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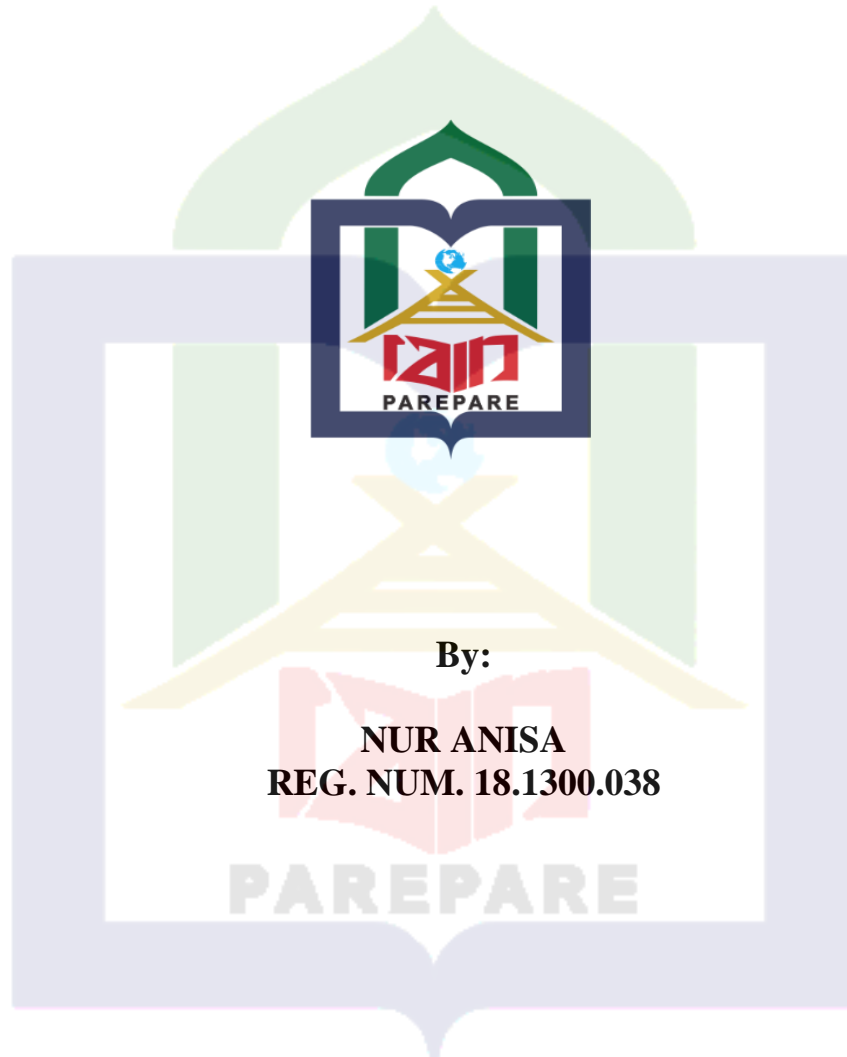
**IMPROVING STUDENTS' VOCABULARY BY USING
WORD SQUARE GAME AT THE EIGHTH GRADE
OF MTs DDI BILAJENG, KAB. PINRANG**

By:

**NUR ANISA
REG. NUM. 18.1300.038**

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

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for the Degree of Sarjana Pendidikan (S.Pd)

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A Thesis

As Partial Fulfillment of the Requirement for the Degree

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TO

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ENDORSEMENT OF CONSULTANT COMMISSIONS

The Title of Thesis : Improving Students' Vocabulary by Using Word Square Game at The Eighth Grade of MTs DDI Bilajeng, Kab. Pinrang

Name of the Student : Nur Anisa

Student Reg. Number : 18.1300.038

Study Program : English Education
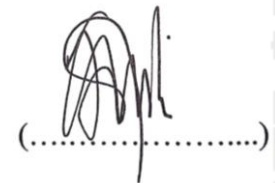
Faculty : Tarbiyah

By Virtue of Consultant Degree : SK. The Dean of Tarbiyah IAIN Parepare No. 2932 Tahun 2021

Approved by

Consultant Commissions

Consultant : Dr. Magdahalena Tjalla, M.Hum.

NIP : 19700320 200501 2 006

Co-Consultant : Hj. Nurhamdah, S.Ag., M.Pd.

NIP : 19731116 199803 2 007

Cognizant of:

Dean of Tarbiyah Faculty

Dr. Zulfah, M. Pd.
NIP. 19830420 200801 2 010

ENDORSEMENT OF EXAMINER COMMISIONS

The Title of Thesis : Improving Students' Vocabulary by Using Word Square Game at The Eighth Grade of MTs DDI Bilajeng, Kab. Pinrang

Name of the Student : Nur Anisa

Student Reg. Number : 18.1300.038

Faculty : Tarbiyah

Study Program : English Education

By Virtue of Consultant Degree: SK. The Dean of Tarbiyah IAIN Parepare
No. 2932 Tahun 2021
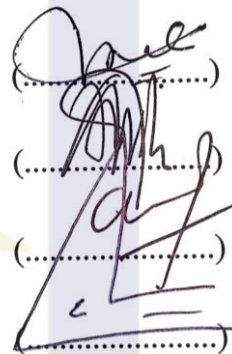
Date of Graduation : July 24th 2023

Approved by Examiner Commisions

Dr. Magdahalena Tjalla, M.Hum.   (Chairman)   (.......................)

Hj. Nurhamdah, S.Ag., M.Pd.   (Secretary)   (.......................)

Dr. H. Ambo Dalle, S.Ag., M.Pd.   (Member)   (.......................)

Dra. Hj. Nanning, M.Pd.   (Member)   (.......................)

Cognizant of:
Dean of Tarbiyah Faculty

Dr. Zulfah, M. Pd.
NIP. 19830420 200801 2 010

v

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بِسْمِ اَللّٰهِ اَلرَّحْمٰنِ اَلرَّحِيمِ

الْحَمْدُ لِلهِ رَبِّ الْعَالَمِيْنَ والصَّلاَةُ والسَّلاَمُ عَلَى أَشْرَفِ اْلأَنْبِيَاءِ وَالْمُرْسَلِيْن

وَعَلَى اَلِهِ وَصَحْبِهِ أَجْمَعِيْنَ أَمَّا بَعْد

In the name of Allah, The Beneficent and The Merciful

Alhamdulillahi Rabbil 'Alamin. First of all, the author wishes to express her gratitude to Allah SWT. The greatest and the master of the universe, as well as the creator of everything in this world, to always grant the author a healthy body, blessing, and mercy in order for her to complete this thesis. Salam and Salawat are always sent to the prophet Muhammad saw. Peace be upon him. Who has led us from uneducated person to educated person.

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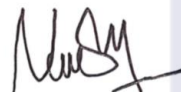# DECLARATION OF THE RESEARCH AUTHENTICITY

The writer who signed the declaration bellow:

Name   : Nur Anisa

NIM   : 18.1300.038

Birthday date and place : Bacukiki, august 31th 2000

Study program   : English Program

Faculty   : Tarbiyah Faculty

Thesis Title   : Improving Students' Vocabulary By Using Word Square Game at The Eighth Grade of MTs DDI Bilajeng, Kab. Pinrang.

 Stated that she conducted this skripsi, if it can be proved that it is copied, duplicated or complied by other people, this skripsi and degree that has been gotten would be postponed.

<div align="right">

Parepare, 06th May 2023
    15 Syawal 1444 H
The writer

Nur Anisa
Reg. Num. 18.1300.038

</div>

ABSTRACT

Nur Anisa, *Improving Students' Vocabulary by Using Word Square Game at the Eighth Grade of MTs DDI Bilajeng, Kab. Pinrang* (Supervised by Magdahalena Tjalla and Hj. Nurhamdah).

The research aims to improve students English vocabulary at MTs DDI Bilajeng, Kab. Pinrang. Many factors cause students to be unable to memorize the vocabulary. One of which is the teacher is not creative in giving lessons to students and only gives assignments and students are ultimately not motivated to learn English. As was the case in the eighth-grade students of MTs DDI Bilajeng, Kab. Pinrang, Based on the observation before most of the students were unable to memorize and recognize the vocabulary properly. Based on this problem, this researcher uses the word square game media to increase the vocabulary of English of MTs DDI Bilajeng, Kab. Pinrang.

This study used a pre-experimental design with one group pre-test and post-test. The pre-test was given before treatment to determine their prior vocabulary mastery, while the post-test was given after treatment to determine their vocabulary mastery after treatment. The population of this study was the eight grade students of MTs DDI Bilajeng, Kab.Pinrang. The researcher examined class VIII as the sample, which included 34 students.
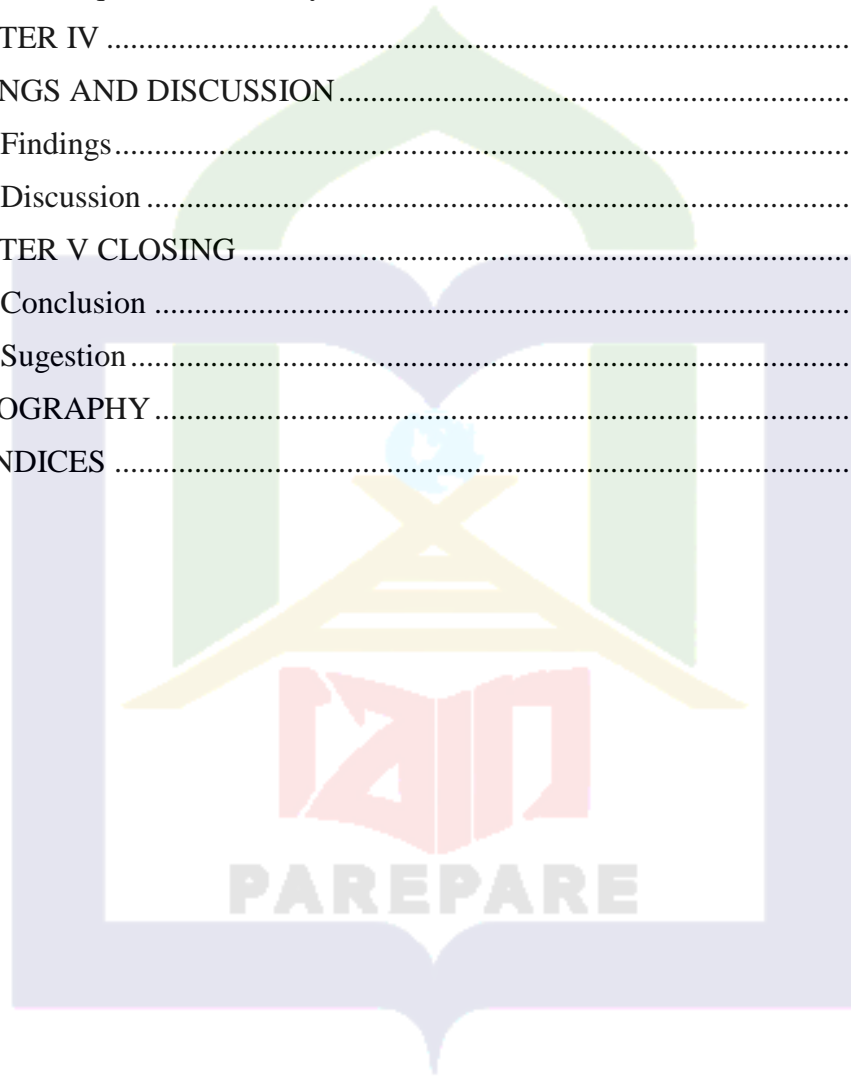
This study discovered a significant difference between the pre-test and post-test scores. The pre-test mean score was 63,97, while the post-test mean score was 84,70. The result showed that the t-test value was 6,91 higher than the t-table value of 1.721 for the level of significance of 0.05 degree of freedom 33. Based on the findings, the researcher concluded that the use of word square game media was able to improve students vocabulary by using word square games at the eighth grade of MTs DDI Bilajeng, Kab. Pinrang.

Keyword: *Vocabulary Mastery, Word Square Game.*

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CHAPTER I

INTRODUCTION

A. Background

Vocabulary is considered to be one of the most important elements in comprehending lesson materials, especially when learning a foreign language. By comprehending 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 vocabulary is very important for students in junior high school because without, vocabulary, the students cannot improve their ability in listening, speaking, reading, and write. 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.

According to Nathan, N. Said Entitled Structured Vocabulary for Tenderfoot, the book will communicate in a meaningful way, no matter how good your grammar, pronunciation, and other elements of language are without a rich store of vocabulary. This statement shows that the use of grammar is not the main point in learning a language, especially English.

Asa foreign language, English learners in Indonesia are still unfamiliar with English vocabulary. However, in reality, there are still many junior high school students who have a big expectation of being a master in speaking English. It is not a simple issue for the learners because learning English is not as simple as learning

their mother tongue.[1]

In learning a foreign language, many students have problems with vocabulary such as students are very difficulty remembering new words in English, the inability to use the vocabulary in conversation, and students limited vocabulary can be a problem in classes 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 studying. 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 observations at MTs DDI Bilajeng, Kab. Pinrang many students still lack vocabulary, because they don't have motivation, 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 master English they have to master vocabulary first.

Many ways that can be used by 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 a word square game. The researcher hopes that the use of this game can make the students interested, comfortable, and relaxed in learning vocabulary. namely a word square game. The researcher hopes that the use of this game can make the students interested, comfortable, and relaxed in learning vocabulary. Word square game is a word game that requires students to arrange the letters in boxes or squares, to be correct words. It can be read vertically, horizontally, or diagonally, and also can be read left to right, right to left, top to bottom, and bottom to up. Using this game can help the students to remember their vocabulary and minimize the teachers' difficulties in teaching vocabulary.

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[1] Lede, D. A. S., & Swarniti, N. W. (2020). Improving the Students' Vocabulary Mastery by Using Tree Diagram on the Eighth Grade Students'of SMP Dwijendra in the Academic Year 2019/2020. *Widyasrama*, *30*(2), 51-57.

Based on the explanation above, the researcher decide to conduct research with the title "*Improving students' Vocabulary by Using Word Square Game at the Eighth Grade of MTs DDI Bilajeng, Kab. Pinrang*".

The fact in the field is temporary after making preliminary observations in the study that English learning activities especially grade VIII. According to one of the English teachers there, the English learning activities went smoothly at Mts DDI Bilajeng. The material taught is understandable to the students although not all, On the material the vocabulary of the teacher reveals that the students do not understand very much. In English language learning that uses games, students are interested in learning.

In improving the vocabulary of students, students reveal that they are only given assignments and do not use media in the learning process. Students revealed that they did not know the method of learning with games because they had never used the game learning media applied by the teacher before.

Actually, by using the word square game as a strategy the students do not have to memorize words but they have to analyze the meanings of the words in the square. Therefore the students have to match the clue with words in the square correctly. It can stimulate the students to think effectively in matching the clue and the words in the square. After that, the students circle the words in the square that they have found.[2]

According to Widodo word square games the accuracy of matching clues to words placed in squares. Similar to a crossword, but the difference is that a crossword looks up a word and gives a hint to put it in a box where the box is an empty answer, in a crossword he gives two clues and the answer is in rows and columns can do.

Word square games make the learning process less boring. Students have fun and it helps them learn vocabulary. I like games that keep students active and learning

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[2]Aqib, Zainal. 2013. *Model-Model, Media, dan Strategi Pembelajaran Kontekstual (Inovatif)*. Bandung: Yrama Widya.

fun, so they are effective in teaching vocabulary. Moreover, students not only learn but also play. Moreover, the presented lessons will be easy for students to understand.

Most researchers agree that using the word square improves students vocabulary. For example, (Ratnawati) found that using the word square as a medium of learning could improve students' learning outcomes, especially acquisition of vocabulary by reading Report Her texts. The vocabulary consists of nouns, action verbs, and related verbs.

On the other hand, (Lestari, Suyanto, and Suryandari) found that word squares improved students' motivation to learn vocabulary, especially English. However, although many studies have examined the effects of word square, few have reported on the effectiveness of word square game.

B. Research Question

Based on the background of the study above, the research formulates the research question as follows :

1. What was the vocabulary ability of students in the eighth grade at MTs DDI Bilajeng, Kab. Pinrang before using the word square game?
2. What is the vocabulary ability of students in the eighth grade at MTs DDI Bilajeng, Kab. Pinrang after using the word square game?

C. The Objective of the Research

The objectives of this research are:

1. The Students' vocabulary ability in the eighth grade of MTs DDI Bilajeng, Kab. Pinrang before they use the word square game.
2. The Students' vocabulary ability in the eighth grade of MTs DDI Bilajeng, Kab. Pinrang after they used the word square game.

D. Significance of Research

The significance of the research is theoretical and practical.

1. Students

   The results of this study are expected to provide more information that is important for students to know so that students better understand English vocabulary by using the word square game method in the classroom.

2. Teacher

   The teacher can understand the barriers and needs of students and know the shortcomings of students in learning English, especially in vocabulary which is the mother of English so that they can provide/ use appropriate materials, assignments, methods, and techniques to teach students in class.

3. For other researchers

   Especially, language researchers, they can find out whether students can understand English vocabulary without any more difficulties in learning English. In this way, other researchers can also use word square game techniques which are easy to use and to give to students at school

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Previous Research Finding

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

Heni Sopia a study tittle "The Influence of Using Word Square Game Towards Students' Vocabulary Mastery at the Seventh Grade of MTs AL-Hikmah Bandar Lampung at in the Academic year 2018/2019." The use of this word square game can make students always be followed by recognition or explanations from the teacher. besides that, it can make students independent because they are asked to be disciplined with their assignments and understand the material better because they can remember and understand the concept of the teacher so they are motivated. The research methodology used is a true experimental design. The samples of this research were two classes consisting of 80 students. The population of this study was students of class VII MTs Al-Hikmah Bandar Lampung. The researcher took the sample using a cluster random sampling technique and the researcher determined VII E as the experimental class and VII A as the control class. The researcher conducted six meetings for each class which consisted of one meeting for the tryout test, one meeting for the pretest, three meetings for the treatment, and one meeting for the posttest. In the experimental class, the researcher applied the Word Square game as a treatment and in the control class, the researcher applied the translation technique. In collecting data, researchers used tests. Before doing the treatment, students do a pretest. After doing the treatment, students do a posttest. After giving the posttest, the researcher analyzed the data using the Independent Sample T-test with SPSS 17.00 because the data were normally distributed and the data had the same or homogeneous variance.

From the results of the hypothesis test, it is known that the results of Sig. (2-tailed) test for the assumed average equation is 0.000 and $\alpha = 0.05$. It means Sig. (p-value) $< \alpha = 0.05$. So, H0 is rejected and Ha is accepted. Based on the calculations, it can be concluded that there is a significant effect of using the Word Square game on the vocabulary mastery of students in semester 1 of class VIII MTs Al Hikmah Bandar Lampung in the 2018/2019 academic.[3]

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[3] Heni Sopia, "*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 2018/2019*"(UIN Raden Intan Lampung,2018)

Ratnasari study "Using games in teaching English vocabulary by using the word square game to fourth grade of SDN Anjir Seberang pasar II.1 Barito Kuala Regency". The subject of this study were the English teacher and ten students from fourth grade at SDN Anjir Seberang Pasar II.1. The object of this research is the use of games in teaching English vocabulary by using word square game to students and the responses of students in fourth grade at SDN Anjir Seberang Pasar II.1. To collect data, the authors use several techniques such as observation, interview, questionnaries, and documentation. That observation used is to find data about the teaching and learning process. The questionnaire is to collect responses to the English language teaching used by teachers. Interview was designed to collect data from teachers. Sports that are used to see students achievement. Data collection process, classification, and data interpretation. Then all the data were analyzed using a qualitative description and concluded with the inductive method. The result of this study indicates that use of games in teaching English vocabulary to fourth grade at SDN Anjir Opposite Market II.1. Barito Kuala District varies in fairly short span of time. These games are: 1) Simon Said 2) Guess Game 3) Matching Game 4) Word Square.[4]

Nur Azyza Malik "The Effectiveness of Using Word Square Method in Teaching English at the Seventh Grade Students of SMP unismuh Makassar". The method in this research is semi-experimental research. This quasi-experimental research was designed to use two classes teaching two different methods. The experimental class was taught using the Word Square method and the control class was taught using Group Investigation. [5]The population of seventh grade students at SMP Unismuh Makassar consists of 91 students, the sample is 42 students, divided by 21 students for each class. This research was taken using purposive sampling. In

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[4] Ratnasari, *"Using Games In Teaching English Vocabulary by Using the Word Square Game to Fourt Grade of SDN Anjir Seberang Pasar II.1 Barito Kuala Regency"* (Universitas Islam Negeri Antasari Banjarmasin 2018).

[5] Nur Azyza Malik *"The Effectiveness of Using Word Square Method in Teaching English at the Seventh Grade Students of SMP UNISMUH Makassar"* (Universitas Muhammadiyah Makassar 2020).

addition, this research was carried out through the following procedures: giving a pre-test, applying treatment, and giving a post-test. The data analyzed in this study were collected through a speaking test, after obtaining scores from the oral test, analyzed and processed using statistical data for calculating the T-Test formula using SPSS. The results of the study prove [i]that there are differences in scores between students in learning speaking accuracy by using the Word Square method and by using Group Investigation. According to the statistical calculation results, it can be seen that the average post-test score in the experimental class was 76.26 and the post-test average score in the control class was 66.00. The t-test value is higher than the ratio in the t-table ($-3.432 > 2.021$). Therefore, H0 is rejected and H1 is accepted.

Based on the research findings above, the researcher concluded that learning vocabulary by using games can help the English learning process. It can make the students more active and interested 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 the word square game the students will enjoy, and relax in learning.

Based on several previous studies that the authors use as a reference, there is an element of significant difference. The research that the author will discuss here as a differentiator from previous research includes the following discussion:

1. There are differences in research method. Here researcher use quantitative methods while previous researchers used quasi-methods and true experimental.

   Advantages of Quantitative Methods :

   a. Can be used to guess or predict.

   b. The results of the analysis can be obtained with accuracy when used according to the rules.

   c. Can be used to measure the interaction of the measure the interaction of the relationship between two or more variables.

> > d. Can simplify the reality of complex and complicated problems in a model
> >
> > e. Research is more systematic.
> >
> > f. Able to utilize existing theory.
> >
> > g. Research is more objective.
> >
> > h. Specific, clear, and detailed. The size of the study is large, so that is an added value in itself.
>
> 2. And different data analysis techniques. Different data analysis techniques. Advantages of data analysis:
>
> > a. Simplify statistical calculations.
> >
> > b. Shorten processing time.
> >
> > c. Accurate and reliable results.
> >
> > d. does not require high specifications.

Based on the review of the results of the previous studies mentioned above, it can be concluded that this research is significantly different from previous research, and can be used as a reference for further researchers so that it is useful for further research.

B. Some Pertinent Ideas

1. The Concept of Vocabulary

a. Definition of Vocabulary

Vocabulary refers to the words we use to communicate in oral and print language Vocabulary is all about words.[6]When we use language we use words all the

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[6]Hanson, S & Jennifer, P. M. *Teaching Vocabulary Explicitly* (14th ed). (US: Institute Education Science.2011)

time. If we know a language well, we know how to write its words and how to say its words.[7]

According to Oxford Vocabulary is all the words that a person knows or uses, all the words in a language, a list of words with their meanings, especially in a book for learning a foreign language. From these definitions above researcher can conclude that vocabulary is a part of a language and the process of understanding the meanings of words. The process involves how people can use, can recognize, and can understand it. The learner has to determine a word in a context due to some of the words have multiple meanings.[8]

a. Kinds of Vocabulary

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

1) General Vocabulary The general Vocabulary consists of everyday words with generally accepted meanings in common usage.

2) Specialist Vocabulary The specialist Vocabulary consists of everyday vocabulary words that have special meanings in a particular content area.

3) Specialized Vocabulary specialized Vocabulary consists of words that are used only in a specific field.

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

1) Active vocabulary

Active vocabulary refers to the vocabulary a person uses when speaking or writing. Students use it orally or in writing.

2) Passive vocabulary

Passive vocabulary refers to words that students recognize and understand when they appear in context or when students need someone to say something to help them remember the meaning of a word.

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[7] McCarthy, Michael, Anne O'Keeffe, and Steve Walsh. *Vocabulary Matrix: Understanding, Learning, Teaching*. Andover: Heinle, Cengage Learning, 2010.

[8] Dictionary, Oxford. "Oxford Learner's Pocket Dictionary." (2008): 495.

Students usually find passive vocabulary while listening or reading. He finds the meaning of the word in the text by reading the words and knows the meaning of the unknown word in the text.

b. Types of Vocabulary

There are two types of vocabulary namely the terms passive vocabulary (for listening and reading) and active vocabulary (for speaking and writing) sometimes used as synonyms for receptive and productive.[9]

1) Productive Vocabulary

Productive carries the idea that we produce language forms by speaking and writing to convey messages to others.

2) Receptive Vocabulary

Receptive carry the idea that we receive language input from others through listening or reading and try to comprehend it.

The researcher can conclude that receptive or passive vocabulary is the words that someone knows when it is heard or seen, they can mention the meanings of words, and they can recognize them when it appears in the context of reading and listening material. In contrast, productive or active vocabulary is the words that someone can recognize ad understand, and can apply to a sentence correctly, but it is more difficult to recall or does not know sufficiently well to use accurately. It means, by using productive vocabulary, they must know to pronounce the words well, can be in grammar, and be familiar with the collocation.

c. The Importance of Vocabulary

In education, vocabulary is an important aspect that must be mastered to use the language well. Vocabulary is a tool of communication.

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[9] Nation, Ian SP, and I. S. P. Nation. *Learning Vocabulary in Another language*. Vol. 10. (Cambridge: Cambridge University Press, 2001.)

According to Nunan said If a person has a large vocabulary, it is possible to derive meanings from spoken and written text without knowing the grammatical structures in which the text is encoded.

According to Nation, there are several reasons why academic vocabulary is considered to be important and a useful learning goal for learners of English for academic purposes:

1) Academic vocabulary is common to a wide range of academic texts, andnot so common in non-academic texts.

2) Academic vocabulary accounts for a substantial number of words in academic texts.

3) Academic vocabulary is generally not as well known as technical vocabulary.

4) Academic vocabulary is the kind of specialized vocabulary that an English teacher can usefully help learners with.

According to without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means that in language learning, grammar is not sufficient and more importance has to be given to vocabulary. Vocabulary is the body of words that make up language and vocabulary has an important factor in the language teaching-learning process, especially in English. Moreover, without vocabulary and its meaning, both written and verbal communication will be poorly understood.[10]

d. Word Classes

A word class is a group of words in language units based on categories of forms, functions, and meanings in the grammatical system. To construct good and

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[10] Scout Thornbury, How to Teach Vocabulary, London: Longman, 2002.

correct sentences based on standard sentence patterns, language users must first know the types and functions of the word class so that no mistakes occur.[11]

Understanding the part of speech is very important for determining the correct definition of a word when using a dictionary. Here is an explanation of the following 8 classes of words meaning and examples in a sentence:[12]

1) Noun

A noun is Any name of people, places, objects, and abstract things that belongs to the category of nouns. Example: man... Butte College... house... happiness. Nouns are usually preceded by the/a/an article. Nouns of a general nature do not always begin with a capital letter, for example, country, smartphone, motorcycle, etc. Meanwhile, if the noun is special, then it starts with a letter, for example, Joko, Indonesia, etc.

Generally, to indicate that the noun is jaw then followed by the suffix –s/es such as books, cars, pens, etc. To indicate ownership, usually, the noun gets the suffix -'s, for example, John's car, Indonesia's economy, etc. In sentences, a noun can have many functions such as subject, object, complement, or object of a preposition.

2) Pronoun

A pronoun is a pronoun she, we, they, and it. Pronouns usually refer to a specific noun called the antecedent. In the above sentence, the antecedent of the pronoun she is the girl. There are various types of pronouns, for example, personal pronouns that refer to a specific person or thing; possessive pronouns indicating ownership; reflexive pronouns used to emphasize nouns or other pronouns; relative pronouns used in subordinate clauses, and demonstrative pronouns used to designate nouns.

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[11] Wikipedia, Kelas Kata (Ensiklopedia Bebas , 2022), https://id.wikipedia.org/wiki/Kelas_kata (5 Oktober 2022).
[12]Pandu Fathurrohman , Englishvit (Yokyakarta : PT. Wijata Insan Bestari , 2020),https://www.englishvit.com/artikel/kelas-kata-dalam-bahasa-inggris-parts-of-speech-3549(5 Oktober 2022).

3) Verb

The verb is a word that serves to indicate the action of the subject, indicating an event or state. Jump is, and Write. Become Verb is divided into the main verb and the helping verb. ("She can sing." Sing is the main verb; can is a helping verb.) The verb must correspond to the number of singular or plural subjects (singular or plural). Verbs change according to their tenses.

4) Adjective

An adjective is an adjective that describes a noun or pronoun. Pretty, old, blue, and smart. An adjective is usually used to answer questions such as which one, what kind, or how many. (Articles [a, an, the] are classified as adjectives.

5) Adverb

An adverb describes a verb, adjective, or another adverb. Gently, extremely, carefully, and well. The adverb is usually used to answer questions such as when, where, how, why, under what conditions, or to what degree. Adverbs are usually followed by the suffix -ly.

6) Conjunction

Conjunction serves to connect words, phrases, or clauses. And, but, or, while, and because there are 2 kinds of conjunctions or conjunctions in English, namely coordinating conjunction and subordinate conjunction. A coordinating conjunction is a conjunction that serves to connect equivalent structures such as: and, but, or, nor, for, so, and yet. Subordinating conjunction is a hyphen that serves to connect unequal clauses such as: because, although, while, since, etc.

7) Preposition

A preposition or preposition is a word that falls before a noun or pronoun. By, with, about and until by the tree, with our friends, about the book, until tomorrow) Prepositions are usually used to form a phrase that explains the other word in a sentence. The phrase is usually referred to as a prepositional phrase. Prepositional phrases can function as adjectives or adverbs.

8) Interjection

Interjection serves to express the most. Oh. Wow! And Oops! The interjection is usually followed by an exclamation point or exclamation point (!).

    e. Difficulty in Teaching vocabulary

In the learning process, of course, teachers experience difficulties in teaching, these obstacles can cause problems with student learning outcomes. As for the teacher's difficulty in teaching vocabulary in the learning process, of course, teachers experience difficulties in teaching, these obstacles can cause problems with student learning outcomes. As for the teacher's difficulty in teaching vocabulary:

1. Pronunciation

Pronunciation is very important in developing vocabulary because it involves distinguishing between sounds that combine to form words. If a student is used to saying the wrong word, then there is a tendency to get used to giving wrong information.[13]

2. Spelling

Students tend to have difficulty spelling a vocabulary. The problem of teaching eventually makes students not understand and remember the spelling of vocabulary. Students cannot focus on what to say, so they cannot express themselves effectively using vocabulary.[14]

3. Length and Complexity

A long and complicated vocabulary is a cause that can make it difficult for students to learn English. Students are unable to understand and spell long and even complicated sentences so it requires extras that are more in teaching students.

[13]Sofianti, ' *Upaya Meningktakan Kemampuan Pengucapan Bahasa Inggris dengan Media Pembelajaran Online English Pronounciation'*, Wawasan Ilmiah , p.h 17 (2014).

[14] lfi Fadlillah, Titik Nurmanik and Yuliwati. '*Menguatkan Hafalan Kosa Kata Siswa Menggunakan Spelling Bee',*Prosiding Seminar Nasional Pendidikan STKIP Kusuma Negara, p.h 1 - 2 (2019).

4. Grammar

Grammar or grammar can be difficult to understand. Some of the problems that occur when learning grammar are :

a) Tenses: in some languages, tenses do not exist

b) Words that have many meanings

c) Pronunciation

d) Agreement of subject verbs

Language difficulties in other areas such as reading and learning idioms are also difficult for novice learners. To solve this problem, reading and listening can be the best solution.[15]

5. Range, Connotation, and Idiomaticity

Words that can be used in a broad context are generally considered simpler than their narrower synonyms. So put in a very long verb compared to imposing, place, location, etc. Again, being thin is a safer bet than being skinny, slim, and slim. Words with style restrictions, e.g. very informal words (chuck for the throw, exchange swap) can cause problems. Uncertainty about the connotation of some words can also cause problems. Therefore, propaganda in English has a negative connotation, but its equivalent can simply mean advertising. On the other hand, eccentric does in English has no negative connotations, it has the closest equivalent. May mean different in other languages. Finally, idiomatic words or phrases (eg, decide, remember...) are often more difficult than words with transparent meanings (decide, observe). It is their idiomatic nature and their syntactic complexity that makes phrasal verbs so difficult.

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[15]I Can English, 3 Kesulitan Umum Belajar Bahasa Inggris, I Can (Tangerang : ICAN Education Consultant, 2022 https://www.ican-education.com/blog/kesulitan-umum-belajar-bahasa-inggris/ (06 Oktober 2022).

6. Meaning

When two words have similar meanings, students are prone to mix them up. Consider the difference between make and do: you prepare breakfast and an appointment, but you do the laundry and answer questions. Learners may also struggle with words like since and yet which have many meanings. They can be hesitant to accept a second, entirely different meaning of the word after learning one meaning of it. Unfamiliar notions might make it challenging to learn a term. As a result, culturally specialized objects like cricket-related terminology and phrases (a sticky wicket, a bat trick, a solid inning) would likely look highly obscure to most learners and be difficult to pick up.[16]

f. Word Families

Word families are groups of words with similar meanings and spellings. Each word in the group is different in its part of speech. For example, the agreement is a noun, agreeable is an adjective, and to agree is a verb.[17]

The types of Word Families that I will discuss here are Verbs, Adjectives, Adverbs, and Nouns that can refer to objects or people.[18]

[16] Scott Thornbury, *How to Teach Vocabulary...*,p.27-28

[17]Brainly, (2015),https://brainly.co.id/tugas/3598256(12 Oktober 2022).

[18]Tia Lestari, Word Families : Mari, lebih dekat dengan kata ,Catatan Kehidupan, (Blogger : 2017), http://cherryblossomlikes.blogspot.com/2017/11/word-families-mari-lebih-dekat-dengan.html (12 Oktober 2022).

Word suffixes in general

Verb	Adjective	Adverb	Noun
En	Able	Ly	ance
Ify	Ible	Ward	ancy
Ize	Al	Wise	ence
	Ful		ation
	Ish		ian
	Ive		ism
	Ous		ist
			ment
			ness
			ship
			or
			er

The suffix - the above suffix is a suffix that is commonly embedded in certain types of words. By reading the suffix, we can infer the meaning and type of a word. Example :

a) *Watch* = Mengamati (Verb)

b) *Watchful* = Waspada (Adjective)

c) *Watchfully* = Dengan berjaga-jaga (Adverb)

d) *Watchfulness* = Pengamatan (Noun - thing)

e) *Watcher* = Pengamat (Noun - Person)

But, there are words whose components are incomplete because the word does not have that type of word. For example, the word 'Entertain' (entertaining) is not in the adverb. For details, try to pay attention to the Word Family of the word entertain :

a) *Entertain* = Menghibur (Verb)

b) *Entertaining* = Dapat menghibur (Adjective)

c) *Entertainment* = Hiburan (Noun - Thing)

d) *Entertainer* = Penghibur (Noun - Person)

Unlike the word 'watch' which can be present in all kinds of words. We can also find a word like this in the word 'produce' (make). Including Unlike the word 'watch' which can be present in all kinds of words. We can also find a word like this in the word 'produce' (make). Including:

a) *Prouce* = Membuat (Verb)

b) *Productive* = Produktif (Adjective)

c) *Productively* = Secara produktif (Adverb)

d) *Production* = Hasil (Noun - Thing)

e) *Producer* = Produser atau Penghasil (Noun - Person)

g. The Approach to Teaching and Learning Vocabulary

Interesting learning becomes a learning concept for most teachers to improve the understanding and delivery of the material. In particular, English subjects require more teacher creativity to create creative learning methods. One of the fun learning is to use the make-a-matching method to improve students' vocabulary skills.

The make-a-match model is one type of method in cooperative learning. One of the advantages of this technique is that students are looking for a partner to learn about a concept or topic, in a pleasant atmosphere. Learning techniques with the make-a-matching method can be applied to all subjects, especially English subjects.[19]

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[19] Rusman.2011.Model–Model Pembelajaran.Jakarta:PT.Raja grafindo Persada

[17] Dyah Tresnowati, Metode Make A Match untuk Penguasaan Vocabulary , Jawa Pos (Semarang: 2022), https://radar semarang.jawapos.com/artikel/untukmu-guruku/2022/06/21/metode-make-a-match-untuk-penguasaan-vocabulary/ (12 Oktober 2022).

For the application of the make-a-matching model to improve English vocabulary, especially in class eight, you can use the media picture (image). The steps for implementing learning using the picture and picture model are the first time the teacher presents the material as an introduction. The teacher shows or shows pictures of activities related to the material and the teacher prepares clues (keywords) Then the teacher points or calls the students in turn to pair or sort the pictures that we have previously randomized and the students are asked to sort or re-pair the pictures into the correct order or the students can pair the pictures according to their partners. If the number of students in the class is too many examples in each class there are thirty-two students then the teacher can divide into eight groups and each group consists of four students. Each group will get a chance to compose a faithful.

Teachers can give rewards as an appreciation of the teacher for the students achievements in carrying out each of the steps that have been determined in the game. This will make students even more eager to learn. During learning, students are trained to think logically, with the form of images whose presentation is quite creative and innovative. These conditions are of course very pleasant for students. Presenting using pictures that are quite interesting, will make students more enthusiastic about participating in English learning.[20]

i. Technique in Teaching Vocabulary

Techniques in teaching vocabulary can provide communicative vocabulary teaching signs as follows:[21]

1. There is a special time for vocabulary learning

2. Students learn vocabulary in context

3. The use of monolingual dictionaries is increased

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[21] Brown, H. Douglas, Teaching by Principles an Interactive Approach to Language Pedagogy, (New York: Pearson Education,2001.)

4. Students are encouraged to develop strategies for guessing the meaning of the word

5. Unplanned vocabulary learning may occur.

In explaining the vocabulary to students, there are several things that teachers need to pay attention to. Some ways that can be used to explain vocabulary: [22]

1. Explanations should be simple and concise, no need to be convoluted.

2. New vocabulary can be associated with vocabulary already learned by showing patterns or analogies.

3. Explanations are presented orally and in writing Attention is devoted to words whose parts are already known.

4. Students are told that the words learned are important words for communicating.

5. Explanations should not use other difficult words.

There are several steps in the process of mastering vocabulary. Five steps in mastering vocabulary, namely *encountering new words, getting the word form, getting the word meaning, consolidating word form and meaning in memory, dan using the word*.

In the first step, students find a new word. A new word is certainly a difficult word both in spelling, meaning, and usage. To find out, the student needs to take the second step by paying attention to his spelling and speech. For English vocabulary, this second step is important because English spelling and speech are not always the same. The third step is taken to understand the meaning of the word. The fourth and fifth steps are taken to truly master the new word, which is to unite forms and meanings in memory and use them in communication actions.

Other techniques can be done as follows.

1. *Observe and remember*

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[22] Nation, I. S. P. "Teaching and learning vocabulary." *Handbook of Research in Second Language Teaching and Learning*. (Routledge, 2005.) p.605-620.

a. Objective: To test students' ability to observe and remember vocabulary.

b. Tier: All (elementary, intermediate, or advanced)

c. Equipment and materials: Miscellaneous small and easily identifiable objects.

For the elementary level, you can use 12 objects, for the intermediate level you can use 15-20 objects, and for the upper level (advanced) you can use 25-30 objects. Collect a wide variety of small, easily identifiable objects such as snubs, erasers, rulers, pens, books, spoons, shirt buttons, glue, or any object that certainly corresponds to the students language level. Put the things on the desk in front of the class.Students are asked to come forward and observe these objects which of course with a time limit, then students are asked to return to their seats. Cover the observed objects with a cloth or anything else so that students do not see them.

Instruct students to take pencils and paper and begin to write down the names of objects already observed in English. Limit the time. Students are asked again to come forward to give the names of these objects and mention them one by one. The student who writes down and mentions objects the most correctly is the winner.

2. Word Matching

a. Purpose: To train a combination of synonyms (word equations) and antonyms (opposite words).

b. Tiers: Intermediate and advanced.

c. Equipment and materials: pencil and paper

d. Prepare a list of words that are easy to find opposites or similarities, such as hot-cold, big-little, and so on.

e. The teacher reads out the pre-prepared words one by one with a relatively short time lag, for example, one minute.

f. Students are asked to quickly write down word equations or word resistances (depending on the teacher's command). The student who writes the most equations and word resistances is the winner.

Examples of Word resistance:

Hot-Cold	Sharp-Dull
Rich-Poor	Fat-Thin
Wet-Dry	Sick-Well
Pass-Fail	Aunt-Uncle
Big-Little	Fast-Slow
Right-Wrong	Knife-Fork
Noisy-Quiet	High-Low
Hungry-Thirsty	Sell-Buy
Tall-Short	Clean-Dirty
Happy-Sad	Girl-Boy

3. Blind fold

    a. Purpose: To describe vocabulary in the form of material nouns.

    b. Tier: All (elementary, intermediate, and advanced)

    c. Equipment and materials: Blindfolds (cloth or shawl), Objects according to what is being admonished (pencils, books, erasers, etc.).

    d. Before stepping into the game, it would be nice if students were taught simple description expressions (for elementary) such as: "It is big", "It is long", it is sharp", "it is heavy", "it is light", "I think it is ...".

    e. Students are asked to cover their eyes with a prepared cloth or shawl.

    f. After all the students are blindfolded, the teacher will give the things that have been prepared just now such as books, pencils, pens, etc. to each student.

    g. Students are then asked to describe the objects. The student who successfully describes and guesses the thing correctly will get it.

6. Whisper & Write (W2)

    a. Purpose: To train students in pronunciation and writing.

    b.   Levels: Elementary and Intermediate

    c.   Equipment and materials: Vocabulary lists of nouns, verbs, adverbs, or adjectives. Can also use one sentence or clause.

Ways of application of the technique *Whisper & Write (W2)*

    a) Students are divided into two groups, groups A and B. Each group then forms a row. Let's just say that there are 5 students in each group. A1 students stood by the blackboard, then A2 students stood beside him, as did A3, A4, and A5 students. Likewise, with group B. Make sure the distance between students must be wide so that they cannot hear the whispers of their friends.

    b) Providing some material-related vocabulary to A5 and B5 students.

    c) Vocabulary is given to other friends by whispering; A5 to A4 and B5 to B4. The activity lasted until it reached the students close to the blackboard, namely A1 and B1.

    d) Students A1 and B1 write down the vocabulary lists heard on the board. The group that is the fastest and most precise in writing the vocabulary is the winner.

7. *Simon Says*

    a. Purpose: To remember vocabulary in the form of material nouns.

    b. Levels: All (elementary, intermediate, and advanced) Equipment and materials.

    1. Students' are asked to stand in a circle, and the teacher explains the rules of the game. If the teacher mentions something by beginning with "Simon says" then all students should follow the instructions. If it is not preceded by the word "Simon says" then the student following the instruction must quit the game. Examples of "Simon says: "Touch your nose!", Simon says: Touch your chin!".

2. The last student standing becomes the winner .and is entitled to a prize.[23]

1. The Concept of Word Square Games

    a. Definition of Word Square Game

There is some definition of a word square game According to Merriam Webster said A word square is a sequence of words of the same length arranged in a square pattern to read equally horizontally and vertically, so a word square is a field of square words.

According to Willard Galin, The word square is a learning environment where answering questions is combined with style and answer boxes. A word square is a set of words with a word-to-word relationship arranged in a square. The goal of the word square is to find and mark all the hidden words on the grid. The word can be arranged horizontally, vertically and diagonally. They can be written from right to left or from bottom to top. All words must be in the subject. A list of hidden words is often presented, but a more complex word box may allow the player to guess them. The purpose of the word square is to introduce new vocabulary and introduce students to the idea of lexical sets.

A word square game is one of the games used to convey the material easier throughout the arranged words vertically or horizontally. Mujiman stated words are the development of an enriched lecture method. It can be identified throughout the clustering method enriched lecture-oriented to students activity in learning. In a word square, a list of words appears that can be read both vertically, and horizontally. A word square is not only read left to right, right to left, but also top to bottom, and bottom to up. The words are usually the same in both directions but sometimes the horizontal words differ from the vertical ones.

The students are asked to find the true words of a random word. The students have to carefully arrange it. By creating vocabulary squares for these words, students

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[23]Decarrico, J. S. 2001. Vocabulary Learning and Teaching. In Celce-Murcia, M. (Ed).Teaching English as a Second and Foreign Language. Boston: Heinle & Heinle

will more fully grasp the meaning of the words themselves and these chapters as a whole. This game is like same as the puzzle but it is different. The difference is the puzzle just fills in the blank square, but the word square asks the students to arrange the word to be a true word. Based on the explanations above, the researcher concluded that the word square game is one of the word games in which the words are arranged in a square form. The word can be found by reading 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 :

C	A	R	H	G	C
Y	P	E	N	O	O
U	P	I	L	O	T
Z	L	H	Q	S	R
U	E	S	K	E	U

b. The Steps Of Teaching Using Word Square Game

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

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

a) Each student has his or her 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 the 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 group.

e) The definition developed by the class is recorded in the bottom, left-hand square.

f) Students transfer the information to their handout copies and then individually draw representations 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 the lesson context.

The steps based on Porte and Herzog, will be modified by the researcher, and the steps are :

1) The teacher explains to the students what is word square and each student get copies of the handout. Some squares are completed individually and some are completed in a small groups.

2) Some individually square, and the students do it by themselves or themselves. For some square of group discussion, the students do it in a small group that consists of there or four students.

3) The student search for the answer in squares form, diagonally, vertically, or horizontally.

4) In a small group, each group must come forward to write their answer on the blackboard.

Avoiding the difficulties of word square can be adjusted by avoiding or including answers written upside-down or backward, by listing the words students are to find, giving students a list of synonyms or other clues related to the words they are to find, or by telling students how many words are concealed and what the theme of the puzzle.This game can help the teacher to examine the student's understanding of the last material or as a post-test. The students will feel enjoy doing it, but the teacher has to be able to apply the all material based on the learning goal.

c. The Advantages And Disadvantages Of The Word Square Game

    1. Advantages of Word Square Game

Word square game has many advantages in improving vocabulary mastery. This advantage is not only for the teacher but also for the students. The teacher is this media can help the teacher to explain more about the material. In addition, the teacher can know how far the material can be used and understood by the students. Another expert river in Little stated crossword, acrostic, and word square are useful for concentrating attention on the retrieval of previously encountered words. To students, these activities can make the more understanding of their materials. In addition, this activity can make the students disciplined. This discipline means that the students are asked to do this work regularly.

It means that this media can be easier for the students to learn their lessons. They can learn the lesson differently. They do not just arrange the word to be a true word but they have to understand the material. Without more understanding, they cannot answer the question. Besides, word squares 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 shows their understanding of the concept.

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

        1) Can facilitate students in mastering the teaching material, because has directed them to find the words in a box.

2) Can facilitate teachers in decomposing materials tools, because the teacher can direct students to the boxes which have been prepared in advance.

3) This can improve the learning activities of children because they will continue to shade letters following the answers.

4) Avoiding the boredom of children in learning, because those activities do not make children bored and follow the learning.

2. 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.
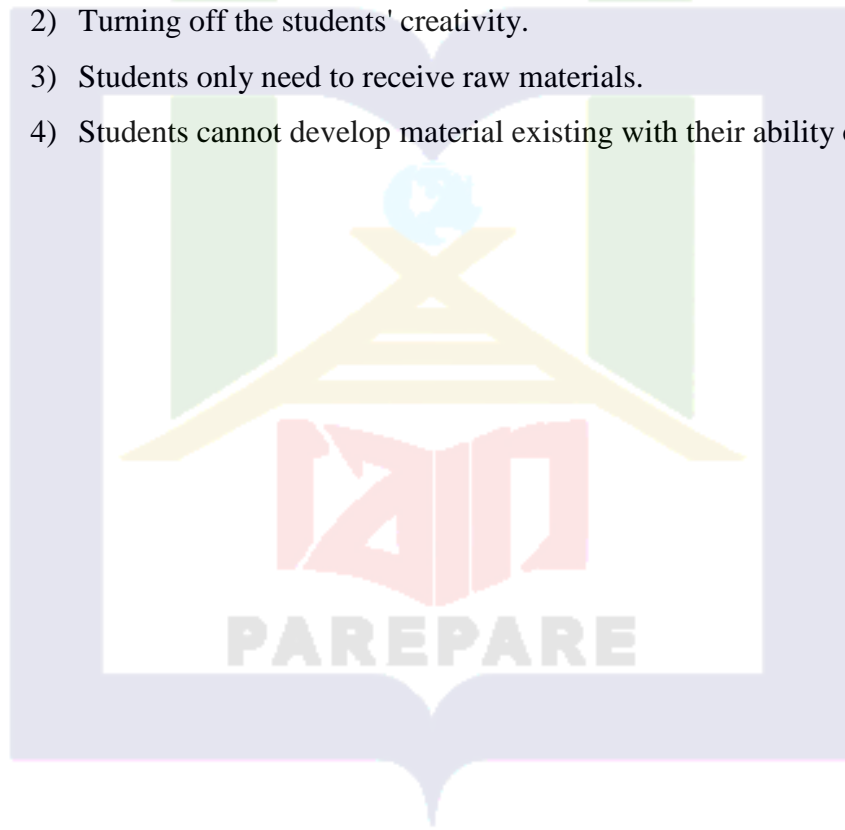
C. Conceptual Framework

The theoretical framework underlying the research is given in the following diagram :

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                    ┌─────────────────────┐
                    │  Word Square Game   │
                    └─────────────────────┘
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Hand out Copy of Word Square Game	→	Find Out Words In Group	→	Cheak The Words	→	Find Out The Words Meaning

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              ┌─────────────────────────────┐
              │ Students' Vocabulary Mastery │
              └─────────────────────────────┘
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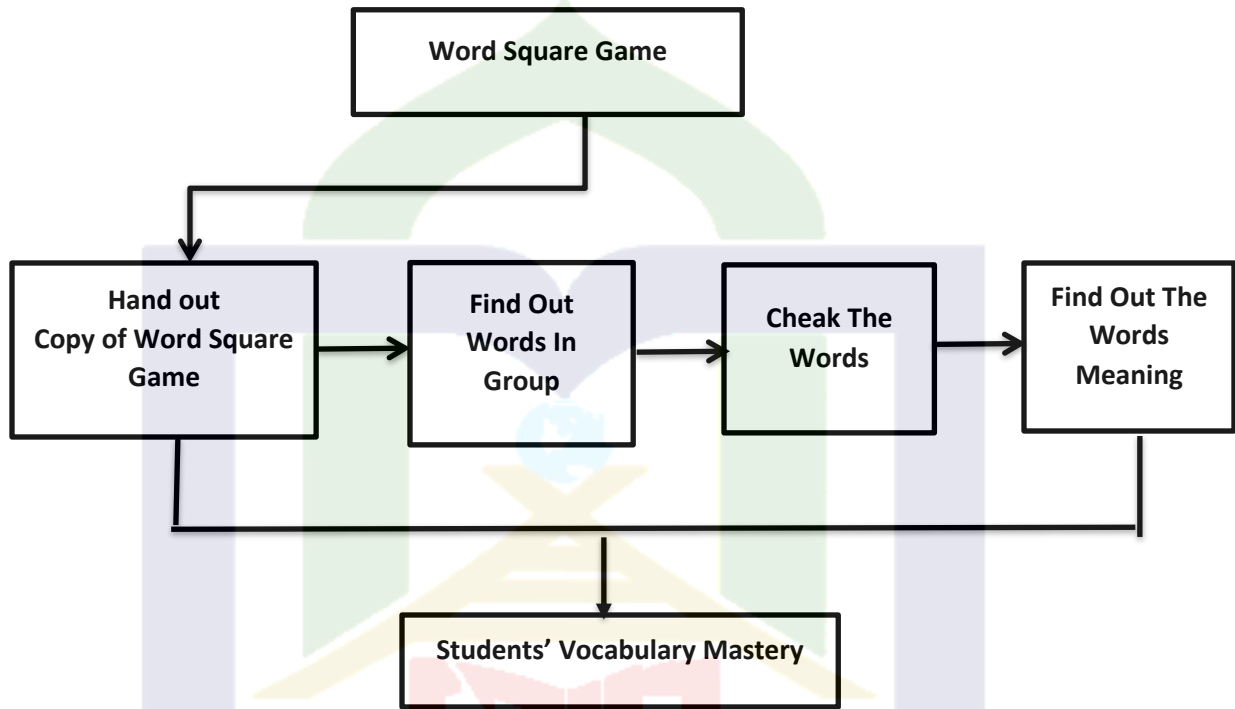
D. Figure Conceptual Framework

In this study, the researcher conducted research in the English class which began with distributing pre-tests at the first meeting to measure students' vocabulary mastery before conducting treatment. Furthermore, the researcher taught the material using the treatment. In addition, the word square game is a learning model that combines the ability to answer questions with carefulness in matching answer questions with carefulness in matching answer already there, but it's disguises or distracters. this learning model is suitable for all subjects. it's just how the teacher can

program several of selected questions that can stimulate students' to think effectively. The purpose of the distracting letter/numbers is not to make it difficult for students but to train a thorough and critical attitude. So that the word square game method is suitable for use as a medium for learning English. Finally, after the researcher has conducted four treatments using the word square game method, the researcher will measure the increase in students' vocabulary mastery by distributing post-tests at the end of the meeting.

E. Hypothesis

The Hypothesis of this research was formulated as follows:

1. Null hypothesis (H0): There is no significant difference between the students' vocabulary before and after using the word square game in improving students' vocabulary at the eighth grade of Mts DDI Bilajeng, Kab. Pinrang.

2. Alternative Hypothesis (Ha) : There is a significant difference between the students' vocabulary before and after using the word square game in improving students' vocabulary at the eighth grade of Mts DDI Bilajeng, Kab. Pinrang.

F. Variable and Operational Definition of Research

There were two variables of this research as follows:

1. **Variable**

   a. The Independent Variable was Word Square Game. It is a copy of the word square game that the researcher applied in the teaching process.

   b. The Dependent Variable was the students' vocabulary in comprehending students' vocabulary mastery class VIII at Mts DDI Bilajeng, Kab. Pinrang.

2. **Operational Definition of variable**

a. Word square game is a game to improve the vocabulary skills of class VIII students at MTs DDI Bilajeng Kab. Pinrang in teaching vocabulary can help

teachers and students in the learning process, especially vocabulary, so learning vocabulary becomes easier.

b. Vocabulary mastery is the ability of class VIII students' at MTs DDI Bilajeng, Kab. Pinrang to know various kinds of vocabulary, namely about transportation, professions, objects, animals, planets, and fruits.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

In this study, researchers used research with a pre-experimental approach. the pre-experimental approach was a one-group pre-test and post-test design. there are there procedures used to conduct this research: Pre-test, Treatment, and Post-test designs, to see if the students' vocabulary increases when they use the word square game media. the diagram will be presented as follow:

O_1		×		O_2

1. Pre-test

The pre-test is the test that is given by the researcher to the students in the first meeting. It aimed to measure the students' vocabulary before they are given the treatment.

2. Treatment

The researcher has given the treatment as much as four times or four meetings, before giving for students' Post-test.

3. Post-test

The post-test will aim to know the result after giving the treatment and knowing the students' achievements.

B. Location and Time

The research location was carried out at MTs DDI Bilajeng, Jl. Poros Bilajeng, Batulappa District, Pinrang Regency, South Sulawesi, Focus on the second academic year of the 2023 school year, and the duration is six meetings in class, then the test is carried out in two meetings, and treatment using the word square game is carried out in four times meeting.

C. Population and Sample

1. Population

The population in this study were students' of MTs DDI Bilajeng. Kab. Pinrang. MTs DDI Bilajeng. Kab. Pinrang has V classes and the number of students' at MTs DDI Bilajeng, Kab. Pinrang is 118 students'. Table of students' population at MTs DDI Bilajeng. Kab. Pinrang.

Table 3.1 Population

No.	Class	Sex		Total
		Male	**Female**	
1	VII.1	12	10	22
2	VII.2	11	11	22
3	VIII	16	18	34
4	IX.1	14	6	20
5	IX.2	13	7	20
Total		66	52	118

(Data Source: *Administration of MTs DDI Bilajeng, Kab. Pinrang*)

2. Sample

In this research, the researcher used the word square game. The researcher can use their judgment to select the appropriate sample for collecting the necessary data with a word square game, typically based on previous information. The sample was chosen because it serves the purpose of making data collecting simple for the

research. Besides that, based on the first observations and interview with the English teacher, the researcher discovered that this class has an alow interest in English, So that students' English skills, especially in vocabulary, it's quite low because they don't have interest and motivation in learning English, Students' in Vlll don't know English is important in their daily life. Additionally, the researcher considered it in light of the school's English teacher's recommendation. The sample is the eighth grade students' of MTs DDI Bilajeng Kab. Pinrang. The class in which was the subject of the research is VIII. The class of VIII has 34 students'.

D. Instrument of Research

In collecting data, the researcher gave a pre-test first then the test model was multiple choice, choosing the most correct answer, the problem was that there were seventeen questions and the choices for each question were four choices then the problem material was about Professions, objects, animals, planets, and fruit. Then picture questions, matching pictures with English vocabulary, in which students match pictures with the most correct English vocabulary, the number of questions in ten questions and then the material is about professions, transportation, fruit, animals, and objects. Then the post-test the researcher gave a multiple choice test model, in which students had to choose the most correct answer, the problem was ten questions, the answer choices were four choices and the problem material was about transportation, professions, objects, animals, and planets. Then about the image model, in which students answer the pictures in the question using English, the problem is that there are five, and finally the word square game question model, namely students answer questions with accuracy in matching the answers to the answer boxes. students choose the most correct answer. and because there are seven.

E. Research Variable

They were two variables of this research as follows:

1. The independent variable was the word square game. It is a technique researchers applied in the teaching process.

2. The dependent variable is students' vocabulary in understanding technical vocabulary word square game.

F. Procedure for Collecting Data

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

1. Pre-test

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

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.

a. The First Meeting

- Pre-test

The researcher opened the class and gave directions to pray before learning. After that, the researcher greeted and checked the attendance list. Then the researcher introduced himself and explained the purpose of entering class VIII. After 15 minutes. The researcher explained that the students filled out the pre-test question sheets according to the abilities of each student. and fill in the name and class. then the researcher asked the head of the class to distribute the pre-test question sheets. After that, the researcher invited students to fill out the question sheets that had been distributed. then then the students have the remaining 7

minutes the students have completed the question sheets that have been distributed. Then the researcher checked the student question sheet again whether all the answers were filled in. after everything has been filled. The students then greeted the students because the learning time was over. The researcher immediately left the class.

  b. The Second Meeting

The researcher greets the students, then before starting the lesson the researcher leads a study prayer, then checks the attendance of the students one by one, after that the researcher explains what the word square game is about, how to apply it in learning English, where the learning material is about transportation after students understand the researcher divides four groups to do this game. after the students joined their respective group friends, the researcher divided the word square game sheets and the researcher had also pasted question papers consisting of square word games on the blackboard for students to fill in, the researcher asked students to pay attention to the word square and discussed it with their group mates, Each group delegate takes turns looking for words related to the topic, and marking them using a highlighter colored pencil. The group that finds the most words gets the highest points. Finally, the researcher rewrote the words and their meanings on the blackboard and asked students to reread them at home and memorize the words. Then the class finished the teacher greeted and immediately closed the class.

c. The Third Meeting

The researcher greets the students, then before starting the lesson the researcher leads a study prayer, then checks the attendance of the students one by one, after that the researcher explains the material to be studied is about professions then the researcher divides into four more groups to do this game. after the students joined their respective group friends, the researcher divided the word square game sheets and the researcher also pasted question papers consisting of square word games on the blackboard for students to fill in, the researcher asked the students to pay

attention to the word square and discussed it with their group mates, Each group delegate take turns looking for words related to the topic, and marking them using a highlighter colored pencil. The group that finds the most words gets the highest points. Finally, the researcher rewrote the words and their meanings on the blackboard and asked the students to reread them at home and memorize the words. Then the class finished the teacher greeted and immediately closed the class. Researchers will provide material about the object.

The researcher mentioned the vocabulary and its meaning related to the topic and asked the students to listen to what the researcher said. Before implementing the quadratic word game, the researcher divided the students into several groups. The researcher gave a worksheet consisting of word boxes. The researcher asked the students to find vocabulary related to the topic in the word box. After completion, the researcher collects and investigates the worksheets. Finally, the researcher rewrote the words and their meanings on the blackboard and asked the students to memorize the words.

d. The Fourth Meeting

The researcher greets the students, then before starting the lesson the researcher leads a study prayer, then checks the attendance of the students one by one, after that the researcher explains the material to be studied is about objects and animals, then the researcher divides into four more groups to do this game. after the students joined their respective group friends, the researcher divided the words on square game sheets and the researcher also pasted question papers consisting of square word games on the blackboard for students to fill in, the researcher asked the students to pay attention to the word square and discussed it with their group mates, Each group delegate take turns looking for words related to the topic, and marking them using a highlighter colored pencil. The group that finds the most words gets the highest points. Finally, the researcher rewrote the words and their meanings on the blackboard and asked the students to reread them at home and memorize the words.

Then the class finished the teacher greeted and immediately closed the class.

Researchers will provide material about the object.

The researcher mentioned the vocabulary and its meaning related to the topic and asked the students to listen to what the researcher said. Before implementing the quadratic word game, the researcher divided the students into several groups. The researcher gave a worksheet consisting of word boxes. The researcher asked the students to find vocabulary related to the topic in the word box. After completion, the researcher collects and investigates the worksheets. Finally, the researcher rewrote the words and their meanings on the blackboard and asked the students to memorize the words.

  e. The Fifth Meeting

The researcher greets the students, then before starting the lesson the researcher leads a study prayer, then checks the attendance of the students one by one, after that the researcher explains the material to be studied is about planets and fruit then the researcher divides into four more groups to do this game. after the students joined their respective group friends, the researcher divided the square word game sheets and the researcher also pasted question papers consisting of square word games on the blackboard for students to fill in, the researcher asked the students to pay attention to the word square and discussed it with their group mates, Each group delegate take turns looking for words related to the topic, and marking them using a highlighter colored pencil. The group that finds the most words gets the highest points. Finally, the researcher rewrote the words and their meanings on the blackboard and asked the students to reread them at home and memorize the words.

Then the class finished the teacher greeted and immediately closed the class.

Researchers will provide material about the object. The researcher mentioned the vocabulary and its meaning related to the topic and asked the students to listen to what the researcher said. Before implementing the quadratic word game, the researcher divided the students into several groups. The researcher gave a worksheet

consisting of word boxes. The researcher asked the students to find vocabulary related to the topic in the word box. After completion, the researcher collects and investigates the worksheets. Finally, the researcher rewrote the words and their meanings on the blackboard and asked the students to memorize the words.

  f. The sixt meeting

- Post-test

The researcher enters the class and says hello, then the researcher leads the prayer before starting the lesson, then the researcher checks the student attendance list one by one, after that the researcher explains that today the last researcher enters class VIII, and will distribute the post-test sheets to students, then the researcher calls the head of the class to distribute the post-test sheets. then the researcher asked the students to fill in the name and class and fill in the answers which the students thought were the most correct, after the last 7 minutes the students collected the post-tense question sheets on the table, and the researcher checked the question sheets again after everything was done, the researcher then said goodbye and thought thank you Thanks to students because their enthusiasm for learning is very high and the enthusiasm for learning. then the researcher left the class

  3. Post-test

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

G. The Technique of Data Analysis
The data in this research was analyzed using statistical analysis; the researcher used scoring to get the score:

  1. Calculate the students' scores on the test as follows:

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

  2. Classify students ' scores on the following classification.

Table 3.2 Classification of student's Scores

No	Classification	Score
1	Excellent	86-100
2	Good	71-85
3	Fair	56-70
4	Poor	41-55
5	Very Poor	≤ 40[34]

(*Data source : Mustakim ismail ismail*)

3. Rate the percentage of students' scores by using the following formula:

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

 Where:

P = Percentage

F = Frequency

n = Total number of sample

4. Find out the mean score by the following formula:

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

Where;

X = Mean score

$\sum$ = Total Score

N = The total of number students

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

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

Where:

SD= Standard Deviation

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

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

n= The total number of the object.

6. Find out the significance between the pre-test and post-test by using the following formula

7. $t = \dfrac{D}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{n-1}}{n(n-1)}}}$

Where:

t   = test of significance

D   = the difference in mean score

ΣD   = the sum of the total score

ΣD2 = the square of the sum score of the difference

п   = The total number of the object.
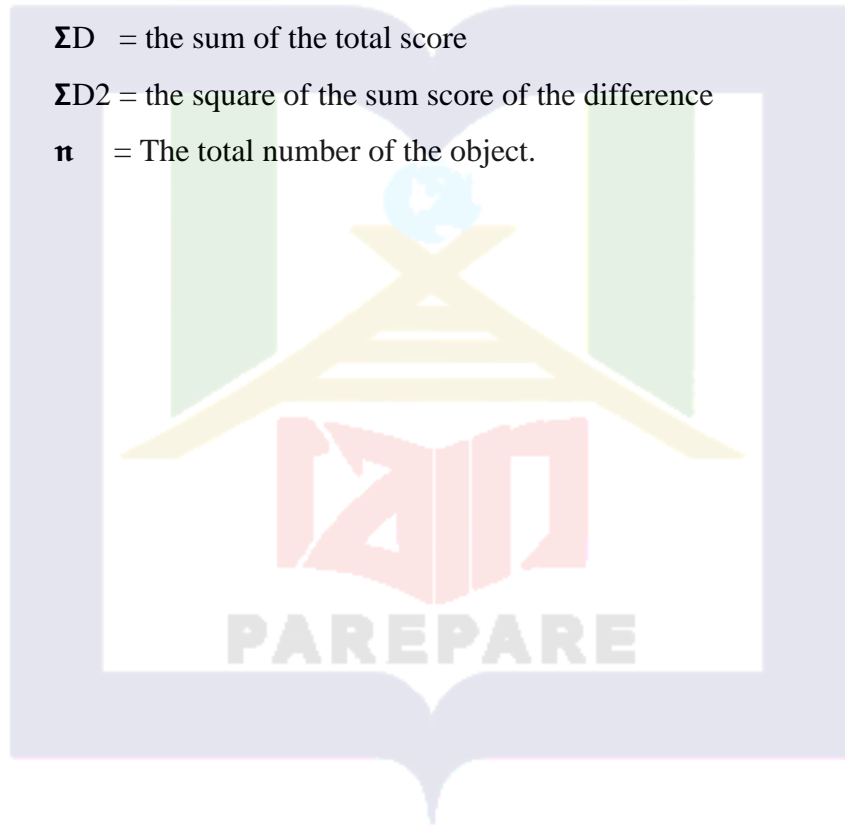
CHAPTER IV

FINDINGS AND DISCUSSION

This chapter is divided into two sections: the research findings and the research discussion. The research findings include a description of the test results, which will be discussed in the section below.

A. Findings

This study's discovery consists of the categorization of students' pre-test and post-test results. The objective was to discover the research questions answers. A pre-test and a post-test were the two tests that the researcher conducted. The students' prior vocabulary mastery was tested on the pre-test before the treatment, and their vocabulary mastery on the post-test was tested after the treatment. It aimed to find out that Improve students' vocabulary by using word square games at the eighth grade of MTs DDI Bilajeng, Kab. Pinrang.

1. The Students' Scores in Pre-test

The researcher gave the student's pre-test to know their ability in vocabulary before treatment by using a word square game. The data in Table 4.1 displayed the calculation of the student's pre-test scores, which the researcher discovered after the result of the students' pre-test were analyzed.

Table 4.1 The Calculation of students' Scores in The Pre-test

No	Students'	Number of correct answer	Score of Pre-test
1	AFN	21	80
2	AFR	11	25
3	AFZ	12	30
4	AFL	16	55
5	AP	21	80
6	ANA	25	95

7	IK	13	35
8	ASR	21	80
9	DNI	24	90
10	FT	14	45
11	FF	17	60
12	HD	11	25
13	HR	23	85
14	MH	11	25
15	MK	13	35
16	MB	23	85
17	MF	15	50
18	MI	15	50
19	MLS	16	55
20	MS	23	85
21	MFL	13	35
22	NAR	14	45
23	NAS	25	95
24	NR	25	95
25	PN	15	50
26	PA	25	95
27	RA	16	55
28	SS	25	95
29	SB	14	45
30	SMA	25	95
31	SW	15	50
32	SMH	21	80
33	SH	21	80
34	MFU	24	90

	Total	2175

The researcher determined the classification score for the pre-test following the calculation of the students' scores on the test. The classification of the pre-test scores of the students was shown in the data in Table 4.2 below.

Table 4.2 The Classification of Students' Scores in The Pre-Test

No	Students	Pre-test of the students (X_1)		X^2	Classification
		Max Score	Score X_1		
1	AFN	100	80	6400	Good
2	AFR	100	25	625	Very poor
3	AFZ	100	30	900	Very poor
4	AFL	100	55	3025	Poor
5	AP	100	80	6400	Good
6	ANA	100	95	9025	Excellent
7	IK	100	35	1225	Very poor
8	ASR	100	80	6400	Good
9	DNI	100	90	8100	Excellent
10	FT	100	45	2025	Poor
11	FF	100	60	3600	Fair
12	HD	100	25	625	Very poor
13	HR	100	85	7225	Good
14	MH	100	25	625	Very poor
15	MK	100	35	1225	Very poor
16	MB	100	85	7225	Good
17	MF	100	50	2500	Poor
18	MI	100	50	2500	Poor
19	MLS	100	55	3025	Poor
20	MS	100	85	7225	Good
21	MFL	100	35	1225	Very poor
22	NAR	100	45	2025	Poor
23	NAS	100	95	9025	Excellent
24	NR	100	95	9025	Excellent
25	PW	100	50	2500	Poor

26	PA	100	95	9025	Excellent
27	RA	100	55	3025	Poor
28	SS	100	95	9025	Excellent
29	SB	100	45	2025	Poor
30	SMA	100	95	9025	Excellent
31	SW	100	50	2500	Poor
32	SMH	100	80	6400	Good
33	SH	100	80	6400	Good
34	MFU	100	90	8100	Excellent
Total			$\sum X_1 = 2175$	$\sum X^2 = 159225$	

The researcher determined the percentage of pre-test classification after determining the classification of students' pre-test scores. The percentage of pre-test classification was shown in Table 4.3 below.

Table 4.3 The Percentage of Pre-test Classification

No	Classification	Score	Frequency	Percentage
1	Excellent	86-100	8	23%
2	Good	71-85	8	23%
3	Fair	56-70	1	2%
4	Poor	41-55	10	29%
5	Very Poor	0-40	7	20%

(Data Source: the students' score in pre-test)

The table above shows that sixteen students' score well while one person has a fair value and seventeen people have a bad score. So you can say the scores of students' at MTs DDI Bilajeng, Kab. Pinrang is balanced with good because the percentage is almost the same after doing the classification pre-test.

After determining the percentage of pre-test classification, the researcher determined the mean score and standard deviation. The standard deviation and mean score are shown in the following table:

Table 4.4 Mean Scores and Standard Deviation of Pre-test

Test	Mean Score	Standard Deviation (SD)
Pre-test	63,97	20,97

Table 4.4 displays the pre-test mean score and standard deviation. The standard deviation was 20,97 and the mean pre-test score was 63,97, as shown in the table. It was evident that the students lacked vocabulary mastery.

2. The Students' Scores in Post-test

The researcher also conducted a post-test to assess the students' vocabulary mastery following the instruction word square game. The data in Table 4.5 showed the calculation of the students' post-test scores, which the researcher discovered after the results of the students' post-test were analyzed.

Table 4.5 The Calculation of Students' Scores in The Post-test

No	Students'	Number of correct answer	Score of Pre-test
1	AFN	21	95
2	AFR	16	70
3	AFZ	16	70
4	AFL	17	75
5	AP	19	85
6	ANA	21	95
7	IK	16	70
8	ASR	20	90
9	DNI	21	95
10	FT	17	75
11	FF	18	80
12	HD	18	80
13	HR	20	90
14	MH	17	75

15	MK	17	75
16	MB	20	90
17	MF	17	75
18	MI	19	85
19	MLS	17	75
20	MS	20	90
21	MFL	16	70
22	NAR	18	80
23	NAS	21	95
24	NR	22	100
25	PN	20	90
26	PA	21	95
27	RA	17	75
28	SS	21	95
29	SB	17	75
30	SMA	21	95
31	SW	20	90
32	SMH	21	95
33	SH	21	95
34	MFU	21	95
	Total		**2880**

The researcher determined the classification score for the post-test following the calculation of the students' scores on the test. The classification of the post-test scores of the students was shown in the data in Table 4.6 below.

Table 4.6 The Classification of Students' scores in The Post-Test

No	Students	Pre-test of the students (X_1)		X^2	Classification
		Max Score	Score X_1		
1	AFN	100	95	9025	Excellent
2	AFR	100	70	4900	Fair
3	AFZ	100	70	4900	Fair
4	AFL	100	75	5625	Good
5	AP	100	85	7225	Good
6	ANA	100	95	9025	Excellent
7	IK	100	70	4900	Fair
8	ASR	100	90	8100	Excellent
9	DNI	100	95	9025	Excellent
10	FT	100	75	5625	Good
11	FF	100	80	6400	Good
12	HD	100	80	6400	Good
13	HR	100	90	8100	Excellent
14	MH	100	75	5625	Good
15	MK	100	75	5625	Good
16	MB	100	90	8100	Excellent
17	MF	100	75	5625	Good
18	MI	100	85	7225	Good
19	MLS	100	75	5625	Good
20	MS	100	90	8100	Excellent
21	MFL	100	70	5625	Fair
22	NAR	100	80	7225	Good
23	NAS	100	95	5625	Excellent
24	NR	100	100	10000	Excellent
25	PW	100	90	8100	Excellent
26	PA	100	95	9025	Excellent
27	RA	100	75	5625	Fair
28	SS	100	95	9025	Excellent
29	SB	100	75	5625	Fair
30	SMA	100	95	9025	Excellent
31	SW	100	90	8100	Excellent
32	SMH	100	95	9025	Excellent
33	SH	100	95	9025	Excellent

34	MFU	100	95	9025	Excellent
Total			$\sum X_1 = 2880$	$\sum X^2 = 247100$	

The researcher determined the percentage of post-test classification after determining the classification of students' post-test scores. The percentage of post-test classification was shown in Table 4.7 below.

Table 4.7 Percentage of Post-test Classification

No	Classification	Score	Frequency	Percentage
1	Excellent	86-100	17	50%
2	Good	71-85	10	30%
3	Fair	56-70	7	21%
4	Poor	41-55	0	0%
5	Very Poor	0-40	0	0%

(Data Source: the students' score in post-test)

According to the table above, it shows that there are twenty-seven good student scores, while seven people score quite well, no students get bad grades in class, so the conclusion is that student scores increase after treatment and are very different from before giving treatment. so the post-test scores of students at MTs DDI Bilajeng, Kab. Pinrang, greatly increased.

After determining the percentage of post-test classification, the researcher determined the mean score and standard deviation. The standard deviation and mean score are shown in the following table:

Table 4.8 Mean Scores and Standard Deviation of Post-test

Test	Mean Score	Standard Deviation (SD)
Post-test	84,70	27,18

Table 4.8 displays the post-test mean score and standard deviation. The standard deviation was 21,18, and the mean post-test score was 84,70, as shown

in the table. It was abundantly clear that the students' vocabulary mastery was satisfactory.

3. Hypothesis Testing

For the level, significant (ρ) 0,05 and $df = (N-1) = (34-1) = 33$, and the value of the table was (1,692). The following table shows the test significant value:

Table 4.9 Test of Significant

T-Test	T-Table
6,91	1,692

The test of significance is shown in Table 4.9. The table demonstrated that the T-test was greater than the T-table. This indicates that there was a significant difference between the students' pre-test and post-test results.

B. Discussion

Six meetings were held to carry out this study. The test was carried out in two meetings, and the treatment by using a word square game was carried out in four meetings. Pre-test aimed to know the students' prior ability after treatment. The post-test was designed to assess the students' ability following treatment. There were five materials which were the researcher delivered when doing a treatment. At the first meeting, the researcher gave the material Transportation, the second meeting was about Profession, the third meeting was about objects and the planet, the fourth meeting animals, and the last meeting was about the fruit. When the treatment the research. During the treatment process, the researcher observed students' while receiving material word square games. They were interested and enthusiastic in learning, students' said their students' enjoy doing this word quadratic game because according to them it was the same as guessing words in a box and students' were

racing up to find the correct answer. Students' receive research material from the first meeting to the last meeting.

To know improving students' vocabulary mastery by using a word square game, the researcher calculated the mean score of students' vocabulary indicated from two tests namely pre-test and post-test. The mean score on the pre-test before treatment was 63,97, and the mean score on the post-test was 84,70 after treatment.

1. Pre-test and Classification Students' Score

Before using a word square game to administer the treatment, the research Administered a pre-test to the students' to assess their vocabulary mastery. The researcher assigned questions for each students' to answer Following the completion of the questions, researchers categorize students' vocabulary mastery.

Looking at the test result based on the data provided in the classification table in the pre-test, eight (23%) students' received excellent classification in the pre-test, eight (23%) students' received good classification, one (2%) students' received fair classification, ten (29%) students' who received poor classification, and seven (20%) students' who received very poor classification.

2. Post-test and Classification Students' Score

After giving the Pre-test the researcher also gave the Post-test to Students' whether their vocabulary increased or not after getting to know Word square game.

Looking at the test result based on the data provided in the classification table in the post-test, seventeen (50%) students' received excellent classification in the post-test, ten (30%) students' received good classification, and seven (21%) students' received fair classification, zero (0%) students' who received poor classification, and zero (0%) students' who received very poor classification. It means that after treatment, the students' vocabulary mastery improve.

In addition, to determine the improving students' vocabulary by using the word square game, the researcher calculated the mean score of students' vocabulary indicated fortwo tests, namely pre-test, and post-test. The mean pre-test score was 63,97 and the mean post-test score was 84,70.

The researcher also used a t-test to figure out which hypothesis was between the null hypothesis (HO) and the alternative hypothesis (Ha). The result showed that the t-test value

In addition, there are some advantages of the word square game namely: 1) Encourages students' understanding of the lesson, 2) Train to be disciplined, 3) Can train conscientious and critical attitude 4) Stimulates students' to think effectively, this learning model can to motivate and strengthen students' in the material presented 5) Practicing accuracy and accuracy in answering and looking for the answer in worksheets.

Word square game is not only useful to the students' but also to the teacher. For the teacher, this media can help them to explain more about the material. In addition, the teacher can know how far the material can be understood by the students.

This is also consistent with Heni Sopia in his research "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". She said The use of the word square game can make students independent. They are asked to be disciplined with their assignments and better understand the material. After all, it can remember and understand teacher concepts easily and can provide motivation for students to learn more. Based on the results of his research, he found that there was a significant effect of using the word square game on vocabulary mastery of class VIII students MTs AL-HIKMAH Bandar Lampung academic year 2018/2019.[24]

This is also in line with Ratnasari research entitled "Using game in teaching English vocabulary by using word square games to young learners in the fourth grade of SDN Anjir Seberang Pasar II.1 Barito Kuala Regency". She stated that his research illustrates how the use of games in teaching English vocabulary to fourth-grade

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[24] Heni Sopia *"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 2018/2019'. (Uin Raden Intan Lampung 2018).*

students at SDN Anjir Seberang Pasar II. Barito Kuala Regency. This researcher said the students responded to what the teacher [25]conveyed and were very enthusiastic in following every lesson conveyed by the teacher. Their responses such as paying attention, asking questions, moving in class, and being fun. based on the results of his research that the use of word square games can increase student vocabulary because students are very enthusiastic and respond to what the teacher conveys in class.

Nur Azyza Malik research entitled " The Effectiveness of Using Word Square Method in Teaching English at the Seventh Grade Students of SMP Unismuh Makassar". She said that the purpose of this study was to find significant differences between students' speaking accuracy in terms of vocabulary, pronunciation, and grammar taught through the word square method and those taught through the use of group investment. And he found that the results of this study were that the word square game method could be used effectively to teach speaking competence to class VII students of SMP Unismuh Makassar.[26]

The Word Square game method is a learning model that combines the ability to answer questions with carefulness in matching answers to the answer boxes. It's similar to filling in a crossword puzzle, but the difference is that the answer is already there, but it's disguised by adding additional boxes with arbitrary letters/numbers, disguises, or distracters. This learning model is suitable for all subjects. It's just how the teacher can program several selected questions that can stimulate students to think effectively. The purpose of the distracting letters/numbers is not to make it difficult for students but to train a thorough and critical attitude.

Steps for implementing the word square game in the eighth grade of MTs DDI Bilajeng, Kab. Pinrang:

1. The teacher delivers material according to the competencies to be achieved.

[25] Ratnasari *"Using Games In Teaching English Vocabulary By Using The Word Square Game To Fourth Grade Of SDN Anjir Seberang Pasar II.1 Barito Kuala Regency" (Universitas Islam Negeri Antasari Banjarmasin).*

[26] Nur Azyza Malik *"The Effectiveness Of Using Word Square Method In Teaching English At The Seventh Grade Students Of SMP Unismuh Makassar" (Universitas Muhammadiyah Makassar 2020).*

2. The teacher divides into 4 groups which consist of 8 people.

3. Then the teacher sticks the HVS paper on the blackboard which contains the word square game, and students have to answer the questions and fill in the correct answers using a highlighter.

4. Students answer the questions and then shade the letters in the boxes according to the answers vertically, horizontally, or diagonally.

5. Then the group that answers the most will be given high points.

6. Next, the teacher writes the vocabulary contained in the word square game and asks students to write it in their notebooks and memorize it at home.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings of the data analysis and discussion of the findings in the preceding chapter, it showed a positive impact on students' vocabulary skills and class situations. This research aims is to know if the students' vocabulary mastery was improved before and after the treatment by using a word square game. The description of the conclusions based on the formulation of the research problem is presented below. In according with the result of data analysis and discussion of this study above chapters. There was a significant difference in the previous students' vocabulary by using the word square game to learn English. The pre-test development mean score was 63,97, and the standard deviation was. The post-test mean score was 84,70, and the standard deviation was. The T-test value was. At the level of significance 0.05, it was greater than the T-table and degree freedom (df). It means that word square games are effective in improving students' vocabulary by using word square games the VIII grade of MTs DDI Bilajeng, Kab. Pinrang.

B. Suggestions

Based on this study's findings, the researcher would like to make the following recommendations:

1. For teachers. The researcher concluded that teachers should be more creative and more often provide games students are not only given assignments always in class and in their class instruction to avoid boredom and improve students' vocabulary mastery after this research is completed.

2. For students. Students should not only rely on the material provided in classrooms for learning vocabulary, they also have to practice more at home and repeat and understand vocabulary that has been learned at school.

3. For the next researcher, The readers of this study are expected to benefit for new knowledge and use it as a resource for other researchers. Researchers hope that other researchers will conduct research the same topic in order to expand knowledge of teaching and learning because there may be gaps in the research.

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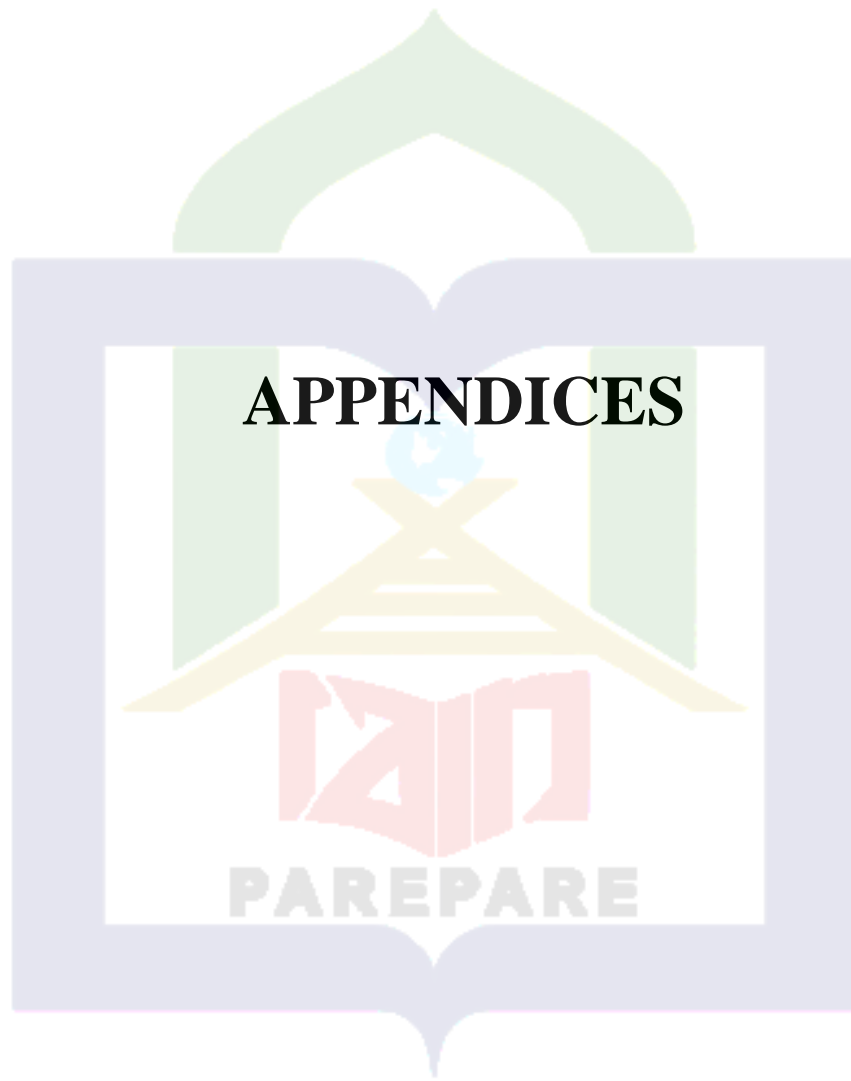
APPENDICES

Appendix 1. Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: MTS DDI BILAJENG
Mata Pelajaran	: Bahasa Inggris
Kelas	: VIII
Materi Pokok	: Fungsi social mengidentifikasi dan menyebutkan berbagai kosakata tentang transportasi, profesi, benda, hewan, planet, buah.
Alokasi Waktu	: 12x40 menit (6 pertemuan)

A. *Kompetensi Inti*
KI1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI2 : 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.

KI3 : Memahami pengetahuan (faktual,konseptual,dan prosedural)berdasarkan

Rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI4 : 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 pandan / teori.

B. *Kompetensi Dasar dan Indikator Pencapaian Kompetensi*
- Kompetensi Dasar
  1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris

    sebagai bahasa pengantar komunikasi internasional yang

IV

diwujudkan dalam semangat belajar.

1.2 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

1.3 Menunjukkan perilaku bertanggung jawab, peduli, kerjasama dan cinta damai dalam melaksanakan komunikasi fungsional.

1.4 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks transaksional lisan dan tulisan yang melibatkan tindakan memberi dan meminta informasi terkait transportasi, profesi, benda , hewan, planets, buah.

- **Indikator Pencapain Kompetensi**
  1. Menulis learning log yang mengungkapkan rasa syukur atas kesempatan mempelajari bahasa Inggris dan manfaatnya.

  2. Menyelesaikan tugas tepat waktu, dan dating tepat pada saat mengerjakan tugas kelompok diluar jam pelajaran.

  3. Menyelesaikan tugas yang menjadi bagiannya dalam kerja kelompok.

  4. Menyebutkan kosa kata sesuai dengan tema dan menemukan arti kosa kata tersebut.

C. **TujuanPembelajaran**

   1. Peserta didik dapat mengidentifikasi atau menemukan kosa kata yang ada dalam Word Square.

   2. Peserta didik dapat menyebutkan kosa kata sesuai dengan tema.

   3. Peserta didik mampu menghafalkan kosa kata besarta artinya terkait dengan topik dengan bantuan game word square.

D. **Materi Pembelajaran**
   Topic: Pertemuan

   1. Things in the class Transportasion Pertemuan

v

2. Professions Pertemuan

3. Object and animals Pertemuan

4.. Planet and fruit Pertemuan

E. MetodePembejaran
1. Pendekatan : Scientific
2. Metode : Kontekstual
3. Teknik : Word Square Game

F. Media, alat dan sumber pembelajaran
1. Media: Word Square Sheet (kertas hvs)
2. Alat : Spidol,
3. papan tulis dan stabilo
4. 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	• Mengucap salam dan berdo'a. • Mengecek kehadiran siswa. • Memperkenalkan diri. • Menyampaikan kegiatan belajar yang akan dilakukan. • Menjelaskan tujuan pembelajaran	15 Menit

VI

Kegiatan Inti		45 Menit
	• Guru memberikan penjelasan tentang word square game.	
	• Guru memperlihatkan contoh word square.	
	• Guru menyebutkan daftar kosa kata tentang transportasi beserta artinya, dan siswa diminta untuk menyimak apa yang disampaikan oleh guru.	
	• Guru membagi siswa dalam 4 kelompok yang terdiri dari maksimal 8	

VII

	orang.	
	• Guru membagi siswa dalam 4 kelompok yang terdiri dari maksimal 8 orang.	
	• Guru menempelkan kertas hvs yang berisi word square di papan tulis.	
	• Siswa diminta untuk memperhatikan word square tersebut, dan berdiskusi dengan teman sekelompoknya.	
	• 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	
	• Kelompok yang menemukan lebih banyak kata akan diberikan poin yang tinggi .	
Penutup	• siswa bersama guru melakukan flashback and feedback agar memperoleh pengalaman belajar. • Menutup kelas.	10 Menit

VIII

Pertemuanke-2 (2JP):

Kegiatan	DeskripsiKegiatan	AlokasiWaktu
Pendahuluan	• Mengucap salam dan berdo'a. • Mengecek kehadiran siswa. • Menggali pengetahuan siswa mengenai materi yang telah diberikan pada	10 Menit
	pertemuan yang lalu. • Menyampaikan kegiatan belajar yang akan dilakukan. • Menjelaskan tujuan pembelajaran	

IX

Kegiatan Inti	• Guru membagi siswa dalam 4 kelompok yang terdiri dari maksimal 8 orang.	50 Menit
	• Guru menempelkan kertas hvs yang berisi word square di papan tulis.	
	• Siswa diminta untuk memperhatikan word square tersebut, dan berdiskusi dengan teman sekelompoknya.	
	• 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	
	• Kelompok yang menemukan lebih banyak kata akan diberikan poin yang tinggi.	
	• Guru menuliskan kembali kata-kata yang ada dalam word square tersebut beserta artinya, dan siswa diminta untuk menulis daftar kosakata tersebut di buku catatan	
Penutup	• siswa bersama guru melakukan flashback and feedback agar memperoleh pengalaman belajar.	10 Menit
	• Menutup kelas	

X

Pertemuan ke-3

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	• Mengucap salam dan berdo'a. • Mengecek kehadiran siswa. • Menggali pengetahuan siswa mengenai materi yang telah diberikan pada pertemuan yang lalu • Menyampaikan kegiatan belajar yang akan dilakukan. • Menjelaskan tujuan pembelajaran	10 Menit
Kegiatan Inti	• Guru membagi siswa dalam 4 kelompok yang terdiri dari maksimal 8 orang. • Guru menempelkan kertas hvs yang berisi word square dipapan tulis. • Siswa di minta untuk memperhatikan word square tersebut, dan berdiskusi dengan teman sekelompoknya. • Setiap perwakilan kelompok secara bergiliran diminta untuk maju ke	50 Menit

	depan untuk mencari kata-kata sesuai dengan topik yang ada di word square tersebut dan menandainya menggunakan stabilo. • Kelompok yang menemukan lebih banyak kata akan diberikan poin yang tinggi. • Guru menuliskan kembali kata-kata yang ada dalam word square tersebut beserta artinya, dan siswa diminta untuk menulis daftar kosakata tersebut di buku catatan	
Penutup	• siswa bersama guru melakukan flashback and feedback agar memperoleh pengalaman belajar. • Menutup kelas	10 Menit

Pertemuan ke-4 (2JP):

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	• Mengucap salam dan berdo'a. • Mengecek kehadiran siswa. • Menggali pengetahuan siswa tentang materi yang diberikan pada pertemuan yang lalu. • Menyampaikan kegiatan belajar yang akan dilakukan. • Menjelaskan tujuan pembelajaran	10 Menit

Kegiatan Inti	• Guru membagi siswa dalam 4 kelompok yang terdiri dari maksimal 8 orang. • Guru menempelkan kertas hvs yang berisi word square dipapan tulis. • Siswa di minta untuk memperhatikan word square tersebut, dan berdiskusi dengan teman sekelompoknya. • Setiap perwakilan kelompok • secara bergiliran diminta untuk maju ke depan.	50 Menit

	• Siswa diminta untuk memperhatikan word square tersebut, dan berdiskusi dengan teman sekelompoknya. • 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. • Kelompok yang menemukan lebih banyak kata akan diberikan poin yang tinggi. • Guru menuliskan kembali kata-kata yang ada dalam word square tersebut beserta artinya, dan siswa diminta untuk menulis daftar kosakata tersebut di buku catatan	
Penutup	• siswa bersama guru melakukan flashback and feedback agar memperoleh pengalaman belajar. • Menutup kelas	10 Menit

H. *Penilaian Hasil Belajar*

1. Teknik penilaian : unjuk kerja

2. Bentuk : tester tulis

3. Instrument : *terlampir*

XV

Guru Bahasa Inggris

Peneliti

ARFE, S.Pd.I
NIP. 198309202019032006

NUR ANISA
NIM. 18.1300.038

NAMA MAHASISWA : NUR ANISA

NIM : 18.1300.038

FAKULTAS/PRODI : TARBIYAH/PENDIDIKAN BAHASA INGGRIS

JUDUL : IMPROVING STUDENTS' VOCABULARY BY USING WORD SQUARE GAME AT THE EIGHT GRADE OF MTS DDI BILAJENG, KAB. PINRANG

Appendix 2. Instrument of Research

<u>Instrument of Pre-Test</u>

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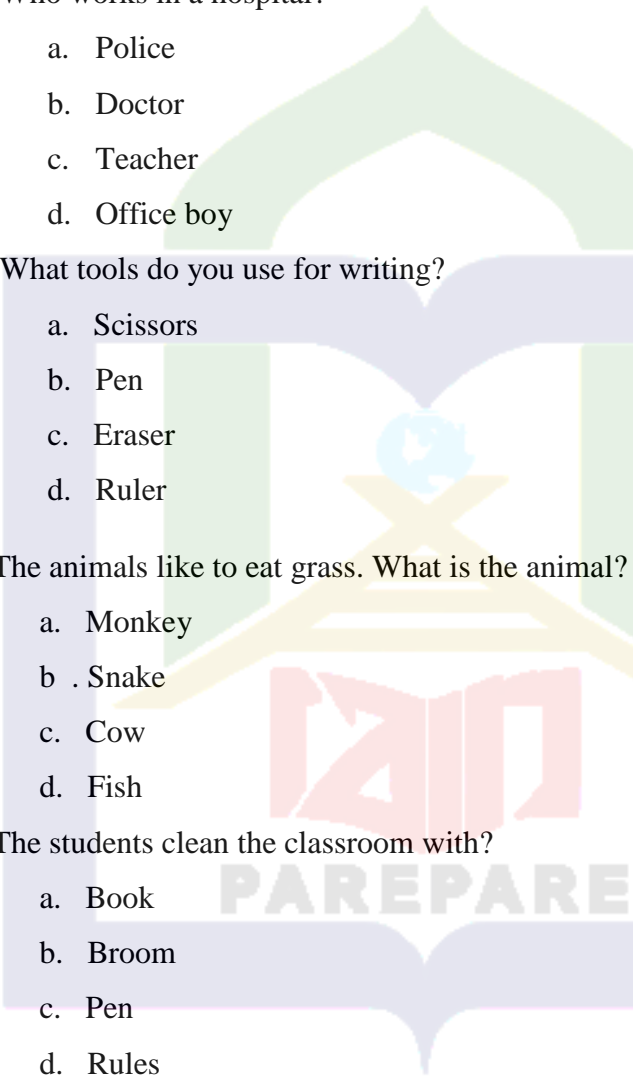
I. Give a cross (x) on the correct answer!

1.

My teacher is writing on the....?

      a. Marker

      b. Floor

      c. Window

      d. Whiteboard

2. There is a pen on the….

a. Window

b. Table

c. Floor

d. Whiteboard

3. Who works in a hospital?

    a. Police

    b. Doctor

    c. Teacher

    d. Office boy

4. What tools do you use for writing?

    a. Scissors

    b. Pen

    c. Eraser

    d. Ruler

5. The animals like to eat grass. What is the animal?

    a. Monkey

    b . Snake

    c. Cow

    d. Fish

6. The students clean the classroom with?

    a. Book

    b. Broom

    c. Pen

    d. Rules

7. Who works on the ship?

    a. Sailor

    b. Doctor

  c. Teacher

    d. Pilot

8. What is the meaning of "ular"?

    a. Bird

    b. lion

    c. Snake

    d. Butterfly

9. What is the meaning of "kupu-kupu"?

    a. Butterfly

    b. Crocodile

    c. Lion

    d. Mosquito

10. My sister is a... Does she work in Kasih Sayang Bunda Hospital?

    a. Chef

    b. Photographer

    c. Nurse

    d. Businesses

11.

Who is the person above?

    a. Doctor

    b. Security

    c. Sailor

    d. Office boy

12. What animals live in the water?

    a. Monkey

    b. Tiger

    c. Fish

d. Grasshopper

13.

What are they doing?

a. Sport

b. Picking fruit

c. Watch TV

d. Breakfast

14.

What is the picture above?

a. Venus

b. Jupiter

c. Neptunus

d. Earth

15.

What is the picture above?

a. Pluto

b. Uranus

c. Jupiter

d. Earth

16. What is the fruit round and sweet in delicious?

a. Bitter ground

b. Banana

c. Watermelon

d. Mango

17. The dog eating.... in the front porch?

a. Vegetable

b. Rubbish

c. Meat

d. Rice

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

List A	List B
Hair	
Refrigator	
Sailor	
Fan	
Fish	
Window	
Bicycle	
Money	
Banana	
Pineapple	

Instrument of Post-Test

Name :

Class :

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

1.

 I go to school by using....?.

> a. Ship
>
> b. Motorcycle
>
> c. Aircraft
>
> d. Boat

2.

What is the job of the people in picture above?

> a. Doctor
>
> b. Nurse
>
> c. pilot
>
> d. Artist

3.

What is the job of the person in the picture above?

> a. Architect
>
> b. Chef

XXIII

c. Author

d. Designer

4.

What is the picture above?

a. Book

b.Television

c.Radio

d.Newspaper

5. What does the animal that eat carrot?

a. Snake

b. Rabbit

c. Dog

d. Cat

6.

What is the is person eating?

a. Biscuits

b. Cake

c. Banana

d. Rice

7. Animals that have wings are......?

a. Cat

b. Birds

c. Dog

d. Fish

8.

What is the picture above?

   a. Venus

   b. Pluto

   c. Neptunus

   d. Jupiter

9.

What is the picture above?

   a. Bicycle

   b. Boat

   c. Aircraft

   d. Bus

10. Which does animal that has four leg below?

   a. Chicken

   b. Cow

   c. Horse

   d. Goat

II There are five the professions , translate them into English based on the pictures ,Veterinarian, Sailor, Chef, Pilot, Air hostess.

1.

(.....................)

2.

(.....................)

3.

(.....................)

4.

(.....................)

5.
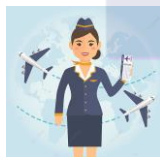
(.....................)

III. There are Seven words describing thing in the class either, vertically, horizontal, and diagnoally. Find them, then rewrite the words and their meaning beside the words square!

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

1).............
2).............
3).............
4).............
5).............
6).............
7).............

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Parepare, 06 Mei 2023

Menyetujui :

Dosen Pembimbing Utama

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

Dosen Pembimbing Pendamping

Hj. Nurhamdah, S.Ag., M.Pd.
NIP. 19731116 199803 2 007

Appendix 3. Students' Worksheet in Pre-test and Post-Test

PRE-TEST

Name: Feby Febriah

Class: VIII

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

1.

My teacher is writing on the....?
a. Marker
b. Floor
c. Window ✓
d. Whiteboard

2. There is a pen on the....
a. Window
b. Table
c. Floor
d. Whiteboard

17 benar
10 salah

3. Who works in a hospital?
a. Police
b. Doctor ✓
c. Teacher
d. Office boy

60

4. What tools do you use for writing?
a. scissors
b. pen ✓
c. eraser
d. Ruler

5. The animals like to eat grass. What is the animal?
a. Monkey
b. Snake
c. Cow
d. Fish

6. The students clean the classroom with?
a. Book
b. Broom ✓
c. Pen
d. Rules

XXIX

7. Who works on the ship?
   a. Sailor
   b. Doctor
   c. Teacher
   (d.) Pilot
8. What is the meaning of "ular"?
   a. Bird
   b. Lion
   (c.) Snake ✓
   d. Butterfly
9. What is the meaning of "kupu-kupu"?
   (a.) Butterfly ✓
   b. Crocodile
   c. Lion
   d. Mosquito
10. My sister is a... Does she work in Kasih Sayang Bunda Hospital?
   a. Chef
   b. Photographer
   c. Nurse
   (d.) Businesses

11.

Who is the person above?
   a. Doctor
   b. Security
   (c.) Sailor ✓
   d. Office boy
12. What animals live in the water?
   a. Monkey
   b. Tiger
   (c.) Fish ✓
   d. Grasshopper

XXX

13.

What are they doing?
- a. Sport
- b. Picking fruit
- c. Watch TV
- d. Breakfast

14.

What is the picture above?
- a. Venus
- b. Jupiter
- c. Neptunus
- d. Earth

15.

What is the picture above?
- a. Pluto
- b. Uranus
- c. Jupiter
- d. Earth

16. What is the fruit round and sweet in delicious?
- a. Bitter ground
- b. Banana
- c. Watermelon
- d. Mango

17. The dog eating.... in the front porch?
- a. Vegetable
- b. Rubbish
- c. Meat
- d. Rice

XXXI

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

List A   List B

Hair

Refrigator

Sailor

Fan

Fish

Window

Bicycle

Money

Banana

Pineapple

PRE-TEST

Name: Fahri. Tasri

Class: 8

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

1.

My teacher is writing on the....?
   a. Marker
   b. Floor
   c. Window
   x Whiteboard ✓

2. There is a pen on the....
   a. Window
   b. Table
   x Floor
   d. Whiteboard

14 benar

13 salah

3. Who works in a hospital?
   a. Police
   ✗ Doctor ✓
   c. Teacher
   d. Office boy

45 /

4. What tools do you use for writing?
   a. scissors
   ✗ pen ✓
   c. eraser
   d. Ruler

5. The animals like to eat grass. What is the animal?
   ✗ Monkey
   b. Snake
   c. Cow
   d. Fish

6. The students clean the classroom with?
   ✗ Book
   b. Broom
   c. Pen
   d. Rules

XXXIII

7. Who works on the ship?

    a. Sailor

    b. Doctor

    c. Teacher

    d. Pilot

8. What is the meaning of "ular"?

    a. Bird

    b. Lion

    c. Snake ✓

    d. Butterfly

9. What is the meaning of "kupu-kupu"?

    a. Butterfly ✓

    b. Crocodile

    c. Lion

    d. Mosquito

10. My sister is a... Does she work in Kasih Sayang Bunda Hospital?

    a. Chef

    b. Photographer

    c. Nurse

    d. Businesses

11.

Who is the person above?

    a. Doctor

    b. Security

    c. Sailor

    d. Office boy

12. What animals live in the water?

    a. Monkey

    b. Tiger

    c. Fish

    d. Grasshopper

13.

What are they doing?
- a. Sport
- b. Picking fruit
- c. Watch TV
- ~~d.~~ Breakfast

14.

What is the picture above?
- a. Venus
- ~~b.~~ Jupiter
- c. Neptunus
- d. Earth

15.

What is the picture above?
- a. Pluto
- b. Uranus
- ~~c.~~ Jupiter ✓
- d. Earth

16. What is the fruit round and sweet in delicious?
- a. Bitter ground
- b. Banana
- ~~c.~~ Watermelon ✓
- d. Mango

17. The dog eating.... in the front porch?
- a. Vegetable
- b. Rubbish
- ~~c.~~ Meat
- d. Rice

XXXV

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

List A   List B

Hair

Refrigator

Sailor

Fan

Fish

Window

Bicycle

Money

Banana

Pineapple

Name: Feby Febriah

Class: VIII

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

1.

I go to school by using....?.

   a. Ship

   ✗ Motorcycle ✓

   c. Aircraft

   d. Boat

18 benar

9 salah

2.

What is the job of the people in picture above?

   ✗ Doctor

   b. Nurse ✓

   c. Pilot

   d. Artist

3.

What is the job of the person in the picture above?

   a. Architect

   ✗ Chef

   c. Author ✓

   d. Designer

4.

What is the picture above?

   a. Book

   b. Television

   c. Radio ✓

   ✗ Newspaper

5. What does the animal that eat carrot?

   a. Snake

   b. Rabbit

   ✗ Dog

   d. Cat

6.

What is the is person eating?

   a. Biscuit

   b. Cake

   c. Banana ✓

   d. Rice

7. Animals that have wings are......?

   a. Cat

   b. Birds ✓

   c. Dog

   d. Fish

8.

What is the picture above?

   a. Venus

   b. Pluto

   c. Neptunus ✓

   d. Jupiter

9.

What is the picture above?

   a. Bicycle

   b. Boat ✓

   c. Aircraft

   d. Bus

10. Which does animal that has four leg below?

   a. Chicken

   b. Cow

   c. Horse

   d. Goat

XXXVIII

II There are five the professions , translate them into English based on the pictures ,Veterinarian, Sailor, Chef, Pilot, Air hostess.

1.

(.....Veterinarian.....) ✓

2.

(.....Sailor.....) ✓

3.

(.....Chef.....) ✓

4.

(.....Pilot.....) ✓

5.

(.....Air hostess.....) ✓

III. There are Seven words describing thing in the class either, vertically, horizontal, and diagnoally. Find them, then rewrite the words and their meaning beside the words square!

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

1) windows ✓

2) clothes ✓

3) Book ✓

4) wallpaper ✓

5) scurtains ✓

6) oven

7) sikts

POST-TEST

Name: Palri Jaìsri

Class: VIII

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

1.

I go to school by using....?.

a. Ship
~~b.~~ Motorcycle
c. Aircraft ✓
d. Boat

17 benar
3 salah

2.

What is the job of the people in picture above?

~~a.~~ Doctor ✓
b. Nurse
c. Pilot
d. Artist

75 ✓

3.

What is the job of the person in the picture above?

a. Architect
~~b.~~ Chef ✓
c. Author
d. Designer

4.

What is the picture above?

~~a.~~ Book
b. Television
c. Radio
d. Newspaper

5. What does the animal that eat carrot?

a. Snake
~~b.~~ Rabbit ✓
c. Dog
d. Cat

XL

6.

What is the is person eating?

    a. Biscuit

    b. Cake ✓

    c. Banana

    d. Rice

7. Animals that have wings are......?

    a. Cat

    b. Birds

    c. Dog

    d. Fish

8.

What is the picture above?

    a. Venus

    b. Pluto

    c. Neptunus

    d. Jupiter

9.

What is the picture above?

    a. Bicycle

    b. Boat

    c. Aircraft

    d. Bus

10. Which does animal that has four leg below?

    a. Chicken

    b. Cow ✓

    c. Horse

    d. Goat

II There are five the professions , translate them into English based on the pictures ,Veterinarian, Sailor, Chef, Pilot, Air hostess.

1.

(Veterinarian) ✓

2.

(Sailor) ✓

3.

(Chef) ✓

4.

(Pilot) ✓

5.

(Air hostess) ✓

III. There are Seven words describing thing in the class either, vertically, horizontal, and diagnoally. Find them, then rewrite the words and their meaning beside the words square!

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

1) windows ✓
2) walpaper ✓
3) ruler ✓
4) oven ✓
5) Book
6) meseu
7) clothes ✓

XLII

Appendix 4. The List of Vocabularies

Transportations (Transportasi)

1.	2.	3.	4.
Motorcycle (Motor)	Bicycle (Sepeda)	Ship (Kapal)	Aircraft (Pesawat)
5.	6.	7.	8.
Car (Mobil)	Boat (Perahu)	Bus (Bus)	Train (Kereta Api)
9.	10.	11.	
Helicopter (Helikopter)	Tricycle (Becak)	Carriage (Delman)	

Professions (Pekerjaan)

1.	2.	3.	4.
Teacher (Guru)	Police (Polisi)	Doctor (Dokter)	Sailor (Pelaut)

5.

Pilot

(Pilot)

6.

Chef

(Koki)

7.

Nurse

(Perawat)

8.

Photographers

(Fotografer)

9.

Air Hostess

(Pramugari)

10.

Army

(Tentara)

11.

Farmer

(Petani)

12.

Tailor

(Penjahit)

Object (Benda)

1.

Window

(Jendela)

2.

Whiteboard

(Papan Tulis)

3.

Table

(Meja)

4.

Chair

(Kursi)

5.

Cupboard

(Lemari)

6.

Refrigerator

(Kulkas)

7.

Fan

(Kipas Angin)

8.

Television

(Televisi)

9.

Glass

(Gelas)

10.

Plate

(Piring)

11.

Broom

(Sapu)

12.

Floor Mop

(Pel Lantai)

13.

Book

(Book)

14.

Ruler

(Penggaris)

15.

Scissors

(Gunting)

16.
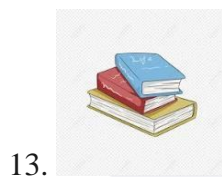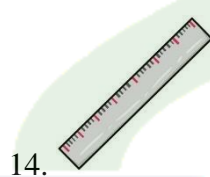
Spoon

(Sendok)

Animals (Binatang/Hewan)

1.

Monkey

(Monyet)

2.

Butterfly

(Kupu-Kupu)

3.

Lion

(Singa)

4.

Tiger

(Harimau)

5.

Cat

(Kucing)

6.

Dog

(Anjing)

7.

Cow

(Sapi)

8.
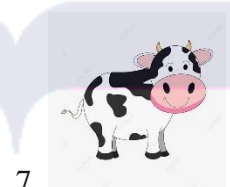
Goat

(Kambing)
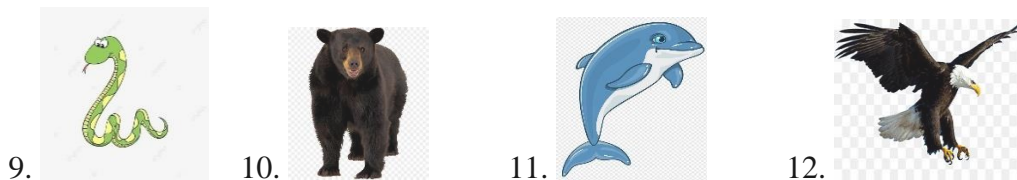
9. Snake
(Ular)

10. Bear
(Beruang)

11. Dolphins
(Lumba-Lumba)

12. Hawk
(Elang)

13. Giraffe
(Jerapah)

14. Bird
(Burung)

15. Grasshopper
(Belalang)

16. Bee
(Lebah)

Planet (Planet)
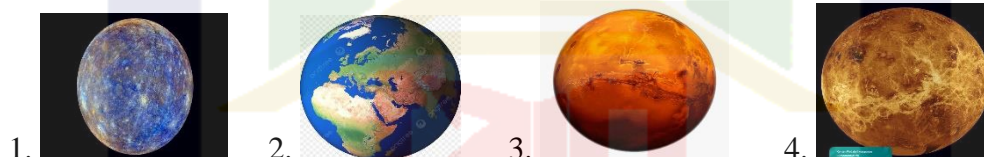
1. Mercury
(Merkurius)

2. Earth
(Bumi)

3. Mars
(Mars)

4. Venus
(Venus)

5. Jupiter
(Jupiter)

6. Saturn
(Saturnus)

7. Uranus
(Uranus)

8. Neptune
(Neptunus)

Fruit (Buah)

1. Banana
(Pisang)

2. Watermelon
(Semangka)

3. Mango
(Mangga)

4. Apple
(Apel)

5. Grape
(Anggur)

6. Avocado
(Alpukat)

7. Orange
(Jeruk)

8. Guava
(Jambu)

9. Strawberry
(Stoberi)

10. Pineapple
(Nanas)

11. Dragon Fruit
(Buah Naga)

12. Lychee
(Leci)

13. Melon
(Melon)

14. Papaya
(Pepaya)

15. Coconut
(Kelapa)

16. Durian
(Durian)

17. Longan
(Kelengkeng)

18. Blueberry
(Beri Biru)

19. Blackberry
(Beri Hitam)

20. Ambarella
(Kedondong)

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

No	Students	Pre-test of the students (X_1)		X^2	Classification
		Max Score	Score X_1		
1	AFN	100	80	6400	Good
2	AFR	100	25	625	Very poor
3	AFZ	100	30	900	Very poor
4	AFL	100	55	3025	Poor
5	AP	100	80	6400	Good
6	ANA	100	95	9025	Excellent
7	IK	100	35	1225	Very poor
8	ASR	100	80	6400	Good
9	DNI	100	90	8100	Excellent
10	FT	100	45	2025	Poor
11	FF	100	60	3600	Fair
12	HD	100	25	625	Very poor
13	HR	100	85	7225	Good
14	MH	100	25	625	Very poor
15	MK	100	35	1225	Very poor
16	MB	100	85	7225	Good
17	MF	100	50	2500	Poor
18	MI	100	50	2500	Poor
19	MLS	100	55	3025	Poor
20	MS	100	85	7225	Good
21	MFL	100	35	1225	Very poor
22	NAR	100	45	2025	Poor
23	NAS	100	95	9025	Excellent
24	NR	100	95	9025	Excellent
25	PW	100	50	2500	Poor
26	PA	100	95	9025	Excellent
27	RA	100	55	3025	Poor
28	SS	100	95	9025	Excellent
29	SB	100	45	2025	Poor
30	SMA	100	95	9025	Excellent
31	SW	100	50	2500	Poor
32	SMH	100	80	6400	Good
33	SH	100	80	6400	Good

34	MFU	100	90	8100	Excellent
Total			$\sum X_1 = 2175$	$\sum X^2 = 159225$	

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

$$X = \frac{2175}{34}$$

$$X = 63{,}97$$

The mean score of the pre-test was 63,97

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

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

$$SD = \sqrt{\frac{159225 - \frac{(2175)^2}{34}}{34-1}}$$

$$SD = \sqrt{\frac{159225 - \frac{4730625}{34}}{34-1}}$$

$$SD = \sqrt{\frac{159225 - 13913{,}7}{34-1}}$$

$$SD = \sqrt{\frac{159225 - 13913{,}7}{33}}$$

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$$SD = \sqrt{\frac{14531,2}{33}}$$

$$SD = \sqrt{440,3}$$

$$SD = 20,97$$

So the result of the standard deviation of the pre-test was 20,97

No	Students	Pre-test of the students (X_1)		X^2	Classification
		Max Score	Score X_1		
1	AFN	100	95	9025	Excellent
2	AFR	100	70	4900	Fair
3	AFZ	100	70	4900	Fair
4	AFL	100	75	5625	Good
5	AP	100	85	7225	Good
6	ANA	100	95	9025	Excellent
7	IK	100	70	4900	Fair
8	ASR	100	90	8100	Excellent
9	DNI	100	95	8100	Excellent
10	FT	100	75	5625	Fair
11	FF	100	80	6400	Fair
12	HD	100	80	6400	Fair
13	HR	100	90	8100	Excellent
14	MH	100	75	5625	Good
15	MK	100	75	5625	Good
16	MB	100	90	8100	Excellent
17	MF	100	75	5625	Good
18	MI	100	85	7225	Good
19	MLS	100	75	5625	Good
20	MS	100	90	8100	Excellent
21	MFL	100	70	5625	Fair
22	NAR	100	80	7225	Good

L

23	NAS	100	95	9025	Excellent
24	NR	100	100	10000	Excellent
25	PW	100	90	8100	Excellent
26	PA	100	95	9025	Excellent
27	RA	100	75	5625	Good
28	SS	100	95	9025	Excellent
29	SB	100	75	5625	Good
30	SMA	100	95	9025	Excellent
31	SW	100	90	8100	Excellent
32	SMH	100	95	9025	Excellent
33	SH	100	95	9025	Excellent
34	MFU	100	95	9025	Excellent
Total			$\sum X_1 = 2880$	$\sum X^2 = 247100$	

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

$$X = \frac{2880}{34}$$

$$X = 84,70$$

The mean score of the post-test was 84,70

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

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

$$SD = \sqrt{\frac{247100 - \frac{(2880)^2}{34}}{34-1}}$$

$$SD = \sqrt{\frac{247100 - \frac{8294400}{34}}{34 - 1}}$$

$$SD = \sqrt{\frac{247100 - 243952,9}{34 - 1}}$$

$$SD = \sqrt{\frac{247100 - 3148,0}{33}}$$

$$SD = \sqrt{\frac{24395,2}{33}}$$

$$SD = \sqrt{739,2}$$

$$SD = 27,18$$

So the result of the standard deviation of the pre-test was 27,18

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

No	X_1	$(X_1)^2$	X_2	$(X_2)^2$	$D(X_2-X_1)$	$(X_2-X_1)^2$
1	80	6400	95	9025	15	225
2	25	625	70	4900	45	2025
3	30	900	70	4900	40	1600
4	55	3025	75	5625	20	400
5	80	6400	85	7225	5	25
6	95	9025	95	9025	0	0
7	35	1225	70	4900	35	1225
8	80	6400	90	8100	10	100
9	90	8100	95	9025	5	25
10	45	2025	75	5625	30	900

11	60	3600	80	6400	20	400
12	25	625	80	6400	55	3025
13	85	7225	90	8100	5	25
14	25	625	75	5625	50	2500
15	35	1225	75	5625	40	1600
16	85	7225	90	8100	5	25
17	50	2500	75	5625	25	625
18	50	2500	85	7225	55	3025
19	55	3025	75	5625	20	400
20	85	7225	90	8100	5	25
21	35	1225	70	4900	35	1225
22	45	2025	80	6400	35	1225
23	95	9025	95	9025	0	0
24	95	9025	100	10000	5	25
25	50	2500	90	8100	40	1600
26	95	9025	95	9025	0	0
27	55	3025	75	5625	20	400
28	95	9025	95	9025	0	0
29	45	2025	75	5625	30	900
30	95	9025	95	9025	0	0
31	50	2500	90	8100	40	1600
32	80	6400	95	9025	15	225
33	80	6400	95	9025	15	225
34	90	8100	95	9025	5	25
Total	**2175**	**159225**	**2880**	**247100**	**725**	**25625**

To find out $\bar{D}$ used the formula:

$$\bar{D} = \frac{\sum D}{N} = \frac{725}{34} = 21,3$$

The calculation of the t-test value

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

$$t = \frac{21.3}{\sqrt{\dfrac{25625 - \dfrac{725^2}{34}}{34(34-1)}}}$$

$$t = \frac{21,3}{\sqrt{\dfrac{25625 - \dfrac{525625}{34}}{34(33)}}}$$

$$t = \frac{21,3}{\sqrt{\dfrac{25625 - 15459,5}{1122}}}$$

$$t = \frac{21,3}{\sqrt{\dfrac{1016,6}{1122}}}$$

$$t = \frac{21,3}{\sqrt{9,05}}$$

$$t = \frac{21,3}{3,08}$$

$$t = 6,91$$

So, the reseult of the t-test value was 6,91

Appendix 6. Distribution of T-Table

Titik Persentase Distribusi t (df = 1 – 40)

Pr df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

Appendix 7. Recommendation Letter From IAIN Parepare

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 Telp 0421 21307 Fax 24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor   : B. 1770/In.39/FTAR.01/PP.00.9/05/2023   03 Mei 2023
Lampiran : 1 Bundel Proposal Penelitian
H a l   : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Pinrang
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,
       Kab. Pinrang

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: Nur Anisa
Tempat/Tgl. Lahir	: Bacukiki, 31 Agustus 2000
NIM	: 18.1300.038
Fakultas / Program Studi	: Tarbiyah/ Pendidikan Bahasa Inggris
Semester	: X (Sepuluh)
Alamat	: Dusun Bulisu, Desa Kassa, Kec. Batulappa, Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kab. Pinrang dalam rangka penyusunan skripsi yang berjudul "Improving Students Vocabulary By Using Word Square Game At The Eight Grade Of MTs DDI Bilajeng Kab. Pinrang". Pelaksanaan penelitian ini direncanakan pada bulan Mei sampai bulan Juni Tahun 2023.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Dekan

Dr. Zulfah, M.Pd.
NIP 19830420 200801 2 010

Tembusan:
1   Rektor IAIN Parepare
2   Dekan Fakultas Tarbiyah

Appendix 8. Recommendation Letter from Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Pemerintah Kabupaten Pinrang

Appendix 9. Documentation

Appendix 10. Letter of Research Completing

MADRASAH TSANAWIYAH DDI BILAJENG
STATUS TERAKREDITASI
KELURAHAN KASSA
KECAMATAN BATULAPPA
Alamat: Bilajeng, Kel.Kassa, Kec.Batulappa, Kab.Pinrang 91253

<u>SURAT KETERANGAN</u>
NO: 021/MTs.21.01.06/ SKP/05/2023

Yang Bertanda tangan dibawah ini:

Nama	:	**KAMARUDDIN, S.Pd.I., M.Pd.I**
Nip	:	19661219200501 1 001
Pangkat/Gol	:	Pembina/IV.A
Jabatan	:	Kepala Madrasah MTs DDI Bilajeng
Instansi	:	MTs DDI Bilajeng

Menerangkan Bahwa:

Nama	:	**Nur Anisa**
Jurusan	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah
Universitas/Lembaga	:	Institut Agama Islam Negeri (IAIN) parepare
Alamat	:	Bacukiki, Kel.Kassa, Kec. Batulappa Kab.Pinrang

Yang tersebut namanya di atas benar telah melakukan penelitian/wawancara dengan judul penelitian **"IMPROVING STUDENTS' VOCABULARY BY USING WORD SQUARE GAME AT THE EIGHT GRADE OF MTs DDI BILAJENG KAB. PINRANG"** yang dilaksanakan mulai pada tanggal 10 Mei s.d 22 Mei 2023 pada MTs DDI Bilajeng.

Demikian Surat Keterangan ini kami buat untuk dipergunakan sebagaimana mestinya.

Bilajeng, 22 Mei 2023

Kepala Madrasah MTs DDI Bilajeng

KAMARUDDIN, S.Pd.I., M.Pd.I
Nip.19661219200501 1 001

LIX

Appendix 11. Curriculum Vitae

CURRICULUM VITAE

NUR ANISA, the writer was born on August 31[th,] 2000 in Bacukiki, South Sulawesi. She is the First child of two children in her family, her father's name is Rusli and her mother's name is Murni. She has 1 sisters. Her education background, she began her study in 2006 at SDN Inpres Bacukiki, and graduated in 2012,while at the same years she study at MTs DDI Bilajeng Kab. Pinrang and graduated in 2015. Then she continued her study at SMKN 6 Pinrang and graduated in 2018. After graduated, she decided to continue her study at State Islamic Institute (IAIN) Parepare. She took Tarbiyah Faculty and focussing on English Education Course. The writer did her Kuliah Pengabdian Masyarakat at Kecamatan Batulappa Kabupaten Pinrang in 2021 while doing Practicum Teaching (PPL) at SMKN 8 Pinrang. The writer completed her final with the title of thesis of *"Improving Students' Vocabulary by Using Word Square Game at the Eighth Grade of MTs DDI Bilajeng, Kab. Pinrang."*