

CHAPTER II

USING WORD SQUARE IN TEACHING VOCABULARY

A. The Nature of Word Square

1. Definition of Word Square

So many definitions of word square, Collins English dictionary (2014) word square is a puzzle in which the player must fill a square grid with words that read the same cross as down. Beside that according Widodo (2009) word square is a learning model that combines the ability answer question with acuity to match the answer in the square. According to Urdang (1998:120) says that word square is a set of words that have relation from one word to another that arranged in the form of a square, can read horizontally and vertically. The method is applied like a game that is introducing or using variations in the form of learning vocabulary through word square media. Word square is the kind of model in learning that uses a square as a tool to convey teaching materials in teaching and learning.

According to Wilard Galin, word square is a learning media that combines capability to answer the questions with the faculty in a match the answer in answer boxes. So, the Word Square is the field of words that have a square- shaped. Word square is one of the models of learning through words like a game, or “learning while playing” and the emphasis is on knowledge.

2. The Advantages and Disadvantages of Word Square

As with other learning media, word square media also has advantages and disadvantages. It can be explained as follows;

1) The advantages of word square media are:

- a. Word square method is good to test the result of learning about general knowledge of terms and definitions.
- b. The teacher can easily score without opinion of the examiner.
- c. Word square media activities encourage students` understanding of subject matter.

- d. Make the students to be discipline in answering the question of worksheet with the rules.
 - e. Can exercise the students to be careful and critical attitude.
 - f. Stimulate students to think effectively before answering the questions.
 - g. To help the students master the material easier. Because they will get a guide to look for the answer that put in the square.
 - h. To help a teacher to teach the materials, because the teacher can guide the students to the square that prepared before.
- 2) The disadvantages of word square media are:
- a. Making the various squares needs the highest creativity from the teacher.
 - b. Always found the same squares are not suitable with questions itself.
 - c. Making the question needs the answer with the highest capability from the teacher (Istarani, 2011:183).
- 3) The Use of Word Square

Word squares were popular in Britain at nineteenth century. H.E. Dudeney, claimed to have written the first word squares with versified clues. Word squares are grids of letters that cross horizontally and vertically. In the puzzle below, the word trap is located in the top row and left-most column. Rome can be seen in the second row from the top the second column from the left; amen is found in the third row from the top and the third column from the left and pent occurs in the bottom row and in the most columns. All the words cross each other in a perfect square arrangement. This is a block of characteristics that spell words both horizontally and vertically. The empty grid is a challenging word puzzle for the most discerning loopholes. The simplest puzzle is two squares consisting of only four letters, increasing in size and complexity to the pinnacle of achievement so far: the Ten Square. For Example:

Table.2.1 Example of Word Square Media

C	A	R	D	S	T
O	U	T	R	O	E

S	A	D	A	L	M
T	E	S	D	D	P
U	T	T	I	L	L
M	A	K	R	E	E

In the box, you will find some words, that you are easy to give the meaning, but in word square we must give the students some instructions how to find a word or probably a new word in the box with make a circle from up to bottom, vertically or horizontally. The instruction must be so clear, is it you want to find the synonym. Antonym of the words or you ask your students with general knowledge in learning vocabulary (Mursid.A, 2011).

In my research, I used a media word square shape like the example below:

Find some word in this Word Square with category about “My Kitchen” and write the words you find in the table below along with the meanings of those words!

B	E	C	U	P	I	S	I	R	F
O	K	T	E	B	C	O	A	E	O
W	A	A	S	T	O	V	E	F	R
L	A	B	S	O	R	E	A	R	K
R	G	L	P	K	T	N	F	I	N
I	L	E	O	C	A	R	O	G	K
C	A	P	O	A	I	R	R	E	N
E	S	I	N	K	N	L	K	R	I
C	D	U	S	T	B	I	N	A	F
O	K	G	E	S	P	L	A	T	E
O	N	T	T	T	A	T	D	O	N
K	N	I	F	E	N	V	O	R	C
E	L	B	E	D	J	A	W	I	I
R	R	I	C	H	A	I	R	N	L
F	R	Y	I	N	G	F	A	N	A

Example :

1. KNIFE : PISAU
- 2.
- 3.

In here students are asked to look for some words that are already in the table, words that are horizontal or vertical. Here their thinking abilities work and their eye foresight is also used, so not only that, with this media students are also more active in searching for these words and they can add to the vocabulary they often encounter in everyday life.

B. The Nature of Vocabulary

1. Definition of Vocabulary

In learning a foreign language, vocabulary plays an important part. It's one element that links the four chops of speaking, harkening, reading and writing all together. In other to communicate well in foreign language, pupil should know how to use them directly. According to Mehrpour,S. (2008:192). Learning a alternate language or foreign language substantially involves learning the sound system, alphabet, and vocabulary of the language. Vocabulary is each about words. When we use language we use words all thetime.However, we know how to write its words and how to say its words McCarthy, O'Keeffe, W. (2010). Related to Low, B.L., Ehrman, M., and Shekhtman, B. (2005:162), the further vocabulary you know, the further options you have in opting the kind of alphabet to use in speaking and writing.

From that definition above, the researcher can conclude that vocabulary is a part of a language and the process of understanding the meaning of words. The process involves how the people can use, can recognize, and can understand it. The learner has to determine a word in context due to some of the word have multiple meaning.

2. The Important of Vocabulary

The importance of vocabulary is demonstrated daily in and out of campuses. In classroom, the achieving students possess the most sufficient vocabulary. Vocabulary is essential for successful foreign language use and

plays an important role in the formation of complete spoken and written texts. Learning vocabulary items plays a vital role in all language skills (eg. listening, speaking, reading, and writing Nation, (2001). Alqahtani (2015), furthermore, argued that the acquisition of an adequate vocabulary is essential for successful foreign language use because without an extensive vocabulary, a language learner will be unable to use the structures and functions we may have learned for comprehensible communication. Some research has shown that second language readers rely heavily on vocabulary knowledge and the lack of that knowledge is the main and the largest obstacle for readers to overcome (e g., Nation, 2001; Alqahtani, 2015).

1) Function of vocabulary

In daily life, to communicate with the other people, we use language to say something, to express our ideas, to express our telling, etc. both is spoken language or written language. Relating to the statement above, we can conclude that words are very important to use in communication. By using word accompanied by rules of language, our ideas feeling, emotion, thought can be expressed. Furthermore, the people can understand what they say to us. Communication can run well if we do not know or have a store of the vocabulary of the language.

Mastery of English vocabulary is knowledge that Indonesians need to learn. The magnitude of the need to learn English has made this knowledge a business commodity in itself. Previously, Indonesian children only learned English at the high school level, now they start at an earlier level, namely elementary school and even kindergarten. Vocabulary mastery is the most basic thing that must be mastered by students in learning English which is a second language for all students and Indonesian people. According to Fitriyani & Nulanda (2017) says that vocabulary is:

- a. A language component that contains information about the meaning and use of words in a language,
- b. The richness of words owned by a speaker, writer or a language, and

- c. A list of words that are arranged like a dictionary, but with short and practical explanations. Without having adequate vocabulary a student will experience difficulties in achieving the expected language competence. The more vocabulary mastered by someone, the wider the range of knowledge.

3. Aspect of Vocabulary

There are some aspects of vocabulary. Based on Ur in Pradini (2014:6) also states that the aspects in vocabulary mastery include pronunciation, spelling, meaning and use of the words. The aspects defined as follow:

a. Pronunciation

The students have to be able to pronounce the words correctly. They have to know how to speak and their well. It is very important because the mistakes in pronouncing a word can make its meaning different. The students have to know what a word sounds like (its pronunciation) and what it looks like (its spelling).

b. Spelling

Spelling is very important in everyday life because it is closely related to communication. Izoruhai. H (2020) spelling is the ability to spell words in the correct way. The students have to be able to spell each letter of a word both in written and spoken way. They have to be able to spell a word so that they can catch the meaning of that word.

c. Meaning

The meaning of words is primarily what is refers to in the real world, its denotation. A less obvious component of the meaning of an item it is connotation: the association, or positive or negative feeling it evokes, which may not be indicated on a dictionary definition.

d. Using the word

The final step in learning word is using the word. Usage provides a mild guarantee that word and meanings will not tade from memory once

they are learned. That the researcher gave the student solution as follow, make the meaning of the word, and translating the word.

Based on the four aspects above, the researcher focuses on four aspects vocabulary and the researcher made this the basis for pre-test and post-test.

C. Previous Study

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 8 9 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.