

**SKRIPSI**  
**THE USE OF WORD SQUARE GAME TO IMPROVE STUDENTS'**  
**VOCABULARY MASTERY AT THE SECOND YEAR OF**  
**SMPN 4 MODEL PAREPARE**

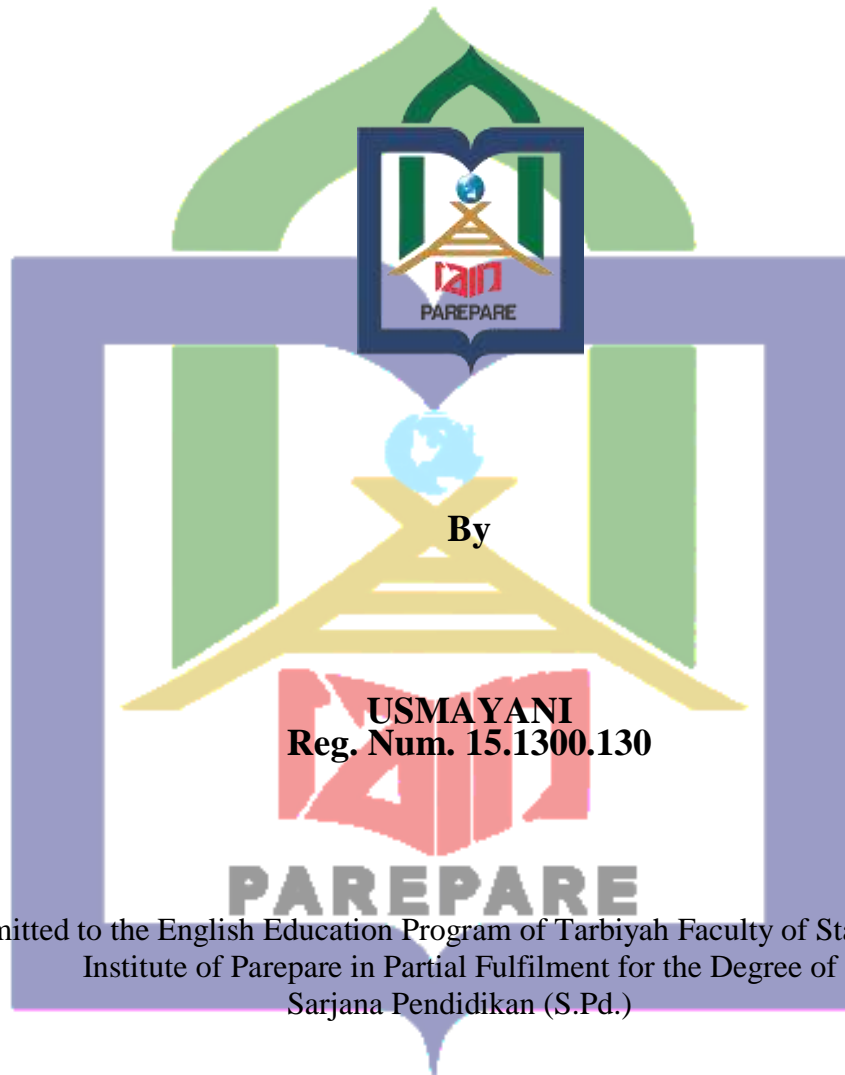


**ENGLISH EDUCATION PROGRAM**  
**TARBIYAH FACULTY**  
**STATE ISLAMIC INSTITUTE (IAIN)**  
**PAREPARE**

**2020**

**SKRIPSI**

**THE USE OF WORD SQUARE GAME TO IMPROVE STUDENTS'  
VOCABULARY MASTERY AT THE SECOND YEAR OF  
SMPN 4 MODEL PAREPARE**



**By**

**USMAYANI  
Reg. Num. 15.1300.130**

**PAREPARE**

Submitted to the English Education Program of Tarbiyah Faculty of State Islamic  
Institute of Parepare in Partial Fulfilment for the Degree of  
Sarjana Pendidikan (S.Pd.)

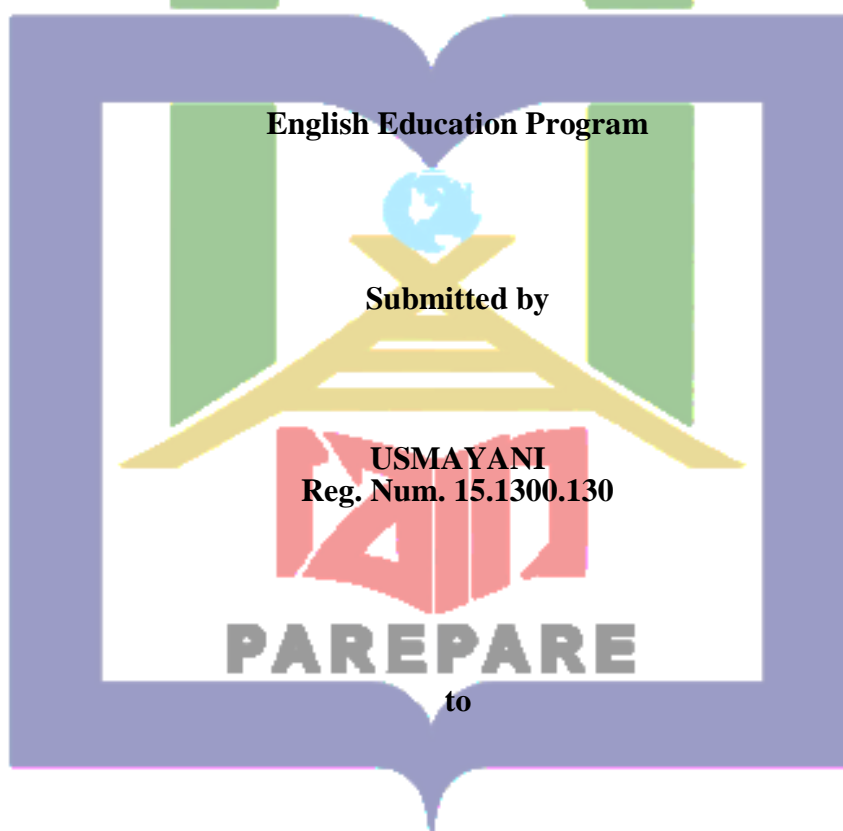
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**Skripsi**

**As a part of Fulfilment of the Requirement for the Degree of  
Sarjana Pendidikan (S.Pd.)**



**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

**2020**

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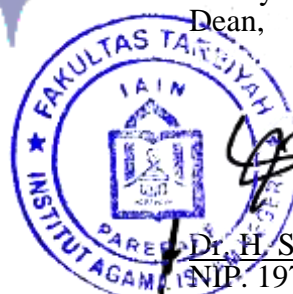
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## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First of all, praise to Allah the Almighty, the most merciful, the most beneficent for his mercies and blessing given to the writer during her study and completing this skripsi. Shalawat and Salaam are due to our Prophet Muhammad SAW (peace be upon Him), the last messenger of Allah swt. He has already spread the Islamic teaching to all human being in this world.

The writer realized that this skripsi has never been possible to be finished and so far from perfect without the guidance, support, motivation, and encouragement from another people. Therefore the writer would like to express a lot of thanks to:

1. Dr. Ahmad Sultra Rustam, M.Si. as Rector of IAIN Parepare with all staffs, who have given the researcher opportunity to study until the end of this skripsi composition.
2. Dr. H. Saepudin, S.Ag., M.Pd. as Dean of Tarbiyah Faculty of IAIN Parepare, who has given the writer guideline in writing the research.
3. Mujahidah, M.Pd. as the Chairman of English Education Program at IAIN Parepare has given the writer the great motivation during the period of this skripsi.
4. Dra. Hj. Nanning., M.Pd. as the first writer's consultants who has given the writer motivations, guidance, suggestion, and countless time given to the writer for finish this skripsi.
5. Dr. Magdahalena, M.Hum. as the second writer's consultant who has given the writer motivations, guidance, suggestion, and countless time given to the writer for finish this skripsi.

6. All the lecturers of English lecturers of IAIN Parepare who have taught, given motivation, and guidance to her since first year of her study until today.
7. Makmur, S.Pd., M.M. as the headmaster of SMPN 4 Model Parepare, who gave the writer permission to did her research there.
8. Irwan, S.Pd. as the English teacher of VIII.5 who gave the researcher permission to the writer to replace him in classroom for few meetings, and gave the writer guidance to handle his students.
9. All the teachers, and staffs of SMPN 4 Model Parepare, who have given the the writer opportunity, guidance, and help the writer until this skripsi completed.
10. The writer wants to give her sincerest gratitude to her beloved parents, and her beloved brothers and sister for their pray, motivation, and their supporting until the writer completed her study.
11. The writer also would like to express her big thanks to all her awesome friends that she could not mention one by one who have helped and supported her.

Finally, the writer realized that this skripsi still has any weakness and still far from being perfect. Therefore she hopes criticism, a suggestion for its perfection and he hopes this final project will be useful for the readers.

Parepare, February 14<sup>th</sup>, 2020

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Stated this skripsi was her own writing and if it can be proved that, it was copied, duplicated or compiled by any other people, this skripsi and the degree that has been gotten would be postponed.

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## ABSTRACT

**Usmayani.** *The Use of Word Square Game to Improve Students' Vocabulary Mastery at the Second Year of SMPN 4 Model Parepare* (Supervised by Hj. Nanning and Magdahalena Tjalla)

Vocabulary is one of the element in language. In English there four skills, they are listening, speaking, reading, and writing. In mastering English, the basic thing that students have to learn and understand is vocabulary, because the mastery of vocabulary influence to another skillsin English. The objective of this reserach was to know whether using word square game is able or not to improve students' vocabulary mastery at the second year of SMPN 4 Model Parepare. This research was aimed to find out the improvement of students' vocabulary mastery after giving treatment using word square game.

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

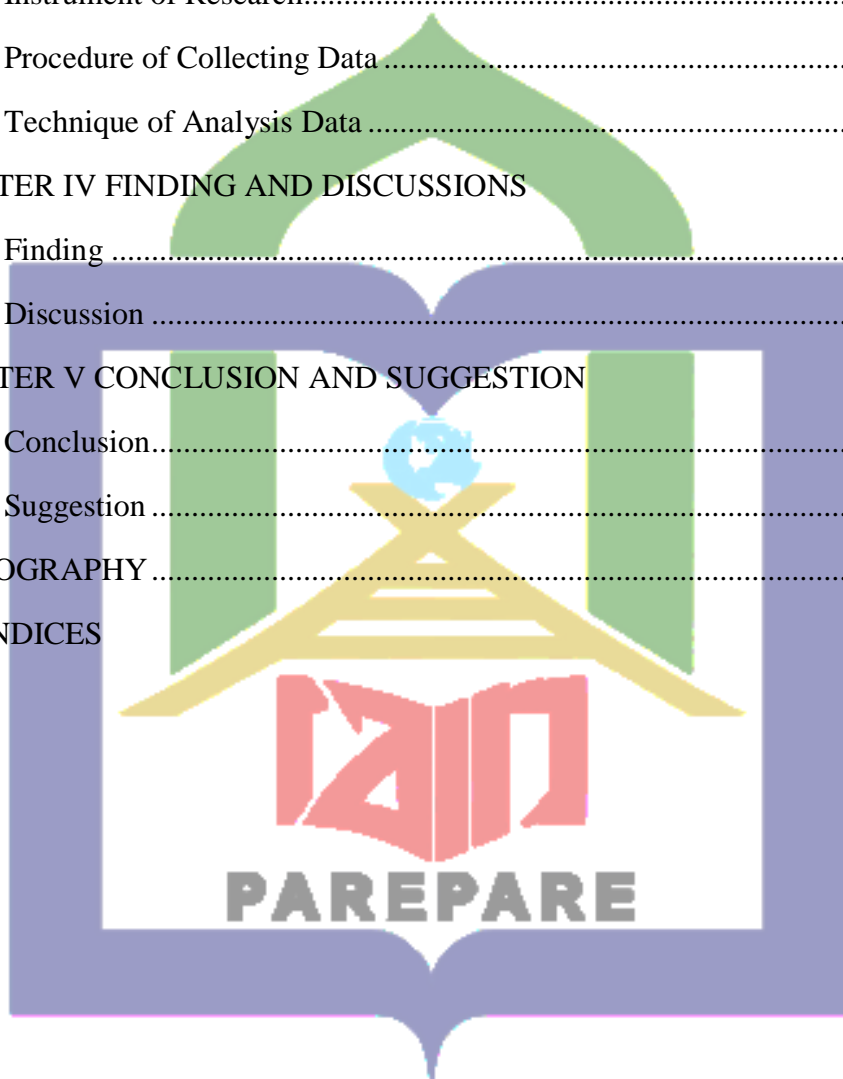
The result of this research was found that there was a significant between the pre-test and post-test. The mean score of pre-test was 53.8, while the mean score of post test was 72.33. The result finding that score of t-test value was 8.73 higher than the score of t-table was 1.714 for the level significance 0.05 degree of freedom 23. Based on the result above, the researcher concluded that using word square game was able to improve students' vocabulary mastery at the second year of SMPN 4 Model Parepare.

Keywords: Vocabulary mastery, word square game

## LIST OF CONTENTS

COVER .....	i
PAGE OF TITLE .....	ii
SUBMISSION PAGE .....	iii
ENDORSEMENT OF CONSULTANT COMMISSION.....	iv
APPROVAL PAGE .....	v
ENDORSEMENT OF EXAMINER COMMISSIONS .....	vi
ACKNOWLEDGEMENT .....	vii
DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI .....	ix
ABSTRACT .....	x
LIST OF CONTENTS .....	xi
LIST OF TABLES .....	xiii
LIST OF APPENDICES .....	xiv
CHAPTER I INTRODUCTION	
1.1 Background .....	1
1.2 Problem Statement .....	3
1.3 Objective of the Research.....	3
1.4 Significance of the Research.....	4
CHAPTER II REVIEW OF RELATED LITERATURE	
2.1 Some Pertinent Ideas .....	6
2.2 Previous Related Research Findings .....	24
2.3 Conceptual Framework .....	26
2.4 Hypothesis .....	27
2.5 Variable and Operational Definition of Research .....	27
CHAPTER III RESEARCH METHOD	

3.1	Research Design .....	28
3.2	Location and Duration.....	28
3.3	Population and Sample.....	28
3.4	Instrument of Research.....	29
3.5	Procedure of Collecting Data .....	30
3.6	Technique of Analysis Data .....	33
CHAPTER IV FINDING AND DISCUSSIONS		
4.1	Finding .....	36
4.2	Discussion .....	39
CHAPTER V CONCLUSION AND SUGGESTION		
5.1	Conclusion.....	42
5.2	Suggestion .....	42
BIBLIOGRAPHY .....		43
APPENDICES		



## LIST OF TABLES

Number	Title of Tables	Pages
3.1	Population	29
3.2	Classification of students' score	33
4.1	The Percentage of pre-test classification	36
4.2	The mean score and standard deviation of pre-test	37
4.3	The percentage of post-test classification	37
4.4	The mean score and standard deviation of post-test	39
4.5	The test of significant	39

## LIST OF APPENDICES

Number	Title of Appendices
Appendix 1	Instrument of Research
Appendix 2	Lesson Plan
Appendix 3	Students' Worksheet in Pre-test and Post-test
Appendix 4	The List of Vocabularies
Appendix 5	The Calculation of Students' Score in Pre-test and Post-test
Appendix 6	Distribution of T-Table
Appendix 7	Documentations
Appendix 8	Research Allowance
Appendix 9	Curriculum Vitae

## CHAPTER I INTRODUCTION

### 1.1 Background

Vocabulary is considered to be one of the most important elements in comprehending lesson materials, especially when learning a foreign language. Through comprehending a foreign words, students will understand the meaning of the words, and it will make the students easier to understand the material in the classroom. Mastering of vocabulary is very important for students of junior high school because without, vocabularies, the students cannot improve their ability in listening, speaking, reading, and writing. Learning vocabulary can help the students to understand new words, and encourage them to become independent learners. However, an English lesson in junior high school does not provide specific classes on technical vocabulary. As such, students cannot always rely on their teachers. They need to master their strategies of determining the meanings of unknown words independently so that they can better understand their materials.<sup>1</sup>

Vocabulary is the core component of language proficiency and provides much of the basis of how well learners speak, listen, read, and write.<sup>2</sup> There are some ways that people can do to improve their vocabulary such as listen to music, communicate with the native speakers directly, reading a book, and write something that using english text. The ability to understand vocabulary is seen in reading, and listening, while ability use vocabulary that looks deep writing and speaking activities.

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<sup>1</sup>Kristin Natalina, *Vocabulary Learning Strategies Used by Junior High School Students* (Indonesian Journal of English Language Studies, Vol. 3, No. 2/2018), p. 1-2.

<sup>2</sup>Scott Tornbury, *How to Teach Vocabulary* (Pearson Education Limited, 2002), p. 13.

Realizing how the importance of vocabulary and how difficult to improve it, the English teacher has to provide students with exciting exercises that are expected to help them improve their vocabulary. Having a mastery of vocabulary will be very helpful to improve the students' ability in English users both at school and society, because vocabulary is influenced by other skills in English such as listening skill, speaking skill, reading skill, and writing skill.

In learning a foreign language, many students have problems with vocabulary such as the students are very difficult to remember new words of English, inability to use the vocabularies in conversation, and students' limited vocabulary can be a problem in the class when teaching English. Teaching vocabulary is not an easy job, the teachers have to know more ways to deliver their English vocabulary material. The various ways to teach vocabulary will make the students enjoy to study. They will be more comfortable and will be easier to understand the material. It also will give ease for teachers to deliver their material.

Based on the researcher's observation at SMPN 4 Model Parepare, many students are still lack of vocabulary, because they don't have motivations, they are not interested to learn English, and most of them don't realize the importance of vocabulary in their daily lives. The students should learn English well because to be a master of English they have to master in vocabulary first.

Many ways that can be used by the teachers in teaching vocabulary, one of them is using a game, so in this case, the researcher will try to apply a game to help students to improve their vocabulary, namely word square game. The researcher hopes that the use of this game can make the students interest, comfortable, and relax in learning vocabulary. Word square game is a word game that requires students to arrange the letters in boxes or square, to be correct words. It can be read vertical,



horizontal, diagonal, also can be read left to right, right to left, top to bottom, and bottom to up. By using this game can help the students to remember their vocabularies and minimize the teachers' difficulties in teaching vocabulary.

Based on the explanation above, the researcher decide to conduct a research with a title *“The Use of Word Square Game to Improve Students' Vocabulary Mastery at the Second Year of SMPN 4 Model Parepare.”*

## **1.2 Problem Statement**

In Accordance with the background above, the problem statement of this research can be stated as follow:

- 1.2.1 How are the students' vocabulary mastery at the second year of SMPN 4 Model Parepare before they are taught by using Word Square Game?
- 1.2.2 How are the students' vocabulary mastery at the second year of SMPN 4 Model Parepare after they are taught by using Word Square Game?
- 1.2.3 Is there any significance differences between students' vocabulary mastery at the second year of SMPN 4 Model Parepare before and after they are taught using word square?

## **1.3 Objective of Research**

Based on the problem statement above, the objectives of this research is to find out:

- 1.3.1 The students' vocabulary mastery at the second year of SMPN 4 Model Parepare before they are taught by using word square game.
- 1.3.2 The students' vocabulary mastery at the second year of SMPN 4 Model Parepare after they are taught by using word square game.

1.3.3 Whether there is or not a significance differences in the students' vocabulary mastery at the second year of SMPN 4 Model Parepare before and after they are taught using word square game.

#### **1.4 Significance of the Research**

The significance of the research is divided into two benefits, they are theoretically and practical benefit, where described as follows: Theoretically Significance

##### **1.4.1 Theoretically Significance**

In the theoretical significance, the researcher realized that the learned English need some references, literature, sources, etc. The researcher hopes that the result of this research became useful information on English study, especially in teaching and learning vocabulary.

##### **1.4.2 Practically Significance**

This study is expected to give contributions for the following parties:

###### **1. Students**

This study is useful to give sources or information for students in the English Education department. it also gives a contribution to them as a sample in language teaching. Especially in teaching vocabulary.

Therefore, they can choose an appropriate ways which is suitable for students' needs and capacities.

###### **2. English Teacher**

This study is expected to give information and knowledge in using Word Square as the strategy to students' vocabulary, and also it will be expected to give new insight into developing English in general, especially to improve students' ability.

### 3. Other Researcher

This study can be useful as a reference to conduct similar research that deals with the same way and the same or different research design to develop the teaching quality of vocabulary.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This part describes about the description of some pertinent ideas, previous related finding, conceptual framework, variable and operational definition.

#### 2.1 Some Pertinent Ideas

##### 2.1.1 The Concept of Vocabulary

The concept of vocabulary consist of definition of vocabulary, types of vocabulary, the importance of vocabulary, word classes, what makes a word difficult, approaches to learning vocabulary, and the strategies of vobaulary learning.

##### 2.1.1.1 Definition of Vocabulary

Talking about language, vocabulary is the most important element in learning well a foreign language as one of three basic (phonetic,vocabulary, and grammar)<sup>3</sup>

Vocabulary is taught in connection with other language activities. Forexample, the vocabulary of a reading passage is dealt with before the learner read the passage. Sarawir describes the teaching vocabulary a few days before a type of debate. Through direct teaching and reading, the learner became familiar with the topic vocabulary before they need to use it in the formal speaking activity.<sup>4</sup>

There are some definitions that has found by researcher from several literatures. Based on Oxford Learner's Pocket Dictionary vocabulary are: 1) All the

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<sup>3</sup>Qi Pan, *Vocabulary Teaching in English Language Teaching* (Theory and practice in Language studies, Vol. 1, No. 11, November 2011), p. 1586.

<sup>4</sup>I.S.P Nation, *Teaching and Learning Vocabulary* (Victoria University of Wellington, Heinle and Heinle publisher, 1990), p. 3.

word that a person knows or uses, 2) all the word in language, and 3) list of words with their meaning especially in a book for learning a foreign language.<sup>5</sup>

According to Cambridge Advanced Learner's Dictionary definitions of vocabulary are: 1) A wide/limited vocabulary by the age of two child will have a vocabulary of about two hundred words, 2) all the words which exist in a particular language or subject. Beside that, vocabulary can be defined roughly, as the word we teach in foreign language.<sup>6</sup>

According to Webster, vocabulary is the total number of word which makes up language, range of words to us by a person in a trade and profession, and book containing a list of words with their meaning.<sup>7</sup>

Broadly, it is defined that vocabulary is knowledge of words and word meanings. However, vocabulary is more complex than this definition suggests. First, words come in two forms: oral and print. oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing. Second, word knowledge also comes in two forms, receptive and productive. Receptive vocabulary includes words that we recognize when we hear or see them. Productive vocabulary includes words that we use when we speak or write. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which we assign some meaning, even if

---

<sup>5</sup>Victoria Bull, *Oxford Learner's Pocket Dictionary Fourth Edition* (New York: Oxford University Press, 2011), p. 495.

<sup>6</sup>Penny Ur, *A course in Language Teaching Practice and Theory* (Cambridge, Cambridge University Press, 1996), p. 60.

<sup>7</sup>Webster, *The New International Webster's Comprehensive Dictionary of the English Language* (United States: Trident Press International, 2003), p. 1407.

we don't know their full definitions and connections-or ever use them our selves as we speak and write.<sup>8</sup>

Based on the explanations above, it can be concluded that vocabulary the collection of words in a language used by people to communicate with other, and express the people idea or feeling. With more vocabularies people will be a good listener, speaker, reader, and writer. Because the ability of vocabulary influenced to another skill of language, such listening, speaking, reading, and writing.

#### 2.1.1.2 Kinds of Vocabulary

Schail formulated the vocabulary into three kinds of vocabulary as in following:

- 1) Active Vocabulary the words we costume to use in speaking and a probably account for 5,000 to 10,000 words.
- 2) Reserved vocabulary, the words use to know but we seldom use in speaking, we use them an unwritten letter.
- 3) Passive vocabulary, the words we recognize and never use them in either speak or writing and just know that we have them before.<sup>9</sup>

#### 2.1.1.3 Types of Vocabulary

There are 4 types of vocabulary, they are listening, speaking, reading, as well writing.

##### a. Listening Vocabulary

This types of vocabulary refers to words people can hear and understand. Starting in the content, can perceive sound when their age is sixteen weeks.

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<sup>8</sup>Dharyuni Muin, "Building up Vocabulary Mastery Through Dormitory System at The Fourth Generation of Galaxy School" (Unpublished Skripsi STAIN Parepare, 2018), p. 9.

<sup>9</sup>Schail, *Seven Days to Faster Reading* (New York: Oxford University Press, 1976), p. 57.

Moreover, babies keep on listening to various word when they are awake and thus someone grow up listening to different word. Most of people can identify andcomprehend almost 50.000 words. Children who are deaf comprehend almost 50.000 listening as they are exposed to sign language. But in this case, developed is far less than a normal child's secondary listening vocabulary.

#### b. Speaking Vocabulary

Talking about speaking vocabulary refers to speaking someone. Most of the adults use almost 5000 to 10000 words to communicate. The in this case is far less than listening vocabulary, the reason being in usage. It means that a person's speaking vocabulary is communication

#### c. Reading Vocabulary

This vocabulary the words the people recognize when read any text because reading is the activity of perception, analyze, and interpreted by the reader to obtain messages to be conveyed by the author in the media writing. People can read and understand many words, but people do not use them in speaking vocabulary. This is the second largest vocabulary. Needless to say, vocabulary grows with reading.

#### d. Writing Vocabulary

This type of vocabulary represents those words which we regain while writing to express ideas. It easy to explain what they want to show to people with using express their self, but using the same words for communicating the same concept or through writing. It is not easy to think because writing vocabulary is influnced by vocabulary. It means that vocabulary is important in writing.<sup>10</sup>

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<sup>10</sup>Harry, *Types of Vocabulary* (Wikipedia the Free Encylopedia), <http://en. Wikipedia org/ wiki/vocabulary>, monday (4 may 2019).

#### 2.1.1.4 The Importance of Vocabulary

Vocabulary is also very important for the acquisition process. The popular belief is that one uses form and grammar to understand meaning. The truth is probably closer to the opposite: that someone acquires morphology and syntax because he understands the meaning of utterances. Acquisition depends directly on the ability to recognize the meaning of key elements in the utterance. Thus, acquisition will not take place without comprehension of vocabulary.<sup>11</sup>

David Wilkins in Thornbury said that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.<sup>12</sup> He explained that without grammar so few that can be expressed, but without vocabulary is nothing. Furthermore, Stahl and Nagy explained that the importance of vocabulary with collated between the people who understood vocabulary with not understood. in this case, Stahl and Nagy said that:

A person who knows more words can speak, and even think, more precisely about the world. A person who knows the terms scarlet and crimson and azure and indigo can think about colors in a different way than a person who is limited to red and blue. A person who can label someone as pusillanimous or a recreant can better describe a person's cowardly behavior. Words divided the world; the more words we have, the more complex ways we think about the world.<sup>13</sup>

Vocabulary is basic to communication. If someone does not recognize the meaning of the key words used by those who address them, they will be unable to participate in conversation, if they wish to express some ideas or ask for information,

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<sup>11</sup>Mustika, "Improving The Students' Skills to Memorize Vocabulary by using Total Physical Response (TPR) Method at The Seventh Grade of Madrasah Tsanawiyah Lil-Banat Pondok Pesantren DDI Parepare" (Unpublished Skripsi STAIN Parepare, 2018), p. 7.

<sup>12</sup>Scoot Thornbury, *How to Teach Vocabulary* (Pearson Education Limited, 2002), p. 13.

<sup>13</sup>Stahl, A. Steven and Nagy E. William, *Teaching Word Meaning* (New Jersey: Lawrence Erlbaum Associates, Inc., 2005), p. 5.



they must be able to produce lexical items to convey their meaning. Indeed, if they know the morphology and syntax of an utterance addressed to them, but do not know the meanings or the key lexical items, they will be unable to participate in the communication.<sup>14</sup> In learning vocabulary, not only include just the words, but also their meaning, pronunciation, and context. With strong vocabulary allows the learners to develop other skills. It will make the skill of listening, speaking, reading, and writing easier to perform.

#### 2.1.1.5 Word Classes

Word classes are generally divided in two groups: they are open classes and closed classes. The closed classes the membership is fixed, it is possible to add new members. While the open classes are the opposite of this case, the new members are being constantly added, as new words are joined in the science, technology, etc. The open classes of word include noun, verb, adjective, adverb; the closed classes are pronoun, numeral, determiner, preposition, and conjunction. Term used to classify words based on their function categories are called part of speech.

##### 1) Noun

The word is a word used as the name of anything, person, animal, object, place, situation, quality or idea. So, if we have a noun for something, it implies that view it as thing. Noun is divided commonly into six, they are proper noun, common noun, material noun, collective noun, abstract noun, and possessive noun. Besides, noun can also be divided in two groups according to its calculation. Include countable and uncountable noun.

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<sup>14</sup>Stephan Krashn and Tracy D. Terrel, *The Natural Approach Language Acquisition in the Classroom* (Britain: Prentice Hall International, 1988), p. 155.

## 2) Verbs

Verbs generally refer to actions, events and process. From all part of speech, verb is the most important, because without it there is no sentence. There are some typical of verbs, such as bare infinitive (work), additional infinitive (works) to infinitive (to work), past tense (worked), present participle (working), past participle (worked). The past participle usually the same past tense form, but for some verbs is different. The main division made among verb is that between auxiliary verb and lexical verbs. Auxiliary verb is closed subclass and has mainly grammatical function. A lexical verb a distinction is traditionally made between transitive (verbs are those that require an object) and intransitive verb (verbs are those that do not taken an object).

## 3) Adverbs

Adverbs represent a very set of word. These are basically two kinds, those which refer to circumstantial information about the action, event, or process, such as the time, the place, manner, and frequency.

## 4) Pronouns

As the name implies, have the main function of substituting four noun or noun phrase. We use pronoun very often, so it is not difficult to learning. The subclass is that of personal pronoun, reflexive pronoun, and possessive pronoun. With these pronouns a distinction is made between first, second, and third person. Another subclass are that of interrogative pronoun, relative pronouns and demonstrative pronouns.

### 5) Numerals

Numerals are divided into two kinds, they are: ordinal and cardinal. Ordinals numerals as the name indicate, specify the order of an item and comprise the series first, second, third, fourth, and so on. Cardinal numerals do not specify order, but merely quantity and comprise the series such as one, two, three, four, ect.

### 6) Determiners

Determiners are a class of word that are used with nouns and have the function of defining the reference of the noun in some way. The class is divided into two broad groups, identifiers and quantifiers. The subclass of identifiers includes the articles, in the indefinite article *alan* and definite article, the possessive and demonstrative

### 7) Adjectives

Adjectives typically amplify the meaning of a noun, either by occurring immediately before it, as in the wide road, or by being linked to it by means of a copula verb, as in the road is/ become wide. For this reason adjectives are often characterized as descriptive words.

### 8) Prepositions

Prepositions have as their chief function that of relating a noun phrase to another unit. The relationship may be one of time (e.g after the meal), place (e.g in front the bus), or logic (e.g because of his action). Many prepositions may be used to express more than one of these relationships.

### 9) Conjunction

Conjunctions, as the name implies, also have a joining function, usually that of joining one clause to another, but sometimes also of one noun to another. They are of two kinds. Co-ordinating conjunctions, such as and, or, but, which join to items on an

equal footing, and subordinating conjunctions, such as *whether*, *because*, *since*, which subordinate one item to another in some way. The subordination may be one time.<sup>15</sup>

#### 2.1.1.6 The Difficulties in Teaching English Vocabulary

Other factors that make some words difficult than others are:

##### a) Pronunciation

Research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners – such as *regular* and *lorry* for Japanese speakers. Many learners find that words with clusters of consonants, such as *strength*, or *crisps* or *breakfast*, are also problematic.

##### b) Spelling

Sound-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a word's difficulty. While most English spelling is fairly law-abiding, there are also some glaring irregularities. Words that contain silent letters are particularly problematic: *foreign*, *listen*, *headache*, *climbing*, *bored*, *honest*, *cupboard*, *muscle*, etc.

##### c) Length and complexity

Long words seem to be no more difficult to learn than short ones, but as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favouring their 'learnability'. Also, variable stress polysyllabic words – such as in word families like *necessar*, *necessity*, and *necessarily* – can add to their difficulty.

<sup>15</sup>Howard Jackson, *Analyzing English an Introduction to Descriptive Linguistics Second Edition* (New York: Pergamon Press, 1982), p. 61-65.

#### d) Grammar

Also problematic is the grammar associated with the word, especially if this differs from that of its L1 equivalent. Spanish learners of English, for example, tend to assume that *explain* follows the same pattern as both Spanish *explicar* and English *tell*, and say *be explained me the lesson*.

#### e) Meaning

When two words overlap in meaning, learners are likely to confuse them. *Make* and *do* are a case in point: you *make breakfast* and *make an appointment*, but you *do the housework* and *do questionnaire*. Words with multiple meanings, such as *since* and *still*, can also be troublesome for learners. Having learned one meaning of the word, they may be reluctant to accept a second, totally different meaning. Unfamiliar concepts may make a word difficult to learn. Thus, culture specific items such as words and expressions associated with the game cricket (*a sticky wicket*, *a bat trick*, *a good inning*) will seem fairly opaque to most learners and are unlikely to be easily learned.

#### f) Range, connotation, and idiomaticity

Words that can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range. Thus *put* is a very wide-ranging verb, compared to *impose*, *place*, *position*, etc. Likewise, *thin* is a safer bet than *skinny*, *slim*, *slender*. Words that have style constraints, such as very informal word (*chuck* for *throw*, *swap* for *exchange*), may cause problems. Uncertainty as to connotations of some words may cause problem too. Thus, *propaganda* has negative connotations in English, but its equivalent may simply mean *publicity*. On other hand, *eccentric* does not have negative connotations in English, but its nearest equivalent

in other languages may mean *deviant*. Finally, words or expressions that are idiomatic (like *make up your mind*, *keep an eye on...*) will generally be more difficult than words whose meaning is transparent (*decide*, *watch*). It is their idiomaticity, as well as their syntactic complexity, that makes phrasal verbs so difficult.<sup>16</sup>

#### 2.1.1.7 Word Families

We have seen how words may share the same base or root (*e.g. look*) but take different endings: *looks*, *looking*, *looked*. This is a feature of the grammar of most languages: the use of add-ons (called affixes) to make a verb past (*looked*), for example, or a noun plural (*bits*). These different grammatical forms of a word are called inflexions. Adding affixes serves a grammatical purpose. It is also a fundamental principle of word formation generally- the adding of affixes to the roots of words (*e.g. play*) to fashion new words. A word that results from the addition of an affix to a root, and which has a different meaning from the root, is called a derivative:

- Play- Play + er
- Re + play- Play + ful

So, while *plays*, *played* and *playing* are inflexions of *play*, the word *player*, *replay* and *playful* are each derivatives of *play*. Inflexions and derivatives are both formed by the process of affixation. Note that *-er* and *-ful* are end-of word affixes, or suffixes, while beginning *-of-*word affixes, like *re-*, *un-*, *pre-*, *de-*, *etc.* are called prefixes.<sup>17</sup>

We can now talk about words as belonging to families. A word family comprises the base word plus its inflexions and its most common derivatives. To take

<sup>16</sup>Scott Thornbury, *How to Teach Vocabulary...*, p. 27-28

<sup>17</sup>Scott Thornbury, *How to Teach Vocabulary...*, p. 5-6

another example, the base from *understand* includes the following members in its family:

- Understands- Understood- Misunderstand
- Understanding- Understandable- Misunderstood

Research suggests that the mind groups these different forms of the same word together. Therefore, rather than talk about the number of individual words a person knows, it makes more sense to talk about the number of word families.

#### 2.1.1.8 Approach in Teaching and Learning Vocabulary

Hunt and Beglar discuss three approaches to vocabulary teaching and learning

##### a. Incidental learning

The incidental learning of vocabulary requires that teacher provide opportunities for extensive reading and listening.

##### b. Explicit instruction

Explicit instruction involves diagnosing the words learners need to know, presenting words for the first time, elaborating word knowledge, and developing fluency with known words.

##### c. Independent strategy

Independent strategy development involves practicing guessing from context and training learners to use dictionaries.

Although all these approaches and principle have a role to play in vocabulary instruction, the learners' proficiency level and learning situation should be considered when deciding the relative emphasis to be placed on each approach. In general, emphasizing explicit instruction is probably best for beginning and intermediate students who have limited vocabularies. On the other hand, extensive reading and



listening might receive more attention for more proficient intermediate and advanced students.<sup>18</sup>

#### 2.1.1.9 Technique in Teaching Vocabulary

There are many techniques in teaching vocabulary can be used to explain the meaning of word and the way in teaching vocabulary will depend on individual characteristic. However, several ways have been recommended as follows:

1. Say the word clearly and write it on the board
2. Get the class to repeat the word in chorus
3. Translate the word into the students own language
4. Ask the students to translate the word
5. Draw a picture to show what the words mean
6. Give an English example to show how the word is used
7. Ask question using the new word<sup>19</sup>

According to Jeremy Harmer, there are seven techniques in presenting vocabulary:

- 1) Realia: One way of presenting word is to bring the things they represent into the classroom by ringing “Realia” into the room.
- 2) Picture: Picture can be board drawing, wall picture and charts, flashcard, magazine, picture and any other non-technical visual.
- 3) Mime, action and gesture: It is impossible to explain the meaning words and grammar either through the use of realia or picture.

<sup>18</sup>Jack C. Richard, Willy A. Renandya, *Methodology in Language Teaching* (Cambridge: Cambridge University Press, 2002), p. 258.

<sup>19</sup>Andrian Doff, *Teaching English a Training course for Teacher's work book* (New York: Cambridge University Press, 1988), p. 1.



- 4) Contrast: We saw how words exist because of their sense relations and this can be used to teach meaning.
- 5) Enumeration: We can use this to present meaning
- 6) Explanation
- 7) Translation: Translation is a quick and easy way to present the meaning of word but it is not without problem.<sup>20</sup>

Based on the explanation above, the researcher can conclude that techniques in teaching learning is very importance and the teacher should use appropriate techniques to teach vocabulary, in order to motivate and help the students in learning process.

#### 2.1.2 The Concept of Word Square Game

There are some definition of game, as the following:

According to Oxford Advanced Learner's Dictionary, game is an activity or sport with rules in which people or teams complete against each other.<sup>21</sup> The other definition, game is an activity with rules, a goal and element of fun. There are two kinds of game, they are competitive games and cooperative games. Competitive games in which players or teams race to be the first to reach the goal. While cooperative games, in which players or teams work together towards a common goal.<sup>22</sup>

The researcher concluded that game is activity which is played by players or team to acquire particular skill with some role to reach the goal. using game in

<sup>20</sup>Jeremy Harmer, *The Practice of English Language Teaching*, New Edition (London: Longman, 1991), p. 161-162.

<sup>21</sup>As Hornby, *Oxford Advanced Learner's Dictionary of Current English*, p. 553.

<sup>22</sup>Jill Halfied, *Beginner's Communication Games* (New York: Cambridge University Press, 1991), p. 8.

teaching aim to get students interest and attention in learning. Because it will be undetaking creating a fun slearning activities, with the ultimate goal of achieving a healthy learning and obtaining optimum quality.

#### 2.1.2.1 Definition of Word Square Game

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

According to Merriam Webster, word square is a series of words of equal length arranged in a square pattern to read the same horizontally and vertically, so the word square is the field of words that have a square-shaped.<sup>23</sup>

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

According to Wilard Galin, word square is a learning media that combines to answer the questions with the flair in a match the answer in answer boxes. Word square is a set of words that have relation from one word to another that arranged in the form of a square.<sup>24</sup> The objective of word square are to find and mark all of the words hidden in the grid. The word can be placed horizontally, vertically, and diagonally. They can be written from right to left, or bottom to top as well. The words should all be on the theme. Often a list of hidden words is provided, but more challenging word square may let the player figure them out. The function of words

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<sup>23</sup>Merriam Webster (<http://www.merriamwebster.com/dictionary/word%20square>) accessed on 26<sup>th</sup> May 2019.

<sup>24</sup>Asrina Amaliyah Hasibuan, "Improving the Students' vocabulary Mastery Through Word Square Method at Seven Grade of State Islamic Junior High School Sibuhuan" (Skripsi; State Islamic University of North Sumatera, 2017), p. 18-19.

square are to introduce new vocabulary, and to introduce the idea of lexical sets to students.<sup>25</sup>

Word square is one of game which is used to convey the material easier through the arrangement words vertically or horizontally. Mujiman stated word square is the development of an enriched lecture method. It can be indentified through the clustering method enriched lecture-oriented to students activity in learning. This game is like same with the puzzle but there is different. The difference is th puzzle just fills in the blank square, but the word square asks the students to arrange the word to be a true word.<sup>26</sup>

Based on the explanations above, the researcher concluded that word square game is one of word game which is the words are arranged in a square form. The word can be find with read them vertically, horizontally, diagonally, and also left to right, right to left, top to bottom, and bottom to up.

The example of word square game:

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

<sup>25</sup>Sarah Philips, *Young Learners* (New York: Oxford University Press, 1993), p. 83.

<sup>26</sup>Heni Sofia, "The Influence of Using Word Square Game Towards Students' Vocabulary Mastery at the Seventh Grade of Mts Al-Hikmah Bandar Lampung in the Academic Year of 2018/2019" (Published Skripsi; Tarbiyah and Teaching Training Faculty Raden Intan State Islamic University of Lampung, 2018), p. 55-56.

### 2.1.2.2 The Steps of Teaching Using Word Square Game

The steps of making the word square based on the Porte and Herczo are:

- a. Each student has his or her own copies of the handout, as some squares are completed individually and some are completed in small groups or during the whole class discussion.
- b. The completed word squares will be individually studied aids.
- c. To complete their word squares, students work in small groups and start by writing the target word in the top, left-hand box of the handout. The students then search the lesson to find the word. (the listed term for each lesson appear in bold on first mention in the text).
- d. Students work together to construct a group definition of the word and then the whole class composes a definition with input from the small groups.
- e. The definition developed by the class is recorded in the bottom, left-hand square.
- f. Students transfer the information to their personal handout copies and then individually draw representation that illustrate what the definition is (top, right-hand square) and is not (bottom, right-hand square). These drawings should be in the context of lesson context.

Another steps of word square game are:

- 1) Students are divided in several small groups are three or four people.
- 2) Teacher mention some of vocabularies about the topic, and their meaning, then students listen to the teacher.
- 3) Each group get one question sheet that consist of word square.
- 4) Time to finish the question is confined, depend on how many questions are done.

5) In the end of the learning all words and their meaning are written on the whiteboard.

### 2.1.2.3 The Advantages and Disadvantages of Word Square Game

#### a. The Advantages of Word Square Game

Word square game has many advantages in the improving of vocabulary mastery. This advantage is not only the teacher but also the students. To teacher is this media can help the teacher to explain more about material. In addition, the teacher can know how far the material can be understood by the students. To students are these activities can make the more understanding about their materials. In addition, this activity can make the students be a discipline. This discipline means that the students are asked to do this work regularly.

According to Istarani, the advantages of word square game are:

- 1) Can facilitate students in mastering the teaching materials, because has directed to find the words in a box.
- 2) Can facilitate teachers in decomposing materials tools, because teacher can direct students to the boxes which have been prepared in advance.
- 3) Can improve the learning activities of children, because they will continue to shade letters in accordance with the answers.
- 4) Avoiding the boredom of children in learning, because that activities do not make children bored and follow the learning.<sup>27</sup>

Another Advantages of word square game are:

- 1) Encourage students understanding in lessons

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<sup>27</sup>Aroem Mulasari, "The Effectiveness of Using Word Square Game Toward the Students of Vocabulary of The First Grade Students at SMPN 2 Sumbergempol" (Thesis; IAIN Tulungagung, 2016), p. 36-37.

- 2) Train to be disciplined
- 3) Can practice meticulous and critical attitude
- 4) Stimulating students to think effectively
- 5) Practice accuracy in answering and finding answers in worksheets.<sup>28</sup>

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

#### b. Disadvantages of Word Square Game

- 1) The class can be crowded as the students are discussing their Word.
- 2) Turning off the students' creativity.
- 3) Students only need to receive raw materials.
- 4) Students cannot develop material existing with their ability or potential.<sup>29</sup>

## 2.2 Previous Related Research Findings

In this part, the researcher presents some researcher had concluded to this study following:

Ratnawati in her research "Using word square game in improving the students' vocabulary matery in learning English at the eleventh grade of MAN Rukoh Banda Aceh". The students learning outcomes at the end of cycle II, mastery

<sup>28</sup><https://www.google.com/amp/s/dosenpsikologi.com/model-pembelajaran-word-square/amp>  
(Accessed 4 July 2019)

<sup>29</sup>Heni Sofia, "The Influence of..", p. 57.

of learning achieved was 92% (23 students), and those who have not achieved mastery of learning was 8% (2 students). With value the average class of cycle I was 72.8, and the average value of cycle II was 78.7. It can be concluded that word square game can improve students' vocabulary mastery.<sup>30</sup>

Aroem Mulasari in her research "The effectiveness of using word square game toward students mastery of vocabulary of the first grade at SMP Negeri 2 Sumbergempol Tulungagung". The result showed that T-table with significance level 5% was 2.060. Therefore, T-score was greater than T-table. This means that H1 which states that there is significant difference between students' score before and after being taught by using word square game is accepted. Whereas, H<sub>0</sub> which states there is no significant difference between students' score before and after being taught by using word square game is rejected. In other words, word square game is an effective media for teaching vocabulary to the students at SMP level.<sup>31</sup>

Eko Wahyu Hidayat, Nadrin, and Wahyuddin in their research "Increasing vocabulary mastery of the seventh grade students of MTs. Negeri Sausu Using Game". The result of the data shows that the t-counted value (21,93) was greater than the t-table value (1.706) by applying 0.05 level of significance and 26 (27-1) degree of freedom (df). It means that using game can increase students' vocabulary mastery at the seventh grade of MTs. Negeri Sausu.<sup>32</sup>

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<sup>30</sup>Ratnawati, *Using Word Square Game In Improving The Students' Vocabulary Matery In Learning English at the Eleventh Grade of MAN Rukoh Banda Aceh* (Porch Education Journal, vol. 25, No. 2/2016), p. 196.

<sup>31</sup>Aroem Mulasari, "The Effectivess of...", p. vi.

<sup>32</sup>Eko Wahyu Hidayat, et al. *Increasing vocabulary mastery of the seventh grade students of MTs. Negeri Sausu Using Game* (Journal of English Teaching Society, Vol. 3, No. 2/2015), p. 1.

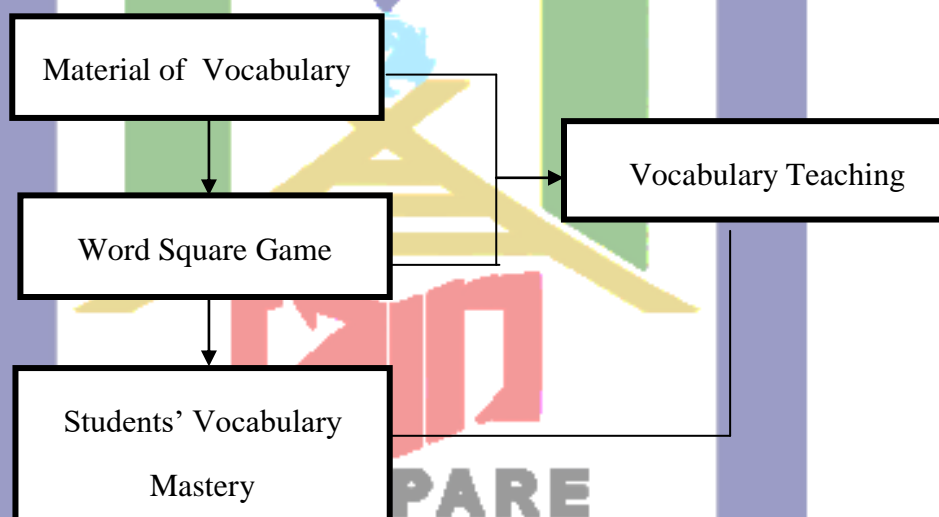


Based on the research findings above, the researcher concluded that learning vocabulary by using game can help English learning process. It can make the students more active and interest to study, and it can help the students to improve their vocabulary. In this case the researcher will use Word Square Game to improve students' vocabulary. By using word square game the students will be enjoy, and relax in learning.

### 2.3 Conceptual Framework

The main focus of this research is the use of word square to improve students' vocabulary mastery which is expected to help students in mastering vocabulary.

At this point, the researcher draws the theoretical framework as follow:



Word square is a learning media that combines to answer the questions with the flair in a match the answer in answer boxes. Word square is a set of words that have relation from one word to another that arranged in the form of a square (Wilard Galin).



## 2.4 Hypothesis

The hypothesis of this research was formulated as follow:

2.4.1 Null Hypothesis ( $H_0$ ): there is not a significance difference between the students' vocabulary mastery at the second year of SMPN 4 Model Parepare before and after they are taught using word square game.

2.4.2 Alternative Hypothesis ( $H_a$ ): there is a significance difference between the students' vocabulary mastery at the second year of SMPN 4 Model Parepare before and after they are taught using word square game.

## 2.5 Variable and Operational Definition of Research

### 2.5.1 Variable

There are two variables involved in this research namely independent variable and dependent variable.

1. Independent Variable is Word Square Game.
2. Dependent Variable is the students' vocabulary mastery.

### 2.5.2 Operational Definition

1. Word square is one of game to teach vocabulary, it can help the teachers and students in teaching and learning English especially vocabulary, so that the learning of vocabulary will be easier.
2. Vocabulary mastery is the ability of students to know about noun such as things in the class, things in the house, transportations, parts of body, professions, animals and their meaning.

## CHAPTER III

### RESEARCH METHOD

In this part, the researcher was going to review research design, location and duration of research, population and sample, instruments of research, procedure of collecting data, and technique of data analysis.

#### 3.1 Research Design

The design of this research was pre-experiment method with one group pre-test and post test. The design is presented as follow:

**O1XO2**

Where:

O1: Pre-Test

X: Treatment

O2: Post-Test<sup>33</sup>

#### 3.2 Location and Duration

The location of the research took place at SMPN 4 Model Parepare, Handayani Street, No. 3 Parepare, South Sulawesi focusing to the second year on academic year 2019, and the duration was one month.

#### 3.3 Population and Sample

##### 3.3.1 Population

The population of this research was the second year students of SMPN 4 Model Parepare. There was six classes as the population in this research, and the number of all the students are 160. The population is illustrated on the table below.

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<sup>33</sup>Sugyono, *Metode Penelitian Pendekatan Kuantitatif, Kualitatif, R & D* (Bandung: Alfabeta, 2010), p. 110-111.

Table 3.1 Population

No.	Class	Sex		Total
		Male	Female	
1	VIII. 1	14	14	28
2	VIII. 2	13	15	28
3	VIII. 3	9	19	28
4	VIII. 4	13	12	25
5	VIII. 5	14	10	24
6	VIII. 6	13	13	26
Total		77	83	160

### 3.3.2 Sample

The researcher took only one class respondent of this research. In this research, the researcher used random sampling group technique. Based on the technique, the VIII.5 class was selected as a sample of this research which was consist of 24 students.

### 3.4 Instrument of Research

In collecting data, the researcher gave a vocabulary test which consist of pre-test and post-test. The pre-test was intended to see the students' prior knowledge of vocabulary before giving treatment, while post-test was intended to know the students' vocabulary mastery after they was given treatment through word square game.

### 3.5 Procedure of Collecting Data

The procedure of collecting data was divided in three stages, namely:

#### 3.5.1 Pre-test

The researcher administrated the pre-test first. The students were given some vocabulary test to know their prior knowledge of vocabulary, after giving pre-test, the researcher gave treatment using word square game.

#### 3.5.2 Treatment

After giving a pre-test, the researcher gave treatment to the students in the classroom. The procedure of treatment was that the researcher presented and introduce the materials to the class and explained what the students have to do. After that, the researcher gave the students an activity through a word square game.

##### 2.5.2.1 The First Meeting

The researcher asked the students to open the class and gave direction to pray before learning. After that, the researcher greeted the students and checked the attendance list. After ten minutes, the researcher introduced vocabulary, and the importance of learning vocabulary. After that, the researcher explained about word square game and how to apply it. Then, the researcher gave material about things in the classroom. The researcher mentioned vocabularies and their meaning related to the topic, and ask for students to listen to what the researcher said. Before applying the word square game, the researcher divided the students into some groups. The researcher gave worksheets that consist of word square. The researcher asked for students to pay attention to the word square, and discuss it with their team. The researcher asked for students to find vocabularies related to the topic in word square. After finish, the researcher gathered and investigased the worksheets. Finally, the

researcher rewrote the words and their meaning on the whiteboard and asked for students to memorize the words.

#### 3.5.2.2 The Second Meeting

The researcher gave material about parts of body. The researcher mentioned vocabularies and their meaning related to the topic, and ask for students to listen to what the researcher said. Before applying the word square game, the researcher divided the students into some groups. The researcher stuck a paper that consists of a word square game on the whiteboard. The researcher asked for students to pay attention to the word square and discuss it with their team. Each delegation of the group took turns to find the words related to the topic, and mark them used stabilo. The groups that found more words got the highest point. Finally, the researcher rewrote the words and their meaning on the whiteboard and asked for students to memorize the words.

#### 3.5.2.3 The Third Meeting

The researcher gave material about things in the house. The researcher mentioned vocabularies and their meaning related to the topic, and ask for students to listen to what the researcher said. Before applying the word square game, the researcher divided the students into some groups. The researcher gave worksheets that consist of word square. The researcher asked for students to pay attention to the word square, and discuss it with their team. The researcher asked for students to find vocabularies related to the topic in word square. After finish, the researcher gathered and investigased the worksheets. Finally, the researcher rewrote the words and their meaning on the whiteboard and asked for students to memorize the words.

#### 3.5.2.4 The Fourth Meeting

The researcher gave material about the professions. The researcher mentioned vocabularies and their meaning related to the topic, and ask for students to listen to what the researcher said. Before applying the word square game, the researcher divided the students into some groups. The researcher stuck a paper that consists of a word square game on the whiteboard. The researcher asked for students to pay attention to the word square, and discuss it with their team. Each delegation of the group took turns to find the words related to the topic, and mark them used stabilo. The groups that found more words got the highest point. Finally, the researcher rewrote the words and their meaning on the whiteboard and asked for students to memorize the words.

#### 3.5.2.5 The Fifth Meeting

The fifth meeting, the researcher gave material transportations. The researcher mentioned vocabularies and their meaning related to the topic and ask for students to listen to what the researcher said. Before applying the word square game, the researcher divided the students into some groups. The researcher gave worksheets that consist of word square. The researcher asked for students to pay attention to the word square, and discuss it with their team. The researcher asked for students to find vocabularies related to the topic in word square. After finish, the researcher gathered and investigased the worksheets. Finally, the researcher rewrote the words and their meaning on the whiteboard and asked for students to memorize the words.

#### 3.5.2.6 The Sixth Meeting

The researcher gave material about the animals. The researcher mentioned vocabularies and their meaning related to the topic, and ask for students to listen to

what the researcher said. Before applying the word square game, the researcher divided the students into some groups. The researcher stuck a paper that consists of a word square game on the whiteboard. The researcher asked for students to pay attention to the word square, and discuss it with their team. Each delegation of the group took turns to find the words related to the topic, and mark them used stabilo. The groups that found more words got the highest point. Finally, the researcher rewrote the words and their meaning on the whiteboard and asked for students to memorize the words.

### 3.5.3 Post Test

After giving the treatment, the researcher will give the students post-test to find out the result of the treatment to measure the students' vocabulary mastery by using word square game.

### 3.6 Technique of Data Analysis

The data in this research was analyzed using quantitative analysis; the researcher used scoring to get score.

1. Calculating the students' score of the test as follow:

$$\text{Score} = \frac{\text{Students' correct answer}}{\text{The total number of item}} \times 100$$

2. Classifying of students' score on the following classification.

Table 3.2 Classification of Students Score

No	Classification	Score
1	Excellent	86-100
2	Good	71-85
3	Fair	56-70
4	Poor	41-55

5	Very Poor	$\leq 40$ <sup>34</sup>
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3. Rate percentage of students score by using the following formula:

$$X = \frac{F}{n} \times 100\%$$

Where:

P = percentage

F = frequency

$n$  = total number of sample

4. Finding out the mean score by following formula:

$$X = \frac{\sum X}{n}$$

Where:

X = Mean score

$\sum$  = Total Score

$n$  = The total of number students<sup>35</sup>

5. Calculating the standard deviation of students pre-test and post-test, by using the formula below:

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

Where:

SD= Standard Deviation

$\sum X^2$  = The sum of score

$(\sum X)^2$  = The square of the sum of the score

<sup>34</sup>Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan: Edisi Revisi* (Jakarta: PT. Bumi Aksara, 2005), p. 245.

<sup>35</sup>Gay L. R., Geoffery E. Mills, and Peter W. Airasian, *Educational Research; Competencies for Analysis and Applications 10<sup>th</sup> ed* (United States of America: Pearson Education, 2012), p. 323.



$n$  = The total number of the object.<sup>36</sup>

6. Finding out significant between the pre-test and post-test by using the following formula:

$$t = \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{n(n-1)}}$$

Where:

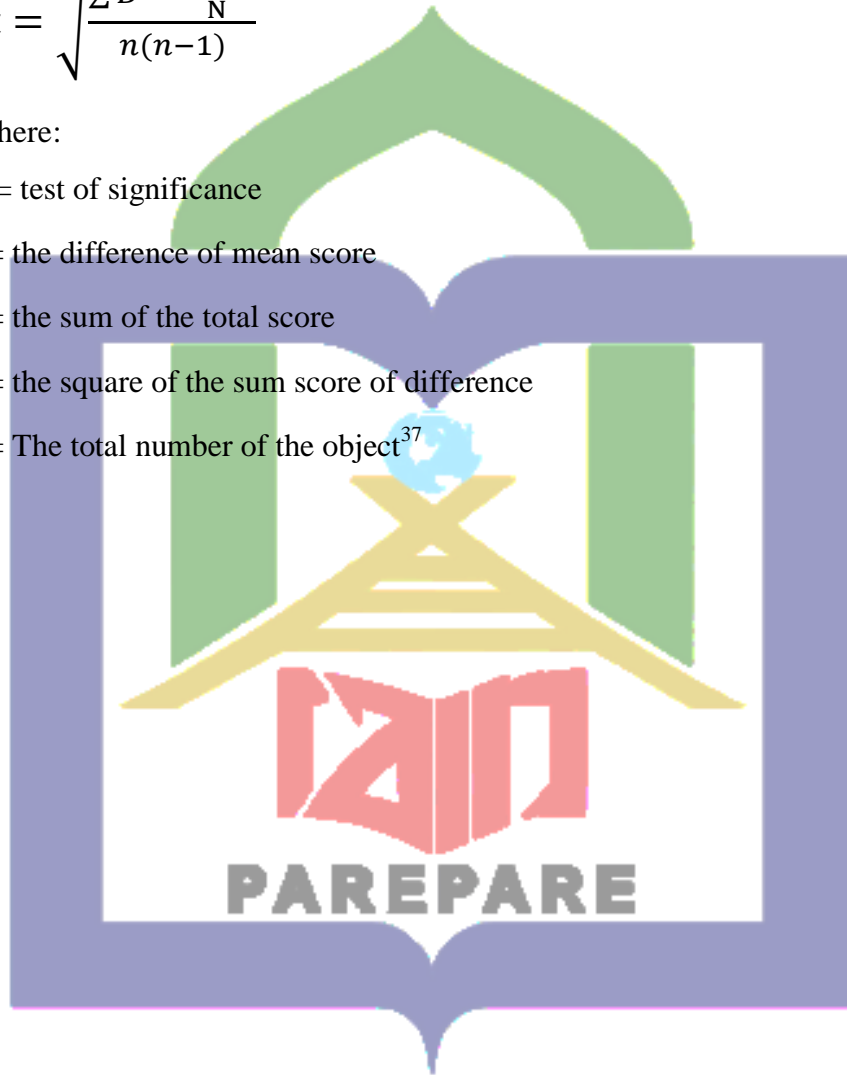
$t$  = test of significance

$D$  = the difference of mean score

$\sum D$  = the sum of the total score

$\sum D^2$  = the square of the sum score of difference

$n$  = The total number of the object<sup>37</sup>



<sup>36</sup>Sukardi, *Metodologi Penelitian Pendidikan* (Jakarta: PT Bumi Aksara, 2011), p. 9.

<sup>37</sup>Gay L.R., *Educational Research: Competencies for Analysis and Application* (Eight Edition, 2006), p. 297-298.

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

This chapter consists of two parts, namely the finding of research and the discussion of the research. The finding of the research cover the description of the result of data collected through a test that can be discussed in the section below.

#### 4.1 Findings

The finding of this research consists of the classification of students' pre-test and post-test. It aimed to find out the answer to the research questions. The researcher gave two tests they are pre-test and post-test. The pre-test was given before the treatment to know students' prior vocabulary, then post-test was given to know students' vocabulary mastery after doing the treatment. From the result of the post-test, it aimed to find out that using word square game is able to improve students' vocabulary mastery at the second year of SMPN 4 Model Parepare.

##### 4.1.1 The students' Score in Pre-test

The researcher gave the students pre-test to know their ability in vocabulary before treatment by using word square game.

Table 4.1 The Percentage of Pre-test Classification

Classification	Score	Frequency	Percentage
Excellent	86-100	-	-
Good	71-85	3	12.5%
Fair	56-70	11	45.83%
Poor	41-55	6	25%
Very Poor	0-40	4	16.67%

Table 4.1 shows the percentage of pre-test classification. The table above showed that, in pre-test none of students got excellent classification, 3 (12.5%)

students got good classification, 11 (45.83%). It means that the students' vocabulary mastery at the VIII.5 of students of SMPN 4 Model Parepare were still low, because most of them got fair score. There were 6 (25%) students got poor classification, and 4 (16.67) students got very poor classification.

After knowing the percentage of pre-test classification, the researcher calculated the mean score and the standard deviation of pre-test. The result of mean score and standard deviation can be seen on the table below:

Table 4.2 The Mean Score and Standard Deviation of Pre-test

Test	Mean Score	Standard Deviation (SD)
Pre-test	53.8	13.65

Table 4.2 shows the mean score and the standard deviation of pre-test. The table illustrated that the mean score of pre-test was 53.8 and the standard deviation was 13.65. It could be seen that the students' vocabulary mastery were in low category.

#### 4.1.2 The Students' Score in Post-Test

The researcher also gave post-test to know the students' vocabulary mastery after being taught using word square game.

Table 4.3 The Percentage of Post-test Classification

The Percentage of Pre-test Classification

Classification	Score	Frequency	Percentage
Excellent	86-100	2	8.3%
Good	71-85	13	54.17%
Fair	56-70	6	25%
Poor	41-55	2	8.3%
Very Poor	0-40	1	4.1%

Table 4.3 shows the percentage of post-test classification. The table above showed that, in post-test, 2 (8.3%) students got excellent classification, 13 (54.17%) students got good classification. It means that, there was the improvement of students' ability in vocabulary after treatment because most of the got good score. There were 6 (25%) students got fair classification, 2 (8.3%) students got poor classification, and (4.1%) students got very poor classification.

After determining the percentage of post-test classification, the researcher calculated the mean score and the standard deviation of post-test. The result of mean score and standard deviation can be seen on the table below:

Table 4.4 The Mean Score and Standard Deviation of Post-test

Test	Mean Score	Standard Deviation (SD)
Post-test	72.33	13.18

Table 4.4 shows the mean score and the standard deviation of post-test. The table illustrated that the mean score of pre-test was 53.8 and the standard deviation was 13.18. It could be seen that the students' vocabulary mastery were good category.

#### 4.1.3 Hypothesis Testing

For the level, significant ( $\rho$ ) 0,05 and  $df = 23$ , and the value of the table was (1.714).

#### 4.1.4 The test of Significant

The value of test significant can be seen in the following table:

Table 4.5 The Test of Significant

T-test	T-table
8.73	1.714

Table 4.5 shows the test of significant. The table illustrated that the T-test was greater than T-table. It means that there was a significant difference between the result of students in pre-test and post-test.

## 4.2 Discussions

There were eight meetings for doing this research. Two meetings for doing the test and six meetings for doing the treatment by using word square game. Pre-test aimed to know the students' prior ability before the treatment. Post-test aimed to know the students' ability after treatment. There were six materials which were the researcher delivered when doing the treatment. At the first meeting the researcher gave the material about things in classroom, the second meeting was about transportations, the third meeting was about things in the house, the fourth meeting was about professions, the fifth meeting was about the parts of body and the last meeting was about the animals. When the treatment the researcher. When the treatment process, the researcher observed the students when received the material using word square. They were interested and enthusiastic in accepting materials from the first meeting until the last meeting.

To know the improvement of students' vocabulary mastery using word square game, the researcher calculated the mean score students' vocabulary was indicated from two tests namely pre-test and post test. The mean score in pre-test before treatment was 53.8, and the mean score of post-test was 72.25 after treatment.

By looking at the test finding, from the data provided in classification table based on the vocabulary in pre-test, none of student got excellent score, 3 (12.5%) students got good score, 11 (45.83%) students got fair, in pre-test, 6 (25%) students got poor score, and 4 (16.67) students got very poor score. While in post-test, 2

(8.3%) students got excellent classification, 13 (54.17%) students got good classification, 6 (25%) students got fair classification, 2 (8.3%) students got poor classification, and 1 (4.1%) students got very poor classification. It means that, there was the improvement of students' ability in vocabulary after treatment.

In addition, to know what was the hypothesis received between null hypothesis ( $H_0$ ), and alternative hypothesis ( $H_a$ ), the researcher used t-test to know calculating result showed that on the t-test value 8.73 was greater than t-table value ( $8.73 > 1.714$ ) with degree freedom ( $df$ ) 23. It can be concluded that the using word square game was able to improve students' vocabulary at the second year of SMPN 4 Model Parepare.

After conducting the research, the researcher found that the students really looked excited with the implementation word square game in the class. They followed the teaching and learning process enthusiastically. According to Wilard Galin in the previous chapter, word square is a learning media that combines to answer the questions with the flair in a match the answer in answer boxes. Word square is a set of words that have relation from one word to another that arranged in the form of a square.

According to Istarani in the previous chapter there are some the advantages of word square game. Can facilitate students in mastering the teaching materials, because has directed to find the words in a box, can facilitate teachers in decomposing materials tools, because teacher can direct students to the boxes which have been prepared in advance, can improve the learning activities of children, because they will continue to shade letters in accordance with the answers, avoiding

the boredom of children in learning, because that activities do not make children bored and follow the learning.

Another Advantages of word square game are: Encourage students understanding in lessons, train to be diciplined, can practice meticulous and critical attitude, stimulating students to think effectively, practice accuracy in anwering and finding answers in worksheets. Word square game is not only useful fo the students, but also for teachers. For the teachers, this media can help them to explain more about material. In addition, the teacher can know how far the material can be understood by the students.

It was also in line with Ratnawati's research entitled "Using word square game in improving the students' vocabulary matery in learning English at the eleventh grade of MAN Rukoh Banda Aceh". She conluded that word square game can improve students' vocabulary mastery.

Aroem Mulasari's research entitled " The effectiveness of using word square game toward students mastery of vocabulary of the first grade at SMP Negeri 2 Sumbergempol Tulungagung". The result showed that there is significant difference between students' score before and after being taught by using word square game. In other words, word square game is an effective media for teaching vocabulary to the students at SMP level.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presented of two parts namely conclusion and suggestion of this research.

#### 5.1 Conclusions

Based on the result of data analysis and discussion of this research in previous chapter, the research of data analysis showed that there was a significant difference between the students' vocabulary mastery before and after learning English using word square game. Which, it was proved by the development of the mean score of pre-test was 53.8, and the standard deviation was 13.65. The mean score of post-test was 72.33, and the standard deviation was 13.18. T-test value of was 8.73. It was greater than t-table was 1.714 at the level significance 0.05, and degree freedom (*df*) was 23. It means that word square game effective to improve the students' vocabulary at the VIII. 5 of SMPN 4 Model Parepare.

#### 5.2 Suggestions

Based on the result of this research, the researcher would like to offer some suggestions, they are:

1. For the students should be good learners, not only in the classroom, but also out of classroom. Don't less motivations in learning English, because English is very important for future.

For the next researcher should be able to find a suitable ways in teaching English, because it can influence the students' interest in learning process.



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# APPENDICES

## Appendix 1. Instrument of Research

	<p align="center"><b>KEMENTERIAN AGAMA REPUBLIK INDONESIA</b>  <b>INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE</b>  <b>FAKULTAS TARBIYAH</b>          Jl. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax.          (0421) 24404          PO Box 909 Parepare 91100, website: <a href="http://www.iainpare.ac.id">www.iainpare.ac.id</a>, email:  <a href="mailto:mail@iainpare.ac.id">mail@iainpare.ac.id</a></p>
<p align="center"><b>VALIDASI INSTRUMEN PENELITIAN SKRIPSI</b></p>	

NAMA MAHASISWA : USMAYANI  
 NIM/ PRODI : 15.1300.130  
 FAKULTAS : TARBIYAH  
 JUDUL : THE USE OF WORD SQUARE GAME TO IMPROVE  
 STUDENTS' VOCABULARY MASTERY AT THE  
 SECOND YEAR OF SMPN 4 MODEL PAREPARE.

***Instrumen penelitian***

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

**Instrument of Pre-Test****I. Give a cross (x) on the correct answer!**

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

a. Floor	c. Marker
b. whiteboard	d. Window
2. There is a book on the....
 

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

- b. Door                      d. Table

3. Ali : what is your fathers' job?

Nita : He is a....everyday he goes to rice field

- a. Farmer                      c. Chef  
b. Doctor                      d. Teacher

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

- a. Cat                              c. Monkey  
b. Lion                            d. Mouse

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

- a. Doctor                      c. Teacher  
b. Farmer                      d. Pilot

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

- a. Pen                              c. Book  
b. Broom                        d. Marker

7. What is the meaning of "buaya"?

- a. Mouse                        c. Lion  
b. Dog                            d. Crocodile

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

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

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

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

10. What is the animal that like crowd around the sugar?

- a. Bird
- b. Snake
- c. Ant
- d. Crocodile

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

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

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

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

13. My brother is watching....

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

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

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

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

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

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

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

17. Ayu washes.... after she eat.

- a. Cupboard
- c. Drink

- b. Plates                      d. Sleep

18. Thing that we use to write in book.

- a. Knife                      c. Computer  
b. Pen                      d. Glass

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

**List A**

**List B**

1. Elbow

a. Kereta

2. Bicycle

b. Tumit

3. Stomach

c. Siku

4. Plane

d. Lidah

5. Heel

e. Dada

6. Carriage

f. Pesawat

7. Tongue

g. Perut

h. Motor

i. Sepeda



### Instrument of Post-Test

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

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

- b. Baker                      d. Teacher
8. The animal that doesn't have foot.
- a. Snake                      c. Crocodile
- b. Elephant                  d. Dog
9. Things that you find in bedroom.
- a. Plate, pillow, spoon, and mattress
- b. Blanket, pillow, mattress, and lamp
- c. Pan, kitchen, knife, and blanket
- d. Glass, spoon, sofa, and pillow
10. The animal that have wings.
- a. Goat                      c. Mouse
- b. Bird                      d. Horse
11. When I go home after school, I always see vehicles on the road, such as...
- a. Plane, bicycle, elephant, flower, and goat
- b. Bicycle, carriage, car, bus, and motorcycle
- c. Tree, stone, car, floor, knife, and bicycle.
- d. Motorcycle, car, bicycle, plane, and mouse.
12. Alma works at Salemba Cafe. Her duty is to serve the guests who come to the cafe. What is her profession?
- a. Trader                      c. waitress
- b. Tailor                      d. Mechanic
13. The transportation that you use when you want to across the sea.
- a. Ferry                      c. Motorcycle
- b. Bicycle                      d. Bus

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

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

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



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

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



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

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

1. ....

2. ....

3. ....

4. ....

5. ....



Parepare, 17 September 2019

Menyetujui:

Dosen Pembimbing Utama

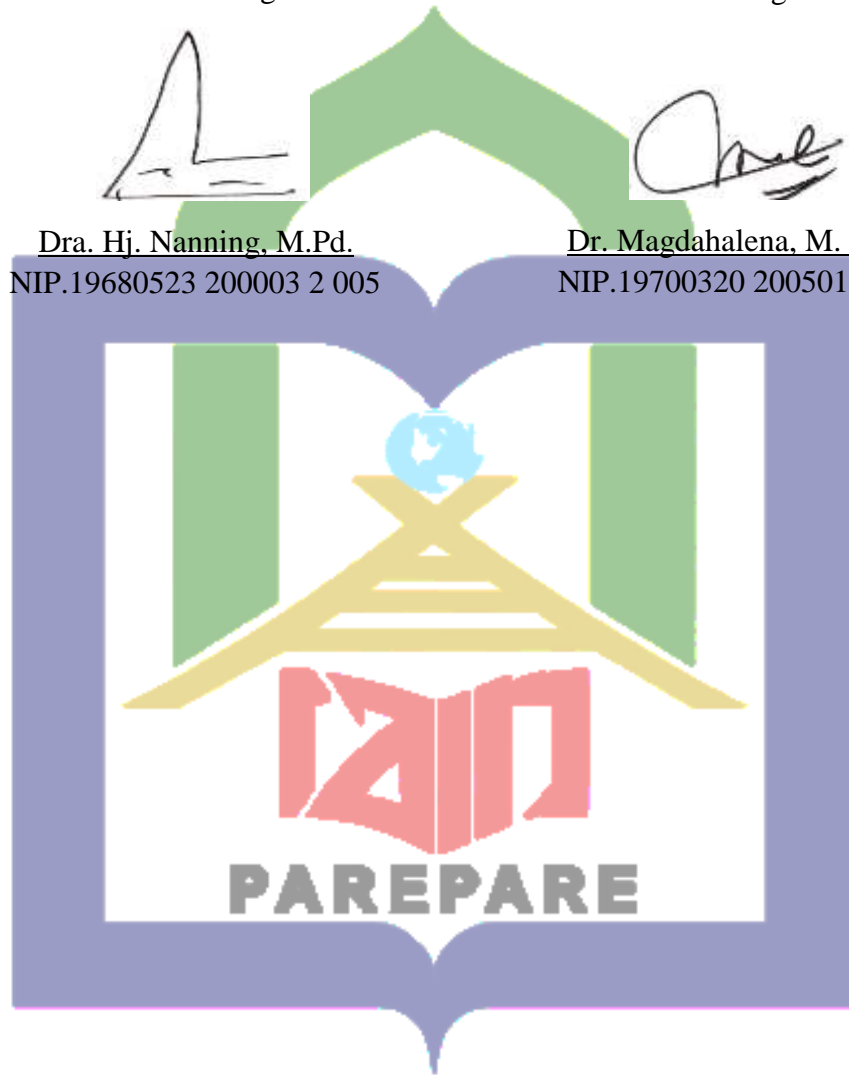
Dosen Pembimbing Pendamping



Dra. Hj. Nanning, M.Pd.  
NIP.19680523 200003 2 005



Dr. Magdahalena, M. Hum.  
NIP.19700320 200501 2 006



## Appendix 2. Lesson Plan

### RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMP Negeri 4 Model Parepare

Mata Pelajaran : Bahasa Inggris

Kelas : VIII.5

Materi Pokok : Fungsi sosial mengidentifikasi dan menyebutkan berbagai kosakata tentang benda yang ada dikelas, benda yang ada di rumah, profesi, transportasi, bagian-bagian tubuh dan binatang.

Alokasi Waktu : 12 x 40 menit (6 pertemuan)

#### A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

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

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

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

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

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

### **•Kompetensi Dasar**

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

### **• Indikator Pencapaian Kompetensi**

1. Menulis *learning log* yang mengungkapkan rasa syukur atas kesempatan mempelajari bahasa Inggris dan manfaatnya
2. Menyelesaikan tugas tepat waktu, dan datang tepat pada saat mengerjakan tugas kelompok diluar jam pelajaran.
3. Menyelesaikan tugas yang menjadi bagiannya dalam kerja kelompok.
4. Menyebutkan kosakata sesuai dengan tema dan menemukan arti kosakata tersebut.

### C. Tujuan Pembelajaran

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

### D. Materi Pembelajaran

Topic:

Pertemuan 1: Things in the class

Pertemuan 2: Parts of body

Pertemuan 3: Thing in the house

Pertemuan 4: Professions

Pertemuan 5: Transportations

Pertemuan 6: Animals

### E. Metode Pembelajaran

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

### F. Media, alat dan sumber pembelajaran

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



## G. Langkah-langkah Pembelajaran

Pertemuan pertama (2JP):

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

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

Pertemuan ke-2 (2JP):

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

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

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

Pertemuan Ke-3 (2JP)

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> <li>Mengucap salam dan berdo'a.</li> <li>Mengecek kehadiran siswa.</li> <li>Menggali pengetahuan siswa tentang materi yang telah diberikan pada pertemuan lalu.</li> <li>Menyampaikan kegiatan belajar yang akan dilakukan.</li> <li>Menjelaskan tujuan pembelajaran</li> </ul>	10 Menit
Kegiatan Inti	<ul style="list-style-type: none"> <li>Guru menyebutkan daftar kosakata tentang things in the house beserta artinya, dan siswa diminta untuk menyimak apa yang disampaikan oleh guru.</li> </ul>	55 Menit

	<ul style="list-style-type: none"> <li>• Guru membagi siswa dalam beberapa kelompok yang terdiri dari maksimal 4 orang.</li> <li>• Guru membagikan LKS yang berisi word square kepada setiap kelompok.</li> <li>• Siswa diminta untuk memperhatikan word square tersebut, dan mencari kata-kata yang ada dalam word square tersebut sesuai dengan topik.</li> <li>• Guru mengumpulkan LKS yang telah dikerjakan oleh siswa.</li> <li>• Guru memeriksa hasil pekerjaan siswa</li> <li>• Guru menuliskan kembali kata-kata yang ada dalam word square tersebut beserta artinya, dan siswa diminta untuk menulis daftar kosakata tersebut di buku catatan dan menghafalkannya.</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>• siswa bersama guru melakukan flashback and feedback agar memperoleh pengalaman belajar.</li> <li>• Menutup kelas</li> </ul>	15 Menit

Pertemuan ke-4

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> <li>• Mengucap salam dan berdo'a.</li> <li>• Mengecekkehadiran siswa.</li> <li>• Menggali pengetahuan siswa mengenai materi yang telah diberikan pada pertemuan yang lalu</li> <li>• Menyampaikan kegiatan belajar yang akan dilakukan.</li> <li>• Menjelaskan tujuan pembelajaran</li> </ul>	10 Menit
Kegiatan Inti	<ul style="list-style-type: none"> <li>• Guru menyebutkan daftar kosakata tentang professions beserta artinya, dan siswa diminta untuk menyimak apa yang disampaikan oleh guru.</li> <li>• Guru membagi siswa dalam beberapa kelompok yang terdiri dari maksimal 4 orang.</li> <li>• Guru menempelkan kertas karton yang berisi word square di papan tulis.</li> <li>• Siswa diminta untuk memperhatikan word square tersebut, dan berdiskusi dengan teman sekelompoknya.</li> <li>• Setiap perwakilan kelompok secara bergiliran diminta untuk maju ke</li> </ul>	55 Menit

	<p>depan untuk mencari kata-kata sesuai dengan topik yang ada di word square tersebut dan menandainya menggunakan stabilo.</p> <ul style="list-style-type: none"> <li>• Kelompok yang menemukan lebih banyak kata akan diberikan poin yang tinggi.</li> <li>• Guru menuliskan kembali kata-kata yang ada dalam word square tersebut beserta artinya, dan siswa diminta untuk menulis daftar kosakata tersebut di buku catatan</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>• siswa bersama guru melakukan flashback and feedback agar memperoleh pengalaman belajar.</li> <li>• Menutup kelas</li> </ul>	15 Menit

Pertemuan ke-5 (2JP)

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> <li>• Mengucap salam dan berdo'a.</li> <li>• Mengecek kehadiran siswa.</li> <li>• Menggali pengetahuan siswa tentang materi yangtelah diberikan pada pertemuan yang lalu.</li> <li>• Menyampaikan kegiatan belajar yang akan dilakukan.</li> </ul>	10 Menit

	<ul style="list-style-type: none"> <li>• Menjelaskan tujuan pembelajaran</li> </ul>	
Kegiatan Inti	<ul style="list-style-type: none"> <li>• Guru menyebutkan daftar kosakata tentang transportations beserta artinya, dan siswa diminta untuk menyimak apa yang disampaikan oleh guru.</li> <li>• Guru membagikan LKS yang berisi word square kepada setiap siswa.</li> <li>• Siswa diminta untuk memperhatikan word square tersebut, dan mencari kata-kata yang ada dalam word square tersebut sesuai dengan topik.</li> <li>• Guru mengumpulkan LKS yang telah dikerjakan oleh siswa.</li> <li>• Guru memeriksa hasil pekerjaan siswa</li> <li>• Guru menuliskan kembali kata-kata yang ada dalam word square tersebut beserta artinya, dan siswa diminta untuk menulis daftar kosakata tersebut di buku catatan dan menghafalkannya.</li> </ul>	55 Menit
Penutup	<ul style="list-style-type: none"> <li>• siswa bersama guru melakukan flashback and feedback agar memperoleh pengalaman belajar.</li> <li>• Menutup kelas</li> </ul>	15 Menit



## Pertemuan ke-6 (2JP):

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> <li>• Mengucap salam dan berdo'a.</li> <li>• Mengecek kehadiran siswa.</li> <li>• Menggali pengetahuan siswa tentang materi yang diberikan pada pertemuan yang lalu.</li> <li>• Menyampaikan kegiatan belajar yang akan dilakukan.</li> <li>• Menjelaskan tujuan pembelajaran</li> </ul>	10 Menit
Kegiatan Inti	<ul style="list-style-type: none"> <li>• Guru menyebutkan daftar kosakata tentang the animals beserta artinya, dan siswa diminta untuk menyimak apa yang disampaikan oleh guru.</li> <li>• Guru menyebutkan daftar kosakata tentang professions beserta artinya, dan siswa diminta untuk menyimak apa yang disampaikan oleh guru.</li> <li>• .</li> <li>• Guru membagi siswa dalam beberapa kelompok yang terdiri dari maksimal 4 orang.</li> <li>• Guru menempelkan kertas karton yang berisi word square di papan tulis.</li> </ul>	55 Menit

	<ul style="list-style-type: none"> <li>• Siswa diminta untuk memperhatikan word square tersebut, dan berdiskusi dengan teman sekelompoknya.</li> <li>• Setiap perwakilan kelompok secara bergiliran diminta untuk maju ke depan untuk mencari kata-kata sesuai dengan topik yang ada di word square tersebut dan menandainya menggunakan stabilo.</li> <li>• Kelompok yang menemukan lebih banyak kata akan diberikan poin yang tinggi.</li> <li>• Guru menuliskan kembali kata-kata yang ada dalam word square tersebut beserta artinya, dan siswa diminta untuk menulis daftar kosakata tersebut di buku catatan</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>• siswa bersama guru melakukan flashback and feedback agar memperoleh pengalaman belajar.</li> <li>• Menutup kelas</li> </ul>	15 Menit

#### H. Penilaian Hasil Belajar

1. Teknik penilaian: unjuk kerja
2. Bentuk: tes tertulis
3. Instrument: *terlampir*

Guru Bahasa Inggris

Peneliti



IRWAN, S.Pd.

NIP. 19701111 2000701 1 029



USMAYANI

NIM. 15.1300.130



## Appendix 4. Students' Worksheet in Pre-test and Post-test

## Instrument of Pre-Test.

Name : CHRISTIANO SAMUEL S.

Class : VIII-5

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

1. My teacher is writing on the ...

- a. Floor                      c. Marker  
~~x~~ whiteboard              d. Window

2. There is a book on the...

- a. Whiteboard              c. Ruler  
 b. Door                      ~~x~~ Table

3. Ali : what is your fathers' job?

Nita : He is a.... everyday he goes to rice field

- a. Farmer                      ~~x~~ Chef  
 b. Doctor                      d. Teacher

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

- a. Cat                          ~~x~~ Monkey  
 b. Lion                          d. Mouse

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

- a. Doctor                      c. Teacher  
~~x~~ Farmer                      d. Pilot

6. The students clean the classroom using ..

- a. Pen                          c. Book  
 b. Broom                      ~~x~~ Marker

7. What is the meaning of "buaya"?

- a. Mouse                      c. Lion  
b. Dog                        ~~x~~ Crocodile

8 The students always write their task in ...

- a. Book                      c. Chair  
b. Bag                      ~~x~~ Pencil ✎

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

- a. Businessman                      ~~x~~ Housewife ✎  
b. Fisherman                      d. Nurse

10. What is the animal that like crowd around the sugar?

- a. Bird                      ~~x~~ Ant  
b. Snake                      d. Crocodile

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

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

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

- a. Apple                      ~~x~~ Pillow ✎  
b. Newspaper                      d. Knife

13. My brother is watching...

- a. Sofa                      ~~x~~ Television ✎  
b. Kitchen                      d. Room

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

- a. Book                      ~~x~~ Pillow ✎  
b. Wall                      d. Bedroom

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

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

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

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

17. ... washes... after she eat.

- a. Cupboard                c. Drink
- b. Plates                    ✗ Sleep

18. Thing that we use to write in book.

- a. Knife                      c. Computer
- ✗ Pen                        d. Glass

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

List A

List B

- |             |   |            |
|-------------|---|------------|
| 1. Elbow    | ✗ | a. Kereta  |
| 2. Bicycle  | ✗ | b. Tumit   |
| 3. Stomach  | ✗ | c. Siku    |
| 4. Plane    | ✗ | d. Lidah   |
| 5. Heel     | ✗ | e. Dada    |
| 6. Carriage | ✗ | f. Pesawat |
| 7. Tongue   | ✗ | g. Perut   |
|             |   | h. Motor   |
|             |   | i. Sepeda  |

14 Salah

44 ✓

**Instrument of Post-Test**

Name : ~~Agus~~ Muh. Ridho

Class : VIII. 5

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

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



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



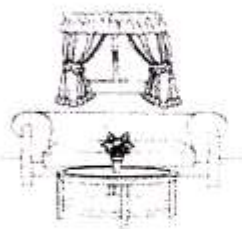
13. The transportation that you use when you want to across the sea.

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

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

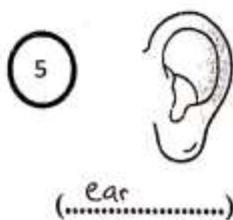
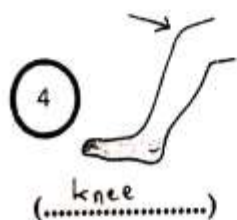
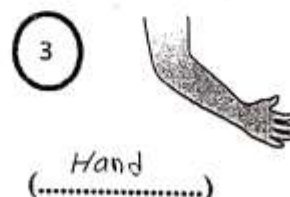
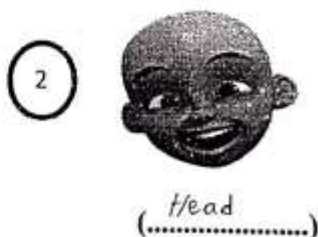
- a. Snake                      c. Buffalo  
☒ b. Butterflies                      d. Mice

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



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

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



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

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

1. WHITEBOARD = Papan tulis

2. Chair = kursi

3. Picture = Gambar

4. Marker = Spidol

5. Book = Buku

2 Salah

g2 ✓



## Appendix 4. The List of Vocabularies

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

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

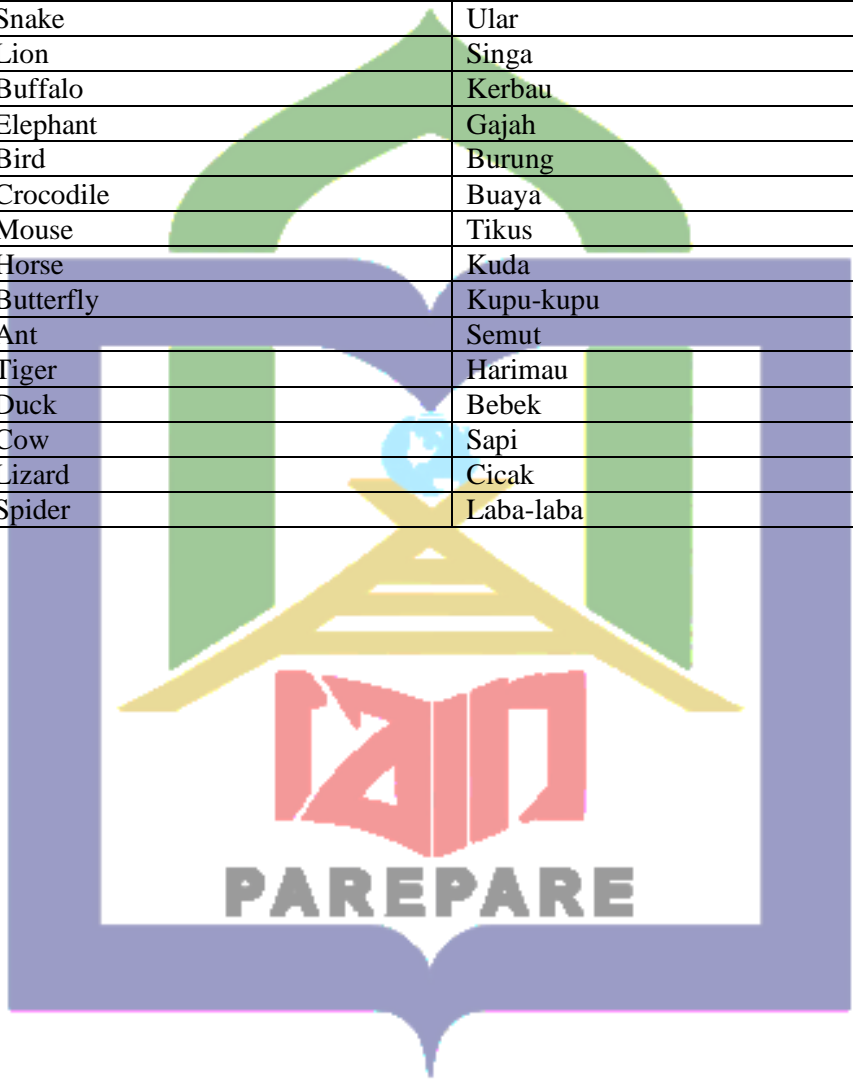
No	Professions (Pekerjaan)	
1	Teacher	Guru
2	Farmer	Petani
3	Doctor	Dokter
4	Nurse	Perawat
5	Fisherman	Nelayan
6	Businessman	Pengusaha
7	Pilot	Pilot
8	Dentist	Dokter gigi
9	Chef	Koki
10	Headmaster	Kepala sekolah
11	Gardener	Tukang kebun
12	Waitress	Pelayan
13	Tailor	Penjahit
14	Mechanic	Montir/ahli mesin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

18	Policeman	Polisi
19	Army	Tentara
20	Trader	Pedagang

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

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

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



## Appendix 5. The Calculation of Students' Score in Pre-test and Post-test

## - The Calculation of Students' Score in Pre-test

No	Students	Number of Correct Answer	Score of Pre-Test
1	AASR	16	64
2	AS	19	76
3	JP	15	60
3	JP	15	60
4	NP	12	48
5	RGS	17	68
6	SL	15	60
7	SP	9	36
8	ST	18	72
9	BSR	16	64
10	WAP	8	32
11	APP	9	36
12	CSS	11	44
13	DAAM	12	48
14	EJP	15	60
15	FA	13	52
16	ID	14	56
17	MF	16	64
18	MR	18	72
19	PHD	14	56
20	SBR	6	24
21	US	14	56

22	WPS	15	60
23	YAS	10	40
24	MR	11	44
<b>Total</b>			<b>1292</b>

No	Students	Pre-Test of the Students ( $X_1$ )		$X^2$	Classification
		Max Score	Score $X_1$		
1	AASR	100	64	4096	Fair
2	AS	100	76	5776	Good
3	JP	100	60	3600	Fair
4	NP	100	48	2304	Poor
5	RGS	100	68	4624	Fair
6	SL	100	60	3600	Fair
7	SP	100	36	1296	Very Poor
8	ST	100	72	5184	Good
9	BSR	100	64	4096	Fair
10	WAP	100	32	1024	Very Poor
11	APP	100	36	1296	Very Poor
12	CSS	100	44	1936	Poor
13	DAAM	100	48	2304	Poor
14	EJP	100	60	3600	Fair
15	FA	100	52	2704	Poor
16	ID	100	56	3136	Fair
17	MF	100	64	4096	Fair
18	MR	100	72	5184	Good



19	PHD	100	56	3136	Fair
20	SBR	100	24	576	Very Poor
21	US	100	56	3136	Fair
22	WPS	100	60	3600	Fair
23	YAS	100	40	1600	Poor
24	MR	100	44	1936	Poor
<b>Total</b>			$\sum X_1 = 1292$	$\sum X^2 = 73840$	

$$X = \frac{\sum X}{n}$$

$$X = \frac{1292}{24}$$

$$X = 53.8$$

The mean score of pre-test was 53.8.

Based on the result above, the researcher calculated the standard deviation of pre-test using the formula:

$$SD = \frac{\sqrt{\sum x^2 - \frac{(\sum X)^2}{n}}}{n-1}$$

$$SD = \frac{\sqrt{73840 - \frac{(1292)^2}{24}}}{24-1}$$

$$SD = \frac{\sqrt{73840 - \frac{(1669264)}{24}}}{24-1}$$

$$SD = \sqrt{\frac{73840 - 69552.7}{23}}$$

$$SD = \frac{\sqrt{4287.3}}{23}$$

$$SD = \sqrt{186.40}$$

$$SD = 13.65$$

- The Calculation of Students' Score in Post-test

No	Students	Number of Correct Answer	Score of Post-Test
1	AASR	20	80
2	AS	21	84
3	JP	19	76
4	NP	17	68
5	RGS	20	80
6	SL	20	80
7	SP	19	76
8	ST	23	92
9	BSR	20	80
10	WAP	19	76
11	APP	12	48
12	CSS	19	76
13	DAAM	17	68
14	EJP	19	76
15	FA	16	64
16	ID	17	68
17	MF	19	76
18	MR	24	96

19	PHD	17	68
20	SBR	9	36
21	US	16	64
22	WPS	18	72
23	YAS	20	80
24	MR	13	52
Total			<b>1736</b>

No	Students	Post-Test of the Students ( $X_2$ )		$X^2$	Classification
		Max Score	Score $X_2$		
1	AASR	100	80	6400	Good
2	AS	100	84	7056	Good
3	JP	100	76	5776	Good
4	NP	100	68	4624	Fair
5	RGS	100	80	6400	Good
6	SL	100	80	6400	Good
7	SP	100	76	5776	Good
8	ST	100	92	8464	Excellent
9	BSR	100	80	6400	Good
10	WAP	100	76	5776	Good
11	APP	100	48	2304	Poor
12	CSS	100	76	5776	Fair
13	DAAM	100	68	4624	Fair
14	EJP	100	76	5776	Good
15	FA	100	64	4096	Fair
16	ID	100	68	4624	Fair

17	MF	100	76	5776	Good
18	MR	100	96	9216	Excellent
19	PHD	100	68	4624	Fair
20	SBR	100	36	1296	Very Poor
21	US	100	64	4096	Fair
22	WPS	100	72	5184	Good
23	YAS	100	80	6400	Good
24	MR	100	52	2704	Poor
<b>Total</b>			$\Sigma X_2=1736$	$\Sigma X^2 = 129568$	

$$X = \frac{\Sigma X}{n}$$

$$X = \frac{1736}{24}$$

$$X = 72.33$$

The mean score of post-test was 72.33.

Based on the result above, the researcher calculated the standard deviation of post-test using the formula:

$$SD = \sqrt{\frac{\Sigma x^2 - \frac{(\Sigma X)^2}{n}}{n-1}}$$

$$SD = \frac{\sqrt{129568 - \frac{(1736)^2}{24}}}{24-1}$$

$$SD = \frac{\sqrt{129568 - \frac{(3013696)}{24}}}{24-1}$$

$$SD = \frac{\sqrt{129568 - 125570.7}}{23}$$

$$SD = \frac{\sqrt{3997.3}}{23}$$

$$SD = \sqrt{173.80}$$

$$SD = 13.18$$

So, the result of the standard deviation of post-test was 13.18

The worksheet of calculation the score in pre-test and post-test of the students' vocabulary

No	X <sub>1</sub>	(X <sub>1</sub> ) <sup>2</sup>	X <sub>2</sub>	(X <sub>2</sub> ) <sup>2</sup>	D (X <sub>2</sub> -X <sub>1</sub> )	(X <sub>2</sub> -X <sub>1</sub> ) <sup>2</sup>
1	64	4096	80	6400	16	256
2	76	5776	84	7056	8	64
3	60	3600	76	5776	16	256
4	48	2304	68	4624	20	400
5	68	4624	80	6400	12	144
6	60	3600	80	6400	20	400
7	36	1296	76	5776	40	1600
8	72	5184	92	8464	20	400

9	64	4096	80	6400	16	256
10	32	1024	76	5776	44	1936
11	36	1296	48	2304	12	144
12	44	1936	76	5776	32	1024
13	48	2304	68	4624	20	400
14	60	3600	76	5776	16	256
15	52	2704	64	4096	12	144
16	56	3136	68	4624	12	144
17	64	4096	76	5776	12	144
18	72	5184	96	9216	24	576
19	56	3136	68	4624	12	144
20	24	576	36	1296	12	144
21	56	3136	64	4096	8	64
22	60	3600	72	5184	12	144
23	40	1600	80	6400	40	1600
24	44	1936	52	2704	8	64
<b>Total</b>	<b>1292</b>	<b>73840</b>	<b>1736</b>	<b>129188</b>	<b>444</b>	<b>10704</b>

To find out D used the formula:

$$D = \frac{\sum D}{n} = \frac{442}{24} = 18.5$$

The calculation the t-test value

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{n(n-1)}}$$

$$t = \frac{18.5}{\sqrt{\frac{10704 - \frac{444^2}{24}}{24(24-1)}}$$

$$t = \frac{18.5}{\sqrt{\frac{10704 - \frac{197136}{24}}{24(23)}}$$

$$t = \frac{18.5}{\sqrt{\frac{10704 - 8214}{552}}}$$

$$t = \frac{18.5}{\sqrt{\frac{2490}{552}}}$$

$$t = \frac{18.5}{\sqrt{4.51}}$$

$$t = \frac{18.5}{2.12}$$

$$t = 8.73$$

Thus, the t-test value was 8.73

Appendix 6. Distribution of T-Table

	$\alpha$ (level of significance) ( <i>one-tailed test</i> )					
Df	0,25	0,10	0,05	0,025	0,01	0,005
1	1,000	3,078	6.314	12.706	31,821	63.657
2	0,816	1,886	2.920	4.303	6,965	9.925
3	0,765	1,638	2.353	3.182	4,541	5.841
4	0,741	1,533	2.132	2.776	3,747	4.604
5	0,727	1,476	2.015	2.571	3,365	4.032
6	0,718	1,440	1.943	2.447	3,143	3.707
7	0,711	1,415	1.895	2.365	2,998	3.499
8	0,706	1,397	1.860	2.306	2,896	3.355
9	0,703	1,383	1.833	2.262	2,821	3.250
10	0,700	1,372	1.812	2.228	2,764	3.169
11	0,697	1,363	1.796	2.201	2,718	3.106
12	0,695	1,356	1.782	2.179	2,681	3.055
13	0,692	1,350	1.771	2.160	2,650	3.012
14	0,691	1,345	1.761	2.145	2,624	2.977
15	0,690	1,341	1.753	2.131	2,602	2.547
16	0,689	1,337	1.746	2.120	2,583	2.921
17	0,688	1,333	1.740	2.110	2,567	2.989
18	0,688	1,330	1.734	2.101	2,552	2.878
19	0,687	1,328	1.729	2.093	2,539	2.861
20	0,687	1,325	1.725	2.086	2,528	2.845
21	0,686	1,325	1.721	2.080	2,518	2.831
22	0,686	1,321	1.717	2.074	2,508	2.829
23	0,685	1,319	1.714	2.069	2,500	2.807
24	0,685	1,318	1.711	2.064	2,492	2.797
25	0,684	1,316	1.708	2.060	2,485	2.787
26	0,684	1,315	1.706	2.056	2,479	2.7798
27	0,684	1,314	1.703	2.052	2,473	2.771
28	0,683	1,313	1.701	2.048	2,467	2.763
29	0,683	1,311	1.699	2.045	2,462	2.756
30	0,683	1,310	1.697	2.042	2,457	2.750
40	0,681	1,303	1.684	2.021	2,423	2.704
60	0,679	1,296	1.671	2.000	2,390	2.660
120	0,677	1,289	1.658	1.980	2,358	2.617



## Appendix 9. Curriculum Vitae

### CURRICULUM VITAE



**USMAYANI**, the writer was born on October 08<sup>th</sup>, 1996 in Alloan, Pinrang. She is the seventh child from eight children in her family, from the couple Kilang and Bawia. She has six brothers and one sister. She began her study at SDN 304 Lembang, Pinrang, and graduated on 2009. In the same year, she continued her study at MTs. Al-wasilah Lemo, Polewali Mandar. She graduated in junior high school on 2012. In the same year she continued her study at SMK DDI Kaballangang, focussed on Computer and Network Technique Course, and graduated on 2015. After graduated, she decided to continue her study at State Islamic College (STAIN) Parepare, but now became State Islamic Institute (IAIN) Parepare. She took Tarbiyah Faculty and focussing on English Education Course. She completed her skripsi on 2020 with the title “The Use of Word Square Game to Improve Students’ Vocabulary Mastery at the Second Year of SMPN 4 Model Parepare”.