

A THESIS
ENRICHING STREET CHILDREN'S VOCABULARY THROUGH
GAMES



BY

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

2024

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Submitted to the English Education 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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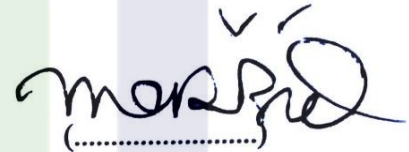
SUPERVISORY COMMISSION APPROVAL

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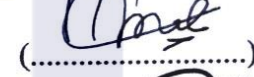
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ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ أَمَّا بَعْدُ

Alhamdulillah Rabbil Alamin. First of all, the researcher would like to express her grateful to the lord Allah SWT. The highest and the master of the universe while the creator of the everything in this world who still lend the researcher good health, blessing, mercy so he can finish this thesis. Salam and Salawat are sent to the prophet Muhammad SAW. Peace be upon him, who has guided us from uneducated person to be educated person.

Thank profusely to all those who have supported and assisted her in completing this thesis as well as possible. She realized that without their support and assistance, she would not be able to complete this “Thesis”. On this occasion, the researcher would like to thank profusely to her beloved famil who have given love, advice, support, and endless prayers to become a successful student.

A high appreciation and profusely sincere thanks are due to Dr. Arqam, M.Pd as first consultant and Humaeroah M.Pd. as second consultant who have patiently guided and given their construction suggestion, motivation and correction to the researcher for finishing this thesis.

The reseacher would also like to express special thanks to:

1. Dr. Hannani, M.Ag. as Chancellor of IAIN Parepare who has worked hard to manage education at IAIN Parepare
2. Dr. Zulfah, M.Pd. as the Dean of the Faculty of Tarbiyah IAIN Parepare who has organized positive education for students at the Faculty of Tarbiyah and also allowed the researcher to conduct research at the Faculty of Tarbiyah.
3. Kalsum, M.Pd. as Chair of the English Program and for outstanding service to students.

4. Dr. Maghdalena M.Hum and mam Nurul Hasanah, M.Pd as examiners of this thesis for all very good input.
5. All English Program lecturers who have taught the researcher while studying at IAIN Parepare.
6. Thank you to RBCD for creating a supportive environment that allowed the researcher to carry out this research seamlessly.
7. Faculty of Tarbiyah staff who have worked hard to complete the administration of this research.
8. The precious family, especially my parents Mrs. Amriana & Mr. Halik, my aunts and uncles, and my supportive cousins Kaka Ica, Kanti, Kacaca, Nita, and Lisa
9. To beloved bestfriend, Lulu, Wahyu, Nuna, Ian, Dilla, Kitti, for their constant support and encouragement throughout the completion of this research.
10. To my SabarMabar, Ayu, Ina, Tami, Asty, and Ifa. Thankyou for always helping when the reseacher need a help.
11. And to my special friend, Darwis who encourages and accompanies me during the preparation of the thesis.

Finally, the researcher realized that this thesis cannot be considered perfect without critiques and suggestion. Therefore, it is such a pleasure for her to get critiques and suggestion to make this thesis better. Hopefully, this thesis will be useful for all of us and for the development of English teaching and learning, Aamiin.

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DECLARATION OF THE RESEARCH AUTHENTICITY

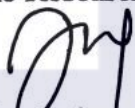
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ABSTRACT

Alya Rahma Halik. *Enriching Street's Children Vocabulary Through Games, IAIN Parepare* (Supervised by Arqam and Humaeroah)

The complex problems faced by street children make it difficult for them to access education, especially English language learning. Therefore, this research examines how the use of games can help improve the English vocabulary skills of street children in Parepare City, South Sulawesi Province.

Researcher used quantitative methods, measuring vocabulary skills through pre-test scores and post-test results to analyze the improvement in their English skills. The study followed a three-step process: a pre-test to assess the children's prior knowledge, playing educational games, and a post-test to evaluate what they learned. Researchers worked with 15 street children and used four types of games: matching games, guessing games, fill-in-the-blank games, and word scramble games.

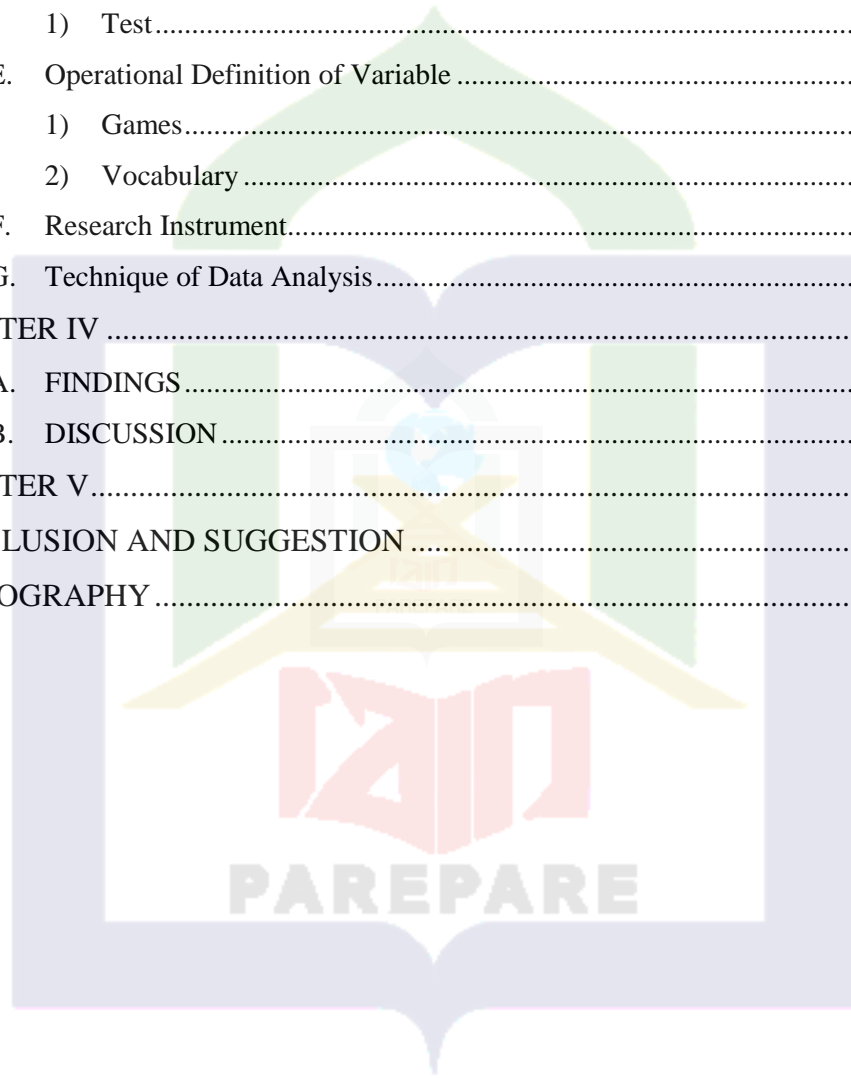
The results showed that 80 percent of the children achieved an very good level of vocabulary knowledge, while 20 percent achieved a good level. The children responded enthusiastically to the game-based learning activities, making the learning process both engaging and effective. Their active participation and positive feedback highlight the potential of using games as a teaching tool.

Keyword: *Vocabulary, Street Children, Games*

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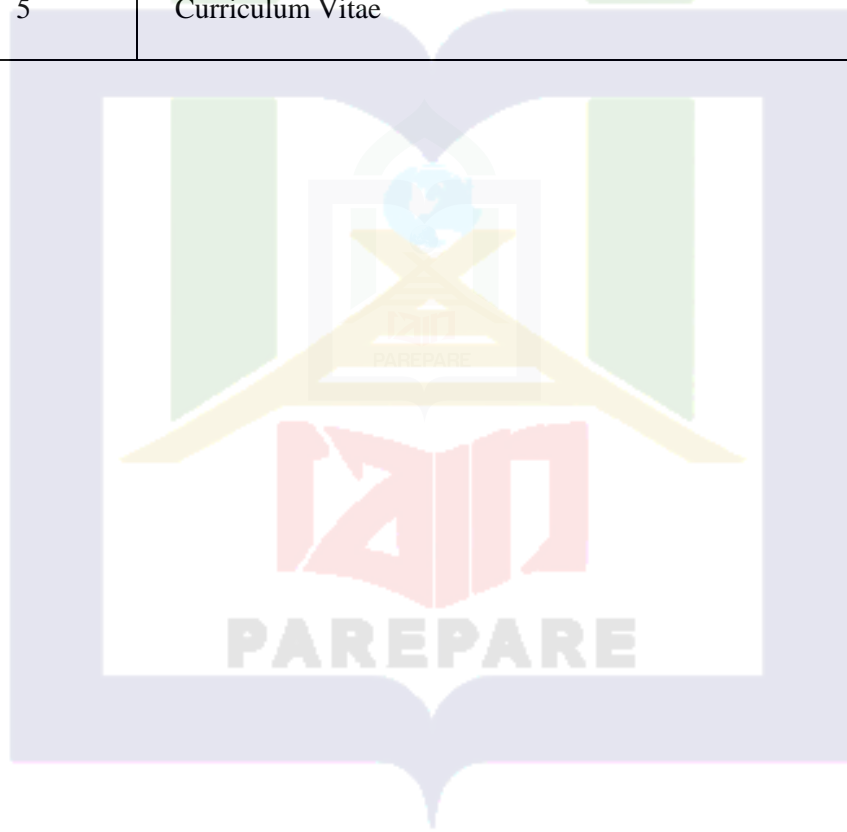
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CHAPTER I

INTRODUCTION

A. Background

In this very modern era, learning English is important because films, food, equipment, information can all be presented in various languages, especially English. Usually, in addition to the local language, usually in various products are also listed in English. In addition, when traveling, there are many symbols and guides that use English which indirectly 'forces' people who live in this era to adapt again¹.

In Indonesia, English is a foreign language. English is also a global language. It is important to learn English because it will give an access to knowledge and to enable learners to become competent enough in their future career. Learning English in general is not easy as it seems. There are obstacles such as unwillingness to learn, less confidence, and more when they learn English with the little proportion of time and not as their focus or the core material for them. Frisca Manurung (2018) believes it is interesting to investigate how the interest of this category which English subject is given as their general subject but compulsory and not their choice, they believe there are no many channels to practice or to apply their English ability, and they learn English with a slight proportion of time².

Reading, writing, speaking and listening are the basic foundations of English language skills. To learn English properly and accurately, you need to train these foundations. It is been there since we were in elementary school. However, this basic

¹ Purwatiningsih Sri Nitta Crissiana Wiryata Atmaja, Rakhmawati Oktavianna, Anis Syamsu Rizal, "Improving English Skill" 02 (2021).

² Frisca BR. Manurung, "Students' Interest in Learning English," 2018.

ability is still lacking and needs to be redeveloped.

Some people, especially street children, do not fully understand the existing education system. In this case, the education of street children is also regulated by the Child Protection Act, and the protection of street children is a joint responsibility of the municipality and the state. UUD 1945 No. 35 of 2014, Amendment to the UUD No. 23 of 2022 on Child Protection, declared that every child has the right to live, grow and develop according to their potential. Of course, this protection applies to all Indonesian children without exception. Furthermore, Article 20 of UUD Year 2014 on Child Protection states that states, governments, local governments, communities, families, parents or guardians have duties and responsibilities for the implementation of child protection. These highlighted practices that give children an identity, the right to health, the right to protection in education, and the right to their comfort and safety. However, in reality, there are still many children, such as street children, who do not receive such protection³.

English is currently a very important subject, both in formal and non-formal education. In everyday life, English vocabulary is often used in various terms in public places. Many people consider English important because it is an international language, but beyond that, English is a subject that can open new horizons. For children, learning English can increase intelligence by introducing them to a new language . For most children who have the full opportunity to study at school, English is certainly not unfamiliar to them. At school, in course institutions, and even in everyday life, they often encounter and learn English. However, this is quite different

³ A. Nanik Setyowati, R. R., Sarmini, Marganda, I. P., Lianna Nabilah, I., & Widiati, "Protection of Street Children's Human Rights in Relation to Surabaya's National Human Rights Plan of Action" 148, no. 02013 (2022).

for street children who, of course, have different circumstances and spend more time on different activities. Learning English is certainly a new experience for them, but that doesn't mean they miss the opportunity to learn it.

Street children have the right to education and training according to their interests and talents and within their personal development and intelligence level. Education is compulsory and the government gives space to all children, but there are no penalties for not going to school, presumably due to financial problems. In addition, this paragraph explains how children are entitled to protection from criminal and violent acts by educators, educational staff, other students and other parties within the educational unit. It is clear that education includes rights that children must protect. Permits required, including street children.

In Indonesia, street children are a phenomenon that is not uncommon for us to get, especially in big metropolitan cities, they are required to work day and night to help support their families, so inevitably they lose a lot of time in their childhood years, deprived of the time where they should get affection at home, get an education at school forced to leave it all, and the biggest factor raised by their parents is due to economic factors, parents who do not have a job, lack of salary, is the impetus for parents who are willing to employ their children on the street, the reason they do not send their children to school is because there is no money for school needs, especially buying books, buying uniforms and other school needs, children like this are at risk of growing up as uneducated children, not getting religious knowledge, illiteracy and will make the next generation the same as their situation as street children and poor.

The city of Parepare, located in the province of South Sulawesi, is one of the cities that is also inhabited by street children where they are often in various corners

of the city that have red lights, these street children sometimes peddle various sales including tissue, mineral water and sometimes they also ask for money where the lights are, this is revealed by a community, namely the Siguru community which stands as a community that helps children who cannot continue their education, especially for street children.

The reaseacher believes that street children always have the right and opportunity to get an education, even though it is not a formal education, including learning English. One of the problems in learning English for street children is the lack of motivation and innovation in learning, because of that the researchers need to carry out innovations that can increase street children's interest in learning English and the solution to that problem is games. Games will help encourage many learners to sustain their interest in learning English.

Everybody likes game, no matter how old they are. Games are useful to cheer up the classroom athmosphere, to arouse students' motivation and attention, to relax a strenuous situation and to have some fun⁴. Games are exercises or challenges embraced for satisfaction, unwinding, or ability advancement. Games can take numerous shapes and serve different purposes, from absolutely amusement to instructive or indeed restorative.

Games is one of the learning media that an increase student interest and understanding of learning. In a study, showing the result of speaking fluency, word pronunciation and sentence clarity improved both after the games. Playing games is a fun learning method because it will make students feel enjoy or not pressured

⁴ Sutanto Leo, *A Challanging Book To Practice Teaching In English* (Yogyakarta: Penerbit Andi, 2013).

in doing it. Students feel happy and sometimes they do not even realize that they are learning. Therefore, it is hope that in this study playing games can become a learning method that influences students' English skills.

it can be assumed that games are an activity has a rules, goal, and it is a way to break routine in the classroom, so that it gives fun and relax, and enjoy for student in teaching learning process, and it is also an element which student can get have fun when they are learning.

Based on the researcher's observation in Siguru Community, the researcher can conclude that the children there have below average English skills. The researcher chose games to teach English because they are easy and fun. Games are one of the techniques to improve language skills that is possible to use and easy to understand by children. Learning through games is a good and interesting situation. The learning situation is very influential on the success of the learning process. In applying this method, the researcher hopes that children will easily remember and memorize many words in English.

B. Research Question

Based on the background previously covered, the researcher formulates the research question as follows:

1. Is teaching English through games able to improve street children English vocabulary?

C. The Objective of the Research

Referring the above research question, the objectives of the research are formulated as follows:

1. To show how teaching English through games able to improve street children's English vocabulary.

D. Significance of the Research

The result of this study is expected to be able to provide the following benefits:

1. For the Educator

It was useful to using games in teaching English so that the students learning English skills more actively.

2. Further Researchers

The results of this research is expected as a basic consideration and providing information for doing further research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

In this section, the researcher presents some terms and concepts that are related to the topic. Their findings are consecutively presented below:

The first research *An Educational-Evaluation Study for Street Children in Rumah Impian Foundation from Aulia Ninda Haryoni* (2019). The results of the study show that, at a national level, the background of street children's educational interest stems from concerns about the future of street children worth fighting for. During the preparatory phase, matching input between volunteers, apprentices, and the educational needs of street children is made in the form of guidelines and recruitment of volunteers to accompany street children. At the transactional stage, the process between the foundation and street children's education is in place and this means that the foundation provides street children with the necessary education, both formal and informal, by improving their skills through courses. Thus, there is an agreement between the activities of the previous stage and the results showing that some street children are realizing their dreams as a result of the foundation's efforts to continue to realize their dreams through intensive activities and support⁵.

The next research is conducted by Mery Silalahi (2019) *Improving Students' Interest in Learning English by Using Games*. As a result, it was Learning through games can provide several benefits. First, what is learned by students is not only in

⁵ Aulia Ninda Haryoni and Istiana Hermawati, 'An Educational-Evaluation Study for Street Children in Rumah Impian Foundation', *Jurnal Penelitian Dan Evaluasi Pendidikan*, 23.1 (2019), 36–45 <<https://doi.org/10.21831/pep.v23i1.22573>>.

the form of mere knowledge of reason but experienced in real terms; such experiences are difficult to forget. Second, the lessons provided are pleasantly accepted, because they are related to the nature of the game which is as a result, learning through games offers several benefits. Thirdly, games are fun, and playing them at the same time arouses a great deal of interest in a particular subject or topic in students. For this reason, through these fun activities, expect: Games can increase students' interest in learning English⁶.

Furthermore, there is a researcher Mustangin (2020) *Analisis Proses Perencanaan Program Pendidikan Nonformal Bagi Anak Jalanan di Klinik Jalanan Samarinda*. The research found that the planning process carried out by the Klinik Jalanan Samarinda was divided into several processes, such as dealing with street children as a means of citizenship education. The next process is to identify the learning needs of street children, for example, to develop informal education programs suitable for street children. Then preparations are made for learning to form a consensus with street children. Because of their interests, street children need agreement on when and where to conduct their studies⁷.

Mustangin, Muhammad Fauzan Akbar and Wahyu Novita Sari (2021) *Analisis Pelaksanaan Program Pendidikan Nonformal Bagi Anak Jalanan*. Based on the results of the study, it can be concluded that non-formal education is carried out, concluding that informal education for street children includes basic education for

⁶ Mery Silalahi, "Improving Students' Interest in Learning English by Using Games," *International Journal of Theory and Application in Elementary and Secondary School Education* 1, no. 1 (2019), <https://doi.org/10.31098/ijtaese.v1i1.24>.

⁷ M. Mustangin, "Analisis Proses Perencanaan Program Pendidikan Nonformal Bagi Anak Jalanan Di Klinik Jalanan Samarinda," *Pepatudzu : Media Pendidikan Dan Sosial Kemasyarakatan* 16, no. 1 (2020), <https://doi.org/10.35329/fkip.v16i1.656>.

street children in the form of full illiterate education, including reading, writing, and counting activities (calistung) can do. In addition, since life skills education is also taught to provide skills that street children can use to develop their skills, this skills education provides skills that keep street children from returning to the street can provide to children⁸.

Jill Hadfield explained, "A game is an activity with rules, goals, and an element of fun"⁹. Meanwhile Julia Dobson on the other hand, has her own take on the game. "I have found that good language games are a great way to break the routine of classroom teaching because they are fun and relaxing while staying in the context of language learning"¹⁰.

From several explanations above, it is important to note that the approaches used to reach street children with education may vary depending on the local context, available resources, and the specific needs of the children. A combination of these methods, tailored to the unique circumstances of street children, can help improve their access to education and empower them to build a better future.

B. Some Pertinent Ideas

1. Vocabulary

a. Definition of English Vocabulary

English ability are closely related to vocabulary, if vocabulary does not exist then English ability are also absent. We need much vocabulary to support our skills

⁸ W. N. Mustangin, M., Akbar, M. F., & Sari, "Analisis Pelaksanaan Program Pendidikan Nonformal Bagi Anak Jalanan," *International Journal of Community Service Learning* 5, no. 3 (2021), <https://doi.org/10.23887/ijcs.v5i3.38821>.

⁹ Jill Hadfield, *Advanced Communication Games* (Longman, 1987) p. iii.

¹⁰ Julio Dobson, *Try One of My Games* (Washington. D.C) p. 295.

such as in speaking reading listening writing. In speaking, without vocabulary we cannot express our ideas orally. In reading, by having enough vocabulary, it is easy for us to understand the text. In listening, the vocabulary mastery will give us good competence to get meaning messages that we listen. In writing, without vocabulary we cannot write in construct a sentence. In addition, by having enough vocabulary to make students easily understand what they heard and can organize their ideas for being a good sentence. The more vocabulary that someone has, then it will be more easily in mastering English¹¹.

Vocabulary plays an important role in learning English. It is a core component of language proficiency. In mastering English well, Students should have sufficient vocabulary because vocabulary is needed in for language skill; they are listening, speaking, reading, and writing. Those skills and support each other, vocabulary is considered playing a central role; because through vocabulary we can communicate ideas, emotions and desires, beside, by a good command of vocabulary on language. It can express ideas effectively and efficiently¹².

In general, the components of language consist of three, namely grammar, pronunciation, and vocabulary. But in this study researchers will only focus on increasing the English vocabulary of children of the street. Vocabulary is a collection of words that belong to a language and provide meaning when we use the language.

b. Kinds of Vocabulary

There are two kinds of vocabulary which both of them have each categorize that

¹¹ N. Riyanti, "The Students' Ability in English Vocabulary at The Second Semester of English Department IAIN Palopo" (IAIN Palopo, 2017).

¹² Harmer Jeremy, *The Practice of English Language Teaching, New Edition* (New York: Longman, 1991).

are divided from how words learnt by the learners. One of experts below states about the kinds of vocabulary. Haycraft, quoted by Hatch and Brown in Alqahtani, indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.¹³

1. Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing.¹⁴

2. Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.¹⁵

From the explanation above, it can be concluded that the kinds of vocabulary are receptive that means the learners learn about how the words are used in the context, while productive vocabulary means that the learners also learn about the words are pronounced in speaking and used in writing.

c. Indicators of Vocabulary

Quoted by Cameron Lynne in Rizky Gushendra, vocabulary skill included:

¹³ M. Alqahtani, "The Importance of Vocabulary in Language Learning and How to Be Taught," *International Journal of Teaching and Education* 3 (2015).

¹⁴ Stuart Webb, "Receptive and Productive Vocabulary Size of L2 Learners, *Studies in Second Language Acquisition*" 30 (2009).

¹⁵ Stuart Webb, "Receptive and Productive Vocabulary Learning : The Effects of Reading and Writing on Word Knowledge, *Studies in Second Language Acquisition*" 27, no. 1 (2005).

pronunciation, spelling, grammar and meaning.

1. Pronunciation

Pronunciation is one of the aspects that have a great influence of vocabulary. “Pronunciation is the way in which a particular person pronounces the word of a language”. Children need to hear a new word in foreign language in order they can notice the sound at the beginning and at the end, the stress pattern of the word.

2. Spelling

Children also need to know the letters and syllables that make up the word that is called spelling. “Spelling is the act of forming words correctly from individual letter or the way that a word is spelt”

3. Grammar

Grammatical information is tied into words, and learning words can take students along the way into grammar. This suggests that if we give a high priority to vocabulary, we are not thereby abandoning grammar.

4. Meaning

Nation and Cameron (2001:85) argue ways to explain the meaning of new words in the young learner classroom that is by using an object, a cut-out figure, gesture, performing and action, photograph, drawing or diagram on the board, and pictures from story books. Actually, finding the meaning for the new foreign language word is the amount of mental work done by the learner affects well a new word is engraved in memory, the students have to think it's about word and meaning, the more likely they are to remember it.¹⁶

¹⁶ R. Gushendra, “An Experimental Study: Improving Students’ Vocabulary Mastery By Using English Songs,” *Indonesian Journal of Integrated English Language Teaching* 3, no. 1 (2017),

From explanation above, It can be concluded that pronunciation, spelling, grammar and meaning are the indicators of vocabulary mastery. But in this study researchers only used the three indicators above, namely pronunciation, spelling, and meaning.

2. Street Children

Street children constitute a marginalized group in most societies. They do not have what society considers appropriate relationships with major institutions of childhood such as family, education and health. The continuous exposure to harsh environments and the nature of their lifestyles make them vulnerable to substance use and this threatens their mental, physical, social and spiritual wellbeing. In many regions most of these children use alcohol and other psychoactive substances. In addition, these children are confronted with discrimination and view health and social services with suspicion. Street children live a transitory life style and are vulnerable to inadequate nutrition, physical injuries, substance use, and health problems including sexual and reproductive health problems. These factors reduce the effectiveness of interventions that target street children¹⁷.

The Children who work in the street are at great risk of becoming real, full time street children. It is the most common route to life in the street and most street children begins as street working children. They may have something to sell for example; a child may start out with just enough money to buy some water. And

<https://doi.org/10.24014/ijielt.v3i1.3968>.

¹⁷ World Health Organization, "Module 3: Understanding Substance Use among Street Children," *A Training Package on Substance Use, Sexual and Reproductive Health Including HIV/AIDS and STDs*, 2000, https://www.unodc.org/pdf/youthnet/who_street_children_introduction.pdf.

then, they sell the water singly, often standing at traffic lights to do this, and make a minute amount of profit on each one. When all are sold they will have recouped the original cost of the water plus a small profit, so they buy water and repeat the process again and again. At the end of the day they should have the money they set out with plus a satisfactory profit. This must be taken home and handed over¹⁸.

This phenomenon of street children occurs in many parts of Indonesia. Large cities are centers of growth for street children, which makes them highly mobile. It is not strange that street children exist in a big city that develops into a big city. According to Malia(2016), 16 provinces are targeted by street children, including, North Sumatra, West Sumatra, Riau Islands, South Sumatra, Lampung, Jakarta, Banten, West Java, Central Java, Yogyakarta, East Java, East Nusa Tenggara, West Nusa Tenggara, South Kalimantan, West Kalimantan, and South Sulawesi. This data is based on data on the number of street children cared for by the Ministry of Social Affairs of the Republic of Indonesia¹⁹.

Handling the problem of children on the street which has recently increased developing in various big cities in Indonesia, including Parepare city is a shared responsibility of the community in the form of community participation in dealing with street children. This problem is a social reality caused by various factors such as poverty, ignorance, urbanization, lack of jobs, difficulties get education, health services and so on.

These street children, some of them are in school and some are not in school, those who are in school have to manage their time to be able to go to

¹⁸ Funvini, "Street-Working Children," 2017, <https://letthechildrenlive.org/funvini/street-working-children/>.

¹⁹ I Malia, "16 Provinsi Rawan Anak Jalanan.," *Harian Nasional.*, 2013.

school and sell, which they should use for studying and playing, but unfortunately they use it to sell at red lights, and some of them those who attend school admit that they rarely go to school because they wake up late after working late at night, or because they have to start working again in the morning because they have to collect money again.

3. Games in English Language Learning

As Andrew Wright, David Beteridge, and Michael Buckby explain in their book *Games for Language Learning*: "...a 'game' is a fun, engaging, and often challenging activity that learners play and usually interact with"²⁰. This means that games are interesting because they can excite students to play. When students play games, it can be hard sometimes because they have to be the winner in the game, but it is also fun because they have fun playing and enjoy interacting with each other.

The goal of the game should be clarified so that students understand what to expect from the activity. Sometimes, when playing games, teachers use strategies to make the game more interesting. According to the *Oxford Learner's Pocket Dictionary*, the game is a "secret plan or ruse"²¹. It means that the teacher can make games more interesting by trick, so that student enthusiastic to play this game.

From the above description, it can be argued that games are some of the interesting activities that can be done in the classroom, especially for both

²⁰ David Betteridge and Michael Buckby Andrew Wright, *Games for Language Learning* (Cambridge University Press, 2006) p. 1.

²¹ Martin H. Manser, *Oxford Learner's Pocket Dictionary, New Edition* (London: Oxford University Press, 2003) p. 175.

teachers, as secrets and tricks to entertain students and make the teaching and learning process fun, also increase learning abilities.

a. Types of Games

It is explained in *games for language learning* book that there are four types of games²². They are class games, individual games, pair-work games, and group-work games. It means that it is especial value in ensuring that every learner has optimum opportunity for oral practice in using language, and it also make student can interact each other.

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

- 1) Competitive games, in which players or teams race to be the first to reach the goal.
- 2) Co-operative games, in which players or teams work together towards a common goal²³.

From the above description, we can assume that the game is played by one or more people and needs to win or reach the goal as soon as possible. The game can be played in teams, groups, individuals and pairs, so you have to compete against each other.

On the other hand, Mario Rinvolucris and Paul Davis say there are many types of language games:

- 1) Competitive game. This game usually uses a format adapted from radio and television games. It makes sense to incorporate fun context from the student's spoken language. All teams are competitive.

²² Andrew Wright, David Betteridge and Michael Buckby, *Games for Language Learning ...* p. 3.

²³ Jill Hadfield, *Advanced Communication Games ...* p. iii.

- 2) Cognitive game. This is a cooperative sentence-building game. The exercises are mostly open-ended, with the student adding one or two words to her two utterances to extend the sentence.
- 3) Feeling and grammar. In this section, students will focus on expressing the truth about themselves and the people around them. They do this using a given structure. For some types of learners, this is much more effective than focusing directly on grammar.
- 4) Listening to people. In this game, students create a very specific situation in a language classroom. Grammar is practiced in an individual-centered atmosphere that focuses on meaning.
- 5) Movement and grammar. This game provides students with an opportunity to practice and imbue their grammar while moving their bodies. They move, but they don't waste time.
- 6) Meaning and translation. The game allows intermediate to advanced learners to decide whether a given sentence makes sense or is nonsense.
- 7) Problem solving. In this game, students must find multiple solutions to technical, human and cultural problems. They also use pre-determined vocabulary and structures to express themselves.²⁴

From this, we can conclude that students can play many games and need to know the rules of the games before playing. From the above description, it can be deduced that students can play different types of games depending on their needs, functions, situations and circumstances. This means that if teachers want to teach grammar, they have to think about what kind of games they are allowed to play.

b. Fuction of Games

²⁴ Mario Rinvoluceri and Paul Davis, *More Grammar Games* (Cambridge: Cambridge University Press, 2005) p. x-xiv.

Specifically, Herwirts and Goddard explain that games help students develop different and specific language skills, such as:

1) To spell

The teacher will give an example of the correct spelling of the word, and the student either repeats what the teacher said or writes the letters of the word in the correct order.

2) To define

Students can say and explain the meaning of words and phrases and construct sentences successfully.

3) To use a dictionary

Students use dictionaries to look up word content and word pronunciation.

4) To pronounce words correctly

Students can practice how to pronounce words well and check the correct pronunciation of words in the dictionary.

5) To express his ideas in coherent sentence and paragraphs

These games help students express their ideas in coherent sentences and paragraphs.

6) To use figures of speech and verbal imagery

Idioms and word images are often used when playing these games.

7) To add new words

These games can help students improve their vocabulary.

8) To punctuate

Students can use punctuation marks or be fluent in punctuation marks. For example: period, comma, question mark.

9) To recognize verbal incongruities and nuances of meaning.

Students can identify and recognize language discrepancies and nuances of meaning²⁵.

From the above description, we can conclude that the features of this game are not only for fun, but also for training students' English skills, such as spelling and pronunciation of word, also practice student abilities.

In the book *Games for Language Learning* by Andrew Wright, David Beteridge, and Michael Buckby, they state that games can:

- 1) Games provide a useful way for learners not only to learn a language, but to experience it.
- 2) Games deal with emotions, and as a result the meaning of language is experienced more vividly. Because of this, it is more likely to be accepted than mechanical, exercise-based learning²⁶.

From the above description, we can conclude that games are a way to help students not only play, but also learn through games. Furthermore, it can be concluded that learning by games is superior to learning by traditional methods in which the teacher is central to the teaching and learning process. This means that games are a way for students to have fun while learning.

²⁵ B. Hurwitz and Arthur Goddard Abraham, *Games to Improve Your Child's English, New Edition* (New York) p. 17.

²⁶ Andrew Wright, David Betteridge and Michael Buckby, *Games for Language Learning ...* p. 2.

c. The Purposes of Using Games

Gretchen E. Weed explained that the use of games in language teaching has many purposes.

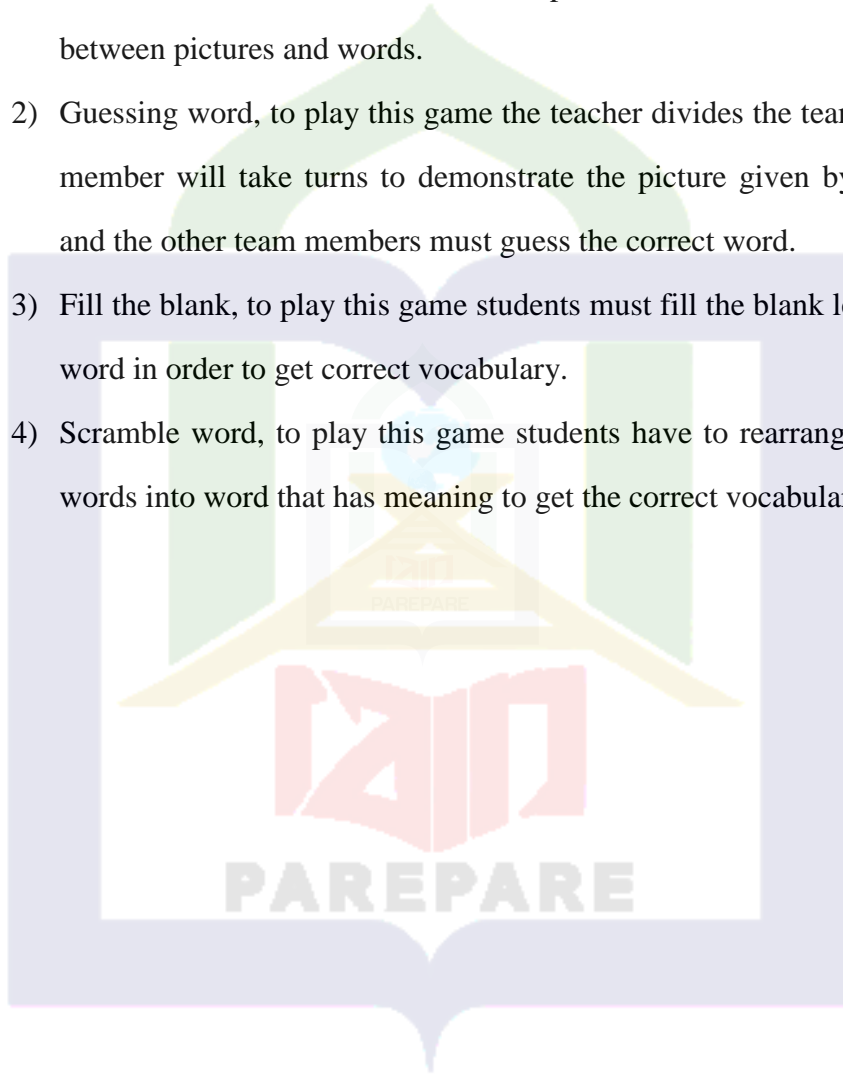
- 1) Physical activity: to release physical and nervous tension and to promote mental alertness by breaking the routine of drills.
- 2) Enjoyment: to create a climates of fun and interest that will help the students look forward to their English lessons. And games learned in class are also something they can do outside of class to have fun.
- 3) Culture content: to use games as a way of revealing general patterns of culture that should add to the studetns' grasp of the ways of English speaking peoples. A simple little game indicates the role of individual competition and recognition of a winner-who alone receive a prize if one is given.
- 4) Language learning: to serve as an adjunct to the techniques of teaching of grammar and sound system of the new language. Games can be the experience that gives meaning to form and sound²⁷.

Many of the purposes of using games have been described above, so it can be argued that games are a useful alternative for students to enjoy vocabulary learning. This can also be done inside or outside the classroom. Furthermore, games are a form of competition to determine the winner of the game, and a method for teaching the grammar and phonetic system of new languages.

As for some of the games that researchers will use in this study, namely Matching game, Guessing word, Fill the blank, and Scramble word.

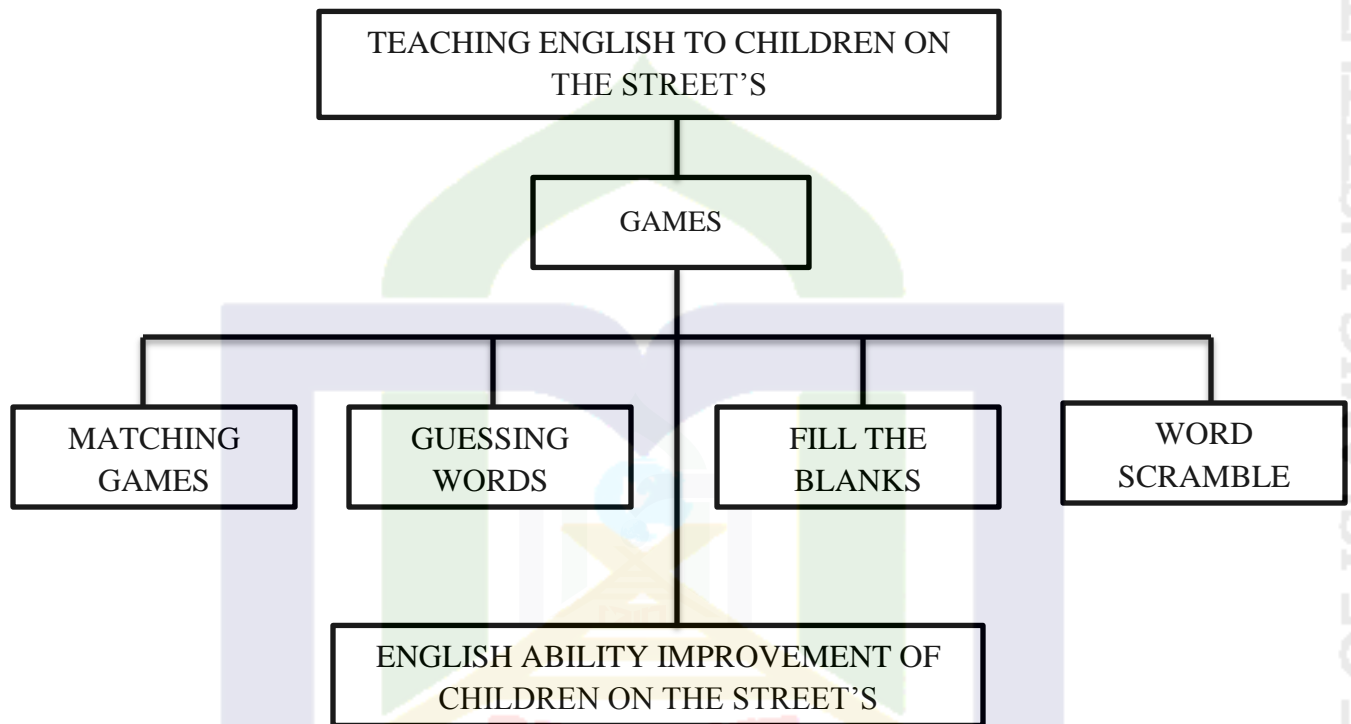
²⁷ Gretchen E. Weed, *Using Games in Teaching Children* (Tokyo) p. 303.

- 1) Matching game, this game played by one or more people, to play di game student must match the pictures and the words. This game starts with the teacher introduction the topic of the game to the students, then the students will know the words and the pictures. Next, students must match between pictures and words.
- 2) Guessing word, to play this game the teacher divides the team, each team member will take turns to demonstrate the picture given by the teacher and the other team members must guess the correct word.
- 3) Fill the blank, to play this game students must fill the blank letters in each word in order to get correct vocabulary.
- 4) Scramble word, to play this game students have to rearrange the jumble words into word that has meaning to get the correct vocabulary.



C. Conceptual Framework

The conceptual framework of this research is designed as follow:



Picture 2.1 Conceptual Framework of the Research

A thinking framework is a concept about theory that is connected to a problem factor that has been identified as a problem. The researcher raised a title Enriching Street Children's Vocabulary Through Games. In this case, the interaction between students and teacher is fundamental to the learning process and the games used by the teacher plays a very important role in teaching process to enriching vocabulary for street children.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used pre-experimental research design, it occurs the directly attempts in order to know the influence of the particular treatment (independent variable) to dependent variable.²⁸ By applying an experimental quantitative design, this research intends in describing relationship between an independent and dependent variable of using games toward the street childrens' English skill. In this research, the independent variable was Games and the dependent variable was English ability.

In experimental quantitative research, it consists of pre-test, treatment, and post-test. The effect of the games be known after knowing the significant difference between the children before and after being taught by using games.

B. Location and Time

1) Research Location

This research was conducted at Lamario Park, to be exact at Jl. Mattirotasi, Cappa galung, Bacukiki Barat, Parepare, Sulawesi Selatan.

2) Research Time

This Research was conducted approximately a month (adjusted to the needs of the researcher).

²⁸ Muh Yani Balaka, "Metode Penelitian Kuantitatif," 2022.

C. Population and Sample

1) Population

According to Arikunto (2017: 173), Population is a set or collection of element. In this research the researcher determine the population of the study, it is the street children in Parepare²⁹. The estimated age of street children is an average of 10-15 years old.

2) Sample

The sample of this research is the students of RBCD (Rumah Belajar Cinta Damai) Community.

D. Technique of Data Collection

In this study, the researcher used the experimental quantitative technique to gain the data that is test:

1) The Test

a) Pre-test

Pre-test is use to know the children' English skill before the next step, it is treatment. The pre-test was done in class to know the score/value or the quality of the children' English skill before. The researcher gave the vocabulary test such as give the children several question

b) Treatment

The treatment was conducted for 4 meetings:

The first meeting:

The topic: Part of Body

²⁹ Suharsimi Arikunto, "Prosedur Penelitian Suatu Pendekatan Praktik-Revisi Ke X.," 2010.

- a) The reseacher explained about the Part of Body
- b) Discussion with the students about the topic
- c) Give children several question about the topic

The second meeting:

The topic: Animals

- a) The reseacher explained about Animals
- b) Discussion with the students about the topic
- c) Give children several question about the topic

The third meeting:

The topic: Numbers and Colors

- a) The reseacher explained about Number and Color
- b) Discussion with the students about the topic
- c) Give children several question about the topic

The fourth meeting:

The topic: Occupation

- a) The reseacher explained Occupation
- b) Discussion with the students about the topic
- c) Give children several question about the topic

c) Post-test

The researcher gave the post-test to the children after the treatment is done. After that, the researcher gave post-test through give the same questions such as in the pre-test before to know is there an effect of using games.

After collecting the data, the researcher analyzes the children' data as following:

- 1) Find out the mean score of each class
- 2) Compare the pre-test and post-test's score by use t-test
- 3) Tabulating the data
- 4) Made a conclusion

E. Operational Definition of Variable

1) Games

Games is a fun activity to increase children' interest in study. In this research games is use to improve children' English ability. In this study, the researcher use four games for all the class and one game for each meeting. The four games are matching game, guessing word, fill the blanks, and word scramble.

The researcher chose several games because games can improve the vocabulary of street children, and also games are a fun way for children to learn and not feel pressured when learning.

2) Vocabulary

In this study, English ability are defined as skills that can increase children's vocabulary. Vocabulary is index of words that have been used by people to communicate, it is usually arranged alphabetically, and it is also part of language component.

F. Research Instrument

Instruments are tools used to collect data. Instruments are tools or facilities used by researchers to collect data completely and systematically.³⁰ So in this study the instrument used was a test.

³⁰ Eri Kusumawati, *Increasing Present Continuous Tense Mastery Using Grammar Translation Method at Eight Graders of MTs N 1 East Lampung In Academic*, 2019.

In this research, vocabulary test as instrument. There are two tests in this research, namely pre-test and post-test. The pre-test is to determine students' initial knowledge, while the post-test is to determine students' achievement of Vocabulary Mastery based on the method given. In the initial test the researcher gave students a list of words and they had to say their meanings. In this research, the researcher is test use listest as the instrument, before and after treatment.

G. Technique of Data Analysis

The technique of this research is quantitative data analysis. Quantitative data is a technique to analyze and count the data. Its means that the technique of quantitative data analysis is the process of data shaped by number.³¹ In this study, the researcher use the quantitative data to know the children' English vocabulary after they are taught through games. The researcher conduct test to the children before and after they are taught through using games. The test result will compare, then the researcher took the percentage of children' score by using frequency.

Its mean that the tehniques of quantitative data analysis researcher also use the producer as follow:

1. Descriptive the data

Many of the purposes of using games have been described above, so it can be argued that games are a useful alternative for students to enjoy vocabulary learning. This can also be done inside or outside the classroom. Furthermore, games are a form of competition to determine the winner of the game, and a method for teaching the grammar and phonetic system of new languages.

³¹ A. Hardani, et al., *Metode Penelitian Kuantitatif* (Tangerang selatan: Pascal Books, 2021).

2. Data Analysis

Method that serves to describe or give an overview of the object under study through data or samples that have been collected does not exist without doing analysis and making conclusions, this analysis focused on mean, standard deviation and some of any test before conducting inferential analysis.

- a. Scoring the students' correct answer of pre-test and post-test by using formula:

$$\text{score} = \frac{\text{Student correct answer}}{\text{The total number of them}} \times 100$$

Data analysis used descriptive statistic, which describes the existing data to obtain fact from respondents, hence more easily to understand. The analysis used with descriptive statistic was done by collecting, compiling, presenting, and analyzing all data of all variables in terms of percentage, frequency distribution, histogram, diagram, graph, mean, mode, median, and standard deviation.

- b. Classifying the score students' classification as follow:

Table 3.1
Classification of Score

Classification	Score	Criteria
Very Good	80-100	8 to 10 correct vocabulary.
Good	60-79	6 to 7 correct vocabulaty
Average	40-60	4 to 5 correct vocabulary
Poor	<39	2 to 0 correct vocabulary

Source: Tri Lestari Nela, (2018)

- c. Based on the vocabulary indicators of vocabulary, there are four indicators: pronunciation, meaning, spelling, and grammar.

Table 3.2
Rubric to measure English vocabulary³²

Criteria	Very Good (80-100%)	Good (60-79%)	Average (40-60%)	Poor (0-39%)
Pronunciation	Speaks clearly and distinctly all the vocabulary	Speaks clearly and distinctly some of the vocabulary	Speaks less clearly the vocabulary	Speaks unclearly all the vocabulary
Meaning	Know and understand the meaning of all vocabulary	Know the meaning of vocabulary	Less know and understand the meaning of vocabulary	Does not know and understand the meaning of vocabulary
Spelling	Able to know how to spell vocabulary correctly and completely.	Know how to spell vocabulary	Less able and know how to spell vocabulary words	Unable and know how to spell vocabulary words
Grammar	Able to write the vocabulary correctly and completely.	Know how to write the words	Less able to write the words	Unable to write the words

³² Spell Quiz, "Designing A Vocabulary Rubric For Evaluating The Language Skills," Spellquiz.com, 2022.

In this study, the instrument assessed only two indicators: meaning and spelling. This focus was due to the limited learning process and the participants' insufficient understanding of English. However, considering that this study targets street children who are beginners in learning English, the researcher does not use grammar and pronunciation indicators. During the intervention, the material was taught in the simplest way possible to ensure that children could easily grasp the lessons.

d. Percentage of students' vocabulary score using the following formula:

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

Where:

P : Percentage

F : Frequency

N : Total Number of Students

CHAPTER IV

FINDINGS AND DISCUSSION

A. FINDINGS

1. An Overview of Street Children in Parepare

This research has the focus on street children. These children mainly spend their time working and living on the streets, thus they often face significant challenges such as a lack of access to education and a stable home environment. Given this context, this research aims to address one of the fundamental educational challenges street children face, by conducting an engaging and interactive teaching method such as games and identifying improving this method toward their English language vocabulary.

This research focuses on street children who work and live in Parepare City. As one of the cities in South Sulawesi Province, Parepare has a significant population of street children. The Social Service (*Dinas Sosial*) reported in 2023 that the number of street children increased by around six from 2022. The latest data shows that around twenty children in Parepare City are categorized as street children. The majority fall into the second category, namely children on the street, who work every day on the street but still have a place to go home to³³.

Based on information and direct observations obtained by researchers during the research process, the economic conditions of street children in Parepare City remain at the poverty line. Most of their parents work in manual labor jobs, such as parking attendants, porters at the harbor, fishermen, and other

³³ A. Muhaimin, Ridwan, I., & Hasdiansyah, "Pemberdayaan Anak Jalanan Melalui Program Keterampilan Hidroponik Di Rumah Belajar Cinta Damai Kota Parepare," *Continuing Learning Society Journal* 1, no. 01 (2023).

similar occupations. This situation forces many street children to help their parents earn a living by taking on their parents' respective jobs; some also earn a living as beggars on the streets. As a result, only a few of them have the opportunity to attend school or receive further education.

The following condition has led to the emergence of many social groups that have opened non-formal learning spaces for street children, such as *Rumah Belajar Cinta Damai* (RBCD). RBCD is a social project that has programs to teach and improve the skills of street children, initiated by young people with high initiative and sympathy for this issue. In this research, the researcher utilized the RBCD learning room to carry out the research process in directing and analyzing game teaching methods to improve street children in Parepare City. The initial identification by the researcher found that a small portion of street children could read, while the majority could not. This disparity arises from differing financial and environmental conditions that prevent all of them from accessing basic education.

This research was conducted in June 2024 by identifying and analyzing the vocabulary knowledge of street children through a pre-test, followed by using a game teaching method consisting of four types of games: matching games, guessing games, fill-in-the-blank games, and word scramble games. This method aimed to increase street children's vocabulary knowledge, which the researcher evaluated through a post-test. The collected researcher samples from 15 children gathered in the RBCD learning room. The results of the research process are as follows:

2. Street Children's vocabulary before and after by using learning through games.

According to the data identified through evaluation, the results can be explained based on the test. The pre-test was conducted to assess the students' vocabulary based on three indicators: spelling, pronunciation, and meaning.

The test consisted by pre. The test result can be showed below:

a) Result of Pre-test

Table 4.1 Students Vocabulary Performance in Pre-test

Students No.	Score	Category
Student 1	52	Average
Student 2	40	Average
Student 3	48	Average
Student 4	52	Average
Student 5	48	Average
Student 6	40	Average
Student 7	60	Good
Student 8	56	Average
Student 9	32	Poor
Student 10	48	Average
Student 11	64	Good
Student 12	44	Average
Student 13	40	Average
Student 14	40	Average
Student 15	40	Average

According to the data above, showed that 2 students got good category, and 12 students got average category, and lastly 1 student got poor category. The highest score was obtained in the Good category with a score of 64 and the lowest score was obtained in the Poor category with a score of 32. Based on the results of the data above, the researcher presented the frequency results of the pre test below:

Table 4.2 Result of Pre-test

N0	Category	Result of Pre Test	
		Frequency	Percent
1	(Very Good) 80-100	0	00,00
2	(Good) 60-79	2	13,33
3	(Average) 40-59	12	80,00
4	(Poor) <39	1	6,66
Total		15	100,00

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showed that 2 students fell within the "good" category, corresponding to scores ranging from 60 to 79. These students' percent for 13,33% of the total students. While their performance was relatively better than those in the "average" category, The average category comprising 12 students (80,00% of the total). Lastly, there were 1 students' classified as "Poor" this category present 6,66% in value of <39.

Based on the result data analysis above, the researcher present the descriptive statistic for the street children's vocabulary before learning through games, explained below:

Table 4.3 Descriptive Statistic of Pre-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	15	32.00	64.00	46.93	8.746
Valid N (listwise)	15				

Sources: Data SPSS

The table presents descriptive statistics for the post-test scores of the students. It provided information about the sample size (N), minimum and maximum scores, mean, and standard deviation. It can be explained that:

1. **Sample Size (N):** The sample size represent the number of students included in the analysis. In this case, there were 15 students whose pre-test scores were considered for the descriptive statistics.
2. **Minimum Score:** The minimum score indicated the lowest score obtained by any student in the pre-test. In this dataset, the minimum score was 32.00.
3. **Maximum Score:** The maximum score represent the highest score achieved by any student in the pre-test. In this case, the maximum score was 64.00.
4. **Mean:** The mean (also known as the average) is the sum of all the scores divided by the number of scores. It provided an estimate of the central tendency of the data. In this dataset, the mean pre-test score was 46.93.
5. **Standard Deviation:** The standard deviation measures the spread or variability of the scores around the mean. It indicated how much the scores deviate from the mean score. In this dataset, the standard deviation for the pre-test scores was 8.746.

b) Result of Post-test

Table 4.4 Student's Vocabulary Performance in Post-test

Students No.	Score	Category
Student 1	96	Very Good
Student 2	76	Good
Student 3	80	Very Good
Student 4	84	Very Good
Student 5	95	Very Good
Student 6	80	Very Good
Student 7	92	Very Good
Student 8	88	Very Good
Student 9	76	Good
Student 10	88	Very Good
Student 11	96	Very Good
Student 12	88	Very Good
Student 13	97	Very Good
Student 14	80	Very Good
Student 15	72	Good

According to the data above, showed that 12 students got Very Good category, and 3 students got Good category. The highest score was obtained in the Very Good category with a score of 97 and the lowest score was obtained in the Good category with a score of 72.

Based on the results of the data, the researcher presented the frequency results of the pre test below:

Table 4.5 Result of Post Test

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N0	Category	Result of Pre Test	
		Frequency	Percent
1	(Very Good) 80-100	12	80,00
2	(Good) 60-79	3	20,00
3	(Average) 40-59	0	0,00
4	(Poor) 0-39	0	0,00
Total		15	100,00

analysis above, the finding showed that there was 12 students or 80,00% got Very Good score, while the category of Good was 3 students or 20,00% from total students, and the category of average was 0 students or 0% from the total students, and the category of poor was 0 students or 0% from total students. Based on the result data analysis above, the researcher present the descriptive statistic for the street children's vocabulary after learning through games, explained below

Tabel 4.6 Descriptive Statistic of Post-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	15	72	97	85.87	8.271
Valid N (listwise)	15				

The table present descriptive statistics for the post-test scores of a sample group of students. The statistics provided information about the distribution, central tendency, and variability of the scores.

1. This represents the total number of observations or participants in the sample. In this case, there were 15 students included in the analysis.
2. This value represents the lowest score recorded in the post-test. In this sample, the minimum score was 72.00.
3. This value represents the highest score recorded in the post-test. In this sample, the maximum score was 97.00.
4. The mean (average) represents the central tendency of the data. It was calculated by summing all the scores and dividing by the total number of scores. In this sample, the mean score was 85.87. This indicated the average performance of the students in the post-test.
5. Std. Deviation: The standard deviation measures the dispersion or variability of the scores around the mean. It provided information about how spread out the scores are from the mean. In this sample, the standard deviation was 8.271. A higher standard deviation suggests a greater degree of variability in the scores.

c) Accumulation of Students Vocabulary

Table 4.7 Accumulation of Student's Vocabulary

Students No.	Pre-Test	Post-Test
Student 1	52	96
Student 2	40	76
Student 3	48	80
Student 4	52	84
Student 5	48	95
Student 6	40	80

Student 7	60	92
Student 8	56	88
Student 9	32	76
Student 10	48	88
Student 11	64	96
Student 12	44	88
Student 13	40	97
Student 14	40	80
Student 15	40	72
Mean	46.93	85.87
Category	Average	Very Good

The pretest represent the Pre test scored 46.93 on this test, which the "Average" category. And Post Test represent a score of 85.87, which the "Very Good" category. Based on the result that pretest categorized as average which identified has no treatment, and posttest categorized as Very Good.

d) T-test Independent

Paired T-test is a parametric test that can be used on two data between pre and post-test. The purpose of this test is to see if there is an average difference between two paired data. Following are the results of the data description:

Table 4.8 T-test Independent

Paired Differences

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Pair	Pretest – 1 Posttes	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
		-38.933	7.411	1.914	-43.037	-34.829	-20.346	14	.000

Paired Samples Test

Based on the results of the analysis, it is obtained that the t_{hitung} value is -20.346 (20.346) where to find out whether the t_{hitung} value is significant with a 95% or 0.05 confidence interval, it must be compared with the value in the t_{table} . And to see the t_{table} it must be based on (dk) or degrees of freedom (df) whose magnitude is $n-1$, in this case it means $15-1 = 14$. It refer to the t_{table} value of 1.761.

If the calculated t_{hitung} was 20.346 and the t value from t_{table} (t distribution table) was 1.761., then the researcher concluded that there is a significant difference between the two groups of data being compared. In this context, the null hypothesis which states that there is no difference between the two data groups can be rejected. The alternative hypothesis which states that there is a difference between the two groups of data will be accepted.

The results of the analysis obtained $t_{hitung} 20.346 > 1.761.$, then the null hypothesis was rejected and the h_a hypothesis was accepted. So, there is an increase in street children's vocabulary by using learning through games.

B. DISCUSSION

1. The Influence of Game Learning Methods in Improving the English Vocabulary Skills of Street Children

According to Hasanah, N, & Ali, S. M. (2021) states that vocabulary learning is an intrinsic part of language teaching. The mastery of vocabulary is a difficult task to do specially English vocabulary, which is complex. This complexity brings the vocabulary brings difficulties to students who try to master the vocabulary. Certainly there are many approaches that can help the students to enrich and master the English vocabulary and they can choose one to help them in learning English vocabulary. There are many students facing problems in learning. One of the problems is students' lack of vocabulary. The lack of vocabularies probably can seed by methods and technique by the teachers in teaching perhaps the methods and techniques not suitable for the students need and interest³⁴.

To produce more efficient and clear research findings, researcher carried out a three-stage process to measure the influence of learning games on increasing the English vocabulary knowledge of street children. The stages were: a pretest to measure the abilities of street children before the games learning method was implemented, the implementation of the games learning method through three types of games, and a post-test to measure the English vocabulary abilities of street children after the games method was conducted. Further explanation is provided below:

A. Pre-test Stage

This research began with a pretest stage to identify the initial English vocabulary skills of street children in Parepare City, using a sample of 15 street children. Based on the researchers' findings, it was found that the majority of street children in the sample had an average level of English vocabulary knowledge. Around 80 percent of street children knew at least some English vocabulary. This knowledge came from various sources: some

³⁴ S. M. Hasanah, N., & Ali, "Personal Vocabulary Notes (PVN) Method Affects The Students' Vocabulary Mastery at IAIN Parepare," *Jurnal Ilmiah Multidisiplin Amsir* 1, no. 1 (2022).

had attended school and learned basic vocabulary, some had heard these terms from their friends, and some had obtained them from non-formal home learning activities. Meanwhile, the remaining children were at good and poor levels. These pretest findings served as a benchmark for analyzing the increase in street children's English vocabulary knowledge through game learning methods.

B. Learning process using the games method

In this research process, researcher employed four types of games: matching games, guessing games, fill-in-the-blank games, and word scramble games. The researcher chose these games based on an analysis of the English vocabulary deficiencies observed in the pretest stage.

1. **Matching Games:** Researcher used interactive pictures of body parts, and the children matched the correct vocabulary to these parts. This game was intended to train the memory of street children³⁵.
2. **Guessing Games:** Researcher divided the children into two teams. One team mimicked objects or animals while the other team guessed the English vocabulary. This game aimed to make children more relaxed and enhance their imaginative abilities³⁶.
3. **Fill-in-the-Blank Games:** Researcher used interactive images and incomplete words, and the children filled in the blanks with the correct letters. This game was designed to improve memory and memorization skills³⁷.

³⁵ A. C. Y. Mayekti, M. H., & Bestari, "The Effect of Matching Games for Teaching Speaking Skills," *Economics, Social and Humanities Journal* 1, no. 2 (2022).

³⁶ R. K. Mutoharoh, S., & Agustina, "The Effectiveness of Using Guessing Game to Improve English Writing Skills," *Research in English and Education* 7, no. 3 (2022).

³⁷ P. Ghazy, A., Wajdi, M., Sada, C., & Negeri Bali, "The Use of Games-Based Learning in English Class," *Journal of Applied Studied in Language* 5, no. 1 (2022).

4. **Word Scramble Games:** Researcher provided scrambled words, and the children rearranged them to form the correct vocabulary. This game aimed to enhance the cognitive abilities of street children³⁸.

The four games were met with enthusiastic responses from the children, who enjoyed learning English vocabulary through these interactive methods.

C. Post-test Stage

To analyze the improvement in English vocabulary skills, researchers conducted a post-test after the series of games. The post-test had the same question model as the pretest. The findings revealed a significant improvement: 80 percent of street children reached a very good level of English vocabulary knowledge, and 20 percent were at a good level. This demonstrates the effectiveness of the games learning method in enhancing the children's English skills.

Based on these three stages, it is evident that game learning methods significantly increase street children's vocabulary knowledge. According to Andrew Wright, David Betteridge, and Michael Buckby in *Games for Language Learning*, games engage students, making learning both challenging and enjoyable³⁹. The enthusiasm and competitive spirit observed in the street children during the research align with these findings.

Furthermore, The choice of game method in this learning process also includes vocabulary indicators based on Rizky Gushendra, namely pronunciation, spelling, grammar, and meaning⁴⁰. The improvement in these

³⁸ *Ibid*

³⁹ Michael Buckby Andrew Wright, David Betteridge, "Games for Language Learning" (Cambridge University Press, 2006).

⁴⁰ Gushendra R, "An Experimental Study: Improving Students' Vocabulary Mastery By Using English Songs," *Indonesian Journal of Integrated English Language Teaching* 3, no. 1 (2017).

indicators can be proven by the increasing post-test scores of street children. This indicates that their English language skills, based on these indicators, experienced a significant increase after using the game-based learning method provided by the researcher.

Additionally, teachers can use strategies to make the game more interesting and engaging. According to the Oxford Learner's Pocket Dictionary, games can be seen as "secret plans or ruses," indicating that teachers may include an element of surprise or challenge to maintain student enthusiasm⁴¹. For example, in the research, the interactive and competitive nature of games—such as matching games, guessing games, fill-in-the-blank games, and word unscramble games—keeps children excited and motivated.

This theory supports the research findings. By using tricks or strategies to make games more interesting, teachers can foster a positive and dynamic learning environment. This approach not only makes the learning process enjoyable but also increases student motivation and participation, resulting in better educational outcomes. In this study, enthusiastic responses and significant increases in children's post-test scores illustrate the effectiveness of combining clear goals with engaging game-based learning methods. The theory that games can be made more interesting through strategic planning and elements of surprise is consistent with improving children's English vocabulary skills, thus validating the approach used in this study.

Previous research by Mery Silalahi (2019), titled *Improving Students' Interest in Learning English by Using Games*, found that games are enjoyable

⁴¹ Manser, *Oxford Learner's Pocket Dictionary, New Edition*.

and improve significant interest in students⁴². Similarly, the street children in this study showed great interest in learning English through fun activities. Another study by Mustangin (2020), titled *Analisis Proses Perencanaan Program Pendidikan Nonformal Anak Jalanan di Klinik Jalan Samarinda*, emphasized the need for focus learning preparations for street children. This research also identified game models suited to the children's initial English skills⁴³. Through game-based learning, street children can happily learn new English words, improve cognitive abilities and memory, and apply their knowledge in future learning.

Additionally, the findings of this research are supported by previous research conducted by Aulia Ninda Haryoni (2019) in "*Analisis Proses Perencanaan Program Pendidikan Nonformal Bagi Anak Jalanan* ." Haryoni's study shows that the interest in educating street children at the national level stems from concerns about their future, which is considered worth fighting for. During the preparation stage, the foundation aligns input between volunteers, interns, and the educational needs of street children through guidelines and volunteer recruitment. At the transactional stage, this foundation provides street children with necessary education, both formal and informal, and improves their skills through various courses⁴⁴.

Haryoni's research findings align with current research by highlighting the importance of tailored educational approaches and specialized support in improving the skills and future prospects of street children. Both studies emphasize the significant impact of structured and engaging educational methods—whether through game-based learning or skill development

⁴² Silalahi, "Improving Students' Interest in Learning English by Using Games."

⁴³ Mustangin, "Analisis Proses Perencanaan Program Pendidikan Nonformal Bagi Anak Jalanan Di Klinik Jalan Samarinda."

⁴⁴ Haryoni and Hermawati, "An Educational-Evaluation Study for Street Children in Rumah Impian Foundation."

courses—on the development and realization of street children's potential. This correlation further validates the effectiveness of the game-based learning method used in this research, showing that innovative educational strategies can indeed make a big difference in the lives of street children.



A. CONCLUSION

The results of the research showed that the application of game-based learning methods significantly improved the English vocabulary skills of street children in Parepare City. This finding answers the research question regarding the effectiveness of teaching English through games in enhancing the English

vocabulary of street children. Therefore, it can be concluded that through a structured process involving a pretest, the implementation of four interactive games, and a post-test, the children showed substantial improvements in their vocabulary knowledge. This conclusion is based on the following :

During the pretest, most participants had initial knowledge of English vocabulary at average, good, and poor levels. After the post-test, 80 percent of the participants achieved a very good level of English vocabulary, while the remaining 20 percent achieved a good level.

The enthusiastic response and active participation of the children during the game-based learning sessions underscore the effectiveness and appeal of this approach.

B. SUGGESTION

The education of street children in Parepare City faces significant challenges, especially due to their economic conditions and the need to contribute to their family's income. Based on the conclusion, this research offers two key recommendations that highlight the effectiveness of play-based learning methods.

1. Expanding the Game-Based Learning Program

Given the success of the game-based learning method in this study, it is recommended that the program be expanded to cover more street children in Parepare City. Local governments and non-governmental organizations (NGOs) must collaborate to provide resources and training for educators to implement these methods effectively.

2. Developing a Variety of Learning Games

Although this research focuses on four types of games, further research and development should explore a wider variety of educational games. These

games should cater to different learning styles and abilities, ensuring that all children can benefit from the program.



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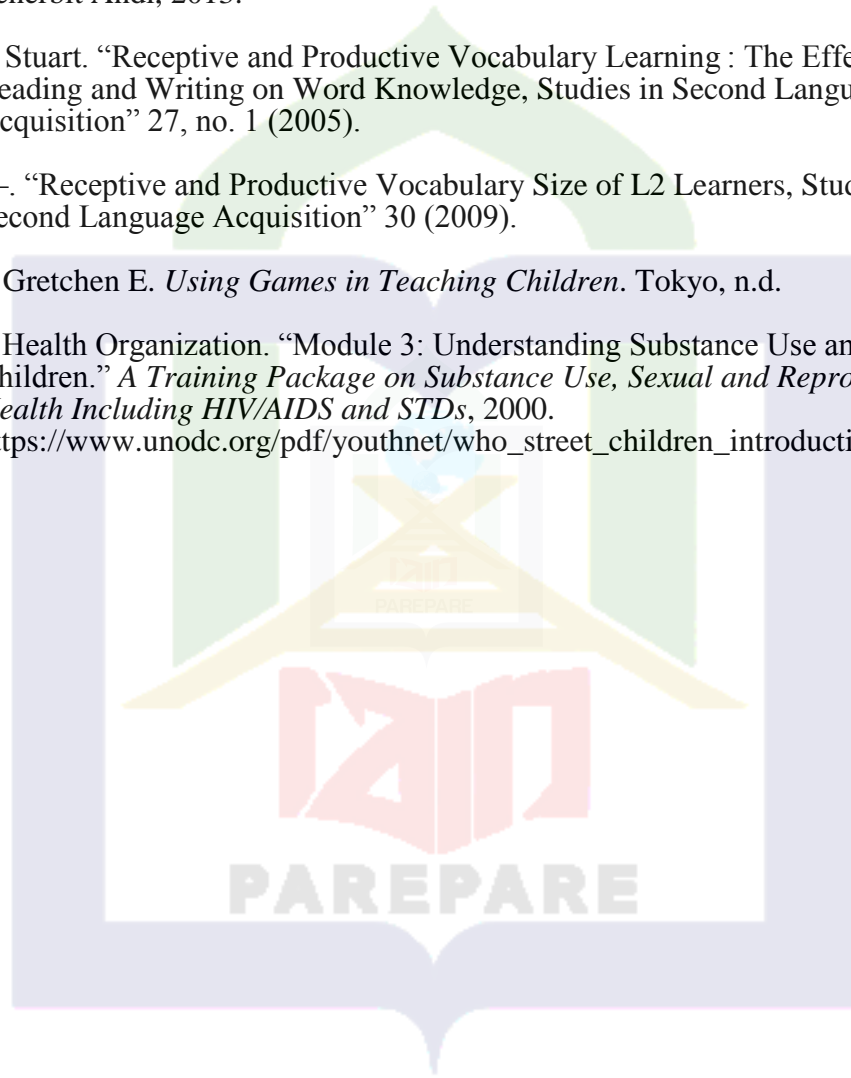
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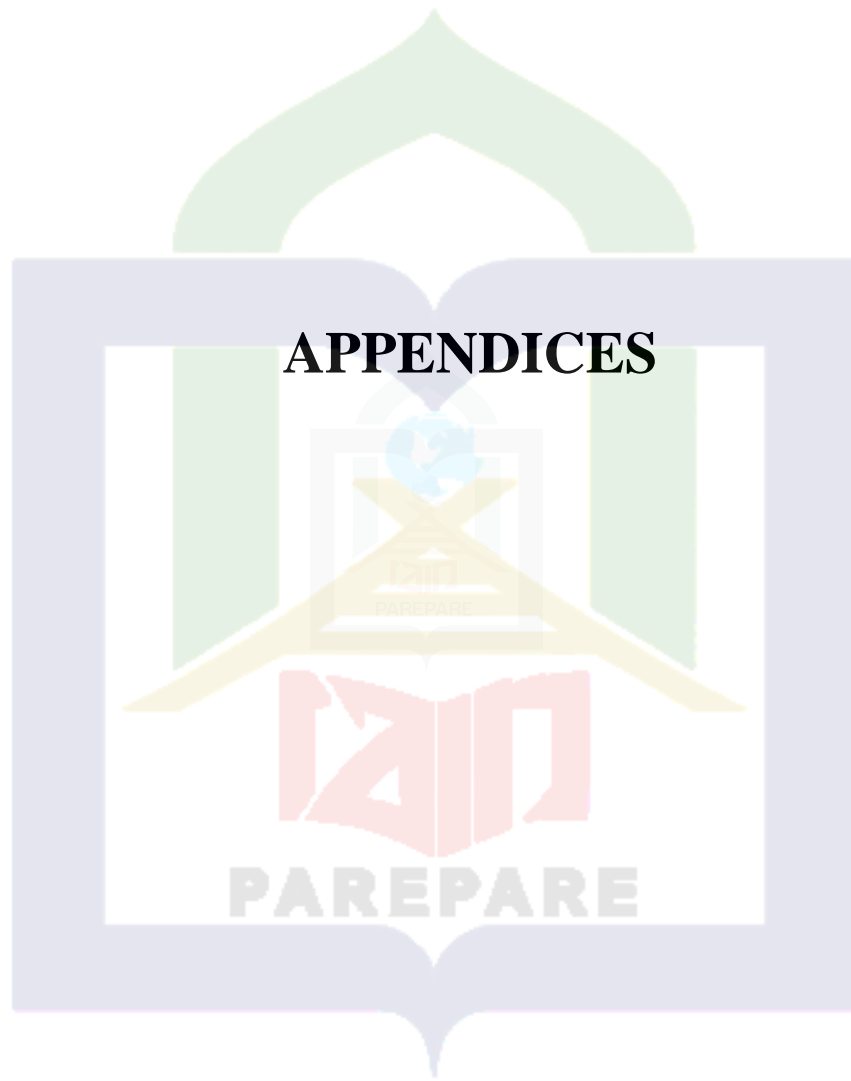
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APPENDICES

Appendix 1

- Rubric Pre-test of English Vocabulary

Students	Vocabulary Indicators				Score	Category
	Pronunciation	Meaning	Spelling	Grammar		
Student 1	-	30	20	-	50	Average
Student 2	-	20	20	-	40	Average
Student 3	-	30	10	-	40	Average
Student 4	-	20	10	-	30	Poor
Student 5	-	30	25	-	55	Average
Student 6	-	20	10	-	30	Poor
Student 7	-	40	20	-	60	Good
Student 8	-	25	10	-	35	Poor
Student 9	-	20	10	-	30	Poor
Student 10	-	10	10	-	20	Poor
Student 11	-	30	25	-	55	Average
Student 12	-	20	15	-	35	Poor
Student 13	-	25	10	-	35	Poor
Student 14	-	25	20	-	45	Average
Student 15	-	20	15	-	35	Poor

- Rubric Posr-test of English Vocabulary

Students	Vocabulary Indicators				Score	Category
	Pronunciation	Meaning	Spelling	Grammar		
Student 1	-	45	30	-	75	Good
Student 2	-	35	30	-	65	Good
Student 3	-	40	20	-	60	Good
Student 4	-	40	35	-	75	Good
Student 5	-	40	25	-	65	Good
Student 6	-	35	20	-	55	Average
Student 7	-	60	30	-	90	Very Good
Student 8	-	30	20	-	50	Average
Student 9	-	35	30	-	65	Good
Student 10	-	20	20	-	40	Average
Student 11	-	50	30	-	80	Very Good
Student 12	-	35	30	-	65	Good
Student 13	-	40	25	-	65	Good
Student 14	-	40	30	-	70	Good
Student 15	-	40	30	-	70	Good



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Jl.Amal Bakti No.8 Soreang 91131 Telp .(0421)21307**

VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI

NAMA MAHASISWA : Alya Rahma Halik
NIM : 19.1300.056
FAKULTAS : Tarbiyah
PRODI : Pendidikan Bahasa Inggris
JUDUL : Enriching Street Children's
Vocabulary Through Games

PRE-TEST

A. Fill the Blank Words Below!

1. Telinga : _ A _
2. Kaki : F _ _ T
3. Pilot : P I _ O _
4. Nelayan : F I _ H _ R M _ N
5. Dua : _ _ O
6. Sepuluh : T _ _
7. Hitam : B L _ _ K

8. Putih : W _ I T _
9. Ayam : _ H I _ K E N
10. Burung : _ _ R D

Source: Devita Darmawati, (2021)

B. Word Scramble

Unscramble Each Group of Letters to Form the Correct Word!

1. NHAD _____
2. HOUTM _____
3. NKASE _____
4. REAB _____
5. GNOREA _____
6. YGER _____
7. NEVES _____
8. EINN _____
9. RETHECA _____
10. SOLIDRE _____

C. Match the picture with the correct word!



PURPLE



FIVE



RABBIT



TOOTH



BUTCHER

Source: Adya Rosyada Yonas, (2023)

POST-TEST**A. Fill the Blank Words Below!**

11. Hidung : N _ S _
 12. Rambut : H _ _ R
 13. Perawat : N _ R _ E
 14. Pengacara : L A _ Y E _
 15. Dua Belas : _ W E L _ E
 16. Dua Puluh : T W E _ _ Y
 17. Hijau : G R _ _ N
 18. Ungu : _ U R P L _
 19. Sepeda : _ _ C Y C L E
 20. Pesawat : _ I R P L _ N E

Source: Devita Darmawati, (2021)

B. Word Scramble

Unscramble Each Group of Letters to Form the Correct Word!

11. ONSE _____
 12. ESULDRHO _____
 13. NEYOMK _____
 14. ACT _____
 15. INKP _____
 16. WELLYO _____
 17. ITENESX _____
 18. WNYTET _____

19. COTORD _____

20. OIECLP _____

C. Match the picture with the correct word!



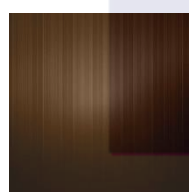
CHEF



LEGS



BROWN



TRUCK



ELEVEN

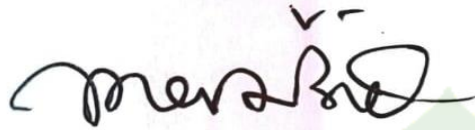
Source: Enggar Kusuma Wardani, (2022)

Parepare, 22 Juli 2024

Mengetahui,

Pembimbing Utama

Pembimbing Pendamping



Dr. Arqam, M.Pd
NIP. 197403292002121001



Humaeroah, M.Pd
NIDN. 2021089101



Appendix 03 : Documentation

- **First Meeting**



- Second Meeting



- Third Meeting




- Fourth Meeting



PAREPARE

Appendix 03 : Administration

SRN IP000530


PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. Bandar Madani No. 1 Telp (0421) 23594 Faksimile (0421) 27719 Kode Pos 91111, Email : dpmpstsp@pareparekota.go.id

REKOMENDASI PENELITIAN
Nomor : **530/IP/DPM-PTSP/6/2024**

Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

M E N G I Z I N K A N

KEPADA
NAMA : **ALYA RAHMA HALIK**

UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
Jurusan : **PENDIDIKAN BAHASA INGGRIS**

ALAMAT : **JL. JEND. SUDIRMAN NO. 3 A PAREPARE**

UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **RESEARCH PROPOSAL ENRICHING STREET CHILDREN'S VOCABULARY THROUGH GAMES**


LOKASI PENELITIAN : **RBCD (RUMAH BELAJAR CINTA DAMAI) KOTA PAREPARE**

LAMA PENELITIAN : **26 Juni 2024 s.d 29 Juli 2024**

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
Pada Tanggal : **27 Juni 2024**




**KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
KOTA PAREPARE**


Hj. ST. RAHMAH AMIR, ST, MM
Pembina Tk. 1 (IV/b)
NIP. 19741013 200604 2 019

PAREPARE

Biaya : Rp. 0.00

• UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
• Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
• Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSE**
• Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPSTSP Kota Parepare (scan QRCode)



"Berbagi
Bersyukur
Bahagia"

SURAT KETERANGAN
Nomor: 01/RBCD/VII/2024

Yang bertanda tangan di bawah ini, Founder Rumah Belajar Cinta Damai, Kota Parepare menerangkan bahwa:

Nama : Alya Rahma Halik
NIM : 19.1300.056
Agama : Islam
Jenis Kelamin : Perempuan
Program Studi : Bahasa Inggris
Perguruan Tinggi : Institut Agama Islam Negeri (IAIN) Parepare
Alamat : Jl. Jend. Sudirman No. 3 A Parepare

Telah melakukan Penelitian di Rumah Belajar Cinta Damai (RBCD), dalam rangka penyelesaian Program Pendidikan Strata Satu (S.1), dengan judul:

"Research Proposal Enriching Street Children'S Vocabulary Through Games"

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.



Parepare, 13 Juli 2024
Founder RBCD Kota Parepare


Dr. H. Ashiar Khumas, S.Psi., M.St



Jalan Jenderal Sudirman
No. 14B-12 Parepare



Astori
Mudris
Sarka 0838-1071-2666
0853-9031-9500
0825-4750-8773



Web:
Facebook:
Instagram:

<http://rumahbelajar.cintadamai.co.id>
Rumah Belajar Cinta Damai
Hikmahcinta.cintadamai

Appendix 04 : Curriculum Vitae

Curriculum Vitae



The writer name is Alya Rahma Halik, she was born on June 5th 2002 in Parepare, South Sulawesi. She is the 1st child of couple Halik and Amriana. Her education background, she began her study at SDN 11 Parepare and graduated on 2013, at the same year she continued the study in SMPN 1 Parepare and then continued the study in SMAN 2 Parepare. After graduating senior high school, she accepted in the English department at the Tarbiyah Faculty of IAIN Parepare and finish her study with the title of “Enriching Street Children’s Vocabulary Through Games”

