ENHANCING STUDENTS' VOCABULARY MASTERY THROUGH WORD SQUARE MODEL

Teguh Satria Amin[1], Yulia Sari Harahap[2]

Universitas Muslim Nusantara Al-Washliyah
[1] teguhsatriaamin@umnaw.ac.id, [2] yuliasari@umnaw.ac.id

Abstract

The research objective was determined how the students learning after using Word Square Model on vocabulary mastery of students. A quantitative research method with a quasi-experimental research design was used in this work. 44 students studying English education made up the study's sample. SPSS used as the data analysis method. The findings of the paired sample T test indicated that there was a difference between the average student learning outcomes for the experimental class's pre-test and post-test, with the output of pair 1 yielding a value of sig. (2 tailed) of 0.000 0.05. Based on the output pair 2's value of sig. (2 tailed) of 0.000 0.05, it was determined that there was a difference between the control class's pre- and post-test averages for student learning outcomes. Based on the output pair 2's value of sig. (2 tailed) of 0.000 0.05, it was determined that there was a difference between the control class's pre- and post-test averages for student learning outcomes. The sig value was calculated using the Independent T test findings. It indicated that there is a difference between employing the Word Square Model and lectures in terms of the average student learning outcomes (2 tailed) of 0.000 0.05. The Word Square Model is better for students' vocabulary mastery, as may be inferred from the previous description.

Keywords: Word Square, Vocabulary, Learning Outcomes

INTRODUCTION

Language is essential for human interaction and communication. English is one of the numerous languages spoken worldwide, has gained international recognition. Many nations use this language as their primary medium of education for both official and informal learning. English is considered a foreign language in Indonesia. English is taught as a formal subject from elementary school through university in Indonesia, where it has also been established as such. Language is a set of common symbols, vowels, written signs, and gestures that enables members of a specific group to have intelligent conversations with one another. The four skills that must be learned when learning English are speaking, reading, and writing. After grammar, spelling, and pronunciation, vocabulary is one of the most important aspects of learning English. In Kurniyati (2014), Hornby defines vocabulary as a list or collection of terms with brief definitions of their meanings. It indicates that every word has its own significance. According to Richards and Renandya in Choudhury (2002: 256), "learning vocabulary as a by-product of doing other things, such as reading or listening," explicit teaching, that is, teachers directly instructing by involving students in activities that focus on the development of vocabulary, and teachers developing in students strategies that they would then be able to use independently for expanding vocabulary.

According to Wessels (2011, p. 46), vocabulary proficiency is crucial for pupils to succeed academically. According to David Wilkins (Thornbury 2002:13), learning new words is crucial. Without vocabulary, nothing can be said; without grammar, very little can be said. It implies

that in order to learn a language, grammar alone is insufficient, and vocabulary needs to be given more weight because it is crucial to learning English. Lack of vocabulary prevents pupils from successfully expressing their thoughts and hinders interpersonal communication. The word pool that makes up a language is known as the vocabulary, and it plays a significant role in the teaching and learning of languages, particularly English. Ivona (2005) suggested that one of the reasons for Indonesian students' low competence levels may be their limited vocabulary knowledge. The effects of how vocabulary is handled during the teaching and learning process could include this component. The teacher must be more inventive and imaginative when presenting material, which is the key to the learning process. This prevents students from becoming bored and piques their interest in media use. According to Sirait and Harahap (2019), teachers frequently employ reality media or visuals to help students compose English sentences better. According to Harahap and Ashadi (2020), students who use learning media to solve problems are more engaged than those who attend classes that don't use such learning media. Additionally, the interviewing of pupils demonstrated that new words had been added to their existing vocabulary. Word Square Model is a series of word game are constructed in a square such that they read same horizontally and vertically. Students learn independently using the Word Square cooperative paradigm by responding to a few questions. According to Philips (2013), Word Square is a word game that letters or a word in a grid that usually has a rectangular or square shape.The objectives of the game are to find and mark all of the words hidden in the grid.This concept is not intended to be challenging for kids to learn, but it does aim to push them to think critically. Therefore, the Word Square Model is a useful tool for assisting students in quickly mastering vocabulary by providing them with the chance to recall as much vocabulary as they can. After reading the explanation above, the researcher became motivated to research the effectiveness of teaching vocabulary using the Word Square Model. This study's title, "The Effect of Word Square Model on Students' Vocabulary Mastery," reflects this. From the explanation above, the writer was interested to conduct a study on teaching vocabulary through Word Square Model. Therefore, this research entitled 'The Enhancing students' vocabulary mastery through word square model.

METHOD

The method of this study is quantitative research, pre-experimental method was used with one-group pretestposttest design. The population and sample of the research were taken from all of the second grade semester students of University of Muslim Nusantara Al-Washliyah. Sugiyono (2008) stated that purpose sampling technique is a technique to determine sample as certain consideration. There were two reasons the researcher used purpose sampling technique. Firstly, the researcher wanted to know the sample that suitable for the purpose of the research. Secondly, the effect technique used to implement. In theory, experimental research is a systematic approach to developing relationships that include causal-effect interactions (Sukardi, 2011). Therefore, experimental research in education is a study activity that tries to evaluate the impact of an educational treatment, action, or treatment on a person's behavior or test hypotheses regarding whether the action has an impact when compared to other actions. In order to determine the impact of employing the Word Square Model on students' vocabulary mastering at the English Education Study Program of UMN Al-Washliyah Medan, this study was carried out. A research instrument is a device used to gather information. An English grammar multiple-choice test that has been evaluated for validity and reliability is the tool employed in this study.

RESULTS AND DISCUSSION

Results

Based on the data processing of students' English learning outcomes using the Word Square Model on student vocabulary mastery, the results of the descriptive analysis are as follows:

Table 1. Descriptive Result Analysis

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Eksperimen	22	58	79	69.77	6.332
Post-Test Eksperimen	22	82	94	87.55	3.582
Pre-Test Kontrol	22	57	86	69.55	7.915
Post-Test Kontrol	22	69	91	79.55	5.369
Valid N (listwise)	22				

Table 2. Test of Normality

Tests of Normality

	Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Hasil Belajar Mahasiswa	Pre-Test Eksperimen (VP)	.133	22	.200*	.945	22	.250
	Post-Test Eksperimen (VP)	.121	22	.200*	.948	22	.291
	Pre-Test Kontrol	.109	22	.200*	.965	22	.591
	Post-Test Kontrol	.166	22	.118	.955	22	.396

*. This is a lower bound of the true significance.

Based on the data above, the result pre-test and post-test showed that the sig value of the Kolmogorov-Smirnov test and Shapiro-Wilk test> 0.05, it can be concluded that the research data is normally distributed. Research can be continued by using parametric statistics

Table 3. Indepenent Sample T Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
										95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference		Lower	Upper
hasil_belajar	Equal variances assumed	1.038	.314	5.813	42	.000	8.000	1.376		5.223	10.777
	Equal variances not assumed			5.813	36.602	.000	8.000	1.376		5.211	10.789

Based on the data above, the sig value is obtained. (2 tailed) of $0.000 < 0.05$, it can be concluded that there is a difference in the average student learning outcomes between using the Word Square Model and without using the Word Square Model. From the description above, It meant that learning by using the Word Square Model is better for students' vocabulary mastery.

Discussion

In this study, the researcher used treatment three times. first, the researcher provided a sample of short message and give a sheet of a paper that contain vocabulary in the center. Then student did some different activities in paper. In the second method, the researcher used notes as an illustration to get the students interested in the subject. A sheet of paper with a new word was then given, similar to the previous treatment. The student completed some tasks once more in the subsequent step. The students provided two instances of brief messages and notes in the third phase, after which they were each handed a sheet of paper and instructed to complete some tasks. The study's findings demonstrated that the game has a beneficial impact on vocabulary development. Students who are having a good time are more inclined to take risks, make mistakes without feeling defeated, and try again to play and learn. Furthermore, when games are focused on finishing a job, they aid to develop the ability to master terminology. The Word Square concept is actually very successful at increasing vocabulary. Based on the research finding discussed in the previous chapter, It is possible to draw the conclusion that there is any appreciable difference between the students' academic achievement before and after utilizing the word square game based on the research findings given in the previous chapter. Thus, using the word square model in the teaching and learning process helps students learn vocabulary more effectively and relaxively, which has a favorable impact on their academic performance.

CONCLUSION

The use of the Word Square Model has an impact on students' vocabulary mastery, according to the findings of this study. This is seen in the results of the Paired Sample T Test, where the sig value is calculated based on pair 1's output. It is clear that there is a difference between the typical student learning results for the pre-test of the experimental class and the post-test of the experiment (2 tailed) of 0.000 0.05. It may be inferred that there is a difference in the average student learning outcomes for the control class pre-test and the control post-test based on the output pair 2's value of sig. (2 tailed) of 0.000 0.05. The presence of media helps students as well, and students are more engaged in the learning process when there is media present. Students are also highly excited about acquiring vocabulary, which helps the presence of media address problems. After using the Word Square Model, pupils' vocabulary mastery skills have improved. The table is used to calculate the sig value. It may be inferred that there is a difference in the typical student learning outcomes between using the Word Square Model and lectures (2 tailed) of 0.000 0.05. From the foregoing description, it can be inferred that using the Word Square Model to teach kids English vocabulary is more beneficial.

REFERENCES

Choudhury, A. S. (2010). Teaching vocabulary in the ESL/EFL classroom: central pedagogical issues. *MJAL Journal*, *2*(4), 306-316.

Harahap, Y. S., & Ashadi, R. I. (2020). The application of the audiovisual media snowball throwing model to improve students' ability to write narrative text. *Research, Society and Development*, *9*(10), e429107976-e429107976.

Ivone, F. M. (2005). Teaching English as a foreign language in Indonesia: The urge to improve classroom vocabulary instruction. *TEFLIN journal*, *16*(2), 195-208.

Kurniaty, F., Husna, L., & Ernati, E. (2014). Teaching Vocabulary By Using Cartoon Movies For Junior High School Students. *Jurnal Fakultas Keguruan Dan Ilmu Pendidikan*, *3*(5).

Dr, P. (2008). Sugiyono, Metode Penelitian Kuantitatif Kualitatif dan R&D. *CV. Alfabeta, Bandung*, 25.

Philip, T., & Garcia, A. (2013). The importance of still teaching the iGeneration: New technologies and the centrality of pedagogy. *Harvard Educational Review*, *83*(2), 300-319.

Sirait, D., & Harahap, Y. S. (2019). Menulis Kalimat Bahasa Inggris Menggunakan Reality Media pada Mahasiswa Jurusan Psikologi Universitas Medan Area. *Jurnal Penelitian Pendidikan Bahasa dan Sastra*, *4*(1), 448-453.

Sukardi, A. (2011). Metodologi Penelitian Pendidikan Jakarta: Bumi Aksara.

Thornbury, S. (2017). *Scott Thornbury's 30 language teaching methods Google EBook: Cambridge handbooks for language teachers*. Cambridge University Press.

Wessels, S. (2011). Promoting vocabulary learning for English learners. *The Reading Teacher*, *65*(1), 46-50.

Sukardi, A. (2011). Metodologi Penelitian Pendidikan Jakarta: Bumi Aksara.