A THESIS

THE USING OF MINGLING GAME TO IMPROVE VOCABULARY MASTERY OF THE SEVENTH GRADE STUDENTS OF SMPN 9 PAREPARE

BY

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Reg. Num. 19.1300.004

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

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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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SUBMISSION PAGE

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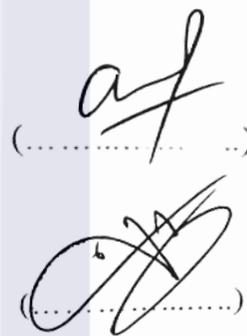By Virtue of Consultant Degree : SK. The Dean of Tarbiyah Faculty No. 288 Tahun 2023

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الْحَمْدُ ِللهِ رَبِّ الْعَالَمِيْنَ وَالصَّلاَةُ وَلسَّلاَمُ عَلَى أَشْرَفِ ألأَنْبِيَا وَالْمُرسَلِينَ وَعَلَى اَلِهِ وَصَحْبِهِ أَجْمَعِينَ أَمَّا بَعْدُ

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DECLARATION OF THE RESEARCH AUTHENTICITY

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Declare truly and fully aware that this thesis is truly the result of my own work. If later it is proven that it is a duplicate, imitation, plagiarism, or made by another person in part or in whole, the the thesis and degree obtained are therefore null and void.

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ABSTRACT

Mariana. *The Using of Mingling Game to Improve Vocabulary Mastery of the Seventh Grade Students of SMPN 9 Parepare.* (Supervised by Ambo Dalle and Mujahidah)

Students not being able to master the material in class is a big problem and even students have difficulty answering simple questions because of limited vocabulary, this study offers the mingling game as a solution because researcher found several advantages of mingling. Therefore the researcher conducted this research with the aim to find out that the use of mingling games can improve the vocabulary mastery of seventh grade students at SMPN 9 Parepare.

The researcher used quantitative method with pre-experimental design. The researcher chose one class from all classes randomly as a sample, namely class VII.7 which consisted of 26 students. Researcher collect data through pre-test and post-test.
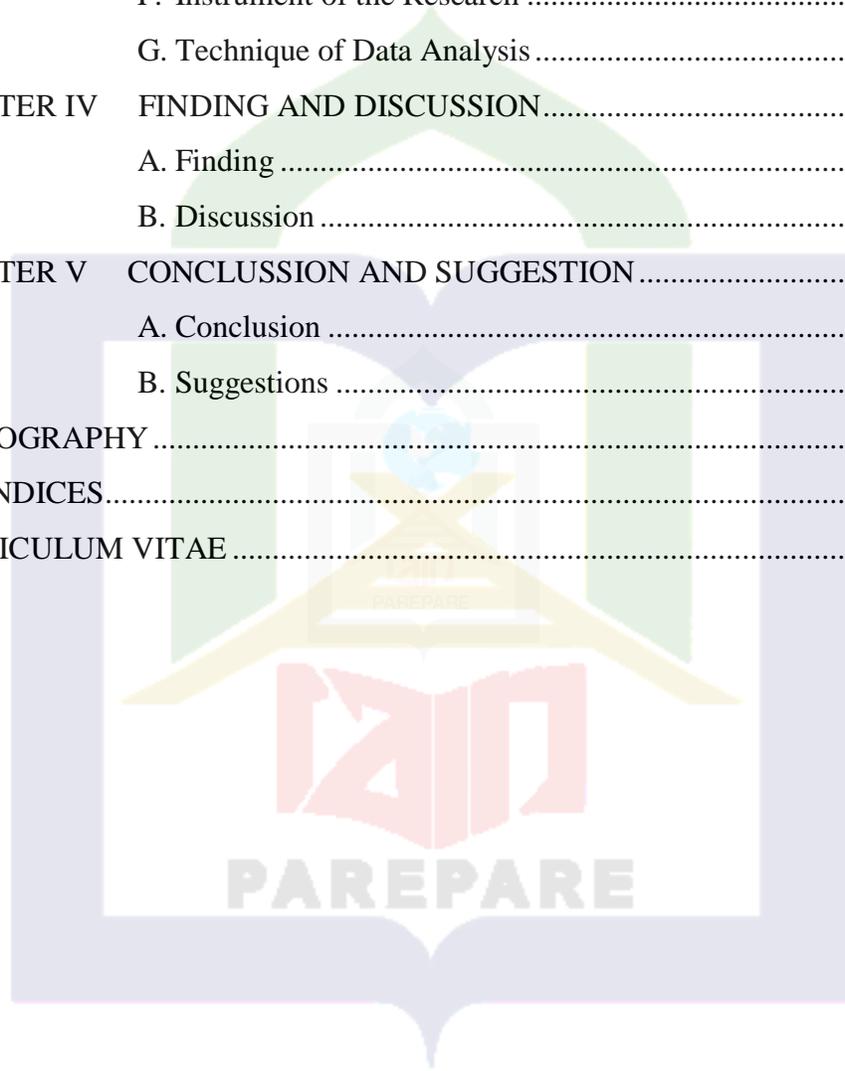
The result of this research was indicated that there was the improvement of the students vocabulary mastery by using mingling game at SMPN 9 Parepare. The mean score of pre-test was 47,92 and the mean score of post-test was 74,34. The number of samples is 26 so that the df is 25 (DF=N-1) so for asignificance level of (α) of 5% or 0.05, the t-critical two tail value is 2.05. It is known that the t-stat value is higher than the t-critical two tail value (42,24 > 2.05).Thus, the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted. It means that, by using mingling game is able to improve the students vocabulary mastery at the seventh grade of SMPN 9 Parepare.

Keywoards: Vocabulary Mastery, and Mingling Game

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CHAPTER I

INTRODUCTION

A. Background

In learning a language there are certain skills that must be mastered so that it is easier to use the language itself properly and correctly, as well as in the process of learning English there are four English skills that must be mastered to have good English skills. namely listening, speaking, reading, and writing. From these four skills, there is an important basic aspects that must be mastered in language learning, namely vocabulary. Vocabulary cannot be separated from the four English because it is integrated with these four skills.

The more vocabulary that can be mastered, the more it will support the success of language learning is learned.[1] Vocabulary mastery is often considered as an important tool for foreign language learners.[2] Vocabulary occupies an important position in learning English, students who lack English vocabulary will find it difficult to be able to speak English well, write sentences well, understand texts well and even don't understand what has been conveyed by the teacher.

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[1] Agung Rinaldi Malik, Emzir, and Sri Sumarni, "Pengaruh Strategi Pembelajaran Mobile Learning dan Gaya Belajar Visual Terhadap Penguasaan Kosakatabahasa Jerman Siswa SMA Negeri 1 Maros," *Visipena Journal* 11, no. 1 (2020): 194–207.

[2] Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How to Be Taught," *International Journal of Teaching and Education* III, no. 3 (2015): 21–34, https://doi.org/10.20472/te.2015.3.3.002.

Difficulties in improving students' vocabulary mastery are still often encountered at the junior high school level even though English is a compulsory subject at junior high schools and has even been known since elementary school, this is because the strategy applied by the teacher is not suitable for students. Teachers should pay more attention to teaching methods or strategies that students are interested in to attract their interest and attention during learning. Teachers must be selective in choosing learning material delivery strategies because a good teaching strategy will make it easier for teachers to get students' interest in the learning process. Using interesting English learning strategies will certainly be a challenge for the teacher.

Vocabulary is a list of words that are usually prepared by the teacher to be memorized by students. Temporary techniques for exams may be good and useful for memorization but not for learning a foreign language. As students should not only memorize but more need to know about the meaning of words and the use of words.[3] Therefor the ability of students' to know the meaning of words and the use of words depends on the learning strategy used by the teacher.

Talking about reality means talking about events that are happening, after the researcher made direct observations at the research site, the researcher found problems experienced at SMP Negeri 9 Parepare, students had difficulty improve vocabulary mastery because they rarely used the vocabulary they knew. This problem

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[3] Sari Stasya Prima Anna Pandiangan Ria Siksa, "The Application of Guessing Strategy to Improve Students' Vocabulary Mastery on English Phrasal Verbs," *Jurnal Suluh Pendidikan* 9, no. 1 (2021): 24–38, https://doi.org/10.36655/jsp.v9i1.524.

is faced by students because most teachers teach vocabulary through traditional methods. In traditional method, the teacher only mention a few vocabulary words and is followed by students so that after class is over the students have forgotten the meaning of the vocabulary that has been learned before, and teaching activities like this often make students feel bored. Besides that the English learning process especially remembers Vocabulary generally uses the rote method, but most students only memorize without knowing further the meaning of the vocabulary they have memorized before so that it will be easily forgotten.

The problem of student vocabulary mastery comes from the students themselves and also the teacher. After the researcher asked several questions to one of the English teachers at SMPN 9 Parepare about the difficulties students had when learning English, Mr. Achdar said that students had difficulties learning English. especially to remember the vocabulary that has been learned, Mr. Achdar also said that the learning process at the school did not yet use digital media because of the limited supply of electricity in each class, so the teacher only taught in a monotonous way. or using books without using interesting learning strategies.

To solve this problem, it is necessary to find an effective way to improve students' vocabulary mastery. One of them is the application of the mingling game. Applying the mingling game can make students more active in class because they will mingle and talk to each other to get information. As Supriadi said in his research, the mingling game requires students to tell each other what they really think about a particular topic. Students get the opportunity to say what they really think and can

express themselves using the vocabulary they know.[4] Based on these advantages, the researcher is intereseted in conducting research with the title "The Using of Mingling Game to Improve Vocabulary Mastery of Seventh Grade Students of SMPN 9 Parepare".

B. Research Question

Based on the background above, the researcher formulated the research question is the mingling game able to improve vocabulary mastery in seventh grade students of SMPN 9 Parepare.

C. The Objective of the Research

The purpose of this study was to explain that the use of mingling game able to improve vocabulary mastery in seventh grade students of SMPN 9 Parepare.

D. Significant of the Research

1. For teachers, expected to develop their English teaching strategies, particularly in improving students' vocabulary mastery.
2. For students, it is expected to provide motivation for students to learn English and use the vocabulary they know.

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[4] Supriadi, "Improving the Student's Speaking Ability Through Mingling Technique", (Unpublished Thesis., 2014).

3. For the next researcher, it is expected to provide some important contributions

for them in vocabulary research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Some Previous Findings

Previous research findings consist of previous research related to mingling game. Those research are:

Mei Nitasari, 2017 conducted a study about *"The Influence of Using Mingle Game Strategy Towards Student' Speaking Performance at the Tenth Grade of SMAN 1 Punggur Lampung"*. This study uses quantitative methods with true experimental design. The subject is Class X students of SMAN 1 Punggur Central Lampung. The findings showed that there was a positive and significant effect of the use of mingle game strategies on students' speaking ability.[5]

Avanza Naufal Hakim, 2013 conducted a study about *"Using English Mingling Games to Improve the Speaking Skills of the Seventh Grade Students at SMP Muhammadiyah 2 Mlati"*. This study used an action study consisting of two cycles. the subjects in this study were students of SMP Muhammadiyah 2 Mlati. The results showed that the use of mingling games can improve students' speech skills, seen from the students' grades that increased from Cycle 1 to Cycle 2. In

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[5] Nitasari Mei, "An Undergraduate Thesis the Influence of Using Mingle Game Strategy Towards Students ' Speaking Performance at the Tenth Grade of SMAN 1 Punggur Central Lampung By : STUDENT . ID . 13107667 Tarbiyah and Teaching Training Faculty English Education Department" (2017).

addition, mingling games can increase students' motivation and participation in speaking teaching and learning activities.[6]

Rawika Ardilla, 2016 conducted a study about *"The Implementation of Mingle Game to Improve Speaking Skill of First Grade Students at Vocational High School 1 Batu"*. This study uses classroom action research conducted in two cycles. The subjects are students of SMK Negeri 1 Batu. The results showed that previously students were shy and afraid to speak English , then after applying the mingle game, they became trusting and courageous. the application of mingle games is right to improve students' speaking skills.[7]

Umiatul Mufidah and Aries Fitriani, 2021 conducted a study about *"The Utilization of Mingle Games in Teaching Speaking at Azmania Islamic Boarding School Ponorogo"*. This study uses qualitative approach and case-study design. The subject was taken from the 25 students' of the second grade class of Azmania Junior High School Ponorogo. The findings showed in implementing the Mingle Game, there were good and negative responses. Some of the said that they were enjoyed while playing this game, but some of them said that this game is difficult and needs a lot of energy.[8]

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[6] Hakim Naufal Avanza, "Using English Mingling Game to Improve the Speaking Skills of the Seventh Grade Students at SMP Muhammadiyah 2 Mlati in the Academic Year of 2013/2014" (2014).

[7] Rawika Ardilla, "The Implementation of Mingle Game to Improve Speaking Skill of First Grade Student At State Vocational High School 1 Batu" (2016).

[8] Mufidah Umiatul and Fitriani Aries, "Mingle Game for Teaching Speaking" 1, no. 1 (2021): 1–10.

Indrawati and Rofi Inayaturrohmah, 2020 conducted a study about *"Improving Speaking Skill of the Tenth Grade Student Through Mingle Model"*. This research uses quantitative approach with quasi experimental design. The subjects are tenth grade students of SMK Number 1 Simpangkatis. The results showed that students who were treated with the Mingle Model achieved better or higher post-test scores than students who were taught with the Non-Mingle Model. in this study also revealed that between the experimental group and the control group there is a considerable difference in the appearance of speaking students. Therefore, the findings of this study confirmed that the Mingle Model is effective for improving students' speaking ability.[9]

Previous research has little resemblance to the author's research, namely the use of mingling game. The difference of this research lies in the research focus. the focus of research in this study is the use of mingling game in improving students' vocabulary mastery while previous research focuses on the use of mingling game in improving students' speaking skills. Another difference lies in the method. Previous studies have used qualitative methods and quantitative methods with quasi-experimental design, while this study uses quantitative methods with pre-experimental design.

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[9] Inayaturrohmah Rofi and Indrawati, "Improving Speaking Skill of the Tenth Grade Student through Mingle Model," *Scientia: Jurnal Hasil Penelitian* 5, no. 2 (2020): 56–67, https://doi.org/10.32923/sci.v5i2.1448.

B. Some Patient Idea

Concept of vocabulary and concept of mingling will be explained in some partient ideas as follow.

1. **The Consept of Vocabulary**

   a. **Definition of Vocabulary**

   Vocabulary is a collection of several words in a language that are combined so that they have meaning. Vocabulary is also the most basic part when you want to learn a language just like when you want to learn English, the basic thing that must be known is vocabulary, so that it is easier to understand other English skills such as listening, speaking, reading, and writing. Anyone will find it difficult to communicate in English when they have a limited vocabulary.

   Vocabulary is one of the basic components in a language, vocabulary is the total number of words in a language. In learning a language, vocabulary is one of the main steps and will not be the last step in acquiring vocabulary because acquiring new vocabulary is an ongoing process. Therefore, teaching vocabulary plays an important role in learning and communicating in English well.[10]

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[10] Wardani Indah Satuna, "Improving Students ' Vocabulary Mastery," *Okara* 1, no. 2018260020 (2015): 132.

Vocabulary is a list of words in a language used by individual speakers to convey meaning or express what the speaker wants to say.[11] Pravijanti also stated that vocabulary is all words whose meanings are commonly used by speakers or a particular language.[12] Meanwhile Dalimunte said that vocabulary is one of the language components that has the most important role in mastering the four language skills. This means that vocabulary is very important because without vocabulary we cannot master the four language skill.[13]

b. **Vocabulary Mastery**

Vocabulary mastery is necessary in learning English. Therefore, to develop the four language skills, especially in speaking and writing, students need to master vocabulary because without vocabulary nothing can be conveyed. Mastery of a large vocabulary does not mean that it can guarantee the competence of learners in learning English but a lack of vocabulary will interfere with students' opportunities to succeed in learning English.[14]

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[11] Nugroho Wahyu Suprapto, "The Effectiveness of Picture Crossword Puzzle Game in Teaching Vocabulary" 6, no. 1 (2017): 191–200.

[12] Pravijanti, "Increasing the Students' Spelling in Vocabulary through Dictation Technique. Muhammadiyah University of Makassar." (Unpublished Thesis, 2015).

[13] Muhammad Dalimunte, Maryati Salmiah, and Abdul Muhsin Polem, "The Implementation of Simon Says Game to Imrove Students' Vocabulary Mastery in Learning English at MTs. *Laboratorium UIN-SU Medan*" 14, no. 14 (2017): 43.

[14] Pandiangan Ria Siksa, "The Application of Guessing Strategy To Improve Students' Vocabulary Mastery on English Phrasal Verbs."

Vocabulary mastery is knowing many words in a language. There are two aspects mentioned, namely knowing a word which involves knowledge of the form and meaning of a word.

1) The form, knowing the form is knowing the type of word class, whether it is a verb or a noun.

2) The meaning, knowing the meaning is form of cognitive knowledge that a person understand from a particular foreign language word.[15]

Vocabulary mastery will help students to be successful in using a language. Vocabulary mastery is also one of the most basic things in learning English so that students can easily understand how words work in written and spoken form. The students will able to understand what particular words means, how to say the words in the foreign language , how to read the words and also how to put them in a paper. Therefore, the first step in learning English is to learn vocabulary because vocabulary is a fundamental starting point for one's proficiency in using the language.[16]

c. **Kinds of Vocabulary**

There are two kinds of vocabulary, namely respective vocabulary and productive vocabulary.

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[15] Jhon Haycraft, *An Introducting to English Language Teaching* (Longman, 1978).

[16] Sunaryo Indrian Juwita, "Using Vocabulary Self-Collection Stratey (VSS) to Increase Mastery the Junior High School Students' Vocabulary," *Jelt* 2, no. 1 (2013): 1–9.

1) Respective vocabulary, respective vocabulary is the understanding and knowledge of the meaning of a student's vocabulary when reading text and listening to text. Students know the meaning of the words they read or listening to but are not used to using them speak or write. Respective vocabulary learning usually occurs when the teacher gives the meaning of a word in a sentence and only asks students to spell and pronounce it.

2) Productive vocabulary, productive vocabulary are words that students understand and can pronounce. In fact, students can use these words in speaking as well as writing well. Productive vocabulary can be said to be active word processing vocabulary because students can produce words to express their thoughts and feelings that can be understood by others.[17]

d. **Types of Vocabulary**

Vocabulary is not just words that have meaning but includes how vocabulary in a language is structured, how people store and use words and how they learn between words and the relationships between words, phrases, categories of words and phrases. For this reason, vocabulary has several different types according to its function, which are as follows:

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[17] Alqahtani, "The Importance of Vocabulary in Language Learning and How to Be Taught."

1) Listening vocabulary, listening vocabulary refers to all the words that a person can recognize when hearing speech or hearing conversation in a language.

2) Speaking vocabulary, speaking vocabulary refers to all the words that a person can use to speak, speaking vocabulary can be said to be relatively limited when compared to listening vocabulary.

3) Reading vocabulary, reading vocabulari refers to all the words that a person can recognize when they read a tex. Reading is one way to increase one's vocabulary because one can understand many words that are not used in speaking vocabulary.

4) Writing vocabulary, writing vocabulary refers to all the words that a person can use when expressing themself in a writing.[18]

e. **The Important of Vocabulary**

As we know that vocabulary is a fundamental thing in a language that must be known before interacting using that language, when someone does not have and understand good vocabulary, someone cannot convey their ideas and cannot even interact with each other. Mastering a large vocabulary

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[18] Joseph Mukoroli, "Effective Vocabulary Teaching Strategies for the English for Academic Purposes Esl Classroom," *English* 1, no. 1 (2013): 53.

will make it easier for students to use the right words, and also enable them to express their true ideas, thoughts and feelings.[19]

Without mastery of vocabulary, it will be difficult for someone to master a language, when students have very good vocabulary mastery, students are able to understand what people are talking about. What needs to be known is that students' abilities in listening, speaking, reading and writing are determined by their vocabulary mastery.[20] In learning a language, of course the most important is vocabulary, because with vocabulary, students will be able to make a sentence. Without vocabulary students will also not be able to master the four skills in English. A rich vocabulary will make listening, speaking, reading and writing skills easy.

f. **The Aspect of Vocabulary**

There are some aspect of vocabulary that should be mastered by students as follow:

1) Pronountiation and spelling, the students must know what a word sounds like (its pronounciation) and what it looks like (it spelling).

2) Grammar, the students must understand the rules of grammar.

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[19] Risnawati, "The Use of Tic Tac Toe Game to Improve the Students' Vocabulary" (Universitas Muhammadiyah Makassar, 2019).

[20] Pandiangan Ria Siksa, "The Application of Guessing Strategy to Improve Students' Vocabulary Mastery on English Phrasal Verbs."

3) Meaning, the students must know the meaning of a word, whether a particular word or item is suitable for use in a particular context or not.[21]

2. The Concept of Mingling

Teaching is the teacher's ability to provide understanding to students in the classroom. Teachers usually has different skills or game to teach students but has the same goal. A good teacher is a teacher who knows the character of students or the needs of students. So that the teacher can use the right technique or game in the teaching and learning process.

a. Definition of Mingling

Mingling is an activity where students approach a classmate and ask them to mention things they think about a topic, then switch with other classmates to get the information they need. In this mingling game all students simultaneously work in pairs to get information about a particular topic topic that has been given by the teacher, after asking questions to each other they change partners, either randomly or in an organized way, how to change pairs must be arranged by the teacher before mingling activities game starts.[22] The teacher has a great responsibility to control students when this

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[21] Jurasni, "The Use of Hangman Game to Increase Students' Vocabulary" (2019).
[22] Elena Borzova, "Mingles in the Foreign Language Classroom," *English Teaching Forum* 52, no. 2 (2014): 20–27,
http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1035883&site=ehost-live.

mingling game takes place because, in the mingling game, students have to go around the class and look for other students to ask each other questions or ask to mention things related to the topic, and record back the answers they get. This mingling game requires students to mention to each other what they think about the topic that has been given.

b. **Teaching Vocabulary through Mingling Game**

As previously explained, the mastery of the four skills in English depends on how much vocabulary you have so that vocabulary is very important in a language. Usually, students are given some vocabulary by the teacher to memorize at home as a process of adding a new set of words, but in fact, this strategy is not effective enough to improve students' vocabulary recall in a long period of time. Vocabulary that has been memorized by students will simply disappear in memory because they rarely or never use it in everyday life.

The mingling game makes students feel challenged to use the words they know to convey ideas or express themselves about certain topics. Usually students feel bored when sitting in class during learning while the application of the mingling game allows students to stand up and stretch their legs, so they have more energy to study. Therefore, the application of the Mingling game can be the right strategy to improve students' vocabulary

mastery, because students can use the words they already know to answer questions from classmates during the application of the mingling game.[23]

In implementing the mingling game, the researcher took the following steps:

1) The researcher explained the role of the mingling game. The goal is for students to get to know the mingling game before it is implemented.

2) Students and researcher follow the procedures of the mingling game. The goal is for students to understand more about this game.

3) The researcher rewards students for doing their best in class, the goal is that students feel successful and will be more eager to learn.

c. **The Steps of Mingling Game**

According to Hall Housten the steps of mingling game are:

Before mingling:

Make sure the teacher has everything they need before starting the activity. If your classroom has many tables and desks, place them on one side of the room or outside the classroom. If that's not possible, consider moving to an empty or outdoor space. Plan how you will introduce the

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[23] Hall Huston, "Mastering the Mingle by Hall Houston," *International House Journal*, 2013.

activity to your students. This might to particularly challenging if your students have never done one before. In this case, present these basic rules:

1) Stand up, no one shit down during a mingling

2) Walk around until you find someone to talk

3) Speak English to do the activity

4) Ask your partner to mention some of the things they think about the topic

5) Record your partner's answers in the table that was made before

6) When you are finished, move and find another students

7) Speak in groups of 2 only

After the Mingling:

After the mingling is over, you should not immediately switch to other activites but rather switch to the repost phase and feedback phase to give the impression of being closed. For the report stage, students come to the front of the class alternately to mention and spell the things they get during the implementation of the mingling game. For the feeedback stage, the teacher ask the students what the shortcomings of the application of the mingling game are and what should be improved for better application at the next meeting. The teacher addresses some of the problems you get at the time of implementing the mingling game, but avoid criticizing any students directly if it could embarrass the students. The teacher asked the students what they

thought about the implementation of the mingling game and wheter they would like to do it again.[24]

d. The Advantages and Disadvantages of Using Mingling Game

1) The Advantages

   According to Darmayenti mingling game advantages as follow:

   a) Mingling games can make students feel relaxed and happy during the learning process.

   b) Mingling games make students interested and more active in interacting with classmates.

   c) Mingling games also create motivation for students to use the vocabulary they know and participate in learning activities through mingling games.

   d) Bringing real world context into the classroom, and enhances students' use of English in a flexible.

2) The Disadvantages

   a) Mingling game take a lot for time when composing the class.

   b) Mingling game needed many participant.[25]

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[24] Hall Huston, "Mastering the Mingle by Hall Houston," *International House Journal*, 2013.

[25] Nofel Darmayenti, Nofiadri, "Mingle Model for Teaching English Speaking Skill for College Students," *Al-Ta Lim Journal* 22, no. 1 (2015): 1–9, https://doi.org/10.15548/jt.v22i1.115.

C. Conceptual Framework

The conceptual framework of this research is pretended as following diagram:

INPUT	⇨	PROCESS	⇨	OUTPUT

⇩ ⇩ ⇩

English Vocabulary	Mingling Game Implementation	Students' Vocabulary Mastery
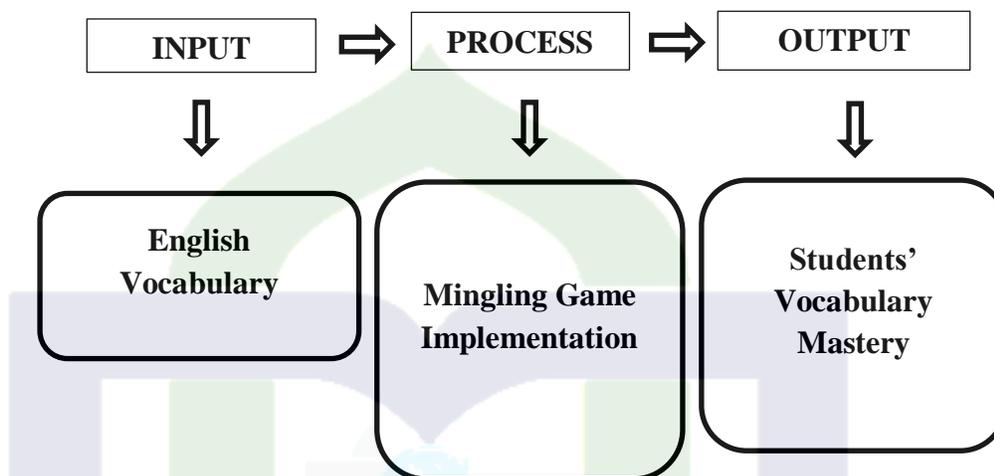
In the diagram above, there are three parts that will be explained. It consist of input, process, and output.

1. Input

In this part, the researcher will provide vocabulary material consisting of four different topics in each meeting, namely things in the classroom, things in the living room, things in the bedroom, and things in the kitchen.

2. Process

The reserchers apply the mingling game in class.

3. Output

The output of this research is the achievment of students' vocabulary mastery

mastery after being given treatment in class.

D. Hypotesis

The research formulates the hypothesis as follow:

1. Null hypothesis (H_0): The use of Mingling game is not able to improve
   vocabulary mastery in seventh grade at SMPN 9 Parepare.

2. Alternative hypothesis (H_1): The use of mingling game able to improve
   vocabulary mastery in seventh grade students in SMPN 9 Parepare.

CHAPTER III

RESEARCH METHOD

A. Research Method

In this research, researcher used quantitative methods with pre-experimental design. There is one groups that were in this research, namely experimental group. The experimental group was given pre-test, treatment by applying Mingling strategy, and post-test. It is to know whether using mingling game can improve students vocabulary mastery. The design of this research can be ilustrated as follow:

$$O_1 \quad X \quad O_2$$

Where:

O_1 : Pre-Test

X   : Treatment

O_2 : Post-Test[26]

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[26] Sugiyono, *Metodologi Penilitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2013).

B. Location and Time of the Research

This location of the research took a place at SMPN 9 Kota Parepare at Jl. Bau Massepe, Kec. Bacukiki Barat, Parepare City, South Sulawesi Province. The research activities carried out in the second semester of academic year 2022/2023.

Reserach on "The Using of Mingling Game to Improve Vocabulary Mastery in Seventh Grade Students at SMPN 9 Parepare" was conducted approximately one month (adjusted to the needs of the rsearcher).

There are some reasons why researcher chose this place:

1. The researcher found the problem discussed in this research at this school.
2. The similar research has been never conducted in this school.

C. Population and Sample of the Research

1. Population of the Research

The population in this research are all students in Class VII SMPN 9 Parepare with the number of students as follow:

Table 3.1 Students population data Class VII SMPN 9 Parepare:

No.	Class	Total
1.	VII.1	27
2.	VII.2	27
3.	VII.3	29
4.	VII.4	27
5.	VII.5	28
6.	VII.6	28
7.	VII.7	26
	Total	**193**

Sumber: Administration of SMPN 9 Parepare

2. Sample of the Research

This research used cluster random sampling in the eight grade of SMPN 9 Parepare. Cluster technique is a technique of selecting other samples using the principle of probability. This cluster technique selects samples not based on individuals, but more based on groups.[27] Research chose one class from

all classes randomly as a sample, namely class VII.7 consist of 26 students.

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[27] Sukardi, *Metodologi Penelitian Pendidikan* (Jakarta: PT. Bumi Aksara, 2010).

D. Technique of Data Collection

The procedures of collecting data as follow:

1. **Pre-test**

    Before giving treatment, the researchers will give the students a pre-test by giving some vocabulary tests. After giving the pre-test, the researchers then give treatment to students.

2. **Treatment**

    After giving a pretest, researcher give treatment to students in class. Treatment procedures are presented by the researcher and introduce the material to the class and explain what students should do. After that, the researcher applied the mingling game. The treatment procedure can be explained as follows:

    1) Before application mingling game, the researcher divided them into 2 groups. The first group was A group and the second was B group.

    2) In the fisrt cycle, researcher asked the students to stand up and when the teacher said "mingle", the students ran and find someone who want to be their pair.

    3) Students asked to their pair about "things in the classroom".

    4) While the A group mention some vocabulary, the B group took a note that their friend said about things in the classroom.

5) Researcher monitor and checks the students participation during the application of the mingling game.

6) The second cycle, when the researcher said "mingle", the students ran and find someone who want to be their pairs.

7) While the B group mention some vocabulary, the A group take a note that their friend said about things in the classroom.

8) Researcher monitor and checks the students patricipation during the application of the mingling game.

9) Give an evaluation to students by inviting them to mention and spell what they got while doing the mingling game.

The treatment was carried out in four meetings. at the first meeting the researcher gave the topic about "things in the classroom", at the second meeting the researcher gave the topic about "living room", at the third meeting gave the topic about "bedroom" and at the last meeting the topic of the researcher gave the topic about "kitchen".

3. Post-test

Post-test is given as the last procedure in this study. It is administered after applying the treatment. From the data collected with the post-test is compared with the data from the pre-test. The results showed significant differences in student achievement after treatment.

E. Research Variable

Based on the title "The Using of Mingling Game to Improve Vocabulary Mastery of Seventh Grade Students of SMPN 9 Parepare" there are two variables involved;

1. Independent variable was the mingling game.

2. Dependent variable was students vocabulary mastery at the seventh grade students of SMPN 9 Parepare.

F. Instrument of the Research

In collecting the data, the researcher used a vocabulary test as the instrument. The test was applied to pretest and post-test. Pre-test was given to know the vocabulary of students before they get treatment, while the post-test was given to students to know the improvement of students' vocabulary mastery after treatment.

G. Technique of Data Analysis

All of the data collected by pre-test and post-test, the following procedure was used.

1. Scoring the result of the test

After getting the data from the pre-test and post-test, the data was calculated using the formula below

$$Score = \frac{\text{students correct answer}}{\text{The Total of Number}} \; x \; 100$$

2. Classifying of student's score on the following classification

   3.2 Classifying of student's score

No.	Classification	Score
1.	Very good	80-100
2.	Good	66-79
3.	Fair	56-65
4.	Poor	40-55
5.	Very poor	≤ 39[28]

3. Calculating the data

   To calculate student learning outcomes in the pre-test and post-test the researcher used uji normality test to find out whether the distribution of data was normal or not by using Kolmogorov-Smirnov and used automatic data analysis in Microsoft Excel 365 using the t-test toolbar menu, namely the data test was carried out on paired samples which were used to compare t-stat value and t-critical two tails value.

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[28] Arikunto Suharismi, *Dasar-Dasar Evaluasi Pendidikan*, Edisi Revisi (Jakarta: PT. Bumi Aksara, 2009).

CHAPTER IV

FINDING AND DISCUSSION

This fourth chapter consist of several section, namely the finding of research and the discussion of the research. The finding of the research cover thr description

of the result of data collected through test that can be discussed in the part below.

A. Findings

The findings of this study were obtained by researcher from the results of the pre-test and post-test. to find out the answers to the questions in this study. the researcher gave the test twice, namely the pre-test was given to students as respondents in this study, to find out students' vocabulary mastery before being given treatment, then the post-test was given to students after being given treatment and the results of the post-test of this study aimed to find out whether the application of mingling game can improve the vocabulary mastery of seventh grade students at SMPN 9 Parepare.

1. The students pre-test result

Table 4.1 Percentage of the students' score pre-test

NO	Classification	Score	Frequency	Percentage (%)
1.	Very Good	80-100	-	-
2.	Good	66-79	-	-
3.	Fair	56-65	4	15,3%
4.	Poor	40-55	21	80,7%
5.	Very Poor	≤39	1	3,8%
Total			**26**	**100%**

Based on the student vocabulary mastery (pre-test) data table above, from the results of the value classification none of them were in the good or very good category while in the fair classification there were only four students (15,3%), poor classification there were only twenty one students (80,7%) and in the very poor classification there were one students (3,8%).

2. The students post-test result

Table 4.1 Percentage of the students' score pre-test

NO	Classification	Score	Frequency	Percentage (%)
1.	Very Good	80-100	21	80,7 %
2.	Good	66-79	5	3,8%
3.	Fair	56-65	-	-

4.	Poor	40-55	-	-
5.	Very Poor	≤39	-	-
Total			**26**	**100%**

Based on the student vocabulary mastery (post-test) data table above. From the results of the value classification, twenty one students (87,7%) were in the very good category and five students (3,8%) were categorized as good.

3. The result of the vocabulary mastery (pre-test and post-test)

Table 4.2 The

Indicator	**Pre-Test**	**Post-Test**	**Improving (%)**
Mean Score	47,92	74,34	50%

mean score of the pre-test and post-test

The table above shows the data from the mean score of the pre-test was 47,92, while the data from the mean score of the post-test was 74,34. The results of the comparison of the mean score of pre-test and the post-test show there was a difference and the mean score in the post-test is higher than the mean score of the pre-test, the improve in pre-test and post-test was 50% so in this case it can be interpreted that there is an increase vocabulary mastery of class VII.7 students after the treatment of the application of the mingling game.

4. Normality test

In this section, the normality test of the data that has been obtained from the pre-test and post-test before the t-test was carried out. The purpose of the normality test was to find out whether the distribution of data was normal or not by using the Kolmogorov-Smirnov test approach with n=26 significance level (α) 0.05 critical value was 0.259. The data were normally distributed if it was smaller than the critical value.

The following were the results of the normality test calculations using the Kolmogorov-Smirnov approach which were described in the table below

Table 4.3 Kolmogorov-Smirnov Normality test of pre-test and post-test

	Pre-test	Post-test
N	26	26
Mean	47,92	74,34
Standard Deviation	7,50	4,9
D *maximum*	0,202	0,223

(score: Microsoft Excel 365)

Based on the results of the normality test with the Kalmogorov-Smirnov approach in the pre-test it was known that 0.202<0.259, while the results of the normality test in the post-test were 0.223<0.259. So that it can be concluded that

the data were normally distributed. Calculations using the Microsoft Excel 365 application.

5. t-test

To calculate student learning outcomes in the pre-test and post-test the researcher used automatic data analysis using the toolbar menu t-test in pairs of two samples. Paired sample data are data from the same sample but received two different treatments such as pre-test and post-test. Data testing was carried out on paired samples to find out the mean score of the pre-test and post-test, total sample, t-test and t-table. The researcher describes the results of the automatic t-test analysis with Microsoft Excel 365 as follows:

Table 4.4 t-Test: Paired Two Sample for Means

	Pre-test	Post-test
Mean	47,92	74,34
Varience	56,31	24,07
Observations	26	26
Df	25	
t Stat	42,24	
P (T<=t) one-tail	0	
t Critical one-tail	1,7	
P (T<=t) two-tail	0	
t Critical two tail	2,05	

The table above shows that the value of the t-statistic in this study was 42,24 and the value of t-critical two tail was 2,05.

6. Hypothesis testing

Df was 25 (Df = N - 1) then for a significance level (α) of 5% or 0.05, it was known that the value of the t-stat was higher than the value of the t-critical two tail (42,24 > 2,05), therefore it can be concluded that the using mingling game was able to improve the students' vocabulary mastery or was better after the treatment was applied. Thus, the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted. therefore it can be stated that the application of the mingling game is able to improve the

vocabulary in seventh grade students of SMPN 9 Parepare.

B. Discussion

This part explains the discussion about the result findings that showed in the previous chapter. This section of this research will provide insight about the students vocabulary mastery before and after treatment through mingling game. This study aims to explain that the application of mingling games can improve the vocabulary mastery of the seventh grade students at SMPN 9 Parepare. In conducting research, the researcher used the test as an instrument. the test was given, namely the pre-test and post-test, the pre-test was given to find out the students' vocabulary mastery before being given treatment while the post-test was given to find out the improve in students' vocabulary mastery after being given treatment.

Based on the result of the treatmenths given by the researcher from the first meeting to the last meeting, the application of mingling games able to improve students vocabulary mastery. Thus there are several reasons for the improve, explained in the following paragraphs.

First, the findings of researchers in the field indicate the addition of new vocabulary after the application of the mingling game. This can be seen from the activity where they listened to their classmates, students mentioned several vocabulary words so that they could become a list of new vocabulary words for each student. This is in line with the findings of Hall Huoston who found that in using the mingling game, students can name several vocabulary words on a given topic to answer questions, and the answers to a question will become a list of new vocabulary for students (Hall Huoston, 2013).

Second, the application of mingling games can make students more active and interesting in the learning process. This can be seen from the participation of students where they learn in a relaxed manner without being embarrassed to say the vocabulary they know. This is in line with the findings of Miftahul Jannah who found that the application of games can make students more active and interested in learning vocabulary, because games could make have fun and help them learn vocabulary easily so they are very enthusiastic to take part in English class (Miftahul Jannah, 2013).

Third, by implementing the mingling game students can spell vocabulary well, this can be seen from the way students do the spelling repeatedly and listen to the spelling of other classmates. This is in line with the findings of Rizky Sadilah et al., who found that listening and then practicing can improve students' spelling and pronunciation of English (Susan Rizki Utami et al., 2021).

The last, in addition to a better way of spelling than before, students also know more about the meaning of the vocabulary around them, seen when the researcher asked students to name the English vocabulary they knew along with its meaning. This is in line with the findings of Jannah et al, who found that the implementation of games was successful in helping students learn and understand new vocabulary and using games can also improve students' vocabulary mastery (Jannah et al., 2020).

After the researcher gave treatment for four times the researcher then gave a post-test with the aim of knowing the improve in students' vocabulary mastery after the application of the mingling game It is known from the results of the scores on the pre-test and post-test, the student's score on the post-test is higher than the student's score on the pre-test. From the calculation of the pre-test and post-test mean scores showed an increase, the pre-test mean score was 47,92 while the post-test mean score was 74,34. So it can be concluded that there is an improve in students' vocabulary mastery as much as 50%.

Before determining which hypothesis was accepted between the null hypothesis (H_0) and the alternative hypothesis (H_a), the data in the pre-test and the post-test will be used in the t-test normally distributed by carrying out a normality test with the Kormogolov-Smirnov approach. The researcher uses the t-test to get the t-test value and the researcher gets the t-test value higher than the t-table value (42,24 >2.05), with Df = 25, so the alternative hypothesis (Ha) was accepted and null the hypothesis (Ho) was rejected, the meaning application of the mingling game able to improve the vocabulary mastery of the seventh grader of SMPN 9 Parepare. Calculating of the Kolmogorov-Smirnov test and t-test using Microsoft Excel 365 application.
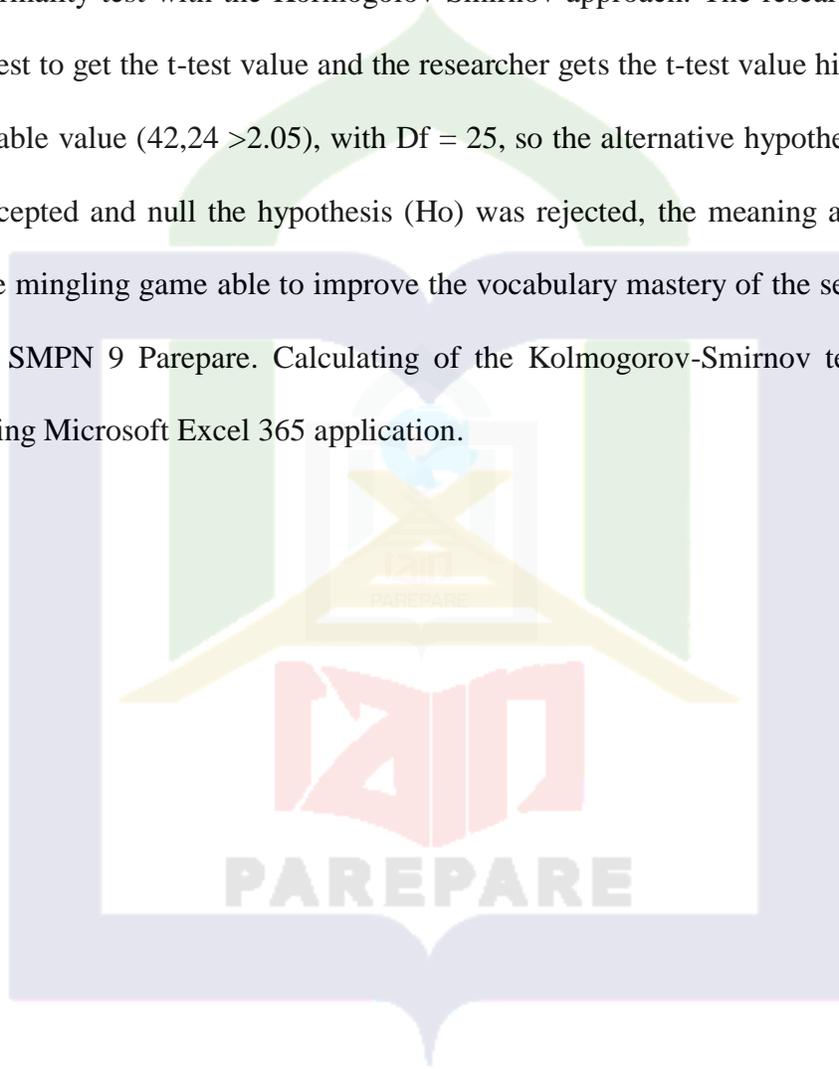
CHAPTER V

CLOSING

This chapter presents the conclusion and suggestion of the research about the using of mingling game to improve students vocabulary mastery.

A. Conclusion

Based on the result of data analysis and the discussion of the result of the previous chapter, the writer concluded that the use of mingling game able to improve students vocabulary mastery. There were differences in the result of students vocabulary mastery before and after the treatment was applied using the mingling game, the result of data analysis the mean score of pre-test was 47,92 and the mean score of post-test was 74,34. Thus the mean score of the post-test was higher than the mean score of the pre-test. As for the result of the t-test, It was known that the value of the t-test was 42,24 higher than the value of the table, wich was 2.05 at the significance level of 0,05 and degrees of freedom (df) 25, therefore it can be concluded that the students' vocabulary mastery improved or was better after the treatment was applied. Thus, the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted. therefore it can be stated that the application of the mingling game is able to improve the vocabulary in seventh grade students of SMPN 9 Parepare.

B. Suggestion

1. In learning vocabulary, teachers are expected to increase creativity so that the teaching and learning process is maximized and makes students more active when learning.

2. Mingling game can be applied in the process of teaching and learning English, especially in increasing students' vocabulary mastery.

3. Students must practice using the vocabulary they know in everyday life, especially during the process of teaching and learning English.

4. For other researchers it is suggested to use mingling game to improve vocabulary because in this study the improve in students' vocabulary mastery was still small.

5. Mingling game can be used to measure other skills, one of which is speaking ability.

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APPENDICES

Appendix 1 : Research Instrument of Test (Pre-test and Post-test)

	KEMENTERIAN AGAMA
	INSTITUT AGAMA ISLAM NEGERI PAREPARE
	FAKULTAS TARBIYAH
	Jl.Amal Bakti No. 8 Soreang, Kota Parepare 91132
	Telepon (0421) 21307
	VALIDASI INSTRUMENT PENELITIAN PENULISAN SKRIPSI

NAME OF STUDENT   : MARIANA

STUDENT REG. NUMBER   : 19.1300.004

FACULTY   : TARBIYAH

STUDY PROGRAM   : ENGLISH EDUCATION

TITLE OF THE THESIS   :THE USING OF MINGLING GAME TO IMPROVE VOCABULARY MASTERY OF THE SEVENTH GRADE STUDENTS OF SMPN 9 PAREPARE

I

Instrument of Pre-Test

Name :

Class :

Choose the corrcet answer!

1. Look at the picture!

There is a ... in my kitchen
a. Glass
b. Pan
c. Plate
d. Spoon

2. Look at the picture!

There is a ... in my living room.
a. Painting
b. Vase
c. Sofa
d. Television

3. Look at the picture!

I turn off the ... before going to sleep.
a. Fan
b. Blanket
c. Pillow
d. Lamp
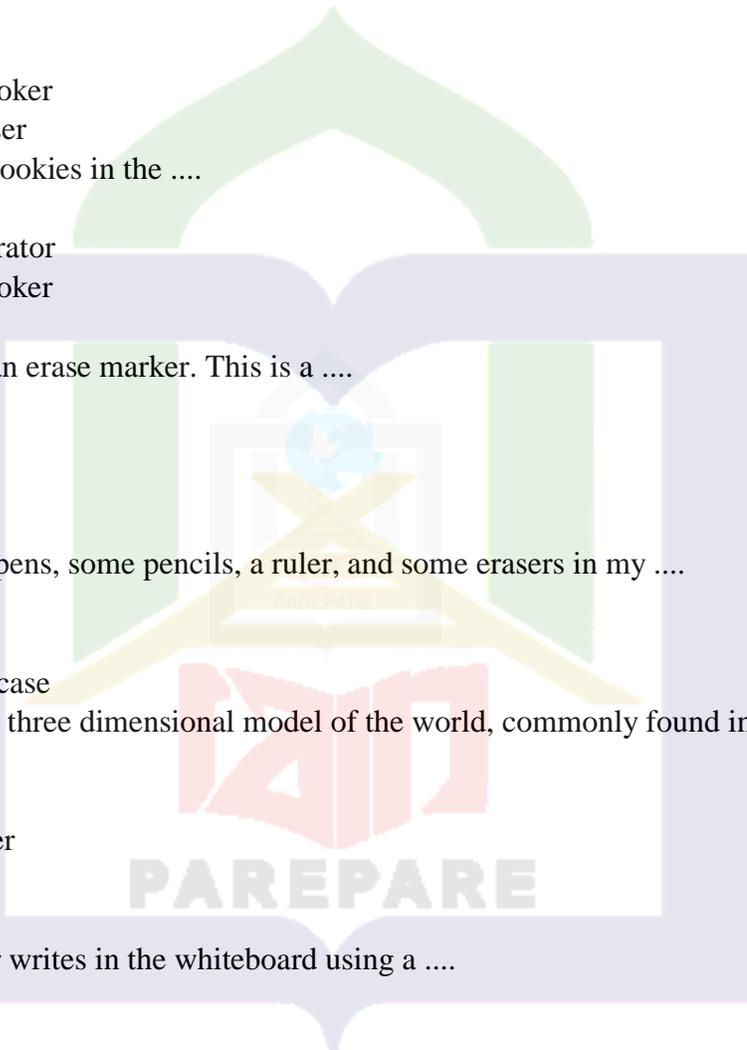
4. What the meaning of "refrigerator"
   a. Kulkas
   b. Lemari
   c. Meja
   d. Kompor
5. What is the english for "kompor"
   a. Stove
   b. Oven
   c. Rice cooker
   d. Dispenser
6. I bake the cookies in the ....
   a. Oven
   b. Refrigerator
   c. Rice cooker
   d. Pan
7. This tool can erase marker. This is a ....
   a. Map
   b. Eraser
   c. Bag
   d. Glue
8. I put some pens, some pencils, a ruler, and some erasers in my ....
   a. Clock
   b. Picture
   c. Pencil case
9. MapThis is a three dimensional model of the world, commonly found in classrooms.
   This is ....
   a. Bag
   b. Calender
   c. Globe
   d. Map
10. The teacher writes in the whiteboard using a ....
    a. Marker
    b. Pen
    c. Chalk
    d. Pencil

Keywoards:
1. D
2. A
3. D
4. A
5. A
6. A
7. B
8. C
9. C
10. A

Fill the Blank Words Below!

1. Kursi : C _ A _ _
2. Kalender : _ _ _ E _ D _ _
3. Bendera : _ _ A _
4. Jam : _ _ _ C _
5. Lukisan : P _ _ N _ _ N _
6. Kipas : _ A _
7. Gelas : _ _ A _ _
8. Garpu : F _ _ K
9. Lemari : C _ _ B _ _ _ D
10. Cermin : _ _ R _ O _

Keywoards:
1. Chair
2. Calender
3. Flag
4. Clock
5. Painting
6. Fan
7. Glass
8. Fork
9. Cupboard
10. Mirror

Match the picture with the correct word!

Rubber

Curtain

School bag

Chair

Picture

Clock

Bed

Refrigerator

Rice cooker

Vase

Keywoards:

Rubber

Curtain

School bag

Chair

Picture

Clock

Bed

Refrigerator

Rice cooker

Vase

	KEMENTERIAN AGAMA
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	Telepon (0421) 21307
	VALIDASI INSTRUMENT PENELITIAN PENULISAN SKRIPSI

NAME OF STUDENT   : MARIANA

STUDENT REG. NUMBER   : 19.1300.004

FACULTY   : TARBIYAH

STUDY PROGRAM   : ENGLISH EDUCATION

TITLE OF THE THESIS   :THE USING OF MINGLING GAME TO IMPROVE VOCABULARY MASTERY OF THE SEVENTH GRADE STUDENTS OF SMPN 9 PAREPARE

VII

Instrument of Post-Test

Name   :

Class   :

Choose the corrcet answer!

1. Look at the picture!
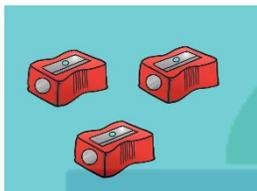
   There are three red ....Flags

   a.   Globes
   b.   Sharpeners
   c.   Scissors

2. Look at the picture!
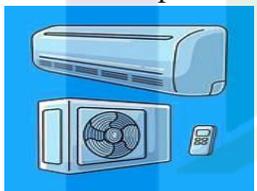
   There is a ... in my living room
   a.   Sofa
   b.   Television
   c.   Telephone
   d.   Air conditioner

3. Look at the picture!

   There is a ... in my kitchen

   a.   Chopsticks

b. Cutting board

c. Trash can

4. Foodcover Look at the picture!

I open the ... every morning

a. Window

b. Book

c. Cupboard

d. Television

5. What the meaning of "refrigerator"

a. Penanak nasi

b. Pengupas sayuran

c. Oven

d. Kulkas

6. What is the english for "baju"

a. Socks

b. Shoes

c. Clothes

7. Jacket What the meaning of "globe"

a. Spidol

b. Bola dunia

c. Tempat file

d. Tempat sampah

8. Things that we use to call is ....

a. Telephone

b. Television

c. Painting

d. Picture

9. I cook the rice in the ....

a. Dispencer

b. Refrigerator

c. Oven

d. Rice cooker
10. What is the people use when they want to eat?
   a. Plate
   b. Glass
   c. Pan
   d. Knife

Keywoards:

1. C
2. D
3. B
4. A
5. D
6. C
7. B
8. A
9. D
10. A

Fill the Blank Words Below!
1. Penggaris   : R _ _ E _
2. Penghapus   : _ R _ S _ _
3. Lantai   : F _ O _ R
4. Gorden   : C _ _ T _ _N
5. Koran   : N _ _ _ P _ _ E _
6. Bantal   : P _ L_ O _
7. Pisau   : _ N _ _ E
8. Mangkok   : _ _ w _
9. Guling   : B _ _ S _ _ _
10. Selimut : B _ _ N _ _T

Keywoards:
1. Ruler
2. Eraser
3. Floor
4. Curtain
5. Newspaper
6. Pillow
7. Knife

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8. Bowl
9. Bolster
10. Blanket

Match the picture with the correct word!

Trash can

Cutting board

Cupboard

Scissors

Shoes

Pan

Sound system

Globe

Chopsticks

Broom

Keywoards:

Trash can

Cutting board
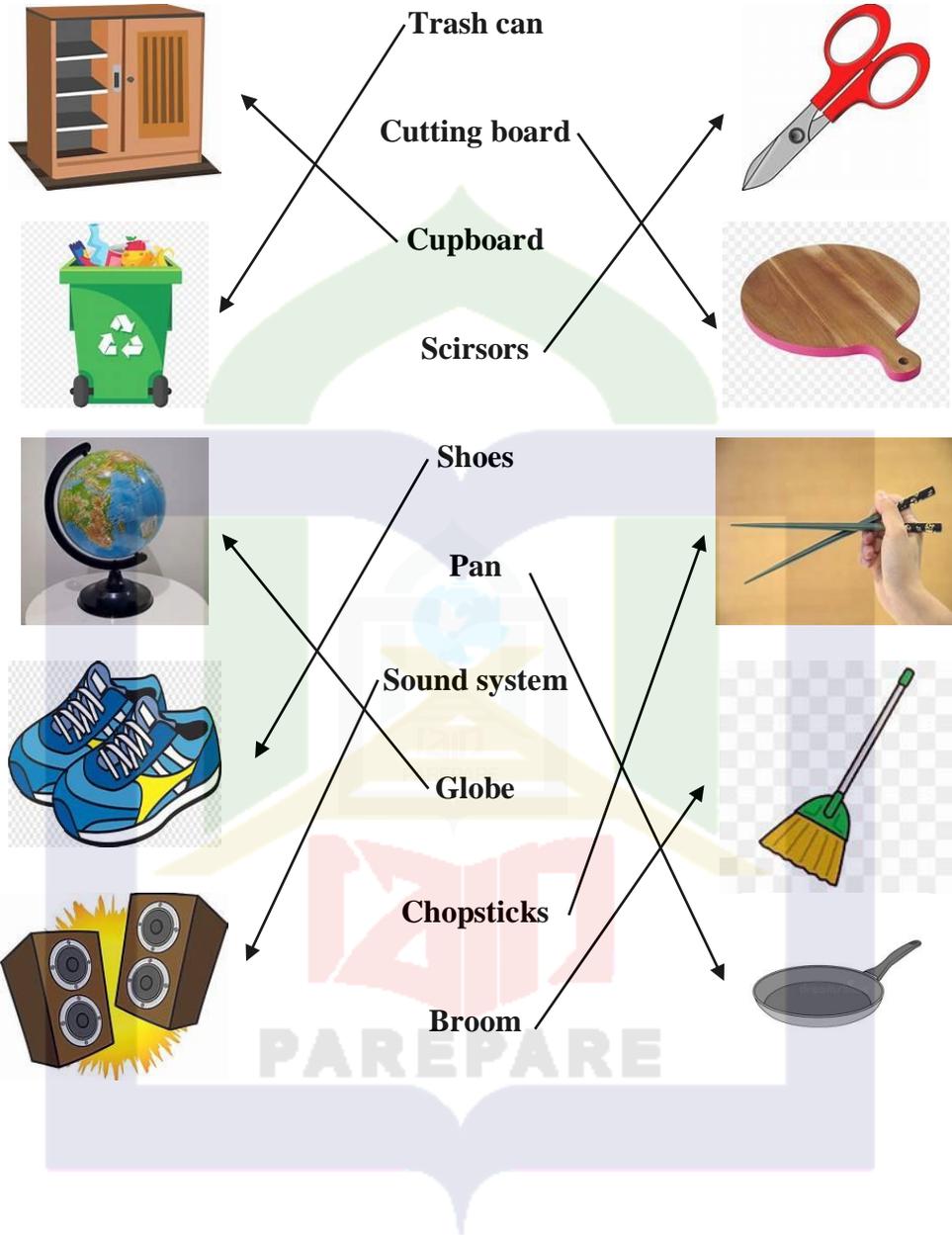
Cupboard

Scirsors

Shoes

Pan

Sound system

Globe

Chopsticks

Broom

Appendix 2 : Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

SEKOLAH : SMP NEGERI 9 PAREPARE

MATA PELAJARAN : BAHASA INGGRIS

KELAS / SEMESTER : VII / SATU

Materi POKOK : VOCABULARY

ALOKASI WAKTU : 8 X 40 MENIT (4 PERTEMUAN)

A. Kompetensi Inti
1. Menghargai dan menghayati ajaran yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri,dalam berinteraksi secara efektif dengan lingkungan sosial dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual,konseptual,dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan,teknologi,seni,budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba,mengolah,dan menyaji dalam ranah konkret (menggunakan,mengurai,merangkai,memodifikasi,dan membuat) dan ranah abstrak (menulis,membaca,menghitung,menggambar,dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi dan Indikator Pencapaian Kompetensi

No.		Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1	Mengidentifikasi fungsi sosial, materi unsur kebahasaan yang berkaitan dengan nama benda yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan dan kosakata terkait articel a dan the, plural dan singular).	1.1.1 Mengidentifikasi kata benda yang ada di sekolah dan di rumah secara lisan/tulisan.Mengetahui arti kosa kata yang berhubungan dengan materi yang dipelajari.
2.	1.1	Menyusun teks interaksi transakasional lisan dan tulisan pendek dan sederhana yang melibatkan tindakan memberi dan	1.1.1 Menyebutkan benda yang ada dalam kelas, ruang tamu, kamar tidur dan dapur. 1.1.2 Menggunakan kosa kata dalam

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	meminta informasi terkait nama dan jumlah benda yang dekat dengan kehidupan peserta didik sehari-hari,dengan memperhatikan fungsisosial,struktur teks,dan unsur kebahasaan yang benar dan sesuai konteks.	kehidupan sehari-hari

C. Tujuan Pembelajaran

Pertemuan 1

Setelah menyelesaikan kegiatan pembelajaran, siswa diharapkan dapat:

1. Memahami dan mengartikan kata benda yang ada dalam kelas (things in the classroom).
2. Mengetahui benda-benda yang ada di kelas (things in the classroom) dalam bahasa Inggris dengan pengejaan dan pengucapan yang tepat.
3. Menuliskan kosa kata (things in the classroom) dengan tepat.
4. Menggunakan kosa kata tersebut dalam kehidupan sehari-hari.

Pertemuan 2

Setelah menyelesaikan kegiatan pembelajaran, siswa diharapkan dapat:

1. Memahami dan mengartikan kata benda yang ada dalam kelas (things in the living room).
2. Mengetahui benda-benda yang ada di kelas (things in the living room) dalam bahasa Inggris dengan pengejaan dan pengucapan yang tepat.
3. Menuliskan kosa kata (things in the living room) dengan tepat.
4. Menggunakan kosa kata tersebut dalam kehidupan sehari-hari.

Pertemuan 3

Setelah menyelesaikan kegiatan pembelajaran, siswa diharapkan dapat:

1. Memahami dan mengartikan kata benda yang ada dalam kelas (things in the bedroom).
2. Mengetahui benda-benda yang ada di kelas (things in the bedroom) dalam bahasa Inggris dengan pengejaan dan pengucapan yang tepat.

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3. Menuliskan kosa kata (things in the bedroom) dengan tepat.

4. Menggunakan kosa kata tersebut dalam kehidupan sehari-hari.

Pertemuan 4

Setelah menyelesaikan kegiatan pembelajaran, siswa diharapkan dapat:

1. Memahami dan mengartikan kata benda yang ada dalam kelas (things in the kitchen).

2. Mengetahui benda-benda yang ada di kelas (things in the kitchen) dalam bahasa
   Inggris dengan pengejaan dan pengucapan yang tepat.

3. Menuliskan kosa kata (things in the kitchen) dengan tepat.

4. Menggunakan kosa kata tersebut dalam kehidupan sehari-hari.

D. Materi Pembelajaran
1. Vocabulary about things in the classroom.
   Contoh:

Chair	Globe	Marker
Map	Table	Calender
Cupboard	Whiteboard	Eraser etc.

2. Vocabulary about things in the living room.
   Contoh:

Sofa	Painting	Curtain
Carpet	Television	Fan
Vase	Window	Picture etc.

3. Vocabulary about things in the bedroom.

Bolster	Desk	Book
Pillow	Flowers	Blanket
Laptop	Mirror	Bed etc.

4. Vocabulary about things in the kitchen.

Spoon	Refrigerator	Glass
Fork	Rice cooker	Pan
Cutting board	Knife	Plate etc.

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E. Metode Pembelajaran

Metode: Scientific approach with Mingling Game

F. Sumber Belajar

Buku: Bahasa Inggris *When English Rings a Bell* SMP/MTs Kelas VII.

G. Langkah-langkah Pembelajaran

Pertemuan pertama

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Awal	1. Salam dan membaca doa sebelum belajar 2. Menjelaskan tentang pentingnya belajar kosa kata 3. Peneliti mengatakan kepada siswa bahwa mereka akan belajar tentang "things in the classroom" 4. Peneliti menjelaskan tujuan pembelajaran	10 minutes
Kegiatan Inti	1. Peneliti menulis di papan tulis beberapa kata benda yang ada dalam kelas dan siswa mengidentifikasi sebanyak-banyaknya kata benda yang ada dalam kelas (things in the classroom). 2. Peneliti menyebutkan beberapa kata benda (things in the clasroom) kemudian siswa mendengarkan dan meniru. 3. Peneliti menunjuk beberapa kata benda (things in the clasroom) dan bertanya kepada siswa arti dari kata benda tersebut. 4. Peneliti menjelaskan tentang mingling game dan cara memainkannya. 5. Sebelum penerapan game mingling, guru membagi siswa menjadi 2 kelompok. 6. Peneliti mengarahkan setiap kelompok segera bersiap-siap untuk memulai bermain game. 7. Siswa bermain game sesuai dengan prosedur game mingling. 8. Peneliti memonitor dan mengecek partisipasi	60 menit

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
	siswa selama penerapan game mingling berlangsung. 9. Peneliti meminta siswa kedepan untuk menyebutkan dan mengeja kosa kata yang diperoleh dari pasangannya pada saat penerapan game mingling berlangsung.	
Kegiatan Akhir	1. Berikan kesempatan kepada siswa untuk bertanya dan mengemukakan kesulitan dan manfaat kegiatan selama pembelajaran berlangsung. 2. Peneliti menyimpulkan materi yang telah dipelajari dan minta maaf dari peneliti apabila ada kekurangan selama proses pembelajaran. 3. Menyampaikan topik pembelajaran pada pertemuan selanjuutnya. 4. Berdoa sebelum keluar kelas.	10 menit

Pertemuan kedua

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Awal	1. Salam dan membaca doa sebelum belajar 2. Menjelaskan tentang pentingnya belajar kosa kata 3. Peneliti mengatakan kepada siswa bahwa mereka akan belajar tentang "things in the living room" 4. Peneliti menjelaskan tujuan pembelajaran	10 minutes
Kegiatan Inti	1. Peneliti menanyakan kosa kata yang telah dipelajari sebelumnya. 2. Peneliti menulis di papan tulis beberapa kata benda yang ada di ruang tamu dan siswa mengidentifikasi sebanyak-banyaknya kata benda yang ada di ruang tamu (things in the living room). 3. Peneliti menyebutkan beberapa kata benda (things in the living room) kemudian siswa mendengarkan dan meniru.	60 menit

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	4. Peneliti menyebutkan beberapa kata benda (things in the living room) dan bertanya kepada siswa arti dari kata benda tersebut. 5. Peneliti membagi siswa menjadi 2 kelompok. 6. Peneliti mengarahkan setiap kelompok segera bersiap-siap untuk memulai bermain game. 7. Siswa bermain game sesuai dengan prosedur game mingling. 8. Peneliti memonitor dan mengecek partisipasi siswa selama penerapan game mingling berlangsung. 9. Peneliti meminta siswa kedepan untuk menyebutkan dan mengeja kosa kata yang diperoleh dari pasangannya pada saat penerapan game mingling berlangsung.	
Kegiatan Akhir	1. Berikan kesempatan kepada siswa untuk bertanya dan mengemukakan kesulitan dan manfaat kegiatan selama pembelajaran berlangsung. 2. Peneliti menyimpulkan materi yang telah dipelajari dan minta maaf dari peneliti apabila ada kekurangan selama proses pembelajaran. 3. Menyampaikan topik pembelajaran pada pertemuan selanjuutnya. 4. Berdoa sebelum keluar kelas.	10 menit

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Pertemuan ketiga

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Awal	1. Salam dan membaca doa sebelum belajar 2. Menjelaskan tentang pentingnya belajar kosa kata 3. Peneliti mengatakan kepada siswa bahwa mereka akan belajar tentang "things in the bedroom" 4. Peneliti menjelaskan tujuan pembelajaran	10 minutes
Kegiatan Inti	1. Peneliti menanyakan kosa kata yang telah dipelajari sebelumnya. 2. Peneliti menulis di papan tulis beberapa kata benda yang ada di kamar tidur dan siswa mengidentifikasi sebanyak-banyaknya kata benda yang ada di kamar tidur (things in the bedroom). 3. Peneliti menyebutkan beberapa kata benda (things in the bedroom) kemudian siswa mendengarkan dan meniru. 4. Peneliti menyebutkan beberapa kata benda (things in the bedroom) dan bertanya kepada siswa arti dari kata benda tersebut. 5. Peneliti membagi siswa menjadi 2 kelompok. 6. Peneliti mengarahkan setiap kelompok segera bersiap-siap untuk memulai bermain game. 7. Siswa bermain game sesuai dengan prosedur game mingling. 8. Peneliti memonitor dan mengecek partisipasi siswa selama penerapan game mingling berlangsung. 9. Peneliti meminta siswa kedepan untuk menyebutkan dan mengeja kosa kata yang diperoleh dari pasangannya pada saat penerapan game mingling berlangsung.	60 menit
Kegiatan Akhir	10. Berikan kesempatan kepada siswa untuk bertanya dan mengemukakan kesulitan dan manfaat kegiatan selama pembelajaran berlangsung.	10 menit

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Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
	11. Peneliti menyimpulkan materi yang telah dipelajari dan minta maaf dari peneliti apabila ada kekurangan selama proses pembelajaran. 12. Menyampaikan topik pembelajaran pada pertemuan selanjuutnya. 13. Berdoa sebelum keluar kelas.	

Pertemuan keempat

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Awal	1. Salam dan membaca doa sebelum belajar 2. Menjelaskan tentang pentingnya belajar kosa kata 3. Peneliti mengatakan kepada siswa bahwa mereka akan belajar tentang "things in the kitchen" 4. Peneliti menjelaskan tujuan pembelajaran	10 minutes
Kegiatan Inti	1. Peneliti menanyakan kosa kata yang telah dipelajari sebelumnya. 2. Peneliti menulis di papan tulis beberapa kata benda yang ada di dapur dan siswa mengidentifikasi sebanyak-banyaknya kata benda yang ada di dapur (things in the kitchen). 3. Peneliti menyebutkan beberapa kata benda (things in the kitchen) kemudian siswa mendengarkan dan meniru. 4. Peneliti menyebutkan beberapa kata benda (things in the kitchen) dan bertanya kepada siswa arti dari kata benda tersebut. 5. Peneliti membagi siswa menjadi 2 kelompok. 6. Peneliti mengarahkan setiap kelompok segera bersiap-siap untuk memulai bermain game. 7. Siswa bermain game sesuai dengan prosedur game mingling. 8. Peneliti memonitor dan mengecek partisipasi siswa selama penerapan game mingling berlangsung.	60 menit

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	9. Peneliti meminta siswa kedepan untuk menyebutkan dan mengeja kosa kata yang diperoleh dari pasangannya pada saat penerapan game mingling berlangsung.	
Kegiatan Akhir	1. Berikan kesempatan kepada siswa untuk bertanya dan mengemukakan kesulitan dan manfaat kegiatan selama pembelajaran berlangsung. 2. Peneliti menyimpulkan materi yang telah dipelajari dan minta maaf dari peneliti apabila ada kekurangan selama proses pembelajaran. 3. Menyampaikan topik pembelajaran pada pertemuan selanjuutnya. 4. Berdoa sebelum keluar kelas.	10 menit

H. Penilaian: penilaian akan diatur berdasarkan rumus kuantitatif yang digunakan oleh peneliti.

Parepare, 19th June 2023

The Writer

Mariana

Reg Num. 19.1300.004

Appendix 3 : The Result of Students' Pre-test

$$\frac{14}{30} \times 100 = 93 \%$$

Name   : Regina Putri

Class   : 7.7

Choose the corrcet answer!

1. Look at the picture!
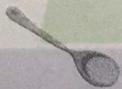
   There is a ... in my kitchen
   a. Glass   c. Plate
   b. Pan   ✗ Spoon ✓

2. Look at the picture!
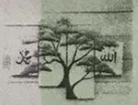
   There is a ... in my living room.
   ✗ Painting   c. Sofa
   b. Vase ✓   d. Television

3. Look at the picture!

   I turn off the ... before going to sleep.
   a. Fan   c. Pillow
   b. Blanket   ✗ Lamp ✓

4. What the meaning of "refrigerator"
   a. Kulkas   c. Meja
   ✗ Lemari ✗   d. Kompor

5. What is the english for "kompor"
   a. Stove   c. Rice cooker
   ✗ Oven ✗   d. Dispenser

6. I bake the cookies in the ....
   a. Oven
   b. Refrigerator
   c. Rice cooker ✓
   d. Pan
7. This tool can erase marker. This is a ....
   a. Map
   b. Eraser ✓
   c. Bag
   d. Glue
8. I put some pens, some pencils, a ruler, and some erasers in my ....
   a. Clock
   b. Picture
   c. Pencil case ✓
   d. map

9. This is a three dimensional model of the world, commonly found in classrooms. This is ....
   a. Bag
   b. Calender ✓
   c. Globe
   d. Map
10. The teacher writes in the whiteboard using a ....
    a. Marker
    b. Pen
    c. Chalk
    d. Pencil ✗

Fill the Blank Words Below!

1. Kursi   : CHAIC ✓
2. Kalender   : CALENDER ✓
3. Bendera   : CQAD ✗
4. Jam   : FLOCK ✗
5. Lukisan   : PANNKLNG ✗
6. Kipas   : VAN ✗
7. Gelas   : AGAKA ✗
8. Garpu   : FOCK ✗
9. Lemari   : CABB CALD ✗
10. Cermin   : MIRROR ✗

Match the picture with the correct word!

Rubber

Curtain

School bag

Chair

Picture

Clock

Bed

Refrigerator

Rice cooker

Vase

Appendix 4 : The Result of Students' Post-test

4. Look at the picture!

I open the ... every morning
- a. Window (crossed)
- b. Book
- c. Cupboard
- d. Television

5. What the meaning of "refrigerator"
- a. Penanak nasi
- b. Pengupas sayuran
- c. Oven
- d. Kulkas (crossed)

6. What is the english for "baju"
- a. Socks
- b. Shoes
- c. Clothes (crossed)
- d. Jacket

7. What the meaning of "globe"
- a. Spidol
- b. Bola dunia (crossed)
- c. Tempat file
- d. Tempat sampah

8. Things that we use to call is ....
- a. Telephone (crossed)
- b. Television
- c. Painting
- d. Picture

9. I cook the rice in the ....
- a. Dispencer
- b. Refrigerator
- c. Oven
- d. Rice cooker (crossed)

10. What is the people use when they want to eat?
- a. Plate (crossed)
- b. Glass
- c. Pan
- d. Knife

Fill   the   Blank   Words   Below!
1. Penggaris   : RULER
2. Penghapus   : ERASER
3. Lantai   : FLOOR
4. Gorden   : C A T _ N
5. Koran   : NIWEPAPER
6. Bantal   : PILLOW
7. Pisau   : KNIFE
8. Mangkok   : bowl
9. Guling   : BOLSER
10. Selimut   : BLANKET

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Match the picture with the correct word!

Trash can

Cutting board

Cupboard

Scissors

Shoes

Pan

Sound system

Globe

Chopsticks

Broom

Appendix 5:The Students Score of Vocabulary Mastery (Pre-test and Post-test)

No.	Name	Score X1	Classification	Score X2	Classification
1.	AR	43	Poor	67	Good
2.	AZ	43	Poor	73	Good
3.	AR	47	Poor	77	Good
4.	FM	47	Poor	73	Good
5.	HR	43	Poor	70	Good
6.	MFR	43	Poor	70	Good
7.	MF	47	Poor	70	Good
8.	MNA	50	Poor	77	Good
9.	MAS	50	Poor	73	Good
10.	MDS	57	Fair	73	Good
11.	MI	43	Poor	77	Good
12.	MR	43	Poor	70	Good
13.	MYA	53	Poor	73	Good
14.	NNA	60	Fair	80	Very good
15.	NS	63	Fair	80	Very good
16.	NR	53	Poor	77	Good
17.	NMM	40	Poor	70	Good
18.	QK	67	Fair	87	Very good
19.	RS	50	Poor	70	Good
20.	RP	47	Poor	80	Very good
21.	SNR	33	Very poor	73	Good
22.	SR	47	Poor	73	Good
23.	TW	47	Poor	77	Good
24.	ZNI	40	Poor	67	Good
25.	AFR	47	Poor	83	Very good
26.	UF	43	Poor	73	Good
	Total	1203		1933	

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Appendix 6: Tabel uji kolmogorov-smirnov

Tabel Nilai Kritis Uji Kolmogorov-Smirnov

n	α = 0,20	α = 0,10	α = 0,05	α = 0,02	α = 0,01
1	0,900	0,950	0,975	0,990	0,995
2	0,684	0,776	0,842	0,900	0,929
3	0,565	0,636	0,708	0,785	0,829
4	0,493	0,565	0,624	0,689	0,734
5	0,447	0,509	0,563	0,627	0,669
6	0,410	0,468	0,519	0,577	0,617
7	0,381	0,436	0,483	0,538	0,576
8	0,359	0,410	0,454	0,507	0,542
9	0,339	0,387	0,430	0,480	0,513
10	0,323	0,369	0,409	0,457	0,486
11	0,308	0,352	0,391	0,437	0,468
12	0,296	0,338	0,375	0,419	0,449
13	0,285	0,325	0,361	0,404	0,432
14	0,275	0,314	0,349	0,390	0,418
15	0,266	0,304	0,338	0,377	0,404
16	0,258	0,295	0,327	0,366	0,392
17	0,250	0,286	0,318	0,355	0,381
18	0,244	0,279	0,309	0,346	0,371
19	0,237	0,271	0,301	0,337	0,361
20	0,232	0,265	0,294	0,329	0,352
21	0,226	0,259	0,287	0,321	0,344
22	0,221	0,253	0,281	0,314	0,337
23	0,216	0,247	0,275	0,307	0,330
24	0,212	0,242	0,269	0,301	0,323
25	0,208	0,238	0,264	0,295	0,317
26	0,204	0,233	0,259	0,290	0,311
27	0,200	0,229	0,254	0,284	0,305
28	0,197	0,225	0,250	0,279	0,300
29	0,193	0,221	0,246	0,275	0,295
30	0,190	0,218	0,242	0,270	0,290
35	0,177	0,202	0,224	0,251	0,269
40	0,165	0,189	0,210	0,235	0,252
45	0,156	0,179	0,198	0,222	0,238
50	0,148	0,170	0,188	0,211	0,226
55	0,142	0,162	0,180	0,201	0,216
60	0,136	0,155	0,172	0,193	0,207
65	0,131	0,149	0,166	0,185	0,199
70	0,126	0,144	0,160	0,179	0,192
75	0,122	0,139	0,154	0,173	0,185
80	0,118	0,135	0,150	0,167	0,179
85	0,114	0,131	0,145	0,162	0,174
90	0,111	0,127	0,141	0,158	0,169
95	0,108	0,124	0,137	0,154	0,165
100	0,106	0,121	0,134	0,150	0,161

Appendix 7 : Normality test of pre-test and post-test

Pre-test

xi	Fi	fkum	Fs	z	Ft	ft-fs	|ft-fs|
33	1	1	0,0384615	-1,9886153	0,023371839	-0,0150897	0,0150897
40	2	3	0,1153846	-1,0558112	0,145527233	0,03014262	0,03014262
43	7	10	0,3846154	-0,656038	0,255899822	-0,1287156	0,12871556
47	7	17	0,6538462	-0,1230071	0,451050724	-0,2027954	0,20279543
50	3	20	0,7692308	0,27676605	0,609020125	-0,1602106	0,16021064
53	2	22	0,8461538	0,67653924	0,750650828	-0,095503	0,09550302
57	1	23	0,8846154	1,20957015	0,886778061	0,00216268	0,00216268
60	1	24	0,9230769	1,60934333	0,946229356	0,02315243	0,02315243
63	1	25	0,9615385	2,00911652	0,977737611	0,01619915	0,01619915
67	1	26	1	2,54214743	0,994491315	-0,0055087	0,00550868
	26						

Mean score	47,9230769
SD	7,5042552
D	0,20279543
K	0,259

Hasil	D(0,202) < K (0,259)
	NORMAL

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Post-test

Xi	Fi	fkum	fs	z	Ft	ft-fs	|ft-fs|
67	2	2	0,076923	-1,49718	0,067173	-0,00975	0,00975
70	6	8	0,307692	-0,88576	0,187872	-0,11982	0,11982
73	8	16	0,615385	-0,27435	0,391907	-0,22348	0,223478
77	5	21	0,807692	0,540865	0,7057	-0,10199	0,101993
80	3	24	0,923077	1,152278	0,875397	-0,04768	0,04768
83	1	25	0,961538	1,763691	0,961108	-0,00043	0,00043
87	1	26	1	2,578908	0,995044	-0,00496	0,004956
	26						

Mean score	74,34615
SD	4,906667
D	0,223478
K	0,259

HASIL	D(0,223) < K (0,259) NORMAL

Appendix 7 : Documentation

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Appendices 8 : Research recomendation letter from campus

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

05 Juni 2023

Nomor   : B.2246/In.39/FTAR.01/PP.00.9/06/2023
Lampiran : 1 Bundel Proposal Penelitian
H a l   : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu

di,-

  Kota Parepare

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: Mariana	
Tempat/Tgl. Lahir	: Ogoamas 1, 20 April 2001	
NIM	: 19.1300.004	
Fakultas / Program Studi	: Tarbiyah/ Pendidikan Bahasa Inggris	
Semester	: VIII (Delapan)	
Alamat	: Dusun 4, Desa Bengkolli, Kec. Sojol Utara, Kab. Donggala, Prov. Sulawesi Tengah	

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul **"The Using Of Mingling Game To Improve Vocabulary Mastery Of Seventh Grade Students Of SMPN 9 Parepare"**. Pelaksanaan penelitian ini direncanakan pada bulan Juni sampai bulan Juli Tahun 2023.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Dekan

Dr. Zulfah, M.Pd.
NIP 19830420 200801 2 010

Tembusan:

1 Rektor IAIN Parepare
2 Dekan Fakultas Tarbiyah

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Appendix 9 : Research permit from the Parepare investment institution.

SRN IP0000512

PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl. Bandar Madani No. 1 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id

REKOMENDASI PENELITIAN
Nomor : 512/IP/DPM-PTSP/6/2023

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   : **MARIANA**

UNIVERSITAS/ LEMBAGA   : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
Jurusan   : **PENDIDIKAN BAHASA INGGRIS**
ALAMAT   : **JL. PENDIDIKAN, KEC. SOJOL UTARA, KAB. DONGGALA**
UNTUK   : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN   : **THE USING OF MINGLING GAME TO IMPROVE VOCABULARY MASTERY OF SEVENTH GRADE STUDENTS OF SMPN 9 PAREPARE**

LOKASI PENELITIAN : **DINAS PENDIDIKAN DAN KEBUDAYAAN KOTA PAREPARE (UPTD SMP NEGERI 9 PAREPARE)**

LAMA PENELITIAN   : **12 Juni 2023 s.d 03 Juli 2023**

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 : **12 Juni 2023**

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE

Hj. ST. RAHMAH AMIR, ST, MM

Pangkat : Pembina Tk. 1 (IV/b)
NIP   : 19741013 200604 2 019

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 BSrE
* Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPTSP Kota Parepare (scan QRCode)

Balai Sertifikasi Elektronik

Appendix 10 ; Certificate of completion of research from school

PEMERINTAH DAERAH KOTA PAREPARE
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SMP NEGERI 9
Alamat : Jalan Bau Massepe No. 94A ☎ (0421) 21940
P A R E P A R E

SURAT KETERANGAN
Nomor : 422 / 472 / SMP.9

Yang bertanda tangan dibawah ini Kepala SMP Negeri 9 Parepare menerangkan bahwa :

N a m a	:	MARIANA
N I M	:	19.1300.004
Fakultas	:	Tarbiyah
Prodi	:	Pendidikan Bahasa Inggris
Alamat	:	Jl. Pendidikan Kec. Sojol Utara Kab. Donggala

Benar telah melaksanakan penelitian untuk mengambil data pada SMP Negeri 9 Parepare
dalam rangka penyelesaian penyusunan **SKRIPSI** yang berjudul :

" THE USING OF MINGLING GAME TO IMPROVE VOCABULARY MASTERY OF
SEVENTH GRADE STUDENTS OF SMP NEGERI 9 PAREPARE "

Demikian Surat Keterangan ini dibuat dan diberikan kepada yang bersangkutan untu dipergunakan
seperlunya.

Parepare, 10 Juli 2023
Plt. Kepala Sekolah,

H. HASDIR SUBROTO, S.Pd. M.Pd
NIP. 19790912 2003121 008

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KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 288 TAHUN 2023
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang	: a.	Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa Tahun 2023;
	b.	Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
Mengingat	: 1.	Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
	2.	Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
	3.	Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
	4.	Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
	5.	Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
	6.	Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
	7.	Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
	8.	Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
	9.	Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
	10.	Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
Memperhatikan	: a.	Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307381/2023, tanggal 30 November 2022 tentang DIPA IAIN Parepare Tahun Anggaran 2023;
	b.	Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 164 Tahun 2023, tanggal 13 Januari 2023 tentang Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2023.
	c.	Usul Wakil Dekan I tentang Pergantian Pembimbing Skripsi.

MEMUTUSKAN

Menetapkan	:	**KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2023;**
Kesatu	:	Menunjuk saudara; 1. Dr. H. Ambo Dalle, S.Ag., M.Pd.
		2. Mujahidah, M.Pd.

Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :

Nama	:	Mariana
NIM	:	19.1300.004
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	The Using of Mingling Strategy to Improve The Ability To Remember English Vocabulary of Eight Grade Students of SMPN 9 Parepare

Kedua	:	Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
tiga	:	Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
mpat	:	Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di	:	Parepare
Pada Tanggal	:	20 Januari 2023

Dekan,

Dr. Zulfah, M.Pd.
NIP. 19830420 200801 2 010

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CURRICULUM VITAE

Mariana, the writer was born on April 20th 2001 in Ogoamas, Sulawesi Tengah. She is the forth child in her family, her father's name is Sulhan and her mother's name is Nurhayati, she is student of English Education Program in Tarbiyah Faculty at State Islamic Institute (IAIN) Parepare. Her educational background, she began her study in 2008 at SDN 08 Sojol Utara and graduated in 2013, while at the same year, she study in SMPN Satap 3 Sojol Utara and then continued her study in MAN 1 Parepare and graduated in 2019. Then continued her study at Tarbiyah Faculty of IAIN Parepare and completed her study with the title "The Using of Mingling Game to Improve Vocabulary Mastery of the Seventh Grade of SMPN 9 Parepare"