USING GAMES IN IMPROVING STUDENTS’ VOCABULARY
(Classroom Action Research at Seventh Grade of Yayasan Miftahul Janah (YMJ)
Junior high school Ciputat)

A’Skripsi’
Presented to the Faculty of Tarbiyah and Teachers’ Training in a Partial
Fulfillment of the Requirements for the Degree of Strata 1

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JAKARTA
2011
ABSTRACT

Miftahul Jannah. 2011. “Using Games In Improving Students’ Vocabulary (A Classroom Action Research at Seventh Grade of Yayasan Miftahul Janah (YMJ) Junior High School Ciputat)”. Skripsi, English Education Department, Faculty of Tarbiyah and Teachers’ Training, Syarif Hidayatullah State Islamic University Jakarta. Advisor: Dra. Farida Hamid, M.Pd

This research is conducted in order to improve students’ vocabulary in the easiest way through using games at seventh grade of Yayasan Miftahul Janah (YMJ) Junior High School Ciputat, and it also help the English teacher at seventh grade of Yayasan Miftahul Janah (YMJ) Junior High School Ciputat to manage activities in classroom.

In conducting this research, the researcher used Classroom Action Research (CAR) as the method of research. She taught English vocabulary using games at seventh grade of Yayasan Miftahul Janah (YMJ) Junior High School Ciputat. This research consisted of two cycles and each cycle consisted of four phases, they were: planning, action, observation and reflection. Each cycle was conducted in three meetings, so the researcher conducted this research in six meetings for one month and three weeks. To collect and analyze the data, the researcher used interview, observation, and the students’ achievements in pre-test and post-test in order to support the data collected.

The result of this research shows that using games at seventh grade of Yayasan Miftahul Janah (YMJ) Junior High School Ciputat can improve their vocabulary. The students’ responses showed that they were interested in learning vocabulary through using games. Moreover, the students’ achievements in pre-test and post-test showed a significant improvement. The students’ average score in pre-test was 52, 81, the average score in post-test 1 was 64, 70, and the average score in post-test 2 was 75, 71, while based on the class percentage result from the pre-test to the post-test 2 improved about 63.26%. From this result, the researcher concluded that using games at seventh grade of Yayasan Miftahul Janah (YMJ) Junior High School Ciputat can improve students’ vocabulary.

Keywords: Games, Vocabulary
ABSTRAK

Miftahul Jannah. 2011. “Using Games In Improving Students’ Vocabulary (A Classroom Action Research at Seventh Grade of Yayasan Miftahul Janah (YMJ) Junior High School Ciputat)”. Skripsi, English Education Department, Faculty of Tarbiyah and Teachers’ Training, Syarif Hidayatullah State Islamic University Jakarta. Advisor: Dra. Farida Hamid, M.Pd

Penelitian ini ditujukan agar meningkatkan kosakata siswa dengan cara yang paling mudah melalui penggunaan games di SMP Yayasan Miftahul Janah (YMJ) Ciputat, dan itu juga membantu guru bahasa inggris di SMP Yayasan Miftahul Janah (YMJ) Ciputat untuk memenej kegiatan di dalam kelas.


Kata Kunci: Games, Vocabulary
ACKNOWLEDGMENTS

In the Name of Allah, the Beneficent, the Merciful.

All praise is to Allah, Lord of the worlds. The writer is really sure in her deepest heart that without his help and his mercy this “Skripsi” would not be completed. Peace and blessing upon our prophet Muhamad, Saw, his family, his companions and all his followers.

In writing this “Skripsi” the writer owes much to Dra.Farida Hamid, M.Pd as her adviser who had given guidance in how to write a good “Skripsi” as well as a valuable advice in developing the topic chosen and accomplishing this “Skripsi”.

The writer realizes that this “Skripsi” would not finish without the help of some people around her either material of spiritual. Therefore, she would like to thank to those people who gave a valuable advice, guidance, motivation, and support to finish this “Skripsi”.

The writer wishes to gratitude to the following person:

1. Prof.Dr.Dede Rosyada, MA, the Dean Faculty of Tarbiyah and Teachers’ Training, UIN Syarif Hidayatullah Jakarta.
2. Dra.Syauki, M.Pd, the chief of English Department.
3. Neneng Sunengsih, S.Pd, the secretary of English Department.
4. All lecturers of English Department who have already thought and educate the writer during her study at UIN Syarif Hidayatullah Jakarta.
5. Drs.Trisno Yulianto, Mm, the Headmaster of SMP Yayasan Miftahul Jannah (YMJ) Ciputat, who has allowed the writer to observe the research at the school.
6. Mr. Misbahudin, S.Pd, the English teacher of Seventh Grade of Yayasan Miftahul Janah (YMJ) Ciputat, who contributed and helped her during the research.
7. Her beloved parents, “H. Wamad and HJ. Dasmi”, who give their love, affection, support, advice, motivation, patience, and bless her with sincere praying.
8. Her beloved brother, “Mustholih Siradj, SHI” who always give his love, affection, support, advice, motivation, and bless her with sincere praying, and also give material who he has given during her study at UIN Syarif Hidayatullah Jakarta. A word is not enough to say any appreciation and thanks a lot for everything. May Allah bless you my lovely brother, and I love you so much.


10. Her beloved brother “Mohamad Muhsin Al-Amdy, S.Kom”, who give his love, support, advice, motivation, and contribution to finish this “Skripsi”. May Allah bless you honey.

11. Her beloved friends, “Ida and Iis”, who give his support, advice, motivation, contribution, togetherness, and accompanies me in sadness and happiness. You are my best friends for me and may Allah bless us.

12. Her beloved friends in the dormitory “Ela, Fenty, Aini, Muet, Joe, Tuti, Sofie, Nuen, Neng”, who always help during we stayed together. may Allah bless you.

13. All her best classmates in B class Never Dies of English Department that she can not mention them one by one especially “Hendra, Ufie, Husna, Ucup, Henoy, Diena”, who always help and support during her study at UIN Syarif Hidayatullah Jakarta. Thanks a lot guys and may Allah bless us.

14. Her beloved brothers and sisters “Mr. Jusnadi, Mis. Amelia Hidayati, Mr. Asep Mutaqin Abror, Mis. Fitria Ab, Mis. Milla, Mr. Agung”, who always help and give support. Thanks a lot for all.

Finally, the writer realizes that this “Skripsi” is far from being perfect, therefore it is really a pleasure for her to receive suggestion and criticism from everyone who will encourage her to continue her study.

Jakarta, January 2011

The writer
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CHAPTER I
INTRODUCTION

A. The Background of Study

English as one of international languages has an important role in daily lives. It is acknowledged not only as a means of communications, but also as a scientific language. The use of English can be easily found. For instance, many books, articles, advertisements, TV programs and job vacancies use English. Accordingly, without mastering English, people can not communicate with other people and we may be left behind in science, education and also in job vacancy.

To have a good English, student may have to master the four basic language skills. They are listening, speaking, reading and writing. Beside that, they also have to master many language components, such as grammar, pronunciation and vocabulary. Vocabulary is one of the language components that needed in mastering English. So, when the students communicate using English language, they need not only in grammar but also in vocabulary. As it is stated by Scott Thornburg that: “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”.

It means that vocabulary is very important when the students communicate using foreign language especially English language.
In any foreign languages, learning vocabulary is the one that is emphasized. Students have to develop their vocabulary. Developing a good vocabulary will help them improve their ability in learning vocabulary. As it is stated in *Step by Step to Reading Skills* book “One way to improve students’ vocabulary is read a lot. The more you read, the more words you’ll encounter, and the more your vocabulary will grow”.² It means that, when students read a lot of books, they will get many vocabularies that they encounter when they read.

In learning vocabulary, many problems who faced by students, so that they are very difficult to understand all of materials that her or his teacher was explained, they are: *First*, is understanding meaning of word. Most students have found difficulties in understanding meaning of words, because they may not know it when they are learning, so that it is so hard for them could understand the lesson well, and it also might make them disappointed and unmotivated. Besides that, they try to translate it into Bahasa Indonesia, so that they attempt look up it in the dictionary. *Second*, is differentiating the foreign word-spelling. The students have found some similar words and sounds in English, so that it might make them feel confused. *Third*, is using the words. The students forgot word that has been learned before, so that they could not make a sentence well.

When we are talking more about reality, means we are talking the present events, the other problem who faced by students, they were: the teacher mostly teach vocabulary through the traditional method. It seems monotonous method, so that it might make students bored, and lazy in teaching learning process. Beside that, vocabulary is usually taught through memorizing word and drilling pattern. It means that their teacher taught this way to apply the material that would teach, so that it also might make students bored. Moreover, they tend to be difficult in learning vocabulary.

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¹ Scott Thornburg, *How to Teach Vocabulary*, (Person Education Limited 2002).p. 13  
² Husna, Nida, *Step by Step to Reading Skills, Firs Edition*, p. 36
From the explanation above, a teacher has to choose a suitable ways, subject or material and how to apply it in the classroom. He or she has to be a creative teacher who succeeds in teaching English vocabulary. Virginia French Allen said that: experience teachers of English as a second language know very well how important vocabulary is. Based on this case, the teacher has to teach this subject in various ways, so that they can understand the material well, and he or she has to explain how important vocabulary in mastering English.

Based on the statement above, the writer chooses using games in improving English vocabulary. Julia Dobson said that: “Game is a wonderful way to break the routine of classroom drill, because it provides fun and relaxation”. It means that game is one of ways to relax routine of classroom, so that it will make fun. Moreover, as it is stated in Games for Language Learning book: “Game’ to an activity which is entertaining and engaging, often challenging, and an activity in which learners play and usually interact with others”. It means that any activity is interesting because games might make students enthusiastic to play it, sometimes it is challenging because when students are playing games, they have to be a winner in that games, and also it is entertaining because students fun and enjoy in playing and interacting each others. Besides that, it also gives the opportunity to the students to express their feeling.

From the background described above, the writer is interested in investigating “Using Games in Improving Students’ Vocabulary” at Seventh Grade of Yayasan Miftahul Janah (YMJ) Junior High School Ciputat.

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5 Andrew Wright, David Betteridge and Michael Buckby, Games for Language Learning (Cambridge University Press 2006).p. 1
B. The Limitation and Formulation of Problem

In accordance with the previous information, a few problems emerged:
1. How is the implementation of using games in improving students’ vocabulary?
2. What are the problems faced by the English teacher and the students in using games?

C. The Objective of Study

This classroom action research is conducted in order to improve students’ vocabulary at Seventh Grade of Yayasan Miftahul Janah (YMJ) Ciputat Junior High School. This study is purposed at describing:
1. How is the implementation of using games in improving students’ vocabulary.
2. What are the problems faced by the English teacher and the students in using games at Seventh Grade of Yayasan Miftahul Janah (YMJ) Junior High School Ciputat.

D. The advantages of study

This research has advantages, these are:
1. The results of this research expected to be a great help and contribute to the writer and other people especially for English teacher that he or she uses games in teaching vocabulary.
2. This research also can be one of the alternatives for students to improve their vocabulary.

E. The Organization of Writing

This writing organization is made to facilitate the discussion of the problem, presentation, and help the readers understand what they read. It is divided into five chapters.
Chapter I: Introduction
Consisting of the background of study, the limitation and formulation of problem, the objective of study, the advantages of study, and the organization of writing.

Chapter II: Theoretical Framework
Discussing of vocabulary: definition of vocabulary, the kinds of vocabulary, techniques in presenting vocabulary, and discusses about games: definition of games, the kinds of games, the function of games, the purposes of using games.

Chapter III: Research Methodology
Presenting of the method of research, subject and object of the study, the writer’s role on the study, time and place of the study, research design, the car procedures: planning phase, acting phase, observing phase, reflecting phase, and also discusses about technique of collecting data that consisting of observation, interview, and test. Beside of that, this chapter discusses about technique of the data analysis, data validity, and the trustworthiness of study: item discrimination, item facility, and also discusses about criteria of the action success.

Chapter IV: Research Findings and Discussion
Discussing of before implementing the action: the result of pre interview, and discusses about the result of pre observation, the result of pre test, the implementation of using games during CAR that consisting of cycle I and cycle II: planning, acting, observing, reflecting. Beside of that, this chapter discusses about the problems faced by the teacher and students in using games during CAR, the discussion of the data after CAR: the result of post interview, the result of post test, and also discuss about the problems faced by the teacher and students in using games after CAR.

Chapter V: Conclusion and Suggestion.
Consisting of Conclusion and Suggestion, in this chapter the writer would like to give her thought connecting with the subject.
CHAPTER II
THEORETICAL FRAMEWORK

A. Vocabulary

1. Definition of Vocabulary

Vocabulary is one of the most important elements in a language. Many of the vocabulary in English text books have to be learned. Without it, no one can speak or understand the language.\(^1\) It means that people can not write a word or make a sentence well, when they do not master it.

Talking about vocabulary, there are many definitions of vocabulary according to some experts. William Morris stated that: vocabulary is defined as a list of words and often phrases, usually arranged alphabetically and defined or translated; a lexicon or glossary.\(^2\) Meanwhile Jack C. Richards and Willy A Renandya said that: vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.\(^3\) According to some explanations above, it can be concluded that vocabulary is index of words that have

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been used by people to communicate, it is usually arranged alphabetically, and it is also part of language component. So, it is very essential when people communicate each other.

Other definition vocabulary is "Pembendaharaan kata-kata atau kosakata, yakni daftar dan jumlah kata-kata yang kita ketahui."¹ (Vocabulary is classification of the words; those are list and total of words that we know). According to Kridalaksana, as quoted by Zaenuri stated that: vocabulary is a component of language that contains all of information about meaning and using word in a language.²

From some definitions above, it can be argued that vocabulary not only contains list of words but also contains all of information about using word, and it also contains meaning of word in a language. So, it becomes a basic for people to communicate, because without vocabulary an idea cannot be given in communication.

2. The Kinds of Vocabulary

Jo Ann Aebersold and Mary Lee Field classifies vocabulary into two categories, they are:

a. Receptive vocabulary is vocabulary that readers recognize when they see it but do not use when they speak or write.

a. Productive vocabulary is the vocabulary that the people actually use to speak and write.⁶

From the explanation above, it can be concluded that there is vocabulary who readers know it, but it do not use, and sometimes readers not only know it but also use it, and it is usually use in writing and speaking.

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¹ Djalinussyah and Azimarenong, *Tata Bahasa Inggris Modern*, (Jakarta: CV. MISWAR, 1982), p. 1
³ Jo Ann Aebersold and Mary Lee Field, *From Reader to Reading Teacher*, (United State of America: Cambridge University Press, 1997), p. 139
Edinburgh Gate divides vocabulary into two categories, namely: *active* vocabulary and *passive* vocabulary. *Active vocabulary* is the words someone can use, and *passive vocabulary* is the words someone can understand, but does not use.\(^7\)

From some definitions above, it can be concluded that *receptive vocabulary* has same meaning with *passive vocabulary* who people only know it without use it when communicate or write something. *Productive vocabulary* has same meaning with *Active vocabulary* who people know and it is usually use to communicate or write something.

He also said that: “vocabulary was divided into *function word* and *content word*. *The function words* are a closed class; we can not add to the prepositions or auxiliaries or modals or any other structure word of the language. *The content words* are on the other hand, can be added to at any time as new scientific advances make new words and communication about new inventions necessary. It means that to have good English, people have to master not only in grammar but also in vocabulary, so that people have to recognize both of it.

Djalinus syah and Azimar Enong classifies vocabulary into *general vocabulary* and *special vocabulary*.\(^8\) *General vocabulary* is the words that are used in general, and *special vocabulary* is the words that are used in the certain field or job, profession or special science and technology. From the definition above, it can be assumed that *general vocabulary* is no limit of fields or users, and has general in meaning and use, and *special vocabulary* is has limitation of specification of users or fields.

From all of explanations above, it can be concluded that vocabulary has been said by some experts are have different meaning; it causes they have different opinion and idea about definitions of vocabularies.

\(^8\) Djalinussyah and Azimarenong, *Tata Bahasa Inggris Modern*,..............p.1
3. Techniques in Presenting Vocabulary

There are many ways in presenting vocabulary, those are:

a. Say the word clearly and write it on the board
   The teacher gives the example firstly how to pronounce this word correctly, and say it clearly, then teacher asks to students follow and repeat it, after that write it on the board.

b. Get the class to repeat the word in chorus
   Teacher tries to repeat word, so that students can practice more, and they understand it.

c. Translate the word into the students’ own language
   Teacher gives the word on the text that has prepared, and also asks them to translate it into students’ own language.

d. Ask students to translate the word
   Commonly, the teacher gives the text, read it correctly, after that he or she asks students to translate the word.

e. Draw a picture to show what the word means
   One technique of presenting new word is draw a picture to show and explain the word means.

f. Give an English example to show how the word is used
   The teacher gives an English example firstly, and students follow and repeat it, it hopes can show how the word is used.

g. Ask questions using the new word.⁹
   After the teacher gives an English example, follow, and repeat it correctly. Then the teacher asks questions using the new word to measure whether students can understand or not.

Here, it can be argued that this way is very good for all of teachers to use this way, because many things can be gotten, they are: students can know, pronounce,

use, and understand new word means. Besides that, teacher has to choose one of ways based on the students’ level, students’ ability, and conditions of vocabulary.

As Jeremy Harmer stated that: there are many occasions when some form of presentations and explanations are the best way to bring new words into the classroom, those are:  

1) Realia
One way of presenting words is to bring the things they represent into the classroom – by bringing ‘realia’ into the room. Words like ‘postcard’, ‘ruler’, ‘pen’, ‘ball’, etc. can obviously be presented in this way. The teacher holds up the object (or points it). Says the word and then gets students to repeat it.

2) Pictures
Pictures can be used to explain the meaning of vocabulary items; teachers can draw things on the board or bring in pictures. They can illustrate concepts such as above and opposite just as easily as hats, coats, walking, sticks, cars, smiles, frowns, etc. words.

3) Mime, action and gesture
It is often impossible to explain the meaning of words and grammar either through the use of realia or in pictures. Actions, in particular, are probably better explained by mime. Concept like smoking or running are easy to present in this way; those are ways of walking, expressions, prepositions (‘to’, ‘toward’, etc). And times (a hand jerked back over the shoulder to represent the past, for example).

4) Contrast
Teachers saw how words exist because of their sense relations and it can be used to teach meaning. We can present the meaning of ‘empty’ by contrasting it with ‘full’, ‘cold’, by contrasting it with ‘hot’, ‘big’ by contrasting it with ‘small’. We may present these concepts with pictures or mime, and by

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drawing attention to the contrasts in meaning we ensure our students’ understanding.

5) Enumeration

Other sense relation is that of general and specific words. We can use this to present meaning. We can say ‘clothes’ and explain this by enumerating or listing various items. The same is true of ‘vegetable’ or ‘furniture’, for example.

6) Explanation

Explaining the meaning of vocabulary items can be very difficult, especially at beginner and elementary levels. But with more intermediate students such a technique can be used. It is worth remembering that explaining the meaning of a word must include explaining any facts of word use which are relevant. If we are explaining the meaning of ‘mate’ (= friend) we have to point out that it is a colloquial word use in informal context and that it is more often used for males than for females.

7) Translation

Translation is quick and easy way to present the meaning of words but it is not without problems. In the first place it is not always easy to translate words, and in the second place, even where translation is possible, it may make it a bit too easy for students by discouraging them from interacting with the words.

From explanations above, it can be believed that there are two categories to explain and present meaning of new word in the classroom, they are: using objects form and unobject form. Object form is bringing the things in the classroom to explain and present meaning of word, such as: realia and picture. Unobject form is a way to explain and present meaning of word, such as: mime, gesture, contras, explanation, translation, and Enumeration.
B. Games

1. Definition of Games

Jill Hadfield stated that “a game is an activity with rules, a goal and an element of fun”. Meanwhile Julia Dobson has her own opinion about games “I myself have found that a good language game is a wonderful way to break the routine of classroom drill, because it provides fun and relaxation while remaining very much within the framework of language learning and my own reinforce that learning”. From some explanations above, it can be assumed that games are an activity has a rules, goal, and it is a way to break routine in the classroom, so that it gives fun and relax, and enjoy for students in teaching learning process, and it is also a element which students can get have fun when they are learning.

Andrew Wright, David Betteridge and Michael Buckby stated in Games for Language Learning book “‘Game’ to an activity which is entertaining and engaging, often challenging, and an activity in which learners play and usually interact with others”. It means that games is interesting things, because games might make students enthusiastic to play it, sometimes it is challenging because when students are playing games, they have to be a winner in that games, and it is also entertaining because students fun and enjoy in playing and interacting each others.

The objectives of games must be clear that the students know what they expect to do in the activities. Sometimes the teachers use a strategy in playing games in order to make them more interesting. It is according to oxford learner’s pocket dictionary, game is” a secret plan or trick”. It means that the teacher can make games more interesting by trick, so that students enthusiastic to play this game.

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11 Jill Hadfield, Advanced Communication Games, (Longman, 1987). P. iii
13 Andrew Wright, David Betteridge and Michael Buckby, Games for Language Learning (Cambridge University Press 2006).P. 1
From some explanations above, it can be argued that games are part of interesting activities, which it can be done in the classroom as a secret plan or trick, so that it entertains for the students, and it also can make the teaching learning process fun, especially either for the teacher or the student.

2. The Types of Games

It is explained in *games for language learning* book that there are four types of games. They are class games, individual games, pair-work games, and group-work games.\(^\text{15}\) It means that it is especial value in ensuring that every learner has optimum opportunity for oral practice in using language, and it also make student can interact each other.

According to Jill Hadfield divided games into two kinds, they are:

a. Competitive games, in which players or teams race to be the first to reach the goal.

b. Co-operative games, in which players or teams work together towards a common goal.\(^\text{16}\)

From the explanation above, it can be assumed that games can be played by one person or more that players who they have to be winner or reach the goal as quick as well. Then, games also can be played by teams, group-work, individual, and pair–work, so that they have to competitive each other.

Meanwhile, Mario Rinvolucrì and Paul Davis state there are many kinds of language games:

1. Competitive games. This game usually use formats taken from radio and television games. It makes sense to borrow happy contexts from the students’ word of entertainment. Competitive activities that pit pairs

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\(^\text{15}\) Andrew Wright, David Betteridge and Michael Buckby, *Games for Language Learning* .... p.3

\(^\text{16}\) Jill Hadfield, *Advanced Communication Games* .... p. iii
against pairs and three against there are excellent for fostering collaboration and mutual help each team.

2. Cognitive game. This is collaborative sentence-making game. It exercises mostly open-ended, where the student expands one sentence into two utterances by adding either one or two words.

3. Feeling and grammar. In this section the students concentrate on expressing real things about themselves and people round them. They do in using prescribed structures. With some types of learner this is much more effective than direct, primary focus on the grammar.

4. Listening to people. In this game, students create a very situation in a language classroom. The grammar is being practiced in a person centered atmosphere of concentration on meaning.

5. Movement and grammar. This game, offers students move while practicing and internalizing grammar. They are moving but not wasting time.

6. Meaning and translation. This game allows the intermediate until the advance students to decide whether the sentences given are meaningful or rubbish.

7. Problem solving. In this game, students have to find multiple solutions to technical human and cultural problems. They also express themselves with a given set of vocabulary and structures. 17

Here, it can be conclude that many games can be played by students, and they also have to know the rule of games, before they play it. Then, from explanations above, it can be stated that many kinds of games can be played by students based on the necessary, functions, context, and situations. It means that if the teacher wants to teach about grammar, he or she have to consider what kind of games that may be played.

3. The Function of Games

Specific explanation is given by Hurwitz and Goddard that games will help students to develop another of specifically linguistic skills, such as:

a. To spell
   Teacher give the example first how to spell word correctly, and Students say, repeat what the teacher said or write the letters of a word in the correct order.

b. To define
   Students say or explain what the meaning of a word or phrase, so that they can make sentence well.

c. To use a dictionary
   Students use a dictionary to get what is the meaning of a word and how to pronounce of a word, and so on.

d. To pronounce words correctly
   Students practice how to pronoun words well and they can check in dictionary how to pronounce words correctly.

e. To express his ideas in coherent sentences and paragraphs
   These games will help students to practice express his ideas in coherent sentences and paragraphs

f. To use figures of speech and verbal imagery
   Playing this games usually use figures of speech and verbal imagery.

g. To add new words
   These games can help students improve their vocabulary

h. To punctuate
   Students can use or know about punctuation, such as: full stop, comma, and question mark.
i. To recognize verbal incongruities and nuances of meaning.  

Students can identify and recognize verbal incongruities and nuances of meaning.

From the explanation above, it can be concluded that the function of game not only to get have fun, but also it can practice student ability in mastering English, for example it to spell word, to pronounce word, and so on. So it has many functions in practicing students’ ability.

Meanwhile, Hurwitz’s book, games to improve your child’s English, how games make learning fun. Here they are:

a) The impulse to play games is part of child’s nature.

b) With games it is easy to overcome a child’s indifferences or even hostility to the work involved in studying, memorizing, or reviewing. And to transform these negative attitudes into a lifelong live of learning.

c) Games are motivational devices. They give your child incentives to further and continued learning that allows him to proceed on his own and at his own paces, as far as he can go. They make learning what are generally regarded as “dry” subject, like spelling and grammar, a pleasure, at the same time the challenge of competition provides the child with an additional stimulus and spurs him to extend his verbal abilities as far as he can.

d) Playing games will make both the teaching and the learning easy and fruitful

e) Students look forward to playing new games with you, and in later years his memories of you will be associated with the happy times he had in your company.  

Commonly, students consider that games are competitions that can be played between one person and more, so that students often think that games just to make

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18 Abraham, B. Hurwitz and Arthur Goddard, *Games to Improve Your Child’s English*, New York, p. 17
19 Abraham, B. Hurwitz and Arthur Goddard, *Games to Improve Your Child’s English*….
have fun. Here, it can be stated that games not only as a competition, but also as a motivation for student to learn as well as possible.

According to Andrew Wright, David Betteridge, and Michael Buckby in *Games for Language Learning* book, games have function as follows:

1. Games provide on way of helping the learners to experience the language rather than merely study it.

2. Games involve the emotion, and the meaning of the language is thus more vividly experienced. It is, for this reason, probably better absorbed than learning based on mechanical drills.\(^\text{20}\)

From explanations above, it can be concluded that games are one way to help student not only play games but also learn lesson through games. Besides that, it also can be conclude that learning through games better than learning use traditional method, for example the teacher as a center in teaching learning process. It means that game is one way to can get have fun, and enjoy when student is learning.

**4. The Purposes of Using Games**

Gretchen E. Weed stated that using games in teaching language has many purposes as follows:

1. Physical activity: to release physical and nervous tension and to promote mental alertness by breaking the routine of drills.

2. Enjoyment: to create a climates of fun and interest that will help the students look forward to their English lessons. And games learned in class are also something they can do outside of class to have fun.

3. Cultural content: to use games as a way of revealing general patterns of culture that should add to the students’ grasp of the ways of English-speaking peoples. A simple little game indicates the role of individual

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\(^{20}\) Andrew Wright, David Betteridge and Michael Buckby, *Games for Language Learning*...p.2
competition and recognition of a winner-who alone receive a prize if one is given.

4. Language learning: to serve as an adjunct to the techniques of teaching of grammar and sound system of the new language. Games can be the experience that gives meaning to form and sound. \(^{21}\)

Many purposes of using games that have explained above, so that it can be argued that games are an alternative to help students have fun in learning vocabulary which games can be activities to break the routine of drills, enjoy their selves when they are learning, and it also can do in or outside of class. Beside of that, games to be indication as a competitions to get the winner of games, and it also to be a technique of teaching grammar and sound system of new language.

\(^{21}\) Gretchen E. Weed, *Using games in teaching children*, (Tokyo), p. 303
CHAPTER III
RESEARCH METHODOLOGY

A. The Method of Research

The method used in this study is Classroom Action Research (CAR) method, because it occurs in the real classroom, it is called CAR. Arikunto stated that CAR is viewed as a device to improve the quality of teaching learning ability in the physical classroom. Beside of solving diagnosed problems in conditional classroom activity, CAR also helps the teacher through any new methods, skills, and strategies through pair-teaching between the researcher and the teacher as collaborative study.\(^1\) It means that this method can help quality of teaching learning ability and solve real problems in the classroom through new methods, skills, and strategies through collaborative between researcher and teacher.

Meanwhile Michael J. Wallace stated that CAR is a type of classroom research that the teacher found the problem in order to solve problems or to find answers toward context-specific issues.\(^2\) It means that to begin the CAR, the

\(^2\) Michael J. Wallace, \textit{Action Research for Language Teachers}, (Cambridge: Cambridge University Press, 2006), p. 15
researcher or the teacher needs to identify any real problems which is found in the classroom concerning students’ condition in teaching-learning process.

John w. Creswell said that CAR is the practical design which explores a problem with an aim toward developing a solution to a problem, and also action research designs are systematical procedure done by the teachers (or other individual in an educational setting) to improve their teaching, and their students learning. It means that teachers have an aim at improving the practice of education by studying issues or problems they face, and teachers reflect about these problems, collect and analysis data, and also implement changes based on their findings.

B. Subject and Object of Research

1. Subject

The subject of study is students at seventh grade of Yayasan Miftahul Jannah (YMJ) Junior High School Ciputat, academic year 2010/2011. The number of students consists of 49 (forty-nine). It is chosen based on the unstructured interview result with the English teacher that they have the lowest achievement of vocabulary test. That is why they need a good strategy to help them improve their vocabulary scores.

2. Object

The objects of study is using games technique in improving students’ vocabulary, and also indentify problems faced by the English teacher and the students in using games at Seventh Grade of Yayasan Miftahul Janah (YMJ) Junior High School.

C. The Writer’s Role on the Research

In this role, the writer is as not only the observer the action but also she makes a planning of the activity, doing the activity, observing teaching-learning process and the assessment or test before CAR (pre-test) and after CAR (post-test) in each final

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cycle. Next, the writer collects and analyzes data then reporting the result of study, and also the teacher carries out the action based on the lesson plan has been made.

D. Time and Place of the Research

This research was conducted for 3 (three) months, those are: August, September, and October 2010. The place is at seventh grade students of Yayasan Miftahul Jannah (YMJ) Junior High School Ciputat, academic year 2010/2011.

E. Research Design

The CAR procedure which was used in this research is Kurt Lewin’s design.4 It consists of two cycles in which each cycle contains four phases; planning, acting, observing, and reflecting.

4 Djunaedi Ghony, Penelitian Tindakan Kelas, (UIN Malang Press, 2008). p. 6
F. The CAR Procedures

The Classroom Action Research using Kurt Lewin’s design consists of four phases within one cycle. Those are planning, acting, observing, and reflecting. After accomplishing the first cycle, it will be probably found a new problem or the previous unfinished problems yet. Therefore, it is necessary to continued to the second cycle in line with the same concept of the first cycle. Based on the experiences in the first
cycle, the writer and the teacher will follow the same phases because the best cycle normally occurs for two cycles.

To make clear what happens in every phase. Here are the explanations:

1. **Planning Phase**

   In this phase, the writer made the lesson plan, and chooses the topics and teaching aids to imply using games in teaching learning process. Then, the writer used students’ work book, list of vocabularies, and draw material and other things in implementing games. The writer also made the evaluation form to know about students’ achievement at the end of this cycle.

2. **Acting Phase**

   In this phase, the writer gave the material to the students based on the lesson plan that has been made. Beside of that, the writer and teacher collaborate their ideas and opinions each other to carry out the planned action. The teacher used strategy as he is teaching, and the writer observed the condition of class during teaching learning process. Here, it began the process of research problems that the researcher found it, and also there were two cycles in which each cycle consisted of three meetings in action.

3. **Observing Phase**

   When observing, the observer has to look all the activities in the physical classroom. It may be about the teacher’s performance, condition of class, students’ response, how to the teacher teaches vocabulary, and sometimes the observer asked some students’ opinion about the process of teaching and learning vocabulary. Besides that, the observer also collected the data derived from evaluation or post-test.

4. **Reflecting Phase**

   After collecting the data, both teacher and observer would analyze the data that had been collected. Then, they would reflect completely by seeing observation result, and it was necessary to hold evaluation for completing the next cycle. Thus, the reflection was able to be determined after implementing the action and observation outcome. If there is still might have found problems, so it needed to
move to the next cycle concerning re-planning, re-acting, and re-observing. Therefore, the unfinished problems yet could be solved.

G. Technique of Collecting Data

There were three techniques of collecting data applied in this study; they are observation, test, and interview. In this research used qualitative data and quantitative data. The qualitative data consists of observation within the physical activity in the classroom and interview to be presented for the teacher and students. On the other side, the quantitative data used is pre-test and post-test. The completely explanation as follows:

a. Observation

Observation technique is the main technique in collecting the data about the teacher’s performance, condition of class, students’ response concerning the use of games. It deals with the activities of the English teacher in presenting English materials to the students. The observation conducted to observe teaching-learning vocabulary in the real classroom activities at seventh grade students of Yayasan Miftahul Janah (YMJ) Ciputat, academic year 2010-2011. It used to know about the implementation of using games, the problems faced by the teacher and the students in using games. Thus, in vocabulary material, the writer observed their vocabulary aspect, such as: words (meaning, spelling, pronunciation, level of usage) and word building (compound words, stems, prefixes, and suffixes).

b. Interview

One of the ways to get more information, the writer would use structure interview the English teacher before implementing CAR. It is to know the concept of the using games in teaching learning vocabulary. It

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concludes the problems faced by the teacher and the students in teaching-learning process. Moreover, the writer is going to use unstructured interview some students about teaching-learning vocabulary after and before using games. In here, the writer takes 10 samples of 49 (forty-nine) students.

c. Test

The test used in this study is pre-test and post-test. The pre-test is done before using games. It is to measure students’ vocabulary firstly. Then, the post-test is implemented after using games. In this study, the test is done in multiple choices form, and the test is held on the third action of each cycle.

H. Technique of the Data Analysis

The analysis qualitative data used in this study is the observation of students’ activities during teaching learning process, and the interview before and after CAR. Then, in analysis the quantitive data, the writer took the average of students’ vocabulary score in one cycle. It is used to measure how well students’ ability on vocabulary. It uses the formula:6

\[
\bar{X} = \frac{\sum x}{n}
\]

\(\bar{X}\) : mean  
\(x\) : individual score  
\(n\) : number of students

To know the class percentage, the writer used the formula:

\[
P = \frac{F}{X} \times 100\%
\]

6 Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta, Raja Grafindo Persada), p. 80
P  : the class percentage
f  : total percentage score
N  : number of students

After getting mean of students’ score per actions, the writer analyzed whether there are any improvement of students’ vocabulary score from pre-test up to students’ average score in cycle 1 and cycle 2 or not. In analyzing that, the writer uses the formula:

\[
P = \frac{y - y_1}{y} \times 100\%
\]

P  : percentage of students’ improvement
y  : pre-test result
y1 : post-test 1

\[
P = \frac{y_2 - y}{y} \times 100\%
\]

P  : percentage of students’ improvement
y  : pre-test result
y2 : post-test 2

I. Data Validity

Validity is the component criteria for evaluating the test or as a measure of the test. Validity in action research, the writer took Charles Alderson, Caroline Clapham and Dianne wall’s criteria that mention the validity of action research including
rational or content, empirical, and construct validity. In this study, the writer is only uses empirical validity.

Empirical validity depends empirical or statistical evidence as to whether the student’s marks on the test are similar to their marks on other appropriate measures of their ability, such as their score. It means that validity in action research, validity could be seen from the result of the test (post test). When the result of test in cycle two is better than the result of test in cycle one, it means that the test is successful.

J. The Trustworthiness of Study

To analyze the examined test items, the writer implements the trustworthiness of the test. There are some phases including:

1. Item Discrimination

The analysis of item Discrimination of test items is to know the performance of the test through distinguishing students who have high achievement and low achievement. Item Discrimination provides a more detailed analysis of the test items than does item difficulty, because it shows how the top scores and lower scores performed on each item. The computing of item Discrimination uses the formula as following:

\[
ID = \frac{RT - RB}{NT}
\]

In which, ID: The index of discriminating

RT: The number of correct answers in the top group

RB: The number of correct answers in the bottom group
NT: The total number of people in the top group

Next, the discriminating scale uses:

Table 1.1
Discriminating Scale

<table>
<thead>
<tr>
<th>ID</th>
<th>REMARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00</td>
<td>Unusual</td>
</tr>
<tr>
<td>0 - 4 or above</td>
<td>Acceptable \ used</td>
</tr>
<tr>
<td>- 1</td>
<td>Revised \ Discarded</td>
</tr>
</tbody>
</table>

2. Item Facility

The Facility item analysis concerns with the proportion of comparing students who answer correctly with all of students who follow the test. It has to do with how easy or difficult an item is from the viewpoint of the group of the students or examinees taking the test of which that item is a part. The reason for concern with IF is very simple – a test item that is too easy (say, an item that every student answers correctly) or a test item that is too difficult (one, say that every students answers incorrectly). The formula as following:

\[
IF = \frac{\text{The number of students who answered the items correctly}}{\text{The total number of students}}
\]

The criterion that is used is as:

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Table 1.2
Item Facility Scale

<table>
<thead>
<tr>
<th>IF</th>
<th>REMARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 0.14</td>
<td>Difficult</td>
</tr>
<tr>
<td>0.15 – 0.85</td>
<td>Moderate</td>
</tr>
<tr>
<td>0.86 – 1.00</td>
<td>Easy</td>
</tr>
</tbody>
</table>

K. Criteria of the Action Success

Classroom action research (CAR) is able to be called successful if it can fulfill the criteria which have been determined, and fail if it cannot fulfill the criteria which have been determined.

In this study, based on the agreement between the researcher and the English teacher, when there is 70% of students achieve any improvement; gaining score 70 (seventy) of vocabulary test started from the pre-test until the second post-test in cycle two. It means that this research could be called success. Then the next action would be stopped, but if this condition has not been reached yet, the alternative action would be done in the next cycle.
CHAPTER IV
RESULT AND DISCUSSION

A. Before Implementing the Action

In this section, there are three parts of those sections related to before implementing the action. Those are pre interview, pre observation, and pretest. Those explanations as following:

1. The Result of Pre Interview
   a. The Description of Data from Pre-Interview with English Teacher of Seventh Grade of Yayasan Miftahul Janah (YMJ) Ciputat

   Based on the pre-interview with the English teacher of seventh grade of Yayasan Miftahul Janah (YMJ) Junior High School Ciputat was held on Friday, August 13th 2010, started at 09.00 A.M and finished at 10.00 A.M. Here, the writer asked to the teacher some questions whose divided into three categories. Those were the general condition in english class on student’s achievement on vocabulary, the difficulties faced by the students in learning vocabulary, and the strategy implemented by the teacher in improving students’ vocabulary before CAR in solving students’ difficulties in learning vocabulary.
First category discussed about the general condition in English class on students’ achievement of the test on vocabulary. Most of them who have low ability on vocabulary. So that, they have the average of students’ vocabulary score which is very low.

Second category discuss about the difficulties faced by the students in learning vocabulary. Most students have found difficulties in learning vocabulary, those are: understanding of meaning. Most students have found difficulties of understanding words because they did not know the meaning of word when they are learning. It is so hard for them to understand the lesson well. Beside of that, students can not differentiate the foreign word-spelling. The students have frequently found some similar words and sounds in English; it makes them was confused.

Third category discuss about the strategy implemented by the teacher in improving students’ vocabulary before CAR in solving students’ difficulties in learning vocabulary. The teacher often take materials from students’ handbook (called LKS), and the English text book that was given by the school. Meanwhile, concerning the strategy who was given by the teacher in improving students’ vocabulary, the teacher said that he ever had used picture, realia, and group work, and in fact, only active students who understand and interest the material rather than the other passive students. At last, the teacher suggested to the writer applies game in improving students’ vocabulary.

b. The Description of Data From Pre-Interview with Seventh Grade of Yayasan Miftahul Janah (YMJ) Ciputat

Based on the unstructured interview was conducted by the writer to the ten students of seventh grade of Yayasan Miftahul Janah (YMJ) Junior High School Ciputat, it is known that most students did not like English, and
they have not motivation to learn English because they thought that learning English is very difficult.

The student of seventh grade of Yayasan Miftahul Janah (YMJ) Ciputat has some problems in learning English that they can not understand English very well, and the lack of vocabulary that they have. Thus, the student said that their English teacher taught them by introducing new word and he asks them to memorize and perform it in front of class. Sometimes, they also told about story in front of class, but it is very rarely. The student also said that their English teacher sometimes uses English in the classroom, but many students did not understand what he said, so that he changes into Indonesian language. However, they were ignored it, because they have not enough vocabulary.

2. The Result of Pre Observation

Pre observation was conducted to observe the process of the teaching learning vocabulary before implementing the action. It was held at seventh grade of Yayasan Miftahul Janah (YMJ) Junior High School Ciputat, academic year 2010\2011. There consisted of 49 students in the class. The pre observation was conducted on the 20th and 26th August 2010. It was started at 09.00 A.M and finished at 11 A.M. In common, during teaching learning process, the teacher dominated in class, so that the students less opportunity to be active in the class. Next, the teacher asked the students to read the text and find difficult word in the text, and the teacher also asked the students to translate the difficult word that they have found into Indonesian language. Beside of that, the teacher asked the student to write it on the whiteboard. After that, the teacher read it loudly, and he also asked the student to repeat what he said. Consequently, the student seemed bored and they have not motivation to learn vocabulary.
3. The Result of Pre Test

The pre test was done before the CAR. It was conducted on Thursday, 30th August 2010. It started at 09.00 AM. The pre test used to measure the student’s ability in vocabulary. There are 25 questions in multiple-choice form in which the students did test for 30 minutes.

Based on the result of pretest, the data showed that the mean of pre test was 52.81; there are only three who derived the score above the criterion of minimum completeness (KKM) meanwhile the other 46 students were below criterion. The criterion of minimum completeness (KKM) was got from discussing between English teacher at seventh grade of Yayasan Miftahul Janah (YMJ) Ciputat with the observer. Thus, from this analyzing data, it is could be seen that almost of seventh grade students of Yayasan Miftahul Janah (YMJ) Junior High School Ciputat is still very low.

B. The Implementation of Using Games During CAR

1. CYCLE 1
   a. Planning

   In this phase, the teacher made a lesson plan, and the teacher selected material, and also chose some games. Then, the teacher used students’ work books, list of vocabularies, draw the material and the other things in implementing games. Beside of making lesson plan, the teacher also prepared unstructured observation sheet to observe the teacher’ and students’ activities in teaching learning process whether it was in line with the lesson plan had made before or not. Next, the teacher also prepared post test 1 to collect the data; to know whether there are some students’ improvement scores from pre test to post test or not.

   b. Acting
The action of cycle 1 was done on October 1st, 7th and 8th 2010. The teacher implemented the teaching learning process based on the lesson plan that had been made. Next, the teacher started to explain the material in every meeting that would like to be learned by the student during the CAR. Beside of that, the teacher used games in order to measure students’ vocabulary. Moreover, the teacher handled all of the activities in the classroom during this action. To make clear what happens in every meeting. Here are the explanations:

1). First Meeting

Day/Date : Friday, 1 October 2010

Topic : the alphabet

a. Opening the class

In this time, the teacher tried to focus the students’ attention on the goal of learning process. The writer came to the class, greeted and asked the students about their condition.

Example:

Writer : Assalamu’alaikum wr wb
Students : Wa’alaikumsalam wr wb
Writer : Good morning class!
Students : Morning Mrs!
Writer : How are you today?
Students : Fine, and you?
Writer : I’m Fine too. So, did you have your own breakfast this morning?
Students : Yes, we have….
Writer : Good! You must be spirit in English class today. Well, for our first meeting, we should introduce each other first.

Usually, the teacher took about 5-10 minutes for opening the class, greeting and motivating them.
b. Main Activities

The teacher started the lesson by giving warming up to students about the alphabet. Then, the teacher asked how to spell it, after that the teacher explained it, and the student repeated what teacher said. Besides that, the teacher also asked some of students to demonstrate it in front of class. Then, the teacher asked student to make a short dialogue each other about their nick name.

Exercise 1

Make a short dialogue!

<table>
<thead>
<tr>
<th>A /ei/</th>
<th>B /bi:/</th>
<th>C /si:/</th>
<th>D /di:/</th>
<th>E /i:/</th>
</tr>
</thead>
<tbody>
<tr>
<td>F /ef/</td>
<td>G /dʒi:/</td>
<td>H /aitz/</td>
<td>I /ai/</td>
<td>J /dʒei/</td>
</tr>
<tr>
<td>K /ki:/</td>
<td>L /el/</td>
<td>M /em/</td>
<td>N /en/</td>
<td>O /ə/</td>
</tr>
<tr>
<td>P /pi:/</td>
<td>Q /kju:/</td>
<td>R /æ:/</td>
<td>S /es/</td>
<td>T /ti:/</td>
</tr>
<tr>
<td>U /ju:/</td>
<td>V /vi:/</td>
<td>W /dʒi:/</td>
<td>X /eks/</td>
<td></td>
</tr>
<tr>
<td>Y /weɪ/</td>
<td>Z /zed/</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student A: Can you spell your name?
Student B: Yes, I can. My name is A-R-D-I

c. Closure

In the last step, the teacher commended students’ performances, and gave some advices and informations about what will be learn for the next meeting.

2). Second Meeting

Day/Date : Thursday, 7 October 2010

Topic : Physical appearance

a. Opening the class
In this time, the teacher tried to focus the students’ attention on the goal of learning process. The writer came to the class, greeted and asked the students about their condition.

Example:

Writer: Assalamu’alaikum wr wb
Students: Wa’alaikumsalam wr wb
Writer: Good morning class!
Students: Morning Mrs.!
Writer: How are you this morning?
Students: I’m Fine, and you?
Writer: I’m Fine too. So, did you have your own breakfast this morning?
Students: Yes, we have….
Writer: Good! You must be enthusiastic in English class today.

As usual, the teacher took about 5-10 minutes opening and motivating students.

b. Main Activities

In this time, the teacher started the lesson about Physical appearance, she asked student what are kinds part of body. Next, the teacher asked some of students to come forward in front of class in order to demonstrate their part of body in English, and he also asked them to write on the whiteboard. Besides of that, the teacher applied games in improving students’ vocabulary in seventh grade of Yayasan Miftahul Janah (YMJ) Junior High School Ciputat. He gave the game that called “Make a Match”, and it was used in order to know what they knew these vocabularies, and he also prepared some cards that were fulfilled by one of question and one of answer. Thus, before the game started, he asked student to make group work, and he tried to explain the games’ rule to student and gave some examples firstly.

Exercise 2
Match the pair of cards below!

- I use...... to hear
- I use...... to point something.
- I use...... to hear
- I touch something with my......
- I smell something with my...
- I taste something with my......
- Tongue
- Eyes
- Use...... to see
- Nose
- Teeth
- Blow a candle with my...
c. Closure

After finishing this game, the teacher asked student what they felt. Then, most of students answered that are very happy. The teacher thought that game can make have fun and interact each others. Next, the teacher taught how to pronounce part of physical appearance, and the teacher asked students to follow what the teacher said.

3). Third Meeting

Day/Date: Friday, 8 October 2010

Topic: Adjective

a. Opening the class
As usual, the teacher entered the class, the leader of the class led the students to pray, gave greetings and then, she checked the students’ attendance. Usually the teacher took about 5-10 minutes for opening the class.

Example:
Writer: Assalamu’alaikum wr wb
Students: Wa’alaikumsalam wr wb
Writer: Good morning class!
Students: Morning Mrs.!
Writer: How are you this morning?
Students: I’m Fine, and you?
Writer: I’m Fine too. So, did you have your own breakfast this morning?
Students: Yes, we have….
Writer: Good! You must be enthusiastic in English class today.

b. Main Activities

In this phase, the writer taught about adjective. Next, the teacher chose one of games which called “Scramble Games”, and it related to lesson. The teacher explained about material, and she also asked some of students in order to give example of adjective, after that she asked one of student to write on the whiteboard. Beside of that, she also asked student to pronoun it, after that she gave example how to pronounce it, and she asked them to repeat after her.

After explaining the material, she used the game to measure what students have understood the material. Then, the teacher gave the game’s rule before they play the game.

Exercise 3

a. Arrange the words in column B which is answer in column A!

<table>
<thead>
<tr>
<th>No</th>
<th>Column A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Eri memiliki wajah yang</td>
</tr>
</tbody>
</table>
ganteng.

2 Ayah memiliki tenaga yang sangat baik, sehingga dia bisa mengangkat semua kotak-kotak yang ada di gudang.

3 Dia selalu membikin semuanya tertawa.

4 Wajahnya seperti bulan yang bersinar di siang hari.

5 Tubuhnya terpuruk seperti kerupuk.

b. Answer sheets from colum A!

<table>
<thead>
<tr>
<th>No</th>
<th>Colum B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>H-N-A-D-S-M-O-E</td>
</tr>
<tr>
<td>2</td>
<td>S-R-T-N-O-G</td>
</tr>
<tr>
<td>3</td>
<td>H-U-O-U-S-M-R-O</td>
</tr>
<tr>
<td>4</td>
<td>B-F-U-L-E-A-U-I-T</td>
</tr>
<tr>
<td>5</td>
<td>E-A-W-K</td>
</tr>
</tbody>
</table>

c. Closure

This phase, the teacher told that this game used to know students’ knowledge. Beside of that, the teacher asked students that they have to read many books continuously, because when students read many books, they will encounter many vocabularies.

d. Observing

In this phase, the observer tried to see all the activities in physical classroom. It may be about the teacher’s performance, condition of class,
student’s response, how to teacher teaches vocabulary, and sometimes the observer asked some student’s opinion about the process teaching-learning vocabulary. Related to condition of class, it was still under control, it means that most of students did not pay attention to the teacher’s explanation, and some of them also did not work together in group work when they have played the game.

In the second action of the first cycle, there were found some students who active in answering the teacher’s questions correctly. On the other side, the students seemed more enthusiastic to play game, and do the exercise related to the game. Moreover, after teaching learning process finished, it was also carried out the posttest 1, exactly on the third action of the first cycle to measure how well student’s vocabulary that had been studied. Based on the result of the posttest 1, the mean score of the class derived 64.70 in which there were 19 students who passed the KKM 70 (seventy).

e. Reflecting

The writer and the teacher discussed about the conclusion of implementing the action. Then, they tried to modify the action in order students more comprehend in vocabulary and in order 75% of students in the class could pass the KKM because in the result of posttest 1 showed only 20% students who passed the KKM.

Based on the first cycle, the writer and the teacher felt satisfied enough because their efforts to improve students’ vocabulary had been developed although all the targets could not be accomplish yet. Beside of that, the students seemed to accept the material easily and enthusiastically by using game.

From the reflecting phase above, there must be more efforts to develop students’ vocabulary by using game. It needed to be improved again in the next cycle. This effort was done in the next lesson plan of cycle two.
2. CYCLE 2
   a. Planning
      The planning phase of the second cycle was implemented into a lesson plan. In this case, the writer planned the other strategies to improve their vocabulary, and the writer modified the lesson plan based on the phase in the first cycle. The lesson plan used still related to using game in improving students’ vocabulary. However, there were any modifications in the second cycle; that was the teacher needed to give more time to the students in using game which will improve their vocabulary. Beside of that, the writer still also prepared the opened observation sheet to note the classroom activities. and the writer also prepared the posttest 2 to collect the data.
   b. Acting
      The action of the cycle two was done on October 14th, 15th and 21st 2010. After reviewing the previous lesson plan, before the students read the material about vocabulary in students’ handbook that given by the teacher, they were given some minutes to look up the difficult words, and discuss it in group work that the teacher divided, and each group consists of five students. Next, the teacher asked to student some questions related to the task, and the student discussed it on their group.

      After discussing the work result with their group, after that the representative of each group represented it in front of class. In this case, they matched the answers whether there were different answers or not. Then, the teacher gave the correct answers of the questions based on the material in the task. Beside of that, the teacher applied the game to measure how well student’s vocabulary that had been studied while the teacher handled all of the activities in the classroom during this action. Here are the deep explanations:

      1). First Meeting
Day/Date : Thursday, 14 October 2010

Topic : Things at school

a. Opening the class

In this time, the teacher tried to focus the students’ attention on the goal of learning process. The teacher came to the class, greets and asked the students about their condition.

Example:

Writer : Assalamu’alaikum wr wb
Students : Wa’alaikumsalam wr wb
Writer : Good morning class!
Students: Morning Mrs.!
Writer : How are you this morning?
Students : I’m Fine, and you?
Writer : I’m Fine too. So, did you have your own breakfast this morning?
Students: Yes, we have….

Writer: Good! You must be enthusiastic in English class today.

Usually the teacher took about 5-10 minutes for opening the class, greeting and checked the attendance.

b. Main activities

The teacher started the lesson by giving warming up to the students about things at school. Then, the teacher asked student to write some vocabularies in which included things at school in their book. The teacher gave 10 minutes to finish work result, after that the teacher called one of students to come forward and write it on whiteboard. Those are:

<table>
<thead>
<tr>
<th>School gate</th>
<th>Toilet</th>
<th>Medical room</th>
<th>Mosque</th>
</tr>
</thead>
<tbody>
<tr>
<td>School yard</td>
<td>Laboratory</td>
<td>Photo-copy shop</td>
<td>Volley ball court</td>
</tr>
<tr>
<td>Parking lot</td>
<td>Garden</td>
<td>School hall</td>
<td>Classroom</td>
</tr>
</tbody>
</table>
After writing on whiteboard, the discussed together whether is there any wrong answers or not. Then, the writer tried to apply the game which called” Scramble Game “, and it related to the topic.

Exercise 1

a) Find the words in column B which is answer in column A!

<table>
<thead>
<tr>
<th>No</th>
<th>Colum A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Place that you will held the experiment</td>
</tr>
<tr>
<td>2</td>
<td>Place that you buy food and drink in your school</td>
</tr>
<tr>
<td>3</td>
<td>Place that you and your friends study together</td>
</tr>
<tr>
<td>4</td>
<td>Place that the students borrow some book</td>
</tr>
<tr>
<td>5</td>
<td>Place that the students can copy all of the materials in your school</td>
</tr>
</tbody>
</table>

b) Answer sheets from column A!

<table>
<thead>
<tr>
<th>No</th>
<th>Colum B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>L-R-R-B-T-O-Y-A-A-O</td>
</tr>
<tr>
<td>2</td>
<td>C-E-N-A-E-T-N</td>
</tr>
<tr>
<td>3</td>
<td>C-A-L-S-S</td>
</tr>
<tr>
<td>4</td>
<td>Y-L-B-R-R-A-I</td>
</tr>
<tr>
<td>5</td>
<td>H-S-O-P-P-Y-O-C-P-H-T-O-O</td>
</tr>
</tbody>
</table>

c. Closure

After finishing this game the teacher told that it to measure whether the students have understood the material or not. If the most of student could
answer the exercise, so they have understood what the teacher explained. Next, the teacher taught how to pronounce it.

2). Second Meeting

Day/Date : Friday, 15 October 2010

Topic : Things at Home

a. Opening the class

In this time, the teacher tried to focus the students’ attention on the goal of learning process. The teacher came to the class, greets and asked the students about their condition.

Example:

Writer : Assalamu’alaikum wr wb
Students : Wa’alaikumsalam wr wb
Writer : Good morning class!
Students: Morning Mrs.!
Writer : How are you this morning?
Students : I’m Fine, and you?
Writer : I’m Fine too. So, did you have your own breakfast this morning?
Students: Yes, we have….
Writer: Good! You must be enthusiastic in English class today.

Usually the teacher took about 5-10 minutes for opening the class, greeting and checked the attendance.

b. Main activities

In this phase, the teacher explained the lesson about the things at home. She brought one of teaching aids in the classroom, these are some pictures. Then, she showed to the student, and she asked some question about it. They seem enthusiastic to answer what the teacher asked, and they tried to guess all of questions. However, there are any student that they can not
answer it. Thus, After answering the questions, the writer applied the game that related to the topic. It called “Make a Match”.

**Exercise 2**

**Match the words in column A with their descriptions in column B!**

<table>
<thead>
<tr>
<th>No</th>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Scissor</td>
<td>a. A machine you use to keep food fresh</td>
</tr>
<tr>
<td>2</td>
<td>Knife</td>
<td>b. Something that can hold your money</td>
</tr>
<tr>
<td>3</td>
<td>Refrigerator</td>
<td>c. Written words to give information</td>
</tr>
<tr>
<td>4</td>
<td>Sign</td>
<td>d. Instruments with two blades which cut as they come together</td>
</tr>
<tr>
<td>5</td>
<td>Wallet</td>
<td>f. Something that you use to call somebody</td>
</tr>
<tr>
<td>6</td>
<td>Spoon</td>
<td>g. Something that you can put your plants or flowers in.</td>
</tr>
<tr>
<td>7</td>
<td>Pot</td>
<td>h. Utensils with a shallow bowl and a handle, used for talking up food.</td>
</tr>
<tr>
<td>8</td>
<td>Broom</td>
<td>i. Long handled implement for sweeping the floor.</td>
</tr>
<tr>
<td>9</td>
<td>Trash bin</td>
<td>j. Sharp blade with a handle, used for cutting.</td>
</tr>
<tr>
<td>10</td>
<td>Telephone</td>
<td>k. Something in which to throw unwanted things.</td>
</tr>
</tbody>
</table>

c. **Closure**

After playing the game, the teacher asked to student what did he feel? Then, she taught how to pronounce about things at home, after that student followed what the teacher said. Next, she closed the teaching-learning process.

3). **Third Meeting**

**Day/Date : Thursday, 21 October 2010**

**Topic : Days and Moths**

a. Opening the class
In this time, the teacher tried to focus the students’ attention on the goal of learning process. The teacher came to the class, greets and asked the students about their condition.

Example:
Writer : Assalamu’alaikum wr wb
Students : Wa’alaikumsalam wr wb
Writer : Good morning class!
Students: Morning Mrs.!
Writer : How are you this morning?
Students : I’m Fine, and you?
Writer : I’m Fine too. So, did you have your own breakfast this morning?
Students: Yes, we have….
Writer: Good! You must be enthusiastic in English class today.

Usually the teacher took about 5-10 minutes for opening the class, greeting and checked the attendance.

b. Main activities

In This phase, the teacher explained the material based on the lesson plan that has been made, after that She directly asked to the student about days and months. Then, she asked them to make group in which every groups consist of five persons. Beside of that, every groups have to make short dialogue, and practiced it in front of class.

After practicing the dialogue, the teacher applied the game which it called “Puzzle”. It related to the material and it also used in order to measure wheather student have known about days and months or not.

Exercise 3
Find out the kinds of days and moths in the puzzle!

<table>
<thead>
<tr>
<th>W</th>
<th>E</th>
<th>D</th>
<th>N</th>
<th>E</th>
<th>S</th>
<th>D</th>
<th>A</th>
<th>Y</th>
<th>J</th>
<th>W</th>
</tr>
</thead>
<tbody>
<tr>
<td>U</td>
<td>T</td>
<td>J</td>
<td>O</td>
<td>R</td>
<td>J</td>
<td>U</td>
<td>N</td>
<td>E</td>
<td>U</td>
<td>E</td>
</tr>
<tr>
<td>F</td>
<td>U</td>
<td>A</td>
<td>V</td>
<td>M</td>
<td>O</td>
<td>X</td>
<td>M</td>
<td>A</td>
<td>Y</td>
<td>T</td>
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<td>R</td>
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<td>N</td>
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<td>I</td>
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<td>A</td>
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<td>G</td>
<td>U</td>
<td>S</td>
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<td>U</td>
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<td>D</td>
<td>A</td>
<td>B</td>
<td>R</td>
<td>M</td>
<td>A</td>
<td>P</td>
<td>R</td>
<td>I</td>
<td>L</td>
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<tr>
<td>A</td>
<td>A</td>
<td>R</td>
<td>E</td>
<td>C</td>
<td>D</td>
<td>W</td>
<td>G</td>
<td>K</td>
<td>M</td>
<td>Y</td>
</tr>
<tr>
<td>Y</td>
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<td>Y</td>
<td>R</td>
<td>H</td>
<td>S</td>
<td>U</td>
<td>N</td>
<td>D</td>
<td>A</td>
<td>Y</td>
</tr>
</tbody>
</table>

1. ___________________  6. ___________________  
2. ___________________  7. ___________________  
3. ___________________  8. ___________________  
4. ___________________  9. ___________________  
5. ___________________  10. ___________________

c. **Closure**

After playing this game, the teacher explained to student that this game need a concentration. Next she commended students’ performances, and she taught how to pronounce about the topic, after that student repeated what the teacher said. Then, she closed the teaching-learning process.

c. **Observing**

In the second cycle, generally the condition of class in teaching-learning process was better than the previous cycle. It could be seen from the students who were ready to follow the lesson, and most of them were enthusiastic to answer some questions who given by the teacher. In doing task of vocabulary, they seemed enjoyably. Then, when they had a group work to discuss the material, they were actively to participate within their group. In the third action of cycle two, the teacher was held on posttest 2. Based on the result of the posttest 2, the mean score of the class in vocabulary test gained 75.71 in which there were 34 students who passed KKM.
d. Reflecting

After knowing the result of vocabulary test, the writer felt satisfied that their effort to improve the students’ vocabulary by using games that had been realized. The students could improve their vocabulary, and they seemed to have fun.

After achieving the target research of where minimally 75% students who passed the KKM, therefore the writer decided to stop the CAR because it had already succeeded. Hence, the writer did not has to revise the plan, because every action was planned as good as possible, so that teaching learning activities could be accomplished well.

C. The Discussion of the Data after CAR

In this case, the data after implementing the action consisted of two parts. Those were the result of post interview and the result of posttest. Here are the deep explanations:

1. The Result of Post Interview

a. The Description of Data from Post-Interview with English Teacher of Seventh Grade of Yayasan Miftahul Janah (YMJ) Ciputat

After applied using games technique, the writer interviewed english teacher. It was conducted on Friday, October 29th 2010 after finishing cycle 2. It started at 10.30 A.M and finished at 11.00 A.M. It used to know the teacher’s response about implementing games strategy through CAR that had been done. those are: First, general condition in English class during CAR. It was found that the students’ condition were better than before. In this sense, they could more enthusiastic to study. Second, difficulty of the teacher in applying games technique during CAR. The teacher said that at the first time, he got difficulty in explaining the concept of using of games, because all of
students had not known yet, so that it made she confused. However, the teacher could be anticipated all the problems that it found during CAR.

b. The Description of Data From Post-Interview with Seventh Grade of Yayasan Miftahul Janah (YMJ) Ciputat

After interviewing some students, they said that using games could make them happy and enjoy, and they very enthusiastic to follow english class. However, they were got the problems to understand whole of the vocabulary that have been learned before. Beside of that, they did not know how is the game’s rule and what procedure that they had to follow. Then, they often consider that games were competition, so that they might become a winner and they have to competitive among the members of class.

According to 10 students about using games in learning vocabulary in Seventh Grade of Yayasan Miftahul Janah (YMJ) Ciputat, their opinions are:

Student 1: Senang, karena bisa belajar sambil bermain
Student 2: Mudah untuk diikuti
Student 3: Asyik dan menyenangkan kegiatanya
Student 4: Sangat senang dan tidak membosankan
Student 5: semangat dalam belajar
Student 6: bias berkompetisi dengan iswa lain
Student 7: belajar kosa kata dalam bahasa inggris sambil bermain
Student 8: Santai tapi serius
Student 9: Menarik karena sering diajak menggunakan bahasa Inggris
Student 10: Mengasyikkan karena kegiatannya berbeda-beda

The statements above showed that most students like and enjoy in using games because it has various of ways.

2. The Result of Post Test
In this case, the student had done the test in which consist of pretest, posttest 1, and posttest 2. the writer inputted the result of data including the pretest, posttest 1, and posttest 2 into a table as following:

Table 1.3

The Comparison Scores of Pretest, Posttest 1, and Posttest II

<table>
<thead>
<tr>
<th>STUDENTS’ NUMBER</th>
<th>PRETEST</th>
<th>CYCLE 1 POSTTEST</th>
<th>CYCLE 2 POSTTEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>40</td>
<td>60</td>
<td>70*</td>
</tr>
<tr>
<td>2</td>
<td>68</td>
<td>70*</td>
<td>75*</td>
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<td>3</td>
<td>40</td>
<td>60</td>
<td>70*</td>
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<td>4</td>
<td>68</td>
<td>70*</td>
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<td>60</td>
<td>75*</td>
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<tr>
<td>7</td>
<td>56</td>
<td>60</td>
<td>70*</td>
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<tr>
<td>8</td>
<td>68</td>
<td>70*</td>
<td>85*</td>
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<td>9</td>
<td>64</td>
<td>70*</td>
<td>90*</td>
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<td>10</td>
<td>44</td>
<td>60</td>
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<td>11</td>
<td>56</td>
<td>70*</td>
<td>80*</td>
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<td>72*</td>
<td>75*</td>
<td>85*</td>
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<td>32</td>
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<td>29</td>
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<td>75*</td>
<td>85*</td>
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<td>30</td>
<td>56</td>
<td>65</td>
<td>75*</td>
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Mean:

\[
\bar{X} = \frac{\sum x}{n}
\]

|   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
|   | 52.81 | 64.70 | 75.71 |

*: The student who passed the KKM (70)
In analyzing numerical data, the writer compared the test result between pretest and post test of each cycle. Next, the writer gave students the pretest which it had been done before CAR. The mean score of the pretest was calculated such following:

\[ \bar{X} = \frac{\sum x}{n} \]

\[ \bar{X} = \frac{2588}{49} \]

\[ \bar{X} = 52.81 \]
Based on that calculation, the mean score of the class in pretest was 52.81.

On the other case, to know the class percentage whose passed the KKM using the formula as:

\[ P = \frac{F}{N} \times 100\% \]

\[ P = \frac{3}{49} \times 100\% \]

\[ P = 6.12\% \]

From that calculation, there were three students who passed the KKM, so after dividing with the number of students in the class and altering that into percentage, it could be derived about 6.12% students whom passed the KKM.

Next, after scoring the pretest the writer calculated the result of posttest 1. It was to know the improvement from the pretest to posttest 1 result. However to measure that improvement, it was needed to know the mean score of the class by using the formula as:

\[ \bar{X} = \frac{\sum x}{n} \]

\[ \bar{X} = \frac{3170}{49} \]

\[ \bar{X} = 64.70 \]
It was known that the mean score of the class in the post test 1 derived 64.70. It gained any improvement 11.89 from the pretest or having 22.51% from the pretest to the posttest 1 result. To know that improvement into percentage, the writer calculated as following:

\[ P = \frac{y_1 - y}{y} \times 100\% \]

\[ P = \frac{64.70 - 52.81}{52.81} \times 100\% \]

\[ P = \frac{11.89}{52.81} \times 100\% \]

\[ P = 22.51\% \]

In the 1st cycle of post test 1, there were 19 students who passed the KKM. If it was calculated into class percentage, it was derived 38.77% through the formula:

\[ P = \frac{F}{N} \times 100\% \]

\[ P = \frac{19}{49} \times 100\% \]

\[ P = 38.77\% \]
In the end of cycle two, the mean of students’ score in vocabulary post test 2 gained 75.71. It was derived from:

\[ \bar{X} = \frac{\sum x}{n} \]

\[ \bar{X} = \frac{3710}{49} \]

\[ \bar{X} = 75.71 \]

To know the improvement from the pretest to post test 2 into percentage, after getting the mean score 75.71, the writer made a percentage calculation as following:

\[ P = \frac{y_2 - y}{y} \times 100\% \]

\[ P = \frac{75.71 - 52.81}{52.81} \times 100\% \]

\[ P = \frac{22.90}{52.81} \times 100\% \]

\[ P = 43.36\% \]

Based on that computation, it could be seen that the post test 2 had 43.36% improvement from the pretest or 20.85% \((43.36 - 22.51)\) improvement from the
pretest 1. Meanwhile, to know the percentage of the class that passed the KKM, it could be calculated as following:

\[ P = \frac{F}{N} \times 100\% \]

\[ P = \frac{34}{49} \times 100\% \]

\[ P = 69.38\% \]

In the end of cycle two, the result of the post test showed that there were 34 students or 69.38% who passed the KKM. It improved from the pretest which gained only 6.12% and in the pretest 1 which had any improvement become 38.77%. Therefore, based on the class percentage result from the pretest to the post test 2 in the second cycle improved about 63.26% (69.38 – 6.12). It proved that the target of CAR success in which minimum 75% students passed the KKM could be achieved.

**D. Interpretation of Test Result**

As a whole, the interpretation of the data results among the pretest, the posttest of cycle 1 and the posttest of cycle 2 are as following:

In the pretest, the mean score of students on vocabulary test before carrying out CAR is 52.81. It is the result of students’ score before the using of Games. Meanwhile, the class percentage which passes the KKM is 6.12%. It means that there are only three who are able to pass the KKM, and there are 46 students who are not able to pass the KKM.
Moreover, the mean score in the posttest of cycle 1 is 64.70. It means that the improvement result of the implementation between pre-test and post-test is 11.89 (52.81-64.70). It is not enough to reach the research target and still need to be improved. Meanwhile, the class percentage which passes the KKM in posttest I is 38.77%, it means that there are 19 students who pass the KKM, and there are 30 students whose score still under the KKM. It means that still needed more improvement because it could not achieve the target yet of success CAR. Thus, the writer continues to cycle II.

Afterwards, the mean score in the posttest of cycle II is 75.71. It shows that the improvement result of the implementation between post-tests I and post-test II is 22.90 (75.71-52.81). So, there is a significant improvement. There are 34 students whose pass the KKM, and there are 15 students whose score still under the KKM. This class percentage shows some improvements 75% from pretest (6.12%). It proved that the post-test II has fulfilled the target of CAR success. It is above 70% students could pass the KKM. Thus, it can be said that CAR is success, and then the writer stops her research.
CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion based on the previous chapter. It can be taken conclusions considering the result of this research. Furthermore, related to the conclusion the writer also gives any suggestions.

A. Conclusion

Based on the result of the research that was conducted in seventh grade of Yayasan Miftahul Jannah (YMJ) junior high Ciputat, academic year 2010/2011. It can be concluded that using games could improve students’ vocabulary. It could be seen from the following fact.

First, related to the test result, there was 20.85% improvement of students’ mean score from pretest to the posttest of the second cycle. In the pretest, there were three students who passed the KKM. Then in the result of posttest in cycle 1, there were 19 or 38.77% students in the class who passed the KKM considering their mean score of the test gained 64.70. Next in the result of posttest in the cycle 2, there gained 34 or 69.38% students who passed the KKM in which their mean score of vocabulary test derived 75.71. Second, the observation result showed that the students were more active and interest in learning vocabulary through games, because games
could make have fun, and help them learn vocabulary easily. Third, based on the interview result, it could be concluded that the students could feel happy and enjoy in using this way, and they very enthusiastic to follow English class. Fourth, the problems faced by the English teacher and students in using the games at seventh grade students of Yayasan Miftahul Janah (YMJ) Ciputat can be classified into four categories, they are: students did not understand the rule of games because students did not understand clearly, and many students could not know the meaning of word in a set of word, so that students did not understand lesson well. Besides that, students also often consider, games were competition, so that they struggled to be a winner in playing games, and also they more interest to use first language than use English language, so that it might make them practice rarely in English language. However, the researcher could anticipate all of problems that faced by teacher and student.

B. Suggestion

After concluding the result of this study, it can be taken some suggestion. First, the English teacher should review material that has been taught intensively, before he or she gives new material, so that student did not forget it. Second, in using games not only to get have fun, but also it is able to be alternative to improve students’ vocabulary. Third, the English teacher should explain rule of games clearly, and choose one of games which has been matched with the material. Last, teacher has to make group work, pair work and so on, so that student could interact each other.
Diary Angel Cute

Rasa jatuh cinta memang aneh rasanya
Q kenal fandy lewat no.Hp nyasar, dari perkenalan itu Q agak jual mahal ke dy (maklum cwe).
Hari berganti hari Q mulai penasaran ma dy, rasanya hatiku telah di kuasai oleh dy.
Q dan dy sepakat untuk ketemuan di kampusQ, dy pun datang pakai jaket hitam dengan motor warna hitam pula.
Alangkah terkejutnya, Q diajak dy kerumahnya.
Kita ngobrol tentang pekerjaan dy, dy jg banyak tanya tentang Q di kampus.
Waktu pun cepat berlalu, karena asik ngobrol tak terasa hari sudah sore.
Q pun minta di antar pulang, Q boncengan ma dy seolah-olah kt sudah pacaran.
Hujan pun datang disaat kt dalam perjalanan pulang, rasa dingin menyelimuti tubuhku ini.
Dengan gagahnya dy memberi Q jaket yg dy pakai, hujan pun makin deras dan cuaca semakin dingin.
Rasa sayang ini semakin menguasai pikiranku, ingin rasanya Q peluk dy.

Setelah Q sampai di rumah, dy terburu-buru pulang karena hujan makin deras.
Satu jam setelah dy pulang, dy kasih kabar kalau sudah sampai rumah dengan selamet.

Yang bikin Q bingung, perasaan tadi dy pulang sendiri?
Kenapa dy pulang dengan selamet, siapakah selamet?

Cerita ini sebagian adalah kisah nyata, tapi karena terbatas oleh waktu.
Maka cukup sekian dan terimakasih.

(www.bendot.co.nr)
ANSWER KEY

Exercise 1

Student A: Can you spell your name?

Student B: Yes, I can. My name is S-A-R-I

Student C: Yes, I can. My name is A-R-D-I

Student D: Yes, I can. My name is A-N-D-R-I

Student E: Yes, I can. My name is D-I-N-D-A

Student F: Yes, I can. My name is K-I-K-I

Exercise 2

1. I use ear to hear
2. I touch something with my hand
3. I smell something with my nose
4. I taste something with my tongue
5. I use finger to point something
6. I use ear to hear
7. I blow a candle to with my mouth
8. I kick the ball with my foot
9. I use eyes to see
10. I kiss her check

Exercise 3

1. Handsome
2. Strong
3. Humorous
4. Beautiful
5. Weak

Exercise 1
1. Laboratory
2. Canteen
3. Class
4. Library
5. Photo copy shop

Exercise 2
1. A 6. H
2. D 7. G
3. J 8. I
5. B 10. F

Exercise 3
1. Wednesday 6. March
2. Friday 7. June
3. Tuesday 8. May
5. November 10. April
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<td>1 (Pertemuan Pertama)</td>
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**Proses Pembelajaran:**
Kegiatan pembelajaran di mulai pada pukul 08.20 dan berakhir pada pukul 9.40. Topic yang diajarkan pada pertemuan pertama di siklus I adalah tentang “The Alphabet”.

**Aktivitas Guru:**
Guru datang ke kelas kemudian mengucapkan salam, dan siswa menjawab salam, setelah itu guru memperkenalkan diri, kemudian guru menanyakan keadaan mereka, setelah itu guru mengabsen siswa, kemudian memberiakan motivasi untuk semangat mengikuti pelajaran.

**Aktivitas Siswa:**
Guru memberikan warming up mengenai materi tentang alphabet, kemudian guru menanyakan bagaimana mengejanya, setelah itu guru mencontohkan bagaimana cara mengeja alphabet dengan baik dan benar, dan siswa mengulanginya. Guru meyuruh siswa untuk membuat percakapan pendek tentang nama panggilan siswa. Kemudian guru kelas ditutup dengan mengomentari penampilan siswa dan memberikan nasehat mengenai KBM, dan memberikan informasi apa yang akan dipelajari pada pertemuan selanjutnya.
### CATATAN LAPANGAN

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#### Proses Pembelajaran:
Kegiatan pembelajaran di mulai pada pukul 08.20 dan berakhir pada pukul 9.40. Topic yang diajarkan pada pertemuan kedua di siklus I adalah tentang “Physical Appearance”.

#### Aktivitas Guru:
Guru datang ke kelas kemudian mengucapkan salam, dan siswa menjawab salam, kemudian guru menanyakan keadaan mereka, setelah itu guru mengabsen siswa, kemudian memberikan motivasi untuk semangat mengikuti pelajaran.

#### Aktivitas Siswa:
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## Proses Pembelajaran:
Kegiatan pembelajaran di mulai pada pukul 08.20 dan berakhir pada pukul 9.40. Topic yang diajarkan pada pertemuan ketiga di siklus I adalah tentang “Adjective”.

## Aktivitas Guru:
Guru datang ke kelas kemudian mengucapkan salam, dan siswa menjawab salam, setelah itu guru menanyakan keadaan mereka, kemudian guru mengabsen siswa, kemudian memberikan motivasi untuk semangat mengikuti pelajaran.

## Aktivitas Siswa:
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### Proses Pembelajaran:
Kegiatan pembelajaran di mulai pada pukul 08.20 dan berakhir pada pukul 9.40. Topic yang diajarkan pada pertemuan pertama di siklus II adalah tentang “Things at School”.

### Aktivitas Guru:
Guru datang ke kelas kemudian mengucapkan salam, dan siswa menjawab salam, setelah itu guru menanyakan keadaan mereka, kemudian guru mengabsen siswa, kemudian memberikan motivasi untuk semangat mengikuti pelajaran.

### Aktivitas Siswa:
guru memberikan worming up tentang materi yang akan diajarkan, setelah itu guru meminta siswa untuk menuliskan beberapa vocabulary yang ada di sekolah di dalam buku mereka, dan guru memberikan 10 menit untuk menyelesaiannya. Kemudian memanggil salah satu siswa untuk nahu kedepan dan menuliskannya di papan tulis, setelah itu guru mendiskusikannya di apakah jawabanya benar atau salah, kemudian guru memainkan games yang sudah di sesuaikan dengan materi yaitu “Scramble Games”. Selanjutnya kelas di tutup dengan membaca vocabulary yang ada di papan tulis dan siswa mengikutinya.
# CATATAN LAPANGAN

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## Proses Pembelajaran:
Kegiatan pembelajaran di mulai pada pukul 08.20 dan berakhir pada pukul 9.40. Topic yang diajarkan pada pertemuan pertama di siklus II adalah tentang “Things at Home”.

## Aktivitas Guru:
Guru datang ke kelas kemudian mengucapkan salam, dan siswa menjawab salam, setelah itu guru menanyakan keadaan mereka, kemudian guru mengabsen siswa, kemudian memberikan motivasi untuk semangat mengikuti pelajaran.

## Aktivitas Siswa:
guru menjelaskam materi tentang things at home, setelah itu guru sudah menyiapkan alat bantu untuk pengajaran yaitu beberapa gambar. Kemudian dia menunjukan kepada siswa dan menanyakan beberapa pertanyaan tentang gambar itu, setelah itu guru memainkan games yang sesuai dengan topic. Selanjutnya kelas di tutup dengan menanyakan apa yang mereka rasakan setelah memainkan game, kemudian guru mengajarkan bagaimana cara mengucapkan vocabulary tentang things at school, dan siswa mengikutinya, setelah itu guru menutup proses KBM.
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**Proses Pembelajaran:**
Kegiatan pembelajaran di mulai pada pukul 08.20 dan berakhir pada pukul 9.40. Topic yang diajarkan pada pertemuan pertama di siklus II adalah tentang “Days and Moths”.

**Aktivitas Guru:**
Guru datang ke kelas kemudian mengucapkan salam, dan siswa menjawab salam, setelah itu guru menanyakan keadaan mereka, kemudian guru mengabsen siswa, kemudian memberikan motivasi untuk semangat mengikuti pelajaran.

**Aktivitas Siswa:**
guru mengajarkan materi yang sudah di bikin dalam lesson plan, setelah itu guru menerangkan tentang materi tentang days and months. Kemudian guru meminta mereka untuk membikin kelompok, setelah itu setiap klompok harus membikin dialog pendek, dan mempresentasikanya di depan kelas. Selanjutnya guru memainkan games yaitu “Puzzle Games” yang telah di cocokan dengan materi. Kemudian kelas di tutup dengan dengan guru mengajarkan bagaimana mengucapkan kosakata tentang days and moths, setelah itu siswa megikutinya, keudian guru menutup proses KBM.
Diary Angel Cute

Rasa jatuh cinta memang aneh rasanya
Q kenal fandy lewat no.Hp nyasar, dari perkenalan itu Q agak jual mahal
ke dy (maklum cwe).
Hari berganti hari Q mulai penasaran ma dy, rasanya hatiku telah di
kuasai oleh dy.
Q dan dy sepakat untuk ketemu di kampusQ, dy pun datang pakai jaket
hitam dengan motor warna hitam pula.
Alangkah terkejutnya, Q diajak dy kerumahnya.
Kita ngobrol tentang pekerjaan dy, dy jg banyak tanya tentang Q di
kampus.
Waktu pun cepat berlalu, karena asik ngobrol tak terasa hari sudah sore.
Q pun minta di antar pulang, Q boncengan ma dy seolah-olah kt sudah
pacaran.
Hujan pun datang disaat kt dalam perjalanan pulang, rasa dingin
menyelimuti tubuhku ini.
Dengan gagahnya dy memberi Q jaket yg dy pakai, hujan pun makin deras dan
cuaca semakin dingin.
Rasa sayang ini semakin menguasai pikiranku, ingin rasanya Q peluk dy.

Setelah Q sampai di rumah, dy terburu-buru pulang karena hujan makin
deras.
Satu jam setelah dy pulang, dy kasih kabar kalau sudah sampai rumah
dengan selamet.

Yang bikin Q bingung, perasaan tadi dy pulang sendiri?
Kenapa dy pulang dengan selamet, siapakah selamet?

Cerita ini sebagian adalah kisah nyata, tapi karena terbatas oleh waktu.
Maka cukup sekian dan terimakasih.

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Appendix IX

Interview guidelines for the need analysis (after CAR)

Guru : Misbahudin.S.Pd
Tujuan : Untuk Mengetahui Konsep Pengajaran Vocabulary Serta Teknik Apa yang di Gunakan dan Bagaimana Penerapanya.
Waktu : Jumat, 29 Oktober 2010
Interviewer : The Researcher
Interviewee : The Teacher

Interviewer: Menurut bapak bagaimana kondisi siswa bapak dalam pembelajaran vocabulary setelah menggunakan teknik games?
Interviewee: Setelah menggunakan game siswa saya lebih giat lagi dalam belajar vocabulary, mereka mengatakan bahwa belajar sekalian main game itu lebih asyik, dan lebih tidak terasa waktunya.

Interviewer: Bagaimana kemampuan pemahaman siswa bapak dalam pembelajaran vocabulary setelah menggunakan teknik games?
Interviewee: Seperti yang peneliti harapkan dari penelitianya, bahwa game adalah salah satu cara atau media untuk mengajarkan vocabulary, sehingga anak tidak saja belajar tetapi mereka juga bisa havefun. Sehingga anak semakin lebih faham dan antusias dalam belajar dari pada dengan metode biasa. Selain itu juga ternyata games bisa meningkatkan vocabulary mereka.

Interviewer: Menurut bapak apakah siswa termotivasi untuk belajar tentang vocabulary setelah menggunakan teknik games?
Interviewer: Ternyata game bisa membikin siswa-siswi termotivasi dalam belajar game, mereka tidak saja havefun tetapi juga bisa belajar dan menambah vocabulary mereka.
Interviewer: Apakah bapak merasa termotivasi setelah menggunakan teknik games di kelas?

Interviewee: Iya, saya bisa lebih termotivasi untuk menggunakan game di setiap saya mengajar, sehingga mereka tidak boring dalam belajar bahasa inggris khususnya belajar vocabulary.

Interviewer: Menurut bapak, apakah penggunaan teknik games selalu bisa digunakan dalam setiap pembelajaran tentang vocabulary?

Interviewee: Menurut saya, game bisa di pakai dalam setiap pengajaran vocabulary, tinggal gamenya yang harus di matchingkan dengan pengajaran vocabulary itu sendiri.
KISI-KISI PENULISAN SOAL PRETEST
CLASSROOM ACTION RESEARCH (CAR)
TAHUN PELAJARAN 2010-2011

Nama sekolah : SMP YMJ Ciputat Alokasi Waktu : 25 Menit
Mata Pelajaran : Bahasa Inggris Jumlah Soal : 25 (Dua Puluh Lima)
Kurikulum Acuan : KTSP 2006 Semester : I Ganjil

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator</th>
<th>Jenis Soal</th>
<th>Nomor Soal</th>
<th>Jumlah</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mengungkapkan makna gagasan dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis antara lain: melengkapi teks fungsional pendek, menyusun kata atau urutan kata yang menjadi kalimat yang padu, menulis teks fungsional pendek secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.</td>
<td>1. Melengkapi kalimat sesuai dengan konteksnya</td>
<td>8,9,10,12, 14,15,16, 20, 22, 23,24, 25</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Menafsirkan Makna kata antonim dan sinonim dalam sebuah kalimat</td>
<td>MC</td>
<td>17,18,19,21</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Memahami kalimat sesuai gambar</td>
<td></td>
<td>1,2,3,4,5,6,7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. memahami kalimat berdasarkan teks atau dialog</td>
<td></td>
<td>11,13</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Memahami kalimat Berdasarkan konteksnya</td>
<td></td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>
Nama sekolah  : SMP YMJ Ciputat  
Alokasi Waktu  : 25 Menit
Mata Pelajaran  : Bahasa Inggris  
Jumlah Soal  : 25 (Dua Puluh Lima)
Kurikulum Acuan  : KTSP 2006  
Semester  : I Ganjil

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator</th>
<th>Jenis Soal</th>
<th>Nomor Soal</th>
<th>Jumlah</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Melengkapi kalimat sesuai dengan konteksnya</td>
<td>1</td>
<td>4,5,6,7,8, 9,10, 13, 14, 15, 18,19, 20, 22, 23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Menafsirkan Makna kata antonim dan sinonim dalam sebuah kalimat</td>
<td>2</td>
<td>MC</td>
<td>16,17,21, 24, 25</td>
<td>25</td>
</tr>
<tr>
<td>3. Memahami kalimat sesuai gambar</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. memahami kalimat berdasarkan teks atau dialog</td>
<td>4</td>
<td>11,12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Memahami kalimat Berdasarkan konteksnya</td>
<td>5</td>
<td>1,2,3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## KISI-KISI PENULISAN SOAL POSTTEST II
### CLASSROOM ACTION RESEARCH (CAR)
#### TAHUN PELAJARAN 2010-2011

<table>
<thead>
<tr>
<th>Nama sekolah</th>
<th>SMP YMJ Ciputat</th>
<th>Alokasi Waktu</th>
<th>25 Menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mata Pelajaran</td>
<td>Bahasa Inggris</td>
<td>Jumlah Soal</td>
<td>25 (Dua Puluh Lima)</td>
</tr>
<tr>
<td>Kurikulum Acuan</td>
<td>KTSP 2006</td>
<td>Semester</td>
<td>I Ganjil</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator</th>
<th>Jenis Soal</th>
<th>Nomor Soal</th>
<th>Jumlah</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mengungkapkan makna gagasan dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis antara lain: melengkapi teks fungsional pendek, menyusun kata atau urutan kata yang menjadi kalimat yang padu, menulis teks fungsional pendek secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.</td>
<td>1. Melengkapi kalimat sesuai dengan konteksnya</td>
<td>16,17,18</td>
<td>MC</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>2. Menafsirkan Makna kata antonim dan sinonim dalam sebuah kalimat</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Memahami kalimat sesuai gambar</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. memahami kalimat berdasarkan teks atau dialog</td>
<td>1,8,9,11</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Memahami kalimat Berdasarkan konteksnya</td>
<td>5,6,7,12,13,14,19,20,22,23,25</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Observation Sheet

Tanggal Pengamatan : 20 dan 26 Agustus 2010
Waktu \ Jam Ke : ke-1
Nama Guru : Misbahudin, S.Pd
Kelas Mengajar : VII (Tujuh)
Jumlah Siswa : 49 siswa

1. Pada awal pengajaran, apa yang dilakukan guru? (beri tanda checklist (√) pada kolom sesuai dengan keadaan)

<table>
<thead>
<tr>
<th>No</th>
<th>Deskriptor</th>
<th>Ya</th>
<th>Tidak</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Mengucapkan salam</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>02</td>
<td>Mengabsen siswa</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>03</td>
<td>Meriview pelajaran yang lalu</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>04</td>
<td>Mengemumakan tema\topic yang akan dibahas</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>05</td>
<td>Langsung menyampaikan materi baru</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>06</td>
<td>Kegiatan lain</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

2. Ketika mengajar, apakah guru menggunakan pengantar bahasa inggris? Iya
3. Selama proses belajar mengajar berlangsung berlangsung, apakah guru menggunakan media? Tidak
4. Apakah guru menggunakan (menerapkan) games? Tidak
5. Guru mampu mengontrol dan mengatur jalanya proses belajar mengajar? Iya
6. Selama proses belajar mengajar berlangsung, kegiatan apa sajakah yang di lakukan oleh guru? (beri tanda checklist (√) pada kolom yang sesuai dengan keadaan).

<table>
<thead>
<tr>
<th>No</th>
<th>Deskriptor</th>
<th>Ya</th>
<th>Tidak</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Persiapan materi pelajaran</td>
<td><img src="https://i.imgur.com/3z5Q5.png" alt="Check" /></td>
<td><img src="https://i.imgur.com/3z5Q5.png" alt="Check" /></td>
</tr>
<tr>
<td></td>
<td>• Guru mempersiapkan materi dan sumber pembelajaran yang akan di sampaikan</td>
<td><img src="https://i.imgur.com/3z5Q5.png" alt="Check" /></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru mempersiapkan media yang di butuhkan</td>
<td><img src="https://i.imgur.com/3z5Q5.png" alt="Check" /></td>
<td></td>
</tr>
<tr>
<td>02</td>
<td>Penyajian materi pelajaran</td>
<td><img src="https://i.imgur.com/3z5Q5.png" alt="Check" /></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Memberitahukan tujuan materi pelajaran yang ingin di capai</td>
<td><img src="https://i.imgur.com/3z5Q5.png" alt="Check" /></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Penyajian materi yang mendukung materi pelajaran</td>
<td><img src="https://i.imgur.com/3z5Q5.png" alt="Check" /></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Materi di sajikan secara sistematis</td>
<td></td>
<td><img src="https://i.imgur.com/3z5Q5.png" alt="Check" /></td>
</tr>
<tr>
<td></td>
<td>• Materi disajikan secara tuntas</td>
<td></td>
<td><img src="https://i.imgur.com/3z5Q5.png" alt="Check" /></td>
</tr>
<tr>
<td>03</td>
<td>Strategi pembelajaran</td>
<td><img src="https://i.imgur.com/3z5Q5.png" alt="Check" /></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Kegiatan belajar mengajar harus mendukung materi pelajaran yang akan di sampaikan</td>
<td><img src="https://i.imgur.com/3z5Q5.png" alt="Check" /></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Metode dan teknik yang digunakan bervariasi</td>
<td></td>
<td><img src="https://i.imgur.com/3z5Q5.png" alt="Check" /></td>
</tr>
<tr>
<td></td>
<td>• Berpusat pada siswa (mengaktifkan siswa)</td>
<td><img src="https://i.imgur.com/3z5Q5.png" alt="Check" /></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Terintegrasinya keempat keterampilan berbahasa</td>
<td></td>
<td><img src="https://i.imgur.com/3z5Q5.png" alt="Check" /></td>
</tr>
<tr>
<td>No</td>
<td>Keterangan</td>
<td>Dikarenakan</td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>--------------------------------------------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>05</td>
<td>Penutupan pembelajaran</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Menyimpulkan materi pembelajaran</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Memberitahukan materi untuk pertemuan berikutnya</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Memberi motivasi terhadap siswa</td>
<td>✔</td>
<td></td>
</tr>
</tbody>
</table>
Interview guidelines for the need analysis (before CAR)

Guru : Misbahudin, S.Pd
Tujuan : Untuk Mengetahui Konsep Pengajaran Vocabulary Serta Teknik Apa yang di Gunakan dan Bagaimana Penerapannya.
Waktu : Jumat, 13 Agustus 2010
Interviewer : The Researcher
Interviewee : The Teacher

Interviewer: Apa pendapat bapak tentang pengajaran bahasa inggris sebagai bahasa asing di Indonesia?
Interviewee: Bahasa inggris adalah bahasa international, sekarang ini di Indonesia baik sekolah negri maupun swasta, dari tingkat dasar maupun perguruan tinggi sudah menerapkan progaram pengajaran bahasa inggris. Jadi bahasa inggris meskipun sebagai bahasa asing, akan tetapi perannya begitu signifikan di dunia pendidikan khususnya, dan pada umumnya pada sektor pekerjaan. Maka menurut saya, bahasa inggris itu sangat diperluakan untuk diajarkan bagi anak-anak usia dini supaya kedepanya mereka tidak asing lagi dengan bahasa inggris dan mereka akan bisa atau mampu beradaptasi dengan perubahan zaman yang semakin maju.

Interviewer: Apa pendapat bapak tentang pengajaran vocabulary sebagai bagian dari pengajaran bahasa inggris?
Interviewee: Vocabulary adalah salah salah satu komponen yang terpenting dalam bahasa inggris, kerena dengan menguasai vocabulary akan sangat membantu misalnya dalam aspek dalam aspek berbicara maupun memahami suatu teks bacaan. Jadi, semakin banyak kosakata yang siswa punya, maka mereka akan semakin mudah dalam melakukan percakapan dalam bahasa inggris.
Interviewer: Bagaimana seharusnya guru mengajar vocabulary di kelas?
Interviewee: Guru itu seharusnya mempunyai sumber atau referensi yang relevan untuk menunjang pengajaran vocabulary dikelas selain buku-buku teks atau buku-buku lainya.

Interviewer: Apakah bapak menerapkan games dalam pengajaran bahasa inggris khususnya vocabulary?
Interviewee: Ya, kadang-kadang.

Interviewer: Jenis games seperti apa yang digunakan bapak ketika bapak mengajar?
Interviewee: Salah satu games yang saya gunakan adalah “chain words” atau permainan kata-kata berantai.

Interviewer: Kesulitan atau hambatan seperti apa yang di hadapi dalam penggunaan games?
Interviewee: Salah satu kesulitan penggunaan games yaitu karena jumlah siswa dalam kelas terlalu banyak, saya kadang merasa sulit untuk menerapkan jenis games apa yang cocok untuk kelas yang memiliki jumlah siswa yang banyak dan juga ada sebagian siswa yang cuek dengan games. Dan kadang-kadang kalau saya menerapkan game, anak-anak justru tidak tahu arti dari kosakata tersebut, sehingga saya jarang menerapkanya dalam kelas.

Interviewer: Bagaimana bapak merancang pembelajaran? Apakah bapak membutuhkan waktu khusus untuk membuat perencanaan pembelajaran?
Interviewee: Dengan membuat lesson plan atau RPP dengan mengambil materi-materi yang sudah di tentukan oleh silabus dan juga mater-materi yang dianggap perlu di luar materi pokok. Ya saya membutuhkan waktu khusus karena menyesuaikan kondisi siswa dan lingkungan atau sarana-prasarana di sekolah.
Interviewer: Bagaimana bapak memandang siswa dalam pembelajaran? Bagaimana peran bapak sebagai guru terhadap siswa dalam proses pembelajaran?

Interviewee: Ada beberapa macam siswa di lihat dari pengetahuanya, ada yang sedang, dan ada yang rendah. Peran saya sebagai motivator, fasilitator, pemandu dan juga menjadi teman bagi siswa.

Interviewer: Menurut bapak, apakah pihak sekolah telah cukup mendorong dan memfasilitasi pengajaran bahasa inggris?

Interviewee: Menurut saya, belum sepenuhnya cukup, penyediaan dari referensi-referensi buku bahasa inggris di perpustakaan masih sangat minim.

Interviewer: Apa pendapat bapak tentang penggunaan games dalam pengajaran bahasa inggris khususnya vocabulary?


Interviewer: Apa saran bapak bagi guru dalam upaya mengembangkan penerapan games dalam pengajaran bahasa inggris khususnya pengajaran vocabulary?

Interviewee: Saran saya, games sangat bagus untuk memotivasi anak biar tidak jenuh, tapi pemakaian games juga harus di sesuaikan dengan kondisi kelas dan siswanya juga.
STUDENTS’ WORKSHEET

Exercise 1

Name: ..............................

Theme: The Alphabet

Make a short dialogue!

<table>
<thead>
<tr>
<th>A</th>
<th>/ei/</th>
<th>B</th>
<th>/bi:/</th>
<th>C</th>
<th>/si:/</th>
<th>D</th>
<th>/di:/</th>
<th>E</th>
<th>/i:/</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>/ef/</td>
<td>G</td>
<td>/d3i:/</td>
<td>H</td>
<td>/eit3/</td>
<td>I</td>
<td>/ai/</td>
<td>J</td>
<td>/d3ei/</td>
</tr>
<tr>
<td>K</td>
<td>/kei/</td>
<td>L</td>
<td>/el/</td>
<td>M</td>
<td>/em/</td>
<td>N</td>
<td>/en/</td>
<td>O</td>
<td>/</td>
</tr>
<tr>
<td>P</td>
<td>/pi:/</td>
<td>Q</td>
<td>/kju:/</td>
<td>R</td>
<td>/a:/</td>
<td>S</td>
<td>/es/</td>
<td>T</td>
<td>/ti/</td>
</tr>
<tr>
<td>U</td>
<td>/ju:/</td>
<td>V</td>
<td>/vi/</td>
<td>W</td>
<td>/d blju:/</td>
<td>X</td>
<td>/eks/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>/wai/</td>
<td>Z</td>
<td>/zed/</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student A: Can you spell your name?

Student B: .................

Student C: .................

Student D: .................

Student E: .................

Student F: .................
Exercise 2

Name: ........................................

Theme: Physical appearance

Match the pair of cards below!
Appendix X

1. _________________
2. _________________
3. _________________
4. _________________
5. _________________
6. _________________
7. _________________
8. _________________
9. _________________
10. _________________
Exercise 3
Name: ............................

Theme: Adjective

a. Arrange the words in column B which is answer in column A!

<table>
<thead>
<tr>
<th>No</th>
<th>Colum A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Eri memiliki wajah yang ganteng.</td>
</tr>
<tr>
<td>2</td>
<td>Ayah memiliki badan yang sangat kekar.</td>
</tr>
<tr>
<td>3</td>
<td>Dia selalu membikin semuanya tertawa.</td>
</tr>
<tr>
<td>4</td>
<td>Wajahnya seperti bulan yang bersinar di siang hari.</td>
</tr>
<tr>
<td>5</td>
<td>Tubuhnya terpuruk seperti kerupuk.</td>
</tr>
</tbody>
</table>

b. Answer sheets from column A!

<table>
<thead>
<tr>
<th>No</th>
<th>Colum B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>H-N-A-D-S-M-O-E</td>
</tr>
<tr>
<td>2</td>
<td>S-R-T-N-O-G</td>
</tr>
<tr>
<td>3</td>
<td>H-U-O-U-S-M-R-O</td>
</tr>
<tr>
<td>4</td>
<td>B-F-U-L-E-A-U-I-T</td>
</tr>
<tr>
<td>5</td>
<td>E-A-W-K</td>
</tr>
</tbody>
</table>

1. ....................
2. ....................
3. ....................
4. ....................
5. ....................
Exercise 1

Name: ................................

Theme: Things at school

a) Find the words in column B which is answer in Colum A!

<table>
<thead>
<tr>
<th>No</th>
<th>Column A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Place that you will held the experiment</td>
</tr>
<tr>
<td>2</td>
<td>Place that you buy food and drink in your school</td>
</tr>
<tr>
<td>3</td>
<td>Place that you and your friends study together</td>
</tr>
<tr>
<td>4</td>
<td>Place that the students borrow some book</td>
</tr>
<tr>
<td>5</td>
<td>Place that the students can copy all of the materials in your school</td>
</tr>
</tbody>
</table>

b) Answer sheets from column A!

<table>
<thead>
<tr>
<th>No</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>L-R-R-B-T-O-Y-A-A-O</td>
</tr>
<tr>
<td>2</td>
<td>C-E-N-A-E-T-N</td>
</tr>
<tr>
<td>3</td>
<td>C-A-L-S-S</td>
</tr>
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<td>4</td>
<td>Y-L-B-R-R-A-I</td>
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1. __________
2. __________
3. __________
4. __________
5. __________
Exercise 2
Name: ..........................

Theme: Things at Home

Match the words in column A with their descriptions in column B!

<table>
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<tr>
<td>1</td>
<td>Scissor</td>
<td>a. A machine you use to keep food fresh</td>
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</tr>
<tr>
<td>2</td>
<td>Knife</td>
<td>b. Something that can hold your money</td>
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</tr>
<tr>
<td>3</td>
<td>Refrigerator</td>
<td>c. Written words to give information</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Sign</td>
<td>d. Instruments with two blades which cut as they come together</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Wallet</td>
<td>f. Something that you use to call somebody</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Spoon</td>
<td>g. Something that you can put your plants or flowers in.</td>
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</tr>
<tr>
<td>7</td>
<td>Pot</td>
<td>h. Utensils with a shallow bowl and a handle, used for taking up food.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Broom</td>
<td>i. Long handled implement for sweeping the floor.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Trash bin</td>
<td>j. Sharp blade with a handle, used for cutting.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Telephone</td>
<td>k. Something in which to throw unwanted things.</td>
<td></td>
</tr>
</tbody>
</table>

1. .................................. 6. ..................................
2. .................................. 7. ..................................
3. .................................. 8. ..................................
4. .................................. 9. ..................................
5. .................................. 10. .................................
Exercise 3

Name: ..............................

Theme: Days and Moths

Find out the kinds of days and moths in the puzzle!

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<td>Y</td>
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1. _____________________ 6. ___________________
2. _____________________ 7. ___________________
3. _____________________ 8. ___________________
4. _____________________ 9. ___________________
5. _____________________ 10._________________
Using Games in Improving Students’ Vocabulary
(A Classroom Action Research at Seventh Grade of Yayasan Miftahul Janah (YMJ) Junior High School Ciputat)

A paper
Presented to the faculty of Tarbiyah and Teachers’ Training in a Partial Fulfillment of the Requirements for the Degree of Strata 1 (S1).

Approved by:
Advisor

Dra. Farida Hamid, M.Pd
NIP: 1963 1010 1991 032003

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHERS’ TRAINING
STATE ISLAMIC UNIVERSITY SYARIF HIDAYATULLAH
JAKARTA
1432 H / 2011 M
LEGALIZATION OF EXAMINATION COMMITTEE

A ‘SKRIPSI’ titled, “Using Games in Improving Students’ Vocabulary”
(A Classroom Action Research at Seventh Grade of Yayasan Miftahul Janah
Junior High School Ciputat)

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Department
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EXAMINER I
Drs. Zaenuri

EXAMINER II
Dra. Hidayati

Acknowledged by,
Dean of Faculty of Tarbiyah and Teachers’ Training

Prof. Dr. Dede Rosyada, MA
NIP: 19571005 198703 1 003
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Lampiran: -
Hal: Perubahan Judul Skripsi

Kpd Yth:

Ketua Jurusan Pendidikan Bahasa Inggris
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah Jakarta

Di Tempat

Assalamualaikum.Wr.Wb.

Berdasarkan konsultasi dan arahan dosen pembimbing skripsi, saya yang bertanda tangan di bawah ini:

Nama: Miftahul Janah
Nim: 106014000402
Jurusan: Pendidikan Bahasa Inggris
Fakultas: Ilmu Tarbiyah dan Keguruan

Judul lama: Teaching Concrete Noun by Using Pictures (An Experiment at Seventh Grade of SMPN 3 Tangerang Selatan).

Dengan ini mengajukan judul skripsi yang baru "Using Games in Improving Students’ Vocabulary (A Classroom Action Research at Seventh Grade of Yayasan Miftahul Janah Ciputat)”.

Demikian surat ini saya buat, atas perhatiannya saya ucapkan terima kasih.

Wassalamualikum.Wr.Wb

Mengetahui

Dosen Pembimbing Skripsi

Dra. Farida Hamid, M.Pd
NIP: 1963 1010 1991 032003

Pemohon

Miftahul Janah
NIP: 106014000402

Jakarta, 3 November 2010
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ACKNOWLEDGMENT

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J. The Trustworthiness of Study
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      b. Acting
      c. Observing
      d. Reflecting
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   c. Observing
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Abraham, B. Hurwitz and Arthur Goddard, *Games to Improve Your Child’s English* .... P.13-14

Andrew Wright, David Betteridge and Michael Buckby, *Games for Language Learning* .... P.2


Anas Sudijono, *Pengantar Statistik Pendidikan,* (Jakarta, Raja Grafindo Persada), P. 80


1. Planning Phase

In this phase, the writer makes the lesson plan, and then chooses the topics and teaching aids to imply using games in teaching learning process. Then, the writer uses students’ work book, list of vocabularies, and draw material and other things in implementing games. The writer also makes the evaluation form to know about students’ achievement at the end of this cycle.

2. Acting Phase

In this phase, the writer gives the material to the students based on the lesson plan has been made. Beside of that, the writer and teacher collaborate to carry out the planned action. The teacher uses the determined strategy as he is teaching while the writer observes the class condition during teaching learning activity. Here, it begins the process of research the problem that the researcher found it, and also there are two cycles in which each cycle consists of three meetings in action.
THE WRITER’S BIOGRAPHY

Miftahul Jannah was born in Brebes Central Java in 1988, 14th of July. She is the last child of H. Wamad and H. J. Dasmi that spent her childhood in the village. She started studying at “Sirrojul Mutalimin” Islamic primary school. Next, she continued her adult at “Al-Ikhlas” Islamic junior high school in Brebes, finishing her graduation in senior high school in Brebes, she continued to “Syarif Hidayatullah” state Islamic university, faculty of teachers' training, English department.

She loves children, social community, and organization. Since she studied at senior high school, she likes English so much. She has many experiences in teaching while in formal or non-formal education. It’s about three years she had taught at 89 junior high school Grogol, IC (International Collage), A&B (accurate and brilliant) course, Stanford course, and LPIA (Lembaga Pendidikan Indonesia-Amerika) course. She got many experiences as long as teaching there. Then, she ever has experience as facilitator in FEC (Fun English Camp)’s event and outbound in IMC (Indonesian mastery of communication).

In 2009, she decided to choose “Kahfi Al-Karim” public speaking school as her college to learn about public speaking. She is third semester now. In that campus, she found a new community, an amazing community, and a wonderful community. The community has given her spirit in her life.

Mif, Janah, Janet, Nana _ her call name. She has hobbies are listening music, reading holy Qur’an, magazine, newspaper, traveling, and watching the movie. To know her more, contact at 081908280328 or 085710466046 and http:\\ www.mif255.blogspot.com or mif_bontot@yahoo.co.id.

A skripsi that she wrote is about “Using Games in Improving Students’ Vocabulary”. It purposed in order to improve students’ vocabulary by using games, so that students got have fun during teaching-learning process. This skripsi to know that game not only to get have fun, but also it can be an alternative to improve students’ vocabulary.
SURAT KETERANGAN

Nomer: 193 smpymj XII 2010

Yang bertanda tangan di bawah ini Kepala SMP Yayasan Miftahul Jannah (YMJ) Ciputat, menerangkan bahwa:

Nama: Miftahul Jannah
Nim: 106014000402
Jurusan: Pendidikan Bahasa Inggris

Telah melaksanakan penilitian di SMP Yayasan Miftahul Jannah (YMJ) Ciputat, pada bulan Agustus sampai bulan Oktober 2010, dalam rangka penyususan Skripsi dengan judul "Using Games in Improving Students’ Vocabulary".

Demikianlah surat keterangan ini dibuat dengan sebenarnya agar dapat di pergunakan sebagaimana mestinya.

Ciputat, 30 Oktober 2010
Kepala SMP
Yayasan Miftahul Jannah (YMJ),

Drs. Trisno Yulianto, Mm
NIP. 196507022007011012
Rasa jatuh cinta memang aneh rasanya
Q kenal fandy lewat no.Hp nyasar, dari perkenalan itu Q agak jual mahal ke dy (maklum cwe).
Hari berganti hari Q mulai penasaran ma dy, rasanya hatiku telah di kuasai oleh dy.
Q dan dy sepakat untuk ketemuan di kampusQ, dy pun datang pakai jaket hitam dengan motor warna hitam pula.
Alangkah terkejutnya, Q diajak dy kerumahnya.
Kita ngobrol tentang pekerjaan dy, dy jg banyak tanya tentang Q di kampus.
Waktu pun cepat berlalu, karena asik ngobrol tak terasa hari sudah sore.
Q pun minta di antar pulang, Q boncengan ma dy seolah-olah kt sudah pacaran.
Hujan pun datang disaat kt dalam perjalanan pulang, rasa dingin menyelimuti tubuhku ini.
Dengan gagahnya dy memberi Q jaket yg dy pakai, hujan pun makin deras dan cuaca semakin dingin.
Rasa sayang ini semakin menguasai pikiranku, ingin rasanya Q peluk dy.

Setelah Q sampai di rumah, dy terburu-buru pulang karena hujan makin deras.
Satu jam setelah dy pulang, dy kasih kabar kalau sudah sampai rumah dengan selamet.

Yang bikin Q bingung, perasaan tadi dy pulang sendiri?
Kenapa dy pulang dengan selamet, siapakah selamet?

Cerita ini sebagian adalah kisah nyata, tapi karena terbatas oleh waktu. Maka cukup sekian dan terimakasih.

(www.bendot.co.nr)
Diary Angel Cute

Rasa jatuh cinta memang aneh rasanya
Q kenal fandy lewat no.Hp nyasar, dari perkenalan itu Q agak jual mahal
ke dy (maklum cwe).
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Maka cukup sekian dan terimakasih.

(www.bendot.co.nr)
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Diary Angel Cute

Rasa jatuh cinta memang aneh rasanya
Q kenal fandy lewat no.Hp nyasar, dari perkenalan itu Q agak jual mahal ke dy (maklum cwe).
Hari berganti hari Q mulai penasaran ma dy, rasanya hatiku telah di kuasai oleh dy.
Q dan dy sepakat untuk ketemuan di kampusQ, dy pun datang pakai jaket hitam dengan motor warna hitam pula.
Alangkah terkejutnya, Q diajak dy kerumahnya.
Kita ngobrol tentang pekerjaan dy, dy jg banyak tanya tentang Q di kampus.
Waktu pun cepat berlalu, karena asik ngobrol tak terasa hari sudah sore.
Q pun minta di antar pulang, Q boncengan ma dy seolah-olah kt sudah pacaran.
Hujan pun datang disaat kt dalam perjalanan pulang, rasa dingin menyelimuti tubuhku ini.
Dengan gagahnya dy memberi Q jaket yg dy pakai, hujan pun makin deras dan cuaca semakin dingin.
Rasa sayang ini semakin menguasai pikiranku, ingin rasanya Q peluk dy.

Setelah Q sampai di rumah, dy terburu-buru pulang karena hujan makin deras.
Satu jam setelah dy pulang, dy kasih kabar kalau sudah sampai rumah dengan selamet.

Yang bikin Q bingung, perasaan tadi dy pulang sendiri?
Kenapa dy pulang dengan selamet, siapakah selamet?

Cerita ini sebagian adalah kisah nyata, tapi karena terbatas oleh waktu. Maka cukup sekian dan terimakasih.

(www.bendot.co.nr)
Diary Angel Cute


Waktu pun cepat berlalu, karena asik ngobrol tak terasa hari sudah sore. Q pun minta di antar pulang, Q boncengan ma dy seolah-olah kt sudah pacaran. Hujan pun datang disaat kt dalam perjalanan pulang, rasa dingin menyelimuti tubuhku ini. Dengan gagahnya dy memberi Q jaket yg dy pakai, hujan pun makin deras dan cuaca semakin dingin. Rasa sayang ini semakin menguasai pikiranku, ingin rasanya Q peluk dy.

Setelah Q sampai di rumah, dy terburu-buru pulang karena hujan makin deras. Satu jam setelah dy pulang, dy kasih kabar kalau sudah sampai rumah dengan selamet.

Yang bikin Q bingung, perasaan tadi dy pulang sendiri? Kenapa dy pulang dengan selamet, siapakah selamet?

Cerita ini sebagian adalah kisah nyata, tapi karena terbatas oleh waktu. Maka cukup sekian dan terimakasih.

(www.bendot.co.nr)
POSTTEST 1
EVALUATION
"Yayasan Miftahul Janah(YMJ)" Junior High School

Say Basmalah before you begin!!
Name : ____________________________
Class : ____________________________

A. Choose the best answer by crossing a, b, c, or d!

Text for questions 1-3
Rini usually pinch her sister’s face with her hand.
She also helps her mother in the kitchen everyday.
Sometime, she smells something with her nose, and
She also uses hand to pint something.

1. What does Rini use to pinch her sister’s face?
   a. Hand   b. Hair
   c. Mouth   d. Teeth

2. What does Rini use to smell something?
   a. Teeth   b. Chin
   c. Hand    d. Nose

3. What does Rini uses to point something?
   a. Finger  b. Foot
   c. Mouth   d. Tongue

4. Janet touches something with her....
   a. Hand    b. Hair
   c. Teeth   d. Mouth

5. We write a letter with our.....
   a. Hand    b. Head
   c. Toe     d. Finger

6. I brush .......every morning.
   a. Teeth   b. Finger
   c. lip     d. eye

13. Her face is very……
   a. Beautiful   b. Tall
   c. Short      d. Big

14. She has ..... hair.
   a. Big       b. Thin
   c. Slim      d. Long

15. They have.......bodies.
   a. Slim      b. Curly
   c. humorous  d. Oval

16. “He is very tall”
   What is the antonym of
   bolded word above?
   a. slim   b. thin
   c. long   d. Short

17. “She has beautiful face”.
   What is the antonym of
   underlined word above?
   a. handsome b. oval
   c. baby     d. ugly

18. My uncle has .......body.
   a. Fat      b. Curly
   c. Friendly d. Oval
Appendix III

19. Agus has …eyes.
   a. Small      b. Long
   c. short      d. straight

7. He watches the TV with his……
   a. Eyebrow   b. Eye
   c. Ear       d. Nose

8. I use …..to listen the music
   a. Eye   b. Nose
   c. Ear   d. Mouth

9. He blow a candle with my……
   a. Hair    b. Chin
   c. Shoulder       d. Mouth

10. I kick the ball with my…..
    a. Foot    b. Finger
    c. Shoulder       d. Toes

11. What is the category of that person, Based on the picture above?
    a. Tall      b. Fat
    c. Short     d. Thin

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20. I use…..to speak.
    a. Mouth       b. Ear
    c. Eye        d. Nose

21. “She is very **young**”
    what is the antonym of bolded word above?
    a. Tall       b. Old
    c. Short      d. Fat

22. I use…..to smell.
    a. Mouth      b. Hand
    c. Tongue     d. Lip

23. I pinch something with
    a. Hand      b. Foot
    c. Toes      d. Thumb

24. “Agus is very **strong**”
    What is the antonym of Underlined word above?
    a. Ugly      b. Fat
    c. Thin      d. Weak
12. What is the category of that person, based on the picture above?
   a. Short and tall
   b. Fat and thin
   c. Big and small
   d. Straight and curly

25. “Janet has **big eyes**”
   What is the antonym of the bolded word above?
   a. Small Eyes
   b. Fat eyes
   c. Thin eyes
   d. Slim
POSTTEST 2
EVALUATION
”Yayasan Miftahul Janah(YMJ)” Junior High School

Say Basmalah before you begin!!
Name : ____________________________
Class : ____________________________

A. Choose the best answer by crossing a, b, c, or d!

Text for questions 1-4
Rosin’s Activities
Today is Sunday. Rosin goes to school everyday except Sunday morning. Rosin often plays football every Friday, Saturday, Sunday, Tuesday Wednesday and Thursday. He will follow Football’s competition on next month. So he often Practice with his friends.

1. What day was yesterday, based on the text above?
   a. Sunday   b. Saturdays   c. Friday   d. Monday

13. Machine that you use to keep fresh food, what is it?

14. Something that you hold your Money, what is it?
   a. Knife   b. Scissor   c. Wallet   d. Telephone

15. Something that you call somebody, what is it?
   a. Mail   b. Telephone   c. Letter   d. Telegraph

16. He uses……when he sleeps.

17. My mother uses……to close the windows.
Appendix IV

4. When Rosin will follow the Competition?  
   a. Next Monday  b. Next month  
   c. Next Friday  d. Next Saturday

   a. Curtain  b. Clothes  
   c. Uniform  d. Blanket

5. What month comes before August?  
   a. June  b. May  
   c. July  d. September

   a. Kitchen  b. Living room  
   c. Dining room  d. Book case

6. What month comes after March? 
   a. February  c. May  
   b. June  d. April

   a. Broom  b. Spoon  
   c. Fork  d. Knife

7. 21  22  23  
   Sunday  Monday  Tuesday
   What the bolded day is it? 
   a. Sunday  b. Monday  
   c. Tuesday  d. Friday

   a. Library  d. Hall  
   c. dining room  d. class

8. X: Where are you going now?  
   Y: I’m going to the library?  
   X: wow...when you go there?  
   Y: every T-S-U-E-D-A-Y

   What day based on the dialogue is it? 
   a. Tuesday  b. Sunday  
   c. Friday  d. Thursday.

   a. Canteen  b. Zoo  
   c. Zoo  d. Shop

   a. Pot  b. Gate  
   c. Garage  d. Rubbish bin

   a. School yard  b. Hall  
   c. Mosque  d. Laboratory

Eri’s Hobbies

My name is Eri Prima. You can call me Eri. 
My hobby is playing badminton and football. 
I always play football every Sunday with my friends. 
Next Saturday, I will follow the badminton’s competition. I should do exercise everyday, except Saturday and Monday, This is my first experience. So, I will do the best.

Text for questions 9-11
Appendix IV

9. When does Eri play football?
   a. Every Monday  b. Every Sunday
   b. Every Friday  d. Every Tuesday

25. A place where the students copy the material, what is it?
   a. Photo-copy shop

10. When Eri will follow badminton’s Competition?
    a. Next Monday  b. Next month
    c. Next Friday  d. Next Saturday
    d. Medical room

11. What day is Eri does not do exercise?
    a. Saturday and Friday
    b. Saturday and Monday
    c. Saturday and Friday
    d. Saturday and Sunday

12. What day comes after Sunday?
    a. Friday  b. Saturday
    c. Monday  d. Tuesday
Appendix II

PRETEST
EVALUATION
"Yayasan Miftahul Janah(YMJ)" Junior High School

Say Basmalah before you begin!!
Name : ____________________________
Class : ____________________________

A. Choose the best answer by crossing a, b, c, or d!

1. Rani wants to sleep, she should_______
a. Brush her teeth b. Make up her face
c. Wash her hand d. Wash her foot

2. They usually________in the afternoon.
a. Watch the TV b. Listen the music
c. Read the newspaper d. Watch the movie

3. The Christian people go to______with her family every Christmas day.
a. Mosque b. Temple
c. Church d. Boarding school

4. Eri and his friends go to America by_______
a. Plane b. Motorcycle
c. Car d. Boat

5. Mrs. Nana types the letter by using_______
a. Television b. Computer
c. Machine d. Laptop

15. Don’t go_______in the river. it’s dangerous.
a. Running Swimming b. Listening d. Reading

16. Don’t_____anywhere. because it’s raining.
a. Stay c. Walk b. Go d. Run

17. “It is not too expensive to travel by ship”. What is the antonym of the bolded word?
a. Easy c. Fast b. Large d. Cheap

18. “This table is very clean” What is the antonym of the bolded word?
a. Empty c. Dark b. Cry d. Dirty

19. “He is a student”. What is the synonym of the underlined word?
a. Learner b. Teacher c. Headmaster d. Waiter
Appendix II

6. X: What she is doing?
   Y: She is _____
   a. Bringing the newspaper
   b. Taking the newspaper
   c. Reading the newspaper
   d. Writing the newspaper

   20. A plane is taking take off
       and landing at an______
       a. Bus station   c. Harbor
       b. Railway station d.

   21. “Roni is fat person”. What is
       the antonym of the
       Underlined word above?
       a. Thin       c. Big
       b. Short      d. Long

7. X: Who is she?
   Y: She is a____
   a. Doctor
   b. Teacher
   c. Nurse
   d. Patient

   22. I use____to take somethings.
       a. Hand   c. Foot
       b. Head   d. Toes

8. These are include in “kitchen things”.
   except____
   a. Blanket   c. Frying pan
   b. Gas stove  d. Teapot

   23. I pinch something with my__
       a. Arm   c. Ear
       b. Hand   d. Mouth

9. These are include in” school things”.
   except____
   a. Flag       c. Classroom
   b. Notice board  d. Cabbage

   24. I kick the ball with my____
       a. Hand   c. Ear
       b. Chest   d. Foot

10. There is a_______in front of my school.
    people can buy some books they want to read.
    a. Library     c. Classroom
    b. Laboratory   d. Bookshop

11. My father works everyday, he is very diligent.
    He usually repairs the car or motorcycle.
    based on the text above,where does her father work?
    a. Airport   c. Hospital
    b. Workshop  d. Railway station

12. He usually checks the teeth in the hospital.
    He is a__________
    a. Docter   c. Dentist
13. She has a good voice and she usually sings a song. She has good performance in stage. Based on the text, what’s kind of job above?
   a. Artist       c. Singer
   b. Musician     d. Guitarist

14. My uncle works in________ He takes the letter.
   a. field       c. hospital
   b. Post office d. Office.
### KISI-KISI PENULISAN SOAL PRETEST

**CLASSROOM ACTION RESEARCH (CAR)**

**TAHUN PELAJARAN 2010-2011**

Nama sekolah : SMP YMJ Ciputat  
Alokasi Waktu : 25 Menit  
Mata Pelajaran : Bahasa Inggris  
Jumlah Soal : 25 (Dua Puluh Lima)  
Kurikulum Acuan : KTSP 2006  
Semester : I Ganjil

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator</th>
<th>Jenis Soal</th>
<th>Nomor Soal</th>
<th>Jumlah</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WRITING</strong></td>
<td>1.1 Mengungkapkan makna gagasan dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis antara lain: melengkapi teks fungsional pendek, menyusun kata atau urutan kata yang menjadi kalimat yang padu, menulis teks fungsional pendek secara akurat, lancar dan berinterima untuk berinteraksi dengan lingkungan terdekat.</td>
<td>1.Melengkapi kalimat sesuai dengan konteksnya</td>
<td>8,9,10,12, 14,15,16, 20, 22, 23,24, 25</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2. Menafsirkan Makna kata antonim dan sinonim dalam sebuah kalimat</td>
<td>2</td>
<td>17,18,19,21</td>
<td>MC</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Memahami kalimat sesuai gambar</td>
<td></td>
<td>1,2,3,4,5,6,7</td>
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</tr>
<tr>
<td></td>
<td>4. memahami kalimat berdasarkan teks atau dialog</td>
<td></td>
<td>11.13</td>
<td></td>
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<td></td>
<td>5. Memahami kalimat Berdasarkan konteksnya</td>
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<td>-</td>
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</table>
Nama sekolah : SMP YMJ Ciputat
Alokasi Waktu : 25 Menit
Mata Pelajaran : Bahasa Inggris
Jumlah Soal : 25 (Dua Puluh Lima)
Kurikulum Acuan : KTSP 2006
Semester : I Ganjil

<table>
<thead>
<tr>
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<th>Jenis Soal</th>
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<th>Jumlah</th>
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<tr>
<td>WRITING 1.1</td>
<td>Melengkapi kalimat sesuai dengan konteksnya</td>
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<td>Menafsirkan Makna kata antonim dan sinonim dalam sebuah kalimat</td>
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<td>16,17,21, 24, 25</td>
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<td>memahami kalimat berdasarkan teks atau dialog</td>
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<td></td>
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<td>Memahami kalimat Berdasarkan konteksnya</td>
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Kurikulum Acuan : KTSP 2006
Semester : I Ganjil

Jumlah Soal : 25 (Dua Puluh Lima)
KISI-KISI PENULISAN SOAL POSTTEST II
CLASSROOM ACTION RESEARCH (CAR)
TAHUN PELAJARAN 2010-2011

<table>
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<td>WRITING 1.1</td>
<td>Mengungkapkan makna gagasan dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis antara lain: melengkapi teks fungsional pendek, menyusun kata atau urutan kata yang menjadi kalimat yang padu, menulis teks fungsional pendek secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.</td>
<td>1. Melengkapi kalimat sesuai dengan konteksnya</td>
<td>16,17,18</td>
<td>25</td>
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<td>2. Menafsirkan Makna kata antonim dan sinonim dalam sebuah kalimat</td>
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<td>3. Memahami kalimat sesuai gambar</td>
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<td></td>
<td>1,8,9,11</td>
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<tr>
<td></td>
<td>4. memahami kalimat berdasarkan teks atau dialog</td>
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<tr>
<td></td>
<td>5. Memahami kalimat Berdasarkan konteksnya</td>
<td></td>
<td>5,6,7,12,13,14,19,20,22,23,25</td>
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</table>
Buir Soal No. 10
Tema: Travel
Jenis wacana/teks: Sentence
Keterampilan berbahasa: Linguistic competence (vocabulary)
Indikator/kompetensi: Menentukan/menyebutkan kata yang berhubungan dengan perjalanan
Butir soal:
10. What did Anita buy during her visit to Tangkuban Perahu Bandung?
   A. handbag   B. TV   C. book   D. magazine

Buir Soal No. 10
Tema: Travel
Jenis wacana/teks: Dialogue
Keterampilan berbahasa: Linguistic competence (vocabulary)
Indikator/kompetensi: Menentukan/menyebutkan kata yang berhubungan dengan perjalanan
Butir soal:
10. A: Where did you go yesterday?
    B: Tangkuban Perahu Bandung. It is very interesting place to visit.
    A: What did you buy during your visit?
Buir Soal No. 10
Tema: Travel
Jenis wacana/teks: Dialogue
Keterampilan berbahasa: Linguistic competence (vocabulary)
Indikator/kompetensi: Menentukan/menyebutkan kata yang berhubungan dengan perjalanan

Butir soal:
10. A: Where did you go yesterday?
   B: Tangkuban Perahu Bandung. It is very interesting place to visit.
   A: What did you buy during your visit?
   A. handbag               B. TV                   C. book                    D. magazine

Buir Soal No. 1
Tema: Travel
Jenis wacana/teks: Dialogue
Keterampilan berbahasa: Linguistic competence (vocabulary)
Indikator/kompetensi: Menentukan/menyebutkan kata yang berhubungan dengan
Butir soal:

1. A: Where did you go yesterday?
   B: Tangkuban Perahu Bandung. It is very interesting place to visit.
   A: What did you buy during your visit?
   A. handbag  B. TV  C. book  D. magazine

Contoh tabel kerja

<table>
<thead>
<tr>
<th>Skill</th>
<th>Indikator</th>
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<td>Reading</td>
<td>Mengidentifikasi makna gagasan dalam wacana.</td>
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<tr>
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<td>• <strong>Informasi faktual.</strong></td>
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<td>• <strong>Gagasan pokok.</strong></td>
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<td>• <strong>Gagasan pendukung.</strong></td>
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<td>• <strong>Informasi rinci.</strong></td>
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<td>• Makna kata, frasa dan kalimat</td>
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<td>Writing</td>
<td>Menyusun kata menjadi kalimat yang benar</td>
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<td>Membuat kalimat sesuai dengan gambar</td>
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<td>Menulis pesan pendek</td>
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### Vocabulary

<table>
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<th><strong>Menggunakan kata sesuai dengan konteksnya</strong></th>
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<td>Menafsirkan makna kata</td>
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<td>Lain-lain</td>
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<td>Jumlah Keseluruhan</td>
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</table>

a. $\frac{30}{40} \times 100\% = 75\%$

b. $\frac{5}{10} \times 100\% = 50\%$

20\% - 40\% = sangat tidak valid

41\% - 50\% = tidak valid

51\% - 60\% = cukup valid

61\% - 75\% = valid

76\% - 100\% = sangat valid

### Contoh tabel kerja

<table>
<thead>
<tr>
<th>Skill</th>
<th>Indikator</th>
<th>Butir soal</th>
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<td>Mengidentifikasi makna gagasan dalam wacana.</td>
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<td></td>
<td>• Informasi factual.</td>
<td>1, 11</td>
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<tr>
<td></td>
<td>• Gagasan pokok.</td>
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<td>• Gagasan pendukung.</td>
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<td>• Informasi rinci.</td>
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<td></td>
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<td><strong>Writing</strong></td>
<td>Menyusun kata menjadi kalimat yang benar</td>
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Appendix V

### Table 3.1

**Schedule of the Research**

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<th>Activities</th>
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<td>1</td>
<td>Interview</td>
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<td>2</td>
<td>Observation</td>
<td>X</td>
</tr>
<tr>
<td>3</td>
<td>Proposal</td>
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<td>4</td>
<td>Instrument</td>
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<td>5</td>
<td>Cycle I</td>
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<td>6</td>
<td>Cycle II</td>
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<td>7</td>
<td>Report</td>
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</table>

### Vocabulary

- Membuat kalimat sesuai dengan gambar 24
- Menulis pesan pendek 25
- Menggunakan kata sesuai dengan konteksnya 26
- Menafsirkan makna kata 27

### Grammar

- Menggunakan tenses yang tepat dalam kalimat 34
- Jumlah 40

### Jumlah Keseluruhan

40

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