

**THE USE OF WORDS OF WONDERS (WOW) IN IMPROVING THE
STUDENTS' VOCABULARY MASTERY AT THE 2nd GRADE OF
MTSS AL-CHAERIYAH BUDONG-BUDONG**



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ABSTRAK

NURDIAN: Penggunaan aplikasi Words of Wonders (WOW) dalam meningkatkan kosakata siswa kelas 2 MTSS AL-Chaeriyah Budong-Budong. **Skripsi. Majene: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2024.**

Penelitian ini bertujuan untuk mengetahui peningkatan kosakata siswa dan efek dari penggunaan aplikasi Words of Wonders (WOW) pada siswa kelas VIII MTSS AL-Chaeriyah Budong-Budong. penelitian ini menggunakan penelitian Kuantitatif dengan metode penelitian Quasi Experimental design dengan control group design, dimana kelompok eksperimen dan kelompok kontrol dipilih menggunakan cluster sampling area. Dalam penelitian ini terdapat dua kelas yang berjumlah 46 siswa, kelas VIII A sebanyak 23 siswa sebagai kelas eksperimen dan kelas VIII B sebanyak 23 siswa sebagai kelas control. Pengumpulan data dilakukan dengan tes. Berdasarkan analisis data, peneliti menemukan bahwa terdapat pengaruh atau terdapat peningkatan yang signifikan. Nilai rata-rata post-test kelas eksperimen adalah 82,17 sedangkan nilai rata-rata post-test kelas control adalah 39,13. Temuan kedua menunjukkan bahwa para siswa merespon positif terhadap penggunaan Words of Wonders (WOW) yang memberikan Pelajaran yang unik dalam meningkatkan pengetahuan kosa kata siswa.

Kata Kunci: Kosakata, Words of Wonders (WOW), Efek aplikasi.

ABSTRACT

NURDIAN: The use of Words of Wonders (WOW) application in improving the vocabulary of grade 2 students of MTSS AL-Chaeriyah Budong-Budong. **Undergraduate Thesis. Majene: Faculty of Teacher Training and Education, University Sulawesi Barat, 2024.**

This study aims to determine the increase in students' vocabulary and the effect of using the Words of Wonders (WOW) application on grade VIII students of MTSS AL-Chaeriyah Budong-Budong. This study uses Quantitative research with a Quasi Experimental design research method with a control group design, where the experimental group and control group were selected using a Cluster sampling area. In this study, there were two classes totaling 46 students, class VIII A with 23 students as the experimental class and class VIII B with 23 students as the control class. Data collection was carried out by testing. Based on data analysis, the researcher found that there was an influence or there was a significant increase. The average post-test score of the experimental class was 82.17 while the average post-test score of the control class was 39.13. The second finding shows that students responded positively to the use of Words of Wonders (WOW) which provides a unique lesson in improving students' vocabulary knowledge.

Keywords: Vocabulary, Words of Wonders (WOW), Application effects.

CHAPTER I

INTRODUCTION

A. Background

English has become increasingly important in Indonesia because of was use for various purposes, such as teaching, culture, and others. In Indonesia, English was one of the foreign languages taught in elementary schools, junior high schools, and high schools. Years later, English materials emphasized the structure of the language, students were expected to remember tense patterns. Too difficult for students, making students lazy to learn English. In addition, students cannot speak English, this was due to the lack of student vocabulary.

Vocabulary was one aspect of English. This was very important for learning English. Students who only study grammar without vocabulary will find it difficult to convey what they want to convey. However, students who only study vocabulary or just read a text or open a dictionary will be able to say something (Harmer), Vocabulary knowledge was largely viewed as an important component in language learning and language acquisition. Vocabulary was necessary to improve all four English language skills; listening, speaking, reading, and writing. This means that vocabulary plays an important role in learning in the field of study. Students who lack vocabulary will have difficulty understanding texts, cannot speak English, and will have difficulty writing their ideas. Apart from that, students with small vocabularies also read slowly because they do not understand many words or have to stop and look them up in the dictionary (Edwards, 2006; 177). Lack of vocabulary knowledge is also considered to be a result of existing challenges, including poor reading comprehension and the inability to build natural conversations (Fan, 2003 in Alzahrani et al., 2021).

One of the media that can be used in learning vocabulary was Words of Wonders (WOW). Words of Wonders (WOW) was a game that challenges crossword concepts, intelligence, and vocabulary skills. Words of Wonders (WOW) was expected to help students master vocabulary and assist teachers in providing English vocabulary material to students.

Based on the results of an interview conducted with one of the teachers at MTSS AL-Chaeriyah Budong-Budong, the teacher explained that teaching grammar to students was not easy. When studying grammar, students had to pay attention to many aspects. Many students get bored and even lose interest in learning because it was difficult to learn grammar. So we need a strategy or learning environment that was easily accessible to students, especially in understanding grammar. The reason given by the teacher was that studying with the help of thick books causes stress and will lose motivation to learn English, especially grammar. Teachers hope that there will be interesting media for learning grammar and relevant activities to improve grammar because they were not yet available in schools and can reach the level of language knowledge.

Therefore, incentives were needed that can increase student enthusiasm and motivation through modern teaching methods accompanied by interesting and creative learning materials that can arouse student interest and arouse student curiosity. Based on these problems, researchers tried to use the Android-based Words of Wonders (WOW) learning media which offers several unique features and attractive menu screens to make students enthusiastic about using the application.

B. Problem Identification

To identify the existing problems, the researcher wants to know whether crossword puzzle games can improve students' vocabulary mastery using the Words of Wonders (WOW) application and the effects of using the Words of Wonders application on grade VIII students of MTSS AL-Chaeriyah Budong-Budong. The materials provided are limited to the materials taught in grade VIII of junior high school.

C. Problem Limitation and Formulation

Based on the identification of the problem that has been described, this study establishes the formulation of the problem as follows:

1. Can the Words of Wonders (WOW) puzzle application improve students' vocabulary?
2. What are the effects of the Words of Wonders (WOW) application on the student's vocabulary improvement?

D. Research Objectives

Research Objectives Based on the problem formulation above, this research aims to improve vocabulary mastery using the Words of Wonders (WOW) application and the effect of implementing the Words of Wonders application on class II MTS students through the use of crossword puzzles for the teaching and learning process.

E. Research Benefits

1. This research aims to increase students' motivation and vocabulary mastery using the Words of Wonders (WOW) Mobile game.
2. Theoretically, the benefit of this research is that it can be a reference for other authors in their papers.
3. Methodologically, the benefits of this research can inspire teachers to use appropriate methods in the teaching and learning process.
4. Practically, the benefits of this research are, first, the research findings can be used by teachers in choosing techniques to increase students' vocabulary in the teaching and learning process. Second, the results of this research can increase the author's knowledge and experience, so that the author would be better at teaching in the future. Third, the findings of this research can help students to improve their vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. Improve student's vocabulary with the Words of Wonders (WOW)

This research can improve students' vocabulary learning by using Words of Wonders (WOW) for class VIII students at MTSS AL-Chaeriyah Budong-Budong using the group discussion method. In the previous chapter, it can be concluded that the use of Wonder Words (WOW) can increase students' vocabulary. In the classes taught, students were only stuck with "bad" grades. has an average of 29.35 on the pre-test and 39.13 on the post-test. It means the student was not making progress. In the experimental class, students experienced an increase in transactional speaking skills after being given treatment, namely the average pretest score was 30.86 and the average test score was 82.17 on the posttest. This means that evaluation scores range from "poor" to "average." The number of students was increasing. It was known that the $t\text{-test} = 11.445$ and $\text{sig} = 0.00$. These results show $\text{sig} = 0.00 < \text{sig} = 0.05$. This means that the treatment has a significant effect on increasing students' vocabulary knowledge. Therefore, the alternative hypothesis was accepted and the null hypothesis was rejected.

2. The effect of Words of Wonders (WOW) Improve students' vocabulary

This research was conducted to determine the effect of Words of Wonders (WOW) media on vocabulary learning for class VIII students at MTSS AL-Chaeriyah Budong-Budong for the 2023/2024 academic year. The researcher used two different class samples totaling 46 students, namely Class VIII A as the experimental class which used Words of Wonders media, totaling 23 students, and Class VIII B as the control class which did not use Words of Wonders (WOW) media. media, a total of 23 students.

Using Words of Wonders (WOW) media was more effective in increasing the vocabulary of class VIII students at MTSS AL-Chaeriyah Budong-Budong than not using the Words of Wonders application in learning. This was proven by the N-Gain value of 74.6099 and the effectiveness weight of $0.30 < \text{N-Gain} < 0.70$, while for high values the N-Gain is ≥ 0.70 . in this case, the value of 74.6099 was effective and even high in the N-Gain value category.

B. Suggestion

Based on research conducted by researcher regarding student vocabulary management using Wonder Words (WOW) for students, namely:

- 1 To improve students' vocabulary mastery, it was best to use media, especially multi-screen media, which was interesting and could improve their learning. the magnitude of students' learning motivation, to increase vocabulary and increase children's interest in learning English.
- 2 It was hoped that future researcher could create more effective media to increase students' vocabulary in general.
- 3 The results of the research can provide suggestions for teachers to try using Words of Wonders (WOW) media as an alternative media tool to increase students' vocabulary.

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