	✓	
	E. Content	✓	
4	Teacher gives explanation how to do the activity by using word square by doing one of the essay items.	✓	
5	Teacher hangs the blank word square in the black board.	✓	
6	Teacher gives the word square that will be done for each student.	✓	
	F. CLOSE		
7	Teacher and students answer the blank word square together.	✓	





**Appendix 15****LIST OF STUDENTS VOCABULARY VALUE IN FIRST CYCLE UP TO SECOND CYCLE BY USING WORD SQUARE TECHNIQUE**

NO	Students Name	Score Cycle 1 & 2		D=	$\Sigma D=$	$\Sigma D^2$
		X	Y	(X-Y)	D- MD	
1	A P	80	100	20	- 6.96	48.44
2	AH	55	85	30	3.04	9.24
3	AK	45	90	45	18.04	325.44
4	AS	60	80	20	- 6.96	48.44
5	AT	60	85	25	-1.96	3.72
6	AY	65	80	15	-11.96	143.04
7	AH	55	85	30	3.04	9.24
8	DK	50	80	30	3.04	9.24
9	DAN	55	85	25	-1.96	3.72
10	EY	60	95	35	8.04	64.64
11	GP	55	85	30	3.04	9.24
12	GD	65	80	15	-11.96	143.04
13	IP	55	75	20	- 6.96	48.44
14	IS	60	80	20	- 6.96	48.44
15	IF	55	85	30	3.04	9.24
16	JH	70	95	25	-1.96	3.72
17	KN	55	80	25	-1.96	3.72
18	LG	50	85	35	8.04	64.64
19	MS	60	95	35	8.04	64.64
20	NAN	55	80	25	- 1.96	3.72
21	PN	60	80	20	- 6.96	48.44
22	RS	65	90	30	3.04	9.24
23	RSR	60	85	25	-1.96	3.72
24	RF	55	80	25	-1.96	3.72
25	RT	60	80	20	- 6.96	48.44
26	SS	60	95	35	8.04	64.64
27	YOP	60	95	35	8.04	64.64
28	YRY	60	90	30	3.04	9.24
<b>Total N</b>		<b>1635/28</b>	<b>2400/28</b>	<b>755/28</b>	<b>14.04/28</b>	<b>1316.08/28</b>
<b>Mean</b>		<b>M= 58.39</b>	<b>M= 85.71</b>	<b>M<sub>D</sub> = 26.96</b>	<b>MD=0.501</b>	<b><math>\Sigma D = 47.00</math></b>

To test the significances, the researcher used t-test for both of small samples less than 30 students. The procedures of interpreting the data were:

1. Formulating Hypothesis alternative ( $H_a$ ) and Hypothesis nihil ( $H_0$ ):

$H_0$  = There is not significant improvement among students' speaking test in the first cycle and second cycle.

$H_a$  = There is significant improvement among students' speaking test in the first cycle and second cycle.

2. Calculating the signification of  $t_0$  by comparing  $t_0$  and  $t_t$  and calculating the degree of freedom (df) with  $df=N-1$ .
3. Looking for level of signification 5% or 1% in t table (it can be seen from df).
4. Comparing the result of  $t_0$  and  $t_t$  with the criterion:
  1. If  $t_0$  bigger than  $t_a$  or  $t_0$  same with  $t_t$ , so  $H_0$  is rejected and  $H_a$  is received. It means that there is significant improvement of students' learning process result.
  2. If  $t_0$  smaller than  $t_t$ , so  $H_0$  is received and  $H_a$  is rejected. It means that there is not significant improvement of students' learning process result.
5. Making conclusion from the result.

Steps of calculating the data:

$M_D$  = Mean of difference

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

$$= \frac{755}{28} = 26.96$$

$\sum D$  = Number of difference Score Between Second Cycle and First Cycle,  $D = X - Y$

N = 28 Students

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

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

$$SD_D = \sqrt{\frac{1316.08}{28} - \left(\frac{14.04}{28}\right)^2}$$

$$SD_D = \sqrt{47.00 - 0.251}$$

$$SD_D = \sqrt{46.74}$$

$$SD_D = 6.83$$

$SE_{MD}$  = Standard Error from Mean of Difference

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

$$SE_{MD} = \frac{6.83}{\sqrt{28-1}}$$

$$SE_{MD} = \frac{6.83}{\sqrt{27}}$$

$$SE_{MD} = \frac{6.83}{5.19}$$

$$SE_{MD} = 1.3$$

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

$$t_o = \frac{26.96}{1.3}$$

$$t_o = 20.73$$

$$\text{Degrees of freedom (df)} = N-1 = 28-1 = 27$$

The calculation result of  $t_o = 20.73$ ,  $t_{table}$  with  $df = 27$ , level of signification in t table 5% is 2,050. It can be known that the result of  $t_o$  is bigger than  $t_t$ , it is  $20.73 > 2.050$  and level of signification in t table 1% is  $20.73 > 2.770$ . Based on the result, it means that there is a significant improvement between students' vocabulary mastery 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 (85.71) is greater than first cycle (58.39). It shows that "Improving students vocabulary mastery by using word square technique at SMP N I Batang Angkola.

## Appendix 8

### Students Vocabulary Mastery Score in Second Meeting on Cycle I

N0	Students Name	Noun	Verb	Adjective	Adverb	Score
1	Aang Pratama	20	25	20	25	90
2	Abdul Hadi	15	15	15	15	60
3	Abdul Kahfi	10	10	15	15	50
4	Ahmad Sandro	15	20	15	15	65
5	Arsalan Titok	15	15	15	20	65
6	Amaliah Yasmin	15	15	20	20	70
7	Ainun Harahap	15	20	15	15	65
8	Desi Kitriansi	20	15	20	15	70
9	Debi Armida Nasution	15	15	20	15	65
10	Erlida yanti	20	15	20	15	70
11	Gusti Pratiwi	20	20	25	20	85
12	Gusriana Dalimunthe	20	20	20	20	80
13	Idris Pandapotan	20	20	20	15	75
14	Irsan Sapri	20	20	20	15	75
15	Ilmi Febriani	15	15	20	15	65
16	Jamil Hamdi	20	20	20	20	80
17	Khoirun Nisa	20	15	20	15	70
18	Lyla Gusliana	20	20	15	15	70
19	M. Syahrial	20	20	20	15	75
20	Nur Atikah Nasution	15	15	20	15	65
21	Pauziah Nasution	20	25	25	20	90
22	Rahmad Syukur	15	20	20	15	70
23	Ridho Syahril Rhamadan	15	20	20	15	70
24	Rahmad Fauzi	20	15	20	15	70
25	Rodiah Tanjung	15	20	15	15	65
26	Saprina siregar	20	20	25	20	85
27	Yesi Oktalia Putri	15	20	15	20	70
28	Yuli Rhamada Yanti	20	20	20	15	75
<b>TOTAL</b>						<b>2005</b>
$\text{Mean} = x = \frac{\sum x}{N} = \text{so,} \quad X = \frac{1995}{28} = 71,60$						

## Appendix 9

### Students Vocabulary Mastery Score in Third Meeting on Cycle II

N0	Students Name	Noun	Verb	Adjective	Adverb	Score
1	Aang Pratama	25	20	25	20	90
2	Abdul Hadi	20	20	20	20	80
3	Abdul Kahfi	20	20	20	20	80
4	Ahmad Sandro	20	20	15	15	70
5	Arsalan Titok	15	20	20	15	70
6	Amaliah Yasmin	20	20	20	15	75
7	Ainun Harahap	25	20	20	20	85
8	Desi Kitriansi	20	15	20	15	70
9	Debi Armida Nasution	20	20	20	15	75
10	Erlida yanti	25	20	20	20	85
11	Gusti Pratiwi	20	20	20	15	75
12	Gusriana Dalimunthe	20	20	20	15	75
13	Idris Pandapotan	15	20	15	20	70
14	Irsan Sapri	20	15	20	15	70
15	Ilmi Febriani	20	20	20	15	75
16	Jamil Hamdi	20	25	20	20	85
17	Khoirun Nisa	20	20	20	15	75
18	Lyla Gusliana	20	15	20	15	70
19	M. Syahrial	25	15	15	15	70
20	Nur Atikah Nasution	20	20	20	15	75
21	Pauziah Nasution	15	20	15	20	70
22	Rahmad Syukur	15	20	15	15	65
23	Ridho Syahril Rhamadan	15	20	20	15	70
24	Rahmad Fauzi	20	20	20	20	80
25	Rodiah Tanjung	20	20	20	15	75
26	Saprina siregar	15	20	15	20	70
27	Yesi Oktalia Putri	20	20	25	20	85
28	Yuli Rhamada Yanti	20	25	25	20	90
<b>TOTAL</b>						<b>2125</b>
$\text{Mean} = x = \frac{\sum x}{N} = \text{so,} \quad X = \frac{2125}{28} = 75,89$						

Appendix 10

**Students Vocabulary Mastery Score in Fourth Meeting on Cycle II**

<b>NO</b>	<b>Students Name</b>	<b>Noun</b>	<b>Verb</b>	<b>Adjective</b>	<b>Adverb</b>	<b>Score</b>
1	Aang Pratama	25	25	25	25	100
2	Abdul Hadi	20	20	25	20	85
3	Abdul Kahfi	20	25	20	25	90
4	Ahmad Sandro	20	20	20	20	80
5	Arsalan Titok	20	20	25	20	85
6	Amaliah Yasmin	20	20	20	20	80
7	Ainun Harahap	25	20	20	20	85
8	Desi Kitriansi	20	20	20	20	80
9	Debi Armida Nasution	25	20	20	20	85
10	Erlida yanti	25	25	25	20	95
11	Gusti Pratiwi	25	20	20	20	85
12	Gusriana Dalimunthe	20	20	20	20	80
13	Idris Pandapotan	20	20	15	20	75
14	Irsan Sapri	20	20	20	20	80
15	Ilmi Febriani	20	25	20	20	85
16	Jamil Hamdi	25	20	25	25	95
17	Khoirun Nisa	20	20	20	20	80
18	Lyla Gusliana	20	20	25	20	85
19	M. Syahrial	25	25	25	25	95
20	Nur Atikah Nasution	20	20	20	20	80
21	Pauziah Nasution	20	20	20	20	80
22	Rahmad Syukur	25	20	25	20	90
23	Ridho Syahril Rhamadan	20	20	20	20	85
24	Rahmad Fauzi	20	20	20	20	80
25	Rodiah Tanjung	20	20	20	20	80
26	Saprina siregar	25	25	25	20	95
27	Yesi Oktalia Putri	25	25	25	20	95
28	Yuli Rhamada Yanti	20	25	25	25	90
<b>Total</b>						<b>2400</b>
$\text{Mean} = x = \frac{\sum x}{N} = \text{so,} \quad X = \frac{2705}{28} = 85,71$						

Appendix 7

**Students Vocabulary Mastery Score in first Meeting on Cycle I**

<b>N0</b>	<b>Students Name</b>	<b>Noun</b>	<b>Verb</b>	<b>Adjective</b>	<b>Adverb</b>	<b>Score</b>
1	Aang Pratama	20	20	20	20	80
2	Abdul Hadi	10	15	15	15	55
3	Abdul Kahfi	10	10	10	15	45
4	Ahmad Sandro	15	15	20	10	60
5	Arsalan Titok	15	15	15	15	60
6	Amaliah Yasmin	15	15	20	15	65
7	Ainun Harahap	10	15	15	15	55
8	Desi Kitriansi	15	10	10	10	50
9	Debi Armida Nasution	10	15	15	15	55
10	Erlida yanti	15	15	15	15	60
11	Gusti Pratiwi	10	15	15	15	55
12	Gusriana Dalimunthe	15	15	15	20	65
13	Idris Pandapotan	15	15	15	10	55
14	Irsan Sapri	15	15	15	15	60
15	Ilmi Febriani	10	15	15	15	55
16	Jamil Hamdi	20	15	15	20	70
17	Khoirun Nisa	10	15	15	15	55
18	Lyla Gusliana	15	15	10	10	50
19	M. Syahrial	15	15	15	15	60
20	Nur Atikah Nasution	10	15	15	15	55
21	Pauziah Nasution	15	15	15	15	60
22	Rahmad Syukur	15	20	15	15	65
23	Ridho Syahril Rhamadan	15	15	15	15	60
24	Rahmad Fauzi	10	15	15	15	55
25	Rodiah Tanjung	15	15	15	15	60
26	Saprina siregar	15	15	15	15	60
27	Yesi Oktalia Putri	15	15	15	15	60
28	Yuli Rhamada Yanti	15	15	15	15	60
<b>TOTAL</b>						<b>1635</b>
$\text{Mean} = \frac{\sum x}{N} = \text{so}, = \frac{1635}{28} = \mathbf{58,39}$						



## Instrument

## First Cycle (meeting 1)

## I. Find the word on the box by picture

## Word Square: Animals (Nouns)

C	U	P	S	S
A	O	E	J	N
T	K	N	E	A
L	O	G	L	C
I	A	U	Y	K
O	L	I	F	E
N	A	N	I	S
F	I	S	H	S

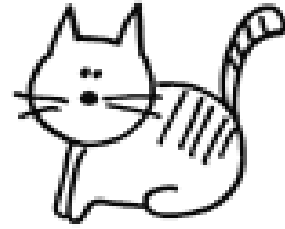
1.....

2.....

3.....

4.....

5.....



**II. Answer the question related to the words on the box(Adjective)**

**Table Word Square: HEALTH**

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

1. Arya feels pain in his Ear. He has an .....
2. I feels itcy in my throat. I have a.....
3. Ruli feels school. He has a.....
4. I feel pain in my eye. I have an a.....
5. Susi feels pain in her head. He has a.....

**III. Choose better answer of a, b, c, d (Verb)**

1. Father always go.....every Sunday



- a. Painting
  - b. Fishing
  - c. swimming
  - d. camping
2. I ..... to school by bus
    - a. go
    - b. going
    - c. gone
    - d. goes

3. A: What is your mother's hobby  
 B: Her hobby is.....\



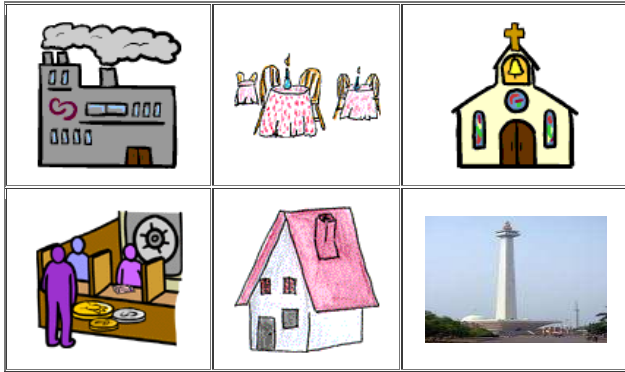
- a. Singing                      b. Playing  
 c. Drawing                      d. Painting
4. My Mother .....rice in the morning
- a. cook  
 b. cooking  
 c. cooks  
 d. cooked
5. She is.....In the morning



- a. Swimming  
 b. Take Shower  
 c. Take Bath  
 d. Tooth Brush

**IV. Find The answer word in the box by picture (Adverb)**

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



**First cycle (meeting 2)****Instrument****1. Answer the question related word on the box( Nouns and Adjective)****Table. Word Square: Transports and Feeling**

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

- |          |              |
|----------|--------------|
| 1. Bus   | 6. Beautiful |
| 2. Boat  | 7. Strong    |
| 3. Ship  | 8. handsome  |
| 4. Taxi  | 9. clever    |
| 5. Train | 10. sweet    |

**II. Find the word on the box by answer a, b, c, or d (Adverb)**

**Table word square: Activity**

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

1. My father working in the.....
  - a. Post office
  - b. Other
  - c. sweet
  - d. nothing
2. My grandmother arrived last.....
  - a. Now
  - b. Yesterday
  - c. Tomorrow
  - d. Night
3. I pray for Subuh in .....
  - a. Mosques
  - b. Market
  - c. Mosque
  - d. School
4. I get up at ..... O'clock
  - a. Now
  - b. Five
  - c. Morning
  - d. Afternoon
5. A: Where do you life  
B: I life in.....
  - a. Jakarta
  - b. Bank
  - c. Homes
  - d. School

**III. Find the word in the box by picture(Verb)**

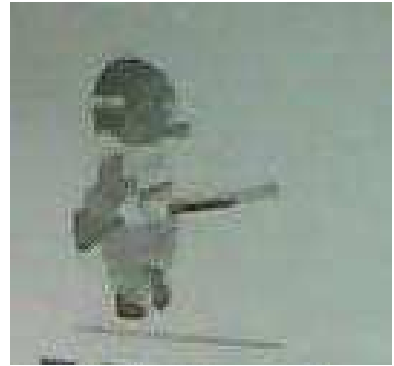
1. JOGGING`



2. PAINTING



3. HUNTING



4. DANCING



5. PLYING CARD



**Table. Word Square: Hobbies**

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

### Second Cycle (meeting 3)

#### Instrument

#### I. Find the word on the box by answer a, b, c, or d(Nouns)

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

1. What is it? It is.....



- a. sock
- b. shoe
- c. bag
- d. trouser

2. The plural form of “foot” is .....

- a. feet
- b. foots
- c. feets
- d. foot



3. The doctor treats the .....



- a. teacher      c. patient
- b. worker      d. driver

4. Indonesia is a republic. A ..... leads this country

- a. king
- b. president
- c. governor
- d. vice president

5. There are five .....in the earth. They are Asia, Australia, America, Africa and Europe.

- a. Islands
- b. archipelagoes
- c. continents
- d. isles

**II. Find the word on the box bywords below (adjective)**

**Table. Word Square: Feeling**

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

- 1. Comfort                      4. Bored
- 2. Small                        5. Ugly
- 3. Tired

**III. Find the word on the box by words below (verb)**

**Table: Word square ( Daily activities)**

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

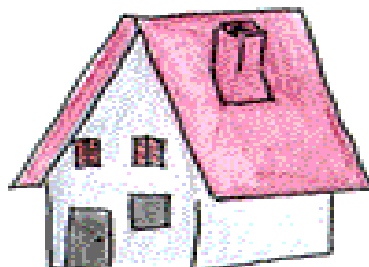
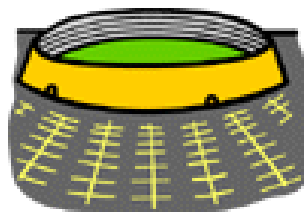
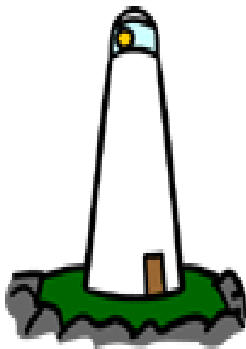
1. Cook    2. Tooth Brush    3.Going    4. Drawing    5. Study

**IV. Find the word in the box by Picture (Adverb)**

1. ....

2. ....

3. ....



4. ....

5. ....

**Table. Word Square**

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

## Key Word Answer

### Second cycle (meeting 3)

#### I. Find the word in the box by word(Nouns)

Table: word square (part body)

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

1. Ankle
2. Elbow
3. Fingers
4. Shoulder
5. Waist

#### II. Find the word in box above(Adjective)

Table. Word Square

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



1. This is a **beautiful** girl



3. He is **clever** student



4. This is **nice** desert



2. There are some **flowers**



5. This is baby is **fair** face

**III. Find the word on the box by words above(verb)**

**Table: Word square (activities)**

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

1. Cook   2. Tooth Bush   3.Going   4. Drawing   5. Study

Appendix

**Key Word Answer**

**Second cycle (meeting 4)**

I. Find the word on the box by answer a, b, c, or d (Nouns)

Table. Word Square: Vegetables

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

1. Carrot Is the kind of the Vegetable



4. It is often cooked with Bean



2. What sauce that is sour?  
Tomato



5. One of materials for making Chitato is potato



3. What is the Fruit?

II. Find the word on the box (adjective)

Table. Word Square: Weather

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

4. I always use umbrella at rain weather
5. I always use jacket at cloud weather
6. We always play sky at snow weather
7. I cannot see star on sky at dark weather
8. I always eat ice cream at hot weather

III. Find the answer on the box(verb)

Table. Word Square

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

1. Every Sunday I and mom always go to market for **shopping**
2. I **calling** my mom because I miss him
3. I **buy** a ticket for PON competition tomorrow
4. I **walk** Go to school
5. I can **speak** English well

**IV. Find the word on the box(adverb)**

**Table. Word square: City and adverb of time**

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

1. **Every day** e are go to school together
2. I ever saw him tree month **ago**
3. I send letter to him **now**
4. Ever you go to **Frances** city?
5. We are have dinner in **restaurant**



Appendixes

Key word answer

First Cycle (meeting 1)

**I. Find the word on the box by picture**

**Word Square: Animals (Nouns)**

C	U	P	S	S
A	O	E	J	N
T	K	N	E	A
L	O	G	L	C
I	A	U	Y	K
O	L	I	F	E
N	A	N	I	S
F	I	S	H	S

1. Penguin



2. Fish



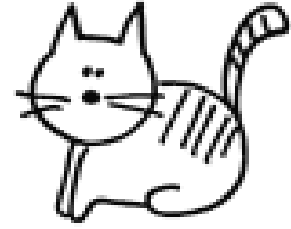
3. Koala



4. Lion



5. Cat



**II. Answer the question related to the words on the box(Adjective)**

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

1. Arya feels pain in his Ear. He has an earache
2. I feels itcy in my throat. I have a cough
3. Ruli feels cool. He has a cold
4. I feel pain in my eye. I have an a eyeache
5. Susi feels pain in her head. He has a headache

**III. Choose better answer of a, b, c, d (Verb)**

1. Father always go.....every Sunday



- a. Painting
  - b. **Fishing**
  - c. swimming
  - d. camping
2. I ..... to school by bus
    - a. go
    - b. going
    - c. gone
    - d. goes
  3. A: What is your mother's hobby  
B: Her hobby is.....



- a. Singing
  - b. Playing
  - c. Drawing
  - d. **Painting**
4. My Mother .....rice in the morning
    - a. cook
    - b. cooking
    - c. cooks
    - d. cooked

5. She is.....In the morning



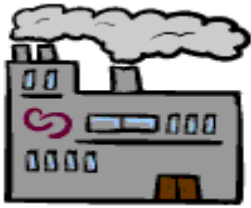
- a. Swimming
- b. Take Shower
- c. **Take Bath**
- d. Tooth Brush

**Table Word Square: Hobbies**

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

**IV. Find The answer word in the box by picture(Adverb)**

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



factory

Restaurant



Church



bank

house



monas monument

## Appendixes

### Key Word Answer

#### First cycle (meeting 2)

#### Instrument

##### I. Answer the question related to words on the box!(Noun)

1. This person makes table, chairs, doors, etc. He is a carpenter
2. She teaches people in the class. She is a teacher
3. This person delivers letter in your house. He is a postman
4. This person works in restaurant. She is a waiter
5. This person helps the doctor to examine the patient in hospital.  
She is a nurse

#### Table Word Square: Occupation

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

##### II. Answer the question related word on the box( Adjective)

#### Table. Word Square: Feeling

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

1. Beautiful
2. Strong
3. Handsome
4. Clever
5. Sweet

**III. Find the word in the box by picture(Verb)**

1. JOGGING`



2. PAINTING



3. HUNTING



4. DANCING



5. PLYING CARD



Table. Word Square: Hobbies

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

III. Find the word on the box by answer a, b, c, or d (Adverb)

Table word square

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

1. My father working in the.....
  - a. Post office
  - b. Other
  - c. sweet
  - d. nothing
  
2. My grandmother arrived last.....
  - a. Now
  - b. Yesterday
  - c. Tomorrow
  - d. Night
  
3. I pray for Subuh in .....
  - a. Mosques
  - b. Market

- c. **Mosque**
  - d. School
4. I get up at ..... O'clock
- a. Now
  - b. Five**
  - c. Morning
  - d. Afternoon
5. A: Where do you live  
B: I live in.....
- a. Jakarta**
  - b. Bank
  - c. Homes
  - d. School



**Appendix 2**

Name:

Class:

## Instrument

**I. Find the word in the box by word (Nouns)****Table: word square (part body)**

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

1. Ankle
2. Elbow
3. Fingers
4. Shoulder
5. Waist

**II. Find the word in box above(Adjective)****Table. Word Square: Feeling**

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



1. This is a .....



3. He is ..... student



4. This is .....desert



2. There are .....



5. This is baby is .....face

**III. Find the word in box (Verb)**

1. My uncle ..... Newspaper daily
2. Whom your..... For a Indonesia president
3. I..... coffee for them
4. He .....a pencil on the table
5. He .....about the film

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

**IV. Find the word in box above(adverb)**

**Table. Word Square: Park**

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

1. Zoo
2. Market
3. Hotel
4. Park
5. School

**Second cycle (meeting 4)**

Instrument

**I. Find the word on the box by answer a, b, c, or d (Nouns)**

**Table. Word Square: Vegetables**

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

1.....Is the kind of the Vegetable



4. It is often cooked with .....



2. What sauce that is sour?

5. One of materials for making Chitato is.....



3. What is the Fruit?

**II. Find the word on the box (adjective)**

**Table. Word Square: Weather**

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

3. I always use umbrella at .....weather
4. I always use jacket at ..... weather
5. We always play sky at..... weather
6. I cannot see star on sky at .....weather
7. I always eat ice cream at.....weather

**III. Find the answer on the box(verb)**

**Table. Word Square**

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

1. Every Sunday I and mom always go to market for.....
2. I ..... my mom because I miss him
3. I ..... a ticket for PON competition tomorrow
4. I ..... Go to school
5. I can ..... English well

**IV. Find the word on the box(adverb)**

**Table. Word square:**

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

1. ....We are go to school together
2. I ever saw him tree month .....
3. I send letter to him .....
4. Ever you go to.....city?
5. We are have dinner in.....

Appendix 17

**LIST OF STUDENTS' VOCABULARY VALUE IN FIRST CYCLE  
BY USING WORD SQUARE TECHNIQUE**

N0	Students Name	M/W	The Test		Mean
			1	2	
1	Aang Pratama	M	80	90	85
2	Abdul Hadi	M	55	80	67.5
3	Abdul Kahfi	M	45	80	62.5
4	Ahmad Sandro	M	60	70	65
5	Arsalan Titok	M	60	70	65
6	Amaliah Yasmin	W	65	75	70
7	Ainun Harahap	W	55	85	70
8	Desi Kitriansi	W	50	70	60
9	Debi Armida Nasution	W	55	75	65
10	Erlida yanti	W	60	85	72.5
11	Gusti Pratiwi	W	55	75	65
12	Gusriana Dalimunthe	W	65	75	70
13	Idris Pandapotan	M	55	70	62.5
14	Irsan Sapri	M	60	70	65
15	Ilmi Febriani	W	55	75	65
16	Jamil Hamdi	M	70	85	77.5
17	Khoirun Nisa	W	55	75	65
18	Lyla Gusliana	W	50	70	60
19	M. Syahril	M	60	70	65
20	Nur Atikah Nasution	W	55	75	65
21	Pauziah Nasution	W	60	70	65
22	Rahmad Syukur	M	65	65	65
23	Ridho Syahril Rhamadan	M	60	70	65
24	Rahmad Fauzi	M	55	80	67.5
25	Rodiah Tanjung	W	60	75	67.5
26	Saprina siregar	W	60	70	65
27	Yesi Oktalia Putri	W	60	85	72.5
28	Yuli Rhamada Yanti	W	60	90	75
	<b>The Mean:</b>		<b>58.39</b>	<b>71.60</b>	
<b>The Total Mean Score In First Cycle</b>			<b>64.99</b>		

**The Students' Improvement in First Cycle**

$$P = \frac{\text{Post Rate} - \text{Base Rate}}{\text{Base Rate}} \times 100\% \text{ so, } p = \frac{64.99 - 53.56}{53.56} \times 100\% = 21.34\%$$

## Appendix 14

### LIST OF STUDENTS' VOCABULARY VALUE IN SECOND CYCLE BY USING WORD SQUARE TECHNIQUE

NO	Students Name	M/W	The Test		Mean
			1	2	
1	Aang Pratama	M	90	100	95
2	Abdul Hadi	M	80	85	82.5
3	Abdul Kahfi	M	80	90	85
4	Ahmad Sandro	M	70	80	75
5	Arsalan Titok	M	70	85	75
6	Amaliah Yasmin	W	75	80	77.5
7	Ainun Harahap	W	85	85	85
8	Desi Kitriansi	W	70	80	75
9	Debi Armida Nasution	W	75	85	80
10	Erlida yanti	W	85	95	90
11	Gusti Pratiwi	W	75	85	80
12	Gusriana Dalimunthe	W	75	80	77.5
13	Idris Pandapotan	M	70	75	72.5
14	Irsan Sapri	M	70	80	75
15	Ilmi Febriani	W	75	85	80
16	Jamil Hamdi	M	85	95	90
17	Khoirun Nisa	W	75	80	77.5
18	Lyla Gusliana	W	70	85	75
19	M. Syahril	M	70	95	82.5
20	Nur Atikah Nasution	W	75	80	77.5
21	Pauziah Nasution	W	70	80	75
22	Rahmad Syukur	M	65	90	80
23	Ridho Syahril Rhamadan	W	70	85	75
24	Rahmad Fauzi	M	80	80	80
25	Rodiah Tanjung	W	75	80	77.5
26	Saprina siregar	W	70	95	82.5
27	Yesi Oktalia Putri	W	85	95	90
28	Yuli Rhamada Yanti	W	90	90	90
<b>The Mean:</b>			<b>75.89</b>	<b>85.71</b>	
<b>The Total Mean Score In Second Cycle</b>			<b>80.08</b>		

#### The Students' Improvement in First Cycle

$$P = \frac{\text{Post Rate} - \text{Base Rate}}{\text{Base Rate}} \times 100\% \text{ so, } p = \frac{80.08 - 53.56}{53.56} \times 100\% = 50.85\%$$



**Appendix 15****LIST OF STUDENTS VOCABULARY VALUE IN FIRST CYCLE UP TO  
SECON CYCLE BY USING WORD SQUARE TECHNIQUE**

NO	Students Name	M/W	The Test			
			1 <sup>st</sup> Cycle		2 <sup>nd</sup> Cycle	
			1	2	1	2
1	Aang Pratama	M	80	90	90	100
2	Abdul Hadi	M	55	60	85	90
3	Abdul Kahfi	M	45	50	80	90
4	Ahmad Sandro	M	60	65	70	80
5	Arsalan Titok	M	60	65	70	85
6	Amaliah Yasmin	W	65	70	75	80
7	Ainun Harahap	W	55	65	85	85
8	Desi Kitriansi	W	50	70	70	80
9	Debi Armida Nasution	W	55	65	75	85
10	Erlida yanti	W	60	70	85	95
11	Gusti Pratiwi	W	55	85	75	85
12	Gusriana Dalimunthe	W	65	80	75	80
13	Idris Pandapotan	M	55	75	70	75
14	Irsan Sapri	M	60	75	70	80
15	Ilmi Febriani	W	55	65	75	85
16	Jamil Hamdi	M	70	80	85	95
17	Khoirun Nisa	W	55	70	75	80
18	Lyla Gusliana	W	50	70	70	85
19	M. Syahrial	M	60	75	65	95
20	Nur Atikah Nasution	W	55	65	75	80
21	Pauziah Nasution	W	60	85	70	80
22	Rahmad Syukur	M	65	70	65	90
23	Ridho Syahril Rhamadan	W	60	70	70	85
24	Rahmad Fauzi	M	55	70	80	80
25	Rodiah Tanjung	W	60	65	75	80
26	Saprina siregar	W	60	85	70	95
27	Yesi Oktalia Putri	W	60	70	85	95
28	Yuli Rhamada Yanti	W	60	75	90	100
<b>The Mean:</b>			<b>58.39</b>	<b>71.60</b>	<b>75.89</b>	<b>85.71</b>
<b>The Total Mean Score In Second Cycle</b>			<b>64.99</b>		<b>80.08</b>	



When the research





## Appendix 10

### LESSON PLAN

#### CYCLE 2

<b>Instructional Unit</b>	: Vocabulary
<b>School</b>	: SMP N I Batang Angkola
<b>Subject</b>	: English
<b>Topic</b>	: Names of Things (Vegetables & Fruits, Weather, Name of City & Adverb of Time)
<b>Class/ Semester</b>	: 7 <sup>th</sup> Grade
<b>Time</b>	: 4 x 40 minutes
<b>Meeting</b>	: 4
<b>Skill</b>	: Vocabulary

**Standard of Competence** : 1. Understand the very simple instructions and information both in the context of the actions and language around students

**Based Competence** : 1.1 Respond to instructions are very simple with acceptable action in and out class

#### 1. Learning of Indicators

Pada akhir pembelajaran, siswa dapat:

- Menjawab pertanyaan berdasarkan suatu pertanyaan *secara berani ( courage )*
- Melengkapi keterangan pada gambar dan tabel
- Merespon pertanyaan
- Merespon instruksi

❖ **Karakter siswa yang diharapkan** : Dapat dipercaya ( *Trustworthines* )  
Rasa hormat dan perhatian ( *respect* )  
Tekun ( *diligence* )  
Tanggung jawab ( *responsibility* )  
Berani ( *courage* )

2. Learning of Technique : Word Square

### **3. Langkah-Langkah Kegiatan**

#### **A. Kegiatan Pendahuluan**

Apersepsi :

- Membuka salam
- Membaca do'a
- Mengabsen siswa
- Menanyakan kesiapan siswa dalam menerima pelajaran

Motivasi :

- menjelaskan pentingnya materi yang akan dipelajari serta kompetensi yang harus dikuasai siswa serta memberikan stimulus (hadiah)

#### **B. Kegiatan Inti**

Dalam kegiatan inti, guru:

- ☞ Guru memberikan penjelasan sekilas mengenai tentang materi yang akan dipelajari dan technique yang akan digunakan
- ☞ Guru mengaplikasikan teknik word square.
- ☞ Guru memberikan penjelasan tentang topic yang menggunakan word square
- ☞ Guru memberikan beberapa contoh kosakata berbentuk word square
- ☞ Guru memberikan latihan kelompok berupa tebak gambar dengan menggunakan word square teknik.
- ☞ Guru dan murid bersama- sama mengkoreksi jawaban

#### **C. Kegiatan Penutup**

Dalam kegiatan penutup, guru:

- ☞ Setelah mengikuti kegiatan pembelajaran guru menanyakan apakah siswa sudah memahami materi yang sudah dipelajari
- ☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- ☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- ☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;
- ☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- ☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.
- ☞ Menutup salam

#### D. Course

1. Buku-buku yang relevan
2. Diyan Yulianto, Belajar bahasa Inggris dengan ragam permainan kata
3. [http:// www.answers.com/topic/word-square#Vocabulary](http://www.answers.com/topic/word-square#Vocabulary)
4. Gambar-gambar atau benda-benda yang berkaitan dengan materi ajar.
5. [http:// www.manythings.org/vocabulary/games/r/words.php?f=jobs](http://www.manythings.org/vocabulary/games/r/words.php?f=jobs)

#### E. Material

Word square is a word Square is a media used to improve vocabulary, it consists of a set of words written out in a square grid, and the same words can be read both horizontally and vertically. You find relate to the word by solving clues.

1. Carrot	2. Tomato	3. Apple	4. Been
5. Potato	6. Rain	7. Cloud	8. Snow
9. Dark	10. Hot	11. Shopping	12. Calling
13. Buy	14. Walk	15. Speak	16. Everyday
17. Ago	18. Now	19. Frances	20. Restaurant

#### F. Evaluation

The evaluation will be done by conducting the vocabulary task, that is:

##### I. Find the word on the box by answer a, b, c, or d(Nouns)

Table. Word Square: Vegetables

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

1. ....Is the kind of the Vegetable



4. It is often cooked with .....



2. What sauce that is sour?



4. One of materials for making Chitato is.....



3. What is the Fruit?

### G. The instrument of test

Blank Word Square (*Vegetable, weather Hobbies, City* topic) is expect to the students for filling it to improve their vocabularies about that topic

### H. The Indicators of value (Vocabulary mastery)

No	Indicators	Items	Number Items	Score	Total score	
1	Noun	5	(I). 1, 2, 3, 4, 5	<b>5 items X 5 Score</b>	25	
2	Adjective	5	(II). 1, 2, 3, 4, 5		25	
3	Verb	5	(III). 1, 2, 3, 4, 5		25	
4	Adverb	5	(IV). 1, 2, 3, 4, 5		25	
	<b>Total</b>					<b>100</b>



**Sigalangan, / / 2015**

**Mengetahui;  
The Headmaster of SMP N 1 Batang Angkola.**

**MISRENIM HARAHAHAP. S. Pd  
NIP /NIK : 19600315 198203 2 007**

**As Collaborators**

**Co - Teacher**

**NB.SIREGAR  
NIP /NIK : 19770312 200801 2005**

**MAHDA SARI BULAN  
NIM: 10 340 0060**

## Appendix 2

### LESSON PLAN

#### CYCLE 2

<b>Instructional Unit</b>	: Vocabulary
<b>School</b>	: SMP N I Batang Angkola
<b>Subject</b>	: English
<b>Topic</b>	: Names of Thing (Occupation, Feeling, Sports & Hobby, Name of Place)
<b>Class/ Semester</b>	: 7 <sup>th</sup> Grade
<b>Time</b>	: 4 x 40 minutes
<b>Meeting</b>	: 2
<b>Skill</b>	: Vocabulary

**Standard of Competence** : 1. Understand the very simple instructions and information both  
in the context of the actions and language around students

**Based Competence** : 1.1 Respond to instructions are very simple with acceptable action  
in and out class

#### 1. Learning of Indicators

Pada akhir pembelajaran, siswa dapat:

- Menjawab pertanyaan berdasarkan suatu pertanyaan *secara berani ( courage )*
- Melengkapi keterangan pada gambar dan tabel
- Merespon pertanyaan
- Merespon instruksi

❖ **Karakter siswa yang diharapkan** : Dapat dipercaya ( *Trustworthines* )  
Rasa hormat dan perhatian ( *respect* )  
Tekun ( *diligence* )  
Tanggung jawab ( *responsibility* )  
Berani ( *courage* )

2. Learning of Technique : Word Square

### **3. Langkah-Langkah Kegiatan**

#### **A. Kegiatan Pendahuluan**

Apersepsi :

- Membuka salam
- Membaca do'a
- Mengabsen siswa
- Menanyakan kesiapan siswa dalam menerima pelajaran

Motivasi :

- menjelaskan pentingnya materi yang akan dipelajari serta kompetensi yang harus dikuasai siswa serta memberikan stimulus (hadiah)

#### **B. Kegiatan Inti**

Dalam kegiatan inti, guru:

- ☞ Guru memberikan penjelasan sekilas mengenai tentang materi yang akan dipelajari dan technique yang akan digunakan
- ☞ Guru mengaplikasikan teknik word square.
- ☞ Guru memberikan penjelasan tentang topic yang menggunakan word square
- ☞ Guru memberikan beberapa contoh kosakata berbentuk word square
- ☞ Guru memberikan latihan kelompok berupa tebak gambar dengan menggunakan word square teknik.
- ☞ Guru dan murid bersama- sama mengkoreksi jawaban

#### **C. Kegiatan Penutup**

Dalam kegiatan penutup, guru:

- ☞ Setelah mengikuti kegiatan pembelajaran guru menanyakan apakah siswa sudah memahami materi yang sudah dipelajari
- ☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- ☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- ☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;
- ☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- ☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.
- ☞ Menutup salam

#### D. Course

1. Buku-buku yang relevan
2. Diyan Yulianto, Belajar bahasa Inggris dengan ragam permainan kata
3. [http:// www.answers.com/topic/word-square#Vocabulary](http://www.answers.com/topic/word-square#Vocabulary)
4. Gambar-gambar atau benda-benda yang berkaitan dengan materi ajar.
5. [http:// www.manythings.org/vocabulary/games/r/words.php?f=jobs](http://www.manythings.org/vocabulary/games/r/words.php?f=jobs)

#### E. Material

Word square is a word Square is a media used to improve vocabulary, it consists of a set of words written out in a square grid, and the same words can be read both horizontally and vertically. You find relate to the word by solving clues.

1. Carpenter	2. Teacher	3. Postmen	4. Waiter
5. Nurse	6. Beautiful	7. Strong	8. Handsome
9. Clever	10. Sweet	11. Jogging	12. Painting
13. Hunting	14. Dancing	15. Playing Card	16. Post Office
17. Night	18. Mosque	19. Five	20. Jakarta

#### F. Evaluation

The evaluation will be done by conducting the vocabulary task, that is:

##### 1. Answer the question related word on the box( Nouns and Adjective)

1. This person makes table, chairs, doors, etc. He is a .....
2. She teaches people in the class. She is a .....
3. This person delivers letter in your house. He is a .....
4. This person works in restaurant. She is a .....
5. This person helps the doctor to examine the patient in hospital.  
She is a .....

**Table, Word Square: Occupation**

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

**G. The instrument of test**

Blank Word Square (*Vegetable, weather Hobbies, City* topic) is expect to the students for filling it to improve their vocabularies about that topic

**H. The Indicators of value (Vocabulary mastery)**

No	Indicators	Items	Number Items	Score	Total score	
1	Noun	5	(I).1, 2 ,3, 4, 5	5 items X 5 Score	25	
2	Adjective	5	(II). 1, 2, 3, 4, 5		25	
3	Verb	5	(III). 1, 2, 3, 4, 5		25	
4	Adverb	5	(IV). 1, 2, 3, 4, 5		25	
	<b>Total</b>					<b>100</b>

**Sigalangan, / / 2015**

**Mengetahui;  
The Headmaster of SMP N 1 Batang Angkola.**

**MISRENIM HARAHAHAP. S. Pd  
NIP /NIK : 19600315 198203 2 007**

**As Collaborators**

**Co - Teacher**

**NB.SIREGAR  
NIP /NIK : 19770312 200801 2005**

**MAHDA SARI BULAN  
NIM: 10 340 0060**

## Appendix 3

### LESSON PLAN

#### CYCLE II

<b>Instructional Unit</b>	: Vocabulary
<b>School</b>	: SMP N I Batang Angkola
<b>Subject</b>	: English
<b>Topic</b>	: Names of Thing (Part of Body, Feeling, Daily Activity, Public Serves)
<b>Class/ Semester</b>	: 7 <sup>th</sup> Grade
<b>Time</b>	: 2 x 40 minutes
<b>Meeting</b>	: 3
<b>Skill</b>	: Vocabulary

**Standard of Competence** : 1. Understand the very simple instructions and information both  
in the context of the actions and language around students

**Based Competence** : 1.1 Respond to instructions are very simple with acceptable action  
in and out class

#### 1. Learning of Indicators

Pada akhir pembelajaran, siswa dapat:

- Menjawab pertanyaan berdasarkan suatu pertanyaan *secara berani ( courage )*
- Melengkapi keterangan pada gambar dan tabel
- Merespon pertanyaan
- Merespon instruksi

❖ **Karakter siswa yang diharapkan** : Dapat dipercaya ( *Trustworthines* )  
Rasa hormat dan perhatian ( *respect* )  
Tekun ( *diligence* )  
Tanggung jawab ( *responsibility* )  
Berani ( *courage* )

2. Learning method : Word Square

### **3. Langkah-Langkah Kegiatan**

#### **A. Kegiatan Pendahuluan**

Apersepsi :

- Membuka salam
- Membaca do'a
- Mengabsen siswa
- Menanyakan kesiapan siswa dalam menerima pelajaran

Motivasi :

- menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa serta memberikan berupa stimulus(hadiah)

#### **B. Kegiatan Inti**

Dalam kegiatan inti, guru:

- ☞ Guru memberikan penjelasan sekilas mengenai tentang materi yang akan dipelajari dan technique yang akan digunakan
- ☞ Guru mengaplikasikan technique word square
- ☞ Guru memberikan penjelasan tentang topic yang menggunakan word square
- ☞ Guru memberikan beberapa contoh kosakata berbentuk word square
- ☞ Guru memberikan latihan berpasangan berupa pilihan ganda dengan menggunakan word square teknik.
- ☞ Guru dan murid bersama- sama mengkoreksi jawaban

#### **C. Kegiatan Penutup**

Dalam kegiatan penutup, guru:

- ☞ Setelah mengikuti kegiatan pembelajaran guru menanyakan apakah siswa sudah memahami materi yang sudah dipelajari
- ☞ Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- ☞ Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- ☞ Memberikan umpan balik terhadap proses dan hasil pembelajaran;
- ☞ Merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- ☞ Menyampaikan rencana pembelajaran pada pertemuan berikutnya.
- ☞ Menutup salam

#### **D. Course**

1. Buku-buku yang relevan



2. Diyan Yulianto, Belajar bahasa Inggris dengan ragam permainan kata
3. <http://www.answers.com/topic/word-square#Vocabulary>
4. Gambar-gambar atau benda-benda yang berkaitan dengan materi ajar.
5. <http://www.manythings.org/vocabulary/games/r/words.php?f=jobs>

### E. Material

Word square is a word square is a media used to improve vocabulary, it consists of a set of words written out in a square grid, and the same words can be read both horizontally and vertically. You find relate to the word by solving clues.

1. Ankle	2. Elbow	3. Fingers	4. Shoulder
5. Waist	6. Beautiful	7. Clever	8. Nice
9. Flowers	10. Fair	11. Cook	12. Tooth Brush
13. Going	14. Drawing	15. Study	16. Zoo
17. Market	18. Hotel	19. Park	20. School

### F. Evaluation

The evaluation will be done by conducting the vocabulary task, that is:

#### 1. Find the word on the box by answer a, b, c, or d(Nouns)

**Table Word Square:**

**Table: word square (Part body)**

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

1. Ankle            3. Fingers        5. Waist
2. Elbow           4. Shoulder
- 3.

### G. The instrument of test

Blank Word Square (*Activities* topic) is expected to the students for filling it to improve their vocabularies about that topic

### H. The Indicators of value (Vocabulary mastery)

No	Indicators	Items	Number Items	Score	Total score
1	Noun	5	(I).1, 2,3, 4, 5	5 items X 5 Score	25
2	Adjective	5	(II). 1, 2, 3, 4, 5		25
3	Verb	5	(III). 1, 2, 3, 4, 5		25
4	Adverb	5	(IV). 1, 2, 3, 4, 5		25
					100

Sigalangan, / / 2015

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## Appendix 1

### LESSON PLAN

#### CYCLE I

<b>Instructional Unit</b>	: Vocabulary
<b>School</b>	: SMP N I Batang Angkola
<b>Subject</b>	: English
<b>Topic</b>	: Names of Things (Animals, Health, Hobby, Activity, Public Services)
<b>Class/ Semester</b>	: 7 <sup>th</sup> Grade
<b>Time</b>	: 2 x 40 minutes
<b>Meeting</b>	: 1
<b>Skill</b>	: Vocabulary

**Standard of Competence** : 1. Understand the very simple instructions and information both in the context of the actions and language around students

**Based Competence** : 1.1 Respond to instructions are very simple with acceptable action in and out class

#### 1. Learning of Indicators

Pada akhir pembelajaran, siswa dapat:

- Menjawab pertanyaan berdasarkan suatu pertanyaan *secara berani ( courage )*
- Melengkapi keterangan pada gambar dan tabel
- Merespon pertanyaan
- Merespon instruksi

❖ **Karakter siswa yang diharapkan** : Dapat dipercaya ( *Trustworthines* )  
Rasa hormat dan perhatian ( *respect* )  
Tekun ( *diligence* )  
Tanggung jawab ( *responsibility* )  
Berani ( *courage* )

2. Learning method : Word Square

### **3. Langkah-Langkah Kegiatan**

#### **A. Kegiatan Pendahuluan**

Apersepsi :

- Membuka salam
- Membaca do'a
- Mengabsen siswa
- Menanyakan kesiapan siswa dalam menerima pelajaran

Motivasi :

- menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa serta memberikan berupa stimulus (hadiah)

#### **B. Kegiatan Inti**

Dalam kegiatan inti, guru:

- ☞ Guru memberikan penjelasan sekilas mengenai tentang materi yang akan dipelajari dan technique yang akan digunakan
- ☞ Guru mengaplikasikan technique guessing game.
- ☞ Guru memberikan penjelasan tentang topic yang menggunakan word square
- ☞ Guru memberikan beberapa contoh kosakata berbentuk word square
- ☞ Guru memberikan latihan individu berupa gambar dengan menggunakan word square teknik.
- ☞ Guru dan murid bersama- sama mengoreksi jawaban

#### **C. Kegiatan Penutup**

Dalam kegiatan penutup, guru:

- ☞ Setelah mengikuti kegiatan pembelajaran guru menanyakan apakah siswa sudah memahami materi yang sudah dipelajari
- ☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- ☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- ☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;
- ☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran, memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- ☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.
- ☞ Menutup salam

#### D. Course

1. Buku-buku yang relevan
2. Diyan Yulianto, Belajar bahasa Inggris dengan ragam permainan kata
3. <http://www.answers.com/topic/word-square#Vocabulary>
4. Gambar-gambar atau benda-benda yang berkaitan dengan materi ajar.
5. <http://www.manythings.org/vocabulary/games/r/words.php?f=jobs>

#### E. Material

Word square is a word square is a media used to improve vocabulary, it consists of a set of words written out in a square grid, and the same words can be read both horizontally and vertically. You find relate to the word by solving clues.

1. Cat	2. Earache	3. Fishing	4. Bank
5. Koala	6. Cold	7. Take Bath	8. House
9. Fish	10. Headache	11. Panting	12. Factory
13. Penguins	14. Eyesore	15. Cook	16. church
17. Lion	18. Go	19. Restaurant	20. Light house

#### F. Evaluation

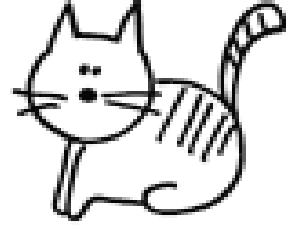
The evaluation will be done by conducting the vocabulary task, that is:

##### I. Answer the question relate to word on the box bellow

**Table. Word square: Animals (Nouns)**

C	U	P	S	S
A	O	E	J	N
T	K	N	E	A
L	O	G	L	C
I	A	U	Y	K
O	L	I	F	E
N	A	N	I	S
F	I	S	H	S

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



**G. The instrument of test**

Blank Word Square (*Names list of thing topic*) is expected to the students for filling it to improve their vocabularies about that topic

**H. The Indicators of value (Vocabulary mastery)**

No	Indicators	Items	Number Items	Score	Total score
1	Noun	5	(I). 1, 2, 3, 4, 5	5 items X 5 Score	25
2	Adjective	5	(II). 1, 2, 3, 4, 5		25
3	Verb	5	(III). 1, 2, 3, 4, 5		25
4	Adverb	5	(IV). 1, 2, 3, 4, 5		25
					100

**Sigalangan, / /2015**

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**Appendix**

**THE ACCOUNTING OF STUDENTS' MEAN IN CYCLE 1 AND 2**

**A. Meeting 1**

**Noun**

Score (f)	Students (x)	f(x)
10	9	90
15	16	240
20	3	60
25	-	-
<b>Total</b>	<b>N = 28</b>	<b>f(x) = 390</b>
<b>Mean = <math>\frac{\sum f(x)}{N} = \frac{390}{28} = 13.92</math></b>		

**Verb**

Score (f)	Students (x)	f(x)
10	2	20
15	23	345
20	3	60
25	-	-
<b>Total</b>	<b>N = 28</b>	<b>f(x) = 425</b>
<b>Mean = <math>\frac{\sum f(x)}{N} = \frac{425}{28} = 15.17</math></b>		

**Adjective**

Score (f)	Students (x)	f(x)
10	3	30
15	21	315
20	4	80
25	-	-
<b>Total</b>	<b>N = 28</b>	<b>f(x) = 425</b>
<b>Mean = <math>\frac{\sum f(x)}{N} = \frac{425}{28} = 15.17</math></b>		

**Adverb**

Score (f)	Students (x)	f(x)
10	3	30
15	22	330
20	3	60
25	-	-
<b>Total</b>	<b>N = 28</b>	<b>f(x) = 420</b>
<b>Mean = <math>\frac{\sum f(x)}{N} = \frac{420}{28} = 15.00</math></b>		



## B. Meeting II

### Noun

Score (f)	Students (x)	f(x)
10	1	10
15	12	180
20	15	300
25	-	-
<b>Total</b>	<b>N = 28</b>	<b>f(x) = 490</b>
$\text{Mean} = \frac{\sum f(x)}{N} = \frac{490}{28} = 17,05$		

### Verb

Score (f)	Students (x)	f(x)
10	1	10
15	10	150
20	15	300
25	2	50
<b>Total</b>	<b>N = 28</b>	<b>f(x) = 510</b>
$\text{Mean} = \frac{\sum f(x)}{N} = \frac{510}{28} = 18,21$		

### Adjective

Score (f)	Students (x)	f(x)
10	-	-
15	8	120
20	17	340
25	3	75
<b>Total</b>	<b>N = 28</b>	<b>f(x) = 535</b>
$\text{Mean} = \frac{\sum f(x)}{N} = \frac{535}{28} = 19,10$		

### Adverb

Score (f)	Students (x)	f(x)
10	-	-
15	19	285
20	8	160
25	1	25
<b>Total</b>	<b>N = 28</b>	<b>f(x) = 470</b>
$\text{Mean} = \frac{\sum f(x)}{N} = \frac{470}{28} = 16,78$		

### D. Meeting IV

#### Noun

Score (f)	Students (x)	f(x)
10	-	-
15	-	-
20	18	360
25	10	250
<b>Total</b>	<b>N = 28</b>	<b>f(x) = 610</b>
$\text{Mean} = \frac{\sum f(x)}{N} = \frac{610}{28} = 21,78$		

#### Verb

Score (f)	Students (x)	f(x)
10	-	-
15	-	-
20	20	400
25	8	200
<b>Total</b>	<b>N = 28</b>	<b>f(x) = 600</b>
$\text{Mean} = \frac{\sum f(x)}{N} = \frac{600}{28} = 21,42$		

#### Adjective

Score (f)	Students (x)	f(x)
10	-	-
15	1	15
20	17	340
25	10	250
<b>Total</b>	<b>N = 28</b>	<b>f(x) = 605</b>
$\text{Mean} = \frac{\sum f(x)}{N} = \frac{605}{28} = 21,60$		

#### Adverb

Score (f)	Students (x)	f(x)
10	-	-
15	-	-
20	23	460
25	5	125
<b>Total</b>	<b>N = 28</b>	<b>f(x) = 585</b>
$\text{Mean} = \frac{\sum f(x)}{N} = \frac{585}{28} = 20,89$		

**C. Meeting III**

**Noun**

Score (f)	Students (x)	f(x)
10	-	-
15	6	90
20	18	360
25	4	100
<b>Total</b>	<b>N = 28</b>	<b>f(x) = 550</b>
$\text{Mean} = \frac{\sum f(x)}{N} = \frac{550}{28} = 19.64$		

**Verb**

Score (f)	Students (x)	f(x)
10	-	-
15	4	60
20	22	440
25	2	50
<b>Total</b>	<b>N = 28</b>	<b>f(x) = 550</b>
$\text{Mean} = \frac{\sum f(x)}{N} = \frac{550}{28} = 19.64$		

**Adjective**

Score (f)	Students (x)	f(x)
10	-	-
15	6	90
20	19	380
25	3	75
<b>Total</b>	<b>N = 28</b>	<b>f(x) = 545</b>
$\text{Mean} = \frac{\sum f(x)}{N} = \frac{545}{28} = 19.46$		

**Adverb**

Score (f)	Students (x)	f(x)
10	-	-
15	16	240
20	12	240
25	-	-
<b>Total</b>	<b>N = 28</b>	<b>f(x) = 480</b>
$\text{Mean} = \frac{\sum f(x)}{N} = \frac{480}{28} = 17.14$		

**The Instrument of Students' Vocabulary Mastery by Using  
Word Square Technique**

Name:

Class:

**1. Indicates of test**

- a. Perhatikanlah gambar dibawah ini dengan seksama
- b. Jawablah sesuai dengan gambar
- c. Carilah jawaban anda didalam table
- d. Berikan arsiran/garis terhadap jawaban anda dalam table word square
- e. Apabila ada pertanyaan yang kurang jelas, tanyakan langsung pada pengawas
- f. Waktu tersedia 40 menit

**2. Instrument**

**I. Find the word on the box by picture**

**Word Square: Animals (Nouns)**

C	U	P	S	S
A	O	E	J	N
T	K	N	E	A
L	O	G	L	C
I	A	U	Y	K
O	L	I	F	E
N	A	N	I	S
F	I	S	H	S

1.....

2.....

3.....

4.....

5.....



**II. Find the word in the box by picture(Verb)**

1. JOGGING



2. PAINTING



3. HUNTING



4. DANCING



5. PLAYING CARD



**Table Word Square: Hobbies**

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

**III. Find the word in box above (Adjective)**

**Table Word Square**

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



1. This is a .....  
.....desert



3. He is ..... student



4. This is



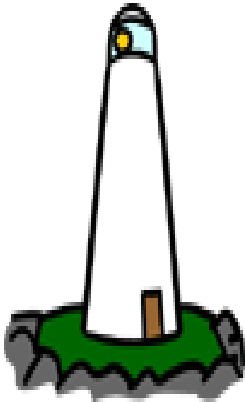
4. There are .....



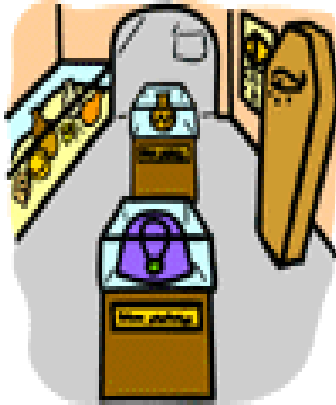
5. This is baby is .....face

**IV. Find the word in the box by Picture (Adverb)**

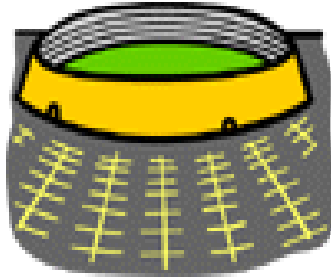
1.....



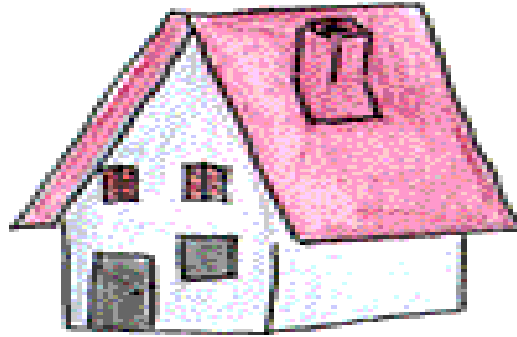
2. ....



3. ....



4.....



5. ....

**Table Word Square (Place)**

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





## F. The Percentage of Students That Complete in Study at Cycle 1 up to Cycle

### 1) Cycle I

#### a) First Meeting

The number of students who get the points up 70 = 2 students

The total Number of students do the test = 28 students

$$P = \frac{R}{T} = \frac{2}{28} \times 100\% = 7.14\%$$

#### b) Second Meeting

The numbers of students who get the points up 70 = 19 students

The total numbers of students do the test = 28 students

$$P = \frac{R}{T} = \frac{19}{28} \times 100\% = 67.85\%$$

### 2) Cycle

#### a) Third Meeting

The number of students who get the points up 70 = 27

The total numbers of students do the test = 28

$$P = \frac{R}{T} \times \frac{27}{28} = 96,42\%$$

#### b) Fourth Meeting

The number of students who get the points up 70 = 28

The total number of students do the test = 28

$$P = \frac{R}{T} \times 100\% = \frac{28}{28} = 100\%$$