

CHAPTER I

INTRODUCTION

A. Research Background

Learning a language means that students are introduced to language competencies, such as grammar, spelling, pronunciation, and vocabulary. Vocabulary is used in almost all aspects of English, therefore learning vocabulary is important for English as a foreign language (EFL). Learning a language also means learning vocabulary. Recognizing sufficient vocabulary allows everyone to communicate and express ideas. Vocabulary is the knowledge of words, the meaning of words and is used to give and receive information. According to Cameron in Mayasari and Mardi (2019: 1), the foundation of learning a foreign language is to build a useful vocabulary because it includes basic needs that affect students when learning English. A good understanding of vocabulary can also help students to succeed in their English tests.

According to the 2013 Curriculum students must understand the meaning of the text, it is hoped that they will master the vocabulary of a given text, and finally they must understand the social function of the text. Unfortunately, based on the researchers' initial observations when they visited SMP Negeri 1 Sungai Kunyit, it can be seen that so far the interest of students in participating in learning English is still lacking so that it affects the level of mastery of English vocabulary. This can happen because the learning carried out by the teacher is still monotonous and boring so that students' vocabulary mastery is still very minimal. The use of media and learning models is still lacking. More learning through written exercises and pronouncing English words or grammar. To overcome this, we need a strategy in learning English that encourages and stimulates students to be active in learning, one of which is the Word Square learning media. In line with Alqahtani (2015) states that a good teacher must prepare himself with various techniques and the latest media. Teachers need to build a good atmosphere in teaching by making learning media interesting and

not boring so students can be more interactive while learning can encourage student interest in learning and can increase student self-confidence. Based on these facts, the researcher is interested in using media to teach vocabulary. In this study, researchers used word square media.

Media Word Square is a learning medium that combines the ability to answer questions with carefulness in matching answers to the answer boxes; similar to filling in a crossword puzzle but the difference is that the answers are already there but are disguised by adding additional boxes with arbitrary disguised letters or numbers (Uno and muhammad, 2011: 23). Why did the researcher choose word square media, because word square media is one of the innovative learning media that can make students able to understand a more optimal learning, encourage students' understanding of subject matter, train student discipline, train conscientious and critical attitudes and stimulate students to think effectively. Media Word Square is very helpful and appropriate to use in learning English, especially in enriching English vocabulary.

So far, there have been many studies on the use of word square media. For example, several studies similar by Elly Syhadati, Muhammad Iqbal Ripo Putra, Ageung Darajat, and Dian Shinta Sari with the title Development of Word Square Media in Learning English (Journal of Language Education, 2019) this research was a Research and Development (RnD). The subjects were 22 students in the seventh grade state of Mts Al Fatwa Kubu Raya. This research development followed seven steps including: 1) researching and collecting data, 2) planning, 3) initial product development, 4) initial trial, 5) revision, 6) field trial, 7) revision and completion of product. Based on need analysis, students need colourful and interesting media. Therefore, it could be concluded that Word Square was applicable as a media in English teaching learning process in the classroom. Another related study entitled The Effect of Using Word Square Method to the Students' Achievement in Mastering Vocabulary in Eighth Year Students of SMPN 11 Medan by Syafitri Firly Dara from Universitas Sumatera Utara. The researcher used two variables, namely

independent variable (Word Square Method) and dependent variable (students' achievement). The population of this research was eighth year students of SMPN 11 Medan, who consists of 420 students in twelve classes, each class consists of 35 students. The researcher taken sample randomly, namely class 8 5 as the experimental group and class 89 as the control group. The researcher used theory of W. Lawrence Neuman that using comparative method in experimental research. Comparative method compared between Experimental Group and Control Group. Experimental group is the group that receives the treatment and Control group is the group that does not receive the treatment or only learn by using conventional method. The instrument of the research was essay test of 20 items. The result, the score of Experimental group (1470) is higher than the score of Control group (325). And by using T-Test, the result of analysis showed that t -observed (12.80) is higher than t -table (2.00) with the level of significant 0.05 and the degree of freedom (df) =70. The finding showed that the hypothesis of alternative (H_a) is accepted. It means that by using Word Square Method in teaching vocabulary give significant effect to the eighth year students' achievement.

The Last previous study by Datulina Ginting, Inawaty Sidabalok , and Rumondang with the title of this study is the effect of word square model on students' vocabulary at grade X of SMK Taman siswa Sukadamai in Academic Year 2019/2020. The objectives of the study is to describe how the implementation of teaching english vocabulary by using word square at SMA.N.1. Buntu Pane. The population of this research was taken from the grade X students at SMK Tamansiswa Sukadamai, which have 102 students. The data were collected by using 10 essay question. Several steps of work have been done preliminary. The further steps is to follow the active concerning with the data. Starting from library check, confirming the location, asking permission from the pre-test and post-test value that worked by students in experiment class and control class are very significant. The data were analyzed by t -test. The result of students' vocabulary. It was suggested that using media

in teaching can made the students feel enjoy when they study about vocabulary and according to this thesis the teacher can increase their teaching skill.

Based on explanation above, the researcher will research under the title of “The Effectiveness of Using Word Square in Teaching English on Vocabulary (Pre-Experimental Design in the Second Grades of SMP Negeri 1 Sungai Kunyit).” This research was conducted to collect information about the influence of word squares in learning English and as a learning medium that can improve the quality of learning. So that the results can help students and teachers in using learning media to improve students' vocabulary learning abilities, especially in English so that learning becomes easier to understand.

B. Research Questions

Based on the background above, the researcher formulated the research questions:

1. Is the use of word square effective for teaching English on vocabulary?
2. How significant is the effect of the word square in teaching English on vocabulary?

C. Research Purposes

Based on the research questions, the research purposes are formulated as follows:

1. To find out the significance of using word square in teaching English on vocabulary
2. This study aims to determine whether the word square has a significant effect in learning English on the vocabulary of second grade students of junior high school.

D. Significance of Study

The significance of this study can be viewed from both theoretical Benefits and Practical Benefits, as described below:

1. Theoretical Benefits

This research is expected to add references and study materials to know The Effectiveness of Using Word Square in Teaching English on Vocabulary.

2. Practical Benefits

- a. To the school, the study gives in enriching their teaching techniques in the school.
- b. To the next researcher: this study can be as an additional reference who wants to conduct the similar research and they can cover up the limitation of this research.
- c. To the students: to increase their knowledge about vocabulary and make lessons more interesting by using word square.
- d. To the English teachers: can use information about a strategy in teaching vocabulary and it is hope to be applied this strategy in teaching and learning process.

E. Scope of Research

1. Research Variable

Variables are one of the most important things in a study, it is not impossible for a researcher to conduct research without variables. Variables are constructs or characteristics that can take different values or scores (Ary, et al, 2010:37). In this study there were two variables: word square and students' vocabulary mastery. This means that variables have a role that is the core of research because without them this research will not have the direction or go also to be achieved. In addition, the research variables in this study are divided into two, namely the independent variable and the dependent variable. Further description is as follows:

a. Independent variable

Independent variables are limited variables or controlled influences, so they do not affect the symptoms studied. Variables that affect other variables are called independent variables. Creswell (2012:

116) says, "The independent variable is an attribute or characteristic that influences or influences an outcome or dependent variable." Furthermore, variables are types of variables that can explain the effect on the dependent variable. The independent variable in this study is the word square.

b. Dependent variable

The variable that is affected by the independent variable is called the dependent variable. The dependent variable is what the experiment is measuring. The dependent variable is an attribute or characteristic that depends on or is influenced by the independent variable Creswell (2012: 155). The dependent variable in this study is the students' vocabulary mastery.

2. Research Terminology

a. Vocabulary

Vocabulary lists or collections of words or words and phrases are usually arranged alphabetically and explained or defined. Milton (2010: 71) states that vocabulary is aimed at understanding the translated text and communication.

b. Word Square

There are so many definitions of word square, Collins English Dictionary (2014) says square is a puzzle in which players must fill in a square with words that read the same cross as below. In addition, according to Widodo (2009) word square is a learning model that combines the ability to answer questions with the sharpness of matching answers in a square.

c. SMP 1 Sungai Kuyit

Students studying at SMP 1 Sungai Kuyit are in grade eight. Addressed at Jl. Raya Sungai Kuyit, Sungai Kuyit Laut, Kec. Sungai Kuyit, Kab. Mempawah, West Kalimantan, with zip code 78371.

F. Research Hypotheses

A hypothesis is a tentative answer suggested as a solution to problem or as hypotheses namely Alternative Hypotheses (Ha) and Null Hypotheses (Ho). Furthermore, hypothesis is a tentative explanation that can be tested by collecting data Lodico et al. (2010: 10). In other words, the possible finding of the research is nothing or no such changes, effect or anything that found between the independent variable and dependent variable. Meanwhile, alternative hypothesis acts as the counterpart of the null hypothesis, where changes or effect is found between independent variable and dependent variable. So, in this research there are two Hypotheses, they are listed as follow:

1. Alternative Hypotheses (Ha)

Alternative hypotheses are a solution that accepts the technique applied. The alternative hypothesis in this research is the Word Square significantly effective in vocabulary for the eighth grade students of SMP 1 Sungai Kunyit in the academic year 2023.

2. Null Hypotheses (Ho)

Null hypotheses are a solution that against the technique applied. Therefore, the null hypothesis in this research is the Word Square not significantly effective in vocabulary for the eighth grade students of SMP 1 Sungai Kunyit in the academic year 2023.