# THE EFFECT OF WORD SQUARE GAME TOWARDS STUDENTS' VOCABULARY ACHIEVEMENT TO THE EIGHT GRADE STUDENTS OF SMPN 15 TEGAL

(An Experimental Research for Grade VIII at SMP Negeri 15 Tegal
in Academic Year 2023/2024)

**Research Project**

**Submitted as Partial Fulfilments of the Requirement for the Degree of**
***Sarjana Pendidikan* in English Education**

**By**
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# APPROVAL

This Research Project entitled "**The Effect of Word Square Game towards Students' Vocabulary Achievement to the Eight Grade Students of SMPN 15 Tegal** (An Experimental Research At SMP Negeri 15 Tegal In Academic Year 2023/2024)"

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# STATEMENT OF ORIGINALITY

I state that my research project entitled "**The Effect of Word Square Game towards Students' Vocabulary Achievement to the Eight Grade Students of SMPN 15 Tegal**" is definitely my own work.

In this research project, I have avoided plagiarism and citations that are incompatible with the scientific community's prevailing ethical standards.

I am completely responsible for the originality of the content of this Research Project. Others' opinion or findings included in this Research Project are quoted or cited adjusted to the ethical standard.

Tegal, February 19th, 2025

The Writer

Nikmatul Indar Abadiah

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# PREFACE

Assalamu'alaikum Wr.Wb

Alhamdulillah, praise to be Allah, the Beneficent and Merciful who gives deepest sense of gratitude and a life full of happiness. Because of His generosity, the writer completed this challenging study well. And also for the last prophet Muhammad SAW, then greatest teacher of great teacher.

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We acknowledge that there are a number of problems with this research project. In order for this research project to ultimately benefit the field of education and application in the field and be further developed, the writer hopes for suggestions and criticisms for the sake of perfection and improvement.

Tegal, February 19th, 2025

The writer

# MOTTO AND DEDICATION

## MOTTO

"Just keep swimming, just keep swimming." – Finding Dori

### DEDICATION

This final project is dedicated to:

- ➢ Allah SWT for the reason that I'm here

- ➢ My beloved mother Sri Maryari

- ➢ All teacher and lecturers who ever taught me

- ➢ All relatives and friends who supported me

# ABSTRACT

**ABADIAH, NIKMATUL INDAR. 2025. 1618500049.** *The Effect of Word Square Game towards Students' Vocabulary Achievement to the Eight Grade Students of SMPN 15 Tegal.* Research Project. Strata 1 Program, Faculty of Teacher Training and Education, Universitas Pancasakti Tegal. The first Advisor is Yulia Nur Ekawati and the second Advisor is Fajar Prihatini.

Keyword: *Word Square Game, Vocabulary Mastery*

Vocabulary is one of the elements in language. In English there are four skills, listening, speaking, reading, and writing. In mastering English, the basic thing that students have to learn and understand is vocabulary, because the mastery of vocabulary influence to another skills in English. The objective of this research was to find out whether the Word Square Game has a positive effect on students' vocabulary achievement in eighth grade of SMPN 15 Tegal in the academic year of 2023/2024, and to explain the significant difference between learning vocabulary using Word Square Game and not using Word Square Game.

This research used true-experimental design, with two-group design with pre-test and post- test. The pre-test was given before treatment to know their prior vocabulary, while the post-test was given after treatment to know their vocabulary after getting treatment. The population of this research was the eight grade of second year of SMPN 15 Kota Tegal. The writer chose class 8B which contains 32 students as the experimental class whom are taught by Word Square Game and class 8A which contains 32 students as control class who are taught by using conventional technique.

The writer calculates Sig. (2-tailed) of paired sample T-test on experimental group to measure whether or not the implementation of teaching vocabulary by using Word Square Game effective to students, the result of t-test is 0,029 and it proves that the result of sig. (2-tailed) is lower than 0,05 (0,029<0,05). It can be concluded that the null hypothesis (H01) is refused and the hypothesis (H1) is accepted. It means that using Word Square Game gives positive effect to the student in learning vocabulary.

# ABSTRAK

**ABADIAH, NIKMATUL INDAR. 2025. 1618500049**. Pengaruh Permainan Word Square Terhadap Pencapaian Kosakata Siswa pada Siswa Kelas VIII SMPN 15 Tegal. Skripsi. Program Strata 1, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Pancasakti Tegal. Pembimbing I Yulia Nur Ekawati, dan Pembimbing II Fajar Prihatini.

Kata kunci: *Model Word Square, Penguasaan Kosakata*

Kosakata adalah salah satu elemen dalam bahasa. Dalam bahasa Inggris terdapat empat keterampilan, yaitu mendengarkan, berbicara, membaca, dan menulis. Dalam menguasai bahasa Inggris, hal dasar yang harus dipelajari dan dipahami oleh siswa adalah kosakata, karena penguasaan kosakata berpengaruh pada kemampuan berbahasa Inggris lainnya. Tujuan dari penelitian ini adalah untuk mengetahui apakah dengan menggunakan permainan Word Square dapat meningkatkan penguasaan kosakata siswa kelas VIII SMPN 15 Kota Tegal. Penelitian ini bertujuan untuk mengetahui peningkatan penguasaan kosakata siswa setelah diberikan perlakuan dengan menggunakan permainan Word Square.

Penelitian ini menggunakan desain true-eksperimental, dengan dua kelompok pre-test dan post-test. Pre-test diberikan sebelum perlakuan untuk mengetahui penguasaan kosakata siswa, sedangkan post-test diberikan setelah perlakuan untuk mengetahui penguasaan kosakata siswa setelah mendapatkan perlakuan. Populasi penelitian ini adalah siswa kelas dua SMPN 15 Kota Tegal. Penulis memilih kelas 8B yang terdiri dari 32 siswa sebagai kelas eksperimen yang diajar dengan teknik Word Square dan kelas 8A yang terdiri dari 32 siswa sebagai kelas kontrol yang diajar dengan teknik konvensional.

Penulis menghitung nilai Sig. (2-tailed) dari paired sample T-test pada kelompok eksperimen untuk mengukur apakah penerapan pengajaran kosakata dengan menggunakan metode Word Square efektif atau tidak terhadap siswa, hasil dari uji-t adalah 0.029 dan hal ini membuktikan bahwa hasil sig. (2-tailed) lebih kecil dari 0,05 (0,029<0,05). Hal ini dapat disimpulkan bahwa metode Word Square memberikan dampak positif terhadap pembelajaran kosakata siswa.

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# CHAPTER I

# INTRODUCTION

This chapter consists of background of the study, identification of problem, limitation of problem, formulation of problem, objective of the research, and significance of the research.

## A. Background of the Study

English is used to communicate among people around the world since it is regarded as an international language. Because English is required in all fields, it is regarded as the first foreign language in Indonesia and is taught formally in elementary school through university. To become proficient in the language, students must consequently grasp English. Learning English is not just a lesson; it's also a skill. As a result, they must study English, and it is the duty of the teacher to pique pupils' interest in the material.

In elementary school, English is taught as an option; in junior high and senior high school, it is a required subject. Studying a language requires four skills: speaking, writing, listening, and reading. Vocabulary mastery is a prerequisite for mastering them. It is the vocabulary that is most helpful. They cannot read, write, or communicate if they are unable to comprehend words. For this reason, vocabulary is crucial for students. Beside vocabulary games in vocabulary mastery, the writer also wants to know the level of different students learning interest. As stated by Natalia (2018: 163) interest is often called the "interest". It can be classified in two

aspect as properties or attitude that has certain tendencies. Interest has a crucial role in daily activities, especially those related to education. People's interest will be shown in their activity to gain their purpose. We may infer from the expert's explanation above that students' interest in what they are studying plays a significant role in their engagement with it and greatly impacts their conduct and attitudes. Interest in learning English is an important thing to the students. The students will be active in following the subject that each by teacher. Therefore, the primary goal of this study is to determine whether or not vocabulary games help students grasp vocabulary at varying levels of interest in learning.

There are many techniques in teaching vocabulary. Based on the findings of Sasongko (2020), the great demand on the teaching vocabulary based on the learners participant in building practice on their own vocabulary. The purpose of using several techniques in teaching are to make the lesson easy for the learn and understand. The teacher must know how to stimulate learners curiously and interesting to the need of learning.

Williams and Caroline (2011) claim that students learn through experimenting, discovering and interacting with their environment. Students need variation to increase their motivation. Students can utilize games as an immediate means of gaining context for the target language.

Hooker and Fodor (2008) note that calmer kids are more likely to pay attention in class and comprehend the topic faster. Assisting with communication as needed, the teacher ensures that each player gets a turn

in the game. Students are playing games to learn English strive to win the game. Students acquire language proficiency through language usage, which gives them a sense of success when their efforts lead to success. According to Gordon (2015), children mostly have the option to take risks during play without worrying about failing. Playing games encourages students to advance in their language proficiency and gain a thorough comprehension of the language, which is one of the benefits of using games to teach English. Games are often associated with fun. Games help and encourage many learners to sustain their interest and work. Games also help the teacher to create contexts in which the language is useful and meaningful. This is especially true when it comes to a game that pushes kids' abilities without making them feel hopeless. This technique helps teacher create particular context where language is most meaningful and useful.

One of the strategies that can be used is Word Square Game that students would work on over a longer period of time. In the study by Manurung (2021), 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 can be placed horizontally, vertically, and diagonally. They can be written from right to left or bottom to top as well. Using the Word Square strategy, which encourages independence and discipline in job completion to get a thorough understanding of the topics, can help students become more

engaged and observant. This model is not to make the students be difficult to study but it has purpose to force the students to think effectively. The purpose of the letters is not to complicate the students but to practice a meticulous and critical attitude. It includes a list of ideas that students need to master in order to address the goal-oriented learning inquiry in the letter. For junior high school children, the Word Square Game is appropriate because it is similar to playing games and won't dull them. Instead, it will help them recall language more easily. Word Square Game also has some advantage and disadvantages.

School as one of institutions where the students study English, can be chosen as the location of research. And this is study, the research would be held in SMPN 15 Tegal. It is chosen as the location of research because it is found some problems in English. The problems are told by the English teacher. The problem is the students are very difficult to remember new words of English because they assume that English lessons are very difficult and uninteresting. The students are very easy to feel bored. Besides that also lack learning motivation. It made they feel lazy to learn English. Some students ignored the importance of learning English, especially memorizing the new English word. Most of students are still unable to master vocabularies. The writer tried to solve the students problem in mastering vocabularies by using new technique. The technique is Word Square Game, the writer thought this game would be interesting for the students.

The students' limited vocabulary can be a problem for the teachers in that school. When a teacher utilizes terminology, either in writing or speech, the students will not understand and will find it difficult to learn from the teacher. And if the students are given a text, they will open dictionary to find out the meaning one by one. It will waste the time and make teacher can achieve the target of curriculum.

For the reasons listed above, the writer used this strategy at that school because she wants the student to like studying English and mastering vocabulary. By using this technique, the writer hopes to increase students' vocabularies in learning new words in English and to make it faster, easier, more enjoyable. The writer makes this research entitled "The Effect of Word Square Game towards Students' Vocabulary Achievement to the Eight Grade Students of SMPN 15 Tegal (An Experimental Research for Grade VIII at SMPN 15 Tegal in Academic Year 2023/2024).

There are four previous studies to prove the originality of this research. The first study is written by Suryani (2018) and the second study written by Usmayani (2020) and the third study is written by Hasibuan (2019) and the last study is written by Mawar et al (2017) . The previous study will be discussed in the chapter II.

## B. Identification of Problem

Based on the background of the study, the research problem identification are as follows:

1. Students tend to be passive and hesitant in trying to decipher a vocabulary.

2. Students sometimes lack motivation and interest in remembering English vocabulary because they have to store a lot of information with content.

3. Students are lazy to open dictionaries because of the number of words that make them confused and see it complicated it makes them unfocused.

4. Students often wait on the meaning of words that come from or are spoken by the teacher.

## C. Limitation of the Study

There are many problems faced by the students in mastering vocabulary, but the writer limits the study on the effect of using Word Square in teaching of English vocabulary for eight grade student of junior high school (An Experimental Research for Grade VIII at SMPN 15 Tegal in Academic year 2023/2024).

## D. Research Questions

Based on the background of the study above, The writer formulates some research questions that would be analyzed toward "The Effect of Word Square Game towards Students' Vocabulary Achievement to the Eight Grade Students of SMP 15 Tegal" namely:

1. Does Word Square Game give positive effect to students' vocabulary achievement of eight grade of SMPN 15 Tegal in academic year of 2023/2024?

2. What is the significant difference in learning vocabulary using Word Square Game and without using Word Square Game?

**E. Research Objectives**

Based on the problem of the study, the writer would like to clarify the goals of the research, there are:

1. To find out whether Word Square Game has positive effect to toward students' vocabulary achievement of eight grade of SMPN 15 Tegal in academic year of 2023/2024.

2. To explain the significant difference in learning vocabulary using Word Square Game and without using Word Square Game.

**F. Significance of the Research**

This research is expected to give significances in two aspects, theoritically and practicaly. The significances are explained below:

1. The writer hopes that this study can give general description about the use of Word Square Game and it was give benefit as a source information and reference in teaching English language especially in students' vocabulary achievement in Junior High School.

2. The result of this study can be useful for the teachers, students, readers and the writer itself. For the teachers, Word Square Game use one of strategy in teaching English, especially in teaching

vocabulary. For the students, learning vocabulary use more interesting, effective, fun and efficient by using Word Square Game. It also makes the student think that English is essential, interesting, and easy to understand. For the readers, this study use their references about learning vocabulary by using Word Square Game. The last is for the writer herself. This study gives the writer information about teaching technique that can be used to increase students' achievement in learning English vocabulary, especially for Junior High School students. Finally, the research project is expected give a new experience in learning English with this technique.

**CHAPTER II**

**REVIEW OF RELATED THEORITIES, THEORETICAL,**

**FRAMEWORK, AND HYPOTHESIS**

This chapter presents review of related theories, framework, and hypothesis of the research.

A. **Review of Related Theories**

1. **Previous Studies**

There are some previous studies on the effect of Word Square Game. The first study is conducted by Suryani (2018), which aims to investigate whether the use of Word Square can increase students' vocabularies in learning English. This study used quantitative through pre-experimental design with pre-test and post-test. The population was the 5th grade students of Elementary School 8 Bandar Lampung while the sample was class VA consisted of 34 students. The results of the study showed that the analysis with a level of 5% obtained Sig. $0.00 < 0.05$ then H0 rejected. It can be concluded that the Word Square learning model is influential on the results of learning English in the class VA in MIN 8 Bandar Lampung.

The second study is from Usmayani (2020) entitled "The Use of Word Square Game to Improve Students' Vocabulary Mastery at The Second Year of SMPN 4 Model ParePare". This study was aimed to find out whether the use of Word Square Technique has a significant effect to increase students' vocabulary. This research used pre-

experimental design, with one group pre-test and post-test. The pre-test was given before treatment to know their prior vocabulary, while the post-test was given after treatment to know their vocabulary after getting treatment. The population of this research was the second year of SMPN 4 Model ParePare. The result of this research found that there was a significant between the pre-test and post-test. The result found that score of t-test value was 8.73 higher than the score of t-table was 1.714 for the level significance 0.05 degree of freedom 23. Based on the result above, it can be concluded that using Word Square Game was able to improve students' vocabulary mastery at the second year of SMPN 4 Model ParePare.

The third study is written by Hasibuan (2019) which aims the purpose of this research is to find: 1) the application of Word Square Model, 2) the extent of the students' vocabulary mastery before and after using Word Square Model, 3) a significant effect of Word Square Model on students' Vocabulary Mastery at the eleventh grade of SMA Negeri 1 Saipar Dolok Hole. This was an experimental research. The population of this research was all of the eleventh grade students of SMA Negeri 1 Saipar Dolok Hole. The technique for collecting data was by observation sheet and giving test. The result of test was 4.80 and table was 2.04. It means that there is a significant effect of using Word Square Model on students' vocabulary mastery at the eleventh grade students of SMA Negeri 1 Saipar Dolok Hole.

The last previous study is "Improving Students' Vocabulary Mastery through Word Square Modeling at Grade VII SMP Negeri 5 Padangsidimpuan" by Mawar et al. (2017). The objective of this research was to find whether teaching vocabulary by using Word Square modeling can improve students' vocabulary mastery at grade VII of SMP Negeri 5 Padangsidimpuan. This research was conducted by classroom action research. This research used test, interview and observation as instrument. Test was used to find out the score of students' vocabulary mastery, then find out mean score and percentage as formulation. Next, interview and observation were used to know condition and to contribute the test. Based on the result of this research, that Word Square modeling was recommended could be used in teaching learning vocabulary in classroom based on this research.

Based on the previous studies above, although they have same discussion that focused on the implementation of Word Square technique. There are differences between the writer study and the previous studies. The differences is using pre-experimental design that still relates to vocabulary achievement. The writer used true experiment in the study to prove the effect of implementation towards student's vocabulary achievement skill by herself. True-experiment that has never been used in previous studies. So, using of true-experiment can make difference compared to the previous studies that used pre-experiment.

## 2. Word Square Game

Based on Wolfenden et al. (2018), methods are the strategies, processes or techniques utilized in the collection of data or evidence for analysis in order to uncover new information or create better understanding of a topic. Technique is the way to get something. A teaching technique comprises the principles and techniques used for instruction. It very dependent on the information or skill that is being thaught and it may also be influenced by the aptitude and enthusiasm for the student.

English teachers should be forced to be more creative, because the writing vocabulary and sentences are very different each other. If it's just learning by using old technique the result obtained can not be maximal, especially in the mastery of vocabulary. One technique corresponding to the English vocabulary is the Word Square Game.

Word square comes from English words and consists of 2 word, that is "word" and "square". Word means words and square means a square field of words. So, Word Square is the field of words that have a square-shaped. Word square is one of the models of learning through words like a game, or "learning while playing" and emphasis is on learning.

According to Hasibuan (2017), Word Square is the number of words arranged, so that the words can be read from front to rear. Word Square technique is suitable for all subjects. It depends on the teacher

how the teacher can program a number of selected questions that can stimulate students to think effectively.

Word Square Technique of learning can be used by the teacher in achieving in learning objectives. The way of learning that teacher use in this technique is by distributing sheet activities or worksheets as a tool of study to measure students' understanding of subject matter that has been thaugh.

Usmayani (2020) says that Word Square Game is a word game that requires students to arranges the letters in boxes or square, to be correct words. It can be read vertical, horizontal, diagonal, also can be read left to right, right to left, top to bottom, and bottom to up. By using this game can help the students to remember their vocabularies and minimize the teachers'difficulties in teaching vocabulary.

As noted by Hasibuan (2019), Word Square learning design is a model of the development of techniques that are enriched and be oriented to the activity of students in learning. Word Square Model is a cooperative learning model that combines the ability to answer questions with carefulness in matching answer on the boxes of answer. Word Square is one of many learning techniques that teachers can use in achieving learning goals.

3. **The Implementation of Using Word Square Game in Teaching English Vocabulary**

In this research, there are several steps when using the Word Square Game. According to Mawar et al. (2017), the steps to use Word Square Game are as follows:

1. Teacher prepares worksheets that will be use in the teaching and learning.

2. Students present the material according to the competency.

3. Teacher divides a sheet activity according to the example.

4. Students answer question and hatching letter in the box according to the good answer.

5. Teacher gives answer for every answer in the box.

Based on the explanation of the steps above, the writer must prepare the activity sheet, and ditribute to the students they will answer the question in the letters in the box according to the answer and the writer will give the point for each other.

4. **Advantages and Disadvantages of Word Square Game**

In the opinion of Manurung (2021), there are many advantages of Word Square technique in language learning. For the teachers, this technique can help the teacher to explain more about material. In addition, the teacher knows how far the material can be understood by the students. For the students, these activities can improve the students'

understanding of the meaning some words in materials. The advantages of Word Square Game are:

1) To facilitate the students be easier to master the materials because it has instructions to search answer in the box.

2) To facilitate the teacher be easier to present the material because the teacher can instruct the students to the box that has been prepared before.

3) To improve the students' learning activities because it will be continued to hatch the letters in the box according to answer.

4) To make the students feel not bored, it can make them be fun to learn English especially in vocabulary.

There are some disadvantages of Word Square Game they are as follows:

1) The variety of box needs creativity of the teacher.

2) The students frequently discover that the prepared boxes do not correspond with the question.

3) The inquiry that needs a decisive solution requires a high level of skill from the teacher.

4) The students only receive material and work on students' worksheets given by the teacher.

In short, there are many advantages of Word Square Game. First, it can involve students in the teaching and learning process. Second, give students better opportunities for learning because it

includes several of meaning. Third, it also provides many opportunities for students to learn by doing because students are required to engage in physical activity during task completion. Finally, Word Square Game can help students develop their awareness of focusing on word.

5. **Vocabulary**

   a) **Definition of Vocabulary**

   Vocabulary is one important aspect in learning a foreign language. Without a high total of vocabulary anyone will get trouble in speaking, reading, listening, and writing. Based on Ali (2017) a vocabulary is defined as "all the words known and used by a particular person". A person's vocabulary is the set of words they are familar with in a language. Learning a language means learning its vocabularies. We use the vocabularies in communication either in spoken from or written form. We try to send messanges, share information and idea using the languages. In general, no language acquisition in possible without understanding the vocabulary, either in the second language.

   A vocabulary usually grows evolves with age, and as tool for communication and acquiring knowledge. English vocabulary has a remarkable, flexibility and adaptability.

   As stated by Hasibuan (2019), vocabulary is very important and priority to anyone who wants to learning foreign language and

vocabulary have a big influence to mastery English language. vocabulary is a collection of words or phrases which are usually arranged in squance and translated of defined. vocabulary achievement is an important in the language skill and vocabulary is one of the needed components of language.

Based on some definitions above, the writer concludes that vocabulary is one important aspect in learning a foreign language. People need words to communicate with other people. Vocabulary is one of the language components which should be mastered by English learners. Similar to phonology and grammar, vocabulary plays as a part in assisting students in mastering the four language skills.

Vocabulary is something which is used for expressing our ideas in our minds not only in speaking but also in writing. Vocabulary Mastery is very important for students as a basic element. If students have mastered the vocabulary, they can be fluent in mastering English. Students who have many vocabularies will feel confident and easier to master four skills, but if they have less vocabularies, they will find difficulties to understand meaning and master the four skills in English lesson.

As found by Mofareh (2015) vocabulary is the important thing for students in the process of acquiring, learning, mastering,

and using the language they learn. Generally, students have some difficulties in learning English, especially in mastering vocabulary.

The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary. It is stated that mastering a certain number of vocabulary partly determines how qualified a language learner is the terms of educational objective and the ability of each students in accepted the vocabulary.

Vocabulary proficiently affects not only the students' reading skills, but also their speaking, listening and writing skills as well. In speaking, the words they choose affect how well they are understood, the impression they make, and how people react to them. In writing, their vocabulary determines how clearly and accurately they can express their ideas to others. In listening, their vocabulary influences how much they understand in class lectures, speeches, and class discussion.

From explanation above, it can be concluded that vocabulary is the total number of words toward specific concept possessed by someone.

**b) Types of Vocabulary**

Many kinds of vocabulary can be used to know some people about their vocabulary. In other words, with many kinds of vocabulary can be used to identify the level of someone; beginner

level, intermediate level, or advance level. So, kinds of vocabulary are one of knowledge to know some people about their ability in vocabulary. Webb (2005) says there are two kind of vocabulary:

1) Receptive Vocabulary or Passive Vocabulary

   Receptive vocabulary can be understood only through listening and reading. Someone doesn't need to know much about the receptive vocabulary because someone rarely uses the receptive vocabulary and it is impossible for someone can understand the ideas of the utterance contextually not word by word.

2) Productive Vocabulary or Active Vocabulary

   Productive Vocabulary involves of knowing how to pronounce the word, how to write and spell it, how to used it in correct grammatical patterns along with the words that usually collocate with.

   Based on Munro (2008), there are several different parts of speech of vocabulary, there are four of the main eight parts of speech:

1) Noun

   A noun is a person, place, or thing. Some examples of a person are: *sister, friend, Alex, Stephanie, you, me, dog*.

   Examples of places are: *house, beach, New York, playground, the store*.

Things (can be physical things or ideas): *chair, pencil, thoughts, memories, and knowledge*.

2) Verbs

Verbs are action words. They are used to describe things that nouns do. An example of a verb would be "run". "Run" is a word to describe someone or something who is moving faster than a walking speed. Other examples of verbs include: *sing, watch, play, sleep, study, walk, and think*.

3) Adjective

Adjectives are describing words. They are used to describe nouns. An example of an adjective would be "beautiful". "Beautiful" is a word to describe someone or something. For example, the sky is beautiful. Since the sky is a noun, and "beautiful" is used to describe it, that makes "beautiful" an adjective. Other examples of adjectives are: *blue, dark, warm, happy, good, and fast.*

4) Adverb

Adverbs are words that describe verbs. For example, "quickly" is an adverb because if we say you walk quickly, *walk* is the verb, and *quickly* is describing how you walk. Therefore, "quickly" is an adverb. An easy way to spot an adverb is by their ending, since they often end in the letters *ly*, like *quickly*.

Other examples of adverbs include: *nicely, proudly, slowly, and firmly.*

From the explanation above, the writer used productive vocabulary which is more underlying how to pronounce, write, and spell the word.

6. **Function of Vocabulary**

Acquiring a large vocabulary is one of the most difficult aspects of learning a foreign language. Learning vocabulary is a key aspect of learning a language. The more words we know, the more we can understand what we hear and read, and the better we will be able to communicate each other when speaking or writing. It is the foundation of all English skills. Thus, it can be concluded that the purpose of vocabulary is to know English words; this gives us the ability to state what we want, enables us to speak fluently, communicate effectively, and understand what others try to communicate.

7. **Teaching Vocabulary in Junior High School**

 a) **Curriculum**

The definition of curriculum based on law Number 20 of 2003 article 1 paragraph (19) is a set of plans and arrangement regarding content objectives, and learning materials, as well as method used as guidelines for organizing learning activities to achieve certain

educational goals Yunus (2015). Merdeka Curriculum is the curriculum used in this research object.

According to Dewi et al. (2023), Curriculum Merdeka is a curriculum with intracurricular learning that diverse where the content will be more optimal so that students have enough time to explore concepts and strengthen competence. In the independent curriculum also provides flexibility for teachers to choose various teaching devices so that learning can tailored to the learning needs and interests of students.

Learning outcome or *Capaian Pembelajaran* (CP) is an expression of educational purpose. It explains what students need to know, understand, and do after completing the teaching and learning process in the education unit (Badan Standar, Kurikulum, dan Asesmen Pendidikan, 2022). In outcome achieving learning, there are several aspects that must be understood as follows:

1. Rational Subjects
2. Subject Objectives
3. Subject Characteristic

In accordance with learning outcome there are elements of subject elements that must be achieved by students. Here are the elements of the subject and its description:

| Element | Description |
|---|---|
| Listening (*Menyimak*) | The ability to understand information, give appreciation to the person you are talking to, and understand the information you hear, so that you can convey responses in a relevant and contextual manner. The processes that occur in listening include activities such as listening, identifying, understanding, interpreting language sounds, and then understanding meaning. Listening skills are also non-verbal communication skills that includes how well a person grasps the meaning (implied and explicit) in an oral presentation and understands the main and supporting ideas in the information content and context underlying the presentation. |
| Reading (*Membaca*) | The ability to understand, use and reflect on texts according to their goals and interests, to develop a person's knowledge and potential so that he or she can participate in society. |

| Notice (*Memirsa*) | The ability to understand, use and reflect on visual text according to its goals and interests. |
|---|---|
| Speaking (*Berbicara*) | The ability to convey ideas and feelings orally in social interactions. |
| Writing (*Menulis*) | The ability to convey, communicate ideas, express creativity and create in various genres of written text, in a way that is effective and understandable, and of interest to readers with the right organizational structure and linguistic elements. |
| Present (*Mempresentasikan*) | the ability to express ideas eloquently, accurately, responsibly in a communicative manner through various media (visual, digital, and audiovisual) and can be understood by listeners. Delivery in speaking and presenting needs to be structured and developed according to the needs or characteristics of the listeners. |

In general, English learning in Phase D (SMP/MTs/Program Package B), learning focuses on strengthening spoken English and written language skills.

**b) Learning Outcome of English Subject in Phase D**

Phase D is generally for classes VII, VIII, and IX (SMP/MTs/Program Package B). At the end of Phase D, learners use oral, written and visual texts in English to interact and communicate in more diverse contexts and in formal and informal situations. Learners can use various types of text such as narratives, (short messages, descriptions, procedures, special texts advertisements) and authentic texts become the main reference in learning English in this phase. Students use English to discuss and convey wishes/feelings. Their understanding of written texts is progressing and inference skills begin to appear when understanding implied information. They produce written and visual texts in English that are structured with a more diverse vocabulary. They understand the purpose and audience when producing text writing and visuals in English. Next is the element of English subjects in phase D.

| Element |
| --- |
| Listening (*Menyimak*) – Speaking (*Berbicara*) |
| By the end of Phase D, students use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others in an increasing variety of familiar formal and informal |

contexts. With some repetition and rewording, they comprehend the main ideas and relevant details of discussions or presentations on a variety of general interest topics. They engage in discussion such as giving opinions, making comparisons and stating preferences. They explain and clarify their answers using basic sentence structure and verb tenses.

| Element |
| --- |
| Reading (*Membaca*) – Notice (*Memirsa*) |

By the end of Phase D, students independently read and respond to familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They locate and evaluate main ideas and specific information in texts of different genres. These texts may be in the form of print or digital texts, including visual, multimodal or interactive texts. They identify the purpose of texts and begin to make inference to comprehend implicit information in the text.

| Element |
| --- |
| Writing (*Menulis*) – Present (*Mempresentasikan*) |

By the end of Phase D, students communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. Using models, they plan, create and present informative, imaginative and persuasive texts in simple and compound sentences to structure arguments and to explain or justify a position. They include basic

information and detail, and also vary their sentence construction in their writing. Students express ideas in the present, future, and past tenses. They use time markers, adverbs of frequency and common conjunctions to link ideas. Their attempts to spell new words are based on known English letter-sound relationships and they use punctuation and capitalization with consistency.

## B. Theoretical Framework

When students want to learn English, they should have enough vocabularies. A lot of applications of language in daily life force the language users to enrich their vocabulary. In learning vocabulary, many techniques should be applied by the teachers. The teachers should be able to choose the interesting technique to increase students' motivation in learning vocabulary. Fadillah and Zuhud (2016) explain that "if you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions". It means that studying word is more important than grammar since words make you say anything as you wanted. Variation in teaching influences to the teaching learning process, one of the variations is Word Square Game.

Word Square Game 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 can be

placed horizontally, vertically, diagonally, right to left or bottom to top as well.
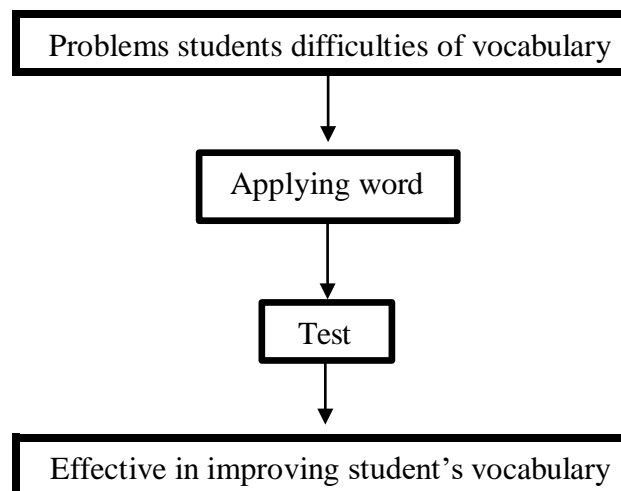
```
┌─────────────────────────────────────────┐
│   Problems students difficulties of vocabulary   │
└─────────────────────────────────────────┘
                      │
                      ▼
        ┌──────────────────────┐
        │     Applying word     │
        └──────────────────────┘
                      │
                      ▼
            ┌──────────────┐
            │     Test      │
            └──────────────┘
                      │
                      ▼
┌─────────────────────────────────────────┐
│   Effective in improving student's vocabulary   │
└─────────────────────────────────────────┘
```

**Diagram 2.1 Theoritical Framework**

The theoretical framework for the implementation of the Word Square Game revolves around the fundamental concepts of language acquisition and cognitive engagement. The game is designed to enhance vocabulary across different word categories, namely nouns, verbs, adverbs, and adjectives. Drawing upon theories of language development, particularly those emphasizing experiential learning and contextual understanding, the Word Square Game aims to immerse players in a dynamic linguistic environment. By incorporating diverse word types, the game encourages players to not only recognize and recall words but also comprehend their syntactic and semantic roles within the game context. The effectiveness of the Word Square Game is theorized to stem from its

ability to stimulate various cognitive processes, including memory, pattern recognition, and linguistic association. Through repeated exposure to words in different categories, players are anticipated to strengthen their lexical knowledge and, consequently, enhance their overall language proficiency. The theoretical framework underlying the game implementation thus underscores the interconnected nature of vocabulary development, cognitive engagement, and linguistic competence within the educational gaming context.

## C. Hypotheses

Hypothesis is a temporary conclusion or opinion which is taken from the background of the problem of research. Based on the problem of the research and logical framework above, the writer formulates into null hypothesis ($H_{01}$): There is no significant effect of Word Square Game toward students' vocabulary achievement in mastering vocabulary and alternative hypothesis ($H_{02}$): There is a significant effect of Word Square Game toward students' vocabulary achievement in mastering vocabulary.

# CHAPTER III

## RESEARCH METHODOLOGY

This chapter presents research technique that is used in this research. They are the research approach, type, and design, population and sample. It also consists of research variable, research instrument, data collecting technique, and technique of analyzing data.

### A. Approach, Type, and Design of the Research

#### 1. Research Approach

In order to determine the impact of the Word Square Game on vocabulary instruction, the writer used quantitative research. This quantitative research is to find out the correlation between two factors which is made by the writer intentionally with eliminating decrease another factor Arikunto (2010 : 9). The writer must calculate the numeric data from the test given to the experimental and control group. In this research, there was found the effect of using Word Square Game on the vocabulary achievement of second grade student of secondary school at SMPN 15 Tegal in academic year of 2023/2024.

#### 2. Research Type

This study is a part of quantitative research as it has certain characteristics, particulary in the attendance of the control group. As noted by Faiz (2022), experimental research is the study of causality between variables employing processes such as manipulation, control and observation. Analysis of this type is done by learning the relation between

two variables which found in this study. In this type, the writer must make own assesment toward independent variable and dependent variable. The writer conducted the experimental research to the eight grade of SMP N 15 Kota Tegal in academic year of 2023/2024.

**3. Research Design**

As mentioned by Sugiyono (2010), there are two kinds of research design; true-experimental and quasi-experimental design. In this research, the writer used true-experimental design. True-experimental design can be classified into two kinds; Pre-test-Post-test Control Group Design and Post-test Only Control Group Design. The writer used Pre-test-Post-test Control Group Design. Based on Sugiyono (2010), in this design, there are two groups taken by using sampling technique. The first group is called experimental group and the second group is called control group.

Based to the design above, the writer divided subjects into two groups: the experimental group and the control group. The instrument was checked first by giving try out to the students in different group (tryout group). After the instrument was valid and reliable then, the treatment was given to the experimental group. The experimental group was taught by using Word Square Game and the control group was not taught by Word Square Game. Both of groups had same materials. Post-test was given after the process of treatment. In this research, the writer used this following design:

| 8B | Ex | $O_1$ | X | $O_3$ |
|----|----|----|----|----|
| 8A | Co | $O_2$ | _ | $O_4$ |

The explanation of the post-test design are following:

Ex : Experimental Group

Co : Control Group

$O_1$ : Pre-test for Experimental Group

$O_2$ : Pre-test for Control Group

$O_3$ : Post-test for Experimental Group

$O_4$ : Post-test for Control Group

X : Treatment using Word Square Game

_ : Without treatment of Word Square Game

Based on the explanation above, this post-test design is best way to conduct for take research sample in eight grade of SMPN 15 Tegal.

## B. Population, Sample, and Technique of Sampling

### 1. Population

Population is the generalization area consisting of object subject that have certain qualities and characteristics that are determined by the writer to be studied and then conclusions drawn. In this research, the population is all of the eight graders of SMPN 15 Tegal in the academic year of 2023/2024 with total of the students are 256. In total, there are 8 classes in SMPN 15 Tegal, they are VIII A until VIII H.

## 2. Sample

The sample is part of the number and characteristic possessed by the population (Sugiyono, 2010). In this research, the sample must properly reflect the situation of the population, meaning that the conclusion from the study results taken from the sample must be conclusions on the population.

In this research, the writer took 2 out of 8 classes of the eight grade students in SMP N 15. The writer chose class 8B which contained 32 students as experimental group who are taught by Word Square Game and class VIII A which contained 32 students as control group who are taught by using random sampling.

## 3. Technique of Sampling

The technique of sampling that the writer used was random sampling, where each individual in the population had an equal chance of being chosen (systematic or probabilistic sample). A sample represents a population in randomization, allowing generalization to a population Creswell (2013). Sampling technique used by the writer in this research is simple random technique. Sugiyono (2010) defines simple random sampling technique as sampling technique from members of the population that is done randomly without regard to strata that exist in population.

In this research, the writer randomly assigned 32 students of VIII B as experimental group and 32 students of VIII A as control group.

Therefore, VIII B as the experimental group gave treatment by using Word Square Game, while VIII A as control group without using Word Square Game.

## C. Research Variables

Variable is the object of research or what is the point of attention of the research. In this reserach, the writer used two variables. There are independent and dependent variables, these two variables can be identified as follows:

1) Independent variable is a variable that gives an effect. In this research, the independent variable was Word Square Game.

2) Dependent variable is measured by the write. In this research, dependent variable was the students' vocabulary achievement.

## D. Data Collecting Technique

Data collecting technique is processed data collecting, to obtain data that is needed in this research the writer employed a vocabulary test comprise of descriptive text, fill in the blank spaces and also Word Square Game. Vocabulary test used to take the data of the students' vocabulary achievement level. The test consisted of 40 test items during 70 minutes to finish. The test type was multiple choice with four options; A, B, C, and D for each item.

Before conducting the test, the writer conducted tryout test first to get the validity and reliability of the instrument to another group (tryout group). After that, the writer begin the research. The writer taught

vocabulary by applying Word Square Game to experimental group and enventional technique to control group. At the end of the lesson, the writer applied post test that was vocabulary test consist of descriptive text, filled in the blank and Word Square Game to both of groups.

## E. Research Instrument

The writer used vocabulary test in form of multiple choice test, it consists of 40 items and also Word Square Game as instrument of this research. The test type was multiple choice with four options; A, B, C, and D for each item with maximum time of 70 minutes.

## F. Technique of Analyzing Data

Analyzing data is a process of preparing, setting up and processing of data that can be used to justify or blame a hypothesis Ott and Longnecker (2010). The writer did pre analysis testing and analysing testing. To find out the effect of using Word Square Game on students' vocabulary whether it is a good or not, the writer was analyzed the experiment result by using statistic formula test.

### 1. Pre Analysis Testing

Pre analysis testing used to know the homogenity of sample. Test is used to measure the students vocabulary achievement before doing treatment. It also can make sure that each group of students have similar capability in vocabulary achievement. Homogenity of the sample distribution took from pre-test score of both samples, it used one-way

anova in SPSS 25 program. The sample is told homogenous if the levene statistic is higher than 0,055.

## 2. Hypothesis Testing

To prove the first hypotesis, the writer used paired T-test by using SPSS 25 as the tools in a windows. Paired sample T-test by using SPSS is used to find out whether there is a significant different between two group comparing the result from pre-test and post-test in each group.

Independent sample T-test compares the means of two independent groups in order to determine whether there is statistical evidence that the associated population means are significantly different. Independent sample T-test is used to prove the second hypothesis. It means that this test is to find out the significant difference between students who are taught by using Word Square, and those who are taught by using conventional technique.

By using SPSS, the writer used pair sample-test and independent sample t-test to measure the significant difference between two groups. If the Significant is higher than 0,05 (5%), it means the null hypotheses can not be rejected. While, if the significant is lower than 0,05 (5%), it means that the null hypotheses are rejected and the research hypotheses is accepted.