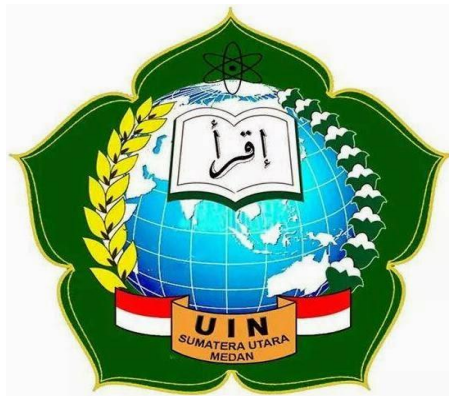**SKRIPSI**

**IMPROVING THE STUDENTS' VOCABULARY MASTERY THROUGH
WORD SQUARE METHOD AT SEVEN GRADE OF STATE ISLAMIC
JUNIOR HIGH SCHOOL SIBUHUAN**

**Submitted to Faculty of Tarbiyah and Teachers Training, State Islamic
University of North Sumatera as a Partial Fulfilment of Requirements for the
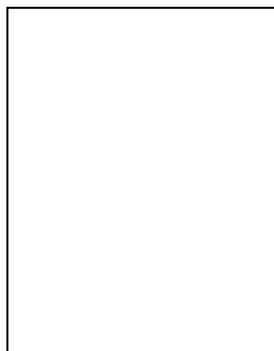Degree of Sarjana Pendidikan**

By

<u>ASRINA AMALIYAH HASIBUAN</u>

NIM: 34.13.1.095

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHERS TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

MEDAN

2017

ABSTRACT

Name	: Asrina Amaliyah Hasibuan
NIM	: 34.13.1.095
Faculty/Department	: Faculty of Tarbiyah and Teachers Training English Education
Advisor I	: Dr. Didik Santoso, M.Pd
Advisor II	: Utami Dewi, M.Hum\
Title	: "Improving Students' Vocabulary Mastery through Word Square Method at Seven Grade of State Islamic Junior High School Sibuhuan"

Key Word   : Vocabulary Mastery and Word Square

This research was aimed to find out the improving of the students' vocabulary mastery through word square method. The subject of this research was seven grade of MTsN Sibuhuan in 2016/2017 Academic Year. It was consisted of one class and 46 students as respondents. The object of this research was to improve students' vocabulary mastery through word square method. This research was conducted by using classroom action research. The technique of analyzing the data of this research was applied by qualitative and quantitative data. The result of the analyzing the data showed that there was an improving on the students' vocabulary mastery from each cycles. It was showed from the mean of pre-test was 47. Where, there were 6 students got successful score criteria or it was only 13,04% and 40 students got unsuccessful or it was 86,95%. After doing cycle I by using Word Square Method, there was an improving of the result of the students' mean was 69.52. Where, 26 students got successful criteria score or it was only 56, 52% and 20 students got unsuccessful criteria score or it was 43.47%. Then, doing repairing for second cycle after reflection on the first cycle, there was improving of students' mean was 78.06. Where, 41 students' got successful criteria score or it was 89, 13 %. In other words, the students' vocabulary mastery was improved.

Advisor I

Dr. Didik Santoso, M.Pd

NIP. 19660616 199403 1 006

ACKNOWLEDGEMENT

Dewi, Nur Fadilah, Evita Maryam Hasibuan, Acin, & Warda Safiah. Thanks for their support and advice. So, I can do everything for this study.

9. My Beloved one, Hamdan Daulay, who have also contributed to the completion of this skripsi.

10. My dearest best friends of PBI 3, especially Nurhidayah, Syafrini Rezeki, Nur Ainun Ritonga, Wanda Lestari, Nur Ainun, Helen Hutri, Desra yanti, Ratna Sari Lubis, Elda & Lily Agustia. I'm so sorry I can't mention your name one by one. Thanks for the support and sharing the happiness and sorrow during finishing this skripsi, I Love you All.

11. My lovely best friend since elementary school, Junida & Junita, Rafidah, Ninni, Amris, Aldi, Farhan, Putra, & Tyo, who give me support to do this skripsi.

The writer realizes the skripsi still has some weaknesses and mistakes. Therefore, the writer would like to accept any constructive suggestion to make this skripsi better.

Medan, April, 26th2017

Asrina Amaliyah Hasibuan
34.13.1.095

TABLE OF CONTENTS

THE LIST OF APPENDIX

Appendix

CHAPTER I

INTRODUCTION

A. Background of the Problem

The objective of teaching vocabulary is that the students are expected to be able to communicate both orally and in written students are required to have an adequate understanding of the vocabulary so that they will be able to communicate well in a variety of contexts.So that they can use vocabulary in their daily live to communicate with the others and the students can write a sentence based on the vocabulary they get.

However, in reality, based on the researcher observation at State Islamic Junior High School Sibuhuan, the researcher found out some problems in the students' vocabulary mastery. Firstly, the students' have low ability in memorizevocabulary, the students' have less practice their vocabulary, the teacher still applies a traditional strategy.

From this case, the researcher concluded that, there are two factors appear of this research. The first, internal factor comes from the students as learners that they still have few numbers of vocabularies and the second, external factor comes from the way of teacher's strategy.

There are so many strategies which be used to improve students' vocabularies. One of them is "Word Square". Word square method is one of the tools/instructional media in the form of the word boxes that contain a collection of letters. In the letter

1

contains a collection of concept that must be discovered by students in accordance with the question of goal-oriented learning.

Word square method is suitable for junior high school, because the method is like a game, it can't make the students bored because like playing words game, they can feel easy in remembering the vocabulary and of course to minimize the teachers' difficulties in teaching vocabulary.

Based on the explanation above, the researcher interested in conducting a research of the title "**IMPROVING THESTUDENTS' VOCABULARY MASTERY THROUGH WORD SQUARE METHOD AT SEVENGRADE OF STATE ISLAMIC JUNIOR HIGH SCHOOL SIBUHUAN"**

B. Identification of the Problem

There are so many problems that can be identified related to English vocabulary: (1) Does teaching method influence the students' English vocabulary mastery? (2) Does friends influence the students' English vocabulary mastery? (3) Does environment influence the students' English vocabulary mastery? (4) Does game influence English vocabulary mastery? And etc. there are still many problems that can be identified. Therefore, the researcher only limits identification of the problem on game.

C. Limitation of the Problem

Based on the identification of the problems above, there are a big number of problems to be researched related to vocabulary mastery. Therefore, the researcher would like to limit on method to improve the students' vocabulary mastery. There are many kinds of method in teaching vocabulary, such as: scrabble, crossword puzzle, anagram, and also word square method. This research, word square method is used to improve the students' vocabulary mastery.

D. Formulation of the Problem

Based on the background of the study, the research problem of this study is formulated as the following: How can the word square method improve the students' vocabulary mastery?

E. Objective of the Study

The objective of the study is to know the improving of students' vocabulary mastery through word square method in grade seven at State Islamic Junior High School Sibuhuan?

F. Significance of the Study

The result of this study is expected to be useful theoretically and practically. Theoretically, this study is to enrich the theory of teaching English vocabulary.

Practically, this study is useful for: (1) Teacher, in order to improving the students' ability in vocabulary mastery. (2) For students': to enrich their English

vocabulary. (3) For other researcher: to conduct similar topic with different perspective.

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Framework

In conducting a research, theories are needed to explain some concept or term applied in research concerned. Some terms are used in this study and they need to be theoretically explained.

1. Vocabulary Mastery

a. Mastery

There are some definitions of mastery. According to Longman[1], the word 'mastering' is derived from the word 'master', which means that to become skilled or proficient in the use of. Mastery is complete control or power over someone or something; through understanding or great skill.

---

[1]Longman, 2007, *Advance American Dictionary,*(England: Pearson Education Limited) p. 984.

According to Butterfield[2], mastery means the skills or knowledge in a subject that makes one master it well.Furthermore, mastery learning is a philosophically based on approach to design of classroom environments that is currently creating controversy in the educational research and development community. So mastery is related one's ability, skill, knowledge, proficiency, understanding capacity.

According to Ellis[3] et al, mastery is comprehensive knowledge or use of a subject or instrument. Mastering a   ns mastering the aspects of word knowledge. Ellis summarize that word knowledge include, the meanings, the spoken form, the written form, the grammatical behavior, the word derivation, the collocation of the words, the register of the word, spoken and written, the connotation or associations of the word, and word frequency.

4

Vocabulary master is competence to know words and meaning. The students are not only hoped to know the words but also their meaning. It is the duty of the teacher to select with what words are suitable to be taught to the students, so the students will learn more easily.[4]

Based on the explanation above, it comes to the conclusion that mastery is complete control or power, skills or comprehensive knowledge.

---

[2]J Butterfield,2002, *Collin English Dictionary Plus Good Writing Guide*, (Britain: Harper Collins Publishers)
[3]Ellis et al, 1998, *Vocabulary Mastery*, Accessed on 9th January 2017 (www.wordpress.com)
[4] Martha. 2010,*Definition of Vocabulary Mastery*, Accessed on 8th December 2016 (http://id.scribd.com/doc/18475644/Vocabulary-Mastery)

b. Vocabulary

According to Oxford Dictionary[5], 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. Learning a language means learning its vocabularies. We use the vocabularies in communication either in spoken from or written form. We try to send messages, share information and ideas by using the languages. In general, no language acquisition in possible without understanding the vocabulary, either in the second language.

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

According to Jackson[6], Voc ⁵ is the stock of words in a language, or that is known by individual, or that is associated with particular activity.By having or mastering a stock of words, someone can communicate with other people with easy and fluency and one can understand the information that one obtains from reading many English books. Brown[7] also states that words are basic building blocks of language.Learning vocabulary is largely about remembering, and students generally need to see, say, and write newly learned words many times before they can be said to have learned them.

---

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

[6]Howard Jackson, 2002, *Grammar and Vocabulary*, (London: Rouletdge.) p.202

[7] H. Douglas Brown, 2001, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Second Edition, (New York: A Pearson Educational Company) p.377

Moreover, Nunan[8] states that words are clearly vocabulary. She also adds that vocabulary is not only that, but it also words combination/ multiple units, word families, and core meaning also are counted as vocabulary.

Vocabulary is defined as a large numbers of words that students have to know; not only memorizing the form of the word but also understands the meaning.[9]Allah SWT has given us ability to do everything even to communicate especially in developing vocabulary. He says the words in Qur'an Surah Al-Baqarah in the 31-32th verse:

⌘♙❋🔲◆↘◆□◆▷⌧⑩☡◆➚◆➚✎🖎□🎲⇧🕮☞❀🖎☡🖎⌧Ŋ☁

❋🔲➚🐚▪♙➔🏳⬈♙↙🔑⌧🐿⌘➎◆➚➐■🖎◆🗡🐉□◆🗒ℬ◈❋🕙■🔲⌧

☺🔄🔬🖎☡◆🖐🖎◆🌙◆▫➐🐿❋□➚★🐿♙🗐✿□📖🐉➚✎🖎⌧☺⇔

🌘□🕯🐿🗐🐉➚✋◆➔◆❋🕙⌧♒🎵🐿🌙⬈♙←☞🌜➚🏳◆✗✔🐉🛆🐉⑨🕙

🌼🕙🐾🔱🐚🎗🐲☎☡□➚🔬🖎◆🔔⌧📠□✿🕙⌧◆⬈🗡←🌘◆◆⌘♙▫🔲🐿↘

✎🖎◆🌜◆🔬▪◆🐿🌘🖎◆🖐✎🖎□✿◆☞⇧☺❋🔲◆🗒☎⌧📠□✿🐿🌘

🌼🌑🔆✿□📖🗒🙁➚🐿🔲⌧➔🔄🔬🖎☡U🏳⑩🐾🖹□◆🔄🖥🖎☡🐾🔱🎗

🐲◆🖐🖎◆🛆🗒▷⌧⑩🖎◆★❋🕙◆③☡←Ŋ☁🔂◎🐿🕳🗐✿□📖🗡☡🐿〰

ℬ★✎🖎□🎲⇧🕮□🕯🐿🗐☎✎🖎🌕☺■🔲◆▫☡➔🟰□🕯◆🗡🗐✿□📖

🗡☡🐿〰ℬ★✎🖎□🎲⇧🕮□🕯🐿🗐◆🖐🖎◆🛆🗡☡◆🔬□📖🙣➔🛆□📖

---
[8] David Nunan, 2003, *Practical English Language Teaching*, (New York: McGraw Hill.) p.130

[9]Hani Sutrisna, 2012, *Vocabulary for Daily Conversation,* (Yogyakarta: Kawah Media.) p.2
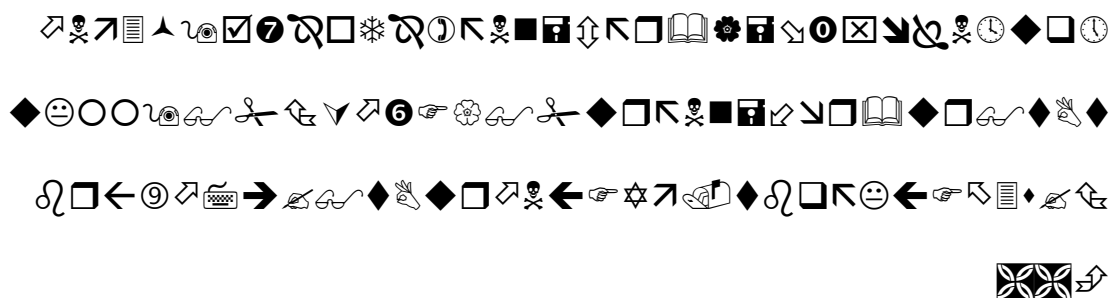
It means: "*And He taught Adam all the names (of things) all over, then forward it to the angels, saying:"Mention me the names of these if you are really frightened of the truth". They said:"Glory to Allah, that we know nothing other than what you have taught us. Allah is Al-Knowing and Wisely.*[10]

From this verse, we know that everybody must know all of the things in this world. This verse is related to learning the vocabulary. A person who doesn't know the meaning of vocabulary, of course he gets a difficulty to understand the spoken or written, reading and listening from other people. So the mastery of vocabulary is needed to improve the quality of the students in understanding the words.

According to Johnson,[11] also elaborates four different vocabularies such as: listening vocabulary, speaking vocabulary, reading vocabulary, writing vocabulary, they are: (a) Listening Vocabulary, listening vocabulary are the words we hear and understand, commonly referred to as words we know. This is the largest of our vocabularies and the one upon which the others are built. (b) Speaking vocabulary, are the words we use in conversation. Our listening vocabulary is larger than our

---

[10]Yusuf Ali, Abdullah*, English Translation of Al Qur'an,* Accessed on 10th December 2016 *(*www.alqur'an /English Translate*)*

[11]Andrew P Johnson, 2008,*Teaching Reading and WritingA Guidebook forTutoring and Remediating Students*,(New York. Rowman& LittlefieldEducation.)p.93

speaking vocabulary because our understanding of some words is incomplete or contextual (we understand a word in the context of a sentence or situation, but not necessarily by itself) Thus, adding both depth and 16 dimension to our word knowledge enables us to express our thoughts more efficiently and effectively. (c) Reading vocabulary, are the words that we are able to read. Most students enter school with very few words in their reading vocabulary. To this, they add approximately three thousand new words a year. As stated earlier in this book, learning to read is much easier if students are reading words in their listening and speaking vocabularies. Thus, increasing the number of words in students" listening vocabularies makes learning to read easier. (d) Writing vocabulary, are the words we use to express ourselves in written form. This is usually the smallest of the four vocabularies. We write using only those words we can read and understand. Just like listening and speaking vocabularies, our reading vocabulary is larger than our writing vocabulary.

In term of form, vocabularies divide into two, oral and print vocabulary. Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Print vocabulary consists of those words for which the meaning is known when we write or read silently. The point of the statement above is that vocabulary is needed both for spoken and written activities.[12]

---

[12]Elfrida H Hiebert and, Michael LKamil, 2005,*Teaching and Learning Vocabulary: Perspectives and Persistent Issues*,(New Jersey. Lawrence Erlbaum Associates.)p.3

In the 2004 curriculum explained that the standard vocabulary for each level is different, namely:(1) Standard 500-1500 mastery of vocabulary including category beginner level readers with education level of primary school (SD) until junior high school. (2) Standards 1500-3000 mastery of vocabulary including category readers with a medium level school level medium (SMA). (3) Standard mastery more than 3000 vocabulary including category advanced level reader with a college education.[13]

Mastery of vocabulary needs to be measured to know how much vocabularies mastery of the students.Based on the explanation above, the researcher can conclude that vocabulary is all the words or stock of words.

2. **Word Square Method**

a. **Definition of Word Square Method**

Method is the way to get something. A teaching method comprises the principles and methods used for instruction. The choice of depends largely on the information or skill that is being taught, and it may also be influenced by the aptitude and enthusiasm of the students.

So many definitions of word square, according to Merriam Webster[14], a series of words of equal length arranged in a square pattern to read the same horizontally and vertically. So the Word Square is the field of words that have a square-shaped. Word

---

[13]Depdiknas, 2004, *KurikulumBahasaInggris*, (Jakarta: Depdiknas)
[14]   Merriam   Webster,Accessed   on   26th   February   on 2017(http://www.meriamwebster.com/dictionary/word%20square)

square is one of the models of learning through words like a game, or "learning while playing" and the emphasis is on learning.

According to Urdang[15], word square is a set of words that have relation from one word to another that arranged in the form of a square, can read horizontally and vertically. The method is applied like a game that is introducing or using variations in the form of learning vocabulary through word square method.Word square is the kind of model in learning that uses a square as a tool to convey teaching materials in teaching and learning.

According to Hornby[16], word square is a word that is arranged so that the words can be read forward and backward. Word square is one of the tools/learning media in the form of boxes of words that contains a collection of letters.Word Square method is the development of learning methods. It can be identified through a grouping of the enriched learning methods which are oriented to students in the learning activity.

According toWilardGalin[17], word square is a learning media that combines ability to answer the questions with the flair in a match the answer in answer boxes.[18]So the Word Square is the field of words that have a square-shaped. Word square is one of

---

[15] Laurence Urdang, 1968,*The Random House Dictonary of the English Language The College Edition*, (New York:Random House) p.120

[16] AS Hornby, 1974, *Oxford Advanced Learner's Dictionary of Current English* (English: Oxford University Press)

[17]WilardGalin, Word Squares, Accessed on 17th January 2017 (http://dictionarythesaurus.com/wordSquares)

the models of learning through words like a game, or "learning while playing" and the emphasis is on learning.

Word Square comes from the English words and consists of 2 words, that is '*word*' and '*square*'.Word square method is one of the methods learning that can be used by the teacher in achieving the learning objectives. The way of learning that teacher use in this method is by distributing sheet activities or work sheets as a tool of study to measure students' understanding of subject matter that has been taught.

So word square is a set of words that have relation from one word to another that arranged in the form of a square, one of the models of learning through words like a game, or "learning while playing

b. **Principle of Word Square Method**

The word squares activity supports vocabulary acquisition. This method is used to familiarize students with new terms, teaching them the necessary steps to acquire and implement new words into their vocabulary as they see, hear, recognize, know, and use the words. Students will indentify, spell, and say the word in the first square. In the second square, students draw their own visual representation of the word. This should help student retention of the word. This is a great strategy for abstract words as it allows students to create their own visual associations. Students define the word in the third square, preferably using their own version of a definition rather than one form a dictionary, in the fourth square, students use the word in a sentence.[19]So, make

---

[19]Voltaire Barnes and Noble Classics, 2003,*Word square*, (New York.

the square is in the main media to convey the teaching materials. The squares that have been prepared will be filled by students or shading the letters that there is an answer to the question prepared by the teacher. Thus there are two things that are required to use this learning that makes square and questions in order to fill the box".[20]

Word squares were popular in Britain at nineteenth century. H.E. Dudeney claimed to have written the first word squares with versified clues. Word squares are grids of letters that cross horizontally and vertically. In the puzzle below, the word trap is located in the top now and left-most column. Rome can be seen in the second row from the top the second column from the left; amen is found in the third row from the top and the third column from the left and pent occurs in the bottom row and in the most column. All the words cross each other in a perfect square arrangement.

This is a block of characteristics that spell words both horizontally and vertically. The empty grid is a challenging word puzzle for the most discerning loopholes. The simplest puzzle is two squares consisting of only four letters, increasing in size and complexity to the pinnacle of achievement so far: the Ten Square. For Example:

C	A	R	D	S	T
O	U	T	R	O	E
S	A	D	A	L	M

[20]Istarani, 2011, *Model PembelajaranInovatif*, (Medan:MediaPersada) p.181

T	E	S	D	D	P
U	T	T	I	L	L
M	A	K	R	E	E

In the box, you will find some words, that you are easy to give the meaning, but in word square we must give the students some instructions how to find a word or probably a new word in the box with make a circle from up to bottom, vertically or horizontally. The instruction must be so clear, is it you want to find the synonym. Antonym of the words or you ask your students with general knowledge in learning vocabulary.[21]

c. **Design of Word Square Method**

A word square is a special type of acrostic. It consists of a set of words written out in a square grid, such that the same words can be read both horizontally and vertically. The number of words, which is equal to the number of letters in each word, is known as the "order" of the square. For example, this is an order 5 square:H E A R TE M B E RA B U S ER E S I NT R E N D

[21]Ahmad Mursid, 2011, *Media Pembelajaran*, Accessed on 17th January 2017(http://learning-with me.blogspot.com/2006/09/pembelajaran)

A popular puzzle dating well into ancient times, the word square is sometimes compared to the magic square, though apart from the fact that both use square grids there is no real connection between the two.[22]

d. Procedure of Word Square Method

This is a procedure of word square method, are: (a)Students are divided in several small groups are three or four people. (b)Each group get one question sheet. (c)Time to finish the question is confined, depend on how many questions are done. (d) In the end of the learning all words are matched together.[23]

Based on Tiffany Stoddard's explanation in her book "Ender's Game" there is also some steps to do this strategy: (a)Step 1: make a list of vocabulary words or terms. Either make enough for each student or divide students into groups or partnerships. (b) Step 2: assign each student or group a word. (c)Step 3: have students divide a piece of paper into four sections and write the word in the top left section. (d) Step 4: have students write the definition in the bottom left section. (e)Step 5: in the top right section, students will draw or cut and paste a picture representing the word. (f)Step 6: in the bottom right section students will use the word in a sentence. (g)Step

[22]Wikipedia, Accessed on 5th February 2017 (http://en.m.wikipedia.org/wiki/Word_square)

[23]Istarana, *op.cit*. p. 181

7: display the word squares in the room. You may also want to have student present their square to the class.[24]

e. **Strength and Weakness of Word Square Method**

Same with the other learning methods, the word square method also has some advantages and disadvantages. It can be explained as follows.[25]The advantages of word square method are: (a)Word square method is good to test the result of learning about general knowledge of terms and definitions. (b)The teacher can easily score without opinion of the examiner. (c)Word square method activities encourage students' understanding of subject matter. (d)Make the students to be discipline in answering the question of worksheet with the rules. (e)Can exercise the students to be careful and critical attitude. (f)Stimulate students to think effectively before answering the questions. (g)To help the students master the material easier. Because they will get a guideness to look for the answer that put in the square.(h)To help a teacher to teach the materials, because the teacher can guide the students to the square that prepared before.

The disadvantages of word square strategyare: (a). Making the various square needs the highest creativity from the teacher. (b). Always found the same squares are

---

[24]Tiffany stoddard, 2006, *Ender's game. Webster's Third New International Dictionary*

[25]SabarDarono, Accessed on 20[th]February 2017,*Word Square* (http://www.slidesharemateri-5-model-model-pembelajaran,net/darono/)

not suitable with questions itself. (c). Making the question needs the answer with the highest capability from the teacher.[26]

B. Related Study

There are some researches related to this topic: (1) Silalahi[27], conducted a research about*Improving Student's Vocabulary Achievement By Using Personal Vocabulary Notes Technique At SMP 3 MEDAN*. The population of this study was the eight year (grade- VIII) of SMP Negeri 3 Medan. The researcher used Random Sampling in taking samples. There are 40 numbers in sample. This researcher was applied by using Qualitative and Quantitative data. The qualitative data were taken from interview, observation sheet. The quantitative data were taken from the mean of students score taking vocabulary test and the diary note. Based on data analysis it was found that the students score improved, it can be seen from the score free treatment, test I (in the third meeting of cycle 1), and test II (in the sixth meeting of cycle 2) the result of research showed that the mean of the test II is the highest (70, 90) than the mean of test I (60, 54) and free treatment (46, 36). Based on diary notes, interview, and observation sheet showed that the expression and excitement of the students were also improved. It was found that teaching vocabulary by using personal vocabulary note technique could improve students' vocabulary achievement. It is suggested that English teacher apply this personal vocabulary note technique as one of the

---

[26]Istarani, *op.cit* p. 183

[27]ViviFebrianaSilalahi, (2011). *Improving Students' Vocabulary Achievement By Using Personal Vocabulary Notes Technique At SMP 3 Medan.*

alternatives in teaching vocabulary. (2) Panjaitan[28], did a research about*Improving Student's Vocabulary Achievement through the Use Word Formation Chart*. The research aimed to find out the students' achievement in Vocabulary through the use of word formation chart. The population was taken only one class in VIII consists of 35 students. The writer used two cycles on her research, and she found that the students' score increased from the free test until the post test of the first and second cycle. Thus by using word formation chart could improve students' vocabulary achievement. She suggested to the English teacher apply this word formation chart is significantly effective in teaching vocabulary.

C. Conceptual Framework

Vocabulary is a breath of language, without vocabulary proficiency the students automatically cannot obtain the four skills of English such as listening, speaking, reading and writing.[29]

Teaching vocabulary is a very important task in teaching English. By using good method or technique to present and revise new vocabulary items used in text book,

---

[28]NovalinaPanjaitan, (2012). *Improving Students' Vocabulary Achievement through the Use Word Formation Chart.*

[29]Wikipedia, Accessed on 20[th]February 2017, *Vocabulary*, (http://en.wikipedia.org/wiki/special:Vocabulary)

students will find words easier to remember and will become more motivated in class so that they can improve their vocabularies ability.[30]

Word Square Method is a method which is used to stimuli the students in order to master the number of vocabulary playing a game.

D. Actional Hypothesis

Based on the explanation theoretical framework above, the hypothesis of this research is the students' vocabulary mastery can be improved through word square method.

---

[30]Brainy Quote,Accessed on 26th January2017, *Vocabulary Quotes*, (http://www.brainyquote.com/words/vo/Vocabulary)

CHAPTER III

RESEARCH METHODOLOGY

A. Research Setting

This research will be conducted on March 2017 academic year. The subject in this research are the students at grade seven of State Islamic Junior High School Sibuhuan. The number of students consist of 46 students, those are 32 female and 14 male. The researcher choose this location because some reasons are: (1). A similar research has not conducted yet in this school. (2).The location is near to the researchers' house. (3). The writer wants to give contribution in this school.

B. Data and Data Source

Data of this research is quantitative data and qualitative data. Quantitative data is taken from the result of interview sheet, observation sheet to describe the improvement of the students' achievement. Furthermore, the quantitative data is collecting by means of administering test, pre-test and post-test. The data about improving students' vocabulary mastery through word square method. The processes

of the gathering of data are as follows; firstly, the researcher give pre-test to the subjects prior knowledge on vocabulary. From the result of the pre-test, the researcher can prepare the strategy and also determine post-test. Before the researcher conducted the post-test, the teaching of the strategy must be complete. Finally, the researcher administration questionnaire in the end to quantify subjects' responses toward the treatment improving in the classroom. Qualitative data is used to describe data that are not able to be counted or measured in an objective way, and therefore it is subjective.

Data source in this study will take from teacher and students when teaching learning process activity, (1) Students is a learner, in this research students are the important object as a source of the data. (2) Teacher as a collaborator assisted the researcher in conducting the action research.

C. Research Method

This study was categorized into action research. It is a method for solving the problems of teaching objectively and systematically. The aim of this study was to show the process of improvement of the students' vocabulary mastery. In this study, the researcher collaborated with all of the other research team members.

Action research is research carried out in the classroom by the teacher of the course mainly with the purpose of solving a problem or improving the

teaching/learning process.[31] Classroom action research consisting of three words that could be understood as follows understanding. Research: examine the activities of an object, use the rules of a particular methodology to obtain data or information useful to improve the quality of a thing that interest and important for researchers. Action: something movement activities that are deliberately made with a specific purpose, which in this study form a series of cycles of ability. Class: is a group of students who are in the same time receiving the same lesson from a teacher. Restriction written for the understanding of the notion that class is long, to knock out a misconception and is widely understood by the public with "the room where the teacher teaches".

Not a form of classroom but a group of students who were studying.[32]This research method will be designed as classroom action research. Class action research is utilized because it is aimed to improve outcomes of teaching and learning. It will help the teacher be ware process. Moreover the process in this research is continuous and cyclical or spiral process involving steps of planning, acting, observing with each of activities being systematically and self critically and self critically implement and interrelate.

According to Wallace, there are four steps to conduct classroom action research namely: (a). Plan, involves thinking process and evaluating to reflect the event that have been happened and attempting to find out ways to overcome problems

---

[31] Burns, 2010, *Doing Action Research in English Language Teaching*, (New York: Routledge,) p.5.

[32]SuharsimiArikunto&SuhardjonoSupardi,2008,*PenelitianTindakanKelas*, (Jakarta: BumiAksara,) p.91.

encountered. In this step, we think and consider what action will be done, how method will be applied and what material will be provided. Planning should be based on the problem identified which is done in the pre-research. (b). Action is the process of doing something. It is step o implementing of all planning arranged. This is realization of education theory and teaching technique prepare before. In this step, the researcher applied what she/he has planned. (c). Observation is some activities that consist of gathering data to identify the result of action. Collecting data can be considered from several factors: student, teacher, interaction of students and teacher. Observation process can be done teacher or assisted by other such as teacher, consultant, headmaster, etc. if classroom action research involves other people, we call this research Collaborative Action Research. (d). Reflecting is a feedback process from action which has been done before. Reflecting is used to help the teacher make the decision what to do next. In this phrase, the reached reflect and evaluate what have been done, and discuss what should be improved the next cycle dealing with researcher's purpose to improve the learners vocabulary mastery.

Therefore, the researcher applied classroom action research in this study to solve the students' problem in vocabulary and to see the improvement of students' vocabulary through word square.

Based on the explanation above, it can be said that action research aims to improve students' learning and the outcomes of teaching and learning process.

According to SuharsimiArikunto[33], procedure of implementing of this research

can be described on the following picture.

Preliminary study

PlanningIAction

ReflectingIOl

llecting data

[33]Arikunto, *op.cit*, p.74

```
┌─────────────────┐         ┌─────────────────┐         ┌─────────────────┐
│ New Problem of  │  ═══▷   │                 │  ═══▷   │                 │
│                 │         │   PlanningII    │         │   Action II     │
│ reflecting result│        │                 │         │                 │
└─────────────────┘         └─────────────────┘         └─────────────────┘
                                                                 ║
                                                                 ▼
              ┌──────────────┐         ┌─────────────────┐
              │ ReflectingII │  ◁═══   │ Observing/data  │
              │              │         │                 │
              └──────────────┘         │   collectingII  │
                     ↘                 └─────────────────┘
         ┌─────────────────┐
         │ If the problem  │  ═══▷     ┌─────────────────┐
         │ cannot solve    │          │ Continued on next cycle │
         └─────────────────┘          └─────────────────┘
```
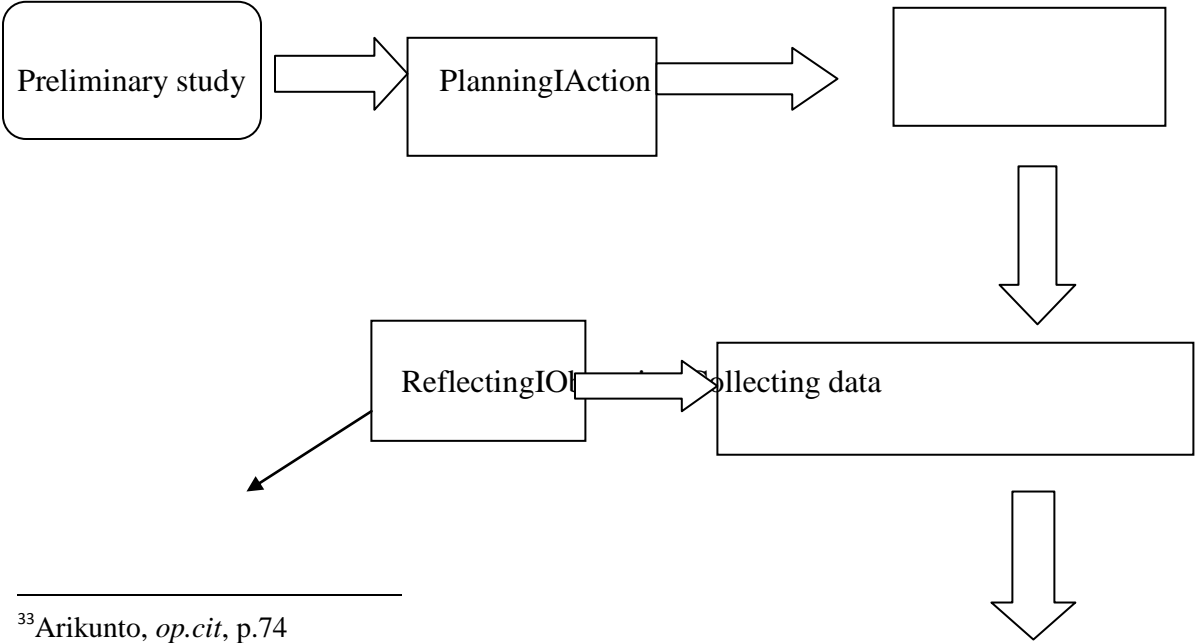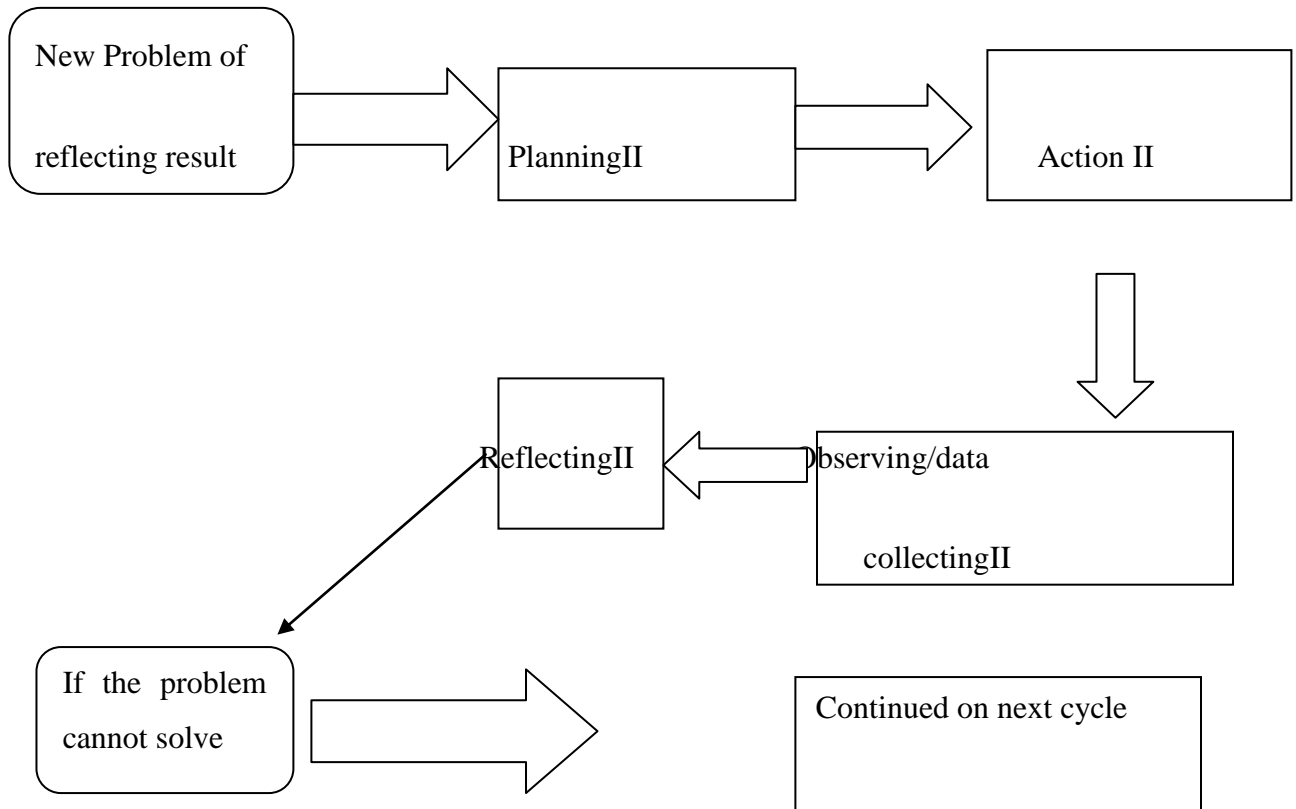
Figure 1.

D. Technique of Collecting the Data

In collecting data, the following technique data are: (1). Observation: Observation is the action of watching something carefully. In this case observation will do by investigating directly in the field of research. The comment or remark based on something had been seen is written in the observation sheet. The use observation to mean an act of happen in the classroom during teaching learning

process then. (2.) Interview: Interview is a source of data and information for technique which is conducted for getting information. The interview was done to know the effectiveness of the actions. The researcher interviewed the students and the English teacher about the activities in the teaching and learning process. So, interview was only conducted in analyzing situation. The problems of English teacher in teaching vocabulary and some of students about their difficulties in learning vocabulary. (3). Tests: Test is a way to get how far the students' ability and to see the students' achievement from a material that has explained. Giving tests in this research will doing in fourth part, there are Pre-Test (before giving the action), the result of Post test I (after cycle I), and the result of Post test II (after cycle II). Form of the test was multiple choice tests were utilized to asses students' vocabulary. In this case vocabulary test was consists of 30 items. All of the items that will be given are related to the topic that has been discussed together.

E. Technique of Analyzing the Data

This research will apply quantitative and qualitative data. The Quantitative data analyzed by t-test formula. Quantitative data would be analyzed in score while teacher taught vocabulary by using word square method. Through quantitative data the researcher would know there will be an improvement or not on the students' vocabulary mastery through word square method.

The improvement of students' vocabulary was also shown in the percentage of students who got point up to 70. This percentage was calculated by applying the formula below:

$$P = \frac{R}{T} \times 100$$

Then, to know the differences of the test success after using word square method the researcher applied the following t-test formula:

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

Where:

$\overline{D}$ = Mean of difference of post-test 1 and post-test 2

D   = Difference

N   = Subject of Students

The qualitative data will be analyzed by Miles and Huberman[34], qualitative analysis defined as consisting of three concurrent flows of activity: data reduction, data display, and conclusion drawing. Those can be explained as follows: (1) Data

[34]Mattehew B. Miles and A. Michael Huberman,1994,*Qualitative Data Analysis*, (USA: Sage Publications) p.10.

reduction is the process of selecting, focusing simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. It means that the researcher had been reducing the data before, during, after collecting the data as well as analyzing the data. The data reduced in this study were data found in the interview transcript. (2) Data Display, the next step in analyzing the data is data display. It is an organized, compressed assembly of information that permits conclusion drawing and action. By displaying the data, the researcher will easy to understand and to analyzedwhat will happen with the data presented. In this study, the researcher will use essay in displaying the data, because it is most common data display will be used in qualitative research. (3) Conclusion Drawing and Verification, the last step of analysis that will draw conclusion and verification. From the start of the data collection, the qualitative analysis is beginning to the decide what things mean is nothing regulations, patterns, explanation, possible configuration, causal flows and preposition. The conclusion in qualitative research was a new discovery than can be an answer of the research problem. The conclusion was in the from description of the object of this study. Finally, in this step the researcher will get the result and conclusion of the research.

F. Trustworthiness

It is important to establish that the findings of the study are validity. There are various ways to establish a sense of trustworthiness and validity. According to

Lincoln and Guba, the basic issue to trustworthiness is: how can an inquirer persuade his/her audiences (including self) that the finding of an inquiry is wort paying attention to, worth taking account of ? in this study, the researcher determines four criterions to use as the techniques of trudtwordthiness inquiry. They are credibility, transferability, dependability, and conformability. In this research the researcher choose the credibility trustwordthiness.

Credibility contributes to a belief in the trustworthiness of data through the following attributes: (a) prolonged engagement; (b) persistent observations; (c) triangulation; (d) referential adequacy; (e) peer debriefing; and (f) member checks.Triangulation and member checks are primary and commonly used methods to address credibility.

Triangulation is accomplished by asking the same research questions of different study participants and by collecting data from different sources and by using different methods to answer those research questions. Member checks occur when the researcher asks participants to review both the data collected by the interviewer and the researchers' interpretation of that interview data. Participants are generally appreciative of the member check process, and knowing that they will have a chance to verify their statements tends to cause study participants to willingly fill in any gaps from earlier interviews. Trust is an important aspect of the member check process.[35]

---

[35] Andrew K. Shenton, 2004,*Strategies for Ensuring Trustworthiness in Qualitative Research Projects*, Education for Information: (Northumbria University: LipmanBuilding ,) p.63.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

The findings of this research exist in the preliminary study and the first cycle.

1. Preliminary Study

Before conducting the first cycle the researcher did a preliminary study. At this stage preliminary also conducted the test. Knowing from the results of test students' vocabulary mastery category was still low. They were not interested in learning vocabulary because they had difficulty to understand meaning, that's way the most of the students didn't pay attention to the teacher's explanation. Based on the test, the results could be seen that students' vocabulary mastery at MtsN Sibuhuan got an average value of 47 from the criteria 6 students got success score or it was only 13,04%. In other one 40 students got unsuccessful score or it was only 86.95%. Which those values indicated that the students should be improved or repaired anymore. This data can be seen in the Appendix VI.

Based on the above the results it could be seen from the test results obtained the conclusion that the average students were still low. The result included of interview, observation, and documentation. Based on the interview, the teacher didn't implementation the word square method. It was shown from the results of the interviews with the students as follows; (R) :Apakah kamu suka pelajaran bahasa Inggris ?, (S$_1$) : Biasa aja buk, tidak terlalu suka tapi kalok belajar bahasa Inggris ya saya belajar saja. (S$_2$) :kalok saya bu sama sekali tidak suka bu karena payah dipahami bu, pusing saya bu. (R): Jadi gimana menurut kamu kosa kata bahasa

Inggris, apa susah juga dipahami ? (S$_1$):Iya bu, payah ngapalnya bu belum lagi artinya

bu. (S$_2$) : Kalok saya sih bu karena dari awal memang tidak suka pelajaran bahasa Inggris apalagi kosa katanya bu, makin nggak ngerti bu.

Based on the interview above had strength by showing that interview, the researcher had known that the students were not interested and when teaching learning process, the students didn't pay attention, chit chatted each other. Then, the researcher interviewed the teacher about their vocabulary mastery. (R): What do you think about students' vocabulary mastery in this class sir? (T): I think this class is not too bad and not too good, some of the students are good in mastering vocabulary, but some of them are lazy to memorize vocabulary.

Based on the analysis result, some students were not interested in learning vocabulary because they felt that vocabulary was difficult. That's way their vocabulary mastery was still low, and in doing the pre-test the researcher didn't implement the word square method. Therefore to know the improvement of students' vocabulary mastery the researcher conducted the first cycle.

2. **Cycle I**

The first cycle was done in two meeting. Vocabulary test was administrated in the end of teaching learning process. In this cycle, the students' vocabulary was measured and their problems in using vocabulary were analyzed.

The results of the average value of the post test I showed that the value of the students' vocabulary mastery average at MtsNSibuhuan was still low, because the

students at MtsN Sibuhuan were not interested in learning English, especially in vocabulary.

One of implemented preliminary was carried out the first cycle of planning activities, action, observation and reflection. The detail procedure of the first cycle was described.

2.1 Planning

Based on the result of pre-test, which had been administrated before. It was known that the level of students' vocabulary mastery was low. The activities that would be conducted by researcher at this step were: (1) Arranging the teaching planning program (RPP) or to use the word square method in scenario the teaching material about vocabulary on topic parts of body and adjective. (2) Arranging the task for the students. The researcher as a teacher and the teacher would be observed the teaching learning process in which word square method was implemented.

2.2 Action

All plan that had arranged were conducted in teaching learning process and the students were taught the way of teaching vocabulary well by using word square method: (1) Explaining the procedure of word square method. (2) Teacher depend the students into some group consist 5-6 students (3)Giving the question andanswer sheet to the each group. The researcher was taught students about vocabulary, automatically they had new words. (4) Teacher ask the students to answer the

question with correctly. (5) Teacher closed the meeting and motivated the students to study hard.

2.3 Observation

The situation of teaching learning process was conductive because most of the students serious when teacher explained the material. When the students answer the question with word square method they looked more active, fun, and enjoy. But some students were still shy and lazy. Here, the observation was given.

The results of these observation were discussed together as the input for the implementation of which would be reflected back. Based on the result of observer, it was found that some of the students were still low in mastering vocabulary. They were also difficult to understand meaning. After administering in the post test, students were interviewed about implementing of word square method. Based on interview reported with the students, it was found the students felt interested in vocabulary. It could be proved by the phrase among other the students in the interview. (R): Bagaimana menurut kamu pelajaran vocabulary dengan menggunakan Metode Word Square? (S$_1$):Saya merasa senang bu, karena belajarnya sambil bermain, saya lebih suka belajar dengan cara seperti ini bu, tanpa terasa waktu pelajaran bahasa Inggris habis, biasanya saya bosan pelajaran bahasa Inggris bu. (S$_2$): Kalau saya sangat senang bu, karena belajarnya asyik bu tidak monoton, kalo biasanya kami belajar bahasa Inggris gitu gitu aja bu, tapi kali ini menyenangkan bu.

Based on the interview above, there was improving of the students' vocabulary mastery. They had able to answer a question of post-test I. It could be seen from the result score of test. They got an average value of 69.52from the criteria 26 students got successful score or it was only 56,52%. In other one 20 students got unsuccessful score or it was only 43,47%. It could be concluded that students' vocabulary mastery was still low. Post test of cycle I was categorized unsuccessful. This data can be seen in Appendix VI.

2.4 Reflection

The researcher evaluated the teaching learning process in the end of meeting of first cycle. The researcher as the teacher asked the students about their difficulties and problems understanding the lesson. The evaluation of two meetings became the reflection to the researcher in making second cycle. Second cycle was held to achieve the improvement score of the students.

3. Cycle II

Based on the reflection that had been done in the first cycle was found that the second cycle had to be conducted. It was expected that the result in the second cycle would be better than first cycle. The researcher conducted to the second cycle with the different steps with the first cycle as follows:

3.1 Planning

In this cycle, word square method was applied in teaching learning process. In this cycle, teaching learning process still emphasized vocabulary mastery through word square method. In this cycle, the teacher would be active in monitoring all students, the teacher would be more active in giving explanation and time would be managed effectively and efficiently.

3.2 Action

The procedures of this method were conducted in second cycle. (1) Explaining the procedure of word square method. Before the teaching learning process, the researcher had been doing the explanation about implementation of word square method, in order they would be understand about the method. (2) Giving a topic to students. It meant the researcher was taught them about vocabulary, automatically they had new words. (3) The teacher depend the students into some group, the member of each group consist 5-6 students. (4) Teacher gives the students question and answer sheet about word square method. (5) Teacher asks the students to answer the question with correctly.

The action planned for the second cycle was given the post-test II for the students in order to get better results, and the researcher emphasized the students to be more interested in learning English, especially in mastering vocabulary.

3.3 Observation

The observation was done for cycle II, the students' activity during teaching learning process had been observed. Where, the students were confused how applied the word square method as a method in teaching learning vocabulary. It helped students more enjoy and active in doing the test.

The observation indicated that: (1) The implementation of this second cycle of learning in general students were beginning to get used to the actions conducted by researchers in learning activities by using word square method. (2) The students had fun in learning English, especially mastering vocabulary.

Based on the interview between researcher and students after doing the second cycle as follow, (R): jadi kita telah menerapkan metode word square dalam pembelajaran bahasa Inggris untuk kedua kalianya, jadi gimana sekarang menurut kamu? (S_1): Iya bu, sekarang saya jadi lebih senang belajar bahasa Inggris kan kalo tiap belajar bahasa Inggris gini menjadi lebih seru bu. (S_2): Ya sama bu, saya juga lebih suka belajar bahasa Inggris seperti ini bu, jadi kan tidak ngantuk dikelas bu kalok belajarnya gini menyenangkan bu.

Based on the interview above, the researcher implemented the word square method as good as possible, because it was shown with the improving the students' vocabulary mastery from the students' result scores in post-test II. They got an average value of 78.06 from the criteria 41 students got successful score or it was only 89,13%. In other one 5 students got unsuccessful score or it was only 10,86%. It

could be concluded that students' vocabulary mastery improved. This data can be seen in appendix VI.

Based on data above, the result showed the improvement of the students' score from the post-test I to the post- test II of cycle II. In the post-test I, the students who got the score 70 or more were 26 of 46 students (56, 52%). In the post test II of cycle II, the students who got score 70 or more were 41 of 46 students (89,13%). The improvement of the post-test I to the post-test II of cycle II was about 34,78 %. In this also used to test the hypothesis in the research, from the computation above, it could be seen that coefficient of $t_{observed}$ = 3,13 and t_{table} to df= N-1= 46-1= 45, with the fact level α= 0.05 was. In the coefficient of $t_{observed}$ (3,13) > t_{table} (2, 02). Thus, alternative hypothesis (Ha) could be received. Based on the finding, the alternative hypothesis (Ha) stating that the word square method could be improved the students' vocabulary.

3.4 Reflection

Generally, all students had been able to do word square as the method to develop their vocabulary mastery related to the topics. Students' vocabulary mastery had been improved. From the observation result of every meeting, it could be concluded that teaching learning process in which applied could be run well.

The situation during the learning process was very actively and conductively then the interaction between teacher and the students were better than of in first cycle where word square method had been successfully worked in helping students in adding their vocabulary.

Based on the reflection of this cycle, it wasn't needed to conduct the third cycle. The cycle of this research could be stopped because the students' vocabulary mastery had been improved. After conducting these two cycles, students were interviewed in order to get their opinion, respond and perception about applying word square as a method in teaching vocabulary.

B. Discussion

This research was conducted to find out the implementation the word square method in improving the students' vocabulary mastery. The result indicated that there was an improvement on the students' vocabulary mastery by using word square as a method. The average value of the first cycle was69.52. It was very low. The average value of second cycle was 78. 06. It was dedicated that the scores and the average in second cycle were better than first cycle. The percentage of students who got point > 70 also grew up. In the pre-test, the students who get point > 70 were only 6 students' (13,04%). In the post-test of cycle I students who got point > 70 there were 26 students' (56, 52%). It means that there was improving about 43, 48%. The post-test of cycle II, students who got point > 70 there were 41 students (89,13%) and the improvement was about 32.61 %. For the total improvement of the students' score from pre-test to post-test of cycle II was 76.09 %. In other words, the students' mastery were become better in the first meeting to the next meeting.

The researcher also analyzed qualitative data to support the research finding besides the quantitative data. The qualitative data were organized from the interview,

observation, and documentation sheet. All of these data indicated that the students gave their attitude and response during teaching learning process. Based on the result of the quantitative and qualitative data, it was indicated that the action and applying of word square method was improving.

The implementation of word square method was more effective. So, the purpose of teaching learning reached. It made students more effective and enjoy, so their mastery was higher in learning English. The effect for the students in using word square method was easier in teaching learning process. English teacher was better to implement many strategies or method in teaching English especially vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, it could be concluded that teaching vocabulary by using word square method could improve the students' vocabulary mastery, especially for students in Grade Seven at MTsNSibuhuan. After analyzing the data, it was found that:

1. Quantitatively, the result of the data showed that there was an improving on the students' vocabulary mastery each cycles. It was showed from the average value of pre-test was 47. Where, there were 6 students' got

successful score criteria or it was only 13, 04% and 40 students got unsuccessful or it was 86, 95%. After doing cycle I by using word square method, there was an improving the result of the students' average was 69.52. Where, 26 students got successful criteria score or it was only 56, 52% and 20 students got unsuccessful criteria score or it was 43. 47%. Then, doing repairing for second cycle after reflection on the first cycle, there was improving of students' mean was 78, 06%%. Where, 41 students got successful criteria score or it was 89,13 %. 5 students got unsuccessful criteria score or it was 10,86 %. In other words, the students' vocabulary mastery was improved.

2. Qualitatively, the students' interest in mastering vocabulary improved while implementing the word square method. The observation result showed that the students gave their attitudes and response during teaching and learning process by using word square method. Interview report showed that the strong   38   mplementation of word square method had helped them in mastering vocabulary. There was improving on students vocabulary mastery which could be known from the scores of students' in cycle II was significantly higher than the scores in cycle I. It could be concluded that there was a significant improvement on the students' vocabulary mastery by using word square method.

Finally, based on the result of qualitative and quantitative showed, it could be concluded that the implementation of word square method at grade seven in MTsNSibuhuan

B. Suggestion

Having seen the result of study, the following suggestion are offered to be considered:

1. For the teacher should apply word square method in teaching vocabulary so that the students can be more active, and enjoy during teaching learning process.

2. The students must practice their vocabulary in the context to develop their vocabulary. Where, vocabulary is very important for our communication.

3. To other research, I suggested to conduct research related to the topic of the study.

REFERENCES

Abdullah Yusuf Ali,, *English Translation of Al Qur'an,* Accessed on 10th December 2016 *(*www.alqur'an /English Translate)

Arikunto, Suharsimi & Suhardjono Supardi. 2008. *Penelitian Tindakan Kelas*. Jakarta: Bumi Aksara

Barnes Voltaire, and Classics Noble. 2003. *Word square*. New York.

Burns, 2010. *Doing Action Research in English Language Teaching*, New York: Routledge

Butterfield, J. Collin. *English Dictionary Plus Good Writing Guide*, Great Britain: Harper Collins Publishers.

Brown, H Douglas. 2001. *Teaching by Principles: An Interactive Approach to Language.* New York: A Pearson Educational Company

Depdiknas, 2004. *Kurikulum Bahasa Inggris*. Jakarta: Depdikbud

Darono, Sabar. *Model model pembelajaran* (http://www.slidesharemateri-5-model-model-pembelajaran,net/darono/) accessed on 20[th]February 2017

Ellis et al. 1998, *Vocabulary Mastery*, Accessed on 9th January 2017 from www.wordpress.com

Galin Wilard, Word Squares, (http://dictionary-thesaurus.com/wordSquares) Accessed on 17th January 2017

H, Douglas, Brown 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Second Edition. New York. A Pearson Educational Company.

Hornby, AS 1974, *Oxford Advanced Learner's Dictionary of Current English* English: Oxford University Press

Istarani. 2011. *Model Pembelajaran Inovatif*. Medan: media persada

L, Kamil Michael & Hiebert Elfrida H, 2005. *Teaching and Learning Vocabulary: Perspectives and Persistent Issues.* New Jersey. Lawrence Erlbaum Associates

Longman, 2007, *Advance American Dictionary New Edition*, England: Pearson Education Limited

Martha. 2010. *Definition of Vocabulary Mastery*. (http://id.scribd.com/doc/18475644/Vocabulary-Mastery). Accessed on 8th December 2016

Merriam Webster, (http://www.meriamwebster.com/dictionary/word%20square) Accessed on 26th February 2017

Mursid, Ahmad *Media Pembelajaran,* (http://learning-with me.blogspot.com/2006/09/pembelajaran.html#20), 3.47 PM 10 March 2011

Miles, B Mattehew and Hubarman A Michael. 1994. *Qualitative Data Analysis*, USA:Sage Publications

Nunan, David. 2003. *Practical English Language Teaching,* First Edition. New York. Mc Graw Hill.

Oxford, Dictionary. 2003. *Oxford Learners Pocket Dictionary*. New York : Universitas Press.

Panjaitan, Novalina .2012. *Improving Students' Vocabulary Achievement through the Use Word Formation Chart.*

Shenton, Andrew K. 2004. *Strategies for Ensuring Trustworthiness in Qualitative Research Projects*. Education for Information: (Northumbria University,)

Silalahi Vivi Febriana, 2011. *Improving Students' Vocabulary Achievement By Using Personal Vocabulary Notes Technique At SMP 3 Medan.*

Sutrisna, Hani. 2012. *Vocabulary for Daily Conversation.* Yogyakarta: Kawah Media

Stoddard Tiffany, 2006, *Ender's game*. Webster's Third New International Dictionary

Urdang, Laurance. 1968. The random House Dictonary of the English Language The College Edition, (New York:Random House)

Wikipedia, (http://en.m.wikipedia.org/wiki/Word_square) Accessed on 5th February 2017

LESSON PLAN

(First Cycle)

Education Units : MTs.N Sibuhuan Kab. Padang Lawas

Subject : English

Class : VII

Competency Standards : Writing

6. Comprehension meaning in short functional text and monolog and sustained on daily activity

Basic Competencies :

6.2. Comprehending the retorika ways in simple functional writing text by using language accurately, fluency and accepting an interaction with the closer environment.

Indicator :

1. Write the vocabularies of Parts of body, and Adjective
2. Ask the students to write a sentence from a vocabulary of parts of body and adjective.

Time Allocation : 2x 40 minute

Meeting To : I, & II

A. Learning Objectives

1. Students can write the vocabulary of part of body and adjective.
2. Students can write a sentence from a vocabulary of part of body and adjective.

B. Learning Materials

Parts of body:

Name	Meaning
Hand	Tangan
Face	Wajah
Finger	Jari
Teeth	Gigi
Feet	Kaki
Hair	Rambut
Nose	Hidung
Eyes	Mata
Cheek	Pipi
Neck	Leher

Adjective

Name	Meaning
Bad	Buruk
Good	Baik,bagus
Easy	Mudah
Difficult	Sulit
Smile	Senyum
Delicious	Lezat
Happy	Bahagia
Beautiful	Cantik

Simple	Sederhana
Perfect	Sempurna

C. Learning Method : Word Square

The Methods are as follow:

➢ Question and answer

➢ Discussing

D. Steps Learning Activity

    I.   Preliminary Activities

        a) Greeting

        b) Praying

        c) Express purpose to be achieved

    II.   Main Activities

        a) Exploration

            ➢ The teacher explains about vocabulary (especially parts of body and adjective) and the importance of vocabulary

            ➢ The teacher explains about word square method and its procedures

        b) Elaborations

            ➢ Students do the orientation test

            ➢ The teachers give all the students word square sheet

            ➢ The teacher asks all the students to find some word (vocabulary) about Parts of body and Adjective from word square sheet

            ➢ The teacher asks the students what they get from word square sheet

> ➤ The teacher invites one students to write the words in the white board
> ➤ The teacher asks all of the students to read every word together
> ➤ Students collect the answer sheet
> ➤ Both teacher and students correct the answer sheet and discuss the answer

   III.   Close activity

        a) Confirmation

        b) Close the lesson

E. Learning Resources and Media

1) Tool   : White board and board marker

2) Source : English text book and Dictionary

3) Media : Carton paper

F. Appraisal

Technique   : Writing test

Form   : Essay Question

Instrument   : Enclosed

G. Rules of assessment

- Score for every correct answer   = 10
- Maximum score 10x10   =100
- Students' mark

$$S = \frac{R}{N} \times 100$$

Where: S= Score of the Test

                R= Number of Correct Answer

                N=Number of Question

APPENDIX II

LESSON PLAN

(Second Cycle)

Education Units	: MTs.N Sibuhuan Kab. Padang Lawas
Subject	: English
Class	: VII
Competency Standards	: Writing

6. Comprehension meaning in short functional text and monolog and sustained on daily activity

Basic Competencies :

6.2. Comprehending the retorika ways in simple functional writing text by using language accurately, fluency and accepting an interaction with the closer environment.

Indicator :

1. Write the vocabularies about Professions and Public Place
2. Ask the students to write a sentence from a vocabulary Professions and Public Place

Time Allocation	: 2x 40 minute
Meeting To	: III & IV

H. Learning Objectives

     1. Students can write the vocabulary of Professions and Public Place

     2. Students can write a sentence from a vocabulary of Professions and Public Place

I. Learning Materials:

Professions

Name	Meaning
Nurse	Perawat
Teacher	Guru
Lecturer	Dosen
Headmaster	Kepala Sekolah
Tailor	Penjahit
Pilot	Pilot
Cheap	Koki
Farmer	Petani
Engineer	Insinyur
Doctor	Dokter
Policeman	Polisi

Public Place

Name	Meaning
Airpot	Bandara
Beach	Pantai
Post Office	Kantor pos
Station	Stasiun
Cinema	Bioskop
Restaurant	Restorant

School	Sekolah
Mosque	Mesjid
Market	Pasar
Zoo	Kebun Binatang

J. Learning Method : Word Square

The Methods are as follow:

➢ Question and answer

➢ Discussing

K. Steps Learning Activity

   I.   Preliminary Activities

        d) Greeting

        e) Praying

        f) Express purpose to be achieved

   II.   Main Activities

        c) Exploration

            ➢ The teacher explains about vocabulary (especially Professions and Public Place) and the importance of vocabulary

            ➢ The teacher explains about word square method and its procedures

        d) Elaborations

            ➢ Students do the orientation test

            ➢ The teachers give all the students word square sheet

            ➢ The teacher asks all the students to find some word (vocabulary) about Professions and Public Place from word square sheet

> ➢ The teacher asks the students what they get from word square sheet
>
> ➢ The teacher invites one students to write the words in the white board
>
> ➢ The teacher asks all of the students to read every word together
>
> ➢ Students collect the answer sheet
>
> ➢ Both teacher and students correct the answer sheet and discuss the answer

   III.   Close activity

        c) Confirmation

        d) Close the lesson

L. Learning Resources and Media

4) Tool   : White board and board marker

5) Source : English text book and Dictionary

6) Media : Carton paper

M. Appraisal

Technique   : Writing test

Form   : Essay Question

N. Rules of assessment

- Score for every correct answer   = 10
- Maximum score 10x10   =100
- Students' mark

$$S = \frac{R}{N} \times 100$$

Where: S= Score of the Test

                    R= Number of Correct Answer

                    N=Number of Question

APPENDIX III: PRE-TEST

Please choose the correct answer!

1. Adit wears a hat on ….

    a. Head   b. Nose   c. Hand   d. Elbow

2. Some function of …. are to eat, to speak, and to drink.

    a. Eyes   b. Hand   c. Mouth   d. Nose

3. She wears glasses on her …..

    a. Ear   b. Eye   c. Mouth   d. Nose

4. The function of …. is to hear

    a. Nose   b. Mouth   c. Ear   d. Eye

5. I can't hear anything since my ….. are sick

    a. Eyes   b. Ears   c. Nose   d. Mouth

6. Siska wears a ring on her ….

    a. Neck   b. Finger   c. Foot   d. Ear

7. Some functions of ….. are to breath and to smell

    a. Tooth   b. Ear   c. Nose   d. Eye

8. I went to dentist yesterday, because my ……… were in pain

    a. Hands   b. Fingers   c. Teeth   d. Ears

9. Riska has an acne on her …..

    a. Hand   b. Head   c. Face   d. Eye

10. The function of foot is to ….

    a. See   b. Eat   c. Read   d. Walk

11. Rahma wears veil on her….

    a. Head   b. Eyes   c. Face   d. Nose

12. Mia : Adi, your shoes are so fit your …… you look gorgeous
    Adi : Thank you

    a. Finger   b. Lip   c. Hand   d. Feet

13. We have two ……. for grope, work, and scratch so many function

    a. Hands   b. Eyes   c. Nose   d. Finger

14. The function of tongue is to …..

    a. Taste   b. Speak   c. Walk   d. Hear

15. Rina buy a new car, now she feels ….

    a. Confuse   b. Disappointed   c. Happy   d. Sad

16. The clown is so …. He makes all kids laugh and happy

    a. Funny   b. Quiet   c. Noisy   d. Disguising

17. Lina …... the match in Olympic Games. She is so sad

    a. Won   b. Lost   c. Jumped   d. Celebrated

18. This exercise was too, ……… for me. I got score 100

    a. Difficult   b. Easy   c. Expensive   d. High

19. Diana's Barbie is broken. Diana is very …… now

    a. Confuse   b. Sad   c. Happy   d. Charm

20. Luna is celebrating her birthday. Now Luna feels…..

    a. Angry   b. Dusty   c. Easy   d.Happy

21. You look so cute, with ………. dress

    a. Ugly   b. Bad   c. Beautiful   d. Dark

22. Andi is a ………. students, he always got 100 score

a. Cleaver   b. Stupid   c. Friendly   d. Good

23. I want to buy this jewelry, but so …..

a. Expensive   b. Smell   c. Sweet   d. Bad

24. I got score 50, because the test is too

a. Easy   b. Difficult   c. High   d. Expensive

25. Ani has a ... face, she is a beautiful girl

a. Oval   b. Dark   c. High   d. Small

26. My mother cooks fried rice, so ……. I love fried rice

a. Delicious   b. Bitter   c. Smell   d. Far

27. Rendang is a favorite food from Indonesia, rendang it is so……..

a. Salty   b. Smell   c. Bitter   d. Delicious

28. Riska is crying, she …… in her house because she alone there

a.Afraid   b. High   c. Small   d. Smart

29. Afgan is a singer, he has a …… voice, he is a International singer

a. Melodious   b. Bad   c. Easy   d. Expensive

30. My sister has a beautiful face, but she never ……

a. Smile   b. Cry   c. Bad   d. Smart

APPENDIX IV: POST TEST I

Please choose the correct answer!

1. Adit wears a hat on ….

    a. Head   b. Nose   c. Hand   d. Elbow

2. Some function of …. are to eat, to speak, and to drink.

    a. Eyes   b. Hand   c. Mouth   d. Nose

3. She wears glasses on her …..

    a. Ear   b. Eye   c. Mouth   d. Nose

4. The function of …. is to hear

    a. Nose   b. Mouth   c. Ear   d. Eye

5. I can't hear anything since my ….. are sick

    a. Eyes   b. Ears   c. Nose   d. Mouth

6. Siska wears a ring on her ….

    a. Neck   b. Finger   c. Foot   d. Ear

7. Some functions of ….. are to breath and to smell

    a. Tooth   b. Ear   c. Nose   d. Eye

8. I went to dentist yesterday, because my ……… were in pain

    a. Hands   b. Fingers   c. Teeth   d. Ears

9. Riska has an acne on her …..

    a. Hand   b. Head   c. Face   d. Eye

10. The function of foot is to ….

    a. See   b. Eat   c. Read   d. Walk

11. Rahma wears veil on her….

    a. Head   b. Eyes   c. Face   d. Nose

12. Mia : Adi, your shoes are so fit your …… you look gorgeous
    Adi : Thank you

    a. Finger   b. Lip   c. Hand   d. Feet

13. We have two ……. for grope, work, and scratch so many function

    a. Hands   b. Eyes   c. Nose   d. Finger

14. The function of tongue is to …..

    a. Taste   b. Speak   c. Walk   d. Hear

15. Rina buy a new car, now she feels ….

    a. Confuse   b. Disappointed   c. Happy   d. Sad

16. The clown is so …. He makes all kids laugh and happy

    a. Funny   b. Quiet   c. Noisy   d. Disguising

17. Lina …... the match in Olympic Games. She is so sad

    a. Won   b. Lost   c. Jumped   d. Celebrated

18. This exercise was too, ……… for me. I got score 100

    a. Difficult   b. Easy   c. Expensive   d. High

19. Diana's Barbie is broken. Diana is very …… now

    a. Confuse   b. Sad   c. Happy   d. Charm

20. Luna is celebrating her birthday. Now Luna feels…..

    a. Angry   b. Dusty   c. Easy   d.Happy

21. You look so cute, with ………. dress

    a. Ugly   b. Bad   c. Beautiful   d. Dark

22. Andi is a ………. students, he always got 100 score

a. Cleaver   b. Stupid   c. Friendly   d. Good

23. I want to buy this jewelry, but so …..

a. Expensive   b. Smell   c. Sweet   d. Bad

24. I got score 50, because the test is too

a. Easy   b. Difficult   c. High   d. Expensive

25. Ani has a ... face, she is a beautiful girl

a. Oval   b. Dark   c. High   d. Small

26. My mother cooks fried rice, so ……. I love fried rice

a. Delicious   b. Bitter   c. Smell   d. Far

27. Rendang is a favorite food from Indonesia, rendang it is so……..

a. Salty   b. Smell   c. Bitter   d. Delicious

28. Riska is crying, she …… in her house because she alone there

a.Afraid   b. High   c. Small   d. Smart

29. Afgan is a singer, he has a …… voice, he is a International singer

a. Melodious   b. Bad   c. Easy   d. Expensive

30. My sister has a beautiful face, but she never ……

a. Smile   b. Cry   c. Bad   d. Smart

APPENDIX V: POST- TEST II

Direction: Choose the correct answer from the option a, b, c, or d (number 1-30)

1. Ali: what is your father's job?

   Boy : He is a …… he flies the plane

   a. Doctor   b. Postman   c. Pilot   d. Farmer

2. My mother is a ……. She works in Harapan Bunda Hospital. She help the people

   a. Nurse   b. Tailor   c. Farmer   d. Postman

3. Grant is a ….. He makes clothes

   a. Pilot   b. Engineer   c. Teacher   d. Tailor

4. My mother is a ……. She teach every students

   a. Teacher   b. Doctor   c. Farmer   d. Postman

5. I love cook, I am a …. In a international restaurant

   a. Farmer   b. Cheap   c. Nurse   d. Dentist

6. In hospital so many …… works there

   a. Engineer   b. Cheap   c. Teacher   d. Doctor

7. Every morning my father's go to the ….. for farm

   a. Cinema   b. Post office   c. Garden   d. Beach

8. ………….. is a person who catches criminals

   a. Police   b. Vet   c. Artist   d. Pilot

9. Yesterday, I went to ……… I saw tiger, lion, birds and snake

   a. Zoo   b. Beach   c. Cinema   d. Garden

10. Ria: Where we buy a birthday cake?

    Anisa   : Behind the bank, there is …..

a. Café b. Bakery c. Restaurant d. Cinema

11. I am moslem. It is time to pray. I have to go to. …

 a. Mosque b. School c. Mall d. Café

12. ….. it's my favorite place, with the wind, beautiful sand and coconut trees curved

 a. Forest b. Hotel c. Cinema d. Beach

13. Dina wants to go to …… she picks his brother up. He travels by airplane

 a. Airport b. Gas station c. Temple d. Museum

14. A …... helps a doctor in a hospital

 a. Nurse b. Farmer c. Teacher d. Carpenter

15. Mr. Dirga is a ……. He makes table and chair

 a. Carpenter b. Secretary c. Barber d. Driver

16. Mr. Jack drives a bus. He is a …….

 a. Driver b. Soldier c. Actor d. Dentist

17. Ms. Melani designs a house. She is an ……..

 a. Architect b. Waiter c. Barber d. Lecturer

18. ……. is a person who plays music

 a. Musician b. Singer c. Teacher d. Police

19. Naila wants to buy daily needs at the ……

 a. Market b. Library c. Bookstore d. Zoo

20. He is going to ….. to borrow

 a. Bookstore b. Book market c. Library d. Laboratory

21. Every Sunday I go to the …… I like movie

 a. Cinema b. Library c. Zoo d. Market

22. Sayna wants to post a letter. He has to go to ……

a. Post Office b. Bookstore   c. Book market   d. Zoo

23. Yadhi wants to go to Sumatera Island by ship. He has to go to……..

a. Harbour   b. Airpot   c. Bus terminus   d. Temple

24. .... is a person who fixes teeth

a. Dentist   b. Pilot   c. Doctor   d. Artist

25. ………….. is a person who plays sport

a. Athlete   b. Musician   c. Police   d. Astronaut

26. A person who cuts men's hair and shaves or trims beards as an occupation…..

a. Surgeon   b. Barber   c. Manager   d. Headmaster

27. Mr. Jarwo works in a clinic that concerns in eyes problem. He is ….

a. Occulist   b. Nurse   c. Eye doctor d. Police

28. Kadek is a budhist. She worships in the …..

a. Temple   b. Airport   c. House   d. Bakery

29. Ridho wants to give his girlfriend a flower. He buys the flower in the …….

a. Florist   b. Bakery   c. Barber Shop   d. Airport

30. I want to play football with my friends. We usually play the games in the….

a. Garage   b. Stadium   c. Bus Stop   d. Temple

APPENDIX VI

THE QUANTITATIVE DATA

No	Students' Initial	Pre-Test Score	Cycle I Score	Cycle II Score
1	ARP	**90**	**83**	90
2	AZN	**93**	97	100
3	DNA	33	53	70
4	DA	27	53	77
5	FAS	50	**70**	77
6	FAD	53	**77**	83
7	HH	30	63	70
8	HN	43	**70**	80
9	HYT	60	**70**	87
10	IN	50	63	70
11	IFA	67	80	90
12	KR	43	53	67
13	KN	43	67	70
14	LLN	53	**73**	77
15	MAR	**90**	93	97
16	MP	33	63	70
17	NRI	40	**77**	83
18	NAS	57	**83**	73
19	NKH	47	**80**	83
20	NHH	40	63	67
21	NRP	50	57	67
22	NDL	30	**77**	83
23	NS	47	**80**	70
24	PAL	67	**77**	90
25	PH	30	**70**	77
26	PUH	67	67	73
27	RS	43	**80**	80
28	RRS	33	67	70
29	RRE	53	**77**	83
30	RYA	26	53	63
31	RA	26	67	83
32	RRL	16	50	70
33	RDS	30	57	83
34	RYN	40	63	77
35	SR	33	57	70
36	SA	50	**70**	77
37	SSI	10	37	53

38	SDA	100	100	100
39	VAM	80	87	80
40	WIS	43	70	83
41	YA	43	77	77
42	ZI	50	70	77
43	ZA	23	47	73
44	MZ	27	70	77
45	AMI	80	83	97
46	MIT	23	57	77
	Total $\sum X$	2162	3198	3591
	The Mean Score	47	69.52	78.06

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

$$t = \frac{9{,}71}{\sqrt{\dfrac{\sum 6267 - \dfrac{(\sum 447)^2}{46}}{46(46-1)}}}$$

$$t = \frac{9{,}71}{\sqrt{\dfrac{\sum 6267 - \dfrac{(199{,}809)}{46}}{2070}}}$$

$$t = \frac{9{,}71}{\sqrt{\dfrac{\sum 6267 - 199{,}809}{2070}}}$$

$$t = \frac{9{,}71}{\sqrt{\dfrac{199{,}809}{2070}}}$$

$$t = \frac{9,71}{\sqrt{\dfrac{199,809}{2070}}} \qquad t = \frac{9,71}{\sqrt{9,65}} \qquad t = \frac{9,71}{3,10} = 3,13$$

HYPOTHESIS TEST

Statistic was used to test the hypothesis in the research, as follow;

The Statistic Analysis of the Students' Score Post-Test in the First and Second Cycle

No	Post- Test I	Post-Test II	D	D²
1	83	90	7	49
2	97	100	3	9
3	53	70	17	289
4	53	77	24	576
5	70	77	7	49
6	77	83	6	36
7	63	70	7	49
8	70	80	10	100
9	70	87	17	289
10	63	70	7	49
11	80	90	10	100
12	53	67	14	196
13	67	70	3	9
14	73	77	4	16
15	93	97	4	16
16	63	70	7	49
17	77	83	6	36
18	83	73	10	100
19	80	83	3	9
20	63	67	4	16
21	57	67	10	100
22	77	83	6	36
23	80	70	10	100
24	77	90	13	169
25	70	77	7	49
26	67	73	6	36
27	80	80	-	-
28	67	70	3	9
29	77	83	6	36

30	53	63	10	100
31	67	**83**	16	256
32	50	**70**	20	400
33	57	**83**	26	676
34	63	**77**	14	196
35	57	**70**	13	169
36	**70**	**77**	7	49
37	37	53	16	256
38	**100**	**100**	-	-
39	**87**	**80**	7	49
40	**70**	**83**	13	169
41	**77**	**77**	-	-
42	**70**	**77**	7	49
43	47	**73**	26	676
44	**70**	**77**	7	49
45	**83**	**97**	14	196
46	57	**77**	20	400
	TOTAL		447	6267

$$\bar{D} = \frac{447}{46} \; 9.71$$

Percentage of the Students' Score

$$P = \frac{R}{T} \times 100$$

P=The percentage of students who got point of over 70

R= The number of students who get the point of over 70

T= The total number of the students

In Pre-test = P= $\frac{6}{46} \times 100$ = 13, 04% (Success in Pre-Test)

$$P = \frac{40}{46} \times 100 = 86,95\% \text{ (Unsuccessful in Pre-Test)}$$

In Post-test I = P= $\frac{26}{46} \times 100$= 56, 52 % (Success in Post-Test I)

$$P = \frac{20}{46} \times 100 = 43, 47\% \text{ (Unsuccessful in Post-Test I)}$$

In Post-test II = $$P = \frac{41}{46} \times 100 = 89, 13 \% \text{ (Success in Post Test II)}$$

$$P = \frac{6}{46} \times 100 = 10, 86 \% \text{ (Unsuccessful in Post Test II)}$$

APPENDIX VII: The Students' Attendance List

NO	NAME
1	Ahmad Rizki Pasaribu
2	Ardan Zahran Nasution
3	Dasima Nur Faa Ayu
4	Dinda Ayu
5	Fitri Andini Sari
6	Fitri Ana Daulay
7	Hafifah Hannum
8	Hardianto Nasution
9	Henny Yanti
10	Indriani
11	Iftah Fitri Aghesiyah
12	Kaisah Romadoni
13	Khalidaziah Niryana
14	Linda Liswani
15	M.Azhari Rizki
16	Mawar Pasaribu
17	Nadhimah Rahmah Ito
18	Najila Aufa Syifa
19	Najma Kamelia
20	Nur Hayati Hsb
21	Nur Rodiah Pakpahan
22	Nur Diana Lubis
23	Nur Syawalina
24	Putri Ayu Lestari
25	Pangulu Hasibuan
26	Purnama Hasibuan
27	Rendy Syafa'at
28	Rina Ronita
29	Risky Reinanda
30	Rizka Yuni Arto
31	Rizky Adrian
32	Rohima Rezeki
33	Rohima Donna Srg
34	Rosita Yuhani
35	Seri Rosidah
36	Serly Amanda
37	Siti Sandra Imelda
38	Syarifah Dewani Aziz
39	Veri Al Azis Mtd
40	Wahyu Indra Syaputra

41	Yuli Anggraeni
42	Zufri Irawanto
43	Zukh Atika
44	Mahmud Zaid
45	Ari Muhammad Ilmi
46	Muhammad Iskandar

APPENDIX VIII

Interview with the Students in First Time

Researcher   : Apakah kamu menyukai pelajaran bahasa Inggris?

Student 1   : Biasa aja bu, tidak terlalu suka ya tapi kalau belajar ya saya belajar saja bu

Student 2   : Kalau saya sama sekali tidak suka bu, karena payah dipahami bu, pusing saya bu.

Researcher   : Jadi gimana menurut kamu kosa kata bahasa Inggris, apa susah juga dipahami?

Student 1   : Iya bu, payah menghapalnya bu, belum lagi artinya bu.

Student 2   : Kalau saya sih bu, memang dari awal tidak suka belajar bahasa Inggris, apalagi kosa katanya bu semakin tidak dimengerti bu.

APPENDIX IX

Interview with the English Teacher in First Time

Researcher   : Assalamu alaikum sir, good morning

Teacher   : Waalaikum salam, morning miss

Researcher   : Sir, what do you think the students' vocabulary in this class?

Teacher   : I think this class is not too bad and not too good, some of the students

are good in mastering vocabulary, but some of them are lazy to memorize vocabulary.

APPENDIX X

Interview with the Students in the Last Time

Researcher   : Nah, jadi sekarang gimana menurut kamu pelajaran bahasa Inggris dengan menerapkan metode word square ?

Student 1: Saya merasa senang bu, karena belajarnya sambil bermain, saya lebih suka belajar dengan cara seperti ini bu, tanpa terasa waktu pelajaran bahasa Inggris habis, biasanya saya bosan pelajaran bahasa Inggris bu.

Student 2   : Kalau saya sangat senang bu, karena belajarnya asyik bu tidak monoton, kalo biasanya kami belajar bahasa Inggris gitu gitu aja bu, tapi kali ini menyenangkan bu.

APPENDIX XI

OBSERVATION SHEET OF CYCLE I

Put a checklist (✓) in column 1,2,3 and 4 based on observation

1= Poor   2= Fair   3=Good   4=Very good

Focus	Activities	1	2	3	4
The researcher (as a teacher)	✓ The teacher explains teachers' objectives and she motivates students to show their in learning vocabulary			✓	
					✓
	✓ The teacher prepares teaching material systematically and clearly			✓	
	✓ The teacher show the students the advantages of mastering English			✓	
	✓ The teacher explains about word square method			✓	
	✓ The teacher gives feed back to the students				✓
	✓ The teacher manages the time efficiently				
The students	✓ The students pay attention to the teacher explanation			✓	
	✓ The students ask question to the teacher if there is something unclear				✓
	✓ The students give good respond to			✓	

| | the topic given | | | ✓ | |
| | ✓ All the students do their task | | | | |

APPENDIX XII

OBSERVATION SHEET OF CYCLE II

Put a checklist (✓) in column 1, 2, 3 and 4 based on observation

1= Poor   2= Fair   3=Good   4=Very good

Focus	Activities	1	2	3	4
The researcher (as a teacher)	✓ The teacher explains teachers' objectives and she motivates students to show their in learning vocabulary			✓	
	✓ The teacher prepares teaching material systematically and clearly			✓	
	✓ The teacher show the students the advantages of mastering English				✓
	✓ The teacher explains about word square method			✓	
	✓ The teacher gives feed back to the students			✓	
	✓ The teacher manages the time efficiently			✓	
The students	✓ The students pay attention to the teacher explanation				

	✓ The students ask question to the teacher if there is something unclear ✓ The students give good respond to the topic given ✓ All the students do their task				

Appendix XII: Documentation