SKRIPSI

ENHANCING STUDENTS' VOCABULARY THROUGH HANGAROO WORD GAME AT THE SEVENTH GRADE STUDENTS OF MTs PP DDI AS-SALMAN ALLAKUANG SIDRAP

By

NUR APRIANTI
Reg. Num: 14.1300.103

ENGLISH PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2018

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Submitted to the English Program of Tarbiyah and AdabFaculty ofState Islamic Institute of Parepare in Partial of Fulfilment
of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd)

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English Program

Submitted by

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to

ENGLISH PROGRAM
TARBIYAH FACULTY
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2018

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Parepare, January 21th2019

The Writer

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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

The researcher who signed the declaration below:

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State that this skripsi is her own writing and if 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.

Parepare, January 21th2019

The Researcher

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ABSTRACT

Nur Aprianti, 2018. *Enhancing Students' Vocabulary Through Hangaroo Word Game at The Seventh Grade Students of MTs PP DDI As-salman Allakuang Sidrap* (Supervised by Syarifuddin Tjali and Abd.Haris Sunubi).

Vocabulary is an important factor in all English teaching. Many methods, strategies and technique had been used by the teachers, lecturers and instructors in teaching vocabulary. Using hangaroo word game can develop their linguistic skills, specially for spelling, pronounciation and correction. It was suitable for the teacher in teaching the vocabulary and it gave solusion for the teacher in teaching learning activities.

This research aimed to find hangaroo word game in enhancing vocabulary mastery of the seventh grade students of MTs PP DDI As-salman Allakuang Sidrap. The subject of this research is VII A class which consisted of 22 students. The sample was taken by using stratified random sampling. The design in this research was pre-experimental with pre-test and post-test design. The students did the pre-test, got the treatment and did the post test.

The result in this research was indicated that there was enhancement of the students' vocabulary mastery. It was indicated by the students' mean score of pos-test (65,598) was greater than pre-test (46,206). Even for the level significant (p) 5% and df=21, and the value of table is 1,72074, while the value of t-test is 4,179 . it means that the t-test value (4,179) is greater than t-table(1,72074). Thus, it can be concluded that the students' vocabulary mastery is significant better after getting the treatment. So, the null hypothesis (H_o) is rejected and the alternative hypothesis (H_a) is accepted.

Keywords : Vocabulary Mastery, Hangaroo Word Game.

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CHAPTER I

INTRODUCTION

1.1 Background

Vocabulary is one of the most important elements in learning skills that should be learned and taught. Learning vocabulary for learner is fundamental. This is because without mastering and understanding certain numbers of vocabularies, it will be hard to mastery language especially English. It can be seen in real situation in our life for example in speaking English. The English students cannot speak English well because they have limited vocabularies. In reading and listening skills, the English students do not comprehend and understand what they read and listen.

Although most of people are aware of the importance of vocabulary mastery, but some researchers who have conducted a research still found that the students have the lack vocabulary. In recent years, however, the teaching of vocabulary has received ever-increasing attention from scholars in second-language teaching. S.H. Burton said without a large vocabulary, it is impossible to use English language precisely and vividly[1]. According to curriculum 2014 that students in elementary school until junior high school should know 500-1500 vocabularies.[2]

In January 2018, the researcher observed and asked the teachers and some students at MTs PP DDI As-Salman about the problem in learning English. The teacher said that the main problem of the students in learning English is the lack of

[1]S.H. Burton, *Mastering English Language* (London: the Macmillan Press Ltd, 1982), p.98

[2] Aquarina Eva Austin. "The Use of Crossword Puzzle Game to Teach English Vocabulary"(Unpublished Thesis; Faculty of English Faculty, Universitas Negeri Makassar:Makassar, 2009),p. 47

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vocabulary.[3] It is similar of the students' opinion. They cannot speak, comprehend, and understand the lesson because they have lack of vocabulary. Even though the teachers ask the students to memorize the words, but it is not enough.

The mastery of vocabulary is a difficult test to do, specially English vocabulary that is complex. The difficulties arise from the words themselves. Based on these difficulties, it is not enough for the English teachers only prepare word list and ask students to memorize the words, but also they have to provide the interesting technique for the students.

To find out the best technique for teaching students need intensive analysis. Specially for the teachers They should create all the alternatives of technique to teach the students in order to make the learners interest in what they are going to learn and avoid the boredom.

There are many techniques and ways that can be used in teaching vocabulary. One of them is using game. Playing game is considered effective and teacher indirectly add an element of fun or relax in vocabulary practice. It aims to make the material is more interesting, enjoyable, and challenging especially introducing new vocabulary. One of the games is Hangaroo word game.

Hangaroo word game gives chance for the students to share their idea. This game are communicative, competitive and interactive. This game take the students to be cooperative, it can support the students to be interested in teaching vocabulary and also develop their linguistic skills, specially for spelling, pronounciation and correction. The basic rule of hangaroo word game is simple; students will divide into some groups and the questioner (teacher) will give a question to the students by describing the vocabulary which they answer. For example, the teacher says, there

[3] *Interview, on 21th January, 2018*

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are part of animals, it is inmate in zoo, everyday he fly from another tree to another tree. Students will guess and answer what the animal is.

Not many researchers who were conducted a research by using Hangaroo word game so the researcher is interested to conduct the research by using this media. The researcher will use pre-experimental and the researcher will use vocabulary test as the instrument of her research to find out whether or not the implementation of Hangaroo word game enhance the vocabulary mastery of the seventh grade students of Mts PP DDI As-salman Allakkuang.

Referring to the description above, the researcher is interested to conduct a research under the title of *"Enhancing Students' Vocabulary Through Hangaroo Word Game at The Seventh Grade Students of MTs PP DDI As-salman Allakuang Sidrap"*.

1.2 Problem Statement

The research problem, which is the main concern of the researcher is the students lack of vocabulary. Based on the problem, the following research questions is generated :

"Is the use of hangaroo word game able to enhance the students' vocabulary of the seventh grade students of MTs PP DDI As-Salman Allakuang Sidrap?"

1.3 Objective of the Research

This research aims to find out whether or not the implementation of Hangaroo word game enhances the vocabulary mastery of the seventh grade students of MTs PP DDI As-salman Allakuang Sidrap.

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1.4 Significance of the research

The result of this research is expected to be a piece of useful information for:

1.4.1 It can be useful information for teachers as teaching technique in their class.

1.4.2 It can be applied to motivate the students in improving the vocabulary mastery and more interest in learning vocabulary.

1.4.3 It can be useful for Curriculum designers as the consideration material for developing in technique teaching vocabulary.

1.4.4 It can be useful for Other researcher as the information for the next invent in teaching vocabulary.

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CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Previous Related Researches

2.1.1 Ikawati in her research about the use of guessing word game to improve students' vocabulary mastery of SMPN 2 Cenrana. She found that by using guessing word game could help the students and effective way to improve their vocabulary mastery.[4]

2.1.2 Mutmainnah in her research about use of hangoroo word game to improve students' vocabulary mastery of SMPN 1 Dua Pitue Sidrap, she used pre-experimental method and the instrument of her research was a vocabulary test consisting 15 items of multiple choice, 15 items of matching vocabulary. She found that by using hangoroo game to the students are able to improve their vocabulary, and can enjoy learning English.[5]

2.1.3 Rismawati B in her research about the use of tahta game to improve students' vocabulary mastery at the second grade of SMPN 8 Pinrang. She used pre-experimental method. She found that through the game, especially tahta game the students are able to improve their vocabulary.

The above result suggest that many ways or method that can help students improve their vocabulary by using different media in order to attract the attention of

[4] Ikawati. "Building Up Students' Vocabulay mastery Through Guessing Word Game"(Unpublished Thesis; Faculty of English Faculty, Universitas Negeri Makassar:Makassar, 2012), p.38

[5] Mutmainnah. "Improving the student's vocabulary ability at Eight Grade of SMPN 1 Dua Pitue Sidrap Through Hangoro Games"(Unpublished skripsi; Faculty of English Faculty, STAIN Parepare: Parepare, 2013), p.39

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learners. In the selection of instructional media, we must pay attention to the level of the students who will be taught, for example (elementary, junior, and high school) because all the media is not always suitable to be applied or used at all levels of learning.

Therefore, in this study the researcher tried to use game as a media to improve students' vocabulary in learning English. I used hangaroo word game but this research was totally different with mutmainna's research, because I adopted online game into offline game, that was convensional way by using some tools, this research also concern with listening and speaking vocabulary.

2.2 Some Pertinent Ideas

2.2.1 Definitions of vocabulary

Vocabulary is one of the language components which should be mastered by English learners, because vocabulary is the main key to understand foreign language. Vocabulary is very important because without vocabulary, someone can't understand the meaning of foreign language. First step when someone learned a foreign language, he or she must know the vocabulary.[6]

According to Richards, vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.[7] It means that vocabulary is the first thing that we have to learn in English language, because with vocabulary we can learn English language skill easier and use full in four skills of English language. Next, penny Ur defined that vocabulary is

[6] Hasni. "the Use of English Podcast(song) as Media for Teaching Vocabulary at the Eight Grade of SMP Negeri 1 Lembang Kabupaten Pinrang"(Unpublished Skripsi of STAIN Parepare, 2016), p.7

[7] Jack C. Ricards, Willy A. Renandya," *Methodology in Language Teaching*" (Cambridge: Cambridge University Press,), p.255

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one of the important aspects in teaching a language, beside grammar and pronunciation. As a stock of words used by a person, vocabulary can defined, roughly, as the word we teach in foreign language.[8]it means that vocabulary is a list of words that we learn in foreign language. According to hatch and brown that vocabulary as a list or set of words for a particular language of a list or set of words that individual speakers of language might use.[9]

According to dictionary of American English that vocabulary are :

1. Stock of words used by a person, class of people, profession, etc
2. A collection or list of words, usually in alphabetical order and defined.[10]

According to oxford advanced learner's dictionary that vocabulary are

1. All the word that a person knows or uses
2. All the words in a particular language
3. The words that people use when they are talking about a particular subject
4. A list of words with their meanings, especially in a book for learning a foreign language.[11]

According to the new international webster's comprehensive dictionary that vocabulary are:

1. A list of words or of words and pharases, especially one arranged in alphabetical order and defined or translated; a lexicon; glossary
2. All the words of a language

[8] Penny Ur. A "*Course in Language Teaching"* (United kingdom: Cambridge Teacher Training and Development, 1996), p.60

[9] Evelyn Hatch and Cheryl Brown," *Vocabulary, Semantic and language Education"*, (Cam ridge: Cambridge University Press, 1995),p.1

[10] Oxford Essential Dictionary (New York: Oxford University Press, 2003),p .673

[11] Oxford Advanced Learner's Dictionary (New York: Oxford University press, 2000),p. 1506

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3. A sum or aggregate of the words used or understood by a particular person, class, ect.
4. The range of expression at a person's disposal, especially in art.[12]

Hornby states that vocabulary is:

1. The total numbers of words that make up language.
2. Range of words knows to use by a person in a trade and professon.
3. Book counting a list of words.[13]

2.2.2 Kinds of Vocabulary

Basically, there are two types of vocabulary, namely active and passive vocabulary. An active piece of vocabulary is a word a person uses and a passive word is one that a person understands, but does not use. There are several degrees of knowledge ranging from no understand of a word to the full knowledge of the word's meaning, forms and how to use it.[14]

Harmer distinguishes two types of vocabulary:

1) Active vocabulary refers to vocabulary that students have been taught or learned and the key expected to be able to use
2) Passive vocabulary refers to vocabulary that students will recognize when they meet them, but they may not able to produce.[15]

Corson also distinguishes between productive (active) and receptive (passive) vocabulary in the following way: he calls the active vocabulary a "motivated"

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[12] *The New International Webster's Comprehensive Dictionary*(Columbia: Columbia University Press:2003)p,1407

[13] Hornby, *Oxford Advanced Learner Dictionary* (Great Britain: Oxford University Press, 1987), p.959.

[14] Rismawati B. "The Using of Tahta Game to Improve Students' Vocabulary Mastery At the Second Grade of SMPN 8 Pinrang*"*(Unpublished Skripsi of STAIN Parepare: parepare, 2016),p.9

[15] Jeremy Harmer, *The practice of language Teaching* (New York: Cambridge University press, 1991), p.159.

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vocabulary. It consists of all the words we need to use and feel no reluctance in using in our everyday life. A passive vocabulary includes the active vocabulary and it also includes the learners' "unmotivated" vocabulary.[16]

According to Ruth Gaims and Stuart Redman, vocabulary divided into two kinds:

1. Active vocabulary: refers to put items that can be appropriately in speaking and writing . active vocabulary is also called as productive vocabulary.
2. Passive vocabulary: refers to language items that can be recognized and understood in the context of reading and listening. It is also called as receptive vocabulary.[17]

There are 4 types of vocabulary, they are listening, speaking, reading, and writing. The first two constitute spoken vocabulary and the last two, written vocabulary. children begin to acquire listening and speaking vocabularies many years before they start to build reading and writing vocabularies. Spoken language forms the basis for written language. Each type has a different purpose and luckily, vocabulary development in one type facilities growth in another.

1. Listening Vocabulary

The words we hear and understand. Starting in the womb, fetutes can detect sounds as early as 16 weeks. Furthermore, babies are listening during all their waking hours-and we continue to learn new words this way all of our lives. By the time we reach adulthood, most of us will recognize and understand close to 50,000 words. Children who are completely deaf do not get exposed to a listening

[16] I.S.P. Nation. *Teaching and Learning Vocabulary*. (Boston, Victoria University of Wellington,1990), p.94

[17] Ruth Grains and Stuard Redman, "*Working with Words : A Guide to Teaching and Learning* (New York: Cambridge University Press, 1986),p.65

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vocabulary. Instead, if they have signing models at home or school, they will be exposed to a "visual" listening vocabulary. The amount of words modeled id much less than a hearing child's incidental listening vocabulary.

2. Speaking Vocabulary

The words we use when we speak. Our speaking vocabulary is relatively limited; most adults use a mere 5,000 to 10,000 words for all their conversation and instructions. This number is much less than our listening vocabulary most likely due to ease of use

3. Reading Vocabulary

The word we understand when we red text. We can read and understand many words that we do not use in our speaking vocabulary. This is the 2nd largest vocabulary if you are a reader. If you are a reader, you cannot "grow" your vocabulary.

4. Writing vocabulary

The words we can retrieve when we write to express ourselves. We generally find it easier to explain our selves orally, using facial expression and intonation to help get our ideas across, then to find just the right words to communicate the same ideas in writing. Our writing vocabulary is strongly influenced by the words we can spell.[18]

2.2.3 The Importance of a Vocabulary

Vocabulary is one of the components of language that need to be taught and recognized by the students. Without extensive vocabulary, learners will get problems in learning English as speaking, reading, listening and writing. Teaching vocabulary

[18] Arifah Apriyanti. "Improving the Vocabulary Mastery Through Anagram Media at Students of Junior Hight School 1 Duanpanua Pinrang" (Unpublished skripsi; Faculty of English Faculty, STAIN Parepare: Parepare, 2017), p.8-9

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is very important to improve the student skill, because vocabulary is one of the language components and as a base of language.[19] Rivers has also argued that the acquisition of the adequate vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.[20]

The importance of a vocabulary are:

a. An extensive vocabulary aids expressions and communication.
b. Vocabulary size has been directly linked to reading comprehension
c. Linguistic vocabulary is synonymous with thinking vocabulary
d. A person may be judged by others based on his or her vocabulary[21]

Based on the explanation above, the research assumes that vocabulary is one of the most important aspects in learning English, because we cannot speak, read and write without have a lot of vocabulary and also unable to use the structure without an extensive vocabulary.

2.2.4 Approach in Teaching and Learning Vocabulary

Hunt and Beglar discuss three approaches to vocabulary teaching and learning

1. Incidental learning

   The incidental learning of vocabulary requires that teachers provide opportunities for extensive reading and listening.

[19] *http://ejournal.umpwr.ac.id/index.php/scripta/article/view/186/http://ejounal.umpwr.ac.id/index.php/scripta/article/view/186/187)*, Accessed on April 2018

[20] Nunan David. "*Language Teaching methodology"*: A Textbook For Teacher (new York: Prentice Hall) P. 117

[21] Coady & Huckin," *Second Language Acquisition"* (Cambridge: Cambridge University Press, 1997), p.5.

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2. Explicit instruction

   Explicit instruction involves diagnosing the words learners need to know, presenting words for the first time, elaborating word knowledge, and developing fluency with known words.

3. Independent strategy

   Independent strategy development involves practicing guessing from context and training learners to use dictionaries.[22]

Although all these approaches and principles have a role to play in vocabulary instruction, the learners' proficiency level and learning situation should be considered when deciding the relative emphasis to be placed on each approach. In general, emphasizing explicit instruction is probably best for beginning and intermediate students who have limited vocabularies. On the other hand, extensive reading and listening might receive more attention for more proficient intermediate and advanced students.[23]

Based on the explanation above, the researcher can conclude that vocabulary is one basic component to be mastered. It is reasonable, remembering that the four language skills need knowledge of words because they will get nothing without vocabulary. Vocabulary mastery means the students having ability in understanding and using the vocabulary.

[22] Jack C. Ricard, Willy A. Renandya, "*Methodology In Language Teaching* "(Cambridge: Camridge University Press, 2002),p.258

[23] Jack C. Ricard, Willy A. Renandya, "*Methodology In Language Teaching"* (Cambridge: Camridge University Press, 2002),p.258

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2.2.5 Technique in Teaching Vocabulary

There are many technique in teaching vocabulary can be used to explain the meaning of word and the way in teaching vocabulary will depend on individual characteristic. However, several ways have been recommended as follows:

1. say the word clearly and write it on the board
2. get the class to repeat the word in chorus
3. translate the word into the students own language
4. ask the students to translate the word
5. draw a picture to show what the words mean
6. give an English example to show how the word is used
7. ask question using the new word[24]

And according to Jeremy Harmer, there are seven techniques in presenting vocabulary:

1. Realia

   One way of presenting word is to bring the things they represent into the classroom by bringing " Realia" into the room.

2. Picture

   Picture can be board drawing, wall picture and charts, flashcard, magazine, picture and any other non-technical visual.

3. Mime, action and gesture

   It is impossible to explain the meaning words and grammar either through the use of realia or picture.

4. contrast

[24] Adrian doff, *Teaching English a Training course for Teacher on Teacher's work book*. (new York: Cambridge university press, 1988) p.1

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We saw how words exist because of their sense relations and this can be used to teach meaning

5. enumeration

   We can use this to present meaning.

6. explanation
7. translation

   Translation is a quick and easy way to present the meaning of word but it is not without problem.[25]

2.2.6 Aspect of Vocabulary

According to Harmer, aspects of vocabulary divided into four as follows:

1) Meaning

The first thing to realize about vocabulary items is that they frequently have one more than one meaning. For example, the word "book" has at least twelve different meanings when used in context. It has eight meanings as a noun, two meanings as a verb and three different meanings when used with prepositions as phrasal verbs. Therefore, we have to say that the word 'book' sometimes means the kind of thing you read from, but it can also mean a number of other things.[26]

There are other facts about meaning. Sometimes words have meanings in relation to other words. Synonym and antonym is a part of meaning. Synonym is word with similar meaning and antonym is word with opposite meaning.[27]

2) Word use

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[25] Jeremy Harmer. "*The Practice of English Language Teaching"* (New Edition London: Longman, 1991), p. 161-162

[26] Jeremy Harmer. "*The Practice of English Language Teaching"* (New Edition London: Longman, 1991), p.156

[27] Jeremy Harmer. "*The Practice of English Language Teaching"* (New Edition London: Longman, 1991), p.156

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Harmer divides word use into three parts as follows:

1. Metaphor and idiom

Word meaning is frequently stretched through the use metaphor and idiom. For example the word 'hiss' describes the noise that snakes make. But we stretch its meaning to describe the way people talk to each other ("don't move or you're dead," she hissed). That is metaphorical use. At the same time we can talk about treacherous people as snakes ("He's a real snake in the grass). 'Snake in the grass' is a fixed phrase that has become an idiom like countless other phrases such as 'raining cats and dogs', 'putting the cat among the pigeons', 'straight from the horse's mouth.

2. Collocation

Word meaning is governed by collocation that is which words go with each other. On order to know how to use the word 'sprained' we need to know that whereas we can say 'sprained ankle', sprained wrist', we cannot say 'sprained thigh' or 'sprained rib'.

3. Style and register

We often use words only in certain social and topical context. What we say is governed by the style and register we are in. if you want to tell someone you are angry you will choose carefully between the neutral expression of this fact ('I'm angry') and the informal version ('I'm really pissed off'). At a different level we recognize that two doctors talking about an illness will talk in a different register than one of them who then talks to the patient in question who has never studied medicine.

Students need to recognize metaphorical language use and they need to know how words collocate. They also need to understand what stylistic and topical contexts words and expressions occur in.

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4. Word formation

Words can change their shape and their grammatical. Students need to know facts about word formation and how to twist words to fit different grammatical contexts. For example, verb 'run' has the participles 'running' and 'ran'. The present participle 'running' can be used as an adjective and 'run' can be a noun.

Students need to know how words are spelt and how they sound. Indeed the way words are stressed (and the way that stress can change when their grammatical function is different as with nouns and verbs) is vital if students are to be able to understand and use words in speech. Part of learning a word is learning its written and spoken form.

5. Word grammar

Just as words change according to their grammatical meaning, so the use of the certain words can trigger the use of certain grammatical patterns. We make a distinction between countable and uncountable nouns. The former can be both singular and plural. We can say 'one chair' or 'two chairs. There are also nouns that are neither countable nor uncountable but which have a fixed form and the fore collocate only with singular or plural verbs, for example people, the news, and mathematics.

Verbs trigger certain grammar too. For example 'tell' and 'ask' are followed by an object + to + infinitive. Knowing modal verbs like can or must means also knowing that these verbs followed by a bare infinitive without 'to'. When the students do not have this kind of knowledge they come up with erroneous sentences, which all teachers instantly recognize, for example 'He said me to come' or 'I must to go'. [28]

[28] Jeremy Harmer. "*The Practice of English Language Teaching*". (New Edition London: Longman, 1991), p.156-157

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2.2.7 Game

2.2.7.1 Definition of Game

Game are learning situation with an element of competition and cooperation, it can stimulated and involved learners when they interact with other students and/pr the game.[29]

In increasing the vocabulary, we need media to be used. One of them is game. The definition of game is *an activity that you do to have some fun.*[30] Games can make the students more focus in learning, because they do not feel that they are forced to learn.

Byrne stated that games might be defined as a form of play governed by certain rules or conventions. They are meant to be enjoyed wherever they are played. In the language classroom, however, games are not just a diversion, a break from routine activities. They must also contribute to language proficiency in some way by getting the learners to use language in the course of the game. [31]

2.2.7.2 Advantages of Games

According to Ghadasari that 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.

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[29] Ian Reece and Stephen Walker," Teaching, Training and Learning a Practical Guide", (Business Education Publisher,1997),p.159

[30] A.S. Hornby. "*Oxford Advanced Learner's Dictionary of Current English"* (Oxford: Oxford University Press, 2005), p.486

[31] Donn. Byrne. "*Teaching Oral English* "(London: Longman, 1989), p.100

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4) Games are highly motivating and they give students more opportunity to express their opinions and feelings.
5) Games add diversion to the regular classroom activities," break the ice", but they are also used to introduce new ideas.[32]

2.2.7.3 Types of Game

Game may be classified according to whether they emphasize skill, chance, reality or fantasy, as well as according they strategy or shadow game. In game of chance the outcome is independent of player capabilities, as in dice, roulette and poor financial speculation. Game of changed has the educational advantaged of dramatizing the limitation of the effort and skill, humbling the over achiever and encouraging the under achiever. On the other effort and skill and may encouraged medical and passivity.

Game of reality are essentially models or simulated of no play, real word operation, as teather, fiction military, maneuvers and such games as monopoly and diplomacy. They offer the greatest educational potential for students comprehension of structural relationship. The problem ,motives and method of other and for various experiences of possibility beyond the students experiences.

In game of skill the outcome depend on the capabilities of the players as in chess. Tennis or some type of business. Game of skill reward achievement laziness. However, game of skill has then possible educational disadvantage of discourse slow learners, traumatizing students' inequalities and feeling the conceit of the skillful.

Game of fantasy which many person would not call game at all, while admitting that then do involve play, release the player from the commotional and

[32]Ghadasari. "*Using Game In Teaching Vocabulary*". http://www.udel.edu./eli/2006/P4L/ghada.pdf. Retrieved on february 13th 2018.

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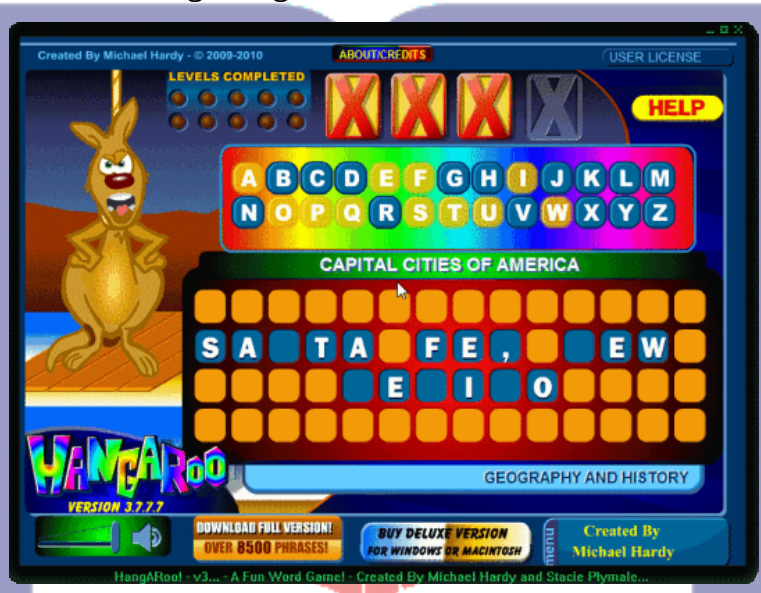
hebetation, as inducing and skilling in is emotional refreshment and simulation of the imagination[33].

Based on explanation above, the researcher concludes that games are effective because they provide motivation. Can be used in teaching in the classroom because they are amusing and interesting to learn English. So the students can enjoy and fun learning English and easy to understand the material.

2.2.8 Concept of Hangoroo Game

2.2.8.1 Defenition of Hangaroo game



Hangaroo word game is guessing the phrases by selecting letters from the alphabet to fill in the blank forming words as the answer from the given questions. Usually, the materials used in a hangaroo game consist of the definition of terms, antonym, synonym, name of tools or things and so on.[34]

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[33] Rosmawati, "Improving Students Vocabulary by Using Stirred Letters Game of the Second Year Students at SMP Negeri 2 Patampanua Kab.Pinrang". (Skripsi Sarjana: jurusan Tarbiyah: Parepare 2015), p.13

[34] *http://ejournal.umpwr.ac.id/index.php/scripta/article/view/186/http://ejounal.umpwr.ac.id/index.php/scripta/article/view/186/187), Accessed on April 2018*

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Hangaroo word game was founded by NCBUY Entertaiment Network. Over the years many version of the game were producted. There are hangman games with themes the hidden word is only from a spesifik category (such as animals, occupations, countries) there is the hangaroo version where us hang-a-roo instead of a man, and there are time limited version where us have limited time to guess each letter, making the game more extreme.[35]

Hangaroo word game is quiz, this game is online game. There are some questions which we answer with one word if we playing hangaroo game. Every words will be given some explanations by the teacher, and if we make three mistakes so the hangaroo will get punishment like hangs. Hangaroo game is very attractive because we will study many categories of vocabulary and playing this game can sharpen their brain in order to know many vocabulary in English. We just select the letters became a vocabulary which have the meaning, the most common used English letter is 'e', so we better start by guessing it. The 4 other vowels ('a', 'o', 'I', 'u') are next popular after 'e'. using these letters can give us better odds for guessing the word, but they can also decrease the level of fun while playing and not necessarily will help us win. The most popular way to play the hangaroo word games offline is to draw blank letters for the chosen word on a paper or on the whiteboard and the let the students guess the letters. Example the clues is a vehicle which run on rail way. There is a blank forms in a piece of paper as many as words which which is decided

[35] (*http://games.ncbuy.com/hangaroo), Accessed on April 2018*

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We better start by guessing letter is vovel (a, i, u, e, o). from this the clues we can guessing the answer is train. Then we can filling in the blank from with letters T-R-A-I-N .[36]

2.2.8.2 The Advantages of Using Hangaroo Word Game

2.2.8.2.1 it can support students to be interested in teaching English

2.2.8.2.2 game can run through the boredom

2.2.8.2.3 it can develop their linguistic skill, specially for spelling, pronounciation and concentration

2.2.8.2.4 get the students to be cooperative.[37]

2.2.8.3 Disadvantages of Using Hangaroo Word Game

2.2.8.3.1 students will be gambling

2.2.8.3.2 not every students feel comfortable

2.2.8.3.3 difficult for teacher in preparing hangaroo game

2.2.8.3.4 it is difficult for teacher to manage the students in each group.[38]

2.2.8.4 Procedure of Hangaroo W ord Game

[36] S Houghton Mifflin Company, "*Defenition of Treasure"*, (Online), March, 9th2018

[37] *http://ejournal.umpwr.ac.id/index.php/scripta/article/view/186/http://ejounal.umpwr.ac.id/index.php/scripta/article/view/186/187), Accessed on April 2018*

[38] *http://ejournal.umpwr.ac.id/index.php/scripta/article/view/186/http://ejounal.umpwr.ac.id/index.php/scripta/article/view/186/187), Accessed on April 2018*

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The hangaroo word game usually as a game online but in this moment I played this game not as game online but we played the game by adopting hangaroo word game which is online game into offline game in the classroom so I made a procedure of hangaroo game, it has a little different with procedure of hangaroo game in online such as the hangaroo, in this game not hung if make a mistake but just remove from their group. I used colour full paper and made a blank form/coloum in a large paper, when I explained the clues to the students, they would write the letter in a stickynote and stick on a large paper to fill the blank forms in forming word which I mean.

The procedure of playing hangaroo word game are:

1. Teacher take the material of vocabulary according to the sub topic of the lesson that will be studied in the class
2. The teacher decide the words that will be guessed by the students
3. Teacher makes the blank form in a piece of paper as many as words which is decided and gives the clues about the word
4. Teacher devide students in some groups, one group is contained five or six students
5. The first, the second and the third group choose one of their friends to be a hangaroo.
6. Begin to the first group, the questioner (teacher) give a question to the students by describing the vocabulary which they answer. For example; the researcher says, “this is the part of family members, I have sister, she was birth a baby girl, who is she?. If the students know, so they can mention the words of: N-I-E-C-E and run to find out the picture of niece, so the hangaroo free from dangerous. And if the student’s answer is false so the hangaroo in dangerous situation, if they make

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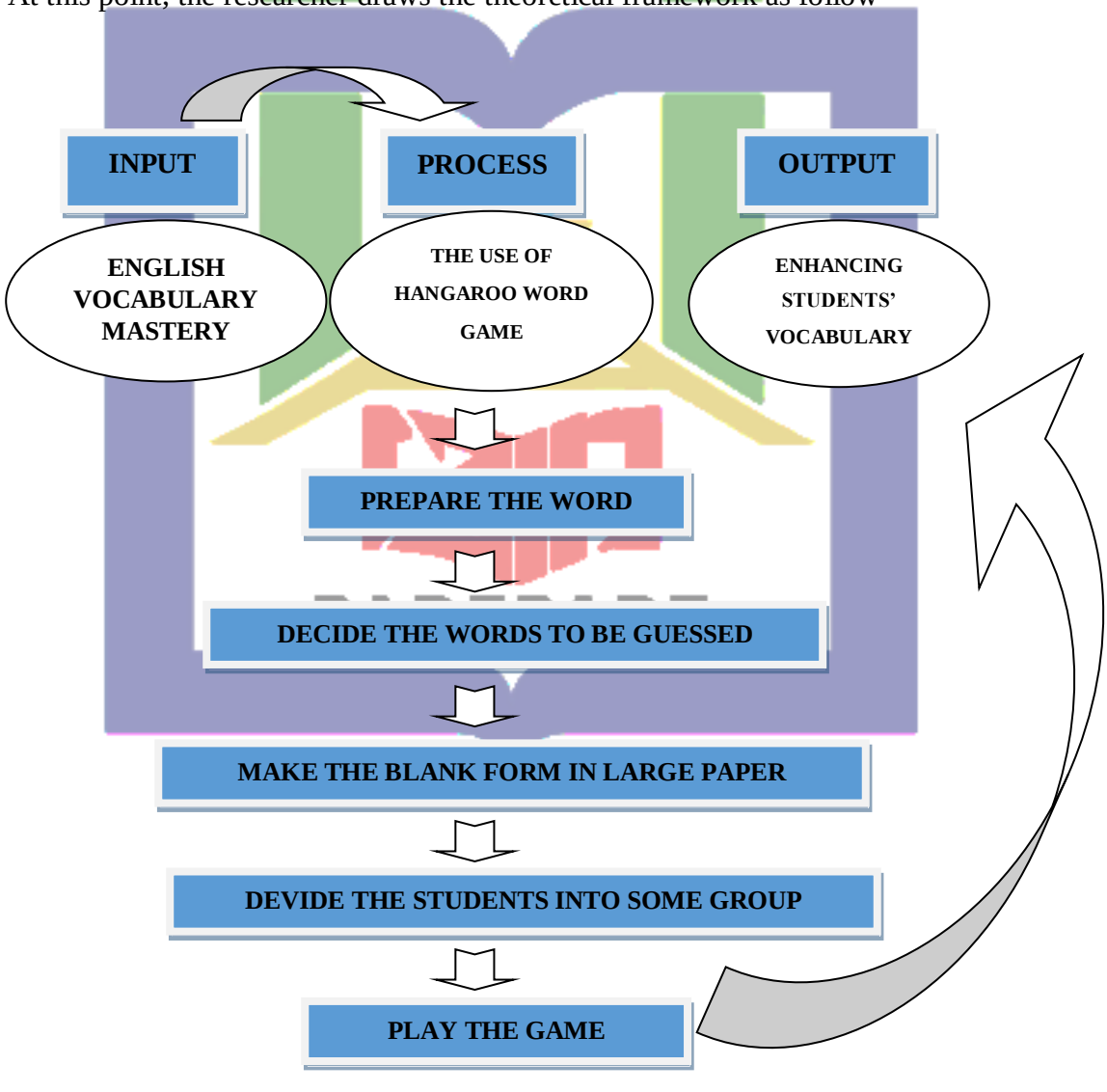
mistake as many three (XXX) so the hangaroo get punishment is the hangaroo of other group give flour in face the hangaroo of the group which make mistake.

7. This game is role play, if the first group finish play game so the second group can continue this game.

2.3 Conceptual Framework

The focus on this research is to enhance vocabulary mastery through hangaroo game. Through this media, it is expected to help students in mastery vocabulary. At this point, the researcher draws the theoretical framework as follow



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There are there components are explained in the follows:

1. input : refers to the applied in the classroom
2. process : refers to the teaching vocabulary material by using hangaroo game
3. output : refers to the students' vocabulary mastery after they are learning the material by using hangaroo word game.

2.4 Hypotesis

Based on the previous literature and the problem statement above, the researcher formulates the hypothesis as following.

Hypothesis Null (Ho) : There is no any improvement vocabulary ability the students at seventh grade of MTs PP DDI As-salman Sidrap after teaching through Hangaroo game.

Hypothesis Alternative (Ha) : There is any improvement vocabulary ability the students at seventh grade of MTs PP DDI As-salman Sidrap after teaching through Hangaroo game.

2.5 Research Variables and Operational Definition of the Variables

2.5.1 Variabel

There are two variabel involve in this research, dependent variable and independent variable, which are independent variable is hangaroo word game and dependent variable is the students' vocabulary.

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2.5.2 Operational Defenition of Variable

2.5.2.1 Hangaroo word game is one of the game that can be used the teacher in correction the students' ability. It is able to enhance the students' vocabulary.

2.5.2.2 The students' mastery in vocabulary is the result and successfulness as well as progress of students' skill in English in Mts PP DDI As-salman Allakuang Sidrap.

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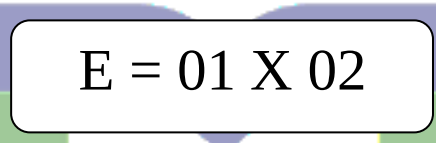
CHAPTER III

RESEARCH METHOD

3.1 Research Design

In this research, the researcher applied pre-experimental research method with one group pre-test and post-test. It aimed to find out the vocabulary mastery through hangaroo word game.

The research was classified in the following diagram:



Note:

E : Experimental Group

01 : Pre-test

X : Treatment

02 : Post-test[39]

3.2 Location and Duration

The researcher was conducted in MTs PP DDI As-salman Jl. Lahalede Allakkuang Allakuang Sidrap, South Sulawesi and taken duration was about less than two month.

[39] Prof. Dr. Sugiono, *Metode Penelitian Pendidikan* (Pendekatan Kuantitatif, Kualitatif dan R & D)(Bandung : Alfabeta, 2010), p. 110-111

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3.3 Population and Sample

3.3.1 Population

The population of this research was the seventh grade of students of MTs PP DDI As-salman Allakuang Sidrap in academic 2018/2019. There were three classes in seventh grade, and each class consist of 22 students of VII-A, 15 students of VII-B, 24 students of VII-C so the population of this research were 61 students. To make it clear, the data of the table 3.1 below showed the total population of the seventh grade students of MTs As-salman Allakuang Sidrap.

Table 3.1 Total Students of VII MTs As-salman

NO	Class	Male	Female	Total
1.	VII-A	0	22	23
2.	VII-B	15	0	15
3.	VII-C	24	0	24
Total		39	22	61

(*Source of administration of MTs As-salman*)

3.3.2 Sample

The researcher used stratified random sampling technique in order to get the goal of research and chosen the VII-A as the sample because this class was lack of vocabulary and suitable with the research of the researcher. Almost of students VII-A studied English but they lack of vocabulary to communication. So that why the researcher chosen this class. To make it clear, the data of the table 3.2 below showed the total sample of VII.A students of MTs As-salman Allakuang Sidrap.

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Table 3.2 Total Students of VII.A MTs As-salman

NO	CLASS	SEX		TOTAL
		MALE	FEMALE	
1.	VII-A	0	22	22

3.4 Instrument of the Research

The instrument of this research was vocabulary test which consist of 10 items of multiple choice, 10 items of matching test, 10 items of rearranging test. The test applied for pre-test and post-test. The pre-test to find out the students' prior knowledge before using hangaroo word game, in this case vocabulary test, and post-test to find out the improvement of the students in using hangaroo word game.

3.5 Procedure of Collecting Data

In collecting data, the researcher given the students some steps as follow:

3.5.1 Pre-test

Before giving the treatment by using hangaroo game, the researcher given the students pre-test was used to find out the students' vocabulary before giving the treatment.

3.5.2 Treatment

After giving the pre-test, the researcher used the hangaroo game to develop vocabulary of the students for four meetings. The researcher presented and introduced the material about the hangaroo game and how to play it of the students.

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3.5.3 The first meeting

The researcher explained the hangaroo word game to the students and sticked the large paper in the whiteboard. Before playing the game, the researcher gave list of vocabularies to the students. The researcher mentioned the words and the students repeated it. The researcher devided the students into some groups and asked the students to sit on their group. The researcher started the game to the first group, one of the students in each group took some vocabularies and the researcher explained the clues to the students, after explaining the clues, the students guessed the word by mentioned and fill the blank form in large paper. The hangaroo wrote the letter in stickynote and stick into the coloms. When they made mistake until three times, they got funishment. The researcher given the hangaroo word game of the students with topic "*Hobby*". After that, the researcher asked the students one by one about the meaning of vocabulary.

3.5.4 The second meeting

The researcher explained the hangaroo word game to the students and sticked the large paper in the whiteboard. Before playing the game, the researcher gave list of vocabularies to the students. The researcher mentioned the words and the students repeated it. The researcher devided the students into some groups and asked the students to sit on their group. The researcher started the game to the first group, one of the students in each group took some vocabularies and the researcher explained the clues to the students, after explaining the clues, the students guessed the word by mentioned and fill the blank form in large paper. The hangaroo wrote the letter in stickynote and stick into the coloms. When they made mistake until three times, they got

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funishment. The researcher given the hangaroo game of the students with topic "*Thing at home*". After that the researcher asked the students one by one about the meaning of vocabulary.

3.5.5 The third meeting

The researcher explained the hangaroo word game to the students and sticked the large paper in the whiteboard. Before playing the game, the researcher gave list of vocabularies to the students. The researcher mentioned the words and the students repeated it. The researcher devided the students into some groups and asked the students to sit on their group. The researcher started the game to the first group, one of the students in each group took some vocabularies and the researcher explained the clues to the students, after explaining the clues, the students guessed the word by mentioned and fill the blank form in large paper. The hangaroo wrote the letter in stickynote and stick into the coloms. When they made mistake until three times, they got funishment. The researcher given the hangaroo game of the students with topic "*family members*". After that the researcher asked the students one by one about the meaning of vocabulary.

3.5.6 The fourth meeting

The researcher explained the hangaroo word game to the students and sticked the large paper in the whiteboard. Before playing the game, the researcher gave list of vocabularies to the students. The researcher mentioned the words and the students repeated it. The researcher devided the students into some groups and asked the students to sit on their group. The researcher started the game to the first group, one of the students in each group took some vocabularies and the researcher explained the clues to the students, after

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explaining the clues, the students guessed the word by mentioned and fill the blank form in large paper. The hangaroo wrote the letter in stickynote and stick into the coloms. When they made mistake until three times, they got funishment. When the first group have done, the researcher moved to the next group. The researcher given the hangaroo game of the students with topic "*Kind of jobs*". After that the researcher asked the students one by one about the meaning of vocabulary.

3.5.7 The fifth meeting

The researcher explained the hangaroo word game to the students and sticked the large paper in the whiteboard. Before playing the game, the researcher gave list of vocabularies to the students. The researcher mentioned the words and the students repeated it. The researcher devided the students into some groups and asked the students to sit on their group. The researcher started the game to the first group, one of the students in each group took some vocabularies and the researcher explained the clues to the students, after explaining the clues, the students guessed the word by mentioned and fill the blank form in large paper. The hangaroo wrote the letter in stickynote and stick into the coloms. When they made mistake until three times, they got funishment. When the first group have done, the researcher moved to the next group. The researcher given the hangaroo game of the students with topic "*colours".* After that the researcher asked the students one by one about the meaning of vocabulary.

3.5.8 The sixth meeting

The researcher explained the hangaroo word game to the students and sticked the large paper in the whiteboard. Before playing the game, the researcher

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gave list of vocabularies to the students. The researcher mentioned the words and the students repeated it. The researcher devided the students into some groups and asked the students to sit on their group. The researcher started the game to the first group, one of the students in each group took some vocabularies and the researcher explained the clues to the students, after explaining the clues, the students guessed the word by mentioned and fill the blank form in large paper. The hangaroo wrote the letter in stickynote and stick into the coloms. When they made mistake until three times, they got funishment. When the first group have done, the researcher moved to the next group. The researcher given the hangaroo game of the students with topic "*Human Bodys*". After that the researcher asked the students one by one about the meaning of vocabulary.

3.5.9 Post-test

After giving treatment, the researcher given post-test to measure the result of the treatment after teaching vocabulary through hangaroo game.

3.6 Technique of Data Analysis

The data was collected through pre-test and post-test, the following procedure is used:

3.6.4 Scoring the students' answer

$$\text{score} = \frac{\text{students' Correct answer}}{\text{the Total Number of item}} \text{ X } 100$$

[40]

3.6.5 Classify the score into five levels classification is as follow:

The data of the table 3.3 below showed the score five levels classification.

[40] Dirjen Pendidikan Dasar dan Menengah, Peraturan directorat jendral pendidikan dasar dan menengah tentang : *penilaian perkembangan anak didik* (Jakarta : Depdiknas, 2005), p.2

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Table 3.3 Classifying the Score five Levels Classification.

No	Score	Classification
1.	81-100	Very Good
2.	66-80	Good
3.	56-65	Fair
4.	41-55	Poor
5.	< 40	Very poor[41]

3.6.6 Calculating the rate percentage of the students score:

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

Where:

P = Persentage

F = Frequency

N = Total number of sample[42]

3.6.6 finding out the mean score used the following formula :

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

Where:

X = Mean

∑ = Total Score

N = The total number of students[43]

[41] Suharsimi Arkunto. *Dasar-dasar Evaluasi Pendidikan*. Edisi revisi;(Jakarta: Bumi Aksara),p.236

[42] Gay.L.R. *Educational Research Competences for Analisis and Application. Second Edition*(Columbus: Charles E. Merill Publishing Company, 1981), p.298

[43] Suharsimi Arkunto. *Dasar-dasar Evaluasi Pendidikan*. Edisi revisi;(Jakarta: Bumi Aksara),p.298

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3.6.7 Finding out the standard Deviation by using the following formula :

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

Where:

SD : Standard Deviation

∑x : The Sum all square

N : The total number of students

$(\sum x)^2$: The sum square of the sum of square[44]

3.6.8 Finding the significance difference of the mean score between the pre-test and post-test by calculating the value of t-test, the formula is an follow:

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

Where:

D : The means score of different

$\sum D$: The difference score of the two test (pre-test and post-test)

$\sum D^2$: The sum of the differences score of the two tests

N : The total sample.[45]

[44] Gay.L.R. *Educational Research Competences for Analisis and Application. Second Edition*(Columbus: Charles E. Merill Publishing Company, 1981), p.298

[45] Gay L.R. *Educational Research, Competencies for Analysis and Application second edition, p.331.*

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CHAPTER IV

FINDING AND DISCUSSION

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

4.1 Finding

The finding of this research deal with the classification of the students' pre test and post test. To find out the question in the previous chapter, the researcher gave a test that was given twice. A pre-test was given before treatment to know the students' vocabulary mastery, while post-test was given after treatment through hangaroo word game and the result of the post test of this research can answer the question of this research that aims to find out through hangaroo word game can be able to increase the students' vocabulary mastery of the seventh grade students of Mts PP DDI As-salman Allakuang Sidrap.

4.1.1 The students' vocabulary mastery through hangaroo word game of Mts PP DDI As-salman Allakuang Sidrap.

This part presented the result of data analysis about the vocabulary mastery through hangaroo word game at the seventh grade students of Mts PP DDI As-salman Allakuang Sidrap and the discussion about how the hangaroo word game worked in enhancing students' vocabulary mastery.

4.1.1.1 the students' score in pre-test

The pre-test had done before giving hangaroo word game . it was conducted on Tuesday, October 23th, 2018.

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The students were given a pre-test . the researcher found out the result of the students pre-test based on the scoring of vocabulary before giving a treatment through hangaroo word game which were analyzed and resulted in the information, the data of the table 4.1 showed the total score of students in pre-test:

Table 4.1 The students' Score in Pre-Test

No	Students	Pre-Test		
		Score (x)	x^2	Classification
1.	NS	46.67	2178.089	Poor
2.	AR	26.67	711.2889	Very poor
3.	NA	63.3	4006.89	Fair
4.	SP	60	3600	Fair
5.	ED	30	900	Very Poor
6.	NN	46.67	2178.089	Poor
7.	RZ	30	900	Very poor
8.	SA	56.67	3211.489	Fair
9.	FD	46.67	2178.089	poor
10.	NF	50	2500	Poor
11.	FA	60	3600	Fair
12.	NR	43.3	1874.89	Poor
13.	NH	43.3	1874.89	Poor
14.	AS	46.67	2178.089	Poor
15.	NM	70	4900	Good
16.	NJ	16.67	277.8889	Very poor
17.	DF	36.67	1344.689	Very poor

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No	Students	Pre-Test		
		Score (x)	x^2	Classification
18.	GN	60	3600	Fair
19.	HK	26.67	711.2889	Very poor
20.	AH	53.3	2840.89	Poor
21.	IN	40	1600	Very poor
22.	FN	63.3	4006.89	Fair
Total		$\sum x = 1016.53$	$\sum x^2 = 51173.45$	

After knowing the total score of the students in pre-test, the researcher found out the classification score in pre-test. The data of the table 4.2 below showed the classification score of students in pre-test.

Table 4.2 Classification Score in Pre-test

No.	Classification	Score	Frecuency
1	Very good	81-100	0
2	Good	66-80	1
3	Fair	56-65	5
4	Poor	41-55	8
5	Very poor	< 40	7
Total			22

(Data Source: the students' score in pre-test)

The table above showed that the result of students' vocabulary mastery score before applying the hangaroo word game. There were 1 students got good score, five students got fair score, eight students got poor score and seven students got very poor score. The total score in pre-test was 1016,53. It had shown that the students' ability

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in vocabulary pre-test was low, because most of the students got poor and very poor score. The following are the process of calculating to find out the mean score and standar deviation based on the calculation of students' score in pre-test of the table 4.1.

Mean score of the pre-test:

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

$$\bar{x} = \frac{1016.53}{22}$$

$$\bar{x} = 46{,}206$$

Thus, the mean score of pre-test is 46,206

Based on the result of the pre-test, the data showed that the mean score of the pre-test is 46,206. From that analyzing, it could be seen that almost of the 22 students' ability in vocabulary was still low because most of the students got poor and very poor score.

The Standart Deviation of the Pre-Test:

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

$$SD = \sqrt{\frac{51173.45 - \frac{(1016{,}53)^2}{22}}{22-1}}$$

$$SD = \sqrt{\frac{51173.45 - \frac{1033333{,}24}{22}}{21}}$$

$$SD = \sqrt{\frac{51173.45 - 46969{,}69}{21}}$$

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$$SD = \sqrt{\frac{4203,76}{21}}$$

$$SD = \sqrt{200,18}$$

$$SD = 14,148$$

Thus, the standar deviation of the pre-test is 14,148

After determining the mean score of pre-test was 46,206 and standar deviation of the pre-test was 14,148. It could be seen that the students' vocabulary mastery were in low category.

4.1.1.2 The students' score in post-test

The researcher found out the result of the students post-test based on the scoring of vocabulary after giving a treatment through hangaroo word game which were analyzed and resulted in the information, the data of the table 4.3 showed the total score of students in pre-test:

Table 4.3 The students' Score in Post-Test

No	Students	Post-Test		
		Score (x)	x^2	Classification
1.	NS	70	4900	Good
2.	AR	50	2500	Poor
3.	NA	76,67	5878,29	Good
4.	SP	76,67	5878,29	Good
5.	ED	53,3	2840,89	Poor
6.	NN	60	3600	Fair
7.	RZ	66,67	4444,89	Good
8.	SA	66,67	4444,89	Good

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No	Students	Post-Test		
		Score (x)	x^2	Classification
9.	FD	66,67	4444,89	Good
10.	NF	70	4900	Good
11.	FA	70	4900	Good
12.	NR	70	4900	Good
13.	NH	60	3600	Fair
14.	AS	63,3	4006,89	Fair
15.	NM	90	8100	Very good
16.	NJ	33,3	1108,89	Very poor
17.	DF	63,3	4006,89	Fair
18.	GN	76,67	5878,29	Good
19.	HK	43,3	1874,89	Poor
20.	AH	83,3	6938,89	Very good
21.	IN	46,67	2178,89	Poor
22.	FN	86,67	7511,7	Very good
Total		$\sum x = 1443{,}16$	$\sum x^2 = 98837{,}47$	

After knowing the total score of the students in post-test, the researcher found out the classification score in post-test. The data of the table 4.4 below showed the classification score of students in post-test.

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.**Table 4.4 Classification Score in Post-test**

No.	Classification	Score	Frecuency
1	Very good	81-100	3
2	Good	66-80	10
3	Fair	56-65	4
4	Poor	41-55	4
5	Very poor	< 40	1
Total			22

The table above showed that there were an enhancing of students' score after giving treatment through hangaroo word game. There were three students got very good score, ten students got good score, four students got fair score, four students got poor score and one student got very poor score. It means that the students' ability had enhanced through hangaroo word game. The total score in post-test was 1443,16. It proved that there were enhacing of students' score in post-test

In this, the researcher analyzed the data of students' score in post-test to know whether is or no a significant different of students achievement before and after learning process in using hangaroo word game in vocabulary ability.

Mean score of the post-test:

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

$$\bar{x} = \frac{1443,16}{22}$$

$$\bar{x} = 65,598$$

Thus the mean score of post-test is 65,598

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Based on the result of the post-test. The data showed that the mean score of the post-test was 65,598. From that analyzing, it could be seen that almost of the 22 students' vocabulary was good score.

The standar deviation of post-test:

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

$$SD = \sqrt{\frac{98837{,}47 - \frac{(1443{,}16)^2}{22}}{22-1}}$$

$$SD = \sqrt{\frac{98837{,}47 - \frac{2082710{,}79}{22}}{21}}$$

$$SD = \sqrt{\frac{98837{,}47 - 94668{,}67}{21}}$$

$$SD = \sqrt{\frac{4168{,}8}{21}}$$

$$SD = \sqrt{198{,}51}$$

$$SD = 14{,}089$$

Thus, the standar deviation (SD) of the post-test is 14,089

4.1.1.3. The result of the pre-test and post-test were presented n the following:

The data of the graph 4.1 below showed the differences between the result of mean score and the standar deviation of pre-test and post-test.

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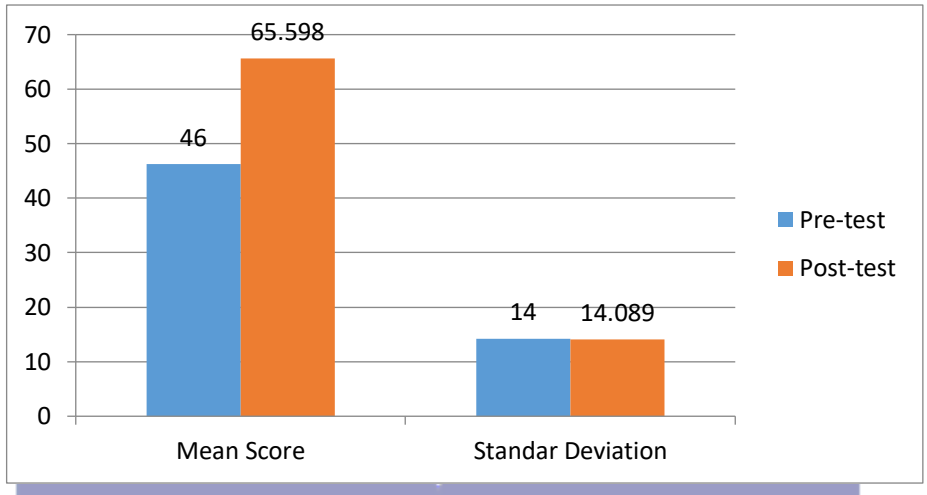
Graph 4.1. The Mean and Standart Deviation of Pre-Test and Post-Test



The data in graph showed that the mean score of the pre-test was 46,206 while the mean score of post-test enhanced 65,598. The standar deviation of pre-test was 14 while the standar deviation of post test was 14,089

As the result at this item is the mean score of the post-test was greater than the mean score in pre-test. It means that the students' vocabulary mastery had increased after doing the learning process that used the hangaroo word game. The data of the table 4.5 below showed the differences between the rate persantage of the frequency in pre-test and post-test :

Table 4.5. The Rate Percentage of the Frequency of the Pre-Test and Post-Test

No.	Classification	Score	Frequency		Percentage	
			Pre-test	Post-test	Pre-test	Post-test
1	Very good	81-100	0	3	0	13,63%
2	Good	66-80	1	10	4,54%	45,45%
3	Fair	56-65	5	4	22,72%	18,18%
4	Poor	41-55	8	4	36,36%	18,18%
5	Very poor	< 40	7	1	31,81%	4,54%

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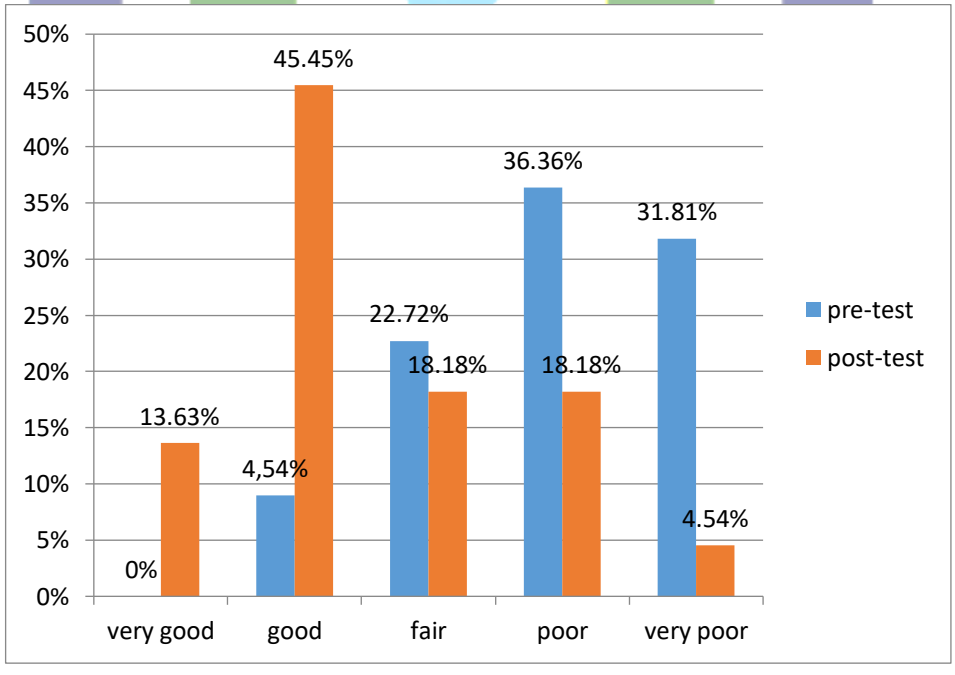
The data of table above indicated that rate percentage of the pre-test one (4,54%) students got good score, five (22,72%) students got fair score, eight (36,36%) students got poor score and seven (31,81%) students got very poor score while the rate percentage of the post-test, three (13,63%) students got very good score, ten (45,45%) students got good score, four (18,18%) students got fair score, four (18,18%) students got poor score and one (4,54%) students got very poor score. So the researcher concluded that there was a significant differences between students' scroe n pre-test and post-test, because there were many students got good score in post-test. The data of the graph 4.2 below showed the rate percentage of students in pre-test and post test.

Graph 4.2. The Rate Percentage of Pre-Test and Post-Test



4.1.2. Enhancing students' vocabulary through hangaroo word game at the seventh grade students of MTs PP DDI As-salman Allakuang Sidrap

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This part presented the result of data analysis about implementation of hangaroo word game game at the seventh grade students of MTs PP DDI As-salman Allakuang Sidrap

4.1.2.1. t-test value

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

After found out the students' score in pre-test and post test, the researcher calculated the calculation of the students' score in pre-test and post-test. The data of the table 4.6 below showed the calculation score of the pre-test and post-test:

Table. 4.6 The Worksheet of the Calculation of the Score on Pre-Test and Post-Test on the Students' Vocabulary Mastery.

No.	x_1	x_2	$(x_1)^2$	$(x_2)^2$	$D(x_2 - x_1)$	$D(x_2 - x_1)^2$
1	46.67	70	2178.089	4900	23.33	544.29
2	26.67	50	711.2889	2500	23.33	544.29
3	63.3	76,67	4006.89	5878,29	13,37	178,76
4	60	76,67	3600	5878,29	16,67	277,89
5	30	53,3	900	2840,89	23,3	542,89
6	46.67	60	2178.089	3600	13.33	177.69
7	30	66,67	900	4444,89	36,67	1344,69
8	56.67	66,67	3211.489	4444,89	10	100
9	46.67	66,67	2178.089	4444,89	20	400
10	50	70	2500	4900	20	400
11	60	70	3600	4900	10	100
12	43.3	70	1874.89	4900	26.7	712.89
13	43.3	60	1874.89	3600	16.7	278.89

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No.	x_1	x_2	$(x_1)^2$	$(x_2)^2$	$D(x_2 - x_1)$	$D(x_2 - x_1)^2$
14	46.67	63,3	2178.089	4006,89	16,67	277,89
15	70	90	4900	8100	20	400
16	16.67	33,3	277.8889	1108,89	16,67	277,89
17	36.67	63,3	1344.689	4006,89	26,67	711,29
18	60	76,67	3600	5878,29	16,67	277,89
19	26.67	43,3	711.2889	1874,89	16,63	276,56
20	53.3	83,3	2840.89	6938,89	30	900
21	40	46,67	1600	2178,89	6,67	44,49
22	63.3	86,67	4006.89	7511,7	23,37	546,16
	$\sum x_1 =$ 1016,53	$\sum x_2 =$ 1443,16	$(\sum x_1)^2 =$ 51173.45	$(\sum x_2)^2 =$ 98837,47	$\sum D =$ 213.39	$(\sum D)^2 =$ 4558.05

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

To find out D used the formula as follow:

$$D = \frac{\sum D}{N} = \frac{213,39}{22} = 9,699$$

The calculation the t-test value:

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

$$t = \frac{9.699}{\sqrt{\frac{4558.05 - \frac{(213,39)^2}{22}}{22(22-1)}}}$$

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$$t = \frac{9.699}{\sqrt{\frac{4558.05 - \frac{45535,39}{22}}{22(21)}}}$$

$$t = \frac{9.699}{\sqrt{\frac{4558.05 - 2069,79}{462}}}$$

$$t = \frac{9.699}{\sqrt{\frac{2488,26}{462}}}$$

$$t = \frac{9.699}{\sqrt{5,386}}$$

$$t = \frac{9.699}{2,321}$$

$$t = 4,179$$

Thus, the t-test value is 4,179

The data of the table 4.7 below showed that the value of the t-test was greater than t-table value. In indicated that there was a significant difference between the result students' pre-test and post-test.

Table 4.7 The Test of Significant

Variable	t-test	t-table
Pre-test – post-test	4,179	1,72074

4.1.2.2 Hypothesis Testing

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

$$Df = N - 1$$

$$Df = 22 - 1$$

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$Df = 21$

For the level, significant (α) 5% and df= 21, and the value of the table is 1,72074, while the value of t-test 4,179. It means that the t-test value is greater than t-table (4,179 ≥ 1,72074). Thus, it can be concluded the students' vocabulary mastery through hangaroo word game enhanced after giving the treatment. So, the null hypothesis (H_o) is rejected and the alternative hypothesis (H_a) is accepted.

4.2 Discussion

4.2.1 Enhancing students' vocabulary through hangaroo word game

To know the enhancement of students' vocabulary through hangaroo word game, the researcher calculated the mean score of students' vocabulary was indicated from two tests namely pre-test and post-test. The mean score in pre-test before treatment was 46,206 and the mean score of post-test was 65,598 after treatment.

By looking at the test finding, from the data provided in classification table based on the vocabulary, clearly to see that one (4,54%) students got good score, five (22,72%) students got fair score, eight (36,36%) students got poor score and seven (31,81%) students got very poor score while in the post-test, three (13,63%) students got very good score, ten (45,45%) students got good score, four (18,18%) students got fair score, four (18,18%) students got poor score and one (4,54%) students got very poor score. From the result the researcher concluded that the students' vocabulary mastery from very poor to very good.

In addition, to know what was the hypotesis received between null hypothesis (H_o) and alternative hypothesis (H_a), the researcher used t-test to calculating result showed that on the t-test value 4,179 was greater than t-table value 1,72074 table (4,179 ≥ 1,72074) with degree of freedom (df) 21. It means alternative hypothesis (H_a) was concluded that the hangaroo word game was able to enhance the students'

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vocabulary mastery at the seventh grade students of Mts PP DDI As-salman Allakuang Sidrap. This hypotesis was accepted while the null hypothesis (H_o) was rejected.

In the prefer study that the researcher did at Mts PP DDI As-salman Allakuang Sidrap, it was found through the observation that the teachers' method in teaching vocabulary was mainly using memoring method, the students seldom use media, strategy and also confirmed by the students that learning style in the class is monotonous so that the students got bored. As consequences the students lack in vocabulary mastery.

The researcher concluded that one of the problem which made the students lack in vocabulary mastery caused by strategy of the teacher used in learning process is always monotonous. The teacher rarely used strategy or game in learning process. So. many vocabularies were not familiar to the students because of it.

For students, still many vocabularies that they had not known. An unknown vocabulary can be like a suddenly dropped causing the students stop and think the meaning of the word and this making them miss the next part of the speech. Both the students and teacher had problem related to the learning vocabulary process. The teacher did not follow the way to teach vocabulary properly. Moreover, the material were also not good enough to be used since the materials were almost the same and less varied. Those condition were causing bed effect for the students so then the students got low score in vocabulary mastery.

Some problem occurred during the implementation of hangaroo word game to enhance the students' vocabulary mastery. First was related to time management, and the students also disturbed by the noysi so the researcher got difficult in controlling the students when explained the material of vocabulary. beside that, the

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different of knowledge about vocabulary also was caused troble in teaching. Considering the importance of teaching vocabulary, there should be a technique that can promote the language learaning.

Through hangaroo word game could be used to enhance the students' vocabulary mastery since the hangaroo word game as a enhanced tool in vocabulary learning for the students. By using hangaroo word game , students learned proper the meaning and pronunciation. Furthermore the students felt enjoy and be active in learning process because the researcher took the students to enjoy the game. To overcome this problem, the researcher planned to give the students an exersice vocabulary activities for each meening.

According to Richards, vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.[46] without vocabulary mastery the students would get difficult in four skills in English language. So the teacher have to be creative person in teaching, in addition the teacher also has to provided media to support the teaching and learning of vocabulary. successful vocabulary can be looked at in terms of the strategies that the teacher use when teaching vocabulary.

After the researcher applied hangaroo word game in the class during teaching vocabulary, the researcher found that some of the students seems to be appealing in doing the vocabulary test. It can be proved by the score and analyze. After calculating and analyzing the data, the researcher found that the result showed hangaroo word game can enhance students' vocabulary mastery. The result was proven by the enhancement of the students' score in vocabulary test.

[46] Jack C. Ricards, Willy A. Renandya," *Methodology in Language Teaching*" (Cambridge: Cambridge University Press,), p.255

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Moreover, in pre-test most of students showed difficulties distinguishing to recognize the vocabulary because they have luck of vocabulary. this condition certainly makes the students got low score in vocabulary test. On the contratry, in the post test, most of the students felt more comfortable and easy to adopt the material. Generally, the use of hangaroo word game mainly aimed at enhancing teaching process to be more enjoying, motivating and appealing for students.

In the first meeting when did the treatment, the students were very enthusiastic in learning vocabulary through hangaroo word game. It was because the teacher never used hangaroo word game in teaching vocabulary so the students be curious. During the time of teaching vocabulary, the researcher started to explain the applying of hangaroo word game in teaching vocabulary. the researcher began to guide the students to understand the process of hangaroo word game in arranging the letter to find out the new vocabulary. the used of hangaroo word game made the students easily understood the materials given and it also enhanced the students confidence and comprehension in teaching vocabulary.

Game can be used not only to make teaching interesting but also to make teaching more effective in term of students' enhancement.[47] According to Ghadasari that games have proven to have advantages and effectiveness in learning vocabulary in various ways, those were : Games bring in relaxation and fun for students, thus help them learn and retain new words more easily, games usually involve friendly competition and they keep learners interested, vocabulary games bring real world context into the classroom and enhance students' use of English in a flexible, communicative way, games are highly motivating and they give students more

[47] Arifah Apriyanti. "Improving the Vocabulary Mastery Through Anagram Media at Students of Junior Hight School 1 Duanpanua Pinrang" (Unpublished skripsi; Faculty of English Faculty, STAIN Parepare: Parepare, 2017), p.57

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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.[48]

Eventhougt, some students'score still remained the same but most of students' vocabulary in post-test were better than their score in the pre-test. After the researcher applied hangaroo word game, the researcher found that the implementation of hangaroo word game in teaching vocabulary were done as expected. In implementing the hangaroo word game the researcher did the teaching vocabulary phases plans.

before teaching the material, the researcher made a lesson plan. In teaching learning process, the researcher was devided in three steps: the first step was in the beginning activities. It consist of greeting, getting pray together, and checking the students' attendance. The second step was the main activities, which consist of two activities. Those were activity 1 and 2. In the activity 1, the students' were introducing hangaroo word game and the students were given the task to describe hangaroo game in group. In this step, the researcher asked the students about the vocabularies related the topic in order to make the students remember a little bit about the vocabularies. the students in each groups sticked the sticky note which wrote the letter in the coloms to find out the word which mean. The main activity tipically involves response to analyze the letter in arranging the letter to find out the new word then they understand the meaning and how to pronounce it. Activity 2 was the assessment, and the third was closing activities where teacher review the material which was relevant to help learners attained lesson plan.

[48] Ghadasari. "*Using Game In Teaching Vocabulary"*. http://www.udel.edu./eli/2006/P4L/ghada.pdf. Retrieved on february 13th 2018.

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This media helped teacher in teaching vocabulary and made students easier to understand difficult word, they were easy to remember what they had been learning and can be used to add vocabulary and enhance vocabulary skill. The advantanges of using hangaroo word game were : it supported students to be interested in teaching English, it was known that game was interesting for young learners.the students felt happy and made positive attitude as feeling of interested in the language that they were learning.

Games run through the boredom, the lesson with less variation and which always a rhythmical pattern or predicted often cause students to lose their motivation and desired. The students become sleepy and think of nothing else. Games that were used in teaching youger learners provided a pleasant experience for the children so they reduced students felt of being burdened by hangaroo.

It developed their linguistics, specially for spelling, pronounciation, and concentration, in the teaching activities, the students felt heeded, because the teacher always corrected their pronounciation, speeling them in reading a piece of paper. They also practiced concentration to get the point of questions.

Got the students to be cooperative not competitive, using hangaroo game to the students shared experience each others and created cooperation among them. The teacher just coordinated them. Also it was more effective in learning English.

Based on findings above, the researcher concluded that there was an enhancing of using hangaroo word game in vocabulary mastery of Mts PP DDI As-salman Allakuang Sidrap.

4.2.2 The ways of implementation of hangaroo word game to enhance the students' vocabulary mastery.

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After the researcher applied hangaroo word game in the class during teaching vocabulary, the researcher found that some students seemed to be appealing in doing the vocabulary test. It can be proved by the score and analysis. After calculating and analyzing the data, the researcher found that the result showed was proven by the enhancement of students' score in vocabulary test.

Based on result showed in pre-test and post-test, the researcher concluded that hangaroo word game is able to enhance the students vocabulary mastery. The hangoro word game had impact in enhancing the students' vocabulary. As a fact, based on the finding, most students had good score in post-test. At the beginning of the study the mean score pre-test were 46,206. by the end of the study the result through hangaroo word game post-test enhanced after giving treatment. The mean score indicated 65,598. It means that, the treatment was success in enhacing the students' vocabulary mastery.

There were six meetings for doing the treatment of this research. At the first, before giving the treatment, the students did the pre-test, it purposed to know students' ability in vocabulary mastery berore getting the treatment. The step of this test was the researcher started to do the brainstorming to take the students attention and made the students interest to do the next instruction of the researcher. The researcher asked some vocabularies to the students and explained the procedure of how to answer the questions before giving the pre-test. After that the researcher gave a test.

In 1st meeting, in the beginning of the class, the researcher, as usual greeted the students. Then the class got pray together in order to hope that the process of teaching learning succesfull. After that the researcher checked the students' attendance list. And then the researcher gave motivation to the students about the

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easy to study English than the researcher gave back the students' paper that have been any corrections in it. In main activities, the researcher gave some introducing about the hobby. The researcher explained the material, however before explaining the material the researcher asked the students about kind of hobbies. The the researcher gave some introducing question about hobby. The function of this activity was to arouse the students' interest and introduced what discussed. For example what is your hobby?. Then asked the students to find out the new vocabulary based on the material. This function of this activity helped the students to develop their vocabulary. after that the researcher put the students in small groups of five or six students. It was done to make the students working in group. So that their creativity grown up as they worked together with friends. Asked each group to fill the blank forms in a piece of papers as many as word which decided the clues about the word to the students. The researcher explained the clue of the word, then the student wrote the letter in sticky note and put on coloms, the students selected the letters to find out the word that the researcher mean.

In 2nd meeting, same as the first meetings. But, in this case, the different topic that was thing at home, for example the word was drawer , the researcher asked one of the students in every group to be hangoroo, and the researcher explained the clue of the vocabulary, after that, the students taken sticky note and wrote the letter and sticked on the coloms. But in the second meeting, the researcher made two session, in the second session, one of the students in each groups appointed to give the clue to their friends, the hangaroo got punishment when they made mistake as three times.

In 3rd meeting, the students did the same instructions with different topic, the topic was family member. but in this meeting, the students did the game with different style, the researcher made different method in doing the hangaroo word

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game, one of the students gave the word, and fisrt student explained the clue to the second student and so on until the last student, the last student run to whiteboard and sticked the sticky note to the coloms.

In 4th meeting, the students did the same instructions with different topic, the topic was kind of jobs. but in this meeting, the students made a circle while singing a song, and after the song stopped, the researcher gave the clue, and the students answered the vocabulary which we mean.

In 5th meetings, the students did the same instructions with different topic, the topic was colours. but in this meeting, the students made a circle while singing a song, and after the song stopped, the researcher gave the clue, and the students answered the vocabulary which we mean.

In 6th meetings, the students did the same instructions with different topic, the topic was human bodys. but in this meeting, the students made a circle while singing a song, and after the song stopped, the researcher gave the clue, and the students answered the vocabulary which we mean.

In the last meeting, the researcher gave post-test, before that the students did brainstorming first to take the students' focusing and their attention. The students answered the questions based on their knowledge after treatment. In this, the researcher did not give back the students' paper again. It purposed to know whether this treatment had enhanced or not.

Considering the discussion above, it concluded that the implementation of hangoro word game is effective to enhance the students' vocabulary achievement of Mts PP DDI As-salman Allakuang Sidrap.

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CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion based on the findings and discussion of data analysis.

A. Conclusion

Based on the result of data analysis and the discussion of the result in previous chapter, the finding of the result showed the positive impact in the students' vocabulary ability and class situation. This study is categorized pre-experimental research design, the objective in this study is to find out whether hangoro word game was able or not to enhance the students' vocabulary mastery before and after treatment. The following are the description of the conclution based on the problem statement of this research.

T-test result in which the value of t-test was 4,179. It was greater than t-table was 1,72074 at the level significant 0,5 and degree of freedom (df) was 21. The mean score of pre-test (46,206), standar deviation (14,148), and the mean score of post-test was (65,598), standar deviation (14,089)

Based on the description above, it can be proved by looking at the mean score of the students' writing test in pre-test and post-test. The mean score of pre-test(46,206) is lower than the mean score of post-test (65,598), than the t-test (4,179) was higher than t-table (1,72074), it means that the null hypothesis (H_o) was rejected and the alternative hypothesis (H_a) was accepted.

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B. Suggestion

Based on the result of the data analysis and conclusion, the researcher proposes some suggestions as follows:

1. English teacher should make an enjoying situation during English teaching process.
2. In teaching vocabulary, the teacher is hoped more creative and has a good feedback in teaching their studentsin order to maximize teaching learning process and does not make the students to be bored.
3. The teacher would be better to use media in their teaching so the teaching-learning process will not be boring and can add motivation for students.
4. The students should be more active and not afraid of making mistakes during teaching learning process.
5. It is suggested that English teachers implement game specially hangoro word game to help the students in enhancing their vocabulary.
6. Furthermore, use different games in learning English, especially vocabulary. Such as: puzzle, race game, guessing word and also on different grades and levels of education to see if the implementation of game can effectively in building up the students' vocabulary achievement.

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Appendix 1 Students Score of Pre-test

No	Students	Pre-Test		
		Score (x)	x^2	Classification
23.	NS	46.67	2178.089	Poor
24.	AR	26.67	711.2889	Very poor
25.	NA	63.3	4006.89	Good
26.	SP	60	3600	Good
27.	ED	30	900	Good
28.	NN	46.67	2178.089	Fair
29.	RZ	30	900	Very poor
30.	SA	56.67	3211.489	Poor
31.	FD	46.67	2178.089	Very poor
32.	NF	50	2500	Poor
33.	FA	60	3600	Fair
34.	NR	43.3	1874.89	Poor
35.	NH	43.3	1874.89	Poor
36.	AS	46.67	2178.089	Poor
37.	NM	70	4900	Good
38.	NJ	16.67	277.8889	Very poor
39.	DF	36.67	1344.689	Very poor
40.	GN	60	3600	Fair
41.	HK	26.67	711.2889	Very poor
42.	AH	53.3	2840.89	Poor
43.	IN	40	1600	Very poor
44.	FN	63.3	4006.89	Fair
Total		$\sum x = 1016.53$	$\sum x^2 = 51173.45$	

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No.	Classification	Score	Frecuency
1	Very good	81-100	0
2	Good	66-80	2
3	Fair	56-65	5
4	Poor	41-55	8
5	Very poor	< 40	7
Total			22

(Data Source: the students' score in pre-test)

Mean score of the pre-test:

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

$$\bar{x} = \frac{1016.53}{22}$$

$$\bar{x} = 46{,}206$$

Thus, the mean score of pre-test is 46,206

Based on the result of the pre-test, the data showed that the mean score of the pre-test is 46,206. From that analyzing, it could be seen that almost of the 22 students' ability in vocabulary was still low because most of the students got poor and very poor score.

The Standart Deviation of the Pre-Test:

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

$$SD = \sqrt{\frac{51173.45 - \frac{(1016{,}53)^2}{22}}{22-1}}$$

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$$SD = \sqrt{\frac{51173.45 - \frac{1033333,24}{22}}{21}}$$

$$SD = \sqrt{\frac{51173.45 - 46969,69}{21}}$$

$$SD = \sqrt{\frac{4203,76}{21}}$$

$$SD = \sqrt{200,18}$$

$$SD = 14,148$$

Thus, the standar deviation of the pre-test is 14,148

Appendix 2. The students' score in post-test

No	Students	Post-Test		
		Score (x)	x^2	Classification
23.	NS	70	4900	Good
24.	AR	50	2500	Poor
25.	NA	76,67	5878,29	Good
26.	SP	76,67	5878,29	Good
27.	ED	53,3	2840,89	Poor
28.	NN	60	3600	Fair
29.	RZ	66,67	4444,89	Good
30.	SA	66,67	4444,89	Good
31.	FD	66,67	4444,89	Good
32.	NF	70	4900	Good
33.	FA	70	4900	Good
34.	NR	70	4900	Good
35.	NH	60	3600	Fair

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No	Students	Post-Test		
		Score (x)	x^2	Classification
36.	AS	63,3	4006,89	Fair
37.	NM	90	8100	Very good
38.	NJ	33,3	1108,89	Very poor
39.	DF	63,3	4006,89	Fair
40.	GN	76,67	5878,29	Good
41.	HK	43,3	1874,89	Poor
42.	AH	83,3	6938,89	Very good
43.	IN	46,67	2178,89	Poor
44.	FN	86,67	7511,7	Very good
Total		$\sum x = 1443{,}16$	$\sum x^2 = 98837{,}47$	

Mean score of the post-test:

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

$$\bar{x} = \frac{1443{,}16}{22}$$

$$\bar{x} = 65{,}598$$

Thus the mean score of post-test is 65,598

Based on the result of the post-test. The data showed that the mean score of the post-test was 65,598. From that analyzing, it could be seen that almost of the 22 students' vocabulary was good score.

Jadi, nilai rata-rata untuk pre-test adalah 65,598 dengan kategori good. Dari 22 siswa kebanyakan siswa mendapatkan good

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The standar deviation of post-test:

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

$$SD = \sqrt{\frac{98837{,}47 - \frac{(1443{,}16)^2}{22}}{22-1}}$$

$$SD = \sqrt{\frac{98837{,}47 - \frac{2082710{,}79}{22}}{21}}$$

$$SD = \sqrt{\frac{98837{,}47 - 94668{,}67}{21}}$$

$$SD = \sqrt{\frac{4168{,}8}{21}}$$

$$SD = \sqrt{198{,}51}$$

$$SD = 14{,}089$$

Thus, the standar deviation (SD) of the post-test is 14,089

Appenix 3. t-test value

No.	x_1	x_2	$(x_1)^2$	$(x_2)^2$	$D(x_2 - x_1)$	$D(x_2 - x_1)^2$
1	46.67	70	2178.089	4900	23.33	544.29
2	26.67	50	711.2889	2500	23.33	544.29
3	63.3	76,67	4006.89	5878,29	13,37	178,76
4	60	76,67	3600	5878,29	16,67	277,89
5	30	53,3	900	2840,89	23,3	542,89
6	46.67	60	2178.089	3600	13.33	177.69
7	30	66,67	900	4444,89	36,67	1344,69
8	56.67	66,67	3211.489	4444,89	10	100

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No.	x_1	x_2	$(x_1)^2$	$(x_2)^2$	$D(x_2 - x_1)$	$D(x_2 - x_1)^2$
9	46.67	66,67	2178.089	4444,89	20	400
10	50	70	2500	4900	20	400
11	60	70	3600	4900	10	100
12	43.3	70	1874.89	4900	26.7	712.89
13	43.3	60	1874.89	3600	16.7	278.89
14	46.67	63,3	2178.089	4006,89	16,67	277,89
15	70	90	4900	8100	20	400
16	16.67	33,3	277.8889	1108,89	16,67	277,89
17	36.67	63,3	1344.689	4006,89	26,67	711,29
18	60	76,67	3600	5878,29	16,67	277,89
19	26.67	43,3	711.2889	1874,89	16,63	276,56
20	53.3	83,3	2840.89	6938,89	30	900
21	40	46,67	1600	2178,89	6,67	44,49
22	63.3	86,67	4006.89	7511,7	23,37	546,16
	$\sum x_1 =$ 1016,53	$\sum x_2 =$ 1443,16	$(\sum x_1)^2 =$ 51173.45	$(\sum x_2)^2 =$ 98837,47	$\sum D =$ 213.39	$(\sum D)^2 =$ 4558.05

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

To find out D used the formula as follow:

$$D = \frac{\sum D}{N} = \frac{213,39}{22} = 9,699$$

The calculation the t-test value:

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

$$t = \frac{9.699}{\sqrt{\frac{4558.05 - \frac{(213,39)^2}{22}}{22(22-1)}}}$$

$$t = \frac{9.699}{\sqrt{\frac{4558.05 - \frac{45535,39}{22}}{22(21)}}}$$

$$t = \frac{9.699}{\sqrt{\frac{4558.05 - 2069,79}{462}}}$$

$$t = \frac{9.699}{\sqrt{\frac{2488,26}{462}}}$$

$$t = \frac{9.699}{\sqrt{5,386}}$$

$$t = \frac{9.699}{2,321}$$

$$t = 4,179$$

Thus, the t-test value is 4,179

This research used pre-experimental design with pre-test and post-test design. The data below showed that the value of the t-test was greater than t-table value. In indicated that there was a significant difference between the result students' pre-test and post-test.

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Table 4.8 The Test of Significant

Variable	t-test	t-table
Pre-test – post-test	4,179	1,72074

4.1.2.2 Hypothesis Testing

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

$Df = N - 1$

$Df = 22 - 1$

$Df = 21$

For the level, significant (α) 5% and df= 21, and the value of the table is 1,72074, while the value of t-test 4,179. It means that the t-test value is greater than t-table (4,179 ≥ 1,72074). Thus, it can be concluded the students' vocabulary mastery through hangaroo word game is significant better agter giving the treatment. So, the null hypothesis (H_o) is rejected and the alternative hypothesis (H_a) is accepted.

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Appendix 2. t-table

Titik Persentase Distribusi t (df = 1 – 40)

Pr / df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

Diproduksi oleh: Junaidi (http://junaidichaniago.wordpress.com), 2010

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Appendix 5 Instrument of the Pre-test

Name : ……

Class : …….

A. Choose the correct answer by crossing (X) a, b, c, or d!

1. She/he like reading book of recipe, watching TV programme of culinary and interesting all about food, not only traditional food but also modern food. And she/he want try to make it. What is her/his hobby?
   a. Reading
   b. Eating
   c. Cooking
   d. Watching
2. She/he like making picture of scenery or panoramas, animals, people, and plants. What his/her hobby?
   a. Painting
   b. Editing picture
   c. Skipping
   d. Jumping rope
3. It is in the bedroom. It used to put your clothes. What is that?
   a. Doll
   b. Wardrobe
   c. Pillow
   d. Blanket
4. It is in the living room. It used to put small things on it. Sometimes, put telephone and table lamp on it. What is that?
   a. Drawer
   b. Sofa
   c. Table
   d. Rug
5. I have brother. And he is married with someone. Who is she?

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a. Mother in law
b. Sister in law
c. Son
d. Aunt

6. I have sister. She was birth a baby girl. Who is she?
   a. Nephew
   b. Niece
   c. Daughter
   d. Wife
7. John's mother was died. And his father gets married again. Who is she?
   a. Step mother
   b. Step sister
   c. Step father
   d. Step brother
8. She works in a studio. He draws pictures on canvas. What job is that?
   a. Actress
   b. Artist
   c. Farmer
   d. Dentist
9. His duty is to protect and to defend our country from enemies. What job is that?
   a. Soldier
   b. Fire fighter
   c. Barber
   d. Beggar
10. She translates what people are saying from one language into another so that they can understand each other. What job is that?
    a. Lawyer
    b. Interpreter

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c. Clerk

d. Civil servant

B. Match the word in column A with the appropriate meanings in column B

Column A	Column B	Answer
1. Hunting	a. Montir listrik	
2. Adventuring	b. Penjual keliling	
3. Hiking	c. westafel	
4. Wash basin	d. Lemari pakaian	
5. Wardrobe	e. laci	
6. Drawer	f. ceret	
7. Kettle	g. Perampok	
8. Electrician	h. berburu	
9. Vendor	i. menjelajah	
10. Robber	j. Gerak jalan	

C. Rearrange the following letters below to make words!

1. Peinting =
2. Shiopping =
3. Kuking =
4. Boster =
5. Sower =
6. Blaket =
7. Rag =
8. Disaigner =
9. Farmar =
10. Biggar =

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Appendix 6 Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	:	MTs PP DDI AS-SALMAN
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VII/A
Standar Kompetensi	:	Membaca/Vocabulary Memahami makna teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* dan *procedure* yang berkaitan dengan lingkungan terdekat.
Kompetensi Dasar	:	Merespon makna dan langka retorika secara akurat, lancer, dan berterima dalam esai sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk *descriptive/procedure*.
Jenis Teks	:	Teks descriptive
Tema	:	Hobbies
Aspek/Skil	:	Membaca
Alokasi Waktu	:	2 x 45 menit

1. Indikator

a. Mengidentifikasi berbagai informasi dalam teks descriptive yang berhubungan dengan tema
b. Melafalkan dan mengungkapkan arti kosakata yang berkaitan dengan tema
c. Merespon makna melalui penggunaan kosakata tersebut dalam sebuah kalimat sederhana.

2. Tujuan Pembelajaran

Pada akhir pembelajaran pertemuan:

a. Siswa dapat mengidentifikasi berbagai informasi dalam teks descriptive yang berhubungan dengan tema
b. Siswa dapat melafalkan dan mengungkapkan arti kosakata yang berkaitan dengan tema

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c. Siswa dapat merespon makna melalui penggunaan kosakata tersebut dalam sebuah kalimat sederhana.

Karakter siswa yang diharapkan : Berani
Rasa hormat dan perhatian (respect)
Tekun (diligence)
Tanggung jawab (responsibility)

3. Materi Pembelajaran:

Vocabulary about hobbies

Hobby divides into two parts are as follows:

a. Indoor hobby

b. Outdoor hobby

Outdoor hobby	Indoor hobby
1. Camping	1. Painting
2. Hiking	2. Cooking
3. Travelling	3. Reading book or magazine
4. Fishing	4. Playing video game
5. Gardening	5. Listening to the music
6. Flying kites	6. Playing scrabble
7. Playing tennis	7. Collecting stamps
8. Playing football	8. Playing doll
9. Swimming	9. Singing
10. Cycling	10. Watching TV

4. Metode Pembelajaran/ Teknik

Metode pembelajaran yang digunakan adalah melalui game especially hangaroo word game.

5. Langkah- langkah kegiatan

Kegiatan awal

No	Kegiatan pembelajaran	Alokasi waktu
1	Menyiapkan siswa	2 menit
2	Berdoa	1 menit

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No	Kegiatan pembelajaran	Alokasi waktu
3	Memeriksa kehadiran siswa	2 menit
4	Perkenalan diri	5 menit

Kegiatan inti

No	Kegiatan pembelajaran	Alokasi waktu
1	Guru menjelaskan terlebih dahulu tujuan dari kegiatan yang dilakukan.	5 menit
2	Guru menanyakan hobby dari masing-masing siswa	5 menit
3	Guru memberikan penjelasan tentang aturan dari permainan hangaroo yang akan dilakukan.	5 menit
4	Guru membagi siswa dalam beberapa kelompok.	5 menit
5	Guru memberikan contoh terlebih dahulu sebelum permainan di mulai.	5 menit
6	Pertama, guru mebagi siswa menjadi beberapa kelompok dan memberikan beberapa clue dan setiap kelompok berlomba untuk menebaknya. Setelah mendapatkan dua kelompok dengan skor tertinggi, maka berikutnya kelompok tersebut akan berlomba, tetapi bedanya bukan guru yang memberikan clue tapi teman kelompok mereka masing-masing. Ketua dari setiap kedua kelompok yang menebak, sementara anggota kelompok mereka memberikan beberapa clue. Kelompok dengan skor tertinggi dialah yang menjadi pemenang dan berhak mendapatkan hadiah atau memberikan hukuman kepada kelompok lain yang kalah.	40 menit
7	Setelah melakukan permainan, guru memberikan penjelasan dari kata-kata yang ditemukan dalam permainan yang merupakan kata-kata baru. Mulai dari arti kata-kata tersebut hingga meminta siswa untuk membuat kalimat sederhana menggunakan kata tersebut.	5 menit

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Kegiatan penutup

No	Kegiatan pembelajaran	Alokasi waktu
1	Menyimpulkan dan menanyakan kesulitan siswa dalam kegiatan yang dilakukan sebelumnya Dan memberikan penghapalan kosakata kepada siswa sebagai password sebelum masuk kelas pada pertemuan selanjutnya.	10 menit

6. Penilaian

a. Teknik : Tes tulis

b. Instrument

Vocabulary Test

A. Choose the correct answer by crossing (X) a, b, c, or d!

1. He likes this activity. He says that it is simple but it has challenges. It is his routine activity every week. He sometimes goes to river, lake, or pond to do it. What is his hobby?
   a. Fishing
   b. Swimming
   c. Snorkeling
   d. Diving
2. This activity for all people, not only man but also woman. It is dangerous and needs bravery to do it, but it is pleasing and challenging. It usually does in the mountain or the florets. What hobby is this?
   a. Riding
   b. Cycling
   c. Driving
   d. Running
3. This activity is dangerous, but it is pleasing and challenging. Before doing it, we have to do some preparations because it needs readiness of mental and physical. We climb to the top of mountain. What hobby is this?
   a. Hiking
   b. Adventuring

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c. Hunting

d. Camping

4. They slowly ascended the steep path up the mountain. The antonym of ascend is…….

a. Hike

b. Climb

c. Hunt

d. Descend

5. Anti's hobby is skipping. The synonym of the underlined word is…..

a. Running

b. Flying

c. Jumping rope.

d. Swinging

B. Complete the words with the appropriate meanings below!

Words	Meaning
11. Hunting	
12. Adventuring	
13. Hiking	
14. Cycling	
15. Diving	

C. Correct these spelling mistakes

1. Peinting …….
2. Shiopping …….
3. Kuking …….
4. Dansing …….
5. Fising …….

The researcher

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CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	:	MTs PP DDI AS-SALMAN
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VII/A
Standar Kompetensi	:	Membaca/Vocabulary Memahami makna teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* dan *procedure* yang berkaitan dengan lingkungan terdekat.
Kompetensi Dasar	:	Merespon makna dan langka retorika secara akurat, lancer, dan berterima dalam esai sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk *descriptive/procedure*.
Jenis Teks	:	Teks descr iptive
Tema	:	Family Life (Things at home)
Aspek/Skil	:	Membaca
Alokasi Waktu	:	2 x 45 menit

1. Indikator

d. Mengidentifikasi berbagai informasi dalam teks descriptive yang berhubungan dengan tema

e. Melafalkan dan mengungkapkan arti kosakata yang berkaitan dengan tema

f. Merespon makna melalui penggunaan kosakata tersebut dalam sebuah kalimat sederhana.

2. Tujuan Pembelajaran

Pada akhir pembelajaran pertemuan:

d. Siswa dapat mengidentifikasi berbagai informasi dalam teks descriptive yang berhubungan dengan tema

e. Siswa dapat melafalkan dan mengungkapkan arti kosakata yang berkaitan dengan tema

f. Siswa dapat merespon makna melalui penggunaan kosakata tersebut dalam sebuah kalimat sederhana.

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Karakter siswa yang diharapkan : Berani

Rasa hormat dan perhatian (respect)

Tekun (diligence)

Tanggung jawab (responsibility)

3. Materi Pembelajaran:

Vocabulary about family life (things at home)

Living room	Bedroom	Kitchen	Bathroom	Dining room
11. Drawer 12. Rug 13. Painting	11. Bolster 12. Doll 13. Dressing table 14. Wardrobe 15. Closet 16. Bed cover	1. Kettle 2. Fridge 3. Sink 4. Mug	1. Bucket 2. Bathtub 3. Wash basin 4. Towel 5. Shower	1. Dining table 2. Spoons/forks 3. Glasses

4. Metode Pembelajaran/ Teknik

Metode pembelajaran yang digunakan adalah melalui game especially hangaroo word game.

5. Langkah- langkah kegiatan

Kegiatan awal

No	Kegiatan pembelajaran	Alokasi waktu
1	Menyiapkan siswa	2 menit
2	Berdoa	1 menit
3	Memeriksa kehadiran siswa	2 menit
4	Mereview materi sebelumnya dan brain storming	5 menit

Kegiatan inti

No	Kegiatan pembelajaran	Alokasi waktu
1	Guru menanyakan things in their home and family members dari masing-masing siswa	5 menit

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No	Kegiatan pembelajaran	Alokasi waktu
2	Guru memberikan penjelasan tentang materi yang akan di pelajari	5 menit
3	Guru memberikan penjelasan tentang aturan dari permainan hangaroo yang akan dilakukan.	5 menit
4	Guru membagi siswa dalam beberapa kelompok.	5 menit
5	Guru memberikan contoh terlebih dahulu sebelum permainan di mulai.	5 menit
6	Pertama, guru memberikan beberapa clue dan setiap kelompok berlomba untuk menebaknya. Setelah mendapatkan dua kelompok dengan skor tertinggi, maka berikutnya kelompok tersebut akan berlomba, tetapi bedanya bukan guru yang memberikan clue tapi teman kelompok mereka masing-masing. Ketua dari setiap kedua kelompok yang menebak, sementara anggota kelompok mereka memberikan beberapa clue. Kelompok dengan skor tertinggi dialah yang menjadi pemenang dan berhak mendapatkan hadiah atau memberikan hukuman kepada kelompok lain yang kalah.	40 menit
7	Setelah melakukan permainan, guru memberikan penjelasan dari kata-kata yang ditemukan dalam permainan yang merupakan kata-kata baru. Mulai dari arti kata-kata tersebut hingga meminta siswa untuk membuat kalimat sederhana menggunakan kata tersebut.	5 menit

Kegiatan penutup

No	Kegiatan pembelajaran	Alokasi waktu
1	Menyimpulkan dan menanyakan kesulitan siswa dalam kegiatan yang dilakukan sebelumnya Dan memberikan penghapalan kosakata kepada siswa sebagai password sebelum masuk kelas pada pertemuan selanjutnya.	10 menit

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6. **Penilaian**

   c. Teknik : Tes tulis

   d. Instrument

7. Vocabulary Test

A. Choose the correct answer by crossing (X) a, b, c, or d!

1. It is in the bedroom. It used to put your clothes. What is that?
   e. Doll
   f. Wardrobe
   g. Pillow
   h. Blanket
2. It is in the living room. It used to put small things on it. Sometimes, put telephone and table lamp on it. What is that?
   e. Drawer
   f. Sofa
   g. Table
   h. Rug
3. They are in the bedroom. They always are on the bed. They are couple like father and mother. What is that?
   a. Bed and blanket
   b. Pillow and bolster
   c. Doll and pillow
   d. Wardrobe and closet
4. There are <u>kettle</u>, plate, and glass on the dining table. The synonym of the underlined word is……
   a. Teapot
   b. Mug
   c. Cup
   d. Bowl
5. My house has three floors. <u>Downstairs</u> there is hall, a dining room, and kitchen. The antonym of the underlined word is……
   a. Garage
   b. Upstairs

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c. Balcony

d. Veranda

B. Complete the words with the appropriate meanings below!

Words	Meaning
16. Sink 17. Wardrobe 18. Drawer 19. Shelf 20. Bench	

C. Correct these spelling mistakes

8. Boster …….
9. Blaket …….
10. Ketel …….
11. fridg …….
12. Backet …….

The researcher

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	:	MTs PP DDI AS-SALMAN
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VII/A
Standar Kompetensi	:	Membaca/Vocabulary Memahami makna teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* dan *procedure* yang berkaitan dengan lingkungan terdekat.
Kompetensi Dasar	:	Merespon makna dan langka retorika secara akurat, lancer, dan berterima dalam esai sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk *descriptive/procedure*.
Jenis Teks	:	Teks descriptive
Tema	:	Family Life (Family members)
Aspek/Skil	:	Membaca
Alokasi Waktu	:	2 x 45 menit

1. Indikator

g. Mengidentifikasi berbagai informasi dalam teks descriptive yang berhubungan dengan tema

h. Melafalkan dan mengungkapkan arti kosakata yang berkaitan dengan tema

i. Merespon makna melalui penggunaan kosakata tersebut dalam sebuah kalimat sederhana.

2. Tujuan Pembelajaran

Pada akhir pembelajaran pertemuan:

g. Siswa dapat mengidentifikasi berbagai informasi dalam teks descriptive yang berhubungan dengan tema

h. Siswa dapat melafalkan dan mengungkapkan arti kosakata yang berkaitan dengan tema

i. Siswa dapat merespon makna melalui penggunaan kosakata tersebut dalam sebuah kalimat sederhana.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Karakter siswa yang diharapkan: Berani

Rasa hormat dan perhatian (respect)

Tekun (diligence)

Tanggung jawab (responsibility)

3. Materi Pembelajaran:

Vocabulary about family life (Family members)

Male	Female	Others
Father	Mother	Parents
Grandfather	Grandmother	Grandparents
Brother	Sister	Grandchild
Son	Daughter	Cousin
Uncle	Aunt	
Nephew	Niece	
Husband	Wife	
Father in law	Mother in law	
Son in law	Daughter in law	
Brother in law	Sister in law	
Grandson	granddaughter	
Step father	step mother	

4. Metode Pembelajaran/ Teknik

Metode pembelajaran yang digunakan adalah melalui game especially hangaroo word game.

5. Langkah- langkah kegiatan

Kegiatan awal

No	Kegiatan pembelajaran	Alokasi waktu
1	Menyiapkan siswa	2 menit
2	Berdoa	1 menit
3	Memeriksa kehadiran siswa	2 menit

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

4	Mereview materi sebelumnya dan brain storming	5 menit

Kegiatan inti

No	Kegiatan pembelajaran	Alokasi waktu
1	Guru menanyakan tentang family members dari masing-masing siswa	5 menit
2	Guru memberikan penjelasan singkat tentang materi yang akan di pelajari	5 menit
3	Guru memberikan penjelasan tentang aturan dari permainan hangaroo yang akan dilakukan.	5 menit
4	Guru membagi siswa dalam beberapa kelompok.	5 menit
5	Guru memberikan contoh terlebih dahulu sebelum permainan di mulai.	5 menit
6	Pertama, guru memberikan beberapa clue dan setiap kelompok berlomba untuk menebaknya. Setelah mendapatkan dua kelompok dengan skor tertinggi, maka berikutnya kelompok tersebut akan berlomba, tetapi bedanya bukan guru yang memberikan clue tapi teman kelompok mereka masing-masing. Ketua dari setiap kedua kelompok yang menebak, sementara anggota kelompok mereka memberikan beberapa clue. Kelompok dengan skor tertinggi dialah yang menjadi pemenang dan berhak mendapatkan hadiah atau memberikan hukuman kepada kelompok lain yang kalah.	40 menit
7	Setelah melakukan permainan, guru memberikan penjelasan dari kata-kata yang ditemukan dalam permainan yang merupakan kata-kata baru. Mulai dari arti kata-kata tersebut hingga meminta siswa untuk membuat kalimat sederhana menggunakan kata tersebut.	5 menit

Kegiatan penutup

No	Kegiatan pembelajaran	Alokasi waktu
1	Menyimpulkan dan menanyakan kesulitan siswa dalam kegiatan	11 menit

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	yang dilakukan sebelumnya Dan memberikan penghapalan kosakata kepada siswa sebagai password sebelum masuk kelas pada pertemuan selanjutnya.	

6. Penilaian

e. Teknik : Tes tulis

f. Instrument

7. Vocabulary Test

D. Choose the correct answer by crossing (X) a, b, c, or d!

1. I have brother. And he is married with someone. Who is she?
   e. Mother in law
   f. Sister in law
   g. Son
   h. Aunt
2. I have sister. She was birth a baby girl. Who is she?
   e. Nephew
   f. Niece
   g. Daughter
   h. Wife
3. John's mother was died. And his father gets married again. Who is she?
   e. Step mother
   f. Step sister
   g. Step father
   h. Step brother
4. Carol and Mark have a girl. The antonym of the underlined word is……
   a. Boy
   b. Woman
   c. Female
   d. Women
5. My father's job is an engineer. The synonym of the underlined word is…..
   a. Grandma
   b. Daddy

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c. Mummy

d. Lady

E. Complete the words with the appropriate meanings below!

Words	Meaning
21. Nephew 22. Daughter 23. Niece 24. Husband 25. Son	

F. Correct these spelling mistakes

8. Kausin ……
9. Unkle ……
10. Perens ……
11. Ant ……
12. Brader ……

The researcher

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	:	MTs PP DDI AS-SALMAN
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VII/A
Standar Kompetensi	:	Membaca/Vocabulary Memahami makna teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* dan *procedure* yang berkaitan dengan lingkungan terdekat.
Kompetensi Dasar	:	Merespon makna dan langka retorika secara akurat, lancer, dan berterima dalam esai sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk *descriptive/procedure*.
Jenis Teks	:	Teks descriptive
Tema	:	Kinds of jobs
Aspek/Skil	:	Membaca
Alokasi Waktu	:	2 x 45 menit

1. Indikator

j. Mengidentifikasi berbagai informasi dalam teks descriptive yang berhubungan dengan tema

k. Melafalkan dan mengungkapkan arti kosakata yang berkaitan dengan tema

l. Merespon makna melalui penggunaan kosakata tersebut dalam sebuah kalimat sederhana.

2. Tujuan Pembelajaran

Pada akhir pembelajaran pertemuan:

j. Siswa dapat mengidentifikasi berbagai informasi dalam teks descriptive yang berhubungan dengan tema

k. Siswa dapat melafalkan dan mengungkapkan arti kosakata yang berkaitan dengan tema

l. Siswa dapat merespon makna melalui penggunaan kosakata tersebut dalam sebuah kalimat sederhana.

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Karakter siswa yang diharapkan : Berani

Rasa hormat dan perhatian (respect)

Tekun (diligence)

Tanggung jawab (responsibility)

3. Materi Pembelajaran:

Vocabulary about kinds of jobs.

Jobs	Work place
14. Nurse/doctor/dentist	17. Hospital
15. Baker	18. Bakery
16. Fisherman	19. Fishing boat
17. Police officer/policeman	20. Police station
18. Waiter/waiters	21. Restaurant
19. Fire fighter	22. Fire station
20. Beggar	23. On the street
21. Receptionist	24. Hotel
22. Barber	25. Barber shop
23. Chef	26. Hotel/restaurant
24. Designer	27. Boutique
25. Postman	28. Post office
26. Reporter	29. TV broadcast
27. Gardener	30. Garden
28. Maid	31. At home
29. Chemist/scientist	32. Laboratory
30. Photographer	33. Studio photo
31. Secretary	34. In the office
32. Artist	35. Studio
33. Cashier	36. Bank/supermarket

4. Metode Pembelajaran/ Teknik

Metode pembelajaran yang digunakan adalah melalui game especially hangaroo word game

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5. Langkah- langkah kegiatan

Kegiatan awal

No	Kegiatan pembelajaran	Alokasi waktu
1	Menyiapkan siswa	2 menit
2	Berdoa	1 menit
3	Memeriksa kehadiran siswa	2 menit
4	Mereview materi sebelumnya dan brain storming	5 menit

Kegiatan inti

No	Kegiatan pembelajaran	Alokasi waktu
1	Guru meminta siswa menyebutkan jenis pekerjaan yang mereka ketahui	5 menit
2	Guru memberikan penjelasan tentang materi yang akan di pelajari	5 menit
3	Guru memberikan penjelasan tentang aturan dari permainan hangaroo yang akan dilakukan.	5 menit
4	Guru membagi siswa dalam beberapa kelompok.	5 menit
5	Guru memberikan contoh terlebih dahulu sebelum permainan di mulai.	5 menit
6	Pertama, guru memberikan beberapa clue dan setiap kelompok berlomba untuk menebaknya. Setelah mendapatkan dua kelompok dengan skor tertinggi, maka berikutnya kelompok tersebut akan berlomba, tetapi bedanya bukan guru yang memberikan clue tapi teman kelompok mereka masing-masing. Ketua dari setiap kedua kelompok yang menebak, sementara anggota kelompok mereka memberikan beberapa clue. Kelompok dengan skor tertinggi dialah yang menjadi pemenang dan berhak mendapatkan hadiah atau memberikan hukuman kepada kelompok lain yang kalah.	40 menit
7	Setelah melakukan permainan, guru memberikan penjelasan dari kata-kata yang ditemukan dalam permainan yang	5 menit

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No	Kegiatan pembelajaran	Alokasi waktu
	merupakan kata-kata baru. Mulai dari arti kata-kata tersebut hingga meminta siswa untuk membuat kalimat sederhana menggunakan kata tersebut.	

Kegiatan penutup

No	Kegiatan pembelajaran	Alokasi waktu
1	Menyimpulkan dan menanyakan kesulitan siswa dalam kegiatan yang dilakukan sebelumnya Dan memberikan penghapalan kosakata kepada siswa sebagai password sebelum masuk kelas pada pertemuan selanjutnya.	10 menit

6. **Penilaian**
   g. Teknik : Tes tulis
   h. Instrument
7. **Vocabulary Test**

A. Choose the correct answer by crossing (X) a, b, c, or d!

1. She works in a room with many tables and chairs. She brings the menu to the customer. She serves people with food and drink. What job is that?
   a. Waiter
   b. Thief
   c. Robber
   d. Postman
2. He works in an office and also outside the office. He helps people build building. He also designs the construction of buildings. Sometimes, he supervises the construction worker. What job is that?
   a. Architect
   b. Engineer
   c. Electrician
   d. Scientist
3. She translates what people are saying from one language into another so that they can understand each other. What job is that?

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e. Lawyer
f. Interpreter
g. Clerk
h. Civil servant

4. Which one the synonym of maid?
   a. Servant
   b. Waiter
   c. Clerk
   d. Sailor
5. Budi's job is a steward. The antonym of underlined word is……
   a. Waiter
   b. Waitress
   c. Stewardess
   d. Fisherman

B. Correct these spelling mistakes

8. Carpentar ……
9. Arsitect ……
10. Kashier ……
11. Disaigner ……
12. Barbi ……

The researcher

NUR APRIANTI
NIM : 14.1300.103

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	:	MTs PP DDI AS-SALMAN
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VII/A
Standar Kompetensi	:	Membaca/Vocabulary Memahami makna teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* dan *procedure* yang berkaitan dengan lingkungan terdekat.
Kompetensi Dasar	:	Merespon makna dan langka retorika secara akurat, lancer, dan berterima dalam esai sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk *descriptive/procedure*.
Jenis Teks	:	Teks descr iptive
Tema	:	Colours
Aspek/Skil	:	Membaca
Alokasi Waktu	:	2 x 45 menit

1. Indikator

m. Mengidentifikasi berbagai informasi dalam teks descriptive yang berhubungan dengan tema

n. Melafalkan dan mengungkapkan arti kosakata yang berkaitan dengan tema

o. Merespon makna melalui penggunaan kosakata tersebut dalam sebuah kalimat sederhana.

2. Tujuan Pembelajaran

Pada akhir pembelajaran pertemuan:

m. Siswa dapat mengidentifikasi berbagai informasi dalam teks descriptive yang berhubungan dengan tema

n. Siswa dapat melafalkan dan mengungkapkan arti kosakata yang berkaitan dengan tema

o. Siswa dapat merespon makna melalui penggunaan kosakata tersebut dalam sebuah kalimat sederhana.

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Karakter siswa yang diharapkan : Berani

Rasa hormat dan perhatian (respect)

Tekun (diligence)

Tanggung jawab (responsibility)

3. Materi Pembelajaran:

Vocabulary about colours

Words	Meaning
1. Black	Hitam
2. Blackish	Kehitam-hitaman
3. Bluish	Kebiru-biruan
4. Brown	Coklat
5. Crimson	Merah lembayung
6. Dark blue	Biru gelap
7. Egg yolk	Kuning telur
8. Greenish	Kehijau-hijauan
9. Ivory colored	Kuning gading
10. Pure white	Putih cerah

4. Metode Pembelajaran/ Teknik

Metode pembelajaran yang digunakan adalah melalui game especially hangaroo word game.

5. Langkah- langkah kegiatan

Kegiatan awal

No	Kegiatan pembelajaran	Alokasi waktu
1	Menyiapkan siswa	2 menit
2	Berdoa	1 menit
3	Memeriksa kehadiran siswa	2 menit
4	Mereview materi sebelumnya dan brain storming	5 menit

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Kegiatan inti

No	Kegiatan pembelajaran	Alokasi waktu
1	Guru menanyakan things in their home and family members dari masing-masing siswa	5 menit
2	Guru memberikan penjelasan tentang materi yang akan di pelajari	5 menit
3	Guru memberikan penjelasan tentang aturan dari permainan hangaroo yang akan dilakukan.	5 menit
4	Guru membagi siswa dalam beberapa kelompok.	5 menit
5	Guru memberikan contoh terlebih dahulu sebelum permainan di mulai.	5 menit
6	Pertama, guru memberikan beberapa clue dan setiap kelompok berlomba untuk menebaknya. Setelah mendapatkan dua kelompok dengan skor tertinggi, maka berikutnya kelompok tersebut akan berlomba, tetapi bedanya bukan guru yang memberikan clue tapi teman kelompok mereka masing-masing. Ketua dari setiap kedua kelompok yang menebak, sementara anggota kelompok mereka memberikan beberapa clue. Kelompok dengan skor tertinggi dialah yang menjadi pemenang dan berhak mendapatkan hadiah atau memberikan hukuman kepada kelompok lain yang kalah.	40 menit
7	Setelah melakukan permainan, guru memberikan penjelasan dari kata-kata yang ditemukan dalam permainan yang merupakan kata-kata baru. Mulai dari arti kata-kata tersebut hingga meminta siswa untuk membuat kalimat sederhana menggunakan kata tersebut.	5 menit

Kegiatan penutup

No	Kegiatan pembelajaran	Alokasi waktu
1	Menyimpulkan dan menanyakan kesulitan siswa dalam kegiatan yang dilakukan sebelumnya Dan memberikan penghapalan kosakata kepada siswa sebagai	12 menit

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	password sebelum masuk kelas pada pertemuan selanjutnya.	

I. Penilaian

i. Teknik : Tes tulis

j. Instrument

The researcher

NUR APRIANTI
NIM : 14.1300.103

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	:	MTs PP DDI AS-SALMAN
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VII/A
Standar Kompetensi	:	Membaca/Vocabulary Memahami makna teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* dan *procedure* yang berkaitan dengan lingkungan terdekat.
Kompetensi Dasar	:	Merespon makna dan langka retorika secara akurat, lancer, dan berterima dalam esai sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk *descriptive/procedure*.
Jenis Teks	:	Teks descr iptive
Tema	:	Human Bodys
Aspek/Skil	:	Membaca
Alokasi Waktu	:	2 x 45 menit

1. Indikator

p. Mengidentifikasi berbagai informasi dalam teks descriptive yang berhubungan dengan tema

q. Melafalkan dan mengungkapkan arti kosakata yang berkaitan dengan tema

r. Merespon makna melalui penggunaan kosakata tersebut dalam sebuah kalimat sederhana.

2. Tujuan Pembelajaran

Pada akhir pembelajaran pertemuan:

p. Siswa dapat mengidentifikasi berbagai informasi dalam teks descriptive yang berhubungan dengan tema

q. Siswa dapat melafalkan dan mengungkapkan arti kosakata yang berkaitan dengan tema

r. Siswa dapat merespon makna melalui penggunaan kosakata tersebut dalam sebuah kalimat sederhana.

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Karakter siswa yang diharapkan : Berani

Rasa hormat dan perhatian (respect)

Tekun (diligence)

Tanggung jawab (responsibility)

3. Materi Pembelajaran:

Vocabulary about human bodys

Words	Meaning
1. Ankle	Penggelangan kaki
2. Armpit	ketiak
3. Brain	Otak
4. Fist	Kepalan tangan
5. Eyelid	Kelopak mata
6. Cheek	Pipi
7. Beard	Jenggot
8. Heel	Tumit
9. Lips	Bibir
10. Guns	Gusi

4. Metode Pembelajaran/ Teknik

Metode pembelajaran yang digunakan adalah melalui game especially hangaroo word game.

5. Langkah- langkah kegiatan

Kegiatan awal

No	Kegiatan pembelajaran	Alokasi waktu
1	Menyiapkan siswa	2 menit
2	Berdoa	1 menit
3	Memeriksa kehadiran siswa	2 menit
4	Mereview materi sebelumnya dan brain storming	5 menit

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Kegiatan inti

No	Kegiatan pembelajaran	Alokasi waktu
1	Guru menanyakan things in their home and family members dari masing-masing siswa	5 menit
2	Guru memberikan penjelasan tentang materi yang akan di pelajari	5 menit
3	Guru memberikan penjelasan tentang aturan dari permainan hangaroo yang akan dilakukan.	5 menit
4	Guru membagi siswa dalam beberapa kelompok.	5 menit
5	Guru memberikan contoh terlebih dahulu sebelum permainan di mulai.	5 menit
6	Pertama, guru memberikan beberapa clue dan setiap kelompok berlomba untuk menebaknya. Setelah mendapatkan dua kelompok dengan skor tertinggi, maka berikutnya kelompok tersebut akan berlomba, tetapi bedanya bukan guru yang memberikan clue tapi teman kelompok mereka masing-masing. Ketua dari setiap kedua kelompok yang menebak, sementara anggota kelompok mereka memberikan beberapa clue. Kelompok dengan skor tertinggi dialah yang menjadi pemenang dan berhak mendapatkan hadiah atau memberikan hukuman kepada kelompok lain yang kalah.	40 menit
7	Setelah melakukan permainan, guru memberikan penjelasan dari kata-kata yang ditemukan dalam permainan yang merupakan kata-kata baru. Mulai dari arti kata-kata tersebut hingga meminta siswa untuk membuat kalimat sederhana menggunakan kata tersebut.	5 menit

Kegiatan penutup

No	Kegiatan pembelajaran	Alokasi waktu
1	Menyimpulkan dan menanyakan kesulitan siswa dalam kegiatan yang dilakukan sebelumnya Dan memberikan penghapalan kosakata kepada siswa sebagai	13 menit

PAREPARE
CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

	password sebelum masuk kelas pada pertemuan selanjutnya.	

Penilaian

k. Teknik : Tes tulis

l. Instrument

The researcher

NUR APRIANTI
NIM : 14.1300.103

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Appendix 7 Instrument of the Post-test

A. Choose the correct answer by crossing (X) a, b, c, or d!

1. My home is not <u>big</u> but very nice. The antonym of the underlined word is. . .
   a. Clean
   b. Beautiful
   c. Short
   d. Small
2. Your brother's bedroom is <u>clean</u> and neat. The antonym of the underlined word is. . .
   a. Quiet
   b. Tidy
   c. Dirty
   d. Fresh
3. Sophia's husband is very <u>old</u>. The antonym of the underlined word is. . .
   a. Small
   b. Big
   c. Young
   d. Easy
4. Ika teaches the students. Her <u>job</u> is a teacher. The synonym of the underlined word is. . . .
   a. Activity
   b. Occupation
   c. Routines
   d. Agenda
5. My <u>house</u> has one floor. The synonym of the underlined words is. . .
   a. Apartment
   b. Hotel
   c. Home
   d. Office
6. Which of the following hobby is an indoor hobby?
   a. Cooking
   b. Cycling
   c. Hunting
   d. Travelling
7. Based on the picture below, what job is this?

   a. Housekeeper
   c. Maid

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b. Waiter d. Chemist

8. What is the meaning of "bricklayer"?
   a. Tukang batu c. Tukang kayu
   b. Tukang pipa d. Tukang/pandai besi
9. Her niece is an engineer and her nephew is an actor. The meaning of the underlined word is. . .
   a. Anak laki-laki c. Kemanakan perempuan
   b. Anak perempuan d. Kemanakan laki-laki
10. I am a stamp collector. My hobby is …… stamps.
    a. Collect c. To collect
    b. Collected d. Collection

B. Match the word in column A with the appropriate meanings in column B

Column A	Column B	Answer
1. Veterinarian	k. Tukang cukur	
2. Camping	l. Dokter hewan	
3. Gardening	m. Berkemah	
4. Nephew	n. Bak mandi	
5. Father in law	o. Bujangan /perjaka	
6. Bathtub	p. Mertua laki-laki	
7. Carpenter	q. Kemanakan laki-laki	
8. Barber	r. Tukang kayu	
9. Sink	s. Berkebun	
10. Bachelor	t. Bak cuci piring	

C. Rearrange the following letters below to make words!

1. Ngifly etiks =
2. Tecoclling tamps =
3. Sawh nisab =

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4. Teltek =
5. Sinderge =
6. Hifs remong =
7. Wowid =
8. Didlgranch =
9. Decras =
10. Dewcrod =

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Appendix 8 The Students' Pre-test

PRE-TEST VOCABULARY

NAME	: GHEFIRA NUR AZIZAH
NIS	:-
KELAS	: VIII^

A. Choose the correct answer by crossing (X) a, b, c, or d!

1. She/he like reading book of recipe, watching TV programme of culinary and interesting all about food, not only traditional food but also modern food. And she/he want try to make it. What is her/his hobby?
   a. Reading
   b. Eating
   X Cooking
   d. Watching
2. She/he like making picture of scenery or panoramas, animals, people, and plants. What his/her hobby?
   X Painting
   X Editing picture
   c. Skipping
   d. Jumping rope
3. It is in the bedroom. It used to put your clothes. What is that?
   a. Doll
   X Wardrobe
   X Pillow
   d. Blanket
4. It is in the living room. It used to put small things on it. Sometimes, put telephone and table lamp on it. What is that?
   a. Drawer
   b. Sofa

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a. Table

d. Rug

5. I have brother. And he is married with someone. Who is she?

a. Mother in law

b. Sister in law

c. Son

d. Aunt

6. I have sister. She was birth a baby girl. Who is she?

a. Nephew

b. Niece

c. Daughter

d. Wife

7. John's mother was died. And his father gets married again. Who is she?

a. Step mother

b. Step sister

c. Step father

d. Step brother

8. She works in a studio. He draws pictures on canvas. What job is that?

a. Actress

b. Artist

c. Farmer

d. Dentist

9. His duty is to protect and to defend our country from enemies. What job is that?

a. Soldier

b. Fire fighter

c. Barber

d. Beggar

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

10. She translates what people are saying from one language into another so that they can understand each other. What job is that?
   a. Lawyer
   b. Interpreter
   c. Clerk
   d. Civil servant

B. Match the word in column A with the appropriate meanings in column B

Column A	Column B	Answer
1. Hunting	a. Montir listrik	1 b. ~~gerak jalan~~ penjual keliling
2. Adventuring	b. Penjual keliling	2. i. menjelajah
3. Hiking	c. westafel	3. e. laci
4. Wash basin	d. Lemari pakaian	4 ~~a~~ c. westafel
5. Wardrobe	e. laci	5 d. lemari pakaian
6. Drawer	f. ceret	6 F. ceret
7. Kettle	g. Perampok	7 J. gerak jalan
8. Electrician	h. berburu	8. montir listrik
9. Vendor	i. menjelajah	9 h. berburu
10. Robber	j. Gerak jalan	10. g. perampok

C. Rearrange the following letters below to make words!

1. Peinting = Painting
2. Shiopping = Shopping
3. Kuking = Cooking
4. Boster = Baster
5. Sower = ~~Sower~~ Shower
6. Blaket = Blanket
7. Rag = Rug
8. Disaigner = Disainer
9. Farmar = Farmer
10. Biggar = Baggar

$\frac{18}{30} \times 100 = 60$

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Appendix 9 The Students' Post-test

POST-TEST VOCABULARY

NAME	: GHEFIRA NUR AZIZAH
NIS	: ~~VIII A~~
KELAS	: VIII A

A. Choose the correct answer by crossing (X) a, b, c, or d!

1. My home is not <u>big</u> but very nice. The antonym of the underlined
   . .
   a. Clean
   b. Beautiful
   c. Short
   ~~X~~ Small ✓
2. Your brother's bedroom is <u>clean</u> and neat. The antonym of the unc
   word is. . .
   a. Quiet
   b. Tidy
   ~~X~~ Dirty ✓
   d. Fresh
3. Sophia's husband is very <u>old</u>. The antonym of the underlined word i
   a. Small
   b. Big
   X Young ✓
   d. Easy
4. Ika teaches the students. Her <u>job</u> is a teacher. The synonym
   underlined word is. . . .
   ~~X~~ Activity
   ~~X~~ Occupation ✓
   c. Routines
   d. Agenda
5. My <u>house</u> has one floor. The synonym of the underlined words is. .
   a. Apartment
   b. Hotel
   X Home ✓
   d. Office
6. Which of the following hobby is an indoor hobby?
   ~~X~~ Cooking ✓
   b. Cycling
   c. Hunting
   d. Travelling
7. Based on the picture below, what job is this?

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

a. Housekeeper
c. Maid
b. Waiter
d. Chemist

8. What is the meaning of "bricklayer"?
a. Tukang batu
c. Tukang kayu
b. Tukang pipa
d. Tukang/pandai besi

9. Her niece is an engineer and her nephew is an actor. The meaning of the underlined word is. . .
a. Anak laki-laki
c. Kemanakan perempuan
b. Anak perempuan
d. Kemanakan laki-laki

10. I am a stamp collector. My hobby is ..... stamps.
a. Collect
c. To collect
b. Collected
d. Collection

B. Match the word in column A with the appropriate meanings in column B

Column A	Column B	Answer
1. Veterinarian	a. Tukang cukur	1.b
2. Camping	b. Dokter hewan	2.c
3. Gardening	c. Berkemah	3.i
4. Nephew	d. Bak mandi	4 g.
5. Father in law	e. Bujangan /perjaka	5.f
6. Bathtub	f. Mertua laki-laki	6.d
7. Carpenter	g. Kemanakan laki-laki	7 h
8. Barber	h. Tukang kayu	8.a
9. Sink	i. Berkebun	9.j
10. Bachelor	j. Bak cuci piring	10.e

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

C. Rearrange the following letters below to make words!

1. Ngifly etiks = Fishing kites ×
2. Tecoclling tamps = collecting stamp ✓
3. Sawh nisab = wash basin ✓
4. Teltek = kettle ✓
5. Sinderge = gardening ×
6. Hifs remong = Fish herman ×
7. Wowid = waiter ×
8. Didlgranch = Fridge ×
9. Decras = ~~decs~~drawer ×
10. Dewcrod = crowded ✓

$\frac{23}{30} \times 100 = 76,67$ ✓

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Appendix 10 The Documantation

Giving pre-test to the students

Giving treatment by using hangaroo word game

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Giving post-test to the students

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All students of VII.A of MT As-salman Allakkuang

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Appendix 11. Research letters

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE PAREPARE
Alamat : JL. Amal Bakti No. 8 Soreang Kota Parepare 91132 ☎ (0421)21307
Po Box : Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

Nomor : B 1679 /In.39/PP.00.9/10/2018
Lampiran : -
H a l : Izin Melaksanakan Penelitian

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

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE PAREPARE :

Nama	: NUR APRIANTI
Tempat/Tgl. Lahir	: ALLAKUANG, 26 April 1996
NIM	: 14.1300.103
Jurusan / Program Studi	: Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)
Alamat	: JL. LAHALEDE, DESA ALLEKKUANG, KEC. MARITENGNGAE, KAB. SIDENRENG RAPPANG

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

"ENHANCING STUDENTS' VOCABULARY THROUGH HANGAROO WORD GAME AT THE SEVENTH GRADE STUDENTS OF MTs PP DDI AS-SALMAN SIDRAP"

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

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

Terima kasih,

22 Oktober 2018
A.n Rektor
Plt. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL)

Muh. Djunaidi

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PEMERINTAH KABUPATEN SIDENRENG RAPPANG
DINAS PENANAMAN MODAL & PELAYANAN TERPADU SATU PINTU
JL. HARAPAN BARU KOMPLEKS SKPD BLOK A NO. 5 KABUPATEN SIDENRENG RAPPANG
PROVINSI SULAWESI SELATAN
Telepon (0421) - 3590005 Email : ptsp_sidrap@yahoo.co.id Kode Pos : 91611

IZIN PENELITIAN

Nomor : 800/IP/DPMPTSP/10/2018

DASAR
1. Peraturan Bupati Sidenreng Rappang No. 1 Tahun 2017 Tentang Pendelegasian Kewenangan di Bidang Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Sidenreng Rappang
2. Surat Permohonan **NUR APRIANTI** Tanggal **23-10-2018**
3. Berita Acara Telaah Administrasi / Telaah Lapangan dari Tim Teknis **BADAN KESATUAN BANGSA DAN POLITIK KABUPATEN SIDENRENG RAPPANG** Nomor **800/676/KesbangPol/2018** Tanggal **23-10-2018**

MENGIZINKAN

KEPADA
NAMA : **NUR APRIANTI**
ALAMAT : **JL. JEND. SUDIRMAN, KEL. PANGKAJENE, KEC. MARITENGNGAE**
UNTUK : melaksanakan Penelitian dalam Kabupaten Sidenreng Rappang dengan keterangan sebagai berikut :

NAMA LEMBAGA / UNIVERSITAS : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
JUDUL PENELITIAN : **" ENHACING STUDENTS VOCABULARY THROUGH HANGAROO WORD GAME AT THE SEVENTH GRADE STUDENTS OF MTS PP DDI AS-SALMAN SIDENRENG RAPPANG "**
LOKASI PENELITIAN : **MTS PP DDI AS-SALMAN SIDENRENG RAPPANG**
JENIS PENELITIAN : **PRE EKSPERIMENTAL (PTK)**
LAMA PENELITIAN : **23 Oktober 2018 s.d 23 November 2018**

Izin Penelitian berlaku selama penelitian berlangsung

Dikeluarkan di : Pangkajene Sidenreng
Pada Tanggal : 24-10-2018

An. BUPATI SIDENRENG RAPPANG
Plt. KEPALA DINAS,

PEMERINTAH KABUPATEN SIDENRENG RAPPANG DINAS PM DAN PTSP

H. NURSAMAN, SE
Pangkat : Pembina Utama Muda
NIP : 19590202 198702 1 005

Biaya : Rp. 0,00

Tembusan :
- KA. MTS PONDOK PESANTREN AS-SALMAN
- REKTOR INSTITUT AGAMA ISLAM NEGERI PAREPARE
- PERTINGGAL

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PEMERINTAH KABUPATEN SIDENRENG RAPPANG
BADAN KESATUAN BANGSA DAN POLITIK
Alamat : Jl. Harapan Baru (Kompleks SKPD) Blok A No 7 Pangkajene Sidenreng

REKOMENDASI
Nomor. 800/676 /Kesbangpol/2018

a. Dasar : 1. Peraturan Menteri Dalam Negeri Nomor 41 Tahun 2010 tentang Organisasi dan Tata Kerja Kementerian Dalam Negeri (Berita Negara Republik Indonesia Tahun 2010, Nomor 316), sebagaimana telah di ubah dengan Peraturan Menteri Dalam Negeri Nomor 14 Tahun 2014 tentang Perubahan atas Peraturan Menteri Dalam Negeri Nomor 41 Tahun 2010 tentang Organisasi dan Tata Kerja Kementerian Dalam Negeri (Berita Negara Republik Indonesia Tahun 2011 Nomor 168).

2. Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014 tentang Perubahan atas Peraturan Menteri dalam Negeri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.

b. Menimbang : Surat Rektor Institut Agama Islan Negeri (IAIN) Parepare, Nomor B 2679In.39/PP.00.9/10/2018, tanggal 22 Oktober 2018 Perihal Permohonan Rekomendasi Penelitian

Setelah membaca maksud dan tujuan kegiatan yang tercantum dalam proyek proposal, maka pada prinsipnya Pemerintah Kabupaten Sidenreng Rappang tidak keberatan memberikan rekomendasi kepada :

Nama Peneliti : **NUR APRIANTI**
Pekerjaan : Mahasiswa (i)
Alamat : JL, Jendral Sudirman No 151, Pangkajene
Untuk :
1. Melakukan Penelitian dengan judul "Enhancing Student Vocabulary Trough Hangaroo Word game At The Seventh Grade Students Of MTS PP DDI As-Asalman Sidenreng Rappang "
2. Tempat : Pondok Pesantren DDI As-Salman
3. Lama Penelitian : ± 1 (Satu) Bulan
4. Bidang Penelitian : pendidikan Bahasa Inggiris
5. Status/Metode : Pre- Eksperimental Method

Demikian rekomendasi ini dibuat untuk digunakan seperlunya.

Pangkajen Sidenreng, 23 Oktober 2018

An. Kepala Badan Kesbang dan Politik,
Kabid. Hub. Antar Lembaga,

FAHRUDDIN LAMBOGO,SE,MM
Pangkat : Pembina Tk. I
NIP : 19630528 199203 1 002

Tembusan Kepada Yth:
1. Bupati Sidenreng Rappang (sebagai Laporan) di Pangkajene Sidenreng
2. Ka. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kab. Sidrap
3. Ka. Dinas Pendidikan dan Kebudayaan Kab. Sidrap
4. Ka. MTS Pondok Pesantren As- Salman
5.Rektor Institut Agama Islam Negeri (IAIN) Parepare
6. Mahasiswa Yang Bersangkutan
7. Pertinggal

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مَعْهَد لِدَارِ الدَّعْوَةِ وَالإِرْشَادِ اَلسَّلَمَانْ اَلْكُوانجْ
PONDOK PESANTREN DDI AS-SALMAN ALLAKUANG
MADRASAH TSANAWIYAH (MTs)
Alamat :JlnLahalede No. 96 DesaAllakuangKab. Sidrap- Sulawesi Selatan Email:mts@ddiassalman.sch.id

SURAT KETERANGAN SELESAI PENELITIAN

NO.197/MTs/PP/DDI/XII/2018

Yang bertanda tangan dibawah ini, Kepala Madrasah Tsanawiyah Pondok Pesantren DDI As-Salman Allakuang Sidrap. Menerangkan bahwa:

N a m a	: **NUR APRIANTI**
Pekerjaan	: Mahasiswa
Nama Universitas	: Institut Agama Islam (IAIN) Pare-pare

Nama tersebut di atas benar telah menyelesaikan Penelitian di **MTs. PP. DDI. As-Salman Allakuang** terhitung tanggal 23 Oktober s/d 23 November 2018. Adapun judul penelitian sebagaimana dalam proposal:

''ENHACING STUDENTS VOCABULARY THROUGH HANGAROO WORD GAME AT THE SEVENTH GRADE STUDENTS OF MTs PP DDI AS-SALMAN ALLAKUANG"

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

مِنَ الله المستعان وعليه تكلا

والسلاعليكمورحمةالله وبركا ته

Allakuang, 8 Desember 2018

Kepala Madrasah

LUKMAN HASYIM, S.Pd. I, MA
NIP. 19771231 2007 10 1 014

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CURRICULUM VITAE

NUR APRIANTI. The writer was born on April 26th. 1996 in Allakuang, Sidrap regency. She is the second child from three siblings. From the couple, Herman and Hj. Nursamsi. She has two brothers, they are Haryanto and Agung ashari. The first child is Haryanto and the third child is Agung Ashari.

She began her study in Elementary School at SDN 4 Allakkuang and graduated on 2008. In same year, she continued her study to MTs PP DDI AS-SALMAN Allakkuang and graduated on 2011. She decided to continued her study to MA PP DDI AS-SALMAN Allakkuang as well, and graduated on 2014. However, she continued her study at State Islamic Collage (STAIN) Parepare but now it was changed become State Islamic Institute (IAIN) of Parepare on 2014. During she study at IAIN Parepare, the writer active in one of organization is Lembaga Pers Mahasiswa (LPM) RED LINE 2014-2017 and was one of the mentors in one of course called Unity English Center (UEC) parepare. She completed her skripsi in the tittle "Enhancing Students' Vocabulary Through Hangaroo Word Game at The Seventh Grade Students of MTs PP DDI AS-SALMAN Allakuang Sidrap".

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