

ABSTRACT

Nurul Hasana Usman, 2026. *The Influence of Etymology Instruction on Vocabulary Knowledge in Junior High School at SMP Unismuh Makassar (An Experimental Design)*. A thesis of English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. Supervised by Muh Arief Muhsin and Sujariati.

This study aimed to investigate whether the implementation of Etymology Instruction could improve the vocabulary knowledge of eighth-grade students' at SMP Unismuh Makassar. This study employed a quantitative approach using a pre-experimental design with a one-group pre-test post-test design. The participants were 21 students' of class VIII A2. The research instrument was a multiple-choice vocabulary test designed to measure four aspects of vocabulary knowledge: word meaning, word structure, word relationship, and contextual vocabulary.

Data were collected through a pre-test administered before the implementation of Etymology Instruction and a post-test administered after the instructional treatment. The data were analyzed using descriptive statistics and a paired-samples t-test. The results showed that the students' mean score increased from 57.71 on the pre-test to 82.05 on the post-test, with a mean difference of 24.34 points, representing an increase of 42.19%. The paired-samples t-test revealed a statistically significant difference between the pre-test and post-test scores, with $t(20) = -13.402$, $p < .001$. Among the four aspects of vocabulary knowledge, word structure showed the most notable improvement, followed by word meaning and word relationship, while contextual vocabulary showed a more moderate improvement.

These findings indicate that students' vocabulary knowledge significantly improved following the implementation of Etymology Instruction. However, since the study involved only one class and did not include a control group, the findings should be interpreted as evidence of within-class improvement rather than definitive evidence of causal superiority over other instructional methods.

Keywords: *Etymology Instruction, Vocabulary Knowledge, Word Structure, Junior High School*