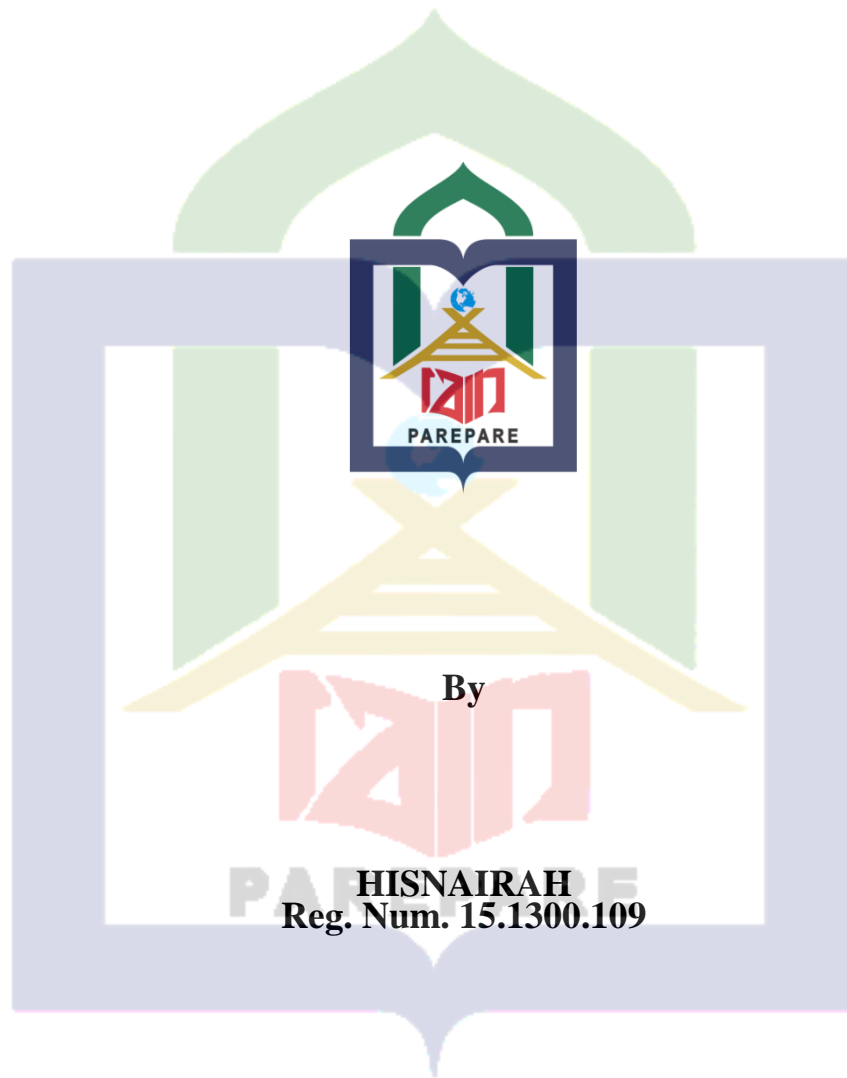


**SKRIPSI**

**INCREASING STUDENTS' VOCABULARY MASTERY BY  
USING STAND UP SEQUENCES GAME AT THE SECOND  
YEAR STUDENTS OF MA-AL AMANAH WAIKAYA  
KABUPATEN MAMUJU TENGAH**



**By**

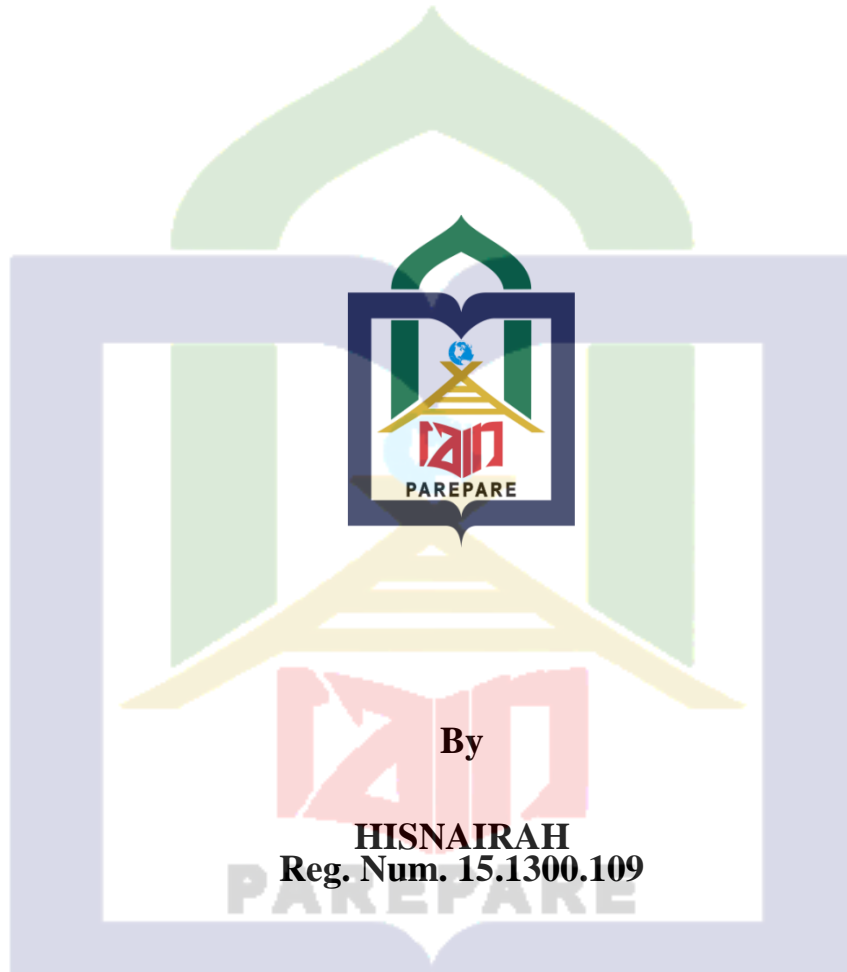
**HISNAIRAH**  
**Reg. Num. 15.1300.109**

**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

**2020**

**SKRIPSI**

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**By**

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Submitted to the English Program of Tarbiyah Faculty of State Islamic  
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for the Degree of Sarjana Pendidikan (S.Pd)

**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
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PAREPARE**

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**Skripsi**

**As Partial Fulfillment of the Requirements for the Degree  
of Sarjana Pendidikan (S.Pd)**

**English Education Program**

**Submitted By**

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Reg. Num. 15.1300.109**

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**To**

**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE (IAIN)  
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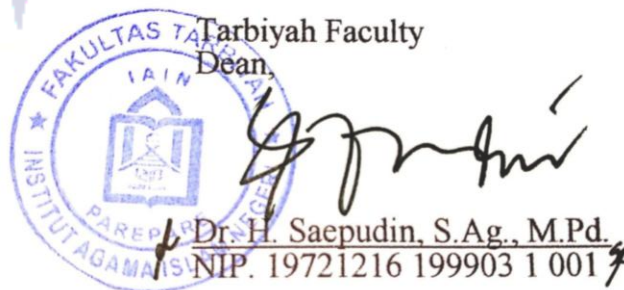
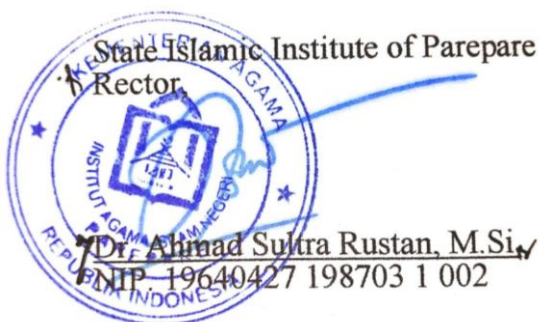
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Firtsly, *alhamdulillah* in the researcher would like to say a lot of thanks to Allah swt. for guidance, love and blessing help so that the researcher could finish this skripsi. Shalawat and salam to our beloved prophet Muhammad saw. as the last messenger of Allah swt.

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Finally, the writer realized that this skripsi still has any weakness and still far from being perfect. Therefore, the writer would highly appreciate all constructive suggestion and criticism.

May the Almighty Allah swt. always make us be the lucky one now and on, Aamiin.

Parepare, 10<sup>th</sup> February 2020

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## DECLARATION ON THE AUTHENTICITY OF THE SKRIPSI

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Stated this skripsi was his own writing and if it can be proved that it was copied, duplicated or compiled by any other people, this skripsi and the degree that has been gotten would be postponed.

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## ABSTRACT

**Hisnairah**, *“Increasing Students’ Vocabulary Mastery by Using Stand up Sequences Game at the Second Year Students’ of MA- Al Amanah Waikaya Kabupaten Mamuju Tengah”* (Supervised by Hj. Nanning and Mujahidah).

This research to find out the whether or not the increasing of vocabulary by using stand up sequences game at the second year students’ of MA-Al Amanah Waikaya Kabupaten Mamuju Tengah

In this research, the researcher used pre-experimental method with two objects pre-test and post- test design. The instruments of collecting data used in this research was translation, matching and multiple choice. The population was at the second year students of MA-Al Amanah Waikaya Kab. Mamuju Tengah with total number of student 60 students. But the researcher took XIB. Class as the sample that was taken by using random sampling. Thus, the number of sample were 24 students. They were giving treatment about vocabulary by using stand up sequences game.

The result of the research showed the mean score of pre-test was 60,25 and the mean score of post-test was 88,95.while the t-test was greater than the t-table( $11,93 > 2.064$ ). It showed that the  $H_0$  hypothesis was rejected and the  $H_1$  hypothesis was accepted. The conclusion is Stand up Sequences game is effective to Increase Students’ Vocabulary Mastery by Using Stand up Sequences Game at the Second Year Students’ of MA- Al Amanah Waikaya Kab Mamuju Tengah.

Keywords: *vocabulary, stand up sequences game.*

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## CHAPTER I

### INTRODUCTION

#### 1.1 Background

The language English is the first foreign languages in Indonesia many school or courses have given English as one of the lessons English have four skill: speaking, reading, listening, and writing and vocabulary as component could be a tool to increase all the skill of English.

Vocabulary is knowledge of words and an important part master English well the teachers cannot communicate to others clearly if they do not have enough vocabulary. Most students find that they memorize words better if they do something. Even better is to try and learn the word in a typical combination with other words. Learning vocabulary is a very important part of learning a language. To increase students' ability in master vocabulary the teachers have to think how to make students master in the teacher's competence is much needed. Teachers have important role because they will bring the students to the likeness and consistency in learning English as second language.

One of the most effective ways the students to know vocabulary is to control your learning of new words is to keep a vocabulary notebook. You may want to keep a small one in your pocket so that you can write down whenever you hear or seethem.<sup>1</sup>

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<sup>1</sup>Don Mills, Ontario, *The Key to English Vocabulary* (United States of American: The Macmillan Company, 1965), p. 01.



To be master vocabulary, however is not easy for students because they cannot remember words by word quickly and easily. Moreover, the students of junior high school and senior high school are forgetful. So that the teacher needs new techniques, methods strategies and material in order to improve students' vocabulary.

One of the technique is used by teaches is game. Game is an activity that you do to have some fun to increase the students' vocabulary we need media to be used. Games can make the students more focus in learning; because the game will help the teacher to teach English in the context/situation that are more easily understood by the students.<sup>2</sup> Through the game there are so many advantages for students and teachers in learning. Games also help the students not get bored and encourage them to be more active in practicing English. They can also be free to express their activity every day without feeling embarrassed.

Stand-up sequences game can be used to improve students' vocabulary and to motivate the students in learning vocabulary because the game that can make the students interested in learning vocabulary and it is able to be making students enjoy and fun in learning vocabulary. That is way the researcher chooses with stand-up sequences game as a teaching technique involves vocabulary mastery to make the situation of learning English is meaningful and very interesting. It is considered that in application the stand-up sequences game would to improve students' abilities to understand vocabulary.

As valve learning English with games because it can make learning fun, interesting and fun so that students are motivated to facilitate and understand the

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<sup>2</sup>Ali Sorayaie Azar, *International Journal of Basic and Applied Science*, 01, No, 02 (Oct 2012), p. 252-253.

material that is encouraging. This game invites students to continue to improve in helping, renewing vocabulary, and increase speed and increase.

From the explanation above, the researcher interested to conduct a research under the title “increasing students’ vocabulary by using stand-up sequences game at the second year students of MA-AI Amanah Waikaya Kabupaten Mamuju Tengah”.

### **1.2 Problem of Statement**

Based on the background above, the researcher would like to formulate the research question as follow:

- 1.2.1 How is the students’ vocabulary mastery before and after using stand up sequences game at the second year students’ of MA-AI Amanah Waikaya Kabupaten Mamuju Tengah?
- 1.2.2 Is using to stand up sequences game be able to increase the students vocabulary mastery at the second year students’ of MA-AI Amanah Waikaya Kabupaten Mamuju Tengah?

### **1.3 Objective of Research**

Based on the problem statement above, the objectives of the research is formulates as follow:

- 1.3.1 To find out the students’ vocabulary mastery before and after using stand up sequences game at the second year students’ of MA-AI Amanah Waikaya Kabupaten Mamuju Tengah.
- 1.3.2 To find out whether or not increase of the learning English vocabulary by using stand up sequences game at the second year students of MA-AI Amanah Waikaya Kabupaten Mamuju Tengah.

#### 1.4 Significance of the Research

The significance of the research is to know the increasing students' vocabulary by using stand up sequences game at the second year students of MA-Al Amanah Waikaya Kabupaten Mamuju Tengah.



## CHAPTER II

### REVIEW OF RELATED LITERATUR

#### 2.1 Previous Research Findings

Some researchers who had conducted research by using games and technique. They are as follow:

Simbolon (2014: 228) said that conventional learning is an educational form of learning because in the sequence game will help the mastery of English vocabulary so that it will facilitate the use of achieving mastery in learning to write, read, listen, and speak. Therefore, this game will motivate students to improve English vocabulary.<sup>3</sup>

Nasriah stated that “Developing students vocabulary by using 3-W game for the eighth grade students at SMP Negeri 1 Suppa in learning English have high achievement in post-test after teaching vocabulary by using 3-W game; it means that the students’ vocabulary developed and this is a significant difference between the result of the students’ pre-test and post-test.”<sup>4</sup>

Fitriani stated that “increasing the vocabulary ability by using catch ballon game. The result of the researcher concluded that by using game method, the students’ vocabulary increased and the teacher who used game method, the students’ vocabulary increased and the teacher who used game method in teaching English vocabulary made the students more creative.”<sup>5</sup>

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<sup>3</sup>Cakrawala Pendidikan, Februari 2018, Th. XXXVII, No.1.

<sup>4</sup>Rusdiana, *Developing Students Vocabulary by Using 3-W Game for the Eight Grade at SMP Negeri 1 Suppa Kabupaten Pinrang* (Unpublished Skripsi Parepare: STAIN Parepare, 2014), p. 38.

<sup>5</sup>Rini Rahayu, *Increasing the Vocabulary Ability by Using Catch Ballon Game of the Eight year students at MTs Negeri Parepar* (Unpublished skripsi Parepare: STAIN Parepare, 2009), p. 33.

Based on the previous finding above, it can be summed up that there are several methods that are used to improve students' vocabulary mastery, in this case, the researcher use stand up sequences game is hoped can increase the students' vocabulary. Vocabulary stand-up sequences game is very suitable for use in learning English at MA-Al Amanah Waikaya Kabupaten Mamuju Tengah because where students were previously not interested at all about learning English. Then to improve students' ability in learning vocabulary by using stand-up sequences game one technique used by teachers in teaching English is to provide games that can make students more focused in learning English and provide material that is easily understood by students.

## **2.2 Some Pertinent Ideas**

### **2.2.1 The Concept of Vocabulary**

#### **2.2.1.1 Definition of Vocabulary**

Some of definitions of vocabulary have been gave by different writers such as.

A.S Hornby in advanced learners' Dictionary of current English defines that vocabulary as; (1) Total number of words that make up a language. (2) Body of words known to a person, or used in particular book, subject, etc. (3) List of words known with their meanings, especially one wishes companies a textbook in a foreign language.

Vocabulary in Webster international of English language is defined as the stock of words that used by the person or particular class person; A list of collection of words of language, book, author branch of science, or the like usually in alphabetical order and dictionary or lexicon, some of scopes of one expressive technique as in art.

Vocabulary in Oxford learner's pocket Dictionary of English language is all the words that a person knows or uses, all the words in language, list of words with their meanings especially in a book for learning a foreign language.

The other perception said that vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention.

Based on the definition of vocabulary above, the researcher concludes that vocabulary is all the words, in which the person know or could pronunciation, writing, grammar, meaning, and he can apply it wants to communicate with others.

#### 2.2.1.2 Kinds of Vocabulary

There are several kinds of vocabulary usually used in general to communicate in the societies. Almost everyone has at least four basic vocabularies they are<sup>6</sup>:

1. Speaking Vocabulary: Composed notably of words that come readily to the speaker's tongue
2. Writer Vocabulary: This includes the words in the speaking vocabulary plus other word that someone can call up.
3. Reading vocabulary: Including words that would know when someone them written.
4. Acquaintance vocabulary: includes the tree above. And it includes also a considerable number of words, which owner has seen or heard before.

Aeborsold and field in their book devised vocabulary into Receptive and Productive vocabulary, they said that:

---

<sup>6</sup>Gorrel and laird, *Modern English Hand Book, Sixth Edition* (New Jersey: Prentice Hall 1967) p. 283-284.<http://b-ok.xyz/book/2292413/cea3b1> (April, 08 2018).

- a. Receptive vocabulary is vocabulary that reads recognize when they see it but do not use when they speak or write.
- b. Productive vocabulary is the vocabulary that people actually use to speak or write.<sup>7</sup>

Based on Jhon Haycraft, vocabulary is divided into active and passive vocabulary; active vocabulary is the words that students can understand, can pronounce correctly and uses constructively in speaking and writing. Passive Vocabulary is the words that students recognize and understand when they occur in a context, but which cannot produce correctly.<sup>8</sup>

John Read in his book, *Assessing vocabulary*, mentioned two kinds of vocabulary based on its form and function, they are:

- a. Function Words

These are words, which only have a full meaning when they are integrated with other word. It includes articles, preposition, pronoun, conjunction, auxiliaries, etc.

- b. Content Words

These are the words, which have a full meaning and provide links within sentences. It includes noun, full verb, adjectives, and adverb.<sup>9</sup>

Those are kinds of vocabulary. From the kinds of vocabulary mentioned above, the writer concludes that are many kinds of vocabulary such as: Productive

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<sup>7</sup>Jo Ann Aeborsold and mary Lee Fields, *From reading teacher: Issues and Strategies for Second Language Classroom* (Cambridge University press, 1997), p. 13.

<sup>8</sup>John Haycraft., *Introduction to English Language Teaching* (Harlow: Longman Group Limited, 1978), p. 44. <http://b-ok.xyz/book/2284597/e5fc48> (March, 10 2018).

<sup>9</sup>John Read, *Assessing Vocabulary* (Cambridge: Cambridge University Press, 2000), <http://b-ok.xyz/book/941828/5852d4> (May, 25 2018).

and Receptive vocabulary, Active and passive vocabulary, Function words, content words, substitute words and words of negative or affirmative distribution.

### 2.2.1.3 The Technique in Teaching English Vocabulary

Vocabulary is basic to communication. If people do not recognize the meaning of the key words used by those who address them, they will not be able to participate in the conversation. If they want to express ideas or ask for information, they must be able to produce words to convey their meaning. Thus vocabulary learning is very crucial in developing competence in a second or foreign language.

In teaching vocabulary, the teachers are hoped to have some technique in order to make students familiar with the vocabulary so that they understand new word easily. The technique functions not only to help the students grasp the meaning of new words quite easily, but also to vary the teaching activity in order to avoid the boredom on the part of students. Harmer mentions that the following aids can help to explain new vocabulary are.<sup>10</sup>

#### 1. Realita

This is the word to refer the use of real objects in the classroom. Thus the words, book, pencil, or chair. Can be easily explained by showing students a book, a ruler, or a chalk. This is clearly satisfactory for certain single words, but the use of realia is limited to things that can be taken easily from the classroom.

#### 2. Picture

Pictures are clearly indispensable for the language teacher since they can be used in so many ways. Picture can be used to explain the meaning of vocabulary item: the

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<sup>10</sup>Jeremy Harmer, *The Practice of language teaching* (London: Longman, 1983), p.161&177. <http://b-ok.xyz/book/1124770/366de4> (March, 10 2018).



teacher can draw pens, rules, pencils, and books in the black board whiteboard, or have magazines picture of trucks, bicycle, train, or bus onto cardboard. The teacher might bring in a wall picture showing three people in a room that could be used for introducing the meaning of the sentence, for instance: there are three people in the classroom.

### 3. Mime, Action, and Gesture

It is often impossible to explain the meaning of words and grammar either with realia or in picture. An action, in particular, is probably better explained by mime. Gesture is useful for explaining word like, from, to etc. or indicating that the past is being talked about (the teacher gestures backwards over his shoulder)

### 4. Contrast

A visual element sometime may not be sufficient to explain meaning and contrast can be used. Thus, the meaning of full is better understood in the context of empty big in the context of small, etc.

### 5. Enumeration

The word “vegetable” is difficult to be explained visually. If, however, the teacher rapidly lists (or enumerates) a number of vegetables, the meaning will become clear the same is true of a word like clothes.

### 6. Explanation

Explanation the meaning of vocabulary items can be extremely difficult just as grammatical explanations. It will be important in giving such explanations to make sure that the explanations include information about when the item can be used. For example, it would be unsatisfactory just to say that “mate” is a word for friend unless

you point out that it is colloquial informal English and only be used in certain context.

## 7. Translation

For many years, translation went out of fashion and was considered as something of sin. Clearly, if the teacher is always translating, this will impede the student's learning since they want to hear and use the target language, not their own. Nevertheless, it seems silly not to translate if by doing a lot of time can be saved. If the students do not understand a word and the teacher cannot think how to explain it, they can quickly translate it.

Translation then, seems a useful measure if it is used sparingly, but it is hoped to be used with caution. These aids and measure may be useful for explaining the meaning of a word or a sentence. There are many kinds of technique in teaching vocabulary to English learners such as mentioned above. But from the statements mentioned above, the writer concludes that the way in teaching vocabulary in English classroom is depend on the teacher to choose the best way to make students feel easy to learn vocabulary.

### 2.2.1.4 Importance of Learning Vocabulary

Vocabulary mastery is really important in learning English. Vocabulary, much more than grammar, is the key to students understanding what they hear and read in school; and then communicating successfully with other people. Although their structure is low, if they master on vocabulary, it will make them better on their English skills.

Thornby quotes Wilkins' statement that "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed".<sup>11</sup>

A good store of words is crucial for understanding and communication. A major aim of most teaching programs is to help students to gain a large vocabulary of useful words. In every lesson, students have to introduce new words and practice them, making clear the meanings and the ways in which each can be used.

Furthermore, a good mastery of vocabulary helps the learners to express their ideas precisely. By having many stocks of word, learners was be able to comprehend the reading materials, catch other talking, gave response, speak fluently and write some kind of topics. On the contrary, if the learners do not recognize the meaning of the words used by those who address them, they was be unable to participate in conversation, unable to express some ideas, or unable to ask for information.

#### 2.2.1.5 Problems in Learning Vocabulary

In learning vocabulary, students might get some difficulties. Some factors that often cause this problem are.<sup>12</sup>

##### 1. Pronunciation

Research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult words was typically be those that contain sounds that are unfamiliar to some groups of learners such as regular and lorry for Japanese speakers.

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<sup>11</sup>Scott Thornbury, *How to Teach Vocabulary* (Essex: longman, Pearson Education, 2002), p.19[http://kupdt.com/queue/how-to-teac-vocabulary-scott-thornbury-ebook-pdf\\_58f8378adc0d60a84ada980a\\_pdf?queue\\_id=1&x=1527175416&z=MjAyLjY3LjM3Lj10](http://kupdt.com/queue/how-to-teac-vocabulary-scott-thornbury-ebook-pdf_58f8378adc0d60a84ada980a_pdf?queue_id=1&x=1527175416&z=MjAyLjY3LjM3Lj10) (march, 22 2018).

<sup>12</sup>Scott Thornbury, *How to Teach Vocabulary*, p. 27-28.

## 2. Spelling

Words that contain silent letters are particularly problematic, such as foreign, listen, climbing, honest, etc.

## 3. Length and Complexity

Long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learners is likely to meet them more often, a factor favoring their “learn ability”.

## 4. Grammar

Also problematic is the grammar associated with the word, especially if this differs from that of its first language equivalent.

## 5. Meaning

When two words overlap in meaning, learners are likely to confuse them. Make and do are a case in point: you make breakfast and make an appointment, but you do the housework and do a questionnaire.

## 6. Range, Connotation and Idiomatic

Word the can be used in a wide range of contexts was generally be perceived as easier than their synonyms with a narrower range. Learning vocabulary seems to be one of the easiest things about learning a language, but it's also one of the hardest things to do. It is because learning vocabulary does not only learn about the meaning of word. When learning vocabulary, students was also learn about other aspects of word such a usage, pronunciation, grammatical, and so on. So it often makes difficulties for the students to comprehend the vocabulary.

### 2.2.2 The Concept of Semantic Field

Semantic field is a group of words that are related because they are from the same area of knowledge or interest.<sup>13</sup> Richards, Platt and Weber defines “semantic field” is organization or group of each word in a system that showed relation of a word with other words.

Besides that Harimurti states that semantic field is part of semantic system of language which illustrates part of culture or some certain reality that is realized by correlated-lexical elements.<sup>14</sup> For example the semantic field of agriculture includes: farm, farming, tractor, meadow, crop etc. A semantic field is a technical term in discipline of linguistics to describe a set of words grouped in a certain way. The term is also used in other academic disciplines, such as anthropology and computation semiotics.<sup>15</sup>

Brinton defines “semantic field” or “semantic domain” relates the linguistics concept to hyponymy: Related to the concept of hyponymy, but more loosely defined, is the notion of a semantic field or domain. A semantic field denotes.

#### 2.2.2.1 Types of Vocabulary

Words and phrases are small elements but can make up language and function to express idea. It is important to know types of vocabulary. Harmer divides vocabulary in two types, they are:

<sup>13</sup>Englishbiz, *Semantic Field Grammar* Englishbiz official site, <http://www.englishbiz.co.uk/grammar/mainfields/definitions-z.htm>, p.1 (June, 25 2018).

<sup>14</sup>Wahyu Sundayana and Aziz Aminudin (Semantik, Jakarta: Universitas terbuka), 2007.

<sup>15</sup>Peter Bogh Andersen, *A Theory of Computer Semiotic: Semiotic Approaches to Construction and Assessment of Computer Systems* (Melbourne: Cambridge University Press, 1990), p. 237. (Accessed July, 08 2018).

1. Active vocabulary refers to vocabulary that has been learned by the student', they are expected to be able to use it.
2. Passive vocabulary refers to words which students they probably was recognize when they meet them. But they probably was not be able produce it.<sup>16</sup>

Vocabulary is all the words in a language, all the words used by a group or an individual, and alphabetical list of the words used in a book often includes their translation or definition

There are four kinds of vocabulary, they are as follow:

1. Oral vocabularies consist of words actively used in speech.
2. Writing vocabulary is the words that come readily to one's stand up sequences vocabulary.
3. Listening vocabulary is the stock of the words to which one responds with the meaning and understood in the speaking of others.
4. Reading vocabulary is the words one responds in writing of others.<sup>17</sup>

#### 2.2.2.2 Methods of Teaching Vocabulary

An advanced learned can generally communicate well, having learned all the basics structure of the language. However, they need to broaden their vocabulary to express them more clearly and appropriately in a wide range of situations.

According to petty, Harold and Stoll that a critical survey of vocabulary instructions classified vocabulary teaching procedures as either direct or context.

Direct study methods involve:

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<sup>16</sup>Jeremy, Harmer, *the Practice of English Language Teaching* (London: Longman Group, 1991), p. 31.

<sup>17</sup>Page, Terry and Thomas, JB. *International Dictionary of Education* (New York: Nicholas Publisher Co.int, 1973), p. 173.

1. Study of word lists usually lists assigned to be looked up in a dictionary and used in sentences.
2. Study of word parts English roots, prefixes, and suffixes, particularly those of Latin or origin, are studied and applied.
3. Addition direct methods include teaching the use of dictionary; vocabulary notebook; study of word origin; synonyms; and homonyms; workbook; programmed materials and audio visual.<sup>18</sup>

#### 2.2.2.3 The Importance of Vocabulary

The mastery of vocabulary is very important. We use vocabulary in the form of language to express our feelings, idea, etc. whether is orally or in written to other people. Talking about vocabulary, it cannot be separated from four language skill: listening, speaking, reading, and writing. The proficiency of someone's speaking is influenced by his/ her vocabulary.<sup>19</sup> To clarify that, let us look at the importance of vocabulary relating to the language skills.

In speaking, vocabulary is used to express our ideas or feelings to the others orally. The words we have influence how effective the communication runs.

In listening, vocabulary is used to understand someone's speech or what someone says. It is very hard for use to catch what someone says if we just know the construction of sentence without knowing the words.

In reading, it is used to comprehend the reading material. Reading without vocabulary mastery was cause difficulties in comprehending a text. The number of

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<sup>18</sup>Albert J. Harris and Edward S. Sipay, *How to increase Reading Ability* (New York, 1975), p. 456.

<sup>19</sup>Linra Res Amry, *The Students' Vocabulary Mastery by Using Display Media at the Second Year Students of SMAN 2 Parepare* (Unpublished Skripsi Parepare: STAIN Parepare, 2014), p. 09.

words and the meaning of words, which someone knows was affect his/her, reading activity. It is impossible to understand passage unless he/she knows the meaning of words used in the passage.

In writing, the writer used vocabulary (words) to develop his/her idea. A writer should choose the words clearly and accurately to express his/her idea. Without knowing much vocabulary. We cannot develop our writing because we are limited on vocabulary mastering.<sup>20</sup>

#### 2.2.2.4 Criteria of Vocabulary

There criteria were therefore also used in determining word list. These include:

1. Teach ability: in a course taught following the direct method or a method such as total physical response, concrete vocabulary is taught early on because it can easily be illustrated though picture or by demonstration
2. Similarly: Some items may be selected because they are similar to words in the native language. For example, English and French have many cognates such as table, page and nation, and this may justify inclusion in a word list for French speaking learners.
3. Availability: Some word may not be frequent but are readily “available” in the sense that they come quickly to mind when certain topics are thought of.
4. Coverage: words that cover on include the meaning of other words may also be useful.

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<sup>20</sup>Asmilah Dani, Using Make a Match Game to Increase Students’ Vocabulary at the Second Grade of SMPN 2 TelluLimpoe Sidenreng, Rappang” (Unpublished Skripsi Parepare: STAIN Parepare, 2015), p. 09.



5. Defining Power: some words could be selected because they are useful in defining other words, even though they are not among the most frequent words in the language.<sup>21</sup>

#### 2.2.2.5 The General Principles in Selecting Vocabulary

One of the problems of vocabulary learning is how to select what word to teach. Harmers presented to criteria which are rather more scientific have used in the selection of vocabulary they are:

1. Frequency

In teaching and learning vocabulary, words which are most commonly used are the ones we should teach first.

2. Coverage

In teaching and learning vocabulary, words are more useful if it has one very specific meaning so the argument goes.

3. Word Formation

Word can change their shape and their grammatical value, too students need to know facts about word formation and how twist words to fit different grammatical context. Word formation means knowing how words are written and spoken and knowing how they can change their form.

4. Word Grammar

Just a word changes according to their grammatical meaning, so the use of certain words can trigger the use of certain grammatical patters.<sup>22</sup>

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<sup>21</sup> Richard Jack, *Curriculum Development in language teaching*, p .8.

<sup>22</sup>Irmayanti Tinri, *Developing Students' Vocabulary Mastery by Using Finger words Games for the Second Grade at SMP NEGERI 4 Suppa, Kab. Pinrang* (Unpublished Skripsi Parepare: STAIN Parepare, 2014), p .13.

## 5. Vocabulary Development

The vocabulary development can be defined as the action improving vocabulary that students have, or it can be said that vocabulary develops mainly as a result of constant and care for attention on the part both students and teaching.

In building up a good vocabulary it is a course desirable to include all the essential word and to wait until later to acquire the more unusual words. Supplying a words list of a specific number of words to be learnt is the most important. The students are assumed to study the word and probably by presenting reading material, the words which are still unfamiliar for the students can be guessed by themselves or the predict meaning of the new words through the context.

Reading the importance of importance of vocabulary's expansion in the students advanced studies, teacher of English should seek some effective way to teach vocabulary. An effective way of teaching is considered to be useless if the student's teacher corporation bed. The students should be active and participate exercise during the class hours.<sup>23</sup>

### 2.2.2.6 The Role of Vocabulary

Teaching and learning were often given priority in second language programs, but recently there has been a renewed interest in second language programs, but recently there has been a renewed interest in the nature of vocabulary and its role learning and teaching. Traditional, vocabulary learning was often left to look after it self and received only incidental attention in many text book and language programs. Although the course curriculum was often quite specific about aspect to teach such as grammar, reading, or speaking, little specific about aspect to teach such as grammar,

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<sup>23</sup>Michael J. Wellace, *Teaching Vocabulary* (ELBS: Oxford University Press, 1989), p .08.

reading, or speaking, little specification was given to the rule of vocabulary. The status of vocabulary now seems to be changing for thing, the nation of a words has been” broadened” to

Include lexical phases and routines, and it has been suggested that in the initial stages of learning these play a primary role in communication and acquisition.<sup>24</sup>

### 2.3 The Concept of Game

The researcher has found three definitions of game there are:

1. In the Merriam Webster dictionary state game is a physical or mental activity or contest that has rules and that people do for pleasure and one of the games that are part of a larger contest such a tennis) match, card games, etc.<sup>25</sup>
2. According to oxford learner’s pocket dictionary stated game is a form of play or sport with rules in which people or teams compete against each other<sup>26</sup>
3. A game is structured playing, usually undertaken for enjoyment and sometimes used as an educational tool. Games are distinct from work, which is usually carried out remuneration, and form art, which is more often and expression of aesthetic or ideological elements. However, the distinction is not clear-cut, and many games are also considered to be work (such as professional player of spectator sports/game) or art (such as jigsaw puzzles or game involving and artistic layout such as mahjong solitaire, or some video games).Key components of games are goals, rules, challenge, and interaction and interaction. Games

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<sup>24</sup>Harliah, Using Grammar Translation Method to Improve vocabulary Mastery to the Second year Students, of Madrasah Aliyah DDI Tinambung (Unpublished Skripsi Parepare: STAIN Parepare, 2008), p. 14-15.

<sup>25</sup><http://www.Meriam-Webster.com/dictionary/Game>.accessed on 23/03/2016.

<sup>26</sup>Oxford, *Oxford Learner’s Dictionary* (Oxford University Ppress, 2008), p. 181.

generally involve mental or physical stimulation, and often both. Many games help develop practical skills, serve as a form of exercise, or otherwise perform an educational, simulation, or psychological role.<sup>27</sup>

Based on the explanation above the researcher concludes that game is an activity so that the student understand and easy in English learning process.

a. The use of Game

The useful of game are attracting the student to the learnt English because it is fun make them want to have experiment, discover and interact with their environment other useful of games are:

1. Games add variation to lesson and increase motivation by providing a plausible incentive to use the target language. For many children between and twelve years old, especially the youngest, language learning was not be key motivation factor. Games can provide this stimulus.
2. The game context makes the foreign language immediately useful to the children. It brings the target language to life. The games make the reason for speaking even to reluctant children.
3. Through playing games, student can learn English they way children learnt their mother tongue without being aware they are studying; thus without stress, they can learnt a lot
4. Even shy students can participate positively.

b. Advantages of Games

Language learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce, and manipulate the target language. Games

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<sup>27</sup>Paul Cezanne, Wikipedia, <http://en.Wikipedia.org/wiki/game>. Accessed on 23/03/2016.

have proven to have advantages and effectiveness in learning vocabulary in various ways:

1. Games bring in relaxation and fun for student, thus help them learn and retain new words more easily.
2. Games usually involve friendly competition and they keep learners interested.
3. Vocabulary games bring real world context into the classroom and enhance students 'use of English in a flexible, communicative way.
4. Games are highly motivating and they gave student' more opportunity to express their opinions and feelings.

Game add diversion to the regular classroom activities, "break the ice", but they are also used to introduce new ideas.<sup>28</sup>

c. Aims of using Games in Teaching Vocabulary.

Game are like any other activity and when planning for them the teacher needs to consider what his/her objectives are. Some examples of aims and objectives when using games in teaching vocabulary are:

1. Present new vocabulary items
2. Review vocabulary from previous lessons.
3. Check what student know before teaching new vocabulary items
4. Practice new vocabulary items that have just been presented.
5. As a warmer at the beginning of the lesson.
6. As a filler at the end the lesson.

Thus we can see that games are at the heart of teaching vocabulary and not

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<sup>28</sup><http://www.google.co.id/> why teach vocabulary with the game &source. Accessed on 31/03/2016.

just activity to fill the odd moments when the teacher and student have nothing.

d. How to Choose a Game

The role of games in teaching and learning and learning vocabulary cannot be denied. However in order to achieve the most from vocabulary games, it is important that suitable games are chosen. Whenever a game is to be conducted, the number of student, proficiency level, cultural context, timing, learning topic, and classroom setting are factors that should be taken into account,

e. When to Use Game

Games are often used as short warm-up activities or when there is some time left at the end of a lesson. A game should not be regarded as a marginal activity filling on odd moments when the teacher and class have nothing better to do. Games ought to be at the heart of teaching foreign languages.

Rixon suggest that games be used at all stages of the lesson, provided that they are suitable and carefully chosen.<sup>29</sup>

Based on the definition above, the researcher conclude that teaching and learning vocabulary though game has been shown to have advantages and effectiveness in learning vocabulary and is one of the methods used by teacher in the process of learning English because it can attract students', not boring, relaxed and happy.

## 2.4 The Concept of Stand-up Sequences Game

Stand up sequences game is a game that can be used to improve the response speed of student and to improve vocabulary skill. Instructor divides student into groups with each group consistent of 5 or 6 people, provide 10 kinds of things that

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<sup>29</sup>Agnieszka.[http://www.terflgames.com/ why. Html](http://www.terflgames.com/why.Html). Accessed on 31/03/2016.

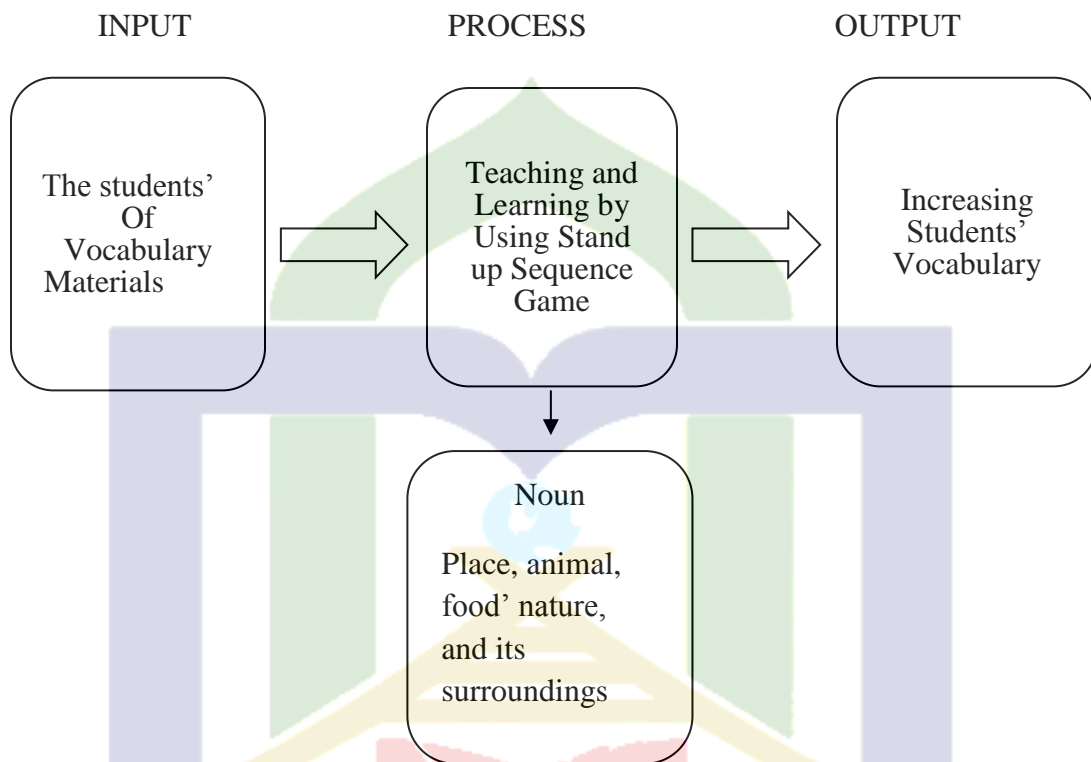
was be asked of your students, 10 kinds of these things can be a fruit, the name of vehicles, animals, country, brand of car or motorcycle, and much more. But, to do the game, the instructor was focus on noun, the game is like this: You start with one theme and one letter, such letter C for noun. The shows the first group and say “C” to them. Then the member of the group must answer the name of noun preceded by the letter. The time is just 10 seconds. The groups that successfully answer, then they get one point. Continue back to the second group and then say the letter you like for example “E”. Thus, the member of the group must name a Noun that begins with the letter “E”. Proceed to the last group, and then began to come back to a new topic, for example the name of noun. Repeat back, but not necessarily from the first group, because you can start it at random.<sup>30</sup>

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<sup>30</sup> Windycitra.blogspot.co.id/2014/12/ pembelajaran-bahasa-inggris-dengan.html?m=1.

## 2.5 Conceptual Framework

The main focus of this research was design in the table:



Note

1. Input: It refers the students of vocabulary materials applied in the classroom by using stand up sequences
2. Process: It refers to teaching and learning vocabulary materials by using stand up sequences game
3. Output: It refers to the result of the students' increasing vocabulary by using stand up sequences game



## 2.6 Hypothesis

Based on the conceptual framework above, the research formulates.

Hypothesis as follow:

- $H_0$ : The use of stand up sequences game was not able to increase the students' vocabulary at the second year students of MA-Al Amanah Waikaya Kabupaten Mamuju.
- $H_1$ : The use of stand up sequences game was able to increase the students' vocabulary at the second year students of MA-Al Amanah Waikaya Kabupaten Mamuju.

## 2.7 Variable and Operational Definition

1. Variable
2. Variable Independent is stand up sequences game
3. Variable Dependent is vocabulary mastery by using stand up sequences game

## 2.8 Operational Definition

1. Vocabulary mastery is the students' ability to analyze stand up sequences game and find the new word about Noun Place, Animals, Food, Nature and Surroundings.

## CHAPTER III

### METHOD OF THE RESEARCH

#### 3.1 Research Design

Basically this research was pre-experimental design with pre-test and post-test design. The comparison between pre-test and post-test score depends on the success of the treatment. The design was presented as follow:

<b>E:</b>	<b>O<sub>1</sub></b>	<b>X</b>	<b>O<sub>2</sub></b>
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Where:

<b>X</b>	: Treatment
<b>O<sub>1</sub></b>	: Pre-test
<b>O<sub>2</sub></b>	: Post-test <sup>31</sup>

#### 3.2 Location and Duration of this Research

The location of this research was taking at the MA-AI Amanah Waikaya Mamuju Kabupaten Mamuju Tengah, especially the students at the second year of MA-AI Amanah Waikaya Kabupaten Mamuju Tengah and duration of the research was more two months.

#### 3.3 Population and Sample

The population of this research is the students' at the second year students at the MA-AI Amanah Waikaya Mamuju Kabupaten Mamuju Tengah in Academic 2020.

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<sup>31</sup>Hartina, *Developing Vocabulary Mastery Through Various Game To The Eight Grade Students, Of Mts Negeriparepare* (Unpublished Skripsi Parepare: STAIN Parepare, 2014), p. 21.

No.	Class	Students		Number
		Male	Female	
1	XIA	17	13	30
2	XIB	12	18	30
TOTAL		29	31	60

The researcher used random sampling technique which involves two classes. Because, this class according to the teacher is the class with vary of students' ability, thus it can represent all the population. Therefore, the researcher chooses XI as sample of the research. The total sample used by the researcher is 24 students.

### 3.4 The Instrument of the Research

In this study, researchers used vocabulary tests that were taught in the form of pre-test and post-test and formed a group, researchers discussed about vocabulary, multiple choice translation, because in each meeting students were given the task to memorize vocabulary.

### 3.5 Procedure of Collecting Data

In collecting the data, the researcher come to the classroom and was gave greetings and gave motivation to the students. The researcher was gave explain to students about that research.<sup>32</sup>Stand up sequences game and the researcher was though vocabulary about noun. Then, the researcher was explain to the students what they have to do about the activity or game and ask to the students to start doing their activity with each group by using stand up sequences game.

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<sup>32</sup>Tata Usaha, SMP Negeri 2 Patampanua.

Sequences can be played with two to 12 players. More than 12 players cannot play. If more than three people are playing, they should divide evenly into two or three teams. With two teams, players alternate their physical positions with opponents around the playing surface. With three teams, players of a team must be positioned at every third player around the playing surface

To decide who goes first, one player then shuffles the deck cards into one stack. Each player draws a card from the deck the player with the lowest card was deal, and the cards are shuffled again each player or team then chooses a set of poker chips, all members of each team must use the same color chip.

### **3.6 Treatment**

After gave a pre-test, the researcher used stand up sequences game to develop their vocabulary of the students for four times. The researcher was presented and introduced the material about vocabulary (noun). The chosen vocabulary that was done for 90 minutes severally.t

#### **3.6.1 The First Meeting:**

1. The researcher gave greeting to the students
2. The researcher gave motivation to the students before gave the materials
3. The researcher gave explanation about vocabulary
4. The researcher gave explain the kinds of vocabulary

#### **3.6.2 The Second Meeting:**

1. The researchers ask students gave greeting.
2. The researcher gave motivation to the students before gave the materials.
3. The researcher gave explanation about stand up sequences game.

4. The researcher gave explanation the vocabulary and was focus about Noun Place and Animals.

#### 3.6.3 The Third Meeting:

1. The researcher ask to the students gave greeting
2. The researcher gave motivation to the students before gave the materials.
3. The researcher gave explanation the vocabulary noun is food, nature and its surroundings.
4. The researcher ask students to memorize or remember the vocabulary

#### 3.6.4 The Fourth Meeting:

1. The researcher ask to the students to gave greeting
2. The researcher gave the students into three groups.
3. The researcher ask students to do activity by using stand up sequences game
4. The researcher gave time limits, and the group with the most correct answer to be a winner

After gave the treatment, the researcher was gave the students post-test to find out the result of the treatment to measure the student's vocabulary by using stand up sequences game. The researcher gave the different test with pre-test and post-test.

### 3.7 Technique of Data Analysis

To analyze the data from the result, some formulas used in this research.

Where:

1. Scoring the students by using the formula:

$$Score = \frac{\text{Student's correct answer}}{\text{The total number of item}} \times 100$$

2. Classifying the score of the students into five levels as follows:

Table: Classification score,

No	Score	Classification
1	80 – 100	Very good
2	66 – 79	Good
3	56 – 65	Fair
4	40 – 55	Poor
5	$\leq 39$	Very poor <sup>33</sup>

3. Calculation the rate percentage of the students score:

$$P = \frac{F}{N} \times 100\%$$

Where:

$P$  = Percentage

$F$  = Frequency

$N$  = Total number of students'

4. Finding out the mean score using the following formula

$$\bar{X} = \frac{\sum X}{n}$$

Where:

$X$  : Mean score

$n$  : The total number of student

$\sum X$  : The total number of score<sup>34</sup>

<sup>33</sup>Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, Edition of Revision (Cet. X; Jakarta: Bumi Aksara, 2009), p. 245.

<sup>34</sup>Gay L.R *Education Research Competencies for (Analysis and Application)* (Florida: Charles E, Meril Publishing CO, 1981), p. 284.

5. Find out standard deviation by using the following formula:

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

SD = Standard deviation

$\sum x^2$  = The sum of square

$(\sum x)^2$  = Total squares of the sum

N = Total number of samples<sup>35</sup>

6. Finding out the significant difference between pre-test and post-test by calculating the value of the test. It is the formula which was employed.

$$t = \frac{D}{\sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{n-1}}{N(N-1)}}$$

Where:

t = Test of significant

D = The difference of mean score

$\sum D^2$  = The sum of difference

N = Total number of samples

<sup>35</sup>Gay, L.R Mills, Geoffrey E & Airasian, Petter, *Educational Research Competencies for Analysis and Application: Eight Edition* (Columbus: Merrill Prentice Hall, 1981), p. 321.

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### 4.1 Findings

The data result collected vocabulary test the pre-test as first test and post-test as the second test, both consist of the same item. Afterwards, the result of the score collected and calculated in the mean score to obtain the final of the students' vocabulary.

##### 4.1.1 Pre Test

Result of the research would be presented in the following:

Table.4.1. Students' Score in Pre Test

No.	Student's name	Kind of test			Total	Score	Classification
		Translation	Matching Word	Multiple Choice			
1	01	12	8	4	24	72	Good
2	02	12	5	3	20	60	Fair
3	03	17	3	5	25	75	Good
4	04	17	10	4	31	93	Excellent
5	05	9	0	3	12	36	Very poor
6	06	10	1	0	11	33	Very poor
7	07	14	0	0	14	42	Poor
8	08	13	8	4	25	75	Good
9	09	15	10	4	29	87	Excellent
10	010	4	4	2	10	30	Very poor



11	011	9	3	3	15	45	Poor
12	012	8	5	5	18	54	Poor
13	013	16	8	0	24	72	Good
14	014	10	6	3	19	57	Fair
15	015	9	6	3	18	54	Very poor
16	016	9	8	4	21	63	Fair
17	017	10	8	4	22	66	Fair
18	018	10	8	4	22	66	Fair
19	019	8	10	4	22	66	Fair
20	020	10	9	3	22	66	Fair
21	021	11	8	3	22	66	Fair
22	022	11	8	3	22	66	Fair
23	023	6	2	4	12	36	Very poor
24	024	10	8	4	22	66	Fair
Total		$\Sigma 260$	$\Sigma 146$	$\Sigma 76$	$\Sigma 482$	$\Sigma 1446$	

The data resulted from the pre-test were calculated to find out its rate percentage, the mean score of the students:

Table 4.2. The rate percentage of the students' score before the treatment was given

(Pre-test)

No.	Classification	Score	Pre-test	
			Frequency	Percentage
1	Excellent	86-100	2	8,3
2	Good	71-85	4	16,6
3	Fair	56-70	10	41,7
4	Poor	41-55	3	12,5
5	Very poor	< 40	5	20,1
Total		24		100%

The table 4.2. Shows that before the treatment was given, there was 2 students (8,3%) got excellent classification, 4 students (16,6%) got good classification, 10 students (41,7%) got fair classification, 3 Students (12,5) got poor classification. It can be concluded that before the treatment, the Students knowledge was still low about vocabulary.

Based on the table 4.2 above, the researcher can conclude that the vocabulary of the students is categorized as fair classification. This is means that this finding showed that the students has little ability in English vocabulary before giving treatment.

#### 4.1.2. Post-Test

Meanwhile the students score in the post-test would be presented following.

Table 4.3. Students' Score in Post-Test

No.	Student's name	Kind of test			Total	Score	Classification
		Translation	Matching Word	Multiple Choice			
1	01	16	8	4	28	84	Excellent
2	02	16	5	4	25	75	Good
3	03	17	10	5	32	96	Excellent

4	04	17	9	5	31	93	Excellent
5	05	16	2	3	21	63	Fair
6	06	17	10	5	32	96	Excellent
7	07	17	10	5	32	96	Excellent
8	08	17	5	5	27	81	Excellent
9	09	17	10	5	32	96	Excellent
10	010	16	10	5	26	78	Good
11	011	17	10	5	32	96	Excellent
12	012	16	5	5	26	78	Good
13	013	17	10	5	32	96	Excellent
14	014	17	10	5	32	96	Excellent
15	015	17	10	5	32	96	Excellent
16	016	17	10	5	32	96	Excellent
17	017	17	10	5	32	96	Excellent
18	018	16	10	5	31	93	Excellent
19	019	18	10	5	33	100	Excellent
20	020	16	10	5	31	93	Excellent
21	021	17	10	5	32	96	Excellent
22	022	17	10	5	32	96	Excellent
23	023	10	1	5	16	49	Fair
24	024	17	10	5	32	96	Excellent
Total		$\Sigma 379$	$\Sigma 195$	$\Sigma 111$	$\Sigma 685$	$\Sigma 2135$	

The classification of the student's score after the treatment was given. The result of the Post- test as follow:

Table 4.4 The Rate Percentage Student's Score after the Treatment was Given (Post-Test).

No.	Classification	Score	Post-Test	
			Frequency	Percentage
1	Excellent	86-100	19	79.2

2	Good	71-85	3	12,5
3	Fair	56-70	2	8,3
4	Poor	41-55	0	0
5	Very poor	< 40	0	0
Total		24	100%	

The table 4.4 Show that the treatment was given, there was two students (79,2%) got excellent classification, 3 students (12,5%) got good classification, 2 students (8,3%) got fair classification and none more students got poor and very poor classification. It can be concluded that after the treatment, the student's knowledge about vocabulary was in excellent classification.

The table indicated that before given treatment, the students' vocabulary was category as fair classification and after giving treatment the students' vocabulary category excellent classification. It means that their vocabulary was enriching after they were taught vocabulary by stand up sequences game.

Table 4.5 The Significance Between the Students Pre-Test and Post-Test.

No	Student's Name	Pre-test ( $x_1$ )	$(x_1)^2$	Post-test ( $x_2$ )	$(x_2)^2$	(D) ( $x_2 - x_1$ )	$D^2$
1	01	72	5184	84	7056	12	144
2	02	60	3600	75	5625	15	225
3	03	75	5625	96	9216	21	441
4	04	93	8649	93	8649	0	0
5	05	36	1296	63	3969	27	729
6	06	33	1089	96	9216	63	3969
7	07	42	1764	96	9216	54	2916
8	08	75	5625	81	6561	6	36
9	09	87	7569	96	9216	9	81

10	010	30	900	78	6084	48	2304
11	011	45	2025	96	9216	51	2601
12	012	54	2016	78	6084	24	576
13	013	72	5184	96	9216	24	576
14	014	57	3249	96	9216	39	1521
15	015	54	2916	96	9216	42	1764
16	016	63	3969	96	9216	33	1089
17	017	66	4356	96	9216	30	900
18	018	66	4356	93	8649	27	729
19	019	66	4356	100	10000	34	1156
20	020	66	4356	93	8649	27	729
21	021	66	4356	96	9216	30	900
22	022	66	4356	96	9216	30	900
23	023	36	1296	49	2401	13	169
24	024	66	4356	96	9216	30	900
Total		Σ1446	Σ88992	Σ2135	Σ184319	Σ719	Σ253551

To determine mean score of student's vocabulary at pre-test and post- test, the researcher applied the following formula:

#### 4.1.3 Mean Score and Standard Deviation of the Students Pre-Test and Post-Test.

##### a. Pre-Test

$$X_1 = \frac{\sum X^1}{N}$$

$$X_1 = \frac{1446}{24}$$

$$X_1 = 60, 25$$

##### b. Post-Test

$$X_1 = \frac{\sum X^1}{N}$$

$$X_1 = \frac{2135}{24}$$

$$X_1 = 88, 95$$

Meanwhile, to find out standard deviation of student's vocabulary at the pre-test and post-test, the researcher applied the following formula on the table below:

1. Pre-Test

$$\begin{aligned} SD &= \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}} \\ &= \sqrt{\frac{88992 - \frac{(1446)^2}{24}}{24-1}} \\ &= \sqrt{\frac{88992 - 87121,5}{23}} \\ &= \sqrt{\frac{1870,5}{23}} \\ &= \sqrt{81,32} \\ &= 9,01 \end{aligned}$$

2. Post-Test

$$\begin{aligned} &\sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}} \\ &= \sqrt{\frac{184319 - \frac{(2057)^2}{24}}{24-1}} \\ &= \sqrt{\frac{184319 - 176302}{23}} \\ &= \sqrt{\frac{8017}{23}} \\ &= \sqrt{348,5} \end{aligned}$$

$$= 18,66$$

After calculating the result of students' pre-test the mean score and standard deviation are presented in the following table:

Table 4.6. The Mean Score and Standard Deviation of the Student's Pre-Test and Post-Test.

No	Test	Standard Deviation
1	60,25	9,01
2	88,95	18,66

The data in table 4.6. Above indicate that in pre-test, mean score of students is 60,25 with the result of standard deviation 9,01 While the mean score of students in post-test is 85,70 with the result of standard deviation 9,16. It reveals that the students' vocabulary improved by using Total physical response method because the mean score of post-test was higher than the mean score of pre-test. (60,25>85,70).

The different score between pre-test and post-test. It was the formula which Was employed:

1. To find out (df) dependent sample

$$\begin{aligned} df &= N-1 \\ &= 24-1 \\ &= 23 \end{aligned}$$

2. To find out mean of difference score by using the following formula:

$$\begin{aligned} D &= \frac{\sum D}{N} \\ &= \frac{719}{23} \end{aligned}$$

$$= 31,26$$

The significant difference between the students pre-test and post-test by calculating the value of t-test, the researcher shows its formula. It is which is employed:

Where

$$\sum D = 719$$

$$\sum D^2 = 25355$$

$$N = 24$$

$$D = 31,26$$

#### 4.1.4 The Result of Computation of t-test and t-table Value.

$$\begin{aligned} t &= \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \\ &= \sqrt{\frac{25355 - \frac{(719)^2}{24}}{24(24-1)}} \\ &= \frac{31,26}{\sqrt{\frac{25355 - 21540}{24(23)}}} \\ &= \frac{31,26}{\sqrt{\frac{3815}{552}}} \\ &= \frac{31,26}{\sqrt{6,91}} \\ &= \frac{31,26}{2,62} \end{aligned}$$

$$t = 11,93$$

$$t\text{-test} = 11,93$$

$$df = 24. \alpha = 0.05 = 2,064 \text{ (t-table)}$$

The result of t-test value and t-table value was tabulated as follows:



Table 4.7. The Result of T-test and T-table Value

Variable	T-test	T-table Value
Pre-test – Post-test	11,93	2,064

The table above reveals that the result of t-test (11,93) was greater than t-table value (2,064) with  $n = 24$ , degree of freedom (df)  $n-1=23$  in the level of significance 0,05. (Interpretation of the value =  $11,93 > 2,064$ ). So there were significant different between pre-test and post-test, it means that after giving four treatment, the application of using stand up sequences game to increase the students' vocabulary at the second year Students of MA-Al Amanah Waikaya Mamuju Kabupaten Mamuju Tengah.

#### 4.2 Discussion

The discussion deals with the interpretation of the finding derived from the result of statistically analysis of test.

In this research, the research divided the students' into a group consist 5 or 6 people. The research gave the students' the list of vocabulary. Then, the researcher asked the students' to memorize and to remember the words. After that the researcher used stand up sequences game to teach learning English vocabulary and to increase the student's vocabulary mastery. The researcher gave four materials for the students' about vocabulary and just focus on noun. The first meeting is "Place". The second meeting is "Animal". The third meeting is "Nature it Surroundings" and the fourth is "food". The last meeting the researcher would see the students' vocabulary achievement with gave the students' test post-test.

Stand up Sequences game was used by researcher in teaching to improve students' vocabulary and to motivate the students' in learning vocabulary and then

can make the students' to respond the vocabulary quickly and make the students' interested, not bored, encourage, enjoyed and fun in learning vocabulary for the students'.

The ability of students before treatment can be said still low. Then after giving a treatment though stand up sequences game the students' vocabulary can increase. It means that stand up sequences game can be used in teaching vocabulary for the students'.

Looking for the result of the t-test statistically analysis at the level of the significance 0,05 with the degree of freedom (df)  $N-1=24-1=23$ , t-test value is 11,93 and t-table value is 2,064. The research round that t-test value (11,93 was bigger that the t-table value 2,064). It was concluded that there was significance difference between the students' score on pre-test and the students' score post-test. The mean score of the students' on pre-test was (60,25) lower from the total score (1446) with the result of standard deviation (9,01) and the mean score of the students' on post-test was (88,95) from the total score 2135 with the result of standard deviation 18,66. It means that the students' mean score on pre-test and post-test was statistically different. In other words, at the second year students MA-AI Amanah Waikaya Mamuju Kabupaten Mamuju Tengah have increasing their English vocabulary through stand up sequences game.

The result of the discussion above indicates that t-test (11,93) is higher than t-table (2,064). It means that the null hypothesis ( $H_0$ ) Was rejected and the Alternative hypothesis ( $H_1$ ) was accepted. In other words, teaching English vocabulary through stand up sequences game can increase the students' English vocabulary at the second year students MA-AI Amanah Waikaya Mamuju Kabupaten Mamuju Tengah.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

The second year students of MA-AI Amanah Waikaya Kabupaten Mamuju Tengah in learning English have high achievement in post-test after teaching vocabulary by using Stand up Sequences game; it means that the students' vocabulary increasing. The result of data analysis was obtained through objective indicate that the students mean score of pre-test is 60,25 and post-test is 88,95, t-test is highs than t-table ( $11,93 > 2,064$ ). It means that this is a significant difference between the result of the students' pre-test and post-test.

#### 5.2 Suggestion

Based on the conclusion above, the teacher would like to present some Suggestion as follow:

1. In teaching English especially vocabulary, the teacher must be creative in the classroom and apply some techniques in English which is suitable with students' condition so that, the students are not bored, sleepy and lazy following the materials.
2. For the researcher to use stand up sequences game in teaching vocabulary to motivate the students' in development their vocabulary.

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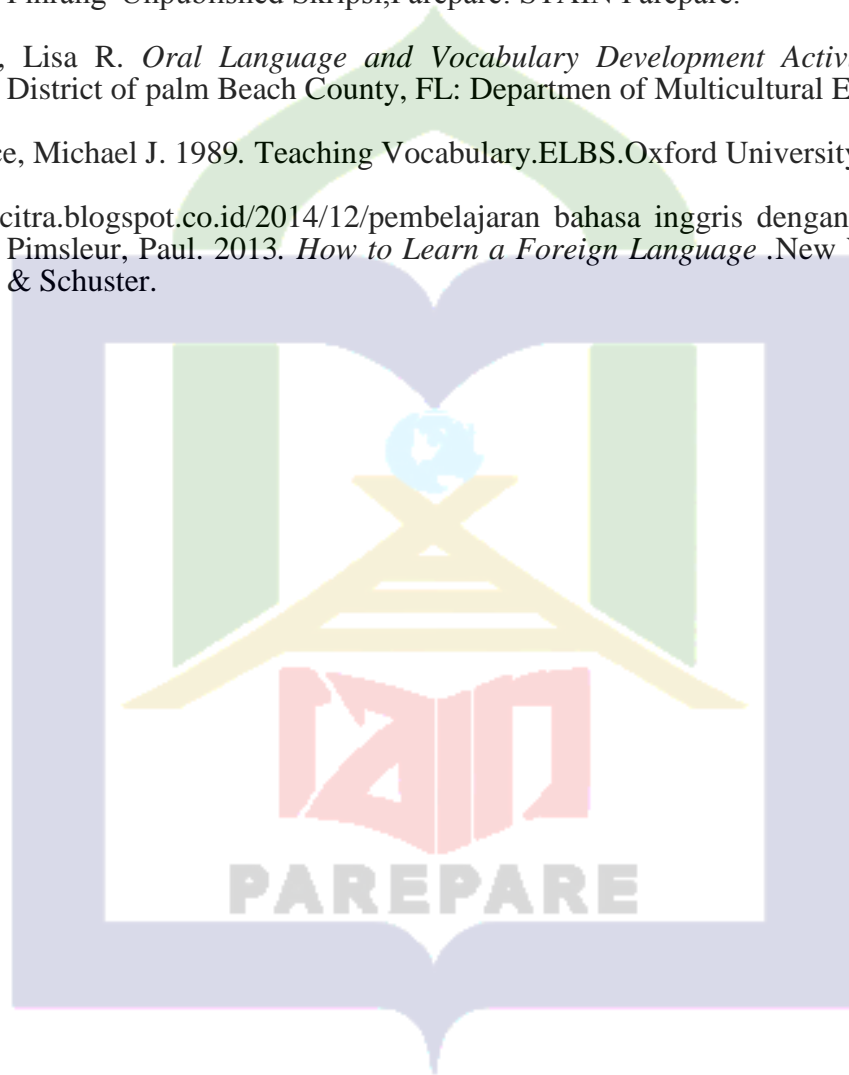
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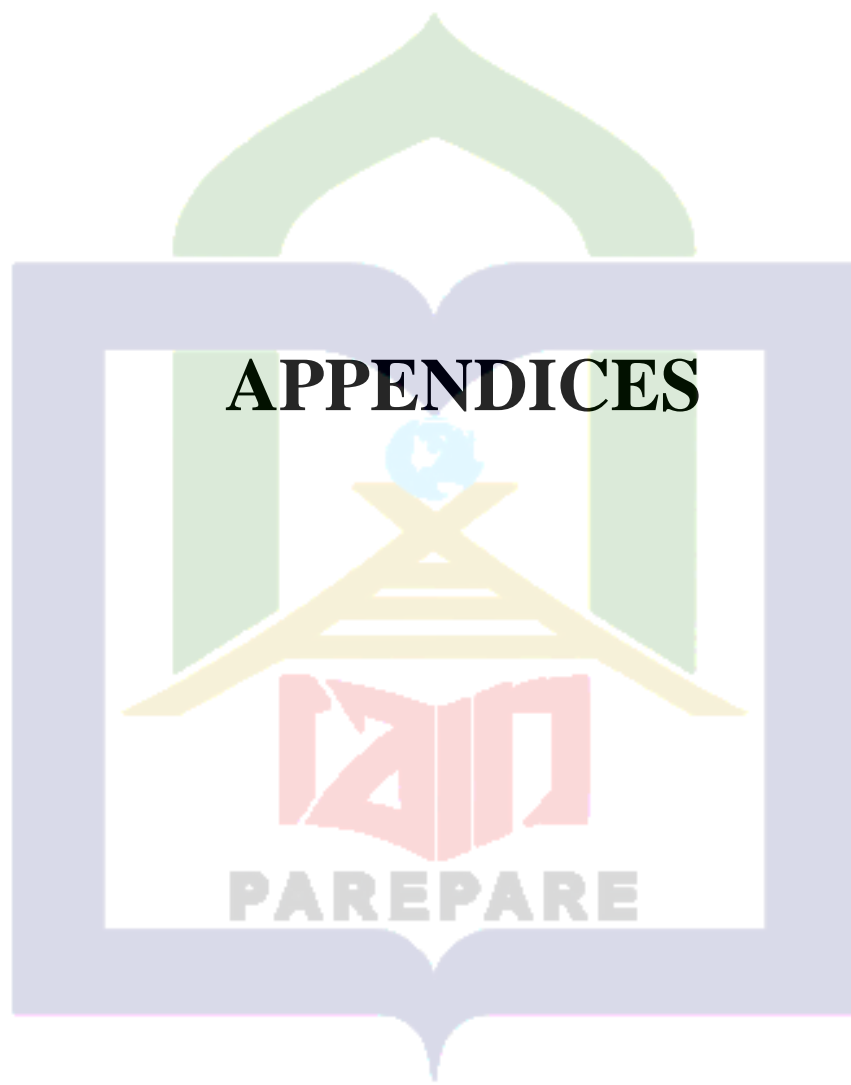
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## **APPENDICES**



## **Appendix 1**

### **Lesson Plan**



	<b>KEMENTERIAN AGAMA RI</b> <b>INSTITUT AGAMA ISLAM NEGERI (IAIN)</b> <b>PAREPARE</b> <b>FAKULTAS TARBIYAH</b> <b>Jl. Amal bakti No. 8 Soreang 911331</b> <b>Telepon (0421) 21307, Faksimile (0421) 2404</b>
	<b>INSTRUMEN PENELITIAN PENULISAN</b> <b>SKRIPSI</b>

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MA-AL AMANAH WAIKAYA  
 Mata pelajaran : Pendidikan Bahasa Inggris  
 Kelas/ Semester : XII/2  
 Materi Pokok : Place  
 Alokasi Waktu : 2 x 45 Menit  
 Pertemuan : 1

#### 1. Kompetensi Dasar

- KD 1 Menunjukkan perilaku jujur dan percaya diri dalam menemukan kosakata baru dari lingkungan di sekitar sekolah.  
 KD 2 Mengenal berbagai kelompok kosakata yang berbeda dari lingkungan yang diamati sebelumnya baik secara tulisan dan pengucapanya.  
 KD 3 Memahami makna masing masing kosakata.

Indikator:

1. Menunjukkan motivasi untuk mengembangkan kemampuan berbahasa Inggris.
  2. Mengidentifikasi dan menulis kosakata baru. Mengucapkan kosakata Bahasa Inggris dengan bermain game.
- KD 4 Mengetahui makna masing masing kosakata dengan bermain game

Indikator:

1. Menanggapi kedalaman dan ketetapan kosakata dalam proses pembelajaran
2. Merangkum hasil tanggapan kosakata dalam proses pembelajaran

#### **A. Tujuan Pembelajaran**

- Menguasai ucapan dan tulisan masing-masing kosakata
- Menggunakan kosakata dalam praktek Bahasa Inggris

#### **B. Materi pembelajaran**

- Place

#### **C. Metode pembelajaran**

- Pendidikan : Scientific
- Metode : Kontekstual
- Teknik : Stand up sequences technique ( Instructional)

#### **D. Media, Alat, dan Sumber Pembelajaran**

- Media : White board, marker, eraser, paper
- Sumber Belajar : Buku dasar-dasar penguasaan Bahasa Inggris by Prof. Dr. Azhar Arsyad, M.A

#### **E. Langkah- langkah Kegiatan Pembelajaran**

- **Pendahuluan/ kegiatan Awal (7 menit)**

1. Siswa merespon salam dan pertanyaan dari guru yang berhubungan dengan bersyukur kepada Tuhan.
2. Siswa menerima informasi tentang keterkaitan pembelajaran sebelumnya dengan pembelajaran yang akan dilaksanakan.

3. Siswa mendengarkan penjelasan tentang materi, tujuan, manfaat dan langkah pembelajaran yang akan dilaksanakan.

- **Kegiatan inti (76 menit)**

1. Menjelaskan tentang kosakata
2. Memahami cara permainan stand up sequences
3. Memahami kosakata yang terdiri dari kata benda
4. Menguasai atau mengaplikasikan kosakata yang telah di hafalkan.

**F. Penutup**

- Guru menanyakan apakah siswa sudah memahami materi pembelajaran
- Siswa dan guru menyimpulkan materi pembelajaran.

**G. Penilaian (terlampir)**

$$S = \frac{\text{Student's correct answer}}{\text{The total number of item}} \times 100$$

No	Classification	Score
1.	Excellent	86-100
2.	Very good	71-85
3.	Good	56-70
4.	Poor	41-55
5.	Very poor	< 40

	<p style="text-align: center;"> <b>KEMENTERIAN AGAMA RI</b>  <b>INSTITUT AGAMA ISLAM NEGERI (IAIN)</b>  <b>PAREPARE</b>  <b>FAKULTAS TARBIYAH</b>  <b>Jl. Amal bakti No. 8 Soreang 911331</b>  <b>Telepon (0421) 21307, Faksimile (0421) 2404</b> </p> <hr/> <p style="text-align: center;"> <b>INSTRUMEN PENELITIAN PENULISAN</b>  <b>SKRIPSI</b> </p>
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### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MA-AI AMANAH WAIKAYA

Mata pelajaran : Pendidikan Bahasa Inggris

Kelas/ Semester : XII/2

Materi Pokok : Animal

Alokasi Waktu : 2 x 45 Menit

Pertemuan : 2

#### A. Kompetensi Dasar

KD 1 Menunjukkan perilaku jujur dan percaya diri dalam menemukan kosakata baru dari lingkungan di sekitar sekolah.

KD2 Mengenal berbagai kelompok kosakata yang berbeda dari lingkungan yang diamati sebelumnya baik secara tulisan dan pengucapannya.

KD 3 Memahami makna masing masing kosakata.

#### Indikator:

1. Menunjukkan motivasi untuk mengembangkan kemampuan berbahasa Inggris.
2. Mengidentifikasi dan menulis kosakata baru. Mengucapkan kosakata Bahasa Inggris dengan bermain game.

KD 4 Mengetahui makna masing masing kosakata dengan bermain game.

**Indikator:**

1. Menanggapi kedalaman dan ketepatan kosakata dalam proses pembelajaran
2. Merangkum hasil tanggapan kosakata dalam proses pembelajaran

**B. Tujuan Pembelajaran**

- Menguasai ucapan dan tulisan masing masing kosakata
- Menggunakan kosakata dalam praktek Bahasa Inggris

**C. Materi Pembelajaran**

- Anima/ binatang

**D. Metode Pembelajaran**

- Pendekatan : Scienfic
- Metode : Kontekstual
- Teknik : Stand up Sequences technique (Instructional)

**E. Media, Alat, dan Sumber Pembelajaran**

- Media : White board, marker, eraser, paper
- Sumber Belajar : Buku dasar dasar penguasaan Bahasa inggris by Prof. Dr. Azhar Arsyad, M.A

**F. Langkah langkah Kegiatan Pembelajaran**

1. Pendahuluan/ KegiatanAwal (7 menit)
  - a. Siswa merespon salam dan pertanyaan dari guru yang berhubungan dengan bersyukurKepada tuhan.
  - b. Siswa menerima informasi tentang keterkaitan pembelajaran sebelumnya dengan pembelajaran yang akan dilaksanakan
  - c. Siswa mendengarkan penjelasan tentang materi, tujuan, manfaat dan langkah pembelajaran yang akan dilaksanakan.

2. Kegiatan Inti (76 menit)

- a. Menjelaskan tentang kosakata
- b. Memahami cara permainan stand up sequences
- c. Memahami kosakata yang terdiri dari kata benda
- d. Menguasai atau mengaplikasikan kosakata yang telah dihafalkan.

3. Penutup (7 menit)

- a. Guru menanyakan apakah siswa sudah memahami materi pembelajaran yang sudah
- b. Dilaksanakans siswa dan guru menyimpulkan materi pembelajaran

**G. Penilaian ( terlampir)**

$$H. S = \frac{\text{Student's correct answer}}{\text{The total number of item}} \times 100$$

No	Classification	Score
1.	Excellent	86-100
2.	Very good	71-85
3.	Good	56-70
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	<p align="center"><b>INSTRUMEN PENELITIAN PENULISAN</b>  <b>SKRIPSI</b></p>

### **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Sekolah : MA- Al AMANAH WAIKAYA

Mata pelajaran : Pendidikan Bahasa Inggris

Kelas/ Semester : XII/2

Materi Pokok : Nature and its surroundings

Pertemuan : 3

Alokasi Waktu : 2 x 45 Menit

#### **1. Kompetensi Dasar**

KD 1 Menunjukkan perilaku jujur dan percaya diri dalam menemukan kosakata baru dari lingkungan di sekitar sekolah.

KD 2 Mengenal berbagai kelompok kosakata yang berbeda dari lingkungan yang diamati sebelumnya baik secara tulisan dan pengucapannya.

KD 3 Memahami makna masing masing kosakata.

#### **Indikator:**

1. Menunjukkan motivasi untuk mengembangkan kemampuan berbahasa Inggris.

3. Mengidentifikasi dan menulis kosakata baru. Mengucapkan kosakata Bahasa Inggris dengan bermain game.

KD 4 Mengetahui makna masing masing kosakata dengan bermain game.

**Indikator:**

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2. Merangkum hasil tanggapan kosakata dalam proses pembelajaran

**A. Tujuan Pembelajaran**

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- Menggunakan kosakata dalam praktek Bahasa Inggris

**B. Materi pembelajaran**

- Place

**C. Metode pembelajaran**

- Pendidikan : Scientific
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- Media : White board, marker, eraser, paper
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**E. Langkah- langkah Kegiatan Pembelajaran**

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2. Siswa menerima informasi tentang keterkaitan pembelajaran sebelumnya dengan pembelajaran yang akan dilaksanakan.



3. Siswa mendengarkan penjelasan tentang materi, tujuan, manfaat dan langkah pembelajaran yang akan dilaksanakan.

- **Kegiatan inti (76 menit)**

1. Menjelaskan tentang kosakata
2. Memahami cara permainan stand up sequences
3. Memahami kosakata yang terdiri dari kata benda
4. Menguasai atau mengaplikasikan kosakata yang telah di hafalkan.

**F. Penutup**

- Guru menanyakan apakah siswa sudah memahami materi pembelajaran
- Siswa dan guru menyimpulkan materi pembelajaran.

**G. Penilaian (terlampir)**

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4.	Poor	41-55
5.	Very poor	< 40

	<p align="center"><b>KEMENTERIAN AGAMA RI</b>  <b>INSTITUT AGAMA ISLAM NEGERI (IAIN)</b>  <b>PAREPARE</b>  <b>FAKULTAS TARBIYAH</b>  <b>Jl. Amal bakti No. 8 Soreang 911331</b>  <b>Telepon (0421) 21307, Faksimile (0421) 2404</b></p>
	<p align="center"><b>INSTRUMEN PENELITIAN PENULISAN</b>  <b>SKRIPSI</b></p>

### **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Sekolah : MA-AI AMANAH WAIKAYA

Mata pelajaran : Pendidikan Bahasa Inggris

Kelas/ Semester : XII/2

Materi Pokok : Food

Alokasi Waktu : 2 x 45 Menit

Pertemuan : 4

#### **A. Kompetensi Dasar**

KD1 Menunjukkan perilaku jujur dan percaya diri dalam menemukan kosakata baru dari lingkungan di sekitar sekolah.

KD2 Mengenal berbagai kelompok kosakata yang berbeda dari lingkungan yang diamati sebelumnya baik secara tulisan dan pengucapannya.

KD 3 Memahami makna masing masing kosakata.

#### **Indikator:**

1. Menunjukkan motivasi untuk mengembangkan kemampuan berbahasa Inggris.
2. Mengidentifikasi dan menulis kosakata baru. Mengucapkan kosakata Bahasa Inggris dengan bermain game.

KD 4 Mengetahui makna masing masing kosakata dengan bermain game.

**Indikator:**

1. Menanggapi kedalaman dan ketepatan kosakata dalam proses pembelajaran
2. Merangkum hasil tanggapan kosakata dalam proses pembelajaran

**B. Tujuan Pembelajaran**

- Menguasai ucapan dan tulisan masing masing kosakata
- Menggunakan kosakata dalam praktek Bahasa Inggris

**C. Materi Pembelajaran**

- Anima/ binatang

**D. Metode Pembelajaran**

- Pendekatan : Scientific
- Metode : Kontekstual
- Teknik : Stand up Sequences technique (Instructional)

**E. Media, Alat, dan Sumber Pembelajaran**

- Media : White board, marker, eraser, paper
- Sumber Belajar : Buku dasar dasar penguasaan Bahasa Inggris by Prof. Dr. Azhar Arsyad, M.A

**F. Langkah langkah Kegiatan Pembelajaran****4. Pendahuluan/ Kegiatan Awal (7 menit )**

- a. Siswa merespon salam dan pertanyaan dari guru yang berhubungan dengan bersyukur kepada Tuhan.
- b. Siswa menerima informasi tentang keterkaitan pembelajaran sebelumnya dengan pembelajaran yang akan dilaksanakan
- c. Siswa mendengarkan penjelasan tentang materi, tujuan, manfaat dan langkah pembelajaran yang akan dilaksanakan.

**5. Kegiatan Inti (76 menit)**

- Menjelaskan tentang kosakata
- Memahami cara permainan stand up sequences
- Memahami kosakata yang terdiri dari kata benda
- Menguasai atau mengaplikasikan kosakata yang telah dihafalkan.

**6. Penutup (7 menit)**

- Guru menanyakan apakah siswa sudah memahami materi pembelajaran yang sudah
- Dilaksanakans siswa dan guru menyimpulkan materi pembelajaran

**G. Penilaian ( terlampir)**

$$H. S = \frac{\text{Student's correct answer}}{\text{The total number of item}} \times 100$$

No	Classification	Score
1.	Excellent	86-100
2.	Very good	71-85
3.	Good	56-70
4.	Poor	41-55
5.	Very poor	< 40



## **Appendix 2**

### **Instrument of Research**

# Post-test

NO	Vocabulary	Meaning
1	Butterfly	Kupu-kupu ✓
2	Snake	ular ✓
3	Office	Kantor ✓
4	Cafeteria	Pasar ✓
5	Beach	Pantai ✓
6	Library	Perpustakaan ✓
7	Kitchen	Dapur ✓
8	Cave	Gua ✓
9	Hospital	Rumah sakit ✓
10	Horse	
11	House	Rumah ✓
12	Mosque	Masjid ✓
13	Street	Jalan ✓
14	Rabbit	Kelinci ✓
15	Palace	Istana ✓
16	Dog	Anjing ✓
17	Lion	Singa ✓
18	Bat	
19	Goat	Kambing ✓
20	Cat	Kucing ✓

Carilah pasangan yang sesuai dari kosa kata di bawah ini kemudian beri tanda panah!

Meat	Ayam ✓
Cake	Bunga ✓
Drink	Pantai ✓
Potato	Minyak ✓
Hill	Kue ✓
Kitchen	Nasi ✓
Palace	Istana X
Oil	Daging ✓
Flower	Kentang ✓
Beach	Minum ✓
Rice	Bukit X

Pilihlah jawaban yang paling benar di bawah ini.

1. *Something that you can find in your bedroom is.....*
  - a. Car
  - b. Mattress
  - ☒ c. Stove
  - d. Garden
2. *Grant is a tailor. He makes....*
  - a. Door
  - b. Mirror
  - ☒ c. Belt
  - d. ice cream
3. *The gardener... the grass every Monday and Thursday.*
  - a. Cuts
  - b. Plans
  - ☒ c. Trains
  - d. Comes
4. *Sugar is...., but honey is sweeter than sugar.*
  - ☒ a. Salty
  - b. Small
  - c. Sweet
  - d. Smooth
5. *The carpet is..... I want to clean it.*
  - a. Large
  - b. Shiny
  - ☒ c. Dirty
  - d. Soft
6. *The teacher's duty is to ..... The students in the school.*
  - a. Teach
  - b. Angry
  - ☒ c. lazy
  - d. Cry
7. *You can find ..... in your kitchen*
  - a. Pillow
  - ☒ c. Knife
  - c. Bank
  - d. River

8. Will you go with me to the .... To watch a movie?

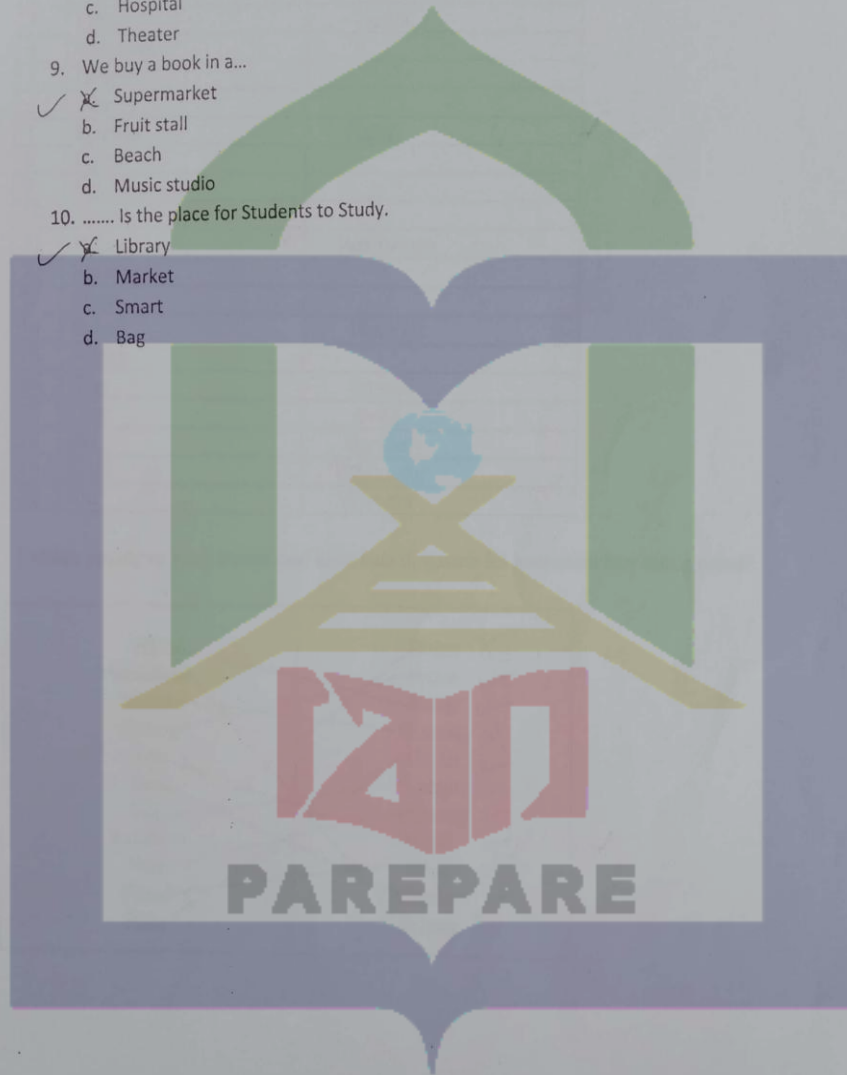
- ☒ ~~a~~ Mosque
- b. Fan
- c. Hospital
- d. Theater

9. We buy a book in a...

- ☒ ~~a~~ Supermarket
- b. Fruit stall
- c. Beach
- d. Music studio

10. .... Is the place for Students to Study.

- ☒ ~~a~~ Library
- b. Market
- c. Smart
- d. Bag





# Pre-test

NO	Vocabulary	Meaning
1	Butterfly	kupu-kupu
2	Snake	ular
3	Office	pasar
4	Cafeteria	pantai
5	Beach	kantor
6	Library	
7	Kitchen	dapur
8	Cave	goa
9	Dining room	
10	Horse	
11	House	rumah
12	Mosque	masjid
13	Street	
14	Rabbit	kelinci
15	Palace	
16	Dog	anjing
17	Lion	singa
18	Bat	
19	Goat	kambing
20	Cat	kucing

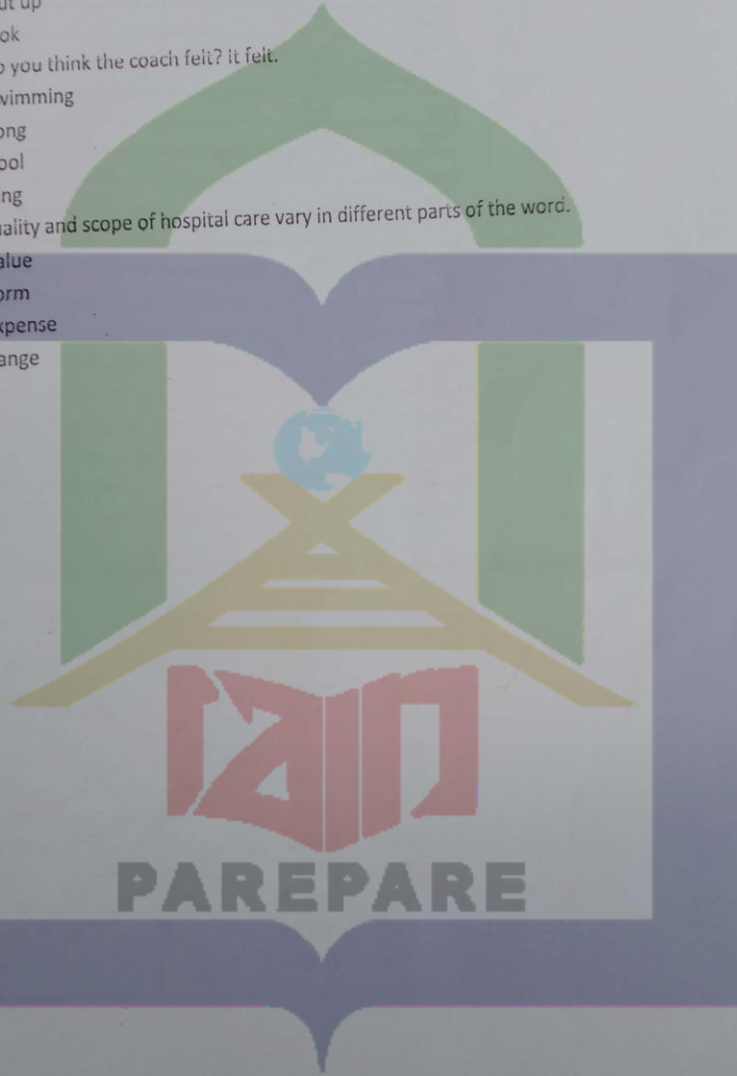
Carilah pasangan yang sesuai dari kosa kata di bawah ini kemudian beri tanda panah!

Hill	Bulan ✓
Mountain	Hutan ✗
Month	Bukit ✓
Forest	Gunung ✗
Sea	Hujan ✓
Sun	Langit ✗
Sky	Bintang ✓
Rainbow	Laut ✓
Star	Banjir ✗
Flood	Matahari
Rain	Pelangi ✗

Pilihlah jawaban yang paling benar di bawah ini.

1. We must call the ..... to catch the robber.
  - a. Hospital
  - b. Post office
  - ☒ c. Police
  - d. Ambulance
2. My father is reading ..... in the office now.
  - ☒ a. News paper
  - b. Television
  - c. Speaker
  - d. Radio
3. My grandmother always tell me to wash my ..... before eating something.
  - a. Teeth
  - b. Run
  - ☒ c. Feet
  - d. Hands
4. .... is a spicy food from Indonesia
  - a. Work
  - b. Boiled fish
  - ☒ c. Pudding
  - d. Plate
5. We cancel having dinner at the restaurant because all ..... are booked
  - a. Beautiful
  - b. Flower
  - c. Chairs
  - ☒ d. Foods
6. We need ..... to bring our school books.
  - a. Uniform
  - b. Water
  - c. House
  - ☒ d. Cupboard
7. Before entering someone's house, we must ..... On the door.
  - a. Sleep
  - b. Scream
  - c. Window
  - ☒ d. Throw

8. The needed of food makes people ... a way to get healthy food
- a. Smile
  - b. Angry
  - c. Shut up
  - ✓ ~~A~~ d. Cook
9. How do you think the coach felt? it felt.
- a. Swimming
  - b. Long
  - ✓ ~~A~~ c. Cool
  - d. Sing
10. The quality and scope of hospital care vary in different parts of the word.
- a. Value
  - b. Form
  - X ~~A~~ c. Expense
  - d. Range



Pre-test

NO	Vocabulary	Meaning
1	Butterfly	Kupu - Kupu
2	Snake	ular
3	Office	Kantor
4	Cafeteria	
5	Beach	
6	Library	
7	Kitchen	Dapur
8	Cave	
9	Dining room	
10	Horse	
11	House	Rumah
12	Mosque	
13	Street	
14	Rabbit	Kelinci
15	Palace	
16	Dog	anjing
17	Lion	singa
18	Bat	Kambing
19	Goat	Kelawar
20	Cat	Kucing

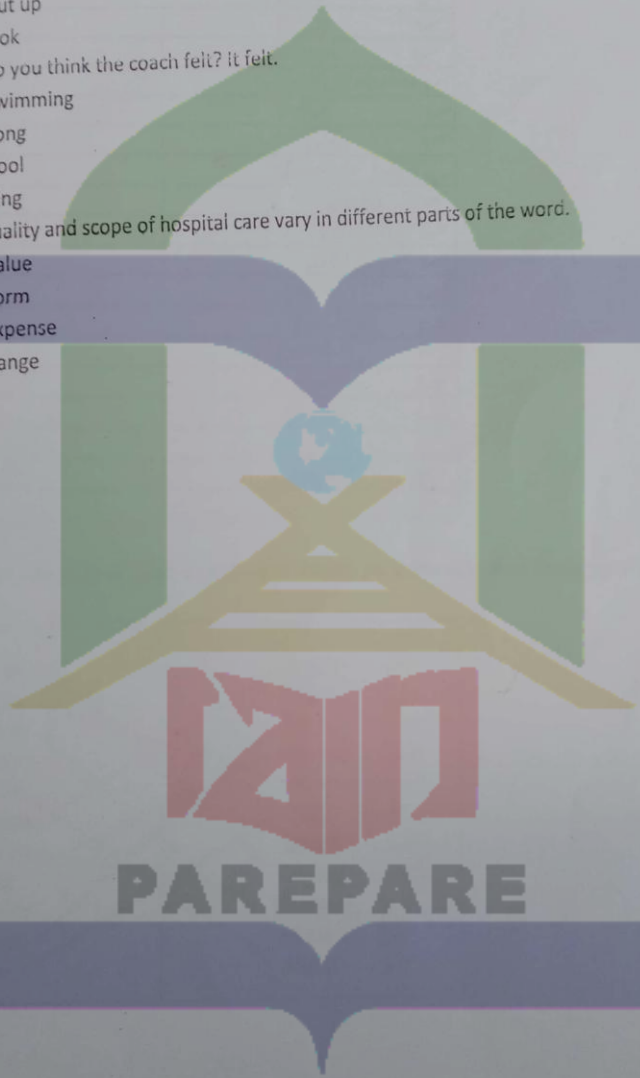
Carilah pasangan yang sesuai dari kosa kata di bawah ini kemudian beri tanda panah!

Hill	Bulan	X
Mountain	Hutan	✓
Month	Bukit	✓
Forest	Gunung	X
Sea	Hujan	✓
Sun	Langit	✓
Sky	Bintang	✓
Rainbow	Laut	✓
Star	Banjir	✓
Flood	Matahari	✓
Rain	Pelangi	X

Pilihlah jawaban yang paling benar di bawah ini.

1. Something that you can find in your bedroom is.....
  - a. Car
  - b. Mattress
  - ☒ ~~X~~ Stove
  - d. Garden
2. Grant is a tailor. He makes....
  - a. Door
  - b. Mirror
  - ☒ ~~X~~ Belt
  - d. Ice cream
3. The gardener... the grass every Monday and Thursday.
  - a. Cuts
  - b. Plans
  - ☒ ~~X~~ Trains
  - d. Comes
4. Sugar is..., but honey is sweeter than sugar.
  - ☒ ~~X~~ Salty
  - b. Small
  - c. Sweet
  - d. Smooth
5. The carpet is..... I want to clean it.
  - a. Large
  - b. Shiny
  - ☒ ~~X~~ Dirty
  - d. Soft
6. The teacher's duty is to ..... The students in the school.
  - a. Teach
  - b. Angry
  - ☒ ~~X~~ lazy
  - d. Cry
7. You can find ..... in your kitchen
  - a. Pillow
  - ☒ ~~X~~ Knife
  - c. Bank
  - d. River

8. The needed of food makes people ... a way to get healthy food
- a. Smile
  - b. Angry
  - c. Shut up
  - ✓ ~~d.~~ Cook
9. How do you think the coach felt? it felt.
- a. Swimming
  - b. Long
  - ✓ ~~c.~~ Cool
  - d. Sing
10. The quality and scope of hospital care vary in different parts of the word.
- a. Value
  - b. Form
  - ✗ ~~c.~~ Expense
  - d. Range





# Post-test

NO	Vocabulary	Meaning	
1	Butterfly	kupu-kupu	✓
2	Snake	ular	✓
3	Office	kantor	✓
4	Cafeteria	Pasar	✓
5	Beach	Pantai	✓
6	Library	Perpustakaan	✓
7	Kitchen	Dapur	✓
8	Cave	Goa	✓
9	Hospital	Rumah sakit	✓
10	Horse	kuda	✓
11	House	Rumah	✓
12	Mosque	mesjid	✓
13	Street	Jalan	✓
14	Rabbit	Kelinci	✓
15	Palace	Istana	✓
16	Dog	Anjing	✓
17	Lion	Singa	✓
18	Bat		
19	Goat	Kucing	X
20	Cat		

Carilah pasangan yang sesuai dari kosa kata di bawah ini kemudian beri tanda panah!

Meat	Ayam	✓
Cake	Bunga	✓
Drink	Pantai	✓
Potato	Minyak	✓
Hill	Kue	✓
Kitchen	Nasi	✓
Palace	Istana	✓
Oil	Daging	✓
Flower	Kentang	X
Beach	Minum	✓
Rice	Bukit	✓

Pilihlah jawaban yang paling benar di bawah ini.

1. We must call the ..... to catch the robber.
  - a. Hospital
  - b. Post office
  - ☒ c. Police
  - d. Ambulance
2. My father is reading ..... in the office now.
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  - a. Sleep
  - b. Scream
  - c. Window
  - ☒ d. Throw



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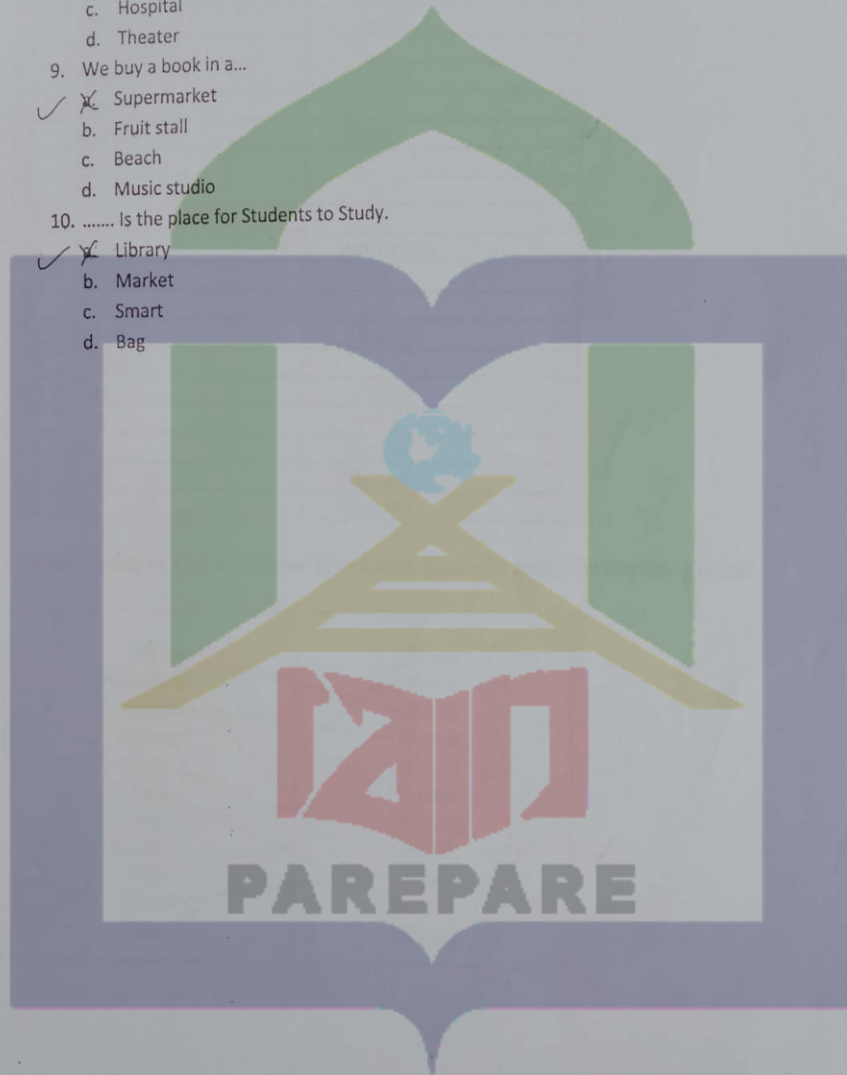
- ☒ a. Mosque
- b. Fan
- c. Hospital
- d. Theater

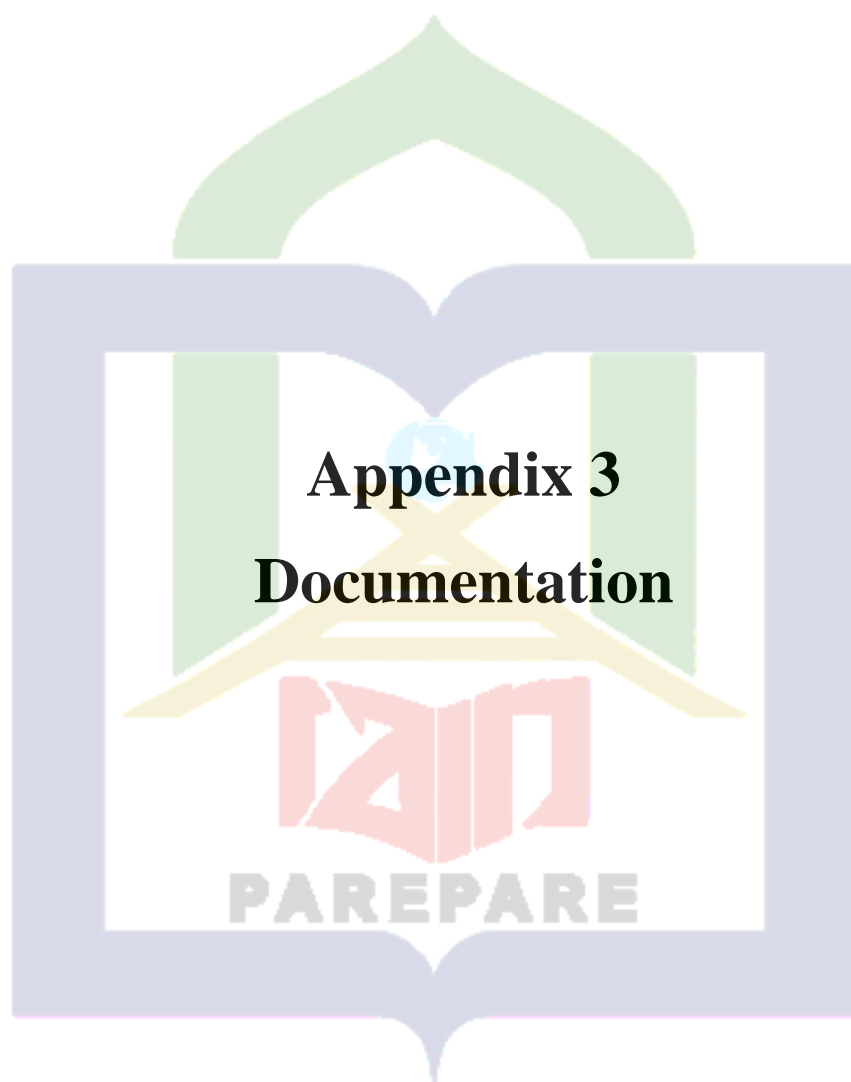
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- c. Beach
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KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
FAKULTAS TARBIYAH

Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404  
PO Box909 Parepare 91100, website: [www.iainpare.ac.id](http://www.iainpare.ac.id), email: [mail@iainpare.ac.id](mailto:mail@iainpare.ac.id)

Nomor : B.2455/In.39.5.1/PP.00.9/12/2019  
Lampiran : 1 Bundel Proposal Penelitian  
Hal : Permohonan Izin Pelaksanaan Penelitian

Yth. BUPATI MAMUJU TENGAH  
C.q. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu  
di  
KAB. MAMUJU TENGAH

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Hisnairah  
Tempat/Tgl. Lahir : Waikaya, 06 Desember 1997  
NIM : 15.1300.109  
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris  
Semester : IX (Sembilan)  
Alamat : Dusun Batu Karampuang, Kec. Karossa Kab. Mamuju Tengah

Bermaksud akan mengadakan penelitian di wilayah KAB. MAMUJU TENGAH dalam rangka penyusunan skripsi yang berjudul :

**"Increasing Students' Vocabulary Mastery By Using Stand Up Sequences Game, At The Second Year Students Of MA-AI- Amanah Waikaya Mamuju Kab. Mamuju Tengah"**

Pelaksanaan penelitian ini direncanakan pada bulan Januari sampai bulan Pebruari Tahun 2020.  
Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.  
Wassalamu Alaikum Wr. Wb.

Parepare, 31 Desember 2019

Wakil Dekan I,



Muh. Dahlan Thalib

Tembusan :

1. Rektor IAIN Parepare



PEMERINTAH KABUPATEN MAMUJU TENGAH  
KANTOR KESATUAN BANGSA DAN POLITIK

Alamat : Jl.Poros Topoyo - Palu, Kab. Mamuju Tengah Prov. Sulawesi Barat, Kode Pos 91563

Nomor : 070 / 01 / 1 / 2020

Lampir : -

Perihal : Permohonan izin Penelitian

Kepada,  
Yth.Ka.Sekolah MA-AL-Amanah Waikaya  
Mamuju Tengah  
Di-  
Tempat

Berdasarkan Surat Kementerian Agama Republik Indonesia Institut Agama Islam Negeri Pare Pare Fakultas Tarbiyah No. B.2455/In.39.5.1/PP.00.9/12/2019 Tentang Permohonan Izin Penelitian.

Maka yang bertanda tangan di bawah ini :

Nama : NIMIS, SH., MH  
Pangkat : Pembina Tk. I  
NIP : 19630531 199103 1 001  
Jabatan : Kepala Kantor Kesbangpol Kabupaten Mamuju Tengah  
Alamat : Topoyo

Memberikan izin kepada :

Nama : HISNAIRAH  
NIM : 15.1300.109  
Fakultas : Tasbiyah / Pendidikan Bahasa Inggris  
Alamat : Waikaya

Untuk : Melakukan Penelitian Dengan Judul "**INCREASING STUDENTS' VOCABULARY MASTERY BY USING STAND UP SEQUENCES GAME, AT THE SECOND YEAR STUDENTS OF MA-AL-AMANAH WAIKAYA MAMUJU KABUPATEN MAMUJU TENGAH**"

Pada Prinsipnya Pemerintah Daerah Menyetujui Mahasiswa(i) tersebut di atas dapat Melakukan Penelitian pada sekolah MA-AL-Amanah Waikaya Mamuju kec. Karossa Kabupaten Mamuju Tengah dari tanggal 09 Januari s/d 09 Februari 2020 dengan Ketentuan hasil penelitian disampaikan kepada Pemerintah Daerah melalui Kantor Kesatuan Bangsa dan Politik Kabupaten Mamuju Tengah.

Demikian surat izin ini diberikan untuk digunakan sebagaimana mestinya.

Dikeluarkan di : Tobadak  
Pada Tanggal : 09 Januari 2020

Kepala Kantor,

NIMIS, SH., MH

Pangkat : Pembina Tk. I  
NIP. 19630531 199103 1 001

Tembusan disampaikan Kepada Yth :

1. Bupati Mamuju Tengah ( Sebagai Laporan ) di Tobadak ;
2. Rektor IAIN Pare-pare di Parepare;
3. Saudara (i) HISNAIRAH
4. Arsip.





**YAYASAN AL-AMANAH  
MADRASAH ALIYAH AL-AMANAH WAIKAYA**

Alamat : Jl. Poros Mamuju - Palu Waikaya, Desa Tasokko Kec. Karossa Kab. Mamuju Tengah

**SURAT KETERANGAN PENELITIAN**

Nomor : 001 / MA.02-YAW / KP.01 / 1 / 2020

Yang bertanda tangan di bawah ini, Kepala Madrasah Aliyah AL – AMANAH WAIKAYA menerangkan bahwa ;

Nama ; HISNAIRAH  
Tempat Tanggal Lahir ; Waikaya / 06 Desember 1997  
NIM ; 15.1300.109  
Program Studi ; Pendidikan Bahasa Inggris  
Alamat ; Waikaya

Benar telah melaksanakan penelitian di Madrasah Aliyah AL AMANAH WAIKAYA dalam rangka penelitian Skripsi dengan judul **"INCREASING STUDENTS VOCABULARY MASTERY BY USING STAND UP SEQUENCES GAME, AT THE SECOND YEAR STUDENTS OF MA AL AMANAH WAIKAYA MAMUJU KABUPATEN MAMUJU TENGAH"** yang pelaksanaannya dari tanggal 09 Januari s/d 09 Februari 2020.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya



Drs. MUH. SAID, S. Pd. I

Nip. 19671231200604 1 007





PAREPARE

## CURRICULUM VITAE



**Hisnairah**, She the write was born on december 06<sup>th</sup>1997 in Waikaya South Sulawesi from the couple Namawi N., S.Pd.I and Hasriati L. She has two brother name is Gharnadi., S.H., Muhadri , and she has three sister name is Nurfaedah...,S.Kom.I Fadliah., S.Pd. and Andriana. She is the fourt child in his family.

She began her study in Elementary school at SD IMP Salubiro and graduate on 2009. In the same year she continued her study in MTs. Al- Amanah Waikaya on 2012. After that, she registered as a student in MA. Al- amanah waikaya 2015. And then, she countinues her study on 2015 at State Islamic Institute (IAIN)Parepare. During she studies in IAIN Parepare she actives in Ikatan Dakwah Wal Irsyad (IMDI) in 2016-2019, She has completed his skripsi in the title " *Increasing student vocabulary mastery by using stand up sequences game at the second year students of MA-Al Amanah Waikaya* " to get a bachelor's degree (S1).