

CHAPTER I

INTRODUCTION

1.1 Background of the Research

Despite its importance to future societies, English is not widely spoken in Indonesia since it is regarded as a foreign language. Yet while governments have consistently attempted to improve the quality of English instruction by enhancing the quality of teachers and other aspects of the educational process, the number of people learning English in Indonesia has been rising steadily. The researcher show, learning a language is best done when a person is young because it is simpler to retain information. As educators, the researcher should keep working to raise the quality of instruction in Indonesia, particularly in English-related courses. When the researcher are presented with a variety of learner challenges right away, our initial goal is to identify and address these issues in order to improve the learning process. After that, outside of the new requirement for becoming adults, student continue to study and develop the language required in every new circumstance student encounter, Kristin Natalina (2018).

The researcher is aware that listening is the first step in language learning. Students learn how to speak and how to use it by listening. When students were little children, student learned a language by listening to other people, and from elementary school through college, student learned a language by listening to our teachers and reading books. Learning a new language also requires listening. Since English is a foreign language in Indonesia, the students lacked vocabulary. Although a strong vocabulary was crucial for learning English, many pupils still lacked it. The students were unable to understand and use the English language. When a instructor asks pupils to define common vocabulary in class, for instance, student are unable to provide accurate answers. Students also struggle to articulate their thoughts when asked about the moral significance of the literature. Due to their limited vocabulary, student have to look up words in a dictionary. However students frequently lack the motivation to seek up words in a dictionary, thus the rate of their

word mastery growth is slow. Also, employing a vocabulary to teach English to students was frequently challenging for teachers, Elfrieda Hiebert (2005).

One of the key linguistic elements for learning English is vocabulary. Students' language abilities, including hearing, speaking, reading, and writing, can be easily enhanced if they learn vocabulary, Cahyono & Widiati, (2008). Students could converse with others in English as their vocabulary grew. student feel more at ease speaking up since they work well in groups in class.

For some pupils, learning a vocabulary presents challenges. First, when learning English in class, pupils were not familiar with words, spelling, or meaning. Second, when learning new words, pupils only consider learning their definitions. They disregard all other word meanings as a result. Third, new words are only introduced to students in their textbooks or by instructors during class lessons. Fourth, many students are reluctant to implement what they have learned in a risky way. Students may hear or read a word and believe they already know it, but they might not be able to pronounce it correctly or use it correctly in a different situation.

Based on researchers pre-liminary observations May 09 2023, according to the English instructor, some stated that student did not have the urge to express themselves because the students could not remember anything. Some students wanted to talk about something that was bothering them while they were in class. , b.y. Cahyono and Nur Mukminate (2011). Based on the pre-liminary, at the MA Al-Abror school, there is a lack of attention to the use of learning media, especially on English subjects, making it difficult for students to understand what the teacher is saying. Therefore, it is necessary for a special medium to solve the problem, thereby making it easier for students to study and faster to understand what is being taught. So it is difficult for students to speak English because of a lack of knowledge of English, and there are other obstacles that make it difficult for students to speak in class in English to address the appropriate learning media, and here researchers have found the idea to solve the problem by using word-square media.

Word square is a set of word game arranged in a square such that student read same horizontally, vertically, or diagonally. Word Square is cooperative model where students study individually or in group checking their understanding by

answering some question in Word Square game. According to Widodo (2009) Word Square is a model for studying who applies by compared skill to answer some question and focus to match the answer to the answer box. Wordsquare game given to give the new atmosphere for students. Word Square game can make teaching English especially in improving vocabulary to be more 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 students can remember and understand the teacher' concept easily, and can give motivate for students to study more. This model is not to make student difficult to study but it has purpose to force students to think effectively. It also depends on the teachers how to create a good way to attract students so that can have a critical vision and careful decision. The researcher believes this game will be effective because a lot of research that show better result in the same research, Krisnawati (2017).

Instructor must be able to carry out all the requirements in the classroom in order to manage the teacher learning process. One step involved mastering some of the strategies and methods he had learned throughout each teaching session. For both teachers and students, teaching and learning approaches are effective. Using technique is a way for teachers to make their jobs easier and more effective in the teaching and learning processes. In order for the pupils to fully grasp, understand, and apply the lesson, teachers may instruct the class. Later, it will help the teaching and learning process by making such learning accomplishments possible. While teaching and learning, students do not get bored because they are not only focused on the teacher's activities but also on other activities, which helps them learn more. Ivona (2005) Students also learn more when learning materials are clear so that they can understand them and help them achieve learning results.

Students' enthusiasm can be sparked by vocabulary acquisition techniques, they don't feel bored while learning, they can accommodate all of the students' interests expressed by the teacher, and they actively seek out the information offered by the teacher. As a result, the students are at varying degrees of intelligence. Some students just require a brief amount of time to comprehend the

stuff presented. Norland (2006) provided a definition of what is frequently understood to be a collection of steps or exercises used in some settings to teach language. The success of raising student motivation increases with the number of instructional strategies a control teacher uses.

The English instructor must be proficient in and use a variety of strategies in the teaching of English. These are communicative teaching approaches, direct methods, lingual audio methods, the silent way, suggestions, total physical reaction, and English instruction. Every approach has its own quirks and steps. An English teacher must be able to distinguish between the two due to their distinct qualities in order to use the appropriate teaching strategies Goumas (2019) .

Claims that methods are a generic collection of class specifications used for linguistic purposes, Brown (2004). Techniques frequently cause concern, particularly regarding the responsibilities and behaviors of teachers and students. Methods employed in the teaching and learning process are called teaching methods. It is a key element in raising the caliber of instruction and learning in both formal and informal learning environments. It will be able to increase the capabilities of the teachers and students. Using teaching approaches, the researcher will also be able to determine the efficacy and efficiency of the educational teaching procedures. Word Square is only one of the various approaches of learning English that are available.

Word square method is a learning medium that combines the ability to answer questions with ugliness in matching answers to answer boxes; it is like trying to do a crossword puzzle but differentiated by adding an extra box with an unfamiliar letter or number Krisnawati (2017).

The word square learning media is a learning medium that combines the capacity of answers in the answer boxes, According to Aqib (2003: 34). Word square is a number of meaningful words arranged to the right, up or sideways between a few meaningless random words that can be used as a play on words so that students can understand the master's concept, Hamalik (2008: 23). The statements above the writer's conclusion conclude that word square looks like a crossword puzzle but that the answer already exists but is disguised by adding an extra case with a random impersonator or confusion. The media application of word

square learning is intended to encourage students to more actively participate in the learning process and to train students' concentration.

The use of the Word Square method correctly accepts positive feedback, but it does not properly receive negative feedback. Like the direct method, Word Square suggests that students are taught directly, without using their native language to explain new words in the target language. This is why researchers want to use the Square Word method as a major study to improve student vocabulary. Word Square is a very often used media, and is very easy to find today. Since then, Master knows that they can use Word Square to improve student skills by using media provided by school, in addition, right now, students often spend time there. And teachers can use it to improve students' skills easier, because the media Word Square is very helpful in English learning Istarani (2012).

1.2 The Focus of the Research

by Word Square Media, to determine whether the student's vocabulary significantly differs when they are given Word Square and to ascertain the Word Square effectiveness in vocabulary instruction. The participant of this research only students tenth-grade at MA Al-Abror.

1.3 Research Questions

Based on what the researcher found in the field. The researcher take several research question as follows:

1. How do the students perceive Word Square to learn vocabulary?
2. How is the implementation of Word Square in learning Vocabulary?

1.4 Objective of the Research

Concerning to the problem above, the objectives of this research is:

1. To explore students perception Word Square Media to learn vocabulary
2. To describe implementation of Word Square Media in learning vocabulary

1.5 Significant of the Research

After doing research, the researcher expects that the findings will be useful for teachers who are debating how best to teach children language. The study of English should benefit from this research, especially for students who are working

on their vocabulary, the researcher hopes. This research has three different types of advantages, which are as follows:

1.5.1 Theoretically

The results of this study are likely to be particularly informative and beneficial in terms of deepening the existing theory of the use of Word Square in teaching English to EFL students. Students' interest and drive to acquire new English vocabulary through engaging media would improve as a result of the teachers and students discovering an easier way to master vocabulary.

1.5.2 Practically

To help pupils' vocabulary, teachers may substitute the phrase. The learning method instills in the students a desire to expand their vocabulary. For students who rarely receive a Word Square and for teachers who lack the time to hone their Word Square method skills, the research process will be very beneficial.

1.5.3 Further Research and Development

Those who are interested in conducting comparable research can use the research's findings as one of their references.

1.6 Definition of Key Terms.

1.6.1 Vocabulary

A person's knowledge of words is referred to as their vocabulary (Linse, 2005: 121). Word definitions are provided by some specialists. This vocabulary is described by Hatch and Brown (1995: 1) as a list of terms for a specific language or a list or collection of words that particular speakers of a language can use. Moreover, vocabulary is described as a list or group of words that are typically organized and explained in alphabetical or lexical order, the corpus of terms used in a language or by class, individual, etc. in Webster's Dictionary (1985:1073).

1.6.2 Word Square

Mujiman (2007) asserts that the learning model combines the capacity for question-answering with foresight in matching solutions to answer boxes. Andayani (2015) claims that the word square learning model blends the difficulty of matching the answers in the wordboxes with the aptitude for answering questions. It looks like a crossword puzzle, but in word square learning models, the answer is already

in the wordbox and is covered up by an additional case that is filled with both letters and numbers. The word sought for can be gained from characters already in the drop and in the level, and word square is a learning model that integrates a game of search or search for answers based on existing questions, according to Widiartini, etc. (2014). The code square learning paradigm can also improve students' ability to think quickly, critically, and carefully while looking for the word that is already present in the box.

1.6.3 Perception

Selst (2014) explains that perception is how people select, organize and interpret (recognize) the sensory information, the act of understanding what the sensation represents.

