

**USING WORD SQUARE TECHNIQUE TO IMPROVE STUDENTS'
VOCABULARY MASTERY TO THE EIGHTH GRADE STUDENTS OF SMP
METHODIST 1 PALEMBANG**

A Thesis by

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English Education Study Program



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF TRIDINANTI PALEMBANG**

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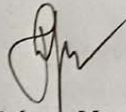
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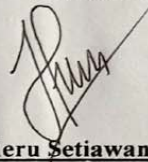
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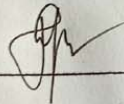
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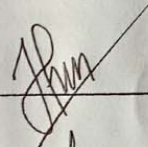
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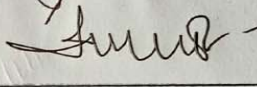
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DEDICATION

With gratitude, faithfully, and love this thesis is dedicated to:

1. Thanks to Jesus Christ, the savior of the world for all blessings, loves and healthies me so that this thesis could be completed.
2. My beloved parents, S. Sianturi and T. Samosir who always pray, finance motivation and, support me to all the time.
3. My sisters Gita Gianra Sianturi and Agustina Sianturi always give spirit for me.
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MOTTO

“ You have been kind to me, and Your grace has been with me, and Your care has kept my spirit safe”

Job 10 : 12

SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi saya yang berjudul “ **Using Word Square Technique to Improve Students’ Vocabulary Mastery to the Eighth Grade Students of SMP Methodist 1 Palembang**” dengan sebenarnya bahwa seluruh data, informasi, interpretasi serta pernyataan dalam pembahasan dan kesimpulan yang di sajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya merupakan hasil pengamatan, penelitian, pengelolaan serta pemikiran saya dengan pengarahan dari pembimbing yang ditetapkan.

Apabila ternyata naskah skripsi ini dapat dibuktikan terdapat unsur-unsur jiplakan, saya bersedia skripsi ini digugurkan dan gelar akademik yang saya peroleh (S-1) dibatalkan, serta diperotot sesuai dengan peraturan perundang-undangan yang berlaku (UU) No. 20 Tahun 2003, pasal 25 ayat 2 dan 70.

Palembang, Oktober 2021

Mahasiswa



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This thesis is submitted to fulfill one the requirements to accomplish S1 degree of Faculty of Teacher Training Education, English Study Program at Tridinanti University Palembang.

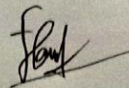
In finishing this thesis, the writer would like to give grateful thanks to people who had helped, guided, supported, and suggested in process of writing of the thesis, they are:

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Finally, the writer realizes that this thesis is still have errors in writing this thesis. Therefore, It would be a pleasure to give comments and suggestions from the readers to made be a better research paper in the future. The writer hopes this thesis is useful to readers and could be as a reference to other researcher for the next thesis.

Palembang, October 2021

The writer,



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ABSTRACT

Word Square technique is one of the learning models to practice the students' critical thinking in which the students find some words in the box randomly to answer some questions related the learning material. The objective of this study to find out whether or not there was any significant difference on vocabulary mastery between students who were taught by using Word Square technique and those who were not. This study used quasi experimental design using two groups. The population of this study was the eighth grade students of SMP Methodist 1 Palembang. There were 43 students chosen as the sample. Each class consisted of 21 students from VIII.A as experimental group and 22 students from VIII.B as control group. The researcher used pretest and posttest as the instrument in collecting the data. The researcher used paired sample t-test to compare the pretest and posttest result in experimental group. The result revealed that the significance (2-tailed) was 0.000, which is lower than alpha value 0.05, then t-obtained value = 5.340 was higher than t-table 2.086. It means that that H_{01} (null hypothesis) was rejected and H_{a1} (alternative hypothesis) was accepted. In conclusion, the use of Word Square technique was effective to improve students' vocabulary mastery at the eighth grade students of SMP Methodist 1 Palembang. The data was analyzed by using independent sample t-test. The result showed that t-obtained 3.121 was higher than t-table 2.020 with degree of freedom (df=41) and the significant 2-tailed was 0.003. It is claimed that the null hypothesis (H_{02}) was rejected and the alternative hypothesis (H_{a2}) was accepted. Therefore, there was a significant difference on vocabulary mastery between the students who were taught by using Word Square technique and those who were not.

Keywords: *Word Square Technique, Vocabulary Mastery*

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CHAPTER I

INTRODUCTION

This chapter discusses (1) background of study, (2) problem of study, (3) objectives of the study, and (4) significances of the study.

1.1 Background of Study

Language is defined as an interaction tool to convey thoughts, feelings, and ideas that have a particular meaning to get the response to be achieved between speaker and listener. Therefore, language is an important thing to build a good communication with others. Without a language, it is hard to imagine how people can interact and cooperate each others. There are many kinds of language in the world, one of them is English which is used as a global communication in various country.

Crystal (2000, p. 208) states that English is an international language and keys to attain the development goals to face global competition era. English becomes an important language that is used to communicate among people in daily transactions. These reasons cause many countries including Indonesia to take part in enhancing of English Language Teaching. In order to face the development of English, Indonesia takes English as a compulsory subject in the school curriculum.

In learning English as a foreign language, the students should learn the language skills (listening, speaking, reading, and writing) particularly in order to guide them to be able to use English communicatively. All these skills require students'

vocabulary mastery, therefore the acquisition of vocabulary would help people in gaining, understanding, and also enhancing the process of knowledge able transferred for a better life.

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 communicate successfully with other people. Thornbury (2002, p. 13) also explains that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. In other words, the first thing that has to be mastered by language learners in learning language is vocabulary especially to master skills in English. It is necessary in the sense that words are the basic building blocks of language, the unit of meaning from which larger structures such as sentences, paragraphs and whole texts are formed.

In learning a foreign language, vocabulary still be a problem for students in Indonesia. Many students have problems with vocabulary that can affect the students to master four skills in English. According to Ivona (2005), the lack of vocabulary knowledge could be one of factors that contributes to the low level of proficiency gained by Indonesian students. This factor may be part of the consequences of how vocabulary is handled in teaching and learning process.

There are some problems in mastering vocabulary for students. First, the students did not know the words, spelling, and meaning when they learned the English language in the classroom. Second, students only thought of vocabulary learning as knowing the primary meaning of new words. Therefore, they ignored all other

functions of the words. Third, students only acquired new vocabulary through new words in their textbooks or when given by teachers during classroom lessons. Fourth, many students did not want to take some risks in applying what they had learnt. Students might recognize a word in a written or spoken form and thought that they had already know "the word", but they might not be able to use that word properly in different contexts or pronounce it correctly (Huyen and Nga, 2003, p. 50).

Based on the researcher's interview in November 2020 with an English teacher at Junior High School of Methodist 1 Palembang, the researcher found that the eighth grade students had lack of vocabulary mastery. It could be proven from some of the students had unsuccessful score criteria which they only got the average score was 65. The students was still low to understand the meaning of words, it was caused by the students did not have a lot of vocabularies and most of them suppose that learning English was a difficult subject. Applying to the method, strategy or technique could be overcome the difficulties to learn vocabulary.

Therefore, the researcher used one of ways to learn English especially in vocabulary that was Word Square technique which it as an alternative way to improve students' vocabulary mastery. According to Philips (2001), Word Square is a word game that letters or a word in a grid that usually has a rectangular or square shape. The objectives of the game are to find and mark all of the words hidden in the grid. The words could be placed horizontally, vertically and diagonally. They could be written from right to left or bottom to top as well.

Word Square technique could make the students be active because this technique could help the students to be independent, they were asked to be discipline with their tasks to understand about the materials. This model is not to make the students be difficult to study but it has purpose to force the students to think effectively.

Goumas (2019) explained in his research entitled "Implementation Word Square Game to Teach Vocabulary in Learning Language at Bryant Junior High School Miniepolis". His result research showed that Word Square facilitates the students to learn vocabulary as a foreign language, therefore Word Square is suitable technique to increase the students' vocabulary mastery. While, Krisnawati (2017) in her research entitled "Improving Students' English Vocabulary with Word Square Method at SMP 1 N Karangobar". The result showed that the use of Word Square can attract the students to learn English vocabulary.

Thus, based on the explanation above, the researcher was interested in conducting the research entitled "Using Word Square Technique to Improve Students' Vocabulary Mastery to the Eighth Grade Students of SMP Methodist 1 Palembang".

1.2 Problem of the Study

1.2.1 Limitation of Problem

The limitation problem of this study focused on the teaching of vocabulary mastery. Futhermore, the lack of students' vocabulary mastery was the problem at this moment of the eighth grade students of SMP Methodist 1 Palembang. Thus, Word Square technique applied to improve the students' vocabulary mastery.

1.2.2 Formulation of the Problems

Based on the statement above, the problems of the study were formulated in the following questions:

1. Was it effective to use Word Square technique to improve students' vocabulary mastery to the eighth grade students of SMP Methodist 1 Palembang?
2. Was there any significant difference on vocabulary mastery between students who were taught by using Word Square technique and those who were not?

1.3 Objectives of the Study

Based on the problems above, the objectives of the study were as follows:

1. To find out whether or not it was effective to use Word Square technique to improve students' vocabulary mastery to the eighth grade students of SMP Methodist 1 Palembang.
2. To find out whether or not there was any significant difference on vocabulary mastery between students who were taught by using Word Square technique and those who were not.

1.4 Significances of the Study

1. For Other Researchers

The result of this study is expected to enrich knowledge and experience of the researcher in English teaching vocabulary. In addition, it help other researcher who will conduct similiar research as a suitable reference for the English language teaching.

2. For the Teachers

This study is expected to inspire the teachers to apply various techniques in teaching English vocabulary as one of the ways to improve the students' vocabulary by using Word Square technique. This technique makes learning activity be more interesting and it can help the teachers in increasing their ability in vocabulary.

3. For the Students

The researcher expects this study can help the students to enrich their English vocabulary mastery. Moreover, the use of Word Square technique made the students easier to understand English material and also practice their ability to learn vocabulary well.

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