CHAPTER I

INTRODUCTION

In this chapter, the writer discusses the background of the study, research problem, objectives of the research, research hypothesis, significance of the research, scope and limitation of the research, definition of key terms and research paper organization.

A. Background of the Study

Language is important in our daily communication. People communicate with other or express their feelings, by using language. Language is a signaling system which operates with symbolic vocal sound, and which is used by a group of people for the purpose of communication. In Oxford Learner's Pocket Dictionary, language is system of sound, word, etc used by humans to communicate thought and feelings. It means that language is very important for communication in our daily life. And language is one of instrument of communication.

In addition, according to Hill (1953, 1), language is the air that we breathe and the water in which we swim. It comes as naturally to us as seeing the sky or digesting our food. It is a vital a part of us as our name and personality. There are many languages in the world either as the first, second or foreign language. English is an international language. In this world, more than a half people used this language (English language). Beside used in

science, knowledge, technology, and art, this language can be a tool to get the aim at economic trade, international-relation, social culture purpose and education with developing of career.

Although English is one of compulsory subjects which are studied by the student, it is not always an easy subject for student, because it is as a foreign language. To learn English student needs vocabulary in their effort to use English. Because without more known about vocabulary, the student cannot study English well. It means that vocabulary is very important every learner who wants to master in English, because the learner will be difficult to master in English if they are no study vocabulary or their vocabulary is less.

According to Oxford Learner's Dictionary, Vocabulary is list of words with their meanings, especially at the back of a book use for teaching a foreign language. According to Vacca (1999:314) Learning vocabulary becomes an activity in itself-a separate one rather than an integral part of learning academic content. Learn vocabulary is necessary to the acquisition of a foreign language. Acquisition depends crucially on the input being comprehensible. Thus, acquisition will not take place without comprehension of vocabulary. Mastery English is not enough by only knowing about four (4) skills, speaking, reading, listening, and writing. It is not only four skills but also by mastering vocabulary. Mastering vocabulary is not easy, yet other aspects of languages are considered as sound and structure. Vocabulary is one of the most important in language. To speak the language well needs to master it. Those all are related each other, but first thing we need to master is

vocabulary, because without any vocabulary it is impossible for people to be able to speak or write English, or mastering four (4) skills (speaking, reading, listening, and writing) in English.

In junior high school, English is not something new for students. They have known about it when they were in the kindergarten or Elementary school. As a foreign language, English has been studied in Indonesia. To advance human resources, Indonesia government makes a policy by introducing English as early as possible to elementary school students. The policy is done to add the international skill that needed to face their future. Although, English is not something new for students. They still feel get difficulties. Students will get difficulties to remember the new vocabulary in a short term memory, so that students will quickly forget the new vocabulary is given by the teacher. The teachers should increase their creativity through game (Ammal, 2014).

This game is used to make the students catch easily about what they have learned. However in order to achieve the most from vocabulary games, it is important that suitable games are chosen (Dr. Ammal -Mrs.Majeda, 2014:144). Games help and encourage many learners to sustain their interest and work. Games also help the teacher to create contexts in which the language is useful and meaningful. Games can lower anxiety, thus making the acquisition of input more likely. In addition, they are often highly motivating, relevant, interesting and comprehensible (Dr.Ammal-Mrs.Majeda, 2014:145). Games are sometimes used in classrooms to develop and reinforce concepts

(e.g., colors, shapes, numbers, word definitions), to add diversion to the regular classroom activities, and even to break the ice.

So, that is why the vocabulary mastery must be improved again. Here, the teacher should give the solution of student's problem. Teachers need games to involve in the teaching-learning process. Games in the school are sometimes viewed as an activity in which students can only get fun or amusement without anything they can learn from it but games can also be used as one of educational aids in teaching.

Games bring in relaxation and fun for students, thus help them learn and retain new words more easily (Dr.Ammal-Mrs.Majeda, 2014:145). This game is suitable for their level. Games bring in relaxation and fun for students, thus help them learn and retain new words more easily. Games usually involve friendly competition and they keep learners interested. These create the motivation for learners of English to get involved and participate actively in the learning activities. Third, vocabulary games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way (Nguyen and Khatu, 2003). Therefore, the role of games in teaching and learning vocabulary cannot be denied.

The variety methods and technique in learning vocabularies such as games, crossword puzzle, snakes, coil words, scramble, etc. But the researcher use word square game to improve their vocabulary. Word square game can make teaching English especially in improving vocabulary to be more interest.

Word square game is a set of words arranged so it can be read horizontally or vice versa (Hornby, 1974).

According to Porte and herczog (2010:23), the implementation of this game is that the students are asked to arrange the word horizontally and vertically. The teacher will explain material before and then the teacher will give a sheet. This sheet fills about the words which has random but still related with the teacher explain before but in sheet available the answers also. It means that the students just arrange words with the material have been given by teacher before with the answer available. It looks simple and easy but actually it need precise more if we want success pass it.

Using of word square game can make the students to be active because this game is always followed by discussion or teacher explanation. Besides, it can make the students be independent because they are asked to be discipline with their task, can more understanding about material because they can remember and understand the teacher concept easily, and can give motivate for students to study more. So that ways, word square offers a challenge that will motivate the students to learn and practice their vocabulary.

Understanding these reason the researcher would like to have a researcher entitle "The effectiveness of using word square game towards the students mastery of vocabulary of the first grade at SMPN 2 SUMBERGEMPOL, year 2015/2016.

B. Research Problem

Based on the background above the problem can be formulated as follow.

1. How is the students' vocabulary score before they are taught by using word square game?

2. How is the students' vocabulary score after they are taught by using word square game?

3. Is there any significant effect of the use of word square game on the students' vocabulary score?

C. Objectives of the Research

Based on the formulation of the problem, the purpose of the study are to find out:

1. To know the students vocabulary score before they are taught by using word square game.

2. To know the students vocabulary scores after they are taught by using word square game.

3. To know whether word square games give significant influence(s) toward the student's score in vocabulary ability or not.

D. Research Hypothesis

The hypotheses of this research are:

1. Ha (Alternative Hypothesis)

There is different significant score of students before and after being taught by using word square game towards the mastery of vocabulary of the first grade at SMPN 2 Sumbergempol.

2. Ho (Null Hypothesis)

There is no significant score of students before and after being taught by using word square game towards the mastery of vocabulary of the second grade at SMPN 2 Sumbergempol.

E. The Significance of the Research

The result of the study will give contributions for:

1. Researcher or Writer

For the researcher herself, it's to know the effectiveness of using word square game to improve vocabulary. And the result of this study can enrich knowledge and experience about teaching vocabulary.

2. Teacher

The result can encourage the English teacher in creating effective ways in teaching English especially teaching vocabulary. So, the result can be used feed back to improve his or her teaching and alternative reference in teaching vocabulary.

3. Reader

For the reader, they get inside about vocabulary and the way how to teach vocabulary.

4. For another researcher

The result of this study is hopefully able to give inputs for them who want to conduct a similar research especially on the same topic.

F. Scope And Limitation

Scope and limitation of this study is used to avoid uncontrolled study. The writer limits the discussion of this study as follows:

1. This study focuses of effectiveness of using word square game to improve vocabulary on the student's vocabulary mastery. This study focuses on teaching vocabulary using word square game. Vocabulary here is limited on thing at school. This study writer used hidden word game.

2. This study focuses on the students of seventh grade of SMPN 2 Sumbergempol as object of the study.

G. The Definition of Key Term

The definitions of key term are to be given, in order to avoid misunderstanding. The writer gives the definition key term based on the title of this thesis as follow:

1. Effectiveness is indicated by the higher mean score of the word square game.

2. Improve vocabulary is become or make better someone to learn vocabulary.

3. Word square game is a game of a set of words arranged in a square such that they read the same horizontally, vertically, or diagonally.

4. Game is an activity with rules, goals, and element of fun. It is basically a form of recreation; therefore, it should bring enjoyment to the players.

5. Vocabulary is a core component of language proficiency and provider much of the basis for how well learners speak, listens, read and write.

H. Research Paper Organization

The organization of this thesis covers the following aspect:

Chapter I (Introduction): it contains the background of the study, formulation of the problem, purpose of the study, the significance of the study, scope and limitation, the definition of key term, the hypothesis and the organization of the study.

Chapter II (Review of Related Literature): the writer explains the following aspect: vocabulary mastery, teaching and learning vocabulary, test, games, and the use of word square game in teaching vocabulary.

Chapter III (Research Method): it concludes the research design, population and sample, variable and hypothesis, data and data source, data collecting method and instrument, and technique of data analysis.

Chapter IV (Research Finding and Discussion): it concludes description of the data presentation, research finding, and interpretation.

Chapter V (Conclusion and Suggestion): the writer presents conclusion of this research and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer discuss about the vocabulary, teaching and learning vocabulary, definitions of test, kinds of test, principles of designing classroom test, games, definition word square game, steps of word square, advantages of word square.

A. Vocabulary

1. Definition of Vocabulary

David Nunan in Second Language Teaching Learning (1999:101) stated that a vocabulary is more than list of target language words. As a part of the language system, vocabulary intimately interrelated with grammar. In fact, it is possible to device the lexical system of most language into "grammatical word" such as preposition, articles and adverb and so on, and content words. The grammaticality of vocabulary also manifest itself in word morphology, that is, the grammatical particles that we attach to the beginning and ends of words in order to form new words.

In content area reading book, Vacca(1999: 314) said that vocabulary is as unique to a content area as fingerprints are to a human being. In discourse and context in language teaching, vocabulary is explicitly taught along with strategies that will allow learners to deal effectively with less frequent vocabulary that they encounter in context so that such vocabulary can be learned when needed.

Vocabulary is core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write (Richards and Renandya, 2002:255). Vocabularies cannot appearance by themselves without any practice. This practice is very variety like listen to the music, communication with the native speakers directly, reading a book or writing a something. All this activities cannot be done if we do not know about vocabulary.

According to Milton (2009:3) stated that vocabulary is not an optional or unimportant part of a foreign language. Still less is it an aspect of knowledge that can be disposed of without much effect on the language being learned. Words are the building blocks of language and without them there is no language. Therefore, vocabulary is very important part to build of the words. Without vocabulary, there is no language to be said or nothing.

Based on the definitions above, it can be concluded that vocabulary is stock of words in a language used by the people to communicate with other people, it is also used by the people to express their feelings. Without vocabulary, we cannot say anything or we feel difficult to do it. Vocabulary is very important to encourage students' ability in English. It can be called as a key of English learning.

2. The Importance of Vocabulary

In education, vocabulary is important aspect that must be mastered to use the language well. Vocabulary is a tool of communication, Nunan (1999:103) states " If one has extensive vocabulary, it is possible to obtain meaning from spoken and written text, even thought one does not know the grammatical structures in which the text are encoded". Rivers (in Nunan, 1991:117) argued that "The acquisition of an adequate vocabulary is essential for

According to Nation (2001:189), there are several reasons why academic vocabulary is considered to be important and a useful learning goal for learners of English for academic purposes:

a) Academic vocabulary is common to a wide range of academic texts, and not so common in non-academic texts.

b) Academic vocabulary accounts for a substantial number of words in academic texts.

c) Academic vocabulary is generally not as well known as technical vocabulary.

d) Academic vocabulary is the kind of specialized vocabulary that an English teacher can usefully help learners with.

According to Thornbury (2002:13) without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means that in language learning, grammar is not sufficient and more importance has

to be given to vocabulary. Vocabulary is the body of words that make up language and vocabulary has importance factor in language teaching learning process especially in English. Moreover, without vocabulary and their meaning, both written and verbal communication will be poorly understood.

3. **The Kinds of Vocabulary**

    According to Richard and Jo Anne (1998:316), there are three types of vocabulary:

    a. General Vocabulary

        General vocabulary consists of every day words with widely acknowledged meanings in common usage.

    b. Special Vocabulary

        Special vocabulary is made up of words from every day vocabulary that takes on specialized meanings in particular content area.

    c. Technical Vocabulary

        Technical vocabulary consists of words that are used only in particular area.

According Harmer that there are two kinds of vocabulary, namely active vocabulary and passive vocabulary:

1. Active vocabulary:

   The active vocabulary means the stock of word that a person actually uses in his own speech or writing. It is used in oral or written expression by the students.

2. Passive vocabulary:

   The passive vocabulary means the words that the students recognize and understand them when they occur in a context or students need someone to say something that help them recall the word meanings. The students usually find passive vocabulary in listening or reading materials. They will find the meaning of the word when they read the words in a text and will know the meaning of the unknown word, on the text.

In addition, according to Nation (2001:13) that there are three types of vocabulary:

   a. High-frequency words

      There is a small of high-frequency words which are very important because these words cover a very large proportion of the running words in spoken and written texts and occur in all kinds uses of the language.

b. Specialized vocabulary

Special vocabularies are made by systematically restricting the range of topics or language uses investigated. It is thus possible to have special vocabularies for speaking, reading, academic texts, for reading newspaper, for reading children's stories, or for letter writing.

c. Low-frequency words

There is a very large group of words that occur very infrequently and cover only a small proportion of any text.

B. Teaching And Learning Vocabulary

a. Definition of teaching vocabulary and learning vocabulary

Teaching is the way of convey information to someone. According to Nation in Oxford, (2001: 255) stated vocabulary teaching is necessary because inadequate vocabulary causes may difficulties in receptive and productive language. The teacher needs creativity to improve his or her teaching vocabulary. Thus it is not easy to teacher according to Richard and Jo Anne (1999:316) that teaching vocabulary often means assigning a corpus of words rather than exploring word meaning and relationship that contribute to student's conceptual awareness and understanding of a subject.

According to Nation (2001:133) said that vocabulary teaching and learning must fit into the broader framework of a language course. One way

to make sure that there is a balanced range of learning opportunities is too see a language course as consisting of four strands. They are as follows:

a. Learning from meaning-focused input-learning through listening and reading

b. Deliberate language-focused learning-learning from being taught sounds, vocabulary, grammar, and discourse

c. Learning from meaning-focused output-learning by having to procedure language in speaking and writing.

d. Developing fluency-becoming quick and confident at listening, speaking, reading and writing.

Moreover, before teaching vocabulary, the teacher will prepare vocabulary teaching procedures. A procedure is a series of clearly defined steps leading to learning goal. From a vocabulary learning perspective, procedure can be used to ensure that words are repeated and that various aspects of what is involved in knowing a word are covered (Nation, 2001:107)

b. Technique of teaching vocabulary

Technique is a way which is used to implementation of the method specifically. According to Nation (2010:60) stated techniques is a useful way of learning new vocabulary, in particular becoming familiar with spoken form of the word and linking it to it is meaning. There are a number of techniques which could be used to teaching of vocabulary.

a. A physical demonstration, using mime and gesture, may be the most effective as it will create a visual memory for the word

b. A verbal explanation, involving a number of contexts, for example, a long journey, a hard day's work, or a strenuous physical task, will lead the learners towards meaning.

c. Synonym, for example, 'very tired', has the advantages of making learners aware of paradigmatic relations in the language and that a range of words exists from which a choice can be made.

d. Other technique are translation, pointing to objects, using visual aids such as mounted magazine pictures or blackboard drawings, using antonyms, or asking learner to check in a dictionary (Hedge, 2003:126)

In addition, according to Bambang and Shirly (2011:119), there are four techniques in teaching vocabulary.

a. Applying several games to enrich the students' vocabulary

It is challenging then for the teachers to apply several techniques of teaching vocabulary to their students in the class classroom. One of these techniques is to apply several games during the class session. There are several interesting games that can be applied to the students to enrich their vocabulary. However, the teacher need to select the most appropriate games in order to get the finest outcomes toward the students' mastery of vocabulary items.

As a result of playing such games, the students are highly motivated by the variations of games that are used by the teacher. They actually learn vocabulary without any burden. Whether they realize it or not, several new vocabulary items have been added up to their memory through playing games.

b. Utilizing short stories to enhance young learner's vocabulary

Short stories belong to one of the literary works. Short stories play an important role as a medium to express the language. Thus, using short stories in English classroom especially in teaching EYL is considered a good choice for it gives a clear example of vocabulary usage in the target language. Short stories will help young learners to use the right word in the right occasion because they provide example of vocabulary usage in a sentence

Utilizing short stories to enhance young learner' vocabulary is a good technique that can be implemented by English teachers during the teaching and learning process. Moreover, short stories can enrich young learners' vocabulary size and develop good reading habit.

c. Reading short stories to enrich the students' English vocabulary

Reading literary works is advisable to cope with the vocabulary enhancement for the students. Moreover, a short story as one of the literary

works is effective to be used as the material of the teaching. A short story gives motivation to the students to read until the end of the stories.

That ways, asking students to read short stories one of the effective ways to enrich their vocabulary. Read stories outside the classroom can be done by the students independently. Moreover, the teacher should monitor the progress of students' vocabulary learning.

d. Utilizing detective game to improve students' English vocabulary

Game is a way to make the lessons more interesting, enjoyable and effective. One example of vocabulary games is the detective game, an interactive game that can help much in understanding vocabulary based on the context. By using this particular game, the students are encouraged to improve their vocabulary size. It is important that English teachers apply the detective game as one of the classroom learning activities.

Meanwhile, hedge stated that teaching vocabulary would be useful to have information from classroom studies as to which teaching procedures seem to enhance particular learning strategies and we need information to review current methodology and materials and decide how best to exploit the ideas available with our own students.

c. Principles for teaching vocabulary

According to Nation (2001:384) stated that principles focus on vocabulary teaching on the assumption that learner can be taught and can teach themselves. These principles should have a major influence.

a. Content and sequencing

This principle about what vocabulary is focused on at any particular stage of a course, how is focused on (words or strategies) and how it is ordered. One of the most important decisions concerned with content and sequencing is deciding on the 'unit of analyses or 'unit of progressions'

b. Format and Presentation

This is most visible aspect of course design and involves the general approach to vocabulary teaching, the selection of the teaching and learning techniques, and their arrangement into a lesson plan. As a part of format and presentation, a teacher should evaluate the quality of the teaching and learning techniques used to ensure that conditions like repetition, retrieval, generation and thoughtful processing occur.

c. Monitoring and assessment

It is consist of how learning is measured, because a well design course monitors learner's progress and the quality of their learning

d. Evaluation

It tries to determine how good a course its. 'Good' can be defined from various viewpoints.

These principles can be applied in a variety of ways. Besides, the most important of it that a principled approach is taken to vocabulary development, so that students get the best return for their learning effort.

d. The Strategies of Vocabulary Learning

Strategies are the mental and communicative procedures learners use in order to learn and use language (Nunan, 1999:171). Knowledge of strategies is important because the greater awareness you have of what you are doing, is you are conscious of the process underlying in the learning that you involved in, then learning will be more effective (Nafi'ah, 2008:37).

Besides there are cognitive and metacognitive strategies in strategies for learning. The cognitive strategies ask the students to understand, cognitive, or store of new words while the metacognitive strategies can be used indirectly through activeness of students to remember the new words, because memorization strategies in an important way to practice new vocabulary (Pinter, 2006:85).

According to Hedge, (2003:117)stated that Cognitive strategies are they are direct mental operations which are concerned with working on new words in order to understand, categorize, and store in mental lexicon.

a. Making associations

b. Learning words in groups

c. Exploring range of the meaning

d. The using of keywords by learners

e. Encountering an unfamiliar word and engage in lexical inference in order to try establish its meaning.

In addition, according to Richard and Vacca (1999:63) there are three vocabulary strategies.

a. Vocabulary self-collection strategy

In this strategy promotes the long term acquisition of language in an academic discipline. As a result of the repeated use of the strategy, students learn how to make decisions related to the importance of concepts and how to use context to determine what words mean. Vocabulary self-collection strategy begins once students read nad discuss a text assignment.

b. Concept of definition words maps

CD instruction supports vocabulary and concept learning by helping students internalize a strategy for defining and clarifying the meaning of unknown words. The hierarchical structure of an concept has an organizational pattern that is reflected by the general structure of a CD word map.

c. Vocabulary-building strategies

With this strategy, the students can search for information clues while reading so that they can approximate the meaning of unknown words. These clues often reveal enough meaning to allow readers who struggle with text to continue reading without 'Short-circuiting" the process and giving up because the text does not make sense.

According to Richard (1999:270), there are some vocabulary items that need to be learned to a very degree of fluency as quickly as possible. These include numbers, polite formulas, item for controlling language use, times, and periods of time and quantities.

Furthermore, English language learners should practice new vocabulary every day. Here some other strategies that teacher can use to help their students practice vocabulary (Haynes, 2010:67).

1. Thumps-Up!

The teacher says a definition of a vocabulary word. If the students know the word, they raise their hands in a thumbs-up position. The teacher then counts to three, and the students quietly say the word.

2. Find the word

The teacher says a sentence but omits a vocabulary word. Each student has a pile of cards with a vocabulary word. Each student has a pile of cards with a vocabulary word on each and puts the card with the missing word facedown on his or her desk. On the count of three, the students turn their cards over.

3. Act it out

Students take one card each from a pile of cards, each one of which has a vocabulary word on it. One student is chosen to act out the word on

his or her card while classmates try to guess what the word is. Whoever answers correctly gets to act out his or her word next.

4. Bingo

Each student makes a bingo card that features lines of vocabulary words in place of numbers, writing the words in random order so that all of the cards are different. The teacher reads a definition, and students mark the attendant word on their cards. The first student to mark all of the words in a line on the cards calls "Bingo!" and becomes the next caller.

5. Beach Ball Vocabulary

The teacher writes the vocabulary words on a beach ball and asks the students to stand in a circle. The teacher then throws the ball to a student, who reads the word that is under his or her thumb and defines it.

6. Word Search Vocabulary

The teacher has students create a word search game on graph paper using their vocabulary words. Instead of providing a list of the words to be found, the students list of the words to be found, the students list the words' definitions as clues. When they are done, the students solve each other's puzzle.

7. Find the Transition Word!

The teacher asks students to find the transitions words (e.g., *because, however, so and, if*) that link, break, or contrast clauses in a discussion.

C. Test

1. Definition of Test

According to Arikunto (2010:150) states that "test is a series of question, exercise or other means which is use to measure the skill, knowledge intelligent, ability or talent that is have by individual or group". Thus, test method to gain the data by giving some question to the respondents.

According to Douglas (2001:384) stated that a test is first a method. It is a set of techniques, procedures, and items that constitute an instrument of some sort that requires performance or activity on the part of the test takers. Test has the purpose of *measuring*. Some measurements are rather broad and inexact, while others are quantified in mathematically precise terms.

A test measures a *person'* ability or knowledge.care must be taken in any test to understand who the test-takers are. Also being measured in a test is ability or competence. A test samples performance but infers certain competence. A driving test for a driver's license is a test requiring a sample of performance, but that performance is used by the tester to infer someone's general competence to drive a car. A language test samples language behavior and infers general ability in a language.

Finally, a test measures a given domain. In this case of a proficiency test, even though the actual performance on the test involves only a sampling of skills, that domain is overall proficiency in a language-general competence in all skills of a language. Others test may have more specific criteria.

2. Kind of Test

There are many different kinds of vocabulary test item. The following set of examples covers many that are typically used in vocabulary tests. There are five kinds of test (Nation, 2001:344).

a. A 1000 word level true/false test (Nation, 1993)

This test uses True/False. Write T if a sentence is true. Write N if it is not true. Write X if you do not understand the sentence.

For example:

1. We cut time minutes, hours and days   _____

2. Some children call their mother Mama _____

3. All the world is under water   _____

4. When you keep asking, you ask once   _____

b. A vocabulary depth test (Read, 1995)

Choose four words that go with the test word. Choose at least one from each of the two boxes.

Sudden

Beautiful quick	Change doctor

Surprising	thirsty	Noise	school

c. A definition completion test (Read, 1995)

Choose one word from the list on the right to complete the sentence. Do not use the same word twice.

1. A journey straight to a place is _____   faint

2. An illness that is very serious is _____   acute

3. A river that is very wide is _____   common

4. Part of your body that is not covered by any clothes is _____ bare

5. Something that happens often is _____   direct

d. A sensitive multiple-choice test (Joe, 1994)

Circle the choices that best gives the meaning of the underlined word.

Chronic means   a. lasting for a long time

b. dissatisfied

c. to greatly decrease

d. effective and harmless

e. don't know

e. A translation test (Nurweni and Read, 1999)

Translate the underlined words into your first language.

1. You can see how the town has developed   _____

2. I cannot say much about character.   _____

3. Her idea is a very good one.   _____

4. I want to hear only the <u>facts.</u>   _____

With so many possibilities available, it can be difficult to choose which type to use in a particular test. In general, a good vocabulary test has plenty of items (around 30 is probably a minimum for a reliable test).

The vocabulary test item types above differ in many ways. A teacher may want vocabulary test items to be easy so that learners feel encouraged, so that she can see if learners are progressing in the gradual cumulative learning of particular words, and so that she can see if there are even small amounts of knowledge that can be built on. There are several ways of making a test more sensitive to partial knowledge.

The next decision is what item type to use. When the testing goal and degree of difficulty have been decided, then the choice of item types has been narrowed. In order to decide finally between different item types

.

In addition according to Douglas (2001:390) stated that there are five kinds of test:

1. Proficiency tests

A proficiency test is not intended to be limited to any one course, curriculum, or single skill in the language. Proficiency test have traditionally consisted of standardized multiple-choice items on grammar, vocabulary, reading comprehension, aural comprehension and sometimes a sample of writing.

2. Diagnostic tests

A diagnostic test is designed to diagnostic a particular aspect of a language. A diagnostic test in pronunciation might have the purpose of determining which phonological features of English are difficult for a learner and should therefore become a part of a curriculum

3. Placement tests

A placement test typically includes a sampling of material to be covered in the curriculum and it thereby provides an indication of the point at which the students will find a level or class to be neither too easy nor too difficult, but appropriately challenging.

4. Achievement tests

An achievement test is related directly to classroom lessons, units, or even a total curriculum. Achievement tests are limited to particular time frame, and are offered after course has covered the objectives in question.

5. Aptitude tests

Aptitude tests are considered to be independent of a particular language. Both are English language tests and require students to perform such tasks as memorizing numbers and vocabulary, listening, to foreign words, and detecting spelling clues and grammatical patterns.

3. Principles for Designing Effective Classroom Test

According to Douglas (2001:408), stated that there are four principles for designing effective classroom tests:

1. Strategies for designing test-takers

The first principle is to offer, your learners appropriate, useful strategies for taking the test. With some preparation in test taking strategies, learners can allay some of their fears and put their best foot forward during a test.

2. Face validity

Sometimes students don't know what is being tested when they tackle a test. Sometimes they feel for a variety of possible reasons, that a test isn't testing what it is test.

3. Authenticity

The tasks themselves need to be tasks in a form that students have practiced and feel comfortable with. A classroom test is not the time to introduce brand new tasks because you won't know if student difficulty is a factor of the task itself or of the language you are testing.

4. Washback

One way to enhance washback is to provide a generous number of specific comments on test performance. Many teachers, in our overworked (an underpaid) lives, are in the habit of returning tests to students with a letter

grades and a score showing the number right or wrong give absolutely no information of intrinsic interest to the students. Washback also implies that students have ready access to you to discuss the feedback and evaluation you have given.

D. Games

1. Definition of games

Games are used as simple recreational activities most of the time, but they are not always that simple. Games are usually related with competition to win, rules to follow, and enjoyment to experience.

A game is an activity in which participants follow prescribed rules that differ from those of reality as they strive to attain a challenging goal (Heinich et all., 1990:330). According to Hadfield in Cahyono&Mukminatien (2011:40) a game is an activity with rules, a goal and an element of fun. As the classroom activities, the element of fun from a game functions to interest the learning process. Language games are not activities mainly aimed to break the ice between students or kill time. the game is to be used as practice exercise to help students get used to and remember grammatical rules and pattern. Therefore, game can be described as fun activity, individually or in team, which has rules, goals, and involves forms of skill.

According to Allen (1983:52) that game is helpful because they can make students feel that certain words are important and necessary, because

without those words, the object of the game cannot be achieved. Automatically, game can bring the way of thinking about the material in process learning.

Based on the definition, game is called as effective process, because it always used to be easier the catch of material. It means that the learning can be implemented as real learning for the students easily. Games also should not be considered only as amusing activity in the process of language learning. But on the other hand, it should be regarded as the part of language syllabus, since it can be applied as an effective strategy of language practice.

2. Types of games

According to Brewster, Ellis with Girard (2010:175), there are two types of kinds of games:

a. Accuracy-focused of games

In this game the aim is usually to score more points than others and there is often a clear 'winner'. This kind of game may focus on comprehension as well as production and these games are also very good at training pupils' memories.

b. Fluency-focused games

This type of game tends to focus on developing fluency-and collaboration with others. These games are an important part of the communicative and activity-based approaches and are usually done in pairs or groups.

Based on the explanation above, games have two types. Game is important to catch the material in the teaching and learning process.

3. Advantages of games

Game is very important in teaching and learning process. Game can help and encourage the students to sustain their interest work.

According to Kim (1995:35) there are many advantages of using games in the classroom:

a. Games are a welcome break from the usual routine of the language class

b. They are motivating and challenging

c. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning

d. Games provide language practice in the various skills-speaking, writing, listening and reading.

e. They encourage students to interact and communicate

f. They create a meaningful context for language use

In addition, according to Cahyono&Mukminatien (2011:40), stated that there are three advantages of games:

a. games make the class fun.

b. playing a game children have reason to communicate rather than just repeat things   back mindlessly. Therefore, they want to know and learn more.

c. young learners get to use the language all the time during the games

d. games will prevent them from getting restless and bored.

E. Word Square

1. Definition of word square

According to Hornby (1974) word square is asset of words arranged so it can be read horizontally, or vice versa. So, word square consist of a group of words, all equal in length, arranged to from the same words across and down.

Word square is one of game which used to convey the material easier through the arrange words vertically or horizontally. Mujiman (2007:82) stated word square is the development of an enriched lecture method. It can be indentified through the clustering method enriched lecture-oriented to students activity in learning.

In word square, a list of words appears that can be raed both vertically and horizontally (Little, 1998:76). Word square is not only read left to right, right to left, but also top to bottom, and bottom to up. The words are usually the same in both directions but sometimes the horizontal words differ from the vertical ones.

The students are asked to find the true words of random word. The students have to carefully to arrange it. By creating vocabulary squares for

these words, students will more fully grasp the meaning of the words themselves and these chapters as a whole.

This game is like same with the puzzle but there is different. The difference is the puzzle just fills in the blank square, but the word square asks the students to arrange the word to be a true word.

2. Steps of teaching using word square

The procedure of word square is very simple and easy. The word-square strategy includes visualization of the words (Porte and Herczog, 2010:23). These steps have to clear and easy to be understood.

Thus, the steps of making the word square based on the Porte and Herczog (2010:23).

a. Each student has his or her own copies of the handout, as some squares are completed individually and some are completed in small groups or during the whole class discussion.

b. The completed word squares will be individually studied aids

c. To complete their word squares, students work in small groups and start by writing the target word in the top, left-hand box of the handout. The students then search the lesson to find the word. (the listed term for each lesson appear in bold on first mention in the text)

d. Students work together to construct a group definition of the word and then the whole class composes a definition with input from the small groups.

e. The definition developed by the class is recorded in the bottom, left-hand square.

f. Students transfer the information to their personal handout copies and then individually draw representation that illustrate what the definition is (top, right-hand square) and is not (bottom, right-hand square). These drawings should be in the context of lesson context.

The steps based on the Porte and Herczog, (2010:23) will be modified by the researcher, and the steps are

1. The teacher explains to the students what is word square and each student get copies of the handout. Some squares are completed individually and some are completed in a small group.

2. Some individually square, the student do it by her or herself. Some square of group discussion, the students do it in small group that consists three or four students.

3. The students search the answer in squares form, with diagonally, vertically or horizontally.

4. In small group, each group must come forward to write their answer in the blackboard.

Avoiding the difficulties of word square, it can be adjusted by avoiding or including answers written upside-down or backward, by listing the words students are to find, giving students a list of synonyms or other clues related to the words they are to find, or telling students how many words are concealed and what the theme of the puzzle is (Dobbs, 2001:59)..

This game can help the teacher to examine the students understanding about last material or as a post-test. The students will feel enjoy to do it, but the teacher has be able to apply the all material based on the learning goal.

3. Advantages of word square

Word square has many advantages in the improving of vocabulary mastery. This advantage is not only the teacher but also the students (Diah, 2013:32)..

To teacher is this media can help the teacher to explain more about material. In addition, the teacher can know how far the material can be used understood by the students. the another expert river in Little (1986:76) stated crossword, acrostic and word square are useful for concentrating attention on retrieval of previously encountered words.

To students are these activities can make the more understanding about their materials. In addition, this activity can make the students be a

discipline. This discipline means that the students are asked to do this work regularly.

It means that this media can be easier the students to learn their lesson. They can learn the lesson with the different way. They do not just arrange the word be a true word but they have to understand about the material. Without more understanding, they cannot answer the question. Besides, word square should be graded for through and thoughtful completion of the activity as well as the inclusion of an appropriate definition of the word and a sentence that shown their understanding of the concept (Diah, 2013:33).

F. Some Previous Study

Some previous studies proof that word square game helps students to memorize vocabulary easily. The thesis written by Diah Arum (2013) student of IAIN Tulungagung, "The effectiveness of using word square game in teaching vocabulary towards the students mastery of vocabulary of the second grade at SMP Negeri 2 PAKEL (pre-experimental research design of second grade of SMPN 2 Pakel). The method used in this research was quantitative method and the research design was pre experimental research. This sampling technique used in this study is purposive sampling. This research took one classes as the subject. The researcher had compared the pre test and post test score before and after treatment was given. In this research, the researcher do four meeting with one meeting pretest, two meeting treatment and the last meeting is posttest.

The second is article written byAlipiSuciati (2010) student of STAIN Tulungagung, "The effectiveness of using game to improve vocabulary mastery of the VIIgrade student's of SMPN 1 Munjungan. In this study, researcher used quasi-experimental design. This research took two classes (control group and experimental group). In this research, the researcher compares the score between control group and experimental group. This research's do three times meeting, one meeting pretest, one meeting treatment and the last meeting is posttest. This research is any significant different score between before and after using hidden game.

Now to compare and contrast between the present research, and the previous ones.Researcher tries to compare this research with some previous study. In this research, the researcher used pre experimental design. This research is using random sampling. This research took one class (A class). This research is more effective than the previous study because this research takes six times meeting, first meeting is pretest, second until five meeting is treatment and the last meeting is posttest. The test is consist of 40 questions. In previous research by Diah Arum, she is using experimental research and she is using purposive sampling in this research. She took one class in this research. The test is that consist fifty questions. The second is article written byAlipiSuciati. This research is compare the score between control group and experimental group.

In this research, researcher is using some various activity in this technique. The students do the task with group and individually. The students search about hobby in the square. The material is about hobby. so, this research is very useful to add a new vocabulary and easy to memorize it

CHAPTER III

RESEARCH METHOD

This chapter presents six topics dealing with the research method. Those are: research design, population and sample, data collection method, research instrument, validity and reliability testing, and data analysis.

A. Research Design

In this research, the researcher used pre experimental method with quantitative approach, because the experimental method is the only method of the research that can truly test hypotheses concerning cause and effect relationship. In research design is the guide to how the research was constructed and carried out. It means that be the process includes planning and doing the research. This research was intended to investigate the effectiveness of using word square game in teaching vocabulary towards the students' mastery of vocabulary of the second grade at SMP Negeri 2 Sumbergempol.

In an experimental study, the researcher manipulates at least one independent variable, controls over relevant variables and observes the effect on one or more dependent variables (Gay, 1992:298). The steps in an experimental study are basically the same as for other types of research: selection and definition of a problem, selection of subjects and measuring instruments, selection of a design, execution of procedures, analysis of data and formulation of conclusions. In experimental study, the researchers is in on the action from the very beginning;

the researcher from or select the groups, decide what is going to happen to each group, tries to control or measure the effect on the group at the end of the study.

The present research conducted an experimental teaching using a certain game, word square. It had two variables, the teaching game as the independent variable, meanwhile and the students' achievement as the dependent variable. It is widely know that in an experimental study, the researcher manipulates at least one independent variable, controls over relevant variable, and observes the effect on one or more independent variables. This manipulation of the independent variable is the one characteristic that differentiates all experimental research from the other methods of the research.

An experimental typically involves two groups, an experimental group and a control group (Gay, 1992:299). The experimental group typically receives new or novel treatment, a treatment under investigation, while the control group usually either receives a different treatment or it is treated as usual. The control group is needed for comparison purposes to see if the new treatment is more effective than the usual or traditional approach, or to see if one approach is more effective than another. Experimental research can be done in the laboratory, in the class and in the field too. In this research, the experimental research will be done in the class with taking students as population.

In this research, the researcher used pre experimental with one group pretest-posttest design. Before, pretest, research gave to the students try out. The try out gave in different students and class. Before giving treatment called pretest and after giving treatment called posttest. Experimenter used the same subject as

control group and experimental group by giving different phases to the different time.

So that ways, this research used pre experimental design by comparing between the experimental group (x) and the control group (y). The researcher took A class as research sample through random process. The class before taught using word square game was indicated as a control group. This group with 26 students was given test, which functioned as pretest. This pretest used to observe and measure the students' ability in their vocabulary. Then done pretest, the students were given a treatment by using word square game in teaching vocabulary process. For treatment, the researcher gave drill about hobbies through game where the game was word square game in teaching vocabulary process.

This research is intended to investigate the effectiveness of using word square game towards the students' mastery of vocabulary of the first grade at SMPN 2 SUMBERGEMPOL, in academic year 2015/2016. By applying the treatment, it is expected to know whether the scores are increasing or not. So, the effectiveness of word square game knows by the writer by the writer after get score both pretest and posttest.

B. Population and Sample

According to Gay (1992:124) stated population is the group of interest to the researcher, the group which she or he would like the result of the study to

generalizable. On other hand, population is a group of individuals who have the same characteristic (Cresswell, 2012:142). So that ways, population of this research were first grade in SMP Negeri 2 Sumbergempol, which consists of nine classes from A class until I classes.

Mean while, according to Cresswell (2012:142) sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. So that ways, selection of sample is very important steps in conducting a research study. Technique to take sample is sampling. According to Gay (1992:123) sampling is the process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they were selected. This sampling has function to get information in population. This study the writer used purposive sampling technique. The researcher took one class of nine classes from the first grade of SMP Negeri 2 Sumbergempol.

According analysis above, the researcher used the first grade students at SMP Negeri 2 Sumbergempol as population and A class students who consisted of 26 students as sample based on the selection of random sampling. The researcher takes A samples, because A class is the best class.
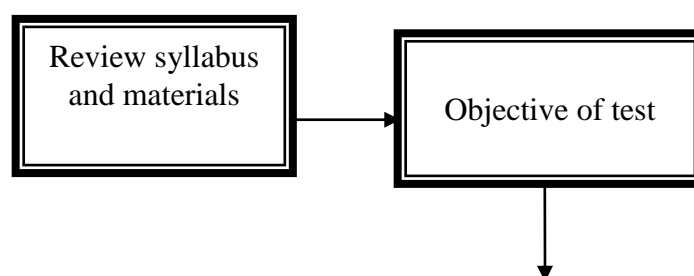
C. Research instrument

Instrument is the tool of the method which used in this research. The main instrument of this research was test. Test focused in testing vocabulary. According to Gay (1992:154), test is a means of measuring the knowledge, skill, feeling,

intelligence, or aptitude of an individual or group. Therefore, test produces numerical scores that can be used to evaluate the test takers. To obtain the required scores of the students' achievement in vocabulary ability in this research, the researcher used two kinds of tests. They were pretest and posttest.

The first, pretest was done before treatment process (teaching vocabulary by using word square). This test is to know the basic competence and earlier knowledge before they get treatment. The numbers of the test given were 40 questions. This question was made by the researcher related to the topic. The question is consist of 15 question is fill in the blank, 10 question matching the word and 15 question is random word. The pretest was administering on 15 February 2016.

The second was posttest. The post test was done after the treatment process (teaching vocabulary by using word square). The number of the test given were 40 question related to the topic. This test was done to know the final score and to know the students' difference competence before and after they getting the treatment. The treatment was given in five meeting in the class. In the treatment, the researcher gave random words in the final of every meeting. The posttest was administered on 24 February 2015.

Table 3.1 Instrumentation

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                                    ┌─────────────────┐
                                    │    Drafting     │
                                    └─────────────────┘
                                             │
                                             ▼
┌──────────────────────────────┐   ┌─────────────────┐
│  ┌────────────────────────┐  │   │   Validating    │
│  │    Expert validity     │  │───└─────────────────┘
│  └────────────────────────┘  │
│                              │
│  ┌────────────────────────┐  │
│  │        Try out         │  │
│  └────────────────────────┘  │
└──────────────────────────────┘
                │
                ▼
      ┌─────────────────────┐
      │ Writing final draft │
      └─────────────────────┘
```
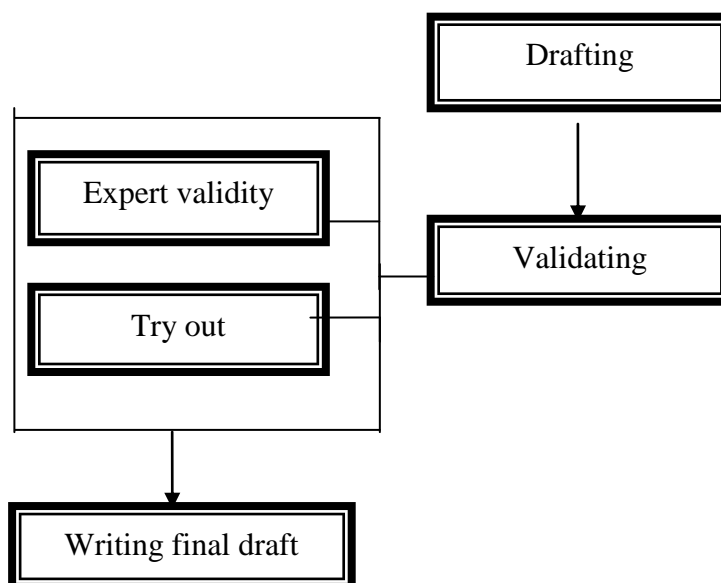
The instruction in the test were stated clearly that the students had to find, this test was consist fill in the blank. Matching the picture and circle the word randomly in the square vertically, horizontally and diagonally which was consider as the correct word or good arranging and then students write the answer in the box bellow. The total of the test is 30 questions. The time allocated was 80 minutes with 60 minutes to discuss related to the topic and 20 minutes to practice this game. To discuss related the material needed long time, because the researcher must explain the topic and in the first treatment the researcher must explain about word square game to the students. On other side, the practice of the game needed short time, because it just to know the students understand about the material was given. The steps of instrumentation:

1.1 Review Syllabus and material

The researcher used material related to the syllabus. Before, the researcher does the research, the researcher ask the material to the teacher. The teacher gives

material about hobby. Before the researcher is doing the research. The researcher give the test to students is to know the vocabulary achievement. In this material the researcher explain what is hobby and kinds of hobby. In this test, there are two kinds of test pretest and post test. Before pretest, the researcher does tryout to get the reliability of test. In this material, the researchers ask the students what is their hobby.

Table 3.2The materials for the first grade of Junior High School

No	Topic	Objective	Learning activity	vocabulary
1.	Hobby and Interest	Students are able to mention about hobby.	Introducing vocabulary related with topic (Hobby and interest)	Swimming, cooking, dancing, fishing, camping, singing, reading, reading, writing, etc.

1.2 Objective of test

Before making a test, the researcher must know the objective of the test. It means that the test is for how and based on the learning objective in the lesson plan. The test is to test is a means of measuring the knowledge, skill, feeling, intelligence, or aptitude of an individual or group. The learning objective is students are able to mention about hobby. So, that the test is very important in the beginning.

1.3 Drafting

In this step, drafting is very important steps because the researcher drafts all of the aspect will be input in the test. The teacher search many source to make

the test. The test must suitable and based on their competence for the first grade of junior high school. The researcher take many source such as LKS mgmp Tulungagung, browsing in internet and English in focus book.

1.4 Validating

Validating is to make sure that the test is validity and reliable for the students. Validity is the development of sound evidence to demonstrate that the test interpretation (of scores about the concept or construct that the test is assumed to measure) (Cresswell, 2012:159). To measure whether the test has good validity, the researcher analyzed the test from content validity, construct validity and face validity.

In this validating, the researcher analyzed from content validity. In this content validity, the teacher makes 40 questions that consist of 15 fill in the blank. 10 matching the picture and 15 randomly word. In the construct validity, the process of validating a test of a construct is by no means an easy task. Basically, it involves testing hypotheses deduced from a theory concerning the construct. It means that the test must easy to understand by the student. In the face validity, the test must clear all of aspect such as the instruction in each questions, the scorer in each task and the test doesn't make ambiguity.

1.5 Expert validity

The test before the validation can be seen in appendix 1. The validation from the lecturer is from the direction is not clear. In the task 1, the type of question is wrong. It is the type of reading question. The question should fill in

the blank and there are 15 questions. In each number has 3 points. In every passage should have source. Then in the task 2, the problem is direction is not clear, it makes the students is not understands. In the task 3, the problem is same with task 1. It is not vocabulary test but it is reading test. In the last task, task 4 the problem is the writer just only focused on the vocabulary test is not on the grammar test.

The next is the validation from the teacher. The teacher is agreeing about the test. She argued that the test is suitable from the teacher. Because, the test should based on the competence and knowledge from the students. The test after the validation can be seen in appendix 2.

1.6 Try Out

Before doing the pre test, the teacher does tryout. The try out is very important to know the validity and reliability of the test. The teacher does the tryout in F class of SMPN 2 Sumbergempol, especially first grade. This tests that consists of 40 questions. To know the reliability of tests, the researcher also used SPSS statistic. The result of the tryout is the test is reliable because the scorer is best. The scores of tryout can be seen in appendix 5

1.7 Writing final draft

In the final draft, the researcher revises the test based on all steps in instrumentation to get the reliability of test. The teacher makes 40 questions that consist 15 fill in the blanks, 10 matches the picture, 15 randomly word. For the scoring, the teacher gives points in each number. For task 1, three points in each number. For task 2, one points and task 3, three points.

D. **Validity and Reliability Testing**

To collect the data the researcher use instrument. The use of valid instrument is very essential to determine the validity of the data. In this research, the researcher using vocabulary test to measure the students' vocabulary achievement before and after taught by using word square game. The tests were constructed by the writer herself using some source. Before using the test, the researcher had tryout to get the reliability of the test. The researcher done the tryout for pretest and posttest was held in first grade of SMP Negeri 2 Sumbergempol, Tulungagung to 5 students to find out the validity and reliability of test.

According to Gay (1992:155), validity is that is the degree to which a test measures what it is supposed to measure. Validity is the development of sound evidence to demonstrate that the test interpretation (of scores about the concept or construct that the test is assumed to measure) (Cresswell, 2012:159). Since tests are designed for a variety of purposes and since validity can be evaluated only in terms of purpose. To measure whether the test has good validity, the researcher analyzed the test from content validity, construct validity and face validity.

a. Content Validity

Content validity is the degree to which a test measures an intended content area (Gay, 1992:156). Content validity requires both item validity where it represented measurement in the intended content area and sampling validity which was used to know how well the test samples the

total content area or relevant with the purpose of the test. . Content validity is determined by expert judgment (Gay, 1992: 157). There is no formula by which it can be computed and there is no way to express it quantitatively. Usually experts in the area covered by the test are asked to assess its content validity.

A test with good content validity adequately samples the appropriate content area. So, content validity is prime importance for achievement test, because test score can not accurately reflect a student's achievement if it does not measure what the students was supposed to learn. The researcher made vocabulary test which consist of 10 fill in the blanks, 10 matches to the picture and 10 random words, search in horizontally, vertically and diagonally. The test made by the researcher based on the course objectives in the syllabus and discuss with the teacher.

b. Construct Validity

According to Gay (1992:157), construct validity is the degree to which a test measures an intended hypothetical construct. You cannot see a construct, you can only observe its effect. In fact construct were "invented" to explain behavior, we cannot prove they exist; we cannot perform brain surgery on a person and "see" his or her intelligence. Constructs, however, do an amazingly good job of explaining certain differences between individuals.

Research studies that involve a construct either as an independent or a dependent variable are only valid to the extent that the measure of the construct involved is valid (Gay, 1992:157). The process of validating a test of a construct is by no means an easy task. Basically, it involves testing hypotheses deduced from a theory concerning the construct.

c. Face Validity

According to Gay (1992:156), face validity refers to the degree to which a test appears to measure what it purports to measure. While determining face validity is not a psychometrically sound way of estimating validity, the process is sometimes used as an initial screening procedure in test selection. Some learners were upset because such tests, on the face of it did not appear to them to test their true abilities in English. Face validity is almost always perceived in terms of content: if the test samples the actual content of what the learner has achieved or expects to achieve, then face validity will be perceived.

Then next way to know a good test is by reliability. Reliability is a necessary characteristic of any good test for it to be valid at all and test must be reliable as measuring instruments. A reliable test is consistent and dependable.

According to Gay (1992:161), reliability is the degree to which a test consistently measures whatever it measures. An unreliable test is essentially useless; if a test is unreliable, then scores for a given sample would be expected to be different every time the test was administering. On other hand, reliability is

expressed numerically, usually a coefficient; a high coefficient indicates high reliability (Gay, 1992:162). So, the test must first be reliable as a measuring instrument. Based on this research, the researcher used Cronbach's Alpha.

Table 3.3 The Result of Reliability in Try Out by using Cronbach's Alpha

Reliability Statistics

Cronbach's Alpha[a]	N of Items
-.814	40

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions.

Based on the table 3.3, it can be known that reliability of try out is 0.814. it is rounded up into 0.800. 0.80 belongs to reliable, it means that the instrument of pretest is reliable. N of items is 40, it means that in this test consist of 40 questions. The items –total statistics can be seen in appendix 8.

The next way to know the good test is normality testing. Normality testing is needed to find out whether the data is an normal distribution or not. Therefore, the researcher intended to test the normality of the data by using SPSS 16.0 with One Sample Kolmogorov-Smirnov method. The normality testing was done towards the try out.

The hypotheses for testing normality are:

a. H_0 : Data is in normal distribution

b. H_a : Data is not in normal distribution

The hypotheses for normality testing say that the data is in normal distribution if H_0 is accepted and on the contrary, the data is not in normal distribution if H_a is accepted. The H_0 is rejected when the significance value is lower than 0.05 ($\alpha =$ 5%), while H_0 is accepted when the significance value is higher than 0.05 ($\alpha =$ 5%). The result analysis for normality testing can be seen in table 3.4

Table 3.4 The result of Try out in normality testing

One-Sample Kolmogorov-Smirnov Test

		VAR00001
N		26
Normal Parameters[a]	Mean	75.8846
	Std. Deviation	6.91854
Most Extreme Differences	Absolute	.128
	Positive	.128
	Negative	-.061
Kolmogorov-Smirnov Z		.652
Asymp. Sig. (2-tailed)		.789
a. Test distribution is Normal.		

Based on the result above from SPSS 16.0 is know that the significance value from post test is 0.05 (see table above) it means that H_0 is accepted and H_a rejected and the data of the test is normal distribution. In this case, the significance value of tryout is 0.789 and it is higher than 0.05 (0.789>0.05). It means that H_0 is accepted and H_a is rejected. So, the test was used in this research have normal distribution and can be used in this research.

E Data Collecting Method

Data collection method is the way to get the data. In this research, the data collecting method is administering test that consist of pretest and posttest. The procedure of administering test was clarified as follows:

1. Pre-test

At the first meeting, the writer gave a pre test to the students. There are 40 questions and have done in 80 minutes. In this test consist of 15 fill in the blank, 10 matches to the picture and 15 randomly word. For the scoring in task 1, the teacher gives three points in each number. In task 2, the teacher gives one points in each number and in task 3, the teacher gives three points in each number. So, if the all student's answer corrects, the students will get the score 100. It was conducted to know the scores of the student's vocabulary achievement before taught the treatment. The pre test was administered on 15 February 2016.

2. Post-test

The post test is given to the student after conducting the treatment of using word square game. In this post test, the teacher gave the students 40 questions and has done in 80 minutes. The kinds of test are 15 fill in the blank, 10 matches to the picture and 15 randomly word. Post test was used to know ability's students after getting treatment. Then, the result of test would be compared between pretest and post test score whether differences or not. If there any differences score, it showed that treatment

was successful and if there was no differences score, it showed that treatment was successful. The post test was administered on 24 February 2016.

Table 3.5The Schedule Test and Treatment

No	Activity	Date
1.	Pretest	February 15, 2016
2.	Treatment	February 16, 2016
		February 17, 2016
		February 22, 2016
		February 23, 2016
3.	Posttest	February 24, 2016

F. Data Analysis

In analyzing and managing quantitative data, the researcher used quantitative data by using statistical program. The quantitative data analysis was used to know the students achievement in vocabulary after using word square game. The researcher conducted test to the students before and after they were taught by using word square game.

Data that was the students' scores obtained from the pretest and posttest would be analyzed statistically using the paired t-test. The samples were referred to as paired samples or dependent samples, because they were drawn dependently from population within one group. This program used the t-test formula, because the sample of this research was small and below 30. In this research, the first

grade at SMP Negeri 2 Sumbergempol, especially A class was taken as samples, which were 26 students. The test results were compared.

T-test was taken from the students' test result which was conducted before and after the students being taught by using word square game in the process of teaching and learning vocabulary. By using the paired t-test through SPSS program, the researcher wants to know any significant differences in the one group pretest and post test as the effect of the treatment. The analysis of the data would use SPSS program with the following steps:

1. The researcher opened the SPSS program

2. Then, the researcher computed the mean of the data with got into the pretest and post test to be analysis through compared means with chosen paired-samples t-test.

3. The data got again into paired variables columns

4. The researcher would choose option to decide confidence interval percentage 95%

5. After that click "OK" to get the result.

6. Before finishing, the researcher looked up the degrees of freedom. The number of degrees of freedom (df) was the number of observations free to very around a constant parameter. According Ary, et, al (2010:177) is:

df = N-1

Where:

df   : degrees of freedom

N   : number of pairs

7. The t value has to greater than the significant levels two tailed 5%, because   this showed if this research could be accepted or rejected the null hypothesis (Ho).

In hypothesis testing, we as researcher always referred to the null hypothesis. The null hypothesis is a statistical hypothesis, because it states that there is no relationship between the variables in the population. The basic formula of null hypothesis is Ho: $\mu1 = \mu2$, meanwhile the alternative hypothesis is Ho: $\mu1 \neq \mu2$.

Where:

Ho   : The null hypothesis

$\mu1$: The mean of the pretest

$\mu2$: The mean of the post test

The criteria for accepting or rejecting the null hypothesis as follow: Ho is rejected if significant value < 0.05 and Ho is accepted if significant value > 0.05.

In this study, the researcher provides some formula of T-test based on Arikunto (2010:311) as follows:

a. Find t, $t = \dfrac{M_x - M_y}{\sqrt{\left(\dfrac{\Sigma x^2 + \Sigma y^2}{N_x + N_y - 2}\right)\left(\dfrac{1}{N_x} + \dfrac{1}{N_y}\right)}}$

Where:

M: average of gain between pre-test and post-test

N: total of subjects

x: deviation from x_2 score and x_1 score

y: deviation of the y_2 score and y_1 score

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter focuses on presenting the result of data analysis. Three main topics will be discussed in this part covering description of data, hypothesis testing and discussions.

A. The Description of Data

In this section, the writer presents the students' vocabulary mastery before and after being taught by using word square game. As mentioned before, the researcher uses test as the instrument in collecting data. The test was given to the first A class as a single group. The test was in the fill in the blank, matching the picture and random word. The researcher presented and analyzed the data through two kinds of test, they were pretest and posttest. The pretest was given before teaching the class by using word square game. The researcher as teacher taught the students in two weeks.

In teaching and learning process for the first meeting in 15 February 2016 the teacher gave pre test for vocabulary testing. For the pre test, the teachers gave 40 questions and have done in 80 minutes. The kinds of the questions are 15 fill in the blank, 10 matches to the picture, 15 random words. For the scoring in task 1, the teacher gives three points in each number. In task 2, the teacher gives one points in each number and in task 3, the teacher gives three points in each number.

So, if the all student's answer corrects, the students will get the score 100. The result of pretest shows that their vocabulary is poor. They are difficult and

confused to find and arrange the word whether horizontally, vertically, or diagonally correctly.

After the researcher getting the result of pretest, the researcher gives treatment to the students by using word square game to improve their vocabulary. For treatment, the students look enjoy and enthusiastic to play game. When treatment has finished, the researcher gives test again to know students' ability after being taught by using word square game. This test is called posttest. The result of posttest showed that students' vocabulary mastery improved significantly. The collected data were described in the form of table that includes the pretest and posttest score in a single group.

To describe the data, the researcher showed the criteria of score of the students' test result, mean of the result, and percentage of the test. To know the student' mastery whether it was good or not, the researcher gave the criteria as follows:

Table 4.1 The criteria score of the students by using word square game

No.	Interval class	Criteria
1.	80-100	Very good
2.	70-79	Good
3.	60-69	Enough/fair
4.	50-59	Poor
5.	0-49	Bad/low

1. Description of Proficiency of Students Before being taught by using Word square game.

In this section, the researcher presents the students' vocabulary mastery before being taught by using word square game. In this presentation, the researcher and analyzed the collected data through pretest which are administered to 26 students. The descriptions were presented in the following table:

Table 4.2 The students' score before being taught by using word square game (Pretest).

No	Name	Pretest
1.	AAR	60
2.	AKA	54
3.	AS	65
4.	AP	73
5.	ADS	70
6.	AS	61
7.	ATW	58
8.	DRS	76
9.	DAS	79
10.	DMF	77
11.	ESP	72
12.	EJ	60
13.	HS	54
14.	MS	64
15.	MIF	75
16.	NK	67
17.	RMN	60
18.	SLS	70
19.	SP	68
20.	SAA	65
21.	SW	67
22.	SF	59
23.	WBP	55
24.	YS	70
25.	YP	56
26.	YPU	85

Pretest was administered on 15 February 2016 at 12.10-13.30 a.m. The table 4.2 shows that from 26 students there are 16 students got score under 70

(passing score) and 10 students got score more than 70. It can be concluded that 16 students were not pass the pretest.

Table 4.3 Descriptive statistic of pretest

Statistics

s VAR0001

N Valid	26
Missing	0
Mean	66.1538
Median	66.0000
Mode	60.00[a]
Std. Deviation	8.32198
Variance	69.255
Range	31.00
Sum	1720.00

a. Multiple modes exist. The smallest value is shown

Based on the table 4.3 above, there are 26 students. it shown that mean score 66.1538, it means that the average of 26 students are got 66 scores. Based on criteria success of students' score 66 are Enough score. The median score is 66.000 and the mode is 60.00. The mode is simply that value which had the highest frequency. It means that the most frequent score is 60 that indicated many students got enough score. Then, the standard deviation is 8.32198.

Table 4.4 Frequency of Pretest

VAR00001

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	54	2	7.7	7.7	7.7
	55	1	3.8	3.8	11.5
	56	1	3.8	3.8	15.4
	58	1	3.8	3.8	19.2
	59	1	3.8	3.8	23.1
	60	3	11.5	11.5	34.6
	61	1	3.8	3.8	38.5
	64	1	3.8	3.8	42.3
	65	2	7.7	7.7	50.0
	67	2	7.7	7.7	57.7
	68	1	3.8	3.8	61.5
	70	3	11.5	11.5	73.1
	72	1	3.8	3.8	76.9
	73	1	3.8	3.8	80.8
	75	1	3.8	3.8	84.6
	76	1	3.8	3.8	88.5
	77	1	3.8	3.8	92.3
	79	1	3.8	3.8	96.2
	85	1	3.8	3.8	100.0
	Total	26	100.0	100.0	

Based on the test above on the table 4.4, the researcher can see that two students got score 54, it means that the mastery of students in vocabulary of SMPN 2 Sumbergempol is poor. The students got score 60 are three students, it means that the students is belongs to enough. Then one of the students got score 77, it means that the students have good mastery in vocabulary. The last the students got 85 score is only one, that score is very good criteria in vocabulary.

2. Description of Proficiency of Students After being taught by using word square game (Posttest).

In this section, the researcher presented the students' vocabulary mastery after being taught by using word square game. The descriptions were presented in the following table:

Table 4.5 The students' score after being taught by using word square game.

No	Name	Posttest
1.	AAR	85
2.	AKA	90
3.	AS	95
4.	AP	88
5.	ADS	76
6.	AS	97
7.	ATW	67
8.	DRS	95
9.	DAS	84
10.	DMF	82
11.	ESP	88
12.	EJ	64
13.	HS	60
14.	MS	90
15.	MIF	88
16.	NK	68
17.	RMN	69
18.	SLS	85
19.	SP	93
20.	SAA	92
21.	SW	94
22.	SF	98
23.	WBP	92
24.	YS	88
25.	YP	100
26.	YPU	89
		$\sum y = 2214$

Posttest was administered on 24 February 2016 at 13.30-14.50 a.m.

The table 4.5 showed that most of the students passed the posttest and

only 5 students were not passing for their scores were under 70.

Table 4.6 Descriptive statistic of posttest

Statistics

VAR00002

Valid	26
Missing	0
Mean	85.2692
Median	88.0000
Mode	88.00
Std. Deviation	1.11483E1
Variance	124.285
Range	40.00
Sum	2217.00

Based on the table 4.6 above, there are 26 students. it shown that mean

score 85.2692, it means that the average of 26 students are got 85 scores. Based

on criteria success of students' score 85 are very good score. The median score

is 88.0000 and the mode is 88.00. The mode is simply that value which had the

highest frequency. It means that the most frequent score is 88 that indicated

many students got very good score. Then, the standard deviation is 1.11483.

Table 4.7 Frequency of Pretest

VAR00002

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	1	3.8	3.8	3.8
	64	1	3.8	3.8	7.7
	67	1	3.8	3.8	11.5
	68	1	3.8	3.8	15.4
	69	1	3.8	3.8	19.2
	76	1	3.8	3.8	23.1
	82	1	3.8	3.8	26.9
	84	1	3.8	3.8	30.8
	85	2	7.7	7.7	38.5
	88	4	15.4	15.4	53.8
	89	1	3.8	3.8	57.7
	90	2	7.7	7.7	65.4
	92	2	7.7	7.7	73.1
	93	1	3.8	3.8	76.9
	94	1	3.8	3.8	80.8
	95	2	7.7	7.7	88.5
	97	1	3.8	3.8	92.3
	98	1	3.8	3.8	96.2
	100	1	3.8	3.8	100.0
	Total	26	100.0	100.0	

Based on the test above on the table 4.7, the researcher can see that one student got score 60, it means that the mastery of students in vocabulary of SMPN 2 Sumbergempol is good. The students got score 76 are one student, it means that the students is belongs to good. Then four of the students got score 88, it means that the students have very good mastery in vocabulary. The last the students got 95 score is two students, that score is very good criteria in vocabulary.

B. Data Analysis

Data analysis is done to know the different before and after test by researching the gain "d" (score after test-score before test) and then total of the gain score ($\sum$d).

Table 4.8 The pretest and the posttest scores analyzed to (d) and d $(Y-X)^2$

No.	Name	Pretest (x)	Posttest (y)	Gain (d)(y-x)	d $(y-x)^2$
1.	AAR	60	85	25	625
2.	AKA	54	90	36	1296
3.	AS	65	95	30	900
4.	AP	73	88	15	225
5.	ADS	70	73	3	9
6.	AS	61	97	36	1296
7.	ATW	58	67	9	81
8.	DRS	76	95	19	361
9.	DAS	79	84	5	25
10.	DMF	77	82	5	25
11.	ESP	72	88	16	256
12.	EJ	60	64	4	16
13.	HS	54	60	6	36
14.	MS	64	90	26	676
15.	MIF	75	88	8	64
16.	NK	67	68	1	1
17.	RMN	60	69	9	81
18.	SLS	70	85	15	225
19.	SP	68	93	25	625
20.	SAA	65	92	27	729
21.	SW	67	94	27	729
22.	SF	59	98	39	1521
23.	WBP	55	92	37	1369
24.	YS	70	88	18	324
25.	YP	56	100	44	1936
26.	YPU	85	89	4	16
		$\sum$x = 1. 720	$\sum$y = 2214	$\sum$D = 489	$\sum D^2$= 13447

The score above will be analyzed by using SPSS program. It is used to know mean of pretest and posttest. The result as follow:

Table 4.9 Paired Sample Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	66.1538	26	8.32198	1.63207
	posttest	85.2692	26	11.14830	2.18636

Based on the table 4.9 above, Output paired sample statistics shows mean of pre test is 66.1538. The numbers of the test given are 40 questions for 26 students. The pretest is done before treatment process (teaching vocabulary by using word square game). This test is given to know the basic competence for all students and to know their earlier knowledge before they get treatment.

The mean score of posttest is 85.2692. The numbers of the test given are 40 questions for 26 students. The post test is done after giving treatment process (teaching vocabulary by using word square game). It is done to know the final score and to know the students' difference competence before and after they get treatment.

Based on above result, we can conclude that there are mean score differences between pretest and posttest. The mean score of the pretest is 66.1538, while the posttest score is 85.2692. So, there is increase and difference posttest score is higher than pretest score.

Table 4.10 Paired Samples Correlations

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 VAR00001 & VAR00002	26	.164	.424

Based on the table above, the output of paired sample correlation show the large correlation between samples, where can see numeral both correlation are 164 and numeral of significance is 424.

C. Hypothesis Testing

Hypothesis testing was identified by using the significant effect of T-test result after using word square game. Gay (1992:72) stated also the result of research only indicate whether a hypothesis was true for the particular subjects involved in the study.

After doing the experimental, the researcher recorded the scores obtained from the pretest and posttest, conducted some statistical calculations for the data analysis, and made interpretation and conclusions. The result of pretest and posttest will be presented bellow.

Table 4.11 Paired Samples Test

Paired Samples Test

	Paired Differences		T	df	Sig. (2-tailed)

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	VAR00001 - VAR00002	-1.91154E1	12.77287	2.50497	-24.27446	-13.95631	-7.631	25	.000

Based on the table above, it can be seen that the T-count is 7.631 with the df is 25. The score of vocabulary mastery before being taught by word square game is good, because the mean score of vocabulary is 66.1538 and after the students got a treatment the mean of vocabulary mastery is 85.2692 it improved, the researcher used T-test analysis, the result of T-count is 7.631. The negative which appear in T-count above means the mean before treatment is lower than after treatment. Therefore, word square is an appropriate game to improve vocabulary mastery for the students.

Then the researcher gave interpretation to t0. First, the researcher considered the df, df = N-1, in here df is 25. The researcher consulted the score in t-table. The significant level of 0.424 the score of t-table is 2.060. by comparing the "t" that the researcher has got calculation t-count is 7.631 and the value of "t" on t-table t0 is 2.060. From the calculation above, t count is bigger than t-table (7.631>2.060).

From the calculation above, t count is bigger than t-table the alternative hypotheses (Ha) is accepted and the null hypotheses is rejected.

It means that there is any significant different vocabulary mastery score of first grade of SMPN 2 Sumbergempol between before and after being taught by using word square game.

From the result of computation above, the degree of freedom is 25. The computation above shows that result of T-test is 23.321.837. To compare whether it is significance or not, the researcher uses T-table. In conclusions, T-score is greater than T-table. So, the alternative hypothesis (H_1), saying that there is significant difference between students score before and after being taught by using word square game is accepted and the null hypothesis (H_0) saying that there is no significant difference between students score before and after being taught by using word square game is rejected. Thus, the word square game is effective for teaching vocabulary.

D. Discussions

Based on the finding, it has been mentioned that the using of t-test formula to check the significant different between before and after being taught using word square game in teaching vocabulary. The objective of this study is to know the effectiveness of word square game

toward the students' mastery of vocabulary of the first grade at SMP Negeri 2 Sumbergempol in the academic year 2015/2016.

In this research, the correlation between the recent research with previous research is in the recent research is more effective because this research conduct in a long time that is six meeting. The treatment is doing in four meeting. So, there are any significance different score between before and after using word square game.

The mean score of pretest is 66.1538 while posttest is 85.2692. from this calculation, it is found that difference of the mean score between pretest and posttest is -19.1154. So, there is increase and difference score is higher than one.

Therefore, based on the t-test analyze of the research data that significant value < 0.05, so the alternative hypothesis (Ha) is a and the null hypothesis (Ho) is rejected. It means that there is significant different vocabulary score of the first grade at SMP Negeri 2 Sumbergempol between students' achievement before being taught by using word square game and after being taught by using word square game. Word square game is considered effective to improve students vocabulary. This finding is in line with the result of this study stated that the previous study.

In order to gain the objectives of the study, the writer conducts an experimental study with a pretest and posttest design. Based on the research method in chapter III in this research, teaching and learning

process was divided into three steps. First steps is preliminary study where the researcher conducted a preliminary study to know the students' vocabulary ability by using administering pretest by teaching without word square game.

The second step is giving treatment to the same students. The students are given material about hobby. At the first treatment, the researcher tells about hobby. The researcher explain some vocabulary about hobby to the students and then

The researcher gives paper that content about random words and ask them to find and arrange word horizontally, vertically, and diagonally by using word square game. During getting the treatment, the students are enthusiastic to study vocabulary. The students more active, effective and enthusiastic to study vocabulary. The researcher was doing the treatment fourth times. The last step is administering posttest. In the posttest, the students are given a test to know their vocabulary mastery after they are treated by using word square game.

Based on this research finding, the game provides a nonthreatening environment for coping with new learning. Moreover, games help to create a context in which students' attention is focused on the completion of a task without necessarily realizing that language items are being practiced. The one of games is word square game.

So that ways, the implementation of word square game in teaching and learning process gives a positive effect on the students'

achievement, because they can study vocabulary easily and relax without hard feeling. The situation that conductive comfort for their sense, it will make them enjoy to learn and getting good result. It can be done because by fun learning, information can be understood and maintained in memory well.

USIONS AND SUGGESTIONS

This chapterchapter.

A. Conclusions

The implementation of word square game in the first grade students of SMP Negeri 2 Sumbergempol Tulungagung is effective to improve student's vocabulary score. After they get the treatment, they more active students and they easily to memorize the vocabulary. We can see the effectiveness of word square game from the result in pretest and posttest.

The students' vocabulary mastery before being taught by using word square game is generally low. It can be seen from the score obtained by the students before being taught by using word square game that from 26 students there are 16 students get score under 70 and 10 students obtain score more than 70. The result of student's mastery after being taught by using word square game is better than before. It is shown the score obtained by the students after being taught by using word square game where 21 students pass the test and only 5 students do not pass.

So, that ways there is any significant difference in the score of the student's before and after being taught by using word square game. The results of table 4.3 and 4.6 support this finding. The results of table 4.3 shows that the mean scores of posttest are higher than pretest, revealing that using word square game is able to promote the students' achievement higher than before being

taught using word square game. The significant value < 0.05, it means that the null hypothesis is rejected and the alternative hypothesis is accepted.

Therefore, from the result of the data analysis above, it can be concluded that there is any significant difference in the achievement of the students before and after being taught using word square game. Word square game is more effective and interesting than the conventional teaching in teaching English about vocabulary to the students, especially for junior high school.

B. Suggestions

Based on the result of the research, there are any significant differences before and after students get treatments using word square game. The researcher tries to give some suggestion.

The first, in this research, the student's just search the word by randomly in square form. The students just know the new vocabulary and meaning. It should the researcher give example in the sentence so the students know how to make good sentence with their new vocabulary.

The second, the researcher does not use English language in teaching and learning process because the students do not understand, if the researcher uses English full in the explanation. For other researcher, the researcher gives suggestion they should use English language to communicate in the teaching and learning process. It helps students to speak English fluently and helps students to pronounce English. So, the student is

more easily to memorize new vocabulary because they use English language to communicate along teaching and learning process.

The third, the researcher should condition the class. The student's is very noisy so the researcher must make teaching and learning interesting, fun and enjoyable .The students will not get bored and they feel easier to memorize their vocabulary The researcher must speak more loudly voice in explanation. So the students do not speak with their friends and interest in the teaching and learning process

The fourth, the researcher must be active and flexible in teaching and learning process. The teacher must give support in learning English because many students is afraid with English lesson, they think that English is difficult to learn. The researcher must make enjoyable class.

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