The Effect of Using Strategy Word Square Toward Students' Vocabulary Mastery in Descriptive Text at MTS'S Darussalam Parmeraan Academic Year 2021-2022

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ABSTRACT

Vocabulary is one of the elements in language. In English there four skills, they are listening, speaking, reading, and writing. In mastering English, the basic thing that students have to learn and understand is vocabulary, because the mastery of vocabulary influence to another skills in English. The objective of this research was to know whether using word square game is able or not to improve students' vocabulary mastery at the second year of MTs S Darussalam Parmeraan. This research was aimed to find out the improvement of students' vocabulary mastery after giving treatment using word square game. This research used pre experimental design, with one group pre-test and post- test. The pre-test was given before treatment to know their prior vocabulary, while the post-test was given after treatment to know their vocabulary after getting treatment. The population of this research was the second year of MTs S Darussalam Parmeraan. The researcher took VII.3 as the sample which was consisting of 24 students. The result of this research was found that there was a significant between the pre-test and post-test. The mean score of pre-test was 53.8, while the mean score of posttest was 72.33. The result finding that score of t-test value was 8.73 higher than the score of t-table was 1.714 for the level significance 0.05 degree of freedom 23. Based on the result above, the researcher concluded that using word square game was able to improve students' vocabulary mastery at the second year of MTs S Darussalam Pameraan.

PENDAHULUAN

Vocabulary is central of language and important for language learner. Without vocabularies the students can't communicate effectively or express their ideas. Vocabularies are important in language learning because it is very useful for communication with other people either spoken or written form because it is concern to all four language skills. Language components consist of grammar, vocabulary, pronunciation, and spelling. Vocabularies is an important part to mastery English well.

Vocabulary is one of the important language components that should be learned and mastered by students. The students should be mastering the vocabulary, in order to reach the goals of learning the language. If we know a language well, we know how to write its words and how to say its words". It means that vocabulary refers to the words that the students understand. If they know the words, the meaning and how to pronounce it, they will be able to use the language in speaking, reading, listening, and writing. Vocabulary is very essential for success to comprehend the language well, speak better, or composed a good writing, it is expected that learners have to increase their vocabulary by around 1000 words a year (National: 1990:22), says "Vocabulary is

one of the important components to be taught to the students". It is the main aspects in acquiring and understanding the language.

Learning vocabulary is very important in learning a language. It is impossible for the students to communicate without vocabulary. that in learning the language the students need time and step to reach the goals of learning a language.

Teaching vocabulary is one of the basic elements in achieving all four language skills. Cronsberry (1997: 149), says "That teaching vocabulary is such an important task in teaching English because vocabulary achievement is related to all language learning and it is concern to all four language skills". In teaching a language, a teacher might realize that he could not apply only one or two strategies to all levels. In reverse, he was required to be able to recognize the characters of his students and to select an appropriate strategy to them.

Similarity, based on the competency Based Curriculum, the students are required to increase their vocabulary 1000-1500 word every year so that in three years students have mastered their vocabulary around 4000 words (Clark, D.M,&Fairbun C.G. 1997). MTS Pon- Pes is one of Junior High School in Kec. Dolok Region. Based on 2013 curriculum (2013:66), says "Vocabulary must be taught and learned in Junior High School". MTS Pon-Pes Kec. Dolok uses 2013 curriculum as guidance in teaching and learning process. One of the purpose of teaching vocabulary is that the students are able to understand the purpose, text structure, and meaning of the vocabulary.

The types of the text that are taught at the school are descriptive text. It refers to curriculum, 2013 in teaching vocabulary. Based on Curriculum 2013 which is the current educational Curriculum in Indonesia, a descriptive text is one of the genres of the text that has to be taught in teaching writing for junior High School students (Depdiknas, Indonesian Educational Department, 2013:70. According to Wardiman (2008), "Descriptive text is a part of factual genres". Its social function is to describe a particular person, place or thing. Description in writing is the process of creating visual image and sensory impression through words. More often, description is a part of another piece of writing and used to inform audience about how something or someone looked or to persuade an audience to see something from the researcher's point of view.

Based on the preliminary study of the researcher,most of the students in MTS Pon- Pes Kec. Dolok especially at the seventh grade students, they have many problems in mastering English words and this situation makes them lazy to study English. Learners usually have many problems in mastering English words. They have limited vocabulary to comprehend the meaning of the words in the text, they do not know the context of word usage, cannot recognize the meaning of each word, not able to listening the English words from speakers, and get difficulty to communicate effectively in English.

From the phenomena depicted above, so it is clear that most of the students at the seventh grade of MTS Pon- Pes Kec. Dolok are get difficulties in English because the students lack of vocabulary and they did not interest in learning English because the media not effective to make high interest in learning vocabulary. Using Word Square Strategy to improve students' vocabulary is an appropriate solution to solve the students' problems. In this case, the researcher wants to apply a strategy or media that will help the students to improve their vocabulary mastery especially on descriptive text. Teaching English for Junior High School needs appropriate strategy in order that they do not feel bored and they become active in the classroom. I choose word squares strategy as one of strategy to use in classroom because this strategy can help students' attracted to describe their ideas in descriptive text and can increase their master in vocabularies.

Word square is a learning strategy using word box which contains words' was given questions and the answers put inside the word box, if they sure with the answer they must square the words in the word box. The aim of using strategy is to make of the particular lesson essay and motivate students' to learn and understand.

There are many factors that can increase the students' ability and make them easy to understand in vocabulary such as motivation, interest in studying English, and one of the important points in English teaching is a strategy.

The reason why researcher choose word squares strategy is believed as an effectively way to increase students' vocabularies achievement. In this case, the writer choose word squares strategy in English teaching learning process because word squares is one of the strategies in which students can express their English vocabularies when they speak and write in teaching learning process. by using this strategy, the students will be more interactive and think critically that will make students' more active in English learning process.

Based on the problems above, the researcher is interested in investigating the problems in to a research entitled: "The Effect of Using Strategy Word Squares Towards Students' Vocabulary Mastery In Descriptitive Text".

METODE

The design of this research is pre – experimental research. According to Cohen (2005) says the pre - experimental research is the one group pre –test, post - test. The one group pre -test post – test design can be represented:

Experimental:

O_1 : Pre – test
O_2 : Post – test
X : Treatment

$$O_1 \ X \ O_2$$

The populations of this research are the students of seventh grade in MTs S Darussalam Parmeraan. The total numbers of the students are 75 as follows:

Table 3.1
Population of the Research

No	Class	Total
1	VII. 1	26
2	VII. 2	25
3	VII. 3	24
	Total	75

Sample is a part of population. According to Ary (2010), "Sample is a group selected from population for observation in a study". This research, the researcher needed one class as experimental class. Therefore, the researcher limited the population by using cluster random sampling. According Lodico (2006), cluster random selection is a procedure of selecting groups randomly and it is not allowed by selecting individually. Furthermore, according to Fraenkel and Wallen (2009), "The cluster random sampling can be seen as the selection groups, or clusters, of subjects rather than individuals, so that cluster sampling randomly select group not individuals the researcher uses lottery technique". The researcher makes the paper rolls, and then selects it randomly. Then, the select paper roll will be the experimental class.

Table 3.2
Sample of the Research

No	Class	Total
1	VII. 3	24

In collecting data, the researcher gave a vocabulary test which consist of pre- test and post-test. The pre-test was intended to see the students' prior knowledge of vocabulary before giving treatment, while post-test was intended to know the students' vocabulary mastery after they was given treatment through word square game.

The data in this research was analyzed using quantitative analysis; the researcher used scoring to get score.

1. Calculating the students' score of the test as follow:

$$Score = \frac{Students\ F\ correct\ answer \times 100}{The\ total\ number\ of\ item}$$

2. Classifying of students' score on the following classification.

Table 3. 3
Classification of Students Score

No	Classification	Score
1	Excellent	86-100
2	Good	71-85
3	Fair	56-70
4	Poor	41-55
5	**Very Poor**	**≤40**

3. Rate percentage of students score by using the following formula:

$$X = \frac{F}{n} \times 100\%$$

Where:
P = percentage
F = frequency
n = total number of sample

4. Finding out the mean score by following formula:

$$X = \frac{\sum X}{n}$$

Where:
X = Mean score
$\sum$ = Total Score
n = The total of number students

5. Calculating the standard deviation of students pre-test and post-test, by using the formula below:

$$SD = \frac{\sqrt{\sum x2 - (\sum x)2}}{n - 1}$$

Where:
SD = Standard Deviation
$\sum X2$ = the sum of score
$(\sum X)2$ = The square of the sum of the score
n = The total number of the object

6. Finding out significant between the pre-test and post-test by using the following formula:

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

t = test of significance
D= the difference of mean score
$\sum D$ = the sum of the total score
$\sum D2$ = the square of the sum score of difference
n = The total number of the object37

PEMBAHASAN

The finding of this research consists of the classification of students' pre-test and post-test. It aimed to find out the answer to the research questions. The researchergave two tests they are pre-test and post-test. The pre-test was given before the treatment to know students' prior vocabulary, and then post-test was given to know students' vocabulary mastery after doing the treatment. From the result of the post- test, it aimed to find out that using word square game is able to improve students' vocabulary mastery at the second year of Mts Darussalam Pameraan.

The researcher gave the students pre-test to know their ability in vocabulary before treatment by using word square game.

Table 4.1
The Percentage of Pre-test Classification

Classification	Score	Frequency	Percentage
Excellent	86-100	-	-
Good	71-85	3	12.5%
Fair	56-70	11	45.83%
Poor	41-55	6	25%
Very Poor	0-40	4	16.67%

Table 4.1 shows the percentage of pre-test classification. The table above showed that, in pre-test none of students got excellent classification, 3 (12.5%) Students got good classification, 11 (45.83%). It means that the students' vocabulary mastery at the VII.2 of students of Mts Darussalam Pameraan were still low, because most of them got fair score. There were 6 (25%) students got poor classification and 4 (16.67) students got very poor classification.

After knowing the percentage of pre-test classification, the researcher calculated the mean score and the standard deviation of pre-test. The result of mean score and standard deviation can be seen on the table below:

Table 4.2
The Mean Score and Standard Deviation of Pre-test

Test	Mean Score	Standard Deviation (SD)
Pre-test	53.8	13.65

Table 4.2 shows the mean score and the standard deviation of pre-test. The table illustrated that the mean score of pre-test was 53.8 and the standard deviation was 13.65. It could be seen that the students' vocabulary mastery were in low category.

The researcher also gave post-test to know the students' vocabulary mastery after being taught using word square game.

Table 4.3
The Percentage of Post-test Classification

Classification	Score	Frequency	Percentage
Excellent	86-100	2	8.3%
Good	71-85	13	54.17%
Fair	56-70	6	25%
Poor	41-55	2	8.3%

Very Poor	0-40	1	4.1%

Table 4.3 shows the percentage of post-test classification. The table above showed that, in post-test, 2 (8.3%) students got excellent classification, 13 (54.17%) students got good classification. It means that, there was the improvement of students'' ability in vocabulary after treatment because most of the got good score. There were 6 (25%) students got fair classification, 2 (8.3%) students got poor classification, and (4.1%) students got very poor classification. After determining the percentage of post-test classification, the researcher calculated the mean score and the standard deviation of post-test. The result of mean score and standard deviation can be seen on the table below:

Table 4.4
The Mean Score and Standard Deviation of Post-test

Test	Mean Score	Standard Deviation (SD)
Post-test	72.33	13.18

Table 4.4 shows the mean score and the standard deviation of post-test. The table illustrated that the mean score of pre-test was 53.8 and the standard deviation was 13.18. It could be seen that the students' vocabulary mastery were good category.

For the level, significant (ρ) 0,05 and df= 23, and the value of the table was (1.714). The value of test significant can be seen in the following table:

Table 4.5
The Test of Significant.

T-test	T-table
8.73	1.714

Table 4.5 shows the test of significant. The table illustrated that the T-test was greater than T-table. It means that there was a significant difference between the results of students in pre-test and post-test.

They were eight meetings for doing this research. Two meeting for doing the test and six meeting for doing the treatment by using word square game. Pre-test aimed to know the students' prior ability before the treatment. Post-test aimed to know the students' ability after treatment. There were six materials which were the researcher delivered when doing the treatment. At the first meeting the researcher gave the material about things in classroom, the second meeting was about transportations, the third meeting was about thing in the house, the fourth meeting was about professions, the fifth meeting was about the parts of body and the last meeting was about the animals. When the treatment the researcher. When the treatment process, the researcher observed the students when received the material using word square. They were interested and enthusiastic in accepting materials from the first meeting until the last meeting.

To know the improvement of students' vocabulary mastery using word square game, the researcher calculated the mean score students' vocabulary was indicated from two tests namely pre-test and posttest. The mean score in pre-test before treatment was 53.8, and the mean score of post-test was 72.25 after treatment. By looking at the test finding, from the data provided in classification table based on the vocabulary in pre-test, none of student got excellent score, 3 (12.5%) students got good score, 11 (45.83%) students got fair, in pre-test, 6 (25%) students got poor score, and 4 (16.67) students got very poor score. While in post-test, 2 (8.3%) students got excellent classification, 13 (54.17%) students got good classification, 6 (25%) students got fair classification, 2 (8.3%) students got poor classification, and 1 (4.1%) students got very poor classification. It means that, there was the improvement of students'' ability in vocabulary after treatment. In addition, to know what was the hypothesis received between null hypothesis (H0), and alternative hypothesis (Ha), the researcher used t-test to know calculating result showed that on the t-test value 8.73 was greater than t-table value (8.73>1.714) with degree

freedom (df) 23. It can be concluded that the using word square game was able to improve students' vocabulary at the second year of Mts Darussalam Pameraan.

After conducting the research, the researcher found that the students really looked excited with the implementation word square game in the class. They followed the teaching and learning process enthusiastically. According to Wilard Galin in the previous chapter, word square is a learning media that combines to answer the questions with the flair in a match the answer in answer boxes. Word square is a set of words that have relation from one word to another that arranged in the form of a square.

SIMPULAN

Based on the result of data analysis and discussion of this research in previous chapter, the research of data analysis showed that there was a significant difference between the students' vocabulary mastery before and after learning English using word square game. Which, it was proved by the development of the mean score of pre-test was 53.8, and the standard deviation was 13.65. The mean score of post-test was 72.33, and the standard deviation was 13.18. T-test value of was 8.73. It was greater than t-table was 1.714 at the level significance 0.05, and degree freedom (df) was 23. It means that word square game effective to improve the students' vocabulary at Mts Darussalam Pameraan.

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