THE EFFECT OF THE FOUR SQUARE STRATEGY ON STUDENTS' VOCABULARY MASTERY

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ABSTRACT

This thesis is entitled The Effect of the Four Square Strategy on Students' Vocabulary Mastery (a-quasi experimental research at the eighth grade students of MTs. Hasyim Asy'ari Bangsri in the academic year 2018/2019). This study is to know the effect of the four square strategy on student's vocabulary mastery. The researcher used a quasi-experiment research. This research design consists of some steps; pre-test, treatment and post-test. The sample of this study was the eighth grade students of MTs. Hasyim Asy'ari with the total was 68 students. There were three classes (8B, 8C and 8D) as participant in this study. Students of 8B was the trying out participant, then students of 8C was chosen as the Control Class and students of 8D was chosen as the Experimental Class. The Experimental Class taught by using the four square strategy. Meanwhile, the Control Class taught by conventional method. The result showed that the Experimental Class was Better than Control Class. In the pre-test, the mean score of Experimental Class was 49,058 and the Control Class was 48,588. Both of groups had increase in the mean score of post-test, the Experimental Class was higher than Control Class with the score of Experimental class was 63,058 and the Control Class was 59,764. Moreover, the result of t-test calculation showed that the t-observe was higher than t-table at 5 % significance level or 2,465> 1,66827. It means that the alternative hypothesis (Ha) was accepted and the nul hypothesis (Ho) was rejected. It could be interpreted that there was significant different between students who were taught by using the four square strategy in students' vocabulary mastery than who were not taught using the four square strategy.

Keywords; the four square strategy, vocabulary, vocabulary mastery

INTRODUCTION

Language is very important in our life. English as an international language takes an important role such as in politic, economy, social and also education. For Indonesian, English is the first foreign language that is taught in the school. It starts in elementary school until university and sometimes starts from kindergarten. Moreover, Indonesian government put it as a local content.

Studying foreign language earlier is needed to the students for mastery on English. On the other hand, language is crucial to the Indonesian learner development.

Studying foreign language cannot be separated from new words. New words or vocabulary become one of the important things in learning foreign language. Burns and Broman in Anisa (2011) state the definition of vocabulary in general. They say

that vocabulary may be defined

as the stock of words used by a person, class, or profession. It means vocabulary is used by every people in every situation to make good sentence, build communication, understand the meaning of the text and so on. Mastering English especially on vocabularies or enriching vocabularies can help the students improve their English. Without having much vocabularies, the students cannot speak up and communicate well with their friends.

Nowadays, Indonesian government change the curriculum from KTSP to K'13. In K'13, students are demanded to be creative and more active. The teacher is not the only source. The students can find the materials by themselves. They can find them from books, internet, etc. In the K'13 the students are supposed to get their own knowledge, while the teacher guides, facilitates and motivates them to get what they need. In fact, the students still depend on the explanation from the teacher. So, it needs an appropriate strategy to make the students more active.

Coady and Huckin in Alqahtani (2015) states that vocabulary is central of language and of critical importance to typical language learner. In fact, learning vocabulary on foreign language seems difficult for some students. The students get difficulties in memorizing new vocabularies. It also happens in Mts. Hasyim Asy'ari Bangsri. The students are too less in memorizing vocabulary. Even English is one of the national examination subjects, the students still get difficulty in memorizing new words. That situation made the students have difficulties to catch the materials. On the other hand, the students do not know the meaning of the vocabulary. So, the students do not have motivation and enthusiasm in learning English.

According to the students English score in the second semester, the students could not get the minimum score criteria (KKM) that was 65. The mean score in every class was 56.43, it was under the minimum score criteria. It means, there were some problems in the teaching learning process. The teacher should find out the problems faced by the students. One of them by repairing the teaching learning strategy. learning strategy is an action plan (series of activities) including the use of methods and utilization of various resources/ strength in learning (Aji & Budiyono, 2018). It means learning strategy is some steps to achieve the goals in teaching learning process by using some method or media to make a friendly atmosphere. So that, the students will be interested on the lesson and the goals can be achieved easily. The best strategy is used to implement the material. So that, teaching learning process can run well. In this study, strategy is used in teaching English vocabulary mastery. It's more effective because some students didn't understand when they are taught by conventional method.

The four square is one of the strategies that is used to teach vocabulary, writing, and reading skills. In this strategy, the students are given a piece of paper with four square and there is a new vocabulary word in the center box, then the student may do activities in the four squares. The activities are: first, the students should give a definition of the new word in one box. Second, write some synonyms and antonyms of the word in another box, then the students have to use the word correctly in a sentence and write it in another box, and the final is draw an illustration that represents the word in the last box. Through the four square strategy, the students will be more active in developing vocabulary and remember their

prior vocabulary, because they will find out some vocabularies as much as they can.

In the previous research, *The Effect of Using the Four Square Strategy to Enhance Students' Vocabulary Retention*, the objective was to get empirical evidence of the effect of using The Four Square Strategy on students' Vocabulary Retention at the 10th grade of SMAN 5 Kota Tangerang Selatan. The result showed that four square strategy gave strong effect on students' vocabulary retention. It means that four square strategies are effective and applicable at the tenth of SMAN 5 Kota Tangerang Selatan. So, in this study, the researcher will implement four square strategies in teaching learning process.

Based on the background above and the result of previous study, the research of the Four Square Strategy on Student Vocabulary Mastery at Mts Hasyim Asy'ari Bangsri Jepara is defined as teaching English is very important, because we live in the 21st century, and absolutely we need to make relation with the others countries. So the teacher has to teach English as soon as possible. In this study, the writer will implement The Effect of the Four Square Strategy on Student Vocabulary Mastery for the eighth grade students of MTs Hasyim Asy'ari Bangsri Jepara.

RELATED THEORIES
Vocabulary

Vocabulary is the basic element in the learning English. It became the important factor in the four skills, they are in reading, listening, writing, and speaking. According to Hornby in Kurniyati (2014) gives definition that vocabulary is as a collection or list of words with brief explanations of their meanings. It means all the vocabulary have the meaning itself. Vocabulary is one of the most important language components in learning English, Hidayat (2016). It means Vocabulary is very crucial to the students in language learning and one of the important factors in learning English especially in teaching vocabulary. Therefore, the teacher should study some methods or strategies to teach vocabulary as effective as possible.

Based on several definition, a simple conclusion can be drawn about vocabulary. Vocabulary means that, all the words which is used by the people to deliver the meaning in the context of language.

The Four Square Strategy

The four square strategy is known as an instructional approach that links the background knowledge of a learner with a new vocabulary, Septiani (2018). It means this strategy is helpful for the students in memorizing new vocabulary by write in the four square. The four square strategy is the strategy which has four square in one model, and each of the squares has a different function and activity. From the different square, there are some activities that must students fill in the square.

Steps of Four Square Strategy

Firstly, the learner must write a definition with their own words. The vocabulary given by teachers and this activity has the function to build up the students' critical thinking.

Secondly are synonym and antonym, this square allows the students to write as much as possible about the synonym and antonyms of the word given by the teacher. So, this square help the students to enrich their knowledge about the synonyms and antonyms of the words.

Thirdly is a sentence, from those activities above the students should create a

sentence. The students will use the words to make a sentence and this is the time to know how well the students understand the words by apply in a sentence. The last is illustration, the students should create an illustration that represented of the word. This activity needs high imagination based on their understanding and it make the students more creative in describing the word.

The four square strategy often we see as writing and reading skills, but this study, the researcher tried to apply the four square strategy to teach vocabulary in order to enhance the students' vocabulary mastery. Based on the explanation above, it concludes that the four square strategy is a strategy which helps in le teaching vocabulary. This strategy is applied to enhance students' vocabulary mastery.

METHOD
Research design

Research is the way to find out the solution of the problem that are investigate. In this research, the researcher used experimental research. The experimental research is a research method used to find a

specific treatment effect against to the other in uncontrolled condition (Mubarok, 2015). It means, the experimental research is a research that need treatements to find out the significance difference before and after gave a treatment.

The researcher used nonequivalent control group design. There were two groups chosen by the researcher. In this design, the experimental group and the control group is not choose at random (Mubarok, 2015). Both of the groups are compared. It means that both of the groups compared after the researcher gave some treatments.

The experimental group and the

control group were given pretest and posttest. Pretest will do before the treatments and the posttest will do after the treatments. The first group will be an experimental group and the second as a control group.

The design of nonequivalent control group design is presented below (Mubarok, 2015) :

Table 1
Design of nonequivalent control group

O1	X	O2
O3		O4

Description:
X: Treatment given to experimental group
O1: Pre-test for experimental group
O2: Post-test for experimental group
O3: Pre-test for control group
O4: Post-test for control group

In this design, the observation was done twice, before and after experiment. The observation that is done before experimental (O1) called pre-test, and the observation that is done after experiment (O2) called post-test. The differences of the result before and after assume as an effect of the treatment or experiment.

Population and Sample

Population is generalization area consists of objects or subjects that have certain quality and characteristics which are studied by the researcher to be studied and then drawn conclusion (Mubarok, 2015). In this case, the researcher conducted a research at eighth grade students in Mts Hasyim Asy'ari Bangsri Jepara in the academic year of 2018/2019. The researcher was choosing the eighth grade students of

Mts Hayim Asy'ari Bangsri as the population because the eighth grade have got the same subject at seventh grade, so that the students have knowledge about English. In the ninth grade the students will get national examination, so the researcher would help the eighth grade students to be mastery on vocabulary. The total of the population was 309 which was divided into 9 classes.

Sample is part of the quality and characteristics of the population. Samples taken must be truly representative because the conclusions drawn from these samples will be generalized to the population (Mubarok, 2015). It means the choosing of the sample was very important, because the sample would have represented all the population. The researcher used simple random sampling for collected the sample. There are nine classes of eighth grade and the researcher took two classes by wrote alphabet A until I in small paper, then shake the paper and took two paper as sample of the research. The eighth C class as control group and the eighth D class as an experimental group. Each class consisted of 34 students and the total of the sample was 68 students.

Research Variable

In this case, the independent variable which is called treatment (X), is the use of the four square strategy. The dependent variable of this case which is called (Y) is the student's vocabulary mastery.

Instrument for Collecting Data

An instrument is one of the important thing in a research in order to collect the data and it required in an experiment research. The instrument that used in this research was test. The test is a tool to measure the students understanding after they get a lesson. The tests were given before treatment called pre-test and after treatment called post- test. In this research, the researcher used the instruments in the form of multiple choice items.

Instrument of Try-Out Test

Validity

The researcher conducted that the N 31 with significant 5% showed that r_{table} was 0,3550.
The instrument was valid if $r_{xy} > r_{table}$

The formula of validity test:
$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$
(Arikunto, 2013)

Description:
r_{xy} : the validity of the item test
N : the total of the students
X : the total of the students who answer correctly
Y : the students' score

Based on the computation of all items, the result of validity test can be seen that there were 25 was valid from 50 questions. After analyze the question using validity test, the researcher gives the valid question to the experimental group and control group before and after they got treatment.

Reliability

The formula of reliability
$$r_1 = \frac{k}{(k-1)} \left(1 - \frac{M(k-M)}{kV_t}\right)$$

Description:
r_1: reliability instrument
k : the total item of questions m : mean of the

total scores

V_t : total variants

Based on the manual calculation above, the calculation showed that the r was 0,5722 and *r table* same of the validity item was 0,3550. Clearly, it can be seen that *r11* was greater than *r table* or 0,5722 > 0,3550. From the calculation, it could be concluded that the instrument of tests was reliable because the result of the calculation was higher than ttable

Method of Collecting Data

In collecting the data, the researcher has three steps. Those are: pre-test, treatment and post-test. The pre-test gave before did treatment, and then gave treatment to the experimental group and then gave post-test after did the treatment.

Pre-test was the form of the test that given to the students before the teaching learning process and the treatment. The pre-test was used to know the first condition before the treatment given.

Treatment was given to the students in experimental class during teaching learning process. The researcher divided the class into two groups consists of experimental class and control class. In the experimental class, the researcher applied the four square strategy in the teaching learning process as the treatments to the students. In the control class, the researcher did not give treatment and taught using conventional method. Here is the table of specific procedure of treatment.

Post-test was given by the researcher to all of the students of experimental class and control class after having a treatment. Posttest aims to check the students' improvement related to the topic that have learned. It means to give the evaluation about treatment given by the researcher.

Method of Analysing Data

Data analysis is used to answer the research question stated in probem statement. The type of data analysis depended on technique and tool in collecting the data. Based in the instrument, the researcher used validity and reliability to analyze it. Validity test is used to know the relation of accuracy in measuring the instrument. While, reliability test is used to know the consistency of the result when tested repeatedly.

In the testing of the hypothesis, the researcher should examine the hypothesis using stastistical analysis and before analyzing the hypothesis using the formula, the researcher should determine the mean score of experimental class and control class and also calculated the standard deviation of experimental class and control class. In this research, the researcher used manually and statistical formulation.

After analyzing using manual calculation, the researcher calculated t-test using SPSS 25. Throught analyze the data, the researcher could determine whether there is a significance difference between the score of students that were taught using the four square strategy as experimental group and those who were taught using conventional method as control group or not. If the $t_{observe}$ higher than t_{table}, the null hypothesis was rejected. If the $t_{observe}$ lower than t_{table}, the null hypothesis accepted.

FINDING AND DISCUSSION
Finding
Data Description

The pre-test was given to the students on May 12th, 2019 in the 8D class and 0n

14th, 2019 in the 8C class. There were 34 students in every class. The purpose of the test was to know the first condition of the students' ability in the vocabulary. The students were given 25 items of multiple choices. The result of the test was different in every class. The mean score of the experimental class was 49,058 And the control class was 48,588.

The post test was given to the students after they were given some treatments. The purpose of post-test was to check the students' improvement related to the topic that have learned. The mean score of experimental group was 63,058 and the mean score of control group was 59,764. Both of them had increase in the mean score after they got treatment. Therefore, it could be concluded that the experimental group had higher score than the control group.

Data Analysis

The writer analysed the data by using T-test formula in SPSS statistic 21.0. This technique was useful to prove statically whether there was any significant difference between students' reading comprehension in experimental class and control control.

The T-test of Gained Score in the Experimental Class and Control Class

	Class	N	Mean	Std. Deviation	Std. Error Mean
Score	Class E	34	14,24	6,320	1,084
	Class C	34	11,18	3,520	,604

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal	11,208	,001	2,465	66	,016	3,059	1,241	,582	5,536

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
	variances assumed									
	Equal variances not assumed			2,465	51,678	,017	3,059	1,241	,569	5,549

Based on the table above, it was showed that the t-observe was 2,465 with df = 66 at significance 5 % was 1,66827. Clearly, the t-observe was higher than t-table at 5 % significance level or 2,465 > 1,66827. It could be concluded that the alternative hypothesis (Ha) was accepted and the nul hypothesis (Ho) was rejected. It could be interpreted that there was significant different between students who were taught by using the four square strategy in students' vocabulary mastery than who were not taught using the four square strategy. So used four square strategy has an effect on students' vocabulary mastery of the eighth grade students of MTs. Hasyim Asy'ari Bangsri.

Discussion

Four square strategy is the strategy which has four square in one model, and each of the squares has a different function and activity. In the teaching learning process, the researcher applied treatment three times. In the first treatment, the researcher gave an example of short message and gave a piece of paper with the four square and there is vocabulary in the center. Then students did some different activities in every square. In the second treatment, the researcher gave the example of notice to engage the students to the material. Then the researcher gave a piece of paper like in the first treatment but different in the word. The next step, the students did some activities in every square. The last treatment, the researcher gave two examples of short message and notice. The students given a piece of paper and they did some activities in every square.

After did the treatments, the researcher gave a test to the students and analyze the result of the test (pre-test and post-test). From the analyzing above the mean of the gained score in experimental class was 14,24 and the mean of the gained score in control class was 11,17. It means that the experimental class is getting higher than control class.

Then the researcher used manual and t-test to test the hypothesis. Both of calculating showed that the t-observe was 2,495 for manual and for SPSS was 2,465

with df = 66 at significance 5 % was 1,66827. Although from the result of the calculating had different behind coma. Clearly, the t-observe was higher than t-table at 5 % significance level or 2,465> 1,66827. It means that the alternative hypothesis (Ha) was accepted and the nul hypothesis (Ho) was rejected. It could be interpreted that there was significant different between students who were taught by using the four square strategy in students' vocabulary mastery than who were not taught using the four square strategy.

From the result of the discussion above, it could be concluded that the use of four square strategy help the students to increase their vocabulary as like they know the definition of the word, they can mention the antonym or the synonym of the word, besides they can use the word in context by apply the word in simple sentence. The students also more creative in represented by draw the word. It means, the four square strategy has an effect on students' vocabulary mastery of the eighth grade students of MTs. Hasyim Asy'ari Bangsri.

In this research, the researcher applied the four square strategy to teach vocabulary at MTs.Hasyim Asy'ari. The objective of this research is to know the effect of the four square strategy on student's vocabulary mastery of the eighth grade students of MTs. Hasyim Asy'ari in the academic year 2018/2019. After conducting and analyzing the data of the research, the researcher could make a conclusion based on the result. The result of computation t-test is shows that the tobserve was higher than ttable. It means, the nul hypothesis was rejected and the alternative hypothesis was accepted. It can be concluded that "There was significance effect of the four square strategy on student's vocabulary mastery at the eighth grade students of MTs. Hasyim Asy'ari Bangsri in the academic year 2018/2019". The students are taught by using the four square strategy were more enjoy the teaching learning process and they can increase their vocabulary.

CONCLUSION AND SUGGESTION
Conclusion

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