INCREASING STUDENTS' VOCABULARY BY USING STAND UP SEQUENCES GAME AT THE EIGHTH GRADE OF SMP NEGERI 2 PATAMPANUA KABUPATEN PINRANG

By

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ENGLISH PROGRAM OF
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STATE ISLAMIC COLLEGE (STAIN)
PAREPARE

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Skripsi

As Partial Fulfillment of the Requirements for the Degree

Of Sarjana Pendidikan Islam (S.Pd)

English Program

Submitted By

FATMAH RAYS
Reg.Number. 12.1300.137

To

ENGLISH PROGRAM
OF TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC COLLEGE (STAIN)
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of State Islamic College of Parepare in Partial Fullfilment
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OTARBIYAH ANDADAB DEPARTMENT
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ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

Alhamdulillahi Rabbil Alamin. There is no beautiful sentence to say except prayer and thanks into our God Allah SWT, for His blessing, mercies, and enjoyment so that the writer could finish this skripsicompletely. May shalawat and salam always be given to our prophet Muhammad SAW.as the big leader in this world, who has guided us from the stupidity to cleverness.

The researcher would like to present acknowledgment of her deepest appreciation and admiration from her heartstrings specially to her beloved parents and siblings, who always give endless love, immense care, sacrifice, advice, financial support, and sincere prayers for her safety, healthy and successful all time.

Her deepest gratitude is due to the first consultant H. Ambo Dalle.S.Ag,M.Pd and the second consultant Drs. Ismail. MM. who have patiently guided and given their constructive suggestion, useful correction, valuable guidance and overall support from the preliminary stage of manuscript up the completion of this skripsi.

The researcher also would like to express her deepest and most thanks to:

1. The head of State Islamic College (STAIN) Parepare, Dr. Ahmad S. Rustan, M.Si. and his staffs.
2. Bahtiar, S.Ag., M.A. as the chairman of Tarbiyah and Adab Department and also Mujahidah, M.Pd. as the chairman of English Program for their kind and supple management.
3. Her greatest thanks Buhaerah, Dr. M.Pd the researcher's academic advisor.

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4. The lecturers and the staffs of State Islamic College (STAIN) Parepare for their guidance during the years of her study.
5. The headmaster of SMP Negeri 2 Patampanua H. Amiruddin, S.Pd. MM and the English teacher Samsiah, S.Pdi, all the teacher, the staff and also the (VIII.2) students of SMP Negeri 2 Patampanua who had helped the writer on conducting this research.
6. The researcher's friends in her Nurhidayah cottage, Hajra, Mutmainna, Sumarni, Nurhayati, Fauziah and some others who cannot be mentioned one by one, who have given their suggestion and correction for her in making this skripsi. Hersweetest appreciation goes to her close friends; Norma, Sinar and some others who cannot be mentioned one by one, who has given motivation, spirit and advice.

Finally, the writer realized that this skripsi still has many weaknesses and far from perfection. Therefore, the researcher would highly appreciate all constructive suggestions and criticisms.

May the Almighty Allah SWT.alwaysblesses us now and forever, amin.

Parepare, 14th November 2016

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DECLARATION OF THE AUTHENTICITY OF THE RESEARCH

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

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ABSTRACT

FATMAH RAYS..*Increasing Students' Vocabulary By Using Stand Up Sequences Game At The Eight Grade of Smp Negeri 2 Patampanua Kabupaten Pinrang* (supervised by H. Ambo Dalle, S.Ag, M.Pd and Drs. IsmailLatief, MM).

This research to find out the whether or not increase vocabulary by using Stand up Sequences game at the eighth grade of SMPN 2 Patampanua Kabupaten Pinrang.

In this research, the researcher used pre-experimental method with two objects pre-test and post-test design. The instruments of collecting data used in this research was translation, matching and multiple choice. The population was eighth grade students of SMP Negeri 2 Patampanua with total number of students were 141 students. But the researcher took VIII.2 class as the sample that was taken by using purposive sampling. Thus, the number of sample were 24 students. They were giving treatment about vocabulary by using stand up sequences game.

The result of the research showedthe mean score of pre-test was 60,25 and the mean score of post-test was 88,95. while the t-test was greater than the t-table (11,93> 2.064). It showed that the H_o hypothesis was rejected and the H_I hypothesis was accepted.Theconclusion is Stand up Sequences game is effective to increase students' vocabulary to the eighth grade of SMPN 2 Patampanua Kabupaten Pinrang.

Keywords: Stand up Sequences game, Increasing Vocabulary

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TABLE OF CONTENTS

Page

PAGE OF TITLE……..…....i

SUBMITTED PAGE……..…….....ii

ENDORSEMENT OF CONSULTANT COMMISSIONS……..……iii

ENDORSEMENT OF EXAMINER COMMISSIONS……...……..v

ACKNOWLEDGEMENT……vii

DECLARATION OF THE AUTENTICITY OF THE SKRIPSI……...……..ix

ABSTRACT……..……x

TABLE OF CONTENTS……..……xii

LIST OF TABLES……..……..xiii

LIST OF APPENDICES……..……xiv

CHAPTER IINTRODUCTION

1.1 Background……..……..1

1.2 Problem Statement.....……...……3

1.3 Objective of the Research…….3

1.4 Significance of the Research……...……..3

CHAPTER IIREVIEW OF RELATED LITERATURE

2.1 Previous Research Finding

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

2.2 Some Pertinent Ideas……..……....5

2.2.1 The Concept of Vocabulary....…….....5

2.3 The concept of game……....12

2.4 The Concept of Stand up Sequences Game……..…16

2.5 Conceptual Framework……..…….....17

2.6 Hypothesis……....17

CHAPTER III METHOD OF THE RESEARCH

3.1 Design of the Research……..…….....18

3.2 Location and Duration of the Research……....18

3.3 Variable and Operational definition of Variable……...19

3.4 Population and Sample.....19

3.5 The Instrument of the Research.....…….....20

3.6 Procedure of Collecting Data 20

3.7 Treatment……..….21

3.8 Technique of Data Analysis……..….22

CHAPTER IVFINDINGS AND DISCUSSION

4.1 Findings……....25

4.2 Discussion……35

CHAPTER VCONCLUSION AND SUGGESTION

5.1 Conclusion…….....38

5.2 Suggestion……....38

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

BIBLIOGRAPHY……...40

APPENDICES…….42

CURRICULUM VITAE

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

LIST OF TABLES

NO	The Title of Table	Page
1	Data Students of SMP Negeri 2 Patampanua in academic year 2016/2017	19
2	Student's score classification	23
3	The students' score pre-test	25
4	The Percentage of the students' score before the treatment was given (Pre-test)	26
5	The students' post-test	27
6	The rate percentage of the students' score after the treatment was given (Post-test)	28
7	The calculate score of pre-test and post-test	29
8	The mean score and stardard deviation of students' pre-test and post-test	32
9	The result of t-test and t-table value	35

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

LIST OF APPENDICES

Number of Appendix	The Title of Appendix
1.	The Students' score in pre-test and post-test
2.	The distribution of T-table
3.	The students' work sheet
4.	Lesson plan
5.	Teaching material
6.	Documentation
7.	The recommendation letter of the research
8.	Curriculum vitae

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CHAPTER I

INTRODUCTION

This chapter presents the introduction which deals with the background, problem statement, objective of the research, and significance of the research.

1.1 Background

In Indonesia, junior high school, senior high school and English has been put in curriculum up to the university. English as foreign language involves four language skills. They are speaking, reading, writing and listening. Those skills support one another and cannot be separated. Of course other skills such as pronunciation, grammar, vocabulary in effective English communication.

Vocabulary is knowledge of words and an important part master English well. The teachers cannot communicate to others clearly if they do not have enough vocabulary. Most students find that they memorize words better if they do something. Even better is to try and learn the word in a typical combination with other words. Learning vocabulary is a very important part of learning a language.

To increase students' ability in mastering vocabulary the teachers have to think how to make students to be English mastery. The teacher's competence is much needed. Teachers have important role because they will bring the students to the likeness and consistency in learning English as second language.

One of the most effective ways the students to know vocabulary is to control your learning of new words is to keep a vocabulary notebook. You may want to keep

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a small one in your pocket so that you can write down whenever you hear or see them.[1]

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

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

Therefore, the researcher believes that with stand-up sequences games can be used to improve students' vocabulary and to motivate the students in learning vocabulary because the games that can make the students interested in learning vocabulary and it is able to be making students enjoy and fun in learning vocabulary. That is way the researcher chooses with stand-up sequences game as a teaching technique involves vocabulary mastery to make the situation of learning English is

[1]Don Mills, Ontario, *The Key to English Vocabulary* (United States of America: The Macmillan Company, 1965), p. 01.

[2]Ali Sorayaie Azar, "International Journal of Basic and Applied Science", 01, No. 02, (Oct 2012), p. 252-253.

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meaningful and very interesting. It is considered that in application the stand-up sequences game would to improvestudents' abilities to understand vocabulary.

From the explanation above, the researcher interested to conduct a research under the title "Increasing Students' Vocabulary by using Stand up Sequences Game at The Eighth Grade of SMP Negeri 2 Patampanua Kabupaten Pinrang".

1.2 Problem Statement

Based on the background above, the researcher would like to formulate the research question as follow: Is the use stand up sequences game able to increase the students' vocabulary at the eighth Grade of SMP Negeri 2 Patampanua Kabupaten Pinrang?"

1.3 Objective of the Research

Based on the problem statement above, the objectives of the research is formulates as follow: "To find out whether or not increase of the learning English vocabulary by using stand up sequences game at the eighth Grade of SMP Negeri 2 Patampanua Kabupaten Pinrang."

1.4 Significance of the Research

The significance of the research is to know the increasing students' vocabulary by using Stand up Sequences game at the Eighth grade of SMP Negerei 2 Patampanua Kabupaten Pinrang.

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CHAPTER II

REVIEW OF RELATED LITERATURE

In the previous chapter the researcher has explained the background, problem statement, objective and significance of this research. Then, in the part the researcher would like to present the related research findings, pertinent ideas, conceptual framework and hypothesis.

2.1 Previous Research Findings

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

1. Rusdiana stated that " Developing students vocabulary by using 3-W game for the eighth grade students at SMP Negeri 1 suppa in learning English have high achievement in post-test after teaching vocabulary by using 3-W game ;it means that the students' vocabulary developed and this is a significant difference between the result of the students' pre-test and post-test.[3]
2. Rini rahayu stated that "increasing the vocabulary ability by using catch ballon game. The result of the researcher concluded that by using game method, the students' vocabulary increased and the teacher who used game method in teaching English vocabulary made the students more creative.[4]

[1]Rusdiana, "Developing Students Vocabulary by Using 3-W Game for the Eight Grade at SMP Negeri 1 Suppa Kabupaten Pinrang"(Unpublished SkripsiParepare: STAIN Parepare, 2014), p. 38.

[4]Rini Rahayu, "Increasing the Vocabulary Ability by Using Catch Ballon Game of the Eight Year Students at MTs Negeri Parepare"(Unpublished Skripsi Parepare: STAIN Parepare, 2009), p. 33

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Based on the previous finding above, it can be summed up that there are several methods that are used to improve students' vocabulary mastery in this case, the researcher use stand up sequences game is hoped can increase the students' vocabulary.

2.2 Some Pertinent Ideas

2.2.1 The concept of vocabulary

2.2.1.1 Definition of Vocabulary

Some of definitions of vocabulary have been given by different writers such as:

A.S Hornby in advanced learners' Dictionary of current English defines that vocabulary as: (1) Total number of words that make up a language. (2) Body of words known to a person, or used in particular book, subject, etc. (3) List of words known with their meanings, especially one wishes companies a textbook in a foreign language.[5]

Vocabulary in Webster international of English language is defined as the stock of words that used by the person or particular class person; A list of collection of words of language, book, author branch of science, or the like usually in alphabetical order and dictionary or lexicon, some of scopes of one expressive technique as in art.[6]

[5]Hornby, A.S. *Oxford Advanced learners' Dictionary*. Sixth Edition; (New York: Oxford University Press, 1995), p. 35.

[6]Asdar. "Improving Vocabulary Mastery through Cards as the First Character of Vocabulary of the Second Year Students of SMP Negeri 4 Sendana, Majene" (Unpublished Skripsi Parepare: STAIN Parepare,2012), p.05.

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Vocabulary in Oxford Learner's Pocket Dictionary of English language is all the words that a person knows or uses, all the words in language, list of words with their meanings especially in a book for learning a foreign language.[7]

The other perception said that vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention.[8]

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

2.2.1.2 Types of Vocabulary

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

1. Active vocabulary refers to vocabulary that has been learned by the students', they are expected to be able to use it.
2. Passive vocabulary refers to words which students' they probably will recognize when they meet them. But they probably will not be able produce it.[9]

[7]Oxford, *Oxford Learner's Pocket Dictionary*, fourth Ed; (Oxford University Press, 2008), p.495.

[8]Richard Jack, *Curriculum Development in Language Teaching*: Forward, Central, and Backward Design (Singapore: Region Language Centre, 2001), p. 4.

[9]Jeremy, Harmer, *the Practice of English Language Teaching.* (London : Longman Group, 1991), p.31.

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

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

1. Oral vocabulary consists of words actively used in speech.
2. Writing vocabulary is words that come readily to one's stand up sequences vocabulary.
3. Listening vocabulary is the stock of the words to which one responds with the meaning and understood in the speaking of others.
4. Reading vocabulary is the words one responds in writing of others.[10]

2.2.1.3 Methods of Teaching Vocabulary

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

According to Petty, Harold and Stoll that a critical survey of vocabulary instructions classified vocabulary teaching procedures as either direct or context. Direct study methods involve:

1. Study of word lists usually lists assigned to be looked up in a dictionary and used in sentences.
2. Study of word parts English roots, prefixes, and suffixes, particularly those of Latin or Greek origin, are studied and applied.

[10]Page, Terry and Thomas, JB. *International Dictionary of Education* (New York: Nicholas Publisher Co.int, 1973), p.173.

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3. Addition direct methods include teaching the use of dictionary; vocabulary notebook; study of word original; synonyms; and homonyms; workbook; programmed materials and audio visual.[11]

2.2.1.4 The importance of vocabulary

The mastery of vocabulary is very important. We use vocabulary in the form of language to express our feelings, idea, etc. whether is orally or in written to other people. Talking about vocabulary, it cannot be separated from four language skill: listening, speaking, reading, and writing. The proficiency of someone's speaking is influenced by his/her vocabulary.[12] To clarify that, let us look at the importance of vocabulary relating to the language skills.

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

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

In reading, it is used to comprehend the reading material. Reading without vocabulary mastery will cause difficulties in comprehending a text. The number of words and the meaning of words, which someone knows will affect his/her, reading activity. It is impossible to understand passage unless he/she knows the meaning of words used in the passage.

[11]Albert J. Harris and Edward S.Sipay, *How to Increase Reading Ability*. (New York, 1975), p.456.

[12]Linra Res Amry."The Students' Vocabulary Mastery by Using Disply Media at the Second Year Students of SMAN 2 Parepare". (Unpublished Skripsi Parepare: STAIN Parepare, 2014), P.09.

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In writing, the writer uses vocabulary (words) to develop his/her idea. A writer should choose the words clearly and accurately to express his/her idea. Without knowing much vocabulary. We cannot develop our writing because we are limited on vocabulary mastering.[13]

2.2.1.5 Criteria of Vocabulary

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

1. Teach ability: In a course taught following the direct method or a method such as total physical response, concrete vocabulary is taught early on because it can easily be illustrated though pictures or by demonstration
2. Similarly: Some items may be selected because they are similar to words in the native language. For example, English and French have many cognates such as table, page and nation, and this may justify inclusion in a word list for French-speaking learners.
3. Availability: Some words may not be frequent but are readily "available" in the sense that they come quickly to mind when certain topics are thought of.
4. Coverage: Words that cover on include the meaning of other words may also be useful.
5. Defining Power: Some words could be selected because they are useful in defining other words, even though they are not among the most frequent words in the language.[14]

[13]Asmilah Dani, "Using Make a Match" Game to Increase Students' Vocabulary at the Second Grade of SMPN 2 Tellu Limpoe Sidenreng, Rappang". (Unpublished Skripsi Parepare: STAIN Parepare, 2015), p.09.

[14]Richard Jack, *Curriculum Development in language teaching*, p.8.

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2.2.1.6 The General Principles in Selecting Vocabulary

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

1. Frequency

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

2. Coverage

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

3. Word Formation

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

4. Word Grammar

Just a word changes according to their grammatical meaning, so the use of certain words can trigger the use of certain grammatical patters.[15]

5. Vocabulary Development

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

[15]Irmayanti Tinri, "Developing Students' Vocabulary Mastery by Using Finger Words Games for the Second Grade at SMP Negeri 4 Suppa, Kab. Pinrang"(Unpublished Skripsi Parepare: STAIN Parepare, 2014), p.13.

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

Regarding the importance of importance of vocabulary's expansion in the students advanced studies, teacher of English should seek some effective way to teach vocabulary. An effective way of teaching is considered to be useless if the student's teacher corporation bed. The students should be active and participate exercise during the class hours.[16]

2.2.1.7 The Role of Vocabulary

In the past, vocabulary teaching and learning were often given priority in second language programs, but recently there has been a renewed interest in the nature of vocabulary and its role learning and teaching. Traditional, vocabulary learning was often left to look after itself and received only incidental attention in many textbook and language programs. Although the course curriculum was often quite specific about aspect to teach such as grammar, reading, or speaking, little specification was given to the rule of vocabulary. The status of vocabulary now seems to be changing for thing, the nation of a words has been" broadened" to

[16]Michael J. Wellace, *Teaching Vocabulary* (ELBS: Oxford University Press, 1989), p.08.

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include lexical phrases and routines, and it has been suggested that in the initial stages of learning these play a primary role in communication and acquisition.[17]

2.3 The concept of game

The researcher has found three definitions of game there are:

1. In the Meriam WebsterdictionaryStateGames is a physical or mental activity or contest that has rules and that people do for pleasure and one of the games that are part of a larger contest (such as a tennis match, card games, etc.[18]
2. According to oxford learner's pocket dictionary stated game is a form of play or sport with rules in which people or teams compete against each other.[19]
3. A game is structured playing, usually undertaken for enjoyment and sometimes used as an educational tool. Games are distinct from work, which is usually carried out remuneration, and form art, which is more often an expression of aesthetic or ideological elements. However, the distinction is not clear-cut, and many games are also considered to be work (such as professional players of spectator sports/games) or art (such as jigsaw puzzles or games involving an artistic layout such as Mahjong, solitaire, or some video games). Key components of games are goals, rules, challenge, and interaction. Games generally involve mental or physical stimulation, and often both. Many games help develop

[17]Harliah, Using Grammar Translation Method to Improve Vocabulary Mastery to the Second year Students' of Madrasah Aliyah DDI Tinambung, (Unpublished Skripsi Parepare :STAIN Parepare,2008),p.14-15

[18]http://www.Meriam-Webster.com/dictionary/Game.accessed on 23/03/2016.

[19]Oxford, *Oxford Learner's Dictionary*, fourth Ed; (Oxford University Press, 2008), p.181.

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practical skills, serve as a form of exercise, or otherwise perform an educational, simulation, or psychological role.[20]

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

2.3.1 The use of game

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

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

2.3.2 Advantages of Games

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

[20]Paul Cezanne.Wikipedia, http://en.wikipedia.org/wiki/game. Accessed on 23/03/2016.

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

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

Games add diversion to the regular classroom activities, "break the ice", but they are also used to introduce new ideas.[21]

2.3.3 Aims of using Games in Teaching Vocabulary

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

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

[21] http://www.google.co.id/whyteach vocabulary with the game &source. Accessed on 31/03/2016.

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Thus we can see that games are at the heart of teaching vocabulary and not just activity to fill the odd moments when the teacher and students have nothing better to do.

2.3.4 How to Choose a Game

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

2.3.5 When to Use Game

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

Rixon suggest that games be used at all stages of the lesson, provided that they are suitable and carefully chosen.[22]

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

[22]Agnieszka.http://www.teflgames.com/ why. Html. accessed on 31/03/2016.

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2.4 The Concept of Stand-up Sequences Game

2.4.1 The definition of stand-up sequences game

Stand up sequences game is a game that can be used to improve the response speed of students and to improve vocabulary skill. Instructor divides students into groups with each group consisting of 5 or 6 people. Provide 10 kinds of things that will be asked of your students. 10 kinds of these things can be a fruit, the name of vehicles, animals, country, brand of car or motorcycle, and much more. But, to do the game, the instructor will focus on noun. The game is like this: You start with one theme and one letter, such letter C for noun. Then shows the first group and say "C" to them. Then the member of the group must answer the name of nounpreceded by the letter. The time is just 10 seconds. The group that successfully answer, then they get one point. Continue back to the second group and then say the letter you like for example "E". Thus, the member of the group must name an noun that begins with the letter "E". Proceed to the last group, and then began to come back to a new topic, for example the name of noun. Repeat back, but not necessarily from the first group, because you can start it at random.[23]

Example:

1. Noun(C) = Chair, camera, card, clock, etc.
2. Noun (E) = Eraser, eye, etc.

[23]Windycitra.blogspot.co.id/2014/12/ pembelajaran-bahasa-inggris-dengan.html?m=1.

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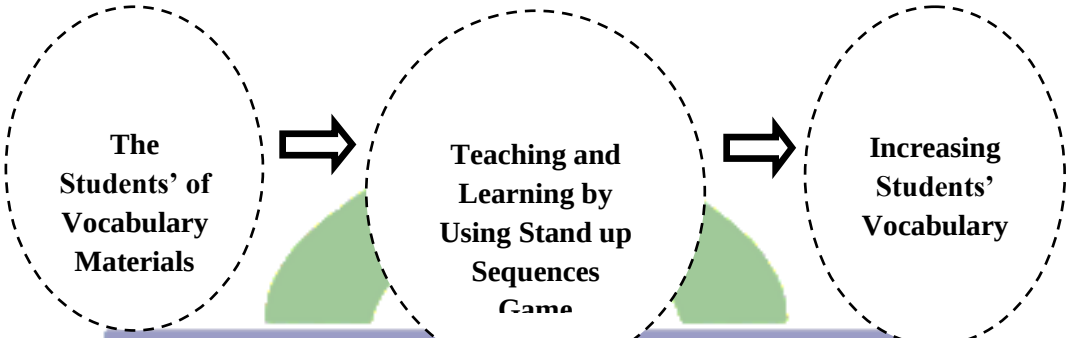
2.5 Conceptual Framework

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



Note:

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

2.6 Hypothesis

Based on the conceptual framework above, the researcher formulates hypothesis as follow:

H_0: The use of stand up sequences game was not able to increase the students' vocabulary at the eighth grade of SMP Negeri 2 Patampanua Kabupaten Pinrang.

H_1: The use of stand up sequences game was able to increase the students' vocabulary at the eighth grade of SMP Negeri 2 Patampanua Kabupaten Pinrang.

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CHAPTER III

METHOD OF THE RESEARCH

This chapter consist of seven sections, they were research, design, the location and duration of the research, variable of the research, population, and sample, instrument of the research, procedure of collecting data, and technique of data analysis.

3.1 Research Design

Basically this research was pre-experimental design with pre-test and post-test design. The comparison between pre-test and post-test score depends on the success of the treatment.[24]The design was presented as follows:

E : O1 X O2

Where:

O_1 : Pre-test

O_2 : Post-test

X : Treatment

3.2 Location and Duration of this Research

The location of this research was taken in SMP Negeri 2 Patampanua Kabupaten Pinrang, especially the students of eighth grade of SMP Negeri 2 Patampanua Kabupaten Pinrang and the duration of the research was more than two months.

[24]Hartina, "Developing Vocabulary Mastery through Various Games to the Eight Grade Students' of MTs Negeri Parepare"(Unpublished Skripsi Parepare: STAIN Parepare, 2014), p.21.

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3.3 Variable and Operational Definition of Variable

3.3.1 Variable

In the research there are two variables, namely:

3.3.1.1 Dependent variable in this research is increasing students' vocabulary.

3.3.1.1 Independent variable is standing up sequences game.

3.3.2 Operational Definition of Variable

1. Students' Vocabulary is the number of vocabularies that are mastered by the students'. Vocabulary is all the words, in which the students can pronounce or write the vocabulary. Then, the students will know about grammar and meaning of the vocabulary.
2. Stand up sequences game was used by researcher in teaching and doing activity because this game is able to respond the vocabulary quickly and also this game can make the students enjoy and easy to learn to memorize new words.

3.4 Population and Sample

The population of this research is the students' of eighth grade students' at SMPN 2 Patampanua Kabupaten Pinrang in academic 2016/2017

Table: Population of the eighth grade students' of SMP Negeri 2 Patampanua.

No	Class	The Students'		Total
		Male	Female	
1	VIII.1	14	17	31
2	**VIII.2**	**13**	**11**	**24**
3	VIII.3	13	14	27
4	VIII.4	13	17	30
5	VIII.5	21	8	29

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TOTAL	79	73	141

(Source: Administration of SMP Negeri 2 Patampanua)[25]

3.3.2 Sample

So in this research, the researcher used purposive sampling technique. The students consist male were 13 and female were 11.The total number of the sample were 24 students of VIII_2.

Because the students of VIII.2 representative of the all eighth class students who own an average standard ability in English. The reason to choose this class because some students have problem in vocabulary and this class suggested and recommended by the teacher.

3.5 Instrument of the Research

The researcher was used a test as an instrument of the research.The researcher was given the students a paper. The material of the test was noun. The teacher asked the students to memorize or remember again the vocabulary. And then the teacher started with one letter, such letter "C".Then showed the first group and say "C" to them. And the students must list names of the vocabulary. The instruments consist of translate, matching and multiple choice.

3.6 Procedure of Collecting Data

In collecting the data, the researcher come to the classroom and was given greeting an motivation to the students. The researcher was given explanation to students about that research. The researcher was given the students explanation about stand up sequences game and the researcher was taught vocabulary about noun. Then, the researcher was explained to the students what they have to do about the activity or

[25]Tata Usaha, SMP Negeri 2 Patampanua.

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game and asked to students to start doing their activity with each group by using stand up sequences game.

3.6.1 Pre-test

After giving the treatment, the researcher was given pre-test using vocabulary test to students. Pre-test was needed to find out the vocabulary of the students before giving treatment.

3.6.2 Post-test

After giving the treatment, the researcher was given the students post-test to find out the result of the treatment to measure the students vocabulary by using stand up sequences game. The researcher given the different test with pre-test because we want to know that there was significant between pre-test and post-test.

3.7 Treatment

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

3.7.1 The first meeting

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

3.7.2 The second meeting

1. The researcher ask students gave greeting.

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2. The researcher gave motivation to the students before give the materials.
3. The researcher gave explanation about stand up sequences game.
4. The researcher gave explanation the vocabulary and will focus about noun.

3.7.3 The third meeting

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

3.7.4 The four meeting

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

3.8 Technique of Data Analysis

To analyze the data from the result, some formulas used in this research they were:

1. Scoring the students by using the formula:

$$S = \frac{Students' correct\ answer}{Number\ of\ items} x100\%$$

2. Classification students' score

Table: Classification score

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No.	Classification	Score
1.	Excellent	86 – 100
2.	Good	71 – 85
3.	Fair	56 – 70
4.	Poor	41 – 55
5.	Very poor	≤ 40[26]

(Source: Suharsimi Arikunto, 2009: 245)

3. Calculation the rate percentage of the students score:

$$P = \frac{F}{N} x100\%$$

Where:

P = Percentage

F = Frequency

N = Total Number of students'

4. Finding out the mean score using the following formula:

$$X = \frac{\Sigma X}{N}$$

Where:

X = Mean score

N = The total number of students'

ΣX = The total number of score[27]

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

[26]Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan.* Edisi Revisi; (Jakarta: Bumi Aksara, 2009), p. 245.

[27]Gay L. R. *Educational Research (Competencies for Analysis and Application)*. (Florida: Charles E, Meril Publishing CO, 1981), p. 284.

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

SD : Standard deviation

$\sum_x 2$: The sum of square

$(\acute{O}x^2)^2$: Total squares of the sum

N : Total number of samples[28]

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

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

Where: t = Test of significant

D = The difference of mean score

ΣD^2 = The sum of difference

N = Total number of samples[29]

[28]Gay, L.R Mills, Geofferey E & Airasian, Petter, *Educational Research Competencies for Analysis and Application: Eight Edition,* (Columbus: Merrill Prentice Hall, 1981), p.321.

[29]Gay, L.R, *Educational Research Competencies for Analysis and Application: Eight Edition,* p.355.

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CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two sections, the findings of the research and the discussion of the research.

The findings deals with the rate percentage and frequency of the students score obtained through test. In the discussion stage, the researcher describes interpretation of finding given.

4.1 Findings

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

1. Pre test

Result of the research would be presented in the following table:

Table 1. Students' score in pre-test

No	Student's name	Score of each items			Total	Score	Classification
		Translation	Matching Word	Multiple Choice			
1	M. Arya	12	8	4	24	72	Good
2	Ridwan	12	5	3	20	60	Fair
3	M. Ikhsan	17	3	5	25	75	Good
4	M. Imran	17	10	4	31	93	Excellent
5	Ilham	9	0	3	12	36	Very poor
6	Ismail	10	1	0	11	33	Very poor
7	Arya S.	14	0	0	14	42	Poor
8	Uwais Al	13	8	4	25	75	Good
9	Tri Agung	15	10	4	29	87	Excellent
10	Dasya I.	4	4	2	10	30	Very poor

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11	Nasrul	9	3	3	15	45	Poor
12	Suryamin	8	5	5	18	54	Poor
13	Syahrul	16	8	0	24	72	Good
14	Nurbaya	10	6	3	19	57	Fair
15	Khadija	9	6	3	18	54	Very poor
16	Rahma	9	8	4	21	63	Fair
17	Nur Fitra	10	8	4	22	66	Fair
18	Nur Ain	10	8	4	22	66	Fair
19	Hajirah	8	10	4	22	66	Fair
20	Nuralam	10	9	3	22	66	Fair
21	NurAisya	11	8	3	22	66	Fair
22	Inayah	11	8	3	22	66	Fair
23	Wahyuni	6	2	4	12	36	Very poor
24	Nabilah	10	8	4	22	66	Fair
Total		**∑260**	**∑146**	**∑76**	**∑482**	**∑1446**	

Source: Primary data processing

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

Table 2. The rate percentage of the students' score before the treatment was given (Pre-test)

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

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Total	24	100 %

Source :Primary data processing

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

Based on the table 2 above, the researcher can conclude that the vocabulary of the students is categorized as fair classification. This is means that this finding showed that the students have little ability in English vocabulary before giving treatment.

2. Post-test

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

Table 3. Students' score in post-test

No	Student's name	Score of each items			Total	Score	Classification
		Translation	Matching Word	Multiple Choice			
1	M. Arya	16	8	4	28	84	Excellent
2	Ridwan	16	5	4	25	75	Good
3	M. Ikhsan	17	10	5	32	96	Excellent
4	M. Imran	17	9	5	31	93	Excellent
5	Ilham	16	2	3	21	63	Fair
6	Ismail	17	10	5	32	96	Excellent
7	Arya S.	17	10	5	32	96	Excellent
8	Uwais Al	17	5	5	27	81	Excellent
9	Tri Agung	17	10	5	32	96	Excellent

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10	Dasya I.	16	10	5	26	78	Good
11	Nasrul	17	10	5	32	96	Excellent
12	Suryamin	16	5	5	26	78	Good
13	Syahrul	17	10	5	32	96	Excellent
14	Nurbaya	17	10	5	32	96	Excellent
15	Khadija	17	10	5	32	96	Excellent
16	Rahma	17	10	5	32	96	Excellent
17	Nur Fitra	17	10	5	32	96	Excellent
18	Nur Ain	16	10	5	31	93	Excellent
19	Hajirah	18	10	5	33	100	Excellent
20	Nuralam	16	10	5	31	93	Excellent
21	Nuraisya	17	10	5	32	96	Excellent
22	Inayah	17	10	5	32	96	Excellent
23	Wahyuni	10	1	5	16	49	Fair
24	Nabilah	17	10	5	32	96	Excellent
Total		**∑379**	**∑195**	**∑111**	**∑ 685**	**∑2135**	

Source: Primary data processing

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

Table 4. The rate percentage of the students's score after the treatment was given (post test)

No	Classification	Score	Post-test	
			Frequency	Percentage
1	Excellent	86 – 100	19	79.2
2	Good	71 – 85	3	12.5
3	Fair	56 – 70	2	8,3
4	Poor	41 – 55	0	0
5	Very poor	< 40	0	0

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Total	24	100 %

The table 4. Shows that after the treatment was given, there was two students (79,2%) got excellent classification, 3 students (12,5%%) got good classification, 2 students (8,3%) got fair classification and none more students got poor and very poor classification. It can be concluded that after the treatment, the students knowledge about vocabulary was in excellent classification.

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

Table 5. The significance between the students pre-test and post-test

No	Student's Name	Pre-test (x_1)	$(x_1)^2$	Post-test (x_2)	$(x_2)^2$	(D) $x_2 - x_1$	D^2
1	M. Arya	72	5184	84	7056	12	144
2	Ridwan	60	3600	75	5625	15	225
3	M. Ikhsan	75	5625	96	9216	21	441
4	M. Imran	93	8649	93	8649	0	0
5	Ilham	36	1296	63	3969	27	729
6	Ismail	33	1089	96	9216	63	3969
7	Arya S.	42	1764	96	9216	54	2916
8	Uwais Al	75	5625	81	6561	6	36
9	Tri Agung	87	7569	96	9216	9	81
10	Dasya I	30	900	78	6084	48	2304
11	Nasrul	45	2025	96	9216	51	2601
12	Suryamin	54	2916	78	6084	24	576

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13	Syahrul	72	5184	96	9216	24	576
14	Nurbaya	57	3249	96	9216	39	1521
15	Khadija	54	2916	96	9216	42	1764
16	Rahma	63	3969	96	9216	33	1089
17	Nur Fitra	66	4356	96	9216	30	900
18	Nur Ain	66	4356	93	8649	27	729
19	Hajirah	66	4356	100	10000	34	1156
20	Nuralam	66	4356	93	8649	27	729
21	Nuraisya	66	4356	96	9216	30	900
22	Inayah	66	4356	96	9216	30	900
23	Wahyuni	36	1296	49	2401	13	169
24	Nabilah	66	4356	96	9216	30	900
Total		**∑1446**	**∑88992**	**∑2135**	**∑184319**	**∑719**	**∑253551**

Source: Primary data processing

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

1. Mean score and Standard deviation of the students pre-test and post-test

a. Pre test

$$X_1 = \frac{\sum X1}{N}$$

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

$$X_1 = \mathbf{60,25}$$

b. Post-test

$$X_1 = \frac{\sum X1}{N}$$

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

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X_1 = **88,95**

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

1) Pre-test

$$SD = \sqrt{\frac{\Sigma X1^2 - \frac{(\Sigma X)^2}{N}}{N-1}}$$

$$= \sqrt{\frac{88992 - \frac{(1446)^2}{24}}{24-1}}$$

$$= \sqrt{\frac{88992 - 87121,5}{23}}$$

$$= \sqrt{\frac{1870.5}{23}}$$

$$= \sqrt{81,32}$$

$$= \mathbf{9,01}$$

2) Post-test

$$SD = \sqrt{\frac{\Sigma X1^2 - \frac{(\Sigma X)^2}{N}}{N-1}}$$

$$= \sqrt{\frac{184319 - \frac{(2057)^2}{24}}{24-1}}$$

$$= \sqrt{\frac{184319 - 176302}{23}}$$

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$$= \sqrt{\frac{8017}{23}}$$

$$= \sqrt{348{,}5}$$

$$= \mathbf{18,66}$$

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

Table 6. The Mean Score and Standar Deviation of the Student's Pre-test and Post-test

No	Test	Mean Score	Standar Deviation
1	Pre-test	60,25	9,01
2	Post-test	88,95	18,66

Source :Primary data processing

The data in the table 10. Above indicate that in pre-test, mean score of students is 60,25 with the result of standar deviation 9,01. While the mean score of students in post-test is 85,70 with the result of standar deviation 9,16. It reveals that the students' vocabulary improvedd by using Total physical response method because the mean score of post-test was higher than the mean score of pre-test (60,25> 85,70).

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

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1) To find out (df) dependent sample

df = N – 1

= 24–1

= 23

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

$$\bar{D} = \frac{\sum D}{N}$$

$$= \frac{719}{23}$$

= 31,26

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

Where $\sum D$ = 719

$\sum D^2$ = 25355

N = 24

D = 31,26

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2. The result of computation of t-test and t-table value

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

$$= \frac{31{,}26}{\sqrt{\frac{25355 - \frac{(719)^2}{24}}{24(24-1)}}}$$

$$= \frac{31{,}26}{\sqrt{\frac{25355 - 21540}{24\ (23)}}}$$

$$= \frac{31{,}26}{\sqrt{\frac{3815}{552}}}$$

$$= \frac{31{,}26}{\sqrt{6{,}91}}$$

$$= \frac{31{,}26}{2{,}62}$$

t =11,93

t − test =11,93

df= 24. α =0.05 = 2,064 (t-tabel)

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

Table 7. The result of t-test and t-table value

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

Source: Primary data processing

The table above reveals that the result of t-test (11,93) was greater than t-table value (2,064) with n= 24, degree of freedom (df) n-1= 23 in the level of significance 0,05. (Interpretation of the value = 11,93 >2,064). So there were significant different between pre-test and post-test, it means that after giving four treatment, the application of using stand up sequences game to increase the students' vocabulary at the eighth grade of SMP Negeri 2 Patampanua Kabupaten Pinrang had increase.

4.2 Discussion

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

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

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fourth is “food”. The last meeting the researcher would see the students’ vocabulary achievement with gave the students’ test post test.

Stand up Sequences game was used by researcher in teaching to improve students’ vocabulary and to motivate the students’ in learning vocabulary and then can make the students’ to respond the vocabulary quickly and make the students’ interested, not bored, encourage, enjoyed and fun in learning vocabulary.

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

Looking for the result of the t-test statistically analysis at the level of the significance 0,05 with the degree of freedom (df) N-1 =24-1 =23, t-test value is 11,93 and t-table value is 2,064. The researcher found that t-test value (11,93 was bigger that the t-table value 2,064). It was concluded that there was significance difference between the students’ score on pre-test and the students’ score post-test. The mean score of the students’ on pre-test was (60,25) lower from the total score (1446) with the result of standard deviation (9,01) and the mean score of the students’ on post-test was (88,95) from the total score 2135 with the result of standard deviation 18,66. It means that the students’ mean score on pre-test and post-test was statistically different. In other words, the eighth grade of SMP Negeri 2 Patampanua Kabupaten Pinrang have increasing their English vocabulary through stand up sequences game.

The result of the discussion above indicates that t-test (11,93) is higher than t-table (2,064). It means that the null hypothesis (H_0) was rejected and the Alternative

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hypothesis (H_1) was accepted. In other words, teaching English vocabulary through stand up sequences game can increase the students' English vocabulary at the eighth grade students' at SMP Negeri 2 Patampanua Kabupaten Pinrang.

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CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with two parts. The first contains conclusion which based on the researcher findings and discussion. The second part contains some suggestions based on the conclusion.

5.1 Conclusion

The eighth grade students' at SMP Negeri 2 Patampanua Kabupaten Pinrang in learning English have high achievement in post-test after teaching vocabulary by using Stand Up Sequences game; it means that the students' vocabulary increasing. The result of data analysis was obtained through objective indicate that the students mean score of pre-test is 60,25 and post-test is 88,95, t-test is highs than t-table (11,93 > 2,064). It means that this is a significant difference between the result of the students' pre-test and post-test.

5.2 Suggestion

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

1. In teaching English especially vocabulary, the teacher must be creative in strategies in the classroom and apply some techniques in English which is suitable with students' condition so that, the students are not bored, sleepy and lazy following the materials.
2. The English teacher has to be given game for the students' about vocabulary.

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3. For the researcher to use Stand up Sequences game in teaching vocabulary to motivate the students' in development their vocabulary.

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APPENDICES

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APPENDIX

Lesson Plan

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Appendix1

RENCANA PELAKSANAAN PEMBELAJARAN

(R P P IV)

Sekolah : SMPN 2 PATAMPANUA

Mata Pelajaran : Pendidikan Bahasa Inggris

Kelas/Semester : $VIII_2/1$

Materi Pokok : Place

Alokasi Waktu : 2 x 45 Menit

A. Kompetensi Dasar:

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

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

KD 3: Memahami makna masing-masing kosa kata.

Indikator:

1. Menunjukkan motivasi untuk mengembangkan kemampuan berbahasa inggris
2. Mengidentifikasi dan menulis kosakata baru.
3. Mengucapkan kosakata bahasa inggris dengan percaya diri dan benar.

KD 4: Mengetahui makna masing-masing kosakata dengan bermain game.

Indikator:

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1. Menanggapi kedalaman dan ketepatan kosakata dalam proses pembelajaran

2. Merangkum hasil tanggapan kosakata dalam proses pembelajaran

2. **Tujuan Pembelajaran**:

- Menguasai ucapan dan tulisan masing-masing kosakata
- Menggunakan kosakata dalam praktek bahasa inggris.

3. Materi Pembelajaran:

- Place

4. Metode Pembelajaran

- Pendekatan : scientific
- Metode : Kontekstual
- Teknik : Stand up sequences technique (Instructional)

5. Media, Alat, dan Sumber Pembelajaran

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

6. Langkah-langkah Kegiatan Pembelajaran

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

1) Siswa merespon salam dan pertanyaan dari guru yang berhubungan dengan bersyukur kepada Tuhan.

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

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

- **Kegiatan Inti (76 menit)**

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

- **Penutup (7 menit)**

1) Guru menanyakan apakah siswa sudah memahami materi pembelajaran yang sudah di laksanakan.
2) Siswa dan guru menyimpulkan materi pembelajaran.

7. Penilaian (terlampir)

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Urung, 05 September 2016

The Researcher

Fatmah Rays

12.1300.13

The Principal of SMPN 2 Patampanua

PEMERINTAH KABUPA... SMP NEGERI ... PATAMPANUA

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RENCANA PELAKSANAAN PEMBELAJARAN

(R P P 2)

Sekolah : SMPN 2 PATAMPANUA

Mata Pelajaran : Pendidikan Bahasa Inggris

Kelas/Semester : $VIII_2/1$

Materi Pokok : Animal

Alokasi Waktu : 2 x 45 Menit

B. Kompetensi Dasar:

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

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

KD 3: Memahami makna masing-masing kosa kata.

Indikator:

1. Menunjukkan motivasi untuk mengembangkan kemampuan berbahasa inggris
2. Mengidentifikasi dan menulis kosakata baru.
3. Mengucapkan kosakata bahasa inggris dengan percaya diri dan benar.

KD 4: Mengetahui makna masing-masing kosakata dengan bermain game.

Indikator:

1. Menanggapi kedalaman dan ketepatan kosakata dalam proses pembelajaran

2. Merangkum hasil tanggapan kosakata dalam proses pembelajaran

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A. **Tujuan Pembelajaran**:

- Menguasai ucapan dan tulisan masing-masing kosakata
- Menggunakan kosakata dalam praktek bahasa inggris.

B. Materi Pembelajaran:

- Animal/ binatang

C. Metode Pembelajaran

1. Pendekatan : scientific
2. Metode : Kontekstual
3. Teknik : Stand up sequences technique (Instructional)

D. Media, Alat, dan Sumber Pembelajaran

1. Media: Whiteboard, marker, eraser,paper
2. Sumber Belajar: Buku dasar-dasar penguasaan bahasa inggris by Prof. Dr. Azhar Arsyad, M.A.

E. Langkah-langkah Kegiatan Pembelajaran

1. Pendahuluan/Kegiatan Awal (7 menit)

1. Siswa merespon salam dan pertanyaan dari guru yang berhubungan dengan bersyukur kepada Tuhan.
2. Siswa menerima informasi tentang keterkaitan pembelajaran sebelumnya dengan pembelajaran yang akan dilaksanakan
3. Siswa mendengarkan penjelasani tentang materi, tujuan, manfaat dan langkah pembelajaran yang akan dilaksanakan.

2. Kegiatan Inti (76 menit)

1. Menjelaskan tentang kosakata
2. Memahami cara permainan stand up sequences

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3. Memahami kosakata yang terdiri dari kata benda
4. Menguasai atau mengaplikasikan kosakata yang telah di hafalkan.

3. Penutup (7 menit)

1. Guru menanyakan apakah siswa sudah memahami materi pembelajaran yang sudah di laksanakan.
2. Siswa dan guru menyimpulkan materi pembelajaran.

F. Penilaian (terlampir)

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RENCANA PELAKSANAAN PEMBELAJARAN

(R P P 3)

Sekolah : SMPN 2 PATAMPANUA

Mata Pelajaran : Pendidikan Bahasa Inggris

Kelas/Semester : $VIII_2/1$

Materi Pokok : Nature and its surroundings

Alokasi Waktu : 2 x 45 Menit

C. Kompetensi Dasar:

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

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

KD 3: Memahami makna masing-masing kosa kata.

Indikator:

4. Menunjukkan motivasi untuk mengembangkan kemampuan berbahasa inggris
5. Mengidentifikasi dan menulis kosakata baru.
6. Mengucapkan kosakata bahasa inggris dengan percaya diri dan benar.

KD 4: Mengetahui makna masing-masing kosakata dengan bermain game.

Indikator:

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

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G. **Tujuan Pembelajaran**:

- Menguasai ucapan dan tulisan masing-masing kosakata
- Menggunakan kosakata dalam praktek bahasa inggris.

H. Materi Pembelajaran:

- Nature and its surroundings/ alam dan sekelilingnya

I. Metode Pembelajaran

1. Pendekatan : scientific
2. Metode : Kontekstual
3. Teknik : Stand up sequences technique (Instructional)

J. Media, Alat, dan Sumber Pembelajaran

1. Media: Whiteboard, marker, eraser,paper
2. Sumber Belajar: Buku dasar-dasar penguasaan bahasa inggris by Prof. Dr. Azhar Arsyad, M.A.

K. Langkah-langkah Kegiatan Pembelajaran

1. Pendahuluan/Kegiatan Awal (7 menit)

1. Siswa merespon salam dan pertanyaan dari guru yang berhubungan dengan bersyukur kepada Tuhan.
2. Siswa menerima informasi tentang keterkaitan pembelajaran sebelumnya dengan pembelajaran yang akan dilaksanakan
3. Siswa mendengarkan penjelasani tentang materi, tujuan, manfaat dan langkah pembelajaran yang akan dilaksanakan.

2. Kegiatan Inti (76 menit)

1. Menjelaskan tentang kosakata

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

3. Penutup (7 menit)

1. Guru menanyakan apakah siswa sudah memahami materi pembelajaran yang sudah di laksanakan.
2. Siswa dan guru menyimpulkan materi pembelajaran.

L. Penilaian (terlampir)

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RENCANA PELAKSANAAN PEMBELAJARAN

(R P P 3)

Sekolah : SMPN 2 PATAMPANUA

Mata Pelajaran : Pendidikan Bahasa Inggris

Kelas/Semester : $VIII_2/1$

Materi Pokok : Nature and its surroundings

Alokasi Waktu : 2 x 45 Menit

D. Kompetensi Dasar:

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

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

KD 3: Memahami makna masing-masing kosa kata.

Indikator:

7. Menunjukkan motivasi untuk mengembangkan kemampuan berbahasa inggris
8. Mengidentifikasi dan menulis kosakata baru.
9. Mengucapkan kosakata bahasa inggris dengan percaya diri dan benar.

KD 4: Mengetahui makna masing-masing kosakata dengan bermain game.

Indikator:

1. Menanggapi kedalaman dan ketepatan kosakata dalam proses pembelajaran

2. Merangkum hasil tanggapan kosakata dalam proses pembelajaran

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M. **Tujuan Pembelajaran**:

- Menguasai ucapan dan tulisan masing-masing kosakata
- Menggunakan kosakata dalam praktek bahasa inggris.

N. Materi Pembelajaran:

- Nature and its surroundings/ alam dan sekelilingnya

O. Metode Pembelajaran

1. Pendekatan : scientific
2. Metode : Kontekstual
3. Teknik : Stand up sequences technique (Instructional)

P. Media, Alat, dan Sumber Pembelajaran

1. Media: Whiteboard, marker, eraser,paper
2. Sumber Belajar: Buku dasar-dasar penguasaan bahasa inggris by Prof. Dr. Azhar Arsyad, M.A.

Q. Langkah-langkah Kegiatan Pembelajaran

1. Pendahuluan/Kegiatan Awal (7 menit)

1. Siswa merespon salam dan pertanyaan dari guru yang berhubungan dengan bersyukur kepada Tuhan.
2. Siswa menerima informasi tentang keterkaitan pembelajaran sebelumnya dengan pembelajaran yang akan dilaksanakan
3. Siswa mendengarkan penjelasani tentang materi, tujuan, manfaat dan langkah pembelajaran yang akan dilaksanakan.

2. Kegiatan Inti (76 menit)

1. Menjelaskan tentang kosakata
2. Memahami cara permainan stand up sequences

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

3. Memahami kosakata yang terdiri dari kata benda
4. Menguasai atau mengaplikasikan kosakata yang telah di hafalkan.

3. Penutup (7 menit)

1. Guru menanyakan apakah siswa sudah memahami materi pembelajaran yang sudah di laksanakan.
2. Siswa dan guru menyimpulkan materi pembelajaran.

R. Penilaian (terlampir)

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APPENDIX

The Students' Work Sheet

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APPENDIX 2

Instrument of the Research
The Pre-test Instrument

No	Vocabularies	Meaning
1	Bookstore	
2	Bulding	
3	Cafetaria	
4	Beach	
5	Library	
6	Kitchen	
7	Cave	
8	Dining room	
9	Horse	
10	House	
11	Mosque	
12	Street	
13	Rabbit	
14	Palace	
15	Dog	
16	Lion	
17	Bat	
18	Goat	

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

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

1. Hill	Bulan
2. Mountain	Hutan
3. Moon	Bukit
4. Forest	Gunung
5. Sea	Langit
6. Sun	Bintang
7. Sky	Laut
8. Rainbow	Banjir
9. Star	Matahari
10. Flood	Pelangi

Pilihlahjawaban yang benar di bawahini.

1. Sayur
   a. Drink c. Meat
   b. Food d. Vegetable
2. Potato
   a. Kentang c. Wortel
   b. Nasi d. Ikan
3. Kue
   4. Vegetable c. Fish
   5. Cake d. Pork
4. Soybean Cake
   a. Tahu c. Nasi
   b. Tempe d. Kue
5. Daging
   a. Meat c. Carrot
   b. Potato d. Cabbage

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

NAMA : Khadija
KLS : VIII2
NIS : 8524

1

Instrument of the Research
The Pre-test Instrument

No	Vocabularies	Meaning
1	Bookstore	Toko Buku ✓
2	Bulding	~~Toko Buku~~ Istana
3	Cafetaria	
4	Beach	Pantai ✓
5	Library	Perpustakaan ✓
6	Kitchen	~~Ayam~~ DAPur ✓
7	Cave	kafe
8	Dining room	Ruang Tamu
9	Horse	Gedung
10	House	Rumah ✓
11	Mosque	Mesjid ✓
12	Street	
13	Rabbit	Kelinci ✓
14	Palace	
15	Dog	Anjing ✓
16	Lion	Singa
17	Bat	Pakaian
18	Goat	Domba

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

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

Pilihlah jawaban yang benar di bawah ini.

1. Sayur
   a. Drink
   c. Meat
   b. Food
   (d) Vegetable
2. Potato
   (a) Kentang
   c. Wortel
   b. Nasi
   d. Ikan
3. Kue
   a. Vegetable
   c. Fish
   (b) Cake
   d. Pork
4. Soybean Cake
   a. Tahu
   c. Nasi
   b. Tempe
   (d) Kue
5. Daging
   a. Meat
   c. Carrot
   b. Potato
   (d) Cabbage

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

NAMA: ARYA SAPUTRA
KLS : VIII 2
NIS : 8545

Instrument of the Research
The Pre-test Instrument

No	Vocabularies	Meaning
1	Bookstore	toko buku ✓
2	Bulding	gedung ✓
3	Cafetaria	kantin ✓
4	Beach	pantai ✓
5	Library	perpustakaan ✓
6	Kitchen	dapur ✓
7	Cave	
8	Dining room	ruang makan ✓
9	Horse	kuda ✓
10	House	rumah ✓
11	Mosque	masjid ✓
12	Street	jalan ✓
13	Rabbit	kelinci ✓
14	Palace	istana ✓
15	Dog	anjing ✓
16	Lion	
17	Bat	
18	Goat	

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

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

1. Hill	Bulan
2. Mountain	Hutan
3. Moon	Bukit
4. Forest	Gunung
5. Sea	Langit
6. Sun	Bintang
7. Sky	Laut
8. Rainbow	Banjir
9. Star	Matahari
10. Flood	Pelangi

Pilihlah jawaban yang benar di bawah ini.

1. Sayur
   a. Drink c. Meat
   b. Food d. Vegetable
2. Potato
   a. Kentang c. Wortel
   b. Nasi d. Ikan
3. Kue
   a. Vegetable c. Fish
   b. Cake d. Pork
4. Soybean Cake
   a. Tahu c. Nasi
   b. Tempe d. Kue
5. Daging
   a. Meat c. Carrot
   b. Potato d. Cabbage

14

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

NAMA : NASRUL HAIRUDDIN
KLS : VIII.2
NIS : 8543

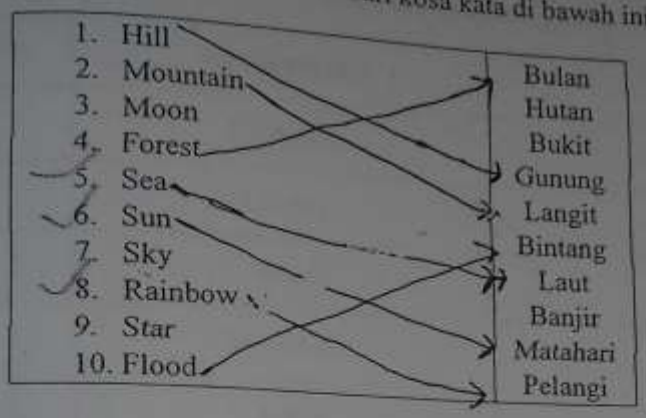
1

Instrument of the Research
The Pre-test Instrument

No	Vocabularies	Meaning
1	Bookstore	toko buku ✓
2	Bulding	
3	Cafetaria	kantin ✓
4	Beach	pantai ✓
5	Library	
6	Kitchen	AYAM
7	Cave	
8	Dining room	
9	Horse	kuda ✓
10	House	rumah ✓
11	Mosque	~~M~~nyaman
12	Street	
13	Rabbit	kelinci ✓
14	Palace	
15	Dog	anjing ✓
16	Lion	singa ✓
17	Bat	
18	Goat	kambing

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

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



Pilihlah jawaban yang benar di bawah ini.

1. Sayur
   a. Drink
   b. Food
   c. Meat
   d. Vegetable
2. Potato
   a. Kentang
   b. Nasi
   c. Wortel
   d. Ikan
3. Kue
   a. Vegetable
   b. Cake
   c. Fish
   d. Pork
4. Soybean Cake
   a. Tahu
   b. Tempe
   c. Nasi
   d. Kue
5. Daging
   a. Meat
   b. Potato
   c. Carrot
   d. Cabbage

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

APPENDIX 3

The Post-test Instrument

No	Vocabularies	Meaning
1	Cafetaria	
2	Library	
3	Beach	
4	Bookstore	
5	Cave	
6	Dining Room	
7	House	
8	Mosque	
9	Kitchen	
10	Building	
11	Camel	
12	Dog	
13	Lion	
14	Palace	
15	Street	
16	House lizard	
17	Bat	
18	Goat	

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

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

1. Hill 2. Mountain 3. River 4. jungle 5. Sea 6. Sun 7. Sky 8. Island 9. Wind 10. Flood	Gunung Rimba Langit Sungai Bukit Banjir Laut Pulau Matahari

Pilihlahjawaban yang benar di bawahini.

1.Sayur

a. Drink c. Meat

b. Food d. Vegetable

2. Daging

a. Meat c. Carrot

b. Potato d. Cabbage

3. Soybean Cake

a. Tahu c. Nasi

b. Tempe d. Kue

4. Potato

a.Kentang c. Wortel

b. Nasi d. Ikan

5. Kue

a. Vegetable c. Fish

b. Cake d. Pork

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

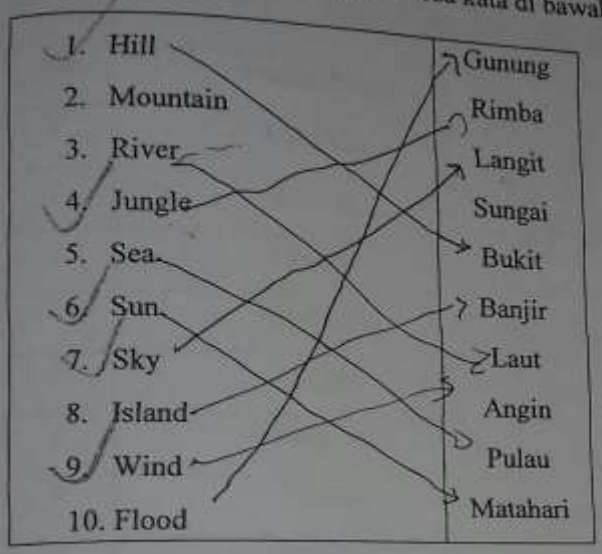
Nama : [illegible]
Kelas : VIII^2
Nis : 8547

The Post-test Instrument

No	Vocabularies	Meaning
1	Cafetaria	kantin
2	Library	Perpustakaan
3	Beach	Pantai
4	Bookstore	Toko buku
5	Cave	gua
6	Dining Room	ruang makan
7	House	rumah
8	Mosque	Masjid
9	Kitchen	dapur
10	Building	gedung
11	Camel	unta
12	Dog	anjing
13	Lion	Singa
14	Palace	Istana
15	Street	Jalan
16	House lizard	Rumah cicak
17	Bat	kelelawar
18	Goat	kambing

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

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



Pilihlah jawaban yang benar di bawah ini.

1. Sayur
   a. Drink
   b. Food
   c. Meat
   d. Vegetable
2. Daging
   a. Meat
   b. Potato
   c. Carrot
   d. Cabbage
3. Soybean Cake
   a. Tahu
   b. Tempe
   c. Nasi
   d. Kue
4. Potato
   a. Kentang
   b. Nasi
   c. Wortel
   d. Ikan
5. Kue
   a. Vegetable
   b. Cake
   c. Fish
   d. Pork

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Nuralam

Nama : Nuralam
Kls : V...2
No's : 0530

The Post-test Instrument

No	Vocabularies	Meaning
1	Cafetaria	Kantin
2	Library	perpustakaan
3	Beach	pantai
4	Bookstore	Toko buku
5	Cave	goa
6	Dining Room	ruang makan
7	House	rumah
8	Mosque	mesjid
9	Kitchen	Dapur
10	Building	gedung
11	Camel	
12	Dog	anjing
13	Lion	singa
14	Palace	Istana
15	Street	jalan
16	House lizard	rumah cicak
17	Bat	kalilawar
18	Goat	kambing

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

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

Pilihlah jawaban yang benar di bawah ini.

1. Sayur
   a. Drink
   b. Food
   c. Meat
   d. Vegetable
2. Daging
   a. Meat
   b. Potato
   c. Carrot
   d. Cabbage
3. Soybean Cake
   a. Tahu
   b. Tempe
   c. Nasi
   d. Kue
4. Potato
   a. Kentang
   b. Nasi
   c. Wortel
   d. Ikan
5. Kue
   a. Vegetable
   b. Cake
   c. Fish
   d. Pork

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

NAMA : MUH IHSAN MUBARAQ
NIS : 8539
KLS : VIII 2

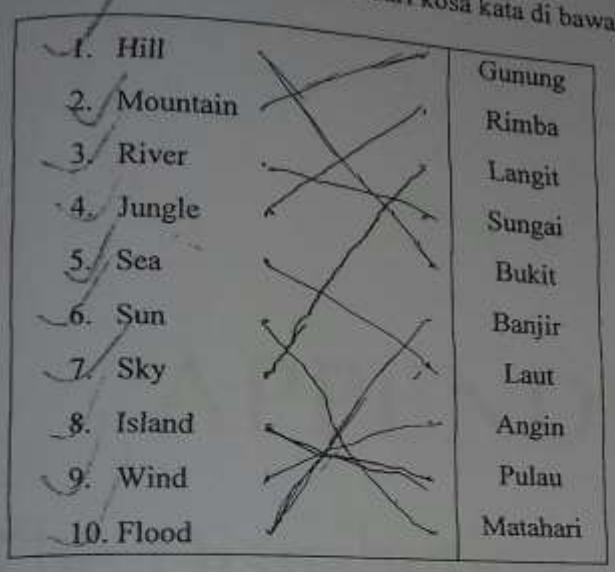
The Post-test Instrument

No	Vocabularies	Meaning
1	Cafetaria	kantin
2	Library	perpustakaan
3	Beach	pantai
4	Bookstore	Toko buku
5	Cave	gua
6	Dining Room	ruang makan
7	House	rumah
8	Mosque	mesjid
9	Kitchen	Dapur
10	Building	gedung
11	Camel	unta
12	Dog	anjing
13	Lion	singa
14	Palace	istana
15	Street	jalan
16	House lizard	rumah kadal
17	Bat	kelelawar
18	Goat	kambing

32

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

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



Pilihlah jawaban yang benar di bawah ini.

1. Sayur
   a. Drink
   b. Food
   c. Meat
   d. Vegetable
2. Daging
   a. Meat
   b. Potato
   c. Carrot
   d. Cabbage
3. Soybean Cake
   a. Tahu
   b. Tempe
   c. Nasi
   d. Kue
4. Potato
   a. Kentang
   b. Nasi
   c. Wortel
   d. Ikan
5. Kue
   a. Vegetable
   b. Cake
   c. Fish
   d. Pork

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

APPENDIX

The Distribution of T-table

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

TABEL

NILAI – NILAI DALAM TABEL DISTRIBUSI 1

α untuk uji dua fihak (two tail test)						
	0,05	0,20	0,10	0,05	0,02	0,01
α untuk uji satu fihak (one fail test)						
DF	0,25	0,10	0,05	0,025	0,01	0,005
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,727	1,476	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,169
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,179	2,681	3,055
13	0,692	1,350	1,771	2,160	2,650	3,012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,131	2,602	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,740	2,110	2,567	2,898
18	0,688	1,330	1,734	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
∞	0,674	1,282	1,645	1,960	2,326	2,576

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

APPENDIX

Teaching Material

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

TEACHING MATERIAL

The first meeting

Material of Place

1. Bank : bank
2. Bathroom : kamar mandi
3. Beach : pantai
4. Bookstore : toko buku
5. Bridge : jembatan
6. Building : gedung
7. Cafetaria : kantin
8. Cage : sangkar
9. Cave : gua
10. City : kota
11. Classroom : ruangan kelas
12. Dining room : ruangan makan
13. Dormitory : asrama
14. Garden : kebun
15. House : rumah
16. Jail : penjara
17. Kitchen : dapur
18. Library : perpustakaan
19. Mosque : masjid
20. Palace : istana
21. Street : jalan

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

TEACHING MATERIAL

The Second meeting

Material of Animal

1. Bat : kelelawar
2. Bear : beruang
3. Bird : burung
4. Camel : onta
5. Cow : sapi
6. Dog : anjing
7. Duck : itik
8. Goat : kambing
9. Horse : kuda
10. House lizard : cicak
11. Insect : serangga
12. Lion :singa
13. Monkey : monyet
14. Mouse : tikus
15. Rabbit : kelinci
16. Snake : ular
17. Wolf : serigala
18. Owl : burung hantu

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

TEACHING MATERIAL

The Third meeting

Material of Nature and Its Surroundings

1. Air : udara
2. Cloud : awan
3. Flood : banjir
4. Forest : hutan
5. Hill : bukit
6. Island : pulau
7. Jungle : rimba
8. Lake : danau
9. Land : daratan
10. Moon : bulan
11. Mountain : gunung
12. Ocean : lautan
13. Rainbow : pelangi
14. River : sungai
15. Sea : laut
16. Sky : langit
17. Star : bintang
18. Sun : matahari
19. Valley : lembah
20. Wind : angin
21. World : dunia

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

TEACHING MATERIAL

The four meeting

Material of Food

1. Bread : roti
2. Cabbage : kubis
3. Cake : kue
4. Carrot : wortel
5. Chicken : daging ayam
6. Coconut : kelapa
7. Fish : ikan
8. Meat : daging
9. Pork : daging babi
10. Potato : kentang
11. Soybean cake : tempe
12. Salt : garam
13. Watermelon : semangka
14. Vegetable : sayur

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

APPENDIX

Documentation

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

DOCUMENTATION AT SMP NEGERI 2 PATAMPANUA

CENTRAL LIBRARY STATE OF ISLAMIC INSTITUTE PAREPARE

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

KEMENTERIAN AGAMA REPUBLIK INDONESIA
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) PAREPARE
Alamat : JL. Amal Bhakti No. 08 Soreang Kota Parepare (0421)21307 (0421) 24404
Website : www.stainparepare.ac.id Email: email.stainparepare.ac.id

Nomor : B -751 /Sti.08/PP.00.9/09/2016
Lampiran : -
H a l : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KAB. PINRANG
di
KAB. PINRANG

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) PAREPARE :

Nama	: FATMAH RAYS
Tempat/Tgl. Lahir	: BENTENG, 19 Januari 1993
NIM	: 12.1300.137
Jurusan / Program Studi	: Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)
Alamat	: BENTENG II NO. 483, KEL. BENTENG, KEC. PATAMPANUA, KAB. PINRANG

Bermaksud akan mengadakan penelitian di wilayah ***KAB. PINRANG*** dalam rangka penyusunan skripsi yang berjudul :

"THE ANALYSIS STUDENTS' SKILLS IN MASTERING VOCABULARY BY USING STAND UP SEQUENCES GAME AT THE SECOND GRADE OF SMP NEGERI 2 PATAMPANUA "

Pelaksanaan penelitian ini direncanakan pada bulan **September** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

8 September 2016
A.n Ketua
Wakil Ketua Bidang Akademik dan Pengembangan Lembaga (APL)

Muh. Djunaidi

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

PEMERINTAH KABUPATEN PINRANG
SEKRETARIAT DAERAH
Jln. Bintang No. 01 Telp (0421) 923 056 – 922 914 - 923 213
PINRANG

Pinrang, 16 September 2016.

Nomor : 070 / 497 / Kemas.
Lamp. : -
Perihal : **Izin/Rekomendasi Penelitian.**

Kepada
Yth. **Kepala SMP 2 Patampanua**
di-
Urung

Berdasarkan Surat Ketua Sekolah Tinggi Agama Islam Negeri (STAIN) Parepare Nomor B/1751/Sti.08/PP.00.9/09/2016 tanggal 08 September 2016 Perihal Izin Melaksanakan Penelitian, untuk maksud tersebut disampaikan kepada Saudara bahwa :

Nama	:	**FATMAH RAYS**
Nim	:	**12.1300.137**
Jenis Kelamin	:	**Perempuan**
Pekerjaan/Prog Study	:	**Mahasiswi/ Pend.Bahasa Inggris**
Alamat	:	**Benteng II No.483. Kel.Benteng, Kec. Patampanua,Kab.Pinrang**
Telepon	:	**082 396 365 518**

Bermaksud mengadakan Penelitian di Daerah / Instansi Saudara dalam rangka Penyusunan Skripsi dengan judul " ***THE ANALYSIS STUDENTS SKILLS IN MASTERING VOCABULARY BY USING STAND UP SEQUENCES GAME AT THE SECOND GRADE OF SMP NEGERI 2 PATAMPANUA***" pelaksanaanya pada tanggal 19 September s/d 19 November 2016.

Sehubungan dengan hal tersebut di atas, pada prinsipnya kami menyetujui memberikan izin penelitian dengan ketentuan bahwa :

1. Sebelum dan sesudah melakukan Penelitian kepada yang bersangkutan melapor kepada Bupati Pinrang melalui Kepala Bagian Administrasi Kemasyarakatan SETDA Kabupaten Pinrang.
2. Penelitian tidak menyimpang dari Ketentuan Perundang-Undangan yang berlaku.
3. Mentaati semua Ketentuan Perundang-Undangan yang berlaku dan mengindahkan Adat Istiadat Daerah setempat.
4. Menyerahkan 2 (Dua) rangkap Laporan Hasil Penelitian Kepada Bupati Pinrang melalui Kepala Bagian Administrasi Kemasyarakatan SETDA KabupatenPinrang.
5. Surat izin ini akan dicabut dan dinyatakan tidak berlaku apabila yang bersangkutan tidak mentaati Ketentuan Perundang- Undangan yang berlaku.

Demikian izin ini disampaikan kepada Saudara untuk diketahui dan pelaksanaan sebagaimana mestinya.

An. SEKRETARIS DAERAH
Asisten Pemerintahan dan Kesra

Drs. MANTONG,M.Si
Pangkat : Pembina Utama Muda
Nip : 19611231199203105

Tembusan:
1. Bupati Pinrang sebagai laporan di Pinrang;
2. Dandim 1404 Pinrang di Pinrang;
3. Kapolres Pinrang di Pinrang;

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

PEMERINTAH KABUPATEN PINRANG
DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA
SMP NEGERI 2 PATAMPANUA
Alamat : Jalan Malimpung Benteng Kec. Patampanua Kab. Pinrang (K.P 912012)

SURAT KETERANGAN
Nomor : 411.32/117/SMP.13/2016

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 2 Patampanua Kabupaten Pinrang menerangkan bahwa :

Nama	: **FATMAH RAYS**
Stambuk	: 121300.137
Jenis Kelamin	: Perempuan
Program Studi	: Pendidikan Bahasa Inggris

Benar yang namanya tersebut di atas, telah mengadakan penelitian pada SMP Negeri 2 Patampanua Kabupaten Pinrang dari tanggal 5 september s/d 14 September 2016, dengan judul penelitian "***The Analysis Student's skill vocabulary by using stand up sequences game of SMP Negeri 2 Patampanua***".

Demikian surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Benteng, 21 Oktober 2016
Kepala SMPN 2 Patampanua

PEMERINTAH KABUPATEN PINRANG
SMP NEGERI 2 PATAMPANUA

H. AMIRUDDIN, S.Pd. MM
NIP. 19591028 198102 1 003

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

CURRICULUM VITAE

The writer Fatmah Rays was born on 19th January 1993 in Pinrang. She is the seventh child in her family. She has three sisters and four brothers. Her father's name is Rays Soyo and her mother's name is Hanisah. Her educational background, she began her study at SDN 130 Patampanua m 2000 Kec. Patampanua Kab. Pinrang and graduated in 2006. At the same year she registered at SMPN 2 Patampanua Kec.Patampanua Kabupaten Pinrang and graduated in 2009, at the same year, she registered at SMAN 5 Pinrang Kec. Patampanua Kab. Pinrang and graduated in 2012. She registered in majoring English Program of Tarbiyah and Adab Department at State Islamic College (STAIN) Parepare and finished her study by title of skripsi " *Increasing Students Vocabulary by Using Stand Up Sequences Game at the Eighth Grade of SMP Negeri 2 Patampanua Kabupaten Pinrang".*

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE