THE EFFECT OF WORD SQUARE MODEL ON STUDENTS’ VOCABULARY MASTERY

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ABSTRACT

This thesis entitled The Effect of Word Square Model on Students’ Vocabulary Mastery in eighth grade students of SMP Swasta Darussalam Martubung. The objective of this research was to find out the effect of word square model on students’ vocabulary mastery. The research used experimental research design. The population of this research was eighth grade of SMP Swasta Darussalam Martubung, who consisted of 150 students in eighth classes; each class consists of 30 students. The researcher took purposive sampling technique, namely class VIII-1 as experimental class and class VIII-2 as the control class. Experimental class was the class that received the treatment of Word Square Model and control class was the class that did not receive the treatment or only taught by using Conventional method. The instrument of the research was essay test of 25 questions. The result of the data analysis showed that the mean scores in experimental class in pre-test (53.73) and post-test (89.07) was higher than the scores in control class in pre-test (47.07) and post-test (59.07). And by using t-test, the result of the testing hypothesis indicated that there was significance (2-tailed) 0.003 lower than the level of significance 0.050. The finding showed that the alternative hypotheses was accepted while null hypotheses was rejected. Therefore, it means that using Word Square Model in teaching vocabulary had significant effect on students’ vocabulary mastery.

Keywords: Word Square Model, Vocabulary Mastery

ABSTRAK


Kata kunci: Model Pembelajaran Word Square, Penguasaan Kosakata
1. INTRODUCTION

English as International language is spoken almost all over the world. In the global era, English has an important role as communication language used in many sectors of life, such as trading, bilateral relationship, politic, science, technology and many others. In fact, people use the language to express their feelings, ideas, and desires. English has become the language used by many people over the world to connect and share with another. Therefore, people should understand and master English in order to gain broader knowledge, information and technology.

Vocabulary is one of the basic elements in achieving language skills. Language components consist of grammar, vocabulary, pronunciation and spelling. Obviously, vocabulary is as one of the language components and supporting element to mastery of the four skills are very important in learning a language. Students have improved much if they learn words and expression. As a linguist, David Wilkins (Thornbury 2002:13) said that vocabulary learning is very important. ‘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 important has to be given to vocabulary because vocabulary is very important thing in learning English. If the students have lack of vocabulary, they cannot express their ideas, and it is impossible to communicate effectively among people. Vocabulary is the body of words that make up language and vocabulary is important factor in language teaching and learning process especially in English. Moreover, without vocabulary and their meaning, both written and verbal communication has been poorly understood.

Everyone cannot master a lot of vocabulary easily. Nevertheless, even for students, they were demanded to master as much as vocabulary based on the curriculum created by government. Some students can master it easily, but some cannot. Therefore, it needed way in order to help the students to master vocabulary easily, and one of the ways is by applying model in teaching process.

Word Square Model is a set of word game arranged in a square such that they read same horizontally and vertically. Word Square is cooperative model where students study individually by answering some questions in Word Square Model. This model is not made to students difficult to study but it has purpose to force students to think effectively. Then Word Square Model is a suitable model used to help students to master vocabulary easily by giving opportunity for them to memorize as much as possible vocabulary.

From the explanation above, the writer was interested to conduct a study on teaching vocabulary through Word Square Model. Therefore, this researchentitled ‘The Effect of Word Square Model on Students’ Vocabulary Mastery.

Definition of Vocabulary

Scrivener (1994:73) argued that vocabulary is a powerful carrier of meaning. Beginners often manage to communicate in English by using the accumulative effect of individual word. A good knowledge of grammar, on the other hand is not such a powerful. According to Richard (2001:4) vocabulary is one of the most obvious components of language and one of first things applied linguistic turned their attention. In Oxford Advanced Learner Dictionary of the English Language (1961:959), there are three definition of vocabulary:

Based on the definitions above, it can be concluded that vocabulary is stock of words in a language used by the people to express their feeling. 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.

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 (1990:103) stated that, “if one has extensive vocabulary, it is possible to obtain meeting from spoken and written text, even though one does not know the grammatical structures in which the text are incoded”. Rivers (in Nunan,1991:117) argued that, “The acquisition of an adequate vocabulary is essential for.
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.

Then, Laurence Urdang (1968) said that Word Square is a set of words such that when arranged one beneath another in the form of a square the read a like horizontally. Word Square learning model is a learning model that uses boxes in the form of cross words as a tool in delivering teaching material in the teaching and learning process. Therefore, making a box is the main media in delivering teaching material.

**The Instructions of Word Square Model**

The steps of Word Square Model are very simple and easy. Thus, the steps of making Word Square Model based on (Strain, 2012:182).

1. Teacher delivers the material based on the topic of learning natural resources.
2. Teacher distributes work sheets in the form of boxes that contain answers and are accompanied by questions
4. Give point to each answer in the box.

**The Advantages of Word Square Model**

The advantages of Word Square Model are as follows:

1. This learning model is not rigid, because a teacher may modify its use again in accordance and situations of the learning process.
2. The material will be directed, because teacher first describes the description of the material before the card is distributed to students.
3. Training students to cooperate and respect the abilities of others.
4. Training students to interact well with their classmates.
5. Training will be able to deepen and sharpen students’ knowledge through the cards shared with him, because inevitably he has to memorize and at least read the material given to him.
6. Can increase student responsibility, because each student is held accountable for the card given to him.

**Disadvantages of Word Square Model**

The disadvantages of Word Square Model are as follows:

1. When looking for a partner found irregularities, because there are students who run there and run here.
2. The ability of students to deliver material to their friends is not in accordance with what is expected.
3. The presence of students who meet with their friends to chat and not discuss the material presented by teacher.

**Character Traits**

Character traits are valued aspects of a person’s behavior. Everyone has character traits, both good and bad, including our favorite fictional characters. According to Donovan Bryn (2015:359), there are two kinds of character traits. They are as follows:

1. Positive character traits
   - A positive set of principles can guidance to live our lives. There are some examples of positive character traits such as: accountable, active, ambitious, brave, funny, honest, loyal, patient, etc. While, negative character traits can make it difficult to interact with others, even family members.
2. Negative character traits
While, negative character traits can make it difficult to interact with others, even family members. There are some examples of negative character traits such as: awkward, depressed, lazy, jealous, messy, etc.

Previous Studies
Some previous studies proved that Word Square Model has given significant influence toward the students’ score in vocabulary ability. There were seven previous studies that were chosen as the standard to ease this thesis. The study summarized previous studies which can be the guidelines for the writer in conducting the new ones, and the way of this research is different from the previous ones. The previous study that used by the researchers are:
The thesis was written by HeniSopia (2018). This thesis entitled “The Influence of Using Word Square Game towards Students’ Vocabulary Mastery at The Seventh Grade of MTs Al-Hikmah Bandar Lampung”. It can be concluded that there was a significant influence of using Word Square Game towards students’ vocabulary mastery in the first semester at the eighth grade of MTs Al-Hikmah Bandar Lampung. The differences between these researches and researcher’s research are his research used classroom action research as a research design. While the researcher use experimental research as a research design. The other difference is that his study was conducted at the fifth grade of elementary school. And she applied the noun material to add students’ vocabulary. While, the researcher will be apply the character traits to add students’ vocabulary.

From several previous studies have been conducted with the similar model namely Word Square Model. The first study was used experimental research but the study was taken focus on noun to find out the effect of Word Square. And the third study was conducted by using classroom action research. The differences of this research and those previous researchers are the research design, the concern of material, and place of research will be conducted. This researcher took place in SMP Swasta Darussalam Martubung Medan and this research was experimental research with the concern of the character traits.

Hypotheses
Based on the theoretical framework and conceptual framework above, the hypotheses can be formulated. The hypotheses in this study consist of two types as the following:
1. Ha (Alternative Hypotheses)
   There is significant effect of Word Square Model on Students’ Vocabulary mastery.
2. Ho (Null Hypotheses)
   There is no significant effect of Word Square Model on Students’ Vocabulary mastery.

2. RESEARCH METHODOLOGY

Research Design
The design of this research can be seen as follow:

<table>
<thead>
<tr>
<th>Design Pattern Group</th>
<th>Pre Test</th>
<th>Treatment</th>
<th>Post Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental Class</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Control Class</td>
<td>√</td>
<td>–</td>
<td>√</td>
</tr>
</tbody>
</table>

Based on the table above, the researcher was applied pre-test before conducting post-test. In experimental class was taught by using Word Square Model on students’ vocabulary mastery and in control class was taught material by using conventional method about character traits. Both of the classes were taught by using the different instruments with the same materials.

Steps in Applying Word Square Model:
1. The teacher explained the material based on the topic of lesson character traits.
2. The teacher distributed the activity sheet based on the example.
3. Students answered the questions that are left blank then shading letters in the box based on the answers vertically, horizontally or diagonally
4. The feedback was given by teacher to students’ work.
5. The teacher gave points for each answer in the boxes.
6. After the researcher conducted a treatment, the researcher gave the post-test to both classes.

Population

The population of the research was the whole object which can be analyzed. The population of the subject which can be in the form of people, object, things which can provide information for the researcher. Based on this quotation the population of the research was taken from 5 classes of eighth grades. It consisted of V111-1, VIII-2, VIII-3, VIII-4, VIII-5 classes in SMP Swasta Darussalam Martubung.

Sample

The sample consisted of two classes. They were in experimental class for VIII-1 students and in control class for VIII-2 students. There were totally of class 30 students. The sample was chosen using purposive sampling. In short, the sample was conducted to select the students’ who had similar English proficiency level.

Sugiyono (2010) stated that purpose sampling technique is a technique to determine sample as certain consideration. There were two reasons the researcher used purpose sampling. Firstly, the researcher wanted to know the sample that suitable for the purpose of the research. Secondly, the effect technique used to implement.

Treatment

In this research, the researcher used different treatments. The first treatment, the experimental class was taught by using Word Square Model. While, in the second treatment, the control class was taught by using Conventional way. The researcher gave the topic about character traits. The experimental class gave the treatment of the model. The model used an activity sheet or random letters then students searched the answers in random letters based on the essay.

Research Instruments

The instrument in collecting data from the field of the research, the researcher used some instruments to take the required information.
1. Pre-test
   Pre-test is an activity that the researcher will do to students to test the level of students' knowledge of the material to be delivered. And the pre-test activity will be carried out before the teaching activities are given, and the benefits of this pre-test are to find out students' initial abilities about the lesson delivered.
2. Question sheet
   Question sheet is the activity sheet that the teacher asks students to fill in the blanks and outline the answers in the sheet of Word Square Model.
3. Post-test
   Post-test is a form of a question that will be given to students after the material is taught to know the level of understanding that exists in students.

Reliability and Validity of Instrument
To collect the data the researcher used instrument. The use of valid instrument is very essential to determine the validity of the data. In this research, the researcher used vocabulary test to measure the students’ vocabulary score before and after taught by used Word Square Model. The tests was applied by the researcher herself used some source. Before the test was used, the researcher tried out to get reliability of the test. The researcher tried for pre-test and post-test in eight grade of SMP Swasta Darussalam Martubung to 30 students to find out the validity and reliability of the test.

The SPSS testing technique is often used to test validity using Product Moment Formula. Product moment formula from Pearson used:

\[ r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}} \]

Pearson Moment Products formula:
- \( N \) is the product of the total amount of variable x and the total amount of variable y
- \( \sum X \) is total of the variable X
- \( \sum Y \) is total of the variable Y
- \( \sum X^2 \) is squared total amount of variable X
- \( \sum Y^2 \) is squared total amount of variable Y

To find out which tests were reliable and valid, the reliability of the tests was analyzed using the Kuder Richardson’s 21 formula which stated by Sugiyono, as presented below:

Formulas KR 21

\[ r_i = \frac{k}{(k-1)} \left\{ 1 - \frac{M(k-M)}{kS^2} \right\} \]

Notes:
- \( k \) = the number of item in the instrument
- \( M \) = the mean of the test score
- \( S \) = the number of varians

Technique of Data Collection

In this research, the data collection method was administered test that consist of pre-test and post-test. Pre-test was administered to the control groups before treatment. After giving pre-test, the researcher gave treatment by using Word Square Model to students of experimental class. The procedure of administering test was stated as follows:

1. Pre-test
   The experimental and control class were given pre-test before the treatment. The functions of pre-test were conducted to know the mean scores of experimental and control class.

2. Post-test
   Post-test was given to students after conducting the treatment by using Word Square Model. This test was conducted to find out the differences of their mean scores.

Technique of Data Analysis

In analyzing and managing quantitative data, the researcher used statistical program. The quantitative data analysis was used to know the students’ score in vocabulary after using Word Square Model. The researcher conducted test to students before and after they were taught by using Word Square Model.

In analyzing the data, this following formula of t-test was used

\[ t = \frac{Ma - Mb}{\sqrt{\frac{d^2a}{n_a} + \frac{d^2b}{n_b}}} \]
Na + Nb - 2       Na      Nb
Notes:
t : Total score
Ma : The mean of experimental class
Mb : The mean of control class
da : The standard deviation of experiment class
db : The standard deviation of control class
Na : The total number sample of experiment class
Nb : The total number sample of control class

3. RESEARCH FINDING AND DISCUSSION

Data

The data were obtained from students’ pre-test and post-test of two classes, experimental class and control class. There were two parameters to determine the different data from both classes. Firstly, both classes were determined from the different scores in pre-test and post-test. Secondly, both classes were taught the different treatment. The data were described into 2. and 3 tables. Table 2. consists of the students’ score of pre-test and post-test in control class, while table 3. consists of the students’ scores of pre-test and post-test in experimental class.

Data of Control Class

The control class consists was VIII-2 of SMP Swasta Darussalam Martubung. The class consists of 30 students who were taught using word lists. The data is presented in the following table 2:

Table 2. The Scores of Pre-Test and Post-Test in Control Class

<table>
<thead>
<tr>
<th>No</th>
<th>Students</th>
<th>Pre-test Score</th>
<th>Post-test Score</th>
<th>Gained score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>DAP</td>
<td>56</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>PAA</td>
<td>40</td>
<td>64</td>
<td>24</td>
</tr>
<tr>
<td>3</td>
<td>PS</td>
<td>44</td>
<td>52</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>DPS</td>
<td>40</td>
<td>52</td>
<td>12</td>
</tr>
<tr>
<td>5</td>
<td>MRP</td>
<td>44</td>
<td>64</td>
<td>20</td>
</tr>
<tr>
<td>6</td>
<td>DA</td>
<td>44</td>
<td>52</td>
<td>8</td>
</tr>
<tr>
<td>7</td>
<td>SK</td>
<td>44</td>
<td>64</td>
<td>20</td>
</tr>
<tr>
<td>8</td>
<td>WR</td>
<td>48</td>
<td>64</td>
<td>16</td>
</tr>
<tr>
<td>9</td>
<td>YR</td>
<td>48</td>
<td>52</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>SPA</td>
<td>48</td>
<td>52</td>
<td>4</td>
</tr>
<tr>
<td>11</td>
<td>RHK</td>
<td>40</td>
<td>52</td>
<td>12</td>
</tr>
<tr>
<td>12</td>
<td>MWA</td>
<td>44</td>
<td>52</td>
<td>8</td>
</tr>
<tr>
<td>13</td>
<td>AJN</td>
<td>44</td>
<td>52</td>
<td>8</td>
</tr>
<tr>
<td>14</td>
<td>MFN</td>
<td>52</td>
<td>64</td>
<td>12</td>
</tr>
<tr>
<td>15</td>
<td>NA</td>
<td>52</td>
<td>64</td>
<td>12</td>
</tr>
<tr>
<td>16</td>
<td>SW</td>
<td>52</td>
<td>64</td>
<td>12</td>
</tr>
<tr>
<td>17</td>
<td>SS</td>
<td>40</td>
<td>52</td>
<td>12</td>
</tr>
<tr>
<td>18</td>
<td>SLA</td>
<td>40</td>
<td>64</td>
<td>24</td>
</tr>
</tbody>
</table>
Based on the table of control class above, the highest score of pre-test was 72 and the lowest score was 40. The highest score of post-test was 72 and the lowest score was 52. It can be concluded that the mean scores of pre-test was 47.07 and post-test was 59.07.

Data of Experimental Class

The experimental class consists of VIII-1 of SMP Swasta Darussalam Martubung. The class consists of 30 students who were taught using Word Square Model. The data is presented in the following table 3:

<table>
<thead>
<tr>
<th>No</th>
<th>Students</th>
<th>Pre-test Score</th>
<th>Post-test Score</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AMR</td>
<td>52</td>
<td>84</td>
<td>32</td>
</tr>
<tr>
<td>2</td>
<td>NN</td>
<td>52</td>
<td>84</td>
<td>32</td>
</tr>
<tr>
<td>3</td>
<td>DKA</td>
<td>52</td>
<td>96</td>
<td>44</td>
</tr>
<tr>
<td>4</td>
<td>CNR</td>
<td>44</td>
<td>96</td>
<td>52</td>
</tr>
<tr>
<td>5</td>
<td>ZP</td>
<td>44</td>
<td>100</td>
<td>56</td>
</tr>
<tr>
<td>6</td>
<td>TR</td>
<td>44</td>
<td>84</td>
<td>40</td>
</tr>
<tr>
<td>7</td>
<td>LNA</td>
<td>44</td>
<td>92</td>
<td>40</td>
</tr>
<tr>
<td>8</td>
<td>MFA</td>
<td>44</td>
<td>88</td>
<td>44</td>
</tr>
<tr>
<td>9</td>
<td>SA</td>
<td>44</td>
<td>92</td>
<td>48</td>
</tr>
<tr>
<td>10</td>
<td>AMA</td>
<td>56</td>
<td>84</td>
<td>28</td>
</tr>
<tr>
<td>11</td>
<td>DM</td>
<td>56</td>
<td>84</td>
<td>28</td>
</tr>
</tbody>
</table>
Based on the table of experimental class above, the highest score of pre-test was 80 and the lowest was 44. The highest score of post-test was 100 and the lowest score was 84. It can be concluded that the mean score of pre-test was 53.73 and post-test was 89.07. It means that there was an increasing score between pre-test and post-test in control and experimental class.

**Data Collection**

Sugiyono (2010) stated that purpose sampling technique is a technique to determine sample as certain consideration. There were two reasons the researcher used purpose sampling technique. Firstly, the researcher wanted to know the sample that suitable for the purpose of the research. Secondly, the effect technique used to implement.

**Data Analysis**

The researcher used SPSS (Statistical Package for the Social Sciences) 25 in 2010 to calculate the data. Based on the SPSS calculation, the researcher obtained the results of the Validity, Reliability, Normality, and Homogeneity tests.
Validity Test

The validity of the test was measured from t-table of Correlation Pearson Product Moment to find out significant level. The result of the data analysis from each scores of the test can be obtained with the total score. This value was when compared with the value of r-table. R-table on 5% significant table with 2 tailed test n = 30 and r-table can be 0.361. The result show that there were 25 questions stated valid in pre-test and 25 essay questions stated valid in post-test. The test of essay questions for pre-test and post-test about character traits on 30 students at SMP Swasta Darussalam Martubung.

Reliability Test

The reliability of the test was measured from Cronbachs Alpha. If the result shows that alpha ≥ 0.60, the data is reliable. There were significant results in the pre-test and post-test, where the reliability of Cronbachs Alpha must be above 0.60. The statistics result of Cronbachs Alpha in pre-test was 0.655 and post-test was 0.672. It means that the data was reliable.

Normality Test

The data stated that significant more than 0.05. Based on Kolmogorov-Smirnov test that the result for control class was 0.106 ≥ 0.05 and for experimental class was 0.156 ≥ 0.05. The result of Shampiro-Wilk of pre-test for control class was 0.155 ≥ 0.05 and Shampiro-Wilk of pre-test for experimental class was 0.150 ≥ 0.05. It can be conclude based on Kolmogorov-Smirnov and Shampiro-Wilk of pre-test in control and experimental class were normal. The significance value of post-test based on Kolmogorov-Smirnov test for experimental class was 0.156 ≥ 0.05 and Kolmogorov-Smirnov test for control class was 0.106 ≥ 0.05. The result of Shampiro-Wilk of post-test for experimental class was 0.184 ≥ 0.05 and Shampiro-Wilk of post-test for control class was 0.126 ≥ 0.05. The calculations showed that significance value of both classes based on Kolmogorov-Smirnov and Shampiro-Wilk test in were normal.

Homogeneity Test

Test of homogeneity was done to know whether sample in the study came from population that had same variance or not. In this study, homogeneity of the test was measured by comparing the significance value with 5% alpha of significance 0.05. Thus, if the value of significance obtained than 5% alpha of significance 0.05 or equal, it could be said that the Ho was accepted. It means the variance was homogeneous. The testing homogeneity of the data was using one way ANOVA formula calculation by SPSS Program 25.

The significance value of homogeneity in pre-test for experimental and control class was 0.450 ≥ 0.050 and in post-test for experimental and control class was 0.455 ≥ 0.05 Therefore, it can be concluded that the results both of pre-test and post-test in experimental class and control class were homogeneous.

Hypotheses Testing

<table>
<thead>
<tr>
<th></th>
<th>Levene's Test</th>
<th>t-test for Equality</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td>Post test</td>
<td>Equal variances assumed</td>
<td>1.096</td>
</tr>
<tr>
<td></td>
<td>Equal variances not assumed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.142</td>
<td>55.307</td>
</tr>
</tbody>
</table>

Table 4. The Result of T-test of Post-Test in Experimental Class

Based on the book of V WiratnaSujarweni, the level of significance (2-tailed) was lower than 0.50. The result of t-test stated that significance (2-tailed) was 0.003. It is lower than level of significance. Therefore, the alternative hypotheses (Ha) was accepted and null hypotheses (Ho) was
rejected. It can be concluded that there was any significant effect for students who were taught by using Word Square Model as media in teaching vocabulary mastery.

4. CONCLUSION

The result of this research showed that there was significant effect on the students’ vocabulary mastery that was taught by Word Square Model. It could be seen from the calculation of independent t-test and from the hypothesis test indicated that there were significance (2-tailed) 0.003 lower than the level of significance 0.05. It meant that alternative hypotheses (Ha) was accepted while null hypotheses (Ho) was rejected.

The students in experimental class who were taught by using Word Square Model had better achievement in vocabulary mastery than students in control class who were taught by using Conventional way. It could be seen from the mean scores of post-test in experimental class that was 89.07 while the mean score of post-test in control class was 59.07. It could be stated that Word Square Model was an effective model that could be used in teaching and learning vocabulary mastery.

5. SUGGESTION

There were some following suggestions in this research:

1. Teachers
   Word Square Model could increase the effectiveness of student learning and strengthen their memory. The using of Word Square Model makes teachers more interesting with the material that be taught and teachers also had higher motivation to teach better. Teachers should choose appropriate learning Word Square Model for their students. Especially, for english subject in vocabulary material.

2. Students
   Word Square Model is a model that can be used in teaching and learning vocabulary mastery. Word Square Model requires ingenuity and often persistence in solving or assembling. It can be played in pair or group. Students have to focus, careful and cooperate with others to solve Word Square Model. Therefore, students should not be passive in classroom.

3. Other researchers
   The researcher hopes that finding of this research will be used as an additional reference for a similar with different variables or in different research design. There are still many other models that could be studied to find out the effectiveness of the media can be applied to students in teaching and learning vocabulary.

ACKNOWLEDGMENT

The researcher presents her sincere appreciation goes to University of Potensi Utama and her deepest gratitude is also expressed to the advisor who always gives support and patient the researcher in accomplishing her research. This research would not have been possible without her help by spending her precious time in giving the guidance, encouragement, suggestions and comments during writing this research until this research has been completed, she is Juliana, SS.,M.Si. as her research advisor.

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