**CHAPTER I**

**INTRODUCTION**

1. **Background of study**

The achievement of learning goals is inseparable from the role of the teacher as an educator. The teacher does have a very significant role in determining the quality of education. To fulfill the above, the teacher is required to be able to manage the teaching and learning process that provides stimulation to students so they want to learn because it is indeed the main subject in the learning process in this case students are required to think critically in the learning process.

Quality and quality education can be obtained with a hard effort, because the success of an education process is influenced by many factors. Factors that influence an educational process include students, teachers and methods in learning. Lecture learning method is still teacher-centered. Students seem to just sit listening, and receive the material delivered by the teacher. The lecture method makes students feel bored and results in less active and less motivated in learning.

Students must be encouraged to think critically in the learning process so that learning goals are achieved and learning outcomes can be improved, because students have the right to argue, solve a problem, take the initiative if there are things that are not suitable with students. Therefore, educators are required to be able to present interesting learning media that can be applied in learning. So that learning becomes more varied, fun, and meaningful for students besides that students can develop their way of thinking to the critical thinking stage.

Learning interest is a person's willingness and pleasure towards something and is a factor that is very supportive in the teaching and learning process. One effort to increase students' interest in learning in the learning process is the use of certain learning methods. It is expected that by using certain methods can increase students 'and students' learning interest as well as become aware of the material presented.

Language is a tool for communication. As a Jack C. Richards and Theodore S.Rodgers said “Latin was not widely studied as foreign language five hundred years ago. However, English has become the most widely studied foreign language today”[[1]](#footnote-2) As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. In Indonesia, English considered as the first foreign language and taught formally from elementary school up to the university level. English is thaught as a supplementary subject in Elementary school and as a compulsory subject in Junior High School and Senior High school.

One aspect of language which needed to be mastered in order to get a fluency in communication is vocabulary. Vocabulary is one of the language aspect. Vocabulary is much more important than grammar, because English has the largest vocabulary in the world. According to Allen, the students have seen and heard the English word for each one, and have copied the word into their notebooks. Our aim now is to help the student master the vocabulary, so we want to encourage the use of each word for communication and making students feel important to know the English word[[2]](#footnote-3). Meanwhile Cameron states that building up a useful vocabulary is central to learning of a foreign language at primary level[[3]](#footnote-4)

Furthermore, English Teachers was still used traditional or conventional method in teaching vocabulary and the teacher liked to dominate in teaching learning process because the students did not give the opportunity to be active in the class. The student cannot read, speak, listen, and write without understanding the meaning of the words. But by teaching vocabulary first the student are easily able to read, understand and momorize vocabulary more quickly because this is the effective one.

In learning a foreign language many students have have problem with vocabulary. First problem is the student are very difficult to remember new word of English. Most of student are still unable to master vocabularies. One of the ways to make the teaching vocabulary effectively is making the students active so they will enjoy learning and they can improve vocabulary mastery. Vocabulary can be fun activity when we know strategy or technique in learning vocabulary mastery.

According to holy Qur’an :

32. they (angels) said: "Glory be to you, we have no knowledge except what You have taught us. Verily, it is you, the All-Knower, the All-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 Ghaib (unseen) In the heavens and the earth, and I know what You reveal and what You have been concealing?" ."(QS.AL-BAQARAH 32)

Based on these problems, one way that's done the teacher so that students are able to learn optimally is by using a model of Word Square in learning not only assist teachers in delivering material, but add value to the learning activities. Therefore, the authors are interested in and will hold a research on the application of model learning of Word Square in memorizing vocabulary in the SMPN 16 Kota Serang. The writer chooses Word Square method because it is appears to bring many advantages to the teaching vocabulary. In English with Word Square we develop this concept to introducing all new words within a chosen theme, each one alongside its visual representation.

Learning English vocabulary as a foreign language seems difficult for some Indonesian students to master as it is completely different from Indonesian language itself. They find difficulty to memorize new words and to enlarge their vocabulary knowledge. It means that if the student are lack of vocabulary. It will circumscribe them to use language skilfully to express their ideas.

Based on the explanation above, so the writer choose the research with the tittle “The use of Word Square In Improving scholars vocabulary Mastery In The Junior High School (An Experimental Research at Eight Grade Of SMPN 16 KOTA SERANG). The writer hopes this writing will be useful especially for the writer and generally for the readers that are interested of the research.

1. **The Statement of Problem**

Based on background of the research above, the writer can identify the problems follows:

1. How is the learning Vocabulary Mastery at the eight grade SMPN 16 Kota Serang ?
2. How is Words Square strategy can help the student mastery of English Vocabulary at Eight Grade of SMPN 16 Kota Serang?
3. **The Objectives of the Research**

Based on the statements of problem, the Objectives of research are to know:

1. The learning Vocabulary Mastery at the Eight Grade of SMPN 16 Kota Serang.
2. The Words Square strategy can help the student mastery of English Vocabulary in writing class at Eight Grade of SMPN 16 Kota Serang.
3. **The Significant Of Study**

The importance of the study is as the information to English teachers that word square can be used to help the students develop their vocabulary mastery. The research has some major benefits as follow:

1. For student

The result of this research can be used:

1. As an input English learning on Vocabulary Mastery
2. The writer expects the students will be able to improve their Vocabulary Mastery through Words Square strategy.
3. Enrich the method of learning on Vocabulary Mastery in junior high school.
4. The student are motivated and enjoyed in learning vocabulary.
5. For teacher.

The result of this research can be used:

1. As an input in English teaching on Vocabulary Mastery.
2. To enrich the method of teaching ability on Vocabulary Mastery.
3. The research can be used as reference for the teachers to conduct a research in teaching English.
4. For researcher.

The result of this research can be used:

1. As an input in English teaching and learning on Vocabulary Mastery.
2. The researcher can know the effectiveness students in vocabulary.
3. To enrich the theory of teaching in Junior High School.
4. To give the best experience of teaching in the research.
5. **The Previous Studies**

The writer found a previous studies dealing with using a Games in teaching. The previous studies are as follows:

1. Arnasih (092300620) as student in IAIN SMH BANTEN by tittle “Using Word Search Puzzle To Develop Students’ Vocabulary Mastery” (An Experimental Research at the First Grade of MTs Masyariqul Anwar Caringin). This research of the using word search puzzle effected in improving student vocabulary mastery. The writer concludes the students’ vocabulary mastery could be developed by using word search puzzle could be seen from the result of the students’ vocabulary mastery of pre test and post test between experiment group and control. So, word search puzzle could be developed vocabulary mastery.
2. Sanjaya (092300671) as student in IAIN SMH BANTEN by tittle “The Effectiveness Of Using Puzzle Game In Teaching Simple Past Tense”( An Experimental Research at Second Grade of MTs. Al-Hikmah Ciruas). This research of using puzzle game effected in teaching simple past tense. The writer concludes the students learn simple past tense using puzzle games is better than without using puzzle game.
3. Firly Dara Syafitri (100705042) as student in University of Sumatra Utara by tittle “The Effect of Using Word Square Method of The Students Achievement In Mastering Vocabulary In Eight Year of SMPN 11 MEDAN”. The writer said in her thesis the word square method is significant to be used in improving the student achievement in vocabulary, because this method makes the student comfortable to know how to use the method, easy to answer the question, and quick to finish the task. It also makes the students enthusiasm and motivates the students to enjoy the lesson.
4. **Hypothesis**

A hypothesis is a tentative assumption of the result of study. The truth of it is indeed necessary to be tested to know whether it is right or wrong. Before deciding the result of hypothesis the writer proposed interpretation toward (the observation) with procedure as follow :

1. Formulation alternative hypothesis (Ha) there is significant mean difference between X variable, that is the students’ improve vocabulary mastery before treatment and Y variable that is the students’ improve vocabulary mastery after treatment.
2. Formulating null hypothesis (Ho) there is not significant mean difference between X variable that is students’ improve vocabulary mastery before treatment and Y variable that is students recount writing ability after treatment.

Furthermore the writer followed some assumption as the statistic hypothesis state :

1. If the result calculation to ( the observation) is bigger than tt ( t table), to >tt the alternative hypothesis (Ha) is rejected. It means that the experiment technique is accepted.
2. If the result of calculation to (t observation) is lower than tt ( t table), to <tt the zero hypothesis (Ho) is accepted. It means that the experiment technique is rejected.
3. **The Organization of Writing**

In this writing, the paper organized into five chapters as follow:

Chapter I is introduction: This chapter elaborates the background of the study, statements of problems, the objectives of the research, the significant of study, the previous study, hypothesis, and the organization of writing.

Chapter II is theoretical framework. It covers the definition of vocabulary mastery, definition of mastery, definition of vocabulary, word square method, definition of word square method, the process of word square.

Chapter III is methodology of the research. This chapter contains of place and time of the research, population and sample, the method of the research, the technique of data collection and the technique of data analyzing.

Chapter IV is the result of the study. This chapter provides the result of the study, it explains about the description of data, the interpretation an analysis of the data.

Chapter V is closing. This chapter contains of conclusion and suggestion.

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 **CHAPTER II**

 **THEORETICAL FRAMEWORKS**

1. **Vocabulary Mastery**
2. **Vocabulary**

Vocabulary is number of words of language which is based on native speaker’s experiences, thing or idea has name which is called word. A language has more than 450.000 words. Therefore, it is imposible that someone will be able to master all words of a certain language. According to Oxford Dictionary[[4]](#footnote-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. Beside that, vocabulary is most important as one of the elements of English skill.

Moreover according to Nunan[[5]](#footnote-6) 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.

A vocabulary usually grows evolves with age, and as tool for communication and acquiring knowledge. In language learning, vocabulary takes place in building the language proficiency. English vocabulary has remarkable, flexibility, and adaptability. The objective of the vocabulary mastery is to make the student have a good language proficiency in the language skills. So mastery vocabulary is needed to improve the quality of the student in understanding the words.

According to Johnson[[6]](#footnote-7), 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 reffered 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 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 it self) Thus, adding both depth and 16 dimension to our word knowledge enables us to express our thoughts more efficiently.

(c) Reading vocabulary, are the words that we are able to read. Most student enter school with very few words in their reading vocabulary. To this, they adds approximately three thousand new words a year. As stated earlier in this book, learning 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.

According to Oxford Learner’s Pocket dictionary, vocabulary is:[[7]](#footnote-8)

1. All the words that a person knows or uses.
2. All the words in a language.
3. List of words with their meanings, especially in a book for learning a foreign language.

Based of expalanation above, it can be said that teaching vocabulary is a stock of words used by person, class or profession when they are learning a foreign language and expressing the meaning or idea to construct sentence for communication. So the mastery of Vocabulary is needed to improve the quality of the students in understanding the words.

1. **Mastery**

There are some definitions of mastery. According to Longman[[8]](#footnote-9) 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 trough understanding or great skill.

According to Butterfield[[9]](#footnote-10) ,mastery means the skill 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[[10]](#footnote-11) et al, mastery is comprehensive knowledge or use of a subject or instrument. Mastering the aspects of word knowledge. Ellis Sumarize 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.

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

1. **Words Square Method**
2. **Definition of Words Square**

Word Square is one of the many learning methods which can be used in achieving the objectives of teacher learning. This is a method of teaching and learning activities with the way teachers share activity sheet or worksheet as a tool to measure the student's level of understanding towards the subject matter that has been taught. While the play activities the purpose of pleasure on the activities of that game takes place. “Categorized Word square is one of the tools/learning media in the form of boxes containing the words collection letters. On the set of the letters contained concepts which must be discovered by students in accordance with question-oriented learning objectives”[[11]](#footnote-12).

Method is the way to get something. A teaching method comprises the principles and methods used for instruction. English teacher should be forced to be forced to be more creative, because learning English, writing the vocabulary, and sentence are very different each other. One method corresponding to the English vocabulary is the Word Square Method.

According to Wilard Galin[[12]](#footnote-13) word square is a learning media that combines ability to answer the question with the flair in a match the answer in answer boxes. So the word square is the field of words that have a square-shaped.

Based on explanation above, the writer takes conclusion that word square method is a kind of games that will make the teaching learning process more attractive than before. The teacher uses word square as one of the activities to develop the students vocabulary mastery.

1. **The Process of Words Square**

Word Square is an innovative learning that can help teachers to provide a variety of learning activities. Because monotonous learning activities will make students become lazy and less enthusiastic about participating in learning activities.

 Word Square Strategy is the development of an exposition strategy that is enriched and oriented towards student activity in learning. Word Square's strategy combines answer ability with carefulness in matching answers to city-answer answers, this strategy is similar to filling in crossword puzzles, but the value which is this strategy already has an answer, but is disguised by adding letters or numbers to disguise or deception.

 The purpose of letters or numbers is not to make it difficult for students to practice meticulous and critical attitudes. Keyword Strategy Squares are technically teaching and learning activities by the way the teacher reads the worksheet as a tool to measure the level of students' understanding of the subject matter that has been taught. The main instrument in Word Square contains several sentences needed to find different answers[[13]](#footnote-14).

The steps from Word Square are as follows:

1. Convey material according to competence

2. Share the activity sheet according to the example

3. Students are told to answer questions later correctly in the answer sheet correctly

4. The teacher gives points for each answer in the answer sheet.

1. **The Advantage and Disadvantage**

 Based on [http://www.slideshare.net/darono/materi-5-model-model- pembelajaran](http://www.slideshare.net/darono/materi-5-model-model-%20pembelajaran), it can be explained as follows:

The advantage of word square method are :

1. Word square method is good to test the result of learning.
2. Word square method activities encourage students’ understanding of subject matter.
3. Make the student to be discipline in answering the question of worksheet with rules.
4. Stimulate the student to think effectively before answering the question.

The disadvantage of word square method are :

1. Student just receive the raw materials from the teacher.
2. Turning off the creativity of students, because they just answer, not explain or make some example.

In this case we know as a beginner, to understand the meaning of sentence is not as easy as to understand the word, so to help students’ maintain the words the writer used Word Square Method as a technique in learning Vocabulary Mastery.

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|  **CHAPTER III** |
|  **RESEARCH PROCEDURE** |

1. **The Research Method**

 In this research, the research investigated there was significant in applying word square method to improve scholars vocabulary mastery. According to David Nunan, experiment research is a research method that test the hypothesis which has the form of cause and effect relation by manipulating dependent variable during manipulating time.Experiment are carried out in other to explore the strength of relation between variables.[[14]](#footnote-15)

 The data analysis uses is the quantitative research it means that the writer collects the data from the field and must go to place of the research. Moreover, in this research the writer uses quasi-experiment because in the research there will be pre-test and post-test get the data. Two classes where involved in this research, it is experimental class and control class. The experimental class consists of the students who received treatment. However, the control class was not. Both classes received a pre-test on whatever instrument is used to assess the effect of the experiment before the treatment has been given.

1. **Research Variables**

 This research consists of two variables are: Using word square for improving vocabulary as (X) variable while writting comprehension as (Y) variable.

1. **The Place and Time of study.**

 The writer chooses of place at SMPN 16 Kota Serang. This research will be conducted on August 2018. The writer chooses that school to conduct this research because students in SMPN 16 KOTA Serang difficult in English learning, and the learning strategy such as remembering vocabulary in the old way is not effective, it makes students were bored in English learning process.

1. **Population and sample**

 The population in this research is students of second grade of SMPN 16 KOTA SERANG. A sample is a part of representative of population being research[[15]](#footnote-16). In other words, the writer takes the sample in class F of second grade in SMPN 16 KOTA SERANG.

There are 360 students who are devided into nine classes, but the researcher will take two classes, the classes are :

1. Class VIII C : 39 students
2. Class VIII F : 39 students

Total : 78

 The writer collects the data from two classes. They are class VIII F as the experimental class and class VIII C as the control group, taken as the sample.

1. **Technique of Data Collecting**
2. **Observation**

 The writer observes respondents activities and the way to learn vocabulary mastery in the class. Information will be got from:

* English teacher at Eight grade of SMPN 16 Kota Serang in teaching learning process.
* The situation in the class of English subject, especially in teaching and learning vocabulary mastery.
1. **Test**

 According to Noam Chomsky “Test one of method or process to know about students’ ability, knowledge or performance (skills) in a given domain”[[16]](#footnote-17). Then, in order to know how deep the students’ ability in vocabulary mastery, the writer will use pre-test and post-test. Pre-test is the way to know understanding about text before treatment and post-test is the way to know understanding about text after treatment.

The writer gives the test to all respondents about word square activity to improving vocabulary mastery.

* Pre-test

Pre-test is carrying out for the initial equivalence of experimental and control groups. The test is given to the group both the test on the same day.

* Post-test

Post-test is carrying out to check significant difference between the two groups after the treatments given to the experimental one. The test is given to the experimental on control group both the test at same day.

1. **The Technique of Analyzing Data**

After getting the data the researcher needs in Research the researcher process and analyzes the data, the data researcher uses t- obssrvation for analyze the data, there are several steps in analyzing the result of test[[17]](#footnote-18).

The writer analyzed the data in form of:

a) Investigating students’ worksheet gives describe score in table.

b) Determine mean variable X1 with formula

c) Determine of variable X2 with formula

d) Determine of defiation score variable X1 with formula

 X1= X1 – M1

e) Determine deviation score variable X2 with formula

 X2 = X2 - M2

f) Analyzing the result by using calculation of t-test as follow :

 Note : M1= The average score of experiment class

 M2= The average f control class

 X1= Sum of the squared deviation score of control class

 X2= Sum of the squared deviation score of experiment class

 N1= The number of experiment class

 N2= The number of control class

 Df= N1+ N2-2

 DF= Degree of Freedom

 2= Consonant Number

 **CHAPTER IV**

 **RESULT OF THE RESEARCH**

1. **Description of Data**

In this chapter, the writer would like to present the description of the data obtained. As the writer started at the previous chapter that the population of the study was the second grade of SMPN 16 Kota Serang in academic year 2018/2019, as tested in this chapter, the writer took 78 students as the sample from 234 students from all second grade. The goal of the research is intended to prove the accurate of data in accordance with the research tittle

To prove it, the writer provided the research of data obtained as followed :

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| **Table 2** |
| **The Score of Pre-test and Post-Test From Control Class**  |
|  |  |  |  |
| NO |  NAME | Score |
| Pre-Test | Post-Test |
| 1 | AB | **55** | **60** |
| 2 | AS | **50** | **60** |
| 3 | AL | **60** | **65** |
| 4 | AW | **50** | **60** |
| 5 | DS | **50** | **55** |
| 6 | EM | **60** | **65** |
| 7 | FA | **60** | **65** |
| 8 | FE | **55** | **65** |
| 9 | HN | **60** | **65** |
| 10 | HK | **55** | **70** |
| 11 | IR | **60** | **70** |
| 12 | IW | **60** | **65** |
| 13 | IM | **50** | **55** |
| 14 | JU | **60** | **65** |
| 15 | KU | **55** | **60** |
| 16 | LW | **75** | **80** |
| 17 | MD | **50** | **55** |
| 18 | MK | **60** | **70** |
| 19 | MU | **60** | **65** |
| 20 | MH | **50** | **55** |
| 21 | MU | **55** | **65** |
| 22 | MU | **65** | **70** |
| 23 | NO | **80** | **80** |
| 24 | NU | **60** | **70** |
| 25 | QA | **70** | **75** |
| 26 | RM | **50** | **55** |
| 27 | RO | **50** | **60** |
| 28 | SA | **50** | **65** |
| 29 | SE | **55** | **65** |
| 30 | SI | **60** | **65** |
| 31 | SH | **55** | **65** |
| 32 | SUH | **60** | **70** |
| 33 | SU | **65** | **70** |
| 34 | TAS | **50** | **70** |
| 35 | TA | **65** | **70** |
| 36 | M. M Y | **65** | **75** |
| 37 | NH | **70** | **75** |
| 38 | EK | **50** | **55** |
| 39 | JA | **50** | **55** |
|   | ∑ | **2260** | **2545** |
|   | Χ | **59.47** | **66.97** |
|  |  |  |  |

To find the mean score, the writer follows the formula:

M1 =

 =

 =65.2

M2 =

 =

 =57.9

Based on the calculation on the table 1 of pre test and post test assessment at control class, it shows that the cumulative value of pre test is 2545. The average of the pre test is 57.9. Meanwhile, the cumulative value of post test is 2260. The average of the post test result is 65.2.

Determine mean by formula :

M =M1-M2

 =65.2-57.9

 = 7.3

Note: M1= mean

 X1= Students’ score (post-test)

 X2= Students’score (pre-test)

 N= Member of student.

From the calculation of determine mean above, we have know that the average score of pre test and post test ( at control class) increase in amount 7.3.

Graphic. 1

The Test of Pre Test and Post Test at Controlled Class

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| **Table 2** |
| **The Score of Pre-test and Post-Test From Experiment Class**  |
|  |  |  |  |
| NO |  NAME | SCORE |
| Pre-Test | Post-Test |
| 1 | AW | **50** | **75** |
| 2 | AR | **50** | **80** |
| 3 | AL | **50** | **70** |
| 4 | AM | **50** | **65** |
| 5 | BR | **65** | **80** |
| 6 | DI | **50** | **75** |
| 7 | FS | **60** | **80** |
| 8 | FD | **50** | **75** |
| 9 | FI | **60** | **80** |
| 10 | HAM | **50** | **75** |
| 11 | HAS | **50** | **80** |
| 12 | IM | **70** | **80** |
| 13 | IMA | **55** | **70** |
| 14 | JAZ | **50** | **80** |
| 15 | KO | **65** | **80** |
| 16 | KG | **50** | **75** |
| 17 | LM | **55** | **75** |
| 18 | MA | **55** | **70** |
| 19 | MUS | **50** | **75** |
| 20 | MF | **65** | **75** |
| 21 | MU | **65** | **80** |
| 22 | MT | **65** | **75** |
| 23 | NN | **65** | **80** |
| 24 | NA | **50** | **75** |
| 25 | QN | **65** | **75** |
| 26 | RF | **65** | **75** |
| 27 | RA | **55** | **80** |
| 28 | SA | **50** | **75** |
| 29 | SO | **55** | **70** |
| 30 | SH | **50** | **75** |
| 31 | SI | **50** | **75** |
| 32 | SU | **60** | **75** |
| 33 | SUK | **50** | **70** |
| 34 | UL | **60** | **70** |
| 35 | TA | **65** | **80** |
| 36 | WIR | **50** | **80** |
| 37 | RAJ | **50** | **80** |
| 38 | MU | **60** | **85** |
| 39 | YU | **50** | **75** |
|   | ∑ | **2180** | **2965** |
|   | Χ | **55.90** | **76.03** |

The table above shows the student’s ability in vocabulary mastery at the 2nd grade of SMPN 16 KOTA SERANG in experiment class (VIII D) before treatment is less. It can be known from the result of pre-test, the highest score is 70 the lowest score is 50 the score draws that the highest of students’ vocabulary mastery is good and the lowers score is bad and the result of post-test after treatment show that students’ score, the highest is 85 and the lowest score is 65. There is the improvement on the criteria of students’ score that the highest score is very good and the lower score is enough.

To find the mean score, the writer follows the formula:

M1 =

 =

 =76.0

M2 =

 =

 =55.8

Note: M1= mean

 X1= Students’ score (post-test)

 X2= Students’score (pre-test)

 N= Member of student.

Based on the calculation on the table 2 of pre-test and post-test assessment at experimental class, it shows that the cumulative value of assessment result before applying word square technique is 2180. The average of the pre-test is 55.8. Meanwhile, the cumulative of assessment result after applying word square technique is 2965. The average of the post-test is 76.0.

Determine mean by formula :

M =M1-M2

 =76.0-55.8

 = 20.2

Note: M1= mean

 X1= Students’ score (post-test)

 X2= Students’score (pre-test)

 N= Member of student.

From the calculation of determine mean above, we have know that the average score of pre test and post test ( at Experiment class) increase in amount 20.2.

 Graphic. 2

 The Test of Pre Test and Post test at Experimental Class

Based on the graphic above show the evidence of students’ score before and after giving test without treatment. There are increase score for students’ controlled class which showed by frequency score that student who got score less than 50 point from 38 students become 35 students. And for students’ experiment class which showed by frequency that the student who got less than 50 point is nothing, because in experiment class the point is above 50 point. From those evidence are conclude that the use of word squre technique in teaching vocabulary mastery on experimental class is better than controlled class that only usual teaching

1. **Analysis of The data**

After getting the data, the writer analyzed it by using statistic calculation of the determine data. The result of the determine can be seen as follow :

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| **Table 5** |
| **The Score of Distribution Frequency**  |
| **No** | **x1** | **x2** | **X1** | **X2** | **X12** | **X22** |
| 1 | **75** | **60** | -1.03 | -6.97 | 1.0609 | 48.5809 |
| 2 | **80** | **60** | 3.97 | -6.97 | 15.7609 | 48.5809 |
| 3 | **70** | **65** | -6.03 | -1.97 | 36.3609 | 3.8809 |
| 4 | **65** | **60** | -11.03 | -6.97 | 121.661 | 48.5809 |
| 5 | **80** | **55** | 3.97 | -11.97 | 15.7609 | 143.281 |
| 6 | **75** | **65** | -1.03 | -1.97 | 1.0609 | 3.8809 |
| 7 | **80** | **65** | 3.97 | -1.97 | 15.7609 | 3.8809 |
| 8 | **75** | **65** | -1.03 | -1.97 | 1.0609 | 3.8809 |
| 9 | **80** | **65** | 3.97 | -1.97 | 15.7609 | 3.8809 |
| 10 | **75** | **70** | -1.03 | 3.03 | 1.0609 | 9.1809 |
| 11 | **80** | **70** | 3.97 | 3.03 | 15.7609 | 9.1809 |
| 12 | **80** | **65** | 3.97 | -1.97 | 15.7609 | 3.8809 |
| 13 | **70** | **55** | -6.03 | -11.97 | 36.3609 | 143.281 |
| 14 | **80** | **65** | 3.97 | -1.97 | 15.7609 | 3.8809 |
| 15 | **80** | **60** | 3.97 | -6.97 | 15.7609 | 48.5809 |
| 16 | **75** | **80** | -1.03 | 13.03 | 1.0609 | 169.781 |
| 17 | **75** | **55** | -1.03 | -11.97 | 1.0609 | 143.281 |
| 18 | **70** | **70** | -6.03 | 3.03 | 36.3609 | 9.1809 |
| 19 | **75** | **65** | -1.03 | -1.97 | 1.0609 | 3.8809 |
| 20 | **75** | **55** | -1.03 | -11.97 | 1.0609 | 143.281 |
| 21 | **80** | **65** | 3.97 | -1.97 | 15.7609 | 3.8809 |
| 22 | **75** | **70** | -1.03 | 3.03 | 1.0609 | 9.1809 |
| 23 | **80** | **80** | 3.97 | 13.03 | 15.7609 | 169.781 |
| 24 | **75** | **70** | -1.03 | 3.03 | 1.0609 | 9.1809 |
| 25 | **75** | **75** | -1.03 | 8.03 | 1.0609 | 64.4809 |
| 26 | **75** | **55** | -1.03 | -11.97 | 1.0609 | 143.281 |
| 27 | **80** | **60** | 3.97 | -6.97 | 15.7609 | 48.5809 |
| 28 | **75** | **65** | -1.03 | -1.97 | 1.0609 | 3.8809 |
| 29 | **70** | **65** | -6.03 | -1.97 | 36.3609 | 3.8809 |
| 30 | **75** | **65** | -1.03 | -1.97 | 1.0609 | 3.8809 |
| 31 | **75** | **65** | -1.03 | -1.97 | 1.0609 | 3.8809 |
| 32 | **75** | **70** | -1.03 | 3.03 | 1.0609 | 9.1809 |
| 33 | **70** | **70** | -6.03 | 3.03 | 36.3609 | 9.1809 |
| 34 | **70** | **70** | -6.03 | 3.03 | 36.3609 | 9.1809 |
| 35 | **80** | **70** | 3.97 | 3.03 | 15.7609 | 9.1809 |
| 36 | **80** | **75** | 3.97 | 8.03 | 15.7609 | 64.4809 |
| 37 | **80** | **75** | 3.97 | 8.03 | 15.7609 | 64.4809 |
| 38 | **85** | **55** | 8.97 | -11.97 | 80.4609 | 143.281 |
| 39 | **75** | **55** | -1.03 | -11.97 | 1.0609 | 143.281 |
| ∑ | 2965 | 2545 | -0.17 | -66.83 | 658.975 | 1911.9 |

**Note :**

x1 = Score Post- Test (Experiment Class) X1= x1-M1

x1 = Score Post- Test (Control Class) X2= x2-M2

X11= the squared value of X1 X22 = the squared value of X2

df = N1 + N 2-2

 = 39+39-2

 = 76

 = **9.84**

 In general, score of post test in experiment class was better than post test in control class. It can be seen from the total amount of the score of post test in experiment class was 2965 and pre test was 2180, and average of of post test was 76.0 and pre test was 55.8, while the total amount of the score post test in control class was 2260 and pre test was 2545, and average of post test was 65.2 and pre test was 57.9 .

Based on the result statistic calculation, it is obtained that the score of

to= 9.84 degree of freedom is (5)%. The value of 76 mentioned in the table about 1.99 (as of degree significant). To prove the hypothesis, the data obtained from the experimental class is calculated by using t-test formula with assumption as follow: If tobservation > ttable the alternative hypothesis is accepted. It means there is significant different between learning using using word square to improve vocabulary mastery and learning by the teacher method.

 If tobservation < ttable the alternative hypothesis is rejected. It means there is no significant different between learning using word square and learning by teacher method.

1. **Interpretation of the Data**

The analysis is aimed to know is the effectiveness of word square method to improve vocabulary mastery. We have already known that the mean score of experiment class is 55.8 in pre test and 76.0 in post test. but the mean score of control class 57.9 in pre test and 65.2 in post test. Seeing calculation above, the experiment class get increase on 20.2 point. It is better than the control class get increase on 7.3 points.

Before deciding the result of hypothesis, the writer proposes interpretation towards to with procedure as follow:

1. Ha = tobservation > ttable . It means there is significant effectiveness between students’ ability in vocabulary and using word square method.
2. Ho = tobservation < ttable . It means there is no significant effectiveness between students’ ability in vocabulary and using word square method.

According to the data, the value of tobservation is bigger than ttable . tobservation  9.84 > ttable = 1.99 (5%) or tobservation = 3.22 > ttable 2.64 (1%), so Ho is rejected and Ha is accepted. From the result above, the writer give conclusion that there is the effectiveness of word square method on students’ vocabulary mastery. It can be seen that the students’ get good or better score by using word square method.

 **CHAPTER V**

 **CONCLUSION AND SUGGESTION**

1. **Conclusion**

 Based on the description of chapter four, the writer could conclude some points as follow :

1. In general, the position of students’ vocabulary mastery at the 2nd grade grade of SMPN 16 KOTA SERANG before treatment is less. It can be known from the result of pre test the highest score is 70 the lowest score is 50. Based on the criteria of students’ score can be known that highest score of students’ vocabulary mastery is good and the lowers score and the lowers score is bad and the result of post test after treatment show that students’ score the highest score is 85 and the lowest score is 65. There is the improvement on the criteria of students’ score that the highest score is very good and the lower score is enough and the in creasing of students score showed by students’ in experiment class, after treatment there are no more students under 50 point.
2. There is the effectiveness of using word square method on students’ vocabulary mastery for the 2nd  grade on SMPN 16 KOTA SERANG. Based on the analysis of the data that we have ready known that the average score of to = 9.84 is bigger than tt = 1.99 and 2.64 with level significant of 1% .

 Since the to is bigger than tt, so there is effectiveness of teaching students’ vocabulary mastery by using word square method.

1. **Suggestion**
2. For the school of SMPN 16 KOTA SERANG, must increase and improve writing ability, one of the ways is by following word square method because it is interesting and make easy in improving vocabulary mastery.
3. The teacher should explain the English lesson that is connected with the topic about word square in vocabulary. This method made interesting and creative students’ vocabulary mastery.
4. The student in UIN Sultan Maulana Hasanudin Banten must increase continually in giving motivation to students and use the method effectively that can make students be able to do the technique of word square, should be familiar with varieties of teaching technique that can improve their students’ language.

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