

**THE EFFECTIVENESS OF WORD SQUARE STRATEGY TO IMPROVE  
STUDENTS' VOCABULARY IN COMPREHENDING EXPOSITORY  
TEXT AT THE ELEVENTH GRADE OF MA DDI CAMBALAGI**

**( *PRE EXPERIMENTAL RESEARCH* )**



**A THESIS**

*Submitted to the FKIP University of Muhammadiyah Makassar  
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**MOTTO**

*When you believe something better happen  
in your life do it with your work hard.*

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Makassar, September 2017

The researcher

## ABSTRACT

Ade Isra Julianti. 2017. The Effectiveness of Word Square Strategy to Improve Students' Vocabulary in Comprehending Expository Text at Eleventh Grade of MA DDI Cambalagi in the academic year of 2017/2018 (Pre Experimental Study). Thesis. English Education Department. Faculty of Teachers Training and Education. Muhammadiyah University of Makassar. The consultant by **Ummi Khaerati Syam** and **Muh. Asrianto Setiadi**.

The aim of this research was to find out the improvement of students' vocabulary by applying word square.

The population of this research was the eleventh grade which consisted 126 students and 16 of them were taken as a sample. The instrument was vocabulary test consist of 40 questions namely 20 question for matching words with their definition and 20 questions for indentifying the types of the word.

The findings of this research indicated that using word square can improve students' vocabulary. It was proved by the mean score of post test was 91.71 and pre test was 72.5. It means the mean score of post test was greater than the mean score of pre test. The improvement of the students' vocabulary was 26.49%.

The result of improvement was also proved with t-test value. From t-test, the researcher found out that the value of t-test (3.10) was greater than t-table (2.331). It was concluded that using word square as a strategy can improve students vocabulary at the eleventh grade of MA DDI Cambalagi in the academic year 2017/2018.

**Keywords: word square, vocabulary.**

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# CHAPTER I

## INTRODUCTION

### **A. Background**

As an International language English takes an important role for communication. English deserves to be regarded as a lingua franca, that is a language used widely for communication between people where it is not their first language (Harmer, 2007). The role as communication, English used in many sectors of life such as in academic and professional purposes. In order to the students can be communicate effectively they have to master four skills of English which are listening skill, speaking skill, reading skill, and writing skill. Before the students master of four skills they have to master sub skills of English which are pronunciation, structure, grammar, and vocabulary.

Vocabulary is crucial aspect for every student who wants to master English and it is also the central of language in teaching and learning. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed (Thornbury, 2002). Without vocabulary, the students will face the difficulties to master English.

Mastery of vocabulary will affect to someones' ability in using the language either in spoken or written form. For instance, in listening skill, in order to be able to understand someone utterance, the people should know what the meanings of words and sentences being said. Therefore, they know the purpose of the utterance and are able to react either through action or answer it



using spoken utterance. Additionally, in order to be able to understand what people are reading, they should be able to understand the meaning of the context that is being conveyed through the written words. And also in speaking, people must be able arrange the words in order to they can convey the meaning easily. Moreover, they should be able to spell the words and write them down. Finally, by improving the vocabulary, it will be a basic skill to communicate with using English (Graves adopted in Hanson & Jenifer, 2011).

There are some problems that are faced by the students in learning English. One of them is lack of vocabulary and low motivation in learning vocabulary. It was found when the researcher observed on Wednesday, 2<sup>nd</sup> August 2017 at the eleventh grade of MA DDI Cambalagi. When the teacher instructed the students to read a text they seemed bored due to they did not know what did the text talk about. It was caused they did not know the meaning of each sentences. The students could understand the meaning of that words. And the teacher asked the students to memorized 100 words that focus in noun and verb in a week. It was hoped the students can improve their vocabulary in order to they will understand the material easily. But the students were unenthusiastic to memorized it. They said, if they memorized it they were easy to forgot the words that they have been learnt. Based on the result it observation of the research at the eleventh grade of MA DDI Cambalagi. It showed that the mean score of the students vocabulary was low, it about 60 and the score standard is 75. Those problems of vocabulary must be solved because it can be difficult for students to master English. Therefore, the researcher has better to use one of a

model in learning that can make the students are enthusiastic also to motivate them in learning vocabulary by using word square as a strategy.

Actually by using word square as a strategy the students do not have to memorize words but they have to analysis the meaning of words which is the students will be given clue that related to the meanings of the words in the square. Therefore the students have to match the clue with words in the square correctly. It can stimulate the students to think effectively in matching between the clue and the words in the square. After that, the students circle the words in the square that they have found (Aqib, 2013).

Word square emphasizes the correctness to matching clue with words that is arranged in the square. It is similar as we do crossword puzzle but the difference is in the crossword puzzle is given a clue to seek the word and put it in the box of answer which the box is empty. Crossword puzzle gives two clue the answer may be arranged horizontally and vertically. On the other hand in the word square the answers have been arranged in the square but the answer is hidden by adding an additional square with the letters. The answer can be read vertically, horizontally, and diagonally. It can be used to encourage the students' understanding of the lesson and it can stimulate the students to think accurately (Widodo, 2009).

By using of word square, the learning process is not tedious. The students will feel fun and also helping the students to learn vocabulary. It can be effective for teaching vocabulary because it likes a game that make the students active and fun in learning. Beside that, the students do not only learn but they also play.

Moreover the lesson is presented will be easily understood by the students (Allen and Vallette adopted in Syafitri, 2014).

Most of the researchers agree that the using of word square can improve students' vocabulary. For example, (Ratnawati, 2016) found that the use of word square as a media in learning can improve learning outcomes of students especially in mastery vocabulary through read report text. Vocabulary consist of common noun, behavioral verb, and relating verbs.

Meanwhile, (Lestari, Suyanto, and Suryandari, 2013) found that through word square can improve students' motivation in learning vocabulary especially in English. However, even though many studies have investigated the effect of word square but there has been very little research reported on the effectiveness of word square. The purpose of the present study is to ascertain the effectiveness of using word square.

Based on the statements above, the researcher would like to conduct a research under the title "The Effectiveness of Word Square Strategy to Improve Students' Vocabulary in Comprehending Expository Text at the Eleventh Grade of MA DDI Cambalagi (Pre Experimental Research)."

## **B. Problem Statement**

Based on the background above, the researcher formulates the problem statement as follows:

“Does the use of word square as a strategy effective to improve students’ vocabulary in comprehending expository text at the eleventh grade of MA DDI Cambalagi?”

### **C. Objective of the Study**

Based on the research question above, the objectives of this study is “Whether or not the using of word square as a strategy is effective to improve students’ vocabulary in comprehending expository text at the eleventh grade of MA DDI Cambalagi”.

### **D. Significance of the Study**

The result of the research is expected to be information and can make the students to improve their mastery on vocabulary easily, and for the teacher is given an additional information about the strategy in teaching English and become an alternative for teaching vocabulary.

### **E. Scope of the Study**

The research is limited to the effectiveness of word square to improve students’ vocabulary in comprehending expository text. Vocabulary is emphasized namely noun and verb. Noun (countable and uncountable) and verb (transitive). The text of expository will focus to an analytical text with the topic of text technology in our life.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### **A. Previous Related Research Findings**

There have been many researches done related to word square some of them are presented below:

1. Roslinda (2017) in her thesis she used pre-experimental design. The instrument was vocabulary test. Vocabulary focus to adjective with theme physical appearance. The test showed that t-test score 14.36 was higher than t-table 2.898. It means that the (Ha) is accepted and (Ho) is rejected. From finding above, it can be said that there was any influence of word square as a game on students' vocabulary mastery.
2. Syafitri (2014) in her thesis she used quasi experimental research. 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 (Ha) is accepted. It means that by using word square as a method in teaching can improve students' vocabulary and can change teaching conventional vocabulary and the weakness of remember words to teaching active and fun. She has provided a new way that more effective in teaching vocabulary.

3. Chasanah (2014) in her thesis she used class room action research (CAR)

The data were obtained from observation, test and documentation. The improvement of students' achievement in pre-test was 62.19, 76.25 in the first cycle, and 87.50 in the second cycle. It means that the minimum standard of score was reached. The students' engagement in the preliminary research is only 50%. It rises to 70% in the first cycle and 87% in the second cycle after the teacher implemented word squares as a game. It means by using word square as a game can be used in teaching vocabulary in learning common noun at elementary school.

From all findings above, the researcher concludes that in teaching vocabulary by using word square can improve the students' vocabulary. The first researcher is Roslinda (2017) used word square as a game in teaching vocabulary. Vocabulary focus to adjective with theme physical appearance. The second researcher is Syafitri (2014) used word square as a method to give a new way in teaching English to improve vocabulary. She tried to know the weakness of remembering word in teaching vocabulary with the use of word square. The third researcher is Chasanah (2014) used word square as a game which vocabulary focus to common noun. And the researcher tries to use word square as a strategy to improve students' vocabulary that focus to noun (countable and uncountable) and verb (transitive) in comprehending expository text by using pre-experimental study.

## **B. The Concept of Vocabulary**

### **1. Definition of Vocabulary**

Vocabulary refers to the words we use to communicate in oral and print language Hanson & Jenifer (2011: 5)

Vocabulary is all about words. When we use language we use words all the time. If we know a language well, we know how to write its words and how to say its words (McCarthy, O’Keeffe, Walsh, 2010)

In addition According to Oxford Learner’s Pocket Dictionary (2008), vocabulary is all the words that a person knows or uses, all the words in a language, list of words with their meanings especially in a book for learning a foreign language.

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

### **2. Types of Vocabulary**

There are two types of vocabulary According to Nation (2001: 38-39) namely the terms passive vocabulary (for listening and reading) and active vocabulary (for speaking and writing) sometimes used as synonyms for receptive and productive (Meara, Corson, and Laufer, in Nation, 2001).

a. Productive Vocabulary

Productive carries the idea that we produce language forms by speaking and writing to convey messages to others.

b. Receptive Vocabulary

Receptive carries the idea that we receive language input from others through listening or reading and try to comprehend it.

The researcher can conclude that receptive or passive vocabulary is the words that someone knows when it is heard or seen, they can mention the meanings of words, and they can recognize it when it appears in the context of reading and listening material. In contrast, productive or active vocabulary is the words that someone is able to recognise and understand, and they can apply it into sentence correctly, but it is more difficult to recall or does not know sufficiently well to use accurately. It means, by using productive vocabulary, they must to know to pronounce the words well, can be use in grammar, and be familiar with the collocation.

### **3. The Aspects of Vocabulary**

a. Word Meaning

One word may have more than one meaning. The meaning of a word depends on the context in which that the word occurs. Therefore in the teaching of vocabulary, words taught to students should be presented in variety of context to show various meaning (Harmer, 2007).

b. Word Classes (Part of Speech)

1) Noun

a) Definition of Noun



According to Gregory (2013) nouns are words that stand for objects, people, places, animals, and ideas.

According to Oxford Learner's Pocket Dictionary (2008) noun is a word that refers to a person, a place or a thing, and quality.

Similarly, According to Kennedy (2004) noun is the name of a person, place or thing.

#### b) Kinds of Noun

##### (1) Countable Noun

A noun which has both a singular and a plural form (for example, picture-pictures.) Count nouns can be preceded by the definite and indefinite article a/an (for example, a child) or, in the plural, by words such as many, few, these or the cardinal numbers 2, 3, 4, (for example, many pictures) (Kennedy, 2004).

##### (2) Uncountable Noun

A noun which has no plural use and which cannot be used with 'counting' words such as one, two, three, a few and many. For instance bread, milk, salt, steam, gold which refer to substances and materials. But also many abstract nouns are noncount: for example, advice, health, music (Leech, 2006).

#### 2) Verb

##### a) Definition of Verb

According to Gregory (2013) verbs are words that describe what people or things do, such as "he works." These are action verbs. Verbs also describe

how something is, such as “the flower is red.” Verb one of the most important parts of speech because all the sentences in English contains subject and verb.

#### b) Kinds of Verb

##### (1) Transitive verb

A verb which requires an object to complete its meaning. For example, They memorize a sad song. The object that follows a transitive verb may be called its complement (Leech, 2006).

#### **4. Principle of Teaching Vocabulary**

In teaching vocabulary there are some requirements for us that are very important to apply in the class. Wallace (1989: 27-30) indicates the main principle of teaching and learning vocabulary as follows:

##### a. Aims

The aim of teaching vocabulary is to make the teachers easy to formulate the materials, which will be taught to the students.

##### b. Quantity

The teacher has to decide what the vocabulary will be taught such as receptive or productive vocabulary.

##### c. Need

The teacher should follow the course book and syllabus from the school based on the curriculum.

##### d. Frequent Exposure and Repetition

In teaching and learning vocabulary lessons, there is needed certain a moment of the repetition until there is evidence that the students learn the target words.

e. Meaningful Presentation

In presenting the vocabulary lessons, the students have to know the meanings of the words clearly.

f. Situation and presentation

Situation and presentation, the words are presented appropriate to the students' situation.

g. Presenting Context

Words seldom occur in isolation, so it is important for the students to know the usual context the words occur in so from beginning as it were among the words.

h. Learning Vocabulary in the Mother Tongue in the Target Language

Teaching in the target words teachers should use words of the mother tongue as a tool to compare similarities and differences of the words.

i. Guessing Procedure in Learning Vocabulary

Guessing Procedure in learning vocabulary is a way in learning vocabulary. It leads students to think the meaning of the new words taught.

## **C. The Concept of Word Square**

### **1. Definition of Word Square**

Harcourt (2010) word square is a square made of letters so arranged that they spell the same words in the same order horizontally and vertically.

Collins English Dictionary (2014) word square is a puzzle in which the player must fill a square grid with words that read the samea cross as down.

Beside that according to Widodo (2009) word square is a learning model that combines the ability to answer question with acuity to match the answer in the square.

From the explanations above the researcher concludes word square is a number of word is arranged left to the right, right to the left, up to the down, and down to the up in the square that can read vertically and horizontally. It stimulates the students to think effectively.

### **2. Step of Word Square in Teaching Vocabulary**

The way of teaching with word square is by distributing worksheets. In the book of Konsep Strategi Pembelajaran written by Hanafiah adopted in Syafitri (2014) explains that the measures of word square can be used in a model of learning are as follows:

## a. Create a Square as Necessary

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

(Syafitri, 2014)

## b. Create Questions Based on the Subject Indicators.

Answer the question below by giving a line in the right word.

What are the names of the capital cities of these countries?

- Afghanistan    Australia    Peru    Canada    India
- China    Egypt    France    Indonesia    Italia

## c. Present the Material

Before answering the test in the answer sheet, the teacher should give some material about the question. Ensurely, the students understand about the topic, and it can make them easy to answer. The material is given in some

minutes based on the teacher lesson plan, then the teacher ask them to answer the test given on the answer sheet with the rules of word square.

d. Distribute the Worksheet as the Example

The teacher gives the word square answer sheet to the students then ask them to answer the question based on the example that the teacher explain before. To answering in the word square answer sheet, the students can give shading or make a line in the right answer and don't forget to give the number of answer based on the question given. Learners ask to answer the question, with make a line in a right word.

The result of answering of word square can be shown as follows the square below:

V	T	<b>2)C</b>	H	D	R	I	M	<b>4)O</b>	T
O	<b>1)K</b>	A	B	U	L	U	T	T	E
E	H	N	I	M	U	Z	T	T	P
A	E	B	R	D	Y	V	H	A	A
L	H	E	J	U	R	G	K	W	R
X	B	R	A	S	I	L	I	A	U
A	G	R	J	P	E	R	T	U	I
N	I	A	R	K	I	L	O	U	K
T	B	O	S	G	E	L	I	A	<b>8)J</b>
I	K	G	J	<b>7)P</b>	G	U	E	A	A
F	I	T	<b>6)C</b>	A	I	R	O	D	K
A	K	A	C	R	E	H	S	I	A
T	A	<b>5)B</b>	E	I	J	I	N	G	R
R	L	I	N	S	T	A	N	Q	T
D	<b>9)N</b>	L	I	G	Q	G	U	L	A
J	P	E	G	K	I	B	O	G	Y
K	A	Q	W	A	<b>3)L</b>	I	M	A	P
V	P	I	M	D	D	E	L	O	S
N	A	G	I	T	E	C	A	C	O
O	J	R	P	M	T	L	V	K	G
L	K	U	O	J	P	R	H	O	L
K	L	<b>10)R</b>	I	L	M	Y	T	I	I

(Syafitri, 2014)

- Kabul
- Canberra
- Lima
- Ottawa
- New Delhi

- Beijing      Cairo      Paris      Jakarta      Rome

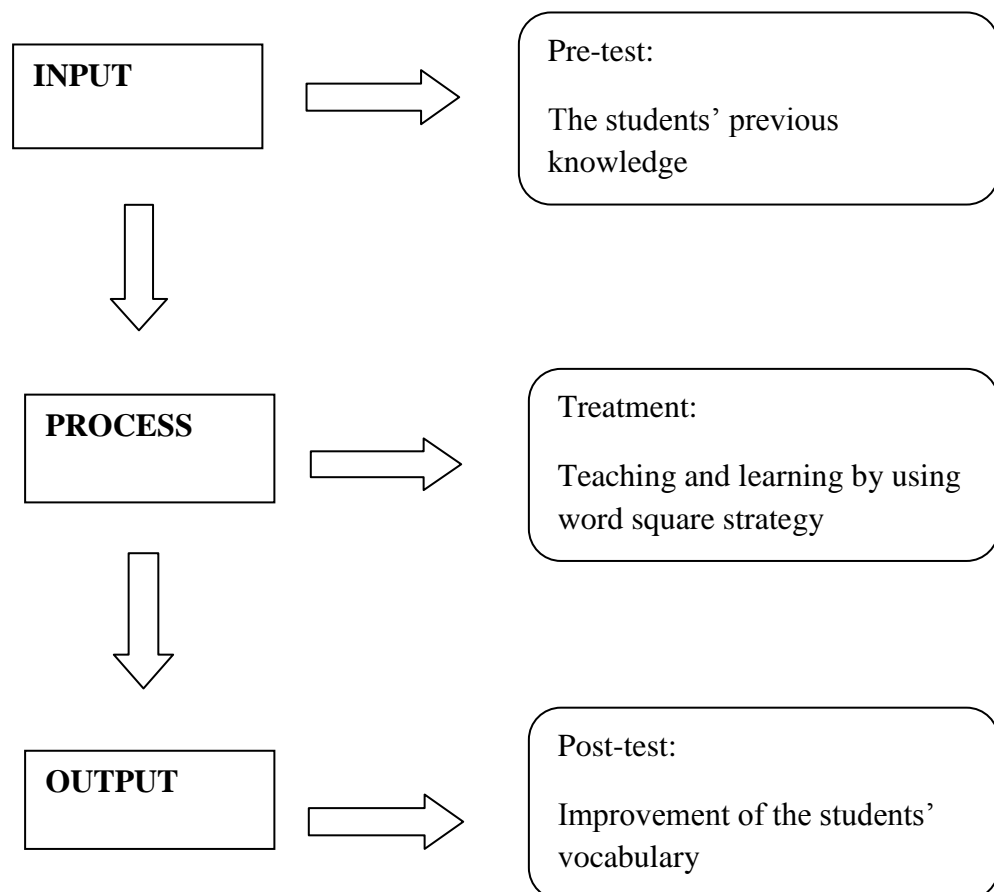
e. Give each answer in a grid point. The point of the right word is given by the teacher.

Similar procedure to teach word square by Aqib(2013: 31) such as:

- a. The teacher makes a square as necessary.
- b. The teacher makes an exercise that appropriate with the lesson.
- c. The teacher conveys the lesson.
- d. The teacher shares the worksheets to all the students.
- e. The teacher instructs the students to answer the question for circle the word in the square that appropriate with the answer.

#### D. Conceptual Framework

The theoretical framework underlying the research is given in the following diagram:



**Figure 2.1 Conceptual Framework**

Framework above shows the relationship between independent variable and dependent variable. The input refers to word square strategy which consist of vocabulary material which is hoped to be a good device in teaching and learning English vocabulary. In the process of learning, the researcher will carry out the treatment by word square as a strategy. And the last in output the researcher will know the students' improvement in learning vocabulary by using word square strategy.

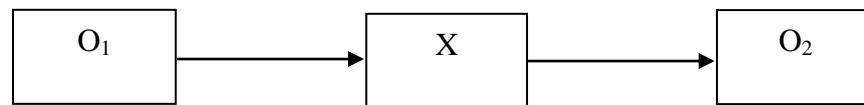


## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

In this research, the researcher used a Pre-experimental design. Pre-experimental design is One group pre test and post test design (Brog, W.R, Gall, M.D. adopted in Latief, 2011). This pre experimental research could be done by investigation. The design involved one group which is pre-test ( $O_1$ ), exposed to a treatment (X), and post-test ( $O_2$ ). The design can be present as follows the figure below:



**Figure 3.1 Research Design**

(Gay, 2011: 265)

1. Pre-test

Pre-test is the test that was given by the researcher to the students in the first meeting. It aimed to measure the students' vocabulary before they are given the treatment.

2. Treatment

The researcher gave the treatment as much as 4 times or four meetings, before giving the students post test.

3. Post-test

The aim of post-test was to know the result after giving the treatment and knowing the students achievement.

## B. Population and Sample

### 1. Population

The population of this research was the students of the eleventh grade at MA DDI Cambalagi, registered in the 2017/2018 academic year. There were six classes of eleventh grade. In the eleventh grade there were two majors namely science and social major. The total population was 126 students. But the researcher took one class XI IPS 3. It consisted 16 students.

**Table 3.1 The number of Population at the Eleventh Grade at MA DDI Cambalagi**

Class	Number of Students
XI IPA 1	25
XI IPA 2	23
XI IPA 3	22
XI IPS 1	20
XI IPS 2	20
<b>XI IPS 3</b>	<b>16</b>
Total	126

Source: MA DDI Cambalagi

### 2. Sample

This research applied purposive sampling technique. Purposive sampling technique also known as judgmental, selective or subjective sampling, it is a type of non probability sampling technique. There was one class as a sample. The class was XI IPS 3 which contain sixteen students.

### **C. Variables**

There were two variables of this research as follows:

1. The independent variable was word square strategy. It is as a strategy that the researcher applied in teaching process.
2. The dependent variable was the students' vocabulary in comprehending expository text.

### **D. Research Hypothesis**

There were two hypothesis in this research. They were H0 (Null hypothesis) and H1 (Alternative hypothesis)

1. Null Hypothesis

There is no significant difference between the students' vocabulary before and after using word square strategy in improving students' vocabulary at the eleventh grade of MA DDI Cambalagi.

2. Alternative Hypothesis

There is significant difference between the students' vocabulary before and after using word square strategy in improving students' vocabulary at the eleventh grade of MA DDI Cambalagi.

### **E. Research Instrument**

The instrument of this research was vocabulary test. There were two parts of vocabulary test, namely in the pre test and post test. It consisted of two types namely matching the words with their definition and indentifying the types of

words. The number of test was 40 questions. 20 questions form matching and 20 questions form identifying. The test was to examined the students' vocabulary.

## **F. Treatment**

The researcher used word square after giving pre test. The treatment aimed to improve the students' vocabulary by using word square as a strategy. The treatment was conducted four meetings. The researcher provided one topic in four meetings in order to the students easy to understand the text but different title in each text. Therefore there were four text that the researcher provided.

1. The researcher prepared material and making lesson plan.
2. The researcher explained about vocabulary (verb transitive, noun countable, and noun uncountable), analytical exposition text and word square.
3. The researcher gave two sheets paper that contained of text and word square. to all students by using group. Each group consist of four students.
4. The researcher has determined the keywords of the that text and defined that keywords that was put in the text as a clue.
5. The researcher has given color, bold, and italic in each clue. The students have to comprehended each clue and matched it with the words in the square correctly.
6. The researcher pointed the student one by one to mention the words with the definitions and then spelling it.

### **G. Technique of Data Collection**

In collecting the data, the researcher followed the procedures as follows:

1. The researcher gave pre-test to know the students earlier ability in vocabulary.
2. After the student was given pre-test, the student was treated by using word square as a strategy to improve students' vocabulary in comprehending expository text. The treatment applied as much as four meetings and each meeting take 90 minutes.
3. The researcher gave post-test to the students to know their improvement of vocabulary.

### **H. Technique of Data Analysis**

In analysing the data, the data was gathered through vocabulary test. The students matched the meanings of the words and they identified the types of each words. There were 40 questions. Each answer was score 1 which based on scoring requirements, there were:

1. Add 1 point for correct answer.
2. Give 0 point for each incorrect answer.

Then, giving the total score for each worksheet. Since the results of the tests were raw scores therefore it was necessary to multiply them by 100 to get more meaningful numerical data. The steps to collect the data was undertaken by quantitative analyses as follows:

1. Scoring the students answer.
2. Raw score using the following:

$$\text{Score} = \frac{\text{The correct answer}}{\text{Maximum score}} \times 100$$

(Pusat Kurikulum 2006: 40)

3. Classifying raw score of the students into seven levels:

**Table 3.2 Scoring Classification**

Score	Classification
96-100	Excellent
86-95	Very Good
76-85	Good
66-75	Fairly Good
56-65	Fair
36-55	Poor
00-35	Very Poor

(Arikunto, 2015:281)

4. Computing the frequency and the rate percentage of the students' scores:

$$P = \frac{FQ}{N} \times 100\%$$

Where: P= percentage of the students score

F= frequency of the students score

N= the total number of students

(Sudjana, 2017: 23)

5. Calculating the mean score of the students' answer in pre test and post test

by using formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where:  $\bar{X}$  = Mean score

$\sum x$  = Total row score

N = The total number of students

(Gay, 2011:323)

6. Finding the information percentage of the students improvement in vocabulary by the following formula:

$$P = \frac{x_2 - x_1}{x_1} \times 100 \%$$

Where:

P = The percentage

$x_2$  = Average Score of Post-test

$x_1$  = Average Score of Pre-test

(Gay, 1981)

7. Finding out the significant difference between the pre-test and post-test by calculating the value of the test by using the formula:

$$\bar{D} = \frac{\sum D}{N}$$

Where=

$\bar{D}$  = The mean deviation

$\sum D$  = The sum of deviation

N = The total number of the students

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

$t$  = Test of significance

$\bar{D}$  = The mean score of different score

$\sum D$  = The sum of total score significance of difference

$\sum D^2$  = The square of the sum score of difference

$N$  = The total number of students

(Gay, 2006: 355)

### Hypothesis Testing

The criteria for the hypothesis testing is as follows:

**Table 3.3 Hypothesis Testing**

Comparison	Hypothesis	
	H0	H1
$t\text{-test} < t\text{-table}$	Accepted	Rejected
$t\text{-test} > t\text{-table}$	Rejected	Accepted

(Sugiyono,2014:317)

The table above means (1) the t-test value is smaller than t-table value, the null hypothesis is accepted, while the alternative hypothesis is rejected, and (2) the t-test value is equal to greater than t-table value, the null hypothesis is rejected while the alternative is accepted.



## CHAPTER IV

### FINDING AND DISCUSSION

#### A. The Findings

The findings were obtained through students' vocabulary at the eleventh grade MA DDI Cambalagi, were presented as follows

1. The rate percentage of the students' score obtains through vocabulary test

The pre test and post test result of the students' vocabulary were tabulated as follows:

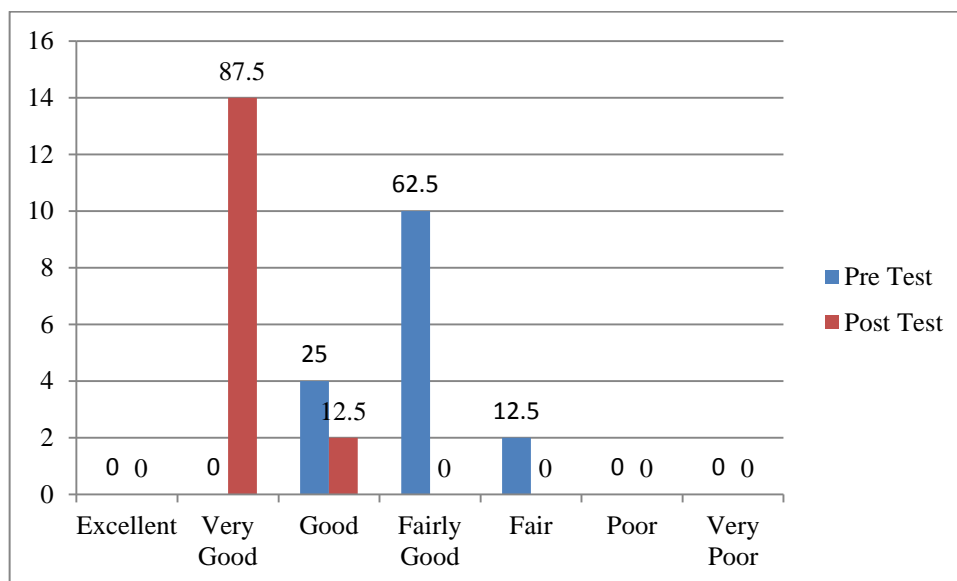
**Table 4. 1 The Percentage of the Students' Score in Pre Test and Post Test**

No.	Classification	Range	Frequency		Percentage	
			Pre Test (X <sub>1</sub> )	Post Test (X <sub>2</sub> )	Pre Test (%)	Post Test (%)
1.	Excellent	96-100	-	-	-	-
2.	Very Good	86-95	-	14	-	87.5 %
3.	Good	76-85	4	2	25 %	12.5 %
4.	Fairly Good	66-75	10	-	62.5 %	-
5.	Fair	56-65	2	-	12.5 %	-
6.	Poor	36-55	-	-	-	-
7.	Very Poor	00-35	-	-	-	-
			16	16	100%	100%

Table 4.1 shows that in pre test none of the students got excellent score, very good score, poor score, and vey poor score. There were four (25 %) students got good score, there were ten (62.5 %) studednts got fairly good score, and there were two (12.5 %) students got fair score. While in the post test, none of the students got excelent, there were fourteen (87.5 %) students got very good

score, there were two (12.5 %) students got good score, and no one students good fairly good score, fair score, poor score, and very poor score.

The mean score of the students' score of pre test and post test. It has an improvement from the score between pre test and post test, namely  $91.71 > 72.5$  (the mean score of post test is greater than pre test).



**Figure 4.1 Percentage of the Students' Score in Pre Test and Post Test**

## 2. The Students' Mean Score

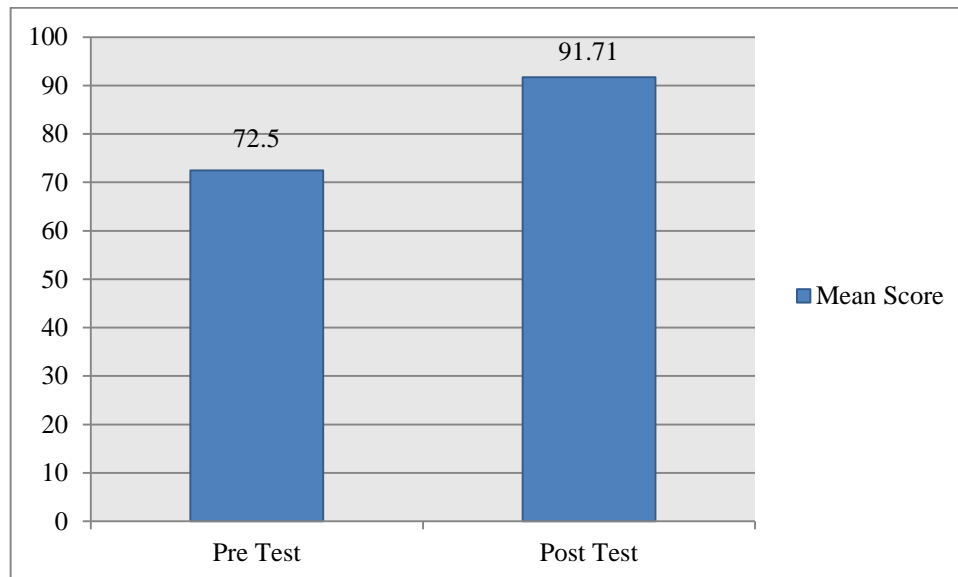
After calculating the result of the students' pre test and post test, the mean score and standard deviation of the students' by using word square as a strategy to improve students' vocabulary, are follows:

**Table 4.2 The Students' Mean Score**

Test	Mean Score
Pre Test ( $X_1$ )	72.5
Post Test ( $X_2$ )	91.71

Table 4.2 shows that mean score of the students' pre test is 72.5 and the mean score of the post test is 91.71. Therefore the mean score of the students'

post test are higher than the mean score of pre test. It means that teaching by using word square as a strategy can improve the students' vocabulary.



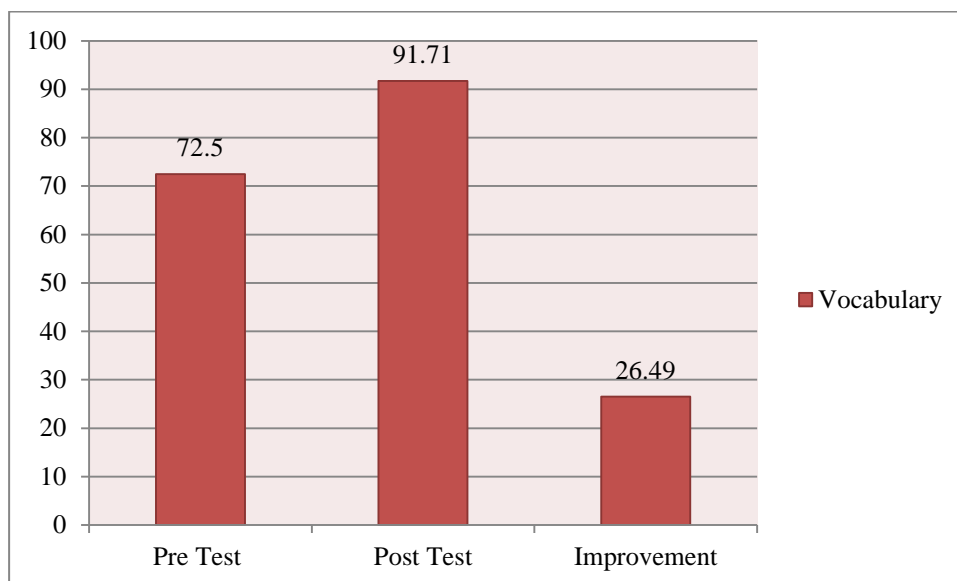
**Figure 4.2 The Students' Mean Score**

### 3. The Improvement of the Students' Vocabulary by Using Word Square

**Table 4.3 The Improvement of the Students' Vocabulary**

Test	Mean Score	Improvement
Pre Test	72.5	26.49 %
Post Test	91.71	

Table 4.3 above indicates that the students' mean score in pre test is 72.5 and post test is 91.71. Therefore it can be calculated that the students' progress is 26.49 %.



**Figure 4.3 The Improvement of The Students' Vocabulary**

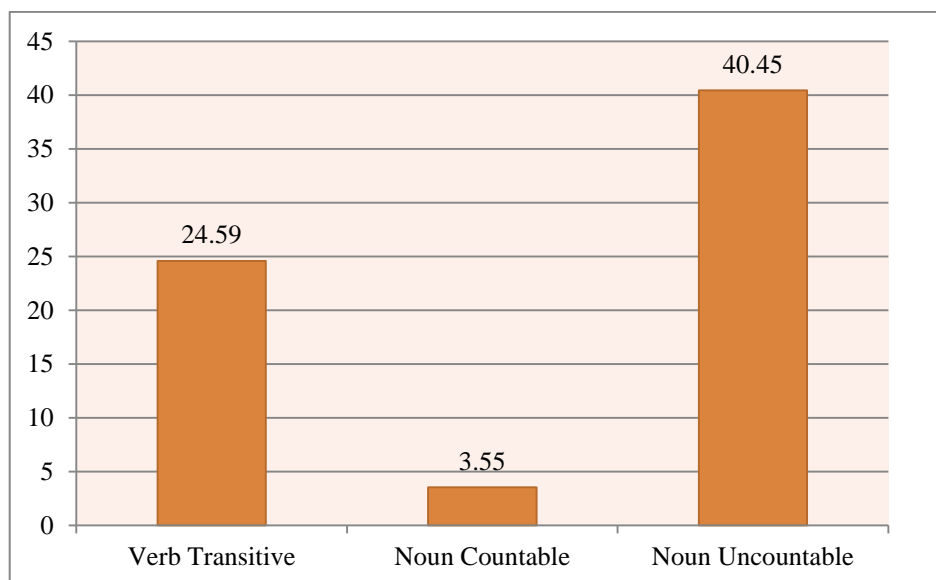
4. The Students' Achievement in Deciding Transitive Verb, Countable Noun, and Uncountable Noun.

**Table 4.4 The Students' Achievement in Deciding Transitive Verb, Countable Noun, and Uncountable Noun**

No.	Indicators	Students' Score & Mean Score in Pre Test		Students' Score & Mean Score in Post Test		Improvement
1.	Verb Transitive	1278.49	79.90	1592.85	99.55	24.59%
2.	Noun Countable	1207.05	75.44	1249.94	78.12	3.55 %
3.	Noun Uncountable	991.61	61.97	1392.77	87.04	40.45 %
Total		3477,15	217,31	4235,56	264,71	68.59 %
Mean		1159.05	72.43	1411.85	88.23	

The data in table 4.4 shows the students score in analyzing and evaluating questions in pre test and post test. The students' pre test mean score 72.5 and 91.71 in post test. The improvement of post test is greater than pre test (91.71 >

72.5). Based on the table above there are significant developments of the students' score before and after treatment and there were percentage of improvement. It can be compared there are significant difference of result between the pre test and post test. The total score of students' classification in pre test based on all the indicators of vocabulary (Verb Transitive, Noun Countable, and Noun Uncountable) is 3477,15 and the total score in post test is 4235,56.



**Figure 4.4 The Achievement of The Students' in Deciding Verb Transitive, Noun Countable, and Noun Uncountable**

#### 4. Hypothesis Testing

In order to know whether or not the difference between pre test and post test is statically significant, the t test statical analysis for non independent sample employed. The result t-test: 3.10

**Table 4.5 T-test of the Students' Vocabulary**

Variabel	T-test Value	T-table Value
Vocabulary Test	3.10	2.331

Table 4.5 shows that the t-test value (3.10) is greater than t-table value (2.331). Based on this result, it is concluded that difference of both means is statically significant.

After calculation the t-test value, then it is compared with the value of t-table with the level of significance  $p = 0.05$  with the degree of freedom ( $df = 15$ ), because the total number of the students 16 students ( $N-1 = 16$ ) therefore  $df$  (15). The value of t-test is greater than t-table value.

These findings are used to determine whether or not the hypothesis stated in this research is statically proved. As being stated in previous chapter that the null hypothesis ( $H_0$ ) is rejected when the value of t-test is greater than t-table and alternative hypothesis ( $H_1$ ) is accepted. Therefore based on the above result where the value of t-test is greater than than the value of t-table the alternative hypothesis ( $H_1$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected this means that the hypothesis *“There is significant difference between the students' vocabulary before and after using word square strategy in improving students' vocabulary at the eleventh grade MA DDI Cambalagi”* is accepted

## **B. Discussion**

In this part, the discussion covers the interpretation of the research findings derived from the result of the students' vocabulary. The previous research showed by Roslinda (2017) about word square. She used word square as a game

in teaching vocabulary. It could improve the students' mastery on vocabulary. It was proven by the mean score of pre test (35.4) and post test (67.1). It meant the mean score of post test was higher rather than the mean score of pre test.

Furthermore Syafitri (2014) said word square has a great effect in teaching vocabulary. The students who were taught by word square have greater score rather than the students who were not taught by word square. From the result of t-test above it can be concluded that in the hypothesis, there is a very significant effect of using word square method in learning vocabulary for Junior High School.

Chasanah (2014) found that by using word square game could achieve the students' understanding on English common noun at the elementary school. These game also made the students were active and enjoy in learning process. Meanwhile the result of this research showed that the students' vocabulary at the eleventh grade of MA DDI Cambalagi in the academic 2017/2018 has improved. Based on the result in applying word square as a strategy in the class, the data was collected through vocabulary test as explained in previous finding sections showed that the students' vocabulary was significantly improve and the students' score after applying word square as a strategy was better than before the treatment was given to the students.

Before giving the treatment, there were 2 students got fair, 10 students got fairly good score and 4 students got good score. It means that 12.5 % students got fair score, 62.5 % students got fairly good score and 25 % students got good score. While the vocabulary of the students after the researcher gave the

treatments there was no students got fair score and fairly good score, there were 2 students got good score and there were 14 students got very good score. It means 87.5 % students got very good score and 12.5 % students got good score.

The mean score of pre test is 72.5 and the mean score of post test is 91.71. It shows that there is a significant improvement in vocabulary after giving treatment with the percentage of it is 26.49 %.

Therefore it has an improvement from the score of pre test and post test namely  $91.71 > 72.5$  (the mean score of post test is greater then the mean score of pre test). In order to know the level of significance ( $p = 0.05$ ), degree of freedom ( $df = N - 1$ ) = ( $df = 16 - 1$ ) = 15 was 2.331.

From the students score of pre test and post test the researcher calculated by using formula from Gay and showed that the t-test (3.10) and t-table (2.331). After calculating the t-test for vocabulary is 3.10 and the t-table for vocabulary is 2.331. It means that the t-test is greater than t-table. This shows that mean score difference between pre test and post test is significant.

Based on the result above, hypothesis test showed that Null Hypothesis ( $H_0$ ) was rejected and Alternative Hypothesis ( $H_1$ ) was accepted. Therefore the researcher concluded there was significant improvement of the students' in deciding verb transitive, and noun uncountable in English vocabulary.

### **1. The Students' Improvement in Vocabulary**

After calculating the score, the researcher found the students' vocabulary had improved 26.49 % from the mean score 72.5 in pre test to be 91.71 in post



test. It was supported by the mean score post test of the students' vocabulary was greater than pre test.

The mean score of the students in post test was greater than the mean score of students in pre test. Therefore, the use of word square as a strategy can improve students' vocabulary.

## **2. The Improvement of The Students' in Deciding Transitive Verb**

After calculating the score, the researcher found the students' in deciding verb transitive had improve 24.59 % from the mean score 79.90 in pre test to be 99.55 in post test. It was supported by the mean score of post test was greater than the mean score of pre test. Therefore the effectiveness of word square could improve the students' in deciding transitive verb in vocabulary.

## **3. The Improvement of The Students' in Deciding Countable Noun**

After calculating the score, the researcher found the students' in noun countable had improve 3.55 % from the mean score 75.44 in pre test to be 78.12 in post test. It was supported by the mean score of post test was greater than the mean score of pre test. Therefore the effectiveness of word square could improve the students' in deciding countable noun in vocabulary.

## **4. The Improvement of The Students' in Deciding Uncountable Noun**

After calculating the score, the researcher found the student in noun uncountable had improve 40.45 % from the mean score 61.97 in pre test to be 87.04 in post test. It was supported by the mean score of post test was greater than the mean score of pre test. Therefore the effectiveness of word square could improve the students' in deciding uncountable noun in vocabulary.

## **CHAPTER V**

### **CONCLUSSION AND SUGGESTION**

#### **A. Conclusion**

Based on the finding and discussion of the study the researcher concludes namely:

1. Using word square as a strategy at the eleventh grade of MA DDI Cambalagi can improve students' vocabulary.

2. Using word square as a strategy at the eleventh grade of MA DDI Cambalagi can improve students' in deciding verb transitive, noun countable, and noun uncountable but it could not improve the students in deciding noun countable.

3. The effect of using word square as a strategy in teaching vocabulary has given an impact to the students. The students are enthusiastic more enjoy, and more fun in learning process. It is proven by the result of the students' pre test and post test where the mean score of post test (91.71) was greater than the mean score of pre test (72.5). It is also proven by the test value of the post test (3.10) which was bigger than t-table ( $\alpha$ ) = 0.05. It means the hypothesis of this research is accepted has significant improvement.

#### **B. Suggestion**

Considering to the previous conclusion the researcher proposes some suggestion as follows:

1. The teacher is suggested to apply word square a strategy in teaching and learning process especially in teaching vocabulary. Teaching by using word square can expand their vocabulary.
2. The teacher should be creative to apply various strategies, in order to the students will never bored, but they will be more interested in learning English especially in vocabulary.
3. The teacher should give opportunity to the students to practice their vocabulary.
4. The students should be highly motivated to know much vocabulary and use them in oral and written test.

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# APPENDIX

## APPENDIX A

### Rencana Pelaksanaan Pembelajaran (RPP)

<b>Nama Sekolah</b>	<b>: MA DDI Cambalagi</b>
<b>Kelas/Semester</b>	<b>: XI/Ganjil</b>
<b>Mata Pelajaran</b>	<b>: Bahasa Inggris</b>
<b>Topik Pembelajaran</b>	<b>: Analytical Exposition Text</b>
<b>Skill</b>	<b>: Vocabulary</b>
<b>Alokasi Waktu</b>	<b>: 4x45 menit</b>
<b>Pertemuan Ke</b>	<b>: 1-4</b>

#### A. Kompetensi Inti :

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.



## B. Kompetensi Dasar dan Indikator Pencapaian

Kompetensi Dasar	Indikator Pencapaian
3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.	3.9.1 Mengetahui peningkatan kosakata siswa dalam mencocokkan petunjuk(clue) yang merupakan kata-kata kunci pada bacaan teks eksposisi analitis dengan kata yang tersedia di dalam kotak.
4.10 Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum.	4.9.1 Mengemukakan makna dalam teks eksposisi analitis sesuai dengan topik.

## C. Tujuan Pembelajaran

1. Kosakata siswa meningkat melalui penggunaan word square sebagai strategi dalam memahami teks analitikal eksposisi.
2. Peserta didik aktif dalam merepon pernyataan yang diberikan oleh guru.
3. Peserta didik aktif berdiskusi dalam bekerja sama dengan kelompok dan saling memberi pendapat tentang materi yang disampaikan.

## D. Indikator Pencapaian

1. Menganalisis peningkatan kosakata siswa dalam mencocokkan petunjuk(clue) yang merupakan kata-kata kunci pada bacaan teks analitikal eksposisi dengan kata yang tersedia di dalam kotak.

## E. Materi Pembelajaran

### Analytical Exposition Text

Analytical Exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Social Function : to persuade the reader that the idea is important matter. Generic Structure of Analytical Exposition Text

1. Thesis: Introducing the topic and indicating the writer's position
2. Arguments: Explaining the arguments to support the writer's position.
3. Reiteration: Restating the writer's position

Language Feature:

1. Using relational process
2. Using internal conjunction
3. Using causal conjunction
4. Using Simple Present Tense

## **Pertemuan 1**

### **Activity 1**

**Read the text below**

#### **Laptop as Students' Friend**

Conventionally, the students need book, pen, eraser, drawing book, ruler and such other stuff. Additionally, in this modern era, the students need to reach their progressive *your growth of something(development.)* Students *something that you have to have(need)* mobilekeyboardto record every presented subject easily. Of course it will need more costbut it will deserve for its *purpose of thing(function.)*

First, modern schools tend to apply fast transferring knowledgebecause the schools need to catch the target of *subject include in a lesson of study that taught in a school (curriculum.)*Every subject will tend to be given in demonstrative method. Consequently students need extra media to cover the subject. Since there is a laptop on every student's desk, this method will helpstudents to *receive something (get)* better understanding. Secondly, finding an appropriate *small computer that can work with battery and be easily carried(laptop)*is not difficult as it was. Recently there is an online shop which provides comprehensive information. The best is that the shop has service of online shopping.

The students just need to browse that *when you want to buy something you can easily to choose it and you need connection with internet to order that (online shop)*, decide which a laptop they need, and then *finish something(complete)* the transaction. After that a laptop will be delivered to the students' houses. That is really easy and save time and *coin and print papers accepted when buying and selling (money)*. From all of that, having laptop is

absolutely useful for the students who want to *capture something (catch)* the best result for their study.

Source: (<http://www.belajarbahasainggris.us/2012/12/contoh-analytical-exposition-laptop-as.html>)

**In each paragraph there are some clues. The clues as the definition of words that you have to seek in the square and circle it. The clues blue is verb transitive. The clues red is countable nouns. The clues green is uncountable nouns.**

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

## **Pertemuan 2**

### **Activity 2**

#### **Read the text below**

#### **Internet as Our Necessity**

I personally believe that almost everyone in this world knows about internet, and now, in this modern era internet has been the one of our necessity. Why I say that because there are some reasons that will be explain in this text.

First, internet can be used to communication with the people by using email or *activity of talk in a friendly way (chatting)*. And also can be used to *receive something (get)* information from anywhere in this world. Now with internet, although we live in Indonesia, we can get information and communication from other country. Without internet, we can't look for *fact or detail about something or somebody (information)* from other country quickly.

Second, internet can be used to *make your ideas and feeling known by people (communicate)* with everyone in this world. By internet we *can cause something to go or be accepted to a place or somebody (send)* email with other people. Without internet, we can't send an *way of sending electronic message or data from one computer to another (email)* to other people in the different city or country instantly.

Thirdly, internet can be an *notice in a newspaper or television that telling people about product (advertisement)* and *trade (commerce)* media. In this modern era, there are so many *when you want to buy something you can easily to choose it and you need connection with internet to order that (online shop)* in internet, such as boutique online, bookstore online, etc. By those online shops, if we want to buy something that sold in different city or country with us, we don't have to go to the shop directly, we can *ask for goods or services to be supplied it (order)* through internet. although they don't live in the same country with us. From those reasons, we can conclude that internet has been the one of our necessity in this modern era.

Source: ([http://ilay984.blogspot.co.id/2010/12/1-dangerous-of-smoking-until-now-there\\_09.html](http://ilay984.blogspot.co.id/2010/12/1-dangerous-of-smoking-until-now-there_09.html))

In each paragraph there are some clues. The clues as the definition of words that you have to seek in the square and circle it. The clues blue is verb transitive. The clues red is countable nouns. The clues green is uncountable nouns.

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

### **Pertemuan 3**

#### **Activity 3**

**Read the text below**

#### **Mobile Phone is Important**

Mobile phone is one of electronic technology in our life. Almost all people in the world have it. It has many functions and important for our life. Now, there is some reason why phone is important. First, phone can be used communication. All people in the *earth as a place of living things (world)* know that it is the basic *purpose of thing (function)* of mobile phone. With mobile phone, we can *make your ideas and feeling known to other people (communicate)* with other people in the long distance so for *activity of expressing ideas and feelings (communication)* will be easy. If we don't want to talk with them in the mobile phone, we can send information through SMS or short message service.

Second, phone is *finish something (complete)* with various facilities, such as camera, music player, video player, dictionary, calculator, games, etc. We can take a lot of pictures and videos by using camera. Those pictures and videos can memories us to the romantic, sadness, and also unforgettable moments. We can listen to music. We can count something by using calculator. And also we can play game.

The last but not least, mobile phone can be used for browsing internet. We can search *fact or detail about something or somebody (information)* easily. And if we want to browse with internet, we don't need *a small computer that can work with battery and be easily carried (laptop)*, internet to open it. We can open the internet and *look carefully for something (search)* information that we *something that you have to have (need)* easily and fast by using phone. So this some reason why phone is important for our life.

Source: (<http://halvaimaelpah.blogspot.co.id/2014/03/analytical-exposition-handphone-is.html>)

In each paragraph there are some clues. The clues as the definition of words that you have to seek in the square and circle it. The clues blue is verb transitive. The clues red is countable nouns. The clues green is uncountable nouns.

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

## Pertemuan 4

### Activity 4

Read the text below

#### Facebook

Facebook is very useful. As the main function is to *make a relationship (establish)* friendship and interact with people from different parts of the *the earth as a place of living things (world)*, exchange information and still a lot of benefits we can take. The benefits of facebook which lately is booming is *when you want to buy something you can easily to choose it and you need connection with internet to order that (online shop)*, many people who take advantage of the features available on facebook for online *activity of buying and selling (business)*, because marketing in facebook is very promoting. This is very positive for them.

Also in the world of *as an institution there are process of teaching, training, and learning (education,)* facebook also provides easy *open a link file in order to get or add information (access)* for its users. With the feature *more than one person together (group)* or fanpage. For example, someone *your are desire of something (wants)* to learn about the English, they can *look carefully for something (search)* the group or fanpage related on it, for example, English area. We can share and help in understanding the material or the other material.

However, other facts that we can not reject is the emergence of criminal acts caused by users. Facebook is like a double-edged knife. On the one hand facebook gives a lot of benefits. But on the other hand it *transfer something to somebody (gives)* the negative impact for its *as a people that use something (user)*. But it all comes back to each individual how we react to it.

Source: (<http://www.rankingkelas.com/2017/02/5-contoh-examples-discussion-text-singkat-tentang-about-internet-smoking-social-media-televisi-UN-beserta-arti-terjemahan-generic-structure.html>)



In each paragraph there are some clues. The clues as the definition of words that you have to seek in the square and circle it. The clues blue is verb transitive. The clues red is countable nouns. The clues green is uncountable nouns.

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

#### F. Metode Pembelajaran

Pendekatan: Scientific

Strategy: Word Square

#### G. Kegiatan Pembelajaran

Pertemuan 1-4 (4 x 45 menit)

Kegiatan Awal (15 menit)

- Mengarahkan ketua kelas untuk menyiapkan kelas.
- Menyapasiswadengan mengucapkan salam “Good morning, Assalamualaikum”, dan menanyakan kabar siswa “how are you today?”
- Mengecek absensi kehadiran siswa.
- Mengecek perlengkapan siswa untuk belajar (kamus dan alat tulis yang berhubungan dengan pembelajaran.)

- Menanyakan kesiapan siswa untuk belajar bahasa Inggris.
- Memberi motivasi belajar kepada peserta didik.
- Menyampaikan tujuan pembelajaran yang sesuai dengan silabus (standar kompetensi dan kompetensi dasar) dan RPP.
  - a. Guru menyampaikan cakupan materi yang dihubungkan dengan kehidupan sehari-hari yang berupa fakta yang sering terjadi dalam kehidupan siswa, dan uraian kegiatan yang akan di laksanakan pada pertemuan 1, seperti: Can you mention one of the function of Internet?
  - b. Do you agree all people need internet?
- Guru menyampaikan cakupan materi yang dihubungkan dengan kehidupan sehari-hari yang berupa fakta yang sering terjadi dalam kehidupan siswa, dan uraian kegiatan yang akan di laksanakan pada pertemuan 2, seperti:
  - a. Do you always use phone in your daily activity?
  - b. What do you do in your phone?
  - c. What is the actual phenomena in your life about using phone?
- Guru menyampaikan cakupan materi yang dihubungkan dengan kehidupan sehari-hari yang berupa fakta yang sering terjadi dalam kehidupan siswa, dan uraian kegiatan yang akan di laksanakan pada pertemuan 3, seperti:
  - a. Do you have social media?
  - b. What do the kind of social media you have?
  - c. What is the function of it?
- Guru menyampaikan cakupan materi yang dihubungkan dengan kehidupan sehari-hari yang berupa fakta yang sering terjadi dalam kehidupan siswa, dan uraian kegiatan yang akan di laksanakan pada pertemuan 4, seperti:
  - a. Do you agree internet is useful?
  - b. Have you learn through internet in the school?

Kegiatan Inti (60 menit)

Pada kegiatan inti guru akan:

- 1) Setiap siswa di bagi dalam beberapa kelompok dan setiap kelompok beranggotakan 5-6 siswa.

- 2) Peserta didik diberikan penjelasan tentang materi teks bacaan analitikal exposisi.
- 3) Setiap kelompok di beri text bacaan analitikal exposisi.
- 4) Setiap kelompok diminta untuk berdiskusi dengan anggota kelompok dan mencocokkan clue yang terdapat pada teks bacaan analitikal exposisi yang telah ditebalkan dan dimiringkan dengan kata yang terdapat pada kotak yang tersedia.
- 5) Guru mencatat dan menganalisis jawaban setiap kelompok di papan tulis.
- 6) Guru memberikan umpan balik terhadap jawaban yang diberikan oleh setiap kelompok.
- 7) Guru meminta siswa untuk menyimpulkan atau memberikan tanggapan mereka terhadap jawaban oleh masing-masing kelompok.
- 8) Guru melakukan penilaian keaktifan setiap siswa dikelas dan keaktifan dalam bekerja kelompok.
- 9) Siswa diminta untuk menceritakan kembali apa yang mereka ketahui tentang bacaan.
- 10) Guru mengajukan beberapa pertanyaan dan siswa menjawabnya

#### Kegiatan Penutup (15 menit)

- Bertanya kepada siswa “adakah siswa yang dapat memberikan kesimpulan pada pertemuan hari ini?” (setelah mendapatkan beberapa sampel guru kemudian menambahkan tentang kesimpulan materi pada pertemuan tersebut.)
- merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik.
- Menyampaikan topik pembelajaran pada pertemuan berikutnya.
- Pertemuan berakhir.

## **H. SUMBER/MEDIA PEMBELAJARAN**

- Dictionary.

Shadily Hasan dan Echols M. Jhon. 1975. *Kamus Inggris Indonesia*.

Jakarta: Gramedia

- Whiteboard.
- Marker.
- Picture.
- Worksheet.
- **PENILAIAN**

Skor maksimal = Skor perolehan x 100

Jumlah skor keseluruhan elemen

Rubrik setiap elemen

Verb Transitive	10
Noun Countable	10
Noun Uncountable	10

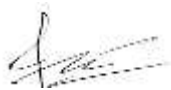
Klasifikasi skor

Very Good	100-90
Good	80-70
Avarage	70-60
Poor	60-50

**Maros, Agustus 2017**

**Mengetahui,**

**Guru Pamong**



**Suriati, S.Pd**

**Mahasiswa**

**Ade Isra Julianti**

### Answer Key Activity 1

1. Need v(T): Something that you have to have.
2. Curriculum n(C): Subjects included in a course of study that taught in a school and college.
3. Laptop n(C): A small computer that can work with battery and be easily carried.
4. Online Shop n(C): When you want to buy something you can easily to choose it and you need connection with internet to order that.
5. Development n(U): Your growth of something
6. Function n(C): Purpose of things
7. Money n(U): Coin and print papers accepted when buying and selling
8. Get v(T): Receive something
9. Catch v(T): Capture something
10. Complete v(T): Look carefully for something

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

### Answer Key Activity 2

1. Information n(U) Fact or detail about something or somebody.
2. Communicate v(I.T) make your ideas and feeling known by people.
3. Send v(T) cause something to go or be taken to a place or somebody.

4. Email n(U) Way of sending electronic message or data from one computer to another.
5. Chatting n(C) activity of talk in a friendly way.
6. Advertisement n(C) notice in a newspaper, television that telling people about product or service.
7. Commerce n(U) trade
8. Online shop n(C) When you want to buy something you can easily to choose it and you need connection with internet to order that.
9. Get v(T): Receive something
10. Order v (T)ask for service or goods to be supplied.

<b>T</b>	<b>N</b>	<b>E</b>	<b>M</b>	<b>E</b>	<b>S</b>	<b>I</b>	<b>T</b>	<b>R</b>	<b>E</b>	<b>V</b>	<b>D</b>	<b>A</b>	<b>E</b>
<b>G</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>E</b>	<b>U</b>	<b>R</b>	<b>E</b>	<b>I</b>	<b>M</b>	<b>I</b>	<b>A</b>	<b>U</b>	<b>C</b>
<b>N</b>	<b>S</b>	<b>R</b>	<b>N</b>	<b>I</b>	<b>E</b>	<b>O</b>	<b>G</b>	<b>O</b>	<b>A</b>	<b>I</b>	<b>A</b>	<b>M</b>	<b>O</b>
<b>I</b>	<b>D</b>	<b>D</b>	<b>R</b>	<b>E</b>	<b>D</b>	<b>R</b>	<b>O</b>	<b>W</b>	<b>I</b>	<b>I</b>	<b>A</b>	<b>O</b>	<b>M</b>
<b>T</b>	<b>C</b>	<b>G</b>	<b>R</b>	<b>H</b>	<b>J</b>	<b>K</b>	<b>L</b>	<b>U</b>	<b>L</b>	<b>I</b>	<b>A</b>	<b>O</b>	<b>M</b>
<b>T</b>	<b>C</b>	<b>O</b>	<b>M</b>	<b>M</b>	<b>U</b>	<b>N</b>	<b>I</b>	<b>C</b>	<b>A</b>	<b>T</b>	<b>E</b>	<b>E</b>	<b>E</b>
<b>A</b>	<b>R</b>	<b>E</b>	<b>N</b>	<b>R</b>	<b>E</b>	<b>D</b>	<b>O</b>	<b>M</b>	<b>U</b>	<b>I</b>	<b>M</b>	<b>D</b>	<b>R</b>
<b>H</b>	<b>O</b>	<b>I</b>	<b>N</b>	<b>F</b>	<b>O</b>	<b>R</b>	<b>M</b>	<b>A</b>	<b>T</b>	<b>I</b>	<b>O</b>	<b>N</b>	<b>C</b>
<b>C</b>	<b>P</b>	<b>O</b>	<b>N</b>	<b>L</b>	<b>I</b>	<b>N</b>	<b>E</b>	<b>S</b>	<b>H</b>	<b>O</b>	<b>P</b>	<b>E</b>	<b>E</b>

### Key Answer Activity 2

1. Functions n(C) purpose of thing.
2. Communicate (T) make your ideas and feeling known to other people.
3. Communication n(U) activity of expressing ideas and feelings.
4. World n(C) The earth as a place of living things.
5. Information n(U) fact or detail about something or somebody.
6. Laptop n(C): A small computer that can work with battery and carried.
7. Search v(I.T) Look carefully for information.
8. Need v(T): Something that you have to have.
9. Complete v(T): Look carefully for something

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

#### Key Answer Activity 4

1. World n(C) The earth as a place of living things.
2. Information n(U) Fact or detail about something or somebody.
3. Online shop n(C) When you want to buy something you can easily to choose it and you need connection with internet to order that.
4. Business n(C) Activity of buying and selling. He wants to trade it.
5. Access n(U) Open a computer file in order to get or add information.
6. Understanding n(C): A knowledge that you understand.
7. Group n(C) more than one person together such as in business.
8. User n(C) As a people that use something
9. Give v(T): Transfer something to somebody
10. Want v(T): Your are desire of something
11. Search v(T): Look carefully for something

<b>E</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>P</b>	<b>U</b>	<b>O</b>	<b>R</b>	<b>G</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>B</b>
<b>D</b>	<b>S</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>O</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>U</b>	<b>A</b>
<b>U</b>	<b>I</b>	<b>T</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>E</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>S</b>	<b>V</b>	<b>A</b>
<b>C</b>	<b>R</b>	<b>E</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>R</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>I</b>	<b>A</b>	<b>S</b>	<b>S</b>
<b>A</b>	<b>G</b>	<b>P</b>	<b>A</b>	<b>B</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>E</b>	<b>O</b>	<b>O</b>	<b>A</b>	<b>E</b>
<b>T</b>	<b>I</b>	<b>O</b>	<b>A</b>	<b>E</b>	<b>L</b>	<b>U</b>	<b>U</b>	<b>S</b>	<b>U</b>	<b>U</b>	<b>U</b>	<b>U</b>	<b>A</b>
<b>I</b>	<b>V</b>	<b>I</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>I</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>L</b>	<b>R</b>
<b>O</b>	<b>E</b>	<b>I</b>	<b>A</b>	<b>D</b>	<b>A</b>	<b>A</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>A</b>	<b>A</b>	<b>L</b>	<b>C</b>
<b>N</b>	<b>L</b>	<b>A</b>	<b>L</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>H</b>	<b>A</b>	<b>E</b>	<b>A</b>	<b>G</b>	<b>H</b>
<b>B</b>	<b>O</b>	<b>R</b>	<b>S</b>	<b>S</b>	<b>C</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>A</b>	<b>A</b>	<b>C</b>	<b>L</b>	<b>L</b>
<b>B</b>	<b>O</b>	<b>U</b>	<b>W</b>	<b>O</b>	<b>W</b>	<b>A</b>	<b>N</b>	<b>T</b>	<b>A</b>	<b>A</b>	<b>E</b>	<b>C</b>	<b>N</b>
<b>W</b>	<b>I</b>	<b>O</b>	<b>N</b>	<b>L</b>	<b>I</b>	<b>N</b>	<b>E</b>	<b>S</b>	<b>H</b>	<b>O</b>	<b>P</b>	<b>O</b>	<b>A</b>



## APPENDIX B

### Pre-Test

**Match each word in the left column to its correct definition in the right column.**

- |                            |                                                        |
|----------------------------|--------------------------------------------------------|
| 1. Information             | a. Transfer something to somebody                      |
| 2. Communication           | b. Purpose of thing                                    |
| 3. Commerce                | c. Somebody that teaches in a school                   |
| 4. Explanation             | d. Capture something                                   |
| 5. Knowledge<br>purposes   | e. More than one person together that has same         |
| 6. Access                  | f. Open a link file in order to get or add information |
| 7. Chatting                | g. Trade                                               |
| 8. Function                | h. Activity of expressing ideas and feelings           |
| 9. Group<br>learning       | i. Understanding that gained through experience or     |
| 10. Impact                 | j. Look carefully for something                        |
| 11. Teacher                | k. Activity of talk in a friendly way                  |
| 12. World                  | l. Your are desire of something                        |
| 13. Curriculum<br>a school | m. Subject include in a lesson of study that taught in |
| 14. Establish              | n. Make it available for them to used                  |
| 15. Catch                  | o. Statement that explains something                   |
| 16. Give                   | p. Fact or detail about something or somebody          |
| 17. Want                   | q. The earth as place of things                        |
| 18. Search                 | r. Effect of Something                                 |
| 19. Need                   | s. Something that you have to have                     |
| 20. Provide                | t. Make a relationship for each purpose                |

**Identify the Words above with the Appropriate Part of Speech. There are Verb (transitive) and Noun (Countable and Uncountable)**

Verbs	Nouns	
Transitive	Countable	Uncountable

### Key Answer

Match each word in the left column to its correct definition in the right column.

- |                  |                                                                 |
|------------------|-----------------------------------------------------------------|
| 1. Information   | a. Fact or detail about something or somebody                   |
| 2. Communication | b. Activity of expressing ideas and feelings                    |
| 3. Commerce      | c. Trade                                                        |
| 4. Explanation   | d. Statement that explains something                            |
| 5. Knowledge     | e. Understanding that gained through experience or learning     |
| 6. Access        | f. Open a link file in order to get or add information          |
| 7. Chatting      | g. Activity of talk in a friendly way                           |
| 8. Function      | h. Purpose of thing                                             |
| 9. Group         | i. More than one person together that has same purposes         |
| 10. Impact       | j. Effect of something                                          |
| 11. Teacher      | k. Somebody                                                     |
| 12. World        | l. The earth as place of things                                 |
| 13. Curriculum   | m. Subject include in a lesson of study that taught in a school |
| 14. Establish    | n. Make a relationship                                          |
| 15. Catch        | o. Capture something                                            |
| 16. Give         | p. Transfer something to somebody                               |
| 17. Want         | q. Your are desire of something                                 |
| 18. Search       | r. Look carefully for something                                 |
| 19. Need         | s. Something that you have to have                              |
| 20. Provide      | t. Make it available for them to used                           |

**Identify the Words below with the Appropriate Part of Speech. There are Verb (transitive) and Noun (Countable and Uncountable)**

Verbs	Nouns	
Transitive	Countable	Uncountable
Establish	Chatting	Access
Catch	Function	Knowledge
Give	Group	Explanation
Take	Impact	Commerce
Play	Teacher	Communication
Need	World	Information
Provide	User	

## Post Test

Match each word in the left column to its correct definition in the right column.

1. Communicate a. Receive something
2. Search b. Finish something
3. Send c. As a people that use something
4. Need d. Something that you have to have
5. Order e. Ask for goods or services to be supplied it
6. Complete f. Look carefully for something
7. Get g. Make your ideas and feeling known by people
8. Online Shop h. Coin and print papers accepted when buying and selling
9. World i. Open a link file in order to get or add information
10. Laptop j. As an institution there are process of teaching, training, and learning
11. User k. Can cause something to go or be accepted to a place or somebody
12. Advertisement l. A notice in a newspaper, television, and online media
13. Function m. Way of sending electronic message/data from one computer to other
14. Information n. Fact or detail about something or somebody
15. Communication o. Activity of expressing ideas and feelings
16. Development p. Your growth of something
17. Access q. The earth as a place of things
18. Email r. Purpose of things
19. Education s. A small computer that can work with battery and be easily carried
20. Money t. When you want to buy something you can easily to choose it and you need connection with internet to order that

**Identify the Words below with the Appropriate Part of Speech. There are Verb (transitive) and Noun (Countable and Uncountable)**

Verbs	Nouns	
Transitive	Countable	Uncountable

## Key Answer

**Match each word in the left column to its correct definition in the right column.**

1. Communicate a. Make your ideas and feeling known by people
2. Search b. Look carefully for something
3. Send c. Can cause something to go or be accepted to a place or somebody
4. Need d. Something that you have to have
5. Order e. Ask for goods or services to be supplied it
6. Complete f. Finish something
7. Get g. Receive something
8. Online Shop h. When you want to buy something you can easily to choose it and you need connection with internet to order that
9. World i. The earth as a place of living things
10. Laptop j. A small computer that can work with battery and be easily carried
11. User k. As a people that use something
12. Advertisement l. A notice in a newspaper, television, and online media
13. Function m. Purpose of things
14. Information n. Fact or detail about something or somebody
15. Communication o. Activity of expressing ideas and feelings
16. Development p. Your growth of something
17. Access q. Open a link file in order to get or add information
18. Email r. Way of sending electronic message/data from one computer to other
19. Education s. As an institution there are process of teaching, training, and learning
20. Money t. Coin and print papers accepted when buying and selling

**Identify the Words below with the Appropriate Part of Speech. There are Verb (transitive) and Noun (Countable and Uncountable)**

Verbs	Nouns	
Transitive	Countable	Uncountable
Communicate	Online shop	Information
Search	World	Communication
Send	Laptop	Developement
Need	User	Access
Order	Advertisement	Email
Complete	Function	Education
Get		Money



## APPENDIX C

### Classifying the score of Transitive Verb, Countable Noun, and Uncountable Noun

Table 1 Pre Test

Number of Students	Verb Transitive	Finding Score	Noun Countable	Finding Score	Noun Uncountable	Finding Score
S01	12	85.71	9	64.28	9	75
S02	12	85.71	9	64.28	9	75
S03	11	78.57	10	71.42	7	58.33
S04	10	71.42	12	85.71	8	66.66
S05	12	85.71	12	85.71	8	66.66
S06	13	92.85	10	71.42	8	66.66
S07	13	92.85	10	71.42	9	75
S08	11	78.57	12	85.71	7	58.33
S09	10	71.42	11	78.57	6	50
S10	11	78.57	11	78.57	7	58.33
S11	9	64.28	10	71.42	6	50
S12	11	78.57	12	85.71	8	66.66
S13	10	71.42	12	85.71	6	50
S14	10	71.42	9	64.28	5	41.66
S15	12	85.71	10	71.42	8	66.66
S16	12	85.71	10	71.42	8	66.66
Total	179	1278.49	169	1207.05	119	991.61
Mean	11.18	79.90	10.56	75.44	7.43	61.97

**Table 2 Post Test**

<b>Number of Students</b>	<b>Verb Transitive</b>	<b>Finding Score</b>	<b>Noun Countable</b>	<b>Finding Score</b>	<b>Noun Uncountable</b>	<b>Finding Score</b>
S01	14	100	11	91.66	12	85.71
S02	14	100	11	91.66	12	85.71
S03	14	100	11	91.66	13	92.85
S04	14	100	10	83.33	13	92.85
S05	14	100	10	83.33	12	85.71
S06	14	100	10	83.33	12	85.71
S07	14	100	10	83.33	13	92.85
S08	14	100	11	91.66	12	85.71
S09	14	100	11	91.66	13	92.85
S10	13	92.85	12	100	13	92.85
S11	14	100	11	91.66	9	64.28
S12	14	100	11	91.66	11	78.57
S13	14	100	10	83.33	13	92.85
S14	14	100	9	75	12	85.71
S15	14	100	12	100	13	92.85
S16	14	100	11	91.66	13	92.85
Total	223	1592.85	171	1249.94	196	1392.77
Mean	13.93	99.55	10.68	78.12	12.25	87.04

## APPENDIX D

### The Result of the Students' Vocabulary in Pre Test and Post Test

Number of Students	Score of Pre Test	Score of Post Test	Gain (X <sub>2</sub> -X <sub>1</sub> )	X <sub>1</sub> <sup>2</sup>	X <sub>2</sub> <sup>2</sup>	D <sup>2</sup>
S01	72.5	87.5	15	5256.25	7656.25	225
S02	72.5	92.5	20	5256.25	8556.25	400
S03	67.5	95	27.5	4556.25	9025	756.25
S04	75	92.5	17.5	5625	8556.25	306.25
S05	80	90	10	6400	8100	100
S06	80	92.5	12.5	6400	8556.25	156.25
S07	80	95	5	6400	9025	25
S08	75	90	15	5625	8100	225
S09	67.5	95	27.5	4556.25	9025	756.25
S10	70	95	25	4900	9025	625
S11	62.5	85	22.5	3906.25	6400	506.25
S12	77.5	90	12.5	6006.25	7225	156.25
S13	70	92.5	22.5	4900	8556.25	506.25
S14	60	87.5	27.5	3600	7140.2	756.25
S15	75	95	20	5625	9025	400
S16	75	92.5	12.5	5625	8556.25	156.25
<b>Σ</b>	<b>1160</b>	<b>1467.5</b>	<b>275</b>	<b>80081,25</b>	<b>116831.3</b>	<b>6056.25</b>
<b>X</b>	72.5	91.71	17.18	5005.07	7301.95	378.51

## APPENDIX E

### The Students' Classification Score in Pre Test and Post Test

Table 3 Pre Test

Number of Students	Score of Pre Test	Classification
S01	72.5	Fairly Good
S02	72.5	Fairly Good
S03	67.5	Fairly Good
S04	75	Fairly Good
S05	80	Good
S06	80	Good
S07	80	Good
S08	75	Fairly Good
S09	67.5	Fairly Good
S10	70	Fairly Good
S11	62.5	Fair
S12	77.5	Good
S13	70	Fairly Good
S14	60	Fair
S15	75	Fairly Good
S16	75	Fairly Good

**Table 4 Post Test**

<b>Number of Students</b>	<b>Score of Post Test</b>	<b>Classification</b>
S01	87.5	Very Good
S02	92.5	Very Good
S03	95	Very Good
S04	92.5	Very Good
S05	90	Very Good
S06	92.5	Very Good
S07	95	Very Good
S08	90	Very Good
S09	95	Very Good
S10	95	Very Good
S11	85	Good
S12	90	Good
S13	92.5	Very Good
S14	87.5	Very Good
S15	95	Very Good
S16	92.5	Very Good

## APPENDIX F

### Total Scoring

1. Calculating the Mean Score of the Students in Pre Test and Post Test

- a. Mean score of pre-test

$$\bar{X} = \frac{\sum X_1}{N}$$

$$\bar{X} = \frac{1160}{16}$$

$$= 72.5$$

- b. Mean score of post-test

$$\bar{X} = \frac{\sum X_2}{N}$$

$$\bar{X} = \frac{1467.5}{16}$$

$$= 91.71$$

2. Percentage of the Students Improvement in Vocabulary

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

$$= \frac{91.71 - 72.5}{72.5} \times 100$$

$$= \frac{19.21}{72.5} \times 100$$

$$= \frac{1921}{72.5}$$

$$= 26.49 \%$$

3. Finding out the significant difference between the pre-test and post-test by

calculating the value of the test by using the formula:

$$\bar{D} = \frac{\sum D}{N}$$

$$= \frac{275}{16}$$

$$= 17.18$$

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{17.18}{\sqrt{\frac{6056.25 - \frac{(275)^2}{16}}{16(16-1)}}$$

$$t = \frac{17.18}{\sqrt{\frac{6056.25 - \frac{75625}{16}}{16(16-1)}}$$

$$t = \frac{17.18}{\sqrt{\frac{6056.25 - 4726.56}{16(16-1)}}$$

$$t = \frac{17.18}{\sqrt{\frac{1329.69}{16(16-1)}}$$

$$t = \frac{17.18}{\sqrt{\frac{1329.69}{16(15)}}$$

$$t = \frac{17.18}{\sqrt{\frac{1329.69}{240}}}$$

$$t = \frac{17.18}{\sqrt{5.54}}$$

$$t = \frac{17.18}{5.54}$$

$$t = 3.10$$

**APPENDIX G**  
**Distribution Critical value of T-Table**

Df	Level of Significance for one-tailed test					
	0,25	0,10	0,5	0,025	0,01	0,005
	Level of Significance for two-tailed test					
	0,5	0,2	0,1	0,05	0,02	0,01
1	1.000	3.078	6.314	12.706	31,821	63.657
2	0.816	1.886	2.920	4.303	6.965	9.926
3	0.765	1.638	2.353	3.183	4.541	5.841
4	0.741	1.533	2.132	2.776	3.747	4.604
5	0.727	1.476	2.015	2.571	3.365	4.032
6	0.718	1.440	1.943	2.447	2.143	3.707
7	0.711	1.451	1.895	2.365	2.998	3.499
8	0.706	1.397	1.860	2.306	2.896	3.355
9	0.703	1.383	1.833	2.262	2.821	3.250
10	0.700	1.372	1.812	2.226	2.764	3.169
11	0.697	1.363	1.769	2.201	2.718	3.106
12	0.695	1.356	1.782	2.179	2.681	3.055
13	0.694	1.350	1.771	2.160	2.650	3.120
14	0.692	1.345	1.761	2.143	2.624	2.977
<b>15</b>	0.691	1.341	1.753	<b>2.331</b>	2.604	2.947
16	0.690	1.337	1.746	2.120	2.583	2.921
17	0.689	1.333	1.740	2.110	2.567	2.898
18	0.688	1.330	1.734	2.101	2.552	2.878
19	0.688	1.328	1.729	2.093	2.539	2.861
20	0.687	1.325	1.725	2.086	2.528	2.845
21	0.686	1.323	1.721	2.080	2.518	2.831
22	0.686	1.321	1.717	2.074	2.505	2.819
23	0.685	1.319	1.714	2.690	2.500	2.807
24	0.685	1.318	1.711	2.640	2.492	2.797
25	0.684	1.316	1.708	2.060	2.485	2.787
26	0.684	1.315	1.706	2.056	2.479	2.779
27	0.684	1.314	1.703	2.052	2.473	2.771
28	0.683	1.313	1.701	2.048	2.467	2.763
29	0.683	1.311	1.699	2.045	2.462	2.756
30	0.683	1.310	1.697	2.042	2.457	2.750
40	0.681	1.303	1.684	2.021	2.423	2.704
60	0.679	1.296	1.671	2.000	2.390	2.660
120	0.677	1.289	1.658	2.890	2.358	2.617
	0.674	1.282	1.645	1.960	2.326	2.576



## DOCUMENTATION

Pre Test



Post Test



Treatment





بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Nama Mahasiswa: Ade Isra Juhanii  
 NIM: 10515-563013  
 Judul Penelitian: "The Effectiveness of 'Word Square Strategy to Improve Students' Vocabulary in Comprehending Expository Text at the Eleventh Grade of MA DDI Cambalagi"  
 Tanggal Ujian Proposal: 26 Juli 2017  
 Pelaksanaan Kegiatan Penelitian: MA DDI Cambalagi

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru	Paraf Guru Kelas
1	Kabu/05/08/2017	Pre test	Suriati, S.Pd	[Signature]
2	Kabu/14/08/2017	Treatment	Suriati, S.Pd	[Signature]
3	Kabu/23/08/2017	Treatment	Suriati, S.Pd	[Signature]
4	Kabu/30/08/2017	Treatment	Suriati, S.Pd	[Signature]
5	Kabu/06/09/2017	Treatment	Suriati, S.Pd	[Signature]
6	Kabu/13/09/2017	Post test	Suriati, S.Pd	[Signature]
7				
8				
9				
10				

Makassar, \_\_\_\_\_ 2017

Mengetahui,

Ketua Prodi

Kepala sekolah

[Signature of Ummi Kharati Syam]

[Signature of Muhi Jamil]

Ummi Kharati Syam, S.Pd., M.Pd.  
 NIM: 977.807

Muhi Jamil, S.Ag., M.Pd.I  
 NIP. 19701231 2009011 051



YAYASAN AL-IRSYAD  
PONDOK PESANTREN RAUDHATURRASYIDIN  
MADRASAH ALIYAH DDI CAMBALAGI

Alamat: Cambalagi Desa Tupuhiring Kec. Bonora Kab. Maros Telp. 0411) 3883478

**SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN**  
Nomor: 422/MA/DDI-C/W/IX/2017

Yang bertanda tangan di bawah ini Kepala Madrasah Aliyah DDI Cambalagi menerangkan dengan sesungguhnya bahwa:

Nama : ADE ISRA JULIANI  
Tempat tanggal lahir : Palangga, 09 Juli 1995  
Pekerjaan : Mahasiswa  
NIM : 105 355 630 13

Adalah benar yang bersangkutan telah melakukan penelitian dalam rangka penyelesaian Skripsi dengan judul *The Effectiveness of Word Square to Improve Students' Vocabulary in Comprehending Expository Text at the Eleventh Grade of MA DDI Cambalagi (Pre Experimental)* di MA DDI Cambalagi

Demikian surat keterangan ini kami berikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

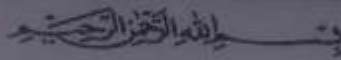
Maros, 08 September 2017  
Kepala Madrasah



Muh. Jamil S. Ag., M.Pd.I  
NIP. 19701231 200901 1 051



UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN



Nomor : 1168/FKIP/A.1-IL/VIII/1438/2017  
Lampiran : 1 (Satu) Rangkap Proposal  
Hal : Pengantar LP3M

Kepada Yang Terhormat  
LP3M Unismuh Makassar  
Di-  
Makassar

*Assalamu Alaikum Wr. Wb*

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa Mahasiswa tersebut yang namanya di bawah ini :

Nama : ADE ISRA JULIANTI  
NIM : 10535 5630 13  
Jurusan : Pendidikan Bahasa Inggris  
Alamat : BTN Minus Upa Blok L

Adalah yang bersangkutan akan mengadakan penelitian dan penyelesaian skripsi.


Dengan judul : **The Effectiveness of Word Square Strategy to Improve Students' Vocabulary in Comprehending Expository Text at the Eleventh Grade of MA DDI Cambalagi (Pre Experimental Research)**

Demikian disampaikan atas kerja sama yang baik kami ucapkan terima kasih.

*Wassalamu Alaikum Wr. Wb*

Makassar, Agustus 2017



Dekan,  
  
Erwin Akib, M.Pd., Ph.D.  
NBM. 860 934



Nomor : 1811/len-5/C.4-VIII/VIII/37/2017  
Lamp : 1 (satu) Rangkap Proposal  
Hal : Permohonan Izin Penelitian  
Kepada Yth,  
Bapak Gubernur Prov. Sul-Sel  
Cq. Kepala UPT P2T BKPM Prov. Sul-Sel  
di -  
Makassar

11 Desember 1438 H  
03 August 2017 M

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 1168/FKIP/A-1-II/VIII/1438/2017 tanggal 3 Agustus 2017, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : ADE ISRA JULIANTI  
No. Stambuk : 10535 5630 13  
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan  
Jurusan : Pendidikan Bahasa Inggris  
Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

**"The Effectiveness of Word Square to Improve Students' Vocabulary in Comprehending Expository Text at the Eleventh Grade of MA DDI Cambalagi (Pre-Experimental Research)"**

Yang akan dilaksanakan dari tanggal 5 Agustus 2017 s/d 5 Oktober 2017.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.  
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katsiraa.

الله أكبر

Ketua LP3M,

**Dr. Ir. Abubakar Idhan, MP.**  
NBM 101 7716





1 2 3 4 5 6 7 8 9 1 0 1 1 1 2 1 3 1 4 1 5 1 6 1 7 1 8 1 9 2 0 2 1 2 2 2 3 2 4 2 5 2 6 2 7 2 8 2 9 3 0 3 1 3 2 3 3 3 4 3 5 3 6 3 7 3 8 3 9 4 0 4 1 4 2 4 3 4 4 4 5 4 6 4 7 4 8 4 9 5 0 5 1 5 2 5 3 5 4 5 5 5 6 5 7 5 8 5 9 6 0 6 1 6 2 6 3 6 4 6 5 6 6 6 7 6 8 6 9 7 0 7 1 7 2 7 3 7 4 7 5 7 6 7 7 7 8 7 9 8 0 8 1 8 2 8 3 8 4 8 5 8 6 8 7 8 8 8 9 9 0 9 1 9 2 9 3 9 4 9 5 9 6 9 7 9 8 9 9

PEMERINTAH PROVINSI SULAWESI SELATAN  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
BIDANG PENYELENGGARAAN PELAYANAN PERIZINAN

Nomor : 11945/S.01P/P2T/08/2017  
Lampiran :  
Perihal : Izin Penelitian

Kepada Yth.  
Bupati Maros

di  
Tempat

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 1811/Izn-05/C.4-VIII/VIII/07/2017 tanggal 03 Agustus 2017 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

Nama : ADE ISRA JULIANTI  
Nomor Pokok : 10535 5630 13  
Program Studi : Pend. Bahasa Inggris  
Pekerjaan/Lembaga : Mahasiswa(S1)  
Alamat : Jl. Sultan Alauddin No. 259, Makassar

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi, dengan judul :

**" THE EFFECTIVENESS OF WORD SQUARE TO IMPROVE STUDENTS VOCABULARY IN COMPREHENDING EXPOSITORY TEXT AT THE ELEVENTH GRADE OF MA DDI CAMBALAGI (PRE-EXPERIMENTAL RESEARCH) "**

Yang akan dilaksanakan dari : Tgl. 07 Agustus s/d 05 Oktober 2017

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami menyetujui kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diberikan di Makassar  
Pada tanggal : 07 Agustus 2017

A.n. GUBERNUR SULAWESI SELATAN  
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU  
PINTU PROVINSI SULAWESI SELATAN  
Selaku Administrator Pelayanan Perizinan Terpadu

**A. M. YAMIN, SE., MS.**  
Pangkat : Pembina Utama Madya  
Nip : 19610513 199002 1 002

Tembusan Yth  
1. Ketua LP3M UNISMUH Makassar di Makassar,  
2. Paringgal

ESMAP/PTSP 07-08-2017



Jl. Bougainville No.5 Telp. (0411) 441077 Fax. (0411) 448936  
Website : <http://p2tkepmd.sulselprov.go.id> Email : [p2t\\_prov.sulsel@yahoo.com](mailto:p2t_prov.sulsel@yahoo.com)  
Makassar 90222





**PEMERINTAH KABUPATEN MAROS**  
**BADAN KESATUAN BANGSA DAN POLITIK**

*Jln. Jenderal Sudirman Komplek Kantor Bupati Kab. Maros Kode Pos 90518  
 e-mail : [Maros@kabupat-maros.go.id](mailto:Maros@kabupat-maros.go.id) Web : [kabupat-maros.go.id](http://kabupat-maros.go.id)*

Maros, 07 Agustus 2017

Nomor : 070/633/KesbangPol  
 Lampiran : -  
 Perihal : **Rekomendasi Penelitian**

Kepada :  
 Yth: Puncung MA DDI Cambalagi  
 Kab. Maros  
 Di-  
 Mata:

Berdasarkan Surat dan Datas Penemuan Model dan Pelayanan Terhadap Satu Pinta (GPMPTSP), Nomor 11941/S-DI/PPT/08/2017 tanggal 07 Agustus 2017 perihal surat dan Datas, Mahasiswa/pemula di bawah ini:

Nama	ADE ISRA JULIANTI
Tempat, tanggal lahir	Palangra, 09 Juli 1995
Alamat / Hp	RTN Minasa Upa Blok 1.17 No 7
Jenis Kelamin	Perempuan
No KTP / NIM	7371134307930801
Pekerjaan	Mahasiswa (SI)
Program Studi	Pendidikan Bahasa Inggris
No Ponsel	10533563013

Bermaksud melakukan *izin* penelitian /Pengambilan Data di daerah /kantor Saudara dalam rangka Penyusunan *Akripsi* dengan judul:

**"THE EFFECTIVENESS OF WORD SQUARE TO IMPROVE STUDENTS VOCABULARY IN COMPREHENDING EXPOSITORY TEXT AT THE ELEVENTH GRADE OF MA DDI CAMBALAGI (PRE-EXPERIMENTAL RESEARCH)"**

Yang di Laksanakan : Tgl 07 Agustus sd 05 Oktober 2017  
 Pengikut : -

Pada prinsipnya kami dapat menyetujui kegiatan tersebut di atas dengan ketentuan sebagai berikut:

1. Sebelum melaksanakan kegiatan tersebut melaporkan diri kepada Bupati Maros Cq Kepala Badan Kesbangpol Kab. Maros;
2. Penelitian /Pengambilan Data dimaksud tidak menyimpang dari ketentuan yang berlaku dan semata-mata untuk kepentingan ilmiah;
3. Memenuhi semua ketentuan yang berlaku dan mengindahkan Adat Istiadat setempat;
4. Menyerahkan 1 (satu) rangkap Draft Proposal Penelitian /Pengambilan Data di maksud kepada Bupati Maros Cq Kepala Badan Kesbangpol Kab. Maros;
5. Segala biaya yang berhubungan dengan kegiatan tersebut ditanggung oleh bersangkutan;
6. Peneliti wajib memberikan laporan hasil penelitian kepada Badan Kesbangpol selambatnya 6 (enam) bulan setelah penelitian dilaksanakan.

Demikian Rekomendasi Penelitian/Pengambilan Data ini untuk dipergunakan sebagaimana mestinya

a.n. KEPALA  
 Sekretaris  
  
 M. H. S. S. E.  
 Pangkat : Pembina Tk 1  
 Nip. : 19501231 199403 1 079

**Tembusan Kepada Yth**

1. Bupati Maros (sebagai laporan);
2. Kepala Inspektorat Kab. Maros di Maros;
3. Kepala Badan Penelitian Dan Pengembangan Daerah Kab. Maros di Maros;
4. Ka. Kementerian Agama Kab. Maros di Maros;
5. Ketua LPJM UNISMUH Makassar di Makassar;
6. Arsip

## **CURRICULUM VITAE**



The researcher, Ade Isra Julianti, was born on Juli, 9<sup>th</sup>, 1995 in Pallangga, Southeast Sulawesi. She is the first child of Muh. Ishak (alm) and Samriani. She has a sister Iin Apriani (alm).

In 2000, she began her education in TK Khadijah Makassar than she started study in Elementary school namely SDN. Komp. Sambung Jawa Makassar in 2001. She continued her study in SMP Khadijah Makassar. She registered her school Senior High School in 2010 and graduated in 2013. And then In 2013, she entered to Makassar Muhammadiyah University until now. Up to the writing of this thesis, the researcher is still enrolled as a student of English Department in Makassar Muhammadiyah University.