

## The Effect of Using Word Family Teaching Media On The Students' Vocabulary Mastery of Grade Eight of SMP Negeri 12 Pematang Siantar

Evelin Trinita Pakpahan<sup>1</sup>, Sanggam Siahaan<sup>2</sup>, Irene Adryani Nababan<sup>3</sup>

<sup>1,2,3</sup> University of HKBP Nommensen Pematang Siantar

e-mail: trinitaevelin@gmail.com<sup>1</sup>, sanggam.siahaan@uhnp.ac.id<sup>2</sup>,  
ireneppbiuhnp@gmail.com<sup>3</sup>

### Abstract

The objective of this research was to determine whether the utilization of Word Family Teaching Media could have a substantial effect on the enhancement of students' vocabulary mastery at SMP Negeri 12 Pematang Siantar. This research used quantitative approach with quasi experimental research design. The population consisted of the eighth grade students at SMP Negeri 12 Pematang Siantar, totaling 248 individuals. The sample for this research was divided into two classes, namely experimental class (VIII-4) comprising of 31 students who were exposed to Word Family Teaching Media, and control class (VIII-2) consisting of 31 students who followed the conventional method. To collect the data, pre-test and post-test were conducted using multiple-choice format. The findings of this research revealed that the mean score of the post-test in experimental class was 89.03, whereas post-test mean of control class was 55.67. Furthermore, it was determined that T-test value (3.90) exceeded the T-table value (1.67) at a significance level of 5%. Based on these results, it can be concluded that the implementation of Word Family Teaching Media significantly enhances students' vocabulary mastery at SMP Negeri 12 Pematang Siantar.

**Keywords :** *Vocabulary, Mastery, Word Family Teaching Media*

### Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui apakah pemanfaatan Media Pengajaran Word Family dapat memberikan pengaruh yang besar terhadap peningkatan penguasaan kosakata siswa di SMP Negeri 12 Pematang Siantar atau tidak. Penelitian ini menggunakan pendekatan kuantitatif dengan desain penelitian quasi eksperimen. Populasinya adalah siswa kelas VIII SMP Negeri 12 Pematang Siantar yang berjumlah 248 orang. Sampel penelitian ini dibagi menjadi dua kelas, yaitu kelas eksperimen (VIII-4) yang berjumlah 31 siswa yang diajari dengan Media Pengajaran Word Family, dan kelas kontrol (VIII-2) yang terdiri dari 31 siswa yang mengikuti metode konvensional. Untuk mengumpulkan data, pre-test dan post-test dilakukan dengan menggunakan format pilihan ganda. Hasil penelitian menunjukkan bahwa nilai rata-rata post-test kelas eksperimen adalah 89,03, sedangkan nilai rata-rata post-test kelas kontrol adalah 55,67. Selanjutnya diketahui nilai T-hitung (3,90) melebihi nilai T-tabel (1,67) pada taraf signifikansi 5%. Berdasarkan hasil tersebut, dapat disimpulkan bahwa penerapan Media Pengajaran Word Family secara signifikan meningkatkan penguasaan kosakata siswa di SMP Negeri 12 Pematang Siantar.

**Kata kunci:** *Kosakata, Penguasaan, Media Pengajaran Word Family*

### INTRODUCTION

Language has the important role of many aspects of our life. Language is a media to communicate to others by verbal or oral, non verbal or written, and sign to express our feelings, thoughts, and ideas. The functions of language are as a communication, an

expression of identity, play, imaginative expression, and emotional release. The one of important language must be learned is English.

In this modern era, English has emerged as a global language, facilitating smooth communication between people of different nationalities and promoting cultural understanding. In Indonesia, English is considered a vital subject, taught from the early years of education until university. It is a language that holds immense importance and must be mastered. However, it is important to note that drawing sweeping conclusions about the societal functions of English is not a straightforward task in a country like Indonesia, where it is not the primary language. Unlike inner circle countries, where English naturally permeates all facets of communication, Indonesia's use of English is determined through conscious language planning rather than organic linguistic development (Crystal, 2003b: 106).

According to Haycraft (1978: 8), the mastery of language encompasses four essential skills: listening, reading, speaking, and writing. Language, in its entirety, comprises various elements, including vocabulary, grammar, pronunciation, and spelling. Amongst these elements, vocabulary stands as a paramount component that demands diligent attention when educating students.

Barnhart (2008: 697) stated that vocabulary represents the vast reservoir of words utilized by individuals, social groups, and various professions, carefully organized in an alphabetical manner with accompanying definitions. In alignment with this notion, Richards (2000: 255) astutely proposes that vocabulary constitutes a fundamental pillar of linguistic proficiency, serving as the bedrock upon which learners develop their speaking, listening, reading, and writing skills.

Vocabulary includes the content words such as the nouns, verbs, adverbs, and adjectives. Vocabulary is the important component to learn English because it is the foundation to learn other skills especially make conversation and arrange the word into the sentences. Without understand the vocabulary, the students will find some the problems in learning vocabulary.

According Thornbury (2004: 27) proposed some problems that make students' difficulty in mastering vocabulary, there are:

1. Students cannot pronounce the words well especially the unfamiliar words for students.
2. The mismatch of the sound spelling word is the cause of the students' error in recognition of the word in the sentences.
3. It doesn't seem to be difficult to learn long words as compared to short ones. Generally, words that are high in frequency in English are usually short in length. This makes them more likely to be encountered by the students, which can help to promote their learning.
4. The students have the grammatical problem especially the structure of sentences. This problem can be caused of the difference of its L1 equivalent.
5. The students will confuse the two words whose have overlap the meaning in the different contexts.
6. Words that can be used in a wide variety of contexts are generally perceived as easier to comprehend than synonyms that have a narrower scope. Additionally, the uncertainty surrounding connotations of certain words can also pose challenges. Moreover, the usage of idiomatic words and expressions can further impede students' understanding of vocabulary, unlike words with transparent meanings.

Based on the researcher has conducted the field experience practices at SMP Negeri 12 Pematang Siantar especially on the grade eight, the problems which the researcher can be found are the students have difficulty in memorize the words of the things, cannot pronounce and spell the words well and fluency, need a long time to mention the wrong words in pointing a thing. It is also caused by the old conventional method which taught by teacher so the students are boring and do not challenge them to motivate finding the meaning of the words and feel lazy to learn English. It also made the students did not pay attention the lesson and the students could make noise when the teacher explained the material or lesson.

Based on the students' problems above, one method which can be used to teach

vocabulary is Word Family teaching media. Word Family media is the teaching way which students can cluster some word with the same prefixes, suffixes, or basic words. In this method, the skill was gotten from the vocabulary test in continuously. Word Family teaching media holds immense potential in elevating the mastery of English vocabulary among junior high school students. By harnessing this, students can not only deepen their understanding of the English language but also foster a heightened motivation to excel in their language learning journey.

In relation the situations above, the researcher conducted this research entitled "The Effect of Using Word Family Teaching Media on The Students' Vocabulary Mastery of Grade Eight of Smp Negeri 12 Pematang Siantar".

## METHOD

In this research, the researcher employed quasi-experimental design to collect data. This approach involves using quantitative research method to analyze how variables influence one another, as explained by Creswell (2012: 13).

According to Creswell (2020: 489) and Sugiyono (2018: 80), population refers to a group of individuals who share similar characteristics and from whom data can be collected through observation. In this research, the population consisted of the students in class VIII at SMP Negeri 12 Pematang Siantar during the academic year 2022/2023. There are eight classes in total, with an estimated 31 students in each class, making the total population approximately 248 students.

According to Sugiyono (2018: 131), the sample chosen represents the population well and includes diverse characteristics. To ensure a representative sample, the researcher used a simple sampling technique, specifically a lottery system or number shuffling. Two samples were chosen through this process: class VIII-4 as the experimental group with 20 males and 11 females, and class VIII-2 as the control group with 19 males and 12 females.

The researcher used design of nonequivalent control group design, which is similar to the pretest-posttest control group design. In this research, one group received treatment using Word Family Game, while the other group received traditional media. Both groups were tested before (pre-test) and after the treatment (post-test) to assess their abilities before and after the learning activities. For the purpose of data analysis, the t-test formula, variable mean, and standard deviation are presented below.

1. Employing the formula to ascertain the mean variable for experimental class :

$$Ma = \frac{\sum d}{Na} \quad (\text{Arikunto, 2006 :307})$$

2. Employing the formula to ascertain the mean variable for control class :

$$Mb = \frac{\sum d}{Nb} \quad (\text{Arikunto, 2006 :307})$$

3. Evaluating standard deviation score of experimental class using the formula :

$$da^2 = \sum d^2 - \left(\frac{(\sum d)^2}{Na}\right) \quad (\text{Arikunto, 2006 :308})$$

4. Evaluating standard deviation score of control class using the formula :

$$db^2 = \sum d^2 - \left(\frac{(\sum d)^2}{Nb}\right) \quad (\text{Arikunto, 2006 :308})$$

5. Examining results by applying statistical analysis through t-test formula :

$$t = \frac{M_x - M_y}{\sqrt{\frac{SDx^2}{Nx} + \frac{SDy^2}{Ny}}} \quad (\text{Arikunto, 2006 :311})$$

**RESULT AND DISCUSSION**  
**Findings of Control Class**

**Table 1. The Results of Control Class**

No	Initial	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1	AAF	40	48	1.600	2.304	1.920
2	AA	28	48	784	2.304	1.344
3	ALS	32	36	1.024	1.296	1.152
4	AAM	56	64	3.136	4.096	3.584
5	BJS	48	52	2.304	2.704	2.496
6	BCS	24	44	576	1.936	1.056
7	DA	64	72	4.096	5.184	4.608
8	DYS	52	64	2.704	4.096	3.328
9	DP	48	76	2.304	5.776	3.648
10	DB	28	40	784	1.600	1.120
11	FAS	44	60	1.936	3.600	2.640
12	FA	32	44	1.024	1.936	1.408
13	FFS	40	68	1.600	4.624	2.720
14	IMD	40	52	1.600	2.704	2.080
15	JAP	20	52	400	2.704	1.040
16	KS	52	68	2.704	4.624	3.536
17	LS	52	68	2.704	4.624	3.536
18	MG	28	44	784	1.936	1.232
19	MM	52	64	2.704	4.096	3.328
20	NA	56	68	3.136	4.624	3.808
21	NCS	32	44	1.024	1.936	1.408
22	RS	60	72	3.600	5.184	4.320
23	RMP	72	84	5.184	7.056	6.048
24	SH	24	40	576	1.600	960
25	SZ	68	72	4.624	5.184	4.896
26	SM	28	48	784	2.304	1.344
27	TNS	56	68	3.136	4.624	3.808
28	VFA	20	44	400	1.936	880
29	VV	48	68	2.304	4.624	3.264
30	YHS	28	40	784	1.600	1.120
31	YT	32	84	1.024	7.056	2.688
	$\Sigma$	<b>1.304</b>	<b>1.796</b>	<b>1.304</b>	<b>1.796</b>	
	<b>Average</b>	<b>42,06</b>	<b>55,67</b>			
	<b>SD</b>	<b>14,72</b>	<b>13.92</b>			

1. Mean of Variable X (pre-test) :

$$M_x = \frac{\Sigma X}{N}$$

$$M_x = \frac{1.304}{31}$$

$$M_x = 42,06$$

2. Mean of Variable Y (post-test) :

$$M_y = \frac{\Sigma Y}{N}$$

$$M_y = \frac{1.796}{31}$$

$$M_y = 55.67$$

3. Standard Deviation Score of Variable X (pre-test) :

$$SD_X = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

$$SD_X = \sqrt{\frac{61.344 - \frac{(1.304)^2}{31}}{31-1}}$$

$$SD_X = \sqrt{\frac{61.344 - \frac{1.700.146}{31}}{30}}$$

$$SD_X = \sqrt{\frac{61.344 - 54.843.146}{30}}$$

$$SD_X = \sqrt{\frac{6.501.10}{30}}$$

$$SD_X = 14.72$$

4. Standart Deviation Score of Variable Y (post-test) :

$$SD_y = \sqrt{\frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N-1}}$$

$$SD_y = \sqrt{\frac{109,872 - \frac{(1.796)^2}{31}}{31-1}}$$

$$SD_y = \sqrt{\frac{109,872 - \frac{3.225.616}{31}}{30}}$$

$$SD_y = \sqrt{\frac{109,872 - 104.052}{30}}$$

$$SD_y = \sqrt{\frac{5.820.21}{30}}$$

$$SD_y = 13,92$$

Upon examination of the aforementioned table, it becomes apparent that the students' data from the control class, consisting of 31 individuals, exhibited an average score of 42.06 in the pre-test, with the lowest score recorded at 28 and the highest score achieving 72. Remarkably, the average score of students in the post-test soared to 55.67, with the lowest score attaining 36 and the highest score reaching 84.

**Findings of Experimental Class**

**Table 2. The Results of Experimental Class**

No	Initial	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1	ACF	36	84	1.296	7.056	3.024
2	AS	32	88	1.024	7.744	2.816
3	AMS	44	92	1.936	8.464	4.048
4	AA	36	88	1.296	7.744	3.168
5	CFW	32	84	1.024	7.056	2.688
6	CS	24	80	576	6.400	1.920
7	ES	44	88	1.936	7.744	3.872
8	FAP	72	92	5.184	8.464	6.624
9	FAH	52	92	2.704	8.464	4.784
10	FS	36	88	1.296	7.744	3.168
11	FHS	56	92	3.136	8.464	5.152
12	FNH	44	84	1.936	7.056	3.696
13	FQT	28	80	784	6.400	2.240

14	GSS	32	92	1.024	8.464	2.944
15	HAL	60	88	3.600	7.744	5.280
16	IB	48	88	2.304	7.744	4.224
17	JOH	64	92	4.096	8.464	5.888
18	JBR	44	96	1.936	9.216	4.224
19	KJS	72	96	5.184	9.216	6.912
20	KT	48	88	2.304	7.744	4.224
21	ML	28	88	784	7.744	2.464
22	NI	44	92	1.936	8.464	4.048
23	NMS	24	84	576	7.056	2.016
24	PSP	36	88	1.296	7.744	3.168
25	RS	28	88	784	7.744	2.464
26	RGS	68	92	4.624	8.464	6.256
27	SNP	56	96	3.136	9.216	5.376
28	TAPH	48	92	2.304	8.464	4.416
29	TAS	36	88	1.296	7.744	3.168
30	WH	52	92	2.704	8.464	4.784
31	ZCW	48	88	2.304	7.744	
	$\Sigma$	<b>1.372</b>	<b>2.760</b>	<b>3566</b>	<b>2.762</b>	
	<b>Average</b>	<b>44.25</b>	<b>89.03</b>			
	<b>SD</b>	<b>18.66</b>	<b>56.59</b>			

1. Mean of Variable X (pre-test) :

$$M_x = \frac{\Sigma y}{N}$$

$$M_x = \frac{1.372}{31}$$

$$M_x = 44.25$$

2. Mean of Variable Y (post-test) :

$$M_x = \frac{\Sigma Y}{N}$$

$$M_x = \frac{2.760}{31}$$

$$M_x = 89.03$$

3. Standard Deviation Score of Variable X (pre-test) :

$$SD_x = \sqrt{\frac{\Sigma X^2 - \frac{(\Sigma X)^2}{N}}{N-1}}$$

$$SD_x = \sqrt{\frac{66.320 - \frac{(1.372)^2}{31}}{31-1}}$$

$$SD_x = \sqrt{\frac{66.320 - \frac{1.882.384}{31}}{31-1}}$$

$$SD_x = \sqrt{\frac{66.30 - 60.722.60}{30}}$$

$$SD_x = \sqrt{\frac{5.598.76}{30}}$$

$$SD_x = 18.662$$

4. Standart Deviation Score of Variable Y (post-test) :

$$SD_X = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

$$SD_X = \sqrt{\frac{246.240 - \frac{2.760^2}{31}}{31-1}}$$

$$SD_X = \sqrt{\frac{246.240 - \frac{7.617.600}{31}}{31-1}}$$

$$SD_X = \sqrt{\frac{246.240 - 245.279.03}{30}}$$

$$SD_X = \sqrt{\frac{96.109}{30}}$$

$$SD_X = 56,599$$

Upon careful examination of the aforementioned table, it becomes evident that the experimental class, comprising 31 students, achieved average pre-test score of 44.25. Notably, the lowest score recorded was 24, while the highest score soared to 72.

The post-test results revealed an average score of 89.03, with the lowest score recorded at 84 and the highest score reaching 96. As previously discussed, these findings lead us to the conclusion that there are notable disparities between students' pre and post test scores in both control and experimental classes.

Where in the control class the post-test average was 42.06 and the average of post-test in experimental class was 44.25. Meanwhile, the average pre-test for the control class was 55.67 and for the experiment was 89.03. The difference was clear where in the experimental class that used word family teaching media as an auxiliary medium in teaching vocabulary it was successful with a difference of 13.61 (control class) smaller than (control class).

### Testing Hypothesis (T-Test)

Table 3. The Calculation of the Students' Scores

No	Pre-test	Post-test	Grained Score (X)	Squared Gained score (X <sup>2</sup> )	Pre test	Post test	Grained score (Y)	Squared Gained score (Y <sup>2</sup> )
1	40	68	28	64	36	84	48	2.304
2	28	48	20	400	32	88	56	3.136
3	32	56	24	16	44	92	48	2.304
4	36	64	28	64	36	88	52	2.704
5	38	52	14	16	32	84	52	2.704
6	24	44	20	400	24	80	56	3.316
7	64	72	8	64	44	88	44	1.936
8	52	64	12	144	72	92	20	400
9	48	76	28	784	52	92	40	1.600
10	28	40	12	144	36	88	52	2.704
11	44	60	16	256	56	92	36	1.296
12	32	44	12	144	44	84	40	1.600
13	40	68	28	784	28	80	52	2.704
14	40	52	12	144	32	92	60	3.600
15	20	52	32	1.024	60	88	28	784
16	52	68	16	256	48	88	40	1.600
17	52	68	16	256	64	92	28	784
18	28	44	16	256	44	96	52	2.704

19	52	74	22	144	72	96	24	576
20	56	78	22	144	48	88	40	1.600
21	32	44	12	144	28	88	60	3.600
22	60	72	12	144	44	92	48	2.304
23	72	84	12	144	24	84	60	3.600
24	24	40	16	256	36	88	52	2.704
25	48	72	24	16	28	88	60	3.600
26	28	78	50	400	68	92	24	576
27	56	68	12	144	56	95	39	1.521
28	20	44	24	576	48	92	44	1.936
29	48	68	20	400	36	88	52	2.704
30	28	40	28	784	52	92	40	1.600
31	32	84	52	2.704	44	84	40	1.600
$\Sigma$	<b>1332</b>	<b>1796</b>	<b>648</b>	<b>7491.7</b>	<b>136</b>	<b>275</b>	<b>1387</b>	<b>31829</b>
					<b>8</b>	<b>5</b>		

1. Mean of Variable X (experimental class) :

$$M_x = \frac{\Sigma X}{N}$$

$$M_x = \frac{648}{31}$$

$$M_x = 21$$

2. Mean of Variable Y (control class) :

$$M_y = \frac{\Sigma Y}{N}$$

$$M_y = \frac{1387}{31}$$

$$M_y = 44,7$$

3. Standard Deviation score of Variable X (experimental class) :

$$SD_x = \sqrt{\frac{\Sigma X^2 - \frac{(\Sigma X)^2}{N}}{N-1}}$$

$$SD_x = \sqrt{\frac{31829 - \frac{508}{31}}{31-1}}$$

$$SD_x = \sqrt{\frac{7491.728 - \frac{258,064}{31}}{30}}$$

$$SD_x = \sqrt{\frac{7891.7 - 825.9}{30}}$$

$$SD_x = \sqrt{\frac{7,065.8}{30}}$$

$$SD_x = 15,34$$

4. Standard Deviation score of Variable Y (control class) :

$$SD_y = \sqrt{\frac{\Sigma Y^2 - \frac{(\Sigma Y)^2}{N}}{N-1}}$$

$$SD_y = \sqrt{\frac{7491.7 - \frac{1387}{31}}{31-1}}$$

$$SD_y = \sqrt{\frac{7491.728 - \frac{1923,769}{31}}{30}}$$

$$SD_y = \sqrt{\frac{7891.7 - 62218.3}{30}}$$



$$SD_y = \sqrt{\frac{7,829.4}{30}}$$
$$SD_y = 88,48$$

5. Testing Hypothesis (T-Test) :

$$t = \frac{M_x - M_y}{\sqrt{\frac{SDx^2}{N_x} + \frac{SDy^2}{N_y}}}$$
$$t = \frac{44,7 - 21}{\sqrt{\frac{235,31}{31} + \frac{7,828.71}{31}}}$$
$$t = \frac{22,7}{\sqrt{\frac{243.13871}{31}}}$$
$$t = \frac{22,7}{\sqrt{\frac{243.13871}{31}}}$$
$$t = \frac{22,7}{88,56}$$
$$t = 3,90$$

6. Determining T-table :

$$df = (N_x + N_y) - 2$$
$$df = (31 + 31) - 2$$
$$df = 62 - 2$$
$$df = 60$$

With a significance level of 0.05 and 60 degrees of freedom, the findings indicated that the calculated t-test of 3.90 exceeded the t-table of 1.67. This compelling evidence strongly suggested substantial discrepancy in students' performances between experimental and control classes. The implementation of word family teaching media in experimental class has evidently resulted in a notable enhancement in vocabulary mastery.

After obtaining t-test value greater than t-table value,  $3.90 > 1.670$ , it became evident that the null hypothesis ( $H_0$ ) could be rejected and the alternative hypothesis ( $H_a$ ), could be accepted. Consequently, the research hypothesis, which proposed the existence of effect resulting from utilization of word family teaching media in teaching vocabulary material for class VIII SMP Negeri 12 Pematangsiantar, was validated.

After analyzing the data, the researcher came to some findings which can be stated as follows :

1. In control class, the pre-test mean was 42.06, which rescaled to 55.67 in the post-test. Furthermore, the researcher's analysis revealed standard deviation of 14.72 in the pre-test and 13.92 in the post-test. Notably, the pre-test witnessed a range of scores spanning from 28 to 72, while the post-test showcased a range of scores from 36 to 84.
2. In experimental class, the pre-test mean was 44,25, which rescaled to 89,03 in the post-test. Furthermore, the researcher's analysis revealed standard deviation of 18,66 in the pre-test and 59,59 in the post-test. Notably, the pre-test witnessed a range of scores spanning from 24 to 72, while the post-test showcased a range of scores from 84 to 96.
3. The researcher's findings revealed a significant enhancement in vocabulary proficiency when utilizing word family teaching media, as demonstrated by the notable disparity in scores between experimental and control class. Specifically, the experimental class, utilizing word family, displayed remarkable progress in comparison to the control class, which relied on conventional teaching methods. In terms of students' ability based on their assessments, it was mostly seen that students in the controlled class still had to take quite a lot of time in terms of answering the questions given, while in the experimental class what happened was that students only need a little time to understand and immediately answered the questions given. And their concentration while working on it is also very different where in the control class the students are more silent and not a little pre-

occupied with looking around than the did the test, while in the experimental class their concentration is very good, it can be seen that students focus more on reading the questions than looking around them which made students only needed little time working on it.

4. Based on the calculation above, the researcher concluded that Mean for teaching by using word family teaching media ( $M_x = 21$ ) was higher than Mean for teaching without word family teaching media ( $M_y = 44,7$ ). So, the researcher concluded that the using word family teaching media had a significant effect towards the students' vocabulary mastery. It indicated that the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected. So, it meant that there was significant effect of using word family teaching media towards students' vocabulary mastery.

## DISCUSSION

The researcher conducted a research at SMP Negeri 12 Pematangsiantar, gathering data from two distinct classes - experimental class (VIII-4) and control class (VIII-2). The data analysis revealed fascinating results, particularly in terms of the mean pre-test and post-test scores for both classes. Upon interpretation, it became evident that the experimental class achieved higher mean score compared to control class. The pre-test scores was 44.25 for experimental class and 42.06 for control class. Additionally, the post-test scores showcased a notable disparity, with the control class attaining mean score of 55.67, while experimental class achieved mean score of 89.03. This discrepancy strongly suggests that Word Family Teaching Media significantly enhances students' mastery of vocabulary. The substantial difference in scores between the two groups can be attributed to the experimental class's exposure to the Word Family method, while the control class adhered to conventional teaching method.

Following this, the researcher arrived at the conclusion that mean of experimental class, utilizing Word Family Teaching Media, were 21, while control class gained 44,7. Subsequently, a t-test was conducted to determine the efficacy of the research. The degree of freedom (df) for this research can be calculated using the formula:  $(N_x + N_y) - 2$ ,  $(31 + 31) - 2$  resulting in a df of 60. It is evident that t-test value (3.90) surpasses t-table value (1.67) at a significance level of 0.05 with  $df = 60$ .

According to the analysis, the results strongly suggested the rejection of the null hypothesis ( $H_0$ ) and the acceptance of the alternative hypothesis ( $H_a$ ). It is evident that the Word Family Teaching Media has a significant effect on the enhancement of students' vocabulary proficiency in the eighth grade of SMP Negeri 12 Pematangsiantar.

This finding is further supported by a research conducted by FAK IYAH (2015) on the topic of "The Use of Word Families Game To Improve The Students' Vocabulary Mastery on The First Grade Students' of Smk PGRI 2 Salatiga in The Academic Year of 2014/2015". It has been deduced that by engaging in the game of word families, students have the opportunity to enhance their proficiency in vocabulary acquisition whilst engaging in the process of English instruction. The second research conducted by Urbak Nurul Utami (2019) entitled "The Influence of Word Families Game Toward Students Vocabulary Mastery of The Eighth Grade At SMPN 2 Terbanggi Besar Lampung Tengah in The Academic Year of 2019/2020". It has been determined that Word Families is advantageous in vocabulary instruction, as it encompasses vast array of words and significantly enhances students' mastery of vocabulary. The third research conducted by Nurina Ayuningtyas (2016) entitled "Improving Students' Vocabulary Mastery Through Word Clap Game". The author asserted that incorporating word clap game into educational practices is a compelling approach to enhance students' vocabulary, as it serves as paramount element within any language.

After conducting thorough experimentation on various levels, specifically the eighth grade at SMP Negeri 12 Pematangsiantar, the researcher has arrived at a compelling conclusion. The profound effect of Word Family Teaching Media on students' vocabulary mastery during the academic year 2023/2024 is undeniable, provided it is meticulously implemented as a strategic and direct learning approach.

## CONCLUSION

Based on thorough data analysis and extensive research findings in the preceding chapter, it is evident that Word Family Teaching Media has proven to be highly effective in enhancing students' vocabulary mastery in grade eight at SMP Negeri 12 Pematangsiantar. This can be substantiated by the fact that the calculated t-test value of 3.90 surpassed the t-table value of 1.67, with a degree of freedom of 60 and significance level of 0.05. Furthermore, a noteworthy distinction can be observed between the mean scores obtained in experimental class (21) and control class (44.7). These results unequivocally rejected the null hypothesis ( $H_0$ ) and supported the acceptance of alternative hypothesis ( $H_a$ ). Thus, it is irrefutable that Word Family Teaching Media has significant effect on students' vocabulary mastery in grade eight at SMP Negeri 12 Pematangsiantar.

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