

A THESIS

**THE USE OF KIM'S MEMORY GAME TOWARD STUDENTS'
VOCABULARY ACHIEVEMENT AT THE SEVENTH
GRADE OF SMP NEGERI 2 WATANG PULU**



BY

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**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE**

2020

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**TAHAN
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Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial of Fulfilment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

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**As a Part of Fulfillment of the Requirements for the Degree of
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English Education Program

Submitted by

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to

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Finally, the writer realized that this skripsi still has any weakness and still far from being perfect. Therefore she hopes criticism, a suggestion for its perfection and she hopes this final project will be useful for the readers.

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Stated this thesis is her own writing and if it can be proved that it copied, duplicated or complied by any other people, this thesis and degree that has been gotten would be postponed.

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ABSTRACT

Tahan. *The Use of Kim's Memory Game toward Students' Vocabulary Achievement at the Seventh Grade of SMPNegeri 2 Watang Pulu* (Supervised by Abd. Rauf Ibrahim and Ali Halidin.)

Vocabulary is very important part of learning a language. "Without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed". Language learning is hard work. Games help and encourage many learners to sustain their interest and work. Through Kim's Memory Game which is a good strategy of learning to help the students to memorize what have they seen. It is suitable for the teacher in teaching vocabulary and it gives solution for the teacher in teaching learning activities.

This research was aimed to see the progress of the students' vocabulary achievement before and after the using of Kim's Memory Game on learning process. The result of the research are useful for the teacher and students. The teacher should aware that it is important to supplied before teaching make the students more active in learning process.

This research was conducted at SMP Negeri 2 Watang Pulu, the population of this research were the students of class VII Consisted 75 students and the sample of this research were class VII.A consisted 24 students. The sample was taken by using purposive sampling. The reasercher used Pre-test and Post-test to collected the data.

Based on data analysis, the researcher found that there was progress of the students' vocabulary achievement at the seventh grade of SMP Negeri 2 Watang Pulu by using Kim's Memory Game, it was indicated by the students mean score of post-test (66.04) was greater than pre-test (45.41). Even, for the level of significant (p) 5% and $df = N-1$, $df = 24-1 = 23$, and the value of T-table 1.714, while the value of T-test is 6.62. it means that the t-test value is greater than t-table value ($6.62 \geq 1.714$). Thus, it can be concluded that the students' vocabulary achievement is significant better after getting treatment. So, the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted.

Keywords: Vocabulary Achievement, Kim's Memory Game.

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CHAPTER I

INTRODUCTION

This chapter presents background, problem statement, objective of the research and significance of the research.

1.1 Background

Humans cannot do anything and communicate each others without language.¹ They are social creatures that capably interact with one another, interacting to understand each other's words, ideas, attitudes, actions and another way for interaction is communication. Language is a form to communicate, as the most important part in our life. So, without language everything cannot be explainable to each other. There are many various of language in this world. One of that is English.

For better or worse, by choice or force, english has 'traveled' to many parts of the world and has been used to serve various purposes.² Nowadays English takes an important role as communication language, it has many relationships toward various aspects of life owned by human being. To help people communicate, technology, science and knowledge, along with others.

All languages have words. Language emerges first as words, both historically, and in terms of the way each of us learned our first and any subsequent languages. The coining of new words never stops. Nor does the acquisition of words. Even in our first language we are continually learning new words, and learning new meanings for old words.³ It is all about vocabulary.

¹Alo Liliweri, *Komunikasi Serba Ada Serba Makna*, (Jakarta: Kharisma Putra Utama, 2010), p. 339.

²Farzad Sharifian, *English as an International Language: Perspective and Pedagogical Issues*, (Salisbury: Multilingual Matters. 2009), p. 1.

³Scott Thornbury, *How To Teach Vocabulary*, (England: Longman, 2002), p. 1.

Vocabulary is very important part of learning a language. “Without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed”. This is how the linguist David Wilkins summed up the importance of vocabulary learning.⁴ It means that people should have vocabulary first to be able express their ideas precisely. It also very helpful whether on speaking, listening, reading and writing skills.

Lot of vocabularies as a factors that support students for mastering language skills. Learning a new language requires various challenges. Students sometimes difficult to memorize the vocabulary what they ever learn and easy to forget it. Considering that vocabulary has the main role in a teaching learning process, teacher should have an ability to choose a good method for teaching because it is not easy to be learnt.

How many words does a learner need to know? A further major difference between first and second language vocabulary learning is in the potential size of the lexicon in each case. An educated native speaker will probably have a vocabulary of around 20,000 words (or, more accurately, 20,000 word families). This is the result of adding about a thousand words a year to the 5,000 he/she had acquired by the age of five. An English Dictionary includes many more: the *Longman Dictionary of Contemporary English*, for example, boasts ‘over 80,000 words and phrases’, while the *Oxford English Dictionary* contains half a million entries. Most adult second language learners, however, will be lucky to have acquired 5,000 word families even after several years of study.⁵

There is a strong argument, then, for equipping learners with a core vocabulary of 2,000 high frequency words as soon as possible. The researcher Paul Meara estimated that at the rate of 50 words a week (not unreasonable, especially if the emphasis is taken off grammar teaching) this target could be reached in 40 weeks, or one academic year, more or less. Of course, this is the minimum or

⁴Scott Thornbury, *How To Teach Vocabulary*, p. 13.

⁵Scott Thornbury, *How to Teach Vocabulary*, p.20-21.

threshold level. Most researchers nowadays recommend a basic vocabulary of at least 3,000 word families, while for more specialized needs, a working vocabulary of over 5,000 word families is probably desirable. Students aiming to pass the Cambridge First Certificate Examination (FCE), for example, should probably aim to understand at least 5,000 words even if their productive vocabulary is half that number.

In general, children learn words or vocabulary faster when supported by visual aids, such as pictures or tangible objects.⁶ Students nowadays they are curious to learn if there is a new innovation toward process of learning. Not always monotone as before, students more interest with any realia, which are objects from real life used in classroom, pictures or something like that. All of them can affect to the students' vocabulary achievement.

Language learning is hardwork. Games help and encourage many learners to sustain their interest and work. Games also help the teacher to create contexts in which the language is useful and meaningful.⁷ One of suitable game is the Kim's Memory Game.

Kim's game known as training technique revolves around the memory and observation. This game can be actively implemented to improve memory and storage.⁸ So, this game will help students to memorize the vocabularies through visual aids. It is kind of learning while playing and treat the students to focusing about the materials. Through this game the students were asked to remember exactly. From that, students challenged their power of observation and memory.

This game is a good strategy of learning to help the students to memorize what have they seen. It has aim to give students an opportunity what is good to

⁶Kasihani K.E. Suyanto, *English For Young Learners*, (Jakarta: Bumi Aksara, 2014), p. 47.

⁷Andrew Wright, David Betteridge and Michael Buckby. *Games For Language Learning*, (New Edition: Australia: Cambridge University Press, 1983), p. 1.

⁸Carss, Bob, *The Complete Guide to Tracking (Concealment, Night Movement, and All form of Pursuit Following Tracks, Trails and Signs Using SAS Techniques)*, (London : Right Way Press, 2009) p. 69.

remember.⁹ When students focusing on the material they will save on their memory about that vocabularies and not easy to forget.

Discussing about students' vocabulary achievement at the Seventh Grade of SMP Negeri 2 Watang Pulu. As the researcher know, students have problems about difficulty to memorize the vocabulary, even though students have memorize it will be easy to forget afer the class. Not only it, sometimes only some of students absolutely reach the vocabulary after the class. Then students disbelieve about the use of that vocabularies on their real life.

From these cases above, the researcher interest to apply this game to affect vocabulary achievement of students at SMP Negeri 2 Watang Pulu, especially to the seventh grade as the beginner level of English.

1.2 Problem Statement

Based on the background above, the researcher supposed to have by the students. So, the researcher wants to get information about it through researching. The researcher designs the problem statement of this research as follow:

“How is the use of Kim's Memory Game toward students' vocabulary achievemet at the seventh grade of SMP Negeri 2 Watang Pulu?”

1.3 Objective of the Research

From the problem statement above, can be known about the objective of the research is :

“To know the progress of using Kim's Memory Game toward students' vocabulary achievemet at the seventh grade of SMP Negeri 2 Watang Pulu”

1.4 Significance of The Research

⁹Riandi and Leni Suriyani, “The Effect of Using Kim's Memory Game towards Students' Speaking Skill,” *Journal of English Education Studies* 9, no. 2, (2019), p. 100.

The researcher strongly hopes that her research about the use of “Kim’s Memory Game” able to affect the students’ vocabulary achievement will give some advantages for the researcher itself, the reader in general and the English Education. The research gives contribution in the English Education. The result of the research is expected to:

1.4.1 The English Teacher

This research as input in English teaching can give information to the English teacher. Can develop learning models that are effective, efficient and can involve students’ activity in the process of learning. It also can help to improve or enhance teaching and learning process and outcomes.

1.4.2 The Students

This research will motivate the students to improve their English vocabulary achievement through Kim’s Memory Game. It also increase the confidence of students to speak, write and read.

1.4.3 The Researcher

This research will become as an entry points for the researcher to do the next research. And it also being new experience and knowledge in many aspects.

1.4.4 The Next Researcher

This research will be used as one of the references for those who want to conduct a research in English learning and teaching process.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

In this part, some pertinent ideas, previous research findings, conceptual framework, hypothesis, variable and operational definition.

2.1.1 The Concept of Vocabulary

2.1.1.1 Definition of Vocabulary

Talking about language, it is inseparable from vocabulary, learning language means learning its component, including vocabulary. To start at the beginning we must consider what we mean by vocabulary. The first idea that probably springs to mind is words, a formulation that is admirably adequate for the layperson. But for anyone interested in exploring the subtlety and magic of lexis, the term word is too general to encapsulate the various forms vocabulary takes.¹⁰

A word, in most linguistic analyses, is described as a set of properties, or features, each word is the combination of its meaning, register, association, collocation, grammatical behavior, written form (spelling), spoken form (pronunciation) and frequency. All these properties are called word knowledge.¹¹ Different definitions may be given for the term vocabulary regarding different viewpoints. However one can generally define vocabulary as the knowledge of words and word meanings. Or someone else may define vocabulary as a list of words arranged in alphabetical order with their definitions. It seems necessary to provide a clear definition of the term vocabulary.

¹⁰Norbert Schmitt, *Vocabulary in Language Teaching*, (Cambridge: Cambridge University Press, 2000), p. 1.

¹¹Iman Alizadeh, "Vocabulary Teaching Techniques: A Review of Common Practices," *International Journal of Research in English Education* 1, no. 1, (2016), p. 22.

Richard and Renandya stated on their book that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.¹²

Hiebert and Kamil stated that vocabulary is the knowledge of meanings of words.¹³ It means that all the language and words either used or understood by a person or group of people. So that, it is important to know what the vocabulary is.

According to *Oxford English Dictionary*, vocabularies are: All the words that a person knows or use, all the words in a language, list of words with their meanings, especially in a book for learning a foreign language.¹⁴

Especially when learning a foreign language, vocabulary is considered to be one of the most important elements in comprehending lesson materials. Heidari states that vocabulary is the core of language and the cornerstone of language learning. Through comprehending foreign words, students will understand the meaning of the words. Wessels believes that knowledge of vocabulary is essential to students' academic success. "If students do not understand the meaning of the words in the text, they will have difficulty understanding the content."¹⁵ Therefore, comprehension of the meaning of words can help students understand the materials and the reading texts.

From the definitions above, vocabulary is the most important element of language learning as a knowledge of words and which is a set of word having a meaning. Vocabulary influences students' achievement in studying English.

¹²Jack C. Richards and Willy A Renandya, *Methodology in Language Teaching an Anthology of Current Practice*, (New York: Cambridge University Press, 2002), p. 255.

¹³Elfrida H. Hiebert and Michael L Kamil, *Teaching and Learning Vocabulary*, (New Jersey: Lawrence Elbaum Associates Publisher, 2005), p. 3.

¹⁴Oxford Advanced Learner's Dictionary (Oxford: Oxford University Press, 2011), p. 495.

¹⁵Kristin Natalina Nugraha Bakti, "Vocabulary Learning Strategies Used by Junior High School Students," *Indonesian Journal of English Language Study* 3, no. 2, (2018), p. 1.

2.1.1.2 The Importance of Vocabulary

Why do we learn vocabulary? There are two main reasons why we should learn vocabulary: we want other people to understand what we are speaking to them and we also want to know what other people want to communicate to us. Furthermore, we do not want that there will be misinterpretation and misunderstanding in our communication. We want to articulate what we are thinking to other people as well.¹⁶ Without vocabulary it is hard to do communicate each other, and it makes the ideas to be clearly.

The importance of vocabulary are:

1. An extensive vocabulary aids expressions and communication
2. Linguistic vocabulary is anonymous with thinking vocabulary.
3. A person may be judged by others based on his or her vocabulary.¹⁷

Vocabulary has an important role in making use language skills. Students will not be able to use English without mastering vocabulary. By improving students' vocabulary, it will affect the improvement of their language ability. The more students have vocabulary, the easier they understand the language, and the more easily they express their thoughts. In learning vocabulary, the students do not only need to memorize the words, but also need to understand the words. They are not only required to know the meaning of the words, but also required to use the words correctly. It means that they understand what they are talking about.

Dealing with vocabulary, according to Sari and Safei on Dhea Ross journal defined vocabulary is a total number of words that have meaning and can be used in a language, and it is considered as one of the important element in language. She

¹⁶Jonathan Sarwono & Yudhy Purwanto, *English For Academic Purposes*, (Yogyakarta: Penerbit Andi 2013), p. 191.

¹⁷Coady & Huckin, *Second Language Acquisition*, (Cambridge: Cambridge University Press, 1997), p. 5.

also adds that students need to master vocabulary in order to be easier to master the four skills in English and be able to express a language.¹⁸ In addition Vocabulary is central to language and of critical importance to the typical language learner. Nevertheless, the teaching and learning of vocabulary have been undervalued in the field of second language acquisition throughout its varying stages and up to the present day.¹⁹ The more words the students knows, the more ways they can use to think about things and express themselves to communicate successfully.

Many realize that second language acquisition is closely related to vocabulary acquisition. Acquiring vocabulary determines the success of second language use and plays vital role of forming spoken or written text.²⁰

Nowadays, people are more and more aware of the fact that the acquisition of vocabulary is just as important as the acquisition of grammar, although the two are obviously interdependent. If language structures make up the skeleton of a language, the vocabulary provides the flesh and the vital organs.²¹ These reasons why vocabulary is always being the first thing have to know of learning English.

Based on the explanation above, to learning a language every single one have to mastering on vocabulary, because people can not say anything if there is no vocabulary they have known.

2.1.1.3 Types of Vocabulary

¹⁸Dhea Ross Mia Nabila & Saunir Saun, "Using Memory Card Game In Teaching Vocabulary To Young Learners," *Journal of English Language Teaching* 7, no. 3, (2018), p. 446.

¹⁹James Coady, *Second Language Vocabulary Acquisition*, (Cambridge: Cambridge University Press, 1997), p. 5.

²⁰Mokh. Arif Bakhtiyar, "Promoting Blended Learning In Vocabulary Teaching Through Whatsapp," *Jurnal Manajemen Pendidikan Islam* 2, no. 2, (2017), p. 107.

²¹Abrudan Cristina, "Vocabulary and Language Teaching," *Academy Journal* 11 no. 2, (2010), p. 170.

Vocabulary has some types that need to be learnt. There are types of vocabulary that are explained by the experts. One of the explanation is explained by Thornbury. He explained that there are at least eight types of vocabulary.²² Which is known the part of speech, those can be described as follows:

1. Noun

There are some definitions about noun that purposed by the expert. Frank states that noun is one of the most important parts of speech.²³ A noun is a word describing *who* or *what* in a sentence—it can be a person, place or thing. Remember, a “thing” can be anything—an animal, a device, a point, an object, an event, and so on. A noun is usually an essential part of any basic sentence. It’s typically who or what the sentence is about, but other nouns are often also included in longer or more complex sentences.²⁴ From the statements above, it can concluded that noun is of the most important parts of speech that can use to name people, place, plant, object.

2. Verb

A verb is the part of (or word class) that describes an action or occurrence or indicate a state of being. It means that verb is kind of language component that has important role. According to Frank states that verb is the most complex part of speech.²⁵ It’s varying arrangements with nouns determine the different kinds of sentences, statements, questions, commands, exclamation, like the noun, the verb has the grammatical properties of person and number, properties which require agreement with the subject. While Sjah and Enong states that verb is a word that is showed measured and condition of a thing.²⁶ There are some

²²Scott Thornbury, *How to Teach Vocabulary*, p. 4.

²³Marcella Frank, *Modern English a Practical Reference Guide*. (New University, 1972), p. 6.

²⁴Capella University, *Grammar Hand Book*, (Minneapolis : Capella University, n.d.), p.4.

²⁵Marcella Frank, *Modern English a Practical Reference Guide*, p. 15.

²⁶Djalinus Sjah and Enong, *Modern English Grammar* (Jakarta: CvSimplex, 2000), p.30.

definitions about verb that proposed by the expert. Frank states that verb is the most complex part of speech.²⁷ While Sjah and Enong states that verb is a word that is showed and condition of a thing.²⁸ It means that verb can use to show the measure and condition of a thing. From the statements before, it can concluded that verb is a word that the most complex part of speech and show measure and condition of a thing. Verb has the grammatical properties of person and number, properties which require agreement with the subject.

3. Adverb

Adverbs are words that describe or modify verbs, adjectives, and other adverbs on sentence.²⁹ While Sjah and Enong that adverb is a word that explain about how, where and when a thing happen.³⁰ It means that adverb related with the how process, time, and where the thing happen.

4. Adjective

Adjectives are words that describe or modify noun or pronoun.³¹ Adjectives help add meaning to messages delivered in sentences by helping readers to better visualize or understand specifics about the nouns or pronouns they modify. They add richness to a sentence.³² From the statements above, it can be concluded that adjectives is a word that describe noun or pronoun to make it clear.

5. Pronoun

²⁷Marcella Frank, *Modern English a Practical Reference Guide*, p. 47.

²⁸Djalinus Sjah and Enong, *Modern English Grammar*, p.30.

²⁹Capella University, *Grammar Hand Book*, p. 15.

³⁰Djalinus Sjah and Enong, *Modern English Grammar*, p.72.

³¹Fuad Mas'ud, *Essentials Of English Grammar A Practical Guide*, (Yogyakarta: BPFE-Yogyakarta. 2010), p. 68.

³²Capella University, *Grammar Hand Book*, p. 14.

Pronouns are words which replace (take) noun position in Indonesian as changing the name.³³ Those pronoun that are actual substitutes may refer not only to a preceding noun- its antecedent- but to a large part of discourse that precedes. Those pronouns that are not substitutes may simply have indefinite reference or express indefinite quantity.³⁴

6. Preposition

Prepositions are words show the relation between noun, pronoun and the other words in a sentence.³⁵ Prepositions act as a bridge between two parts of a sentence and provide readers with information, such as location and time.³⁶

7. Conjunction

Conjunction are words use to connect word to word, expression to exprssion, sentence to sentence and etc.³⁷

8. Interjection

Interjection are words which is a spontaneous utterance intended to express a feeling/ thought that suddenly feels/ arises: such as feelings of surprise, pleasure, pain, wonder and so on.³⁸

From the explanation above, we can conclude that the types of vocabulary there are noun, verb, adverb, adjective, pronouns, preposition, conjunction, and article. In this case, the researcher only use some types of them because the object of the research are still beginner in English, there are noun, verb, pronoun and adjective.

³³Fuad Mas'ud, *Essentials Of English Grammar A Practical Guide*, p. 58.

³⁴Marcella Frank, *Modern English a Practical Reference Guide*, p. 18.

³⁵Fuad Mas'ud, *Essentials of English Grammar a practical guide*, p. 98.

³⁶Capella University, *Grammar Hand Book*, p. 15.

³⁷Fuad Mas'ud, *Essentials Of English Grammar A Practical Guide*, p. 112.

³⁸ Fuad Mas'ud, *Essentials Of English Grammar A Practical Guide*, p. 116.

2.1.1.3 Learning Vocabulary

As one of the language component which has important role, vocabulary might be learned by language learners. Vocabulary learning is central to language acquisition, whether the language is first, second, or foreign.³⁹ As the importance of itself, every language can not success without having vocabulary. The result will affect through teaching and learning vocabulary well.

Learning vocabulary is a complex proces. Learning vocabulary is not only about the words, but also how to use it into correct usage. Moreover, learning vocabulary of foreign language presents the learner withseveral challengs.

The process learning is gradually learned over a period of time from numerous exposures. This incremental nature of vocabulary acquisition manifests itself in a number of ways. We have all had the experience ofbeing able to recognize and understand a word when we see it in a text or hear it in a conversation, but not being able to use it ourselves. This common situation shows that there are different degrees of knowing a word. Being able to understand a word is known as receptive knowledge and is normally connected with listening and reading.⁴⁰ The mechanics of vocabulary learning are still something of a mystery, but one thing we can be sure of is that words are not instantaneously acquired, at least not for adult second language learners.

Learning vocabulary is likely to be one of the biggest challenges that student will face in their studies. Among all language skills, vocabulary learning as significant in language learning as its challenging.

2.1.1.4 Vocabulary Achievement

³⁹Celce-Murcia, Marianne, *Teaching English as A Second or Foreign Language, Third Edition* (USA: Thomson Learning, 2001), p.285.

⁴⁰Norbert Schmitt, *Vocabulary in Language Teaching*, p. 4.

From time to time, students in school try and practice English. To get wider range of vocabulary. The student who have a lot of vocabulary in their mind it can help them to communicate in English better. Vocabulary mastery becomes one of the requirements for people to speak a language; it cannot be denied that without vocabulary, people cannot say anything.

Vocabulary achievement is a skill that person has reached in learning vocabulary and it is as the result of both educational and noneducational variables.⁴¹ The results cause by learning process commonly called as progress or outcomes. Progress or outcomes also called as an achievement of learning can be achieved when the process of learning and teaching goes well. In terms of learning strategies and teaching techniques, students learning motivation, supporting environment and others.

According to Bachman defined the vocabulary ability includes both knowledge of language and the ability to put language in context. Thus, its three components as follows:

1. The context of vocabulary use
2. Vocabulary knowldege and fundamental processes
3. Metacognitive strategies for vocabulary use⁴²

2.1.2 The Concept Of Game

2.1.1.1 The Defenition Of Game

Khan states, games are activities that are carried out based on certain rules. Children play because they are happy. Children learn through games. When they play together, children interact with one another. In these interactions, language skills can be built.⁴³

⁴¹John Haycraft, *An Introduction to English Language Teaching* (Harlow: Longman Group Limited, 1978) p. 40.

⁴²Jhon Read, *Assesing Vocabulary*, (New York: Cambridge University Press, 2000), p. 28.

⁴³Kasihani K.E. Suyanto, *English For Young Learners*, p. 117.

According to Hadfield, games are an activity with rules, goals, and have element of fun.⁴⁴ The teacher needs to consider the technique in teaching vocabulary to the students. They need good and interesting situation in teaching learning process to make the students understand well the lesson, especially vocabulary. The teacher should understand characteristic of the students in order the teacher choice technique that appropriate with the characteristic of the students. The technique in teaching is useful because it give new sense in teaching learning process. The teacher should use technique to convey the material to make the students have high motivation, active and enjoy the lesson. Game is the one of a good and interesting technique.

Educational language games play a vital role in learning basic language skills. Games are a “form of play governed by rules.” However, they can be relished only if they are entertaining.⁴⁵ Games offer to unify these different interests and needs. In other words, because every person likes playing games, taking advantage of this and letting people learn while enjoying themselves would be a good idea.⁴⁶

Many experts of language teaching methodology also agree that playing games is a good way to learn vocabulary, especially in CLT class. With the use of games, the teacher can create various contexts in which students have to use the language to communicate, exchange information and express their own opinions. Comes to a conclusion that "learning through games could encourage the operation of certain psychological and intellectual factors which could facilitate

⁴⁴Jill Hadfield, *Intermediate Grammar Games*, (Pearson Education. 2003), p. 4.

⁴⁵Ayesha Perveen, Muhammad Asif and Sidra Mehmood, “Effectiveness Of Language Games In Second Language Vocabulary Acquisition,” *Science International* 28, no. 1, (2016), p. 633-634.

⁴⁶Uzun, L, et al., eds, “Developing and Applying A Foreign Language Vocabulary Learning and Practice Game: The Effect of Vocaword,” *Digital Culture & Education*, 5:1, (2013), p. 51.

communication heightened self-esteem, motivation and spontaneity, reinforcing learning, improving intonation and building confidence.⁴⁷

From the statements above, teaching and learning through game is good and interesting situation. Learning situation very affected to the successfulness of the learning process. Especially on vocabulary teaching students more need active to easily get new words.

2.1.1.2 The Purpose of game

Language learning is hard work. One must make an effort to understand, to repeat accurately, to manipulate newly understood language and to use the whole range of known language in conversation or written composition. Effort is required at every moment and must be maintained over a long period of time. Games help encourage many learners to sustain their interest and work.

Everybody likes game, no matter how old they are. Games are useful to cheer up the classroom atmosphere, to arouse students' motivation and attention, to relax a strenuous situation and to have some fun.⁴⁸

Game also help the teacher to create contexts in which the language is useful and meaningful. The learners *want* to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information.

Games are an important part of a teacher's repertoire. Although they are recreational activities by nature whose main purpose is enjoyment, in the language learning process their purpose is to reinforce what has already been taught. In the course of a game, learners are engaged in an enjoyable and challenging activity with

⁴⁷Nguyen Thi Thanh Huyen and Khuat Thi Thu Nga, "Learning Vocabulary Through Games: The Effectiveness of Learning Vocabulary Through Games," *The Asian EFL Journal*, (2003).

⁴⁸Sutanto Leo, *A Challenging Book To Practice Teaching In English*, (Yogyakarta: Penerbit Andi, 2013), p. 143.

a clear goal. Often, students are so involved in playing the games that they do not realize they are practising language.

Krashen calls this the input theory of language learning. He believes that certain conditions must apply for such learning to occur. First, the learners must be interested in understanding the message. From the point of view of vocabulary learning, the interest creates a need to understand the unknown words in the message. Second, the message should contain some items that are just outside the learners' present level of achievement. These items, however, should be understandable from the context in which occur. This includes both language and nonlanguage contexts.⁴⁹

Based on the statement above, it can be concluded that by using game in teaching and learning, the students feel fun, enjoy in the game and compete to each other. Because most of students use vocabulary more naturally, it is meaningful to increase students' skill components of language.

2.1.2 The Concept Of Kim's Memory Game

2.1.2.1 The Definition Of Kim's Memory Game

Kim's game was named after the hero of Rudyard Kipling's novel, *Kim*. Part of Kim's training was to sit cross-legged on the floor in front of a low table covered with cloth while his teacher arranged semi-precious stones, beads and other objects of various colours, shapes and sizes on the cloth. After a short while he covered everything and asked the boy to tell him exactly what he had seen and position of each item in relation to the others. A variation of this was to send the boy out of the room and change the arrangement of the objects, removing some, replacing others, and then to challenge the boy to tell him what had changed. This exercise could be reproduced, starting with a few items and working up to the recall of more complex combinations.⁵⁰

⁴⁹I. S. P. Nation, *Teaching & Learning Vocabulary*, (Boston, Massachusetts: 1990), p. 2.

⁵⁰Robert Fisher, *Teaching Children To Think*, (Cheltenham : Nelson Thornes. 2005), p. 97.

Kim is regarded as Hero where was trained to be an observant. For example, by being asked to remember exactly what was on away before it covered up. It is a game that essentially to challenge student's memory. Having ability in good memory, it becomes a key factor in successful language learning. The activities in this game can contribute not only to remember of words but also more significantly to general technique for improving memory.⁵¹

The Kim's Game is aimed to give an opportunity for students to develop their power memory. The students can improve their remembrance through this game; it can be applied in all level learners.⁵² Teacher can be practiced this game by put or display several objects or pictures on the board, table or something like that. Then students will record that vocabularies in their brain for the certain time.

This game is a simple (and classic) game which can be played to help memorize a group of objects. As such it's a good game to help students learn vocabulary, especially objects within a certain semantic field.⁵³

Kim's game is game in English foreign language classroom and it was kinds of memory game. This game as a teaching technique brings an important role in memorizing vocabulary. It is supported Wright, that the variation of kim's games focus on vocabulary learning. The reason of using kim's game is that it can improve the students memorizing in learning English.⁵⁴

⁵¹Andrew Wright, David Betteridge and Michael Buckby, *Games for Language Learning*, (Third Edition: Cambridge: Cambridge University Press, 1993), p. 114.

⁵²Riandi and Leni Suriyani, "The Effect of Using Kim's Memory Game towards Students' Speaking Skill," p. 101.

⁵³ICAL TEFL, *Kim's Game*, <http://www.icaltefl.com/kims-game-tefl-activity>, (Accessed on December 5th 2019)

⁵⁴Intan Novani Putri, "Improving The Tenth Grade Students' Vocabulary Mastery By Using Kim's Game At MA Ibrahimy Mlandinga Situbondo In The 2013/2014 Academic Year", (Published Skripsi of Muhammadiyah University of Jember: Jember, East Java Indonesia, 2014).

Based on the explanation above, Kim's is a term come from the Story Book of Kim was written by Rudyard Kipling. Which is include a memory game where the players have a limited time to memorize a number of the objects (vocabulary) and write down what they have remember about the objects.

2.1.2.2 Types of Kim's Memory Game

Kim's Memory Game has some variation of activities to be conducted. It can be done in the classwork or pair work. In classwork, the pictures or objects are displayed on the board, ask the students to note how many pictures they can remember and challenge them to share with the class of what they have written. While in pairwork put the object or picture on the table, ask each member to memorize and write the object. Then compare a note with their neighbour's list.

The following are some variations in Kim's Memory Game: In the first variation, the activity will focus on Numbers and Plural form. Make sure to include several pictures which are same or similar, for example pictures of three suitcases or two cameras.

In the second variation, it will focus on Adjectives, you need to prepare some pictures or objects and should include in the same kind but different in color, size, shape, etc. for example; a red, a black, a green suitcase.

In the third variation, it will focus on place of somethings, for preparation you need to assemble an object and limit your choice to place of various types. For instance: a bottle of milk, a tin of soup, a tube of toothpaste etc. Challenge the learner by answering questions that focus on the place.

In the fourth variation, it will on Present perfect, Simple past and Preposition. Some pictures are laid on the table in different position. Ask students to focus on the position of objects, after several minutes ask them to look away while you change one of the objects in different position.

In the fifth variation, it will focus on Description and Comparison. These are the following procedures; Show to the class about 15 objects or pictures and ask them to write down what they memorize, describing objects in detail. It may be easier and challenging to show the objects or pictures *one after the other*. Then, ask them to check their partner's work while you hold up the pictures and discuss its character.

In the sixth variation, it will be focused on Action in the past. You need to prepare a short video recorder or DVD clip (suggested no more than three minutes) which contains a variety of actions. This activity may need sequence steps: Then, ask them to work in pairs and see which pair can recall the most action accurately. The last, let each pair to share their result with the class and view the video one more to check their answer.

In the seventh variation, it will focus on Present perfect and comparisons. Replace of using pictures, ask a number of learners to draw some simple objects which have different color on the board or a paper sheet. Ask the learners to close their eyes while you or a learner changes some of the drawings, making them longer, smaller, taller etc. Challenge the class to tell you what you have done.⁵⁵

Based on the explanation above, the teacher can choose which variations are appropriate to the topic, it just depend on the purpose of material. The reesearcher only use the first and second variations as the level of students .

2.1.2.3 The Procedure of Kim's Memory Game

The procedure of using Kim's game in teaching and learning vocabulary in the classroom are :

⁵⁵Andrew Wright, David Betteridge and Michael Buckby, *Games for Language Learning*, p. 115-117.

1. The teacher tells the students to make a group consist 7-8 students are divided into several groups.
2. The teacher tells the group to stand in turn.
3. The teacher give the topic.
4. The teacher choose one group to be a beginner.
5. Each group is given 20 seconds.
6. Students are shown the pictures have prepared to each group. All the student must be remember the pictures that have been shown with teacher.
7. Teacher tells to the student that you are going to begin a noun that they remember before. Mention just one noun.
8. Students in their group turns adding a noun. So, they must be continuing noun that had been added by their groups.

For example:

First learner :*I see frog*

Second learner :*I see frog, giraffe*

Third learner :*I see frog, giraffe ,eagle*

Last learner :*I see frog, giraffe ,eagle Elephant*

9. When the nouns are finished, ask the last learner of the group write their⁵⁶

2.1.2.4 Advantages and Disadvantages of Kim's Memory Game

1. Advantage of Kim's Memory Game
 - a. Kim's Game is that easy to conduct.
 - b. It can be carried out in doors.
 - c. It is directly relevant to tracking in that it develops and sharpens both observational skills and, just as importantly the memory.
2. Disadvantage of Kim's Memory Game

⁵⁶Andrew Wright, David Betteridge and Michael Buckby, *Games for Language Learning*, p. 115.

- a. Students should be able to have a lot of vocabulary
- b. Students who struggle to try to translate the sentence in to English.
- c. Students had to force brain to think hard.⁵⁷

2.2 Previous Research Findings

There are some studies have been reported to interpret and to contrast this research, the researcher is considering some previous finding to support her research. Those researches are as follows:

Intan Noviani Putri has stated in her research entitled used “Improving The Tenth Grades Students’ Vocabulary Mastery By Using Kim’s Game At MA Ibrahimy Milandingan Situbondo In The 2013/2014 Academic Year” based on the data analysis of the research, the researcher concludes that the use of Kim’s Game shows that achieve on the improvement of students’ vocabulary mastery.⁵⁸

In the research above, determined the Kim’s Memory Game as an independent variable that is the same as this research. Where the objective of the research is to increase students vocabulary mastery and help them to understand meaning in narrative text, while this research to know the progress of students’ vocabulary achievement through this game at the seventh grade of SMP Negeri 2 Watang Pulu.

Jalal Makhalli has stated in his research entitled used “The Implementation Of Kim’s Memory Game To Improve Students’ Speaking Skill As Transactional Purpose” based on the abstarct, the researcher concludes that the result of using

⁵⁷Meri Yulisa, “Vocabulary Mastery At Second Semester Of The Seventh Grade Of Smp Muhammadiyah 3 Bandar Lampung In 2017/2018 Academic Year” (Published Thesis, Tarbiyah And Teacher Training Faculty State Islamic University Raden Intan Lampung: Lampung, 2018), p. 29.

⁵⁸Intan Noviani Putri, “Improving The Tenth Grade Students’ Vocabulary Mastery By Using Kim’s Game At Ma Ibrahimy Mlandinga Situbondo In The 2013/2014 Academic Year”, (Published Skripsi of Muhammadiyah University of Jember: Jember, East Java Indonesia, 2014).

Kim's Memory Game shows that is successful and can improve students' speaking skills especially in transactional purpose.⁵⁹

In the research above, determined the Kim's Memory Game as an independent variable that is the same as this research. Where the objective of the research is to find out the improvement of student's speaking ability after being taught using Kim's Memory Game, while this research to know the progress of students' vocabulary achievement through this game at the seventh grade of SMP Negeri 2 Watang Pulu.

From the research above we can conclude that Kim's Memory Game is useful and effective game in teaching and learning process. The similarity between their study with my study will be on object, it is the same for improving on english students' skill through Kim's Memory Game. Then the differences will be on method, technique or data collection techniques, setting and participant.

2.3 Conceptual Framework

Conceptual framework divided into three parts namely input, process and output which are explained as follows:

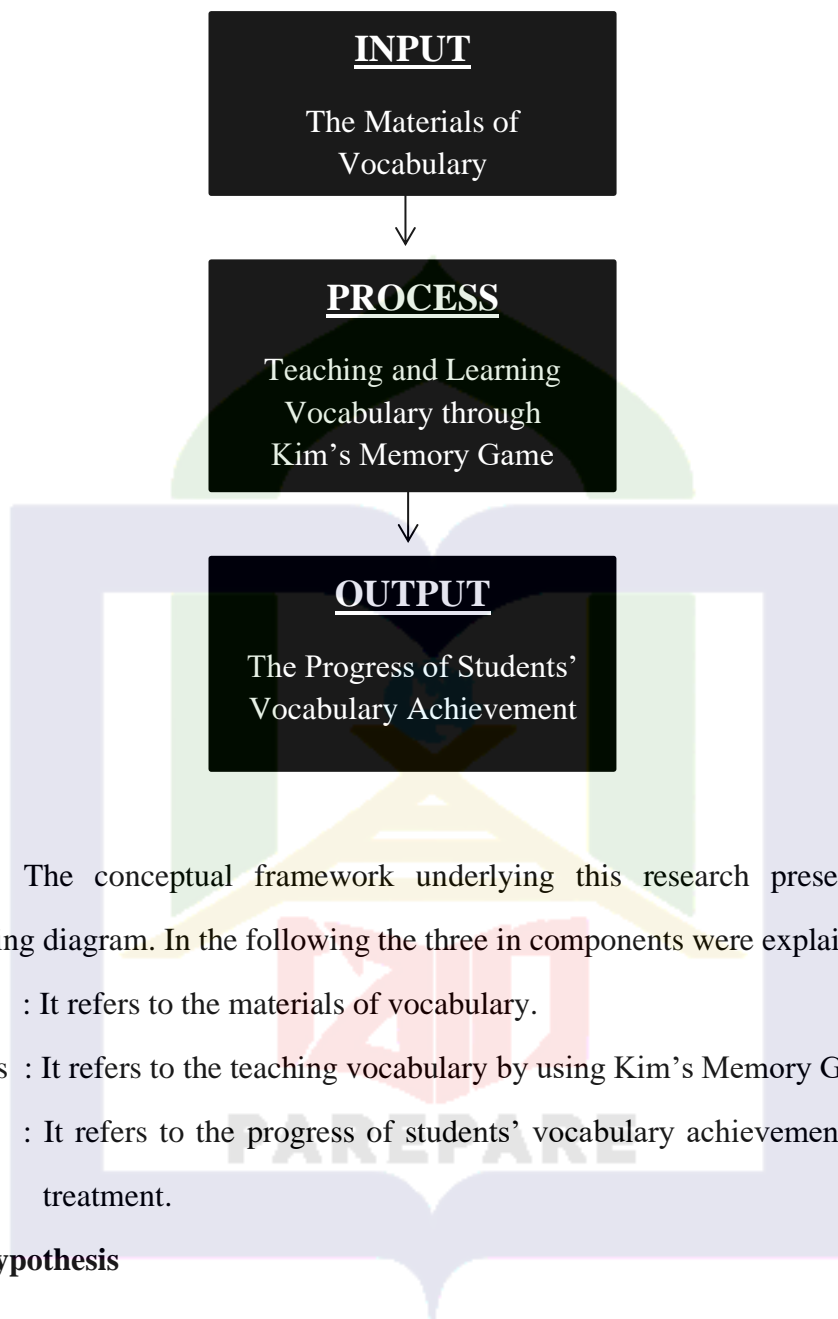
Input is that presents what students have before whole process starts. In this part, you see the low ability of students in vocabulary.

Process is a very important part, in this part the researcher apply the treatment teaching vocabulary through Kim's Memory Game.

Output is the determinant part, in this part the researcher know the successfulness of the treatment.

The conceptual framework is described in the following diagram:

⁵⁹Jalal Makhali, "The Implementation Of Kim's Memory Game To Improve Students' Speaking Skill As Transactional Purpose", (Published Skripsi, Tarbiyah and Teacher Training Faculty Walisongo State Institute For Islamic Studies Semarang: Semarang).



2.4 Hypothesis

Based on theoretical point of view, the tentative answers of the research problem are formulated in the following hypothesis:

- 2.4.1 Ho (Null hypothesis) : Using the “Kim’s Memory Game” is effective to the students’ vocabulary achievement.
- 2.4.2 Ha (Alternative Hypothesis) : Using the “Kim’s Memory Game” is not effective to improve the students’ vocabulary achievement.

2.5 Research Variable and Operational Definition

2.5.1 Variable

This research consists of two variables, dependent variable (Vocabulary Achievement) and independent variable (Kim's Memory Game).

2.5.2 Operational Definition

2.5.2.1 The "Kim's Memory Game", which was designed to be able affect the students' vocabulary achievement, the students are stimulated to express their vocabulary by providing the active situation of the game itself.

2.5.2.2 The students' vocabulary achievement in applying the Kim's Memory Game is the result and successfulness as well as progress of students' vocabulary achievement at the seventh grade of SMP Negeri 2 Watang Pulu. In this, the data have obtained through vocabulary test with concern to the use of vocabulary types it is some of part of speech. There are eight part of speech, but in this research the researcher just focusing of Noun, Verb, Pronoun and Adjective as the level of the students.

CHAPTER III

RESEARCH METHOD

This part simply represents the description of the research design, setting of the research, population and sample, instrument of the research, procedure of collecting data, then treatment and technique of data analysis.

3.1 The Research Design

This research have use pre-experimental design with one group pre-test and post-test. The students have pre-test, then do the treatment and then they get post-test. It was purposed to known wheter using of Kim's Memory Game able to affect of the students' vocabulary achievement. The design is described as follows:

$E = O_1 \quad X \quad O_2$

Which:

E : Experimental

O₁: Pre Test

X : Treatment

O₂: Post Test⁶⁰

3.2 Location and Duration of the Research

The location of the research was SMP Negeri 2 Watang Pulu. This research use the quantitative research that has several times to collect and analyze the data, the researcher use more than one months for collecting the data.

3.3 The Population and Sample of The Research

⁶⁰Sugiono, *Metode Penelitian Pendidikan Kuantitatif, Kualitatif, dan 7D*, (Bandung: Alfabeta, 2012), p. 11.

3.3.1 Population

The population of this research is the seventh grade students of SMP Negeri 2 Watang Pulu Academic Year 2019/2020 consist of 3 classes. VII. A, VII. B and VII.C. The total of students are 76 students. It shows in the following table:

Table 3.1 The total students at the seventh grade of SMP Negeri 2 Watang Pulu

No.	Class	Number of students
1.	VII. A	24
2.	VII. B	26
3.	VII.C	25
Total of Students		75 Students

(Data Sources: Aministration of SMP Negeria 2 Watang Pulu)

3.3.2 Sample

Based on the population above, the sample have taken by using puposive sampling. It takes one class. Purposive sampling also referred to as judgment sampling, is the process of celecting a sample that is belived to be representative of given population.⁶¹ In this research, the researcher take the class VII.A which is consist of 24 students at the sample of this research because it is based on their ability to learn English, especially vocabulary. And from 24 students included the overall ability of students ranging from high, medium, and low ability. So it suitable to take them as the sample.

3.4 The Instrument of the Research

⁶¹L.R. Gay, Goeffrey E. Mills, and Peter W. Airasian, *Educational Research Competencies for Analysis and Applications*, Tenth Edition. (USA: Pearson Education Inc, 2012), p. 141.

To collect of the data, the researcher use vocabulary test as an instrument. The test apply for pre-test and post-test. The pre-test intend to know the students' prior of vocabulary before giving the treatment, while the post-test is intend to know the students' vocabulary after giving the treatment.

3.5 Pre Test

Before doing the treatment, the researcher introduce herself to the students and so do with the students. Then, the researcher start the pre-test by giving vocabulary test and ask them to answer. So, the researcher significantly asses the pre-test ability of the students. The researcher did it in the first meeting.

3.5 Treatment

After giving the pre-test and getting the students ability in English Vocabulary achievement, the researcher gave a treatment to the students in the classroom. The treatments were carried out for four times. The procedure of this treatment was the researcher check the students vocabulary in pre-test that will corrected by the researcher. After that, the researcher apply the strategy in her Kim's Memory Game. The followings are the activities in the treatment:

3.5.1 The first meeting

1. The researcher greeted the students and pray before studying
2. The researcher gave advice and motivation to the students.
3. The researcher explained to the procedure of Kim's Memory Game before teaching.
4. The researcher divided the students become some groups.
5. The researcher gave materials to the student. The material is about noun include the way to pronounce and write : Object In The Classroom.
6. Then, the researcher directed every groups to start the game based on the procedure of Kim's game.

7. After that, the researcher gave the students chance to ask about the material.
8. Then the researcher gave conclusion about the material.
9. At the end, the researcher closed the class and pray together.

3.5.2 The second meeting

1. The researcher greeted the students and pray before studying
2. The researcher gave advice and motivation to the students.
3. The researcher aske the students to review the previous material.
4. The researcher gave materials to the student. The material is about verb include the way to pronounce and write : Daily Activity
5. Then, the researcher directed the every groups to start the game based on the procedure of Kim's game again.
6. Then the researcher gave conclusion about the material.
7. At the end, the researcher closes the class and pray together.

3.5.3 The third meeting

1. The researcher greeted the students and pray before studying
2. The researcher giave advice and motivation to the students.
3. The researcher asked students to review the previous material.
4. The researcher gave materials to the student. The material is about Pronoun include the way to pronounce and write : Personal Pronoun
5. Then, the researcher directed every groups to start the game based on the procedure of Kim's game again.
6. Then the researcher gave conclusion about the material.
7. At the end, the researcher closed the class and pray together.

3.5.4 The fourth meeting

1. The researcher greeted the students and pray before studying

2. The researcher gave advice and motivation to the students.
3. The researcher asked students to review the previous material.
4. As the last meeting on the treatment, the researcher gave the materials to the student. The material is about Adjective. Then play the game include the way to pronounce and write : Descriptive Adjective.
5. Then, the researcher directed every groups to start the game based on the procedure of Kim's game again.
6. Then the researcher gave conclusion about the material.
7. At the end, the researcher closed the class and pray together.

3.6 Post Test

After giving the treatment, the researcher gives the students post-test to find out the result of the treatment to measure the progress of students' vocabulary achievement through Kim's Memory Game.

3.7 The Technique of Data Analysis

This research collect the data through the test quantitative analysis. This quantitative analysis employed statically calculation to test the hypothesis. The steps were undertaken in quantitative analyze are following:

3.7.1 Scoring the students' correct answer of pre-test and post-test

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

3.7.2 The Classification of the Students Score

Table 3.2 The Classification Students'score

No	Classification	Score
1	Very good	80-100
2	Good	66-79
3	Fair	56-65
4	Poor	40-55
5	Very Poor	≤ 39

3.6.3 Calculating the Frequency and Percentage of the students :

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

Where :

P = Percentage

F = Frequency

N = Total Number of Sample

3.7.3 Finding out the mean score by using the following formula:

$$X = \frac{\sum x}{N}$$

Where:

X = Mean score

\sum = Total Score

N = the total number of students.⁶²

⁶²Suhasimi Arikonto, *Dasar-Dasar Evaluasi Pendidikan, Edisi Revisi* (Jakarta: Bumi Aksara, 2009), p.264.

- 3.7.4 Calculating the rate percentage of the students' score by using the following formula:

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

Where:

P = percentage

F = frequency

N = total of number of sample.⁶³

- 3.7.5 Finding out the difference of the mean score between pre-test and post-test by calculate the T-test value using the following formula:

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

Where:

T = test of significance

D = the mean score of difference (X1-X2)

$\sum D$ = the sum of the total score

$\sum D^2$ = the square of the sum score of difference

N = the total sample.⁶⁴

⁶³Anas Sudijon, *PengantarStatistikPendidikan* (Jakarta: Raja GrafindoPersada, 2006), p. 43.

⁶⁴L.R. Gay. *Educational Researcher: Competencies for Analysis and Application Second Edition*, p. 355.

CHAPTER IV

FINDING AND DISCUSSION

This chapter consist of two parts, namely the finding of reserach and the discussion of the research. the finding of the research cover the description of result of data collected through test that can be discussed in the section below.

4.1 Findings

The finding of this research consist of the classification students' pre-test and post-test. It aimed to find out the answer of the research question. The researcher gave two teststhey are pre-test and post-test. The pre-test was given before treatmeant to know students' prior vocabulary, then post-test was given to know students' vocabulary achievement after doing the treatment. From the result of post-test, it aimed tofind out that using Kim's Memory Game is able to affect students' vocabulary achievement at the the seventh grade of SMPNegeri2Watang Pulu.

4.1.1 The students' Score in Pre-test

The researcher gave the students pre-test to know their ability in vocabulary before treatment.

Table 4.1 The Students' Score in Pre-Test

No.	Students	Correct Answer	Score (X_1)	Score (X_1) ²
1	AR	12	60	3600
2	AML	10	50	2500
3	ADR	8	40	1600
4	ARL	8	40	1600
5	ARNS PTR	10	50	2500
6	ASR	13	65	4225
7	ASTRV NND	5	25	625
8	DHLA	6	30	900
9	ED	12	60	3600
10	EVNDR	9	45	2025
11	FDHL	9	45	2025
12	JND	6	30	900
13	JWT	9	45	2025

14	M. RSY	15	75	5625
15	M. ABD FZN	5	25	625
16	M. SLMN	8	40	1600
17	MHLS SHST	10	50	2500
18	NBL SYHRT SHTA	8	40	1600
19	NDY	8	40	1600
20	NRHKM	11	55	3025
21	OJ	10	50	2500
22	RPL ALL	9	45	2025
23	SRL AMND	13	65	4225
24	SR WHYN	12	60	3600
ΣX		226	1090	55477

(Data' source: the students' score of the pre-test)

Table 4.2 The Students' Score in Pre-test Classification

No.	Classification	Score	Frequency	Percentage
1.	Very good	80-100	0	0%
2.	Good	66-79	1	4%
3.	Fair	56-65	5	21%
No.	Classification	Score	Frequency	Percentage
4	Poor	40-55	14	58%
5.	Very poor	≤ 39	4	17%

(Data' source: the rate percentage of the frequency of pre-test)

The data in the table above showed that in pre-test none student got very good score, one student got good score, five students got fair score, fourteen students got poor score and four students got very poor score. It had shown that the

students' vocabulary in pre-test was very low, because most of the students got poor score.

4.1.1.1 Determining Mean Score of The Pre-Test

The following are the process of calculation to find put the mean score based on the calculation of students' score in pre-test table 4.2.

$$\bar{X} = \frac{\sum X}{N} = \frac{1090}{24} = 45.41$$

So, the mean score (\bar{X}_1) of the pre-test is 45.41.

Based on the result of the pre-test, it showed that the result is 45.41 and from that analyzing, it could be seen that almost of the students vocabulary was still low or lack because of the low scores.

4.1.1.2 Determining Standard Deviation of the Pre-Test

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

$$SD = \frac{\sqrt{55477 - \frac{(1090)^2}{24-1}}}{24-1}$$

$$SD = \frac{\sqrt{55477 - \frac{(1188100)}{23}}}{24-1}$$

$$SD = \frac{\sqrt{55477 - 51656.52}}{23}$$

$$SD = \frac{\sqrt{3820.48}}{23}$$

$$SD = \sqrt{3820.48}$$

$$SD = 61.81$$

So, the result of the standard deviation of pre test was 61.81.

After determining the mean score(X_1) of pre-test was 45.41 and the standard deviation (SD) was 61.81, it could be seen that almost of the students' vocabulary achievement were in low category.

4.1.1.3 The Students' Score in Post-Test

The researcher also gave post-test to know the students' vocabulary after giving treatment.

Table 4.3 The Students' Score in Post-test

No	Students	Correct Answers	Score (X_2)	$(X_2)^2$
1	AR	15	75	5625
2	AML	12	50	2500
3	ADR	12	50	2500
4	ARL	15	75	5625
5	ARNS PTR	13	65	4225
6	ASR	14	70	4900
7	ASTRV NND	8	40	1600
8	DHLA	9	45	2025
9	ED	13	65	4225
10	EVNDR	19	95	9025
11	FDHL	10	50	2500
12	JND	9	45	2025
13	JWT	19	95	9025
14	M. RSY	15	75	5625
15	M. ABD FZN	11	55	3025
16	M. SLMN	14	70	4900
17	MHLS SHST	15	75	5625
18	NBL SYHRT SHTA	9	45	2025
19	NDY	12	60	3600

20	NRHKM	17	85	7225
21	OJ	12	60	3600
22	RPL ALL	14	70	4900
23	SRL AMND	16	80	6400
24	SR WHYN	18	90	8100
ΣX		321	1585	110825

(Data' source: the students' score of the post-test)

After knowing the students' score in pre-test, the researcher following table students' score to find out the main score.

Table 4.4 The Students' Score in Post-test Classification

N o.	Classificat ion	Sco re	Freque ncy	Percent age
1.	Very good	80- 100	5	21%
2.	Good	66- 79	7	29%
3.	Fair	56- 65	4	17%
4.	Poor	40- 55	8	33%
5.	Very poor	≤ 39	0	0%

(Data' source: the rate percentage of the frequency of pre-test)

The table above showed the students' classification score and the rate percentage of frequency in post-test. Based on the data, it showed that using Kim's

Memory Game able to affect vocabulary achievement of students because most of them get progress on their scores.

4.1.1.4 Determining Mean Score of Post-Test

The following are the process of calculation to find out the mean score based on the calculation of students 'score in post-test table 4.4.

$$X = \frac{\sum X}{N} = \frac{1585}{24} = 66.04$$

So, the mean score (X_2) of the post-test is 66.04

Based on the result of the post-test, it showed that the result is 66.04 and from that analyzing, it could be seen that almost of the students have progress. It showed that Kim's Memory Gamewas able to affect students' vocabulary achievement.

4.1.1.5 Determining Standard Deviation of Post-Test

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

$$SD = \frac{\sqrt{110825 - \frac{(1585)^2}{24-1}}}{24-1}$$

$$SD = \frac{\sqrt{110825 - \frac{(2512225)}{23}}}{24-1}$$

$$SD = \frac{\sqrt{110825 - 109227.17}}{23}$$

$$SD = \frac{\sqrt{1597.83}}{23}$$

$$SD = \sqrt{69.47}$$

$$SD = 8.33$$

So, the result of the standard deviation of pre test was 8.33.

After determining the mean score (X_1) of post-test was 66.04 and the standard deviation (SD) was 8.33, it could be seen that the students' vocabulary achievement were in progress.

4.1.1.6 The result of the pre-test and post-test were presented in the following:

Table 4.5 The mean score and standard deviation of pre-test and post-test.

Test	Mean Score	Standard Deviation (SD)
Pre-test	45.41	61.81
Post-test	66.04	8.33

(Data' source: The mean score and standard deviation of pre-test and post-test)

The data in table 4.5 showed that the mean score of pre-test was 45.41 (X_1), while the mean score of post-test was 66.04 (X_2). The standard deviation of pre-test was 61.81, while the standard deviation of post-test was 8.33.

As the result in this item is the mean score of the post-test was greater than the mean score in pre-test. It means that, students' vocabulary achievement have progress through Kim's Memory Game in teaching.

4.1.1.7 The Rate Percentage of the Frequency of Pre-test and Post-test

The percentage of the pre-test classification also showed that the different percentage of pre-test result, the researcher make the table of the percentage classification as follow:

Table 4.6 The Rate Percentage of Pre-test Classification

Classification	Score	Frequency		Percentage	
		Pre-test	Post-test	Pre-test	Post-test
Excellent	80-100	-	5	-	21%
Good	66-79	1	7	4%	29%
Fair	56-65	5	4	21%	17%
Poor	40-55	14	8	58%	33%

Very Poor	≤ 39	4	-	17%	-
Total		24	24	100%	100%

The table above showed that, in pre-test none of students got excellent classification, one student got good classification (4%), five students got fair classification (21%), fourteen students got poor classification (58%), and four students got very poor classification (17%). While in post-test, five students got excellent classification (21%), seven students got good classification (29%), four students got fair classification (17%), eight students got poor classification (33%), and none students got very poor classification. It means that, there was the progress of students' vocabulary achievement after giving the treatment.

4.1.1.8 Determining the Significance by Calculating the T-Test Value

The following was the table to find out the difference of the mean score between pre-test and post-test.

Table 4.7 The calculation of the score in pre-test and post-test of the students' vocabulary

No.	X_1	$(X_1)^2$	X_2	$(X_2)^2$	$D(X_2-X_1)$	$D(X_2-X_1)^2$
1	60	3600	75	5625	15	225
2	50	2500	50	2500	0	0
3	40	1600	50	2500	10	100
4	40	1600	75	5625	35	1225
5	50	2500	65	4225	15	225
6	65	4225	70	4900	5	25
7	25	625	40	1600	15	225
8	30	900	45	2025	15	225
9	60	3600	65	4225	5	25
10	45	2025	95	9025	50	2500
11	45	2025	50	2500	5	25
12	30	900	45	2025	15	225
13	45	2025	95	9025	50	2500
14	75	5625	75	5625	0	0

15	25	625	55	3025	30	900
16	40	1600	70	4900	30	900
17	50	2500	75	5625	25	625
18	40	1600	45	2025	5	25
19	40	1600	60	3600	20	400
20	55	3025	85	7225	35	1225
21	50	2500	60	3600	10	100
22	45	2025	70	4900	25	625
23	65	4225	80	6400	15	225
24	60	3600	90	8100	30	900
Total	$\sum X_1 = 1090$	$\sum (X_1)^2 = 55477$	$\sum X_2 = 585$	$\sum (X_2)^2 = 110825$	$\sum D = 460$	$\sum D^2 = 13450$

(Data' source: Calculate Score of Pre-test and Post-test)

In other to see the students' score, the following is t-test was statistically applied:

To find out D used the formula:

$$D = \frac{\sum D}{N} = \frac{460}{24} = 19.16$$

The calculation the t-test value:

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

$$t = \frac{19.16}{\sqrt{\frac{13450 - \frac{460^2}{24}}{24(24-1)}}$$

$$t = \frac{19.16}{\sqrt{\frac{13450 - \frac{211600}{24}}{24(23)}}$$

$$t = \frac{19.16}{\sqrt{\frac{13450 - 8816.66}{552}}}$$

$$t = \frac{19.16}{\sqrt{\frac{4633.34}{552}}}$$

$$t = \frac{19.16}{\sqrt{8.39}}$$

$$t = \frac{19.16}{2.89}$$

$$t = 6.62$$

Thus, the t-test value was 6.62

To find out degree of freedom (df) the researcher used the following formula:

$$Df = N - 1$$

$$Df = 24 - 1$$

$$Df = 23$$

Table 4.8 The Test of Significant

Variable	T-test	T-table
Pre-test and post-test	6.62	1.714

After obtaining the degree of freedom, the t-table at the degree of freedom 23 in significant degrees of 0.05 (5%), the table is 1.714. The following table

showed that the t-test value was higher than t-table value ($6.62 \geq 1.714$). So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It has been found that Kim's Memory Game was able to affect the students' vocabulary achievement at the seventh grade of SMP Negeri 2 Watang Pulu.

4.2 Discussion

This part explain the discussion about the result findings that shows in the previous chapter. This section of this research will provide insight about the students' vocabulary before using Kim's Memory Game, the way of using Kim's Memory Game to affect students' vocabulary achievement, and the progress of students' vocabulary achievement.

In the first chapter, there was a statement of the problem. It is: How was the use of Kim's Memory Game toward students' vocabulary achievement at the seventh grade of SMP Negeri 2 Watang Pulu ?.This problem statement had been answered by the previous part of this chapter. It was answered by the data that research got in the pre-test and post-test.

4.2.1 Students' vocabulary achievement before using Kim's Memory Game

By looking at the test finding, from the data provided in classification table pre-test can be seen that none student got excellent score, one (4.16%) student got good score, five (20.83%) students got fair score, fourteen(45.83%) students got poor score, and four (16.66%) students got very poor score. From the overall students' vocabulary on pre-test which meant the quality of the students' vocabulary are very low.

There were some problems that students faced in learning vocabulary :

The students were lack of motivation and awareness in learning English. They always think that English is difficult. The learning strategies are monotouns, so the students feel bored in the learning process.Cause of that sometimes only some of students absolutely reach the vocabulary after the class.So, the research was tried to solve these problems by using Kim's Memory Game, they will find a lot of vocabulary and learning process with fun and challenging. Each meetings had a different topics.

4.2.2 The Way Of Using Kim's Memory Game To Affect Students' Vocabulary Achievement.

Getting the treatment. The steps of this learning was the researcher started to found out how the using Kim's Memory Game to affect students' vocabulary achievement, the researcher got some pieces of information from the students' activities in learning process. There were six meetings for doing the treatment of this research.

On the first meeting Tuesday, 21 January 2020, before gave the treatment the researcher gave pre-test to the students. The pre test was 15 multiple choices and 5 matchings. The researcher gave one point for each right answer and zero point for wrong answer. After that, the researcher was greet by the students when first time the researcher coming to the class. The researcher were welcome by the students. After the researcher opened the meeting, she invited the students for praying before the lesson begin. Next, the researcher continued to inform them that the researcher gave motivation to the students about the important of english as an international language before teaching process then the researcher also gave information about her aim to do research at SMP Negeri 2 Watang Pulu.

On the second meeting, was located at class VII.A in SMP Negeri 2 Watang Pulu, Wednesday, 22 January 2020, this meeting was a first treatment after giving the pre-test. In the morning, the researcher started the class by greeting and checked the attendant list. Then, the researcher explain how to do Kim's Memory Game and guide the students to understand the process of the strategy. After that In the learning process, on the treatment researcher divided the students into four groups then gave a material about Noun (Objects in the classroom). After that the researcher directing students for doing the Kim's Memory Game as the procedure of that game, every groups get the picture about Objects in the classroom with the name of noun. They was given 20 seconds to record that noun. After that, the researcher asked to mention the noun one by one for a student, then the others continued what nouns they have remembered, the researcher asked the last learner of the group write their

On the third meeting in the morning Tuesday, 28 January 2020, the researcher started the class by greeting and checked the attendant list. Then, the researcher have evaluated by reviewing the vocabulary given from the previous meeting. After that In the learning process, on the treatment researcher gave a material about Verb (Daily activity). Then the researcher directing students for doing the Kim's Memory Game as the procedure of that game, every groups get the

picture about Verb (Daily activity) with the name of verb. Then do the game as before.

On the fourth meeting in the morning, Wednesday 29 January 2020, the researcher started the class by greeting and checked the attendant list. Then, the researcher have evaluated by reviewing the vocabulary given from the previous meeting. After that, in the learning process, on the treatment researcher gave a material about Pronoun (Personal Pronoun). Then the researcher directing students for doing the Kim's Memory Game as the procedure of that game, every groups get the picture about Pronoun (Personal Pronoun) with the name of Pronoun. Then do the game as before.

On the fifth meeting in the morning, Tuesday, 04 February 2020, the researcher started the class by greeting and checked the attendant list. Then, the researcher have evaluated by reviewing the vocabulary given from the previous meeting. After that In the learning process, on the treatment researcher gave a material about Adjective (Descriptif adjective). Then the researcher directing students for doing the Kim's Memory Game as the procedure of that game, every groups get the picture about Adjective (Descriptif adjective) with the name of Adjective. Then do the game as before.

The last meeting Wednesday, 05 February 2020, after the reasercher gave four times treatment to the students she gives post test to measure their vocabulary after treatment. The post-test was 15 Multiple choices and 5 Matchings, the reasercher gave one point for each right answer and zero point for each wrong answer the students doing the post test are very focused. After that when the test was completed the reasercher collected the students answer and closed the class.

4.2.3 The Progress Of Students Vocabulary Mastery

From the pre-test reasecher concluded that the students' vocabulary was still low. It was proved from the result of pre-test got a very low score, the mean score of pre-test was 45.41. After that researcher gave the treatment by using Kim's Memory Game. Researcher looks the progress of students in understanding the material in the third meeting they can enhance their vocabulary. The data shows that in post-test was five students got excellent classification (21%), seventh students, got good classification (29%), four students got fair classification (17%), eight students got poor classification (33%), and none students got very poor classifiaction. It means that, there was the progress of students' vocabulary achievement after giving the treatment through Kim's Memory Game.

After doing pre test and post test, in the post test showed that there are significance differences before giving treatment and after giving treatment. The mean score of post test was 66.04. The result of the data analysis is the T-test value 6.62 was grater than t-table value 1.714. From the result, it is concluded that there is the progress between students' vocabulary achievement before and after the treatment by using Kim's Memory Game. It shows that the alternative hypothesis (H_a) is accepted and the null Hypothesis (H_o) is rejected



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented of two parts namely conclusion and suggestion. The conclusion was based on the researcher finding and the discussion. The suggestion was based on the conclusion.

5.1. Conclusion

Based on the finding and disscussion of the previous chapter in this study, the reearcher concluded that.

Based on the result of data analysis and discussion of the result in previous chapter, the researcher concluded that there is a significant difference of students' vocabulary before and after treatment using Kim's Memory Game at the seventh grade of SMP Negeri 2 Watang Pulu. It can be seen in the mean score of pre-test (45.41) and the standard deviation (61.81), while in the post-test the mean score (66.04) and the standard deviation (8.33). While, t-test value 6.62, it was greater t-table was 1.714 at the level significance 5%.

Based on the data description above, it can be proved by looking the mean score in post-test was greater than pre-test, then t-test was greater than t-table. So, the researcher concluded that the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted.

5.2 Suggestions

Based on the researcher, the researcher give some suggestions as follows:

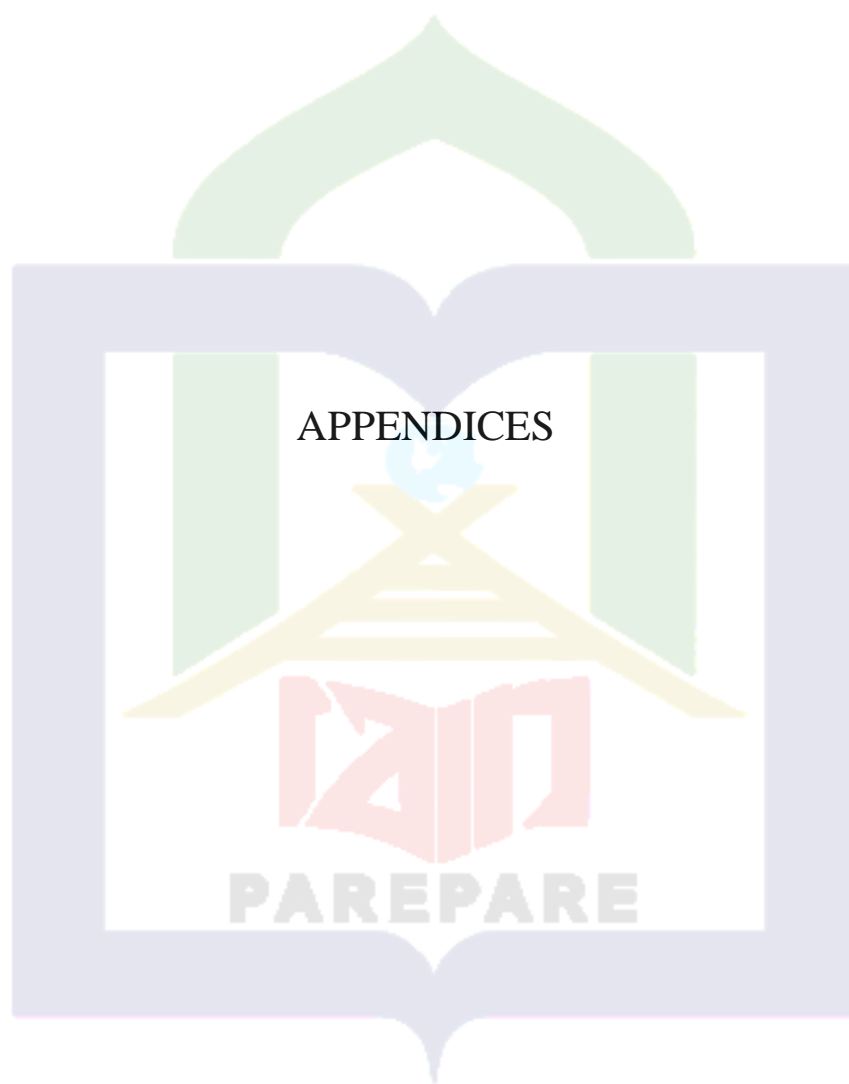
1. In teaching Vocabulary, the teacher is hoped more creative and has a good feedback in teaching her students in order to maximize teaching learning process and does not make the students to be bored.
2. The teacher should be active in giving the feedback to involve the students in teaching learning process.
3. The students should be more active and no need to afraid of making mistakes during teaching learning process.
4. The students should practice their vocabulary so that they are easy to develop their ideas.
5. Kim's Memory Game can be applied in English teaching learning process, particularly the attempt of increasing the students' vocabulary achievement

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APPENDICES


Appendix 1 : Research Instrument

	<p style="text-align: center;">KEMENTERIAN AGAMA REPUBLIK INDONESIA</p> <p style="text-align: center;">INSTITUT AGAMA ISLAM NEGERI (IAIN)</p> <p style="text-align: center;">PAREPARE</p> <p style="text-align: center;">JURUSAN TARBIYAH</p> <p style="text-align: center;">Jl. Amal Bakti NO. 8 Soreang 911331</p> <p style="text-align: center;">Telepon (0421)21307, FakIsmail(0421)2404</p>
	<p style="text-align: center;">VALIDASI INSTRUMEN PENELITIAN</p> <p style="text-align: center;">PENULISAN SKRIPSI</p>

- **PRE-TEST**

A. Choose the right letters A, B, C and D!

1. Avika goes to Mosque everyday. What the meaning of the underline word?
a. Rumah sakit b. Masjid c. Kantor d. Sekolah
2. Every we have breakfast.
a. Night b. Afternoon c. Morning d. Evening
3. How to say “*book*” in english?
a. Book b. Buk c. Bouk d. Buok
4. “*Sandi runs every afternoon at Andi Makkasau field*”. What the translation of that sentence?
a. Sandi duduk di Lapangan Andi Makkasau setiap sore
b. Sandi melihat di Lapangan Andi Makkasau setiap sore
c. Sandi berlari di Lapangan Andi Makkasau setiap sore
d. Sandi berkeliling di Lapangan Andi Makkasau setiap sore

5. How to say "A" in english?
a. Ai b. I c. Ei d. Ia
6. "My sister is tall and beautiful than me", what the meaning of the underline word?
a. Cantik dan pintar c. Rajin dan cantik
b. Tinggi dan cantik d. Baik dan rajin
7. "We give a surprise to our teacher". What the meaning of the underline word?
a. Merencanakan b. Memberi c. Mendapatkan d. Melakukan
8. What colour of the sky?
a. Red b. Blue c. Green d. Black
9. What time is it now?
- 
- a. Seven o'clock c. Five o'clock
b. Two o'clock d. Four o'clock
10. Change this sentence into English "*siswa membaca buku di Perpustakaan*"!
a. The students read the book at library
b. The teacher go to library
c. The students sit at library
d. The teacher stay at library
11. We are at SMP Negeri 2 Watang Pulu.
a. Students b. Teacher c. Friends d. Family
12. I can see with my
a. Hand b. Eyes c. Nouse d. Head
13. We always go to school, *expect*....

- a. Sunday b. Monday c. Tuesday d. Wenesday

14. I have a rabbit, does underline word mean?

- a. Cicak b. Kucing c. Kelinci d. Kambing

15. My mother buy vegetables and fruits at...

- a. School b. Office c. Market d. Bakery

B. Match the sentence to the correct word on beside!

1. Before study we have to _____ first.

are

2. A week consist of seven _____.

love

3. My favorite foods _____ pizza and noodles.

have

4. Eka _____ 2 sisters and 2 brothers.


pray

5. As a child we have to _____ our parents.

days

• **POST-TEST**

A. Choose the right letters A, B, C and D.

1. My favorite ... are Milk and Tea.
a. Drinks b. Food c. Fruit d. Vegetables
2. “*Saya mendapatkan pulpen baru di tas saya*”. What the translation of that sentence?
a. I buy new pen on my bag c. I open new pen on my bag
b. I sell new pen on my bag d. I get new pen on my bag
3. The vegetables are
a. Fish and Cow c. Apple and Grape
b. Tea and Coffee d. Carrot and Tomato
4. I have father and mother, they are my...
a. Friends b. Grand mother c. Parents d. Children
5. A ... makes some food.
a. Teacher b. Doctor c. Police d. Chef
6. What part of the body is it?

a. Legs b. Head c. Eyes d. Knee
7. Every hand have ... fingers
a. Five b. Two c. One d. Six
8. Zul sleeps in the ...
a. Classroom b. Bedroom c. Bathroom d. Kitchen
9. My is Yuli.
a. Name b. Adress c. Hobby d. Favorite
10. Which one is *not* a colour?

- a. Red b. Gray c. Yellow d. Book

11. What is the first month?

- a. January b. February c. March d. April

12. What is the picture do?



- a. Cook b. Play c. Eat d. Study

13. “*Mr. Ali smart and diligent*”, what the meaning of that sentence?

- a. Pak Ali cerdas dan rajin c. Pak Ali rajin dan baik
b. Pak Ali tinggi dan cerdas d. Pak Ali cerdas dan baik

14. Ant is small and elephant is...

- a. Small b. Big c. Long d. Short

15. My hobby is ... because I like korean song

- a. Singing b. Running c. Drawing d. Reading

B. Match the sentence to the correct word on beside!

1. I ____ a student of SMP Negeri 2 Watang Pulu.
2. Rina ____ 2 new dolls, which are buy from her father at Makassar.
3. My favorite drinks ____ milk and tea.
4. Every Sunday I help my _____ for cooking.
5. Teacher always help their _____.

are

students

have

mother

am

Appendix 2 : Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: SMP Negeri 2 Watang Pulu
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: VII/Genap
Materi Pokok	: Part of Speech
Skill	: Vocabulary
Alokasi Waktu	: 8 x 40 Menit (4 Pertemuan)

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji 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 Pencapaian Kompetensi

KI.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.	3.1 Mengetahui dan menyebutkan part of speech beserta maknanya secara baik dan benar.	3.1.1 Mengidentifikasi kata benda yang ada di sekolah secara lisan/tulis. 3.1.2 Mengidentifikasi kata kerja dan kata keterangan dalam aktifitas sehari-hari secara lisan/tulis. 3.1.3 Mengidentifikasi kata sifat yaitu kata sifat deskriptif secara lisan/tulis. 3.1.4 Mengidentifikasi kata artikel dan kata ganti dengan menggambarkan sesuatu secara lisan/tulis.
4.	4.1 Menggunakan kosa kata dalam kehidupan sehari-hari.	4.1.1 Menggunakan kosa kata dalam kehidupan sehari-hari.

C. Tujuan Pembelajaran***Pertemuan 1***

Setelah menyelesaikan kegiatan pembelajaran, siswa diharapkan dapat :

1. Memahami jenis-jenis kata (part of speech) yaitu Noun.
2. Mengartikan kosa kata benda-benda yang ada di dalam Kelas.

3. Menghafalkan benda-benda yang ada di sekolah dalam bahasa Inggris dengan pengucapan yang tepat.
4. Menuliskan kosa kata yang telah dihafalkan dengan tepat.
5. Menggunakan kosa kata tersebut dalam kehidupan sehari-hari.

Pertemuan 2

Setelah menyelesaikan kegiatan pembelajaran, siswa diharapkan dapat :

1. Memahami jenis-jenis kata (part of speech) yaitu Verb.
2. Mengartikan kosa kata kerja dan kata keterangan dalam aktifitas sehari-hari.
3. Menghafalkan kata kerja dalam aktifitas sehari-hari dengan pengucapan yang tepat.
4. Menuliskan kosa kata yang telah dihafalkan dengan tepat.
5. Menggunakan kosa kata tersebut dalam kehidupan sehari-hari.

Pertemuan 3

Setelah menyelesaikan kegiatan pembelajaran, siswa diharapkan dapat :

1. Memahami jenis-jenis kata (part of speech) yaitu Pronoun.
2. Mengartikan kosa kata ganti yaitu Personal Pronoun.
3. Menghafalkan kata ganti yaitu dengan pengucapan yang tepat.
4. Menuliskan kosa kata yang telah dihafalkan dengan tepat.
5. Menggunakan kosa kata tersebut dalam kehidupan sehari-hari.

Pertemuan 4

Setelah menyelesaikan kegiatan pembelajaran, siswa diharapkan dapat :

1. Memahami jenis-jenis kata (part of speech) yaitu Adjective.
2. Mengartikan kosa kata sifat deskriptif.
3. Menghafalkan kata sifat deskriptif dengan pengucapan yang tepat.
4. Menuliskan kosa kata yang telah dihafalkan dengan tepat.
5. Menggunakan kosa kata tersebut dalam kehidupan sehari-hari.

D. Materi Pembelajaran

Part of speech

1. Noun (Kata Benda)

Noun adalah kata yang menunjukkan orang, benda, tempat, tumbuhan, hewan, gagasan dan sebagainya.

Contoh:

Fatimah	Doctor	House
Rose	Chair	Happiness

Cat

Water

Honesty etc.

2. Verb (Kata Kerja)

Verb adalah kata yang menunjukkan nama perbuatan yang dilakukan oleh subyek, namun mungkin juga menunjukkan keadaan.

Contoh:

Amir *comes* from Jakarta

My brother *studies* in Japan

She *is* beautiful

They *are* happy

3. Pronoun (Kata Ganti)

Pronoun adalah kata yang menggantikan (mengambil) tempat noun (kata benda) dalam bahasa Indonesia disebut dengan kata ganti nama.

Contoh:

<u>Singular</u>	<u>Plural</u>
I	We
You	You
She, He, It	They
Me	Us
Him, Her	Them
This	These
That	Those

4. Adjective (Kata Sifat)

Adjective adalah kata-kata yang digunakan untuk menjelaskan atau mempersempit kata benda (noun) atau kata ganti (pronoun).

Contoh:

Good	long	tall	hot	
Happy	bad	sad	beautifull	etc.

E. Metode Pembelajaran

Metode : Communicative Language Teaching

F. Sumber Belajar

1. Gambar
2. Kamus

G. Langkah-langkah Pembelajaran

Pertemuan 1 (Pertama) (2 Jam Pelajaran/80 menit)		
Kegiatan	Deskripsi Kegiatan	Alokasi waktu
KEGIATAN AWAL	<ol style="list-style-type: none"> 1. Membaca do'a sebelum belajar 2. Siswa menyapa peneliti 3. Peneliti menjawab sapaan siswa dan menanyakan kabar kepada siswa. 4. Peneliti mendata kehadiran siswa 5. Peneliti mengajak siswa untuk bersyukur atas kesempatan untuk bisa belajar bahasa Inggris 6. Siswa memperhatikan tujuan pembelajaran yang disampaikan oleh Peneliti 	10 menit
KEGIATAN INTI	<ol style="list-style-type: none"> 1. Peneliti mengulang kembali pembelajaran Alfabet yang telah dipelajari siswa di semester sebelumnya. 2. Peneliti memperkenalkan Kim's Memory Game kepada siswa 3. Peneliti memberikan contoh pengaplikasian Kim's Memory Game kepada siswa. 4. Peneliti memberikan materi tentang Noun 5. Peneliti menanyakan benda-benda yang siswa ketahui di dalam kelas. 6. Peneliti membagi siswa dalam beberapa kelompok. 7. Peneliti mengarahkan setiap kelompok segera bersiap-siap untuk memulai bermain game. 8. Setiap kelompok bermain game sesuai dengan prosedur Kim's Memory Game. 9. Siswa mengulangi kembali pengucapan dan mengeja kosa kata yang telah diberikan. 10. Peneliti meminta siswa untuk menghafalkan kosa kata tersebut beserta artinya 	60 menit
KEGIATAN AKHIR	<ol style="list-style-type: none"> 1. Siswa mengemukakan kesulitan dan manfaat kegiatan selama pembelajaran berlangsung. 2. Permintaan maaf dari peneliti apabila ada kekurangan selama proses pembelajaran 3. Berdoa sebelum keluar kelas. 	10 menit

Pertemuan 2 (kedua) (2 Jam Pelajaran/80 menit)

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
KEGIATAN AWAL	<ol style="list-style-type: none"> 1. Membaca do'a sebelum belajar 2. Siswa menyapa peneliti 3. Peneliti menjawab sapaan siswa dan menanyakan kabar kepada siswa. 4. Peneliti mendata kehadiran siswa 5. Peneliti mengajak siswa untuk bersyukur atas kesempatan untuk bisa belajar bahasa Inggris 6. Siswa memperhatikan tujuan pembelajaran yang disampaikan oleh Peneliti. 	10 menit
KEGIATAN INTI	<ol style="list-style-type: none"> 1. Peneliti menanyakan kosa kata yang telah dipelajari sebelumnya. 2. Peneliti memberikan materi tentang Verb. 3. Peneliti menanyakan aktifitas sehari-hari siswa yang berkaitan dengan Verb. 4. Peneliti membagi siswa dalam beberapa kelompok. 5. Peneliti mengarahkan setiap kelompok segera bersiap-siap untuk memulai bermain game. 6. Setiap kelompok bermain game sesuai dengan prosedur Kim's Memory Game. 7. Siswa mengulangi kembali pengucapan dan mengeja kosa kata yang telah diberikan. 	60 menit
KEGIATAN AKHIR	<ol style="list-style-type: none"> 1. Siswa mengemukakan kesulitan dan manfaat kegiatan selama pembelajaran berlangsung. 2. Permintaan maaf dari peneliti apabila ada kekurangan. selama proses pembelajaran 3. Berdoa sebelum keluar kelas. 	10 menit

Pertemuan 3 (ketiga) (2 Jam Pelajaran/80 menit)

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
KEGIATAN AWAL	<ol style="list-style-type: none"> 1. Membaca do'a sebelum belajar 2. Siswa menyapa peneliti 3. Peneliti menjawab sapaan siswa dan menanyakan kabar kepada siswa. 4. Peneliti mendata kehadiran siswa 5. Peneliti mengajak siswa untuk bersyukur atas kesempatan untuk bisa belajar bahasa Inggris 6. Siswa memperhatikan tujuan pembelajaran yang disampaikan oleh Peneliti 	10 menit
KEGIATAN INTI	<ol style="list-style-type: none"> 1. Peneliti meminta hafalan kosa kata siswa. 2. Peneliti memberikan materi tentang Pronoun. 3. Peneliti menanyakan contoh Pronoun yang diketahui oleh siswa. 4. Peneliti membagi siswa dalam beberapa kelompok. 5. Peneliti mengarahkan setiap kelompok segera bersiap-siap untuk memulai bermain game. 6. Setiap kelompok bermain game sesuai dengan prosedur Kim's Memory Game. 7. Siswa mengulangi kembali pengucapan dan mengeja kosa kata yang telah diberikan. 	60 menit
KEGIATAN AKHIR	<ol style="list-style-type: none"> 1. Siswa mengemukakan kesulitan dan manfaat kegiatan selama pembelajaran berlangsung. 2. Permintaan maaf dari peneliti apabila ada kekurangan selama proses pembelajaran 3. Berdoa sebelum keluar kelas. 	10 menit

Pertemuan 4 (keempat) (2 Jam Pelajaran/80 menit)

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
KEGIATAN AWAL	<ol style="list-style-type: none"> 1. Membaca do'a sebelum belajar 2. Siswa menyapa peneliti 3. Peneliti menjawab sapaan siswa dan menanyakan kabar kepada siswa. 4. Peneliti mendata kehadiran siswa 5. Peneliti mengajak siswa untuk bersyukur atas kesempatan untuk bisa belajar bahasa Inggris 6. Siswa memperhatikan tujuan pembelajaran yang disampaikan oleh Peneliti 	10 menit
KEGIATAN INTI	<ol style="list-style-type: none"> 1. Peneliti meminta hafalan kosa kata siswa. 2. Peneliti memberikan materi tentang Adjective. 3. Peneliti menanyakan contoh tentang penggunaan ke-4 part of speech tersebut yang sudah dipelajari, yang menggambarkan sesuatu atau seseorang. 4. Peneliti membagi siswa dalam beberapa kelompok. 5. Peneliti mengarahkan setiap kelompok segera bersiap-siap untuk memulai bermain game. 6. Setiap kelompok bermain game sesuai dengan prosedur Kim's Memory Game. 7. Siswa mengulangi kembali pengucapan dan mengeja kosa kata yang telah diberikan. 8. Peneliti meminta siswa untuk menuliskan contoh penggunaan ke- 5 part of speech tersebut di papan tulis. 	60 menit
KEGIATAN AKHIR	<ol style="list-style-type: none"> 1. Siswa mengemukakan kesulitan dan manfaat kegiatan selama pembelajaran berlangsung. 2. Permintaan maaf dari peneliti apabila ada kekurangan selama proses pembelajaran 3. Berdoa sebelum keluar kelas. 	10 menit



Appendix 3 : The Result of Students' Pre-Test

Name : M A D Y A
Class : VII - A

PRE-TEST

A. Choose the right letters A, B, C and D!

- ✓ 1. Avika goes to Mosque everyday. What the meaning of the underline word?
a. Rumah sakit ☒ b. Masjid c. Kantor d. Sekolah
- ✗ 2. Every we have breakfast.
☒ a. Night b. Afternoon ☒ c. Morning d. Evening
- ✗ 3. How to say "book" in english?
☒ a. Book ☒ b. Buk c. Bouk d. Buok
- ✗ 4. "Sandi runs every afternoon at Andi Makkasau field". What the translation of that sentence?
☒ a. Sandi duduk di Lapangan Andi Makkasau setiap sore
☒ b. Sandi melihat di Lapangan Andi Makkasau setiap sore
☒ c. Sandi berlari di Lapangan Andi Makkasau setiap sore
☒ d. Sandi berkeliling di Lapangan Andi Makkasau setiap sore
- ✗ 5. How to say "A" in english?
☒ a. Ai b. I ☒ c. Ei d. Ia
- ✗ 6. "My sister is tall and beautiful than me", what the meaning of the underline word?
☒ a. Cantik dan pintar ☒ b. Rajin dan cantik
☒ c. Tinggi dan cantik d. Baik dan rajin
- ✗ 7. "We give a surprise to our teacher". What the meaning of the underline word?
a. Merencanakan ☒ b. Memberi c. Mendapatkan d. Melakukan

- ✓ 8. What colour of the sky?
 a. Red ~~✗~~ Blue c. Green d. Black

9. What time is it now?



- ✓ a. Seven o'clock ~~✗~~ Five o'clock
~~✗~~ Two o'clock d. Four o'clock

- ✓ 10. Change this sentence into English "*siswa membaca buku di Perpustakaan*"!
~~✗~~ a. The students read the book at library
 b. The teacher go to library
 c. The students sit at library
 d. The teacher stay at library

- ✗ 11. We are at SMP Negeri 2 Watang Pulu.
~~✗~~ a. Students b. Teacher c. Friends ~~✗~~ Family

- ✓ 12. I can see with my
 a. Hand ~~✗~~ Eyes c. Nouse ~~✗~~ Head

- ✓ 13. We always go to school, *expect*....
~~✗~~ a. Sunday ~~✗~~ Monday c. Tuesday d. Wenesday

- ✓ 14. I have a rabbit, does underline word mean?
 a. Cicak b. Kucing ~~✗~~ Kelinci d. Kambing

- ✗ 15. My mother buy vegetables and fruits at...
~~✗~~ a. School b. Office ~~✗~~ Market d. Bakery

B. Match the sentence to the correct word on beside!

- ✓ 1. Before study we have to pray first.
- ✗ 2. A week consist of seven are.
- ✗ 3. My favorite foods have pizza and noodles.
- ✗ 4. Eka love 2 sisters and 2 brothers.
- ✗ 5. As a child we have to days our parents.

are
love
have
pray
days



Name : Juwita

Class : VII A

PRE-TEST

A. Choose the right letters A, B, C and D!

- ✓ 1. Avika goes to Mosque everyday. What the meaning of the underline word?
 a. Rumah sakit ~~✗~~ Masjid c. Kantor d. Sekolah
- ✓ 2. Every we have breakfast.
 a. Night b. Afternoon ~~✗~~ Morning d. Evening
- ✓ 3. How to say "book" in english?
 a. Book ~~✗~~ Buk ~~✗~~ Bouk d. Buok
- ✗ 4. "Sandi runs every afternoon at Andi Makkasau field". What the translation of that sentence?
 a. Sandi duduk di Lapangan Andi Makkasau setiap sore
 b. Sandi melihat di Lapangan Andi Makkasau setiap sore
~~✗~~ Sandi berlari di Lapangan Andi Makkasau setiap sore
~~✗~~ Sandi berkeliling di Lapangan Andi Makkasau setiap sore
- ✓ 5. How to say "A" in english?
 a. Ai b. I ~~✗~~ Ei d. Ia
- ✗ 6. "My sister is tall and beautiful than me", what the meaning of the underline word?
~~✗~~ Cantik dan pintar c. Rajin dan cantik
~~✗~~ Tinggi dan cantik d. Baik dan rajin
- ✗ 7. "We give a surprise to our teacher". What the meaning of the underline word?
 a. Merencanakan ~~✗~~ Memberi c. Mendapatkan ~~✗~~ Melakukan

8. What colour of the sky?
☒ a. Red ☒ b. Blue ☒ c. Green d. Black

9. What time is it now?



- ☒ a. Seven o'clock c. Five o'clock
☒ b. Two o'clock d. Four o'clock

10. Change this sentence into English "*siswa membaca buku di Perpustakaan*"!
☒ a. The students read the book at library
☒ b. The teacher go to library
☒ c. The students sit at library
☒ d. The teacher stay at library

11. We are at SMP Negeri 2 Watang Pulu.
☒ a. Students b. Teacher c. Friends d. Family

12. I can see with my
☒ a. Hand ☒ b. Eyes c. Nouse ☒ d. Head

13. We always go to school, *expect*....
☒ a. Sunday ☒ b. Monday c. Tuesday d. Wenesday

14. I have a rabbit, does underline word mean?
☒ a. Cicak b. Kucing ☒ c. Kelinci d. Kambing

15. My mother buy vegetables and fruits at...
☒ a. School b. Office ☒ c. Market d. Bakery

B. Match the sentence to the correct word on beside!

- ✗ 1. Before study we have to love first.
- ✗ 2. A week consist of seven have
- ✗ 3. My favorite foods pray pizza and noodles.
- ✗ 4. Eka are 2 sisters and 2 brothers.
- ✗ 5. As a child we have to days our parents.

are
love
have
pray
days



Name : EVENORAClass : VII.A**PRE-TEST****A. Choose the right letters A, B, C and D!**

- ✓ 1. Avika goes to Mosque everyday. What the meaning of the underline word?
a. Rumah sakit ~~X~~ Masjid c. Kantor d. Sekolah
- ✓ 2. Every we have breakfast.
a. Night b. Afternoon ~~X~~ Morning d. Evening
- ~~X~~ 3. How to say "book" in english?
~~X~~ Book ~~X~~ Buk c. Bouk d. Buok
- ~~X~~ 4. "Sandi runs every afternoon at Andi Makkasau field". What the translation of that sentence?
a. Sandi duduk di Lapangan Andi Makkasau setiap sore
b. Sandi melihat di Lapangan Andi Makkasau setiap sore
c. Sandi berlari di Lapangan Andi Makkasau setiap sore
~~X~~ Sandi berkeliling di Lapangan Andi Makkasau setiap sore
- ~~X~~ 5. How to say "A" in english?
~~X~~ Ai b. I ~~X~~ Ei d. Ia
- ~~X~~ 6. "My sister is tall and beautiful than me", what the meaning of the underline word?
a. Cantik dan pintar ~~X~~ Rajin dan cantik
~~X~~ Tinggi dan cantik d. Baik dan rajin
- ~~X~~ 7. "We give a surprise to our teacher". What the meaning of the underline word?
a. Merencanakan b. Memberi c. Mendapatkan ~~X~~ Melakukan

8. What colour of the sky?

- ☒ a. Red ☒ b. Blue ☒ c. Green d. Black

9. What time is it now?



- ☒ a. Seven o'clock c. Five o'clock
☒ b. Two o'clock d. Four o'clock

10. Change this sentence into English "*siswa membaca buku di Perpustakaan*"!

- ☒ a. The students read the book at library
b. The teacher go to library
c. The students sit at library
d. The teacher stay at library

11. We are at SMP Negeri 2 Watang Pulu.

- ☒ a. Students b. Teacher c. Friends ☒ d. Family

12. I can see with my

- a. Hand ☒ b. Eyes c. Nouse d. Head

13. We always go to school, *expect*....

- ☒ a. Sunday b. Monday c. Tuesday d. Wenesday

14. I have a rabbit, does underline word mean?

- ☒ a. Cicak ☒ b. Kucing ☒ c. Kelinci d. Kambing

15. My mother buy vegetables and fruits at...

- a. School b. Office ☒ c. Market d. Bakery

B. Match the sentence to the correct word on beside!

- ✓ 1. Before study we have to pray first.
- ✗ 2. A week consist of seven have
- ✗ 3. My favorite foods are pizza and noodles.
- ✗ 4. Eka are 2 sisters and 2 brothers.
- ✓ 5. As a child we have to love our parents.

are
love
have
pray
days

$$\frac{9}{20} \times 100 = 45\frac{1}{2}$$



Name : Sri wahyuni

Class : VII A

PRE-TEST

A. Choose the right letters A, B, C and D!

- ✓ 1. Avika goes to Mosque everyday. What the meaning of the underline word?
a. Rumah sakit ☒ (b) Masjid c. Kantor d. Sekolah
- ✓ 2. Every we have breakfast.
a. Night b. Afternoon ☒ (c) Morning d. Evening
- ✗ 3. How to say "book" in english?
☒ (a) Book ✗ b. Buk c. Bouk d. Buok
- ✓ 4. "Sandi runs every afternoon at Andi Makkasau field". What the translation of that sentence?
a. Sandi duduk di Lapangan Andi Makkasau setiap sore
b. Sandi melihat di Lapangan Andi Makkasau setiap sore
☒ (c) Sandi berlari di Lapangan Andi Makkasau setiap sore
d. Sandi berkeliling di Lapangan Andi Makkasau setiap sore
- ✗ 5. How to say "A" in english?
☒ (a) Ai b. I ✗ c. Ei d. Ia
- ✗ 6. "My sister is tall and beautiful than me", what the meaning of the underline word?
☒ (a) Cantik dan pintar c. Rajin dan cantik
✗ b. Tinggi dan cantik d. Baik dan rajin
- ✓ 7. "We give a surprise to our teacher". What the meaning of the underline word?
a. Merencanakan ☒ (b) Memberi c. Mendapatkan d. Melakukan

8. What colour of the sky?

- a. Red ☒ Blue c. Green d. Black

9. What time is it now?



- a. Seven o'clock c. Five o'clock
☒ b. Two o'clock d. Four o'clock

10. Change this sentence into English "*siswa membaca buku di Perpustakaan*"!

- ☒ a. The students read the book at library
 b. The teacher go to library
 c. The students sit at library
 d. The teacher stay at library

11. We are at SMP Negeri 2 Watang Pulu.

- ☒ a. Students b. Teacher c. Friends d. Family

12. I can see with my

- a. Hand ☒ b. Eyes c. Nouse d. Head

13. We always go to school, *expect*....

- ☒ a. Sunday b. Monday c. Tuesday d. Wenesday

14. I have a rabbit, does underline word mean?

- a. Cicak b. Kucing ☒ c. Kelinci d. Kambing

15. My mother buy vegetables and fruits at...

- a. School b. Office ☒ c. Market d. Bakery

B. Match the sentence to the correct word on beside!

- ✗ 1. Before study we have to days first.
 ✗ 2. A week consist of seven are.
 ✗ 3. My favorite foods pray pizza and noodles.
 ✓ 4. Eka have 2 sisters and 2 brothers.
 ✓ 5. As a child we have to love our parents.

are	-> NO 2
love	-> NO 5
have	-> NO 4
pray	-> NO 3
days	-> NO 1

$$\frac{12}{20} \times 100 = 60\%$$



Name : ARIL

Class : VII A

PRE-TEST

A. Choose the right letters A, B, C and D!

- ✓ 1. Avika goes to Mosque everyday. What the meaning of the underline word?
a. Rumah sakit ~~✗~~ Masjid c. Kantor d. Sekolah
- ✗ 2. Every we have breakfast.
~~✗~~ Night b. Afternoon ~~✗~~ Morning d. Evening
- ✗ 3. How to say "book" in english?
~~✗~~ Book ~~✗~~ Buk c. Bouk d. Buok
- ✗ 4. "Sandi runs every afternoon at Andi Makkasau field". What the translation of that sentence?
a. Sandi duduk di Lapangan Andi Makkasau setiap sore
~~✗~~ Sandi melihat di Lapangan Andi Makkasau setiap sore
~~✗~~ Sandi berlari di Lapangan Andi Makkasau setiap sore
d. Sandi berkeliling di Lapangan Andi Makkasau setiap sore
- ✗ 5. How to say "A" in english?
~~✗~~ Ai b. I ~~✗~~ Ei d. Ia
- ✗ 6. "My sister is tall and beautiful than me", what the meaning of the underline word?
a. Cantik dan pintar ~~✗~~ Rajin dan cantik
~~✗~~ Tinggi dan cantik d. Baik dan rajin
- ✗ 7. "We give a surprise to our teacher". What the meaning of the underline word?
a. Merencanakan ~~✗~~ Memberi c. Mendapatkan ~~✗~~ Melakukan

- ✓ 8. What colour of the sky?
 a. Red ☒ Blue c. Green d. Black

9. What time is it now?



- ✓
 a. Seven o'clock ☒ Five o'clock
☒ Two o'clock d. Four o'clock

10. Change this sentence into English "*siswa membaca buku di Perpustakaan*"!

- ✓ ☒ The students read the book at library
 b. The teacher go to library
 c. The students sit at library
 d. The teacher stay at library

- ✗ 11. We are at SMP Negeri 2 Watang Pulu.
☒ Students b. Teacher c. Friends ☒ Family

- ✓ 12. I can see with my
 a. Hand ☒ Eyes c. Nouse d. Head

- ✓ 13. We always go to school, *expect*....
☒ Sunday b. Monday c. Tuesday d. Wenesday

- ✓ 14. I have a rabbit, does underline word mean?
 a. Cicak b. Kucing ☒ Kelinci d. Kambing

- ✗ 15. My mother buy vegetables and fruits at...
 a. School b. Office ☒ Market d. Bakery

B. Match the sentence to the correct word on beside!

1. Before study we have to pray first.
- ✓ 2. A week consist of seven days
3. My favorite foods are pizza and noodles.
4. Eka have 2 sisters and 2 brothers.
5. As a child we have to love our parents.

are
love
have
pray
days

$$\frac{8}{20} \times 100 = 40\%$$






Appendix 4 : The Result of Students' Post-Test

Name : Sri wahyuni
 Class : VII A

POST-TEST

A. Choose the right letters A, B, C and D.

- ✓ 1. My favorite ... are Milk and Tea.
 (a) Drinks b. Food c. Fruit d. Vegetables
- ✓ 2. "Saya mendapatkan pulpen baru di tas saya". What the translation of that sentence?
 a. I buy new pen on my bag c. I open new pen on my bag
 b. I sell new pen on my bag (d) I get new pen on my bag
- ✓ 3. The vegetables are
 a. Fish and Cow c. Apple and Grape
 b. Tea and Coffee (d) Carrot and Tomato
- ✓ 4. I have father and mother, they are my...
 a. Friends b. Grand mother (c) Parents d. Children
- ✓ 5. A ... makes some food.
 a. Teacher b. Doctor c. Police (d) Chef
- ✓ 6. What part of the body is it?


 a. Legs (b) Head c. Eyes d. Knee
- ✗ 7. Every hand have ... fingers
 (a) Five (b) Two c. One d. Six
- ✓ 8. Zul sleeps in the ...
 a. Classroom (b) Bedroom c. Bathroom d. Kitchen
- ✓ 9. My is Yuli.
 (a) Name b. Adress c. Hobby d. Favorite

- ✓ 10. Which one is *not* a colour?
 a. Red b. Gray c. Yellow d. Book

- ✓ 11. What is the first month?
 a. January b. February c. March d. April

12. What is the picture do?



- ✓ 1. a. Cook b. Play c. Eat d. Study

- ✓ 13. "Mr. Ali smart and diligent", what the meaning of that sentence?
 a. Pak Ali cerdas dan rajin c. Pak Ali rajin dan baik
 b. Pak Ali tinggi dan cerdas d. Pak Ali cerdas dan baik

- ✗ 14. Ant is small and elephant is...
 a. Small b. Big c. Long d. Short

- ✓ 15. My hobby is ... because I like korean song
 a. Singing b. Running c. Drawing d. Reading

B. Match the sentence to the correct word on beside!

- ✓ 1. I am a student of SMP Negeri 2 Watang Pulu.
 ✓ 2. Rina have 2 new dolls, which are buy from her father at Makassar.
 ✓ 3. My favorite drinks are milk and tea.
 ✓ 4. Every Sunday I help my mother for cooking.
 ✓ 5. Teacher always help their students


are
students
have
mother
am

$$\frac{18}{20} \times 100 = 90\%$$

Name : Arie)

Class : VII A

POST-TEST**A. Choose the right letters A, B, C and D.**

1. My favorite ... are Milk and Tea.
☒ a. Drinks b. Food c. Fruit d. Vegetables
2. "Saya mendapatkan pulpen baru di tas saya". What the translation of that sentence?
☒ a. I buy new pen on my bag c. I open new pen on my bag
b. I sell new pen on my bag ☒ d. I get new pen on my bag
3. The vegetables are
☒ a. Fish and Cow c. Apple and Grape
b. Tea and Coffee ☒ d. Carrot and Tomato
4. I have father and mother, they are my...
☒ a. Friends b. Grand mother ☒ c. Parents d. Children
5. A ... makes some food.
☒ a. Teacher b. Doctor c. Police ☒ d. Chef
6. What part of the body is it?

☒ a. Legs ☒ b. Head c. Eyes d. Knee
7. Every hand have ... fingers
☒ a. Five b. Two ☒ c. One d. Six
8. Zul sleeps in the ...
☒ a. Classroom ☒ b. Bedroom c. Bathroom d. Kitchen
9. My is Yuli.
☒ a. Name b. Address c. Hobby d. Favorite

- ✓ 10. Which one is *not* a colour?
 a. Red b. Gray c. Yellow ✗ Book

- ✓ 11. What is the first month?
 ✗ January b. February c. March d. April

12. What is the picture do?



- ✗ Cook b. Play c. Eat d. Study

13. "Mr. Ali smart and diligent", what the meaning of that sentence?

- ✗ ✗ Pak Ali cerdas dan rajin c. Pak Ali rajin dan baik
 b. Pak Ali tinggi dan cerdas ✗ Pak Ali cerdas dan baik

- ✓ 14. Ant is small and elephant is...
 a. Small ✗ Big c. Long d. Short

- ✗ 15. My hobby is ... because I like korean song
 ✗ Singing b. Running ✗ Drawing d. Reading

B. Match the sentence to the correct word on beside!

- ✓ 1. I ^{am} ~~are~~ a student of SMP Negeri 2 Watang Pulu.
 ✓ 2. Rina ~~have~~ 2 new dolls, which are buy from her father at Makassar.
 ✓ 3. My favorite drinks ~~are~~ ^{are} milk and tea.
 ✓ 4. Every Sunday I help my ~~mother~~ ^{mother} for cooking.
 ✓ 5. Teacher always help their ~~student~~ ^{students}.

are

students

have

mother


am

$$\frac{15}{20} \times 100 = 75\%$$

Name: E V A N O R A

Class: VII A

POST-TEST**A. Choose the right letters A, B, C and D.**

1. ✓ My favorite ... are Milk and Tea.
☒ a. Drinks b. Food c. Fruit d. Vegetables
2. ✓ "Saya mendapatkan pulpen baru di tas saya". What the translation of that sentence?
 a. I buy new pen on my bag c. I open new pen on my bag
 b. I sell new pen on my bag ☒ d. I get new pen on my bag
3. ✓ The vegetables are
 a. Fish and Cow c. Apple and Grape
 b. Tea and Coffee ☒ d. Carrot and Tomato
4. ✓ I have father and mother, they are my...
 a. Friends b. Grand mother ☒ c. Parents d. Children
5. ✓ A ... makes some food.
 a. Teacher b. Doctor c. Police ☒ d. Chef
6. ✓ What part of the body is it?

 a. Legs ☒ b. Head c. Eyes d. Knee
7. ✓ Every hand have ... fingers
☒ a. Five b. Two c. One d. Six
8. ✓ Zul sleeps in the ...
 a. Classroom ☒ b. Bedroom c. Bathroom d. Kitchen
9. ✓ My is Yuli.
☒ a. Name b. Adress c. Hobby d. Favorite

- ✓ 10. Which one is *not* a colour?
 a. Red b. Gray c. Yellow (d) Book

- ✓ 11. What is the first month?
 (a) January b. February c. March d. April

12. What is the picture do?



- (a) Cook b. Play c. Eat d. Study

- X 13. "Mr. Ali smart and diligent", what the meaning of that sentence?
 (a) Pak Ali cerdas dan rajin c. Pak Ali rajin dan baik
 (b) Pak Ali tinggi dan cerdas d. Pak Ali cerdas dan baik

- ✓ 14. Ant is small and elephant is...
 a. Small (b) Big c. Long d. Short

- ✓ 15. My hobby is ... because I like korean song
 (a) Singing b. Running c. Drawing d. Reading


B. Match the sentence to the correct word on beside!

- ✓ 1. I am a student of SMP Negeri 2 Watang Pulu.
 ✓ 2. Rina has 2 new dolls, which are buy from her father at Makassar.
 ✓ 3. My favorite drinks are milk and tea.
 ✓ 4. Every Sunday I help my mother for cooking.
 ✓ 5. Teacher always help their students

are
students
have
mother
am

$$\frac{19}{20} \times 100 = 95$$

Name : *Nadifa*Class : *VI - A***POST-TEST****A. Choose the right letters A, B, C and D.**

- ✓ 1. My favorite ... are Milk and Tea.
☒ a. Drinks b. Food c. Fruit d. Veg etables
2. "Saya mendapatkan pulpen baru di tas saya". What the translation of that sentence?
☒ a. I buy new pen on my bag ☒ e. I open new pen on my bag
☐ b. I sell new pen on my bag ☒ d. I get new pen on my bag
- ✗ 3. The vegetables are
☒ a. Fish and Cow ☒ Apple and Grape
☐ b. Tea and Coffee ☒ Carrot and Tomato
- ✗ 4. I have father and mother, they are my...
☒ a. Friends b. Grand mother ☒ Parents d. Children
- ✗ 5. A ... makes some food.
☐ a. Teacher b. Doctor ☒ Police ☒ Chef
6. What part of the body is it?

☒ a. Legs ☒ Head c. Eyes d. Knee
- ✗ 7. Every hand have ... fingers
☒ a. Five ☒ Two c. One d. Six
- ✓ 8. Zul sleeps in the ...
☐ a. Classroom ☒ Bedroom c. Bathroom d. Kitchen
- ✓ 9. My is Yuli.
☒ a. Name b. Adress c. Hobby d. Favorite

10. Which one is *not* a colour?
~~a.~~ Red b. Gray c. Yellow ~~d.~~ Book

11. What is the first month?
~~a.~~ January b. February c. March d. April

12. What is the picture do?



- ~~a.~~ Cook b. Play c. Eat d. Study

13. "Mr. Ali smart and diligent", what the meaning of that sentence?
~~a.~~ Pak Ali cerdas dan rajin c. Pak Ali rajin dan baik
 b. Pak Ali tinggi dan cerdas d. Pak Ali cerdas dan baik

14. Ant is small and elephant is...
 a. Small ~~b.~~ Big c. Long d. Short

15. My hobby is ... because I like korean song
~~a.~~ Singing ~~b.~~ Running c. Drawing d. Reading

B. Match the sentence to the correct word on beside!

1. I am a student of SMP Negeri 2 Watang Pulu.
 2. Rina has 2 new dolls, which are buy from her father at Makassar.
 3. My favorite drinks are milk and tea.
~~a.~~ 4. Every Sunday I help my fm for cooking.
 5. Teacher always help their students.


are
students
have
mother
am

$$\frac{12}{20} \times 100 = 60$$

Name : Juvita

Class : V A

POST-TEST**A. Choose the right letters A, B, C and D.**

- ✓ 1. My favorite ... are Milk and Tea.
☒ a. Drinks b. Food c. Fruit d. Vegetables
2. "Saya mendapatkan pulpen baru di tas saya". What the translation of that sentence?
☒ a. I buy new pen on my bag c. I open new pen on my bag
☒ b. I sell new pen on my bag ☒ d. I get new pen on my bag
- ✓ 3. The vegetables are
a. Fish and Cow c. Apple and Grape
b. Tea and Coffee ☒ d. Carrot and Tomato
- ✓ 4. I have father and mother, they are my...
a. Friends b. Grand mother ☒ c. Parents d. Children
- ✓ 5. A ... makes some food.
a. Teacher b. Doctor c. Police ☒ d. Chef
- ✓ 6. What part of the body is it?

a. Legs ☒ b. Head c. Eyes d. Knee
- ✓ 7. Every hand have ... fingers
☒ a. Five b. Two c. One d. Six
- ✓ 8. Zul sleeps in the ...
a. Classroom ☒ b. Bedroom c. Bathroom d. Kitchen
- ✓ 9. My is Yuli.
☒ a. Name b. Address c. Hobby d. Favorite

✓ 10. Which one is *not* a colour?
 a. Red b. Gray c. Yellow ✗ Book

✓ 11. What is the first month?
 ✗ January b. February c. March d. April

12. What is the picture do?



✗ Cook b. Play c. Eat d. Study

✓ 13. "Mr. Ali smart and diligent", what the meaning of that sentence?
 ✗ Pak Ali cerdas dan rajin c. Pak Ali rajin dan baik
 b. Pak Ali tinggi dan cerdas d. Pak Ali cerdas dan baik

✓ 14. Ant is small and elephant is...
 a. Small ✗ Big c. Long d. Short

✓ 15. My hobby is ... because I like korean song
 ✗ Singing b. Running c. Drawing d. Reading

B. Match the sentence to the correct word on beside!

✓ 1. I am a student of SMP Negeri 2 Watang Pulu.

✓ 2. Rina have 2 new dolls, which are buy from her father at Makassar.

✓ 3. My favorite drinks are milk and tea.

✓ 4. Every Sunday I help my mother for cooking.

✓ 5. Teacher always help their students.

are

students

have

mother

am

$$\frac{19}{20} \times 100 = 95\%$$

Appendix 5 : Vocabulary

• NOUN



GROUP 3



Glue = Lem



Tape = Plester



Table = Meja Chair = Kursi



Board = Papan Tulis



Teacher = Guru



Book = Buku

GROUP 4



Eraser = Penghapus



Ruler = Penggaris



Paper = Kertas



Scissors = Gunting



Lunch Box = Kotak Makan Siang



Globe = Bola Dunia

- **VERB**

GROUP 1



Call = Memanggil



Throw = Melempar



Ask = Bertanya



Write = Menulis



Pull = Menarik



Sleep = Tidur



Give = Memberi



Sing = Bernyanyi

GROUP 2



Read = Membaca



Fly = Terbang



Eat = Makan



Dance = Menari



Drink = Menarik



Cook = Memasak



Draw = Menggambar



Run = Berlari

GROUP 3



Pray = Berdoa



Watch = Menonton



Wash = Mencuci



Sweep = Menyapu



Sit = Duduk



Play = Bermain



Stand = Berdiri



Go = Pergi

GROUP 4



Kick = Menendang



Study = Belajar



Swim = Berenang



Shoot = Menembak



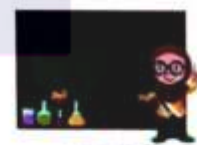
Burn = Membakar



Blow = Meniup



Build = Membangun



Teach = Mengajar

- PRONOUN



GROUP 3



He = Dia (Lk)



We = Kami



You = Kamu



His = Kepunyaan (Lk)



They = Kami

I

GROUP 4



I = Saya



Her = Kepunyaan (Pr)



They = Mereka




Him = Dia (Lk)



It = Itu

- ADJECTIVE

GROUP 1




Sad = Sedih




Cold = Dingin



Diligent = Rajin



Cute = Mungil



Dirty = Kotor




Thin = Kurus

GROUP 2



Smart = Pintar




Long = Panjang




Old = Tua



Wide = Luas



Small = Kecil



Wet = Basah

GROUP 3

Short = Pendek



Young = Muda



Narrow = Sempit



Hot = Panas



Clean = Bersih



Big = Besar

GROUP 4

Dry = Kering



Rich = Kaya



Happy = Bahagia



Fat = Gemuk



Poor = Miskin



Tired = Capek

Appendix 6 : Documentation

▪ PRE-TEST



- **GIVING MATERIALS**



- **PLAYING KIM'S MEMORY GAME**

The researcher share the picture



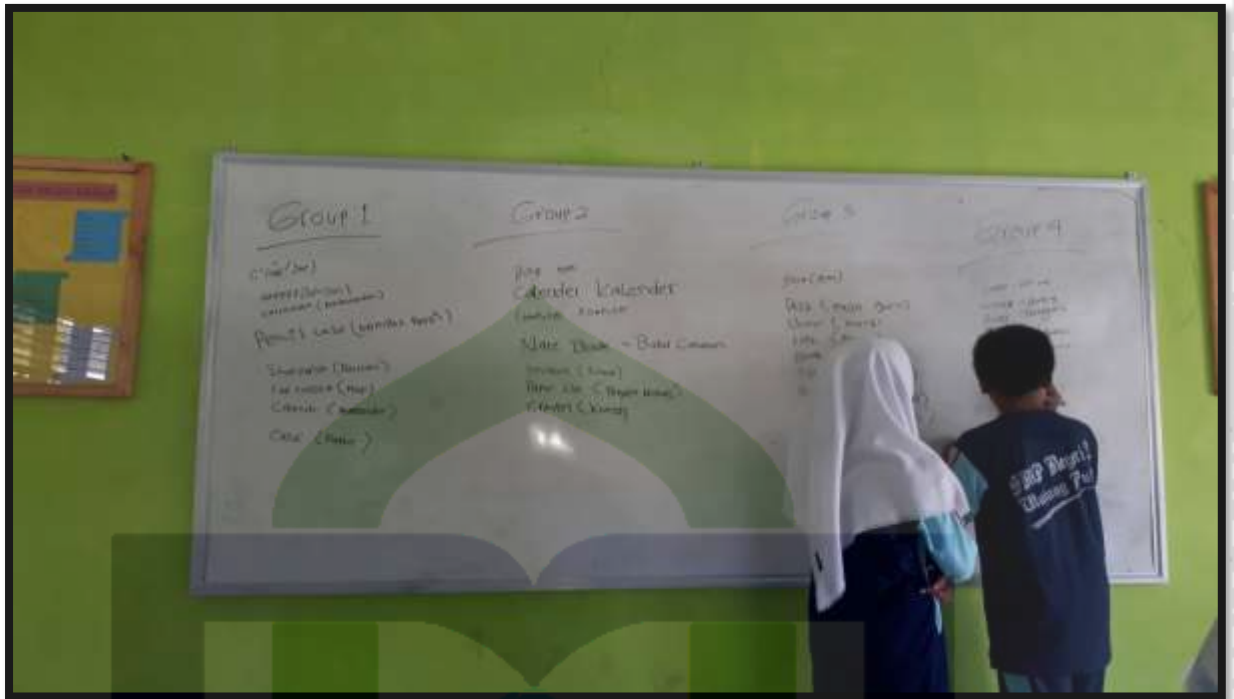
Students are observe the picture



The researcher ask the students



Students write the vocabulary



■ POST – TEST







**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 Box 909 Parepare 91100, website: www.iainparepare.ac.id, email: iaid@iainparepare.ac.id

Nomor : B. 2456 /In.39.5.1/PP.00.9/12/2019
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. BUPATI SIDENRENG RAPPANG
Cq. Kepala Badan Kesatuan Bangsa dan Politik
di
KAB. SIDENRENG RAPPANG

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Tahan
Tempat/Tgl. Lahir : Mattirotasi, 23 Maret 1998
NIM : 15.1300.049
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Alamat : Kampung Baru Lainungan, Kec. Watang pulu Kab. Sidrap

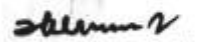
Bermaksud akan mengadakan penelitian di wilayah KAB. SIDENRENG RAPPANG dalam rangka penyusunan skripsi yang berjudul :

"The Use Of Kim's Memory Game Toward Students' Vocabulary Achievement At The Seventh Grade Of SMP Negeri 2 Watang Pulu"

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, 30 Desember 2019

Wakil Dekan I,


Muh. Dahlan Thalib

Tembusan :

1. Rektor IAIN Parepare



**PEMERINTAH KABUPATEN SIDENRENG RAPPANG
DINAS PENANAMAN MODAL & PELAYANAN TERPADU SATU PINTU**

JL. HARAPAN BARU KOMPLEKS SKPD BLOK A NO. 5 KABUPATEN SIDENRENG RAPPANG

PROVINSI SULAWESI SELATAN

Telepon (0421) - 3590005 Email : ptsp_sidrap@yahoo.co.id Kode Pos : 91611

IZIN PENELITIAN

Nomor : 11/IP/DPMPTSP/1/2020

- DASAR**
1. Peraturan Bupati Sidenreng Rappang No. 1 Tahun 2017 Tentang Pendelegasian Kewenangan di Bidang Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Sidenreng Rappang
 2. Surat Permohonan **TAHAN** Tanggal **15-01-2020**
 3. Berita Acara Telaah Administrasi / Telaah Lapangan dari Tim Teknis
BADAN KESATUAN BANGSA DAN POLITIK KABUPATEN SIDENRENG RAPPANG
Nomor **074/010/KesbangPol/2020** Tanggal **15-01-2020**

MENGIZINKAN

KEPADA

NAMA : TAHAN

ALAMAT : KAMPUNG BARU, DESA MATTIROTASI, KEC. WATANG PULU

UNTUK : melaksanakan Penelitian dalam Kabupaten Sidenreng Rappang dengan keterangan sebagai berikut :

NAMA LEMBAGA / UNIVERSITAS : INSTITUT AGAMA ISLAM NEGERI PAREPARE

JUDUL PENELITIAN : " THE USE OF KIM'S MEMORY GAME TOWARD STUDENTS' VOCABULARY ACHIEVEMENT AT THE SEVENTH GRADE OF SMP NEGERI 2 WATANG PULU "

LOKASI PENELITIAN : SMP NEGERI 2 WATANG PULU

JENIS PENELITIAN : KUANTITATIF

LAMA PENELITIAN : 15 Januari 2020 s.d 08 Februari 2020

Izin Penelitian berlaku selama penelitian berlangsung

Dikeluarkan di : Pangkajene Sidenreng

Pada Tanggal : 15-01-2020



Biaya : Rp. 0,00

Tembusan :

- SMP NEGERI 2 WATANG PULU
- KETUA INSTITUT AGAMA ISLAM NEGERI PAREPARE
- PERTINGGAL



**PEMERINTAH KABUPATEN SIDENRENG RAPPANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMP NEGERI 2 WATANG PULU**

Jalan Pabbaresseng No.20 Desa Mattirotasi Kecamatan Watang Pulu; Kode Pos 91661;
e-mail : smpn2_wtpulu@yahoo.co.id

SURAT KETERANGAN PENELITIAN

Nomor : 421.3/012/SMP.2/2020

Yang bertanda tangan di bawah ini Kepala SMP Negeri 2 Watang Pulu, Kecamatan Watang pulu, Kabupaten Sidenreng Rappang :

N a m a : **NURDIN, S.Pd., M.Si.**

NIP : 19700227 199203 1 004

Pangkat / Golongan : Pembina Tk.I, IV/b

Dengan ini menerangkan bahwa :

Nama : **TAHAN**

NIM : 15.1300.049

Fakultas/Program Studi : Tarbiyah/Pendidikan Bahasa Inggris

Perguruan Tinggi : Institut Agama Islam Negeri Parepare

Mahasiswa tersebut telah mengadakan penelitian di SMP Negeri 2 Watang Pulu Tahun Pelajaran 2019/2020 dalam rangka penyusunan skripsi yang berjudul :

“The Use Of Kim’s Memory Game Toward Vocabulary Achievement At The Seventh Grade Of SMP Negeri 2 Watang Pulu”

mulai dari tanggal 15 Januari sampai dengan 8 Februari 2020

Demikianlah surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Mattirotasi, 17 Februari 2020



CURRICULUM VITAE



TAHAN, the researcher was born in Kmp. Baru Lainungan, Mattirotasi Sidrap, on March 23th 1998. She is the forth child from five siblings of an endless love couple, Abd. Malik and Sumiati. She has three sisters and one brother. Her unique name was from the second and the third sisters who has back to Allah before she was born.

She began her study in TK AL- Ikhsan Mattirotasi on 2003, then continued in elementary school at SDN 2 Lainungan and graduated on 2009. In the same year, she continued her studying in junior High school. She studied in SMPN 2 Watang Pulu and finished her junior high school on 2012.

After that, she continued her studying in Senior High School, she studied at SMAN 1 PAREPARE and graduated on 2015. In the same year she continues her study at State Islamic College (STAIN) Parepare and now it was changed become State Islamic Institute (IAIN) Parepare. On 2020 she Completed her skripsi under the title “The Use of Kim’s Memory Game towards Students’ Vocabulary Achievement at the Seventh Grade of SMP Negeri 2 Wata