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Improving English Vocabulary Mastery using Word Square Method

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Abstrak

Siswa yang mempelajari bahasa asing memiliki kelemahan dalam kosakata yang mereka pelajari. Tujuan dari penelitian ini adalah untuk mengetahui proses peningkatan penguasaan kosakata siswa melalui permainan word square pada siswa kelas II SD di kota Tangerang tahun pelajaran 2023/2024. Subjek penelitian ini adalah siswa kelas II SD tahun ajaran 2023/2024. Kelas ini terdiri dari 11 siswa. Penelitian ini menggunakan metode quantitative. Hasil analisis dalam pengumpulan sebuah data, peneliti menggunakan tes. Tes diberikan dalam bentuk pre-test, post-test 1 dan post-test 2. Peneliti menganalisis skor rata-rata setiap tes untuk mengetahui peningkatan penguasaan kosakata siswa setelah melakukan tindakan tersebut. penguasaan keterampilan siswa meningkat secara optimal. Hal ini terlihat dari nilai pre-test 80, post-test 1 90, dan post-test 2 92,27. Setelah menerapkan tindakan peneliti mampu memecahkan masalah dalam meningkatkan penguasaan pemahaman. Siswa mampu memahami makna kata berdasarkan konteksnya. Dengan adanya penggunaan permainan word square dalam pembelajaran kosakata ini, siswa dapat dengan mudah memahami dan menghafal kosakata baru. Di dalam proses pembelajaran kosakata, saat guru menggunakan permainan word square, siswa terlihat sangat antusias dan menikmati dalam proses pembelajaran berlangsung.

Kata kunci: Penguasaan, Pembelajaran, Kosakata, Permainan Word Square

Abstract

Students who study foreign languages have weaknesses in the vocabulary they learn. The aim of this research is to determine the process of increasing students' vocabulary mastery through the word square game in class II elementary school students in the city of Tangerang for the 2023/2024 school year. The subjects of this research were second grade elementary school students for the 2023/2024 academic year. This class consists of 11 students. This research uses quantitative methods. The results of the analysis in collecting data, researchers use tests. The tests were given in the form of pre-test, post-test 1 and post-test 2. Researchers analyzed the average score of each test to determine the increase in students' vocabulary mastery after carrying out these actions. students' mastery of skills increases optimally. This can be seen from the pre-test score of 80, post-test 1 90, and post-test 2 92.27. After implementing the actions, researchers were able to solve problems in increasing mastery of understanding. Students are able to understand the meaning of words based on the context. By using the word square game in vocabulary learning, students can easily understand and memorize new vocabulary. In the vocabulary learning process, when the teacher uses the word square game, students look very enthusiastic and enjoy the learning process.

Keywords: Mastery, Learning, Vocabulary, Word Square Games

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INTRODUCTION

Education is a very thing important (Nugraheni & Kristian, 2019). Education is one of the rights Basic citizenship as listed in the Constitution 1945 Article 31 paragraph 1 to be able to raised the dignity of his life (Pratiwi et al., 2018). As an international language, English is needed to communicate globally. In the era of industrial revolution 4.0 and society 5.0, English has become the most common and most important communication language. Therefore, English is studied by all groups in Indonesia (Amelia, 2021).

Language is a regular series of sounds used to express one's thoughts and feelings towards others (W. Astuti & Habibah, 2015). By mastering English, it will be easier for people to enter and be able to access the world of information and technology (Yunita Lestari, 2012). English is a language which is very rich in treasury said, which is estimated to be almost reached two million words (N. T. Astuti, 2017)

English is a very important language to master (Famela et al., 2016). English is the language of instruction between countries the most commonly used (Rikmasari & Budianti, 2019). English is one of the important school subjects for students to learn. Currently, teaching and learning English is a characteristic of each school. Every student in school must learn English; Students are expected to have the ability to listen, speak, read and write. In this case, in learning English it is necessary to fulfill all the components in it. One of the components is vocabulary. Vocabulary is general words that are known and used by someone in language or in communication. Vocabulary is the most important and important thing that must be understood when learning languages (Julaiha Juli, Nurul Farhaini, Rollin fadilah Hasibuan, 2022), Without vocabulary, we would not be able to communicate easily without knowing the words we want to use. So vocabulary can develop four skills in English, namely listening, reading, writing and speaking (Prasasti et al., 2023). The ability to read, listen, speak and write is a powerful tool in support of thinking and learning skills (Kuncoro, 2017). Vocabulary is also taught to support language skills (Wilson & Sutrisno, 2022).

Vocabulary is the total number of words in a language. It is also a collection of words a person knows and uses in speaking and writing. Vocabulary or vocabulary is the total number of words in a language; also the ability of words that a person knows and uses in speaking and writing. (Ratna Susanti, 2019) According to Thornbury (2002:13) without grammar very little can be conveyed, without vocabulary nothing can be conveyed. This means that in language learning, grammar alone is not enough and more emphasis must be placed on vocabulary. Vocabulary is a collection of words that form a language and vocabulary is an important factor in the language teaching and learning process, especially in English. Moreover, without vocabulary and its meaning, written and spoken communication will not be understood properly.

Vocabulary mastery is One of the main conditions that determine the success of a skilled person In language, the richer one's vocabulary the more likely one is to be skilled in language and the easier it is for him to convey and receive information both orally, in writing, and using signs and gestures (Ramdhan, 2017)

Elementary school English instruction is still done in a traditional manner. Teachers only use the traditional lecture style of instruction. Other than books, teachers don't use any supporting material. This type of instruction fails to realize the potential of students and does not adhere to the rules of successful learning. The purpose of teaching English in elementary schools is to help children become more proficient communicators and to make them aware of the value of English in raising the competitiveness of their country in the international community. Students must grasp vocabulary as a fundamental ability in order to accomplish this aim. An individual's language proficiency increases with their vocabulary. Given the significance of vocabulary in language, mastering it is a top priority when learning English. Learning English vocabulary is not an easy thing because students often experience difficulty in acquiring new vocabulary. Therefore, the author is interested in conducting research by trying to use Word Square media in learning English vocabulary with the hope of increasing students' vocabulary skills (Febriyanto & Yanto, 2019). Difficulty which is often found in the process of learning English in elementary schools, namely: vocabulary mastery (Rachmah, 2023).

Introducing or teaching English vocabulary to children can be carried out with various learning methods and media (Firdaus & Muryanti, 2020). So that children can master vocabulary easily, fun learning is needed so that children are interested in memorizing English vocabulary (Fitria, 2022).

As part of a cooperative learning strategy, the Word Square technique combines the ability to match responses carefully in the box to answer questions. In the word game Word Square, words or letters are typically arranged in squares, rectangles, or other shapes. The goal of the game is to find and mark all the hidden words on the grid. Words can be placed horizontally, vertically, diagonally, right to left or bottom to top too (Manurung et al., 2021). In this square word model, many letters will be provided as distractions so that it will make students more challenged (Defi et al., 2022).

METHOD

There are several techniques used to collect data, namely: testing, observation sheets and interviews. The following is an explanation of each tool:

Observation sheet

Observation sheets are a technique for collecting research data and student activities. Research activities and student teaching processes. The observation table is provided based on the reality in the classroom. The type of observation used in this research is direct observation. The observation guide contains a list of student activities observed during the learning process. This guide is used to find out whether using the Word Square game can solve student problems and increase student vocabulary.

Interview Guide

An interview guide was used to obtain data on the implementation of classroom action research (PTK)

Test

Data testing is used to obtain research results and student activities study. This research uses two tests, as follows:

First The initial test (pre-test) is a test given to students beforehand process and objectives for finding out basic data on students' vocabulary mastery. The pre-test is carried out by giving students a list of questions in the form word square sheets that must be answered before the course begins. Second Post-test is used to measure students' vocabulary mastery. and distributed to students after completion of treatment. This test was carried out in post-test 1 cycle I and post-test 2 cycle II. The first and second quarters are the same. Researchers distributed worksheets in the form of boxes containing disguised answers followed by questions, then asked students to answer the questions by connecting the letters in the box according to the answers by shading lines. There are four activities in each cycle, namely: planning, implementing actions, observing and reflecting.

Action research cycle:

First is Planning. At the planning stage, researchers carry out several activities such as: compiling a syllabus, compiling lesson plans, creating word games, creating learning media if necessary, designing field notes, designing vocabulary tests and assignments. Second is Action In this phase, the activities carried out by researchers and teachers work together, taking action, playing word games with students, taking notes during the teaching process, and carrying out several tests to obtain scores. Third is Observation. Observation at this stage is used to collect research data. This phase occurs simultaneously with the action phase. The teaching process is observed through a vocabulary test at the end of the cycle. The results were analyzed to obtain information about students' vocabulary after using the Square Words game. Fourth Reflection. At this stage the researcher collects the results of student activities during the teaching process, such as student test results and field notes. Therefore, from all the activities carried out the researcher found the students' weak points in

class activities, then the researcher and teacher together modified them to get a better process at the next meeting.

RESULTS AND DISCUSSION

Word square method is a development of the lecture learning model (Rinjani et al., 2021). Word Square Learning Model is a learning model that combines the ability to answer questions with student accuracy in matching the answers in the boxes answer. This method is very similar to completing a crossword puzzle but the difference is the answer is already there but disguised by adding additional boxes with lots of letters as distractions in the box (Noviana & Fuadi Rahman, 2013). The learning method using Word Square can be used in all subjects and for all age levels (Marta, 2017). Especially in English language learning.

The advantages of the Word Square Method

Firstly, to help and facilitate students' understanding of the subject matter, secondly, to train students' discipline, thirdly to train accuracy and critical thinking, and fourthly to stimulate students think effectively (Lestari, 2019).

Meanwhile, the disadvantage of the Word Square Method

firstly students' creativity, secondly, students only receive raw materials and thirdly is students do not can develop existing material according to their abilities (Lestari, 2019).

Pre-test results

Based on the pre-test results, the data shows that the average pre-test score is 880. Students who got a score above the Minimum Completeness Criteria (KKM) were 7 students who got the very good category, 1 student who got the good category, and student who got the got less good grades, namely 3 students. After analyzing the learning results, it can be concluded that most students have a small vocabulary and low understanding.

Cycle I Findings

Based on the results of posttest 1, the data shows that the average pretest score is 990. There are no middle or poor students. 9 students got the very good category, 1 student got the good category, and 1 student got the poor category. The results of the average student score from increasing student vocabulary in cycle 1, there was an increase in the average student score from increasing student vocabulary in preliminary learning to become students, increasing vocabulary in cycle I. from preliminary learning the average value of the class average was 880 increased to 990 or in the pre-test there were no students who reached the Minimum Completeness Criteria (KKM), but in cycle 1 there were 9 students who scored above the KKM (KKM). This means that there is an increase in the average score of 110.

Cycle II Findings

Based on the results of post-test 2, the data shows that the average pre-test score is 90. There were no students who were average or poor. 8 students got the very good category, 3 students got the good category. Based on the results of the average student score from increasing student vocabulary in cycle 2, there was an increase in the average student score from student vocabulary in cycle 1 to increasing student vocabulary in cycle II. from cycle 1 the class average score from an average of 90 increased to 92.27 or in posttest 1 there were 9 students who reached the Minimum Completeness Criteria (KKM), but in cycle 2 there were 8

students who got scores above the KKM (KKM) . This means that there is an increase in the average student score

Research findings prove that square word games can maintain students' vocabulary. Although this can be seen from the small decline in student scores, it can be seen that the average post test score 2 has passed the minimum completeness criteria. The students' average pre-test score was 80. After applying the square word game, the average post-test 1 score in cycle 1 was 90. Then the researchers continued to cycle II with the average post-test 2 score being 92. 27 were declared to have passed. Minimum Completeness Criteria (KKM). 78 as the specified success criteria. Apart from increasing students' grades, the application of the square word game received a positive response from students in the vocabulary teaching and learning process.

Tabel 1. Increase in Student Average Score

Test type	Score means	Category
Pre Test	80	Verry Good
Posttest 1	90	Verry Good
Posttest 2	92,27	Verry Good

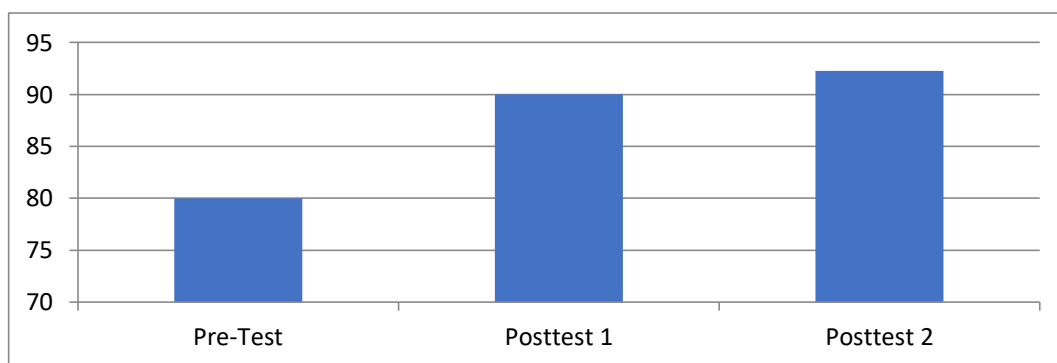


Figure 1. The Improvement of the Students Mean Score

This classroom action research was conducted to help Second Grade of Tangerang in the 2023/2024 academic year improved vocabulary mastery. Analysis results shows that the pre-test calculation produces an average score of 80. This is clear shows that students' vocabulary mastery is relatively low. Researchers obtained an average value in the first cycle it was 90. Thus, this shows that student learning achievement increased and produced higher scores compared to the pre-test. Furthermore, researchers also obtained a higher average score for cycle II, namely 92.27 The results of this study show that students' achievement in vocabulary mastery after given action over two increasing cycles. When researchers conduct research with using the square word game. Based on the discussion above, it can be concluded that the application of the word game square successful in this research and the strategy is useful for increasing mastery student vocabulary. This research is in line with research conducted by (Berta, 2020) that student achievement in vocabulary mastery afterwards given action for two cycles increases and can accelerate improvements in vocabulary mastery.

CONCLUSION

The conclusion from the results of research conducted by researchers regarding the learning model using the word square method on vocabulary abilities can be concluded that from this classroom action research that students' vocabulary has increased more than after applying the word square method vocabulary. and through square word games it can make students more active and provide creative participation in

learning activities starting from questions and answers and discussions. The learning process involves active participation from the students while they play, and there are specific exercises that might help them understand the meaning of words in English. In addition to this, the effectiveness of the teaching approach is demonstrated by the students' response, which states that the lessons that have been completed will help the students understand the material, the teaching activities are very engaging, and the students' knowledge of English vocabulary will increase. This method can motivate students to learn English, they are also very enthusiastic and happy when this method is applied. This can be seen from the increase in student scores starting from the pretest, cycle I to cycle 2.

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