

The Development of Word Square Media to Teach English Vocabulary for University Students

Desi Budiarti¹, Suhono^{1*}, Umar Alfaruq A. Hasyim¹, Yayuk Hidayah², Yeasy Agustina Sari³

¹Universitas Ma'arif Lampung, Indonesia

²Universitas Pendidikan Indonesia, Indonesia

³Institut Agama Islam Negeri (IAIN) Metro Lampung, Indonesia

 suhono120708@gmail.com*

Abstract

The article discusses the development of word square media in learning vocabulary for students. RnD model of researchers according to ADDIE. This study is a data analysis technique with descriptive analysis. Used to analyze data from questionnaire calculations and the results of interviews conducted. So that the data used in the study are grouped into 2, namely qualitative and quantitative data. Then it is analyzed descriptively to determine the suitability and quality of the product developed. The results of the research conducted obtained the results that word square media in learning vocabulary in students is very feasible to use. This is evidenced by the results of media expert validation by obtaining an average percentage result of 89.23% with the criteria of "very worthy". And it is also proven by the results of media trials with 19 students with the results of the evaluation of the developed word square media obtaining an overall score percentage of 86.63% with the criteria of "very worthy". Based on the results of data acquisition, it shows that word square media in learning vocabulary in students is very feasible to be used in the process of teaching English vocabulary.

Keywords: Word Square Media, Teach Vocabulary, Development Media

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INTRODUCTION

English as an international language plays an important role in life. As an international language, English is used for global communication (Inganah et al., 2023). In order for effective global communication to occur, people must be proficient in English both oral and written (Wahyu Setiawan & Ariani, 2022). Learning resources according to the Association of Education and Communication Technology (AECT) are all sources (including data, people, and things) that can be used to facilitate learning for students. In order for students to understand the knowledge and material delivered by educators, learning media must be used to deliver learning materials tailored to their needs (Sugianto et al., 2023). The selection and application of appropriate learning models can have a positive impact on student learning motivation, so that classes become more dynamic and learning outcomes increase (Fauhah & Rosy, 2021). In the teaching strategy book, Alamsyah Said and Budimanjaya Word Square are games where players have to search for

certain words in randomly sorted columns (Alamsyah & Budimanjaya, 95 C.E.). Using Word Square media provides opportunities for students to act and think creatively, which has a direct relationship with how creative students are (Kahar, n.d.). Canva application-based learning media is an effective English learning tool (Mekariani & Mudinillah, 2021). The importance of developing Word Square learning media based on the Canva application because this media can develop and increase student learning motivation while making it easier for students to memorize vocabulary. Because they indirectly encourage them to continue to understand concepts and hone vocabulary skills, students learn to compile, remember, pronounce, and repeat words anywhere (Isnaini et al., 2021). In addition, Canva can make it easier for teachers and students to understand in an effort to master the material in learning and learning effects (Boholano, 2017). Based on observations made by researchers at Ma'arif University Lampung in the 2nd semester English Tadris Study Program. In the past, learning was centered on lecturers because it provided more explanations, but now it is emphasized that students must also be active, or in other words students must be in the middle of the process.

Learning media comes from Latin, plural of the word "medium" which means an introduction or intermediary. Media also comes from the Latin "medius" which means middle, introducer and intermediary (Sumiharsono & Hasanah, 2017). The National Education Association (NEA) defines media as a tool that can be heard, seen, read, handled with instruments that can be used to successfully influence the effectiveness of learning programs as well as the learning process. Meanwhile, Daryanto defines media as everything that can be used to convey messages (Junaidi, 2019). Playing the Word Square game involves searching for hidden words behind randomly arranged letters, In this set of letters sometimes the concepts that must be found by students according to questions oriented to learning objectives (Kahar, n.d.). The word square game learning method invites students to compete in games (Ulfah, 2013). Word Square is an arrangement of several meaningful words so that they can be read forward and backward. One educational resource or media in the form of boxes containing a collection of letter words is called Word Square. In accordance with the learning objectives, students must find the concepts contained in the collection of letters (Herawati, 2020).

METHODS

Research methods are scientific methods for obtaining data for specific purposes or needs. The type of research used by researchers is research and development (Research and Development). R&D research method is a research method used to produce a particular product, and test the quality of the project. The number of participants or samples in this study was 19 students. The development model carried out in this study is the ADDIE model which consists of five steps, namely: (1) analyze, (2) design, (3) development. (4) implementation, (5) evaluation (Gafur, 2019). The research procedure includes: 1) making observations to the Umala campus which is the destination of research. 2) determine the research design referring to the ADDIE development model (Analyze, Design, Development, Implementation, Evaluation).

The final product of the media that the researchers developed is in the form of a book equipped with material, as well as exercises, instructions for using media and word square games. The reason researchers take this media is because it is felt that it will be effective if applied to students, especially the English Tadris Study Program. The research subjects that will be carried out by researchers consist of 19 2nd semester students of Tadris English University of Ma'arif Lampung (UMALA) as a research trial site on September 4, 2023 because there has not been much development of learning media in the form of word square with a focus on developing Word Square media to master English vocabulary. The purpose of this study is to determine the quality of Word Square media in

helping vocabulary mastery and to describe the feasibility of developing Word Square media in vocabulary mastery.

RESULTS AND DISCUSSION

Definition of Learning Media

Media comes from Latin, plural of the word "medium" which means an introduction or intermediary. Media also comes from the Latin "medius" which means middle, introducer and intermediary (Sumiharsono & Hasanah, 2017). In Arabic, media is an intermediary or messenger of messages from the sender to the recipient of the message. The National Education Association (NEA) defines media as a tool that can be heard, seen, read, handled with instruments that can be used to successfully influence the effectiveness of learning programs as well as the learning process. Meanwhile, Daryanto defines media as everything that can be used to convey messages (Junaidi, 2019). Meanwhile, Bringgs defines learning media as learning media as a physical method to disseminate educational materials such as books, films, videos, and so on. This includes anything that can be used with people, things, or even the surrounding environment to make learning easier to deliver. Media can also be used to stimulate students' thoughts, interests, and attention to help students achieve learning goals. The process and delivery of learning material is said to be effective when using learning media at the orientation stage (Arsyad, 2013).

Definition of Word Square Media

Word Square is a number of words that are arranged so that they can be read forward or backward. Word Square is one of the tools or learning media in the form of word boxes containing a collection of letters. In this collection of letters, sometimes the concepts that must be found by students are in accordance with questions that are oriented to learning objectives (Kahar, n.d.). So word square can be interpreted as words placed inside a box or rectangle. The word square learning model is a development of the lecture method that focuses on student activity in learning activities (Sani et al., 2019). Playing the Word Square game involves searching for words hidden behind randomly arranged letters. Saptono (2009) defines the word square as a collection of important phrases sorted right, top, or italics so that students can understand the topic that the lecturer has prepared. Word search techniques can be done horizontally, vertically, and diagonally. This learning media aims to increase the richness of student vocabulary, especially the richness of vocabulary in English Vocabulary material semester 2 where this material or course is available in semester 1 researchers carry out research in even semesters to prove the feasibility of products to improve learning outcomes. The word square game learning method invites students to compete in games (Ulfah, 2013). Canva is an application or web site or application that provides tools for creating graphic designs and applications online (Mawardi & Sodiq, 2022). The word square model provides beneficial effects and increases learning objectives (Swapranata et al., 2016). The word square model combines accuracy, predictability, and integrated learning in matching answer boxes (Aiman, 2020).

Word square is a learning approach that can be used by teachers to help students achieve their learning goals. In practice, the word "square" refers to a learning activity where students are taught by their teachers by giving assignments or work assignments as a tool to help them understand the material that has been provided and taught.

The square root learning model is a teaching approach that emphasizes students' flexibility in answering questions and thinking critically when solving problems on previously provided practice devices. These boxes will be assessed by students by analyzing the existing letters which are the results of questions that have been given by the teacher. This teaching model has some similarities with crossword puzzles, but what distinguishes the two is that the square word teaching model already has several advantages, but it is marked and given additional cities with letters or numbers that

function as guiding markers (Nurmayani, 2018). Word square is several letters arranged into words in a square box. The words can be read forward, backward, upward, downward and diagonally (Usmayani, 2020). Word Square that teaches vocabulary development skills in its games (Andini, 2018).

B. Characteristics of the Word-Sqrt Learning Model Some of the characteristics of the word-sqrt learning approach are as follows:

- 1) This teaching model has the potential to be a guide and test for students regarding the material presented.
- 2) Learn intelligence and perseverance in observing and looking for opportunities in work-related encounters.
- 3) Encourage students to take effective notes about the most appropriate answers.
- 4) Word Square is one of the props / media used in education. It consists of individual words with a group of related words.
- 5) Help students understand a particular object related to square phrase exercises (Suryani, 2019).

Experts state that the word square learning model is:

- 1) Mudjion defines a word box as a group of words arranged in such a way that it allows them to be read forward and backward (Fatimah, 2019).
- 2) The word square learning model is a student learning model that focuses on accuracy according to Kurniasih and Sani. The accuracy and ability of students to match the letters given in the answer box to become the correct word can be trained using this word square learning technique. Many letters in the answer box are disguised as deceivers (Herwandannu, 2018).
- 3) Word square is a game where players have to look for certain words in randomly arranged columns, according to Alamsyah Said and Budimanjaya in the book Teaching Strategy (Kurniasari & Margunayasa, 2013).
- 4) According to Urdang theory, a phrase that is used in a sentence that is unsettled and then rewritten is called a phrase that is composed of several sentences that are read aloud in a formal manner. In other words, a phrase that is rewritten in a formal manner is composed of several sentences that are unsettled and then rewritten in a formal manner (Suryani, 2019).

C. The Word Square Learning Framework's Advantages and Cons. Every approach, methodology, strategy, and model for learning has advantages and downsides. The following are some advantages of the word square learning model:

- 1) Students' understanding of the material is enhanced when the word square learning paradigm is incorporated into the teaching process.
- 2) Students will be taught discipline.
3. As an assessment of one's attention to detail and critical thinking.
- 4) Inspire students to exercise critical thought.
- 5) Can help professors explain the curriculum to students by directing them to already prepared resource (Istarani & Pandebesie, 2014)

The rest of the advantages of the word square learning model are:

- 1) by using material that has been studied before, student creativity can then be developed.
- 2) Students only need to accommodate their raw materials.
- 3) Students cannot develop existing material based on their own abilities or potential. 4) Creating a Word Square requires the creativity of a lecturer.
- 5) It is often seen that the available computers do not match the statements filed.
- 6) formulate questions that require clarification which essentially requires a high level of expertise from a lecturer (Istarani & Pandebesie, 2014).

D. Word Square Learning Model Modalities Before applying the Word Square learning model in the learning process, lecturers often introduce several Word Square learning

models. The word square learning procedure includes: 1) choosing a topic based on a concept or subconcept. 2) formulate key words according to the expected results. 3) Highlight the return of more formal words. 4) Make square squares. 5) Write key words on the word square. 6) adjust the letter fields in the empty box appropriately (Salsabila, 2018).

In applying the word square learning model, there are several steps that must be done. The steps of the word square learning model are as follows: 1) The teacher provides material according to the topic of discussion studied by the lecture method. 2) The teacher then distributes activity sheets in the form of letters containing words contained in the teaching material. 3) Students then choose the right word with the question that has been given, after that students shade the letters in the box according to the answer. 4) After completion, teachers give grades according to the number of correct answers from students (Febriani & Lucyana, 2018). The specialty of this learning model is that it can be used in all subjects. It depends on how the teacher programs learning activities with questions that can attract students to think effectively (Rinjani et al., 2021).

Word Square is an arrangement of several meaningful words so that they can be read forward and backward. One educational resource or media in the form of boxes containing a collection of letter words is called Word Square. In accordance with the learning objectives, students must find the concepts contained in the collection of letters (Herawati, 2020).

1. How to create a media word square: Create a box based on your need. The boxes in the table discussed here are boxes that contain the necessary letters, The letters are arranged in such a way that some form words that give an answer to a question, while the remaining letters serve as deception.
2. Create questions in relation to specific learning objectives. In order not to deviate from the material taught, the questions must be designed according to certain learning objectives that can help students reach their maximum potential.

Definition of Canva Application

Canva is one of the visual design applications that is very easy for users to use, even for beginners. To encourage the use of being as creative as possible, the canva app offers interesting tools for those who want to produce visual material. Canva's various features are designed to make it a very user-friendly design program, with the ultimate goal of facilitating user creativity. Canva software does not require users to be expert users, anyone who wants to learn can learn quickly. Canva is a design tool that allows you to access many elements and work using drag and drop techniques, fonts, graphics and shapes used in the creation process are examples that exist today (Leryan et al., 2019). In general, Canva can be used for graphic purposes such as creating infographics with attractive images and layouts for flyers, posters. Greeting cards, certificates, presentations and others (Purwati & Perdanawanti, 2019).

- a. The objectives of the Canva App are as follows:
 - 1). Provide students with hands-on experience in media design.
 - 2). Meet our material and digital requirements.
 - 3). Assist users in producing diverse visual materials.
 - 4). Help users more easily create.
 - 5). Information extraction.
- b. The special thing about the Canva app is that many users, especially those who are still learning how to use the program, enjoy the advantages of Canva. Users can easily generate various learning materials by using the Canva application as an electronic learning tool (Fahminnansih & Rahmawati, 2021).
- c. Benefits of canva application
 - 1). Canva offers the ability to customize text.
 - 2). Hundreds of icons and illustrations.

3). Wide choice of backgrounds.

4). Users can create visual designs easily using canva (Mila et al., 2021).

d. Advantages of Canva application

1) We can easily produce educational media with Canva. PCs, laptops, and mobile devices can all be used to access Canva on various platforms. Easily create unique poster or logo designs and engaging learning videos. Canva allows instant creation as its templates can be downloaded in a variety of formats and geratis. An auto-save feature is available. We can also create a variety of different visual media that we want easily using Canva (Mila et al., 2021).

e. The disadvantages of Canva are:

1). Can only be accessed online.

2). Only regular mode or premium accounts can access new or exclusive features among the many templates accessible (Rinjani et al., 2021).

3). Canva does not currently have a table insertion option.

4). Downloading videos will take a while.

Definition of Teaching English Vocabulary

Teaching English Vocabulary is defined as a number of words that are very important in learning and teaching English. Students will have a hard time understanding what they read, observe, and learn if they are not familiar with the terms. Reading more words will expand their vocabulary. Vocabulary is very important for this reason, poor comprehension will result in poor comprehension of the text. The ability of each skill to be successfully executed depends largely on one's vocabulary. Vocabulary is necessary for everyday communication. Students will find it easier to communicate and express themselves when they have a better understanding. Vocabulary is constantly used in tasks related to language skills, such as speaking, listening, reading, and writing. Students who have high understanding will find it easier to communicate or demonstrate their views. Because some people think that learning a foreign language is the same as learning vocabulary, vocabulary is the main emphasis in learning a foreign language in order to gain a deeper understanding of the meaning of words. Studying definitions first is a wise step, because comprehension plays an important role in language learning. There are three factors that influence vocabulary acquisition; sensing skills, learner skills, and language features (Kacani & Cyfeku, 2015).

There are many definitions of vocabulary learning. Kridalaksana argues that the meaning of a word in English is the part of the language that stores all information about the meaning and use of words. Webster's Ninth alumni dictionary, the definition is:

a. A list or set of terms and phrases that are often defined or explained and arranged alphabetically.

b. A word or group of words devoted to the language, occupation, or area of expertise of a group.

c. List or collection of phrases or codes that can be used (Baskarani, 2016).

Meanwhile, Roget lists the terms as follows:

a. List of words translated or commonly translated alphabetically.

b. Every word in English.

c. Specific customs for a particular field, subject, trade, or subculture of expression (Baskarani, 2016).

Hornby defines vocabulary as:

a. All words are known or used.

b. Every word in a particular language.

c. Terminology used to discuss a particular topic.

d. Glossary terms, especially those included in the literature on foreign language learning.

Product Development Procedure

This development procedure refers to the development model according to ADDIE as follows:

1. **Analyze** (Menganalisis)

Analysis is the first stage carried out by researchers. Things that must be analyzed in research are students who will be the subject of research, namely 2nd semester students of the Tadris English Study Program, Ma'arif University, Lampung. This class can be called the youngest class/semester of the others. Based on the results of a pre-survey that researchers have conducted with several students who stated that they still have difficulty in learning new vocabulary, especially words whose pronunciation is almost the same, therefore this method / media makes it very possible to make it easier for students to add vocabulary. After that, continued with the analysis of media concepts, the media developed in this study is word square media. This game media will be designed according to learning needs by identifying the concepts to be taught and breastfeeding them systematically and linking each concept to be taught.

2. **Design** (Merancang)

The design stage is carried out by designing learning tools that must be prepared for the application of Word Square as a medium in learning. The devices that need to be prepared are as follows:

- a. Semester Learning Plan (RPS).
- b. Selected learning materials.
- c. Instruments in research which include media and material validation sheets, student activity observation sheets, student response questionnaire sheets, and learning outcome tests.
- d. Design play strategies tailored to learning needs.
- e. Designing word square media design.

3. **Development** (Mengembangkan)

The development stage is the stage of production, and validation. The resulting product is in the form of learning media with a game system, namely word square which contains material in mastering vocabulary, before being tested on students as a learning medium, the media is first validated by media experts and material experts.

4. **Implementation** (Menerapkan)

Word square media that has been validated by media experts and material experts, then tested on experimental students of Tadris English semester 2 Ma'arif University Lampung as a vocabulary learning media. During the learning process, researchers will observe student activities and distribute student response questionnaires.

5. **Evaluate** (Mengevaluasi)

The evaluation stage is carried out after the game media is created and applied in the learning process. The purpose of the study is to determine the suitability of learning objectives by using word square game media in vocabulary material. Assessment of student learning outcomes using 20 test questions. Before being tested, the test questions are first tested for validity.

Advantages and Disadvantages of Word Square Media

The advantages of the word square learning model are as follows:

- a. Encourage students' understanding of learning materials
- b. Train for discipline
- c. Can practice a conscientious and critical attitude
- d. Stimulate learners to think effectively.
- e. Strengthen the memory of learners.

While the shortcomings of the word square learning model are:

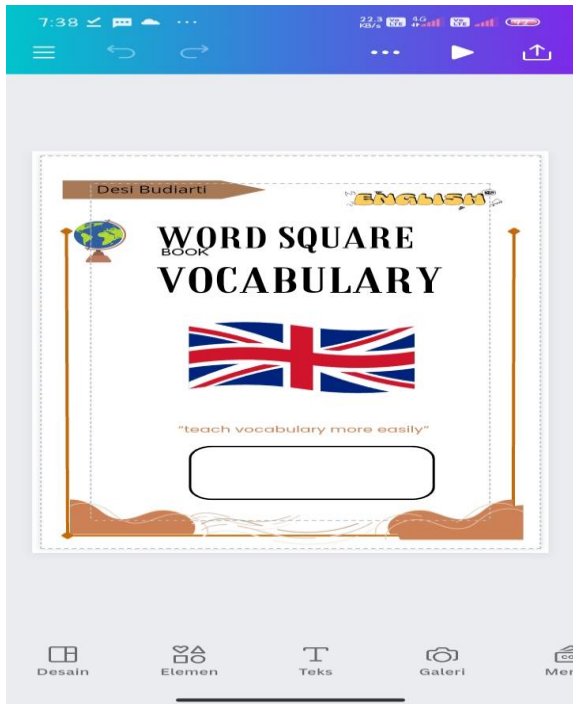
- a. Reducing student creativity.
- b. Students only need to receive raw materials.

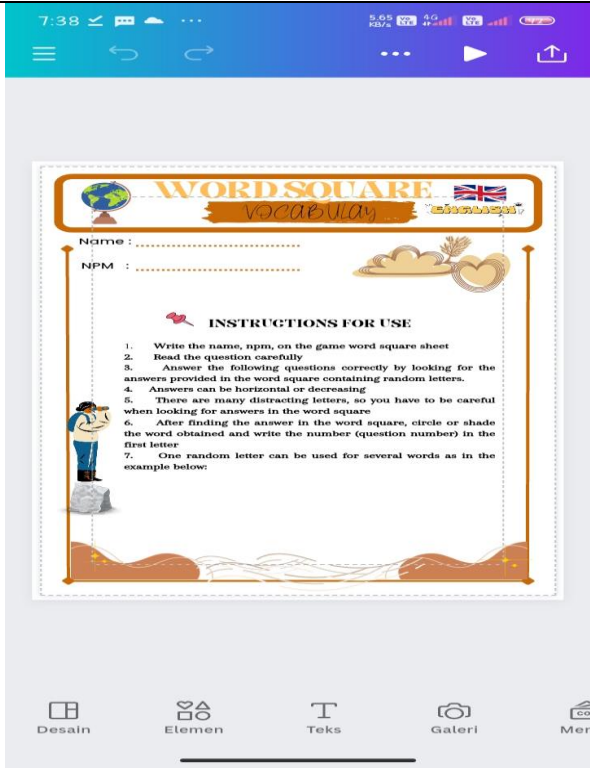
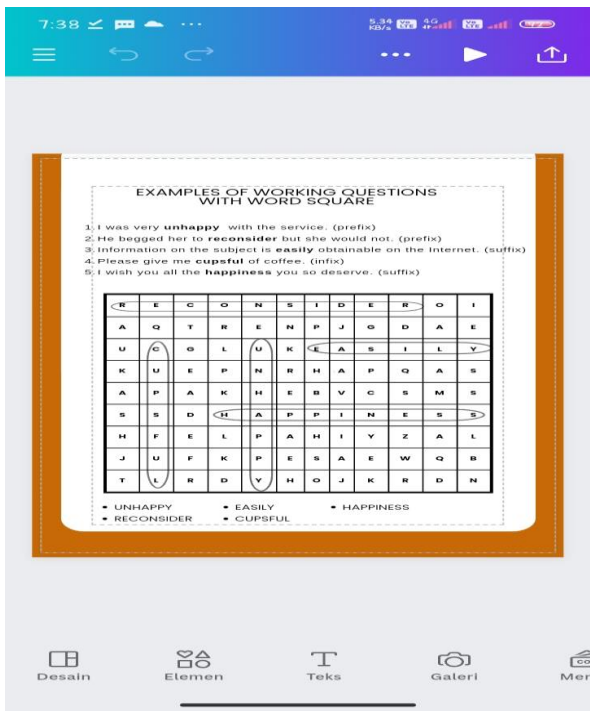
- c. Students cannot develop existing material with their abilities or potential.

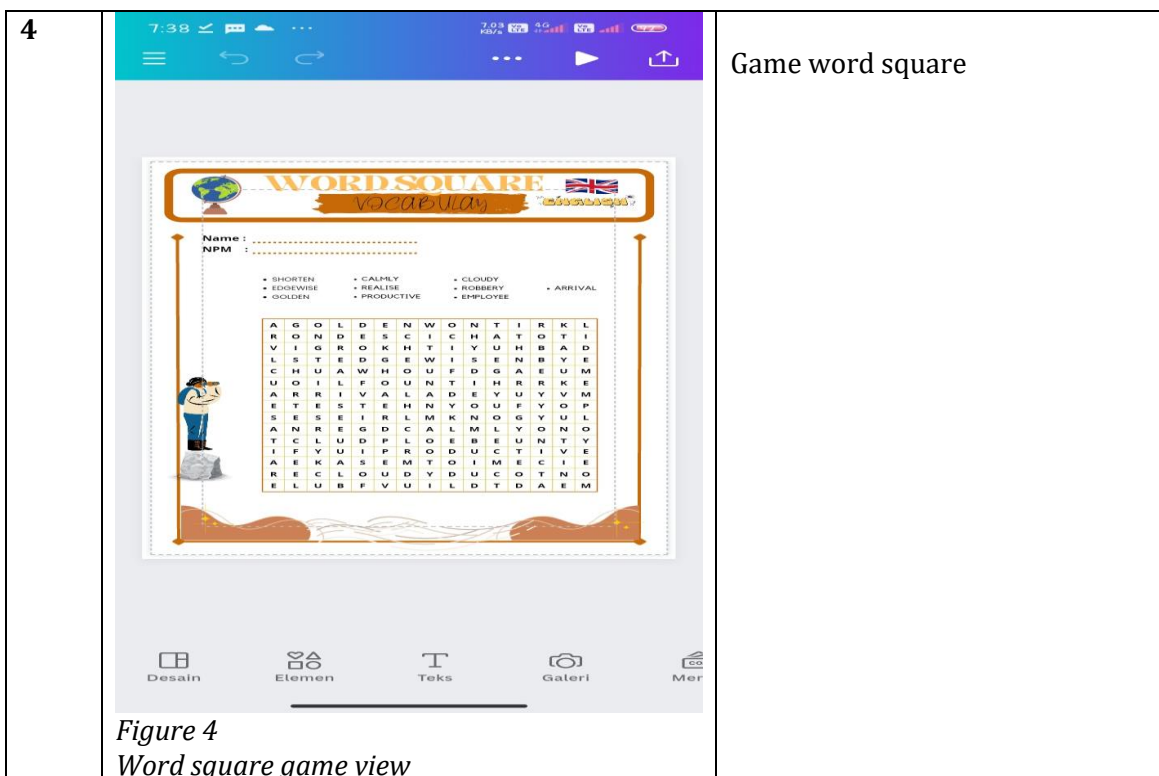
Media Word Square Design Canva App

In the development research that will be carried out by researchers, which is in accordance with the theory of ADDIE, Dick & Carrey, that when viewed in the analysis of needs, this research focuses on developing word square media to teach English vocabulary. As for making word square media, researchers need an additional application, namely Canva as a tool to design media to look more attractive than most previous studies.

Table 1
Word Square Media Storyboard in the Canva Application

No	Parts	Information
1	 <p><i>Figure 1</i> <i>Cover view</i></p>	Cover

<p>2</p>	 <p>Instructions for use</p> <p><i>Figure 2</i> <i>Display instructions for use</i></p>	
<p>3</p>	 <p><i>Figure 3</i> <i>Display of an example of doing a problem with word square media</i></p>	<p>Example of working on questions with word square media</p>



Description of Development Research Results

In this chapter that explains the results of developing word square media in learning vocabulary for students. This development intends to be able to assist lecturers in providing understanding to students so that learning runs not boring.

In the development process, this research uses development steps according to ADDIE. Some of the development steps that produced the data in this study:

1) Results of analyzing potainal and problems

In a process of implementing services in learning carried out on campus, of course, there are obstacles faced in mastering vocabulary for English Tadris study program students. From this, researchers are interested in researching and understanding the problems experienced in the learning process for students. After the problems obtained in the field through several methods such as pre-surveys, interviews and questionnaires, it was found that there was no media used by lecturers in the learning process. With this, it is necessary to develop media that helps lecturers in the learning process for students.

2) Data Collection

Based on the description of potential problems obtained based on field analysis, then various supporting data sources are needed that are useful to strengthen the data contained in the field. The collection of data from this problem is carried out based on relevant previous research, journals, and expert opinions collected which will later be used in the development of word square media.

3) Product Designer

This stage is as a product description which is an initial picture, which is arranged with various forms of interesting images. And then selected various forms of images that correspond to the material to be displayed.

Trial of the Product being Development

The product trials produced in this study aim to get direct feedback from media experts and about the feasibility use of developed media products. The experiment in this study consisted of four stages. Phase one is a product validation trial from media experts, linguists and material experts. Stage two is carried out after the validation stage, media that have been deemed feasible can be carried out individual experiments involving five 2nd semester students of Ma'arif University Lampung. Stage three is after individual experiments, a small group experiment consisting of seven students is carried out. Stage four is a trial phase in large groups that include as many as nineteen students.

Word Square media with learners are seen in the following table:

Table 1
Results of media trials with Students

No	Respondents	Total Score	Percentage	Criteria
1	Responden1	50	100%	Very Worthy
2	Responden2	50	100%	Very Worthy
3	Responden3	43	86%	Very Worthy
4	Responden4	37	74%	Worthy
5	Responden5	40	80%	Very Worthy
6	Responden6	46	92%	Very Worthy
7	Responden7	49	98%	Very Worthy
8	Responden8	43	86%	Very Worthy
9	Responden9	42	84%	Very Worthy
10	Responden10	44	88%	Very Worthy
11	Responden11	39	78%	Worthy
12	Responden12	40	80%	Very Worthy
13	Responden13	40	80%	Very Worthy
14	Responden14	46	92%	Very Worthy
15	Responden15	45	90%	Very Worthy
16	Responden16	38	76%	Very Worthy
17	Responden17	44	88%	Very Worthy
18	Responden18	45	90%	Very Worthy
19	Responden19	42	84%	Very Worthy
Total Score		823		
Maximum Score		100%		
Precentage		86.63157895%		
Criteria		Very Worthy		

Based on the response given to students as respondents to Word Square Media which showed a positive response, this was in accordance with the results of the distribution of questionnaires given which showed results of 89.42% which stated that Word Square media was very suitable for use in the vocabulary learning process.

Revision of Developed Products

At this stage the developed media is no longer revised because trials and assessments have been carried out in the field by students and validators which show that the developed product is feasible to be developed.

Discussion

In the development of this word media, researchers use research steps with ADDIE. The development of word square media in providing practicality in understanding this vocabulary consists of a series of materials accompanied by interesting shapes and colors. Before being arranged into a media word square, there are several stages which

include determining the shape of the media to be used, the shape of the background, and the shape of the letters and the color of the letters that match the background used.

This word square media was created using the Canva application. Making this media is the first step we first create an account to login. This login can be done by logging in using an active Email or with a facebook account, google etc. After being able to enter Canva will display several main menus in the form of templates used to display to make the background more attractive, Import is used to determine the shape of the template that will be used to determine the shape of the word square media to be created. In addition to the main menu there is also a form of supporting menu which includes the Design menu, elements, text, gallery, brand, upload. Which has uses to add appearance, writing, character shapes, photo shapes, colors to be added. And here are the stages of developing Word Square media in providing vocabulary learning that researchers develop:

1. The first step is to determine the potential and problems, from the results that have been seen when during the pre-survey and research several problems have been found about vocabulary learning in students of the 2nd semester English Tadris Study Program. In addition, by reviewing various relevant studies and research that researchers will develop, that in the learning provided, there is still a lack of supporting media in the learning provided by lecturers. Departing from these potential problems, researchers intend to develop word square media in providing learning to students. This development is intended to assist lecturers in providing vocabulary learning to students easily and effectively.
2. The next one is to collect data. When the potential and existing problems have been carried out, various sources of supporting data are needed which can then be used as material in the media development process. In learning, lecturers still use media in the form of lectures, but with the development of word square media that is developed, it is hoped that it can be used efficiently and effectively in the process of providing career understanding to students.
3. Product design design, in this process researchers carry out preparatory stages to design media and compile material that will be displayed on the media to be made. In this process, the application used is Canva. The design of this product consists of writing, images, sound effects and cartoon forms used.
4. The fourth stage is expert validation which is divided into 3, namely validation of media experts, linguists and validation of material experts. Media expert validation by mr Irhamudin, M.M, material expert validation by mrs Wiwied pratiwi, M.Pd, and language validation by mr Rizky Hidayatulloh, M.Pd.
5. which aims to get information, criticism and suggestions so that Word Square media in vocabulary learning for students is developed into quality products. Based on quantitative analysis of material validation trial data, an average percentage result of 86.66% was obtained with the "feasible" criterion.
6. Based on the results of media expert validation trials analyzed quantitatively against the assessment of word square media development in vocabulary learning with the results getting an average percentage of 89.23% with the criteria of "feasible".
7. The next stage is the revision of the developed product. After the developed media gets input and suggestions from validators and is declared feasible to be tested, the developed media will be tested on students on campus as reviewers of the media.
8. The next stage is media pilots developed to learners. From the results of data management, the assessment questionnaire given to 19 students on the developed media obtained a total score of 823 with a maximum score of 1,805, with a percentage of 86.63% and with the results of the criteria "very feasible".

9. In the last stage, researchers do not revise the media developed, this is because based on the results of assessment questionnaires and validation from media experts, it is feasible to be used in the vocabulary learning process for students.

In delivering information to students, there are several media that can be used by lecturers which include learning aids, be it in the form of books, powerpoint slides, posters to videos and games. Learning media is a tool used by teachers to be able to interact with students. In general, development research can increase positive value from year to year. The highest amount of R&D research was conducted in 2018. With this, there is an increase in awareness and interest in research and development (R&D) design.

In this study, the media developed is word square media in providing vocabulary learning. The word square media itself is a series of images in the form of games to stimulate the thoughts, feelings, attention and interest of students in order to achieve effective and efficient teaching goals. The word square media developed here is a form of a book that contains material for learning vocabulary. Therefore, this word square media was created with the aim of providing vocabulary learning to students in an interesting and practical manner.

CONCLUSION

Based on the results of the validation that the author has done by media expert validators and material expert validators. In accordance with the development steps according to ADDIE, it can be concluded: The results of media expert validation meet the overall criteria with a percentage of validators of 89.23% with the criteria of "very feasible". Similarly, the results of material expert validation where the percentage result with validators gets 86.66% with the "feasible" criterion. Furthermore, based on the results of field trials with 19 students, the results of the assessment of the developed word square media received a percentage score of 86.63% with the criteria of "very feasible" and in this case it was also strengthened by the results of interviews conducted with educators and students after conducting media trials obtained a positive response that Word Square media in vocabulary learning can help students in providing information. Based on the score obtained from the results of trials and interviews, it shows that word square media in learning vocabulary in students is very feasible to use.

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