THE EFFECTIVENESS OF USING WORD SQUARE METHOD IN TEACHING ENGLISH

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ABSTRACT

The objective of the study was to found out significant difference between the students speaking accuracy in the term of vocabulary, pronunciation, and grammar who are taught through the use of Word Square Method and those who are taught through the use of Group investigation.The method in this research was Quasi-experimental research. The quasi-experimental research designed were used two classes which were taught two different methods. The experimental class was taught with Word Square Method and the control class was taught with Group investigation. The population in seventh grade students of SMP Unismuh Makassar consist of 91 students, the sample were 42 students, it was divided with 21 students for each classes. The research was taken by using purposive sampling. Moreover, this research was conducted through the following procedures: giving pre-test, applying treatments, and giving post-test. The data analyzed in this research was gathered through speaking test, after getting the score from the oral test, it was analyzed and processed by using statistic data calculation of T-test formula by using SPSS. The result of the research proved that there was a difference score between students' score in learning speaking accuracy by using Word Square Method and by using Group Investigation. According to the result of statistical calculation it can be seen that mean score of post-test in experimental class is 76.26 and the mean score of post-test in control class is 66.00. The value of t-test was higher than the ratio on t-table (-3.432 > 2.021). Therefore, H_0 was rejected and H_1 was accepted.In conclusion, Word Square Method can be effectively be used to teach speaking competence of seventh grade students of SMP Unismuh Makassar.

Keyword: *Word Square Method, Quasi-experimental, SPSS.*

ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui perbedaan yang signifikan antara siswa akurasi berbicara dalam istilah kosa kata, pengucapan, dan tata bahasa yang diajarkan melalui penggunaan metode Word Square dan mereka yang diajarkan melalui penggunaan Group Investigation.Metode dalam penelitian ini adalah quasi-penelitian eksperimental. Penelitian quasi-eksperimental yang dirancang digunakan dua kelas yang diajarkan dua metode yang berbeda. Kelas eksperimen diajarkan dengan metode Word Square dan kelas kontrol diajarkan dengan Grup Investigation. Populasi siswa kelas tujuh SMP Unismuh Makassar terdiri dari 91 siswa, sampel tersebut adalah 42 siswa, dibagi dengan 21 siswa untuk setiap kelas.Penelitian ini diambil dengan menggunakan purposive sampling. Selain itu, penelitian ini dilakukan melalui prosedur berikut: memberikan pre-tes, menerapkan treatment, dan memberikan post-test. Data dianalisis dalam penelitian ini dikumpulkan melalui tes berbicara, setelah mendapatkan Skor dari tes lisan, itu dianalisis dan diproses dengan menggunakan data statistik perhitungan T-Test formula dengan menggunakan SPSS. Hasil penelitian membuktikan bahwa ada perbedaan Skor antara siswa dalam

belajar akurasi berbicara dengan menggunakan metode Word Square dan dengan menggunakan Group Investigation. Menurut hasil perhitungan Statistik dapat dilihat bahwa nilai rata-rata post-test di kelas eksperimental adalah 76,26 dan nilai rata-rata Post-Test di kelas kontrol adalah 66,00. Nilai t-tes lebih tinggi dari rasio pada t-tabel (-3,432 > 2,021). Oleh karena itu, H0 ditolak dan H1 diterima.Kesimpulannya, metode Word Square dapat digunakan secara efektif untuk mengajar kompetensi siswa kelas tujuh SMP Unismuh Makassar.
Kata Kunci: *Metode Kata Square, Quasi-Eksperimental, SPSS.*

INTRODUCTION

English is the main language for communication with other people from different country and culture. Many countries use English as the foreign language for communication. English in our country it still very less mainly to young people. All of skill that applied in teaching especially in speaking skill it is being obstacles to students. However, in reality, based on the researcher experience in field observation, the researcher found out some problems in the students' vocabulary mastery that followed by a pronunciation that is still worst. And researcher claim if the method is the problem.

So researcher come with a solution, there are many method can use but researcher will using Word Square method is instructional media in the form of the word boxes that contain a collection of letters.

MATERIALS AND METHODS

A. Materials

The Concept of Word Square Method

Definition of Word Square

Word square is a set of letters that have relation from one letters to another that arranged in the form of a square from left to the right, right to the left, up to the down, and down to the up in the square that can read vertically and horizontally.

Principle of Word Square Method

This is a block of characteristics that spell words both horizontally and vertically. The empty grid is a challenging word puzzle for the most discerning loopholes. The simplest puzzle is two squares consisting of only four letters, increasing in size and complexity to the pinnacle of achievement so far. (Mursid, 2011).

Design of Word Square Method

A word square is a special type of acrostic. It consists of a set of words written out in a square grid, such that the same words can be read both horizontally and vertically.

Procedure of Word Square Method

The method has difference procedure in any application, its depended by the teacher who used it. So every user has they own way how to apply it in teaching.

Strength and Weakness of Word Square Method

The advantages of word square method just like, to stimulate students to think effectively before answering the questions, to help the students understanding the material easier. The disadvantage of word square strategy is making the various squares needs the highest creativity from the teacher.

The Concept of Speaking

The Definition of Speaking

Speaking ability is one of the most important in social life. The ability to speak can make in a group, someone, even the environment will be comfortable with our existence.

Function of Speaking

According to Yule in Richards, there are some functions of speaking they are, Talk as interaction, Talk as transaction, Talk as ability.

The elements of Speaking

According to Harmer, aspect of speaking just like, Pronunciation, Vocabulary, Grammar, Self Confidence.

Assessing Speaking Ability

The assessing of speaking ability can be divided in three parts, they are: accuracy, fluency, and smoothness.

B. Method

In this research, the researcher was applied a Quasi-experimental design. The subjects of the research were two groups; one group as an experimental group,

which got a treatment by using Word Square Method, and the other group as a control group which got conventional method. The design can be present as follows the figure below:

Table 1 The experimental Design

GROUP	PRE-TEST	TREATMENT	POST-TEST
Experimental	O1	X1	O2
Control	O1	X2	O2

Where:

O$_1$: Pre-Test

X1   : Treatment of Experimental group (using Word square method)

X2   : Treatment of Control group (using Group Investigation)

O$_2$: Post-Test

(Gay, 2006:259)

Analysis Data

In this research, the researcher used program SPSS ver.17 windows for help the researcher analysis the data.

FINDINGS AND DISCUSSION

In finding section, the researcher presents finding based on the data collected during research. The aimed of this study would to find out the significance different between of the students speaking accuracy who are taught through the use of Word Square Method and those who taught through the use of Group investigation. The explanation can be seen as follows:

1. **The results of pre-test for experimental group and control group.**

   a. **The mean score students speaking accuracy in pre-test for experimental and control group.**

      The result was described in the table below:

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Table 2 the mean score in pre-test

Mean Score		
Students	Experimental Group	Control Group
N=17	52.68	50.12

b. **The significant testing of t-test and t-table in pretest.**

Table below showed the significance result of t-test and t-table.

Table 3 The significant results of t-test and t-table in pre-test

Students	Pre-test		Significance
N=42	T-test	T-table	Not Significance
	1.279	2.021	

Based on the finding the result of pre-test in experimental and control group before the treatment was given.

According to Table 4.1 was shown the total mean score of experimental group was 52.68 and in control group was 50.12, it means the mean score of experimental group was higher than control group before treatment was given.

So, according to mean score of experimental and control group who have calculated, the result of t-test was 1.279, and the result of t-table was 2.021 because *df* result was 40 students. It means there was not significance different between two groups because the result of t-test was lower than t-table 1.279 < 2.021.

2. **The results of post-test for experimental group and control group**

   a. **The mean score in post-test for experimental and control group**

   The result was described in the table below:

Table 4 The mean score in post-test

Mean Score		
Students	Experimental Group	Control Group
N=21	76.28	66.00

b. The significant testing of t-test and t-table in post-test.

The table below showed the significance result of t-test and t-table:

Table 5 the significant result of t-test and t-table in post-test.

Students	Post-test		Significance
N=42	T-test	T-table	Significant
	-3.432	2.021	

Based on the finding the result of post-test in experimental and control group after treatment was given.

According to Table 4.3 was shown the total mean score of experimental group was 76.28, and in control group was 66.00. It means after treatment was given the mean score of experimental group always higher than control group.

So, according to mean score of experimental and control group who have calculated, the result of t-test was -3.432, and the result of t-table was 2.021 because *df* result was 40 students. It means there was significance difference after treatment was given because the result of t-test was higher than t-table -3.432 > 2.021.

3. The significance testing between pre-test and post-test who are taught through Word Square Method and who are taught through Group investigation.

The significance different would be shown with compare the result of t-test and t-table in pre-test and post-test in experimental and control group by described on table below:

Table 6 The significance testing of t-test and t-table

	t-test	t-table	Significance
Pre-test	1.279	2.021	No significant
Post-test	-3.432	2.021	Significant

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THROUGH DIRECTED READING THINKING ACTIVITY AT SMAN 2 ENREKANG

The result of the t-test and t-table in this statistical analysis showed that there was significant difference between the data in both classes which got different treatment, even though the different both of them was not enough high. The statement was proved by the t-test value in post-test (-3.432) which higher than t-table value (2.021), at the level of significance 0.05 and the degree of freedom $df = (N_1 + N_2) - 2 + (21 + 21) - 2 = 40$. Thus, the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. So based on the result, it was showed that the implementation of word square method was more effective.

CONCLUSION

Based on the result of the data analysis and the research findings and discussion in the previous chapter, the writer concluded that before treatment were given. In pre-test result, there was no significance between t-test and t-table, because value of –test was lower than t-table, it indicated that alternative hypothesis was rejected. And after treatment was given, in post-result, there was significant between t-test and t-table, because value of t-test was higher than t-table, it indicated that alternative hypothesis was not rejected.

So, this study has proven that Word Square Method was effective in terms of improving students' speaking accuracy in three aspects. It could be seen on the means scores on both of classes, experimental group and control group where the experimental group gained higher than the control group after the treatment was given. That was the reason why the Word Square Method was effective than Group investigation.

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