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Research Article

The Effect of Word Square Model on Students Vocabulary at Grade X of SMK Tamansiswa Sukadamai in Academic Year 2019/2020

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Abstract.

The title of this study is the effect of word square model on students' vocabulary at grade X of SMK Tamansiswa 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 skripsi the teacher can increase their teaching skill.

Keywords: Word square model; students' vocabulary; media in teaching

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1. Introduction

Human is a creature that is completely connected with the society, environmental community, and God. Every interaction being experienced of human escape from language. Language is a function as a means of conveying ideas,thoughts, opinion and feeling. Language is one of the significant elements that affects international communication activities. Students utilize different parts of English language skills such as listening, speaking, reading, and writing for their proficiency and communication [1][2]. System for delivering concepts through the use of symbols and combinations of the desired symbols are governed by the provisions)[3].

English language is an internasional language. English language is used in all world. English language has been adopted by many countries in the world. They put English

language in their curriculum and one of those countries in Indonesia. It's prove that English is very important to develop, because English has big influence in the world and it influenze many factors such as economics, business travel, technology, education, science, information, etc [2]. In English there are four skills need to be mastered, listening, speaking, reading, and writing. Besides thouse skills, there are also some language components which include pronounciaton, spelling, grammar, and vocabulary. All of those components and skills must be learned intensively to improve someone ability in speaking english. In this reseach the writer's attention on the vocabulary as one of the Language component.

The importance of vocabulary nas follows vocabulary plays crucial part in one's foreign language learning and language proficiency that can affect how well learners speak, listen, read and write"[4]. According to [4]"Kinds of Vocabularyare one of the important components in studying any language and to help students and learners to understands and use the target language more efficieny "Vocabulary knowledge is often viewed as a critical tool for second languages learners because a limited vocabulary in a second language impedes succesful communication"[5][5]. We can not make sentences and exchange an information with other people without vocabulary. Actually studying vocabulary is very difficult because one word not only have one meaning but also have many meaning. And if we are wrong in saying word of course the meaning of the word will be wrong. So in vocabulary we must also know about pronounciation. A reasearch shows that Once the child knows about 150 words, there is a sudden increase in the rate at which new words are learned and the emergence of grammatical skill [3][6]. Even children experiencing language delays because of specific language impairment benefit once this level of word knowledge is obtained. Vocabulary knowledge is positively correlated with both listening and reading comprehension [2][7]

Th is problem appear at SMK Taman Siswa Sukadamai in academic years 2019/2020 where the vocabulary achievment of the students still low. Even though, some technique and approaches have been employed in teaching vocabulary, but the student's vocabulary achievment is still low. To get attention of students in learning, teacher not only to explain monotonous about the subject, but also invite the students. For example, give question or please the students to do something about the subject. In this case the learners wil not feel boring in study. The teacher can invite the students to learning and playing, but to pressure is learning. This can make students feel enjoy in lerning and of course hoped they can absorb lesson given[8].

Based on the explanation, this research is interest to using word square model on students in learning vocabulary, to conducting an experimental study examining the

use word square model in an attempt to the student achievment in learning. The title of the study is "The Effect of Word Square Model on Students' Vocabulary Achievement at Grade X of SMK Taman Siswa Sukadamai in Academic Years 2019/2020".

2. Methods

2.1. Research Design

This study was conducted in experimental design, namely to find out the students' vocabulary by using word square model. There are two groups of students, namely control group and experimental group. The experimental group was taught by using word square model and control group was taught by using conventionally. Both groups are given pre-test and post-test. The design as follows:

TABLE 1: Design of the research.

Group	Pre-test	Treatment	Post-test
Experiment Control	X RPL X Akutansi	Using word square model Using conventional	X RPL X Akuntansi

2.2. Location and Time of the Research

The location in this research was conducted to the grade X students at SMK Taman Siswa

Sukadamai in Academic Year 2019/2020. This research was done in Perhutaan Silau on 10 of

March.

3. Results and Discussion

3.1. The Data

The data acquired in the study were obtained from the result of the test given to the students, the first test treated as the pre-test (X) and the second as the post-test (Y). The complete data of the students as presented in the next table the experimental group was the first and then followed by the control group.

The Score of Pre-Test and Post-Test of Experimental Group

Notes:

The highest score in pre test = 70

The lowest score in pre test = 50

The total number of the score = 2060

The highest score in post test = 100

The lowest score in post test = 90

The total number of the score = 3310

The Score of Pre-Test and Post-Test of Control Group

Notes:

The highest score in pre test = 70

The lowest score in pre test = 40

The total number of the score = 2020

The highest score in post test = 70

The lowest score in post test = 60

The total number of the score = 2300

By the calculation, the reliabiliy of the test was 0,99. So, the closeness of to the value to as follows:

0.0 – 0.200 : the reliability is very low

0.21 – 0.40 : the reliability is low

0.41 – 0.60 : the reliability is fair

0.61 – 0.80 : the reliability is high

0.81 – above : the reliability is very high

Therefore, if the reliability of the test was 0.99, it means that the test was reliable. By the value of r 0,81- above is very high.

After presenting the data analysis, it was found that word square improved the students' vocabulary achievement compared the students without word square. The implication of this finding was the teachers, readers, writers or people rely on teaching vocabulary by word square model can used for vocabulary achievement of the students [4] [9].

Word square learning models have higher learning outcomes compared to groups of students who are taught using conventional learning models. "Some previous studies have suggested that cooperative learning models and word square games can significantly improve student learning outcomes (Qonitah et al., 2013; Ulfah, Bintari, & Pamelasari, 2013). "[8]

TABLE 2: The Differences Between Pre-Test And Post-Test In Experimental Group.

No	Name	Pre-test (X_1)	Pre-test (X_2)	Deviation score(X)
1	Ahmad Sobirin	60	90	30
2	Arief Abdillah	60	100	40
3	Ayu Malinda Harahap	60	100	40
4	Dicky Wananda	60	90	30
5	Dicky Dilfani	60	100	40
6	Doni	60	100	40
7	Evi Nopi Tasari Lubis	50	100	50
8	Ferry Ferdiyansyah	50	90	40
9	Gianti Devi Sari	50	90	40
10	Gusti Muliawan	60	90	30
11	Hadi Putra	60	100	40
12	Hardiansyah	60	90	30
13	Irfan Afandi	60	100	40
14	Janna Santika	50	100	50
15	Hery Irwansyah	60	90	30
16	Juniarti	50	100	40
17	Lela Sari	60	100	40
18	Lina Apsara	60	90	30
19	M. Iqbal Segara Aruan	60	90	30
20	Marjiana	70	90	20
21	Mega Putu Amanah	70	90	20
22	Niko Andrian	70	90	20
23	Nur Mekar Sari	70	90	20
24	Ridwansyah	50	90	40
25	Rio Sadewa	50	100	50
26	Risda	70	90	20
27	Rizky Andrian	70	90	20
28	Rodatul JANNAH	70	100	30
29	Selly Febriyanti	50	90	40
30	Siti Aisyah	60	90	30
31	Sri Anita	60	100	40
32	Suli Maya Sari	50	100	50
33	Suria Syahputra	50	90	40
34	Suwandi	50	100	50
35	Tika Sari	60	100	40
	TOTAL	$\sum X_1$ = **2060**	$\sum X_2$ = **3310**	$\sum X$= **1240**

TABLE 3: The Differences Between Pre-Test And Post-Test In Control Group.

No	Name	Pre-test (Y_1)	Pre-test (Y_2)	Deviation score(Y)
1	Adella	50	60	10
2	Amanda	50	60	10
3	Asriyati	60	70	10
4	Ayu Lestari	60	70	10
5	Cindi Divani	50	70	20
6	Dayu Pradana	40	70	30
7	Desi	60	60	0
8	Desi Novianti	60	60	0
9	Dewi Sartika	60	70	10
10	Doni Damara .Str	50	60	10
11	Elvina Purnama .S	40	60	20
12	Elvina Sitorus	60	70	10
13	Irma Sari	60	70	10
14	Kartika Arianti	50	60	10
15	Lia Wati	50	60	10
16	Mirna Wati	40	70	30
17	Sri Julia	50	70	20
18	Sri Wati Rahayu	50	70	20
19	Nandu Agustina	50	70	20
20	Melva Krisdayanti	60	60	0
21	Siska Ramayanti	60	60	0
22	Novita Sari	60	70	10
23	Santi Purnama Sari	60	70	10
24	Raudatul Marfuah	50	60	10
25	Melly Indriani	60	60	0
26	Oktaria Ningtiyas	60	70	10
27	Okti Lili	60	70	10
28	Tutur Waluyo	60	70	10
29	Yuli Yana	60	60	0
30	Linda Andriyani	60	60	0
31	Siti Hajizah	60	60	0
32	Poppy Tanaya	70	70	0
33	Melani	60	70	10
34	Eka Melani	40	70	30
35	Fitri Handayani	60	70	10
	TOTAL	$\sum X_1 = $ **2060**	$\sum X_2 = $ **3310**	$\sum X = $ **1240**

3.2. Discussion

Based on the analysis above, it can be seen that the student's score in Post-Test is higher than the students score in Pre-Test. It mean that the students ability in learnig vocabulary by using Word Square Model is effective on students achievement [10]. Meanwhile, the mean of the differences score between Pre-Test and Post-Test experimental group is 1240. It means that the students ability improved by using word square model.

Based on the analysis above, it can be seen that the student's score in Post-Test is higher than the students score in Pre-Test but there is no significant effect to the students score. Meanwhile, the different score between Pre-Test and Post Test of control group is 375. It mean that the difference of the students ability in experimental group and control group was higher than before [5].

4. Conclusions

Word square model is better than conventional method on students vocabulary ar grade X of SMK Tamansiswa Sukadamain in Academic Year 2019/2020. Because the situation in learning activities can be more active and interesting with this way can support the students to add the students' vocabulary achievement.

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