THE INFLUENCE OF USING CHARADES GAME TOWARDS STUDENTS' VOCABULARY MASTERY AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF SMP N 1 PESAWARAN IN THE ACADEMIC YEAR OF 2017/2018

A Thesis

Submitted as a Partial Fullfilment of

The Requirments for S1-Degree

By

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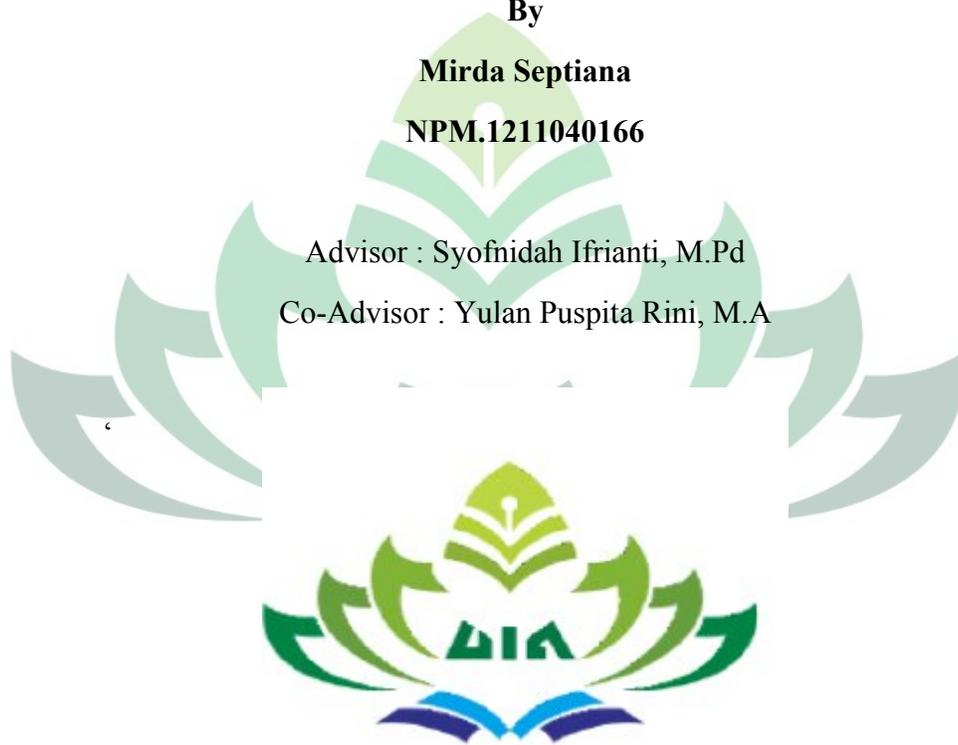
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2018

ABSTRACT

THE INFLUENCE OF USING CHARADES GAME TOWARDS STUDENTS' VOCABULARY MASTERY AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF SMP N 1 PESAWARAN IN THE ACADEMIC YEAR OF 2017/2018

Vocabulary is one of the important language elements that should be mastered by the students. Based on the preliminary research at SMPN 1 Pesawaran, it was found that the students' vocabulary score was still low. The objective of this research was to know whether there is influence of using Charades game towards students' vocabulary mastery or not.

The method of the research was quasi experimental design with the treatment held in three meetings, 2x40 minutes each. The population of this research was the eighth grade students of SMPN 1 Pesawaran. For taking the sample, the researcher used cluster random sampling. The sample taken was two classes, class VIII E as the experimental class and class VIII J as the control class. Both of them consisted of 42 students. In collecting the data, the researcher used tests. The researcher used the test instrument in the form of multiple choice. The test consisted of 40 items before validity test. After the validity test, the instrument test for pre test consisted of 25 items and post test consisted of 18 items. For analyzing the data, the researcher used independent sample T-test.

From the data analysis, it was found that the result of T-test was 0.000. This result is consulted to the score of the value significant generated Sig. $(p_{value}) = 0.000 < \alpha = 0.05$. Therefore, H_o is rejected and H_a is accepted. In other words, from this research it is known that charades game can improve the students' vocabulary mastery. It can be concluded that there is a significant influence of using charades game towards students' vocabulary mastery.

Keywords: Charades game, vocabulary mastery, quasi experimental research

APPROVAL

Title : THE INFLUENCE OF USING CHARADES GAME TOWARDS STUDENTS' VOCABULARY MASTERY AT THE FIRST SEMESTER OF THE EIGHTH GRADE AT SMP NEGERI 1 PESAWARAN IN THE ACADEMIC YEAR OF 2017/ 2018

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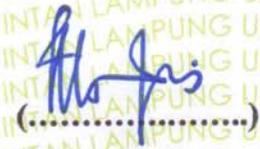
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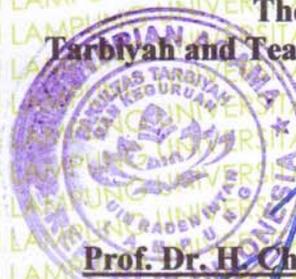
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MOTTO

وَعَلَّمَ ءَادَمَ ٱلْأَسْمَآءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى ٱلْمَلَٰٓئِكَةِ فَقَالَ أَنۢبِـُٔونِى بِأَسْمَآءِ هَٰٓؤُلَآءِ إِن كُنتُمْ صَٰدِقِينَ

And He taught Adam all the names [all of them], then presented them to the angels;

then He said: Tell me the names of those if you are right.

(Q.S.Al-Baqarah;31)[1]

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[1] *Al-Qur'an 3 Bahasa: Arab, Indonesia, Inggris,* (Depok: Al-Huda Kelompok Gema Insani), Al-Baqarah: 31, p.6

DECLARATION

I hereby certify that this Thesis entitled "The Influence of Using Charades Game Towards Students' Vocabulary Mastery at the Eighth Class of The First Semester of SMP N 1 Pesawaran in Academic Years of 2017/2018" is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in the thesis.
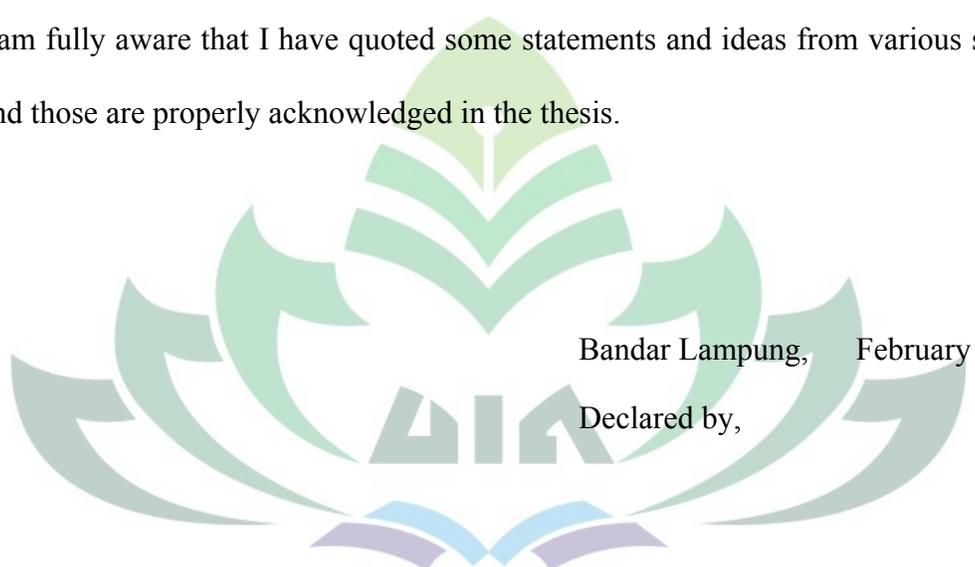
Bandar Lampung,   February 2018

Declared by,

Mirda Septiana
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DEDICATION

This thesis particularly dedicated to :

1. My beloved father (Mr. Supli Basri) and mother (Ms. Siswati) who always love, pray, motivate, and support for my success.

2. My beloved sister, Fizar Litia who always motivate and pray for my thesis.

3. My beloved brothers, Dede Purnawan, Agustian Arochman, and Aji Popo Wiranta who given me support and spirit for my success.

4. My beloved Lecturers and Almamater UIN Raden Intan Lampung.
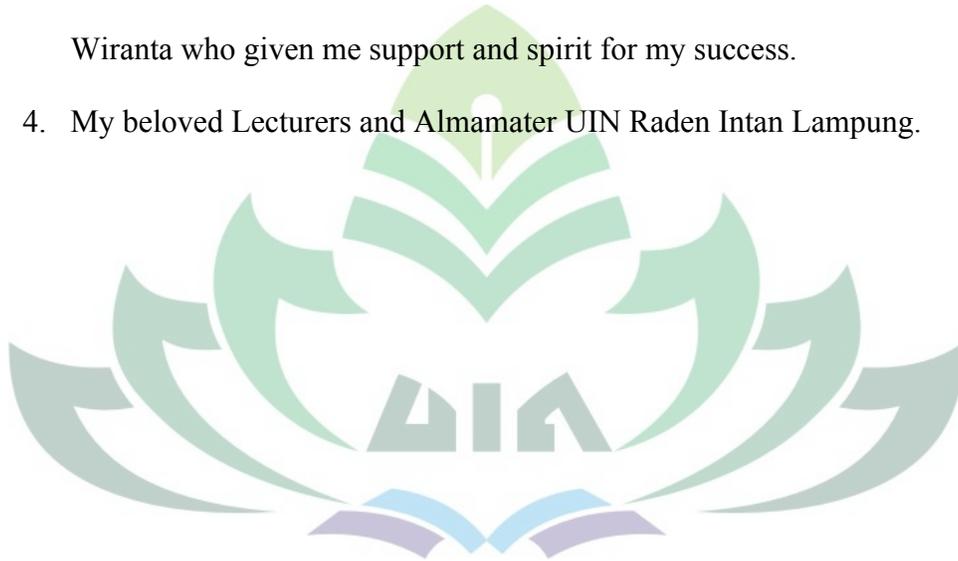
CURRICULUM VITAE

Mirda Septiana was born on 11th September 1994 in Sukaraja. She lives on Jl. Pemuda No.69 Sukaraja 1, Gedongtataan. She is the third child of four children of the couple Mr. and Mrs. Supli Basri.

She began her study at elementary school at SD N 1 Sukaraja and graduated in 2006. Then, she continued her study to SMP N 1 Gedongtataan and graduated in 2009. Having graduated from the school, she continued her study to SMA N 1 Gedongtataan and graduated in 2012. After finishing her study, she decided to study in English Education Study Program of Tarbiyah and Teacher Training Faculty of the State Islamic University of Raden Intan Lampung.

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Praise be to Allah the Almighty for the blessing given to her during her study and for completing this final project. Besides, she is also grateful to many people for constributing their ideas and time given to her in completing this thesis entitled "The Influence of Using Charades Game Towards Students'Vocabulary Mastery at the First Semester at the Eighth Grade of SMP Negeri 1 Pesawaran in the Academic Year of 2017/ 2018". This thesis is presented to the English Education Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill students' partial fulfillment of the requirement to obtain S1-Degree.

1. Dr. H. Chairul Anwar, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty of Raden Intan Lampung.

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May Allah bless and give in return for every help and righteous deed they did to the researcher. Finally, it is fully aware that there are still a lot of weakness in this thesis.

For this, the researcher sincerely welcomes criticism and uggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, February 9th 2018

The Researcher

Mirda Septiana
NPM. 1211040166

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CHAPTER I
INTRODUCTION

A. Background of the Problem

As human being we need language, language is important for our life because language is tool to communicate each other. Not only communicate each other but also for interacting and negotiating. Brown says that language is more than a system of communication. It involves whole person, culture, educational, developmental communicative process.[1] It means that language is considered as a tool communication, we can use language to express our ideas, thought, opinions, and feelings. It is difficult to do all activities without language. According to Q.S. Ibrahim: 4.

وَ أَرۡ رُ لِإِ نِ نۦ كُوطُّ أ ُ ءُوَ ی

ءُوَ آ ٱ ۡ

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[1] H.Douglas Brown, *Principles of Language Learning and Teaching*, (San Fransisco : Longman, 2007) , p.6

"And We did not send any messenger except in the language of his people to state clearly for them, and Allah sends astray (thereby) whom He wills and guides whom He wills. And He is the Exalted in Might, the Wise" [2]

It means that language is used to make us understand about something and to interact each other with language. On the other hand, language is means to communicate and get something about what human's needs because language is important to make clearly about anything information of in this world. Language is also make us get more knowledge.

In globalization era, communication becomes more important. People want to get as much information as possible. There are many language in this worlds, but we know English is the international language. English is also used as the language of science and knowledge, so people can find many book and information written in English. It is because English almost used by all countries as the first, the second or the foreign language. It means that in this era people have to master English to get more information.

Nowadays, English becomes more important in all sides of life. That is why the government of Indonesia stresses that English must be taught from elementary to university. The aim of teaching English in Indonesia is to give chance to the students to understand English comprehensively. In learning

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[2] *Al-Qur'an 3 Bahasa: Arab, Indonesia, Inggris,* (Depok: Al-Huda Kelompok Gema Insani), Al-Qolam: 1, p.1138

English, there are four language skill namely: writing, speaking, reading, and listening. There are also language components: vocabulary and grammar. Then, vocabulary is as one of language components which should be mastered.

Vocabulary is an essential component of language learning especially in English. According to Ricard and Rennadya, vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.[3] It means that without a proportional amount of vocabulary anyone will get trouble in their speaking, reading, listening, and writing.

Tarigan says that the students who are rich in vocabulary are better in mastering a language than the poor ones.[4] It means that vocabulary is also needed by every student in English subject at the school, because vocabulary is needed to in order to make the students are able to communicate both in written and oral. It can be said that it is impossible without mastering vocabulary students can't express what they mean and can't communicate to other people in English well.

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[3]Jack C Ricards,Willy A. Rennadya, *Methodology In Language Teaching, (*New York : Cambridge University Press, 2002), p.255

[4] Immas Haryanti, *The Influence of Using Hangman Game Towards Students' Vocabulary Mastery at The Eighth Class of The Second Semester of Mts Negeri Gunung Rejo Way Lima Pesawaran in 2011/2012 Academic Year,* (IAIN Raden Intan, Bandar Lampung, 2012), p.2

A realistic target for children learning a foreign language might be around 500 words a year, given good learning conditions.[5] It is supported by Charty, who says that to speak and write English in normal situations, you need at least 2000 words.[6] Nowadays, most of the students are lack of mastering vocabulary. Almost students get difficulties when they have a text, they do not know the meaning of the words, it occurs because their vocabulary are so poor.

Based on the preliminary research, the English teacher, Miss.Wulan Rizky, S.Pd said that :

"The students have many problems in learning English in vocabulary. The students difficulty to understand the meaning of words. When I gave the students task, the students can't understand the instruction because they do not know the meaning what I say".[7]

To know the students' vocabulary score , the researcher gave them the vocabulary test. The students' score can be seen in the table below:

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[5] Lynne Cameron, *Teaching Language to Young Learners,* (Cambridge : University press, 2001), p.75

[6] Michael Mc Charty, O'dell Felicity, *English Vocabulary in Use,* (Jakarta : Erlangga, 2001), p.4

[7]Wulan Rizky, An English teacher at SMP N 1 Pesawaran, *Interview for Preliminary Research,* (Pesawaran : Unpublished, January 13th 2016)

Table 1
Eighth Grade Students' Vocabulary Score in Pre-research

No	Score	Class VIII										Total	Percentage
		A	B	C	D	E	F	G	H	I	J		
1	≥ 75 (passed)	26	24	19	15	16	13	15	12	13	18	171	40.71 %
2	< 75 (failed)	16	18	23	27	26	29	27	30	29	24	249	59.29 %
	Total	42	42	42	42	42	42	42	42	42	42	420	100 %

Source : The document of vocabulary score

Based on the data above, only 40.71 % or 171 out of 420 students achieve completion while 59.29 % or 249 of them do not yet complete based on assess Criteria Minimum Mastery (KKM). Criteria Minimun Mastery that is used in the SMP N 1 Pesawaran is 75. It means that the learning process is still not yet optimal.

From the table, it can be assumed that most of the students still feel difficult in learning English vocabulary. The students said that studying English is difficult subject, therefore the students are also passive because the students didn't know the meaning of vocabulary. They also felt bored in learning English especially in learning vocabulary not only because they have minimum vocabulary mastery but also the teacher did not use the interesting technique to make the students attracted. The teacher used translation technique that only

spoke formally in front of the class, gives some explanations and after that the teacher asks the students to open the dictionary, and memorize the vocabulary given by the teacher.[8]

Based on the explanations of the problem, it can be concluded that teaching vocabulary using games or other media is better than do the inattractive technique like what the teacher did in the class. As explained by Thornburry : "Most first-language word games transfer comfortably to the second-language classroom…. Therefore, useful games are those that encourage learners to recall words and, preferably, at speed. Nevertheless, the fun factor may help make words more memorable, and like it or not, a competitive element often serves to animate even the most lethargic students".[9] It can be concluded that using game in teaching vocabulary is the effective way. One of the vocabulary game is Charades game.

Beside, Teare defines that Charades is miming individual parts of a word. The activity of the game using gesture and engage students in physical activity and provoke curiousity of students to find out the word.[10] This game uses exciting ways to define a word, because children prefer to learn by interacting directly, and this game pushes the children's emotional to guess the word by using gesture

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[8]Interviewing Some Students (Ade Diah Palupi, Lutfi Arya Hadi, Anisa Safitri) of The Eighth Grade of SMP N 1 Pesawaran, (Pesawaran : Unpublished, January 13th 2016)

[9]Scott Thornburry, *How to Teach Vocabulary,* (Harlow: Longman , 2002), p.13

[10] Nur Rohmah Hidayati, "The Use of Charades Game to Teach Vocabulary (An Experimental Study of the Seventh Graders of MTs.Miftahul Khoirot Branjang in the Academic Year of 2014/2015)", ELT Forum: Journal of English Language Teaching, [S.l.], v. 5, n. 1, mar. 2016. ISSN 2252-6706. Available at: <http://journal.unnes.ac.id/sju/index.php/elt/article/view/9887>. Date accessed on April, 06 2016

and it will help students define or remember the meaning of the word from Charades Game.

The previous study was conducted by Yuriza entitled "The Effect of Using Adverb Charade Game Toward Speaking Interest of the Second Year Students at SMP Negeri 20 Pekanbaru". She used Charades game to teach speaking and there was significant difference between using and without using adverb charade game toward students' speaking interest of the second year at SMP Negeri 20 Pekanbaru by considering $X_{calculated}$ that was higher than X_{table} in significance level of 5% and 1%. It means that H_a is accepted and H_o is rejected. She said that teaching speaking by using Adverb Charades Game can increase the students' speaking interest and make the students interested in learning process.[11]

The second previous study was conducted by Kurnia entitled "Improving Students' Speaking Skill by Using Charades at Second Grade of MTs Pelita Gedongtataan in the Academic Year of 2015/2016". Kurnia used Charades to teach speaking. She said that there was an improvement on the students' speaking, it can be seen from the mean score of preliminary test was 51.5, the mean score of test in cycle 1 was 68.6 and the mean score of test in cycle 2 was 84.5. In addition, there were 4 students (12.5%) who passed Minimum Passing Criterion – Kriteria Ketuntasan Minimal (KKM) in preliminary test. Meanwhile,

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[11] Dica Yuriza, The Effect of Using Adverb Charade Game Toward Speaking Interest of the Second Year Students at SMP Negeri 20 Pekanbaru, (Pekanbaru, Unpublished, 2014), p.i

in the cycle 1, there were 11 students (34.3%) who passed Minimum Passing Criterion (KKM) and it gained which was in the test in cycle 2 there were 27 students (84.4%) who passed Minimum Passing Criterion, so the criteria of success was achieved. Furthermore, the results of observation showed in cycle 1 there was 42.85% and then improved into 62.85% in cycle 2. So, the observation results showed that the students were motivated to be more active and enthusiastic in the teaching-learning process during the implementation of Charades.[12]

From the explanation above, it assumes that Charades game is appropriate to be used in teaching adverb and speaking, and the researcher wants to conduct a research entitled, "The Influence of Using Charades Game Towards Students' Vocabulary Mastery at The Eighth Grade Of The First Semester of SMPN 1 Pesawaran in the Academic Year of 2017/2018."

A. Identification of the problem

Based on background of the problem above can identified some problems as follows:

1. The students' vocabulary mastery are still low

2. The students still find difficulties to improve their vocabulary.

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[12] Anadia Kurnia, *Improving Students' Speaking by Using Charades at Second Grade of MTs Pelita Gedongtataan in the Academic Year of 2015/2016*, (Metro, unpublished, 2016), p.ii

3. The students felt bored with the technique used by the teacher. The teacher used translation technique that can not attracted the students.

B. Limitation of the problem

Based on identification of the problem above, the researcher focused on the influence of using Charades Game towards students' vocabulary mastery especially in noun vocabulary, and the themes are sports, occupation, things around us, and animal.

C. Formulation of the problem

Based on background of research above, the problems are formulated as followed: "Is there any significant influence of using Charades Game towards students' vocabulary mastery at the eighth grade of the first semester of SMPN 1 Pesawaran in the academic year of 2017/2018?"

D. The Objective of the research

The objective of the research is to know whether there is a significant influence of using Charades Game toward the students' vocabulary mastery at the eighth grade of the first semester of SMPN 1 Pesawaran in the academic year of 2017/ 2018.

E. Uses of the research

The uses of research are as follows:

1. To give an information on the research about the influence of using Charades Game towards students' vocabulary mastery.

2. To help the students learn English easily, particularly for vocabulary.

F. Scope of the research

The scope of the research is as follows:

1. Subject of the research

   The subject of the research is the students at the first semester of the eighth grade at SMP N 1 Pesawaran.

2. Object of the research

   The object of the research is using Charades Game towards students' vocabulary mastery.

3. Time of the research

   The research was conducted at the first semester in the academic year of 2017/2018.

4. Place of the research

   The research was conducted in SMP N 1 Pesawaran.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Frame of Theory

1. Concept of Teaching and Learning English as a Foreign Language

Language is important to communicate in society. Language is made up of sounds, words, and sentences. Cameron says that people use the language for everyday life purpose.[1]It means that language is measured as a tool of communication and it is difficult to do all activities without language. A foreign language is one in which the target language is not the mother tongue of any group within the country where it is being learned and has any internal communication either. Teaching foreign language especially English has spread out in the most of the world. English has been chosen by schools in many countries as a major subject to be taught.

Based on the explanation of language above, we can see that someone needs in connecting communication each other, acquiring knowledge and skill, taking education and establishing relation with other people. In teaching learning process, the teacher will use language to communicate and transfer

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[1]Lynne Cameron, *Teaching Language to Young Learners,* (Cambridge : University Press, 2001), p.11

the material to the students. The teaching learning processes can not be continued without language. It shows that language will take the important role in communication and it is important aspect of education in teaching and learning process in this era particularly English.

Language is tool of communicative, methods and materials should concentrate on the message and not the medium. It is supported by Richard that it is clearly not all that is involved in learning a language since one can master the rules of sentence formation in a language and still not be very successful at being able to use the language for meaningful communication.[2] It means that the purpose of teaching English as the first language is to create a situation that the students can use English as a means of communication. The students should be put into situation that they can use English for communication both oral and written. In other words, the objective of learning as a foreign language is similar to the objective or learning English as a second language. The only different is the opportunities to use English for communication. Students who learn English as a second language have greater opportunities than those who learn English as a foreign language. The students who learn English as a second language can use English and their own native language for communicative simulation.

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[2] Jack C Richards, *Communicative Language Teaching Today,* (New York : Cambridge University Press, 2006), p.3

2. Concept of Vocabulary

a. Definition of Vocabulary

Vocabulary is the collection of words that an individual knows.[3]According to Hatch and Brown vocabulary is a list of words for a particular language or a list or set of word that individual speakers of language might use.[4]It means, list of words which are known and collected by someone are called vocabulary.

Vocabulary is one elements of english that should be learnt and taught, because vocabulary is afundamental component of second language proficiency; one of the primary goals of language learning is to know the meaning of the words.[5]

Thornbury says that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.[6]It has to be realized that the student's ability to read, to write, to listen, and to speak is conditioned by their vocabulary. This shows that people will do nothing in communication if they do not know the words or vocabulary. As mentioned by Rivers in Nunan, argues that the acquisition of an adequate vocabulary is essential for

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[3]David Nunan, *Practical English Language Teaching Young Learners*, (New York, 2006 : McGraw-Hill ESL/ELT), p.121

[4]Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantics, and Language Education*, (Cambridge: Cambridge University Press, 1995), p.1

[5]Virginia F. Allen, *Technique in Teaching Vocabulary*, (Oxford : Oxford University Press, 1983), p.4

[6]Scoot Thornbury, *How to Teach Vocabulary,* (London : Pearson Education Limited, 2002), p.13

successful second language use because without an extensive vocabulary, one will be unable to use the structures and functions one may have learned for comprehensible communication.[7]From the statement above, it is clear that vocabulary has an important function in making up language in communication, either in the form of written and spoken.

In addition, Coady and Huckin said that vocabulary is central language and of critical importance to the typical language learner, it is obvious that vocabulary is one of the most important aspect of foreign language learning.[8]Based on the statement above, it means that vocabulary as a central in English learning, the students must have enough vocabulary because it is the key in foreign language learning when the students want to master English. They must get sufficient vocabulary, because without vocabulary the student will not be able to use the language.

According to Hibert and Michael, vocabulary is the set of words for which we know the meanings when we speak or read orally and the set of words also that an individual can use when writing.[9] In addition, Richard and Rennadya state that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and

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[7]David Nunan, *Language Teaching Methodology; A text Book for Teacher,* (London : Phoenix, 1995), p.117

[8]JammesCoady and Thomas Huckin, *Second Language Vocabulary Acquasition ,* (United Kingdom : Cambridge University Press, 1997), p.5

[9]Elfrieda H. Hibert and Michael L. Kamil, *Teaching and Learning Vocabulary (Bringing Research to Practice)*, (London : Laurence Erlbaum Associates (LEA), 2005), p.3

write.[10] Based on the statement above, it means that people use vocabulary in every aspect. Vocabulary can help the students in speaking, writing and reading. Vocabulary is used by the students to understand the sentences of English, in making sentences, and to speak English. By having enough vocabulary, there will be less difficult in comprehending the text and expressing ideas.

From the statement above, it can be concluded that vocabulary is collection or a list of words and central elements of English of learning a foreign language that should be learnt to know the meaning of the wordsthat can help the students use language to communication well.

b. **Concept of Vocabulary Mastery**

Vocabulary is a central of language and one of the materials studied by students of all level of schools in Indonesia. It is supported by Cameron that vocabulary is the central learning of foreign language at primary level.[11] It means that every students must learn vocabulary started from primary level, because vocabulary is used by the students to communicate each other.

Whereas, mastery refers to having great skill at something or total dominance over something. Mastery is from master, who is someone

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[10]Jack C. Richards and Willy A Renandya, Loc. Cit.
[11]Lynne Cameroon, Op. Cit., p.72

knowledgeable about a subject. It is impossible to be successful in study language without mastering the vocabulary.

Vocabulary mastery is important for language learners in learning the whole language too. Willis says that when students build vocabulary mastery, they can more effectively communicate their ideas, knowledge and voice.[12] When students try to develop their vocabulary mastery, their thinking and understanding of speaking will improve. Then, they can communicate effectively. Vocabulary mastery is purposed of learning vocabulary, because when learners mastery vocabulary they are able to use it in daily life.

According to Kridalaksana: "Vocabulary represent : (1) Language component claiming all information about meaning and word usage (2) Vocabulary mastery of the speaker or writer of a language. It consists of : simple word, complex word, compound word and idiom."

Single word (simple) is word whose root cannot be morphologically analyzed, for example: teach, friend and nation. While complex word is word which is formed by a simple word added with certain augmentation, in the form of prefix or suffix, for example: teacher, unfriendly, national.

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[12]JudyWillis, *Teaching The Brand to Read, (*Alexandria : Association for Supervision And Curriculum Development (ASCD), 2008), p.80

Compound word represents the word yielded with the combination of two words or more to form new word, for example: supermarket, drugstore, and handbag.

While the idiom represents the lexical meaning built from some words, which cannot be explained again by looking at the forming words, for example: turn down, run out, hang on, give in and etc.[13]

In addition, according to Jackson and Amvela there are three kinds of vocabulary :

1. Simple Word

   Simple word is free morphemes, such as door, knob, and animal.

2. Complex Word

   Complex (or derived) words such as Spoonful, mentally, farmer are formed from simple words by addition of affixes or some other kind of morphological modification.

3. Compound Word

   Compound word or simple compound are formed combining two or more words (free morphemes) with or without morphological modification, e.g. butterfly, toothbrush, and newspaper.[14]

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[13]Harimurti Kridalaksana, *Kamus Linguistik,* (Jakarta: PT. Gramedia Pustaka, 2008), p.142

According to Harmer there are some aspects of vocabulary that should be taught or mastered by students in learning foreign language, they are as follows:[15]

1) Word meaning

The least problematic issue of vocabulary, it would seem, is meaning. According to Harmer word meaning include:

a. Polysemy

Polysemy is only resolved when we see the word in context, that allows to say which meaning of the words in the particular instance is being used. For example: the house is at the **foot** of the mountains.

b. Antonym

The term antonym is used for opposite meaning of word. For example: "full" is an antonym of "empty".

c. Synonyms

It means that two or more words have the same meaning. For example: the synonym of smart is clever, bright may serve as the synonym of intelligent.

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[14]Howard Jackson & Etiene Ze Amvela, *Words, Meaning and Vocabulary ; an Introduction to Modern English Lexicology,* (New York: The Cromwell Press, 2004), p.51
[15]Jeremy Harmer, *The Practice of English Language Teaching*, (London :

Cambridge, 1988), p. 18

d. Hyponyms

It means Items that serve as specific examples of a general concept. For example: the hyponyms of animal are dog, cat, horse.

e. Connotation

A less obvious component of the meaning of an item is its connotation. The associations, positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition. Connotation is the communication value as expressed by virtue of what it refers to, over and above its purely conceptual content. For example: "slim" has favorable connotations, while " thin" has unfavorable; so that one could describe something as " slim body" not " thin body".

2) Extending Word Use

Words do not just have different meanings, however. They can also be stretched and twisted to fit different contexts and different uses. We say that someone is in a black mood or someone is yellow, yet we are not actually describing a color. In such context black and yellow mean something else. It is frequently stretched throw the set of metaphorical and idiom use. For example: "as sick as parrot" this

idiom expression become so widely used that it began to irritate everybody, except, perhaps.

3) Word combinations

Although words can appear as single item which are combined in a sentence. (*The mongoose bit the snake)*, they can also occur in two or more items groups (*The normally lightning-quick reactions of the reptile let it down).* They often combine with each other in ways which competent speakers of the language recognize instantly, but which other often find strange. The kinds of word that go together in one language are often completely different from the kinds of word which live together in another.

4) Word grammar

The last is about word grammar which is employed by distinguishing the use of word based on the use of certain grammatical patterns such as noun, verb, adjective, adverb etc. we make a distinction between countable and countable nouns. The former can be both singular and plural. We can say one chair or two chairs, etc.[16]

From those statements, it can be concluded there are some aspects of vocabulary:

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[16]*Ibid,* p 18-21

they are word meaning, extending word use, word combination and word grammar. In this research, the researcher will focus on word grammar for teaching vocabulary young learners in junior high school.

a. Types of Vocabulary

In English,vocabulary has some types that needs to be learnt. There are types of vocabulary that are explained by the experts. One of the explanations is explained by Thornburry. He classified into eight word classes such as nouns, pronouns, verbs, adjectives, adverb, preposition, conjunction, and determiners.[17] Those can be describe as follows:

1) Noun

There are some definitions about noun that proposed by the expert. Frank states that noun is one of the most important parts of speech.[18] It's arrangement with the verb helps to form the sentence core which is essential to every complete sentence. While Sjah and Enong state that noun is a word used to name people, place, plant, object, animal, quality and abstract concepts.[19] It means that noun is relates with name of something like place,

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[17]Scott Thornbury, *Op Cit*, p.4

[18]Marcella Frank, *Modern English a Practical Reference Guide,* (New York : Prentice Hall Inc, 1972)p. 6

[19]DjalinusSjah and AzimarEnong, *Modern English Grammar*, (Jakarta: Cv Simplex, 1977), p. 30

plant, people, and others. For examples: John, student, house, chair, nose, cat, honesty and others.

From the statements before, can be concluded that noun is one of the most important parts of speech that can use to name people, place, plant, object, animal, quality and abstract concepts.

2) **Pronoun**

A pronoun is a word that replaces one or more than one noun[20]. There are two types of pronoun, they are personal pronoun and reflexive pronoun. Personal pronouns have different forms depending on their person (first, second, or third), number (singular or plural). And form of case (subject, object or possessive). Reflexive pronouns are unique group of pronouns that always end in either –*self* or –*selves*, for example: *myself, ourselves*.

3) **Verb**

Verb is a word or groups of words that expresses an action, an event or a state. For example: *eat* (an action), *happen* (an event) , and *exist* (a state). The verb is used after subject, or before object or complement.[21]

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[20]Mark Lester, *English Grammar Drills*, The Mc-Graw Hill Companies, USA, 2009, p. 67

[21]Marcella Frank, Op.Citp.52

According to Frank, types of verbs are predicating or linking verb, and transitive or intransitive verb.[22]

1. Predicating or Linking Verb

A predicating verb is the chief word in predicate that says something about subject. The predicating word has traditionally been called a verb of action, for example: babies *cry*, she *wrote*, I *drive.*

A linking verb is a verb of incomplete predication. Linking verb is also called copulative verb. The more common of linking verb are appear, be, become, get, look, remain, seem, feel, taste, smell, sound. For example: The news *sounds* interesting.

2. Transitive or Intransitive Verbs

A transitive verbs takes a direct object. For example: He is reading a book. While an intransitive verb does not require an object. For example: The train arrived late last night.

4) Adjective

Adjective are words like short, old, cheap, happy, nice, electric. Most adjectives express quality; they tell us what something is like. An adjective always has the same form, except for comparison. Adjective is a word that describes a person, a thing, for example *big*, *red*, and *clever* in *red wine,*

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[22]Ibid, p. 48

and c*lever idea*. For example is *cheap shirt*. Cheap (adjective) describes shirt (noun).

5) **Adverb**

An adverb is another word category. As far as meaning is concerned, adverbs often add information in relation to circumstances of manner, time, or place. In other words, they answer the questions 'How?', 'When?', 'Where?'

For example:

- Ken snores *loudly*.

- The baby cried *continually*.

There are three basic types of adverb: adverb of manner, adverb of time, and adverb of place[23].

a. Adverb of Manner

Adverb of manner is explain how the action of the verb is done. The manner adverb has the most characteristic adverbial form (an –*ly*ending added to a descriptive adjective. Example:

- Mr. Avery drives *slowly*.

- The orchestra played *loudly*.

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[23]Mark Lester, Op.cit,p.206

b. Adverb of time

These adverb have a fixed boundary in time; yesterday, tomorrow, next, soon, late and early. For example: He arrived *last night*.

c. Adverb of Place

Adverb of place usually answers the question *where* about the action of the verb, and come after the verb. Common of place are *here, there, far, near, over there, away,* and *far away.*

6) **Preposition**

Prepositions belong to small group or class of words which express relations of place, direction, time or possession. Words belonging to this include: *of, in, on, at, to, from, till, with, for, beside, against, by , towards,* and so on.

7) **Conjunction**

Conjunctions are the word that "joins". A conjunction join two parts of a sentence and help to show the connection between two parts of sentence. There are two basic functions of conjunction; they are coordinating conjunction and subordinating conjunction. Coordinating conjunctions are used to join two parts of sentence that are grammatically equal.

Example:

and, but, or, nor, for, yet, so.

Subordinating conjunctions are used to join a subordinate.

Example:

although, because, since, unless.

8) Determiner (Articles)

Determiners are words placed in front of a noun to make it clear what the noun refers to. There are several classes of determiners:

a. Definite and Indefinite Articles : A, An, The.

b. Demonstratives : This, That, These, Those.

c. Quantifiers : a few, a little, much, many, a lot of, most , some, any, enough, etc.

c. Possessive : my, your, his, her, its, our, their.

d. Numbers : cardinal, ordinal number.[24]

From the explanation above can be concluded they are many kind of vocabulary that should be mastered by the learner including, adverb, adjective, noun, verb, pronouns, preposition, conjunction and determiner (articles). In this case the researcher will do the research to know the

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[24]Scott Thornburry, Op.Cit p.3

students' vocabulary mastery in noun especially in concrete and compound noun.

3. **Concept of Noun**

a. **Noun**

The popular definition of a noun is describes a person, place or thing.[25]Noun is one of the most important parts of speech, it may function as the chief or "head" word in many structures of modification.[26]

So, it means that noun is one of the most important part of speech that must learn to describe a person,place or name of something.

For example :

- Teacher , Mr.Andi, (a person)

- Jakarta, Niagara Fall, Indonesia (a place)

- Glass, Bag, Shoes (a thing)

In fact, we use nouns to express a range of additional meanings such as concept, qualities, organization communities, sensation and event. In other terms, nouns are the basic tools for giving names to things and concepts; therefore, learners need to control a large vocabulary of nouns as well as associated word such as pronouns, adjectives, and preposition.

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[25]Martin Parrots, *Grammar for English Language Factors,* (Cambridge : Cambridge Univ Press, 2004), p.7
[26]Marcella Frank, *Op.Cit* p.6

It can be conclude that noun is the most important parts of speech or word class that identifies a person or , place, thing, quality, or activity. There are some types of noun, they are :

a. **Proper Nouns**

Proper nouns are nouns that refer to specific entities. A proper noun begins with a capital letter and are not beginning of sentences are often the names of people , places (town, countries, etc.) , institution, in day of the week, months of the years, ethnic group, names of nationality and language in writing. For examples :

The names of people   : Lauren Jack

Place   : Indonesia

Day of the week   : Tuesday[27]

b. **Concrete and Abstract Nouns**

1. Concrete noun is a word for a physical object that can be touched, smelled, seen, felt, or tasted. For example : Steak, table, dog, Maria, salt*,* andspoon.

2. Abstract noun is a word for a concept that exists in our minds only. For example : beauty, justice, love, freedom,etc.

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[27]Martin Parrots, Op.Cit.*,* p.9-10

c. Countable and Uncountable Nouns

1. Countable nouns are for things we can count using numbers. They have a singular and a plural form. Countable noun can usually be made plural by the addition of –*s*. For example : three books, and two girls.

2. Uncountable nouns are for the things that we cannot count with numbers. They may be the names for abstract ideas or qualities or for physical objects that are too small or too amorphous to be counted (liquids, powders, gases, etc.). Uncountable nouns are used with a singular verb. They usually do not have a plural form. For example : oil, water, money, sugar, etc.

d. Collective Nouns

Collective noun is a word for a group of people, animals or objects considered as a single unit. For example : family, collony, audience,etc.

e. Compounds Nouns

Compound nouns contains two or more words which join together into one vocabulary.[28] Compound nouns consist of the following composite forms.

1. Closed form such as *softball* and *toothpaste*,

2. Hyphenated form such as *six-pack* and *son-in-law*

3. Separate words (open form) such as *post office* and *upper class* that go together by meaning.

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[28]Marcella Frank, Op.Cit., p.7

4. Concept of Teaching and Learning Vocabulary

a. Teaching Vocabulary

Teaching is defined as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand.[29] Based on explanation, teaching vocabulary is an activity where the teacher gives the students knowledge about vocabulary and how to use it in daily life. Teaching vocabulary is not easy to do. Teaching vocabulary deals with knowing meaning from the words.

In teaching vocabulary, the teachers have responsibility to make the students succesful in their teaching. The teacher should teach the material that suitable with the students' need by using the appropriate strategy, media, technique, etc, and use them to achieve the goal. Cameron says that teaching vocabulary focuses on helping students to build up knowledge of words also it will be able to the students to use the language efficiently and successfully.[30] It means that teaching vocabulary must be carefully in choosing the material to make students enjoy the learning and attract with the English subjectwith the right way to achieve the goal.

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[29]H.Douglas Brown,Op.Cit, p.8
[30]Lynee Cameron, Op.Cit., p.75

Teaching through game is a variation a lesson and increase students' motivation. By using games, the teacher can create a good atmosphere in the classroom, so that the students do not tense to learn sometimes, students do not realize that they are learning. This enjoyable situation unconsciously also makes students want to speak. If they talk more, it means that they can increase their vocabulary.

Thornbury states that without vocabulary nothing can be conveyed.[31] It means that in teaching vocabulary the teachers have to know how to teach students in order to make the students able to remember the vocabulary. They should be more creative in teaching vocabulary and they must be able to know what the technique that should be and suitble with their lesson.

b. **Learning Vocabulary**

Learning vocabulary is a complex process. Learning vocabulary is not only learning about the words, but also about how to use it into correct usage. Moreover, learning vocabulary of foreign language presents the learner with several challenges. As stated in Brown learning is acquiring or getting of knowledge of a subject or skill by study, experience, or instruction.[32]

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[31]Scoot Thornbury,Op. Cit., p.13
[32]H.Douglas Brown,Op, Cit., p.7

Learning vocabulary needs a process. In order to make an effective process, the learner should be in the effective condition of acquiring vocabulary mastery. Learning new vocabulary through enjoyable and out of the ordinary process may assist the children to learn vocabulary. For making students get enjoyable in learning, teacher has to provide the technique which gives them fun and interactive actively. It can be inferred that one of the technique that can fulfil the characteristics of suitable technique in teaching children is using a game. It makes language learners interested in learning target language because it provides creative activities that keep the children simulated to learn a target language.

5. **Concept of Teaching and Learning by Game**

A game is an activity with rules, a goal element of fun.[33] Games ought to be at the heart of teaching foreign language. The main aim of games should be to develop communication skill. Games are used at all stage of lesson and to make the students easier to understand and remember vocabulary in some topics. Games can be the media to teach vocabulary because they are fun, the pleasant relaxes atmosphere fostered by the game has proven to be efficient learning. It is supported by Wallace in Haryanti, in game there will be the additional aim to odd an element fun, relaxation, and enjoyable to the lesson.[34]It means that games are a

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[33] Jill Hadfield, *Elementary Vocabulary Games.*(England :Longman, 1998), p.4
[34]Immas Haryanti, Op, Cit., p.10

vital part of a teacher's equipment, not only for language practice they provide, but also for the therapeutic effect they have. They can be used at any stage of a class to provide an amusing and challenging respite from other classroom activity and especially useful at the end of along day to send students away feeling cheerful about their English class.

By using games, the students do not feel that they learn something through that activity. Through games the students become active learners. That is why many teachers of English as a second language who use games with children and teenagers and even adults are extremely pleased with the result. Chosen game are invaluable as they give students to practice language skill.

However, learning English vocabulary using games has an important role for teachers and students. The first, as students, they have strong and good motivation to depend English language. The second, they are easy to accept the English language because they learn by playing games that nowadays has been grown developed in Indonesia. The third, teaching English vocabulary using games can help teacher in teaching learning process. Finally, they can teach and learn English vocabulary using games.

Based on the statement above, it can be concluded that games is fun, it is can create relaxes atmosphere if it use in teaching learning process. So, it can be make the students easier to receive the material.

6. Concept of Charades Game

a. Definition of Charades Game

Charades is one of the game that can be used in teaching vocabulary. It will help teachers in teaching English. According Kaduson and Schaefer in Rafinggi:

"Charades is an excellent way to facilitate the emotional education of the children. It can be used as prevention for the emotional well-being of children experiencing emotional difficulties, or remediation for children who appear to be lagging inemotional development. This game requires the child to be in the spotlight and the center of attention for a few minutes, it is intrisically motivating."[35]

Besides, Teare in Hidayati states that Charades is a technique miming the individual parts of a word. The activity of the game using gesture and engage students in physical activity and provoke curiousity of students to find out the word[36]. It means that the game use mime style that involve body movement and facial expressions are fun and encourage creativity to know

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[35]Dhika Lomita Rafinggi, *Teaching Vocabulary by Using Charades Technique for Young Learners,* https://www.academia.edu/10187785/TEACHING_VOCABULARY_BY_USING_CHARADES_TECHNIQUE_FOR_YOUNG_LEARNERS_Oleh, accessed on January, 11th 2015

[36]Nur Rohmah Hidayati, "The Use of Charades Game to Teach Vocabulary(An Experimental Study of the Seventh Graders of MTs.Miftahul Khoirot Branjang in the Academic Year of 2014/2015)", ELT Forum: Journal of English Language Teaching, [S.l.], v. 5, n. 1, mar. 2016. ISSN 2252-6706. Available at: <http://journal.unnes.ac.id/sju/index.php/elt/article/view/9887>. Date accessed on April, 06 2016

meaning of the word. In addition Ellery states that Charades is a way to make a mental image of a word to aid in recalling the word.[37] It means Charades can help students in remember the words.

Charades game look like a pantomime game but there is something different between the charades game and pantomime game. Pantomime is a word from the Greek *pantómîmos,* meaning a play in which the performers express themselves by mute gestures, often to the accompaniment of music. ***Panto*** is a prefix meaning "all" from the Greek word *pant and* ***mime*** is a suffix meaning "imitator, mime" from the Greek word *-mîmos.[38]* Mimed activities emphasize movement, actions and physical responses rather than dialogues or thoughts.[39]

In the United Kingdom, the word "Pantomime" means a form of entertainment, generally performed during the Christmas season. Most cities and towns have a form of Pantomime at this time of year.[40] Pantomimes are **based on folk stories** or **fairy tales** like Cinderella, Jack and the Beanstalk or Snow White and the Seven Dwarves. The performances often include

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[37]Valerie Ellery, *Creating Strategic Reader.* (New York : Library of Congress Catalonging-in-Publication Data, 2005) p.149

[38]Chris Major, *Pantomonium*, (New York: Pantomonium Productions Inc, 2007), p.12

[39] Shibani Banerjee, *Learn and Unlearn: Drama as an Effective Tool in Teaching English Language and Communication, (*January-March, 2014), International Journal of English Language & Translation Studies*,* Volume: 2, Issue: 1

[40]*The History of Pantomime*, Available: http://www.its behind you.com/ Factsheets/ The%20 History%20of%20Pantomime.html

songs or music.[41] According to Prihantoro, the purpose of pantomime is students able to describe a pantomime with a sentence orally or by written text.[42] So, there is differences between Charades game and Pantomime game. If pantomime game is game play in which the performers express themselves by mute gestures **based on folk stories** or **fairy tales** and often to the accompaniment of music but the Charades game is not.

From the statement above, it can be conclude that Charades is a fun and creative game that can help studentsin remembering the word,defining the words, and adjusting the action with the spoken word, because this activities of this game uses mime style and engage students in physical activity and provoke curiosity of students to find out the word. This game uses exciting ways to define a word, because the students prefer to learn by interacting directly, this game push the students to guess a word by using gesture. It will help the students define or remember the meaning of the word.

b. Procedure of Charades Game

There are some steps in applying Charades game according to some experts. According to Malley and Duff,there are some steps in teaching vocabulary by using Charades:

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[41]*Pantomimes*, Available: http://www.bbclearningenglish.com
[42]Agung Prihantoro, *100 Games for Teaching English* (Yogyakarta: Pustaka Pelajar, 2014), p.139

1. Teacher will need to explain and then demonstrate how charades works, the idea is that individual (or group) has a word that they convey to others by miming and using sound but not words. Usually this is done by breaking the word into chunks and acting out teach chunk separately, if the word was *tennis*, you might show then fingers, ten point at your knees; if the word was *humourus,* you could star by laughing a lot, then point to yourself and other to shows us; if the word was *detestation*, you could make a face showing hate / disgust, then mime waiting for a train at a station.

2. When students have idea, divide them into groups of five. Give one word slip into one person in each group. This student then has to present to the word as quickly as possible to the other group members.

3. As soon as groups correctly guess the first word, give out a different slip to another member. Continue with the activity till everyone has had a turn.

4. Conduct whole-class feedback, inviting volunteers to present some of their words to everyone.[43]

In addition, Ellery states that the steps Charades as follows:

1. Write some chosen vocabulary words or phrases from the text on note cards and have students take turns selecting a word cards and have students take

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[43]Allan Duff & Alan Maley, *Drama Techniques,* (Cambridge : Cambridge University Press, 2005), p.174

turns selecting a word card and acting out (role playing) the meaning of the word on the card while holding or moving related or symbolic objects.

2. Have students give suggestions for what the word might be until the correct word is identified.

3. Return to the text, and highlight the words students acted out within the text.[44]

According to Dayton in Rafinggi, the steps in teaching vocabulary by using Charades game as follows:

1. One player acts out something specific, such as pretending to be a certain animal or person or pretending to be doing a certain activity such as sewing, playing cards, watching and so on.

2. The other players try to guess who the acting players working together in two, three or four miming a situation or an activity while the other guess.

3. You can have players working together in two, three or four miming a situation or an activity while the others guess.[45]

Based on three expert above, the researcher tries to modifie the procedure as follows:

1. Cut the stripes of paper.

2. Write a new words in a paper with a theme, example : animal (cat, dog, mosquito)

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[44]Valerie Ellery, Loc.Cit.
[45]Dhika Lomita Rafinggi, Op.Cit., p.9

3. Place the piece of paper into a box

4. After that, divide the students into groups. One of them to be an actor that mime a word without saying anything and the other tries to guess.

5. Give them 5 words in 2 minutes per groups.

6. The group that can answer the most words will be the winner.

In conclusion, teaching vocabulary by using Charades can be modified based on the level of students but the purpose are same to increase students' vocabulary well. Using Charades should be suitable with the materials and level of the students. Because by using the procedure, the student can be easy in learning vocabulary.

7. Advantages and Disadvantages of Charades Game

Every games there are advantages and disadvantage. Charades gives the advantages and disadvantage in learning vocabulary based on the analysis of the researcher. The advantages are:

a. Increase the students' vocabulary mastery especially in noun.

b. It can increase students' enthusiastic, because students will work hard to act out and guess the right answer in order to win the game.

c. It overcomes students' boredom in learning vocabulary because students' like something enjoyable and fun.

Disadvantage of Charades are :

1. The class will be rather noisy, because the student try to guess the word by shouthing in the class when this game is applied.

2. It takes a long time during the process because many groups in the class.

8. Procedure of Teaching Vocabulary through Charades

The following procedure of teaching Charades is adapted by the researcher. The steps as follows:

Table 2
Procedure of Teaching through Charades

Pre Activity	1. The teacher greets the students.
	2. The teacher checks the attendance list.
	3. The teacher prepares the material.
While Activity	1. The teacher explains the material, rules and demonstrates how Charades works.
	2. The teacher cut the stripes of paper.
	3. After that write a words in a paper with a theme, example : animal (cat, dog, mosquito)
	4. Place the piece of paper into a box or some place
	5. Next , divided the students in to groups. One of them to be an actor that miming a word without saying anything and the other try to guess.

	6. The teacher will give them 5 words in 2 minutes per groups.
	7. The groups that will answer all words will be a winner.
Post Activity	1. Students' memorize vocabulary.
	2. The teacher asks students to answer the questions that related to the materials
	3. The teacher gives the homework to make the students more understandable about the topic
	4. The teacher closes the lesson

9. Concept of Translation Technique

a. Concept of Translation Technique

Translation is one of activity where someone changes one language to another language. According to Richard and Schmidt, translation is the process of rendering written language that was procedure in one language (the source language) into another language (the target language), or the target language version that results from this process. Translation in which more emphasis is given to overall meaning than to exact wording is known as free translation. A translation that approximates to a word for-word representation of the original is known as a literal translation. A translation that has been produced by a

computer is known as a machine translation.[46] It means that translation not only did by human, but also can do by the machine like a computer. Translation process is not easy, because source language not only changes into target language, but also translator should be processing the word into a good sentence. While according to Catford, translation is understood as a linguistic phenomenon, as an operation performed on languages. This operation was seen as a process of transcending between source language (SL) and target language (TL). Translation may be defined as the replacement of textual material in one language (Target Language). [47]

From the definitions above, it conclude that translation is a process where the source language or original language is changed into the target language.

b. **Strength and the Weaknesses of Translation Technique**

Strength of Translation Technique

The following are the strength of translation technique:

1. Understandable. For instance, if we translate an English text to Indonesia language, it is much more understandable by us.

2. Widen vocabulary, hence increasing our vocabulary indirectly.

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[46] Jack C. Richards and Richard Smith, *Dictionary of Language Teaching and Applied Linguistics*, (London : Longman, 2002), p.563

[47] Christina Schaffner, The *Concept of Norms in Translation Studies*, (Birmingham: Aston University, 1965) , p.3

3. Discipline your mind. Researching and discovering new words and even cultures that are in the texts that they translate. As a result, we will have our own experts on translating literary texts that we do not have to import them.

Weaknesses of Translation Technique :

The following are weaknesses of translation technique:

1. Inaccurate words. Somehow, we tend to translate it into languages, but the words that we use are sometimes inaccurate that it does not have in our vocabulary or is slightly different with our language.

2. Lack of originality. We do think it will be lack of originality as we tend to change the words, thus the meaning of the text itself is marginally or slightly different.

3. Take time to interpret. It does take time we to interpret, learn, research and finally translate the whole text.[48]

 4. It is uninteresting. Translation technique is dull and mechanical. It is bookish. No aids are used to make lessons interesting

 5. It makes the students a passive learner.

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[48] Albany, *Advantages and Disadvantages of Translation*, http://tccl.rit.albany.edu/knit/index.php/unit 3:what is the advantage of using translation as a teaching resource/, accessed on 05 March

c. Procedure of Teaching Vocabulary through Translation Technique

Language teachers may develop their own procedures as long as they are in accordance with the characteristic of the translation technique. The following procedure of teaching the target language through the translation technique is adapted from Larsen-Freeman.[49]

Table 3

Procedure of Teaching the Language through Translation Technique

Pre Activity	1. The teacher greets the students.
	2. The teacher checks the attendance list.
	8. The teacher prepares the material.
	9. The class reads a text written in the target language.
	10. Students' translate the passage from the target language to their mother tongue.
	11. The teacher ask the students to find in the dictionary
	12. The teacher asks students in their native language if they have any questions, student ask questions and the teacher answer the questions in their native language.
	13. Students' write out the answers to reading comprehension questions.
	14. Students' translate new words from the target language to their mother tongue.
	15. Students are given a grammar rule and based on the example they apply the rule by using a new words.

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[49] Diana Larsen and Freeman, *Technique and Principles in Language Teaching*, (Oxford: Oxford University Press, 2000), p. 15-17

Post Activity	5. Students' memorize vocabulary.
	6. The teacher asks students to state the grammar rule.
	7. Students' memorize the rule and errors are corrected by providing the right answers.

B. Frame of Thinking

In teaching vocabulary, an English teacher should be able to help students to memorize the words. Therefore the teacher should have such kind of strategy to make the students are interested and have motivation in learning English. The teacher must prepare the materials as well, use suitable strategy and media in teaching and learning vocabulary. In this case, the teacher can help the students by using Charades Game as a media in learning vocabulary. By using Charades Game in learning vocabulary, the researcher hopes that the students can learn more creatively and have good progress.

Based on the previous explanation, learning vocabulary through Charades Game can increase students' vocabulary mastery and another component in language skill. Charades can produce many words that can be kept in students' mind for a long time. Charades Game can be used in teaching vocabulary, because there are so many words appear and it can improve the students' vocabulary mastery.

C. Hypothesis

Based on the theories above, the hypotheses would like to propose as follows:

H_o = There is no significant influence of using Charades Game towards students' vocabulary mastery.

H_a = There is a significant influence of using Charades Game towards students' vocabulary mastery.

CHAPTER III
RESEARCH METHODOLOGY

A. Design of the Research

Experimental design is the general plan for carrying out a study with an active independent variable. The design is important because it determines the study's internal validity, which is the ability to reach valid conclusion about the effect of the experimental treatment on the dependent variable[1]. Experimental research is about studying the effect or the impact of an approach under stringent and controlled conditions to make statements of causality.[2] According to Sugiyono, There are four kinds of experimental design, namely: Pre experimental, True experimental, Factorial experimental, and Quasi experimental[3]. The purpose of experimental research is to investigate causal correlation or influence between free variable with variable tied by comparing result of between experiment group.

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[1]Donald Ary, et.al, *Introduction to Research in Education Eight Edtion*, (Canada: Wardsworth, 2010), p. 316

[2]Marguerite G. Lodico, Dien T. Spaulding and Katherine H. Voegetle, *Methods in Educational Research*: *From Theory to Practice,* (New York :Jossey-Bass, 1987), p.12

[3] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2008), p. 73

In this research, the researcher used Quasi-experimental design. Quasi-experimental designs are similar to randomized experimental designs in that they involve manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment groups[4]. The variety of quasi experimental design can be divided into two main categories, they are post-test only control group, and pre-test posttest group design. In this research, the researcher apply quasi-experimental pretest- posttest group design.

From the statements above, the researcher used quasi-experimental research design to know the influence of using Charades game towards students' vocabulary mastery. This design used because if the researcher randomly assigns the students to classes, it would disturb classroom learning. Therefore, when randomized designs are not feasible, the researcher must use quasi experimental design.

Based on the explation above, the design used two classes in this research as the sample that included experimental class and control one. One class as experimental class that was given the treatment by using Charades and the other one as the control class that was given the treatment by using translation technique.

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[4] Donald Ary, et.al, *Loc. cit.*

The research design was as follows :

| G1 : T1 X T2 |
| G2 : T1 O T2 |

Notes :

G1 : Group one (Experimental Class)

G2 : Group two (Control Class)

T1 : Pre-Test

T2 : Post-Test

X : Treatment by Using Charades

O : Translation Technique [5]

B. Variable of the research

Variable is characteristic or attribute of an individual or an organization that (a) researcher can measure or observe and (b) varies among individuals or organization studied.[6]There are two variables in this research, they are :

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[5]Ibid. ,p.143

[6]John W. Creswell, *Educational Research :Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (Boston : Pearson Education Inc, 2012), p.112

1. The independent variable of the research is the use of Charades game that is symbolized by (X)

2. The dependent variable is the students' vocabulary mastery that is symbolized by (Y)

C. Operational definition of variable

The operational definition of variable in this research as follows :

1. Charades is a guessing game that fun and creative by asking the students to guess the words by using miming individual parts of a word given by teacher that can be used in teaching vocabulary.

2. The students' vocabulary mastery is their ability to use or understand word of language that they have learned in certain situation which they really have experienced in their lives, especially the nouns including : concrete noun and compound noun.

D. Population, Sample, and Sampling Technique

1. Population

Population is a group of individuals who have the same character.[7] Population is all of individuals who have been targeted in the resesarch.The population of the research was the first semester of the eighth grade at SMP

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[7]Ibid., p.142

1 Pesawaran in the academic year of 2017/2018 which consisted of ten classes as follows:

Table 4

The Population at The Eighth Grade of SMP N 1 Pesawaran in The Academic Year of 2017/2018

No.	Class	Gender		Total
		Male	Female	
1	VIII. A	11	31	42
2	VIII. B	12	30	42
3	VIII. C	23	19	42
4	VIII. D	24	18	42
5	VIII. E	23	19	42
6	VIII. F	22	20	42
7	VIII. G	29	13	42
8	VIII. H	25	17	42
9	VIII. I	22	20	42
10	VIII. J	23	18	42

Source: Document from SMP N 1 Pesawaran 2017/2018

2. **Sample of the research**

Sample is any part of population of individuals of whom information is obtained. It may for a variety of reasons, be different from the sample originally selected.[8] The samples of this research were two classes. One as experimental and the other as control class .

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[8]Jack R. Fraenkel, Norman E.Valen, *How to Design and Evaluate Research in Education 7thed, (*Boston : MC Graw-Hill Co.Inc, 2009), p.105

3. Sampling technique

In this research, the researcher used Cluster Random Sampling technique because the population is in groups and homogenous.[9]

Steps in determining the experimental class and control class as follows :

1. The first, the researcher provided ten pieces of paper, each paper contained the name of every class : VIII A to VIII J

2. The second, the paper was rolled and put in a glass and shaked.

3. The researcher took two pieces of rolled papers, the first paper out as the experimental class (VIII E), and another one (VIII J) as control class of this research.

E. Data Collecting Technique

In collecting the data, the researcher used tests. It is used to measure the students' vocabulary mastery. To collect the data, the researcher used pre-test and post-test.

a. Pre-test

Pre-test is conducted to know the students' vocabulary mastery before the treatment. It was done in control class and experimental class to find out the students' quality before treatment.

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[9]Sugiyono, Op. Cit., p.215

b. **Post-test**

Post-test is conducted to know the students' vocabulary mastery after they were given the treatment. The topics tested in the post-test was the same as those in the pre-test, because both of them was used to measure the students'vocabulary mastery and to know whether there were positive influence of using Charades Game towards students' vocabulary mastery or not.

F. **Instrument of the research**

The research instrument is a tool to get data that used by the researcher. In this research the researcher used a test to get the data about vocabulary mastery The topics were animal, things around us, occupation, and sport. The instrument of pre-test and post-test was multiple choice test. It consisted of 40 questions with 4 options (a,b,c and d) with word grammar aspect, and the vocabulary subject such as concrete noun, and compound noun with the themes such as animal, thing around us, occupation, and sport. The specification of test for pre-test and post-test items before validity test as follows :

Table 5
Specification of Test for Pre-test and Post Test before Validity Test

Theme	Vocabulary Aspect	Subject	Odd	Even	Total	Distribution	
						Odd	Even
		Concrete noun	3	3	6	5, 25, 39	2, 18, 34

Theme	Vocabulary Aspect	Subject	Odd	Even	Total	Distribution Odd	Even
		Compounds noun	2	2	6	9,29,	12,20,
		Concrete noun	3	3	6	3,33,37	16,26, 40
		Compounds noun	2	2	4	13,21, 35	8, 30, 38
		Concrete noun	3	3	6	17,27, 31	10, 22, 36
		Compounds noun	2	2	4	7,19	4, 24
		Concrete noun	2	2	4	1, 11	14, 28
		Compound noun	2	2	4	15, 23	6, 32
	Total		20	20	40	20	20

Table 6
Specification of Test for Pre-test after Validity Test

Theme	Vocabulary Aspect	Subject	Odd	Even	Total	Distribution Odd	Even
		Concrete noun	2	2	4	5, 25	18, 34
		Compounds noun	2	1	3	9, 29	20
		Concrete noun	2	1	3	33, 37	26
		Compounds noun	3	2	5	13, 21, 35	30, 38
		Concrete noun	3	2	5	17, 27, 31	10, 22

Theme	Vocabulary Aspect	Subject	Odd	Even	Total	Distribution Odd	Even
		Compounds noun	2	1	3	7,19	24
		Concrete noun	-	2	2	-	14, 28
		Compound noun	-	1	1	-	32
	Total		14	11	25	14	11

Table 7

Specification of Test for Post-test after Validity Test

Theme	Vocabulary Aspect	Subject	Odd	Even	Total	Distribution Odd	Even
		Concrete noun	1	1	2	25	2
		Compounds noun	1	-	1	29	-
		Concrete noun	1	1	2	33	16
		Compounds noun	2	3	5	13,21	8, 30, 38
		Concrete noun	2	2	4	27, 31	10,36
		Compounds noun	-	1	1	-	4
		Concrete noun	-	-	-	-	-
		Compound noun	3	-	3	23	6, 32
	Total		10	8	18	10	8

G. Research Procedure

There were three steps in this research procedure, they were :

1. Planning

Before applying the research procedure, the researcher made some planning to run the application well. There were some steps that should be planned by the researcher. The procedure of making planning of this research can be seen as follows:

a. Determining the subject

The researcher determined the subject; in this case the researcher chose the first semester of the eighth grade of SMP N 1 Pesawaran as the subjects of the research, one class as the experimental class and the other one as the control class.

b. Preparing the try-out

The researcher prepared a kind of test (called try-out) it was given to the students. The researcher prepared try-out test for pre-test and post-test, the total number of test was 40 items. Then the researcher evaluated the test items to get good items that would be tested in pre-test and post-test.

c. Preparing The Pre-test

The researcher was prepared a kind of test (called pre-test) that was given to the students. The researcher used the instrument which had already tried out before.

d. Determining the material to be taught

The researcher determined the material that was taught to the students. The theme of material about descriptive that is divided into describing animal, describing place, and describing people. These materials are based on syllabus at the first semester of the eighth grade.

e. Preparing the post-test

The researcher prepared a kind of test (called post-test) that was given to the students. The researcher used the test instrument which had already been tried out and validated. By giving the test, the researcher knew whether there was significant influence of using Charades Game towards students' vocabulary mastery or not.

2. Application

After making the planning, the researcher tried to apply the research procedure that had been already planned. They were some steps in doing this research:

a. In the first meeting, the researcher was given try-out. This test is multiple choices that consist of 40 items with options a, b, c, and d. this test was given to the students who were not for sample of research.

b. In the second meeting, the researcher gave pre-test. The test was multiple choices that consisted of 25 items with 4 options (a, b, c and d). The total number of the test items determined by the validity and realibility analysis of the try-out. It means that only the valid and reliable test items were used in pre-test.

c. After giving the pre-test to the students, the researcher conducted the treatment in experimental class by Charades Game in three sessions, while in the control class the researcher used translation technique.

d. In the last meeting, the researcher gave post-test. The test was multiple choices that consists of 18 items with 4 options (a, b, c and d). The total number of the test items was determined by the validity and reliability analysis of the try out. It means that only valid and reliable test items were given to the students.

3. **Reporting**

The last point that should be done in the research procedure is reporting. There were three steps done in reporting. They are as follows:

a. First, the researcher analyzed the data that has already been received from try out test

b. Then, the researcher analyzed the data that has already been received from pre-test and post-test

c. Finally, the researcher made a report on the finding.

4. Scoring System

Before getting the score, the researcher determined the procedure to be used in scoring the students work. In order to do that, the researcher used Arikunto's fomula. The ideal highest score is 100. The scores of pre-test and post-test were calculated by using the following formula :

$$= - \text{ x } 100$$

Notes:

S : Score of the test

r : the total of the right answer

n : the total items

H. The Validity and Reliability of The Instrument

1. Validity of The Instrument

Validity is the development of sound evidence to demonstrate that the test interpretation (of scores about the concept or construct that the test is assumed to measure) matches it proposed use.[10] It means that the test measures what is claimed to be measured. A test is valid if the test can really tests what needs to be tested correctly. In the other words, it has high accuracy to measure the aspects that needed to be measured. They are content validity, construct validity, and interna validity.

a. Content Validity

Content Validity is the extent to which a test measures representative sample of the subject matter contents. It means that the test should be corrected and represented the materials that have been taught. In this step, the researcher adapted 40 items in multiple choice test from the students book and after consulted with the teacher .

b. Construct Validity

Construct validity focused on kind of the test that was used to measure the ability. It means that the items should really test the students whether they have mastered on vocabulary. An instrument can

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[10]John W. Creswell,Op. Cit.,p.159

be called valid when it can measure what is wanted to be measured. To measure the validity of the instrument, the researcher used construct validity. Based on the result, there were 25 items that validated. (See on appendices 11 and 12).

c. **Internal Validity**

After scoring the tryout test, item analysis is carried out to find out the effectiveness of the items. Items analysis discussed two main things. They are item difficulties and discriminating power.

1). Item Difficulties

The item difficulties estimates how students are able to answer the test item correctly or not. If most students are able to answer the item correctly, it means that the item is too easy. If the items are too easy or difficult, the items should be revised. In this research, the researcher used *Anatest* to calculate the data obtained from the try out to find out the item difficulty of each items.

2). Discriminating Power

The item discrimination analysis indicates that the items discriminate able students from less able students. In this research,

the researcher used *Anatest* to calculate the data obtained from the try out to find out the item discrimination of each item.

2. Reliability of The Instrument

Reliability means that scores from an instrument are stable and consistent[11]. A test is reliable if the test is able to give constant result eventhough the test is given repeatedly to the same individuals or sample. Reability test consistent and dependable. The issue of reliability of a test may best be addressed by considering a numbers of factors that may contribute to the unreability of a test. Consider the the following possibilities fluctuations in the students, in scoring, in test administration and in the test itself[12]. In this research, the researcher used *Anatest* to calculate the reability of the test. Based on *Anates*, the result of reliability test of pre-test was 0.90 and post-test was 0.53. (See on appendices 12 and 13).

I. Data Analysis

To analyze the data, the researcher used parametric statistics, t-test: In parametric statistic, there are assumptions which must be fulfilled, there are normality and homogienity test.

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[11]John W. Creswell,Loc.Cit.,p.159

[12]Doughlas Brown, *Language Assesment Principles and Classroom Practices*,(San Fransisco: Longman, 2003),, p.20-21

1. Fulfillment of the assumption

Parametric statistical significance tests, such as analysis of variance and least squares regression are widely used by researcher in many diciplines, including statistic parametric tests to produce accurate result, the assumptions underlying them such as normality and homogienity test mut be satisfied.

a. Normality test

The researcher used normality test to know whether the data in the experimental class and control class have normal distribution or not. In this research, the researcher used statistical computation by using SPSS (Statistical Program for Social Science) for normality test.

The hypotheses for the normality test are formulated as follows:

H_o: the data have normal distribution.

H_a : the data do not have normal distribution.

While the criteria acceptance or rejection of normality test are:

H_o is accepted if Sig $> \alpha = 0,05$

H_a is rejected if Sig $< \alpha = 0,05$

b. Homogeneity Test

After the normality test, the researcher determined the homogeneity of the test. This test is intended to test whether the data obtained from the sample homogeneus or not. In this research, the researcher used statistical computation by using SPSS (Statistical Program for Social Science) for homogeneity of the test. The test of homogeneity employed Levene statistic test. The hypotheses for the homogeneity test are formulated as follows:

H_o : the variance of the data is homogeneous

H_a : the variance of the data is not homogeneous

While the criteria acceptance or rejection of homogeneity test are:

H_o is accepted if Sig. > α = 0,05

H_a is rejected if Sig. < α = 0,0

2. Hypothetical Test

After using homogeneity test, to investigate whether the is an influence of charades game towards students' vocabulary mastery the researcher used independent T-test. Independent sample T-test is used to analyze the data whether the data fulfill the criteria of the quality of

variance. In this case, the researcher used statistical computation by using SPSS (Statistical Program for Social Science).

The hypotheses are:

H_o :There is no significant influence of Charades game towards students' vocabulary mastery.

H_a : There is significant influence of Charades game towards students' vocabulary mastery .

While the criteria for the hypotheses are:

H_o is accepted if Sig. $> \alpha = 0,05$

H_a is rejected if Sig. $< \alpha = 0,05$
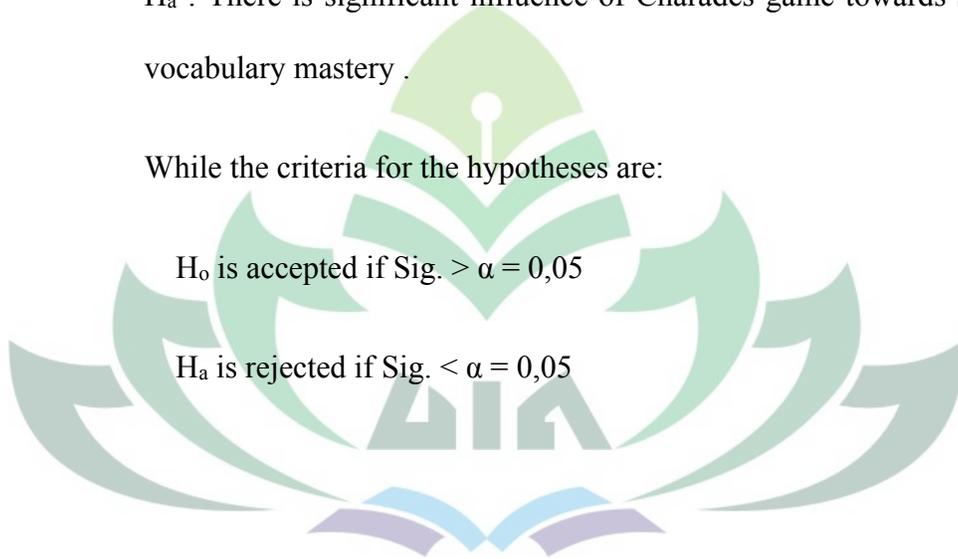
CHAPTER IV

RESULT AND DISCUSSION

A. Situation of SMP Negeri 1 Pesawaran

SMP Negeri 1 Pesawaran is located on Jl. Ahmad Yani No. 21 Kec.Gedongtataan Kab.Pesawaran RW 01 RT 02 Bagelen 5. The activities of teaching learning process are done in the morning. The classes begin at 07.30 AM in the morning and finish at 01.20 PM.

At present, SMP Negeri 1 Pesawaran has 33 classes. They are : VII grade is 13 classes, VIII grade is 10 classes and IX grade is 10 classes. This school has 1189 students and the teachers of te school graduated from PGSMTP, D.I, D.II, D.III, S.1, and S.2. The total teachers of SMP Negeri 1 Pesawaran are listed as follows:

Table 6
The List of Personnel Education at SMP Negeri 1 Pesawaran

No.	Name	Teachers' Position
1	BASATARULI. S, S.Pd	Headmaster
2	S. HARYOTO, S.Pd	Deputy of Students
3	ANTON SUJARWO. AR, M.Pd	Deputy of Curriculum
4	Dra. IRIANTI, M.Pd	Teacher
5	YANTI NARWELI, M.Pd	Teacher
6	Dra. Hj.SRI YULISMAWATI	Teacher
7	Hj. TITIN SUDARWATI, S.Pd	Teacher
8	Dra. Hj. SITI AMINAH	Teacher
9	TEGUH PURWADI, A.Md	Teacher
10	JUMIDAR, A.Md	Teacher

11	HARIANI, S.Pd	Teacher
12	TRI UTARIA, S.Pd	Teacher
13	DORTI SILABAN	Teacher
14	ENI MURYATI, S.Pd	Teacher
15	LANNAIDA, A.Md	Teacher
16	SUNYOTO, S.Pd	Teacher
17	MARWI, S.Pd	Teacher
18	TUTI NURJANAH, S.Pd	Teacher
19	ISTININGSIH, S.Pd	Teacher
20	MARWI, S.Pd	Teacher
21	Hj. SUWARNI, S.Pd	Teacher
22	Hj.SRI SUNDARININGSIH, S.Pd	Teacher
23	LAELA LESMANANINGSIH	Teacher
24	EFFENDI ABDUH, S.Pd	Teacher
25	SISWATI	Teacher
26	SUMI RAHAYU, M.Pd.I	Teacher
27	SRI ASTUTI, M.Pd.I	Teacher
28	N U R S E H A, S.Pd	Teacher
29	EVRIDARTI, S.Pd	Teacher
30	CIPTO YUONO, S.Pd	Teacher
31	MARYANA, A.Md	Teacher
32	J U L I, S.Pd	Teacher
33	INDAH DWIJAYANI, S.Pd	Teacher
34	TRI JOKO LATIHANTO, S.Pd	Teacher
35	BENING TRIAYOMI, S.Pd	Teacher
36	DIAN MOULINA, S.Pd	Teacher
37	MASNONI, S.Pd	Teacher
38	MARWIYAH, S.Pd	Teacher
39	ARNITA YELI	Teacher
40	Hj. MARIA RITA	Teacher
41	SAYUTI, M.Pd	Teacher
42	YUNITA RINA BHARATI, S.Pd	Teacher
43	WANDA ASMALA, S.Pd	Teacher
44	DESSY RITAWATI, S.Pd	Teacher
45	DEWI YULIANTI, S. Kom	Teacher
46	YEYEN HAYANI, S.Pd	Teacher
47	NINA MAYASARI, S.Pd	Teacher

48	TRI HANDAYANI, S.Si	Teacher
49	JUNIARTI, S.Pd	Teacher
50	FATMAWATI, SE	Teacher
51	SELVIA TRIANA PUTRI, S.Pd	Teacher
52	ANA MARIA, S.Ag	Teacher
53	AGUSTINA, S.Pd	Teacher
54	HENI SEPTINA, S.Pd	Teacher
55	WINDA APRIANA, S.Pd	Teacher
56	NURFIANTI LESTARI, S.Pd	Teacher
57	HERLINA, S.Pd	Teacher
58	MUHAMMAD ARSYAD, S.Pd.I	Teacher
59	RIDARIAH, S.Pd	Teacher
60	EDIYASARI, A.Md	Teacher
61	ETTI SOVIA, A.Md	Teacher
62	YULINA, S.Sos	Teacher
63	SUNARTO, S.Si	Teacher
64	DEWI HIDAYATI, S.Pd	Teacher
65	ENY SULISTIONINGSIH, S.Pd	Teacher
66	TRI WINARNI, S.Kom	Teacher
67	EDY GUNAWAN SOLO, S.Kom	Teacher
68	HERLIYAWATI, S.Kom	Teacher
69	VATNA IMA, S.Pd	Teacher
70	WULAN RIZKI, S.Pd	Teacher
71	ANGGI FIRMANSYAH, S.Pd	Teacher
72	MASNITA ALFI MUTIA, S.Pd	Teacher
73	Hj. SITI MISHATIN	Adm Staff
74	SUKARYATI	Adm Staff

Source : Document of Tata Usaha SMP Negeri 1 Pesawaran in Academic year 2016/2017

B. Situation of Students at SMP Negeri 1 Pesawaran

The following table shows the total students of SMP Negeri 1 Pesawaran in the

academic year 2016/2017:

Table 7
The Total Number of Students at SMP Negeri 1 Pesawaran

No	Grade	Total Classes	Total Students		
			Male	Female	Quantity
1	VII	13	177	233	410
2	VIII	10			420
3	IX	10	185	188	373
	Total Students				1203

Source : Document of Tata Usaha SMP Negeri 1 Pesawaran in Academic year 2016/2017

C. Structure at SMP Negeri 1 Pesawaran

In addition, SMP Negeri 1 Pesawaran has some infrastructural facilities to support the

teaching learning activities. Below is the detail of facilities available at the school.

Table 8
Infrastructural Facilities of SMP Negeri 1 Pesawaran in 2016/2017 Academic Year

No	Kinds of Facility	Number
1	Headmaster room	1
2	Administration room	1
3	Teachers room	1
4	Classroom	33
5	Library	1
6	School Health Clinic (UKS)	1
7	Teacher toilet	1
8	Student toilet	1
9	Canteen	1
10	Mosque	1
11	Parking area	1
12	Science Laboratory	1
13	Language Laboratory	1
14	Computer Laboratory	1
15	Multimedia Room	1
16	Security Room	1
17	Sport Environment	1
18	OSIS Room	1

Source : Document of Tata Usaha SMP Negeri 1 Pesawaran in Academic year 2016/2017

D. Research Procedure

The researcher was conducted in 24 April 2017. Before conducting the research, firstly, the researcher asked permission to the headmaster and the teacher of English at the school. After having the permission, the researcher conducted through the following steps :

1. The researcher was accompanied by the English teacher gave tests to students in the VIII A to try out the pos-test and VIII B to try out the pre-test which have prepared by the researcher before came to the school. Each of the try out test consisted of 40 multiple choice questions with four options A, B, C, and D.

2. After giving the tests to the students, the researcher determined the validity and reliability of the tests.

3. After getting the valid and reliable items of the tests, the researcher gave the valid and reliable items of pre test to sample. In this research, the sample were VIII / E as the experimental class and VIII / J as the control class. The pre test was conducted to know the students' vocabulary mastery before the treatment.

4. The treatment was conducted three times after the researcher gave the pre test to the sample. The researcher did the treatment of Charades Game to the experimental class.

5. In the last meeting in the class, the researcher gave the post test to the sample in order to know the students' vocabulary mastery after the treatment.

6. To know the normality and homogeneity result of the data gotten through pre test and post test, the researcher analyzed the data by using SPSS.

7. Before making the conclusion, the researcher tested the hypothesis.

8. As the last process of the research, the researcher reported the result of the research.

E. **Proccess of Treatments**

This research was conducted in seven meetings (first for try out of pre test, second for try out of post test, third for pre test, fourth until sixth for treatments and seventh for post test). Each meeting was held on 90 minutes. On July 19th, 2017 the researcher gave the try out pre test and post test to the students in VIII C and VIII A. On July 21st , 2017 the researcher administered pre test in experimental class (VIII/E) and control class (VIII/J). In the next meeting, the researcher gave the treatments. The treatments were held in three times. It began on July 22nd, July 26th and on July 28th 2017. After giving the treatments, the researcher administered the post test in VIII/E and VIII/J on July 29th 2017. The result of pre test and post test that were in score form were used as the data of the research. In the process of treatments, all activities ran well.

1. **Description of The First Treatment**

On July 22nd, 2017 in the first meeting of the treatments the students looked nervous and enthusiastic with their new teacher in the class. Before studying, the researcher greeted the students and asked the students to pray together. After taking pray together, the researcher checked the students attendant list. For the first meeting, the students asked the researcher to introduce herself first and the researcher introduced herself to the students.

In the main activity of the lesson, the researcher asked to the students what is vocabulary, then some students tried to answer what vocabulary is. After that the researcher explained about vocabulary, noun, and type of noun. The students were

looked giving their attention to the researcher. Then the researcher asked the students to mention together the vocabularies which were related to the theme at that day. The vocabulary theme at that day was *things arround us*. After the students mentioned the vocabulary, the researcher asked the students about charades game. The students never listened that game. So the researcher introduced the charades game to the students. After introducing and explaining the procedure of the game, the researcher played the game with the students. The researcher found a problem in applying this game. The students were difficult to made a group and to be called to come in front of the class. They felt shy to come in front of the class, so the researcher should come to their seat to persuade the students to make a group and one of them to come in front of the class. The students were persuaded to come in front of the class.

The game ran well but sometimes the students guessed the word by using Bahasa Indonesia. The researcher helped the students to guess the word by using English. Until 10 minutes before the time was up, eight students came in front of the class at the first meeting. Thirtheen words were guessed at the first meeting. After the game ended, the researcher and the students concluded the material has been studied. The researcher re-mentioned the word has been guessed and did not guessed by the students. As the closing of the meeting in the first meeting, the researcher asked the students to recite *hamdallah* together.

2. Description of The Second Treatment

The second meeting of treatment was conducted on July 26th , 2017 . In this meeting the researcher gave the same game to the students. Before studying, the researcher greeted the students and asked the students to take pray together. After taking pray

together, the researcher checked the students attendant list. The researcher discussed with the students about what they have learned at the first meeting.

In this meeting, the researcher asked the students to mention the vocabularies which were related to the theme in this meeting. The vocabulary theme was *occupation*. The students mentioned noun which are related with the occupation. After the students mentioned the vocabulary, the researcher reminded the students about the procedure of charades game. The game ran well in this meeting. The students were not shy anymore to come in front of the class to act out the game. Before ending the meeting, the researcher mentioned again all of the words which have been guessed by the students. In the end of the meeting, the researcher and the students closed the meeting by reciting *hamdallah.*

3. **Description of The Third Treatment**

The last meeting of the treatments was conducted on July 28th 2017. It was so much better than before because the students felt accustomed in teaching learning process by using charades game. The students really looked anthusiastic with the game. In the last meeting, the researcher did the same treatment like the researcher did before and gave some gift for the group that guessed all the word. The vocabulary theme in the last meeting was *at the zoo*. The students mentioned the vocabularies which were related to the theme. The students looked very enjoy with the game. The students have understood the game much. The students guessed the words by using English very well. In the last meeting, the researcher mentioned again all of the words which have been guessed by the students. In the end of the meeting, the researcher and the students closed the meeting by reciting *hamdallah.*

F. Result of Research

1. Result of Pre Test

The researcher conducted pre-test in order to see students' vocabulary mastery before treatment. The scores of the students' vocabulary mastery that were tested in pre-test can be seen in Figure 1 and 2
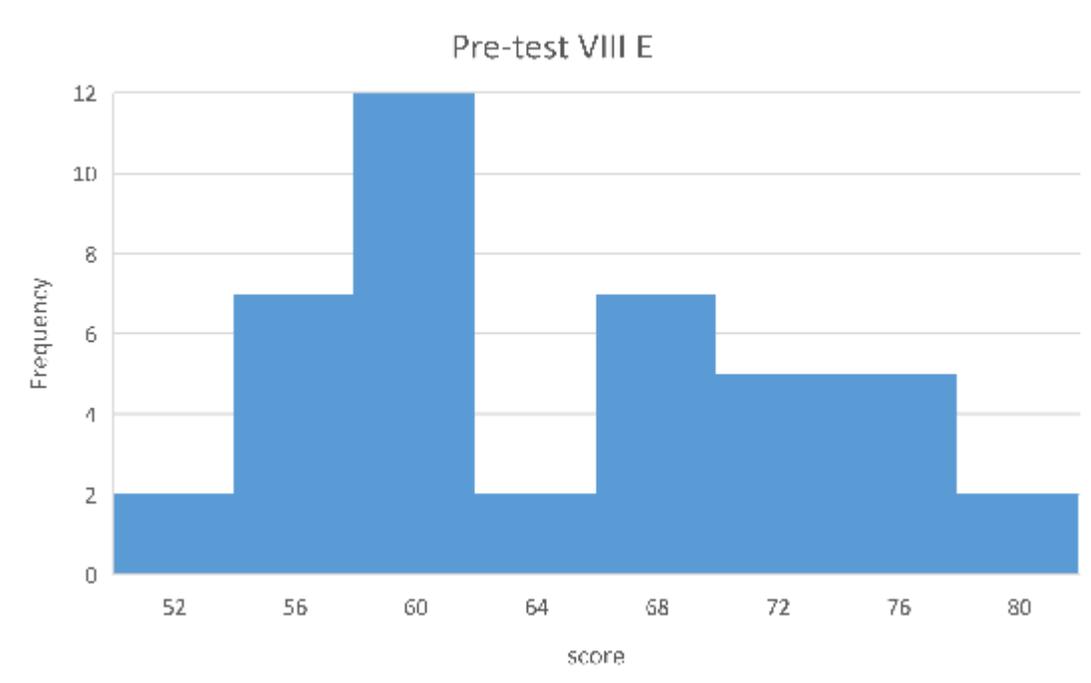
Figure 1
The Result of Pre-Test of VIII E

Based on the Figure 1, it can be concluded that only two students got 52 score. There were seven students who got 56 and twelve students who got 60. There were two students who got 64 score and seven students also who got 68 score. There were five students who got 72 score. There were five students who got 76 score and also two students who got 80 score. For the statistics of the result of pre-test of experimental class, it can be seen on Table 8.

Table 8
Statistics of the Result of the Pre test of Experimental Class

Statistics	Score
Mean	64.76
Minimum	52.00
Maximum	80.00
Median	62.00
Mode	62.00

Based on Table 8, it showed that the mean of pre test score in VIII E as the experimental class was 64.76. The maximum score was 80.00 and the minimum score was 52.00. The median score was 62.00 and the mode score was 62.00.

The result of the pre test of control class can be seen on the following Figure:
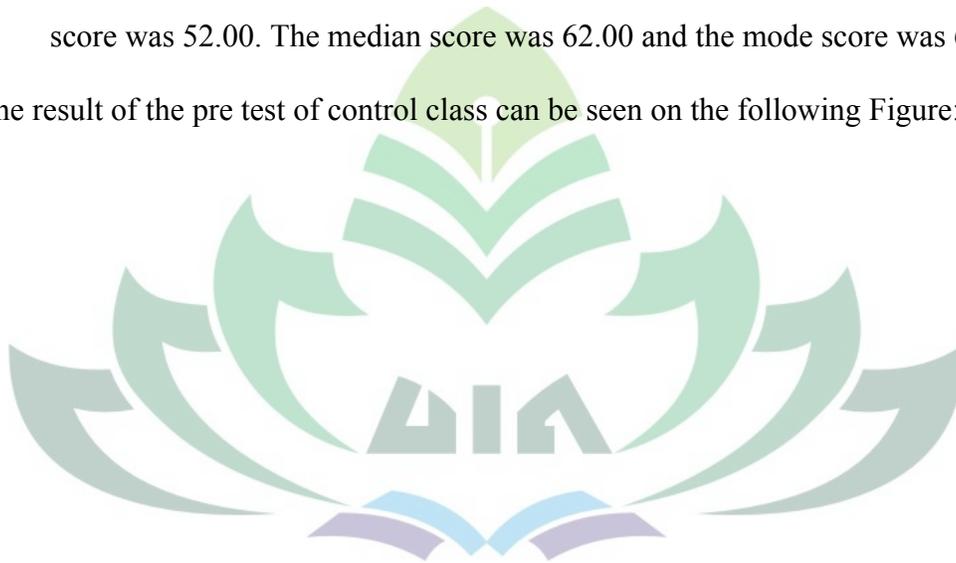
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of hypothetical test, the researcher makes conclusion that there was a significant influence by using Charades Game towards students' vocabulary mastery. It was proved by seeing the result of the data calculation in the previous chapter where null hypothesis (H_o) was rejected and alternative hypothesis (H_a) was accepted. It means that the researcher's assumption was true, Charades Game can give a significant influence towards students' vocabulary mastery. It was supported by the scores achieved by the students in which they got higher scores after the researcher gave the treatment (Charades Game) as a technique in learning vocabulary. The result that value of significant generated Sig. (Pvalue) $= 0.000 < \alpha = 0.05$. The average score of post-test also shows that the result of post-test in experimental class is higher than result of post-test in control class. It also proved that Charades Game can improve the students' vocabulary mastery.

A. Suggestion

Based on the result of the research that was conducted, the researcher would like to give some suggestions as follows:

1. **For the teacher**

   a. The teacher should be able to find many ways to improve students' vocabulary mastery and able to apply it.

   b. The teacher should give chance to the students to be more active in teaching learning process.

   c. The teacher can use Charades game to improve and increas the students' vocabulary mastery because it is an active process, enjoyable and fun.

2. **For the students**

   a. The students should learn harder and more seriously in learning English in order to develop their vocabulary mastery.

   b. The students should practice their English regularly to improve their vocabulary mastery even with their friends or teacher.

3. **For the future researchers**

   a. In this research, the researcher used Charades game to help students of Junior High School, especially in vocabulary mastery especially in noun. Further researchers may conduct this strategy on different level of students, for example Elementary School. They can apply other kinds of vocabulary.

b. In this research the treatments were done three meetings. Other researcher can spend more time in giving the treatments to the students, so that they can get enough exercise.

a. In this research, the researcher used Charades game to help the students of junior high school, especially in vocabulary. Other researcher can use Charades game for elementary, junior, or senior high school.

Appendix 1

INTERVIEW QUESTION FOR THE TEACHER in Pre-Research

1. Kapan ibu mulai mengajar di sekolah ini?
       Jawaban : Sejak tahun 2008

2. Apakah murid-murid bisa memahami materi yang ibu berikan?
       Jawaban: Ya, meskipun ada beberapa siswa yang kurang bisa memahami materi dengan baik, tetapi secara keseluruhan siswa bisa memahami dan mengikuti proses belajar dengan baik. Karena kemampuan antara siswa yang satu dengan yang lain berbeda.

3. Menurut ibu, apakah materi yang diberikan kepada murid-murid tergolong materi yang
sulit ?
       Jawaban: Menurut saya, materi yang diberikan kepada siswa termasuk materi yang mudah karena berhubungan dengan benda-benda yang ada diekitar mereka setiap hari.

4. Apakah ibu mengalami kesulitan dalam mengontrol kelas?
       Jawaban: Ya, terkadang saya mengalami kesulitan dalam mengontrol aktifitas siswa karena mereka sibuk dengan aktifitasnya masing-masing seperti mengobrol dan itu membuat suasana kelas menjadi ribut.

5. Kesulitan apa saja yang ibu hadapi ketika mengajar vocabulary?
       Jawaban: Terkadang ketika saya mengalami kesulitan ketika hendak menyuruh siswa untuk maju ke depan kelas karena tidak semua siswa berani maju ke depa kelas dan terkadang saya juga merasa kesulitan ketika membantu siswa mengingat kembali kata-kata tertentu yang pernah mereka pelajari sebelumnya.

6. Menurut ibu, apakah kesulitan yang dihadapi murid-murid dalam belajar vocabulary ?
       Jawaban : Menurut saya, dalam belajar vocabulary ini, hampir semua siswa mengalami kesulitan dalam pronunciation dan beberapa siswa ada juga yang kesulitan dalam memahami makna dari kata-kata yang saya berikan, sehingga ketika saya memberikan tugas mereka tidak begitu mengerti.

7. Apakah siswa mengalami kesulitan dalam mengartikan makna, mengucapkan kosakata
dsb?

Jawaban : Iya, khususnya dalam mengartikan makna dimana siswa kurang sekali. Untuk hal mengucapkan kosakatapun sama.

8. Tekhnik apa yang biasa ibu pakai dalam pengajaran?
Jawaban : Tekhik yang biasa gunakan adalah translation method.

9. Menurut ibu, apakah tekhnik pengajaran menggunakan games efektif dalam mengajarkan vocabulary?
Jawaban : Ya, karena games dapat membantu siswa dalam memahami dan mengingat vocabulary dengan mudah.

Appendix 2

Vocabulary Test In Pre-research

Subject : **English**
Class : **VIII**
Time : **60 minutes**

Choose either a,b,c,or d for the correct answer !

1.I always do ….. homework well. So I always get good score.
a. me   c. my
b. mine   d. I

2. An ant is ….. animal.
a.big   c. small
b.tall   d. short

3. Dino is still *sick*. So he doesn't go to school today.
The word *sick* means…..
a. sakit   c. bahagia
b. sedih   d. baik

4. Raisa is a famous singer. She is pretty and ….. girl.
a. old   c. bad
b. smart   d. lazy

5. I can't do this English subject. It is so ….. for me.
a. easy   c. nice
b. good   d. difficult

6. if we get suffering we should buy the medicines at the …..
a. book store   c. food store
b. drug store   d. fruit store

7. In the ….. season is a good time for playing a kite together with friends.
a. Rainy   c. Cloudy
b. Windy   d. Snowy

8. The students wear a uniform with a tie in ….. neck.

a. them   c. their

b. her   d. us

9. Selly is a *smart* student. She always passes examination with good mark.
The synonym of *smart* is …..

a. diligent   c. clever

b. stupid   d. lazy

10. What kind of animal that found only in Australia, and the female has a pouch on the front of her body. They are…..

a. rhino   c. kangaroo

b. koala   d. polar bear

11.   A: Can you help me?
         B: Yes,of course. What can I do for you?
         A: Please ….. this bag to my room.
         B: Yes, Sir.

a. bring   c. help

b. give   d. buy

12. Fatin is a singer. She is more **beautiful** than Nunung.
The antonym of the bold type is…..

a. handsome   c. pretty

b. ugly   d. nice

13. Mona study English with ….. English book at 07.00 p.m.

a. he   c. her

b. his   d. him

14. I went to dentist yesterday because my ….. were pain.

a. ears   c. teeth

b. hands   d. fingers

15. The carpet is …… . I want to clean it.

a. large   c. shiny

b. dirty   d. soft

16. My father always reads ….. everymorning .

a. radio   c. television

b. computer   d. newspaper

17. Mr. Aji got *angry* with me because I come late go to school.
The word *angry* means …..
a. marah   c. lapar
b. senang   d. gembira

18. …..friend returns the books to the library.
a. mine   c. my
b. I   d. me

19. It is so ….. so, we cannot hear what the teacher is saying.
a. noising   c. noisily
b. noisy   d. noise

20. Dika always uses washing machine to wash ….. school uniforms.
a. him   c. his
b. her   d. hers

21. An animal that has poison is …..
a. butterfly   c. horse
b. snake   d. Elephant

22. After playing football in the rain, Rio got a …..
a. stomachache   c. toothache
b. earache   d. flu

23. These animals are wild animal. Except …..
a. lion   c. horse
b. crocodile   d. tiger

24. We accompany ….. friends go to bookstore to buy English book.
a. us   c. our
b. them   d.ours

25. AfganSyahreza is a*famous* Indonesian singer. He is so handsome boy.
The synonym of *famous* is…..
a. unknown   c. unpopular
b. popular   d. poor

26.Sule borrowed three books from the library. He must return ….. in two days.
a. its   c. them
b. they   d. their

27. We usually use an ..... if the rain.
a. umbrella   c. cap
b. blouse   d. jacket

28. Mrs.Bety is a favorite English teacher in my school because she is very **kind** to every student.
The antonym of bold type is.....
a. good   c. nice
b. bad   d. beauty

29. A son of your brother or sister is.....
a. son   c. nephew
b. niece   d. daughter

30. What kind of animal that produce honey?
a. cow   c. bee
b. duck   d. chicken

31. Rino eats all food on the table. And now he has .....
a. earache   c. backache
b. headache   d. stomachache

32.Don't go there. It is very ..... to go to the place.
a. safe   c. beauty
b. bad   d. dangerous

33. Lina ...... the match in Olympic Games. She is so sad.
a.won   c. lost
b. jumped   d.celebrated

34. The teacher's duty is to ..... the students in the school.
a. work   c. teach
b. play   d. make

35. Mia : Adi, your shoes are so fit in your .... You look georgeus.
   Adi : Thank you.
a. finger   c. lip
b. hand   d.feet

36. The clown is so .... He makes all kids laugh and happy.
a.funny   c. noisy
b. quiet   d. disgusting

37. Rina : I want to wear my white gown to Amanda's party. What do you think?

    Lisa : I think the red one is better.

    Rina : Ok. I will …… the red gown

a. wrap   c. go

b. wear   d. give

38. The gardener ….. the grass every Monday and Thursday.

a. cuts   c. plans

b. trains   d. comes

39. Lili   : Do you have a ….. ?

    Shopkeeper : Yes, we do. The fruit rack is right there.

a. persian cat   c. green apple

b. running shoes   d. drawing book

40. Grant is a tailor. He makes ….. .

a. clothes   c. bag

b. belt   d. ice cream
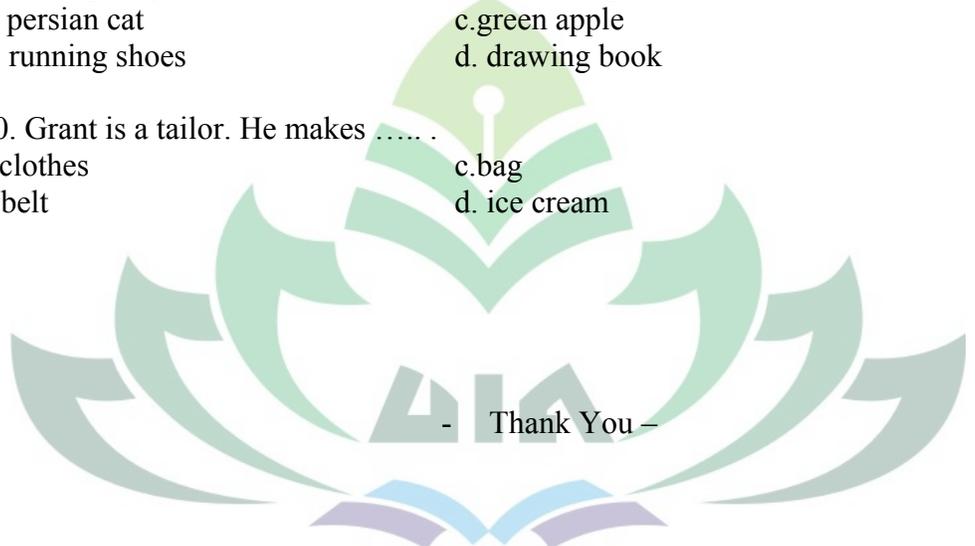
- Thank You –

Appendix 3

Answer Key

1. c	11. a	21. b	31. d
2. c	12. b	22. d	32. d
3. a	13. c	23. c	33. c
4. b	14. c	24. c	34. c
5. d	15. b	25. b	35. d
6. b	16. d	26. a	36. a
7. b	17. a	27. a	37. b
8. c	18. c	28. b	38. c
9. a	19. b	29. c	39. c
10. c	20. c	30. c	40. a

APPENDICES

Appendix 4

TEST ITEM OF PRE-TEST

Before Validity

Subject   : English
Class   :
Time   : 60 minutes

Choose either a,b,c,or d for the correct answer !

1. It used a racket and small ball to play. It is called…
   a. Badminton   c. Tennis
   b. Football   d. Basket ball

2. What kind of animal that live in the deserts and has a hump on its back. They are.....
   a. Giraffe   c. Deer
   b. Rhino   d. Camel

3. Please take off a pair of your ..... outside.
   a. Shoes   c. Bag
   b. Clothes   d. Tie

4. "I am a leader in the school." Who am I?
   a. Security   c. teacher
   b. Headmaster   d. Parents

5. What kind of animal that have a big body and horn in the nose. They are.....
   a. Girrafe   c. Deer
   b. Rhino   d. Camel

6. What sport that consist of two or four player?
   a. Volleyball   c. basketball
   b. Futsal   d. badminton

7. A man who catch the fish on the sea called…..
   a. Farmer   c. fisherman
   b. Tailor   d. sailor man

8. The shape of our ….. in the school is rectangle
 a. blackboard   c. vase
 b. bag   d. shoes

9. Things to brush your teeth is….
  c. Toothbrush   c. Shampoo
  d. Soap   d. Towel

10. After eating or drinking in the restaurant, you pay some money to the …..
    a. waiter   c. chef
    b. cashier   d. customer

11. A board game for two players. It is played on a square board, each player
    starts with sixteen pieces and have a king and horse called….
    a. cheese   c. scrabble
    b. chess   d. monopoly

12. A fish that have a mustache and live in the fresh water is…..
    a. Puffer fish   c. garfish
    b. Goldfish   d. catfish

13. Every house have a place for take a bath. What room is that?
    a. sitting room   c. bathroom
    b. waiting room   d. Bedroom

14. The students like running, running means ……………….
    a. walking   c. cycling
    b. swimming   d. sprint

15. A sport that consist of nine player is…..
    a. baseball   c. basketball
    b. football   d. badminton

16. Reza drink ….. of milk every morning.
    a. A plate   c. A cup
    b. A spoon   d. A glass

17. A man who always carries a mattock called …..
    a. Army   c. Sailor
    b. Police   d. Farmer

18. It is like a small horse. It is a domestic animal. It eats grass. It is….
    a. bats   c. donkey
    b. ants   d. bees

19. If your hair is too long. You should cut your hair with .....
    a. Doctor   c. Barber
    b. Mall   d. Butcher

20. These animals are reptile , except ......
    a. Snake   c. Lizard
    b. Crocodile   d. Dragonfly

21. Valentino Rossi is a man who ride a ..... and he always be a winner.
    a. motorcycle   c. train
    b. horse   d. Bike

22. A ….. works ad plants rice in the farm.
    a. gardener   c. fisherman
    b. sailor   d. farmer

23. A attractive sport that play with a board is…..
    a. baseball   c. basketball
    b. skateboarding   d. badminton

24. As a ….. Mr.Sony is always busy delivering packages, card, and letters. He works in a post office.
    a. librarian   c. police
    b. postman   d. writer

25. The animal that can climb the tree is …
    a. monkey   c. giraffe
    b. bird   d. crocodile

26. My classmates and I go to library and then we borrows many …….
    a. Uniform   c. pencil
    b. Book   d. eraser

27. Aji is crazy of make a story. He wants to be ….
    a. rider   c. writer
    b.actor   d. police

28. Budi Sudarsono is an Indonesian athlete of …..
    a. basketball   c. badminton
    b. tennis table   d. football

29. An animal that have a unique shape,, the shape like a star and live in the sea. What is that….
    a. seahorse   c. seaweed

b. starfish   d. fish

30. The box for keep something in the school is …..
    c. blackboard   c. cupboard
    d. bag   d. shoes
31. What sport that play in the pool ? It is…
   a. Basketball   c. Football
   b. Boxing   d. Swimming

32. What sport that play in the yard and use the ring . it is …..
   a. Basketball   c. Football
   b. Boxing   d. Swimming

33. We can buy fruit and vegetables at the …..
   a. Book store   c. supermarket
   b. post office   d. stationary

34. Wati : do you hve a pet?
    Sinta : yes I do
    Wati : is it a bird?
    Sinta : no, it's an animal likes to eat carrot.
    Wati : I see, it's a …..
    a. monkey   c. chicken
    b. rabbit   d. duck

35. In the ….., there are doctor to care sick people.
    a. hospital   c. bus station
    b. drugstore   d. Pharmacists

36. Mrs. Endang works in the plane. She serves the passenger. She is a …..
    a. Pilot   c. stewardess
    b. steward   d. co-pilot

37. We always listen news on the ....
    a. Radio   c. Newspaper
    b. Tv   d. Book

38. Every morning my father is reading news in the …..
    a. Television   c. Newspaper
    b. Radio   d. Telephone

39. It is animal. It looks like a cat but very big and wild. It has black and yellow
    stripes. It eats meat. It is….
    a. Tiger   c. Lion
    b. Wolf   d. Cat

40. My uncle works in the school. He teach students. He is a…
    a. Police   c. headmaster
    b. teacher   d. principle

Appendix 5

Answer Key

1. a	11. b	21. a	31. d
2. d	12. d	22. d	32. a
3. a	13. c	23. b	33. c
4. b	14. d	24. b	34. b
5. c	15. a	25. a	35. b
6. d	16. d	26. b	36. c
7. c	17. d	27.c	37. a
8. a	18. c	28.d	38. c
9. a	19. c	29.b	39. a
10. b	20. d	30.c	40. b

Appendix 6

TEST ITEM OF POST-TEST

Before Vallidity

Subject : **English**

Class :

Time : **60 minutes**

Choose either a,b,c or d for the correct answer!

1. What sport that fights in the ring wearing gloves? It is…
   a. Basketball
   b. Boxing
   c. Football
   d. Swimming

2. This animal can fly except ....
   a. penguin
   b. Bat
   c. Dragonfly
   d. Mosquito

3. My mother always cleans and sweeps the floor with… everyday.
   a. Stick
   b. sweeper
   c. Peg
   d. Broom

4. In the hospital, there are ..... to care sick people. Except.....
   a. Security guard
   b. Nurses
   c. Doctors
   d. Pharmacists

5. This animal can't fly except ....
   a. penguin
   b. Bat
   c. Rooster
   d. Mouse

6. What sport that consist of eleven player?
   a. Volleyball
   b. Football
   c. basketball
   d. baseball

7. Ari works in the zoo to keep the animal. What is Andi profession …..
   a. Tour guide
   b. Zookeeper
   c. zoologist
   d. zoological

8. The shape of our ….. in the school is rectangle
a. blackboard   c. vase
b. bag   d. shoes

9. These animals are reptile , except ......
a. Snake   c. Lizard
b. Crocodile   d. Dragonfly

10. Nadia like collecting stamps, she is .....
a. Stamper   c. Philatelist
b. Journalist   d. Scientist

11. A sport that rides on the forward or deep face of a moving wave, which is
    usually carrying the man towards the shore called…
a. surfer   c. sailing
b. surfing   d. sailor

12. This animal has softbodies and tentacle. Its look like umbrella who live in
    ocean. What is that?
a. Fish   c. octopus
b. Jellyfish   d. squid

13. Every house have a living room. Living room is a ......
a. sitting room   c. bathroom
b. waiting room   d. Bedroom

14. Taufik Hidayat is an Indonesian athlete of …..
a. football   c. badminton
b. tennis table   d. basketball

15. Andy's hobby is play a sport that only can play with a board and use a stick in
    winter. What is Andy's hobby?
a. skateboarding   c. blackboard
b. snowboarding   d. billiard

16. Nadia is a philatelist , she is collecting .....
a. stamp   c. book
b. shoe   d. old things

17. A man who arrest the criminal man is…
a. Postman   c. Police
b. Stealer   d. Thief

18. The animal who slither is ….

a. sneak   c. cow
b. snack   d. snake

19. If you get tootache. You should go to .....

a. Doctor   c. Dentist
b. Mall   d. School

20. What kind of animal that found in pole, and live in the ice . They are…..

a. Rhino   c. Honey bear
b. bear   d. Polar bear

21. My father is reading news on ….. now.

a. Television   c. Radio
b. Newspaper   d. Telephone

22. Anton works in a restaurant . He serves food and drink. Who is he?

a. waitress   c. office boy
b. shopkeeper   d. bill boy

23. An attractive sport that play with a board is…..

a. tennis table   c. Scrabble
b. skateboarding   d. billiard

24. Druggist prepare medicine in the…...

a. drugstore   c. hospital
b. library   d. supermarket

25. This Animal live in the jungle, they have a large ears. They have trunk and ivories. What is that?

a. owl   c. bear
b. Rhino   d. elephant

26. A place for keep eraser, pencil, and pen called….

a. bag   c. pencil case
b. box   d. bookcase

27. Tika works at Holand Bakery. She is a …..

a. Barber   c. butcher
b. Baker   d. chef

28. The out door sports are ………………
    a. Football and volleyball   c. high-jump and swimming
    b. volleyball and chess   d. walking and table tennis

29. These animals can fly, it eyes are green and perched in trees. What is that?
    ......
    c. Snake   c. Owl
    d. Crocodile   d. Dragonfly

30. My mother always make a tea on the …..
a. plate   c. bowl
b. teapot   d. bottle

31. A job that make a dress. ....
a. sailor   c. tailor
b. vendor   d. singer

32. A sport that shoot the other with the color capsule. What is that?
a. painting   c. paintball
b. paintbrush   d. paint color

33. Tika take a bath in the morning before she go to school. She need ..... to clean
    her body. What is that?
    a. Toothpaste   c. Shampoo
    b. Towel   d. Soap

34. Chicken , fish, and egg are group of …..
    a. protein   c. animals
    b. omnivore   d. mammals

35. In the ….., there are doctor to care sick people.
    a. hospital   c. Apotek
    b. drugstore   d. House

36. The doctor works in the ....
 a. school   c. apotek
b. market   d. hospital

37. We always listen news on the ....
    a. Radio   c. Newspaper
    b. Tv   d. Book

38. Someone buy Math book usually in the …..
    a. grocery   c. bookstore

b. Stationary   d. library

39. It has four legs but front legs are short. It can hop very fast. It is…
 a. Frog   c. Giraffe
 b. horse   d. Kangaroo

40. A pilot can fly an / a……
a. plant   c. bird
b. kite   d. aeroplane

Appendix 7

Answer Key

1. b	11. b	21. b	31. c
2. a	12. b	22. a	32. c
3. d	13. a	23. b	33. d
4. a	14. c	24. a	34. c
5. c	15. b	25. d	35.a
6. b	16. a	26. c	36.d
7. b	17. c	27.b	37. a
8. a	18. d	28.a	38. c
9. d	19. c	29.d	39. d
10. c	20. d	30.b	40. d

Appendix 8

TEST ITEM OF PRE-TEST

After Validity

Subject   : English
Class   :
Time   : 45 minutes

Choose either a,b,c,or d for the correct answer !

1. What kind of animal that have a big body and horn in the nose. They are.....
   a. Girrafe   c. Elephant
   b. Rhino   d. Camel

2. A man who catch the fish on the sea called…..
   a. Farmer   c. fisherman
   b. Tailor man   d. sailor man

3. Things to brush your teeth is….
   a. Toothbrush   c. toothpowder
   b. Toothache   d. Toothpick

4. After eating or drinking in the restaurant, you pay some money to the …..
   a. waiter   c. chef
   b. cashier   d. customer

5. Every house have a place for take a bath. What room is that?
   a. sitting room   c. bathroom
   b. waiting room   d. Bedroom

6. The students like running, running means ……………….
   a. walking   c. cycling
   b. swimming   d. sprint

7. A man who always carries a mattock called .....
   a. Army   c. Sailor
   b. Police   d. Farmer

8. It is like a small horse. It is a domestic animal. It eats grass. It is….

a. ants   c. donkey
b. Zebra   d. Girrafe

9. If your hair is too long. You should cut your hair with .....
a.   bather   c. Barber
b.   Baker   d. Butcher

10. These animals are reptile , except ......
a. Snake   c. Lizard
b. Crocodile   d. Dragonfly

11. Valentino Rossi is a man who ride a ..... and he always be a winner.
   a. motorcycle   c. train
   b. horse   d. Bike

12. A ..... works ad plants rice in the farm.
a. gardener   c. fisherman
b. sailor   d. farmer

13. As a ..... Mr.Sony is always busy delivering packages, card, and letters. He
    works in a post office.
a. librarian   c. police
b. postman   d. writer

14. This animal live in the jungle, it like banana and can climb the tree. What is
    that?
a. monkey   c. dragonfly
b. bird   d. bee

15. My classmates and I go to library and then we borrows many …….
a. Uniform   c. pencil
b. Book   d. eraser

16. Aji is crazy of make a story. He wants to be ….
a. rider   c. writer
b.actor   d. reader

17. Budi Sudarsono is an Indonesian athlete of …..
a. basketball   c. badminton
b. tennis table   d. football

18. An animal that have a unique shape,, the shape like a star and live in the sea. What is that….
a. seahorse
c. seaweed
b. starfish
d. fish

19. A box for keep something like book, chalk, eraser, etc in the school. What is that...
a. blackboard
c. cupboard
b. bag
d. whiteboard

20. Andi like sport. He like a sport that play in the pool . What is that .....
a. Basketball
c. Football
b. Boxing
d. Swimming

21. What sport that play in the yard and use the ring . it is …..
a. Basketball
c. Football
b. Boxing
d. Swimming

22. We can buy fruit and vegetables at the …..
a. drugstore
c. supermarket
b. grocery
d. stationary

23. Wati : do you hve a pet?
Sinta : yes I do
Wati : is it a bird?
Sinta : no, it's an animal likes to eat carrot.
Wati : I see, it's a …..
a. monkey
c. chicken
b. rabbit
d. duck

24. My father always listen news on the ....
a. Radio
c. Newspaper
b. Tv
d. Book

25. Every morning my grandfather is reading news in the …..
a. Television
c. Newspaper
b. Radio
d. Telephone

Appendix 9

Answer Key

1. b	11. a	21. a
2. c	12. d	22. c
3. a	13. b	23. b
4. b	14. a	24. a
5. c	15. b	25. c
6. d	16. c	
7. d	17. d	
8. c	18. b	
9. c	19. c	
10. d	20. d	

Appendix 10

TEST ITEM OF POST-TEST

After Validity

Subject   : **English**

Class   :

Time   : **40 minutes**

Choose either a,b,c or d for the correct answer!

1. This animal can fly except ....
   a. Ant   c. Butterfly
   b. Bat   d. Mosquito

2. In the hospital, there are ..... to care sick people. Except.....
   a. Security guard   c. Doctors
   b. Nurses   d. Pharmacists

3. What sport that consist of eleven player?
   a. Volleyball   c. basketball
   b. Football   d. baseball

4. The shape of our ….. in the school is rectangle
   a. blackboard   c. vase
   b. bag   d. shoes

5. Nadia like collecting stamps, she is .....
   a. Stamper   c. Philatelist
   b. Journalist   d. Scientist

6. Every house have a living room. Living room is a ......
   a. sitting room   c. bathroom
   b. waiting room   d. Bedroom

7. Nadia is a philatelist , she is collecting .....
   a. stamp   c. book
   b. shoe   d. old things

8. My father is reading news on ….. every morning.

a. Television   c. Radio
b. Newspaper   d. Telephone

9. An attractive sport that play with a board is…..
    a. billiard   c. Scrabble
    b. skateboarding   d. Tennis table

10. This animal live in the jungle, it has big ears, trunk and ivories. What is that?
 a. Rhino   c. Bear
 b. Tiger   d. Elephant

11. Tika works at Holand Bakery. She is a …..
 a. Barber   c. butcher
 b. Baker   d. chef

12. These animals can't fly , except ......
    a. Snake   c. Penguin
    b. Rooster   d. Dragonfly

13. My mother always make a tea on the …..
a. plate   c. bowl
b. teapot   d. bottle

14. Andi's job is make a dress. What is Andi profession?
a. sailor   c. tailor
b. vendor   d. singer

15. A sport that shoot the other with the color capsule. What is that?
a. painting   c. paintball
b. paintbrush   d. paint color

16. Tika take a bath in the morning before she go to school. She need ..... to clean her body.
    What is that?
 a. Toothpaste   c. Shampoo
 b. Towel   d. Soap

17. The doctor works in the ....
 a. school   c. garden
b. market   d. hospital

18. Lia usually buy a Math book in the …..
    a. grocery   c. bookstore
    b. Stationary   d. library

Appendix 11

Answer Key

1.	a	11.	b
2.	a	12.	d
3.	b	13.	b
4.	a	14.	c
5.	c	15.	c
6.	a	16.	d
7.	a	17.	d
8.	b	18.	c
9.	b		
10.	d		

Appendix 12

Anates of Pre-Test Validity

Rata2= 28,71
Simpang Baku= 6,11
KorelasiXY= 0,82
Reliabilitas Tes= 0,90
Butir Soal= 40
Jumlah Subyek= 42

No Butir Baru	No Butir Asli	Indeks DP (%)	Tkt. Kesukaran	Korelasi	Signifikansi
1	1	-18,18	Sukar	-0,088	-
2	2	18,18	Sangat Mudah	0,172	-
3	3	9,09	Mudah	0,014	-
4	4	18,18	Mudah	0,168	-
5	5	27,27	Mudah	0,319	Signifikan
6	6	0,00	Mudah	-0,063	-
7	7	18,18	Sangat Mudah	0,348	Signifikan
8	8	18,18	Sangat Mudah	0,227	-
9	9	27,27	Sangat Mudah	0,330	Signifikan
10	10	27,27	Sangat Mudah	0,324	Signifikan
11	11	9,09	Mudah	0,205	-
12	12	36,36	Mudah	0,302	-
13	13	18,18	Sangat Mudah	0,353	Signifikan
14	14	27,27	Sangat Mudah	0,398	Sangat Signifikan
15	15	18,18	Sedang	0,174	-
16	16	18,18	Sangat Mudah	0,296	-
17	17	54,55	Sedang	0,540	Sangat Signifikan
18	18	36,36	Mudah	0,381	Signifikan
19	19	54,55	Sedang	0,451	Sangat Signifikan
20	20	72,73	Sedang	0,588	Sangat Signifikan
21	21	54,55	Sedang	0,467	Sangat Signifikan
22	22	36,36	Sangat Mudah	0,522	Sangat Signifikan
23	23	18,18	Sangat Mudah	0,251	-
24	24	54,55	Mudah	0,630	Sangat Signifikan
25	25	72,73	Mudah	0,706	Sangat Signifikan
26	26	54,55	Mudah	0,581	Sangat Signifikan
27	27	81,82	Mudah	0,739	Sangat Signifikan
28	28	100,00	Sedang	0,780	Sangat Signifikan

29	29	63,64	Mudah	0,650	Sangat Signifikan
30	30	54,55	Sedang	0,519	Sangat Signifikan
31	31	72,73	Sedang	0,634	Sangat Signifikan
32	32	54,55	Sedang	0,336	Signifikan
33	33	54,55	Mudah	0,494	Sangat Signifikan
34	34	63,64	Sedang	0,494	Sangat Signifikan
35	35	-18,18	Sangat Sukar	-0,117	-
36	36	0,00	Sedang	0,035	-
37	37	54,55	Sedang	0,402	Sangat Signifikan
38	38	54,55	Sedang	0,412	Sangat Signifikan
39	39	36,36	Sedang	0,241	-
40	40	9,09	Mudah	0,066	-

Appendix 13

Anates of Post-Test Validity

Rata2= 28,55
Simpang Baku= 3,66
KorelasiXY= 0,36
Reliabilitas Tes= 0,53
Butir Soal= 40
Jumlah Subyek= 42

No Butir Baru	No Butir Asli	Indeks DP (%)	Tkt. Kesukaran	Korelasi	Signifikansi
1	1	0,00	Sedang	0,004	-
2	2	9,09	Sangat Mudah	0,412	Sangat Signifikan
3	3	18,18	Mudah	0,255	-
4	4	45,45	Mudah	0,401	Sangat Signifikan
5	5	9,09	Sedang	0,165	-
6	6	27,27	Sangat Mudah	0,425	Sangat Signifikan
7	7	27,27	Sedang	0,258	-
8	8	72,73	Sedang	0,434	Sangat Signifikan
9	9	-9,09	Sangat Mudah	0,016	-
10	10	45,45	Sedang	0,369	Signifikan
11	11	0,00	Sukar	0,108	-
12	12	0,00	Sangat Mudah	0,118	-
13	13	45,45	Mudah	0,518	Sangat Signifikan
14	14	-27,27	Mudah	-0,162	-
15	15	9,09	Sedang	0,098	-
16	16	36,36	Mudah	0,347	Signifikan
17	17	18,18	Sangat Mudah	0,259	-
18	18	27,27	Mudah	0,073	-
19	19	27,27	Sangat Mudah	0,062	-
20	20	36,36	Sedang	0,132	-
21	21	9,09	Sangat Mudah	0,369	Signifikan
22	22	18,18	Sedang	0,026	-
23	23	9,09	Sangat Mudah	0,326	Signifikan
24	24	45,45	Mudah	0,303	-
25	25	54,55	Mudah	0,560	Sangat Signifikan
26	26	9,09	Sukar	0,250	-
27	27	63,64	Sedang	0,504	Sangat Signifikan
28	28	-18,18	Mudah	-0,250	-
29	29	36,36	Sedang	0,309	Signifikan
30	30	72,73	Sedang	0,433	Sangat Signifikan
31	31	27,27	Sangat Mudah	0,578	Sangat Signifikan
32	32	45,45	Mudah	0,512	Sangat Signifikan
33	33	18,18	Sangat Mudah	0,318	Signifikan

34	34	0,00	Sangat Mudah	-0,059	-
35	35	9,09	Sangat Mudah	0,144	-
36	36	9,09	Sangat Mudah	0,326	Signifikan
37	37	-27,27	Sedang	-0,168	-
38	38	36,36	Mudah	0,389	Signifikan
39	39	18,18	Sangat Mudah	0,283	-
40	40	9,09	Sangat Mudah	0,281	-

Appendix 14

VIII / E (Experimental Class)

Gain Score

No	Name	Student's Score		
		Pre-Test	Post-Test	Gain Score
1	AHMAD REZA S	60	66.7	6.7
2	AISYA BELLA	72	83.30	11.3
3	AKBAR EKO S	64	72.2	8.2
4	ALDI SAPUTRA	68	77.8	9.8
5	AMANDA GRESTIONI	64	77.8	13.8
6	ANDREAS ADE P	64	72.2	8.2
7	ANGGA NUR YUSUF	72	83.3	11.3
8	ANGGA SETIAWAN	68	77.8	9.8
9	ARIO NURMALIK	64	77.8	13.8
10	AWANG WAHYU D	60	72.2	12.2
11	BELCIS PRAMULYA	76	88.9	12.9
12	BERTHA N	72	83.3	11.3
13	BILLY RIZKYADA	56	72.2	16.2
14	DEWI SEPTIYANI	72	83.3	11.3
15	DIANDRA ADELIA	80	94.4	14.4
16	DIMAS ANDAWANT	76	83.3	7.3
17	ERLANDA IMAN	60	77.8	17.8
18	FADILLA DWI P	76	83.3	7.3
19	FADLY ANGGA M	68	72.2	4.2
20	FAHRI EKA S	60	77.8	17.8
21	GADING M	72	83.3	9.3
22	IGA MUSTIKA	80	88.8	8.8
23	IKHSANNUDIN L	60	72.2	12.2
24	ILHAM AJI W	64	72.2	8.2
25	INDRI JUWITA	68	77.8	9.8
26	IRMA YANTI	72	83.3	9.3
27	KRISNA ANXEL	60	72.2	12.2
28	LULU MUTIARA M	76	83.3	7.3
29	M. ARJUN KAMIL	56	72.2	16.2
30	MAHDAN IKHSAN	64	77.8	13.8
31	MIACIKA PUTRI P	72	83.3	9.3
32	NANDA IRAWAN	56	72.2	16.2

33	NILAM PRASTYA W	68	77.8	9.8
34	RAFI AJI PERMANA	60	77.8	17.8
35	RAFLI BANU SATRIO	64	72.2	8.2
36	RASI KHADISA	68	83.3	15.3
37	REVI AGUSTIANI	64	72.2	8.2
38	RISKI FAUZI	56	72.2	16.2
39	RIZKI WIRA	64	72.2	8.2
40	SHAKILLA VELANI	64	77.8	13.8
41	SITI AISYAH	68	77.8	9.8
42	YUNECAILA M	60	72.2	12.2

Appendix 15

VIII / J (Control Class)

Gain Score

No	Name	Student's Score		
		Pre-Test	Post-Test	Gain
1	ADILA	60	61.1	1.1
2	AISYARA ZULAIKA	64	66.7	2.7
3	AJENG RAHAYU	60	61.1	1.1
4	ANDREAN BOBIC	56	61.1	5.1
5	ARDI WINATA	64	66.7	2.7
6	AZIZ IMAM BUKHORY	60	66.7	6.7
7	BAYU MAHENDRA	76	77.8	1.8
8	BUNGA KENCANA ASRI	64	66.7	2.7
9	DENI PRADITA	64	66.7	2.7
10	DESTALIA NANDA	60	72.2	12.2
11	DONI SAPUTRA	68	72.2	4.2
12	DWI MEIRIKA SELVIA	56	61.1	5.1
13	EVA MAGHFIROH	56	61.1	5.1
14	FOURNY AYUNINGRUM	60	61.1	1.1
15	IHFAL ALMADHAN	60	66.7	6.7
16	INKA TRI NUARI	64	72.2	8.2
17	JUPITER OCTANIO	60	61.1	1.1
18	LENI MARLINA	76	77.8	1.8
19	LINTANG ABIYYU A	72	77.8	5.8
20	MAHKOTA RAMA	60	66.7	6.7
21	MITTA AYU SAFITRI	72	77.8	5.8
22	M NUR AKBAR	56	61.1	5.1
23	NADIYA INDRIYANI	72	77.8	5.8
24	OKKA BAYU SAPUTRA	56	61.1	5.1
25	PRAMESTY GALUH	76	77.8	1.8
26	PUTRI DAMAYANTI	72	77.8	5.8
27	RAMA DWI JALA PUTRA	56	61.1	5.1
28	RAMADIANTI AYU	68	72.2	4.2
29	REKSA RAIMUNA	64	66.7	2.7
30	RICO ABI PRATAMA	56	61.1	5.1
31	RINA DEWI PUSPITA	68	72.2	4.2
32	RYO ANDIKA SAPUTRA	72	77.8	5.8
33	SELVIA ANINDIA	72	72.2	0.2

34	SUSI RAHMAWATI	64	72.2	8.2
35	TAOFIK HIDAYAT	60	66.7	6.7
36	THONICO ALFA YUDHA	56	61.1	5.7
37	WILLY DOFIAN TAMA	64	66.7	2.7
38	YOGA AL HUSAYN	72	72.2	0.2
39	YOGI DWI PAMBUDI	56	55.6	0.4
40	YOSAFAT ALBERT	64	66.7	2.7
41	YUDHA DESANTO	60	61.1	1.1
42	YEVITA TRESIANA	68	77.8	9.8

Appendix 16

Result of Pre-Test in Experimental Class

Descriptives

		Statistic	Std. Error
Mean		66.3810	1.02066
	Lower Bound	64.3197	
	Upper Bound	68.4422	
5% Trimmed Mean		66.2116	
Median		64.0000	
Variance		43.754	
Std. Deviation		6.61466	
Minimum		56.00	
Maximum		80.00	
Range		24.00	
Interquartile Range		12.00	
Skewness		.283	.365
Kurtosis		-.724	.717
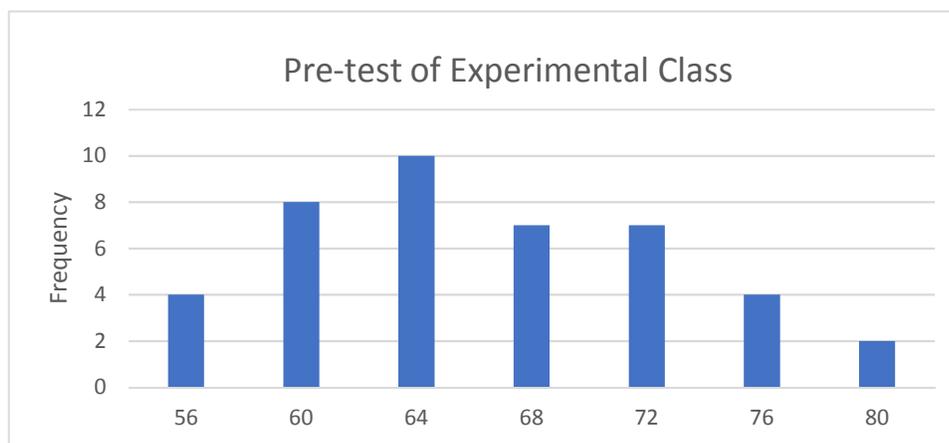
Appendix 16

Result of Pre-Test in Experimental Class

Descriptives

		Statistic	Std. Error
Mean		66.2857	1.01229
	Lower Bound	64.2414	
	Upper Bound	68.3301	
5% Trimmed Mean		66.1058	
Median		64.0000	
Variance		43.038	
Std. Deviation		6.56036	
Minimum		56.00	
Maximum		80.00	
Range		24.00	
Interquartile Range		12.00	
Skewness		.320	.365
Kurtosis		-.636	.717

Pre-test of Experimental Class
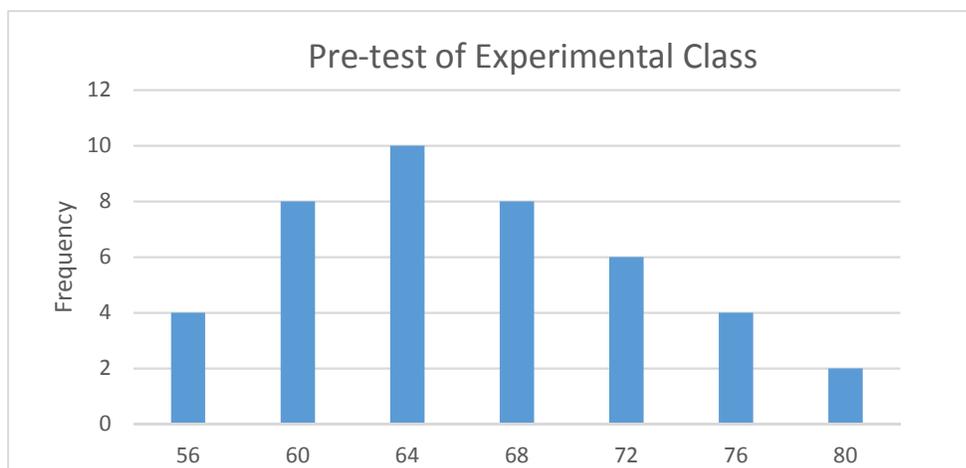
Appendix 17

Result of Post-Test in Experimental Class

posttest	Mean		77.8976	.91628
		Lower Bound	76.0472	
		Upper Bound	79.7481	
	5% Trimmed Mean		77.6032	
	Median		77.8000	
	Variance		35.262	
	Std. Deviation		5.93816	
	Minimum		66.70	
	Maximum		94.40	
	Range		27.70	
	Interquartile Range		11.10	
	Skewness		.572	.365
	Kurtosis		.034	.717

Post-test of Experimental Class
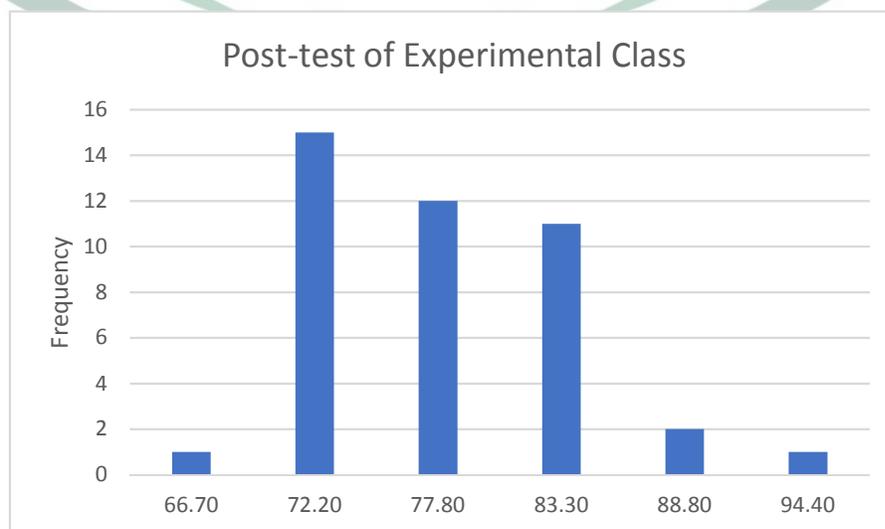
Appendix 18

Result of Pre-Test in Control Class

Descriptives

		Statistic	Std. Error
Mean		63.9048	.98762
	Lower Bound	61.9102	
	Upper Bound	65.8993	
5% Trimmed Mean		63.6720	
Median		64.0000	
Variance		40.966	
Std. Deviation		6.40049	
Minimum		56.00	
Maximum		76.00	
Range		20.00	
Interquartile Range		9.00	
Skewness		.416	.365
Kurtosis		-.997	.717

Pre-test of Control Class
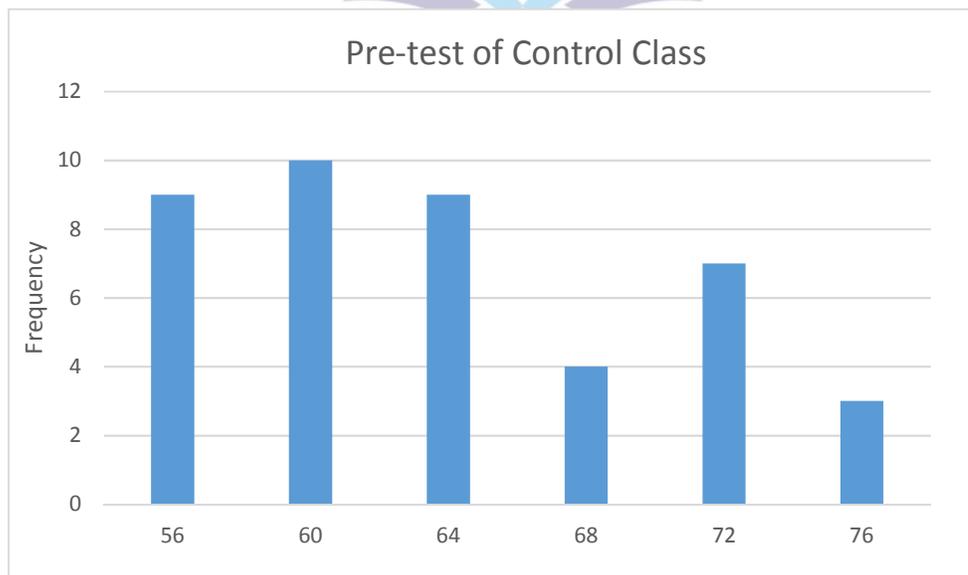
Appendix 19

Result of Post-Test in Control Class

Descriptives

		Statistic	Std. Error
Mean		68.1286	1.02128
	Lower Bound	66.0661	
	Upper Bound	70.1911	
5% Trimmed Mean		68.1272	
Median		66.7000	
Variance		43.806	
Std. Deviation		6.61865	
Minimum		55.60	
Maximum		77.80	
Range		22.20	
Interquartile Range		11.10	
Skewness		.192	.365
Kurtosis		-1.212	.717

Post-test of Control Class
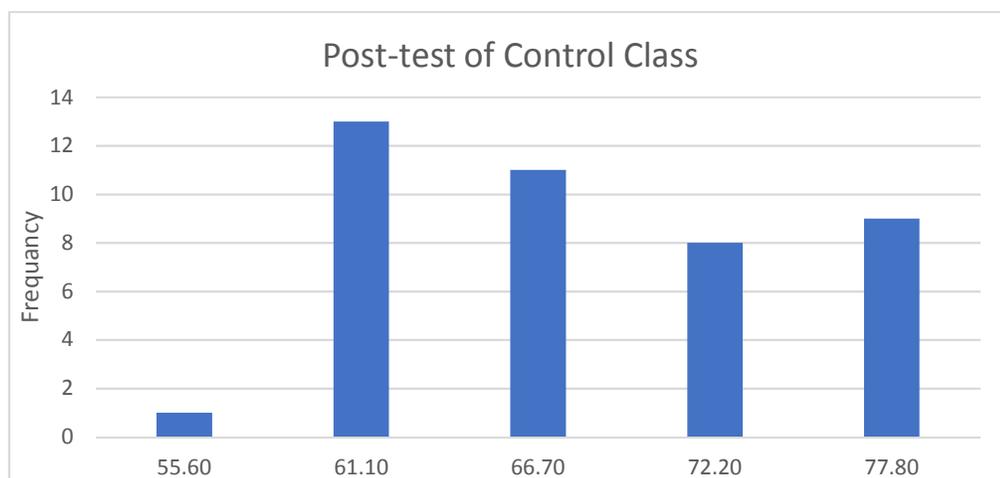
Appendix 20

Result of Normality and Homogeneity Test

Tests of Normality

	Shapiro-Wilk		
	Statistic	df	Sig.
Experimental	.955	42	.098
Control	.945	42	.042

Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
Based on Mean	3.181	1	82	.080

Appendix 21

The Result of Hypothetical Test

T	Df	Sig. (2-tailed)
10.533	82	.000

Appendix 23

Students shake a glass and choose a paper

Students play the game

Students do pre-test and post-test

Appendix 14

VIII / E (Experimental Class)

Gain Score

No	Name	Student's Score		
		Pre-Test	Post-Test	Gain Score
1	AHMAD REZA S	60	66.7	6.7
2	AISYA BELLA	72	77.8	5.8
3	AKBAR EKO S	64	72.2	8.2
4	ALDI SAPUTRA	68	77.8	9.8
5	AMANDA GRESTIONI	64	77.8	13.8
6	ANDREAS ADE P	64	72.2	8.2
7	ANGGA NUR YUSUF	68	83.3	15.3
8	ANGGA SETIAWAN	68	77.8	9.8
9	ARIO NURMALIK	64	77.8	13.8
10	AWANG WAHYU D	60	72.2	12.2
11	BELCIS PRAMULYA	76	88.9	12.9
12	BERTHA N	72	83.3	11.3
13	BILLY RIZKYADA	56	72.2	16.2
14	DEWI SEPTIYANI	72	83.3	11.3
15	DIANDRA ADELIA	80	94.4	14.4
16	DIMAS ANDAWANT	76	83.3	7.3
17	ERLANDA IMAN	60	77.8	17.8
18	FADILLA DWI P	76	83.3	7.3
19	FADLY ANGGA M	68	72.2	4.2
20	FAHRI EKA S	60	77.8	17.8
21	GADING M	72	83.3	9.3
22	IGA MUSTIKA	80	88.8	8.8
23	IKHSANNUDIN L	60	72.2	12.2
24	ILHAM AJI W	64	72.2	8.2
25	INDRI JUWITA	68	77.8	9.8
26	IRMA YANTI	72	83.3	9.3
27	KRISNA ANXEL	60	72.2	12.2
28	LULU MUTIARA M	76	83.3	7.3
29	M. ARJUN KAMIL	56	72.2	16.2
30	MAHDAN IKHSAN	64	83.3	19.3
31	MIACIKA PUTRI P	72	83.3	9.3
32	NANDA IRAWAN	56	72.2	16.2
33	NILAM PRASTYA W	68	77.8	9.8
34	RAFI AJI PERMANA	60	77.8	17.8
35	RAFLI BANU SATRIO	64	72.2	8.2
36	RASI KHADISA	68	83.3	15.3
37	REVI AGUSTIANI	64	72.2	8.2

38	RISKI FAUZI	56	72.2	16.2
39	RIZKI WIRA	64	72.2	8.2
40	SHAKILLA VELANI	64	77.8	13.8
41	SITI AISYAH	68	77.8	9.8
42	YUNECAILA M	60	72.2	12.2

Appendix 15

VIII / J (Control Class)

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Gain Score

</div>

No	Name	Student's Score		
		Pre-Test	**Post-Test**	**Gain**
1	ADILA	60	61.1	1.1
2	AISYARA ZULAIKA	64	66.7	2.7
3	AJENG RAHAYU	60	61.1	1.1
4	ANDREAN BOBIC	56	61.1	5.1
5	ARDI WINATA	64	66.7	2.7
6	AZIZ IMAM BUKHORY	60	66.7	6.7
7	BAYU MAHENDRA	76	77.8	1.8
8	BUNGA KENCANA ASRI	64	66.7	2.7
9	DENI PRADITA	64	66.7	2.7
10	DESTALIA NANDA	60	72.2	12.2
11	DONI SAPUTRA	68	72.2	4.2
12	DWI MEIRIKA SELVIA	56	61.1	5.1
13	EVA MAGHFIROH	56	61.1	5.1
14	FOURNY AYUNINGRUM	60	61.1	1.1
15	IHFAL ALMADHAN	60	66.7	6.7
16	INKA TRI NUARI	64	72.2	8.2
17	JUPITER OCTANIO	60	61.1	1.1
18	LENI MARLINA	76	77.8	1.8
19	LINTANG ABIYYU A	72	77.8	5.8
20	MAHKOTA RAMA	60	66.7	6.7
21	MITTA AYU SAFITRI	72	77.8	5.8
22	M NUR AKBAR	56	61.1	5.1
23	NADIYA INDRIYANI	72	77.8	5.8
24	OKKA BAYU SAPUTRA	56	61.1	5.1
25	PRAMESTY GALUH	76	77.8	1.8
26	PUTRI DAMAYANTI	72	77.8	5.8
27	RAMA DWI JALA PUTRA	56	61.1	5.1
28	RAMADIANTI AYU	68	72.2	4.2
29	REKSA RAIMUNA	64	66.7	2.7
30	RICO ABI PRATAMA	56	61.1	5.1
31	RINA DEWI PUSPITA	68	72.2	4.2
32	RYO ANDIKA SAPUTRA	72	77.8	5.8
33	SELVIA ANINDIA	72	72.2	0.2
34	SUSI RAHMAWATI	64	72.2	8.2
35	TAOFIK HIDAYAT	60	66.7	6.7
36	THONICO ALFA YUDHA	56	61.1	5.7
37	WILLY DOFIAN TAMA	64	66.7	2.7
38	YOGA AL HUSAYN	72	72.2	0.2

39	YOGI DWI PAMBUDI	56	55.6	0.4
40	YOSAFAT ALBERT	64	66.7	2.7
41	YUDHA DESANTO	60	61.1	1.1
42	YEVITA TRESIANA	68	77.8	9.8

Appendix 22

STUDENTS' VOCABULARY MASTERY SCORE

CLASS VIII A – VIII J SMP N 1 PESAWARAN

IN PRELIMINARY RESEARCH

	CLASS VIII A			CLASS VIII B	
No	Name	Score		Name	Score
1.	ADE DIAH PALUPI	77,5	AISYAH NUR FITRIANI		75
2	ALDI YOGIE PRAMONO	70	AJENG YUNI NINGTYAS		85
3	ALFULAN NUR SANJAYA	75	ANI APRILIA PUTRI		82,5
4	ANDINI PRASETIAWATI	85	ANJARWATI		72,5
5	ANISA SAFITRI	82,5	ARIO DWI CAKSONO		75
6	ANNISA NURUL HIDAYAH	85	ASMARANTI		70
7	AYU PUJI ELIESIA	72,5	BADRAN IKRAM		80
8	DESTRIANA ANGGITA	72,5	DANTI MAHARANTI		72,5
9	DEWI NURE HOLIZAH	77,5	DIAN AYU ARTANTI		85
10	DYAH RETNO PUTRI	67,5	DISA NABELLA		72,5
11	EKO SUPRAYITNO	72,5	EVA NISMARA		77,5
12	ERISKA ARDELIANANDA	90	FETRIKA BELLA		87,5
13	ETIKA INDAH P	70	FIDELA FERISCA		72,5
14	FARHAN NAUFAL SYAH	87,5	FIRGIAWAN RISTANTO		70
15	HERLIN NURRISTANIA TRI	72,5	FITRIA PUTRI		85
16	HILDA MUTIARA VANI	75	IRDA YULINDRA		72,5
17	IHTIAR NUR FURQON	85	KANIA WIDIYA WATI		87,5
18	IQBAL FAHRIANSAH	87,5	M KHADAFI AL-RASYID		90
19	KANZAH HUAEDAH	70	MAYLAN ANGGI P		87,5
20	KRISNA JAYA	90	MUTIARA BELKIS O		85
21	LUBNA FARHANA	90	NISA PERMATA SADILA		67,5
22	MELA MALIDHA	67,5	OKTA AUDINA		77,5
23	MERY FARELIA PUTRI	87,5	RATU NADIA HASANAH		72,5
24	MUHAMAD AKBAR	70	REVALDI KUKUH P		87,5
25	PARANA MAHARDIKA	85	REVALDY HAKIM		70
26	PUSPA MAHARANI DIANA	80	RIA PUSPITA SARI		70
27	PUTRI ALMAIDA	87,5	RISA TRIVIDIA UTARI		77,5
28	RACHEL ELISABETH S	90	RIZKI NUR AMANAH		87,5
29	RINDY TRI BANOWATI	90	RIZKY PUTRA P		72,5

30	RISKA WIDARTUS	72,5	SENDI SEPTRIO	70
31	SANDY WACHYU R	67,5	SEPTA DIANA SARI	87,5
32	SAZCIA HELLEN AZAHRA	85	SEPTA KURNIAWAN	70
33	SHEILLA NUR ANISA	82,5	SHERLY SAFTA RIFA	90
34	SILVIA ARNANDA	80	SITI NURAZIZAH	87,5
35	SINDI TRI OKTARI	77,5	TITO PRIYO ANGGORO	70
36	SITI NUR HAZIZAH	75	VIDIA ENJELIKA	67,5
37	TIARA OKTABRIYANA	85	VIOSA PRISKA	75
38	TIGER LALBATSYAH W	70	VIVI RINATA	77,5
39	UMMU AZIZAH PUTRI	87,5	WINDA DEVITA	70
40	VANI REGINA PUTRI	72,5	WIRA YUDHA BAGUS	67,5
41	WANDI GULO	85	YOLLANDA ADE TIA	80
42	YUNITA RAHMASARI	80	YURI PANCA W	87,5

STUDENTS' VOCABULARY MASTERY SCORE

CLASS VIII A – VIII J SMP N 1 PESAWARAN

IN PRELIMINARY RESEARCH

	CLASS VIII C			CLASS VIII D	
No	Name	Score	Name	Score	
1.	ADIT SETIYAWAN	85	ADAM P	60	
2	AGUSTIN FAJAR HUTRIANA	77,5	AGIEL RIZKIANSAH	67,5	
3	AKBAR OKTAVIADI	67,5	AGUSTAM SYAHPUTRA	75	
4	ANGGI PRAYOGA	70	AHMAD FAISAL LATIF	62,5	
5	ANJASMARA	72,5	AHMAD FAUZY	67,5	
6	ATIKAH PUTRI NABILAH	85	ALDO ERBI MICOLA	67,5	
7	AULIA VIRGI HANIFA	80	ALVIN RENALDI	70	
8	BALYA AL AZIBA	85	ANDRIAN ALFANDI	75	
9	BIMO ALIFIO	65	BAYU DWI ANGGORO	60	
10	CINDY LESTARI	75	DHANU GUNAWAN	62,5	
11	DEWI MELINDA PUTRI	77,5	EKA NOVITA SARI	75	
12	DEWI SALSABILA BULAN R	77,5	FAJAR AGUSTIAN SIDIQ	72,5	
13	DIMAS SAPUTRA	70	FANNY DWI AGUSTIN	77,5	
14	DWI ATMOKO	70	GILANG SAPUTRA	70	
15	EFANI ADDENA	87,5	IFTA NURCHALIFAH	80	
16	ELIS RAHMAWATI	77,5	INTAN ALDARA	87,5	
17	ERINDA SURYA DITA	72,5	KIRANA AZZAHRA	77,5	
18	FAHRUROZI	80	LINTANG ABYAN	60	
19	FITRI DWI ASTUTI	72,5	M. HAIDAR AMIR	75	
20	HARI AKBAR NUGROHO	70	MARIA OCTAVIA	75	
21	HENGKI FIRMAN ARDI S	70	MUHAMAD RIZKI R	67,5	
22	IKE YOLANDA	80	NABIDZAR P	70	
23	IMAM MUCHTAROM	72,5	NADIA RAFIKASARI	80	
24	LAILA MUBAROKAH Q	77,5	NIXSON DAVITO M	70	
25	LILIS SURYANI	72,5	NUR INDAH JENI S	75	
26	LINGGA DESTIANO	75	NYIMAS ZAZKIA LUDFI	72,5	
27	LUTFI ARYA HADI P	72,5	PUTRI BERLIAN K	77,5	
28	MITRA KUSWARA DANA	70	PUTRI ROSIANA	72,5	
29	NADILA CITRA	77,5	RAHMAD BAGAS DWI P	70	
30	POMMY OKTA SETIAWAN	70	RAMADANIA NOVITA P	77,5	
31	QOLBY ARYA RAMADAN	70	RAMDANI C	72,5	
32	RADYA ZAHWA SABINA	80	RATIH PURWASIH	72,5	
33	RANDIKA OKTA ALPIAN	72,5	REAL AL AQSO	60	

34	REYNALDI SURYA S	70	RINTAN ROSS M	72,5
35	RIDHO HANAFI	67,5	RIZKI IMAM PRAYOGA	65
36	RIZKY ARMAN	72,5	SEKAR DWI	75
37	SALASATIN AULIA	80	SESXI SASXIA	72,5
38	SERLY ULYA WARDANI	82,5	TRY SUWANDA J	72,5
39	TEGAR AMARULLOH	67,5	ULFA TUNASEHA	72,5
40	VANIA NARISWARI	72,5	WAHYU HADIWINARNO	70
41	YULIA MUTIARA	87,5	YUNITA ADITIA NUR P	80
42	GILANG	67,5	ADITIA LASNU	67,5

STUDENTS' VOCABULARY MASTERY SCORE

CLASS VIII A – VIII J SMP N 1 PESAWARAN

IN PRELIMINARY RESEARCH

	CLASS VIII E			CLASS VIII F	
No	Name	Score		Name	Score
1.	AHMAD REZA S	75	AGENG DWI SETIAWAN	70
2	AISYA BELLA	77,5	AL HAMKA	70
3	AKBAR EKO S	70	ALDO PUTERA PRADANA	72,5
4	ALDI SAPUTRA	65	AMAR MIRZA	70
5	AMANDA GRESTIONI	75	ANGGITA WARDANI	77,5
6	ANDREAS ADE P	67,5	ARI PRAYUGO	67,5
7	ANGGA NUR YUSUF	65	ASMARANI	65
8	ANGGA SETIAWAN	70	DAFFA OMAR THAARIQ	72,5
9	ARIO NURMALIK	67,5	DELA PUSPITA	75
10	AWANG WAHYU D	67,5	DEVINA ANJANI	67,5
11	BELCIS PRAMULYA	77,5	DHANTE AL FAREL	70
12	BERTHA N	75	DIKO NANDA S	67,5
13	BILLY RIZKYADA	77,5	DITA NURULIA	77,5
14	DEWI SEPTIYANI	70	EDO HASBITA	70
15	DIANDRA ADELIA	77,5	EKA WAHYUNI	75
16	DIMAS ANDAWANT	72,5	FADYA RAHMA ANDINI	80
17	ERLANDA IMAN	72,5	FAUZAN ZALPRIMANDO	70
18	FADILLA DWI P	75	FERDY KURNIAWAN	67,5
19	FADLY ANGGA M	72,5	FIDIYA PUSPA ANGELA	77,5
20	FAHRI EKA S	72,5	IBNU WAHDA	70
21	GADING M	67,5	IKHWAN PRASETYO	70
22	IGA MUSTIKA	80	JESINTA FEBRIANA Z	72,5
23	IKHSANNUDIN L	67,5	KASILATUL MAKMULAH	75
24	ILHAM AJI W	72,5	KELVIN BERIYANTO	67,5
25	INDRI JUWITA	80	KEVIN AKTA ALFITO	67,5
26	IRMA YANTI	67,5	KHOIRUL ANAM	70
27	KRISNA ANXEL	65	LUTHFIA ARDANA	80
28	LULU MUTIARA M	77,5	MITA ARDIANA	77,5
29	M. ARJUN KAMIL	67,5	MUHAMMAD AKBAR R	65
30	MAHDAN IKHSAN	75	MUHAMMAD HIKMAL	67,5
31	MIACIKA PUTRI P	77,5	MUJAHID FAHREZA R	67,5
32	NANDA IRAWAN	70	MUTIARA DEWI DINANTI	72,5
33	NILAM PRASTYA W	70	OCHA CANTIKA PUTRI	80

34	RAFI AJI PERMANA	65	RAFAEL BARBARIGO	70
35	RAFLI BANU SATRIO	67,5	REKA PRAMUDITA	75
36	RASI KHADISA	70	RENDI	67,5
37	REVI AGUSTIANI	75	RIO AWANDA ADITAMA	67,5
38	RISKI FAUZI	67,5	RISKA PUTRI SALSABILA	75
39	RIZKI WIRA	77,5	ROMADON TIARA	70
40	SHAKILLA VELANI	70	SYIVA DANIZA AHTA	80
41	SITI AISYAH	72,5	TIARA MAY SYAHARANI	70
42	YUNECAILA M	75	ZAHRA AMELY SAFITRI	72,5

STUDENTS' VOCABULARY MASTERY SCORE

CLASS VIII A – VIII J SMP N 1 PESAWARAN

IN PRELIMINARY RESEARCH

	CLASS VIII G			CLASS VIII H	
No	Name	Score		Name	Score
1.	ABDUL MALIK M	60		ABELIA NINGTYAS P	75
2	ABEL HOTROULI H	72,5		ADI LAKSONO	67,5
3	AHMAD RIFAN	75		AJI NUR KHOLA	65
4	AKEN SUANDA	62,5		ALMIRA DWI PUTRI	80
5	ANANDA GUSTI P	67,5		ARDI JAYANDRA	65
6	ANGGA SATRIA D	67,5		BAGAS SAPUTRA	67,5
7	AYU PARAMITHA	70		CIKAREYNANDA	67,5
8	BAGAS KURNIAWAN	75		CRISTIANA P NABABAN	77,5
9	BRAM FIGO VAN G	60		DELA SISILIA	72,5
10	CLARENSA PITRA	75		DIANA LISTA BELLA	72,5
11	DIAN NURMALA	75		DIMAS PRAYOGA	70
12	DIDI PRAMUDI	67,5		ERIKA YULIANA	75
13	ERIKA PUSPITA	77,5		FEBRINA EVANDA	70
14	FANI AGUSTIN	70		GALANG GAZHA BUANA	75
15	FERNANDA BAGUS	70		IKA OKTARIA	70
16	HIDAYATUL IKHSAN	80		IQBAL JANUAR	67,5
17	ILKHAM RAMADANI	77,5		KHORI RAHMA SAGITA	75
18	KENNAND RENDRA A	70		KRISNA MUKTI	67,5
19	KRISNA MAHENDRA	75		M. ARBI ZULFIKAR	70
20	M. CHANDRA TRI H	75		MEYZA NUFA DETIAN	77,5
21	MARVEL BAGAS S	67,5		MICHAEL OWEN	72,5
22	MAULANA BAKRI	70		NADIA DAMAYANTI	72,5
23	MEILA SABRINA	80		NOVIA ADINDA	77,5
24	M ROBIANSYAH	70		PRIMA ANDESTA	70
25	MULYA JAYA	75		RAFJI DANIAL MIROJ	70
26	NABILA NURALI S	77,5		RAGIL AYU SEPTIANA	77,5
27	NATASYA MAURA S	77,5		RANI AGUSTINA	70
28	NOVI PUSPITA DEWI	72,5		REDITA JULIANA PUTRI	77,5
29	PUTRI AULIA	70		REMBIYANTO	67,5
30	RAFI WAHYU	72,5		RIDHO ANANDA BUKIT	70
31	RATRI MEGA	72,5		RIDHO RAHMAWAN	70
32	RECKY ANGGARA	72,5		RISKI EPENDI SILABAN	72,5
33	RIDHO SURYA ALAM	60		RONALDO DIMAS	72,5

34	RIO DWI PANGESTU	72,5	SARAH SEPTIAN	75
35	RIZKY HAIRULNADY	65	SATRIA ARIYA P	72,5
36	SAPTA ANGGARA	75	SORAYA WALIA DINI	80
37	SHASYA ANINDA	72,5	TEGUH SHAFRYAN	67,5
38	TRI KURNIA WATI	72,5	VINCENCIA N NABABAN	75
39	TRIO SEPFRIANSYAH	72,5	VITO PRALUDY	67,5
40	YOGA PRATAMA	70	WILIANSYAH	65
41	YOSEPH RICARDHO	80	YOGA DWIOKTA S	70
42	ZENNY SANDRA S	67,5	YOPI ROPA LANGGA	67,5

STUDENTS' VOCABULARY MASTERY SCORE

CLASS VIII A – VIII J SMP N 1 PESAWARAN

IN PRELIMINARY RESEARCH

	CLASS VIII I		CLASS VIII J	
No	Name	Score	Name	Score
1.	ADELIA NURUL	70	ADILA	77,5
2	ADILA PANGESTU	70	AISYARA ZULAIKA	77,5
3	ANDIKA AFRIZAL	72,5	AJENG RAHAYU	75
4	ANIZA APRILIA	77,5	ANDREAN BOBIC	70
5	ARFANSYAH	70	ARDI WINATA	72,5
6	BARA SURYANTARA	67,5	AZIZ IMAM BUKHORY	70
7	BELLA AMELIA	70	BAYU MAHENDRA	70
8	DAVID FERNANDO	72,5	BUNGA KENCANA ASRI	80
9	DECA REFIANA	75	DENI PRADITA	65
10	DION TAMA	67,5	DESTALIA NANDA	75
11	DITA ARIANI	70	DONI SAPUTRA	70
12	ERVANI WAHYUNDA	67,5	DWI MEIRIKA SELVIA	75
13	FARISKA DEVINA	77,5	EVA MAGHFIROH	77,5
14	FINDRIYANA	70	FOURNY AYUNINGRUM	70
15	GALANG JAYA S	75	IHFAL ALMADHAN	75
16	INGGIT DARMA	80	INKA TRI NUARI	77,5
17	IRFAN DIJA	70	JUPITER OCTANIO	67,5
18	IRVAMAWATI	67,5	LENI MARLINA	77,5
19	LAILATUL FITRI NUR	77,5	LINTANG ABIYYU A	72,5
20	LAMBANG IHYA U	70	MAHKOTA RAMA	70
21	M. SIDIK HIDAYAH	70	MITTA AYU SAFITRI	75
22	MILA ARIYANTI	72,5	M NUR AKBAR	72,5
23	MUHAMMAD AGUS R	75	NADIYA INDRIYANI	77,5
24	NADILLA PUTRI U	67,5	OKKA BAYU SAPUTRA	72,5
25	NOVAL FAJARUDIN	70	PRAMESTY GALUH	75
26	NOVITASARI	72,5	PUTRI DAMAYANTI	75
27	PUTRI YUNITA	80	RAMA DWI JALA PUTRA	72,5
28	REVO VALIQ	72,5	RAMADIANTI AYU	70
29	RIKA KESUMA DEWI	75	REKSA RAIMUNA	72,5
30	RIVAL AJI	67,5	RICO ABI PRATAMA	70
31	RIZKY DARMAWAN	67,5	RINA DEWI PUSPITA	70
32	ROON KAWAN M	72,5	RYO ANDIKA SAPUTRA	75
33	SABDA FADEN FIORE	72,5	SELVIA ANINDIA	72,5

34	SEBASTIAN F	70	SUSI RAHMAWATI	75
35	SELA EFENDI	75	TAOFIK HIDAYAT	67,5
36	SELVI NOVITA	77,5	THONICO ALFA YUDHA	72,5
37	SUCI ADNINA S	70	WILLY DOFIAN TAMA	75
38	TEGAS LILO	72,5	YOGA AL HUSAYN	67,5
39	TRI HILMA MAULIDA	75	YOGI DWI PAMBUDI	67,5
40	VIGO	70	YOSAFAT ALBERT	72,5
41	WAHYU F	70	YUDHA DESANTO	65
42	ZETA DWI SAFIRA	77,5	YEVITA TRESIANA	75

RENCANA PELAKSANAAN PEMBELAJARAN
RPP
(Control Class)

Satuan Pendidikan   : SMPN 1 PESAWARAN
Matapelajaran   : BAHASA INGGRIS
Kelas   : VIII
Materi Pokok   : Teks deskriptif pendek dan sederhana, tentang
                             orang, binatang dan benda
Tema   : Animal
Alokasi Waktu   : 40 Menit

A. Kompetensi Inti (KI)

1. KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

2. KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab,
    peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi
    secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan
    dan keberadaannya

3. KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan
    prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan,
    teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan,
    mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak
    (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai
    dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut
    pandang/teori.

B. Kompetensi Dasar dan Indikator

3.6 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi
    sosial menyatakan dan menanyakan keberadaan orang, benda, binatang dalam
    jumlah yang tidak tertentu, sesuai dengan konteks penggunaannya
4.6 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang
    keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu, dengan
    memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar
    dan sesuai konteks

C. Indikator
    •   Menyebutkan kosakata sesuai dengan tema (binatang)
    •   Menemukan arti kosakata dengan baik

D. Tujuan Pembelajaran

3.6 Setelah mempelajari materi ini, peserta didik dapat menanyakan dan menyatakan keberadaan orang, benda,binatang dalam jumlah tertentu.

4.7 Setelah mempelajari materi ini ,peserta didik dapat menyusun teks lisan dan tulis untuk menanyakan dan menyatakan keberadaan benda, orang,binatang dalam jumlah tertentu.

E. Materi Pembelajaran

Mendeskripsikan beberapa binatang di sekitar seperti kucing, anjing, unta, dan lain-lain.

Contoh :

Camel

The camel is the weirdest camel I ever see. it most famous for the large humps on its back. They live in the deserts.

Camels can eat most any type of vegetation including dry, thorny, or bitter plants that other animals may not want to eat. Their digestive system is tough and they have been known to eat dead carcasses, clothing, and even shoes when extremely hungry.

Camels store fat in their humps. This fat can be converted to water and energy when they haven't had food or water to drink for some time. Once they have used up all the fat in their humps, the humps become thin and floppy.

However what I like most about camels is their face. it looks so funny.

F. Tekhnik Pembelajaran
- Translation technique

G. Media, Alat dan Sumber Pembelajaran
1. Media : paper
2. Alat : spidol, papan tulis,
3. Suumber : Buku paket siswa dan internet

H. Langkah-langkah Pembelajaran

No	Kegiatan pembelajaran	Alokasi waktu
1.	**Pendahuluan** • Mengucapkan salam dan berdo'a • Mengecheck kehadiran siswa, • Menginformasikan tujuan pembelajaran • Guru menyiapkan dn mengenalkan materi kepada siswa	10 menit
2.	**Kegiatan Inti** **Mengamati** Siswa mengamati contoh teks yang diberikan guru terkait topic yang akan di pelajari. **Menanya** • Siswa menanyakan teks yang diberikan oleh guru **Mengumpulkan informasi** • Siswa dibagi dalam beberapa kelompok dan mencari kata kata yang diberikan oleh guru dalam kamus. **Mengasosiasikan** • Setiap grup diberi waktu untuk mencari beberapa kata sulit yang diberikan oleh guru. **Mengkomunikasikan** • Siswa membacakan kata kata yang sudah di terjemahkan	60 menit

3.	**Kegiatan penutup** • Guru melakukan refleksi atau membuat rangkuman dengan melibatkan peserta didik. • Menyampaikan rencana pembelajaran untuk pertemuan berikutnya. • salam	10 menit

I. Penilaian Hasil Belajar

1. Teknik penilaian
   Tes tertulis

2. Bentuk instrument
   Choose either a,b,c, or d for the correct answer !

   Aspek penilaian pengetahuan
   Nilai siswa = <u>jumlah jawaban benar   x   100</u>
                    Jumlah soal

Gedongtataan ,   2017

Mengetahui

Guru Mata Pelajaran   Peneliti

Wulan Rizky, S.Pd   **Mirda Septiana**
                                                                              1211040166

Mengetahui Kepala Sekolah

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NIP. 19570101 198103 1 022

RENCANA PELAKSANAAN PEMBELAJARAN
RPP
(Experimental Class)

Satuan Pendidikan   : SMPN 1 PESAWARAN
Matapelajaran   : BAHASA INGGRIS
Kelas   : VIII
Materi Pokok   : Teks deskriptif pendek dan sederhana, tentang
                              orang, binatang dan benda
Tema   : Animal and Sport
Alokasi Waktu   : 2 x 40 Menit

A.   Kompetensi Inti (KI)

1. KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

2. KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab,
    peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi
    secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan
    dan keberadaannya

3. KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan
    prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan,
    teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan,
    mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak
    (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai
    dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut
    pandang/teori.

B. Kompetensi Dasar dan Indikator

 3.6 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi
     sosial menyatakan dan menanyakan keberadaan orang, benda, binatang dalam
     jumlah yang tidak tertentu, sesuai dengan konteks penggunaannya
 4.6 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang
     keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu, dengan
     memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar
     dan sesuai konteks

C. Indikator
    •   Menyebutkan kosakata sesuai dengan tema
    •   Menemukan arti kosakata dengan baik

D. Tujuan Pembelajaran

3.6 Setelah mempelajari materi ini, peserta didik dapat menanyakan dan menyatakan keberadaan orang, benda, binatang dalam jumlah tertentu.

4.7 Setelah mempelajari materi ini, peserta didik dapat menyusun teks lisan dan tulis untuk menanyakan dan menyatakan keberadaan benda, orang, binatang dalam jumlah tertentu.

E. Materi Pembelajaran

- Menyebutkan beberapa benda , binatang, atau orang di sekitar seperti:
- Table   - bag   -chair   - Cat
- Blackboard   -book   -window   - Dog

- Mendeskripsikan beberapa benda di sekitar seperti televisi, meja, kursi, dan lain- lain.

F. Tekhnik Pembelajaran
-    Charades Game

G. Media, Alat dan Sumber Pembelajaran
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2.	**Kegiatan Inti** **Mengamati** Siswa mengamati contoh teks yang diberikan guru terkait topic	60 menit

	yang akan di pelajari. **Menanya** • Siswa menanyakan teks yang diberikan oleh guru **Mengumpulkan informasi** • Siswa dibagi dalam beberapa kelompok satu orang siswa bertugas sebagai peraga dan siswa yang lain na bertugas untuk menebak kata yang diberikan oleh guru **Mengasosiasikan** • Setiap grup diberi waktu untuk mencari beberapa kata yang diberikan oleh guru. **Mengkomunikasikan** • Siswa membacakan kata kata yang sudah diberikan oleh guru.	
3.	**Kegiatan penutup** • Guru melakukan refleksi atau membuat rangkuman dengan melibatkan peserta didik. • Menyampaikan rencana pembelajaran untuk pertemuan berikutnya. • salam	10 menit

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                         Jumlah soal

Gedongtataan ,   2017

Mengetahui

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