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

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ABSTRAK

NURDIAN: Penggunaan aplikasi Words of Wonders (WOW) dalam meningkatkan kosakata siswa kelas 2 MTS AL-Chaaeria 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 MTS AL-Chaeria 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.

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.

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Based on the results of an interview conducted with one of the teachers at MTS AL-Chaeria 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 MTS AL-Chaeria 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 ware, 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 II

LITERATURE REVIEW

A. Previous Related Studies

1. Fitria, (2023) entitled " Using word search puzzle in improving students' English vocabulary: A systematic literature review "

   This research aims to increase students' vocabulary. Focusing on word search puzzle-based learning is becoming popular in the teaching and learning process. This research reviews the use of Word Search Puzzles in increasing students' vocabulary. In addition to these studies, the analysis includes 25 relevant papers that meet the required criteria. This research is summarized in the table. This research answers 4 main QAs regarding the effectiveness of word search puzzles in improving students' abilities. The focus of this research is related to the effectiveness of Word Search Puzzles in increasing students' vocabulary. This research also uses experimental research methods to determine the effect of comparing two learning media using Word Search Puzzle which is effective in increasing students' vocabulary use. This research looks at the pretest and posttest scores in the control and experimental classes. There is a significant difference between the average pre-band post-test scores of the experimental class. One important factor contributing to this research challenge is the continued use of conventional teaching methods, where teachers primarily rely on delivering lectures and presenting students with lists of vocabulary that need to be memorized. This research also uses 3 stages, namely planning, implementing, and writing up the results.

2. Rifai et al., (2023) entitled " The Improvement of The Students' Vocabulary by Using Crossword Puzzle "

   This research aims to help overcome the problems that exist in class VII B students of SMPN 1 Jabiren Raya, Pulang Pisau Regency, Jabiren Raya. This research used 30 students as subjects in this research. After carrying out initial observations, problems were found, namely related to the vocabulary that the students still had little. Therefore, to overcome this problem, this research uses a Crossword Puzzle printed on HVS paper as a method to

increase students' vocabulary. This research uses the Classroom Action Research (PTK) method. This research uses a Collaborative Classroom Action Research design. This research also uses the English Teacher of SMPN 1 Jabiren Raya as a collaborator and observer. This research uses Kurt Lewin's model, namely where the stages in each cycle begin with the stages of planning, action, observation, and reflection. This research also uses 2 cycles where each cycle has 1 meeting with a duration of 3 lesson hours. Therefore, the research aims to collect data. This research uses research instruments: Vocabulary Test, Interview, and Questionnaire. After carrying out this research, there was an increase in students' vocabulary. This research also looked at the improvement in each cycle, namely in cycle 1 students found classical proficiency of 53.3% and increased in cycle 2 to 90% after a vocabulary test via multiple choice was carried out. Therefore, based on research that has been conducted, the Crossword Puzzle method can increase students' vocabulary.

3. Ekayanti et al., (2019) entitled " The Effectiveness Of Using Crossword Puzzle To Improve Students' Vocabulary Mastery "

This research aims to obtain empirical evidence about the use of crossword puzzles in improving students' vocabulary mastery. This research uses quantitative methods. This research also uses experimental research using a pretest design and a posttest group design. This research involved 45 class VII students at SMPN 2 Pringgasela. This research also has findings showing that there is a significant increase in students' vocabulary mastery after being taught using crossword puzzles where the test scores are at a significant level of 95% higher than in the t-table. Thus, this research can be carried out to show that the use of crossword puzzles is effective in increasing students' vocabulary. Many games and media are a means of teaching and learning activities such as flashcards, word walls, etc. One strategy that can be used is crossword puzzles. The results of data analysis show the t-test at a significance level (ÿ) 5% > (2.645 < 1.681). Therefore the Null Hypothesis (Ho) is rejected and the Alternative Hypothesis (Ha) is accepted. Apart from that, it can be seen from the comparison of the average score obtained for the

experimental class with the average score obtained for the control class in Table 4.3, the average score obtained for the experimental class is 30.96 higher than the average score obtained. for the control group, namely 18.55.

Based on several previous studies that used different applications to improve students' vocabulary, even using manual paper puzzle games, the research that the researcher will conduct has a novelty in the form of expanded material that enriches students' vocabulary, as well as using an interesting application with several unique display features on the Words of Wonders (WOW) Puzzle application.

B. THEORETICAL FRAMEWORK

1. Understanding Learning Media

The word media comes from the Latin medius which means means 'middle', and 'intermediate'. In Arabic, media was an intermediary or messenger of messages from the sender to the recipient of the message. According to Muhson (2010:3), "Media is a container for messages that the source or distributor wishes to transmit to the target or recipient of the message. Arsyad (2009:3) also supports this "The definition of media in the teaching and learning process tends to be defined as graphic, photographic or electronic means for capturing, processing and reconstructing visual or verbal information". Duludu (2017:9) believes that learning media is an intermediary used by educators/teachers to channel messages or information to their students so that students can be stimulated when participating in learning activities.

Mass media is a general term that can cover any field. However, according to Daryanto (2016, p. 4), the limitation of the definition of media in education was that media was used as a tool and material in learning activities. Learning media can make the learning environment more effective so that the learning process runs more efficiently. For example, a simple device such as a projector can display images that can greatly improve students' understanding in class. Why? because the material was no longer abstract and becomes visually real. Humans were creatures who prioritize the sense of sight. Apart from that, teachers can also focus more on the material

created in the slide show by using a PowerPoint presentation slide show displayed on an LCD projector.

Educators can also pay more attention to their students because it can reduce the burden of lectures. Apart from that, projectors can also provide interactive media that can be viewed by teachers and students directly in the same class. This would definitely lead to healthier conversations, both quantitatively and qualitatively. This was a simple example of commonly used learning media. Imagine if there was innovative media that could reduce many other learning disabilities.

The definition of learning media according to experts, according to Arsyad (2016, p. 4), a learning environment is a part of learning materials or a physical vehicle that contains learning materials in a learning environment that can motivate students to learn. In Hamalik Arsyad's book (2016, p. 19) it is stated that educational media are resources used in the teaching and learning process that can arouse interest, desire, enthusiasm, and motivation in educational activities and even create new psychological effects on students.

Characteristics of Educational Media Apart from understanding and understanding, we can also recognize educational media according to their respective characteristics.

According to Arsyad (2016, p. 6), the general characteristics of educational media are as follows. Educational media has a physical meaning which is now known as hardware, namely an object that can be seen, heard, or touched with the five senses. Educational media has the non-physical meaning was what called software, namely the message content contained in the hardware, namely the content that you wanted to convey to students. Educational media focuses on visuals and audio. Learning media refers to tools that help learning both inside and outside the classroom. The learning environment was used for communication and interaction between teachers and students in the learning process. Teaching materials can be used in mass (e.g. radio, television), in large groups and small groups (e.g. films, slides, videos, OHP), or individually (e.g. modules, computer, radio tape/cassette,

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video cassette). Attitudes, actions, organization, strategy, and management were related to the application of knowledge.

Functions of Learning Media As one of the most important teaching tools, media has several special uses to assist learning activities. According to Sudjana (2015, p. 6), several functions of educational media are as follows. Tools that clarify learning material while the teacher is teaching. In this case, the teacher uses media as a variation of the oral explanation of learning material. A tool for generating or creating problems for students to study further and solve in the learning process. At the very least, teachers can use the media as a source of questions or as a stimulus for student learning. Learning materials for students. This means that the media contains materials for students to study both individually and in groups.

2. Password Puzzle

The crossword puzzle game was educational because this game can help students learn to work together and increase student activity in teaching and learning activities. In this educational crossword game, there was not only text but there were interesting supporting images so that students do not feel bored and are motivated to learn. Crosswords are word puzzles that are usually in the form of white square or rectangular boxes and are shad (http:/www.wikipedia.org). Riddles are games that require careful thought to answer or carry out (Leamer's Oxford Dictionary; 2003; 349). Puzzles are games or toys to train the mind (Longman Handy Leamers' Dictionary of American English: 2000:336). 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 helped students master vocabulary and assist teachers in providing English vocabulary material to students.

Vocabulary was one aspect of language that was important in learning a language because vocabulary carries meaning that was used in communication. All statements about vocabulary show that vocabulary was important in learning vocabulary. Apart from that, vocabulary has an

important role in learning. Scrivener (1994:75) in the classroom there are five roles of vocabulary, namely:

1. Vocabulary is very important and needs to be dealt with systematically.
2. We need to differentiate between vocabulary for use in productive and receptive recognition.
3. Students will have difficulty completing work if they encounter some new vocabulary for the first time.
4. We need to deal not only with single-word lexical items but also with more multi-word items.
5. English-English dictionary usage training for students with many important tools for independent learning.

This shows how important vocabulary was for students and the teaching and learning process. If students only had a small vocabulary, they would not be able to understand questions and English texts. In addition, if students had a small vocabulary, they cannot had much information or basic knowledge. words the learner cannot understand facts or ideas with new ideas the learner would get new words. One source of vocabulary.

3. Application Word of Wonders (WOW)

    a) Understanding the application of the Word of Wonders (WOW)

Words of Wonders (WOW) was an innovative application that challenges the user's vocabulary. The user assumes the role of a word expert and must discover new words in the given text. The more words a user finds, the higher the user's score. This game was designed for children aged 4-8 years and can be used as a fun way to learn about words and their meanings.

Words of Wonders (WOW) was an application that allows users to quickly learn new words and phrases. Words of Wonders (WOW) includes a variety of features, including flashcards, a vocabulary generator, and quizzes. Flashcards were designed to helped used learn new words and phrases, while vocabulary generators helped users create custom word lists. Quizzes were designed to test a user's understanding of certain words and phrases.

Words of Wonder was a game app that helps children learn about the world around them. These games are designed to be fun and engaging, making them an ideal way to teach important vocabulary skills. The app includes over 100 unique words, including basic English phrases and keywords, as well as more complex words. When children complete a word, they were given a response that can be used in conversation or games like Word Association.

Advantages of the Words of Wonders Game Application offers a unique way to learn words. With this app, users can used fun and engaging games to helped them learn new words. These games were designed to helped users practice the sounds and meanings of the words they were learning. This app also allows users to share their results with friends and family in a fun social way.

The benefits of playing the Words of Wonders game application were numerous. This can helped develop a child's vocabulary, as well as improve critical thinking skills. Plus, it can be a fun way to spend time together and learn new concepts.
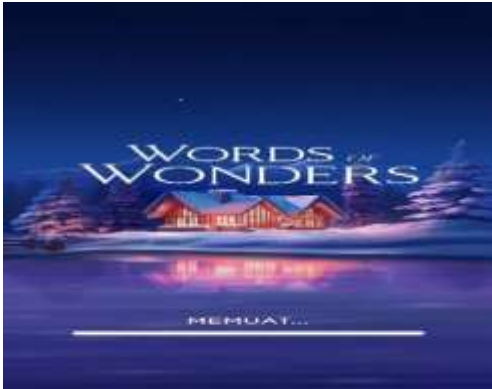
b) Procedure for Using the Word of Wonders (WOW) Application

To start playing Words of Wonders, students must download and install the WOW app on their smartphone. After that, users can open the application and select the game level they want to play.

At each level, students would be given a display of random letters. The student's task was to find the words hidden inside by sliding the letters. Hidden words can be words related to the level's theme, such as the name of a city or objects in a certain category.

After finding the hidden words, students can move on to the next level. The game can be won if students complete all available game levels.

Table 2.1 Procedure Learning Media Words of Wonders

Media Learning Images	Information
	This was the initial display when we opened the Words of Wonders (WOW) application.
	This was a view when students play. The application automatically teaches beginners the first time they used the Words of Wonders application.
	After selecting the correct vocabulary, this was what the application looks like, the empty boxes were automatically filled with the correct answers.

After entering all the correct vocabulary, the next application display will look like this, where students were
given the choice of whether they want to continue to the next level.

If you want to continue the game to level 2 then this was what the application will look like, clicking level 2 would automatically continue
the game at level 2.

After that, this was what the Words of Wonders game looks like, we enter vocabulary as before.

	This was what the application looks like if you had entered a different vocabulary at level 2.
	This was what the application would look like if we win the game at level 2, and what it will look like if we want to continue the game at the next level.

4. The Importance of Vocabulary

In this were of globalization, language has a very important role, especially the function of language as a communication tool. One of the languages that must be mastered is English because English was an international language and was used as a good communication tool. orally and in writing. Communicating was understanding and expressing information, thoughts, and feelings, as well as developing science, technology, and culture. Communication ability in the full sense was discourse ability, namely the ability to understand and produce spoken or written text which was realized in four language skills, namely listening, speaking, reading, and writing. These were the four skills used to respond to or create discourse in social life. Therefore, English subjects were directed at developing these skills so that graduates can communicate and discourse in English. Vocabulary knowledge is also important for students
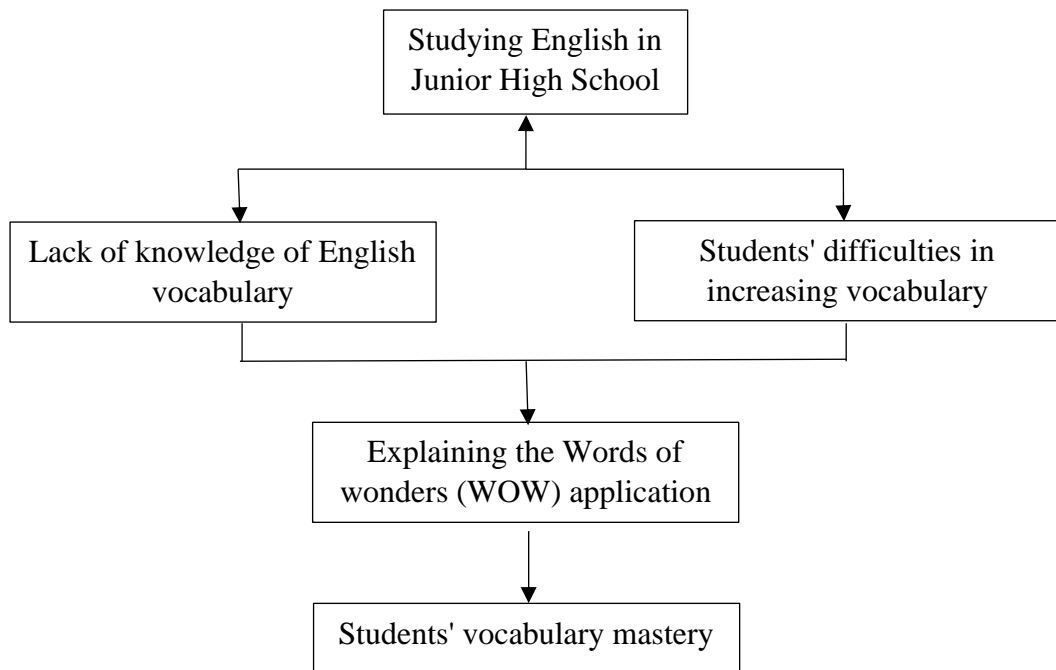
to be successful in the subject. (Trakulphadetkrai et al., 2020). Emphasizing how fundamental vocabulary is in providing meaning in a language, David Wilkins (in Thornbury 2002:13) argues that without grammar little can be conveyed, without vocabulary, nothing can be conveyed. Vocabulary provides a greater involvement in conveying the meaning of a language than grammar, but grammar cannot be ignored either.

According to the General Indonesian Dictionary, vocabulary was a collection of words, vocabulary or words that have the same meaning. Vocabulary (in English: vocabulary) is "a collection of words that are known by a person or other entity or are part of a particular language. A person's vocabulary was defined as a collection of words that a person understands or understands, words that the person might used in new sentences. The richness of a person's vocabulary generally reflects their level of intelligence or education (Wikipedia Indonesian 2008).

According to Dardjowidjojo (2008:258): "The basic vocabulary that children know is obtained from the speech of their environment, types of words which include basic words and function words. Children acquire basic vocabulary first because it consists of nouns and verbs. and adjectivesn These three basic vocabularies make it easier for children to use nouns because they are more specific. Tarigan (2011:2) states "The quality of a person's language skills depends on the volume and quality of the vocabulary, the richer the vocabulary, the greater the opportunity to acquire language skills".

In addition, emphasizing the importance of vocabulary for communication, Brown (2001:377) states that in fact, survival-level communication can occur quite clearly when people simply string words together without applying grammatical rules at all. In essence, vocabulary has a big influence on public communication. Kamil and Hiebert as quoted in Jaya (2017) stated that words represent complex and often diverse meanings. Apart from that, he adds that furthermore, these complex and double-meaning words need to be understood in the context of other words in sentences and paragraphs of text.

C. Conceptual Framework

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                    │  Junior High School  │
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┌─────────────────────────┐          ┌─────────────────────────┐
│ Lack of knowledge of     │          │  Students' difficulties  │
│ English vocabulary       │          │  in increasing vocabulary│
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                              ▼
                    ┌─────────────────────┐
                    │  Explaining the Words│
                    │  of wonders (WOW)     │
                    │  application          │
                    └─────────────────────┘
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                    ┌─────────────────────┐
                    │ Students' vocabulary │
                    │ mastery              │
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D. Hypothesis

a hypothesis was a temporary answer to a research problem that needs to be tested for its truth. A hypothesis was a single tentative conjecture used to develop a theory or experiment and tested"; Creswell & Creswell (2018).

Based on the related research above, this research proposes the following research hypothesis:

1. Null hypothesis (Ho): there was no significant effect of using the Words of Wonders (WOW) application on increasing student Vocabulary.

2. Alternative hypothesis (HA): there was a significant effect of using Words of Wonders (WOW) to increase students' 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 MTS AL-Chaeria 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-test = 11.445 and sig = 0.00. These results show sig = 0.00 < 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 MTS AL-Chaeria 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 MTS AL-Chaeria 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<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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