THE EFFECTIVENESS OF USING GAMES TOWARDS STUDENTS' VOCABULARY MASTERY
(A Quasi-Experimental Study at the Eighth Grade Students' of SMP Darussalam, Pondok Labu, Jakarta)

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JAKARTA
2014
THE EFFECTIVENESS OF USING GAMES TOWARDS STUDENTS’ VOCABULARY MASTERY

(A Quasi-Experimental Study at the Eighth Grade Students of SMP Darussalam Jakarta)

A Skripsi

Presented to the Faculty of Tarbiyah and Teacher’s Training
In a Partial Fulfillment of the Requirements
for the Degree of S.pd. (Bachelor of Arts) in English Language Education

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ENDORSEMENT SHEET

The Examination Committee of the Faculty of Tarbiyah and Teachers’ Training certifies that the “skripsi” (Scientific Paper) entitled “THE EFFECTIVENESS OF USING GAMES TOWARDS STUDENTS VOCABULARY MASTERY” (An experimental Study at the Eight Grade Students of SMP Darussalam, Pondok Labu, Jakarta), written by Yona Erviani, student’s registration number 109014000053 was examined by the committee on September, 8th 2014. The “skripsi” has been accepted and declared to have fulfilled one of the requirements for the degree of “S.Pd” (Bachelor of Arts) in English Language Education at the English Education Department.

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ABSTRACT

YONA ERVIANI (1090140000053), The Effectiveness of Using Games Towards Students’ Vocabulary Mastery (A Quasi-Experimental Study at the Eighth Grade Students of Sekolah Menengah Pertama (SMP) Darussalam, Pondok Labu, Jakarta). Skripsi of English Education, Faculty of Tarbiyah and Teachers’ Training, State Islamic University Syarif Hidayatullah Jakarta, 2014.

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          2. Ertin, MA. TESOL

Keywords: Vocabulary, Games

This study was carried out to improve students’ vocabulary mastery through games in the eighth grade students’ of SMP Darussalam Jakarta, academic year 2013/2014. The subjects of this study were consisted of 64 students’ at eighth grade of students’ of SMP Darussalam Jakarta.

The method used in this study was experimental research. The design was applied in this research was a quasi-experimental research. This research consisting classes of the research, method used in this study was experimental research. This experimental research consisting two classes of the research: experiment and controlled class. The study was begun with a pre-test at both of class, treatment in experiment class, and post-test.

The result of this study showed that there was improvement of students vocabulary mastery. It can be seen from the improvement of experimental class’ score is higher than controlled class. The average score of post-test of experiment class is 59.6 with 17.89 points higher than experiment class pretest points. It is also higher than controlled class in which the average of post-test score is 57.18 with 12.34 points higher than controlled class pretest points. Based on statistical calculation with the degree of significant 5%, it showed that t, is higher than t-table, 2.19 > 1.99. Therefore, it proves that (Ha), which states that there is a significant difference of the result between teaching vocabulary by using games as a technique and without games as a technique, is accepted.
ABSTRAK


Pembimbing : 1. Drs. Sunardi K., Dipl. Ed
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Keywords : Vocabulary, Games

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada perbedaan yang signifikan dari prestasi siswa dalam menguasai vocabulary. Subjek penelitian ini adalah siswa siswi kelas delapan SMP Darussalam Jakarta, tahun ajaran 2013/2014. Subjek dari penelitian ini terdiri dari 64 siswa kelas delapan dari SMP Darussalam Jakarta.


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In the Name of Allah, the Most Gracious, the Most Merciful

Praised be to Allah, Lord of the worlds, who has given the writer His blessing, guidance and love so that the writer can accomplish this last assignment of her study. Peace and salutation be upon to the prophet Muhammad, Peace be upon Him, His family, His companion, and His adherence.

It is a pleasure to acknowledge the help and contribution to all lecturers, institution, family, and friends who contribute in different ways since this skripsi is processed till it becomes a complete writing. This skripsi is presented to the Faculty of Tarbiyah and Teachers’ Training in partial fulfillment of the requirements for the degree of S.Pd (Bachelor of Arts) in English Language Education.

First of all, in this opportunity, the writer would like to express her deepest and sincere gratitude to her beloved parents, Hasan and Nasiyah for all the support and pray so she can finish her study, the writer also like to give her thanks to her brother, Geiza and Yoga who always give their positive spirit to the writer.

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Jakarta, 10 July 2014

The Writer
TABLE OF CONTENTS

Approval ......................................................................................................................... i
Endorsement sheet ......................................................................................................... ii
Abstract ......................................................................................................................... iii
Acknowledgment ........................................................................................................... v
Table of Contents ........................................................................................................... vii
List of Tables ................................................................................................................ ix
List of Appendix ........................................................................................................... x

CHAPTER I : INTRODUCTION
A. Background of the Research ....................................................................................... 1
B. Identification of the Research .................................................................................... 3
C. Scope and Limitation of the Research ....................................................................... 3
D. Formulation of the Research .................................................................................... 3
E. Objective of the Research .......................................................................................... 4
F. The Significance of the Research .............................................................................. 4

CHAPTER II : THEORETICAL FRAMEWORK
A. Games ....................................................................................................................... 5
   1. Definition of Games ............................................................................................... 5
   2. Purpose of Using Games ....................................................................................... 6
   3. Kinds of Games ..................................................................................................... 7
B. Vocabulary ............................................................................................................... 8
   1. Definition of Vocabulary ..................................................................................... 9
   2. Kinds of Vocabulary ............................................................................................ 9
   3. Techniques of Teaching Vocabulary .................................................................... 10
C. Teaching Vocabulary by Using Games .................................................................... 13
D. Previous Relevant Study ........................................................................................ 13
E. Conceptual Thinking ............................................................................................... 15
F. Hypothesis of the Research .................................................................................... 15
CHAPTER III: Methodology of the Research
A. Place and Time of the Research .................................. 17
B. Research Design and Methodology ................................ 17
C. Population and Sample of the Research ......................... 19
D. Technique of Data Collecting ...................................... 20
E. Technique of Data Analysis ......................................... 20

CHAPTER IV: RESEARCH FINDINGS
A. Description of Data .................................................... 24
   1. Pre-Test Score .......................................................... 24
   2. Post-Test Score .......................................................... 25
   3. Gained Score ............................................................. 26
B. Analysis of Data .......................................................... 27
   1. Normality Test ......................................................... 27
   2. Homogeneity Test ....................................................... 32
   3. Comparison Score ..................................................... 33
C. The Test of Hypothesis ................................................ 37
D. Interpretation of the Data .............................................. 38

CHAPTER V: CONCLUSION AND SUGGESTION
A. Conclusion ............................................................... 39
B. Suggestion ............................................................... 40

REFERENCE ......................................................................... 41
APPENDIXES ..................................................................... 43
LIST OF TABLES

Table 4.1  The students’ scores of pre-test................................................................. 24
Table 4.2  The students’ scores of post-test................................................................. 26
Table 4.3  Calculation of Pre-Test Normality in Experiment Class ....................... 26
Table 4.4  Calculation of Post-Test Normality in Experiment Class ..................... 29
Table 4.5  Calculation of Pre-Test Normality in Controlled Class ......................... 30
Table 4.6  Calculation of Pre-Test Normality in Controlled Class ......................... 31
Table 4.7  Comparison score of each student............................................................... 33
## LIST OF APPENDIX

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix 1</td>
<td>Lesson Plan of Experiment Class</td>
<td>42</td>
</tr>
<tr>
<td>Appendix 2</td>
<td>Lesson Plan of Controlled Class</td>
<td>46</td>
</tr>
<tr>
<td>Appendix 3</td>
<td>Games Activity</td>
<td>50</td>
</tr>
<tr>
<td>Appendix 4</td>
<td>Calculation of Validity and Realibility</td>
<td>58</td>
</tr>
<tr>
<td>Appendix 5</td>
<td>Test Specifications of Pre-Test and Post-Test</td>
<td>69</td>
</tr>
<tr>
<td>Appendix 6</td>
<td>Research Instrument: Pre-Test Question</td>
<td>74</td>
</tr>
<tr>
<td>Appendix 7</td>
<td>Research Instrument: Post-Test Question</td>
<td>76</td>
</tr>
<tr>
<td>Appendix 8</td>
<td>Figures of the Research</td>
<td>78</td>
</tr>
<tr>
<td>Appendix 9</td>
<td><em>Surat Izin Penelitian</em></td>
<td>80</td>
</tr>
</tbody>
</table>
Universitas Islam Negeri
SYARIF HIDAYATULLAH JAKARTA
Knowledge, Piety, Integrity
CHAPTER I

INTRODUCTION

A. Background of the Study

As a foreign language in Indonesia, English is taught in elementary school until university level. English becomes the subject that is examined nationally starting from junior high school. In fact English is taught in many different ways in Indonesia.

Based on personal experience, some of English teachers in junior high schools in Jakarta, still use conventional technique in teaching English, especially in teaching vocabulary, for example non-stop drilling and memorization practice. As a consequence, this conventional technique can make students bored so that they felt demotivated to learn and resulted in the lackness of vocabulary mastery. Meanwhile vocabulary is an important component of the language. Having a large range of vocabulary will support students’ abilities in acquiring other skills.

Vocabulary is one of English components which links the four skills of English. Without vocabulary, students will not be able to read, to write, to speak even to listen in English. It means they cannot follow the teaching and learning process of English subject well. If this happened, consequently the goal of English subject in the curriculum that has been arranged by the Ministry of Education cannot be reached. It is stated on the KTSP curriculum that the objective of English subject is to emphasize the development of communicative competence covering linguistic competence, discourse competence, socio-cultural competence, and strategic competence. Linguistic competence, in particular, includes such components as grammar, vocabulary, and pronunciation.¹ Meanwhile, according to Snow, students need to mastery a

productive vocabulary of 1,000 - 2,000 words in generally adequate to express themselves in daily English interaction. In short, the mastery of vocabulary will influence on students’ performance in English because it links the four English language skills.

In SMP Darussalam Jakarta, based on an observation of teaching and learning process in the English classes, the writer found that English teachers still use drilling and memorization practice to teach English vocabulary. The technique that the teacher used to teach English made the students bored and they seemed not enjoying the English lesson, so they were not motivated to learn English. Students tended to forget the words that had been practiced before.

Therefore the writer concludes that the conventional technique that the English teacher used in SMP Darussalam can cause students boredom. Moreover, students are demotivated to follow English lesson. That is why the English teacher has to find other teaching technique that can be used to teach vocabulary in fun way.

Game is an activity that could give enjoyment. Game also can be used as a technique to teach English especially vocabulary, because games is not only merely fun but also contains educational learning. It was also such a great way to encourage the whole students in the class to work together.

In this research, the reason why the writer uses games as a technique in teaching vocabulary is because game is fun activity so that it will increase the students’ interest to learn English. Based on the background described above, the writer interested to know whether there is any significant difference in the result of teaching vocabulary by using some of games compared to the result of teaching vocabulary without using any kinds of games. This is the reason why the writer chooses the title of the paper, “The Effectiveness of Using

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2 Don Snow, More Than Native Speaker: An Introduction to Teaching English Aboard, (Virginia: Kirby Lithography Company, 2006), Revised Edition, p.179
Games towards Students' Vocabulary Mastery” (An Experimental Study at the Eighth Grade Students of *SMP Darussalam Jakarta*)

B. Identification of the research

There are many problems that can be identified in this research. Following are the identification of the problems:

1. The application of the method in teaching English vocabulary by the teacher.
2. The teachers’ method in teaching English vocabulary made students less motivated.
3. Lack of vocabulary mastery is the result of students’ motivation.

C. The scope and Limitation of the Research

To avoid misunderstanding and to clarify the problem, it is important to make the limitation of the research, so that the writer intends to know the influence of using games in teaching vocabulary. There are many kinds of games that can be used in the classroom as well as outside the classrooms. However, in this research the writer uses three out of eight games, that taken from Shalva Shaposhvili’s³ journal, *Vocabulary Practice Games*, namely memory games, word association games, and, suggestion chain games. The students’ level that will be researched is the eighth grade of *SMP Darussalam Jakarta*.

D. Formulation of the research

Based on the discussion above, the writer found the problems faced by students in learning vocabulary especially to memorize the vocabulary. The writer would like to formulate the problem as follows:

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1. “Are games effective towards students’ vocabulary mastery at eighth grade of SMP Darussalam Jakarta really effective?”

E. The Objective of the Research

Based on the formulation above, the research is conducted to know the effectiveness of games towards students’ vocabulary mastery. It can be found by seeing the differences between two classes in the result of using games as teaching technique.

F. The Significance of the Research

The study is expected to be a reference especially for the next English education students and to all English department students generally, concerning the knowledge of teaching English vocabulary to young learners that will lead them to know how the process of teaching and learning occurring. In addition, it is expected to provide the information of teaching technique for the teacher in teaching young learners.
CHAPTER II
THEORETICAL FRAMEWORK

A. Games

1. The Definition of Games

According to the problem that happened in SMP Darussalam, to increase students’ vocabulary mastery teachers need media or technique to teach English. The media or technique that teacher used to teach should be effective, so students will follow English lesson very well. One of them is a game.

The definition of game according Wright, the word ‘game’ means an activity which is entertaining and engaging, often challenging and an activity in which the learners play and usually interact with others.\(^1\)

According to Azhar, games can reduce tension, so students enjoy the lesson. Games can make the students more focus in learning, because they do not feel that they are forced to learn. Games are highly motivating and entertaining for students. Especially for shy students, games give more opportunity to express their opinions, ideas, and feelings.\(^2\)

From the explanation above, according to Wright, a game is a challenging activity but there is no competition. It means teacher have to minimize the competition, so there is no winner categorizing themselves as ‘very good’ and loser categorizing themselves as ‘no good’. Teacher may say them as ‘true’ and the other as ‘helps learning’.

To be short, games can be considered useful and effective tools that may be applied in language classes. The use of games in teaching vocabulary is a way to make the lessons more interesting, enjoyable and effective.

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2. The Purpose of Using Games

Games are effective teaching tools and have many positive aspects, such as the opportunities for students to be more active. Games also reduce tension by adding fun and humor to lessons, and also challenging so motivates students to participate. As some expert says:

a. As Wallace stated in his book titled Vocabulary Games an Vocabulary Test, there is two main reason language game become more widely used recently. First, games emphasis on the importance of motivation and gives positive atmosphere in the classroom. Second, games emphasize on ‘real’ communication, often makes students speak in target language.\(^3\)

b. According to Cervantes, when students are enjoying language games, they learn vocabulary, grammar, and other aspects of English in an unconscious way because they are focused on the message and not the language itself. In addition, games give an opportunity for the teacher to let the students express their ideas.\(^4\)

c. According to Wright, games also help teacher to create context which is useful and meaningful. On the other hand, the student who wants to take a part must speak or write in order to express their ideas or to give information.\(^5\)

There is no doubt to use games in teaching vocabulary. Besides, all the advantages that have been explained, games make language teachers are responsible in creating some conditions that fit to the games itself.

Games were successfully applied in English classes in various counties where people use English as the first or second language. However the writer believes that games can also be applied in English classes in

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Indonesia. Games can help teachers become more creative, and capable of motivating student to learn English and become more active in their class.

3. Kinds of Games

There are many kinds of games that can be used in the classroom as well as outside the classrooms. According to Shaptoshvili in her journal there are nine vocabulary games, but in this research the writer uses three out of nine vocabulary games.

According to the writer’s experience, these games are suitable for junior high school student and easy to apply in big classes because it does not need much equipment. In addition, these games can be played individually or in group. These are three out of nine vocabulary games according to Shaptoshvili:

a. Memory games

*Memory game* start with a student make a sentence and the next student should add another word or phrase to the sentence, that make sentence more longer. For example:

Student 1: *I bought a candy.*

Student 2: *I bought a candy and ice cream.*

Student 3: *I bought a candy, ice cream, and an apple.*

and so on.

Student will drop out of game if she/he cannot add the word into the list or make mistake in ordering the list. The last player is the winner.

b. Word Association

This game start with a student says a word from category. The next student must say a word from the category, and soon. For the category *classroom*, for example, the game might begin this way:

- Student 1: *chalk*
- Student 2: *book*

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• Student 3: *white board*
• Student 4: *chair*

Student who can’t think quickly has to drop out of the game.

c. Suggestion Chain

This game provides students to use expression of disagreeing.

First they have to make a list of their leisure activities. Next, by using their list, one student start by suggesting something to do, the other student has to disagree and make other suggestion with different activity, for example:

Student 1: *Let’s go to the cinema!*

Student 2: *No, not the cinema. What about going to the swimming pool?*

Student 3: *We could go to the beach.*

Student 4: *No, not beach. Why don’t we visit Irama?*

Students continue the game until they have used all of their leisure activities.

B. Vocabulary

1. The Definition of Vocabulary

Vocabulary is very important aspect for learning a language, especially English, because the English vocabulary is extremely large and various. Therefore, it is highly essential to English teachers to help their students to master vocabulary.

According to Ur vocabulary can be defined as the word we teach in foreign language. However, a new item of vocabulary may more than a single word. There are made of two or three words but express only a single idea, and there are also multi words idioms.

According to Cambridge Advance Learner Dictionary vocabulary can be defined as all the words known and used by a particular person. Another definition is a component of language that contains all of information about

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meaning using word in a language.\textsuperscript{8} In conclusion, according to the definitions above, vocabulary is a word that contains information about something and known by someone to communicate to each other.

2. Kinds of Vocabulary

According to Fries\textsuperscript{9}, vocabulary divided in two, function and content words. The function words are closed class. On the other hand, content words can be added to any times to make a new word.

The content words can be divided into three general classes:

a. \textit{Nouns}, names of things, ideas, and entitles.

b. \textit{Verb} names of action word

c. Words used to describe the qualities called \textit{adjectives and adverbs}.

In this research the writer focus on noun. Noun itself is divided into several types:

a. An abstract nouns and Concrete noun

b. An abstract noun names an idea, event, quality. (e.g. freedom, love, etc.). Concrete noun name something recognizable through the sense (table, car, house, etc.).

c. Animate nouns and inanimate nouns

d. Animate nouns refer to a person, animal, or other creature (e.g. man, elephant, chicken, etc.). Inanimate noun refers to a material object (e.g. stone, wood, table, etc.).

e. A collective noun describes a group or things or people as a unit (e.g. family, audience, etc.).

f. Common noun and Proper noun

g. Common noun is the name of a group of similar things (e.g. table, book, window, etc.). Proper noun, however, refer to the name of a single person, place, or thing (e.g. Nina, Joko, Jakarta, etc.)


h. Compound nouns refer to two or more nouns combined two form a single noun (e.g. school bus, fruit juice, etc.)

i. Countable nouns and Uncountable noun

Countable nouns have a singular and plural form. In plural, these nouns can be use with a number, they can be counted. Uncountable noun however can only be used in singular, they cannot be counted.

3. Techniques to Teach Vocabulary

In Indonesia, English is considered as foreign language because it is taught as a school subject, but it is not used as the medium language to teach other subjects and it is not widely used by its people. English is included in the national curriculum as a compulsory subject for the students of junior and senior high schools. In the schools, English is taught for the first to the third year's students.

Unlike Indonesia language, English words are usually pronounced differently from their spelling. The difference between pronunciation and spelling is one of the difficult for Indonesian learners in learning English. Therefore, in teaching vocabulary, Ur¹⁰ suggests several things that need to be taught to the students:

a. Form: pronunciation and spelling

The learner has to know how a word sounds like, and how it looks like. In English language, written form is different from how to pronounce it. For example the word 'knee' pronounce /ni:/

b. Grammar

A word may have an unpredictable change of form in certain grammatical context or may have a connection to another word in the sentence. Different from Indonesian language, English language has a past form, plural form, and preposition.

c. Collocation

The collocations typical of particular items are another factor that makes a particular combination sounds ‘right’ or ‘wrong’ in a given context. For example if it is a ball it will be ‘throw a ball’ but when use ‘coin’ it will be ‘toss a coin’.

d. Aspect of meaning: Denotation, Connotation, and Appropriateness

Denotation is the meaning of the word that refers to the real word. Denotation is short definition that is given in dictionary. For example dog is a kind of animal; domestic animal.

Meanwhile connotation is less obvious component of the meaning of the word. It has positive and negative feeling. For example dog, most of British people has positive connotation of friendship and loyalty, while in Arabic country dog has negative connotation as dirt.

Finally appropriateness is aspect of meaning that needs to be taught whether a word is appropriate or not to use in certain context. Learner has to know that some words are very common, or rare, or taboo, to make polite conversation, or to use it in writing, speech, or formal discussion.

e. Word formation

Vocabulary items, one or multi word, can be broke down into smaller component. Advance learners often learn about how word is formed.

In presenting the meaning of the words to the students, Nation suggests four possible techniques to ease the comprehension of a word by the students. The following are techniques in teaching English vocabulary that can be implemented in the class:11

a. Demonstration Technique

Demonstration technique is a vocabulary teaching technique that is associated with what is often called the “direct method”. In this technique, teacher tries to show the meaning of the word without using other words. The presentation can be done by using an object, using a cut-out figure, gesture, simple actions, photographs,

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blackboard drawing or diagrams, or by sing simple pictures from books.

b. Analytical Definition (Definition by Abstraction)

In this sort of definition learner try to find the most important ideas which the word contains. Learner should examine the different parts or elements of the meaning of the word. Looking at the elements of meaning of the word means analyze the word, take the word into pieces to find out what it is made of. This kind of definition is called an analytical definition.

c. Contextual Definition

A contextual definition does not directly explain the meaning of a word but encourages learners to make an effort, find out the meaning by seeing how the word is used (its grammar), and with what other words it is associated. Mentioning typical examples is one type of contextual definition.

d. Translation Technique

This kind of definition may be used to save time, because teachers just directly say the meaning of the word in student mother tongue. If it is used very much it will reduce the learner's experience of English in the class and it will encourage them to make false equations in English and their mother tongue.

In addition, according to Allen, there are four techniques to teach vocabulary for beginner:

a. Using oral commands and asking for students respond physically.

b. Using real object to introduce new words.

c. Create a communication situation in the classroom.

d. Using picture that made by student, and ask student to present in front of the class.\textsuperscript{12}

C. The Application of Teaching Vocabulary by Using Games

Vocabulary can be reinforced by using a variety of game formats. In this research focus maybe placed upon introducing new word, the meaning of the word, and words inferred from sentence context.

The full communicative potential of the games can be realized through good spirited team competition, because whether working in pairs or in small groups, students tries to be the first to correctly complete a task.

The first thing that teacher must do is preparing the materials before the class begin. The games that will be use in the class should be suitable with the materials, the condition of the class, and etc.

The games can be used at the end of a lesson or before introducing new material. Teachers should allow sufficient time for class discussion after the game has been completed.

D. Previous Relevant Study

A paper titled *The Effect of Games on EFL Learners’ Vocabulary Learning Strategies* in English Department, Maragheh Branch-Islamic Azad University of Maragheh, Iran, had been done by Ali Sorayaie Azar in 2012. In her study, EFL students, particularly Iranian students, usually feel bored in vocabulary lessons because they have not changed their learning habits, such as writing words on paper, trying to learn by heart or learning passively through the teacher’s explanations. Thereresearch shows that games are effective in helping students to improve their vocabulary building skills.

In addition a study entitled *The advantages and disadvantages of using games in teaching vocabulary to the third graders of top school elementary school*, had been done by Nova Pravita Rus Dian in 2010. Her project was written based on the job training done by her in Elementary School, Baki Sukoharjo. This paper discusses about the advantages and disadvantages of using games in teaching vocabulary to the third graders in this school. It
describes the use of games in the process of teaching vocabulary and finds out the advantages and disadvantages of the method used.

The steps of teaching vocabulary which was used by her consist of five steps. They are: motivating strategies that was done to introduce the new material so that the students are interested in it and to give the students chance to express their opinion, presentation strategy that was done to explain the material while the writer applied four English skills (listening, speaking, reading, and writing), skill practice that was done to measure the student’s ability in memorizing and understanding the lesson that they learned before, assessment that was done to check the student’s progress in learning the material, and closing that was done to remind the students about the material on that day. She found out the advantages and disadvantages of using games in teaching vocabulary.

The first advantage of applying some games in teaching learning process was the students could be more interested in learning the material and the second advantage of applying some games in teaching learning process was the teacher didn’t need to explain too many materials. The teacher just explained the materials needed by the students because they could understand the material on that day by doing the games.

Whereas the first disadvantage of applying games in teaching learning process was the noisy condition make the teacher difficult to control the students. The second disadvantage was by doing games the teacher only had a little time to explain the material and gave some new vocabularies. So there was no longer time for teacher to explain more and help them to memorize all the new vocabularies.

**E. Conceptual Thinking**

Teaching English in Indonesian students that English becomes their foreign language faces some problem. English teacher faces sometimes find several difficulties in selecting the appropriate teaching technique to attract students. The absence of teaching technique which differ from usual technique
that have been used before, make teaching learning process is regarded not interesting which could not motivate student to learn.

The writer found that teaching technique which is used as teaching technique in English class, especially in introducing new words are not effective. There, English teacher just gives the students reading text and ask the student to translate word by word. For the word which is new for them, English teacher ask to translate it then remember the word by using drilling as a technique. The writer assumes that it is important to provide teaching technique which can motivate student and make them to be more active.

So, in case of teaching vocabulary, the writer assumes that it is important to use games as teaching technique. Games have many positive effects. It can make teaching learning activity becomes more interesting. Then, the writer sum up those games can be effective teaching technique towards students vocabulary mastery.

F. Hypothesis

1. Ho (Null hypothesis) = There is no significant difference between students' achievement of teaching vocabulary with the games as the technique and teaching vocabulary without games as the technique.

2. Ha (Alternative hypothesis) = There is any significance difference between students' achievement of teaching vocabulary with games as the technique and teaching vocabulary without games as the technique.
CHAPTER III
RESEARCH METHODOLOGY

A. Place and time of the research

The writer conduct this research from March 2014 and the research was held for six meetings, consisting of giving pre-test, presenting materials, and giving pos-test in the last meeting. This research was conducted at SMP Darussalam Jakarta which is located on Jl. H Ipin, Pondok Labu, Jakarta.

B. Research Design and Methodology

In this research the writer uses experimental study. An experimental study is a type of evaluation that seeks to determine whether a program or technique influence an outcome or dependent variable. There are several key components of an experimental study design: such as pre-test and post-test, a treatment group and a controlled group, random assignment, and etc.\(^1\) It means that the experimental study is a research design which is done to gather information whether a program, or technique, has effect to the students.

In experimental study, the researcher manipulates at least one independent variable, controls other relevant variables, and observes the effect on dependent variable. In this case, the independent variable is using games as a teaching technique, and the dependent variable, also called posttest is the outcome of the study, the measure of the change or difference resulting from manipulation of the independent variable.

Therefore in this research, the writer uses two classes. First class is 8-3 as experiment class or treatment group and second class is 8-2 as Controlled class. In the experiment class, the writer used games as technique in teaching vocabulary as the treatment. In other side, the controlled class as usual

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condition where the writer taught vocabulary without using any games technique.

Besides that, in this research the writer held pre-test and post-test. Pre-test was required to collect data on students' level of performance before the technique took place. Post-test was done after the technique took place. These activities were done to make sure that the technique has a causal effect.

This research was done for six meetings including pre-test and post-test.

1. In the first meeting at experiment and controlled class, teacher conducts a pre-test in order to know student performance. After that in both classes teacher explains about what they are going to learn at second until sixth meeting. In experiment class teacher divided class into six groups. Each group contains about five or six students. Teacher also explains about what kind of games that they are going to play.

2. In the second meeting at experiment and controlled class teacher discusses about describing classroom. In experiment class teacher use game: word association as technique. This game played in group. Student mention a word from category 'classroom', the next student must say a word from category, and so on. Meanwhile in controlled class teacher discuss the materials with introducing some words from category classroom.

3. Third meeting at experiment and controlled class teacher discuss about describing people. In experiment class teacher use game: memory games as a technique. After giving an explanation about the materials and the rules of the games, teacher gives some pictures of different person. And then teacher ask them to describe a person from this picture. This game played in group. Meanwhile in controlled class after explaining the materials, teacher gives a picture of a person individually, and then asks them to write the description about that picture.

4. In the fourth meeting teacher discuss about how to make an invitation card. In experiment class, after giving an explanation about the materials and the rules of the games, teacher asks student to play 'word association' the
category is Party. Student mentions some word which is new word for them, for example candle, birthday hat, present, candle, etc.

5. Fifth meeting teacher discuss about how to give an advice and how to accept and decline an advice. In this meeting in experiment class teacher use ‘suggestion chain’ as a technique. After giving an explanation about the material and the rules of the games, teacher asks one of the group members to make a sentence about health problem. For example: “I have terrible headache.” The other members of the group, one by one, give him an advice. Example: “You should take a rest.”

6. Sixth meeting, the teacher reviews what have been learned by the students, at the end of this meeting the teacher held a test called posttest, it is purposed to know how far students’ understanding about what they have been learned and to know whether the use of games as the technique of teaching is effective.

C. Population and sample of the research

The term sampling refers to strategies that enable us to pick subgroup from a larger group. The term population refers to the entire from which the sample was drawn. In this research the writer uses purposive sampling. Purposive sampling is the process of selecting sample that is believed to be representative of a given population. In other word the writer select the sample her experience and knowledge of the group to be sampled. Based on the writer knowledge about the population, the competence of students in class 8-2 and 8-3 are quite similar. In addition those classes have same schedule in a day, so it facilitates the writer in taking the data.

In this research, as a population the writer took second grade at SMP Darussalam Jakarta, there are three classes, the amount of students is about 91,
for the sample the writer took only two classes, they are 8-2 and 8-3. 8-3 is as experiment class or treatment group and 8-2 class is as Controlled class.

D. Technique of Data collecting

Technique of collecting data in this research is using quantitative data (number-based). The quantitative data uses pre-test and post-test. They were given to the experiment class and controlled class. The pre-test was done before the learning process. It is to measure students’ vocabulary mastery. Meanwhile, the post-test was given in order to know the achievement between the experiment class and controlled class.

Before the writer held a pre-test and post-test, she had done the validity test by using Anatest. As a result, she found 23 question items from 50 questions item test that had a good quality till high quality. The writer took 20 question items test that has a good validity and a high validity. Therefore, those question items test were used as pre-test and post-test question.

E. Technique of Data Analysis

To analyze the data, the writer uses the comparative technique. The writer compared the score between experiment class and controlled class. This technique is useful to prove statistically whether or not the outcomes differ between the experiment class and controlled class. In this technique there are several statistical procedures which is contain of several steps in which the writer does that lead into the hypothesis testing that use the t-test to prove the hypothesis. The formula of t-test is:

\[ t_0 = \frac{M_X - M_Y}{SEM_{X-M_Y}} \]

- \( M_X \): Mean of post-test of Experiment Class
- \( M_Y \): Mean of post-test of Controlled Class
- \( SEM_{X-M_Y} \): Standard Error of Experiment Class

---

SEM_X: Standard Error of Controlled Class

The procedures of the calculation as follows:

1. First, to know students’ scores. The writer tries to seek the average of students’ post test scores in the experiment class as a variable X with the formula used is:

   \[ MX = \frac{\sum X}{N_X} \]

   Note:
   - MX = Mean of Post-Test of Experiment class
   - \( \sum X \) = Sum of frequency multiply the student’s score
   - \( N_X \) = Number of students of experiment class

2. After getting the average of students’ post test score, the writer have to determine the Standard Deviation score of experiment class (variable X) with formula used is:

   \[ SD_X = \sqrt{\frac{\sum X^2}{N_X}} \]

   SD_X = Standard deviation score of Experiment class
   - \( \sum X^2 \) = Sum of squared of frequency multiply the student’s score

3. Determining Standard Error Mean of experiment class (variable X), with formula:

   \[ SE_X = \frac{SD_X}{\sqrt{N_X - 1}} \]

   SE_X = Standard Error mean of experiment class
   - SD_X = Standard deviation of experiment class

---

4. Next, to know the difference of students’ post test score between experimental and controlled class, the writer also determine students’ score of controlled class (variable Y), with the formula used is:

\[ M_Y = \frac{\sum_Y}{N} \]

\( M_Y \) = Mean of post-test of Controlled class

\( \sum_Y \) = Sum of frequency multiply students’ score of controlled class

\( N \) = Number of students of controlled class

5. Determining Standard Deviation Score of controlled class (Variable Y), with the formula used:

\[ SD_Y = \sqrt{\frac{\sum Y^2}{N_Y}} \]

\( SD_Y \) = Standard deviation score of controlled class

\( \sum Y \) = Sum of squared of frequency multiply student’s score

6. Determining standard Error of Mean of controlled class (Variable Y), with formula:

\[ SEM_Y = \frac{SD_Y}{\sqrt{N_Y - 1}} \]

\( SEM_Y \) = Standard Error mean of controlled class

\( SD_Y \) = Standard Deviation of controlled class

\( N_Y \) = Number of Students of controlled class

7. Determining standard Error of Difference of Mean of Variable X and Variable Y, with formula:

\[ SE_{MX-MY} = \sqrt{(SEM_X)^2 + (SEM_Y)^2} \]

\( SE_{MX} \) = Standard error mean squared of experiment class

\( SE_{MY} \) = Standard error mean squared of controlled class

8. Determining \( t_0 \), with formula:

\[ t_0 = \frac{M_{X-MY}}{SE_{X-MY}} \]
9. Determining t-table in significance level 5% and 1% with degree of freedom (df):

\[ df = (N1 + N2) - 2 \]

- \( df \) = Degree of freedom
- \( N1 \) = Number of students of Experiment class
- \( N2 \) = Number of students of controlled class
Universitas Islam Negeri
SYARIF HIDAYATULLAH JAKARTA
Knowledge, Piety, Integrity
CHAPTER IV
THE RESEARCH FINDING

A. Description of Data

Before doing further calculation of the data, the writer tried to describe the data of students’ pre-test, post-test, and gained scores of Experiment class and Controlled class.

1. Pre-test score

The description of pre-test scores of experiment class and controlled class are presented in table 4.1. The table consists of three columns; the first column shows the students’ identification number. Each of class contains 32 students, total number of student are 64 students. The second column shows the pre-test scores of students in experiment class. The last column shows the pre-test scores of students in controlled class.

<table>
<thead>
<tr>
<th>Students’ Identification Number</th>
<th>Experiment Class</th>
<th>Controlled class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>60</td>
<td>40</td>
</tr>
<tr>
<td>2.</td>
<td>35</td>
<td>55</td>
</tr>
<tr>
<td>3.</td>
<td>65</td>
<td>35</td>
</tr>
<tr>
<td>4.</td>
<td>35</td>
<td>50</td>
</tr>
<tr>
<td>5.</td>
<td>35</td>
<td>65</td>
</tr>
<tr>
<td>6.</td>
<td>45</td>
<td>65</td>
</tr>
<tr>
<td>7.</td>
<td>35</td>
<td>45</td>
</tr>
<tr>
<td>8.</td>
<td>45</td>
<td>70</td>
</tr>
<tr>
<td>9.</td>
<td>45</td>
<td>60</td>
</tr>
<tr>
<td>10.</td>
<td>20</td>
<td>65</td>
</tr>
<tr>
<td>11.</td>
<td>50</td>
<td>30</td>
</tr>
<tr>
<td>12.</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>13.</td>
<td>75</td>
<td>60</td>
</tr>
<tr>
<td>14.</td>
<td>15</td>
<td>60</td>
</tr>
<tr>
<td>15.</td>
<td>20</td>
<td>50</td>
</tr>
<tr>
<td>16.</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>17.</td>
<td>55</td>
<td>20</td>
</tr>
</tbody>
</table>
The table above shows the pre-test score of experiment class and controlled class. The test was given at the first meeting before the treatment took place. Based on the table, it is known that the lowest score of experiment class and the lowest score in the controlled class is 15. The average scores in experiment class is 41.71 and controlled class is 44.84. The median scores in experiment class is 57.5 and in the controlled class is 55. Seeing the calculation on the table above, it can be concluded that the average of pre-test scores in controlled class is higher than in experiment class.

2. Post-test score

Post test was given in the last meeting after all of the treatments were done. The comparison of the students' post-test scores between experiment class and controlled class, each of class has the same number of students are presented in table 4.2.
Table 4.2
The students’ scores of post-test of experiment class (VIII-3) and controlled class (VIII-2)

<table>
<thead>
<tr>
<th>Students’ Identification Number</th>
<th>Experiment Class</th>
<th>Controlled Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>70</td>
<td>40</td>
</tr>
<tr>
<td>2.</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>3.</td>
<td>75</td>
<td>55</td>
</tr>
<tr>
<td>4.</td>
<td>40</td>
<td>65</td>
</tr>
<tr>
<td>5.</td>
<td>55</td>
<td>75</td>
</tr>
<tr>
<td>6.</td>
<td>65</td>
<td>75</td>
</tr>
<tr>
<td>7.</td>
<td>60</td>
<td>50</td>
</tr>
<tr>
<td>8.</td>
<td>70</td>
<td>75</td>
</tr>
<tr>
<td>9.</td>
<td>55</td>
<td>70</td>
</tr>
<tr>
<td>10.</td>
<td>35</td>
<td>70</td>
</tr>
<tr>
<td>11.</td>
<td>70</td>
<td>35</td>
</tr>
<tr>
<td>12.</td>
<td>50</td>
<td>40</td>
</tr>
<tr>
<td>13.</td>
<td>80</td>
<td>70</td>
</tr>
<tr>
<td>14.</td>
<td>45</td>
<td>70</td>
</tr>
<tr>
<td>15.</td>
<td>50</td>
<td>70</td>
</tr>
<tr>
<td>16.</td>
<td>30</td>
<td>50</td>
</tr>
<tr>
<td>17.</td>
<td>70</td>
<td>35</td>
</tr>
<tr>
<td>18.</td>
<td>85</td>
<td>60</td>
</tr>
<tr>
<td>19.</td>
<td>50</td>
<td>30</td>
</tr>
<tr>
<td>20.</td>
<td>60</td>
<td>35</td>
</tr>
<tr>
<td>21.</td>
<td>65</td>
<td>45</td>
</tr>
<tr>
<td>22.</td>
<td>85</td>
<td>45</td>
</tr>
<tr>
<td>23.</td>
<td>35</td>
<td>55</td>
</tr>
<tr>
<td>24.</td>
<td>40</td>
<td>55</td>
</tr>
<tr>
<td>25.</td>
<td>70</td>
<td>45</td>
</tr>
<tr>
<td>26.</td>
<td>75</td>
<td>50</td>
</tr>
<tr>
<td>27.</td>
<td>60</td>
<td>55</td>
</tr>
<tr>
<td>28.</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>29.</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>30.</td>
<td>55</td>
<td>65</td>
</tr>
<tr>
<td>31.</td>
<td>65</td>
<td>70</td>
</tr>
<tr>
<td>32.</td>
<td>55</td>
<td>75</td>
</tr>
<tr>
<td>Σ</td>
<td>1910</td>
<td>1830</td>
</tr>
<tr>
<td>Average</td>
<td>59.6</td>
<td>57.18</td>
</tr>
<tr>
<td>Min</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Max</td>
<td>85</td>
<td>80</td>
</tr>
<tr>
<td>Median</td>
<td>59.68</td>
<td>57.5</td>
</tr>
</tbody>
</table>
The table showed students' post test scores among experiment class and controlled class. Based on the table, it can be known that there is an increasing score from pre-test to post-test. The total score of experiment class is 1910 and the total score of controlled class is 1830. From the table of pretest we can see the controlled class has higher total score than experiment class, but in post test experiment class has higher total score than controlled class. It can also be seen that the median of experiment class is 59.68, and the median of controlled class is 57.5.

B. Analysis of Data

In analyzing the data of the students' gained scores from experiment class and controlled class, the writer used statistic calculations of the t-test formula with degree of significance 5%.

1. Normality Test

The normality test is proposed to know whether the data is normally distributed or not. After finishing the normality test, the writer got two kinds of value: \( L_{\text{max}} \) and \( L_{\text{table}} \). The both values can be used to see the normality of the data.

We use the criteria below to see the normality of the data:

\[
H_1 : L > L_{\text{table}} \\
H_0 : L < L_{\text{table}}
\]

Note:

\( H_1 \) = Data is not normally distributed
\( H_0 \) = Data is normally distributed

a. The Normality Test of Experiment Class
Table 4.3
Calculation of Pre-Test Normality in Experiment Class

<table>
<thead>
<tr>
<th>No.</th>
<th>X</th>
<th>f</th>
<th>fX</th>
<th>fX2</th>
<th>p=f/n</th>
<th>ΣP</th>
<th>z = (Xi-X)/s</th>
<th>Φ</th>
<th>L=Φ-Σp</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15</td>
<td>2</td>
<td>30</td>
<td>900</td>
<td>0.0625</td>
<td>0.0625</td>
<td>-0.36963742</td>
<td>0.3594</td>
<td>0.2969</td>
</tr>
<tr>
<td>2</td>
<td>20</td>
<td>5</td>
<td>100</td>
<td>10000</td>
<td>0.15625</td>
<td>0.21875</td>
<td>-0.30044285</td>
<td>0.3821</td>
<td>-0.16335</td>
</tr>
<tr>
<td>3</td>
<td>30</td>
<td>3</td>
<td>60</td>
<td>3600</td>
<td>0.0625</td>
<td>0.28125</td>
<td>-0.16205369</td>
<td>0.4364</td>
<td>-0.15515</td>
</tr>
<tr>
<td>4</td>
<td>35</td>
<td>5</td>
<td>280</td>
<td>78400</td>
<td>0.25</td>
<td>0.53125</td>
<td>-0.09285912</td>
<td>0.4641</td>
<td>0.06715</td>
</tr>
<tr>
<td>5</td>
<td>45</td>
<td>3</td>
<td>135</td>
<td>18225</td>
<td>0.09375</td>
<td>0.625</td>
<td>0.04553003</td>
<td>0.516</td>
<td>0.109</td>
</tr>
<tr>
<td>6</td>
<td>50</td>
<td>2</td>
<td>100</td>
<td>10000</td>
<td>0.0625</td>
<td>0.6875</td>
<td>0.114724606</td>
<td>0.5438</td>
<td>0.1437</td>
</tr>
<tr>
<td>7</td>
<td>55</td>
<td>3</td>
<td>165</td>
<td>27225</td>
<td>0.09375</td>
<td>0.78125</td>
<td>0.183919181</td>
<td>0.5714</td>
<td>0.02098</td>
</tr>
<tr>
<td>8</td>
<td>60</td>
<td>4</td>
<td>240</td>
<td>57600</td>
<td>0.125</td>
<td>0.90625</td>
<td>0.253113756</td>
<td>0.5987</td>
<td>0.030755</td>
</tr>
<tr>
<td>9</td>
<td>65</td>
<td>2</td>
<td>65</td>
<td>4225</td>
<td>0.03125</td>
<td>4.03125</td>
<td>0.322308331</td>
<td>0.6225</td>
<td>-3.40875</td>
</tr>
<tr>
<td>10</td>
<td>75</td>
<td>1</td>
<td>75</td>
<td>5625</td>
<td>0.03125</td>
<td>4.0625</td>
<td>0.460697481</td>
<td>0.6772</td>
<td>-3.3853</td>
</tr>
<tr>
<td>11</td>
<td>85</td>
<td>1</td>
<td>85</td>
<td>7225</td>
<td>0.03125</td>
<td>4.03125</td>
<td>0.599086632</td>
<td>0.7224</td>
<td>-3.30885</td>
</tr>
<tr>
<td>Total</td>
<td>535</td>
<td>32</td>
<td>1335</td>
<td>223025</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[ s = 72.26 \]
\[ s^2 = 5222.6 \]
\[ rata2(x) = 41.71 \]
\[ Lmax = 0.143 \]
\[ Ltable = 0.179 \]

The *Lilliefors* shows that the significant degree of 0.05 in \( L(0.05)(32) = 0.179 \)

\[ H_1 : L > 0.179 \]
\[ H_0 : L < 0.179 \]

In the table 4.3, the Lmax value is 0.143. therefore, \( H_0 \) is accepted because the result shows that Lmax is lower than Ltable. It means that the data in experiment class pre-test is normally distributed.
Table 4.4
Calculation of Post-Test Normality in Experiment Class

<table>
<thead>
<tr>
<th>No.</th>
<th>X</th>
<th>f</th>
<th>tX</th>
<th>tX²</th>
<th>p = f/n</th>
<th>ΣP</th>
<th>z = (Xi - X)/s</th>
<th>φ</th>
<th>L = φ - Σp</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>30</td>
<td>1</td>
<td>30</td>
<td>900</td>
<td>0.03125</td>
<td>0.03125</td>
<td>-0.17558528</td>
<td>0.4325</td>
<td>0.40125</td>
</tr>
<tr>
<td>2.</td>
<td>35</td>
<td>2</td>
<td>70</td>
<td>4900</td>
<td>0.0625</td>
<td>0.09375</td>
<td>-0.12913415</td>
<td>0.4522</td>
<td>-0.35845</td>
</tr>
<tr>
<td>3.</td>
<td>40</td>
<td>2</td>
<td>80</td>
<td>6400</td>
<td>0.0625</td>
<td>0.15625</td>
<td>-0.08268302</td>
<td>0.481</td>
<td>-0.32475</td>
</tr>
<tr>
<td>4.</td>
<td>45</td>
<td>2</td>
<td>45</td>
<td>2025</td>
<td>0.03125</td>
<td>0.1875</td>
<td>-0.03623188</td>
<td>0.488</td>
<td>-0.3005</td>
</tr>
<tr>
<td>5.</td>
<td>50</td>
<td>3</td>
<td>150</td>
<td>22500</td>
<td>0.09375</td>
<td>0.28125</td>
<td>0.010219249</td>
<td>0.496</td>
<td>-0.21475</td>
</tr>
<tr>
<td>6.</td>
<td>55</td>
<td>4</td>
<td>220</td>
<td>48400</td>
<td>0.125</td>
<td>0.40625</td>
<td>0.056670383</td>
<td>0.5199</td>
<td>-0.11365</td>
</tr>
<tr>
<td>7.</td>
<td>60</td>
<td>5</td>
<td>300</td>
<td>90000</td>
<td>0.15625</td>
<td>0.5625</td>
<td>0.103121516</td>
<td>0.598</td>
<td>-0.0355</td>
</tr>
<tr>
<td>8.</td>
<td>65</td>
<td>3</td>
<td>195</td>
<td>38025</td>
<td>0.09375</td>
<td>0.65625</td>
<td>0.14957265</td>
<td>0.50557</td>
<td><strong>0.15068</strong></td>
</tr>
<tr>
<td>9.</td>
<td>70</td>
<td>5</td>
<td>420</td>
<td>176400</td>
<td>0.1875</td>
<td>0.84375</td>
<td>0.196023783</td>
<td>0.5753</td>
<td>0.12684</td>
</tr>
<tr>
<td>10.</td>
<td>75</td>
<td>2</td>
<td>150</td>
<td>22500</td>
<td>0.0625</td>
<td>0.90625</td>
<td>0.242474916</td>
<td>0.5948</td>
<td>-0.31145</td>
</tr>
<tr>
<td>11.</td>
<td>80</td>
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<td>80</td>
<td>6400</td>
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<td>0.9375</td>
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</tr>
<tr>
<td>12.</td>
<td>85</td>
<td>2</td>
<td>170</td>
<td>28900</td>
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<td>1</td>
<td>0.335377183</td>
<td>0.6293</td>
<td>0.3707</td>
</tr>
<tr>
<td>Total</td>
<td>690</td>
<td>32</td>
<td>1565</td>
<td>447350</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[ s = 107.64 \]
\[ s^2 = 11588.47 \]
\[ rata2(χ) = 48.90 \]
\[ L_{max} = 0.15 \]
\[ L_{table} = 0.17 \]

The *Liliefors* shows that the significant degree of 0.05 in \( L (0.05)(32) = 0.17 \)

H1 : \( L > 0.17 \)

H0 : \( L < 0.17 \)

In the table 4.4, the Lmax value is 0.15. Therefore, H0 is accepted because the result shows that Lmax is lower than Ltable. It means that the data in experiment class pre-test is normally distributed.
b. The Normality Test of Controlled Class

Table 4.5
Calculation of Pre-Test Normality in Controlled Class

<table>
<thead>
<tr>
<th>No.</th>
<th>X</th>
<th>f</th>
<th>fX</th>
<th>fX2</th>
<th>p=f/n</th>
<th>( \Sigma P )</th>
<th>( z = (Xi-X)/s )</th>
<th>( \Phi )</th>
<th>( L=\Phi-\Sigma P )</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>15</td>
<td>2</td>
<td>30</td>
<td>900</td>
<td>0.0625</td>
<td>0.0625</td>
<td>-0.40698309</td>
<td>0.3446</td>
<td>-0.2821</td>
</tr>
<tr>
<td>2.</td>
<td>20</td>
<td>2</td>
<td>20</td>
<td>400</td>
<td>0.03125</td>
<td>0.9375</td>
<td>-0.33878887</td>
<td>0.3745</td>
<td>0.18075</td>
</tr>
<tr>
<td>3.</td>
<td>30</td>
<td>5</td>
<td>150</td>
<td>22500</td>
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<td>0.25</td>
<td>-0.20240044</td>
<td>0.3821</td>
<td>0.1321</td>
</tr>
<tr>
<td>4.</td>
<td>35</td>
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<td>70</td>
<td>4900</td>
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<td>0.3125</td>
<td>-0.13420622</td>
<td>0.4483</td>
<td>-0.1358</td>
</tr>
<tr>
<td>5.</td>
<td>40</td>
<td>5</td>
<td>280</td>
<td>78400</td>
<td>0.21875</td>
<td>0.53125</td>
<td>-0.066012</td>
<td>0.4761</td>
<td>0.05515</td>
</tr>
<tr>
<td>6.</td>
<td>45</td>
<td>2</td>
<td>90</td>
<td>8100</td>
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<td>0.59375</td>
<td>0.002182215</td>
<td>0.5</td>
<td>0.09375</td>
</tr>
<tr>
<td>7.</td>
<td>50</td>
<td>3</td>
<td>150</td>
<td>22500</td>
<td>0.09375</td>
<td>0.6875</td>
<td>0.070376432</td>
<td>0.5219</td>
<td>0.1656</td>
</tr>
<tr>
<td>8.</td>
<td>55</td>
<td>2</td>
<td>55</td>
<td>3025</td>
<td>0.03125</td>
<td>0.71875</td>
<td>0.138570649</td>
<td>0.5517</td>
<td>0.16705</td>
</tr>
<tr>
<td>9.</td>
<td>60</td>
<td>3</td>
<td>180</td>
<td>32400</td>
<td>0.09375</td>
<td>0.8125</td>
<td>0.206764866</td>
<td>0.5793</td>
<td>-0.2332</td>
</tr>
<tr>
<td>10.</td>
<td>65</td>
<td>3</td>
<td>195</td>
<td>38025</td>
<td>0.09375</td>
<td>0.90625</td>
<td>0.274959083</td>
<td>0.6064</td>
<td>0.12998</td>
</tr>
<tr>
<td>11.</td>
<td>70</td>
<td>2</td>
<td>140</td>
<td>19600</td>
<td>0.0625</td>
<td>0.96875</td>
<td>0.343153301</td>
<td>0.6554</td>
<td>0.13133</td>
</tr>
<tr>
<td>12.</td>
<td>75</td>
<td>1</td>
<td>75</td>
<td>5625</td>
<td>0.03125</td>
<td>1</td>
<td>0.411347518</td>
<td>0.6331</td>
<td>0.3669</td>
</tr>
<tr>
<td>total</td>
<td>560</td>
<td>32</td>
<td>1435</td>
<td>236375</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

s= 73.32
s2= 5376.71
rata2(x)= 44.84
Lmax= 0.16
Ltable= 0.17

The *Lilliefors* shows that the significant degree of 0.05 in L (0.05)(32) = 0.17.

H1 : L > 0.17

H0 : L < 0.17

In the table 4.5, the Lmax value is 0.16. Therefore, H0 is accepted because the result shows that Lmax is lower than Ltable. It means that the data in experiment class pre-test is normally distributed.
Table 4.6
Calculated Post-Test Normality in Controlled Class

<table>
<thead>
<tr>
<th>No.</th>
<th>X</th>
<th>f</th>
<th>fX</th>
<th>fX2</th>
<th>p=f/n</th>
<th>ΣP</th>
<th>z = (Xi-X)/s</th>
<th>Φ</th>
<th>L=Φ-ΣP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>30</td>
<td>1</td>
<td>30</td>
<td>900</td>
<td>0.03125</td>
<td>0.03125</td>
<td>-1.92629341</td>
<td>0.0274</td>
<td>-0.00385</td>
</tr>
<tr>
<td>2.</td>
<td>35</td>
<td>3</td>
<td>105</td>
<td>3675</td>
<td>0.09375</td>
<td>0.125</td>
<td>-1.5719348</td>
<td>0.0582</td>
<td>0.0668</td>
</tr>
<tr>
<td>3.</td>
<td>40</td>
<td>2</td>
<td>80</td>
<td>3200</td>
<td>0.0625</td>
<td>0.1875</td>
<td>-1.21757619</td>
<td>0.1335</td>
<td>0.054</td>
</tr>
<tr>
<td>4.</td>
<td>45</td>
<td>3</td>
<td>135</td>
<td>6075</td>
<td>0.09375</td>
<td>0.28125</td>
<td>-0.86321758</td>
<td>0.1949</td>
<td>0.08635</td>
</tr>
<tr>
<td>5.</td>
<td>50</td>
<td>3</td>
<td>150</td>
<td>7500</td>
<td>0.09375</td>
<td>0.375</td>
<td>-0.50885897</td>
<td>0.3085</td>
<td>0.0665</td>
</tr>
<tr>
<td>6.</td>
<td>55</td>
<td>4</td>
<td>220</td>
<td>12100</td>
<td>0.125</td>
<td>0.5</td>
<td>-0.15450035</td>
<td>0.4404</td>
<td>0.0596</td>
</tr>
<tr>
<td>7.</td>
<td>60</td>
<td>3</td>
<td>180</td>
<td>10800</td>
<td>0.09375</td>
<td>0.59375</td>
<td>0.199858257</td>
<td>0.5759</td>
<td>0.01785</td>
</tr>
<tr>
<td>8.</td>
<td>65</td>
<td>2</td>
<td>130</td>
<td>8450</td>
<td>0.0625</td>
<td>0.65625</td>
<td>0.554216867</td>
<td>0.7088</td>
<td>-0.05255</td>
</tr>
<tr>
<td>9.</td>
<td>70</td>
<td>6</td>
<td>420</td>
<td>29400</td>
<td>0.1875</td>
<td>0.84375</td>
<td>0.908575478</td>
<td>0.8159</td>
<td>0.02785</td>
</tr>
<tr>
<td>10.</td>
<td>75</td>
<td>4</td>
<td>300</td>
<td>22500</td>
<td>0.125</td>
<td>0.96875</td>
<td>1.262934089</td>
<td>0.8962</td>
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<tr>
<td>11.</td>
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<td>80</td>
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<td>0.03125</td>
<td>1</td>
<td>1.6172927</td>
<td>0.9463</td>
<td>0.0537</td>
</tr>
<tr>
<td>Total</td>
<td>605</td>
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<td>1830</td>
<td>111000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The *Lilliefors* shows that the significant degree of 0.05 in L (0.05)(30) = 1.64.

H1 : L > 0.164

H0 : L < 0.164

In the table 4.6, the Lmax value is 0.14. Therefore, H0 is accepted because the result shows that Lmax is lower than Ltable. It means that the data in experiment class pre-test is normally distributed.
2. Homogenity Test

In order to know the homogeneity of the data, the writer did the homogeneity test. To do the homogeneity test, she tested the score of pre-test and post-test in both experiment and controlled class using Fisher test.

Hypothesis:

H₀: The experiment class is homogenous to the controlled class.

H₁: The experiment class is not homogenous to the controlled class.

The criteria of the test:

α = 0.05

H₀: \( \text{F}_{\alpha(n1-1, n2-1)} < F < \alpha(n1-1, n2-1) \)

H₁: \( F > \text{F}_{\alpha(n1-1, n2-1)} \)

The formula which is used is such below:

\[
F = \frac{S_1^2}{S_2^2}
\]

Then, the writer got the result as follows:

Pre-Test Homogeneity test

\[
F = \frac{S_1^2}{S_2^2} = \frac{72.32}{72.26} = 1.0008
\]
Post-test homogeneity test

\[ F = \frac{S1^2}{S2^2} \]

\[ = \frac{199.2}{107.64} \]

\[ = 1.85 \]

\[ F_{0.05(n1-1,n2-1)} = 1.641 \]

According to the calculation above, the data of experiment and controlled class pre-test is homogenous. It can be seen from \( F < F_a \) \((n1-1, n2-1) \) or \( 1.0008 < 1.641 \). The data of post-test of both classes also shows their homogeneity it can be seen from \( F < F_a \) \((n1-1, n2-1) \) or \( 1.55 < 1.641 \). So, the writer concludes that the data of pre-test and post-test of both classes are homogeneous.

3. Experiment class and controlled class Comparison Score

The statistic calculations of experiment class and controlled class are presented in table 4.7.

<table>
<thead>
<tr>
<th>Students(N)</th>
<th>X</th>
<th>Y</th>
<th>X-MX</th>
<th>Y-MY</th>
<th>(X-MX)^2</th>
<th>(Y-MY)^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>10</td>
<td>0</td>
<td>-8</td>
<td>-12</td>
<td>64</td>
<td>144</td>
</tr>
<tr>
<td>2.</td>
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<td>5</td>
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<td>-7</td>
<td>49</td>
<td>49</td>
</tr>
<tr>
<td>3.</td>
<td>15</td>
<td>20</td>
<td>-3</td>
<td>8</td>
<td>9</td>
<td>64</td>
</tr>
<tr>
<td>4.</td>
<td>5</td>
<td>15</td>
<td>-13</td>
<td>3</td>
<td>169</td>
<td>9</td>
</tr>
<tr>
<td>5.</td>
<td>20</td>
<td>10</td>
<td>2</td>
<td>-2</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>6.</td>
<td>20</td>
<td>10</td>
<td>2</td>
<td>-2</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
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<td>25</td>
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<td>-8</td>
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<tr>
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<td>9</td>
</tr>
<tr>
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<td>8</td>
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<td>17</td>
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<td>-7</td>
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<td>49</td>
</tr>
<tr>
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<td>0</td>
<td>15</td>
<td>-18</td>
<td>3</td>
<td>324</td>
<td>9</td>
</tr>
<tr>
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<td>-8</td>
<td>8</td>
<td>64</td>
<td>64</td>
</tr>
<tr>
<td>25.</td>
<td>35</td>
<td>15</td>
<td>17</td>
<td>3</td>
<td>289</td>
<td>9</td>
</tr>
<tr>
<td>26.</td>
<td>15</td>
<td>10</td>
<td>-3</td>
<td>-2</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>27.</td>
<td>10</td>
<td>10</td>
<td>-8</td>
<td>-2</td>
<td>64</td>
<td>4</td>
</tr>
<tr>
<td>28.</td>
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<td>-18</td>
<td>8</td>
<td>324</td>
<td>64</td>
</tr>
<tr>
<td>29.</td>
<td>15</td>
<td>5</td>
<td>-3</td>
<td>-7</td>
<td>9</td>
<td>49</td>
</tr>
<tr>
<td>30.</td>
<td>35</td>
<td>25</td>
<td>17</td>
<td>13</td>
<td>289</td>
<td>169</td>
</tr>
<tr>
<td>31.</td>
<td>35</td>
<td>30</td>
<td>17</td>
<td>18</td>
<td>289</td>
<td>324</td>
</tr>
<tr>
<td>32.</td>
<td>0</td>
<td>5</td>
<td>-18</td>
<td>-7</td>
<td>324</td>
<td>49</td>
</tr>
<tr>
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<td>395</td>
<td>-6</td>
<td>11</td>
<td>4048</td>
<td>2103</td>
</tr>
</tbody>
</table>

Average: 17.8125, 12.34375, -0.1875, 0.34375, 126.5, 65.71875

From the table above, the writer would like to determine the average, standard of deviation, and standard error of variable X (Experiment Class) and variable Y (Controlled class). The writer also would like to determine the standard error of difference of average of variable X and Y, and also \( t_{\text{observe}} \) and \( t_{\text{table}} \).

The calculations are explained in the following steps:

1. Determining Mean of variable X, with formula:

   \[ MX = \frac{\sum X}{N_X} \]

   \[ = \frac{570}{32} \]

   \[ = 17.81 \]

2. Determining variable Y:
\[ MY = \frac{\sum Y}{N} = \frac{395}{32} = 12.34 \]

3. Determining Standard of Deviation Score of Variable X:

\[ SD_X = \sqrt{\frac{\sum X^2}{NX}} \]

\[ = \frac{\sqrt{4048}}{32} = \sqrt{126.5} = 11.25 \]

4. Determining Standard of Deviation Score of Variable Y:

\[ SD_Y = \sqrt{\frac{\sum Y^2}{NY}} \]

\[ = \sqrt{\frac{2103}{32}} = \sqrt{65.72} = 8.11 \]

5. Determining Standard Error of Mean of Variable X, with formula:

\[ SEM_X = \frac{SD_X}{\sqrt{NX-1}} \]

\[ = \frac{11.25}{\sqrt{32-1}} = \frac{11.25}{5.57} = 2.02 \]

6. Determining Standard Error of Mean of Variable Y, with formula:

\[ SEM_y = \frac{SD_Y}{\sqrt{NY-1}} \]
\[
\frac{8.11}{\sqrt{32-1}} = \frac{8.11}{5.57} = 1.46
\]

7. Determining Standard Error of Difference of Mean of Variable X and Y:

\[SE_{X-Y} = \sqrt{(SEM_x)^2 + (SEM_y)^2}
\]

\[= \sqrt{2.02^2 + 1.46^2}
\]

\[= \sqrt{4.08 + 2.13}
\]

\[= \sqrt{6.21}
\]

\[= 2.49
\]

8. Determining \(t_o\) with formula:

\[t_o = \frac{M_X - M_Y}{SE_{X-Y}}
\]

\[= \frac{17.81 - 12.34}{2.49}
\]

\[= 2.19
\]

9. Determining t-table in significance level 5% with degree of freedom (df):

\[df = (N_X + N_Y) - 2
\]

\[= (32 + 32) - 2
\]

\[= 64 - 2
\]

\[= 62
\]
The \( t_{\text{table}} \) showed that the degree of freedom (df) is 62 with 5% significant level, there is a gained value higher than 1.99. The critical value of the \( t_{\text{observe}} \), gained 2.19. From the calculation above, the writer asserted that the score of experiment class is higher than that of controlled class. It can be proven by the result of comparison between the \( t_{\text{observe}} \) and \( t_{\text{table}} \), that is:

\[ 2.19 > 1.99 = t_{\text{observe}} > t_{\text{table}} \]

C. The Test of Hypothesis

To prove the hypotheses, the data that was obtained from the experiment class and the controlled class was calculated by using t-test formula with the assumption as follows:

1. If \( t_0 > t\)-table:

   The alternative hypothesis (\( H_a \)) is accepted and the null hypothesis (\( H_0 \)) is rejected. It means, there is any significant difference between the achievement of teaching vocabulary by using games as the technique and teaching vocabulary without using games as the technique at the eight grade of SMP Darussalam Jakarta.

2. If \( t_0 < t\)-table:

   The alternative hypothesis (\( H_a \)) is rejected and the null hypothesis (\( H_0 \)) is accepted. It means, there is no significant difference between the achievement of teaching vocabulary by using games as the technique and teaching vocabulary without using games as the technique at the eight grade of SMP Darussalam Jakarta.

From the statistic calculation above, it is known that the value of \( t_0 \) for experiment class and the controlled class is 2.19 with 5% degree of
significant. The 5% degree of significant value of experiment class compared to controlled class is 1.99. It can be summed up that all $t_{\text{table}}$ is lower than $t_0$:

Experiment Class compared to Controlled Class: $2.99 > 1.99$

Based on the statistic calculation, the writer clarified that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. The conclusion of the research is the use of games in teaching vocabulary is effective to the eight grade students of SMP Darussalam Jakarta.

D. Interpretation of the Data

Based on the series of calculation above, the writer concludes that the data is normally distribute and homogenous. The normality of the data can be seen at $t$-table (0.17) is higher from the $t$-max score of experiment class pretest (0.143), experiment class post-test (0.15), controlled class pre-test (0.16), and controlled class post-test (0.14).

The homogeneity of experiment and controlled class pre-test can be seen from $F < F_0$ (n1-1, n2-1) or 1.0008 < 1.641. The data of post-test of both classes also shows their homogeneity it can be seen from $F < F_0$ (n1-1, n2-1) or 1.55 < 1.641. So, the writer concludes that the data of pre-test and post-test of both classes are homogeneous.

The calculation also shows the result of hypothesis test. The writer used $t$-test formula in the significance degree of 5% to do the best. Then she got the result that $t_{\text{observe}}$ and the $t_{\text{table}}$, that is: $2.99 > 1.99 = t_{\text{table}} > t_{\text{observe}}$. It means that the $t$-test is higher than $t$-table. It can be inferred that it is effective to teach vocabulary by using games. Finally, the writer has the conclusion that teaching vocabulary by using games is effective for the eighth grade students of SMP Darussalam Jakarta.
CHAPTER V
CONCLUSION AND SUGGESTIONS

A. Conclusion

After finding out the result and analyzing the data of research about teaching vocabulary by using games to the eighth grade students of SMP Darussalam Jakarta, the writer summarized that the students’ score through teaching vocabulary by using games is higher than the students’ score without using games. It can be seen from the increasing students’ test result after learning vocabulary by using games. In addition, by comparing the value of $t_0$ and $t$-table by using $t$-test, the writer found that $t_0$ is higher than $t$-table ($t_0 > t$-table). Finally, it can be said that the use of games has the positive effect on eighth grade students of SMP Darussalam, Jakarta.

Games were also proved to increase students’ motivation in learning vocabulary. During the learning process using games as the technique in the experiment classes, students were very excited to follow the English lesson. They also become more courageous, more active to ask, and likely to discuss new words that they are learning.

B. Suggestions

The writer would like to give some suggestions for teacher, students, and also researcher especially in applying a technique in teaching and learning activities, as follows:

1. English teacher:
   a. The English teacher should be creative in developing the teaching learning activities in the classroom and especially in learning new vocabulary.
   b. Teacher should be able to create a good situation during teaching and learning process in the classroom, in order to catch students’ attention in learning English.
c. An English teacher should use appropriate teaching technique with the material they want to deliver to the students.

2. Students:
   a. It is better for students being more active in a classroom, so they could participate in each material presented by their teacher.
   b. Paying attention to the teacher and other student while they ask a question or give an explanation.

3. Researcher:
   a. In the study, giving an explanation about the rules of the games and how to play the game took a great deal of time; thus to save time is by giving a demonstration which is involving student as a demonstrator. It makes students more curious so they will pay more attention.
Universitas Islam Negeri
SYARIF HIDAYATULLAH JAKARTA
Knowledge, Piety, Integrity
REFERENCES


Universitas Islam Negeri
SYARIF Hidayatullah Jakarta
Knowledge, Piety, Integrity
RENCANA PELAKSANAAN PEMBELAJARAN
EXPERIMENTAL CLASS
Pertemuan ke-1

Nama Sekolah : SMP Darussalam Pondok Labu
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/2
Alokasi Waktu : 2 x 30 menit
Tema : Classroom
Tahun Pelajaran : 2013/2014

1. Standar Kompetensi
   Memahami makna teks tulis fungsional dan esai pendek sangat sederhana berbentuk descriptive yang berkaitan dengan lingkungan.

2. Kompetensi Dasar
   Merespon makna dan langkah-langkah retorika dalam teks sederhana secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk descriptive text.

3. Indikator
   a) Siswa dapat mengidentifikasi berbagai informasi yang terdapat pada teks.
   b) Siswa dapat mengidentifikasi macam-macam noun yang terdapat pada teks.
   c) Siswa dapat menyebutkan benda-benda yang berada di kelas dalam bahasa inggris.

4. Tujuan Pembelajaran
   1. Siswa mampu menemukan, memahami dan mengidentifikasi berbagai informasi rinci dalam teks deskriptif.
   2. Siswa mampu mengidentifikasi macam-macam noun yang terdapat pada deskriptif teks.
   3. Siswa dapat menyebutkan macam-macam benda yang ada di kelas dalam bahasa inggris.
5. Materi Ajar

Materi Konsep

Guru memberikan penjelasan tentang pengertian paragraph deskriptif, tujuan pembuatan teks deskriptif, kemudian ciri-ciri kebahasaan yang digunakan dalam deskriptif teks, berikut dengan pola retorika deskriptif teks.

➢ What is descriptive text?

Descriptive text is a text which says what a person or a thing or a place is like. We can also saythat it is a text which lists the characteristic of something or someone. It is a text which gives you a picture of what it describes through words.

What its generic structure?

1. Identification: Identifies the phenomenon to be described.
2. Description: Describes the phenomenon in parts, qualities, or/and characteristics.

Kemudian guru menjelaskan tentang apa itu noun.

➢ Noun

A noun, or substantive, is the name of a living being or lifeless thing: Mary, horse, hat, London. Another definition about nouns commonly defined as words that refer to a person, place, thing, or idea.

Setelah siswa dibagi menjadi beberapa kelompok, bersama-sama membahas tentang teks deskriptif berikut:

My name is Sinta. This is a picture of my room. It’s slight and pretty. There’s a bed, of course, and a closet. There’s a guitar between bed and closet. There are posters of movie stars above the bed. There’s a little table next to bed and there are two tanks on it. There’s a bookcase next to the bed on the other side. The room is not perfect, but I like it. Tell me about your room.

6. MetodePembelajaran/Teknik

Group Discussion

7. Langkah-langkahKegiatan

KegiatanPendahuluan : 5 menit

- Guru membuka pertemuan dengan mengucapkan salam
- Guru menyapa siswa dan memperkenalkan diri kepada siswa
- Guru menyampaikan tujuan pembelajaran

Kegiatan Inti : 30 menit
- Guru menjelaskan general concept of descriptive text and noun.
- Guru membagi siswa untuk berkelompok, kemudian membagikan sebuah teks deskriptif.
- Guru memperlihatkan sebuah paragraph deskriptif, kemudian bersama-sama membaca paragraph tersebut.
- Guru meminta siswa untuk mengidentifikasi berbagai informasi dalam teks deskriptif tersebut, dan meminta siswa menunjuk kan struktur dan menyebutkan nama-nama benda dari teks deskriptif.
- Guru membahas hasil pekerjaan siswa secara berkelompok.
- Guru memberikan penjelasan untuk tugas dan kegiatan selanjutnya.
- Guru memberikan tugas secara berkelompok untuk bermain ‘word association’, menyebutkan nama-nama benda yang ada di kelas secara bergantian dengan menggunakan bahasa inggris.
- Guru memberikan tugas individu, yaitu mendeskripsikan keadaan kelas dengan menyebutkan nama benda yang diingat dari permainan tadi kepada siswa, sebagai evaluasi hasil belajar.

Kegiatan Penutup : 5 menit
- Guru mengulang kembali penjelasan secara singkat.
- Guru menutup pertemuan kelas

8. Sumber Belajar
- Buku paket English in Focus for grade VIII Junior high school, Lanny Kurniawan, Quadra, pusat perbukuan Departemen Pendidikan Nasional

Alat
Teks, papan tulis.

9. Penilaian
Teknik : Tes Tertulis
Bentuk : Menyebutkan nama-nama benda yang ada di kelas

Pedoman penilaian

<table>
<thead>
<tr>
<th>No</th>
<th>Uraian</th>
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<tbody>
<tr>
<td>1.</td>
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Guru Bahasa Inggris

Jakarta, 20 Maret 2014

Guru Praktikan

Drs. Elita, M.pd
NUPTK: 3038746548210123

Yona Erviani
NIM. 109014000053

45
RENCANA PELAKSANAAN PEMBELAJARAN

Controlled Class

Pertemuan ke-1

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- Guru membahas hasil pekerjaan siswa secara berpasangan.
- Guru memberikan tugas secara berpasangan untuk mendiskusikan nama-nama benda yang ada di kelas dengan menggunakan bahasa inggris.
- Guru memberikan tugas individu, yaitu medesripsikan keadaan kelas dengan menyebutkan nama benda yang diingat, sebagai evaluasi hasil belajar.

Kegiatan Penutup : 5 menit
- Guru mengulang kembali penjelasan secara singkat.
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Jakarta, 20 Maret 2014

Guru Bahasa Inggris

Guru Praktikan

Drs. Elita, M.pd  
NUPTK: 3038746548210123

Yona Erviani  
NIM. 109014000053
Game activity 1
Word association

This game starts with a student saying a word from the category. The next student must say a word from the category, and so on. Students who can’t think quickly (at least three seconds) and repeat others has to drop out of the game.

Word category: Classroom
Number of students: 32 (8 groups)
Order: Mention some words (noun) related to the word ‘classroom’

Example:

- Student 1: chalk
- Student 2: book
- Student 3: white board
- Student 4: chair

Group 1
1. Ika Nurfaida : eraser, fan, pencil case, chair (winner)
2. Ali Akmal : pencil, map, eraser (X), -
3. Dimas Prasetyo : pen, clock, table, (X)
4. Hernimas Shofiana : book, (X), -, -

Group 2
1. Rival Nurdiansyah : book, table, mop, broom, trash can, (X)
2. Inawati Sari : pencil, chair, clock, dictionary, (X)
3. M. Muhlisin : pen, shoes, white board, (X)
4. Mawar Maulidina : eraser, ruler, marker, map watch, bag, fan (winner)

Group 3
1. Abdul Hanifa : pencil, shoes, (X)
2. Rizki Fadila : paper, bottle, pencil case, mop, eraser, marker (winner)
3. Faisal Nur Irawan : book, chair, (X)
4. M. Fuad Sibli : bag, table, clock, broom, white board, (X)

Group 4
1. Yogi Setya N : chair, table, clock, pen, paper (winner)
2. Noval Candra I : (X)
3. Dimas Syahputra : white board, eraser, book, (X), -
4. Mahmud Gofar : marker, shoes, pencil, eraser(X), -

Group 5
1. Diana Pratiwi : plastic bag, book (X)
2. Fitri Sesariyana : pencil, eraser, clock, mop, marker, chair (winner)
3. Tiara Putri R : pen, shoes, white board, (X)
4. Reza P : book, table, pencil case, broom, bag, (X)

Group 6
1. Estania S : book, paper, eraser, pencil case, (X)
2. M. Bagus S : pencil, pen, ruler, bag, shoes, white board, marker(winner)
3. Resal Al-Parabi : broom, clock, map, table, chair, fan (X)
4. Rizki Ramadhan : (X)

Group 7
1. Devia Ridha : book, bag, clock, (X), -
2. Merisa Destriani : pencil, white board, mop, paper (X), -
3. Restanti Lia Natalia : pen, paper, marker, pencil case, chair, watch, - (X)
4. Waeni Dwiliiani : eraser, sharpener, broom, ruler, table, fan, (winner)

Group 8
1. Retno Kinasih : pencil, ruler, tie, mop, clock, table, (winner)
2. Agun Sofwandi : pen, sharpener, white board, broom, (X)
3. Andi Setiawan : book, paper, marker, bag, chair, (X)
4. M. Paula Rhosy : eraser, shoes, map, fan, (X)

Final Round
Group 1 Ika Nurfaida : book, ruler, marker, (X)
Group 2 Mawar Maulidina : pencil, shoes, ruler (X), -
Group 3 Rizki Fadila : pen, chair (X), -
Group 4 Yogi Setya N : bag, clock, white board, broom, paper, bottle, (X)
Group 5 Fitri Sesariyana : chair, mop, pencil case, mop, (X)
Group 6 M. Bagus S : table, broom, sharpener, watch, sock, map, cup board (winner)
Group 7 Waeni Dwiliiani : paper, fan, tie, trash can, (X)
Group 8 Retno Kinasih : eraser, door, hat, (X)
Game Activity 2

Memory games

Memory game start with a student make a sentence and the next student should add another word or phrase to the sentence, that make sentence more longer. For example:

Student 1: She wears a hat
Student 2: She wears a hat, and boots.
Student 3: She wears a hat, boots and shirt.

and so on.

Student will drop out of game if she/he cannot add the word into the list or make mistake in ordering the list. The last player is the winner.

Category: Describing people

Number of students: 32 (8 groups)

Order: Make a sentence and add another word or phrase to the sentence.

Group 1 (picture number 1, 2, 3, and 4)
1. Hernimas Shofiana
2. Ali Akmal
3. Dimas Prasetyo
4. Ika Nurfaida

Group 2 (picture number 5, 6, 7, and 8)
1. Rival Nurdiansyah
2. Inawati Sari
3. M. Muhlisin
4. Mawar Maulidina

Group 3 (picture number 9, 10, 11, and 12)
1. Abdul Hanifa
2. Rizki Fadila
3. Faisal Nur Irawan
4. M. Fuad Sibli

Group 4 (picture number 13, 14, 15, and 16)
1. Yogi Setya N
2. Noval Candra I
3. Dimas Syahputra
4. Mahmud Gofar

Group 5 (picture number 17, 18, 1 and 2)
1. Diana Pratiwi
2. Fitri Sesariyana
3. Tiara Putri R
4. Reza P

Group 6 (picture number 3, 4, 5 and 6)
1. Estania S
2. M. Bagus S
3. Resal Al-Farabi
4. Rizki Ramadhan

Group 7 (picture number 7, 8, 9 and 10)
1. Devia Ridha
2. Merisa Destriani
3. Restanti Lia Natalia
4. Waeni Dwiliani

Group 8 (picture number 11, 12, 13 and 14)
1. Retno Kinasih
2. Agun Sofwandi
3. Andi Setiawan
4. M. Paula Rhosy
Game Activity 3

Word association

This game starts with a student saying a word from a category. The next student must say a word from the category, as soon. A student who can’t think quickly (at least three seconds) and repeats others has to drop out of the game.
Word category: Party
Number of students: 32 (8 groups)
Order: Mention some words (noun) related to the word ‘Birthday Party’
Example:
- Student 1: candle
- Student 2: cake
And so on

Group 1
1. Ika Nurfaida: dress, trumpet, (X)
2. Ali Akmal: birthday hat, ribbon, present, food, glass, (X)
3. Dimas Prasetyo: balloon, cake, (X)
4. Hernimas Shofiana: invitation card, candle, plate, drink, snack (winner)

Group 2
1. Rival Nurdiansyah: candle, birthday hat, snack, cake, (X), -
2. Inawati Sari: cake, food, ribbon, (X)
3. M. Muhiisin: dress, drink, (X), -
4. Mawar Maulidina: present, glass, present, balloon (winner)

Group 3
1. Abdul Hanifa: cake, drink, (X)
2. Rizki Fadila: candle, glass, plate, (X)
3. Faisal Nur Irawan: ribbon, snack, food, balloon (X)
4. M. Fuad Sibli: balloon, present, birthday hat, trumpet (winner)

Group 4
1. Yogi Setya N: candle, birthday hat, food, balloon, present (X)
2. Noval Candra I: cake, invitation card, drink, trumpet, plate (winner)
3. Dimas Syahputra: present, snack, (X)
4. Mahmud Gofar: candle (X),
Group 5
1. Diana Pratiwi : candle, invitation card (X)
2. Fitri Sesariyana : balloon, food, trumpet, ribbon, dress (winner)
3. Tiara Putri R : invitation card, drink, food (X)
4. Reza P : cake, birthday hat, plate, glass, (X)

Group 6
1. Estania S : candle, birthday hat, drink, candle (X)
2. M. Bagus S : cake, ribbon, glass, snack, trumpet, balloon (winner)
3. Resal Al-Farabi : (X)
4. Rizki Ramadhan : present, invitation card, food, ribbon, (X)

Group 7
1. Devia Ridha : cake, food, (X)
2. Merisa Destriani : candle, snack, ribbon, drink, (X)
3. Restanti Lia Natalia : invitation card, balloon, plate, birthday hat, (winner)
4. Waeni Dwiliani : present, trumpet, (X)

Group 8
1. Retno Kinasih : cake, trumpet, invitation card, balloon, (winner)
2. Agun Sofwandi : candle, ribbon, snack, dress, present (X)
3. Andi Setiawan : present, food, ribbon, (X)
4. M. Paula Rhosy : birthday hat, drink, (X)

Final Round
Group 1 Hernimas Shofiana : cake, ribbon, balloon, dress, glass, invitation card (X)
Group 2 Mawar Maulidina : candle, trumpet, present (X)
Group 3 M. Fuad Sibli : birthday hat, (X)
Group 4 Noval Candra I : (X)
Group 5 Fitri Sesariyana : drink, present, (X)
Group 6 M. Bagus S : snack, invitation card, food, plate, congratulation card, (winner)
Group 7 Restanti Lia Natalia : food
Group 8 Retno Kinasih : (X)
Game activity 4

Suggestion Chain

This game provides students to use expression of disagreeing. First they have to make a list of their suggestion. Next, by using their list, one student start by suggesting something to do, the other student has to disagree and make other suggestion with different things, for example:

Student 1: (dizzy) I’m feeling dizzy. Do you know what should I do?
Student 2: You should take a rest.
Student 3: I think you should drink some medicine and take a rest.
Student 4: No, I think you should go to the doctor.

Students continue the game until they have used all of their list.

Word category: Health

Number of students: 32 (8 groups)

Group 1
1. Ika Nuraida: (headache and sore throat) I feel terrible, my head hurts and I have sore throat.
2. Ali Akmal: I think you should go to bed and take a rest.
3. Dimas Prasetyo: I think you should take some medicine.
4. Hernimas Shofiana: I think you should go to the doctor.

Group 2
1. Rival Nurdiansyah: (cold) I have a cold. Do you know what should I do?
2. Inawati Sari: I think you should go to the doctor.
3. M. Muhsin: You should wear a jacket.
4. Mawar Maulidina: I think you should take a medicine and take a rest.

Group 3
1. Abdul Hanifa: (toothache) I have a toothache. What should I do?
2. Rizki Fadila: I think you should go to the dentist.
3. Faisal Nur Irawan: I think you should take some medicine.
4. M. Fuad Sibli: I think you should not eat candy.

Group 4
1. Yogi Setya N: (dizzy) I'm feeling dizzy. What should I do?
2. Noval Candra I : I think you should take a rest.
3. Dimas Syahputra : I think you should see a doctor and take some medicine.
4. Mahmud Gofar : I think you should drink a lot of water and take a rest.

Group 5
1. Diana Pratiwi : (terrible headache) I have terrible headache. Do you know what should I do?
2. Fitri Sesariyana : I think it’s helpful to put an ice pack on your head.
3. Tiara Putri R : No, I think you should take some aspirin and take a rest.
4. Reza P : You should go to the doctor.

Group 6
1. Estania S : (broken leg) My leg broken. Do you know what should I do?
2. M. Bagus S : I think you should go to the Hj. Naim.
3. Resal Al-Farabi : I think you should go to the doctor and take a rest.
4. Rizki Ramadhan : I think you should take a rest and use crutch when you walk.

Group 7
1. Devia Ridha : (backache) I have terrible backache. What should I do?
2. Merisa Destriani : Oh that’s bad, I think you should not lift heavy things.
3. Restanti Lita Natalia : You should take a rest and don’t forget to take some pain medication.
4. Waeni Dwillani : I think you should go to the doctor.

Group 8
1. Retno Kinasih : (stomachache) I think I have a stomachache. Do you know what should I do?
2. Agun Sofwandi : I think you should see a doctor.
3. Andi Setiawan : I think you should drink water more.
4. M. Paula Rhosy : I think you should take some ‘diapet’.
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Page 3
### VALIDITAS 8-1

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9 15 55,56 Sedang
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11 5 18,52 Sukar
12 19 70,37 Sangat Mudah
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23 9 33,33 Sedang
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25 14 51,85 Sedang
26 21 77,78 Mudah
27 5 18,52 Sukar
28 9 33,33 Sedang
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</tr>
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<td>2-</td>
</tr>
<tr>
<td>50</td>
<td><strong>2++</strong></td>
<td>2-</td>
</tr>
</tbody>
</table>

**Keterangan:**
- **:** Kunci Jawaban
- **++** : Sangat Baik
- **+** : Baik
- **-** : Kurang Baik
- **-** : Buruk
- **-** : Sangat Buruk

**DATA MENTAH**

**Jumlah Subyek= 27**
**Jumlah Butir Soal= 50**
**Jumlah Pilihan Jawaban= 4**
**Nama berkas: D:\SKRIPSI BAB 1-5\SOAL\VALIDITAS 8-1.ANA**

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<th>No.Urut</th>
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<tbody>
<tr>
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<td>1 2 3 4 5 6 7 8 9 10 11 12</td>
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</table>

Page 7
VALIDITAS 8-1

KUNCI ->  KUNCI ->  B  B  D  C  D  B  A  B  A  D  C  D
1  FITRI ANNISA  A  B  A  D  C  D  A  B  A  C  B  D
2  OKTAVIAN FEBR.  B  B  D  C  C  B  B  A  B  A  D
3  ILHAM WINARDI...  A  B  D  C  A  C  A  B  B  D  D  D
4  SITI MASITOH  A  C  B  D  B  A  C  B  A  A  C  D
5  PUTRI FITA KASMI  A  B  A  C  A  B  A  A  D  D  D
6  ADE IRIWAN  A  A  B  D  D  A  D  B  D  B  A  C
7  DIKY HENDRAWAN  A  B  B  C  D  A  C  D  D  B  D  D
8  SYAHRUR AZIS  A  B  B  C  B  B  B  B  B  C  B  C
9  ADE SATRIA  A  B  B  D  C  D  A  D  A  B  B  C
10  ANDI NUR SUSANTO  B  B  D  C  C  D  C  C  A  B  B  D
11  YULI DEVIANA  A  B  B  B  A  D  D  D  A  B  A  D
12  USWA AZHARAHMA  B  A  D  C  C  A  B  A  C  A  D
13  IBAL MAULANA  A  D  A  B  C  B  A  C  B  C  B  A
14  LINTANG SAPUTRA  C  B  C  D  D  B  B  C  C  D  A  C
15  AZAHR A RAHMANI  B  B  A  C  C  A  B  A  B  A  D  A
16  PUTRI NURHALIZA  B  B  D  C  C  A  A  A  D  B  C  D
17  EKA RIFAN R  B  B  D  C  C  A  A  A  C  D  C  D
18  RISMA OKTAVIAN  B  B  A  B  A  C  B  B  A  A  D  C
19  ALFAN ARDIANSYAH  A  A  C  B  A  D  B  C  B  B  A  A
20  ADE ARI MUHAMAD  A  B  A  C  C  B  A  B  D  D  D  D
21  FIAH IQLABI I.  A  B  D  C  C  B  A  B  A  B  B  A
22  DHILA SAPUTRA  C  B  C  D  C  A  A  C  B  B  B  D
23  RAVEENA INDAH  B  A  C  B  C  A  C  A  D  B  B  B
24  DENI SITIWAH  B  B  B  C  A  B  B  B  D  C  D  D
25  AULIA FARHANA  A  D  A  B  A  B  B  B  A  B  A  D
26  ADITYA ZAHRI  B  B  C  A  C  A  A  A  A  D  B  B
27  YOGA ANDRIAN  A  C  D  D  C  B  D  B  C  A  D  C

No. Urut  Kode/Nama Subyek  13  14  15  16  17  18  19  20  21  22  23  24
KUNCI ->  KUNCI ->  C  D  B  C  D  C  D  C  D  C  A  D
1  FITRI ANNISA  C  A  D  C  D  C  B  C  D  B  B  D
2  OKTAVIAN FEBR.  C  C  D  C  D  C  D  A  D  B  B  B
3  ILHAM WINARDI...  B  A  B  C  D  B  A  A  A  B  B  A
4  SITI MASITOH  D  A  C  C  A  B  A  C  D  D  B  B
5  PUTRI FITA KASMI  C  B  C  D  C  A  A  D  C  C  C  C
6  ADE IRIWAN  A  D  B  C  C  C  C  A  C  A  A  C
7  DIKY HENDRAWAN  B  A  C  C  D  C  D  C  D  B  D  B
8  SYAHRUR AZIS  C  C  C  C  C  A  A  B  B  B  A  B
9  ADE SATRIA  B  A  A  C  D  B  B  A  C  A  A  B
10  ANDI NUR SUSANTO  B  A  B  C  A  B  D  D  B  B  B  B
11  YULI DEVIANA  D  A  D  A  C  D  C  A  C  D  B  B
12  USWA AZHARAHMA  C  D  A  C  D  C  A  A  C  D  B  B
13  IBAL MAULANA  C  C  D  B  A  C  B  C  D  A  A  A
14  LINTANG SAPUTRA  D  C  A  B  A  C  D  B  A  B  B  B
15  AZAHR A RAHMANI  C  C  A  B  D  A  B  B  B  A  A  A
16  PUTRI NURHALIZA  C  D  C  C  A  A  C  C  C  A  D  B
17  EKA RIFAN R  B  D  B  C  D  C  A  D  D  B  A  A
18  RISMA OKTAVIAN  D  A  D  C  A  C  A  D  D  B  B  B
19  ALFAN ARDIANSYAH  B  D  A  C  C  D  D  D  B  B  B  B
20  ADE ARI MUHAMAD  C  A  C  A  D  D  A  B  C  A  D  B
21  FIAH IQLABI I.  A  C  D  C  C  D  C  C  C  C  D  D
22  DHILA SAPUTRA  C  C  A  D  C  D  B  C  B  B  A  D
23  RAVEENA INDAH  B  D  B  D  A  D  C  A  C  D  C  B
24  DENI SITIWAH  B  C  D  C  C  C  C  A  C  D  B  B
25  AULIA FARHANA  C  C  B  D  B  A  D  D  B  B  B  B
26  ADITYA ZAHRI  C  B  D  B  C  B  B  A  C  A  A  B
27  YOGA ANDRIAN  A  C  C  C  A  A  C  A  C  A  A  B

No. Urut  Kode/Nama Subyek  25  26  27  28  29  30  31  32  33  34  35  36
KUNCI ->  KUNCI ->  B  C  D  D  C  A  C  B  A  A  C  B
1  FITRI ANNISA  B  C  D  B  C  B  B  A  B  A  C  B
2  OKTAVIAN FEBR.  B  C  B  B  D  C  A  A  A  B  C  B
3  ILHAM WINARDI...  B  C  C  A  C  C  A  A  D  D  A  A
4  SITI MASITOH  B  C  C  A  D  C  B  C  B  C  B  C
5  PUTRI FITA KASMI  C  C  A  B  A  D  C  A  C  D  A  A

Page 8
VALIDITAS 8-1

6  ADE IRWANTO     A A A A A B B A A B C B B
7  DIKY HENDRAWAN  A C A D C C C A A C B A
8  SYAHURR AZIS   C C A A C B C D A D B C
9  ALFAN ARIANJAYA A C D D A A A C B B B
10 ANDI NUR SUSANTO A C C B D B B A A B D
11  YULI DEVIANA  D A A C A C C A A B B C
12  USWA AZHARAHMA A C A B C C B B A B A
13  IBAL MAULANA  B A C C B D D C A B A
14  LINTANG SAPUTRA B D B A A C A C A B B
15  AZAHR A RAHMAN  A C A D C D C B A B D
16  PUTRI NURLAILA  B C D D A C A D C B A
17  EKA RIFAN R     A A A A A A C D B A
18  RISMA OKTAYINA C C B D B C C B A B C
19  ALFAN ARIANJAYA A C D D A A A C B B B
20  ADE ARI MUHAMAD B D C B C C A C D A B
21  FIAR IQLABI I... B C B B B C A D A B
22  DHika SAPUTRA  B C D D C C C A B A B A
23  RAVEENA INDAH  B C B C D D A A C B D
24  DENI SETIAWAN  B C D D A D C A A A B A
25  AULIA FARHANA  B C B C D D C B D A A
26  ADITYA ZAHRI   B B A A C C D C A C B
27  YOGA ANDRIAN   A C B B A C A C A B B B

No.Urut Kode/Nama Subyek  37 38 39 40 41 42 43 44 45 46 47 48
KUNCI -> D B A D B C A A B C D

1  FITRI ANNISA   A B B C B B C C A A C A
2  OKTAVIAN FEBR... C D A C C C A A A D C
3  ILHAM WINARDI... B D A A A A C B B A A D C
4  SITI MASITHO   B D D A A A B C B A C D
5  PUTRI FITA KASMI A B A A A A C A D A B B C
6  ADE IRWANTO    A B B B A C A C A B C
7  DIKY HENDRAWAN C A A A A B A A B A B B
8  SYAHURR AZIS  C D D A A A B D A A B A
9  ADE SATRIA     C B A D C C D C B A B D
10 ANDI NUR SUSANTO C B A D A B C A A C D
11  YULI DEVIANA  B B D D D B C A A B C
12  USWA AZHARAHMA B B C D B A C B A A C D
13  IBAL MAULANA  C C D A A A B C A B D B
14  LINTANG SAPUTRA C A B D A C C A A C B B C
15  AZAHR A RAHMAN  D D A D C D C B A B C
16  PUTRI NURLAILA D A C A C A A C A B C
17  EKA RIFAN R    D B A C D B C A A A B D
18  RISMA OKTAVIAN C A A B A C B A A B A C
19  ALFAN ARIANJAYA D B C C D C B D A A B D
20  ADE ARI MUHAMAD A B D C B A A A A D C
21  FIAR IQLABI I... B B A C A A B D A B D
22  DHika SAPUTRA  B D A C B A A A B C A
23  RAVEENA INDAH  D C B B C D B A A C A
24  DENI SETIAWAN  D C D C D C B D A A A A
25  AULIA FARHANA  B D A D A B C B B B B
26  ADITYA ZAHRI   C B A C D C A A C A B
27  YOGA ANDRIAN   A B D D C B C A A C D

No.Urut Kode/Nama Subyek  49 50
KUNCI -> C B

1  FITRI ANNISA   C B
2  OKTAVIAN FEBR... B D
3  ILHAM WINARDI... B B
4  SITI MASITHO   B A
5  PUTRI FITA KASMI A B
6  ADE IRWANTO    B A
7  DIKY HENDRAWAN C C
8  SYAHURR AZIS  C A
9  ADE SATRIA     B B
10 ANDI NUR SUSANTO B B
11  YULI DEVIANA  C B

Page 9
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<td>A</td>
<td>B</td>
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<tr>
<td>13</td>
<td>IBAL MAULANA</td>
<td>A</td>
<td>D</td>
</tr>
<tr>
<td>14</td>
<td>LINTANG SAPUTRA</td>
<td>C</td>
<td>A</td>
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<tr>
<td>15</td>
<td>AZAHRA A RAHMANI</td>
<td>B</td>
<td>B</td>
</tr>
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<td>16</td>
<td>PUTRI NURHALIZA</td>
<td>C</td>
<td>B</td>
</tr>
<tr>
<td>17</td>
<td>EKA RIFAN R</td>
<td>C</td>
<td>B</td>
</tr>
<tr>
<td>18</td>
<td>RISMA OKTAVIANA</td>
<td>A</td>
<td>C</td>
</tr>
<tr>
<td>19</td>
<td>ALFAN ARDIANSYAH</td>
<td>D</td>
<td>D</td>
</tr>
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<td>20</td>
<td>ADE ARI MUHAMAD</td>
<td>D</td>
<td>B</td>
</tr>
<tr>
<td>21</td>
<td>FIAR IQLABI I...</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>22</td>
<td>DHika Saputra</td>
<td>B</td>
<td>B</td>
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<td>23</td>
<td>RAVEENA INDAH</td>
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<td>24</td>
<td>DENI SETIAWAN</td>
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<td>ADITYA ZAHRI</td>
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<td>27</td>
<td>YOGA ANDRIAN</td>
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<td>C</td>
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Kisi-kisi Instrument Pretest dan Post test

Standar Kompetensi: Membaca
Memahami makna teks tulis fungsional pendek sederhana dalam konteks kehidupan sehari-hari untuk berinteraksi dengan lingkungan sekitar dan untuk mengakses ilmu pengetahuan.

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<th>Soal</th>
<th>No. ButirSoal Pre-Test/Post-Test</th>
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<td>1. Siswa dapat mengetahui makna kata dalam kosakata bahasa Inggris yang terdapat dalam sebuah teks.</td>
<td>2. Endah : Excuse me sir, I want you to pull my tooth. Allen : Oh yes, let me examine it. Endah : Certainly. What do you think Allen is? a. a doctor b. a nurse</td>
<td>10 /</td>
</tr>
<tr>
<td></td>
<td>3. Elsa: I have terrible headache. Ana: You should go to the...... a. dentist b. nurse</td>
<td>11 /</td>
</tr>
<tr>
<td></td>
<td>4. A person whose job is to care for people who are ill or injured, especially in a hospital. Called by? a. clinician b. pharmacist</td>
<td>14 /</td>
</tr>
<tr>
<td></td>
<td>c. staff d. nurse</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>5.</td>
<td>You can use my pen for.....</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. singing</td>
<td>c. reading</td>
</tr>
<tr>
<td></td>
<td>b. crying</td>
<td>d. writing</td>
</tr>
<tr>
<td>6.</td>
<td>A long narrow, flat piece of plastic, metal, or wood, with straight edges. It used for measuring things and for drawing straight lines. It is called?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. pencil</td>
<td>c. ruler</td>
</tr>
<tr>
<td></td>
<td>b. sharpener</td>
<td>d. pen</td>
</tr>
<tr>
<td>7.</td>
<td>A seat for one person, which has a back. Usually for legs and sometimes two arms. It is called?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. bench</td>
<td>c. sofa</td>
</tr>
<tr>
<td></td>
<td>b. couch</td>
<td>d. chair</td>
</tr>
<tr>
<td>2.</td>
<td>Siswa dapat memilih kosakata bahasa Inggris yang tepat sesuai dengan konteks</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>(picture) He is Subhan. He is very....</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. small</td>
<td>c. tall</td>
</tr>
<tr>
<td></td>
<td>b. big</td>
<td>d. short</td>
</tr>
<tr>
<td>9.</td>
<td>(picture) He is Mahmud. He is very ....</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. thin</td>
<td>c. small</td>
</tr>
<tr>
<td></td>
<td>b. tall</td>
<td>d. big</td>
</tr>
</tbody>
</table>
10. **(picture)**

   Wiwin is wearing....
   a. hat  b. glasses  c. tie  d. earring

11. **(picture)**

   What does he wears?
   He wears a .......
   a. glasses  b. hat  c. shirt  d. short

12. **When it is very cold, you probably need a...**

   a. shoes  b. hat  c. sunglasses  d. sweater

13. Afdi wanted to send an invitation letter to Allen. After writing **the address on the envelope**, he put ______ on it.

   a. a letter  b. a post card  c. an airmail  d. a stamp
14. Please go to the _____ to send my letter.
   a. Café          c. post office
   b. Hotel         d. police office

15. Malia: I’m going to invite Alfi to come to my birthday party.
   Ekah: That’s great. Why don’t you make an ______ for him?
   Malia: Alright
   a. present  c. invitation card
   b. cake      d. birthday hat

16. Yesterday was Riyana’s birthday. So, I gave her a _____.
   a. candle    c. invitation card
   b. present   d. birthday hat

17. Yesterday, I had a sore throat. So, I could not swallow the food. Then, I went to the doctor. He gave me the (12) ______. After that, I went to the drugstore to buy the (13) ______.
   a. recipe  b. menu    c. drink  d. food
   a. wallet  b. medicine  c. drink  d. food
19. There is a ______ near school.
   The student can buy books there.
   a. grocery       c. department store
   b. bookstore     d. library

20. You can sweep the floor with a....
   a. duster       c. paper
   b. mop          d. map

21. Anis: Could you turn on the ______?
   I want to listen to the music.
   Allen: All right.
   Anis: Thanks.
   a. television   c. magazine
   b. newspaper    d. radio
1. He is Subhan. He is very....
   a. small           c. tall
   b. big             d. short

2. He is Mahmud. He is very....
   a. thin            c. small
   b. tall            d. big

3. Wiwin is wearing....
   a. hat             c. tie
   b. glasses         d. earring

4. What is he wearing?
   He’s wearing a .......
   a. glasses         c. shirt
   b. hat             d. short

5. When it is very cold, you probably need a...
   a. shoes           c. sunglasses
   b. hat             d. sweater

6. Afidi wanted to send an invitation letter to Allen. After writing the address on the envelope, he put ______ on it.
   a. a letter        c. an airmail
   b. a post card     d. a stamp

7. Please go to the ______ to send my letter.
   a. Café            c. post office
   b. Hotel          d. police office

8. Malla: I’m going to invite Afidi to come to my birthday party.
   Eka: That’s great. Why don’t you make an ______ for him?
   Malla: Alright
   a. present        c. invitation card
   b. cake           d. birthday hat

9. Yesterday was Riyana’s birthday. So, I gave her a ....
   a. candle         c. invitation card
   b. present        d. birthday hat

10. Endah: Excuse me sir, I want you to pull my tooth.
    Allen: Oh yes, let me examine it.
    Endah: Certainly.
    What do you think Allen is?
    a. a doctor        c. a dentist
    b. a nurse         d. a patient
11. Elsä: I have terrible headache.
   Ana: You should go to the......
   a. dentist       c. doctor
   b. nurse         d. pharmacist

For number 12 - 13

Yesterday, I had a sore throat. So, I could not
swallow the food. Then, I went to the doctor. He gave
me the (12). ______. After that, I went to the drugstore to
buy the (13). ______.
12. a. recipe     b. menu        c. drink      d. food
13. a. wallet     b. medicine    c. drink      d. food

14. A person whose job is to care for people who are ill
or injured, especially in a hospital. Called by?
   a. clinician     c. staff
   b. pharmacist    d. nurse

15. You can use my pen for......
   a. singing       c. reading
   b. crying        d. writing

16. A long narrow, flat piece of plastic, metal, or wood,
with straight edges. It used for measuring things
and for drawing straight lines. It is called?
   a. pencil        c. ruler
   b. sharpener     d. pen

17. A seat for one person, which has a back. Usually for
   legs and sometimes two arms. It is called?
   a. bench        c. sofa
   b. couch        d. chair

18. There is a ______ near school.
   The student can buy books there.
   a. grocery      c. department store
   b. bookstore    d. library

19. You can sweep the floor with a.....
   a. duster       c. paper
   b. mop          d. map

20. Anis: Could you turn on the ______?
      I want to listen to the music
      Allen: All right.
      Anis: Thanks.
      a. television   c. magazine
      b. newspaper    d. radio
1. Afdi wanted to send an invitation letter to Allen. After writing the address on the envelope, he put ______ on it.
   a. a letter  c. an airmail
   b. a post card  d. a stamp

2. Please go to the _____ to send my letter.
   a. Café  c. post office
   b. Hotel  d. police office

3. Yesterday was Riyana’s birthday. So, I gave her a ______.
   a. candle  c. invitation card
   b. present  d. birthday hat

4. Malia: I’m going to invite Alfi to come to my birthday party.
   Eka: That’s great. Why don’t you make an ______ for him?
   Malia: Alright
   a. present  c. invitation card
   b. cake  d. birthday hat

5. Endah: Excuse me sir, I want you to pull my tooth.
   Allen: Oh yes, let me examine it.
   Endah: Certainly.
   What do you think Allen is?
   a. a doctor  c. a dentist
   b. a nurse  d. a patient

6. Elsa: I have terrible headache.

For number 7 - 8

   Yesterday, I had a sore throat. So, I could not swallow the food. Then, I went to the doctor. He gave me the (7). ______. After that, I went to the drugstore to buy the (8). ______.
   7. a. recipe  b. menu  c. drink  d. food
   8. a. wallet  b. medicine  c. drink  d. food

9. A person whose job is to care for people who are ill or injured, especially in a hospital. Called by?
   a. clinician  c. staff
   b. pharmacist  d. nurse

10. He is Subhan. He is very....
    a. small  c. tall
    b. big  d. short

11. He is Mahmud. He is very....
    a. thin  c. small
    b. tall  d. big

12. Wiwin is wearing....
    a. hat  c. tie
    b. glasses  d. earring
What is he wearing?
He's wearing a .......
   a. glasses    c. shirt
   b. hat        d. short

20. You can use my pen for.....
   a. singing    c. reading
   b. crying     d. writing

14. When it is very cold, you probably need a...
   a. shoes      c. sunglasses
   b. hat        d. sweater

15. A long narrow, flat piece of plastic, metal, or wood, with straight edges. It used for measuring things and for drawing straight lines. It is called?
   a. pencil    c. ruler
   b. sharpener d. pen

16. There is a _____ near school.
   The student can buy books there.
   a. grocery   c. department store
   b. bookstore d. library

17. Anis : Could you turn on the ______?
   I want to listen to the music
   Allen : All right.
   Anis : Thanks.
   a. television c. magazine
   b. newspaper  d. radio

18. You can sweep the floor with a.....
   a. duster      c. paper
   b. mop         d. map

19. A seat for one person, which has a back. Usually for legs and sometimes two arms. It is called?
   a. bench       c. sofa
   b. couch       d. chair
APPENDIX 8

Teaching and Learning Activity in Experiment and Controlled Class
Pre test and Post test
Kepada Yth,

Ketua Jurusan Pendidikan Bahasa Inggris

Di tempat,

Dengan hormat,

Berdasarkan surat permohonan izin penelitian di SMP Darussalam tertanggal 25 Maret 2014, dengan nomor Un.01/F.1/KM.01.3/1668/2014, atas mahasiswa:

Nama: Yona Erviani
NIM: 109014000053
Semester: X (Sepuluh)
Alamat Sekolah: Jl. H. Ipin No. 10 Pondok Labu Cilandak, Jakarta Selatan 12450
Judul Skripsi: The Effectiveness of Using Games in Teaching Vocabulary, (An Experimental Study at the Second Grade Students of SMP Darussalam Pondok Labu)

Saya selaku kepala sekolah SMP Darussalam Pondok Labu, mengizinkan mahasiswa tersebut diatas untuk melakukan penelitian di sekolah yang saya pimpin.

Demikianlah surat balasan ini saya sampaikan, atas perhatiannya saya ucapkan terima kasih.

Hormat saya

Minin Suwardi, S.Ag, MM