



**THE EFFECT OF WORDS SQUARE MODELING TO THE STUDENTS'
VOCABULARY MASTERY AT MAS DARUL IHSAN HAMPARAN
PERAK**

A SKRIPSI

*Submitted to The Tarbiyah Faculty and Teacher Training of State Islamic
University of North Sumatera Medan, as a partial Fulfilment of The
Requirement for S-1 Program (S.Pd)*

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2020



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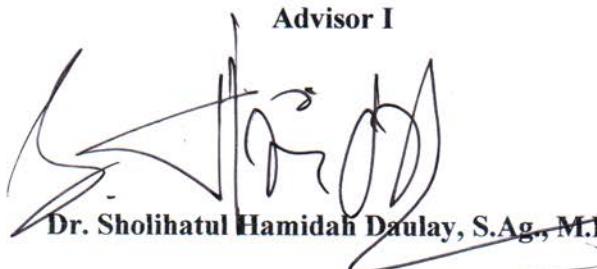
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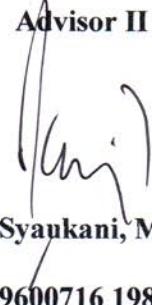
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Assalamualaikum Wr. Wb.

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Demikian kami sampaikan, atas perhatian Bapak kami ucapan terima kasih.

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Menyatakan dengan sebenar-benarnya bahwa skripsi yang berjudul diatas adalah asli dari buah fikiran saya, kecuali kutipan-kutipan didalamnya sebagai sumbernya.

Apabila dikemudian hari saya terbukti atau dapat dibuktikan ini hasil jiplakan, maka gelar dan ijazah yang diberikan oleh Universitas batal saya terima.

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ABSTRACT

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Thesis Title : **The Effect of Words squareModeling To The Students' Vocabulary Mastery at MAS Darul Ihsan Hamparan Perak.**

The research was intended to know the effectiveness of Words squareModeling in the students' vocabulary mastery which was observed and analyzed from students of tenth grade at MAS Darul Ihsan Hamparan Perak. The method used was qualitative research by using the experimental research design. The population of this study was tenth grade students of MAS Darul Ihsan Hamparan Perak. In taking the sample of this research, the researcher took some students in each classes as the sample used and divided into 2 classes, experimental and control. There were 37 students in the experimental and 35 students in control. The researcher taught by using the Words squareModeling in the experimental class and taught by using lecturing method in control class. The researcher used pre-test, treatment, and post-test. In control class the score increase 15,28 between pre-test and post-test, but in experimental class the score increase about 23,24 .By calculated by used SPSS V22, in post test the researcher found that the value of Sig. in T-Test (2tailed) was 0,923. It was bigger than 0,05 ($0,923 > 0,05$), so there was no significant different between the experiment class and control class. Then in post test the researcher found that the value of Sig. in T-Test (2tailed) is 0,002. It was less than 0,05 ($0,002 < 0,05$), so there was a significant different between the experiment class and control class. In other words, the students' achievement in vocabulary mastery is more effective by using Words Square modeling than lecturing method.

(Keyword : vocabulary, students , mastery, words squaremodeling)

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This thesis entitle. *The effect of words squaremodeling to the students vocabulary mastery at MAS Darul Ihsan Hamparan Perak*. It will be created by me, to fulfill the assignment and to complete the requirement for S-1 Program at English Education Department of Tarbiyah and Teacher Training Faculty, State Islamic University of North Sumatera Medan.

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Medan, 18th of August 2020


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SPECIAL DEDICATION



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TABLE OF CONTENTS

ACKNOWLEDGEMENT	i
TABLE OF CONTENTS	v
LIST OF TABLES	vi
LIST OF CHARTS	ix
LIST OF APPENDICES	x
CHAPTER I: INTRODUCTION	1
A. Background of The Study	1
B. Identification of The Problem	4
C. Formulation of The Problem	5
D. Objective of The Study	5
E. Significances of The Study	5
CHAPTER II : THEORETICAL REVIEW	7
A. Theoretical Framework	7
1. The Definition of Vocabulary Mastery	7
2. The Kinds of Vocabulary	10
3. Teaching Vocabulary	13
4. Words squareModeling	16
5. The Steps of Words squareModeling	17

6. The advantages and disadvantages of Words squareModel ...	19
B. Related of The Study	20
C. Conceptual Framework	22
D. Hypothesis	22
CHAPTER III : METHODOLOGY OF RESEARCH	23
A. Research Design	23
B. The Subject of Research	24
C. The Setting of Research	25
D. The Procedure of Research	26
1. Pre-Test	26
2. Treatment	26
3. Post Test	27
E. Instruments of Collecting Data	27
F. Validity Test and Riliabilty Test	27
1. Validity Test	27
2. Reliability Test	28
G. Technique of Analyzing the Data	29
H. Statistical Hypothesis	31

CHAPTER IV : RESEARCH FINDINGS AND DISCUSSION ..	32
A. Research Findings	32
1. Data Description	32
a. Experimental Class	33
b. Control Class	33
2. Analysis Requirement Testing	34
a. Normality Testing	34
b. Homogeneity Testing	35
c. T – Test	36
d. Average Simiarity Test	38
3. Hypothesis Testing	39
B. Discussion	41
CHAPTER V : CONCLUSION, IMPLICATION & SUGGESTION ..	43
A. Conclusion	43
B. Implication	43
C. Suggestion	44
REFERENCES ..	45

LIST OF TABLES

TABLES	TITLE	Page
3.1	Research Method.....	24
3.2	The Number Of Population.....	25
3.3	The Number Of Sample.....	25
4.1	Research Result Data.....	33
4.2	Tests Of Normality.....	35
4.3	Homogenous Testing For Pre Test.....	36
4.4	Homogenous Testing For Post Test.....	37
4.5	The T-Test Result Of Pre-Test Score In Control And Experiment Class.....	38
4.6	The T-Test Result Of Post-Test Score In Control And Experiment Class....	39

LIST OF CHARTS

TABLES	TITLE	Page
4.1	Comparison Between The Mean Scores Of Experimental And Control Class.....	34

LIST OF APPENDICES

APPENDIX TITLE

I	The List Name Of Control Class
	The List Name Of Experimental Class
II	Lesson Plan for The Control Class
	Lesson Plan for The Experimental Class
III	Pre Test & Post Test
IV	Validitaty Analysis of Test
V	Reliabilty Test
VI	The Pre Test And Post Test Score Of Control Class
	The Pre Test And Post Test Score Of Experiment Class
VII	Result of Students' Test
VIII	Documentation
XI	Research And Observation Paper From Campus
X	Research And Observation Paper From School

CHAPTER I

INTRODUCTION

A. Background of The Study

Human being use language as a means of communication with another people, not only it means of thoughts communicating and ideas, but also it means to get friendship in other places, to promote the culture to the other countries, and to increase the economic relationship among the bussinssman. Without language it is hard for people to cooperate and get along with one another.¹ English is the important language because it is the international language. We can communicate with others in abroad by using English. English is needed not only for the education, but also for the another porpose such as healty, technology, business, tourism, entertain, and others. According to Bloch, language skills are demanded in various occupations with organizations such as general management, sales and marketing management, financial management, supply and distribution management, administrative and support management, information and computer management, insurance, legal and property management, technology management, product and material management and trainee management.² It means that English is needed for all aspects of life.

Today we are dealing with the rapid development of science and technology which is English is used inside, but many people still don't know how to use English well. In indonesia itself, English be the foreign language. The students

¹ Sholihatul Hamidah Daulay (2011) *Introduction to General Linguistics* . Medan : La-Tansa press, p.11

² Bloch, B. (2005). Career enhancement through foreign language skills. *International Journal of Career Management*. 7(6): p.15-26.

must been taught or encouraged to learn English as a foreign language to promote them for higher studies in the all field of occupations in the world. Moreover, almost all the books related to higher education are available only in English. There is no doubt for the students who learn English as a foreign language or a second language, in the contrary they will certainly gain more knowledge in their respective fields and are highly respected wherever they go or wherever they work.³ The using of English at almost aspects in the world make English is very important to learn.

For the Indonesia students, English be the only foreign language which include in National Examination or it can be called Ujian Nasional. It applies from junior high school until senior high school.⁴ It be the requirement for the students to graduate from the school and to be the tool for measure how well they understand in English during their study. So, it be the obligation of all students in Indonesia to know English well.

English is considered as a difficult subject for the Indonesian students, because English has the different form in structure, grammar, pronunciation, semantic and others from Indonesia. In English there are 4 skills that must be mastered well. There are speaking, listening, writing and reading. Vocabulary is the basic of language. It is crucial to learn, without vocabulary we can't communicate with each other well. Vocabulary is needed for all skills that has mentioned above. In reading skill, vocabulary is needed to know the purpose of the conversation that has been heard. In speaking skill, vocabulary is needed when

³ Parupalli Srinivas Rao. (2019) . *The Importance Of English In The Modern Era*. Asian Journal of Multidimensional Research. Vol. 8, Issue 1, p. 8

⁴ The Goverment Regulations No. 32 year 2013 about The Change of The Goverment Regulations No. 19 year 2005 About National Education Standart , 70 article (Set on Jakarta: 7 Mei 2013).

we want to deliver an idea or concept to the others directly by spoken. In reading, vocabulary is crucial to know about what is the text mean. And for writing skill, vocabulary is needed when we want to write something to others in the text. So vocabulary has the important part in language itself, especially for english.

Hasanuddin said that vocabulary is the component of language about mean and the using of word in the language; the wealth of words that someone has; the list of words like dictionary, but with the brief explanation.⁵ It means that vocabulary is the main part of language, it's not only about the word but also the meaning of the word. It is useful for communicate with other by spoken or written. Vocabulary is very important beside structure, grammar, pronunciation, and others, because if the students have less vocabulary it can be difficult for them to deliver an opinion by spoken or written.

In the vocabulary learning, the motivation is one of the main factors of vocabulary teaching and learning in the English subject. The existence of the motivation can make the students more excited, dilligent, and interested to learn more about the subject taught, without relying on the teacher. In this aspect, the teacher has the important role to motivate the student to be more enthusiastic in learning process through the using of the various models and strategies needed. The strategies and models that used by the teacher can determine the students' achievement in the teaching and learning process in the class. According to Djarmah and Zein, the succes in teaching and learning process is divided into some levels, they are: Excellent, if all of the students can master the material

⁵ Hasanudin. *Jenis-jenis Penguasaan Kosakata*. Accessed from http://hasan2u.blogspot.com/2011/03/jenis-jenis-penguasaan-kosakata_11.html on March 28th, 2020

taught well; very good, if most of the students (76% to 99%) can master the material taught; good, if 60% to 75% of the students master the material taught; deficient, if less of 60% of the students master the material taught.⁶

To solve the problem that mentioned above, the teachers must to find out the appropriate model and strategies in teaching and learning process to push the students up to be more active in the class. One of the models that can be used is words squaremodeling. Widodo stated that words squaremodeling is the learning model that combine between the students' skills of answer the questions and the students' expertise in matching the answers in the square.⁷ The words squaremodeling can be used to push the students' comprehension up in the material that has been delivered, train the students' discipline, and make the students be critical thingking.

Based on the background above, the researcher interesting to make a research by using words squaremodeling to know the effect of apply this method to the students' vocabulary mastery in English. It is hoped that words squaremodeling will be helpful for the students to reduce their problem in English, especially in vocabulary.

B. Identification of The Problem

Based on the background of the study, there are many factors that cause the students are not active and have less attention when they followed the English class. When the English teacher explained the material by using English, or when

⁶ Djamarah, Syaiful Bahri and Zain Aswan. (2013). *Strategi Belajar Mengajar*. Jakarta : Rineka Cipta. P.22

⁷ Widodo, R. (2009). *Model Pembelajaran Word Square*. Accessed from <http://wyw1d.wordpress.com/2009/11/14/model-pembelajaran-word-square/> on March 28th, 2020

the English teacher gave the exercise in their manual book, some students can not understand well, and they don't know what should they do, it makes them feel difficult to learn English. As the result, most of the students cheat with their another friends who have finished. From the explanation above, many problems are identified that can influence the students' vocabulary mastery.

C. Formulation of The Problem

In relation to identification of the problem, the problem of this study is formulated as follows: Is there a significant effect of using Words squareModeling on the students vocabulary mastery at tenth grade students of MAS Darul Ihsan Hamparan Perak?

D. Objective of The Study

In relation to the problem above, the objective of the study is to derive whether there is a significant effect of The Words squareModeling on the students' vocabulary mastery at tenth grade students at MAS Darul Ihsan Hamparan Perak

E. Significances of The Study

1. Practical Benefit

- a. To the students, this research is expected to encourage students to realize that vocabulary is the easy and fun material to learn.

Hopefully, the students' vocabulary mastery will be improve and make the students can learn English easily

- b. To the English teacher, the researcher expects that this research may inspire the English teacher to make better media in teaching and learning process
- c. To the school, this research is expected to be used as the conceptual contributions. Therefore, it can improve the quality of education and innovation for learning and teaching English at MAS Darul Ihsan Hamparan Perak.

2. Theoretical Benefit

For other researcher, this research is expected to help them to get more information about this research and can be used for the better research

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Framework

1. The Definition of Vocabulary Mastery

Vocabulary is the important aspect in English. Vocabulary is also the basic of language itself, because if the grammar is not correct, we may still be understood the material well, if the someone's pronunciation is not perfect, we can still able to communicate, but if the vocabulary is limited, we will misunderstanding in communication, it can make us difficult to communicate with the others.

In Oxford Dictionary, 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 familiar with in a language.⁸ According to Laufer Mc Carthy in Monique Eide's journal said that no matter how well the students learn grammar, no matters how successfully the sounds of L2 are mastered, without word to express a wider range of meaning, communication in L2 just can not happen in any meaningful way.⁹ It means that vocabulary is the key of language, we can not master everything if we can not master in vocabulary.

Then, Alqahtani said that vocabulary knowledge is often viewed as a critical tool for second languages learners because a limited vocabulary in a second

⁸ AS Hornby, (2003), *Oxford Learners Pocket Dictionary*, New York :University Press
p.462

⁹ Monique Eide, (2010) " English Vocabulary Learning", *Journal*, p.8

language impedes successful communication.¹⁰ Vocabulary is in the center position of language component, because all aspects depend on it.¹¹ Vocabulary seems like a key in the language. Without key, we can not open any doors around us. Vocabulary is crucial element in master English, the people will feel difficult to read the text due to the limit words understood.¹² Vocabulary can make the communication running well, we can share the information not only by spoken, but also written. The more vocabulary that we master, the easier we communicate with others. By communication well, we can find many friends, start the business, make the relation with others, and so many advantages of vocabulary mastery in society.

Vocabulary is the basic lesson of language, it proved when the process of the first human creation, Allah SWT stated in Al Baqarah, verse 31-33, as follow :

وَعَلِمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْتُوْنِي بِاسْمَاءٍ هَوْلَاءٍ إِنْ كُنْتُمْ صَادِقِينَ (31)

قَالُوا سُبْحَانَكَ لَا عِلْمَ لَنَا إِلَّا مَا عَلَمْتَنَا إِنَّكَ أَنْتَ الْعَلِيمُ الْحَكِيمُ (32)
قَالَ يَا آدَمُ اتَّهِمْ بِإِسْمَائِهِمْ فَلَمَّا أَتَيْتَهُمْ بِإِسْمَائِهِمْ قَالَ أَلَمْ أَقُلْ لَكُمْ إِنِّي أَعْلَمُ عَيْنَتِ السَّمُونَ وَالْأَرْضُ وَأَعْلَمُ مَا تُبَدُّونَ وَمَا كُنْتُمْ تَكُنُّمُونَ (33)

Meaning : 31 And He taught Adam all the names (of everything), then He showed them to the angels and said, “Tell Me the names of these if you are truthful.” 32 They (angels) said: “Glory is to You, we have no knowledge except

¹⁰ Alqahtani, Mofareh, (2015) The Importance of Vocabulary in Language Learning and How To Be Taught. *International Journal Teaching and Education*. Saudi Arabia. Vol. 3. P.22

¹¹ Huaqin He & Yunfei Deng (2015) “The Metal Lexicon and English Vocabulary Teaching, p.2

¹² Nelda, (2019) “The Effect Of Words squareModel On Students’ Vocabulary Mastery”, *Jurnal Liner*, p.29

what you have taught us. Verily, You are the Knower, the Wise.” 33 He said, “O Adam, inform them of their names.” And when he had informed them of their names, He said, “Did I not tell you that I know the unseen [aspects] of the heavens and the earth? And I know what you reveal and what you have concealed.”

When Allah *subhanahu wa ta’ala* shared with the angels about His decision to create another creation, the angels presented their doubts about this new being. Allah *subhanahu wa ta’ala* silenced them by saying that He knew that which they did not know. This new creation was supposed to be different from any other creations of Allah. Therefore, when Allah *subhanahu wa ta’ala* created Adam *‘alayhi salaam* He gave him knowledge. This knowledge was something that the angels lacked. But being a humble creation the angels did not argue. They acknowledged their shortcoming and prostrated before Adam *‘alayhi sallam* as instructed by Allah *subhanahu wa ta’ala*. In *ayah* 32, the angels are praising Allah’s holiness, and perfection above every kind of deficiency, affirming that no creature could ever acquire any part of Allah’s knowledge, except by His permission, nor could anyone know anything except what Allah *subhanahu wa ta’ala* teaches them.¹³

From the verses above, we can conclude that the first human has been taught the vocabulary and it’s be the potential for a huge amount knowledge in the world. Allah has been assigned the human as the leader in the world, it means that Allah demand the human to can communicate well, in order to they can manage the world well. It be the obligation to the human to master the vocabulary well, because it be the key of knowledge. vocabulary is all the words known and

¹³ Al-Imam Abul Fida Isma’il Ibnu Katsir ad-Dimasyqi ,(2002) Tafseer Ibnu Katsir Juz Bandung: Sinar Baru al-Gensindo, p.28

used in the language.

If there are many vocabularies that mastered, so someone can communicate well in any language that has been learned before. The someone's intelligent can be measured by the using of vocabulary used in the daily life. Allah SWT said in Ibrahim: 24-25 as follows:

أَلَمْ تَرَ كَيْفَ ضَرَبَ اللَّهُ مَثَلًا كَلِمَةً طَيْبَةً كَشَجَرَةً طَيْبَةً أَصْلُهَا ثَابِتٌ وَفَرْعُهَا فِي السَّمَاءِ
24
تُؤْتِي أَكْلَهَا كُلَّ حِينٍ يَأْذِنُ رَبِّهَا وَيَضْرِبُ اللَّهُ أَلْأَمْثَالَ لِلنَّاسِ لَعَلَّهُمْ يَتَذَكَّرُونَ 25

Meaning : *Don't you notice how Allah has made a parable of a good sentence like a good tree, its roots are firm and its branches (towering) into the sky. the tree gives its fruits every season with the permission of its Rabb. Allah made this parables for people so that they would always remember*

In these verse Allah SWT suggest the people to get used to using good vocabulary and make it be the good sentences which beneficial to him and the others. The words that used in speaking or writing shows his character and personality as well as his manner

Rasulullah SAW did da'wah by asking and advising someone with the good words so that many people believe on his remark. It done in the first spread of Islam to the people in Mecca. Then Rasulullah spread Islam to the other places, to the other countries by the good words in the others languages, Allah SWT stated in the An Nahl : 125 as follows:

أَذْعُ إِلَيْ سَبِيلِ رَبِّكَ بِالْحِكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَدِلُهُمْ بِالْتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ
هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

Meaning : *Ask (humans) to the way of your Lord with wisdom and good lessons*

and argue with them in a good way. In fact, it is your Lord who knows better about those who have strayed from His ways and He who knows better those who are guided.

The obligation to learn any languages has been exemplified in the Prophet Muhammad SAW era which has been stated in the hadist as follows :

حَدَّثَنَا عَلِيُّ بْنُ حُجْرٍ أَخْبَرَنَا عَبْدُ الرَّحْمَنِ بْنُ أَبِي الزِّنَادِ عَنْ أَبِيهِ عَنْ خَارِجَةَ بْنِ زَيْدٍ بْنِ ثَابِتٍ عَنْ أَبِيهِ زَيْدٍ بْنِ ثَابِتٍ قَالَ أَمْرَنِي رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ أَنْ أَتَعَلَّمَ لَهُ كَلِمَاتٍ مِنْ كِتَابٍ يَهُودَ قَالَ إِنِّي وَاللَّهِ مَا آمَنْتُ يَهُودَ عَلَى كِتَابِي قَالَ فَمَا مَرَّ بِي نِصْفٌ شَهْرٍ حَتَّى تَعْلَمَتُهُ لَهُ قَالَ فَلَمَّا تَعْلَمْتُهُ كَانَ إِذَا كَتَبَ إِلَيْيَهُ كَتَبْتُ إِلَيْهِمْ وَإِذَا كَتَبُوا إِلَيْهِ قَرَأْتُ لَهُ كِتَابَهُمْ قَالَ أَبُو

Meaning : " Ali bin Hujr has told us the information from Abdurrahman bin Abu Az Zinad from his fater, from Kharijah bin Zaid bin Tsabit from his father, he is Zaid bin Tsabit told that ; Rasulullah shallallahu 'alaihi wasallam asked me to learn the Jewish language for him, and then he said: "for the sake of Allah,I'm not believe my letters to the Jew." Then Zaid said; "half of a month has past, and i 've mastered well for him." When i 've mastered it,I always write the letter to the Jew if the prophet Muhammad SAW want to deliver a letter for them, and the contrary if they send the letter to the prophet Muhammad SAW I'll read it to him. " (TIRMIDZI - 2633)

The Hadits above explained about Zaid ibn Tsabit who sent by Rasulullah to learn Jewish language. This problem happened because Rasulullah has received a letter from Jew and they used Jewish language. Then Zaid was sent to learn it dan he was success to learn it for 15 days, because Rasulullah was not believe what has written in the letter. Rasullah not only asked his friend to learn another language.

In the other Hadist stated as follows :

زَيْدٌ بْنُ ثَابِتٍ قَالَ أَمْرَنِي رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ : أَنْ أَتَعَلَّمَ السُّرْيَايِتَةَ

Meaning : Zaid bin Tsabit he said; "Rasulullah shallallahu 'alaihi wasallam asked

me to learn Suryani language."(HR. Tirmidzi 2639)

From the hadist below we can conclude that the obligation to learn the another language is necessary, not only to subject learn that will learn but also for da'wah, cause it is the sunnah from our prophet Muhammad SAW. It is the method used by our prophrt Muhammad SAW to spread Islam. In this modern era, we must able to learn the other language, especially English. In the other hadist Rasulullah asked his friend to learn any language bcause it is necessery to do. The Hadist is stated as follows :

حَدَّثَنَا جَرِيرٌ عَنْ أَعْمَشِ عَنْ ثَابِتٍ بْنِ عُبَيْدٍ قَالَ قَالَ رَبِيدُ بْنُ ثَابِتٍ قَالَ لِي
رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ تُحِسِّنُ السُّرِّيَانِيَّةَ إِنَّهَا تَأْتِينِي كُتُبٌ قَالَ قُلْتُ لَا قَالَ
فَتَعْلَمْهَا فَتَعْلَمْهُنَا فِي سَبْعَةِ عَشَرَ يَوْمًا

Meaning : "Having told us Jarir from Al A'masy from Tsabit bin Ubaid said, Zaid bin Thabit said," Rasulullah *sallallahu 'alaihi wasallam* asked me:' Do you speak Syriac? ' I replied,' You can't. ' He said: 'Learn!' So I learned it in just seventeen days. " (HR. AHMAD - 20605)

The main point from this Hadist is the using foreign languages for the purposes of learning, preaching and tabligh if it is deemed necessary includes following the Prophet's instructions and in fact this is one of the methods of teaching the Prophet s.a.w. in learning. Then, it is also necessary to add that today knowledge of foreign (Western) languages is the key to exploring natural sciences, and it has become a necessity for us to interact with foreign nations and European nations. This is for the progress of the ummah (Islam) itself. In addition, foreign languages have also become the key to getting to know each other (between nations), and it is a must so that humans (Muslims) feel safe in obtaining

their rights when they interact with foreign nations.

2. The Kinds of Vocabulary

Khaisaeng said that kinds of vocabulary are one of the important components in studying any language and to help students and learners to understand and use the target language more efficiently.¹⁴

a. Noun

Noun is the word that is used for the name of person, place or thing. Noun is all about everything that we can see (chair, table, and so on), hear (voice), touch (water, face, ears and so on), and feel (wind, smoke, and so on). According to Algeo in Adebileje¹⁵ Noun is along with verbs are a dominant part of speech, and that the semantic content of sentences is borne mostly by nouns.

b. Pronoun

Pronoun is a word or phrase that is used to substitute a noun or noun phrase in the particular sentence. Pronouns can be used as the subject, object, possessive adjective and more, and also it can take a place of person, animal or thing. The common pronouns used are I, You, They, We, She, He, It. According to Nelson in Hardiyanti et al said that ronoun is very important to teach in order to make students to able to construct grammatical sentence.¹⁶

¹⁴ Khaisaeng, Sukany and Dennis K. Nutprapha. (2017). A Study of Part of Speech Used in Online Student Weekly Magazine. Thailand. Vol. 5. P.44

¹⁵ Adebileje, Adebola. (2016). Forms and the Function of the English Noun Phrase in selected Nigerian text. *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*. Nigeria. Vol. 2. P.45

¹⁶ Hardiyanti et al.(2015). Errors Made by the Seventh Grade Students Using Personal Pronoun. *E-journal of English Language Teaching Society (ELTS)*. Vol. 3. P.5

c. Verb

Verb is a word that used in a sentence to explain what a noun do in the particular time or to explain what's being done to a noun, for examples speak, give, look, and so on. According to Eastwood in Kurniawan et al verb is a basic sentence structure that should be mastered by the second language learners.¹⁷

Normally, the verb is the action word, because it explains about the act done by the subject or object in the sentences, but sometimes it can also explain the emotional/physiological/response or action, (such as the fell) or mental action or state, (such as think) or a state being, which may not typically be noticed or seen by others

d. Adverb

Adverb is the word that used to modify a verb, adjective, or another adverb or sentences. The adverb can answer the questions that related to adverb itself, such as How, When, Where, How Often, and How Much the action is performed. An adverb is used to qualify any part of speech, except noun or pronoun.¹⁸

e. Adjective

Adjective is the word which describes, identifies, or quantifies a noun or pronoun. Adjective explains the noun or pronoun to be more specific. Adjective also help add the meaning to message delivered in sentences by helping readers to better visualize or understand specifics about the nouns or pronouns the modify, for examples, beautiful, good, diligent, and so on. According to Greenbaum in Al-Hassani et al adjectives are attributive when they pre-modify nouns, and they

¹⁷ Iwan Kurniawan and Seprizanna. (2016). An Analysis of Students' Ability in using Subject-Verb Agreement. *English Education: Jurnal tradis Bahasa Inggris*. Lampung. Vol. 9. P.3

¹⁸ David Crystal (2008) Adictionary of Linguistic and Phonrtics. Oxford. Blackwell Publishing p.140

appear between the determiner and the head of the noun phrase.¹⁹

f. Prepositions

Prepositions are the words that used to connect a noun or pronoun to verb or adjective in the sentence. It also used to show the relationship of a noun or pronoun to some other word in a sentence, for examples on, in under, and so on. According to Longman in Napitupulu preposition is defined as a word that is used before a Noun, Pronoun, or Gerund to show that word's connection with another word, such as of in a house made of wood and by in We open it by breaking the lock.²⁰

More about kinds of vocabulary Thornbury in Harmer says, there are two kind of vocabulary: Receptive vocabulary and Productive Vocabulary.²¹

a. Receptive Vocabulary (Passive Vocabulary)

Receptive vocabulary is the word that can be understood by people through listening and reading. Receptive vocabulary is the word that can't be produce correctly but understood by through reading and listening activity and it requires a reader to associate label as in reading or speaking. It is the words which we get to hear or receive from somebody else in the language we are exposed to.

b. Productive Vocabulary (Active Vocabulary)

Productive Vocabulary is the words that we use in speaking and writing. It involves of knowing how to pronounce the word, how to write and spell it, how to

¹⁹ Al-Hasaani et al. (2017). A Case Study of English and Arabic Adjectives in Attribute Position at Aden University. *International Journal of English Language Teaching*. Saudi Arabia. Vol. 4. P10

²⁰ Sependi Napitupulu. (2017). On Translation Preposition from English to Indonesian: A case Study of EFL Students. *International Journal of Linguistic*. Vol. 3, P.187

²¹ Jeremy Harmer, (2000) *The Practical of English Language Teaching*, New York: Longman,, P. 158.

used it in correct grammatical patterns along with the words that usually collocate with. The productive vocabulary are the words produce in reference to any suitable perspective.

From the explanation above we can know that there are many kinds of vocabulay. Based on the form of vaculary, it devides into 6. They are noun, pronoun, verb, adverb, adjective and preposition. It can be use in the sentence based on their function in the sentence. Based on the using, vocabulary itself divides into 2, they are receptive and productive. Receptive vocabulary refers to the passive vocabulary which is can be used only listening and reading, and productive vocabulary refers to the active vocabulary which is can be produce the word by speaking and writing.

3. Teaching Vocabulary

Teaching is the way to deliver the knowlage from the teacher to the students. According to Nation in Oxford²², stated teaching vocabulary is necessary because inadequate vocabulary causes may difficulties in receptive and productive language. The teacher needs creativity to improve his or her teaching vocabulary

According to Caroline to Linse, as the teacher we must apply seven principles in teaching and learning vocabulary in the class. First is emphasize direct and indiect teaching. Second, is teach the vocabulary words before a new activity, Third, teach how yo use context clues appropriately. Fourth, present multiple exposures to new vocabulary items. Fifth, working with information at a high cognitive and personal level refers to deep processing. Sixth, teach the

²² ISP Nation. (2001). *Learning Vocabulary in Another Language*. USA: Cambridge University Press p.255

students to use dictionaries. And the last, use vocabulary notebooks. It offers students with the changes to improve a kind of vocabulary acquisition strategies and also help students have control over their learning.²³

From the statement above, we can know that the way the teacher to teach will be influence the students comprehension in teaching and learning process, especially in vocabulary material. By upholding those principles, it can give the opportunity to the students to know more about the material delivered.

Before teaching vocabulary, the teacher must prepare the steps or procedure in teaching vocabulary, it is include the material that will be taught, the media needed, the technique used, and others. It used to make the students feel more interesting and intend to learn English. There are some techniques which could be used to teaching of vocabulary

- a) A physical demonstration, it use mime and gesture, may be the most effective as it will create a visual memory for the word
- b) A verbal explanation, it involves the some contexts, for example, a long journey, a hard day's work, or a strenuous physical task, will lead the learners towards meaning.
- c) Synonym, for example, “very tired : exhausted” has the advantages of making learners aware of paradigmatic relations in the language and that a range of words exists from which a choice can be made.
- d) Other technique are translation, pointing to objects, using visual aids such as mounted magazine pictures or blackboard drawings, using antonyms, or asking learner to check in a dictionary

²³ Caroline T. Linse and David Nunan. (2006). *Practical language Teaching : Young Learners* New York:Mc.Graw-Hill, p. 123-127

In addition, according to Bambang and Shirly there are some techniques in teaching vocabulary, they are:²⁴

- a) Applying several games to enrich the students' vocabulary

The using of game in teaching and learning process can make the students ore interesting and joyful in leanrning. There are several games that can be applied to the students to enrich their vocabulary, but the teacher need to select the most appropriate games in order to get the finest outcomes toward the students' mastery of vocabulary items. By using this particular game, the students are encouraged to improve their vocabulary size. It is important that English teachers apply the detective game as one of the classroom learning activities.

- b) Utilizing short stories to enhance young learner's vocabulary

Short stories play an important role as a media to express the language. Short stories will help young learners to use the right word in the right occasion because they provide example of vocabulary usage in a sentence. A short story gives motivation to the students to read until the end of the stories. That's why, asking students to read the short stories is one of the effective way to enrich their vocabulary. Read stories outside the classroom can be done by the students independently. Moreover, the teacher should monitor the progress of students' vocabulary learning.

From the explanation above we can conclude that there are some ways to teach vocabulary to the students. The teachers can consider the best way to apply in teaching and learning process based on the condition of the class and the

²⁴ Cahyono, Bambang and Kusumaningrum, Shirly. (2011). *Practical Techniques for English Language Teaching*. Malang: State University of Malang Press p.119

material that will be delivered . The way used must make the students feel interesting and easy to learn, not make them feel bored. The way or strategy hoped be able to make the students can memorize many vocabularies easily without feel burdened.

4. Words Square Modeling

Words squareis one of the learning method that arrange in a square such that they read same horizontally, vertically, or diagonally. Words squareis cooperative model where students supposed to find out the words and match the answer in the anser box individually or in class. Words squareis used by the teachers to achieve the learning goals. According toKurniasih and Sani words squarelearning model is a model of the development of lecture methods that are enriched and be oriented to the activity of students in learning.²⁵ According to Istarani words squarelearning Model is a learning model that uses boxes in the form of crossword puzzles as a tool in delivering teaching materials in the learning process.²⁶

Based on explanation above, we can conclude that words squaremodeling is one of the method used that combine the students' abity of answer the question and match the answer in the box. It used by the teacher to make the students can memorize the vocabulary easily and then it can reach the learning goals. The words squaremodeling is like a games, it can make the students interesting in vocabulary learning, besides remembering words, it will make them to think and

²⁵ Berlin Kurniasih and Sani. (2016). *Ragam Pengembangan Model Pembelajaran*. Medan Imas: Kata Pena. P.97

²⁶ Istarani. (2012). *58 Model Pembelajaran Inovatif*. Medan: Media Persada p.181

find out where the correct words that is answer key to question.

5. The Steps of Words squareModeling

Words squareModel is same with other model learning that have purpose to improve the result the student. According to Istarani Words squareModel have five steps there are:²⁷

- a) The teacher prepares the work sheet to be used in teaching and learning process.
- b) The teacher convey the material according to competence to be achieved.
- c) The teacher distributes activity sheets according to the sample.
- d) Student answer the question then shaded the letter in the box according to the answer.
- e) Give points for each answer

Based on explanation above it can conclude that, the words squaremodeling begin with the preparation the activity sheet by the teacher, and distribute to the students, the students demand to answer the question in the letters in the box according to the answer and the last the teacher will give them score based on their comprehension in words squaremodeling activity

This method is used to familiarize students with the new words, and implement them into their new vocabulary, and it can be used not only in reading and listening, but also in speaking and writing. In the words square modeling, the students will identify, spell, and say the word in the first square. In the second square, students draw their own visual representation of the word. This should

²⁷ Ibid, p 182

help student retention of the word.

The words squaremodeling consists of the words that are arranged in the random way horizontally or vertically in the a square, and it will get the additional letters to outwit the students. It needs the skill to answer the question and match the answer to the question provided. For Example:

The Questions :

1. The books Rp 150.000. It's very expensive for me
2. The opposite of happy is...
3. The opposite of good is...
4. Yesterday, Salwa...the watch to me
5. The Buddhists pray in the ...
6., dont cry. You're beatiful if you smile

C	A	R	D	S	A	T
O	U	T	R	O	B	E
S	A	D	A	L	C	M
T	E	B	A	D	D	P
U	T	T	I	L	F	L
M	S	M	I	L	E	E

6. The advantages and disadvantages of Words squareModel

a. Advantages of Words squareModeling

According to Istarani some the advantages Words squareModel are:²⁸

- 1) It can facilitate students to easier in mastering material because it has instructed to searching answer in the box.
- 2) It can facilitate teacher to present material easily, because the teacher can instruct students to do the box that has been prepared before.
- 3) It can improvestudents' learning activities because it will be continue to hatch the letters in the box according to answer
- 4) Words Square Modeling is usefull to make students do not bored because any activity doesn't makes students to be bored and tired follow the lesson.

b. The disadvantages of Words squareModeling

According to Istarani some the disadvantages of Words squareModel are:²⁹

- 1) Making a variety of boxes require creativity of a teacher.
- 2) Often encountered between the available box does not match the exsisting question.
- 3) Creating question that require definite answer requires a hight ability from a teacher.

²⁸ Ibid, p 183

²⁹ Istarani, loc.cit

B. Related of The Study

There are some researches related to this topic, they are :

1. Mardias, Tasia (2016) Peningkatan Hasil Belajar Menggunakan Model words square pada Pembelajaran Pendidikan Kewarganegaraan Kelas VI SD. The objective of the study is to describe the improvement the students' study result in the Civil Education at IV B class of SDN 03 Pontianak. The subject of this study consists of 33 students, whis is 22 students are girls and 11 students are boys, and 1 teacher. This study is conducted by applying the classroom action research. The result of this study showed that there was improving of students vocabulary mastery
2. Amaliyah, Asrina (2017) Improving The Students Vocabulary Mastery Through Words square Method at Seven Grade of State Islamic Junior High School Hasibuan. The objective of study is to know the improving of students' vocabulary mastery through words square method in grade seven at State Islamic Junior High School Sibuan. The subject of this study consists of 46 students, those are 32 female and 14 male. This study is conducted by applying classroom action research. The result of this study showed that there was improving of students vocabulary mastery

The similiary of this research with the previous researches above is the method used is words square modeling. The differences of the researches above with this research is the objective of the research to know the students' vocabulary mastery by using words square modeling, than the objective researches above is to

the improvement the students' vocabulary mastery by using words squaremodeling. Besides that the research design used in this research is Quantitative than the research design used in the researches above is classroom action research. And the last difference of this research with the previous research is the the subject of the research and the theory used.

C. Conceptual Framework

Words squareModel is a cooperative learning model that combines the ability to answer questions with carefulness in matching answer on the boxes of answer. It is the appropriate approach to teach vocabulary for the students, because it can make the students more critical thinking in teaching and learning process and also make them more interesting to learn. The main advantage of this method is it make the students do not feel bored in the vocabulary learning, and make them more interesting and joyful to learn and memorize some new words that has been learnt before. It also gives the teacher an opportunity to develop activities in the form of interesting task on familiar subject.

Based on the theories and the previous relevant studies above, it can be seen that Words squareModeling is one of the learning method that can make the students be more interested on teaching learning process, especially in vocabulary material

D. Hypothesis

Based on the explanation above of the theoretical and conceptual framework that have been present, the hypothesis of this research are :

(Ha) : There is a significant effect of Words squareModeling on students' vocabulary mastery

(H₀) : There is no significant effect of Words squareModeling on students' vocabulary mastery

CHAPTER III

METHODOLOGY OF RESEARCH

This chapter describes the methodology of research, consists of research design, the setting and object of the research, the technique of collecting data, and the technique of analyzing data.

A. Research Design

The research design used in this research was an experimental research design by using quantitative approach. It also complicated by pre-test and post test for the students. According to Ary et al, an experimental design is the general plan for carrying out a study with an active independent variable.³⁰ Experimental design may also be classified according to how well they provide control of the threats to internal validity they are; pre experimental design, true experimental design and quasi experimental design.

The experimental research is the way to find out a causal relationship between two factors that are intentionally made by the researcher by setting aside other factors that influence. There are 3 kinds of experimental research, they are pre experimental design, true experimental design and quasi experimental design. In this paper, the research used true experimental. True experimental must have 3 essential characteristics, they are: random assignment to classes, an intervention given to at least one class and an alternate or no intervention for at least one other class, and a comparison of class performances on some post-intervention measurement.³¹

³⁰ Donald Ary. (2010). *Introduction to Research in Education*. (USA: Wadsworth). p. 301

³¹ William M. K. Trochim. (2003). *The Research Methods Base, 2nd Edition*. (Ithaca: N.Y. Cornell Custom Publishing). p. 215

The true experimental design used in this research was pretest-posttest control-class design. It used because participants were randomly assigned to either the experimental or control class

In addition, it seems to be impossible for the researcher to manage all the students based on her desire. There were two classes in this research; experimental and control class. Kothari stated that control class is the class which is exposed to usual condition while experimental class is a class which is exposed to special condition.³² In this design, the subject could not be randomly assigned to either the experimental or the control class.

Table 3.1 Research Method

Class	Pre Test	Treatment	Post Test
Experimental Class	✓	Using Words squareModeling	✓
Control Class	✓	Without Using Words squareModeling	✓

B. The Subject of Research

The subject of the research is tenth grade at MAS Darul Ihsan Hamparan Perak. The population of this research is the students in MAS Darul Ihsan Hamparan Perak which is located in Desa Selemak, Hamparan Perak, and for the sample is in X-A and X-C grade students. Population is a particular class of people with a specialized set of characteristics and sample is the subset of

³² C.R.Kothari. (2004). *Research Methodology: Methods and Techniques*, 2nd rev ed, New Delhi : New Age International, p.30

populations.³³ In selecting the sample, this research used a lottery technique. The name of each class was written on a piece of paper and then all papers were put in a glass. The glass was shaken and two pieces of paper were taken from the glass. Thus, there are two classes were selected as the sample. Then the research would get the sample used. Thus, there are two classes were selected as the sample. :

Table 3.2 Number of Population

No.	Class	Number Of students
1.	X-A	36
2.	X-B	36
3.	X-C	36
4.	X-D	36
Total		144

Source of Data : Head master of MAS Darul Ihsan the Academic Year 2020-2021

Table 3.3 Number of Sample

No.	Class	Number Of students
1.	Experimental	37
2.	Control	35
	The Total Number Sample	72

³³ Syaukani (2018), *Metodologi Penelitian Pendidikan*, Medan : Perdana Publishing, p.35-36

C. The Setting of Research

This research was conducted at MAS Darul Ihsan Hamparan Perak's students in academic year 2019-2020. It located in Desa Selemak Hamparan Perak. The researcher choose this school because this school has a lot students' variation especially in English subject and the researcher sure that it will help the another researchers to do the research in the school.

D. The Procedure of Research

In order to get the data in this study, two procedures are taken by researcher, namely: pre-test, treatment (teaching presentation), and post-test

1. Pre-Test

before treatment, both experimental class and control class are tested by giving a pre-test. The pre-test is administrated to know the initial knowledge before applying the words square modeling on the students' vocabulary mastery.

2. Treatment

The treatment was given by the researcher in X-A and X-C. The experimental and control class would be taken by using a lottery technique. The name of each class was written on a piece of paper and then all papers were put in a glass. The glass was shaken and two pieces of paper were taken from the glass. Thus, there are two classes selected as the sample. Then the research would get the sample used. Both of classes that be the sample are taught by using the same materials but different teaching learning Method. In experimental class, the researcher used Words Square Modeling on the students' achievement in vocabulary mastery, and control class was taught by using lecture Method in

vocabulary mastery. Every meeting was about 80 minutes.

The procedures treatment in experimental class were : (1). The teacher prepares the work sheet to be used in teaching and learning process (2). The teacher conveys the material according to competence to be achieved (3) The teacher distributes activity sheets according to the sample. (4) Students answer the question then shade the letter in the box according to the answer. (5) The researcher as supervisor to guide the classes do and finished their task , (6) After the time is up to do the task , the researcher Give points for each answer

The procedures treatment in control class: (1). the teacher explained the material that was provided in the manual book to the students. (2). the students paid attention to the explanation.

3. Post-test

After treatment, both experimental class and control class are tested by giving a post-test. The post-test is the same as the pre-test. The post-test is administered to know The effect of Words Square Modeling on the students' vocabulary mastery.

E. Instruments of Collecting Data

This study used test as the instruments of collecting data. Test is a tool or procedure used to determine or measure something in the atmosphere, in the manner and the rules that have been determined.³⁴

In this research, the test is done in form of essay test to measure students' achievement at the tenth grade of MAS Darul Ihsan . The test is about some

³⁴Suharsimi Arikunto.(1987).*Dasar-dasar Evaluasi Pendidikan*. (Jakarta: PT BumiAksara). p.51

vocabularies in English.

F. Validity Test and Reliability Test

1. Validity Test

Validity is a measurement that show the validity level of the instrument used. The valid instrument has the high level of validity and the other hands, the instrument that valid enough it means it has the low level of validity.

In the research we have known that the instruments given is valid valid or no by using SPSS v.22 the research used *Pearson Correlation*. The criteria of validity test are:

- If Pearson Correlation $> r_{tabel}$, so the test is valid.
- If Pearson Correlation $< r_{tabel}$, so the test is not valid.

Validity test is done in the other class except the sample used to measure the test given is valid or not. In this research, the researcher took another class to apply it. The validity test of this research can be seen in the Appendix IV

2. Reliability Test

Reliability is a measurement to know how far the measurement result still consistent. If the mensuration done twice or more to the instrument.³⁵ The questions of reliability is the assay tes by using *Cronbach's Alpha* in SPSS v.22. if the instrument is

³⁵ Anas Sudijono, *Pengantar Evaluasi Pendidikan* (Jakarta : PT. Raja Grafindo Persada, 2012), p. 55.

reliable, so it can conclude that :³⁶

- a) If $r_{hitung} > r_{tabel}$ so the test is reliable.
- b) If $r_{hitung} < r_{tabel}$ so the test is not reliable.

After done the validity test, so the next step is reliability test for the instrument used. To measure the realibity a variable will be done by comparing the value Pearson Correlation with r_{tabel} . If Pearson Correlation ($r_{hitung} > r_{tabel}$) so the instrument is reliable and if $r_{hitung} < r_{tabel}$ so the instrument is not reliable.

Based on the result of *pretest* by using SPSS v.22, we've got the Cronbach's Alpha (r_{hitung}) . it is 0,751 then we must compare with r_{tabel} . If $r_{hitung} > r_{tabel}$ it means that the test is reliable. The reliability test in this research can be seen in the Appendix V

G. Technique of Analyzing the Data

The researcher used the data from students' tests to find out the result of students' ability in vocabulary mastery by using words square modeling which is applied in the experimental class, then without using words square modeling in the control class. After all students' scores were obtained, next the researcher conducted prerequisite data analysis: normality and homogeneity. The normality test and homogeneity test were tested by using SPSS 22 . After analyzed normality test and homogeneity test, the researcher used t-test to find out the differences between students' score that are taken from pre-test and post-test in experimental class and control class.

³⁶ Sugiyono, *Metode Penelitian Pendidikan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2007) ,p.87.

Before doing hypothesis test, there are two requirements that have to be done. They are normality and homogeneity test. Normality test is to determine whether the data normally or not. The data were considered normal if score of the test is more than 0.05. To count the normality test, the writer used SPSS, with steps as follows:³⁷

- (1) . Open SPSS program. Input all the data.
- (2) Click Analyze from the top menu, choose descriptive statistics and click explore.
- (3) Move the data from the left box into the box in Dependent List.
- (4). Click plot and make sure that under the boxplots choose none, remove any check lists under Descriptive, and tick in Normality plots with tests, and remove any ticks under Spread vs Level with Levene Test.
- (5) Click Continue and OK

Homogeneity test is to determine the similarity between two classes. To get the homogenous data, the significant level of the test is more than 0.05. Homogeneity test used in this study were SPSS, with steps as follows:³⁸

- (1). Open SPSS program.
- (2). Input the data in the data view.
- (3). Click Analyze in the top of the menu, choose compare means and click oneway ANOVA.
- (4). Move the data of experimental into Dependent List, meanwhile, move the

³⁷ Andrew Garth. 2008. *Analysis Data Using SPSS (A Practical Guide for those Unfortunate Enough to Have to Actually Do It)*. Sheffield: Sheffield Hallam University. p. 73

³⁸ Andrew Garth. *Opcit*.p. 71-72

data of controlled class into Factor.

(5). Click the Options tab to open the options dialogue box.

(6). Give a tick in Homogeneity of variance tests.

(7). Click continue, and then OK

Pre-test and post-test were done in order to see the difference vocabulary mastery before and after the students were taught by using words square modeling. After the data were collected from the tests, they were analyzed by using SPSS 22. Hypothesis test could be done if the data of the tests showed that they were both homogeneous and normal. The t-test is used to see whether there is a difference between two variables in this research. In SPSS 22, T-test was done through Independent-Samples t-test. Here are the steps to analyze the data:³⁹

1. Open SPSS 22 program and click Variable View, type the name such as class and score, and in the Values, the name of the class is differentiated into two kinds; experimental is 1 and controlled is 2.
2. Click Data View, insert the data and then, click Analyze, choose Compare Means and click Independent-Samples T-test.
3. Move the score into the column of Test Variable (s), and move the class into Classing Variable. Define class as the number exactly like the number that has been typed in Values , Click continue and OK.

³⁹Andrew Garth. *Opcit.* p. 45-46

H. Statistical Hypothesis

The statistical hypothesis in this research is:

$$H_0 : \mu_A = \mu_B$$

$$H_a : \mu_A > \mu_B$$

In which:

A : Words Square Modeling

B : Lecture Method

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

1. Data Description

The data of this research were obtained from the result of test from both of class, the experimental class and the control class in both of X-A and X-C. The experimental class and the control class were taught differently. In the experimental class, the students were taught by using Words Square Modeling. Meanwhile, in the control class, the students were taught by using Lecture Method. In order to see the effect of students' writing taught by using Words Square Modeling and by using Lecture method the data were needed to be gathered. The data were collected from the results of pre-test and post-test that were conducted in the end of the research.

After giving the posttest to experiment class was taught by Words Square Modeling and control class was taught by using Lecture method , so obtained measurement data to English writing as follow:

Table 4.1 Research Result Data

Statistic Source	Class of Learning Model			
	Experimental Class (Words Square Modeling)		Control Class (Lecture Method)	
	Pre Test	Post Test	Pre Test	Post Test
N	37	37	35	35
\bar{X}	58,24	81,48	58	73,28
S	10,69	11,60	10,66	10,50

b. Experimental Class

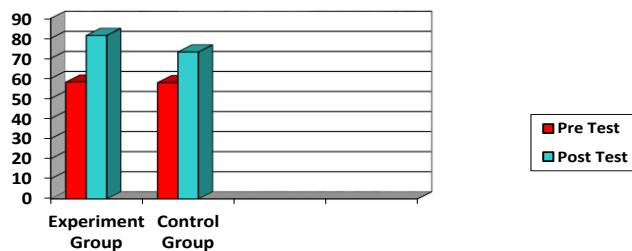
Based on the data that had been gotten, the mean score in pre test was 58,24., meanwhile the mean score in the post test was 81,48 . The mean score raised 23,24 from the pre test to the post test. The highest score of the pre test was 80 and the highest score of the post test was 100

c. Control Class

Based on the data that had been gotten, the mean score in pre test was 58, meanwhile the mean score in the post test was 73,28. The mean score raised 15,28 from the pre test to the post test. The highest score of the pre test was 80 and the highest score of the post test was 100.

Here is a comparison chart between the average scores of the control class and the experimental class:

Chart 4.1 : Comparison between The Mean Scores of Experimental and Control Class



From the data that has been attached previously, it can be seen that there was quite significant different scores between the control class which taught by using the conventional method and the experimental class that was given treatment using the Words Square Modeling. The mean score in experimental class from the pre test to the post test increased until 23,24 meanwhile in the control class was only 15,28.

2. Analysis Requirement Testing

a. Normality Testing

To test the normality of the data, lilliefors formula is used. The result is the data is normal because $L_o < L_t$. Normality testing can be seen in table

Table 4.2 : Tests of Normality

Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Vocabulary	Pre Test Experiment	,160	37	,018	,972	37	,451
Mastery	Post Test	,121	37	,187	,950	37	,098
	Experiment						
	Pre test Control	,132	35	,128	,966	35	,351
	Post Test Control	,137	35	,094	,960	35	,230

a. Lilliefors Significance Correction

The research took just 35-37 samples, so because of the samples were less than 50 samples, so the research took Shapiro-Wilk data as the data of Normality Test. The Sig (p value) from the data is 0,451. It is more than alpha value (0,05). So we can conclude that the data is normal

b. Homogeneity Testing

After doing the normality testing , the researcher did the homogeneity testing that would be calculated by using SPSS 22 in order to test the homogeneity of the both classes, experiment class and control class. The researcher used Slevene statistic test to calculate the homogeneity test. The data would be homogenous if the result of data calculation is higher than 0.05. The results are presented as follows :

Table 4.3 Test of Homogeneity of Variance for Pre Test

		Levene Statistic	df1	df2	Sig.
Vocabulary	Based on Mean	,006	1	70	,936
Mastery	Based on Median	,001	1	70	,979
	Based on Median and with adjusted df	,001	1	69,998	,979
	Based on trimmed mean	,006	1	70	,937

Based on the output of SPSS above we can know through the Sig value (2 tailed). Based on mean for the variables of pre test experimental class and control class we get 0,936. So we can conclude that the sig value $0,936 > 0,05$. It is more than alpha value (0,05). Therefore, the data of pre test that done in experimental and control class are homogenous

Table 4.4 Test of Homogeneity of Variance for Post Test

		Levene Statistic	df1	df2	Sig.
Vocabulary	Based on Mean	,390	1	70	,534
Mastery	Based on Median	,302	1	70	,584
	Based on Median and with adjusted df	,302	1	69,996	,584
	Based on trimmed mean	,407	1	70	,525

Based on the output of SPSS above we can know through Sig value (2 tailed). Based on mean for the variables of post test experimental class and control class we get 0,534. So we can conclude that the sig value $0,534 > 0,05$. It is more than alpha value (0,05). Therefore, the data of post test that done in experimental and control class are homogenous

c. T-Test

After measuring the normality and homogeneity test, then the researcher tested t-test in SPSS 22 to know the significant difference between the students' vocabulary mastery in experimental class and the students' vocabulary mastery in control class. The researcher used the data of the pre-test and post-test of experiment and control classes, and gained score from both classes. The t-test result of post test scores both control and experiment class are presented in the following figure below:

Table 4.5 : The t-test result of pre-test score both control and experiment class

		Levene's Test for Equality of Variances		Independent Samples Test						
				t-test for Equality of Means			Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
		F	Sig.	t	df	Lower	Upper			
Vocabulary Mastery	Equal variances assumed	,006	,936	,097	70	,923	,243	2,516	-4,775	5,262
	Equal variances not assumed			,097	69,800	,923	,243	2,516	-4,775	5,261

The result of pre-test both experiment class and control class was conducted before doing the treatment. Based on the data in Table 4.10, it can be seen that the value of Sig. (2tailed) is 0,923. It is bigger than 0,05 (0,923>0,05) . it means that there was no significant different between the experiment class and control class.

Table 4.6 : The t-test result of post-test score both control and experiment class

		Levene's Test for Equality of Variances		Independent Samples Test						
				t-test for Equality of Means			Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
		F	Sig.	t	df	Lower	Upper			
Vocabulary Mastery	Equal variances assumed	,390	,534	3,140	70	,002	8,201	2,612	2,991	13,410
	Equal variances not assumed			3,148	69,869	,002	8,201	2,605	3,006	13,396

The result of posttest both experiment class and control class was conducted after doing the treatment. Based on the data in Table 4.10, it can be seen that the value of Sig. (2tailed) is 0,002. It is less than 0,05 (0,002<0,05) . it means that

there was a significant different between the experiment class and control class.

d. Average Similarity Test

$$t_{hitung} = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

$$t_{hitung} = \frac{58,24 - 58,00}{\sqrt{\frac{(37 - 1)(114,19) + (35 - 1)(113,53)}{37 + 35 - 2} \left(\frac{1}{37} + \frac{1}{35} \right)}}$$

$$t_{hitung} = \frac{0,24}{\sqrt{\frac{(36)(114,19) + (34)(113,53)}{70} \left(\frac{2}{72} \right)}}$$

$$t_{hitung} = \frac{0,24}{\sqrt{3,16}}$$

$$t_{hitung} = \frac{0,24}{1,78}$$

$$t_{hitung} = 0,135$$

Because of distribution table list t is not obtained from t of $dk = n_1 + n_2 - 2 = 37 + 35 - 2 = 70$ to $\alpha = 5\%$ will be found by interpolation :

$$t_{70} = t_{60} + \frac{t_{120} - t_{60}}{120 - 60} (70 - 60)$$

$$t_{70} = 2,000 + \frac{1,980 - 2,000}{60} (10)$$

$$t_{70} = 2,000 + (-0,002)$$

$$t_{70} = 1,997$$

From T-Test the researcher found $t_{hitung} = 0,135$ with opportunities 5% and $dk = 37 + 35 - 2 = 70$ the researcher got $t_{tabel} = 1,997$ or $t_{hitung} < t_{tabel}$ so H_0 is accepted. It means that there's no different in average of experimental and control class.

3. Hypothesis Testing

The data analysis used is T-Test to hypothesis test:

$$t_{hitung} = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

$$t_{hitung} = \frac{81,49 - 73,29}{\sqrt{\frac{(37 - 1)(134,53) + (35 - 1)(110,21)}{37 + 35 - 2} \left(\frac{1}{37} + \frac{1}{35} \right)}}$$

$$t_{hitung} = \frac{8,20}{\sqrt{\frac{(36)(134,53) + (34)(110,21)}{70} \left(\frac{2}{72} \right)}}$$

$$t_{hitung} = \frac{8,20}{\sqrt{5,55}}$$

$$t_{hitung} = \frac{8,20}{1,85}$$

$$t_{hitung} = 4,441$$

Because of distribution table list t is not obtained from t value of $dk = n_1 + n_2 - 2 = 37 + 35 - 2 = 70$ for $\alpha = 5\%$ will be found by interpolation :

$$t_{70} = 2,000 + \frac{1,980 - 2,000}{60} (10)$$

$$t_{70} = 2,000 + (-0,002)$$

$$t_{70} = 1,997$$

From the calculation of t-test the researcher got $t_{hitung} = 4,441$ with the opportunities 5% and $dk = 37 + 35 - 2 = 70$ the researcher found $t_{tabel} = 1,997$ or $t_{hitung} > t_{tabel}$ so H_a is accepted.

The formula description:

\bar{x}_1 : mean score of experimental class

\bar{x}_2 : mean score of control class

s : standard deviation

S_1^2 : variant of experimental class

S_2^2 : variant of control class

n_1 : the number of experimental class

n_2 : the number of control class.⁴⁰

With the criterias :

H_a is accepted if $t_{hitung} > t_{tabel}$ (reject H_0)

H_a is rejected if $t_{hitung} < t_{tabel}$ (accept H_0)

The result of comparation $t_{observed}$ and t_{table} is done to know whether using Words Square Modeling in students' vocabulary mastery is effective to increase students' vocabulary mastery or not.

Hypothesis testing becomes the important one because the calculation of hypothesis test is to answer the formulation of the problem of this research: "Is there any significant effect of Words Square modeling on the students' vocabulary mastery? The conclusion is obtained as follows:

⁴⁰ Sudjana, *Metode Statistik* (Bandung: Tarsito, 2005), hlm. 250.

H_a: There is a significance difference of students' achievement in vocabulary mastery between the students who are taught by Words Square modeling and students who are taught without using Words Square modeling

H_o: There is no significant difference of students' achievement in vocabulary mastery between students who are taught by Words Square modeling and the students who are taught without using Words Square modeling. And then, the criteria of hypotheses test as follow: H_a is accepted if $t > t_{table}$ or if the $Sig. (2-tailed) < 0.05$. , H₀ is not accepted if $t < t_{table}$, or if the $Sig. (2-tailed) > 0.05$.

To sum up, the t observed $> t_{table}$ and the $Sig. (2-tailed) < 0.05$, it means that H_a is accepted. So, it can be concluded that Words Square modeling is effective to teach the vocabulary in the class

B. Discussion

The result of finding research showed that there was a significant difference between students' achievement in vocabulary mastery who learn by using Words Square modeling and the lecture method

Based on quantitative data could be found that the mean of the pre-test in experimental class was 58,24 and post-test was 81,48 while the mean of the posttest in control class was 58 and post-test was 73,28. It means that there is an difference between experiment and control class. In control class the score increase 15,28 between pre-test and post-test, but in experimental class the score increase about 23,24 between pre-test and post-test. In other words, the students' achievement in vocabulary mastery is more effective by using Words Square modeling. In addition, based on calculation of the t-test that H₀ was

rejected and Ha was accepted. The result of the data from the pre test and post-test the students that were thought by Words Square modeling had been higher score and those who were thought by presentation practice production had been lower.

To sum up the data of the research had been conducted based on the procedures. As the research finding and discussion above, there is significance by using Words Square modeling toward the students' achievement vocabulary mastery

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

Based on the research findings it can be conclude that the students' vocabulary mastery taught by using Words Square Modeling is better than taught by using lecturing method.

The result of pre-test and post-test both experimental class and control class was conducted after doing the treatment. Based on the data, it can be seen that there is a significant different between the experimental class and control class. The researcher was compared t_{count} and t_{table} to know whether using Words Square Modeling in students vocabulary mastery is more effective to get the good result of students' achievement in writing procedure text.

As the conclusion of the whole chapters, it could be interpreted that students' achievement in vocabulary mastery is better taught by Words Square Modeling than Lecturing Method , especially for the tenth -grade students of MAS Darul Ihsan Hamparan Perak.

B. Implication

Implications are drawn from the research finding. The research came with a finding that there is a significant effect on the students' mastery between students are taught by using Words Square Modeling and they who are taught by lecture method. Moreover, this research implies that the use of Words Square Modeling is needed in vocabulary mastery

Students are motivated and relaxed in learning writing when they are taught by using Words Square Modeling . Therefore, implies that the use of Words Square Modeling can keep students' interest and help them to mastery the vocabulary well.

In summary, the use of Words Square Modeling during the research can affect the students' achievement in vocabulary mastery. Therefore, the application of Words Square Modeling needs to be applied continuously in teaching vocabulary. It is because the use of Words Square Modeling can be affective learning to help the students' enthusiastic increased so that the standard competence of learning process can be achieved

C. Suggestion

Based on the above conclusion, the researcher gives some recommendations. Firstly, English teachers are suggestion to use Words Square Modeling in their teaching learning process in order to affect the students' achievement in vocabulary mastery. Secondly, the researchers who are interested in doing a research related to this study should try to apply Words Square Modeling on different level of learners through different genre to prove the effectiveness of Words Square Modeling on the students' achievement in vocabulary. Finally, the researcher considers that the study still need validity from the next researcher that has the similar topic with this study

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APPENDIX I**The List Name of Conrol Class**

No	Initial	Gender		
1	AHH	F	18	AM
2	AZF	F	19	AGP
3	CPS	F	20	CAD
4	DAP	F	21	FW
5	FAR	F	22	GMF
6	LNA	F	23	HRF
7	NZ	F	24	IS
8	NHF	F	25	MAH
9	NAE	F	26	MDN
10	NAA	F	27	MDP
11	NAR	F	28	MDA
12	NI	F	29	MNF
13	PA	F	30	MRA
14	PNF	F	31	MRA
15	SA	F	32	MR
16	ZA	F	33	S
17	AZ	M	34	YN
			35	SW

The number of students in control class

: 35 students

Female

: 16 students

Male

: 19 students

The List Name of Experimental Class

No	Initial	Gender		
1	AZ	F	19	NA
2	AAR	F	20	NU
3	AAP	F	21	RFH
4	AR	F	22	AH
5	DNA	F	23	BAH
6	F	F	24	DAP
7	H	F	25	DP
8	IF	F	26	FH
9	L	F	27	FST
10	M	F	28	F
11	MTK	F	29	IS
12	MRM	F	30	KP
13	NM	F	31	KF
14	NN	F	32	MRHN
15	NS	F	33	MFF
16	NA	F	34	MHR
17	NP	F	35	PNH
18	NNA	F	36	PR
			37	RR

The number of students in control class

: 37 students

Female

: 21 students

Male

: 16 students

APPENDIX II

LESSON PLAN (Control Class)

School	: MAS Darul Ihsan Hamparan Perak
Subject	: English
Class	: X (Control-Class)
Time Allocation	: 2 x 45 minutes
Topic	: Talking About Self

A. Main Competence

K1 : Respecting and appreciating religion they believe.

K2 : Respecting and appreciating honestly, discipline, responsibility, care (tolerance, cooperation), good manner, confident, to interact effectively with social environment and nature in their association and existence.

K3 : Understanding knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture related to the real phenomena and incident.

K4 : Trying, processing, and presenting in concrete (use, analyze, string up, modify, and make) and abstract (write, read, count, draw, and create) in accordance with subject learnt in school and other source that has the same point of view / theory.

B. Basic Competence and Indicators

The Basic Competences	Indicators
<p>3.1 Applying the social function, structure, and linguistic elements in the oral and written interactions that involve the action in taking and</p>	<ul style="list-style-type: none"> • To identify the expressions of taking and giving information about identity and family relationship • To analyze the different of using those expressions based on the context

<p>giving the information about identity, family relationship, based on the using context. (pay attention in linguistic elements such as pronoun: subjective, objective, possessive)</p>	<ul style="list-style-type: none"> • To know the structure of taking and giving the information about identity and family relationship • To know the linguistic elements from the expression of taking and giving information about identity and family relationship.
<p>4.1 Composing the oral and written interactions simply that involve the action in taking and giving the information about the identity by paying attention to the social function, structure, and linguistic elements based on context.</p>	<ul style="list-style-type: none"> • To arrange the asking information sentences about identity and family relationship • To respond the asking information about identity and family relationship

C. Learning Objectives

After following the learning process, the students are expected to :

2. Understand how to greet the people around well in their daily life
3. Able to introduce themselves and someone else to somebody around them
4. Identify the various types of “Personal Pronoun” in the sentence well
5. Understand the using of *To Be* and *Simple Present Tense* in the oral or written interaction

D. Learning Materials

The expressions :

- Hello, let me introduce myself ...
- Hi, my name is ...
- Good morning everyone, allow me to introduce myself, I am ...

- I would like to introduce myself, my name is ...

Language Features:

- The use of *Simple Present Tense*
- The use of verb to be (is, am, are), have and linking verb
- The use of Personal Pronoun such as subject, object, and possessive

E. Learning Method

Words square Modeling

F. Learning Media , Tools and Source

a. Media

- Video about the conversation of people that introducing themselves and introduce someone else
- Cartoon

b. Tools

- Leptop
- Projector screen
- Marker
- Whiteboard

c. Lesson Sources

- Internet
- English relevant text book that has provided by the school (*When English Rings a Bell*, publisher Kementerian Pendidikan dan Kebudayaan)
- English relevant text book (*Bright An English*, publisher Erlangga)
- Dictionary

G. Learning Activities

Opening	<ul style="list-style-type: none"> • Greet the students kindly when entering the classroom • Performing a prayer before starting the lesson • Check the presence of the students • Providing motivation and apperception • Brain Storming 	10 minutes
Core Activities Meeting 1	<p>Observing</p> <ul style="list-style-type: none"> • Teacher explains about introduction text clearly and briefly • Teacher turns on the video in laptop and asks the students to pay attention on it well and repeats it in 3 times <p>Questioning</p> <ul style="list-style-type: none"> • The teacher directs the students to provide and ask question about the vocabularies that they do not know the meaning. • With the guidance and direction of the teacher, students asks question, among other things, the meaning of terms that have not been understood, etc <p>Experimenting</p> <ul style="list-style-type: none"> • Teacher asks the students to make their own conversation about the material that has learnt. <p>Associating</p> <ul style="list-style-type: none"> • The teacher asks the students do the task individually about introduction which has been given. <p>Communicating</p> <ul style="list-style-type: none"> • The students collect their work. 	60 Minutes
Meeting 2	<p>Observing</p> <ul style="list-style-type: none"> • Teacher explains about <i>Simple Present Tense</i> in general clearly and briefly, the formula and also the examples by using carton media that attach on the whiteboard <p>Questioning</p> <ul style="list-style-type: none"> • The students analyzed the formula of <i>Simple Present Tense</i> 	

	<ul style="list-style-type: none"> With the guidance and direction of the teacher, students asks question, among other things, the meaning of terms that have not been understood, etc <p>Experimenting</p> <ul style="list-style-type: none"> Teacher asks the students to compose their daily activity by using <i>Simple Present Tense</i> <p>Associating</p> <ul style="list-style-type: none"> The teacher asks the students do the task individually about <i>Simple Present Tense</i> which has been given. <p>Communicating</p> <ul style="list-style-type: none"> The students collect their work. 	
Closing	<ul style="list-style-type: none"> Make the conclusions of today's learning and tell the learning plans for the next meeting. Praying Regards 	10 Minutes

Assessment

Scoring the Test

The score range from 0-100 are use. The rule was by counting the correct answer using this following formula:

$$S = R/N \times 100$$

Where:

S = the score

R = the number of correct answer

N = the number of questions

Medan, 29 Juli 2020

Be cognizant of
English Teacher



Ismasiah Harahap, S.Pd

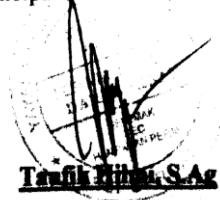
Researcher



Liya Tamima

NIM. 0304161044

Principal of MAS Darul Ihsan



LESSON PLAN
(Experimental Class)

School	: MAS Darul Ihsan Hamparan Perak
Subject	: English
Class	: X (Experimental-Class)
Time Allocation	: 2 x 45 minutes
Topic	: Talking About Self

A. Main Competence

K1 : Respecting and appreciating religion they believe.

K2 : Respecting and appreciating honestly, discipline, responsibility, care (tolerance, cooperation), good manner, confident, to interact effectively with social environment and nature in their association and existence.

K3 : Understanding knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture related to the real phenomena and incident.

K4 : Trying, processing, and presenting in concrete (use, analyze, string up, modify, and make) and abstract (write, read, count, draw, and create) in accordance with subject learnt in school and other source that has the same point of view / theory.

B. Basic Competence and Indicators

The Basic Competences	Indicators
3.1 Applying the social function, structure, and linguistic elements in the oral and written interactions that involve the action in taking and giving the information	<ul style="list-style-type: none"> • To identify the expressions of taking and giving information about identity and family relationship • To analyze the different of using those expressions based on the context • To know the structure of taking and giving the information about identity and

<p>about identity, family relationship, based on the using context. (pay attention in linguistic elements such as pronoun: subjective, objective, possessive)</p>	<p>family relationship</p> <ul style="list-style-type: none"> • To know the linguistic elements from the expression of taking and giving information about identity and family relationship.
<p>4.1 Composing the oral and written interactions simply that involve the action in taking and giving the information about the identity by paying attention to the social function, structure, and linguistic elements based on context.</p>	<ul style="list-style-type: none"> • To arrange the asking information sentences about identity and family relationship • To respond the asking information about identity and family relationship

C. Learning Objectives

After following the learning process, the students are expected to :

6. Understand how to greet the people around well in their daily life
7. Able to introduce themselves and someone else to somebody around them
8. Identify the various types of “Personal Pronoun” in the sentence well
9. Understand the using of *To Be* and *Simple Present Tense* in the oral or written interaction

D. Learning Materials

The expressions :

- Hello, let me introduce myself ...
- Hi, my name is ...
- Good morning everyone, allow me to introduce myself, I am ...
- I would like to introduce myself, my name is ...

Language Features:

- The use of *Simple Present Tense*
- The use of verb to be (is, am, are), have and linking verb
- The use of Personal Pronoun such as subject, abject, and possessive

E. Learning Method

Words squareModeling

F. Learning Media , Tools and Source

1. Media

- Video about the conversation of people that introducing themselves and introduce someone else
- Cartoon

2. Tools

- Leptop
- Projector screen
- Marker
- Whiteboard

3. Lesson Sources

- Internet
- English relevant text book that has provided by the school (*When English Rings a Bell*, publisher Kementerian Pendidikan dan Kebudayaan)
- English relevant text book (*Bright An English*, publisher Erlangga)
- Dictionary

G. Learning Activities

Opening	<ul style="list-style-type: none"> • Greet the students kindly when entering the classroom • Performing a prayer before starting the lesson • Check the presence of the students • Providing motivation and apperception • Brain Storming 	10 minutes
Core Activities Meeting 1	<p>Observing</p> <ul style="list-style-type: none"> • Teacher explains about introduction text clearly and briefly • Teacher turns on the video in laptop and asks the students to pay attention on it well and repeats it in 3 times <p>Questioning</p> <ul style="list-style-type: none"> • The teacher directs the students to provide and ask question about the vocabularies that they do not know the meaning. • With the guidance and direction of the teacher, students asks question, among other things, the meaning of terms that have not been understood, etc <p>Experimenting</p> <ul style="list-style-type: none"> • Teacher asks the students to make their own conversation about the material that has learnt. <p>Associating</p> <ul style="list-style-type: none"> • Teacher share the words squaremodeling worksheet to measure how many vocabulary that the students have memorized • The teacher asks the students to answer the question by shaded the letters in the box vertically, horizontally or diagonally <p>Communicating</p> <ul style="list-style-type: none"> • The students collect their work. 	60 Minutes
Meeting 2	<p>Observing</p> <ul style="list-style-type: none"> • Teacher explains about <i>Simple Present Tense</i> in general clearly and briefly, the 	

	<p>formula and also the examples by using carton media that attach on the whiteboard</p> <p>Questioning</p> <ul style="list-style-type: none"> • The students analyzed the formula of <i>Simple Present Tense</i> • With the guidance and direction of the teacher, students asks question, among other things, the meaning of terms that have not been understood, etc <p>Experimenting</p> <ul style="list-style-type: none"> • Teacher asks the students to compose their daily activity by using <i>Simple Present Tense</i> <p>Associating</p> <ul style="list-style-type: none"> • Teacher share the words squaremodeling worksheet to measure how many vocabulary that the students have memorized • The teacher asks the students to answer the question by shaded the letters in the box vertically, horizontally or diagonally <p>Communicating</p> <ul style="list-style-type: none"> • The students collect their work. 	
Closing	<ul style="list-style-type: none"> • Make the conclusions of today's learning and tell the learning plans for the next meeting. • Praying • Regards 	10 Minutes

D. Assessment

Scoring the Test

The score range from 0-100 are use. The rule was by counting the correct answer using this following formula:

$$S = R/N \times 100$$

Where:

S = the score

R = the number of correct answer

N = the number of questions

Medan, 24 Juli 2020

Be cognizant of

English Teacher

Researcher



Ismasiah Harahap, S.Pd



Liya Tamima

NIM. 0304161044

Principal of MAS Darul Ihsan



APPENDIX III**TEST SHEET****PRE TEST & POST TEST**

Name : _____

Class : _____

Subject : English

Vocabulary**Choose (x) a, b, c, d for the correct answer!**

1. Hello ... name is Nadin

2. I want to ... my self. I'm Riska

3. A : can you help me ?

B : Yes, of course. What can I do for you?

A : Please, this bag to my room

B : Yes, Sir.

4. This exercise is too for me. I got score 100.

5. Diana's doll is broken. Diana is very now.

6. The teacher's duty is to the students in the school.

7. Luna is celebrating her birthday. Now Luna feels

8. My brother ... to school by bus

9. The clown is so He makes all kinds laugh and happy

10. I am so hungry. So I a meal

11. Rina : Hello my name is Rina

Lisa : hello, I'm Dina. Nice to meet you

Rina : ... to meet you to

12. My mother ... the delicious brekfast

13. A : ... are you come from ?

B : I am from Medan

14. Katherine didn't study hard. He didn't the exam

15. The gardener ... the grass every Moday and Thursday

16. I can't hear anything since my ... are sick

17. Sugar is ..., but honey is sweeter than sugar

18. Kathy is a She teaches Math in our class. Every students love her

19. Lili : do you have an ...?

Shopkeeper : yes, we do. The apple rack is over there

20. My mother is a nurse . she works in RSUP adam Malik. She ... the doctor

to treat the patient

Answers

1. My	9. Funny	17. Sweet
2. Introduce	10. Eat	18. Teacher
3. Bring	11. Nice	19. Apple
4. Easy	12. cooks	20. Helps
5. Sad	13. where	
6. Teach	14. Pass	
7. Happy	15. Cut	
8. Goes	16. Ears	

APPENDIX IV

VALIDITY ANALYSIS OF TESTING THE QUESTION OF TEST

No	Name	The Number of Test																		Total	Score		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1	AGN	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	95	
2	AFG	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	18	90	
3	A	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	18	90	
4	AC	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	1	1	1	17	85	
5	AFA	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	95	
6	ET	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	18	90	
7	FG	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	18	90	
8	FR	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	100	
9	GHB	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	18	90
10	HB	0	1	0	0	1	0	1	1	0	1	0	1	1	1	1	0	1	1	0	0	11	55
11	HLS	1	1	0	0	1	1	0	1	1	1	0	1	0	0	0	1	1	1	0	11	55	
12	IS	1	0	0	1	1	0	0	0	0	1	1	0	1	1	1	0	1	1	1	12	60	
13	IM	0	1	0	0	0	1	1	0	1	1	0	1	0	0	0	1	0	1	0	1	9	45
14	I	0	0	1	0	0	0	1	0	0	0	0	0	0	1	0	1	0	1	1	1	8	40
15	JK	0	1	1	1	0	1	1	1	0	0	1	0	1	0	0	1	0	0	1	0	10	50
16	JM	1	0	1	1	1	0	0	1	0	0	0	0	0	0	1	0	1	0	1	9	45	
17	KH	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	1	17	85	
18	KM	0	1	1	1	0	1	0	1	0	1	1	0	1	1	0	1	0	1	0	10	50	
19	KIL	1	0	1	0	1	0	1	0	1	1	0	1	1	0	1	0	0	1	1	12	60	
20	LT	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	15	75	
21	LM	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	17	85	
22	LMN	1	1	1	0	1	1	0	1	0	1	0	1	1	1	1	0	0	0	1	11	55	
23	MFH	0	1	0	1	0	1	0	1	1	0	1	0	1	1	1	0	1	0	1	12	60	
24	RJ	1	0	1	1	0	1	0	0	1	1	0	1	0	1	0	1	0	1	0	10	50	
25	RI	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	100	
26	TW	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	16	80	
27	ZM	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	10	50	

jlh

r hitun

r tabel

kriteria

a

22

0,53099736

0,38

Valid

0,38

0,43278485

Valid

Valid

0,38

0,47385757

Valid

Valid

0,38

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Valid

Valid

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Valid

Valid

APPENDIX V

RELIABILITY TEST

Reliability Statistics

Cronbach's Alpha	N of Items
,782	20

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item_1	13,52	14,721	,373	,771
item_2	13,56	14,795	,332	,774
item_3	13,44	15,103	,306	,776
item_4	13,56	14,641	,377	,771
item_5	13,52	14,490	,444	,767
item_6	13,52	14,798	,350	,773
item_7	13,56	14,795	,332	,774
item_8	13,56	14,795	,332	,774
item_9	13,59	14,558	,385	,770
item_10	13,48	14,952	,326	,774
item_11	13,67	14,692	,327	,775
item_12	13,63	14,858	,290	,777

item_13	13,48	14,798	,375	,771
item_14	13,59	14,712	,341	,773
item_15	13,67	14,692	,327	,775
item_16	13,44	15,103	,306	,776
item_17	13,63	14,704	,332	,774
item_18	13,48	14,952	,326	,774
item_19	13,52	14,798	,350	,773
item_20	13,52	14,798	,350	,773

APPENDIX VI**THE PRE TEST AND POST TEST SCORE OF EXPERIMENT CLASS**

No	Initial	Pre Test	Post Test
1	AZ	35	60
2	AAR	50	70
3	AAP	65	80
4	AR	60	85
5	DNA	50	75
6	F	70	80
7	H	65	95
8	IF	60	100
9	L	70	95
10	M	45	70
11	MTK	55	85
12	MRM	55	85
13	NM	65	85
14	NN	60	95
15	NS	40	80
16	NA	60	75
17	NP	70	100
18	NNA	60	95
19	NA	65	75
20	NU	45	70
21	RFH	50	80

22	DP	65	85
23	BAH	60	80
24	DAP	65	90
25	AH	60	95
26	FH	75	80
27	FST	45	70
28	F	45	60
29	IS	50	80
30	KP	40	60
31	PNH	55	85
32	MRHN	70	90
33	MFF	60	75
34	MHR	80	100
35	KF	75	95
36	PR	55	70
37	RR	60	65
Mean		58,2432	81,4865

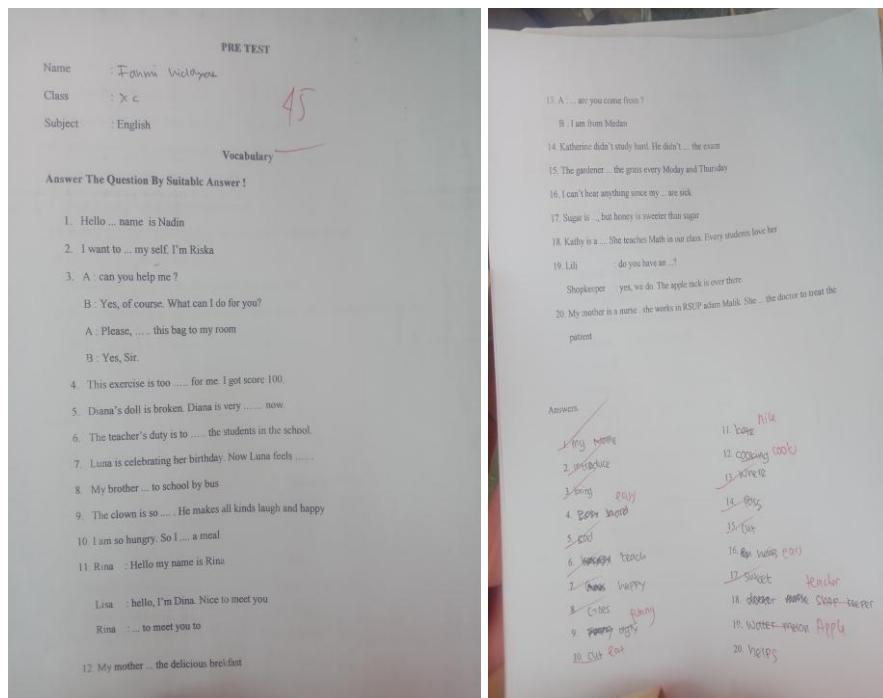
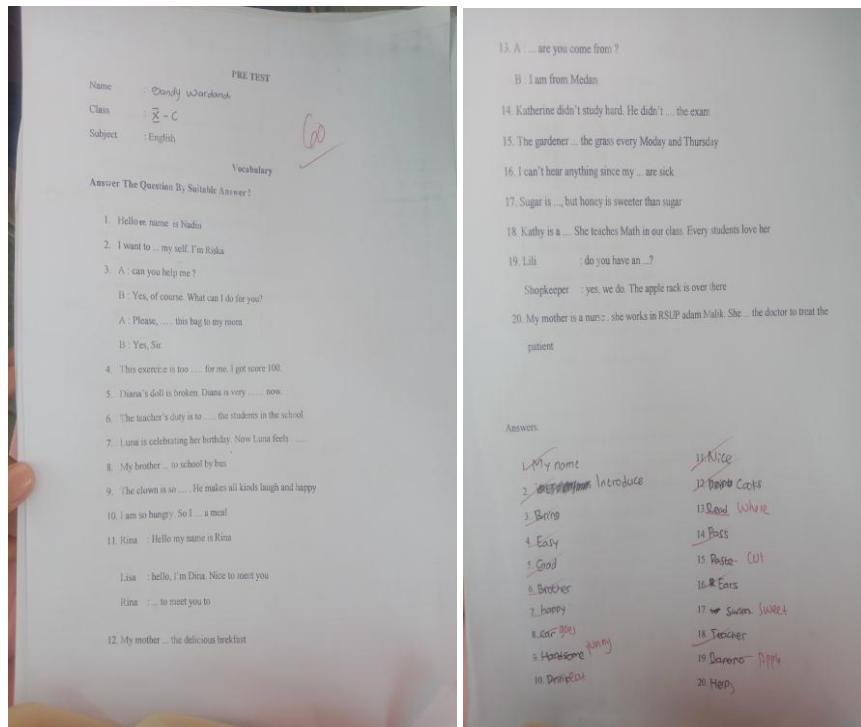
THE PRE TEST AND POST TEST SCORE OF CONTROL CLASS

No	Initial	Pre Test	Post Test
1	FW	45	55
2	AZF	55	65
3	CPS	55	70
4	DAP	60	80
5	FAR	35	60
6	LNA	40	55
7	NZ	60	65
8	NHF	65	75
9	NAE	65	80
10	NAA	70	90
11	NAR	65	70
12	NI	50	65
13	PA	55	90
14	PNF	55	75
15	SA	70	75
16	ZA	70	75
17	AZ	65	75
18	AM	60	80
19	AGP	55	70
20	CAD	65	80
21	AHH	65	70
22	GMF	65	90

23	HRF	80	100
24	IS	50	65
25	MAH	75	85
26	MDN	60	70
27	MDP	60	65
28	SW	60	65
29	MNF	55	65
30	MRA	70	80
31	MRA	55	80
32	MR	45	60
33	S	45	65
34	YN	50	85
35	MDA	35	70
Mean		73,28571429	

APPENDIX VII

THE RESULT OF STUDENTS



POST TEST	
Name	: Alfiyati
Class	: 1
Subject	: English
Vocabulary	
Answer The Question By Suitable Answer !	
<p>1. Hello ... name is Nadin</p> <p>2. I want to ... my self. I'm Riska</p> <p>3. A : can you help me ?</p> <p>B : Yes, of course. What can I do for you?</p> <p>A : Please, this bag to my room</p> <p>B : Yes, Sir</p> <p>4. This exercise is too for me. I got score 100</p> <p>5. Diana's doll is broken. Diana is very now.</p> <p>6. The teacher's duty is to the students in the school.</p> <p>7. Luna is celebrating her birthday. Now Luna feels</p> <p>8. My brother to school by bus</p> <p>9. The clown is so He makes all kinds laugh and happy</p> <p>10. I am so hungry. So I a meal</p> <p>11. Rina : Hello my name is Rina</p> <p>Lisa : hello, I'm Dina. Nice to meet you</p> <p>Rina : to meet you to</p> <p>12. My mother ... the delicious breakfast</p>	

13. A : ... are you come from ?
 B : I am from Medan

14. Katherine didn't study hard. He didn't ... the exam

15. The gardener ... the grass every Moday and Thursday

16. I can't hear anything since my ... are sick

17. Sugar is ..., but honey is sweeter than sugar

18. Kathy is a She teaches Math in our class. Every students love her

19. Lili : do you have an ... ?
 Shopkeeper : yes, we do. The apple rack is over there

20. My mother is a nurse . she works in RSUP adam Malik. She ... the doctor to treat the patient

Answers

1. my
 2. introduce
 3. bring
 4. easy
 5. sad
 6. teach
 7. happy
 8. eats
 9. runs
 10. eats

11. nice
 12. cooks
 13. where
 14. pass
 15. eat
 16. ears
 17. sweet
 18. Apple - teacher
 19. happy

POST TEST	
Name	: Farah Hayati
Class	: 1
Subject	: English
Vocabulary	
Answer The Question By Suitable Answer !	
<p>1. Hello ... name is Nadin</p> <p>2. I want to ... my self. I'm Riska</p> <p>3. A : can you help me ?</p> <p>B : Yes, of course. What can I do for you?</p> <p>A : Please, this bag to my room</p> <p>B : Yes, Sir</p> <p>4. This exercise is too for me. I got score 100</p> <p>5. Diana's doll is broken. Diana is very now.</p> <p>6. The teacher's duty is to the students in the school.</p> <p>7. Luna is celebrating her birthday. Now Luna feels</p> <p>8. My brother to school by bus</p> <p>9. The clown is so He makes all kinds laugh and happy</p> <p>10. I am so hungry. So I a meal</p> <p>11. Rina : Hello my name is Rina</p> <p>Lisa : hello, I'm Dina. Nice to meet you</p> <p>Rina : to meet you to</p> <p>12. My mother ... the delicious breakfast</p>	

13. A : ... are you come from ?
 B : I am from Medan

14. Katherine didn't study hard. He didn't ... the exam

15. The gardener ... the grass every Moday and Thursday

16. I can't hear anything since my ... are sick

17. Sugar is ..., but honey is sweeter than sugar

18. Kathy is a She teaches Math in our class. Every students love her

19. Lili : do you have an ... ?
 Shopkeeper : yes, we do. The apple rack is over there

20. My mother is a nurse . she works in RSUP adam Malik. She ... the doctor to treat the patient

Answers

1. my
 2. introduce
 3. bring
 4. EASY
 5. sad
 6. Teach
 7. Happy
 8. eats
 9. runs
 10. eats

11. nice
 12. cooks
 13. Where
 14. Pass
 15. eats
 16. Ears
 17. sweet
 18. Teacher
 19. Apple
 20. Helps

APPENDIX VIII**DOCUMENTATION**

The researcher took a picture with students of experimental class



The researcher took a picture with students of control class



The researcher was explaining the material to the students



The students were doing the pre test and post test



Teaching-learning process



The researcher took a picture with the english teacher in MAS Darul Ihsan

APPENDIX IX

7/21/2020

<https://siselma.uinsu.ac.id/pengajuan/cetakaktif/NzgyMQ==>



**KEMENTERIAN AGAMA REPUBLIK
INDONESIA UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN FAKULTAS ILMU
TARBIYAH DAN KEGURUAN Jl.Williem Iskandar
Pasar V Medan Estate 20371
Telp. (061) 6615683-6622925 Fax. 6615683**

Nomor	: B-8509/ITK/ITK.V.3/PP.00.9/07/2020	21 Juli 2020
Lampiran	-	
Hal	: Izin Riset	

Yth. Bapak/Ibu Kepala Pesantren Modern Darul Ihsan

Assalamualaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama	: Liya Tamima
NIM	: 0304161044
Tempat/Tanggal Lahir	: Medan, 08 Agustus 1998
Program Studi	: Pendidikan Bahasa Inggris
Semester	: VIII (Delapan)
Alamat	: Jl. Pancing 2 No 48 LK. V Kel. Besar Martubung Kecamatan Medan Labuhan

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Pesantren Modern Darul Ihsan, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

The Effect of Words squareModeling to The Students' Vocabulary Mastery for Tenth Grade Students at Darul Ihsan Boarding School

Demikian kami sampaikan, atas bantuan dan kerjasamannya diucapkan terima kasih.

Medan, 21 Juli 2020
a.n. DEKAN
Wakil Dekan Bidang
Akademik dan
Kelembagaan



Digitally Signed
Drs. RUSTAM, MA
NIP. 196809201995031002

APPENDIX X



CURRICULUM VITAE

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PERSONAL INFORMATION

Date of birth : Medan, August 8th 1998

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Religion : Islam

Material Status : Single



EDUCATION BACKGROUND

Universitas Islam Negeri Sumatera Utara 2016 – 2020

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SMP Hang Tuah – 2 Medan 2010 – 2013

SD Hang Tuah – 2 Medan 2004 - 2010

ORGANIZATION

Remaja Mesjid Pecinta Alam Indonesia (REMPALA) 2016 – 2017

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