

## **ARTICLE**

# **THE INFLUENCE OF WORD SQUARE GAME ON STUDENT'S VOCABULARY MASTERY OF THE EIGHT GRADE AT MTS AL- IKHLASH BLABAK KANDAT KEDIRI ACADEMIC YEAR 2016 / 2017**



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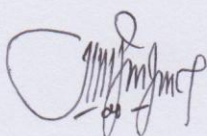
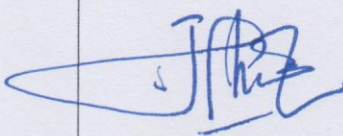
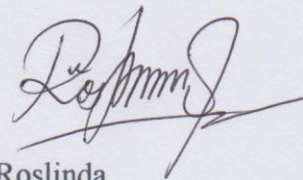
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# THE INFLUENCE OF WORD SQUARE GAME ON STUDENT'S VOCABULARY MASTERY OF THE EIGHT GRADE AT MTS AL- IKHLASH BLABAK KANDAT KEDIRI ACADEMIC YEAR 2016 / 2017

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## ABSTRACT:

The present research aims at investigating the influence of word square game on students' vocabulary mastery the eighth grade. The method used in this research was quantitative research. Experimental design was carried out in the implementation of the method. The subject of the research was the eighth grade MTs Al-Ikhlash Blabak Kandat Kediri consist of 10 males and 8 females. The researcher used test as the instrument to collect the data, the test consist 25 question with the theme physical appereance. After collecting the data, the next step was analyzing them by using t-test to find the influence of word square game on students' vocabulary mastery. The conclusion showed that the students' vocabulary mastery increas after being taught using word square game. It was proven by the mean after being taught using word square game (67,1) was higher than the mean score before being taught using word square game(35,4) it means that the ( $H_a$ ) is accepted and ( $H_o$ ) is rejected. From finding above, it can be said that there was any influence of word square game on students' vocabulary mastery.

**KEY WORDS:** Word square game, Vocabulary

## I. INTRODUCTION

Vocabulary is one of the language aspects. The students cannot read, speak, listen, and write without understanding the meaning of words. But, by teaching vocabulary first, the students are easily able to read, understand and memorize vocabulary more quickly because this is a

very effective way. Nunan (2006: 121) states : "Vocabulary is the collection of word that an individual knows". It means that every student who wants to study about English must have more words in English to help students. Words which are known and collected by someone are called vocabulary. A good vocabulary can help the students to master other



competences. However, in the years during which students develop as readers and writers, there is an increasingly high relationship among all four aspects of vocabulary—listening, speaking, reading, and writing.

Vocabulary is one of the most important language component than grammar, vocabulary is the key to students understanding what they hear and read in school and to communicating successfully with other people. Vocabulary can help the students to understand the meaning of speakers say, vocabulary make the student easy to speak fluently, and vocabulary makes te students easy to catch content of the text, and also in writing vocab everyone can express their idea.

The goal of teaching vocabulary to the students is as the bridge between word-level process of phonics and the cognitive process of comprehension. Once students have become proficient at the decoding task, however, a shift occur. In the vocabulary of text. Thornbury ( 2002:13) said that “We can say very little with grammar but you can say almost anything with words!”. For this reason it is to build up quickly a large store of words. Research studies have shown the strong links between having an extensive vocabulary and achieving school success.

In learning a foreign language, many students have problems with vocabulary. First problem is the student are very difficult to remember new word of English. Most of students are still unable to master vocabularies. The second is related to the students’ inability to use the vocabulary in conversation. For example, while the teacher is speaking English in the class, the students don’t understand, the teacher combines it with Indonesian language so that they can understand. The third is student’s limited vocabulary can be a problem for the teacher in that school. Whenever the teacher uses vocabulary either in spoken or written form, automatically the teacher will be difficult to teach them. And if the teacher gives them some texts they translate it one by one. It will waste the time and make teacher can’t achieve the targer curriculum. In the Junior High School, English is not the new something for students. Many students find difficulty to enrich their vocabulary or to memorize that new word given by teacher. Using the memorize method, teacher usually asks students to memorize new word. On the other hand, memorizing word is not interesting and attractive to students because it can make them bored and less motivated to learn. Meanwhile currently there are several alternative methods of teaching vocabulary

that are considered more attractive to students and are expected to provide better results. Teacher must have creativity in teaching and learning process with creates the interesting of teaching media in their classroom activities. Some media can be used in some activities in teaching vocabulary are flash card, poster, picture, card, stick figure, song, dialogue and game. For this research the writer uses game as a media in improving students' vocabulary. Games are seen as merely time-fillers and their potential for real learning is not recognized. For this research the writer uses game, and the game that is used by the writer is Wordsquare game.

Word square game is a set of word game arranged in a square such that they read same horizontally, vertically, or diagonally. Word Square is cooperative model where students study individually or in group checking their understanding by answering some question in Word Square game. According to Widodo (2009: 1) Word Square is a model for studying who applies by compared skill to answer some question and focus to match the answer to the answer box. Wordsquare game given to give the new atmosphere for students. Word Square game can make teaching English especially in improving vocabulary to be more Using of Word

Square game can make the students to be active because this game is always followed by discussion or teacher' explanation. Besides, it can make the students be independent because they are asked to be discipline with their task, can more understanding about material because they can remember and understand the teacher' concept easily, and can give motivate for students to study more. This model is not to make student difficult to study but it has purpose to force students to think effectively. It also depends on the teachers how to create a good way to attract students so that they can have a critical vision and careful decision. The researcher believes this game will be effective because a lot of research that show better result in the same research.

In previous study in thesis that conducted ( Yulianti et. all: 2013) The Using of Word Square Model for Increasing English Vocabulary in the Fourth Grade Students State Elementary School model. Word Square can improve English vocabulary Elementary School fourth grade students Mangunranan the academic year 2012/2013.

Based on the statement above advantages of word square game, this research was conducted to know whether there is any significant difference in the students' mastery of vocabulary between

before and after being taught by using word square game in eighth grade, first semester of Islamic Junior High School Al-Ikhlash Blabak Kandat Kediri.

## **II. RESEARCH METHOD**

The method that is used in this research is quantitative research. According to Ary (2010:22) quantitative research uses objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses. It means that this research uses a statistical formula for analyzing the data. This research will be used experimental research with the one group pre-test and post-test design to get the data. Ary (2010: 265) stated that an experiment is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s). It means that in this research, the writer would like to know the influence of using word square game on students' vocabulary master. The present researcher will give pre-test to student, then researcher will give them treatment using word square game. After treatment is given, researcher will give the student post-test. The pre-test and post-test were given to take the score of the students'

vocabulary mastery before and after being taught by using word square game. The subject of this research is the eighth grade students of MTs Al-Ikhlash Blabak Kandat Kediri. Which consists of 18 students' of MTs Al Ikhlash Blabak Kandat Kediri Kediri.

To get answer of the study it is important to prepare the equipment that can be used to get the data. In this research, the researcher uses vocabulary test. The researcher uses multiple choice in pre test and post test .The vocabulary test consists of 25 question with the theme physical appearance. The question such us, WH-question, vocabulary on meaning, adjective, synonym, antonym and word recognition.

After getting the data from the score of pre-test and post-test, the data were computed by using t-test to find out if there is influence of word square game on students' vocabulary mastery.

## **III. RESULT AND CONCLUSION**

### **A. RESULT**

Findings show that teaching vocabulary significant increase. It can be seen by comparing the result of pre-test and post-test. The total score of pre-test is 637 and the mean of it was 35,4. The students who did not pass from test consists of 18 students and students who

pass from the test consists of 0 students . So, it can be known that teaching vocabulary at the eighth grade students of MTs Blabak Kandat Kediri before being taught by using word square game is low. While the result of post-test was the total score was 1208. The mean of post-test was 67,1. Students who did not pass from the test consists of 12 students, and there were 6 students who passed the test. . The researcher takes conclusion that the process of treatment is successful.

Based on the scores of pre-test and post-test above, it means that the students' score is increase after they were taught by using word square game. There are some students who still got unsatisfying score. However, mostly the students got satisfying score. The total scores of D (difference score between pre-test and post-test) is 572. While the total scores of  $D^2$  is 1969. It can be concluded that the result of post-test is higher than the result of pre-test. After comparing the result of pre-test and post-test, the researcher analyzed the data to know the level of significance of the score by using t-test formula. . It is used to measure how far is the influence of word square game students' vocabulary mastery to the eighth grade students of MTs Al Ikhlas Blabak Kandat Kediri who had unsatisfying score before. From testing

hypothesis, the computation of t-test was compared to T-table. If T-score was higher than t-table, the Null hypothesis ( $H_0$ ) was rejected and the Alternative Hypothesis ( $H_a$ ) was accepted. From the result of the data analysis mentioned, the researcher found t-score was 14,362 at the degree of freedom of 17, t-table was 2,898 at the level of significance of 5% and 2,110 at the level of significance of 1%.

Furthermore, Word square game gave significant effect to the students' vocabulary mastery can be seen from the table statistical computation of using t-test bellow.

**Table 4.10**

**The statistical computation of using T-test**

Db	T-score	1%	5%	Alternative Hypothesis ( $H_a$ )	Null Hypothesis
17	14,362	2,110	2,898	Accepted	Rejected

So, it means that t-score (14,362) > t-table at degree of significance 5% and 1% it means that t-observed was significance. So, the Null hypothesis ( $H_0$ ) was accepted. It can be conclude the Word Square Game can give significance effect in teaching vocabulary at MTs Al-Ikhlas Blabak Kandat Kediri.

It is in line with Yulianti's et al study (2013) entitled "The Using of Word Square Model for Increasing English Vocabulary in the Fourth Grade Students

State Elementary School". This research is a class action research with three cycle. from the table 1.1 it could be seen that cycle I 37,49% students who pass the test, cycle II 52,77% students who pass the test and the last cycle become 81,95% students pass the test. The word square game gives an effect in every cycle. The finding showed that the hypothesis of alternative ( $H_a$ ) is accepted. It means that by using Word Square Method in teaching vocabulary

## B. CONCLUSION

Learning English is including learning about elements of language such as grammar, vocabulary, spelling, pronunciation etc, and also the four language skills, such as listening, speaking, reading and writing. The mastery of language component will support the mastery of language skill, especially vocabulary. Vocabulary is something that should be mastered by all those who learn a new language in order to communicate well in oral and written, and in the present study are in English vocabulary. Because of it, method is very important to teach vocabulary. It is needed in order that the students feel enjoy and easy to understand the material during teaching learning process. One of the best games is

Word Square Game. Word square is one kind of game that can be used in teaching vocabulary. By using word square the students' vocabulary mastery will be better because word square gives a new atmosphere in classroom. So the students not only memorize to learn vocabulary. This game also good to give a new challenge to the students in doing the task. By given a task in a form of word square the students will feel challenged to finish the task as fast as possible. To do this kind of game the students must be careful to find the word between so many words inside the box. Students not only must be careful but also they have to know the spelling of the words. So that the researcher concludes that word square has impact in student's vocabulary mastery especially in eight grade students of MTs Al-Ikhlash Blabak in academic year 2016/2017.

From the result, the use of Word Square Game in teaching vocabulary mastery, it was proved by the obtained score of t-test. The test showed that t-test score 14,362 was higher than t-table 2,898. It means that  $H_a$  was accepted and  $H_o$  was rejected.



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