

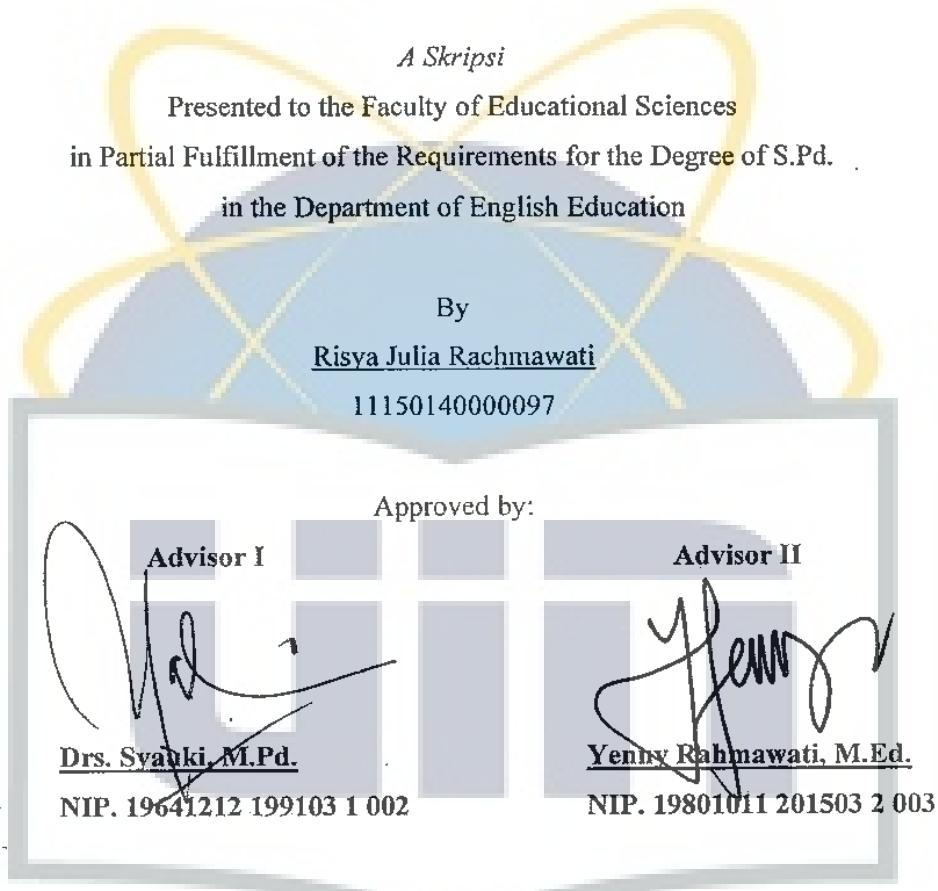
**THE EFFECTIVENESS OF USING WORD
MATCHING GAMES ON STUDENTS' VOCABULARY**
(A Quasi-experimental Study at the Eighth Grade of MTsN 1
South Tangerang in Academic Year 2019/2020)



**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATIONAL SCIENCES
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
2019**

APPROVAL
THE EFFECTIVENESS OF USING WORD MATCHING
GAMES ON STUDENTS' VOCABULARY

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SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
2019

ENDORSEMENT SHEET

The examination committee of Faculty of Educational Sciences certifies that the "Skripsi" scientific paper entitled "The Effectiveness of Using Word Matching Games on Students' Vocabulary" (*A Quasi-experimental Study at the Eighth Grade of MTsN 1 South Tangerang in Academic Year 2019/2020*) written by Risya Julia Rachmawati students' registration number: 11150140000097, was examined by committee on Desember, 2019, and was declared to have passed and fulfilled one of the requirements for the degree of S.Pd. (S1) in the Department of English Education.

Jakarta, Desember 23th, 2019

EXAMINATION COMMITTEE

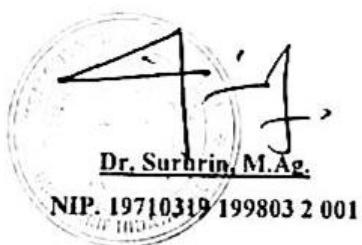
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 Mahasiswa Ybs.



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ABSTRACT

Risya Julia Rachmawati (11150140000097). The Effectiveness of Using Word Matching Games on Students' Vocabulary (A Quasi-experimental Study at the Eighth Grade of MTsN 1 South Tangerang in Academic Year 2019/2020). A "Skripsi" of Department of English Education, Faculty of Educational Sciences of Syarif Hidayatullah State Islamic University, Jakarta, 2019.

Advisor I : Drs. Syauki, M.Pd.

Advisor II : Yenny Rahmawati, M.Ed

This research was aimed to obtain the empirical evidence about the effectiveness of word matching games on students' vocabulary in class VIII MTsN 1 South Tangerang in the academic year 2019/2020. The method in this research was a quantitative method. A quasi-experimental design was used as a research design in this research. The population of this research was students of grades VIII-5 and VIII-6 MTsN 1 South Tangerang. The samples in this research were 60 students selected using a purposive sampling technique. The samples were categorized into two groups: class VIII-6 as an experimental class and VIII-5 as a controlled class with each class consisting of 30 students. The research instruments were tests and questionnaires. Multiple choice test assessment was used to assess student test results on pre-test and post-test. The results of this research were obtained from data calculations using t-test with a significance level (α) = 0.05 and calculate the effect size. Then, calculate the questionnaire using the Wilcoxon matched pair-rank test. The results showed that the average post-test score in the experimental class was 80.40 while in the controlled class was 77.20. This means that the post-test average score in the experimental class is higher than the controlled class ($80.40 > 77.20$). Therefore, the statistical test of the hypothesis showed that the p-value of the post-test and the obtained score is $0.023 < \text{sig. a } 0.05$. Also, the effect size of this result is 0.606. This proved that the alternative hypothesis is accepted and the null hypothesis is rejected. In addition, the results from the Wilcoxon matched pair-rank test show asymp values. Sig is $0.000 < \text{sig. a } 0.05$. This proved that the alternative hypothesis is accepted and the null hypothesis is rejected. It can be concluded, that using word matching games is effective at a moderate level on students' vocabulary mastery and motivation in learning vocabulary.

Keywords: Word Matching Games, Students' Vocabulary, Motivation.

ABSTRAK

Risya Julia Rachmawati (11150140000097). Keefektifan Menggunakan Word Matching Games terhadap Kosa Kata Siswa (Penelitian Kuasi pada Siswa Kelas 8 di MTs Negeri 1 Tangerang Selatan). Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Syarif Hidayatullah Jakarta, 2019.

Dosen Pembimbing I : Drs. Syauki, M.Pd.

Dosen Pembimbing II : Yenny Rahmawati, M.Ed.

Penelitian ini bertujuan untuk mendapatkan bukti empiris tentang keefektifan menggunakan word matching games pada kosa kata siswa di kelas VIII MTsN 1 Tangerang Selatan pada tahun akademik 2019/2020. Metode pada penelitian ini adalah metode kuantitatif. Desain quasi-eksperimental digunakan sebagai desain penelitian dalam penelitian ini. Populasi penelitian ini adalah siswa kelas VIII-5 dan VIII-6 MTsN 1 Tangerang Selatan. Sampel pada penelitian ini adalah 60 siswa yang dipilih dengan menggunakan teknik sampel purposive sampling. Sampel dikategorikan menjadi dua kelompok: kelas VIII-6 sebagai kelas eksperimen dan VIII-5 sebagai kelas kontrol yang setiap kelas terdiri dari 30 siswa. Instrumen penelitian ini menggunakan tes dan questionnaire. Penilaian pilihan ganda tes digunakan untuk menilai hasil tes siswa/i pada pre-tes dan pos-tes. Hasil penelitian ini diperoleh dari penghitungan data menggunakan uji-t dengan tingkat signifikansi (α) = 0.05 serta menghitung besar efeknya. Lalu, penghitungan questionnaire menggunakan Wilcoxon matched pair-rank test. Hasil penelitian menunjukkan bahwa skor rata-rata post-test di kelas eksperimen adalah 80.40 sedangkan di kelas kontrol adalah 77.20. Ini berarti bahwa skor rata-rata post-test di kelas eksperimen lebih tinggi daripada kelas kontrol ($80.40 > 77.20$). Oleh karena itu, uji statistik hipotesa menunjukkan bahwa nilai- p dari post-test dan skor yang diperoleh adalah $0.023 < \text{sig. a } 0.05$. Juga, besar efek dari hasil ini adalah 0.606. Ini membuktikan bahwa hipotesis alternatif diterima dan hipotesis nol ditolak. Selain itu, hasil dari Wilcoxon matched pair-rank test menunjukkan nilai asymp. Sig adalah $0.000 < \text{sig. a } 0.05$. Ini membuktikan bahwa hipotesis alternatif diterima dan hipotesis nol ditolak. Dapat disimpulkan, menggunakan word matching games efektif dengan level moderate pada penguasaan kosa kata siswa dan motivasinya dalam belajar kosa kata.

Keywords: Word Matching Games, Students' Vocabulary, Motivation.

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This research entitled "The Effectiveness of Using Word Matching Games on Students' Vocabulary (*A Quasi-experimental Study at the Eighth Grade of MTsN 1 South Tangerang in Academic Year 2019/2020*)" is presented to the Department of English Education, Faculty of Educational Sciences, State Islam University Syarif Hidayatullah Jakarta in partial fulfillment the requirements for the degree for Bachelor degree "S.Pd". Many challenges and obstacles were encountered by the writer in the process of completing this paper. Indeed, it couldn't be resolved without the help and support from many sides, including lecturers, families, friends, and school institution.

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning. Vocabulary is important because it is needed by each language skill. It means that English learners should master vocabulary to support their four English skills. In *International Journal of English Language Teaching*, Sondang Manik and May Christiani state that vocabulary is several words combined to form a language with certain rules. When students have mastered enough vocabulary, it will make their learning process easier with maximum results. Therefore, students are expected to be able to master enough vocabulary to support their English language skills.¹

Vocabulary is not only a collection of words but also a system that already exists in a language. Like grammar, vocabulary is also defined by experts in various ways.² Based on *KTSP* (Kurikulum Tingkat Satuan Pendidikan) 2006, the Government stated that English teaching in Indonesia is to develop students' ability in four language skill.³ Moreover, students in junior high school should also master vocabulary, because the skills are developed by vocabulary. Additionally, students need to learn academic words list in understanding vocabulary, Scott Thornbury stated that academic word list consists of just 570 words families, covering a variety of disciplines and also includes such as items as analyse, concept, data and research. This is crucial because those academic words can help students in learning huge number of vocabulary in the class. Most researcher nowadays recommended a basic vocabulary of at least 3.000 words families, while more specialized needs, a

¹ Sondang Manik, and May Christiani, Teaching Vocabulary Using Matching Word on Computer Assisted Language Learning, *International Journal of English Language Teaching*, Vol. 4, No.7, 2016, p.2.

² Francisca Maria Ivone, Teaching English as a Foreign Language in Indonesia: The Urge to Improve Vocabulary Instruction, *TEFLIN Journal*, Vol. 16 No.2, August 2005. P. 197.

³ Depdiknas, Permendiknas No 22 Tahun 2006 Tentang Standar Isi. (Jakarta: 2006)

working vocabulary over 5.000 word families is probably desirable.⁴

Generally, vocabulary is taught by remembering the new words by looking at the meaning of them in a bilingual dictionary. Teachers usually ask their students to translate new words into their native language and memorize them. This traditional way is applied in most schools. In Indonesia, that way of learning vocabulary is still used. The interest of students in learning English is needed as the key to make students easier in mastering English itself. The teacher should have a good and an interesting technique to introduce English for them, so that the students will be interested and motivated to learn English. According to Stahl and Nagy in Muhammad Reza Ahmadi journal, the vocabulary learning process is not easy. therefore, students need motivation in learning vocabulary, actively involved in vocabulary instruction, and can reach existing vocabulary learning standards.⁵

Based on the researcher's experiences when implementing PLP (*Pelaksanaan Lapangan Persekolahan*) at MTs Al-Hamidiyah Depok, the researcher found that there were some difficulties of students in mastering vocabulary. Firstly, the students easily forgot the words that they had learned. Remembering English words as a foreign language was not easy; it depended on the learners' retention. There were several factors that made English vocabulary became difficult to be remembered and forgotten easily such as difficulties in pronunciation, spelling, idiomatic, and overlap meaning. Secondly, there were many students who didn't give their attention when the teachers explained the materials because the learning process was boring and the students didn't understand the meaning. Lastly, the media of teaching was not attractive in the learning process. In teaching vocabulary, it was also needed attractive media. The attractive media made the students interested in studying and the unattractive media will make students bored.

Based on the problems above, the researcher wants to apply a method that

⁴ Scott Thornbury, *How to Teach Vocabulary*, (Harlow: Pearson Education 2002) p.21

⁵ Mohammad Reza Ahmadi, Improving Vocabulary Learning in Foreign Language Learning Through Reciprocal Teaching Strategy, *International Journal of Learning & Development*, Vol. 2, No. 6, 2012, p. 187.

can help the students to master the vocabulary by using a game. The researcher uses this method in order to help the students to improve their vocabulary. According to Amaal Al Masri and Majeda Al Najar, games have been proven to have benefits and effectiveness in learning vocabulary in several ways: first, games give enjoyment and pleasure for students, thus support them grasp and keep new words without difficulty. Second, games usually implicate a good competition and they make students fascinated. Third, vocabulary games increases students' use of English in a supple, communicative process. Fourth, games are encouraged and provide students more chance to show their ideas and senses. Fifth, games not only attach diversion "break the ice" to the regular classroom activities, but they are also used to present new concepts.⁶

Word matching game is one of many instructional games that are suitable to someone to make or see a connection between words and words, definitions, and pictures. This game is one of the techniques to make the students more active in the teaching and learning process. The implementation of the teaching technique becomes one of the most important strategies in the teaching-learning process.⁷ The researcher will use word matching games in teaching vocabulary because it can make the students have fun in learning new vocabularies and it can foster cooperation in mastering vocabulary. Based on the background the researcher wants to conduct research on the title: ***The Effectiveness of Using Word Matching Games on Students' Vocabulary.***

B. Identification of the Problem

Based on the research background, the researcher identified several problems:

1. The classroom condition is not active
2. Students have limited and easily forget the vocabulary
3. Students have less interest in learning English vocabulary

⁶Amaal Al Masri, and Majeda Al Najar, The Effect of Using Word Games on Primary Stage Students Achievement in English Language Vocabulary in Jordan, *International Journal of Contemporary Research*, Vol. 4, No.9, September 2014, p.145.

⁷ Sondang Manik, and May Christiani, *Loc.Cit..*

4. Students have less motivation in learning English vocabulary
5. Teacher does not provide opportunities for students to participate actively

C. Limitation of the Problem

This research is concerned on the effectiveness of using the word-matching game on students' vocabulary and their motivation in learning vocabulary on the eighth grade of MTsN 1 South Tangerang in academic year 2019/2020.

D. Formulation of the Problem

Based on the background of the study, the researcher formulates the question, as follows:

1. Is there any effectiveness of using the word-matching game on students' vocabulary in the eighth grade students of MTsN 1 South Tangerang?
2. Is using the word-matching game effective in improving students' motivation in learning vocabulary in the eighth grade students of MTsN 1 South Tangerang?

E. The objective of the Research

Based on the research question, the main purpose of this research as follow:

1. To find the empirical evidence on the effectiveness of using word-matching games on students' vocabulary in the eighth grade students of MTsN 1 South Tangerang.
2. To improve the students' motivation in learning vocabulary in the eighth grade students of MTsN 1 South Tangerang.

F. The significance of the Research

The result of this study is expected to give the advantages not only theoretically but also practically, go to:

1. Teacher.

The result of this research is expected to be useful for English teacher to provide the information of teaching technique in teaching vocabulary and also to be one of some alternative in teaching vocabulary through implementing Word-Matching Games.

2. Student.

The result of this research hopefully can make the process of learning more enjoyable, fun and communicative so that it will increase not only their motivation but also their vocabulary in learning English. The students can try to use word matching to help them master their vocabulary.

3. Researcher.

The result of this research also hopefully can give new information on how to foster the students' vocabulary through Word-Matching Games.



CHAPTER II

THEORETICAL FRAMEWORK

A. Vocabulary

1. Definition of Vocabulary

There are some definitions of vocabulary; related to Jack Richards and Willy Renandya, vocabulary is a basic part of language skills and affords many bases for how well the students' English skills.¹ Then according to Penny Ur, vocabulary is a word taught in a foreign language, where new vocabulary items can be more than one word but only express one idea.² In addition related to Hiebert and Kamil, vocabulary is the knowledge of meanings of words.³ It means that vocabulary is a part of language that provides information or explanation in language terms.

Learning vocabulary is memorizing and it is generally depending on the capacity of the brain. First, the brain realizes the sensor from seeing, listening and visualizing occurrences the different sphere. Then, sensory response centers connect to the higher cortical function to the manipulation and furthermore these are stored to neuron network that connects new words to similar words in patterning and categorization.⁴

Based on those definitions, vocabulary is all the words used in a language to express an idea of whether in spoken or written language. Vocabulary is an important component in learning a foreign language and it provides the key to how well the language ability of a person. It can be argued that vocabulary not only contains a list of words but also contains all of information about using word, and it also contains meaning of word in a language. It is the most important part of language learning to achieve

¹ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching, an Anthology of Current Practice*, (New York: Cambridge University Press, 2002), p. 255.

² Penny Ur, *A Course in Language Teaching: Practice and Theory*, (Cambridge: Cambridge University Press, 17th printing, 2009), p. 60.

³ Elfienda H. Hiebert dan Michael L Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice* (New Jersey: Lawrence Erlbaum Associates Inc, 2005), p. 3.

⁴ Judy Willis, *Teaching the Brain Reading to Read: Strategy for Improving Fluency Vocabulary and Comprehension*, (Alexandria: ASDC, 2008), p. 81.

four skills. A student must have acquired the vocabulary well, and a student's needs to increase their vocabulary mastery too. It is clear that vocabulary is a fundamental language. So, there is no language without vocabulary.

2. Kinds of Vocabulary

Stuart Webb in Al-Qahtani also divides the vocabulary into two types and explains it specifically, those are:

a. Receptive Vocabulary

Receptive vocabulary refers to words that someone can understand and respond to, even if the person cannot produce those words. This is a vocabulary that students recognize when they hear them or read them.

b. Productive Vocabulary

Productive vocabulary is words that students use to express themselves, both speaking and writing. This includes receptive vocabulary plus the ability to speak or write at the right time. Therefore, productive vocabulary is also said to be an active process, because students can express what they think to others.⁵

In addition, Hiebert and Kamil propose word in two forms. First, oral vocabulary is a group of words to know the meanings when we speak or read orally. Second, print vocabulary consists of words which the meaning is known forms as follows:

a. Productive vocabulary

Productive vocabulary is refers to items that students can use correctly in speaking or writing and that is also referred to as active vocabulary. The words are common, well-known and frequent in use.

⁵ Mofareh Alqahtani, The Importance of Vocabulary in Language Learning and How to be Taught, *International Journal of Teaching and Education*, Vol. 3, No. 3, 2015, p. 25.

b. Receptive or recognition vocabulary

Receptive or recognition vocabulary refers to language items that can be understood in the context of reading or listening, and that is also referred to as passive vocabulary. The words are unfamiliar and rare in use. People do not use those words automatically, but they recognize the words even imperfectly when finding it in the context.⁶

From the explanation above, the experts use the term of Receptive and Productive vocabulary. There is similarity in classifying the types of vocabulary by the expert. It can be concluding that there are vocabularies which reader knows it but it does not use, and sometimes not only know it but also use it, and it is usually used in writing and speaking.

3. Aspect of Learning Vocabulary

Then, Hatch and Brown divide the vocabulary into two based on their functional categories, those are: major classes and closed classes.

a. Major Classes/ Content Words

Content words are the words that have more or less independent meaning or information, such as:

- 1) Noun: It mentions a person, place or thing, i.e. Dave, tie, etc.
- 2) Adjective: it mentions the words that give information about a noun or pronoun, i.e. diligent, clever, pretty, clean, soft, etc.
- 3) Verb: it mentions the words that denote action, i.e. jumps, watch, laugh, drink, sit, etc.
- 4) Adverb: it mentions the words that describe or add to the meaning of a verb, adjective, another adverb or a whole sentence, i.e. correctly, politely, carefully, etc.

b. Closed Classes/ Function Words

Closed class categories, also called function words or grammar words, are those to which no new items can be added. Those are function words in English:

⁶ Elfrieda H. Hiebert dan Michael L Kamil, *loc.cit.*

- 1) Pronoun: it mentions nouns that have already been mentioned, i.e. he, we, she, etc.
- 2) Preposition: it mentions the words that help locate items and actions in time and space, i.e. at, on, beside, under, etc.
- 3) Conjunction: it mentions the words that connect sentences, phrases or clause, i.e. and, so, but, etc.
- 4) Determiner: it mentions the words that used before a noun to show which particular example of the noun which is referring to, i.e. the, a, an, my, your, that, this, those, etc.⁷

According to Thornbury, the types of vocabulary fall into one of eight different word classes, those are nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunction, and determiner.⁸ Based on the theories above, the researcher concludes that word classes are divided into two categories, namely content words and function words. Content words are consisting of nouns, adjectives, verbs, and adverbs, and function words are consisting of prepositions, pronouns, conjunctions, and determiners. Where content words provide the most important information while function words are used to combine these words together.

4. The Classification of Vocabulary

Nation classified vocabulary into four categories based on how frequently it occurs in the language (its frequency) and how widely it occurs (its range). The four categories of vocabulary are namely high frequency words, academic words, technical words, and low frequency words. The four categories are explained as follows:

a. High frequency words

High frequency words are words that occur very frequently in all kinds of language uses. Those words are classified from the 2,000

⁷ Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantics and Language Education*, (Cambridge: Cambridge University Press, 1996), p. 218-253.

⁸ Scott Thornbury, *How to Teach Vocabulary*, (England: Person Education Limited, 2002), p.3.

most frequent word families in General Service List. They are used frequently in formal or informal situation, written and spoken text such as newspapers, conversation, novels, and academic texts. They cover 80% of the running words in most written texts and 90% of the running words in spoken texts. Most of lists of high frequency words consist of around 2,000 word families, and they are relatively short. Besides that, 169 words from the list are function words such as conjunction (and, or, but), pronoun (I, you, she, it), number (one, two, three) and so on. The rests out of the function words on the list are content words such as nouns, verbs, adjectives, and adverbs. They are also very common words in which even a very young native speaker of English seems to know them. They are required every day when we use English. These words are very important, thus Nation suggested that these words should be put on the first list of the target words in any kinds of vocabulary development program.

b. Academic words

Academic words are the words that occur very frequently in academic texts but they are not from the list of 1,000 or 2,000 of high frequency words. These words occur quite often in newspaper, very formal conversation, children's books, academic writing, and other kinds of special purpose text. This group of words consist of 570 word families and are arranged in a list called Academic Word List (AWL).

Generally the words of this list make up around 8.5% to 10% of the running words in academic texts. It means that there will be one word in every ten words coming from the AWL. Academic words do not take place very often in other kinds of language uses. It is about only less than 2% of running words or only 2 words in every 100 running words in conversation taken from the AWL. The 570 of academic words are very important for those who are using English for academic study like in universities, vocational institutes, or in schools. Thus, Nation suggested that the university students that use English

for their academic tasks should focus on learning this vocabulary once they have mastered the high frequency words.

c. Technical words

Technical words are found in every kind of academic subject areas such as in Linguistics, Biology, Physics, etc. Instead of those words, there are words that are even more special to each subject area. These words are very familiar in particular areas like the vocabulary in Politics or the ones in Botany. These special words are very special to the subject area that people will recognize what subject area these words come from. These words are called technical words. Mostly, the technical words can only be found in one specialized area. But, some words also occur in other subject areas and may have the same or different meaning. For example, the word by-pass and neck are technical words of medicine, but they are also used in some areas like Biology or Psychology. In one particular area such as in Economic textbooks which is a specialized text, technical vocabulary often appears more than usual compared to another group of specialized texts from other areas. Nation found that in anatomy about 30% of the running words are included in technical words. It means that there is approximately one word in each three is technical. Some of these technical words are available in the 2,000 high frequency words yet they are used as specialized words in a specific area. While a lot of the words seem to have distinct characteristic to a particular subject area, some would come from the Academic Word List. For everyone who is from specialized from a specific area, technical words play a vital role. Not many of statistical studies on technical vocabulary, but probably at least 20% of the running words in high number of technical texts are possibly technical words. We have inadequate idea about the technical vocabularies but the number may vary from 1,000 words to 2,000 words according to the subject area.

d. Low frequency words

Low frequency words are the rest of the words in a language. They consist of a big number of word families, and even the biggest compared to the other vocabulary levels, but they rarely appear in most texts. If we count every single-word items, English may have more than 100,000 word families. Even the native speakers themselves may not know all of them. Normally native English speakers have vocabulary mastery of around 20,000 words, but it actually depends on their education level and how many readings they do in their subject areas or their interests. The low frequency words may occur only 2% of the running text, or, in other words, it is only about 1 word in every 50 running words.⁹

5. Teaching and Learning Vocabulary Strategies

Language teachers can use a variety of ways to teach new words, as Penny Ur explains in the following points:

a. Ideas for presenting certain items

Choose items from the vocabulary that will be taught in foreign language textbooks, then think about how best to present the meaning of this item to students for the first time and write down some ideas.

b. Learn more techniques

Learn a list of various techniques for presenting new vocabulary.

c. Application and comparison

Identify which one or more techniques are used in your own ideas for presentations.¹⁰

Learning Vocabulary to learn vocabulary, Hatch and Brown suggest five important steps based on their research, namely:

⁹ I. S. P. Nation, *Learning Vocabulary in Another Language*, (New York: Cambridge University Press, 2001) p. 11-19

¹⁰ Penny Ur, *Op.cit*, p. 63-64.

- a. Having a source for finding new words; with sources for new words about, watching TV, listening to the radio, conversations with native speakers, textbooks, word lists, dictionaries, etc.
- b. Obtain clear images, whether visual or auditory or both, for the form of new words; make mental pictures (visual, auditory or both) of word forms, connect new words with L1 words or other foreign languages with similar sounds, using phonetic scripts, which relate to English words that have been obtained that sound the same.
- c. Study the meaning of words; ask native speakers for their meanings, guess from context, create mental images of meaning.
- d. Make a strong memory connection between the form and meaning of words; creates a strong relationship between word forms and meanings in memory.
- e. Use words; for example sentences, collocations, various contexts, etc.¹¹

Therefore, people need to make preparations for learning or teaching words, and not underestimate them as a compliment when learning languages. This is a language component that has an important role. As Lynne said, learning words is an ongoing process, but change is what it is continuous. Then language teaching exists to make the learning process go well and focus on its goals. The five steps above in teaching and learning strategies are proof that words of learning are serious things to apply in the language learning process.¹²

B. Motivation

1. Definition of Motivation

Motivation is a cognitive state that drives a decision to act as a result of ongoing intellectual and or physical efforts so that the person can achieve some previously set goals.¹³ Motivation is some kinds of internal drive

¹¹ Evelyn Hatch and Cheryl Brown, *Op.cit*, p. 372-391.

¹² Lynne Cameron, *Teaching Languages to Young Learners*, (New York: Cambridge University Press, 2001), p. 84.

¹³ Jeremy Harmer, *The Practice of English Language Teaching*, (England: Longman,

which pushes someone to do things in order to achieve something. This definition is introduced in some theories, the most widely known are motivation to learn, to work, and to get achievement. That will be analyzed in this research is motivated to learn, it is a kind of internal and external drive which pushed students who are studying about something to improve their attitude, generally is influenced some supporting factors, they are:

- a. Desire to success
- b. There is pushing of study
- c. There are necessities in study
- d. There is expectation in future
- e. Appreciation in the learning process
- f. There are attractive activities in the teaching-learning process
- g. Good learning environment¹⁴

Motivation is one of the important factors that influence English learning achievement. Maintaining a high level of motivation during a period of language learning is one of the best ways to make the whole process more successful. As each student is motivated in different ways, the teacher has to find the right balance of incentives to succeed and disincentives to fail, encouragement, and the right environment to learn.

2. Types of Motivation

There are two types of motivation. They are extrinsic and intrinsic motivation.

a. Extrinsic Motivation

Extrinsic motivation is the motivation to engage in an activity as a means to an end. people who are extrinsically motivated will do the work because they believe that participation will get rewards such as gifts, teacher praise, or avoidance of punishment. It is caused by any

2001),3rd Ed., P. 51.

¹⁴ Hamzah B. Uno, *Teori Motivasi & Pengukurannya (Analisis di Bidang Pendidikan)*, (Jakarta: Penerbit Bumi Aksara, 2008), P.23.

number of outside factors. For example the need to pass an exam, financial reward, good mark, etc.

b. Intrinsic Motivation

Intrinsic motivation is based on motivation involved in activities for their interests. People who are intrinsically motivated will do the work because they find it fun. Participation in carrying out tasks is their reward and does not depend on explicit rewards or other external matters. The physiological need (food, drink, sleep, cloth, shelter, etc), the safety needs (stability, low, safe from fear, etc), love and belongingness needs, self-esteem needs (achievement, competence, recognition, etc), and the most upper level are self-actualization needs.¹⁵

3. Source of Motivation in the Learning Process

Student motivation in learning English can be influenced by the attitudes of a number of people. The important thing to note is what and who is involved because they are able to shape the feelings and the involvement of the students in the learning process.

a. Society Environment

In society, there is an attitude of language learning and learning English in particular. So that views arise about how important English Learning is in society?. This view of language learning will influence students' attitudes toward the language being studied and will have a profound impact on the level of motivation that students bring to class and whether motivation continues or not.

b. Significant Others

From the culture of the world around students, their attitude towards language learning will be greatly influenced by the people closest to them. The attitude of parents, siblings, and student friends

¹⁵ Dale H. Schunk, Paul R. Pintrich, Judith L. Meece, *Motivation in Education (Theory, Research, and Application)*, (New Jersey: Pearson Education Inc, 2008), P.236.

are also very important. If they are enthusiastic students, they can bring these students into enthusiastic students too.

c. The Teacher

The teacher is the main factor in building student motivation. Providing high enthusiasm in English and learning English, in this case, will be a prerequisite for creating a positive classroom atmosphere.

d. The Method

It is very important, both teachers and students must have confidence in the way teaching and learning take place. When one loses this confidence, it can greatly influence motivation, but when both feel comfortable with the method used, success is more likely to occur.¹⁶

4. The Process to Maximize Motivation Result

According to Raymond J. Wlodkowski in his book entitled *Motivation and Teaching: A Practical Guide*, he stated that in the learning process there is always a beginning, middle, and end. There are effective things that can be done to facilitate students' motivation during each phase of the learning process. Each phase in the learning process has high potential which, when done optimally, can affect students' motivation. Each phase in the learning process is related to one another and forms a dynamic whole when the strategies are carried out precisely and in accordance with their specific phases. So that, student learning experiences will increase and catalyze the positive return of students in the learning process.

There are three periods in each learning process where if using an appropriate motivation strategy will have maximum results on students' motivation. Those are:

- Beginning, the motivation is given when students enter the classroom and begin the learning process

¹⁶ Jeremy Harmer, *Op.Cit.*, p.51- 52

- b. During, the motivation is given when students participate in the core of the learning process
- c. Ending, the motivation is given when students are completing the learning process.

From each of these periods, two general motivational factors aim as strategies or ways that can be done to provide maximum results in each phase. Those are:

- a. In the beginning period, general motivational factors that can be used as a strategy in shaping high student learning motivation are forming attitudes and meeting their needs. The attitude that needs to be developed is how students' attitudes towards the general learning environment, the teacher, the subject matter, and themselves. Then, the needs are seen from the basic needs of students during the learning process.
- b. In the during period, general motivational factors that can be used as a strategy in shaping high student learning motivation are stimulating and affect. The stimulation process can influence students through the learning experience. Then, affect is considered is the provision of affective or emotional experiences of students while learning.
- c. In the end period, general motivational factors that can be used as a strategy in shaping high student learning motivation are competence and reinforcement. The value of competence for students is the result of learning behavior. Then, provide reinforcement of the value of reinforcement inherent in the learning experience for students.¹⁷

Each of the six factors above can be understood or evaluated by the teacher to a certain extent to facilitate student motivation, prevent motivational problems, and diagnose potential motivation in the learning process in the classroom.

It is important to note that students' motivation concerning needs and

¹⁷ Raymond J. Wlodkowski, *Motivation and Teaching: A Practical Guide*, (Washington DC: National Education Association, 1978), p. 18-19

attitudes is shaped by past experiences but has a significant impact now when they start the learning process. These needs and attitudes combine to relate to the stimulation and affective processes of the learning experience itself to further influence motivation as it occurs during the learning process. At the end of the learning process, the value of competence and reinforcement obtained interacts with four previous factors to influence students' motivation at the time, and for the future, it can also produce new attitudes and needs. Although the influence of motivation is shown in three separate phases, in reality, it is directly related to students.

C. Games

1. Definition of Games

According to Andrew Wright et al. in their book, *Games for Language Learning*, games are fun and entertaining activities that are also full of challenges where students can interact and play together.¹⁸ In teaching vocabulary, teachers usually provide some material for their students to increase their vocabulary using rehearsal or practice, but if the teacher only uses this monotonous method in learning vocabulary it will make students feel bored.

As Vernon said in the Sahar Ameer Bakhsh journal that games are an effective tool for teaching vocabulary to young students, where children can participate and pay more attention because they enjoy themselves and do better during and after the game. Repetition will not be boring and fun for children who learn new words. Furthermore, young students will be alert and stimulated by involving physical movements in the game. Involving physical movements will guarantee their participation and will not get bored very quickly in the learning process. Learners engage in healthy competition so that they help them learn more without feeling

¹⁸ Andrew Wright, David Betteridge, and Michael Buckby, *Games for Language Learning*, (Cambridge: Cambridge University Press, 2006), p. 1.

compelled.¹⁹

In short, the researcher can conclude that games are a fun activity that involves learners actively in the teaching and learning process because games bring relaxation for the learners; it also brings high motivation for them because games usually require a student to interact with other students.

2. Kinds of Games

Jill Hadfield in his book, *Intermediate Vocabulary Games*, explains the types of games that can be used to teach vocabulary, such as information gap; guessing games; search games; matching games; labeling games; exchanging games; exchanging and collecting games; board and card games; and role-playing games.

a. Information Gap

Students ask their partners to get missing information to complete their assignments together. For example, a student might have a picture and his partner needs to make the same picture by listening to the information explained by the student who has the picture.

b. Guessing Games

Students guess information that is hidden by other students. An example is the 10 Question game, where a student thinks of a famous person, place, or object. Other students can ask 10 Yes / No questions to find clues to guess who or what the person is thinking.

c. Search Games

This game involves the whole class, the player must get all the information available to fill out the questionnaire. For example, students are given box; his job was to fill all the cells in the box with the names of their classmates who matched those cells, for example, someone who had a pointed nose. Students spread throughout the

¹⁹ Sahar Ameer Bakhsh, Using Games as a Tool in Teaching Vocabulary to Young Learners, *English Language Teaching*, Vol. 9, No. 7, 2016, p. 123.

class, asking and answering questions to complete their own boxes.

d. Matching Games

This game involves matching pairs of words, cards or pictures. Everyone must find a work partner with the appropriate card or picture. For example, students place a 20-word card consisting of 10 pairs, in random order. Each student looks for a matching pair of cards or pictures within a certain time until all cards have the right pair.

e. Labeling Games

This is a form of matching; students must match labels and pictures.

f. Exchanging Games

Students have ideas that they want to share with others. The aim of the game is to share information that benefits parties by means of student barter cards, other objects, or ideas.

g. Exchanging and Collecting Games

Players must collect cards to complete a set, where the game can be played as a full class activity.

h. Board and Card games.

The purpose of the game is to collect most cards or get rid of the cards first. Scrabble is one of the most popular board games.

i. Role-Play Games

Role-playing can involve students playing roles that they never did in real life such as police, doctors, or other professions.²⁰

From the explanation above, the researcher can conclude that there are many kinds of games that can be used to teach vocabulary. Word-matching game is one of the matching games. In this game, everyone in the class has one card of the word and one card of its definition, synonym, antonym and or picture. It can be played by groups or one by one.

²⁰ Luu Trong Tuan, Vocabulary Recollection through Games, *Theory and Practice in Language Studies*, Vol. 2, No. 2, February 2012, p. 259 – 260.

3. The Benefits of Games

The benefits of the game are clarified by Andrew Wright et al. in their book, *Games for Language Learning*, there are:

- a. Games can help and increase students' interest in learning
- b. Games can help teachers to create contexts where the language is useful and meaningful.
- c. Games make students want to take part to better understand what other people are saying or writing
- d. Games can provide practice in all skills (reading, writing, listening and speaking).²¹

Then, McCallum in Gülin and Arda's journal clarifies that there are many benefits of games, such as:

- a. Students become more focused on specific structures, grammar patterns, and vocabulary items.
- b. Functioning as reinforcement, review, and enrichment.
- c. Involves the same participation of students both slow and fast.
- d. Can be adjusted to the individual age and language level of students.
- e. Having a healthy competition.
- f. Can be used in any language teaching situation and with all areas of skill (reading, writing, speaking or listening).
- g. Give direct feedback to the teacher.
- h. Student participation is more dominant than the teacher.²²

As the explanation above, games have many advantages both for the teachers and the students. It can make the students increase their motivation and interest in learning the English language; especially vocabulary and can make the teachers become creative in their teaching. The teachers can use an alternative way to teach the English language in a fun way. So, the teaching and learning processes will be more interesting and fun.

²¹ Andrew Wright, David Betteridge, and Michael Buckby, *Op.Cit.*, p. 2.

²² Gülin Yolageldili and Arda Arikan, Effectiveness of Using Games in Teaching Grammar to Young Learners, *Elementary Education Online*, Vol. 10, No. 01, 2011, p. 220-221.

4. Word-Matching Game

Word-matching games are one of many instructional games that are suitable for someone to make or see the relationship between words, definitions, pictures, synonyms, and or antonyms of a word. This method is one of the methods of cooperative learning that makes students more active in the teaching and learning process. This game is an alternative to typical matching exercises and it is a fun way for an initial understanding of words and concepts.²³ The Word Matching Game is one technique that will help teachers easier to teach vocabulary. This will help students get new words easier and improve their vocabulary performance.

Word-matching games can make the teachers easier to teach vocabulary while preparing vocabulary lessons for their class. The rule of this game is to match objects such as words, definitions, pictures, synonyms and or antonyms on the card. In this game students are also given words or images as a distract to deceive who plays this game. The content used is vocabulary in order to improve students' vocabulary quickly because the game is very fun. Students become experts with different vocabulary enrichment tools such as synonyms verbs and special terms in a short amount of time; a teacher can teach them all using a vocabulary matching game. And best of all, students have fun while learning and can motivate students in learning vocabulary.²⁴

Matching game has a lot of genres of the topic. These genres include the likes of matching word, matching picture, matching clothes, but most of matching game which has been used is matching words which are used in reading text in teaching learning process. Usually, the media used for playing the matching games on a piece of paper, cards and a laptop, for more, the matching games are easy to prepare and can be played anytime.

²³ Janet Allen, *Words, words, words: Teaching vocabulary in grades 4–12*, (Portland: Stenhouse Publishers, 2006). 102

²⁴ Muslimin, Sutapa Y., Y. Gatot, The Use of Matching Game to Support Vocabulary Building for Learning Specific Terms in Local Folklore, *Jurnal Pendidikan dan Pembelajaran Untan*, Vol 6, No 10, 2017, p.4.

5. Teaching Vocabulary using Word-Matching Games

Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language. However, it is a must for teachers to be careful in choosing them so that the teaching and learning process of vocabulary is successful with satisfying results. A teacher must be worried that teaching vocabulary to Indonesian students is something new to them and different from the native language of students. The word-matching game is suitable for students in junior high school because this media often begins attending elementary school. Here students will match words from one card to another.

There are some instructions for playing the word matching game in class, as explained by Laily Indah Sari in her thesis entitled "*Improving Students' Vocabulary Mastery Through Make a Match Technique*", she explained how to play make a match technique that is the teacher prepares several cards containing some topics where the first part of the card is a question and the other part of the card is the answer. Then, each student who receives a card thinks of the answer to the cardholder. Then, each student must find a partner who has a matching card to answer until the time limit given. After one more card is shuffled, each student gets cards that are different from before and repeatedly until learning is complete. In the end, they conclude together.²⁵

In this case, the researcher uses the same game instructions but with a few modifications in it, the following is the procedure for playing the word matching game:

- a. The teachers prepare several cards, wherein one card there are two parts separated by lines into the top-down or right-left side.
- b. One side contains the word card and the other side of the equation or the opposite word, definition, or picture.
- c. Students are divided into groups.

²⁵ Laily, "Improving Students' Vocabulary Mastery Through Make a Match Technique", *Undergraduate Thesis* in IAIN Salatiga, Salatiga, 2016, p. 30-31, not published.

- d. Each group matches the answers of the cards held, from start to finish.
- e. Each group matches the card to find a definition or picture of the corresponding word.
- f. Each group must match cards before time runs out.
- g. This activity is carried out until finding the fastest group that successfully matches the words correctly.
- h. In the end, students repeat the vocabulary they have matched together.

In this game procedure, the researcher adapted from Laily Indah Sari by doing a little improvisation and adding instructions to the game. As explained by Laily, he did the game by dividing students into pairs, whereas in word matching games the researchers divided the students into groups. Then, in word matching games the researchers add time in the game in order to makes students more active, work cooperatively, and create health competition between one group to another.

D. Previous Studies

The previous research entitled Using Games in Improving Students' Vocabulary (A Classroom Action Research at Seventh Grade of Yayasan Miftahul Janah (YMJ) Junior High School Ciputat) conducted by Miftahul Jannah is aimed to improve students' vocabulary in the easiest way through games.²⁶ The study was held for three months; from August to October 2010. The author of this research used classroom action research as the method of the research, she applied the games into the classroom and to support her data she used an observational sheet, pre-test and post-test and also an interview. The research consisted of two cycles which consisted of four phases; planning, action, observation, and reflection. The result of the research shows that using games can improve the vocabulary of seventh-grade students at Yayasan Miftahul Jannah Junior High School Ciputat.

²⁶ Miftahul Jannah, Using Games in Improving Students' Vocabulary (A Classroom Action Research at Seventh Grade of Yayasan Miftahul Janah (YMJ) Junior High School Ciputat), (Jakarta: UIN Syarif Hidayatullah,2011)

Second, research titled The Effect of Word Association Game toward Students' Vocabulary at SMP N 7 Muaro Jambi had been done by Devi Yulianti in 2015.²⁷ The aim of the research is to find out the significant effect of using word association game that can improve the students' vocabulary. The research was conducted at SMP N 7 Muaro Jambi and the research participants were taken from eighth-grade students of the school. The author of the research used quantitative research and quasi-experimental design as the method of the research in which two classes were used to have the data: experimental group and controlled group. In the research, there were three steps for collecting the data; giving the pre-test, giving treatment and giving post-test. The researcher used t-test in the data analysis; the result of t-test (2.842) is greater than the t-table (2.000). The result of the research shows that the students look motivated and talkative during the lesson because they have new innovation when they learn English by using the word association game.

Third, research titled Improving Students' Vocabulary Mastery through Make a Match Technique at SMK Perintis Ungaran had been done by Laily Nurindah Sari in 2016.²⁸ The goals of this research are to find out whether the make a match technique can improve students' vocabulary mastery at the first-grade students of SMK Perintis Ungaran in the academic year 2015/2016 and to find out the extent of the use of make a match technique improving students' vocabulary mastery. The material given to the students was vocabulary in the context of asking giving directions and preferences. The sample for this research is accounting class of first-grade students of SMK Perintis Ungaran which had students in this class. The research method that is used in this research is classroom action research. The researcher uses two cycles; each cycle consists of identifying the problem, planning, action, observation, and reflection. The result of her research shows that is an

²⁷ Devi Yulianti, The Effect of Word Association Game toward Students' Vocabulary at SMP N 7 Muaro Jambi, (Jambi: Jambi University, 2015)

²⁸ Laily Nurindah Sari, Improving Students' Vocabulary Mastery through Make a Match Technique at SMK Perintis Ungaran, (Salatiga: IAIN Salatiga, 2016)

improvement of the students' vocabulary mastery using make a match technique. It can be seen from t-test calculating in cycle I is 5 and cycle II is 6.05; t-table with $n = 17$ is 2.1. This indicates that by applying make a match technique, the students' vocabulary mastery can be improved significantly.

There were some differences from previous studies with the research conducted by the researcher. The two previous studies used CAR as the design of the research, while the researcher used a Quasi-Experimental design in her research. Furthermore, there were two dependent variables, namely looking for students' vocabulary mastery and students' motivation in learning vocabulary used by the researcher, whereas in previous studies there was only one dependent variable, namely students' vocabulary.

E. Thinking Framework

English teachers sometimes find some difficulties in choosing interesting teaching techniques to attract students' interests. Students easily forget vocabulary because they only memorize it without understanding the context or meaning. Researchers assume that it is important to provide teaching techniques that can motivate students and make them more actively involved in the teaching and learning process. So, researchers use Word Matching Games to attract students because they can directly involve the teaching and learning process and not just listen and watch what the teacher explains in front of the class.

Classroom conditions will be dynamic and the game will increase students' interest and motivation to learn English, especially vocabulary because they learn English in a fun way through something that does not bore them. In addition, word matching games are easy to play and arrange; This game does not require a lot of preparation and equipment, but this game will make students compete with each other in a team to win the game because students must think and respond quickly to answers to win the game. Then, the researcher concludes that word matching games can help and motivate students in learning vocabulary.

F. Research Hypothesis

From the theories and thinking framework above, the researcher forms the hypothesis as follow: *There is a significant effectiveness of using word-matching games on students' vocabulary and students' motivation in learning vocabulary.*



CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

The research was conducted at MTsN 1 South Tangerang which is located on Jl. Padjajaran No.48, Pamulang South Tangerang. The data collection conducted from 20 September to 9 October 2019 in academic year 2019/2020.

B. Method and Design of the Research

A quantitative method was used in this research with a quasi-experimental taken as the design of the research. In quantitative research, it is often related to the calculation and analysis of the numerical data. Creswell said that quasi-experiment is used to establish possible cause and effect between dependent variable and independent variables.¹ Moreover, Fraenkel, Wallen and Hyun also stated that experimental research is the best way to establish cause and effect relationships among variables.² In this research, the independent variable (X) is using word-matching game. Then, the dependent variables are students' vocabulary mastery (Y_1) and students' motivation (Y_2).

Based on the quasi-experimental design, the research was conducted in two classes. One class served as the experimental class and the other class served as the controlled class by implementing purposive sampling. The procedure of this research was begun by giving students pre-questionnaire and pre-test and after that was ended by post-questionnaire and post-test. The experimental class is the chosen class to get the treatment after the pre-test, while the controlled class is the class that was not given any treatment after doing the pre-test. After several meetings, a post-test has been given in order to know the effectiveness of using word-matching games on students' vocabulary.

¹J. W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, (New Jersey: Pearson Education Inc., 2012) 4th Edition, p.13.

² Fraenkel, J. R., Wallen, N. E., & Hyun, H.H, *How to Design and Evaluate Research in Education* (8th ed.), (New York: McGraw-Hill, 2012), p. 265.

C. Population and Sample

The population of this research was the student in the eighth grade of MTsN 1 South Tangerang. According to Sugiyono, the sample is a part of the total and characteristic that is possessed by the population.³ Sampling is the process of selecting a number of individuals for a research in such a way that the individuals represent the larger group from which they are selected.

This research used purposive sampling. Purposive sampling is the process of selecting samples using experience and knowledge representing a particular population into a sample.⁴ Purposive sampling was a technique to make a sample based on consideration. The researcher took this technique because there were some considerations and had a clear target of the research. Based on the interview of the English teacher that there are eleven classes in eighth grade, two of those classes (VIII-5 and VIII-6) had same classifications where the students in those classes were at the same low level of ability compared with other classes and also about the same of the processing syllabus at the time, meanwhile the other classes have already passed the material.

In this research, Class VIII-5 and VIII-6 of eighth-grade students of MTsN 1 South Tangerang was chosen as the sample. The VIII-5 class as the controlled class that got the conventional way in their vocabulary learning activities, and the VIII-6 class as the experimental class that received word matching games in vocabulary learning activities. Both classes had 30 students in each class.

D. Instrument of the Research

In this research, the researcher used a test and questionnaire as the instrument. Before the researcher held a pre-test, post-test, and questionnaire, she had done the validity and reliability of a test by using ANATES, then the validity and reliability of questionnaire by using IBM SPSS statistic v.24.

³ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kualitatif, Kuantitatif, dan R&D*, (Bandung: Alfabeta, 2010), p. 215.

⁴ L. R. Gay, *Educational Research: Competencies for Analysis and Application*, (New Jersey: Pearson Education, 2009), p.141.

1. Test

The researcher used pre-test and post-test to know the different achievement between experimental class and controlled class before and after the treatment. Each of pre-test and post-test consisted of 50 multiple-choice questions. As a result, the researcher took 30 question items test with good validity for the eighth-grade students of MTsN 1 South Tangerang. The specification of the pre-test and post-test will be shown in appendix 1 and 2. ANATES program is used in this research to measure the validity and reliability of the instruments.

a. Validity

Validity is a test used to develop and evaluate measurement instruments. Validity is also defined as a tool to measure the extent to which an instrument measures what is claimed to be measured. The focus of the view of validity is not only on the instrument but also on the interpretation and meaning of scores derived from the instrument.⁵ Simply, it can be said that a test will be valid, if it measures accurately what is intended to measure. Therefore, related to the research, the test is aim to measure the students' vocabulary mastery. The validity of each item (r_{count}) is compared with r_{table} . In this case, r_{table} is 0.3610. If $r_{count} > r_{table}$ the test items are valid, with the significance level 0.05. The result of the validity test is showed at appendix 3 and 4.

Table 3.1 Validity Items of Pretest and Posttest

	Pretest	Post-test
Total Item Tested	50	50
Total Subject	30	30
Total Significance Item	25	27

⁵Donald Ary At All, *Introduction to Research in Education, 8th Edition*, (Canada: Wadsworth Cangage Learning, 2010), p. 225.

b. Reliability

Consistency of an instrument was related to Reliability. A test has to be reliable if it is used in the same situation on repeated occasions and the result of measurements obtained relatively consistent. Creswell said that reliability is the stability and consistency of students' scores when administered the instrument many times at different times.⁶ The researcher concludes that reliability helps the researcher to know the instrument research was suitable to use in pre-test and post-test or not.

Table 3.2 Reliability Criteria

The Correlation Value	Classification
0.81 – 1.00	Very high
0.61 – 0.80	High
0.41 – 0.60	Enough
0.21 – 0.40	Low
0.00 – 0.21	Very low

The reliability value achieved from the pretest is 0.64 and from the post-test is 0.74. According to the reliability criteria in table 3.2, the value of both pretest and post-test is high.

2. Questionnaire

The researcher used a questionnaire to get the data about students' motivation of MTsN 1 South Tangerang in the eighth grade. This questionnaire was made by adapting a questionnaire prepared by Indriani Anggari in her thesis entitled *The Impact of Using Videos on Students' Writing Competence and Their Motivation in Writing Analytical Exposition Text*. The researcher made 42 questions, which the 35 of them are valid items and 7 are invalid items. Thus, this questionnaire consists of 35 valid items which are divided into 21 positive statements and 14

⁶ J. W. Creswell, *op.cit*, p.159.

negative statements. There are two aspects that are measured on this questionnaire, Intrinsic Motivation, and Extrinsic Motivation. Each aspect has some indicators and these will be detailed in the appendix 5.

In this questionnaire, the researcher used Likert scale to measure the respondent attitudes and opinions which is divided into five options those are Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree. These are alternative options of Likert scoring scale:

Table 3.3 Likert Scoring Options⁷

Alternative Options	Score	
	Positive	Negative
Strongly Agree	5	1
Agree	4	2
Neutral	3	3
Disagree	2	4
Strongly Disagree	1	5

Before the researcher distributed the instrument to the respondents, the researcher analyzed two aspects from the questionnaire. Those aspects were the validity and reliability of the questionnaire instrument. This analysis is carried out to determine whether the instrument is feasible or not to be distributed.

a. Validity

Decision making that an item is valid or not, is determined by the comparison between the calculated price and the rtable price, where for the rtable price a significance level of 5% is obtained at the free degree (db) = n-2. Based on the price rtable for a significant level of 5% and db = 40 the results obtained rtable = 3.044. Thus, decision making is formulated as follows.

- (1) if r count > r table then the item is valid
- (2) if r count < r table, the item is invalid.

⁷ Sugiyono, *Op. Cit.*, p. 94

Based on the results of the calculation of item validity, it was found 7 question items did not meet the requirements because of $r_{count} < r_{table}$. The seven items are numbers 28, 29, 30, 33, 37, 38 and 41. Items that are declared valid so that they are used as research instruments are 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 31, 32, 34, 35, 36, 39 and 40. A summary of the test results can be seen in the appendix.

b. Reliability

Based on the *alpha Cronbach* formula, the calculation of the reliability of student motivation instruments, which includes 42 including 7 invalid items, is obtained by the price of $r = 0.855$. While the second calculation contains only valid items, which are 35 items, the reliability price is $r = 0.919$. It appears that the more valid the instrument, the higher the reliability price.

Table 3.4 Reliability of the Instrument

Reliability Statistics	
Cronbach's Alpha	N of Items
,855	42

E. Data Collecting Technique

In this research, there were two types of instruments; test and questionnaire. Therefore, the researcher divided the data collection techniques into two parts, namely test and questionnaire. The specification of the pre-test and post-test will be shown in appendix 6 and 7. Further explanation is detailed as follows:

1. Test

In this research, the used pre-test and post-test for experimental class and controlled class to collect the data.

a. Pre-test

On 23th September 2019, the pre-test was given to the students before the researcher applying the treatment in the classroom. Pre-test used to measure students' ability in vocabulary mastery. In the pre-test, the students were asked to answer the questions of multiple choices that consisted of 30 questions.

b. Treatment

After conducting a Pre-test on 25th September until 7th October 2019, The researcher applied word-matching games to experimental class based on the recent syllabus in four meetings, while the controlled class got the conventional technique in four meetings. The researcher presented the instruction how to play word matching game. The researcher directed the students match the cards from the start until the end. From that, students tried to memorize and found the right match between words and pictures, words and definitions.

c. Post-test

The researcher gave the students a post-test at the end of the meeting on 9th October 2019. Post test used to examine the effectiveness of using word-matching games on students' vocabulary. So, the total of the meeting is about six meetings. The scores of experimental class and controlled class in pre-test and post-test were compared. Afterward, the scores were used as numerical data to measure students' vocabulary mastery.

2. Questionnaire

The questionnaire was distributed twice. First distribution on the first meeting after the students finished their pretest on 23th September 2019. Second distribution on the last meeting after the students finished their post-test, that was on 9th October 2019. A questionnaire is a form that contains a set of questions, pre- and post-action questionnaire was conducted to know students' responses before and after using Word

Matching Games. The researcher applied 35 questions before and after using word matching games to get the data about students' liking for learning English especially in learning vocabulary, the teacher's technique that usually used by the teacher to teach English vocabulary, and students' responses toward learning English vocabulary through Word Matching games. Then, the distribution of this questionnaire was conducted before and after they did the tests. It was only distributed to the students in the experimental class because that class had been taught by using Word Matching Games. The students had to give a checklist in each column of a statement by adjusting their condition.

F. Data Analyzing Technique

In this research, there are two data used, namely students' vocabulary mastery data and students' motivation data in learning vocabulary. Based on the data, the researcher divides the analysis into two types of statistics, namely parametric and non-parametric statistics. According to Sugiyono who stated that this statistical analysis was used based on the analyzed data. He added that parametric statistics were used to test population parameters using data obtained from the sample. Whereas non-parametric is used to test the distribution.⁸ Parametric statistic required more assumptions such as data must be normally distributed and data must be homogeneous. Therefore, in this research, the parametric statistic was used to analyze student vocabulary data. This was analyzed using the t-test. Meanwhile, a non-parametric statistic was used to analyze data about students' motivation. It will be analyzed using the Wilcoxon Signed Ranking Test. Researchers calculated the tests using SPSS version 24.

This research used two kinds of the test; pretest and posttest. They were an achievement test used for measuring students' vocabulary. Each of the tests had different purposes or tests was intended to get information about students' understanding of their vocabulary after the treatment. Before analyzing the

⁸ Sugiyono, *Ibid.*, p.149-150.

data with a t-test, the researcher measured instrument validity, reliability, normality, and homogeneity of the data. It was aimed to see whether the instrument valid or not, the data were normally distributed and homogenous or not. Validity and reliability were done by using ANATES, so that normality and homogeneity test were done by using IBM SPSS statistic v.24.

1. Normality

Normality was used for estimating parametric or non-parametric tests used to analyze the data. Normality was a test to know whether the distribution of data normal or not. Therefore, this research used SPSS program to measure the normality of the data. The score of the normality test must be above 0.05, in order to have normal data.

2. Homogeneity

The homogeneity test aimed to test the equality (homogeneity) of some samples. The homogeneity of the whole test estimated using SPSS program. The score of this test should be above 0.05 in order to have the homogenous data.

3. T-test

T-test used to find the significance of pre-test and post-test results and also to test the significance of the mean gained score of the experimental and controlled class. In this research, the researcher also uses SPSS 24 to compare the scores of experimental class and controlled class. Moreover, the test will be used to prove whether the word matching games is effective to improve students' vocabulary.

G. Effect Size Formulation

An effect size is a way to measure the difference between experimental and controlled classes.⁹ The effect size formulation is given by Mujis in Cohen as follows:¹⁰

$$d = \frac{\text{mean of experimental group} - \text{mean of control group}}{\text{pooled standard deviation}}$$

⁹ J. W. Creswell, *Op.cit*, p.188.

¹⁰ *Ibid.*, p.195

$$\sigma_{poopled} = \frac{Std. Deviation 1 + Std. Deviation 2}{2}$$

After obtaining the result of the formulation, the result will be interpreted based on the following criteria:

- 0 - 0.20 weak effect
- 0.21 - 0.50 modest effect
- 0.51 - 1.00 moderate effect
- > 1.00 strong effect

H. Statistical Hypothesis

This research is to answer such a question “is there any significant difference between the students’ vocabulary achievement through using word-matching games and without using word-matching games?” To obtain the answer, the researcher formed null hypotheses and an alternative hypothesis:

1. Null hypothesis (H_0): There is no significant effectiveness of using word-matching games on students’ vocabulary.
2. Alternative hypothesis (H_a): There is a significant effectiveness of using word-matching games on students’ vocabulary.

If p -value (2-tailed) > 0.05 . It means that H_a is rejected and H_0 is accepted.

If p -value (2-tailed) < 0.05 . It means that H_a is accepted and H_0 is rejected.

In testing students’ motivation in learning vocabulary, the researcher used Wilcoxon Matched-Pair Signed Rank Test. These are the hypothesis for the students’ motivation in writing analytical exposition text:

1. Null Hypothesis (H_0): there is no significant difference on students’ motivation in learning vocabulary before and after taught by using word matching games.
2. Alternative Hypothesis (H_a): there is significant difference on students’ motivation in learning vocabulary before and after taught by using word matching games.

If p -value (2-tailed) > 0.05 . It means that H_a is rejected and H_0 is accepted.

If p -value (2-tailed) < 0.05 . It means that H_a is accepted and H_0 is rejected.

CHAPTER IV

THE RESEARCH FINDING

A. Description of the Data

In this section, the researcher presents students' achievement taught by word-matching games and taught by students' book. The data shown in this part were collected from students' scores in pre-test and post-test of experimental class and controlled class. The collected data were described in the form of a table. It included the table of the pre-test, post-test scores both experimental and controlled groups.

1. The Data of Experimental Class

The description of pre-test and post-test scores of experimental class are presented in table 4.1. The table consists of four columns; the first column shows the students' identification number. Each class contains 30 students, the total number of students is 60 students. The second column shows the pre-test scores of students in the experimental class. The third column shows the post-test scores of students in the experimental class. The last column shows the gained scores of students in the experimental class.

Table 4.1 The students' score of the experimental class (VIII-6)

Students	Experimental Class		Gained
	Pre-Test Score	Post-Test Score	
S-1	78	82	4
S-2	70	78	8
S-3	80	82	2
S-4	70	84	14
S-5	76	82	6
S-6	66	74	8
S-7	72	80	8
S-8	56	70	14
S-9	72	78	6
S-10	74	76	2
S-11	68	74	6
S-12	76	84	8
S-13	78	90	12

S-14	80	84	4
S-15	78	78	0
S-16	82	84	2
S-17	76	80	4
S-18	72	82	10
S-19	84	86	2
S-20	62	68	6
S-21	62	70	8
S-22	80	94	14
S-23	78	80	2
S-24	84	86	2
S-25	84	88	4
S-26	84	84	0
S-27	74	78	4
S-28	74	80	6
S-29	74	78	4
S-30	68	78	10
Σ	2232	2412	180
Mean	74.4	80.4	6
Min	56	68	0
Max	84	94	14
Median	75	80	6

The table above shows the pre-test and post-test score of the experimental class. The test was given at the first meeting before the treatment took place. Based on the table, it is known that the lowest score of the pre-test in experimental class is 56 and the lowest score of the post-test is 68. The mean score of pre-test in the experimental class is 74.4 and the mean score of post-test is 80.4. The median score of pre-test in the experimental class is 75 and in the post-test is 80. Seeing the calculation on the table above, it can be concluded that the mean of post-test scores is higher than in the pre-test score in experimental class.

2. The Data of Controlled Class

The comparison of the students' scores between pre-test and post-test in experimental class are presented in Table 4.2.

Table 4.2 The students' score of controlled class (VIII-5)

Students	Controlled Class		Gained
	Pre-Test Score	Post-Test Score	
S-1	78	76	-2
S-2	70	74	4
S-3	88	82	-6
S-4	76	70	-6
S-5	78	78	0
S-6	74	72	-2
S-7	82	78	-4
S-8	74	70	-4
S-9	80	82	2
S-10	76	74	-2
S-11	68	82	14
S-12	86	84	-2
S-13	78	78	0
S-14	80	78	-2
S-15	76	74	-2
S-16	82	84	2
S-17	66	80	14
S-18	76	80	4
S-19	72	88	16
S-20	82	80	-2
S-21	76	76	0
S-22	80	82	2
S-23	68	70	2
S-24	76	74	-2
S-25	78	78	0
S-26	72	72	0
S-27	80	76	-4
S-28	78	70	-8
S-29	84	80	-4
S-30	76	74	-2
Σ	2310	2316	6
Mean	77	77.2	0.2
Min	66	70	-8
Max	88	88	16
Median	77	78	-2

The table showed students' scores among pre-test and post-test in controlled class. Based on the table, it can be known that there is an increasing score from pre-test to post-test. The lowest gained score was -8 and the highest gained score was 16, and the mean of the gained score was 0.2. The total score of pre-test in the controlled class is 2310 and the total score of post-test in the controlled class is 2316. From the table of the pre-test we can see the controlled class has a higher total score than the experimental class, but in the post-test experimental class has a higher total score than the controlled class. It can also be seen that the median of the experimental class is 80 and the median of the controlled class is 78.

3. Overview of the Data Results

As the data results had been described in descriptive statistics. It is then compared to get an overview of the scores between the classes before and after the treatment and to see the progress achieved in each class. It can be seen as provided in the following figure:

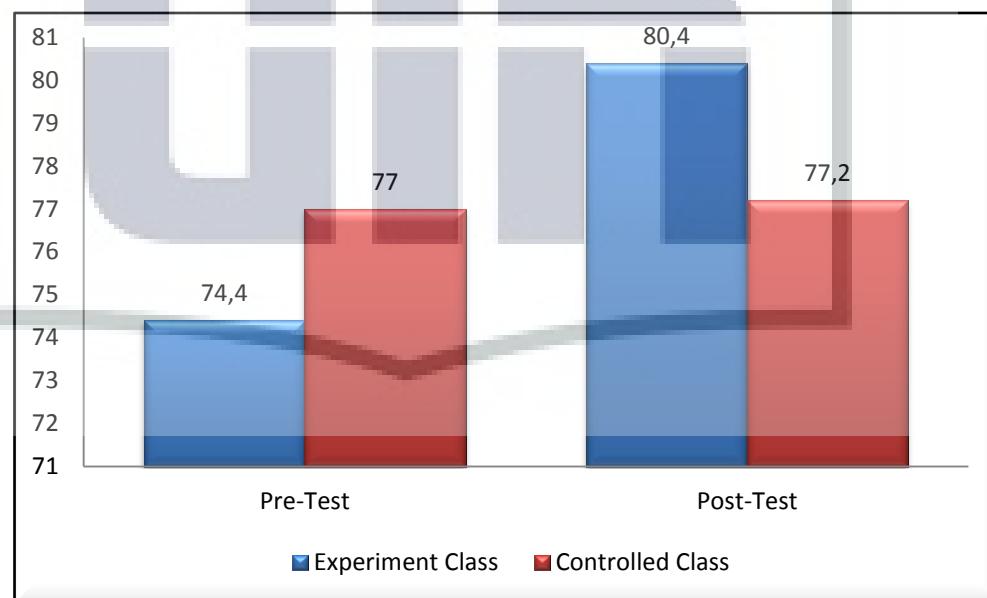


Figure 4.1 Overview of both classes scores comparison

In figure 4.1, it defines that the pre-test mean scores of the experimental class are 74.4 and the controlled class is 77 in which the

vocabulary mastery of the controlled class is a bit higher than the experimental class. Meanwhile, the figure also shows the chart of the post-test mean scores. Although both of the classes showed improvement in the post-test result, the mean represents the students from the experimental class gain higher scores in post-test compared to the controlled class.

4. The Data of the Questionnaire

In this section, the researcher presents the results of the questionnaire data. The questionnaire is only given to the experimental class after the pre-test and post-test were done. The distribution of questionnaires in this researcher was divided into two parts, namely pre-questionnaire and post-questionnaire. This questionnaire was given to measure students' motivation in learning vocabulary before and after taught by using word matching games. The results of the questionnaire and its description are explained in more detail below.

Table 4.3 The students' score of motivation questionnaire

Students	Pre-questionnaire	Post-questionnaire	Gained
S-1	136	143	7
S-2	118	144	26
S-3	105	146	41
S-4	123	129	6
S-5	125	140	15
S-6	115	141	26
S-7	99	145	46
S-8	124	128	4
S-9	133	152	19
S-10	122	153	31
S-11	137	145	8
S-12	126	139	13
S-13	131	134	3
S-14	134	145	11
S-15	138	143	5
S-16	133	141	8
S-17	125	135	10
S-18	127	148	21

S-19	123	129	6
S-20	131	138	7
S-21	132	162	30
S-22	104	152	48
S-23	137	146	9
S-24	113	128	15
S-25	129	163	34
S-26	126	146	20
S-27	131	154	23
S-28	141	154	13
S-29	99	138	39
S-30	130	148	18
Σ	3747	4309	562
Mean	124.9	143.63333333	18.73333
Min	99	128	4
Max	141	163	48

Table 4.4 General score intervals

Classification	The Motivation Value	Precentages
Low	35-70	0%
Modest	71-105	0%
Moderate	106-140	33%
High	141-175	67%

Based on the results of the pre-questionnaire and post-questionnaire in Table 4.3, it shows that the pre-questionnaire results obtained a total score of 3747 with an average value of 124.9. Then, the minimum score in the pre-questionnaire is 99 and the maximum score is 141. Furthermore, the total score of the post-questionnaire is 4309 with an average value of 143.6333333. The minimum score obtained from the post-questionnaire results was 128, while the maximum score was 163. The highest score of all questionnaires was 175. Although none of them reached the highest score, both showed an increase in student questionnaire scores. Increased pre-questionnaire and post-questionnaire scores where the minimum score

obtained was 4 and the maximum score obtained was 48 with an increase in the average score of 18.73333.

Then in Table 4.4, it can be seen that the percentage of post-questionnaire scores of students is in the high-level category of 67% or around 20 students have increased motivation to learn using word matching games. This can be proven from the increase in the value of S-22 student motivation with an increased score of 48. Then there is also an increase in the value from pre-test to post-test from 80 to 94 with an increased score of 14. Therefore, it was found that there was an increase in motivation students in learning vocabulary before and after being taught using word matching games.

B. Data Analysis

1. Parametric Statistic

After getting the score of students' achievement, then the researcher analyzed the scores of both pre-test and post-test from experimental and controlled classes by using the t-test. Before calculating the t-test value, the researcher finds out the normality and homogeneity value of the data. The normality test was needed to know whether the data has been normally distributed or not. Then, after getting the normality result, the next step was calculating the data homogeneity. It aimed was to know that the data are homogeneous or not.

a. Test of Normality

A normality test was used to check how normal the distribution of the score. The normality test was tested by using the Kolmogorov-Smirnov method in IBM SPSS Statistics Version 24 to measure the normality of both test, pre-test, and post-test. The results of the test of normality and its description are explained in more detail below:

Table 4.5 The Result of Normality Test of Pre-test and Post-test

		Tests of Normality						
		Kolmogorov-Smirnov ^a			Shapiro-Wilk			
GROUP		Statistic	df	Sig.	Statistic	df	Sig.	
PRETEST	EXPERIMENTAL	,111	30	,200*	,948	30	,146	
	CONTROL	,157	30	,058	,974	30	,654	
POSTTEST	EXPERIMENTAL	,140	30	,139	,974	30	,668	
	CONTROL	,117	30	,200*	,959	30	,295	

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Table 4.5 above presented the normality significance of the pre-test in the controlled class is 0.058 while in the experimental class it is 0.200. As both of significance number from the data are above $\alpha=0.05$ we can conclude that the data of pre-test from both classes are distributed normally.

From the same table, we can see that the data of the post-test from both classes are also distributed normally as the normality significance of the pre-test in controlled class shows 0.200 and in the experimental class shows 0.139 which are above $\alpha=0.05$.

b. Test of Homogeneity

Based on the calculation of normality, the researcher got the result that all data in the pre-test and post-test of both experimental class and controlled class have been normality distributed. The next step of the calculation was finding homogeneity of the data. The purpose of this calculation was to know whether the data in both classes homogenous or heterogeneous. The researcher also used IBM SPSS Statistics Version 24 to calculate the homogeneity of the data. The result of the homogeneity test from pre-test is presented below:

Table 4.6 The Result of Homogeneity Test of Pre-test and Post-test

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
PRETEST	2,411	1	58	,126
POSTTEST	,383	1	58	,538

The homogeneity test results in Table 4.6 show that the significant result of the pre-test of the experimental class and controlled class is 0.126, and the significant result of the post-test of both experimental class and controlled class is 0.538. With the criteria that homogenous data should have significantly more than 0.05, it can be concluded that the pre-test and post-test of this research are homogenous. This is shown by the data that the significant score of the pre-test of both experimental class and controlled class is higher than 0.05 ($0.126 > 0.05$), and the significance of the post-test of both experimental class and controlled class is ($0.538 > 0.05$).

c. The Hypothesis Test

In this section, the researcher conducted a hypothesis test by using the t-test to find out the effectiveness of word matching games on students' vocabulary mastery at MTsN 1 South Tangerang. The hypothesis test was done after the data tested by using homogeneity and normality tests. Wherein the results of the data are homogeneous and distributed normally. The significance value (α) of this test is 5% or 0.05 by calculating the mean of the post-test score and the mean of the gained score in the experimental and controlled classes. The results of the hypothesis test are detailed in the following tables.

Table 4.7 The result of post-test

Group Statistics					
	GROUP	N	Mean	Std. Deviation	Std. Error Mean
POSTTEST	EXPERIMENTAL	30	80,40	5,811	1,061
	CONTROL	30	77,20	4,745	,866

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
POSTTEST	Equal variances assumed	,383	,538	2,336	58	,023	3,200	1,370	,458	5,942
	Equal variances not assumed			2,336	55,769	,023	3,200	1,370	,456	5,944

Based on the table above, it is known that the mean of the post-test score in the experimental class is 80.40 while the mean of the post-test score in the controlled class is 77.20. Therefore, the mean of the post-test score in the experimental class is higher than the average post-test in the controlled class.

Furthermore, based on the independent sample test table above, it appears that the significance value (2-tailed) is 0.023 and the t value is 2.336. Then, the researchers compared t value in the independent sample test table with t table to test the effectiveness of word matching games on students' vocabulary mastery. T tables with a significance level of 5% or 0.05 can be found by using the degrees of freedom (df) contained in this research. Wherein the degree of freedom (df) in this research was 58 and the result of the t table was 0.2542, then compared with the t value.

Based on these data, the comparison of the t value with the t table value is $2.336 > 0.2542$, and it is known that the significance value (2-tailed) is lower than the significance of 5% or 0.05 which is $0.023 < 0.05$. Therefore, it can be concluded that the alternative hypothesis

(Ha) is accepted and the null hypothesis (H_0) is rejected. The statement states that there is a significant effect of word matching games on students' vocabulary mastery. Furthermore, the researcher also calculated the mean of the gained scores from both classes in analyzing the t-test. The calculation results are explained in the following table.

Table 4.8 The result of gained score

Group Statistics						
	GROUP	N	Mean	Std. Deviation	Std. Error Mean	
POST_MIN_PRE	EXPERIMENTAL	30	6,00	4,034	,737	
	CONTROL	30	,20	5,665	1,034	

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
POST_MIN_PRE	Equal variances assumed	,625	,433	4,568	58	,000	5,800	1,270	3,258 8,342
	Equal variances not assumed			4,568	52,395	,000	5,800	1,270	3,252 8,348

Based on Table 4.8, it is known that the mean of the gained score in the experimental class is 6.00 with a standard deviation of 4.034. Then, the mean of the gained score in the controlled class is 0.20 with a standard deviation of 5.665. In the independent sample test table above, it is known that the t value with degrees of freedom (df) = 58 is 4.568 and the significance value (2-tailed) is 0.000. Furthermore, the researcher compared the t value in the independent sample test table with the t table to test the effectiveness of word matching games on students' vocabulary mastery.

The results of the comparison of the t value with the t table are $5.665 > 0.2542$ where the t value is higher than the t table, and the comparison of the significance value (2-tailed) with a significance of

5% or 0.05 is $0.000 < 0.05$. Therefore, it can be concluded that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected and it means that there is a significant effect of word matching games on students' vocabulary mastery.

d. The Effect Size

In the final, the researcher analyzed the effect size of the t-test result in order to find out the level of significance on the effect (weak or strong). To get the effect size, the calculation refers to Cohen's d effect size calculation. In this calculation, the means and the standard deviation of the post-test of experimental and controlled classes are required which have been obtained earlier in the t-test result from the Group Statistic table. The effect size result is recapitulated in the following table.

Table 4.9 The effect size result

Statistic of Post-test	Experimental Class	Controlled Class
Mean	80.40	77.20
Std. Deviation	5.811	4.745
Effect Size	0.606	

The *Cohen's d* Formula

$$d = \frac{\text{mean of experimental group} - \text{mean of control group}}{\text{pooled standard deviation}}$$

$$\sigma_{\text{pooped}} = \frac{\text{Std. Deviation 1} + \text{Std. Deviation 2}}{2}$$

The calculation of the effect size using Cohen's d formula is calculated manually as follows:

$$\sigma_{\text{pooped}} = \frac{5.811 + 4.745}{2} = 5.278$$

$$d = \frac{80.40 - 77.20}{5.278} = 0.606$$

Table 4.9, it shows that the effect size of the level of significance effect is 0.606. it indicates that there is a moderate effect of word matching games on students' vocabulary mastery performed in this research.

2. Non-Parametric Statistic

Table 4.10 The result of students' motivation

		Ranks		
		N	Mean Rank	Sum of Ranks
Post – Pre	Negative Ranks	0 ^a	,00	,00
	Positive Ranks	30 ^b	15,50	465,00
	Ties	0 ^c		
	Total	30		

a. Post < Pre b. Post > Pre c. Post = Pre

Based on the data from Table 4.10 it is known that there are three types of ranks, namely negative ranks, positive ranks, and ties. Negative rank means there is no decrease in the pre-questionnaire or post-questionnaire score. Negative rank in the data is 0, both in the score of N, mean rank, and the sum of rank. It shows that there is no difference between the pre-questionnaire and post-questionnaire scores. Furthermore, a positive rank means an increase in the rating from pre-questionnaire to post-questionnaire scores. There are 30 positive data (N) in that table which means that 30 students have increased learning motivation from the pre-questionnaire scores to post-questionnaire scores. The mean rank of the data is 15.50, while the sum of rank is 465.00. Then, the value of ties is 0, it can be said that there is no similar value between pre-questionnaire and post-questionnaire. It can be concluded that all students have increased scores from pre-questionnaire to post-questionnaire. Furthermore, to measure hypotheses for students' motivation, researchers explain in more

detail the results of the *Wilcoxon Matched- Pair Signed Rank Test* in the table below.

Table 4.11 The results of the Wilcoxon Matched- Pair Signed Rank Test

Test Statistics^a	
	Post - Pre
Z	-4,783 ^b
Asymp. Sig. (2-tailed)	,000
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

Based on Table 4.11, it is known that the Z score is 4,783 and asymp. sig. (2-tailed) is 0,000. The result which is obtained from table Z with sig. alpha 0.05, is 1.645. Then, the Z score is compared with the Z table and asymp tables. sig. (2-tailed) compared with 0.05. The results showed that the Z score was higher than the Z table, $4,783 > 1,645$. Asymp.Sig (2-tailed) is 0.000. The value of 0.000 is smaller than the significance value of 5% or 0.05, it can be concluded that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. It means that there is a difference between students' motivation in learning vocabulary before and after treatment using word matching games.

C. Discussion

From the description of the data, the researcher got the results of the achievement of a class sample consisting of 30 students per class from the pre-test and post-test results. Initially, the pretest was obtained from answering the test in the form of multiple-choice as many as 30 questions in the experimental class and the controlled class before treatment. From the pretest, the result of the mean score of the experimental class is 74.5 and the mean score of the controlled class is 77. The difference in the mean score of the experimental and controlled class is 2.5, it means that the controlled class got a higher mean score than the experimental class.

Furthermore, the researcher gave treatment to the experimental class by using word matching games on students' vocabulary learning. Then, there is an improvement in the mean score of the post-test in the experimental class that is 80.4, while the mean score of the post-test score in the controlled class is 77.2. Based on the results of the data it can be concluded that the two classes have improved. Although, the controlled class did not increase significantly.

Then, the data is calculated using independent sample t-tests through SPSS and the results prove statistically that there is the effectiveness of using word matching games on students' vocabulary. Based on the results of the t-test, it is known that the significance value (2-tailed) is lower than the 0.05 significance, which is $0.023 < 0.05$. It can be concluded that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It is shown that word matching games have a significant effect on students' vocabulary mastery. In addition, t-test results were also calculated using Cohen's calculations to determine the significance of the effect of word matching games on students' vocabulary mastery. From these calculations, the result of the effect size is 0.606 which means it is a moderate effect. Therefore, it is shown that word matching games have a moderate effect on students' vocabulary mastery in this study.

In addition, word matching games also have an impact on students' motivation in mastering student vocabulary. This can be seen from an increase between pre-questionnaire and post-questionnaire scores where the lowest level is 4 and the highest is 48. Then the percentage of motivation shows that the category of increased student learning motivation using word matching games is 67% which means it is at a high level. This can be proven from the increase in the value of S-22 student motivation with an increased score of 48. Then there is also an increase in the value from pre-test to post-test from 80 to 94 with an increased score of 14. This proved that there was an increase in student motivation in learning vocabulary using word matching games. This is also in line with the opinion of Jeremy Harmer who said that it is very

important, both teachers and students must have confidence in the way of teaching and learning take place. When one loses this confidence, it can greatly influence motivation, but when both feel comfortable with the method used, success is more likely to occur.¹ Furthermore, this is evidenced by the results of the rank test signed by the Wilcoxon pair that the Z score is 4783 and asymp. sig. (2-tailed) is 0.000. The Z score is higher than the Z table ($4.783 > 1.645$) and asymp. sig. (2-tailed) is lower than 0.05 ($0.000 < 0.05$). These results prove that there are significant differences in student motivation in mastering vocabulary before and after treatment. Therefore, it can be stated that the use of word matching games affects the students' motivation in mastering vocabulary.

The calculation of results in data analysis revealed that using word matching games was effective in mastering students' vocabulary and student motivation in learning vocabulary in eighth grade MTsN 1 South Tangerang in the 2019/2020 academic year. It is also proven that the level of effectiveness of this technique is moderate. The findings of this study confirm previous studies by Laily Nurindah Sari who used the make a matching technique in teaching to improve students' vocabulary mastery and students became more enthusiast in learning vocabulary.² It is proven that this technique is influential in increasing students' vocabulary mastery. As a result, the results of this study prove the statement of Janet Allen in his book entitled *Words, words, words: Teaching vocabulary in grades 4–12*. She stated that Word Matching Game is an alternative to typical matching exercises and it is a fun way for an initial understanding of words and concepts.³ The Word Matching Game is one of word matching games technique that will help teachers make it easier to teach vocabulary. This will help students get new words easier and improve their vocabulary performance. Therefore, students

¹ Jeremy Harmer, *The Practice of English Language Teaching*, (England: Longman, 2001), 3rd Ed., P. 51-52.

² Laily Nurindah Sari, *Improving Students' Vocabulary Mastery through Make a Match Technique at SMK Perintis Ungaran*, (Salatiga: IAIN Salatiga, 2016).

³ Allen, *Words, words, words: Teaching vocabulary in grades 4–12*, (Portland: Stenhouse Publishers, 2006).

become easy in mastering vocabulary because they can connect new information with information they already have.

The results of this research prove that word matching games can increase student motivation in mastering vocabulary. This is in line with the statements of Muslim, Sutapa Y., and Y. Gatot in *Jurnal Pendidikan dan Pembelajaran Untan*. They claimed that Students become experts with different vocabulary enrichment tools such as synonyms, verbs, and special terms in a short amount of time; a teacher can teach them all using a vocabulary matching game. And best of all, students have fun while learning and it can be motivated students in learning vocabulary.⁴ Therefore, it can be concluded that word matching games are effective in mastering students' vocabulary. In addition, the use of word matching games is effective towards students' motivation in mastering vocabulary.



⁴ Muslimin, Sutapa Y., Y. Gatot, The Use of Matching Game to Support Vocabulary Building for Learning Specific Terms in Local Folklore, *Jurnal Pendidikan dan Pembelajaran Untan*, Vol 6, No 10, 2017, p.4.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was conducted to prove whether word matching games affect eighth-grade students of MTsN 1 South Tangerang in vocabulary learning or not and whether it affects student motivation in learning vocabulary. After carrying out several procedures such as determining the research design, collecting data, and analyzing the data, the researcher completed the research with positive results. Based on the research findings, the average post-test score in the experiment is higher than the average post-test score in the controlled class ($80.40 > 70.22$). Then, the significance of 2-tailed (ρ) is lower than alpha ($0.023 < 0.05$) which means that H_0 is rejected and H_a is accepted. Therefore, it can be concluded that the use of word matching games has a significant influence on students' vocabulary. In addition, the results showed that using word matching games in vocabulary learning had a moderate effect on the effect size of 0.606. Furthermore, the percentage of motivation shows that the category of increased student learning motivation using word matching games is 67% which means it is at a high level. This can be proven from the increase in the value of S-22 student motivation with an increased score of 48. Then there is also an increase in the value from pre-test to post-test from 80 to 94 with an increased score of 14. The Z score is higher than the Z table ($4.783 > 1.645$) and asymp. sig. (2-tailed) is lower than 0.05 ($0.000 < 0.05$). These results prove that there are significant differences in student motivation in mastering vocabulary before and after treatment. Therefore, it can be stated that the use of word matching games affects the students' motivation in mastering vocabulary.

In addition, after being treated with word matching games, students in the experimental class can master vocabulary well. Word matching games help students to remember new vocabulary. On the other hand, the

researchers also found that word matching games are easy to use and have an impact on students' vocabulary mastery and increase student motivation in learning vocabulary. Students do not need to repeat words over and over to remember new vocabulary. It can be concluded that word matching games are effective in learning vocabulary for eighth-grade students.

B. Suggestion

This research has proven the effectiveness of using word matching games on students' vocabulary. Therefore, researchers recommend this research to teachers, students, and other researchers. For teachers, the results of this study are expected to be useful for English teachers to provide information about teaching techniques in teaching vocabulary and also be one of several alternatives in teaching vocabulary through the Word Matching Games application. They are expected to be more creative and innovative in teaching English, especially in teaching vocabulary. Using word matching games in teaching vocabulary can be an option in mastering new vocabulary. Then for students who are expected to be active learners, it is expected to make the learning process more fun, enjoyable and communicative so that it can improve not only their motivation but also their vocabulary in learning English. Students can try to use words that are suitable at home to help them recall their vocabulary. Furthermore, for other researchers, they are expected to observe and retest this research that has a weakness. It is expected to provide new information about how to improve students' vocabulary through Word Matching Games. In addition, this research can be developed to determine the effectiveness of using word matching games in improving language skills such as reading, listening, writing, and speaking. The researchers such as Miftahul Jannah, Devi Yulianti, and Laily Nurindah Sari have proven that word matching games can improve students' vocabulary mastery.

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APPENDIX 1 The Specification of Pre - Test

Jenjang : MTsN 1 Tangerang Selatan
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII / I
 Silabus : K – 13

	KD	Materi	Indikator	Bentuk	Nomor
3.1	Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya, sesuai dengan konteks penggunaannya	Giving and responding for compliment	Disajikan percakapan singkat, siswa dapat melengkapi bagian yang kosong dengan kata sifat/ <i>adjective</i> yang tepat	PG	38
3.2	Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dantulis yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>can</i> , <i>will</i> , <i>could</i> dan <i>would</i>)	Asking and showing ability / disability	Diberikan kalimat sederhana siswa dapat menentukan kata benda/ <i>noun</i> yang tepat	PG	14, 18
3.3	Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya.	Suggestion	Disajikan percakapan singkat, siswa dapat melengkapi kata yang kosong dengan kata benda/ <i>noun</i> yang tepat Disajikan percakapan singkat, siswa dapat melengkapi kata kosong dengan kata benda/ <i>noun</i> yang tepat	PG	19 PG 10

	(Perhatikan unsur kebahasaan <i>must, should</i>)		Diberikan kalimat sederhana siswa dapat menentukan kata benda/noun yang tepat	PG	4
		Obligation	Diberikan kalimat sederhana, siswa dapat melengkapi bagian yang kosong dengan kata ganti/pronoun yang tepat	PG	23
		Prohibition	Diberikan kalimat sederhana, siswa dapat menentukan kata keterangan/adverb yang tepat	PG	46
		Instruction	Disajikan kalimat sederhana, siswa dapat melengkapi bagian yang kosong dengan kata kerja/verb yang tepat	PG	39
3.4	Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta ijin, serta menanggapinya, sesuai dengan konteks penggunaannya.		Diberikan ungkapan sederhana, siswa dapat melengkapi bagian yang kosong dengan kata benda/noun yang tepat	PG	6, 15
3.5	Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk <i>greeting card</i> , dengan memberi dan meminta informasi terkait dengan hari-hari spesial, sesuai dengan konteks penggunaannya	Greeting card Invitation card	Diberikan kalimat sederhana, siswa dapat melengkapi bagian yang kosong dengan kata benda/noun yang tepat	PG	5, 8
3.6	Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi	Descriptive text	Disajikan percakapan singkat, siswa dapat melengkapi bagian yang kosong dengan kata benda/noun yang tepat	PG	7
			Disajikan gambar, siswa menentukan kata sifat/adjective yang	PG	1

	transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>there is/are</i>)	tepat		
		Disajikan percakapan singkat, siswa dapat menentukan kata benda/noun yang dimaksud	PG	9
		Disajikan kalimat deskripsi, siswa dapat menentukan kata benda/noun yang dimaksud	PG	13, 16, 25, 30, 35, 44, 47
		Diberikan kalimat sederhana, siswa dapat melengkapi bagian yang kosong dengan kata kerja/verb yang tepat	PG	22
		Diberikan kalimat sederhana, siswa dapat melengkapi bagian yang kosong dengan kata benda/noun yang tepat	PG	34
		Disajikan gambar, siswa menentukan kata benda/noun yang tepat	PG	2, 3
		Disajikan beberapa kata benda, siswa dapat menentukan kategori kata benda/noun yang dimaksud	PG	21
		Disajikan pernyataan, siswa dapat menentukan antonym dari kata sifat/adjective yang dimaksud.	PG	36
		Diberikan kalimat sederhana, siswa dapat menentukan antonym dari kata kerja/verb yang dimaksud	PG	43
	There is/are	Diberikan kalimat sederhana, siswa dapat melengkapi bagian yang kosong dengan	PG	17

			kata benda/noun yang tepat		
			Diberikan kalimat sederhana siswa dapat menentukan kata benda/noun yang tepat	PG	29
3.7	<p>Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>simple present tense</i>)</p>	 <p>Simple Present Tense</p>	Diberikan kalimat sederhana siswa dapat menentukan kata benda/noun yang tepat	PG	20, 26, 27
			Diberikan kalimat sederhana siswa dapat menentukan kata sifat/adjective yang tepat	PG	28
			Diberikan kalimat sederhana, siswa dapat melengkapi bagian yang kosong dengan kata ganti/pronoun yang tepat	PG	24
			Diberikan kalimat sederhana, siswa dapat melengkapi bagian yang kosong dengan kata kerja/verb yang tepat	PG	31, 49
			Diberikan kalimat sederhana, siswa dapat menentukan synonym dari kata sifat/adjective yang dimaksud	PG	32, 37, 41, 45
			Diberikan pertanyaan, siswa dapat menentukan antonym dari kata sifat/adjective yang dimaksud.	PG	33
			Diberikan kalimat sederhana, siswa dapat melengkapi bagian yang kosong dengan kata benda/noun yang tepat	PG	42
			Disajikan pertanyaan, siswa dapat menentukan antonym dari kata benda/verb	PG	48

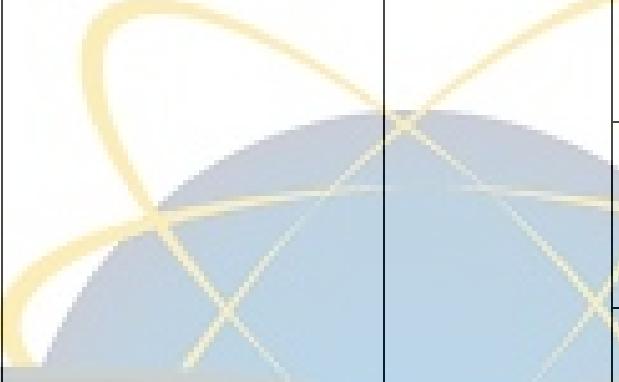
			yang dimaksud.		
			Diberikan kalimat sederhana, siswa dapat menentukan antonym dari kata sifat/ <i>adjective</i> yang dimaksud.	PG	50
3.10	Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense)	Simple past tense	Disajikan kalimat sederhana, siswa dapat melengkapi bagian yang kosong dengan kata kerja/ <i>verb</i> yang tepat	PG	11, 12, 40

APPENDIX 2 The Specification of Post - Test

Jenjang : MTsN 1 Tangerang Selatan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII / I
Silabus : K – 13

KD	Materi	Indikator	Bentuk	Nomor
3.1	Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya, sesuai dengan konteks penggunaannya	Giving and responding for compliment	Disajikan percakapan singkat, siswa dapat melengkapi bagian yang kosong dengan kata kerja/verb yang tepat	PG 11
3.2	Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dantulis yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>can</i> , <i>will</i> , <i>could</i> dan <i>would</i>)	Asking and showing ability / disability	Disajikan percakapan singkat, siswa dapat melengkapi bagian yang kosong dengan kata kerja/verb yang tepat Disajikan kalimat sederhana, siswa dapat melengkapi bagian yang kosong dengan kata benda/noun yang tepat	PG 3 PG 16
3.3	Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait	Suggestion	Diberikan kalimat sederhana, siswa dapat melengkapi bagian yang kosong dengan kata kerja modal/modals yang tepat	PG 8, 10

	 <p>keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>must, should</i>)</p>	Obligation	Diberikan kalimat sederhana, siswa dapat menentukan kata keterangan/ <i>adverb</i> yang tepat	PG	25
		Prohibition	Diberikan kalimat sederhana, siswa dapat melengkapi bagian yang kosong dengan kata kerja modal/ <i>modals</i> yang tepat	PG	1
		Prohibition	Disajikan kalimat sederhana, siswa dapat melengkapi bagian yang kosong dengan kata kerja/ <i>verb</i> yang tepat	PG	49
		Prohibition	Disajikan gambar, siswa dapat melengkapi bagian yang kosong dengan kata kerja/ <i>verb</i> yang tepat	PG	9
3.4		Instruction	Diberikan ungkapan sederhana, siswa dapat melengkapi bagian yang kosong dengan kata benda/ <i>noun</i> yang tepat	PG	22
3.5	Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta ijin, serta menanggapinya, sesuai dengan konteks penggunaannya.	Greeting card Invitation card	Diberikan ungkapan sederhana, siswa dapat melengkapi bagian yang kosong dengan kata kerja/ <i>verb</i> yang tepat	PG	31
3.5	Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk <i>greeting card</i> , dengan memberi dan meminta informasi terkait dengan	Greeting card Invitation card	Disajikan percakapan singkat, siswa dapat melengkapi bagian yang kosong dengan kata benda/ <i>noun</i> yang tepat	PG	12

	hari-hari spesial, sesuai dengan konteks penggunaannya		Disajikan percakapan singkat, siswa dapat menentukan makna dari kata yang di garis bawahi dalam percakapan tersebut	PG	32
3.6	 <p>Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>there is/are</i>)</p>	<p style="text-align: center;">Descriptive text</p>	Disajikan percakapan singkat, siswa dapat menentukan kata benda/noun yang dimaksud	PG	26
			Disajikan kalimat deskripsi, siswa dapat menentukan kata benda/noun yang dimaksud	PG	20, 23, 30, 36, 41, 44
			Diberikan kalimat sederhana, siswa dapat melengkapi bagian yang kosong dengan kata benda/noun yang tepat	PG	2, 40
			Disajikan pertanyaan, siswa dapat menentukan antonym dari kata benda/noun yang dimaksud.	PG	7
			Diberikan kalimat sederhana, siswa dapat menentukan antonym dari kata kerja/verb yang dimaksud	PG	19, 29
			Diberikan kalimat sederhana, siswa dapat melengkapi bagian yang kosong dengan kata kerja/verb yang tepat	PG	6, 50
			Diberikan kalimat sederhana siswa dapat menentukan	PG	18

			kata benda/ <i>noun</i> yang tepat		
3.7	Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>simple present tense</i>)	Simple Present Tense	Diberikan kalimat sederhana, siswa dapat melengkapi bagian yang kosong dengan kata kerja/verb yang tepat Diberikan kalimat sederhana, siswa dapat menentukan synonym dari kata sifat/adjective yang dimaksud	PG	14, 15, 37 PG 21, 24, 38
			Diberikan pertanyaan, siswa dapat menentukan antonym dari kata sifat/adjective yang dimaksud.	PG	39
			Diberikan kalimat sederhana, siswa dapat melengkapi bagian yang kosong dengan kata sifat/adjective yang tepat	PG	5, 17
			Diberikan kalimat sederhana, siswa dapat melengkapi bagian yang kosong dengan kata benda/noun yang tepat	PG	28
			Diberikan kalimat sederhana, siswa dapat menentukan antonym dari kata sifat/adjective yang dimaksud.	PG	4, 13, 27
3.10	Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan	Simple past tense	Disajikan kalimat sederhana, siswa dapat melengkapi bagian yang kosong dengan kata	PG	42, 43

tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense)	kerja/verb yang tepat		
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APPENDIX 3 Validity Items of Pre-test

REKAP ANALISIS BUTIR

Rata2= 38,33

Simpang Baku= 5,77

KorelasiXY= 0,47

Reliabilitas Tes= 0,64

Butir Soal= 50

Jumlah Subyek= 30

Nama berkas: C:\USERS\PC\DOCUMENTS\RISYA JULIA\SKRIPSI NEW\CHAPTER IV\DATA EDITED\ANATES\PRE TEST\DATA PRE TEST.ANA

Btr Baru	Btr Asli	D.Pembeda(%)	T. Kesukaran	Korelasi Sign.	Korelasi
1	1	37,50	Sangat Mudah	0,576	Sangat Signifikan
2	2	25,00	Mudah	0,461	Sangat Signifikan
3	3	-37,50	Mudah	-0,357	-
4	4	62,50	Sedang	0,526	Sangat Signifikan
5	5	75,00	Sedang	0,490	Sangat Signifikan
6	6	37,50	Sedang	0,478	Sangat Signifikan
7	7	75,00	Mudah	0,660	Sangat Signifikan
8	8	12,50	Sangat Mudah	0,086	-
9	9	37,50	Sangat Mudah	0,549	Sangat Signifikan
10	10	-12,50	Mudah	-0,131	-
11	11	0,00	Mudah	0,011	-
12	12	25,00	Sangat Mudah	0,490	Sangat Signifikan
13	13	25,00	Sangat Mudah	0,333	Signifikan
14	14	50,00	Mudah	0,296	Signifikan
15	15	0,00	Mudah	-0,118	-
16	16	-25,00	Sedang	0,012	-
17	17	0,00	Sangat Mudah	-0,008	-
18	18	37,50	Sangat Mudah	0,764	Sangat Signifikan
19	19	0,00	Sangat Mudah	0,109	-
20	20	37,50	Sedang	0,359	Sangat Signifikan
21	21	50,00	Sangat Mudah	0,732	Sangat Signifikan
22	22	-12,50	Mudah	-0,204	-
23	23	87,50	Sedang	0,564	Sangat Signifikan
24	24	25,00	Sangat Mudah	0,652	Sangat Signifikan
25	25	0,00	Sangat Mudah	-0,008	-
26	26	0,00	Sangat Mudah	0,044	-
27	27	37,50	Sedang	0,300	Signifikan
28	28	25,00	Mudah	-0,004	-
29	29	50,00	Mudah	0,250	-
30	30	0,00	Sangat Mudah	-0,120	-
31	31	50,00	Mudah	0,358	Sangat Signifikan
32	32	37,50	Sangat Mudah	0,764	Sangat Signifikan
33	33	-12,50	Sedang	0,031	-
34	34	12,50	Sangat Mudah	0,535	Sangat Signifikan

35	35	0,00	Sangat Mudah	0,274	Signifikan
36	36	25,00	Mudah	0,310	Signifikan
37	37	50,00	Sangat Mudah	0,473	Sangat Signifikan
38	38	25,00	Sangat Mudah	0,534	Sangat Signifikan
39	39	25,00	Sedang	0,228	-
40	40	50,00	Sukar	0,398	Sangat Signifikan
41	41	-62,50	Sedang	-0,561	-
42	42	12,50	Mudah	0,505	Sangat Signifikan
43	43	37,50	Sangat Mudah	0,473	Sangat Signifikan
44	44	37,50	Sangat Mudah	0,473	Sangat Signifikan
45	45	12,50	Sangat Mudah	0,416	Sangat Signifikan
46	46	75,00	Sedang	0,326	Signifikan
47	47	62,50	Mudah	0,574	Sangat Signifikan
48	48	25,00	Mudah	0,461	Sangat Signifikan
49	49	62,50	Mudah	0,602	Sangat Signifikan
50	50	62,50	Sedang	0,444	Sangat Signifikan



APPENDIX 4 Validity Items of Post-test

REKAP ANALISIS BUTIR

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Rata2= 39,47

Simpang Baku= 5,51

KorelasiXY= 0,59

Reliabilitas Tes= 0,74

Butir Soal= 50

Jumlah Subyek= 30

Nama berkas: C:\USERS\PC\DOCUMENTS\RISYA JULIA\SKRIPSI NEW\CHAPTER IV\DATA EDITED\ANATES\POST TEST\BELUM ADA_NAMA.ANA

Btr Baru	Btr Asli	D.Pembeda(%)	T. Kesukaran	Korelasi	Sign.	Korelasi
1	1	25,00	Sangat Mudah	0,591	Sangat Signifikan	
2	2	25,00	Sangat Mudah	0,644	Sangat Signifikan	
3	3	25,00	Sangat Mudah	0,521	Sangat Signifikan	
4	4	0,00	Sangat Mudah	NAN	NAN	
5	5	0,00	Sangat Mudah	NAN	NAN	
6	6	37,50	Sedang	0,374	Sangat Signifikan	
7	7	0,00	Sangat Mudah	NAN	NAN	
8	8	25,00	Sangat Mudah	0,603	Sangat Signifikan	
9	9	37,50	Sangat Mudah	0,644	Sangat Signifikan	
10	10	0,00	Sangat Mudah	NAN	NAN	
11	11	62,50	Mudah	0,553	Sangat Signifikan	
12	12	12,50	Sangat Mudah	0,736	Sangat Signifikan	
13	13	0,00	Sangat Mudah	NAN	NAN	
14	14	62,50	Sedang	0,487	Sangat Signifikan	
15	15	12,50	Sedang	-0,126	-	
16	16	50,00	Sangat Mudah	0,613	Sangat Signifikan	
17	17	50,00	Mudah	0,455	Sangat Signifikan	
18	18	0,00	Sangat Mudah	NAN	NAN	
19	19	0,00	Sangat Mudah	NAN	NAN	
20	20	50,00	Sedang	0,425	Sangat Signifikan	
21	21	87,50	Sedang	0,485	Sangat Signifikan	
22	22	75,00	Mudah	0,637	Sangat Signifikan	
23	23	12,50	Sangat Mudah	0,085	-	
24	24	-12,50	Sedang		0,024	-
25	25	0,00	Mudah		-0,061	-
26	26	12,50	Sangat Mudah		0,085	-
27	27	0,00	Sangat Mudah		-0,033	-
28	28	87,50	Sedang			0,602 Sangat Signifikan
29	29	25,00	Sangat Mudah			0,591 Sangat Signifikan
30	30	0,00	Mudah			0,270 -
31	31	12,50	Sangat Mudah			0,378 Sangat Signifikan
32	32	12,50	Sukar			0,213 -
33	33	-12,50	Sangat Mudah			-0,121 -
34	34	75,00	Sedang			0,407 Sangat Signifikan
35	35	0,00	Sangat Mudah			NAN NAN
36	36	25,00	Sangat Mudah			0,591 Sangat Signifikan

37	37	0,00	Sangat Mudah	NAN	NAN
38	38	-12,50	Sangat Mudah	0,287	Signifikan
39	39	62,50	Sedang	0,419	Sangat Signifikan
40	40	12,50	Sangat Mudah	0,290	Signifikan
41	41	37,50	Sangat Mudah	0,665	Sangat Signifikan
42	42	12,50	Sangat Mudah	0,736	Sangat Signifikan
43	43	25,00	Mudah	0,369	Sangat Signifikan
44	44	37,50	Sangat Mudah	0,559	Sangat Signifikan
45	45	12,50	Sedang	0,152	-
46	46	12,50	Sangat Mudah	0,736	Sangat Signifikan
47	47	-50,00	Sukar	-0,392	-
48	48	-12,50	Sangat Sukar	-0,085	-
49	49	75,00	Mudah	0,705	Sangat Signifikan
50	50	62,50	Sedang	0,580	Sangat Signifikan



APPENDIX 5 Specification of Pre-Questionnaire

Variable	Division	Aspects	Questions' Number	
			Positive Items	Negative Items
Motivation	Intrinsic Motivation	Students get their comprehension easily	24, 26, 34	2, 20
		Fostering students' interest and motivation in learning	19, 27	-
		Increasing students' ability to fantasize/imagine the lesson	21	22
		The best way to explain a process	36	-
		Drawing students' attention	31	25, 30
		Making materials more interesting	35	-
		Increasing students' memory	17	-
		Enthusiasm to learn	10, 28	-
		Being Confidence	15, 38	23
		Participating the lesson happily	29	
		Earnest	9, 41	-
		Work hard	11, 14, 16, 18, 33	37
		Interested in the lesson	1	-
		Eliminating boredom	-	32
		Giving own satisfaction	13, 39	40
	Extrinsic Motivation	Teachers' competence	4, 6, 7, 8, 12, 42	-
		Comfortable learning situation	3, 5	-
Σ			33	9

Nama :

Kelas :

Petunjuk :

1. Tulislah nama dan kelas di tempat yang telah disediakan
2. Berilah tanda checklist (v) pada kolom jawaban yang tersedia di sebelah kanan pernyataan, dengan ketentuan sebagai berikut:

SS	: sangat setuju
S	: setuju
N	: netral
TS	: tidak setuju
STS	: sangat tidak setuju
3. Jawablah dengan jujur sesuai dengan keadaan sebenarnya!
4. Jawaban tidak akan mempengaruhi nilai mata pelajaran bahasa Inggris dan tidak diperkenankan bekerjasama dengan siswa lain dalam menjawab pertanyaan
5. Terimakasih atas bantuan dan kerjasamanya.

No	Pertanyaan	SS	S	N	TS	STS
1	Saya senang mempelajari kosa kata baru dalam bahasa Inggris					
2	Saya sering menghadapi kesulitan mempelajari kosa kata baru dalam bahasa Inggris					
3	Guru sering menciptakan suasana yang menyenangkan di saat belajar sedang berlangsung					
4	Guru bahasa Inggris sering memberikan metode bervariasi ketika mengajar sedang berlangsung					
5	Guru anda sering membantu dan membimbing dalam memecahkan persoalan jika anda mengalami kesulitan belajar bahasa Inggris					

6	Guru anda sering memberikan test sebelum atau setelah belajar kosa kata baru				
7	Guru anda sering memberikan tugas atau Pekerjaan rumah (PR) setelah belajar bahasa Inggris				
8	Guru sering mengadakan test atau ujian Bahasa Inggris				
9	Saya memperhatikan secara sungguh-sungguh waktu pelajaran bahasa Inggris dimulai				
10	Saya aktif dalam mengikuti pelajaran bahasa inggris				
11	Saya mencatat kosa kata baru yang dipelajari				
12	Saya diberikan kesempatan bertanya ketika mengalami kesulitan dalam mengerjakan tugas kosakata dengan Bahasa Inggris				
13	Saya sudah merasa ada peningkatan nilai Bahasa Inggris materi vocabulary				
14	Saya menyiapkan materi sebelum pelajaran dimulai				
15	Saya bertanya jika belum memahami materi kosakata baru				
16	Tugas-tugas yang diberikan oleh guru saya kerjakan				
17	Untuk mengingat kembali kosakata baru yang sudah dipelajari, saya mengingatnya kembali saat berada di rumah				
18	Menyelesaikan tugas tugas dari guru merupakan prioritas yang utama bagi saya				
19	Saya sering membaca buku pelajaran bahasa Inggris tanpa disuruh siapa pun				

20	Saya merasa sulit belajar kosakata Bahasa Inggris baru					
21	Dalam satu minggu saya belajar bahasa Inggris lebih dari 2 kali					
22	Saya tidak pernah berfantasi untuk mengingat kosakata Bahasa Inggris					
23	Saya malu bertanya kepada siapapun tentang kosakata yang saya tidak mengerti					
24	Mempelajari kosakata baru saya rasa mudah untuk tingkat kemampuan saya					
25	Saya tidak memperdulikan pelajaran yang disampaikan guru baik menggunakan media atau tidak					
26	Materi bahasa Inggris lebih mudah daripada pelajaran yang lain sehingga saya lebih tertarik untuk mempelajarinya					
27	Perhatian guru dapat membuat saya termotivasi pada pelajaran bahasa Inggris					
28	Saya bersemangat mengikuti pelajaran bahasa Inggris					
29	Saya merasa benar-benar senang belajar kosakata baru					
30	Pembelajaran ini sangat abstrak sehingga sulit bagi saya untuk tetap mempertahankan perhatian saya					
31	Selama proses pembelajaran saya hanya memusatkan perhatian saya kepada lain hal, bukan pada materi yang sedang dijelaskan					
32	Saya merasa bosan jika media yang digunakan guru textbook/ buku mata pelajaran saja					

33	Saya menyelesaikan sendiri tugas yang diberikan guru					
34	Saya sangat paham materi pelajaran kosakata baru, karena guru menyampaikan materi dengan jelas					
35	Saya senang dengan pelajaran bahasa Inggris yang didapatkan dari sekolah					
36	Dalam mengerjakan tugas-tugas bahasa Inggris saya berdiskusi dengan teman					
37	Saya jarang atau tidak pernah mempelajari kembali materi pembelajaran ketika berada di rumah					
38	Saya selalu bertanya kepada siapapun tentang kosakata yang saya tidak mengerti					
39	Saya senang bahasa Inggris karena nilai ulangan bahasa Inggris saya tinggi					
40	Saya merasa biasa saja ketika mendapatkan nilai bagus ketika belajar kosakata baru					
41	Saya dapat menghubungkan kosakata baru dengan hal-hal yang telah saya lihat, lakukan atau pikirkan dalam kehidupan sehari-hari					
42	Saya rasa guru menjelaskan materi dengan metode tertentu lebih baik daripada dengan textbook/ buku mata pelajaran saja					

APPENDIX 6 Specification of Post-Questionnaire

Variable	Division	Aspects	Questions' Number	
			Positive Items	Negative Items
Motivation	Intrinsic Motivation	Students get their comprehension easily	2, 5, 9, 11,	-
		Fostering students' interest and motivation in learning	3	27
		Increasing students' ability to fantasize/imagine the lesson	35	21, 22
		The best way to explain a process	4, 8, 14	-
		Drawing students' attention	16	-
		Making materials more interesting	39	19, 26
		Increasing students' memory	7, 10	34
		Enthusiasm to learn	18	31
		Being Confidence	38	23
		Participating the lesson happily	1, 29	-
		Earnest	41	20, 24
		Work hard	17	37
		Interested in the lesson	6	25, 30
	Extrinsic Motivation	Eliminating boredom	28	
		Giving own satisfaction	13, 15	40
		Teachers' competence	42	32
		Comfortable learning situation	12, 33	36
Σ			26	16

Nama : _____

Kelas : _____

Petunjuk : _____

6. Tulislah nama dan kelas di tempat yang telah disediakan
7. Berilah tanda checklist (v) pada kolom jawaban yang tersedia di sebelah kanan pernyataan, dengan ketentuan sebagai berikut:

SS	: sangat setuju
S	: setuju
N	: netral
TS	: tidak setuju
STS	: sangat tidak setuju
8. Jawablah dengan jujur sesuai dengan keadaan sebenarnya!
9. Jawaban tidak akan mempengaruhi nilai mata pelajaran bahasa Inggris dan tidak diperkenankan bekerjasama dengan siswa lain dalam menjawab pertanyaan
10. Terimakasih atas bantuan dan kerjasamanya.

No	Pertanyaan	SS	S	N	TS	STS
1	Pembelajaran kosakata Bahasa Inggris menggunakan <i>word matching game</i> membuat saya merasa senang dalam belajar					
2	Saya merasa belajar kosakata menjadi lebih baik melalui <i>word matching game</i>					
3	Saya merasa termotivasi saat belajar kosakata dalam KBM dengan menerapkan <i>word matching game</i>					
4	Saya merasa <i>word matching game</i> cocok diterapkan dalam belajar kosakata Bahasa Inggris					

5	Saya lebih mudah memahami kosakata Bahasa Inggris dengan menggunakan <i>word matching game</i>				
6	Saya menyukai pembelajaran kosakata Bahasa Inggris dengan <i>word matching game</i>				
7	<i>Word matching game</i> dapat membantu saya untuk mengembangkan dan memperkaya kosakata Bahasa Inggris saya				
8	Saya merasa <i>word matching game</i> dapat memecahkan masalah saya dalam belajar kosakata Bahasa Inggris				
9	Pembelajaran melalui <i>word matching game</i> dapat mempermudah cara belajar saya				
10	Saya merasa lebih mudah mengingat kosakata baru dan kosakata yang telah saya miliki, ketika belajar melalui <i>word matching game</i>				
11	Saya merasa lebih mudah mengerjakan tugas kosakata setelah menerapkan <i>word matching game</i>				
12	Saya diberikan kesempatan bertanya ketika mengalami kesulitan dalam mengerjakan tugas kosakata dengan Bahasa Inggris				
13	Saya sudah merasa ada peningkatan nilai Bahasa Inggris materi vocabulary				
14	Pembelajaran kosakata Bahasa Inggris melalui <i>word matching game</i> lebih baik dibandingkan dengan pembelajaran yang biasa				
15	Saya merasa kepemilikan kosakata (vocabulary) saya sudah banyak setelah belajar dengan teknik <i>word matching game</i>				

16	Saya selalu memperhatikan jika kosakata baru disampaikan melalui <i>word matching game</i>				
17	Untuk mengingat kembali kosakata baru yang sudah dipelajari, saya mengingatnya kembali saat berada di rumah				
18	Menyelesaikan tugas tugas dari guru merupakan prioritas yang utama bagi saya				
19	Pembelajaran dengan menggunakan <i>word matching game</i> menurut saya biasa saja				
20	Saya merasa sulit belajar kosakata Bahasa Inggris baru				
21	Saya tidak punya imajinasi apapun ketika belajar kosakata baru menggunakan <i>word matching game</i>				
22	Saya tidak pernah berfantasi untuk mengingat kosakata Bahasa Inggris				
23	Saya malu bertanya kepada siapapun tentang kosakata yang saya tidak mengerti				
24	Kosakata yang telah diberikan oleh guru dengan atau tidak menggunakan <i>word matching game</i> membuat saya bingung				
25	Saya tidak memperdulikan pelajaran yang disampaikan guru baik menggunakan media atau tidak				
26	Dengan menggunakan <i>word matching game</i> saya merasa belajar kosakata tidak menarik				
27	Saya tidak suka belajar dengan menggunakan <i>word matching game</i>				
28	Dengan menggunakan <i>word matching game</i> , rasa bosan saya hilang				

29	Saya merasa benar-benar senang belajar kosakata baru				
30	Pembelajaran ini sangat abstrak sehingga sulit bagi saya untuk tetap mempertahankan perhatian saya				
31	Selama proses pembelajaran saya hanya memusatkan perhatian saya kepada lain hal, bukan pada materi yang sedang dijelaskan				
32	Saya merasa bosan jika media yang digunakan guru textbook/ buku mata pelajaran saja				
33	Dengan penerapan penggunaan <i>word matching game</i> membuat situasi belajar di kelas lebih kondusif				
34	Dengan menggunakan <i>word matching game</i> , kosakata baru lebih sulit diingat				
35	Imajinasi saya berkembang setelah belajar kosakata baru dengan menggunakan <i>word matching game</i>				
36	Dengan menggunakan <i>word matching game</i> , situasi belajar menjadi tidak kondusif				
37	Saya jarang atau tidak pernah mempelajari kembali materi pembelajaran ketika berada di rumah				
38	Saya selalu bertanya kepada siapapun tentang kosakata yang saya tidak mengerti				
39	Menurut saya pembelajaran dengan menggunakan <i>word matching game</i> sangat menarik				
40	Saya merasa biasa saja ketika mendapatkan nilai bagus ketika belajar kosakata baru				

41	Saya dapat menghubungkan kosakata baru dengan hal-hal yang telah saya lihat, lakukan atau pikirkan dalam kehidupan sehari-hari					
42	Saya rasa guru menjelaskan materi dengan metode tertentu lebih baik daripada dengan textbook/ buku mata pelajaran saja					



UJI VALIDITAS KUESIONER (r tabel=0,3044)			
No.	Label	Corrected Item-Total Correlation (Pearson-correlation)	Keterangan
1	Q1	0.422	Valid
2	Q2	0.374	Valid
3	Q3	0.719	Valid
4	Q4	0.406	Valid
5	Q5	0.343	Valid
6	Q6	0.402	Valid
7	Q7	0.323	Valid
8	Q8	0.772	Valid
9	Q9	0.772	Valid
10	Q10	0.426	Valid
11	Q11	0.606	Valid
12	Q12	0.803	Valid
13	Q13	0.356	Valid
14	Q14	0.489	Valid
15	Q15	0.477	Valid
16	Q16	0.772	Valid
17	Q17	0.312	Valid
18	Q18	0.438	Valid
19	Q19	0.406	Valid
20	Q20	0.344	Valid
21	Q21	0.329	Valid
22	Q22	0.429	Valid
23	Q23	0.365	Valid
24	Q24	0.332	Valid
25	Q25	0.392	Valid
26	Q26	0.764	Valid
27	Q27	0.803	Valid
28	Q28	-0.298	Tidak Valid
29	Q29	-0.803	Tidak Valid
30	Q30	-0.503	Tidak Valid
31	Q31	0.427	Valid
32	Q32	0.342	Valid
33	Q33	-0.313	Tidak Valid
34	Q34	0.331	Valid
35	Q35	0.382	Valid
36	Q36	0.455	Valid

37	Q37	-0.298	Tidak Valid
38	Q38	-0.298	Tidak Valid
39	Q39	0.425	Valid
40	Q40	0.453	Valid
41	Q41	-0.340	Tidak Valid
42	Q42	0.472	Valid



APPENDIX 7 Test Instrument of Pre-Test

Name :

Class :

**Choose the correct answer by crossing
(x) a, b, c or d!**



1. He is Mr. Malik. He is very...

- a. thin
- b. small
- c. tall
- d. thick



2. A: What is Mike wearing?
B: He's wearing...

- a. coat
- b. shirt
- c. trousers
- d. short



3. Bastian is wearing...

- a. jacket
- b. shirt
- c. sweater
- d. coat

4. When it is windy, you should wear a...
a. blouse b. hat c. raincoat d. coat

5. Sheila wanted to send an invitation letter to Gretta. After writing the address on the envelope, she puts ... on it.
a. a letter c. a post card
b. a stamp d. an airmail

6. Please go to the ... to buy a rubber!
a. book store c. souvenir shop
b. grocery d. stationery

7. Harold : I'm going to invite Anggita to come to my birthday party.
Kirana : That's great. Why don't you make an ... for her?

Harold : Alright

- a. present
- b. invitation card
- c. surprise party
- d. birthday cake

8. Yesterday was Putri's birthday. So, I gave her a...
a. candle c. present
b. invitation card d. birthday hat

9. Rose : Excuse me sir, I want you to pull my tooth.
Mr. Milley : Oh yes, let me examine it.

Rose : Certainly.
What do you think Mr. Dedi is?
a. A doctor c. A nurse
b. A dentist d. A receptionist

10. Jasmine : I have terrible headache.
Diana : You should go to the...

- a. dentist c. nurse
- b. pharmacist d. doctor

For number 12-13

Yesterday, I had a sore throat. So, I could not swallow the food. Then, I went to the doctor. He gave me the (12) _____. After that, I went to the drugstore to buy the (13) _____.

11. a. recipe b. plaster c. medicine d. check

12. a. check b. medicine c. syrup d. Plaster

13. A person who helps doctor in the hospital to take care of the patients is....

- a. clinician c. nurse
- b. pharmacist d. staff

14. You can use my palette for...

- a. drawing c. painting
- b. reading d. writing

15. Look at that! We can see the world with the same shape.
 a. globe c. telescope
 b. atlas d.
 encyclopaedia
16. A seat for one person, which has a back. Usually for legs and sometimes two arms. It is called?
 A.....
 a. bench b. chair c. sofa d. couch
17. There is a near school. The student can borrow books there.
 a. stationeryc. book store
 b. library d. department store
18. You can sweep the floor with a.....
 a. duster c. broom
 b. feather duster d. mop
19. Shofi : Could you turn on the please, I want to listen to the music.
 Rahma : Alright.
 Shofi : Thanks.
 a. television c. newspaper
 b. magazine d. radio
20. I often listen some news from the ...
 a. newspaper c. radio
 b. magazine d. television
21. Pizza, noodle, sandwich, fried rice and burger. They are called.....
 a. vegetables b. food c. fruits d. drinks
22. My mother is a nurse. She works in Hermina Hospital. She.... the patients.
 a. accompanies c. ignores
 b. helps d. finds
23. We must have a flag ceremony every Monday. Our teachers ask to come on time.
 a. them b. our c. we d. us
24. My friend and I go to school together. go there by Becak.
 a. they b. we c. us d. I
25. An animal that can breathe in the water using a gill and has a fin to swim is...
 a. turtle b. frog c. fish d. duck
26. When my sister and I get home, we do the assignments from our teachers. We do and finish our....
 a. project c. lesson
 b. homework d. english
27. After taking nap, she usually water...
 a. the glass c. the plants
 b. the dish d. the house
28. Anis and Hilmi always walk to home after school. They look....
 a. tired b. healthy c. angry d. bad
29. There is nobody at home most of the day. Both my father and mother go to....
 a. work b. hospital c. market
 d. field
30. My sister often makes fried noodles and fried rice as well. She is a good...
 a. waitress c. cook
 b. servant d. plumber
31. I have a cute cat. I it when it gets hungry.
 a. food b. give c. feed d. play
32. "She is a very famous singer from Indonesia". The underlined word means ...
 a. strange c. unpopular
 b. prominent d. clumsy
33. The antonym of "different" is ...
 a. distinct b. similar c. diverse d. unlike

34. I have one Her name is Dewi, she's in kindergarten now.
 a. mother c. niece
 b. aunt d. uncle
35. One who makes things out of wood is
 a. a gardener c. a bricklayer
 b. a plumber d. a carpenter
36. Ruben is not fat, he is....
 a. tall b. thick c. thin d. big
37. They look very glad. The underlined word "glad" has the same meaning as
 a. sad b. happy c. tired d. unhappy
38. Rendy : Your picture is ! I like the colour.
 Niza : Thanks
 a. ordinary c. gorgeous
 b. horrible d. bad
39. To keep the rare animals exist, we must not them.
 a. save b. protect c. hunt d. kill
40. Nino didn't study hard. He didn't the exam.
 a. study b. finish c. pass d. break
41. Freya has a big bag. She can put all his stuffs in it. The underlined word means.....
 a. huge b. tiny c. wide d. large
42. Every December 22, we celebrate Mother's Day. This year I want to write a as a present to my beloved mom.
 a. letter c. note
 b. speech d. list
43. My uncle is a businessman. He sells clothes, shoes, and any other products by internet. The antonym of the underlined verb is
 a. lend b. borrow c. buy d. give
44. My uncle leads our school. He is responsible of everything happen in there. He is a dedicated
 a. governor c. headman
 b. regent d. headmaster
45. Tommy is always frightened if the blackout happens in the night. Sometimes he shouts out of control. The underlined word means....
 a. blessed b. sad c. afraid d. frowned
46. It's only two ticket left to join school annual vacation to Dunia Fantasi. You have to grab it
 a. fast b. rapidly c. quickly d. speedy
47. A long narrow, flat piece of plastic, metal, or wood, with straight edges. It used for measuring things and for drawing straight lines. It is called?
 a. Pencil c. Sharpener
 b. Ruler d. Pen
48. Which of the following words is the synonym of "coast"?
 a. Shore b. River c. Mountain
 d. Lake
49. Everybody in the class has the special task. Udin has a job to clean up the floor by it.
 a. sweeping c. cleaning
 b. showering d. mopping
50. Making jelly is very simple. The underlined word is antonymous with.....
 a. easy b. serious c. deep d. complicated

APPENDIX 8 Test Instrument of Post-Test

Name :

Class :

**Choose the correct answer by crossing
(x) a, b, c or d!**

1. Doctor said that I.... get a rest for 3 days.
a. must c. mustn't
b. have to d. don't have to
2. I go to dentist because my are in pain.
a. hands b. fingers c. teeth d. ears
3. Mr. Vero : Can you help me?
Kemal : Yes, of course. What can I do for you?
Mr. Vero : Please, this bag to my room.
Kemal : Yes, Sir.
a. bring b. help c. give d. has
4. Roni is a diligent boy. He never forgets to do his homework and help her mother to clean the house every weekend. The antonym of the underlined word is..
a. Lazy b. Annoying c. Greedy d. Impolite
5. Diana's barbie is broken. Diana is very now.
a. confuse b. sad c. happy d. charm
6. The teacher's duty is to the students in the school.
a. teach b. make c. give d. work
7. What do you wear to go to bed? A
a. dress b. jacket c. uniform d. pajama
8. The road ahead is break. You.... stop here
a. can b. may c. should d. will
9. This picture means that you have to...

your phone
a. turn on
b. don't buy
c. turn off
d. don't take picture
10. You... come to the party, because it will make you happy.
a. are b. were c. should
d. could
11. Julia : I want to wear my white gown to Keke's party. What do you think?
Robert : I think the red one is better.
Julia : Ok. I will the red gown
a. wrap b. take c. wear d. give
12. Harold : I'm going to invite Anggita to come to my birthday party.
Kirana : That's great. Why don't you make an ... for her?
Harold : Alright
e. present
f. invitation card
g. surprise party
h. birthday cake
13. Making jelly is very simple. The underlined word is antonymous with.....
a. easy b. serious c. deep d. complicated

14. Nino doesn't study hard. He isn't the exam.
 a. study b. give c. pass d. break
15. The gardener..... the grass every Monday and Thursday.
 a. cuts c. plans
 b. trains d. comes
16. I can't hear anything since my are sick.
 a. eyes b. ears c. nose d. mouth
17. Novia is a teacher. She teaches English in our class. Every students love her.
 a. kind b. arrogant c. ugly
 d. proud
18. Keira is a tailor. She sews
 a. clothes b. bag c. belt d. caps
19. My uncle is a businessman. He sells clothes, shoes, and any other products by internet. The antonym of the underlined verb is
 a. lend b. borrow c. buy d. give
20. My uncle leads our school. He is responsible of everything happen in there. He is a dedicated
 a. governor c. headman
 b. regent d. headmaster
21. Freya has a big bag. She can put all his stuffs in it. The underlined word means.....
 a. huge b. tiny c. wide d. long
22. Look at that! We can see the world with the same shape.
 a. globe c. telescope
 b. atlas d. encyclopaedia
23. My uncle leads our school. He is responsible of everything happen in there. He is a dedicated
 a. governor c. headman
 b. regent d. headmaster
24. Tommy is always frightened if the blackout happens in the night. Sometimes he shouts out of control. The underlined word means....
 a. Thankful b. Sad c. afraid
 d. frowned
25. It's only two ticket left to join school annual vacation to Dunia Fantasi. You have to grab it
 a. fast b. rapidly c. quickly d. speedy
26. Devi : Fitri, where is the place to read or borrow book in our school?
 Fitri : it is
 a. counselling room c. toilet
 b. students board room d. library
27. In the break time, some students use it to play football in the school's field. They are very happy. It looks from their smiling face. The antonym of the underlined word is....
 a. Sad b. Worried c. Frightened
 d. Glad
28. Every December 22, we celebrate Mother's Day. This year I want to write a as a present to my beloved mom.
 a. letter c. note
 b. speech d. list
29. My uncle is a businessman. He sells clothes, shoes, and any other products by internet. The antonym of the underlined verb is
 a. lend b. borrow c. buy d. give



30. My father works in the post office. He always sends people's letters to their destinations. He is a
 a. fireman c. teacher
 b. police d. postman
31. Don't..... a noisy when the teacher explain us English lesson.
 a. make b. create c. produce
 d. build
32. Riza : Congratulation to Rendika on the winning story telling
 Rendika : Thank you Riza
 The underlined expression is an expression of
 a. Thanking c. Congratulation
 b. Gratitude d. Compliment
- Text for no 33 – 35**
- To : My friends
 For a long time, I have been waiting for my special day.
 Finally it is coming. I will be 15.
 Please come and gather at my home to have a nice party at 4 p.m.
 Monday, December 24th 2017
- Sandra's home
 2 Gurameh street, Batang
33. When will the party be held?
 a. In the morning b. In the afternoon
 b. In the evening d. at night
34. In what year was Sandra born?
 a. 2002 c. 2003
 b. 2000 d. 2001
35. Sandra hopes that her friends...
 a. bring a present
 b. Attend to the party
 c. Accompany her in the party
 d. remember her party
36. My sister often makes fried noodles and fried rice as well. She is a good...
 c. waitress c. cook
 d. servant d. plumber
37. I have a cute cat. I it when it gets hungry.
 b. food b. give c. feed d. play
38. "She is a very famous singer from Indonesia". The underlined word means ...
 a. strange c. unpopular
 b. prominent d. clumsy
39. The antonym of "different" is ...
 b. distinct b. similar c. diverse
 d. unlike
40. I have one Her name is Dewi, she's in kindergarten now.
 c. mother c. niece
 d. aunt d. uncle
41. One who makes things out of wood is
 c. a gardener c. a bricklayer
 d. a plumber d. a carpenter
- For number 42-44**
- Yesterday, I had a sore throat. So, I could not swallow the food. Then, I went to the doctor. He gave me the (42) _____. After that, I went to the drugstore to buy the (43) _____.
 42. a. recipe b. plaster c. medicine d. check
 43. a. check b. medicine c. syrup d. Plaster
44. A person who helps doctor in the hospital to take care of the patients is....
 a. clinician c. nurse
 b. pharmacist d. staff

The following text is for question no 45 to 46.

Dear Mr. & Mrs. Reed,

We'd like congratulations on your 25th wedding anniversary on 11th October 2014.

We wish you more years of happiness ahead.

ours,

Tyler & Crystal Smith

45. Who is the card for?

- a. Tyler and Crystal
- b. Mr. and Mrs. Smith
- c. Mr. and Mrs. Reed
- d. Tyler Reed

46. When did Mr. and Mrs. Reed get married?

- | | |
|------------|------------|
| a. In 1988 | c. In 1989 |
| b. In 1990 | d. In 1991 |

47. Who sent the card?

- a. Mrs. Smith
- b. Mr. Smith
- c. Mr. and Mrs. Smith

d. Mr. and Mrs. Reed

48. "Today you turn a year older. I wish you good health, be wise and full of success in the years to come". The following expression will be best to write in ... greeting card.

- | | |
|-----------------------|----------------|
| a. birthday | c. anniversary |
| b. having a new child | d. engagement |

49. To keep the rare animals exist, we must not them.

- | | | | |
|---------|------------|---------|---------|
| b. save | b. protect | c. hunt | d. kill |
|---------|------------|---------|---------|

50. My mother is a nurse. She works in Hermina Hospital. She.... the patients.

- | | |
|----------------|------------|
| a. accompanies | c. ignores |
| b. helps | d. finds |

APPENDIX 9 Rencana Pelaksanaan Pembelajaran (RPP)
Experiment Class

A. Identitas

Nama Sekolah : MTsN 1 Tangerang Selatan
 Mata Pelajaran : Bahasa Inggris
 Kelas/semester : VIII/I
 Tema/subtema : Obligation, Prohibition and Suggestion
 Alokasi : 2 x 40 menit

B. Kompetensi Inti

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

C. Kompetensi Dasar dan Indikator

Kompetensi Dasar		Kompetensi Dasar
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar		2.2 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman
3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan		4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang

tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan must, should)	melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
Indikator	
3.3.1 Siswa membedakan Modal Auxiliary must dan have to untuk mengungkapkan keharusan melakukan sesuatu	4.3.1 Siswa menuliskan kalimat terkait keharusan
3.3.2 Siswa menggunakan Modal Auxiliary must not untuk mengungkapkan larangan melakukan sesuatu	4.3.2 Siswa menuliskan kalimat terkait larangan melakukan sesuatu
3.3.3 Siswa menggunakan Modal Auxiliary should untuk megungkapkan dan menanyakan keharusan melakukan sesuatu	4.3.3 Siswa menuliskan kalimat himbauan sesuai dengan gambar yang disediakan
	4.3.4 Siswa menyusun dialog sederhana terkait keharusan, larangan, dan himbauan.

D. Tujuan Pembelajaran

Setelah menyelesaikan pembelajaran, peserta didik diharapkan dapat:

1. Siswa dapat membedakan Modal Auxiliary must/have to untuk mengungkapkan keharusan melakukan sesuatu.
2. Siswa dapat menggunakan Modal Auxiliary must not untuk mengungkapkan larangan melakukan sesuatu.
3. Siswa dapat menuliskan kalimat terkait keharusan dan larangan melakukan sesuatu.
4. Siswa dapat menggunakan Modal Auxiliary should untuk megungkapkan dan menanyakan himbauan melakukan sesuatu.
5. Siswa dapat menuliskan kalimat himbauan sesuai dengan gambar yang disediakan.
6. Siswa menyusun dialog sederhana terkait keharusan, larangan, dan himbauan melakukan sesuatu.

E. Materi Pembelajaran

Obligations and Prohibitions

Have to and must are used to express obligation. Don't have to is used to express that something is not required and mustn't is used to express prohibition.

Must

Must and mustn't are the same for all persons. We use must when we think it is important to do an action or we give people orders.

- You must be home by eleven
 - She must tidy up her room every day
- We use must when the obligation comes from the speaker.
- I must go to the doctor, I don't feel well.
 - I must have my homework ready tonight.
 - I must stop smoking.

Have to

We use have to when the obligation comes from someone else, not the speaker; for an action that is necessary because of rules.

- We have to be at the airport three hours before the flight leaves.
- At work I have to wear a uniform.
- My father has to pay the rent every month.

Mustn't

Mustn't is used to say that something is against the rules or against the law.

- You mustn't smoke at school.
- You mustn't use your telephone on a plane

Don't have to

Don't have to is used to show that there is no obligation.

- In this restaurant you don't have to wear a tie.
- My brother doesn't have to wear uniform at his school.
- We don't have to get up early on weekends.

Suggestion

To express a suggestion, should or shouldn't is used. For examples:

- You should call the police.
- You should firstly, check to see if anyone is injured, secondly call an ambulance if necessary.
- She should take an aspirin.
- He should go to the dentist as soon as possible.
- He should drink a glass of water.

Accepting Suggestions

- That's a good/nice/wonderful, idea/suggestion.
- Thank you/Thanks.
- I'll do/try that.
- Why didn't I think of that?

Rejecting suggestions

- I tried that, but ...
- Thanks, but that won't work/help because ...
- I don't want to/can't do that because ...
- That's a good idea, but ...

Vocabulary

Verb

Wear	Cross	Look	Turn on	Work
Leave	Miss	Obey	Go	Come
Take	Read	Shopping	Forget	Learn
Smoke	Shout	Hear	Quiet	Use

Illness

Swollen thumb	stomach ache	ear ache	cold
Itch	asthma	headache	sore throat
Cough	fever	sunburn	bleed
Backache	toothache	broken leg	measles
Shivering			

F. Pendekatan dan Metode

1. Pendekatan : Scientific Approach
2. Metode : Word Matching Game

G. Media, Alat/Bahan, dan Sumber Belajar

1. Media : Kartu Word Matching Games
2. Alat/bahan : Kertas
3. Sumber Belajar : Buku dan internet

H. Langkah-Langkah Pembelajaran

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	<ul style="list-style-type: none"> ☞ Siswa menjawab salam dan berdoa. ☞ Siswa mendapatkan motivasi untuk mengikuti kegiatan pembelajaran hari ini. ☞ Siswa mendengarkan penjelasan tentang tujuan pembelajaran. 	10 menit
Inti	Observing	60 menit
	<ul style="list-style-type: none"> ☞ Siswa mengamati penjelasan guru tentang penggunaan <i>must</i> atau <i>have to</i> untuk mengungkapkan dan meminta informasi terkait keharusan melakukan sesuatu. ☞ Siswa mengamati penjelasan guru tentang penggunaan <i>must not</i> untuk mengungkapkan dan meminta informasi terkait larangan melakukan sesuatu. 	
	Questioning	
	<ul style="list-style-type: none"> ☞ Siswa diberi kesempatan untuk bertanya tentang materi pelajaran yang berkaitan dengan penggunaan Modal Auxiliary <i>must</i> 	

	<p>atau <i>have to</i> untuk mengungkapkan dan meminta informasi terkait keharusan melakukan sesuatu dan Modal Auxiliary <i>must not</i> untuk mengungkapkan dan meminta informasi terkait larangan melakukan sesuatu.</p> <p>Experimenting</p> <ul style="list-style-type: none"> ☞ Siswa menemukan ungkapan yang berkaitan dengan tindakan meminta informasi dan mengungkapkan keharusan dan larangan melakukan sesuatu dalam permainan <i>word-matching games</i>. ☞ Siswa membedakan penggunaan <i>must and have to</i> dalam kalimat sederhana. <p>Associating</p> <ul style="list-style-type: none"> ☞ Siswa memberi contoh ungkapan tentang penggunaan Modal Auxiliary <i>must</i> atau <i>have to</i> untuk mengungkapkan dan menanyakan terkait keharusan melakukan sesuatu yang pernah ditemukan di kehidupan sehari-hari. <p>Communicating</p> <ul style="list-style-type: none"> ☞ Siswa menuliskan beberapa kalimat tentang penggunaan Modal Auxiliary <i>must</i> atau <i>have to</i> untuk mengungkapkan dan menanyakan keharusan melakukan sesuatu serta meminta informasi terkait keharusan melakukan sesuatu dan Modal Auxiliary <i>must not</i> untuk mengungkapkan dan meminta informasi terkait larangan melakukan sesuatu. ☞ Siswa membacakan kalimat yang telah dibuat di depan teman-teman satu kelas. 	
Penutup	<ul style="list-style-type: none"> ☞ Guru memberikan kesempatan kepada peserta didik untuk bertanya mengenai materi yang telah diberikan sebelum kegiatan belajar mengajar berakhir ☞ Guru mengulas secara singkat apa yang telah dipelajari ☞ Guru menutup pertemuan dengan mengucapkan hamdalah dan memberi salam. 	10 menit

Penilaian Ketrampilan

Teknik : Tulis

1	Grammar	1. 100 % tata bahasa tepat. 2. 80 % tata bahasa tepat. 3. 60 % tata bahasa tepat. 4. 40 % tata bahasa tepat. 5. 20 % tata bahasa tepat.	5 4 3 2 1
2	Penulisan vocab	1. 100 % penulisan kata tepat. 2. 80 % penulisan kata tepat. 3. 60 % penulisan kata tepat. 4. 40 % penulisan kata tepat. 5. 20 % penulisan kata tepat.	5 4 3 2 1
3	Tanda baca dan kapitalisasi	1. 100 % tanda baca dan kapitalisasi tepat. 2. 80 % tanda baca dan kapitalisasi tepat. 3. 60 % tanda baca dan kapitalisasi tepat. 4. 40 % tanda baca dan kapitalisasi tepat. 5. 20 % tanda baca dan kapitalisasi tepat.	5 4 3 2 1

Mengetahui,

Tangerang Selatan, 25 September 2019

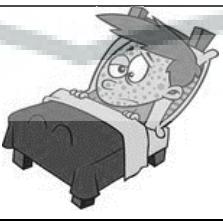
Guru Mata Pelajaran

Praktikum

Nalty Nasution

Risya Julia Rachmawati

Permainan Word-matching Games

Start	Stomach ache	Ear ache
		
swollen thumb	Cold	Itch
		
Asthma	Headache	Sore throat
		
Cough	Fever	Sunburn
		
Bleed	Backache	Toothache
		
Broken leg	Measles	Shivering

		Finish
START	Cross	Obey
Mengenakan	Melewaskan	Mendengarkan
Wear	Miss	Hear
Meninggalkan	Membaca	Pergi
Leave	Read	Go
Mengambil	Berteriak	Melupakan
Take	Shout	Forget
Merokok	Melihat	Datang
Smoke	Look	Come
Menyebrang	Mematuhi	FINISH

Rencana Pelaksanaan Pembelajaran (RPP)
Experimental Class

A. Identitas

Nama Sekolah : MTsN 1 Tangerang Selatan
Mata Pelajaran : Bahasa Inggris
Kelas/semester : VIII/I
Tema/subtema : You are invited!
Alokasi : 2 x 40 menit

B. Kompetensi Inti

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

C. Kompetensi Dasar dan Indikator

Kompetensi Dasar		Kompetensi Dasar	
1.2 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks undangan pribadi dan ucapan selamat (greeting card), sesuai dengan konteks penggunaannya		2.2 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman	
3.4 Menangkap makna undangan pribadi dan ucapan selamat (greeting card), sangat pendek dan sederhana.		4.4 Menangkap makna undangan pribadi dan ucapan selamat (greeting card), sangat pendek dan sederhana.	

4.5 Menyusun teks tulis undangan pribadi dan ucapan selamat (greeting card), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	
Indikator	
3.4.1 Membuat undangan pribadi sesuai dengan konteks penggunaan	4.4.1 Mengidentifikasi struktur text dan unsur kebahasaan untuk melaksanakan fungsi sosial dari text undangan pribadi sesuai dengan konteks penggunaannya
3.4.2 Membuat ucapan selamat sesuai dengan konteks penggunaan	4.4.2 Mengidentifikasi struktur text dan unsur kebahasaan untuk melaksanakan fungsi sosial dari text ucapan selamat sesuai dengan konteks penggunaannya
	4.5.1 Siswa membuat kartu undangan pribadi menggunakan kata dan tata bahasa yang lazim digunakan dalam kartu undangan.
	4.5.2 Siswa membuat Greeting Card menggunakan kata dan tata bahasa yang lazim digunakan dalam ucapan selamat.

D. Materi Pembelajaran

- **Fungsi Sosial dari text:**
 - Undangan
 - Ucapan selamat
- **Struktur Tekst dari Undangan dan Ucapan Selamat, yaitu:**

Struktur teks Undangan



Struktur Greeting Card



Ungkapan-ungkapan undangan pribadi

- I want you to come to
- Will you come to
- Please come to

Ungkapan-ungkapan dalam Greeting Card :

- Congratulations...
- Happy Bitrhday
- May ...

- **Unsur Kebahasaan dari teks Undangan dan Ucapan Selamat, yaitu:**
 - ungkapan dalam undangan (*you are invited, please come, will you come to... I want you , please come to dsb.*)
 - ungkapan dalam ucapan selamat (*congratulation..., Happy Birthday, Happy...., dsb.*)
 - makna kata berkaitan dengan tema berupa kata/frasa/kalimat yang berkaitan dengan ungkapan dalam undangan dan ucapan selamat (*invited, blessed, with fun, be held, dsb*)
 - ucapan/pelafalan, tekanan kata, dan intonasi dari kosa kata (berupa kata/frasa/kalimat) berkaitan dengan tema.

E. Pendekatan dan Metode

1. Pendekatan : Scientific Approach
2. Metode : Word Matching Games

F. Media, Alat/Bahan, dan Sumber Belajar

1. Media : Card word matching game
2. Alat/bahan : Spidol, papan tulis, kartu
3. Sumber Belajar : Buku dan internet

G. Langkah-Langkah Pembelajaran

1. Pertemuan Pertama

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	<ul style="list-style-type: none"> ☞ Siswa menjawab salam dan berdoa. ☞ Siswa mendapatkan motivasi untuk mengikuti kegiatan pembelajaran hari ini. ☞ Siswa mendengarkan penjelasan tentang tujuan pembelajaran. 	10 menit
Inti	<p>Observing</p> <ul style="list-style-type: none"> ☞ Siswa diminta membaca dan memperhatikan bahwa dalam kartu undangan terbagi menjadi 4 bagian ☞ ungkapan yang menunjukkan makna mengundang untuk suatu acara ☞ nama (event) ☞ hari/ tanggal/ waktu dan tempat penyelenggaraan ☞ nama orang yang mengundang dan yang diundang/ closing (Buku siswa hal. 52-54) ☞ Siswa membaca dan sekaligus mengidentifikasi hal-hal dari bacaan yang ada <ul style="list-style-type: none"> a. Invitation statement b. Informasi pelaksanaan c. Nama orang yang mengundang dan yang diundang ☞ Siswa diminta mengungkapkan bagian-bagian yang ada di struktur kartu undangan ☞ “Time’s up! OK Students, now it’s time for you to share about the result of your identification” ☞ Siswa men ‘share’ kan hasil pengamatannya : ☞ Ok mam! Statements is ... ☞ Ok mam! The closing ☞ Statement is ... ☞ The time is at ☞ The place is in ☞ The day is at <p>Questioning</p> <ul style="list-style-type: none"> ☞ Siswa diberi pendampingan dan di beri motivasi untuk saling bertanya jawab dengan menggunakan Wh-questions ☞ Siswa ditunjukkan kartu-kartu undangan yang harus dijadikan sumber untuk bertanya jawab ☞ Siswa membuat pertanyaan-pertanyaan berdasarkan kartu undangan yang telah ditunjukkan (buku siswa hal 52-54) 	60 menit

	<ul style="list-style-type: none"> ☞ Siswa menjawab pertanyaan-pertanyaan yang disampaikan oleh teman-teman yang lain <p>Experimenting</p> <ul style="list-style-type: none"> ☞ Siswa secara spontan membuat invitation statement berdasarkan gambar yang ditunjukkan ☞ Siswa secara individu berlomba untuk mengekspresikan invitation statement berdasarkan gambar yang ditunjukkan. ☞ Siswa menuliskan hasil pengamatan yang ditemukan di kartu-kartu yang ditunjukkan oleh guru tentang : ☞ Invitation statement ☞ Information pelaksanaannya (waktu dan tempat) ☞ Additional information ☞ Closing nya/ nama pengirim dan penerima). <p>Associating</p> <ul style="list-style-type: none"> ☞ Siswa bekerjasama membuat rancangan surat undangan untuk sebuah acara. (Hal 55) ☞ Siswa melakukan analisis terhadap undangan yang dibuat secara berkelompok ☞ Siswa bisa mengungkapkan makna undangan, struktur teks, dan unsur kebahasaannya. ☞ Siswa diberi feedback atas hasil kerjanya untuk memperbaiki hasil kerjanya kelompoknya. <p>Communicating</p> <ul style="list-style-type: none"> ☞ Setiap kelompok menempel undangan di papan tulis atau papan tempel yang lain. ☞ Siswa mengungkapkan pengalaman yang mereka peroleh selama pembelajaran dengan mengisi 'My Journal' pada buku catatan. ☞ Peserta didik menerima umpan balik dan/atau penguatan (isi, fungsi sosial, struktur, dan unsur kebahasaan teks) dari guru. 	
Penutup	<ul style="list-style-type: none"> ☞ Guru memberikan kesempatan kepada peserta didik untuk bertanya mengenai materi yang telah diberikan sebelum kegiatan belajar mengajar berakhir ☞ Guru mengulas secara singkat apa yang telah dipelajari ☞ Guru menanyakan kesulitan siswa selama Kegiatan Belajar Mengajar 	10 menit

	☞ Guru menutup pertemuan dengan mengucapkan hamdalah dan memberi salam.	
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H. Instrumen Penilaian

Penilaian Ketampilan

Teknik: Tulis

1	Grammar	6. 100 % tata bahasa tepat. 7. 80 % tata bahasa tepat. 8. 60 % tata bahasa tepat. 9. 40 % tata bahasa tepat. 10. 20 % tata bahasa tepat.	5 4 3 2 1
2	Penulisan vocab	6. 100 % penulisan kata tepat. 7. 80 % penulisan kata tepat. 8. 60 % penulisan kata tepat. 9. 40 % penulisan kata tepat. 10. 20 % penulisan kata tepat.	5 4 3 2 1
3	Tanda baca dan kapitalisasi	6. 100 % tanda baca dan kapitalisasi tepat. 7. 80 % tanda baca dan kapitalisasi tepat. 8. 60 % tanda baca dan kapitalisasi tepat. 9. 40 % tanda baca dan kapitalisasi tepat. 10. 20 % tanda baca dan kapitalisasi tepat.	5 4 3 2 1

Guru Mata Pelajaran

Nalty Nasution

Mengetahui,
Tangerang Selatan, 30 September 2019

Praktikum

Risya Julia Rachmawati

Word Matching Games

<u>START</u>	Penerima	Mengundang
Surprise	Wedding	Hold
Kejutan	Pernikahan	Mengadakan
Concert	Party	Attend
Konser	Pesta	Menghadiri
Invitation	Costume	Remember
Undangan	Kostum	Mengingat
Birth	Ghost	Celebrate
Kelahiran	Hantu	Merayakan
Letter	Reunion	Graduated
Surat	Reuni	Lulus
Recipient	Invite	<u>FINISH</u>

A party held on the anniversary of someone's birth
A letter asking the recipient to attend wedding
A day when we remember or celebrate something important that happened on that day in a previous year
The students become graduates
Eat in the evening
A party that you have because someone is leaving
A day when people wear costumes like ghosts
A party to celebrate the birth of a new baby
A greeting card given to a person to celebrate their birthday
A celebration honoring fathers and celebrating fatherhood
Celebrated in honor of the mothers

BIRTHDAY PARTY	WEDDING INVITATION	ANNIVERSARY
GRADUATION	DINNER	FAREWELL PARTY
HALLOWEEN PARTY	BABY SHOWER	BIRTHDAY CARD
FATHER'S DAY	MOTHER'S DAY	LUNCH

Rencana Pelaksanaan Pembelajaran (RPP)
Experimental Class

A. Identitas

Nama Sekolah : MTsN 1 Tangerang Selatan
 Mata Pelajaran : Bahasa Inggris
 Kelas/semester : VIII/I
 Tema/subtema : You are invited!
 Alokasi : 2 x 40 menit

B. Kompetensi Inti

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

C. Kompetensi Dasar dan Indikator

Kompetensi Dasar		Kompetensi Dasar
1.3 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks undangan pribadi dan ucapan selamat (greeting card), sesuai dengan konteks penggunaannya		2.2 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman
3.4 Menangkap makna undangan pribadi dan ucapan selamat (greeting card), sangat pendek dan sederhana.		4.4 Menangkap makna undangan pribadi dan ucapan selamat (greeting card), sangat pendek dan sederhana.

4.5 Menyusun teks tulis undangan pribadi dan ucapan selamat (greeting card), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	
Indikator	
3.4.1 Membuat undangan pribadi sesuai dengan konteks penggunaan	4.4.1 Mengidentifikasi struktur text dan unsur kebahasaan untuk melaksanakan fungsi sosial dari text undangan pribadi sesuai dengan konteks penggunaannya
3.4.2 Membuat ucapan selamat sesuai dengan konteks penggunaan	4.4.2 Mengidentifikasi struktur text dan unsur kebahasaan untuk melaksanakan fungsi sosial dari text ucapan selamat sesuai dengan konteks penggunaannya
	4.5.1 Siswa membuat kartu undangan pribadi menggunakan kata dan tata bahasa yang lazim digunakan dalam kartu undangan.
	4.5.2 Siswa membuat Greeting Card menggunakan kata dan tata bahasa yang lazim digunakan dalam ucapan selamat.

D. Materi Pembelajaran

- **Fungsi Sosial dari text:**
 - Undangan
 - Ucapan selamat
- **Struktur Teks dari Undangan dan Ucapan Selamat, yaitu:**

Ungkapan-ungkapan undangan pribadi

 - I want you to come to
 - Will you come to
 - Please come to

Ungkapan-ungkapan dalam Greeting Card :

- Congratulations...
- Happy Bitrhday
- May ...

• Unsur Kebahasaan dari teks Undangan dan Ucapan Selamat, yaitu:

- ungkapan dalam undangan (*you are invited, please come, will you come to... I want you , please come to dsb.*)
- ungkapan dalam ucapan selamat (*congratulation..., Happy Birthday, Happy...., dsb.*)
- makna kata berkaitan dengan tema berupa kata/frasa/kalimat yang berkaitan dengan ungkapan dalam undangan dan ucapan selamat (*invited, blessed, with fun, be held, dsb*)
- ucapan/pelafalan, tekanan kata, dan intonasi dari kosa kata (berupa kata/frasa/kalimat) berkaitan dengan tema.

E. Pendekatan, Model dan Metode

- | | |
|---------------|-----------------------|
| 1. Pendekatan | : Scientific Approach |
| 2. Metode | : Word Matching Games |

F. Media, Alat/Bahan, dan Sumber Belajar

- | | |
|-------------------|------------------------------|
| 1. Media | : Card word matching game |
| 2. Alat/bahan | : Spidol, papan tulis, kartu |
| 3. Sumber Belajar | : Buku dan internet |

G. Langkah-Langkah Pembelajaran

1. Pertemuan Kedua

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	<ul style="list-style-type: none"> ☞ Siswa menjawab salam dan berdoa. ☞ Siswa mendapatkan motivasi untuk mengikuti kegiatan pembelajaran hari ini. ☞ Siswa mendengarkan penjelasan tentang tujuan pembelajaran. 	10 menit
Inti	<p>Observing</p> <ul style="list-style-type: none"> ☞ Siswa diminta membaca dan memperhatikan contoh Greeting card yang ada dalam buku ‘When English Rings a Bell’. ☞ Siswa membaca dan sekaligus mengidentifikasi makna dari bacaan yang ada 	60 menit

	<p>a. <i>Congratulating statement</i></p> <p>b. Peristiwa penting yang terdapat dalam <i>Greeting Card</i>.</p> <p>c. Orang yang memberi ucapan selamat dan orang yang diberi ucapan selamat. (Buku Siswa halaman 56)</p> <ul style="list-style-type: none"> ☞ Siswa diminta mengungkapkan makna dari kartu ucapan selamat yang ada. ☞ “Time’s up! OK Students, now it’s time for you to share about the result of your identification” ☞ Siswa men ‘share’ kan hasil pengamatannya : ☞ Ok mam! The Congratulating Statements is ... ☞ The event is ... ☞ The sender is ... ☞ Siswa diminta membacakan ungkapan-ungkapan yang digunakan dalam Greeting card; “Congratulations for ...”, “Happy Birthday”, “May...” ☞ Siswa menirukan apa yang diucapkan guru tentang ungkapan-ungkapan dalam Greeting card <p>Questioning</p> <ul style="list-style-type: none"> ☞ Siswa diberi pendampingan dan di beri motivasi untuk saling bertanya jawab dengan menggunakan Wh-questions <p>Experimenting</p> <ul style="list-style-type: none"> ☞ Siswa secara spontan mencocokkan congratulating statement berdasarkan gambar dengan word matching games. ☞ Siswa berlomba untuk mengekspresikan congratulating statement berdasarkan gambar yang ditunjukkan. ☞ Siswa menuliskan hasil pengamatan yang ditemukan di kartu-kartu yang ditunjukkan oleh guru tentang: ☞ Congratulating statement ☞ Peristiwa penting yang terdapat dalam 	
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	<p><i>Greeting Card.</i></p> <ul style="list-style-type: none"> ☞ Orang yang memberi ucapan selamat dan orang yang diberi ucapan selamat. <p>Associating</p> <ul style="list-style-type: none"> ☞ Siswa bekerjasama membuat Greeting Card atas suatu keberhasilan yang diraih seseorang ☞ Guru meminta siswa melakukan analisis terhadap Greeting Card yang dibuat secara berkelompok ☞ Siswa bisa mengungkapkan makna Greeting Card, struktur teks, dan unsur kebahasaannya. ☞ Siswa diberi feedback atas hasil kerjanya untuk memperbaiki hasil kerja kelompoknya. <p>Communicating</p> <ul style="list-style-type: none"> ☞ Setiap kelompok menempel Greeting Card di papan tulis atau papan tempel yang lain. ☞ Siswa mengungkapkan pengalaman yang mereka peroleh selama pembelajaran dengan mengisi ‘My Journal’ pada buku catatan. ☞ Peserta didik menerima umpan balik dan/atau penguatan (isi, fungsi sosial, struktur, dan unsur kebahasaan teks) dari guru. 	
Penutup	<ul style="list-style-type: none"> ☞ Setelah mengikuti kegiatan pembelajaran, siswa ditanya, bagaimana perasaannya, sebagai refleksi. ☞ Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik yang dibahas. ☞ Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini. ☞ Guru menutup pertemuan dengan mengucapkan hamdalih dan memberi salam. 	10 menit

11 Instrumen Penilaian

Penilaian Ketrampilan

Teknik : Tulis

1	Grammar	11. 100 % tata bahasa tepat. 12. 80 % tata bahasa tepat. 13. 60 % tata bahasa tepat. 14. 40 % tata bahasa tepat. 15. 20 % tata bahasa tepat.	5 4 3 2 1
2	Penulisan vocab	11. 100 % penulisan kata tepat. 12. 80 % penulisan kata tepat. 13. 60 % penulisan kata tepat. 14. 40 % penulisan kata tepat. 15. 20 % penulisan kata tepat.	5 4 3 2 1
3	Tanda baca dan kapitalisasi	11. 100 % tanda baca dan kapitalisasi tepat. 12. 80 % tanda baca dan kapitalisasi tepat. 13. 60 % tanda baca dan kapitalisasi tepat. 14. 40 % tanda baca dan kapitalisasi tepat. 15. 20 % tanda baca dan kapitalisasi tepat.	5 4 3 2 1



Word Matching Games

Congratulation	I heard that you got the highest score in English subject at your school. Congratulations! You deserve it.
Wedding Anniversary	It's such a best day for you, congratulation for your gold wedding anniversary. Hopefully it will be long lasting for you both.
Birthday	Congratulation on your 17th birthday, I hope you can be the best than ever and can achieve everything you want.
Weeding Card	We are excited to see you two become a family, congratulation for your wedding!
New Year	I hope that the new year bring joy and continued happiness in your life. Happy New Year!
Mother's Day	You will always and forever be the fist woman I have ever love this much.
Teacher Day	You lead me to dream big and do extraordinary things. Thank you, my teacher!
Condolence	We wish to express our deepest condolences on the passing of your grandfather
Thank You	I will say thankyou for your helping for my job. I feel so grateful for your help.
New Baby	We are wishing you a lifetime of happiness with your new little baby.
Get Well Card	I am wishing you good cheer and a quick recovery!
Graduation	Congratulations on your graduation! You have earned your title as graduate.
Father's Day	You are my hero and role model. Thanks for being here for me and being a great man in my life.
Halloween	Happy howl-o-ween to my favorite werewolf! Make them scream! Eat some candy!
New House	We hope you enjoy the new house. Congratulations!
New Job	Starting a new job is really exciting. We're happy for you and wish you the best of luck in your new position.
Farewell Card	I'm wishing you a long, healthy, and happy retirement!

<u>START</u>	Bersyukur	Berhak mendapatkan	Luar biasa	Awet
Retirement	Cheer	Hopefully	Express	Achieve
Pengunduran Diri	Kegembiraan	Semoga	Menyatakan	Mencapai
Healthy	Recovery	Happiness	Deepest	Excited
Sehat	Kesembuhan	Kebahagiaan	Terdalam	Mendebarkan
Scream	Great	Lead	Condolence	Become
Berteriak	Hebat	Memimpin	Belasungkawa	Menjadi
Grateful	Deserve	Extraordinary	Long-lasting	<u>FINISH</u>



Rencana Pelaksanaan Pembelajaran (RPP) Experiment Class

A. Identitas

Nama Sekolah	: MTsN 1 Tangerang Selatan
Mata Pelajaran	: Bahasa Inggris
Kelas/semester	: VIII/I
Tema/subtema	: My Uncle is a Zoo Keeper
Alokasi	: 2 x 40 menit

B. Kompetensi Inti

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

C. Kompetensi Dasar dan Indikator

Kompetensi Dasar		Kompetensi Dasar	
1.4	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar	2.2	Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman
3.5	Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan	4.6	Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang keberadaan orang, benda,

keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu, sesuai dengan konteks penggunaannya	binatang dalam jumlah yang tidak tertentu, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar.
Indikator	
3.5.1 Mengidentifikasi fungsi social dan unsur kebahasaan dari ungkapan menanyakan keberadaan orang,benda binatang dalam jumlah yang tidak tentu	4.6.1 Menulis teks lisan sederhana untuk mengucapkan dan merespon ungkapan menanyakan keberadaan orang, benda binatang dalam jumlah yang tidak tentu
3.5.2 Menyebutkan ungkapan menanyakan keberadaan orang, benda binatang dalam jumlah yang tidak tentu	4.6.2 Menulis teks tulis sederhana tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau kebenaran umum.
3.5.3 Merespon ungkapan menanyakan keberadaan orang, benda binatang dalam jumlah yang tidak tentu	
3.6.1 Mengidentifikasi fungsi social dan unsur kebahasaan dari ungkapan menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum	
3.6.2 Menyebutkan ungkapan menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum	
3.6.3 Merespon ungkapan menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum	

D. Materi Pembelajaran

Teks lisan dan tulis untuk menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum

- **Fungsi sosial**

- Menyatakan tindakan/kejadian yang merupakan rutinitas dan kebenaran umum dalam menjaga hubungan interpersonal dengan guru dan teman

- **Struktur teks**

- Tindakan/kejadian yang merupakan kebenaran umum
Where does the sun rise?
It rises in the east
How does salt taste?
It tastes salty
Dogs bark, cats meow.

- **Unsur kebahasaan**

- Ucapan, tekanan kata, intonasi, kosakata (**action verbs**: go, do, teach, prepare, adverb of time: every day, every morning, in the morning, at night, adverb of frequency: always, usually, sometimes dsb) dan tata bahasa (*Simple Present tense*)

Simple Present Tense

A. Pattern:

1. (+) Subject + is, am, are + Complement
 Ex : She is a teacher
 (-) Subject + is, am, are + not + Complement
 Ex : She is not a teacher
 (?) is, am, are + Subject + Complement?
 Ex : Is she a teacher

Note : we use “is” if the subject is singular : He, she, It

We use “are” if the subject is plural : they, we, you

We use “am” if the subject is “I”

2. (+) Subject + Verb 1/es + Object
 Ex : The bird has two wings
 (-) Subject + do + not + Verb 1 + Object does+not+Verb 1
 Ex : The bird does not have four legs
 (?) Do + Subject + Verb 1+ Object ? Does
 Ex : Does the bird have two wings?

Note :

- We use Verb 1 if the subject is plural : They, we, I, You
- we use verb s/es if the subject is singular : she, he, it

B. The use of Simple Present tense

To express the fact (mengungkapkan kenyataan/fakta)

Ex :

- a. We believe the existence of God
- b. The earth is round

E. Pendekatan dan Metode

3. Pendekatan : Scientific Approach
4. Metode : Word Matching Game

F. Media, Alat/Bahan, dan Sumber Belajar

- | | |
|-------------------|-----------------------------|
| 1. Media | : Kartu Word Matching Games |
| 2. Alat/bahan | : Kertas |
| 3. Sumber Belajar | : Buku dan internet |

G. Langkah-Langkah Pembelajaran

1. Pertemuan Pertama

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> ☞ Siswa menjawab salam dan berdoa. ☞ Siswa mendapatkan motivasi untuk mengikuti kegiatan pembelajaran hari ini. ☞ Siswa mendengarkan penjelasan tentang tujuan pembelajaran. 	10 menit
Inti	<p>Observing</p> <ul style="list-style-type: none"> ☞ Siswa diminta membaca dan memahami instruksi ☞ Siswa mengamati beberapa gambar beserta keterangan berbagai kegiatan sehari-hari seorang pekerja. ☞ Siswa diminta membaca dan memahami instruksi untuk kegiatan berikutnya. ☞ Siswa memperhatikan contoh guru melaftakan/membaca percakapan dengan intonasi dan tekanan kata yang baik dan benar <p>Questioning</p> <ul style="list-style-type: none"> ☞ Siswa diberikan kesempatan untuk bertanya mengenai materi pelajaran yang berkaitan dengan penggunaan should untuk mengungkapkan 	60 menit

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
	<p>himbaun melakukan sesuatu.</p> <p>Experimenting</p> <ul style="list-style-type: none"> ☞ Siswa menemukan ungkapan yang berkaitan dengan pekerjaan untuk mengungkapkan himbauan melakukan sesuatu dalam permainan <i>word-matching games</i>. ☞ Siswa mengetahui fungsi sosial, unsur kebahasaan, dan struktur teks dari dialog yang berkaitan dengan penggunaan <i>kata kerja</i> untuk mengungkapkan himbauan melakukan sesuatu. ☞ Siswa berlatih membuat kalimat menggunakan <i>kata kerja</i> berdasarkan gambar tertentu untuk mengungkapkan himbauan melakukan sesuatu <i>work in group</i>. <p>Associating</p> <ul style="list-style-type: none"> ☞ Siswa berpasangan menyusun kata sederhana tentang pekerjaan. <p>Communicating</p> <ul style="list-style-type: none"> ☞ Siswa diminta menuliskan kembali kegiatan sehari-hari seorang pekerja, dengan tulisan tangan yang rapi dan jelas. 	
Penutup	<ul style="list-style-type: none"> ☞ Setelah mengikuti kegiatan pembelajaran, siswa ditanya, bagaimana perasaannya, sebagai refleksi. ☞ Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik yang dibahas. ☞ Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini. ☞ Guru menutup pertemuan dengan mengucapkan hamdalah dan memberi salam. 	10 menit
Penugasan: Mengerjakan lembar kerja siswa		

H. Instrumen Penilaian

Pedoman penskoran :

1. Untuk tiap nomor, tiap jawaban benar skor 1
2. Jumlah skor maksimal =25
3. Nilai maksimal = 25
4. Nilai Siswa = $10 \times$ Skor Maksimal Skor Perolehan

I. Penilaian Ketrampilan

Teknik : Tulis

1	Grammar	16. 100 % tata bahasa tepat. 17. 80 % tata bahasa tepat. 18. 60 % tata bahasa tepat. 19. 40 % tata bahasa tepat. 20. 20 % tata bahasa tepat.	5 4 3 2 1
2	Penulisan vocab	16. 100 % penulisan kata tepat. 17. 80 % penulisan kata tepat. 18. 60 % penulisan kata tepat. 19. 40 % penulisan kata tepat. 20. 20 % penulisan kata tepat.	5 4 3 2 1
3	Tanda baca dan kapitalisasi	16. 100 % tanda baca dan kapitalisasi tepat. 17. 80 % tanda baca dan kapitalisasi tepat. 18. 60 % tanda baca dan kapitalisasi tepat. 19. 40 % tanda baca dan kapitalisasi tepat. 20. 20 % tanda baca dan kapitalisasi tepat.	5 4 3 2 1

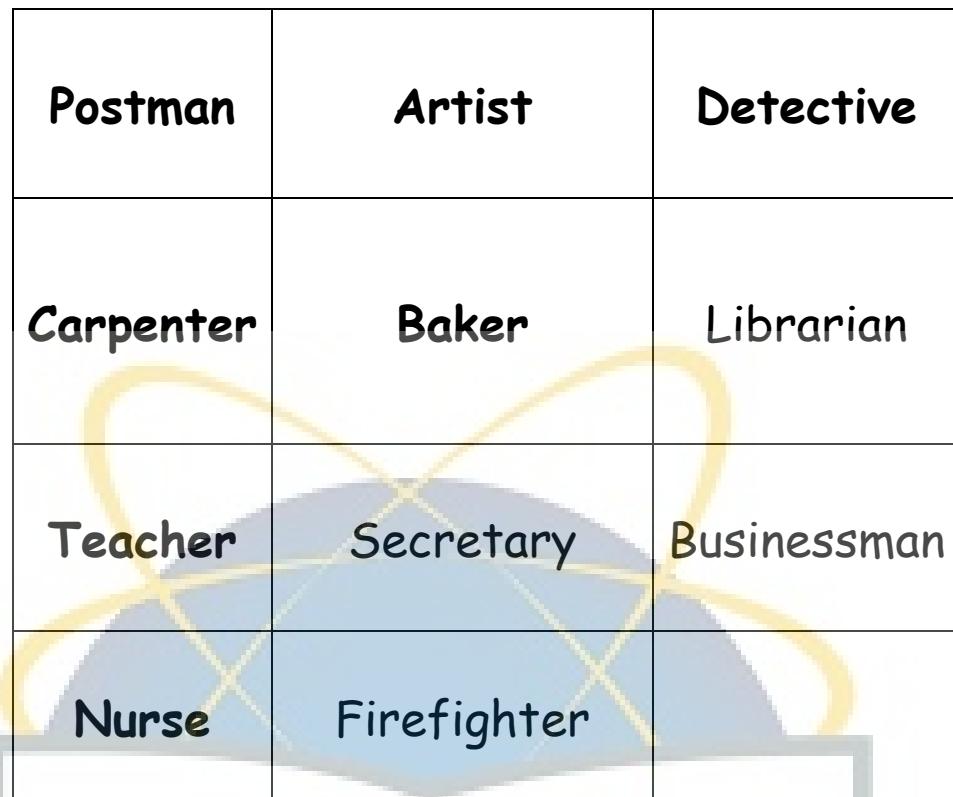


Word Matching Games

<u>START</u>	Butcher	Baker
Bricklayer	Teacher	Doctor
Firefighter	Librarian	Secretary
Carpenter	Farmer	Artist
Postman	Sailor	Nurse



Chef	Sailor	Bricklayer
Butcher	Doctor	Policeman
Vet	Newspaper Boy	Farmer



I cook food and I am in charge of the kitchen	I see patients, I give them injections and medicine	I check your books out and help you find them too.
I usually sell sausages, lamb, beef and pork.	I sell magazines, comics, newspapers and sweets	I put out fires and rescue people who are trapped.
I help and treat sick animals	I paint, draw or make sculptures.	I file documents, answer the phone and send emails.
I deliver letters and small parcels to your home	I bake and sell bread, cakes and doughnuts.	I count money, gather and invest money in many business ideas.
I repair and install wooden things and I make doors too.	I use bricks and cement to build walls and houses	I work to gather evidence and facts for criminal cases
I help people learn new things	I help the traffic move and catch robbers	I work on ships and go around cross the sea
I look after sick people and help the busy doctors.	I grow crops and keep animals. I work very hard.	

Rencana Pelaksanaan Pembelajaran (RPP)
Controlled Class

A. Identitas

Nama Sekolah	: MTsN 1 Tangerang Selatan
Mata Pelajaran	: Bahasa Inggris
Kelas/semester	: VIII/I
Tema/subtema	: Obligation, Prohibition and Suggestion
Alokasi	: 2 x 40 menit

B. Kompetensi Inti

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

C. Kompetensi Dasar dan Indikator

Kompetensi Dasar		Kompetensi Dasar
1.5 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar		2.2 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman
3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan		4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan

memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan must, should)	meminta informasi terkait keharusan, larangan, dan himbauan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
Indikator	
3.3.1 Siswa membedakan Modal Auxiliary must dan have to untuk mengungkapkan keharusan melakukan sesuatu	4.3.1 Siswa menuliskan kalimat terkait keharusan
3.3.2 Siswa menggunakan Modal Auxiliary must not untuk mengungkapkan larangan melakukan sesuatu	4.3.2 Siswa menuliskan kalimat terkait larangan melakukan sesuatu
3.3.3 Siswa menggunakan Modal Auxiliary should untuk megungkapkan dan menanyakan keharusan melakukan sesuatu	4.3.3 Siswa menuliskan kalimat himbauan sesuai dengan gambar yang disediakan
	4.3.4 Siswa menyusun dialog sederhana terkait keharusan, larangan, dan himbauan.

D. Tujuan Pembelajaran

- Setelah menyelesaikan pembelajaran, peserta didik diharapkan dapat:
2. Siswa dapat membedakan Modal Auxiliary must/have to untuk mengungkapkan keharusan melakukan sesuatu.
 3. Siswa dapat menggunakan Modal Auxiliary must not untuk mengungkapkan larangan melakukan sesuatu.
 4. Siswa dapat menuliskan kalimat terkait keharusan dan larangan melakukan sesuatu.
 5. Siswa dapat menggunakan Modal Auxiliary should untuk megungkapkan dan menanyakan himbauan melakukan sesuatu.
 6. Siswa dapat menuliskan kalimat himbauan sesuai dengan gambar yang disediakan.
 7. Siswa menyusun dialog sederhana terkait keharusan, larangan, dan himbauan melakukan sesuatu.

E. Materi Pembelajaran

Obligations and Prohibitions

Have to and must are used to express obligation. Don't have to is used to express that something is not required and mustn't is used to express prohibition.

Must

Must and mustn't are the same for all persons. We use must when we think it is important to do an action or we give people orders.

- You must be home by eleven
 - She must tidy up her room every day
- We use must when the obligation comes from the speaker.
- I must go to the doctor, I don't feel well.
 - I must have my homework ready tonight.
 - I must stop smoking.

Have to

We use have to when the obligation comes from someone else, not the speaker; for an action that is necessary because of rules.

- We have to be at the airport three hours before the flight leaves.
- At work I have to wear a uniform.
- My father has to pay the rent every month.

Mustn't

Mustn't is used to say that something is against the rules or against the law.

- You mustn't smoke at school.
- You mustn't use your telephone on a plane

Don't have to

Don't have to is used to show that there is no obligation.

- In this restaurant you don't have to wear a tie.
- My brother doesn't have to wear uniform at his school.
- We don't have to get up early on weekends.

Suggestion

To express a suggestion, should or shouldn't is used. For examples:

- You should call the police.
- You should firstly, check to see if anyone is injured, secondly call an ambulance if necessary.
- She should take an aspirin.
- He should go to the dentist as soon as possible.
- He should drink a glass of water.

Accepting Suggestions

- That's a good/nice/wonderful, idea/suggestion.
- Thank you/Thanks.
- I'll do/try that.
- Why didn't I think of that?
- I think you're right.

Rejecting suggestions

- I tried that, but ...
- Thanks, but that won't work/help because ...
- I don't want to/can't do that because ...
- That's a good idea, but ...

F. Pendekatan, Model dan Metode

1. Pendekatan : Scientific Approach
2. Metode : Communication Language Teaching

G. Media, Alat/Bahan, dan Sumber Belajar

1. Media : Proyektor dan laptop
2. Alat/bahan : Spidol, papan tulis, kertas
3. Sumber Belajar : Buku dan internet

H. Langkah-Langkah Pembelajaran

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	<p>☞ Siswa menjawab salam dan berdoa.</p> <p>☞ Siswa mendapatkan motivasi untuk mengikuti kegiatan pembelajaran hari ini.</p> <p>☞ Siswa mendengarkan penjelasan tentang tujuan pembelajaran.</p>	10 menit
Inti	<p>Observing</p> <p>☞ Siswa mengamati penjelasan guru tentang penggunaan <i>must atau have to</i> untuk mengungkapkan dan meminta informasi terkait keharusan melakukan sesuatu.</p> <p>☞ Siswa mengamati penjelasan guru tentang penggunaan <i>must not</i> untuk mengungkapkan dan meminta informasi terkait larangan melakukan sesuatu.</p> <p>Questioning</p> <p>☞ Siswa diberi kesempatan untuk bertanya tentang materi pelajaran yang berkaitan dengan penggunaan Modal Auxiliary <i>must atau have to</i> untuk mengungkapkan dan meminta informasi terkait keharusan melakukan sesuatu dan Modal Auxiliary <i>must not</i> untuk mengungkapkan dan meminta informasi terkait larangan melakukan sesuatu.</p>	60 menit

	<p>Experimenting</p> <ul style="list-style-type: none"> ☞ Siswa menemukan ungkapan yang berkaitan dengan tindakan meminta informasi dan mengungkapkan keharusan dan larangan melakukan sesuatu. ☞ Siswa membedakan penggunaan <i>must and have to</i> dalam kalimat sederhana. <p>Associating</p> <ul style="list-style-type: none"> ☞ Siswa memberi contoh ungkapan tentang penggunaan Modal Auxiliary <i>must</i> atau <i>have to</i> untuk mengungkapkan dan menanyakan terkait keharusan melakukan sesuatu yang pernah ditemukan di kehidupan sehari-hari. <p>Communicating</p> <ul style="list-style-type: none"> ☞ Siswa menuliskan beberapa kalimat tentang penggunaan Modal Auxiliary <i>must atau have to</i> untuk mengungkapkan dan menanyakan keharusan melakukan sesuatu serta meminta informasi terkait keharusan melakukan sesuatu dan Modal Auxiliary <i>must not</i> untuk mengungkapkan dan meminta informasi terkait larangan melakukan sesuatu. ☞ Siswa membacakan kalimat yang telah dibuat di depan teman-teman satu kelas. 	
Penutup	<ul style="list-style-type: none"> ☞ Guru memberikan kesempatan kepada peserta didik untuk bertanya mengenai materi yang telah diberikan sebelum kegiatan belajar mengajar berakhir ☞ Guru mengulas secara singkat apa yang telah dipelajari ☞ Guru menanyakan kesulitan siswa selama Kegiatan Belajar Mengajar ☞ Guru menutup pertemuan dengan mengucapkan hamdalah dan memberi salam. 	10 menit

Penilaian Ketampilan

Teknik : Tulis

1	Grammar	21. 100 % tata bahasa tepat. 22. 80 % tata bahasa tepat. 23. 60 % tata bahasa tepat.	5 4 3
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		24. 40 % tata bahasa tepat. 25. 20 % tata bahasa tepat.	2 1
2	Penulisan vocab	21. 100 % penulisan kata tepat. 22. 80 % penulisan kata tepat. 23. 60 % penulisan kata tepat. 24. 40 % penulisan kata tepat. 25. 20 % penulisan kata tepat.	5 4 3 2 1
3	Tanda baca dan kapitalisasi	21. 100 % tanda baca dan kapitalisasi tepat. 22. 80 % tanda baca dan kapitalisasi tepat. 23. 60 % tanda baca dan kapitalisasi tepat. 24. 40 % tanda baca dan kapitalisasi tepat. 25. 20 % tanda baca dan kapitalisasi tepat.	5 4 3 2 1



Rencana Pelaksanaan Pembelajaran (RPP)
Controlled Class

A. Identitas

Nama Sekolah	: MTsN 1 Tangerang Selatan
Mata Pelajaran	: Bahasa Inggris
Kelas/semester	: VIII/I
Tema/subtema	: You are invited!
Alokasi	: 2 x 40 menit

B. Kompetensi Inti

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

C. Kompetensi Dasar dan Indikator

Kompetensi Dasar		Kompetensi Dasar
1.6 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks undangan pribadi dan ucapan selamat (greeting card), sesuai dengan konteks penggunaannya		2.2 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman
3.4 Menangkap makna undangan pribadi dan ucapan selamat (greeting card), sangat pendek dan sederhana.		4.4 Menangkap makna undangan pribadi dan ucapan selamat (greeting card), sangat pendek dan sederhana.

4.5 Menyusun teks tulis undangan pribadi dan ucapan selamat (greeting card), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	
Indikator	
3.4.1 Membuat undangan pribadi sesuai dengan konteks penggunaan	4.4.1 Mengidentifikasi struktur text dan unsur kebahasaan untuk melaksanakan fungsi sosial dari text undangan pribadi sesuai dengan konteks penggunaannya
3.4.2 Membuat ucapan selamat sesuai dengan konteks penggunaan	4.4.2 Mengidentifikasi struktur text dan unsur kebahasaan untuk melaksanakan fungsi sosial dari text ucapan selamat sesuai dengan konteks penggunaannya
	4.5.1 Siswa membuat kartu undangan pribadi menggunakan kata dan tata bahasa yang lazim digunakan dalam kartu undangan.
	4.5.2 Siswa membuat Greeting Card menggunakan kata dan tata bahasa yang lazim digunakan dalam ucapan selamat.

D. Materi Pembelajaran

- **Fungsi Sosial dari text:**

- Undangan
- Ucapan selamat

- **Struktur Teks dari Undangan dan Ucapan Selamat, yaitu:**

Ungkapan-ungkapan undangan pribadi

- Iwant you to come to
- Will you come to
- Please come to

Ungkapan-ungkapan dalam Greeting Card :

- Congratulations...
- Happy Bitrhday
- May ...

• Unsur Kebahasaan dari teks Undangan dan Ucapan Selamat, yaitu:

- ungkapan dalam undangan (*you are invited, please come, will you come to... I want you , please come to dsb.*)
- ungkapan dalam ucapan selamat (*congratulation..., Happy Birthday, Happy...., dsb.*)
- makna kata berkaitan dengan tema berupa kata/frasa/kalimat yang berkaitan dengan ungkapan dalam undangan dan ucapan selamat (*invited, blessed, with fun, be held, dsb*)
- ucapan/pelafalan, tekanan kata, dan intonasi dari kosa kata (berupa kata/frasa/kalimat) berkaitan dengan tema.

E. Pendekatan, Model dan Metode

- | | |
|---------------|-----------------------------------|
| 1. Pendekatan | : Scientific Approach |
| 2. Model | : Lecturing, group discussion |
| 3. Metode | : Communication Language Teaching |

F. Media, Alat/Bahan, dan Sumber Belajar

- | | |
|-------------------|--|
| 1. Media | : - Macam-macam ‘personal invitation’ yang terdapat pada Buku Wajib Siswa SMP Kelas VIII
- Macam-macam ‘Greeting Card’ yang terdapat pada Buku Wajib Siswa SMP Kelas VIII |
| 2. Alat/bahan | : Spidol, papan tulis, kertas |
| 3. Sumber Belajar | : Buku dan internet |

G. Langkah-Langkah Pembelajaran

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	<ul style="list-style-type: none"> ☞ Siswa menjawab salam dan berdoa. ☞ Siswa mendapatkan motivasi untuk mengikuti kegiatan pembelajaran hari ini. ☞ Siswa mendengarkan penjelasan tentang tujuan pembelajaran. 	10 menit
Inti	<p>Observing</p> <ul style="list-style-type: none"> ☞ Siswa diminta membaca dan memperhatikan bahwa dalam kartu undangan terbagi menjadi 4 bagian ☞ ungkapan yang menunjukkan makna 	60 menit

	<p>mengundang untuk suatu acara</p> <ul style="list-style-type: none"> ☞ nama (event) ☞ hari/ tanggal/ waktu dan tempat penyelenggaraan ☞ nama orang yang mengundang dan yang diundang/ closing (Buku siswa hal. 52-54) ☞ Siswa membaca dan sekaligus mengidentifikasi hal-hal dari bacaan yang ada <p>a. Invitation statement b. Informasi pelaksanaan c. Nama orang yang mengundang dan yang diundang</p> <ul style="list-style-type: none"> ☞ Siswa diminta mengungkapkan bagian-bagian yang ada di struktur kartu undangan ☞ “Time’s up! OK Students, now it’s time for you to share about the result of your identification” ☞ Siswa men ‘share’ kan hasil pengamatannya : <p>☞ Ok mam! Statements is ... ☞ Ok mam! The closing ☞ Statement is ... ☞ The time is at ☞ The place is in ☞ The day is at</p> <p>Questioning</p> <ul style="list-style-type: none"> ☞ Siswa diberi pendampingan dan di beri motivasi untuk saling bertanya jawab dengan menggunakan Wh-questions ☞ Siswa ditunjukkan kartu-kartu undangan yang harus dijadikan sumber untuk bertanya jawab ☞ Siswa membuat pertanyaan-pertanyaan berdasarkan kartu undangan yang telah ditunjukkan (buku siswa hal 52-54) ☞ Siswa menjawab pertanyaan-pertanyaan yang disampaikan oleh teman-teman yang lain <p>Experimenting</p> <ul style="list-style-type: none"> ☞ Siswa secara spontan membuat invitation statement berdasarkan gambar yang ditunjukkan 	
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	<ul style="list-style-type: none"> ☞ Siswa secara individu berlomba untuk mengekspresikan invitation statement berdasarkan gambar yang ditunjukkan. ☞ Siswa menuliskan hasil pengamatan yang ditemukan di kartu-kartu yang ditunjukkan oleh guru tentang : ☞ Invitation statement ☞ Information pelaksanaannya (waktu dan tempat) ☞ Additional information ☞ Closing nya/ nama pengirim dan penerima). <p>Associating</p> <ul style="list-style-type: none"> ☞ Siswa bekerjasama membuat rancangan surat undangan untuk sebuah acara. (Hal 55) ☞ Siswa melakukan analisis terhadap undangan yang dibuat secara berkelompok ☞ Siswa bisa mengungkapkan makna undangan, struktur teks, dan unsur kebahasaannya. ☞ Siswa diberi feedback atas hasil kerjanya untuk memperbaiki hasil kerja kelompoknya. <p>Communicating</p> <ul style="list-style-type: none"> ☞ Setiap kelompok menempel undangan di papan tulis atau papan tempel yang lain. ☞ Siswa mengungkapkan pengalaman yang mereka peroleh selama pembelajaran dengan mengisi ‘My Journal’ pada buku catatan. ☞ Peserta didik menerima umpan balik dan/atau penguatan (isi, fungsi sosial, struktur, dan unsur kebahasaan teks) dari guru. 	
Penutup	<ul style="list-style-type: none"> ☞ Guru memberikan kesempatan kepada peserta didik untuk bertanya mengenai materi yang telah diberikan sebelum kegiatan belajar mengajar berakhir ☞ Guru mengulas secara singkat apa yang telah dipelajari 	10 enit

	<ul style="list-style-type: none"> ☞ Guru menanyakan kesulitan siswa selama Kegiatan Belajar Mengajar ☞ Guru menutup pertemuan dengan mengucapkan hamdalah dan memberi salam. 	
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H. Instrumen Penilaian

Penilaian Ketrampilan

Teknik : Tulis

Bentuk : Dialog

Instrumen :

- Works in pair.
- Make a simple dialog about obligation/ prohibition/ suggestion

1	Grammar	26. 100 % tata bahasa tepat. 27. 80 % tata bahasa tepat. 28. 60 % tata bahasa tepat. 29. 40 % tata bahasa tepat. 30. 20 % tata bahasa tepat.	5 4 3 2 1
2	Penulisan vocab	26. 100 % penulisan kata tepat. 27. 80 % penulisan kata tepat. 28. 60 % penulisan kata tepat. 29. 40 % penulisan kata tepat. 30. 20 % penulisan kata tepat.	5 4 3 2 1
3	Tanda baca dan kapitalisasi	26. 100 % tanda baca dan kapitalisasi tepat. 27. 80 % tanda baca dan kapitalisasi tepat. 28. 60 % tanda baca dan kapitalisasi tepat. 29. 40 % tanda baca dan kapitalisasi tepat. 30. 20 % tanda baca dan kapitalisasi tepat.	5 4 3 2 1

Mengetahui,

Tangerang Selatan, 30 September 2019

Guru Mata Pelajaran

Praktikum

Nalty Nasution

Risya Julia Rachmawati

Rencana Pelaksanaan Pembelajaran (RPP)

Controlled Class

A. Identitas

Nama Sekolah	: MTsN 1 Tangerang Selatan
Mata Pelajaran	: Bahasa Inggris
Kelas/semester	: VIII/I
Tema/subtema	: You are invited!
Alokasi	: 2 x 40 menit

B. Kompetensi Inti

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

C. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Kompetensi Dasar
1.7 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks undangan pribadi dan ucapan selamat (greeting card), sesuai dengan konteks penggunaannya	2.2 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman
3.4 Menangkap makna undangan pribadi dan ucapan selamat (greeting card), sangat pendek dan	4.4 Menangkap makna undangan pribadi dan ucapan selamat (greeting card), sangat pendek dan sederhana.

sederhana.	
4.5 Menyusun teks tulis undangan pribadi dan ucapan selamat (greeting card), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	
Indikator	
3.4.1 Membuat undangan pribadi sesuai dengan konteks penggunaan	4.4.1 Mengidentifikasi struktur text dan unsur kebahasaan untuk melaksanakan fungsi sosial dari text undangan pribadi sesuai dengan konteks penggunaannya
3.4.2 Membuat ucapan selamat sesuai dengan konteks penggunaan	4.4.2 Mengidentifikasi struktur text dan unsur kebahasaan untuk melaksanakan fungsi sosial dari text ucapan selamat sesuai dengan konteks penggunaannya
	4.5.1 Siswa membuat kartu undangan pribadi menggunakan kata dan tata bahasa yang lazim digunakan dalam kartu undangan.
	4.5.2 Siswa membuat Greeting Card menggunakan kata dan tata bahasa yang lazim digunakan dalam ucapan selamat.

D. Materi Pembelajaran

- **Fungsi Sosial dari text:**

- Undangan
- Ucapan selamat

- **Struktur Teks dari Undangan dan Ucapan Selamat, yaitu:**

Ungkapan-ungkapan undangan pribadi

- I want you to come to

- Will you come to
- Please come to

Ungkapan-ungkapan dalam Greeting Card :

- Congratulations...
- Happy Birthday
- May ...

- **Unsur Kebahasaan dari teks Undangan dan Ucapan Selamat, yaitu:**
 - ungkapan dalam undangan (*you are invited, please come, will you come to... I want you, please come to dsb.*)
 - ungkapan dalam ucapan selamat (*congratulation..., Happy Birthday, Happy...., dsb.*)
 - makna kata berkaitan dengan tema berupa kata/frasa/kalimat yang berkaitan dengan ungkapan dalam undangan dan ucapan selamat (*invited, blessed, with fun, be held, dsb*)
 - ucapan/pelafalan, tekanan kata, dan intonasi dari kosa kata (berupa kata/frasa/kalimat) berkaitan dengan tema.

E. Pendekatan, Model dan Metode

- | | |
|---------------|-----------------------------------|
| i. Pendekatan | : Scientific Approach |
| j. Model | : Lecturing, group discussion |
| k. Metode | : Communication Language Teaching |

F. Media, Alat/Bahan, dan Sumber Belajar

- | | |
|-------------------|--|
| 1. Media | : - Macam-macam ‘personal invitation’ yang terdapat pada Buku Wajib Siswa SMP Kelas VIII
- Macam-macam ‘Greeting Card’ yang terdapat pada Buku Wajib Siswa SMP Kelas VIII |
| 2. Alat/bahan | : Spidol, papan tulis, kertas |
| 3. Sumber Belajar | : Buku dan internet |

G. Langkah-Langkah Pembelajaran

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	<ul style="list-style-type: none"> ☞ Siswa menjawab salam dan berdoa. ☞ Siswa mendapatkan motivasi untuk mengikuti kegiatan pembelajaran hari ini. ☞ Siswa mendengarkan penjelasan tentang tujuan pembelajaran. 	10 menit
Inti	Observing <ul style="list-style-type: none"> ☞ Siswa diminta membaca dan 	60 menit

	<p>memperhatikan contoh Greeting card yang ada dalam buku ‘When English Rings a Bell’.</p> <ul style="list-style-type: none"> ☞ Siswa membaca dan sekaligus mengidentifikasi makna dari bacaan yang ada <ol style="list-style-type: none"> <i>Congratulating statement</i> Peristiwa penting yang terdapat dalam <i>Greeting Card</i>. Orang yang memberi ucapan selamat dan orang yang diberi ucapan selamat. (Buku Siswa halaman 56) ☞ Siswa diminta mengungkapkan makna dari kartu ucapan selamat yang ada. ☞ “Time’s up! OK Students, now it’s time for you to share about the result of your identification” ☞ Siswa men ‘share’ kan hasil pengamatannya : ☞ Ok mam! The Congratulating Statements is ... ☞ The event is ... ☞ The sender is ... ☞ Siswa diminta membacakan ungkapan-ungkapan yang digunakan dalam Greeting card; “Congratulations for ...”, “Happy Birthday”, “May...” ☞ Siswa menirukan apa yang diucapkan guru tentang ungkapan-ungkapan dalam Greeting card <p>Questioning</p> <ul style="list-style-type: none"> ☞ Siswa diberi pendampingan dan di beri motivasi untuk saling bertanya jawab dengan menggunakan Wh-questions ☞ Siswa ditunjukkan kartu-kartu ucapan selamat yang harus dijadikan sumber untuk bertanya jawab (halaman 57) ☞ Siswa membuat pertanyaan-pertanyaan berdasarkan kartu ucapan selamat yang telah ditunjukkan ☞ Siswa menjawab pertanyaan-pertanyaan yang disampaikan oleh teman-teman yang 	
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	<p>lain</p> <p>Experimenting</p> <ul style="list-style-type: none"> ☞ Siswa secara spontan membuat congratulating statement berdasarkan gambar yang ditunjukkan (halaman 58). ☞ Siswa berlomba untuk mengekspresikan congratulating statement berdasarkan gambar yang ditunjukkan. ☞ Siswa menuliskan hasil pengamatan yang ditemukan di kartu-kartu yang ditunjukkan oleh guru tentang : ☞ Congratulating statement ☞ Peristiwa penting yang terdapat dalam <i>Greeting Card</i>. ☞ Orang yang memberi ucapan selamat dan orang yang diberi ucapan selamat. <p>Associating</p> <ul style="list-style-type: none"> ☞ Siswa bekerjasama membuat Greeting Card atas suatu keberhasilan yang diraih seseorang ☞ Guru meminta siswa melakukan analisis terhadap Greeting Card yang dibuat secara berkelompok ☞ Siswa bisa mengungkapkan makna Greeting Card, struktur teks, dan unsur kebahasaannya. ☞ Siswa diberi feedback atas hasil kerjanya untuk memperbaiki hasil kerja kelompoknya. <p>Communicating</p> <ul style="list-style-type: none"> ☞ Setiap kelompok menempel Greeting Card di papan tulis atau papan tempel yang lain. ☞ Siswa mengungkapkan pengalaman yang mereka peroleh selama pembelajaran dengan mengisi ‘My Journal’ pada buku catatan. ☞ Peserta didik menerima umpan balik dan/atau penguatan (isi, fungsi sosial, struktur, dan unsur kebahasaan teks) dari guru. 	
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Penutup	<ul style="list-style-type: none"> ☞ Setelah mengikuti kegiatan pembelajaran, siswa ditanya, bagaimana perasaannya, sebagai refleksi. ☞ Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik yang dibahas. ☞ Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini. ☞ Guru menutup pertemuan dengan mengucapkan hamdalih dan memberi salam. 	10 menit
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H. Instrumen Penilaian

Penilaian Ketrampilan

Teknik : Tulis

Bentuk : Dialog

Instrumen :

- Works in pair.
- Make a simple dialog about obligation/ prohibition/ suggestion

1	Grammar	31. 100 % tata bahasa tepat. 32. 80 % tata bahasa tepat. 33. 60 % tata bahasa tepat. 34. 40 % tata bahasa tepat. 35. 20 % tata bahasa tepat.	5 4 3 2 1
2	Penulisan vocab	31. 100 % penulisan kata tepat. 32. 80 % penulisan kata tepat. 33. 60 % penulisan kata tepat. 34. 40 % penulisan kata tepat. 35. 20 % penulisan kata tepat.	5 4 3 2 1
3	Tanda baca dan kapitalisasi	31. 100 % tanda baca dan kapitalisasi tepat. 32. 80 % tanda baca dan kapitalisasi tepat. 33. 60 % tanda baca dan kapitalisasi tepat. 34. 40 % tanda baca dan kapitalisasi tepat. 35. 20 % tanda baca dan kapitalisasi tepat.	5 4 3 2 1

Mengetahui,

Tangerang Selatan, 2 Oktober 2019

Guru Mata Pelajaran

Praktikum

Rencana Pelaksanaan Pembelajaran (RPP)

Controlled Class

A. Identitas

Nama Sekolah	: MTsN 1 Tangerang Selatan
Mata Pelajaran	: Bahasa Inggris
Kelas/semester	: VIII/I
Tema/subtema	: My Uncle is a Zoo Keeper
Alokasi	: 2 x 40 menit

B. Kompetensi Inti

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

C. Kompetensi Dasar dan Indikator

Kompetensi Dasar		Kompetensi Dasar
1.8	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar	2.2 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman
3.5	Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan	4.6 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang keberadaan orang, benda,

keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu, sesuai dengan konteks penggunaannya	binatang dalam jumlah yang tidak tertentu, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar.
Indikator	
3.5.1 Mengidentifikasi fungsi social dan unsur kebahasaan dari ungkapan menanyakan keberadaan orang, benda binatang dalam jumlah yang tidak tentu	4.6.1 Menulis teks lisan sederhana untuk mengucapkan dan merespon ungkapan menanyakan keberadaan orang, benda binatang dalam jumlah yang tidak tentu
3.5.2 Menyebutkan ungkapan menanyakan keberadaan orang, benda binatang dalam jumlah yang tidak tentu	4.6.2 Menulis teks tulis sederhana tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau kebenaran umum.
3.5.3 Merespon ungkapan menanyakan keberadaan orang, benda binatang dalam jumlah yang tidak tentu	
3.6.1 Mengidentifikasi fungsi social dan unsur kebahasaan dari ungkapan menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum	
3.6.2 Menyebutkan ungkapan menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum	
3.6.3 Merespon ungkapan menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum	

D. Materi Pembelajaran

Teks lisan dan tulis untuk menyatakan dan menanyakan tindakan/kejadian

yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum

- **Fungsi sosial**

- Menyatakan tindakan/kejadian yang merupakan rutinitas dan kebenaran umum dalam menjaga hubungan interpersonal dengan guru dan teman

- **Struktur teks**

- Tindakan/kejadian yang merupakan kebenaran umum

Where does the sun rise?

It rises in the east

How does salt taste?

It tastes salty

Dogs bark, cats meow.

- **Unsur kebahasaan**

- Ucapan, tekanan kata, intonasi, kosakata (**action verbs**: go, do, teach, prepare, adverb of time: every day, every morning, in the morning, at night, adverb of frequency: always, usually, sometimes dsb) dan tata bahasa (*Simple Present tense*)

Simple Present Tense

A. Pattern:

1. (+) Subject + is, am, are + Complement

Ex : She is a teacher

(-) Subject + is, am, are + not + Complement

Ex : She is not a teacher

(?) is, am, are + Subject + Complement?

Ex : Is she a teacher

Note : we use “is” if the subject is singular : He, she, It

We use “are” if the subject is plural : they, we, you

We use “am” if the subject is “I”

2. (+) Subject + Verb 1/es + Object

Ex : The bird has two wings

(-) Subject + do + not + Verb 1 + Object does+not+Verb 1

Ex : The bird does not have four legs

(?) Do + Subject + Verb 1+ Object ? Does

Ex : Does the bird have two wings?

Note :

- We use Verb 1 if the subject is plural : They, we, I, You
- we use verb s/es if the subject is singular : she, he, it

B. The use of Simple Present tense

To express the fact (mengungkapkan kenyataan/fakta)

Ex :

- a. We believe the existence of God
- b. The earth is round

E. Pendekatan dan Metode

1. Pendekatan : Scientific Approach
2. Metode : Communicative Learning Teaching

F. Media, Alat/Bahan, dan Sumber Belajar

1. Media : Laptop
2. Alat/bahan : Kertas
3. Sumber Belajar : Buku dan internet

G. Langkah-Langkah Pembelajaran

3. Pertemuan Pertama

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> ☞ Siswa menjawab salam dan berdoa. ☞ Siswa mendapatkan motivasi untuk mengikuti kegiatan pembelajaran hari ini. ☞ Siswa mendengarkan penjelasan tentang tujuan pembelajaran. 	10 menit
Inti	<p>Observing</p> <ul style="list-style-type: none"> ☞ Siswa diminta membaca dan memahami instruksi ☞ Siswa mengamati beberapa gambar beserta keterangan berbagai kegiatan sehari-hari seorang pekerja. ☞ Siswa diminta membaca dan memahami instruksi untuk kegiatan berikutnya. ☞ Siswa memperhatikan contoh guru melaftakan/membaca percakapan dengan intonasi dan tekanan kata yang baik dan benar <p>Questioning</p> <ul style="list-style-type: none"> ☞ Siswa diberikan kesempatan untuk bertanya mengenai materi pelajaran yang berkaitan dengan pekerjaan untuk mengungkapkan himbauan melakukan sesuatu. <p>Experimenting</p>	60 menit

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
	<ul style="list-style-type: none"> ☞ Siswa menemukan ungkapan yang berkaitan dengan pekerjaan untuk mengungkapkan himbauan melakukan sesuatu dalam permainan <i>word-matching games</i>. ☞ Siswa mengetahui fungsi sosial, unsur kebahasaan, dan struktur teks dari dialog yang berkaitan dengan penggunaan <i>kata kerja</i> untuk mengungkapkan himbauan melakukan sesuatu. ☞ Siswa berlatih membuat kalimat menggunakan <i>kata kerja</i> berdasarkan gambar tertentu untuk mengungkapkan himbauan melakukan sesuatu <i>work in group</i>. <p>Associating</p> <ul style="list-style-type: none"> ☞ Siswa berpasangan menyusun kata sederhana tentang pekerjaan. <p>Communicating</p> <ul style="list-style-type: none"> ☞ Siswa diminta menuliskan kembali kegiatan sehari-hari seorang pekerja, dengan tulisan tangan yang rapi dan jelas. 	
Penutup	<ul style="list-style-type: none"> ☞ Setelah mengikuti kegiatan pembelajaran, siswa ditanya, bagaimana perasaannya, sebagai refleksi. ☞ Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik yang dibahas. ☞ Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini. ☞ Guru menutup pertemuan dengan mengucapkan hamdalah dan memberi salam. 	10 menit
Penugasan: Mengerjakan lembar kerja siswa		

H. Instrumen Penilaian

Pedoman penskoran :

5. Untuk tiap nomor, tiap jawaban benar skor 1
6. Jumlah skor maksimal =25
7. Nilai maksimal = 25
8. Nilai Siswa = $10 \times$ Skor Maksimal Skor Perolehan

I. Penilaian Ketrampilan

Teknik : Tulis

1	Grammar	36. 100 % tata bahasa tepat. 37. 80 % tata bahasa tepat. 38. 60 % tata bahasa tepat.	5 4 3
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		39. 40 % tata bahasa tepat. 40. 20 % tata bahasa tepat.	2 1
2	Penulisan vocab	36. 100 % penulisan kata tepat. 37. 80 % penulisan kata tepat. 38. 60 % penulisan kata tepat. 39. 40 % penulisan kata tepat. 40. 20 % penulisan kata tepat.	5 4 3 2 1
3	Tanda baca dan kapitalisasi	36. 100 % tanda baca dan kapitalisasi tepat. 37. 80 % tanda baca dan kapitalisasi tepat. 38. 60 % tanda baca dan kapitalisasi tepat. 39. 40 % tanda baca dan kapitalisasi tepat. 40. 20 % tanda baca dan kapitalisasi tepat.	5 4 3 2 1



APPENDIX 10 Students' Worksheet

The Lowest Score of Students' Pre-Test in Controlled Class

Name : Ahmad Raya R (S-17) (66)
Class : VII S

Choose the correct answer by crossing (x) a, b, c or d!

1.  He is Mr. Malik. He is very...
 a. thin
 b. small
 c. tall
 d. thick

2.  A: What is Mike wearing?
 B: He's wearing...
 a. coat
 b. shirt
 c. trousers
 d. short

3. When it is windy, you should wear a...
 a. blouse b. hat c. raincoat d. coat

4. Sheila wanted to send an invitation letter to Gretta. After writing the address on the envelope, she puts ... on it.
 a. a letter b. a stamp c. a post card d. an airmail

5. Please go to the ... to buy a rubber!
 a. book store b. grocery c. souvenir shop d. stationery

6. Harold : I'm going to invite Anggita to come to my birthday party.
 Kirana : That's great. Why don't you make an ... for her?
 Harold : Alright
 a. present
 b. invitation card
 c. surprise party
 d. birthday cake

7. Rose : Excuse me sir, I want you to pull my tooth.
 Mr. Milley : Oh yes, let me examine it.
 Rose : Certainly.
 What do you think Mr. Dedi is?
 a. A doctor b. A nurse
 c. A dentist d. A receptionist

For number 8-9
 Yesterday, I had a sore throat. So, I could not swallow the food. Then, I went to the doctor. He gave me the (8) _____. After that, I went to the drugstore to buy the (9) _____.
 8. a. recipe b. plaster c. medicine d. check
 9. a. check b. medicine c. syrup d. Plaster

10. You can sweep the floor with a....
 a. duster b. broom
 b. feather duster d. mop

11. We must have a flag ceremony every Monday. Our teachers ask to come on time.
 a. them b. our c. we d. us

12. My friend and I go to school together. go there by Becak.
 a. they b. we c. us d. I

13. After taking nap, she usually water...
 a. the glass b. the dish c. the plants d. the house

14. I have a cute cat. I it when it gets hungry.
 a. food b. give c. feed d. play

15. "She is a very famous singer from Indonesia". The underlined word means ...
 a. strange b. unpopular
 c. prominent d. clumsy

16. I have one Her name is Dewi, she's in kindergarten now.

16. a. mother c. niece
 b. aunt d. uncle

17. One who makes things out of wood is
 a. a gardener b. a bricklayer
 b. a plumber d. a carpenter

18. They look very glad. The underlined word "glad" has the same meaning as
 a. sad b. happy c. tired d. unhappy

19. Rendy : Your picture is I like the colour.
 Niza : Thanks
 a. ordinary c. gorgeous
 b. horrible d. bad

20. Nino didn't study hard. He didn't the exam.
 a. study b. finish c. pass d. break

21. Freya has a big bag. She can put all his stuffs in it. The underlined word means....
 a. huge b. tiny c. wide d. large

22. Every December 22, we celebrate Mother's Day. This year I want to write a as a present to my beloved mom.
 a. letter c. note
 b. speech d. list

23. My uncle is a businessman. He sells clothes, shoes, and any other products by internet. The antonym of the underlined verb is
 a. lend b. borrow c. buy d. give

24. My uncle leads our school. He is responsible of everything happen in there. He is a dedicated
 a. governor c. headman
 b. regent d. headmaster

25. Tommy is always frightened if the blackout happens in the night. Sometimes he shouts out of control. The underlined word means....

26. It's only two ticket left to join school annual vacation to Dunia Fantasi. You have to grab it
 a. fast b. rapidly c. quickly d. speedy

27. A long narrow, flat piece of plastic, metal, or wood, with straight edges. It used for measuring things and for drawing straight lines. It is called?
 a. Pencil c. Sharpener
 b. Ruler d. Pen

28. Which of the following words is the synonym of "coast"?
 a. Shore b. River c. Mountain d. Lake

29. Everybody in the class has the special task. Udin has a job to clean up the floor by it.
 a. sweeping c. cleaning
 b. showering d. mopping

30. Making jelly is very simple. The underlined word is antonymous with.....
 a. easy b. serious c. deep d. complicated

The Highest Score of Students' Pre-Test in Controlled Class

Name : Rofianur Solechah S-3
Class : 85 (88)

Choose the correct answer by crossing (x) a, b, c or d!

1.  He is Mr. Malik. He is very...
 a. thin
 b. small
 c. tall
 d. thick

2.  A: What is Mike wearing?
 B: He's wearing...
 a. coat
 b. shirt
 c. trousers
 d. short

3. When it is windy, you should wear a...
 a. blouse b. hat c. raincoat d. coat

4. Sheila wanted to send an invitation letter to Gretta. After writing the address on the envelope, she puts ... on it.
 a. a letter
 b. a stamp c. a post card
 d. an airmail

5. Please go to the ... to buy a rubber!
 a. book store c. souvenir shop
 b. grocery d. stationery

6. Harold : I'm going to invite Anggita to come to my birthday party.
 Kirana : That's great. Why don't you make an ... for her?
 Harold : Alright
 a. present
 b. invitation card
 c. surprise party
 d. birthday cake

7. Rose : Excuse me sir, I want you to pull my tooth.
 Mr. Milley : Oh yes, let me examine it.
 Rose : Certainly.
 What do you think Mr. Dedi is?
 a. A doctor c. A nurse
 b. A dentist d. A receptionist

For number 8-9
 Yesterday, I had a sore throat. So, I could not swallow the food. Then, I went to the doctor. He gave me the (8) After that, I went to the drugstore to buy the (9)
 8. a. recipe b. plaster c. medicine d. check
 9. a. check b. medicine c. syrup d. Plaster

10. You can sweep the floor with a....
 a. duster b. broom
 b. feather duster d. mop

11. We must have a flag ceremony every Monday. Our teachers ask to come on time.
 a. them b. our c. we d. us

12. My friend and I go to school together. go there by Becak.
 a. they b. we c. us d. I

13. After taking nap, she usually water...
 a. the glass b. the dish
 c. the plants d. the house

14. I have a cute cat. I it when it gets hungry.
 a. food b. give c. feed d. play

15. "She is a very famous singer from Indonesia". The underlined word means ...
 a. strange c. unpopular
 b. prominent d. clumsy

16. I have one Her name is Dewi, she's in kindergarten now.

a. mother b. aunt c. niece d. uncle

✓ 17. One who makes things out of wood is
 a. a gardener b. a plumber c. a bricklayer d. a carpenter

✓ 18. They look very glad. The underlined word "glad" has the same meaning as
 a. sad b. happy c. tired d. unhappy

✓ 19. Rendy : Your picture is I like the colour.
 Niza : Thanks
 a. ordinary b. horrible c. gorgeous d. bad

✗ 20. Nino didn't study hard. He didn't the exam.
 a. study b. finish c. pass d. break

✓ 21. Freya has a big bag. She can put all his stuffs in it. The underlined word means.....
 a. huge b. tiny c. wide d. large

✓ 22. Every December 22, we celebrate Mother's Day. This year I want to write a as a present to my beloved mom.
 a. letter b. speech c. note d. list

✓ 23. My uncle is a businessman. He sells clothes, shoes, and any other products by internet. The antonym of the underlined verb is
 a. lend b. borrow c. buy d. give

✓ 24. My uncle leads our school. He is responsible of everything happen in there. He is a dedicated
 a. governor b. regent c. headman d. headmaster

✗ 25. Tommy is always frightened if the blackout happens in the night. Sometimes he shouts out of control. The underlined word means....

a. blessed b. sad c. afraid d. frowned

✓ 26. It's only two ticket left to join school annual vacation to Dunia Fantasi. You have to grab it
 a. fast b. rapidly c. quickly d. speedy

✓ 27. A long narrow, flat piece of plastic, metal, or wood, with straight edges. It used for measuring things and for drawing straight lines. It is called?
 a. Pencil b. Ruler c. Sharpener d. Pen

✓ 28. Which of the following words is the synonym of "coast"?
 a. Shore b. River c. Mountain d. Lake

✓ 29. Everybody in the class has the special task. Udin has a job to clean up the floor by it.
 a. sweeping b. showering c. cleaning d. mopping

✓ 30. Making jelly is very simple. The underlined word is antonymous with.....
 a. easy b. serious c. deep d. complicated

The Lowest Score of Students' Pre-Test in Experimental Class

Name : Robby (5-6)
Class : 36

56

Choose the correct answer by crossing (x) a, b, c or d!

1.  He is Mr. Malik. He is very...
 a. thin
 b. small
 c. tall
 d. thick

2.  A: What is Mike wearing?
 B: He's wearing...
 a. coat
 b. shirt
 c. trousers
 d. short

3. When it is windy, you should wear a...
 a. blouse b. hat raincoat d. coat

4. Sheila wanted to send an invitation letter to Gretta. After writing the address on the envelope, she puts ... on it.
 a. a letter a post card
 b. a stamp d. an airmail

5. Please go to the ... to buy a rubber!
 a. book store c. souvenir shop
 grocery d. stationery

6. Harold : I'm going to invite Anggita to come to my birthday party.
 Kirana : That's great. Why don't you make an ... for her?
 Harold : Alright
 a. present
 b. invitation card
 surprise party
 d. birthday cake

7. Rose : Excuse me sir, I want you to pull my tooth.
 Mr. Milley : Oh yes, let me examine it.
 Rose : Certainly.
 What do you think Mr. Dedi is?
 a. A doctor A nurse
 A dentist d. A receptionist

For number 8-9
 Yesterday, I had a sore throat. So, I could not swallow the food. Then, I went to the doctor. He gave me the (8) After that, I went to the drugstore to buy the (9)
 8. a. recipe b. plaster c. medicine check
 9. a. check medicine c. syrup d. Plaster

10. You can sweep the floor with a....
 a. duster c. broom
 b. feather duster mop

11. We must have a flag ceremony every Monday. Our teachers ask to come on time.
 a. them b. our we d. us

12. My friend and I go to school together. go there by Becak.
 a. they b. we c. us I

13. After taking nap, she usually water...
 the glass c. the plants
 b. the dish d. the house

14. I have a cute cat. I it when it gets hungry.
 food b. give c. feed d. play

15. "She is a very famous singer from Indonesia". The underlined word means ...
 strange c. unpopular
 b. prominent d. clumsy

16. I have one Her name is Dewi, she's in kindergarten now.

- a. mother
X b. aunt

- c. niece
d. uncle

17. One who makes things out of wood is
a. a gardener X b. a bricklayer
b. a plumber d. a carpenter

18. They look very glad. The underlined word "glad" has the same meaning as
a. sad X b. happy c. tired d. unhappy

19. Rendy : Your picture is I like the colour.
Niza : Thanks
a. ordinary X b. gorgeous
b. horrible d. bad

20. Nino didn't study hard. He didn't the exam.
X a. study b. finish c. pass d. break

21. Freya has a big bag. She can put all his stuffs in it. The underlined word means....
a. huge b. tiny X c. wide d. large

22. Every December 22, we celebrate Mother's Day. This year I want to write a as a present to my beloved mom.
a. letter X b. speech c. note d. list

23. My uncle is a businessman. He sells clothes, shoes, and any other products by internet. The antonym of the underlined verb is
a. lend b. borrow X c. buy d. give

24. My uncle leads our school. He is responsible of everything happen in there. He is a dedicated
X a. governor b. regent c. headman d. headmaster

25. Tommy is always frightened if the blackout happens in the night. Sometimes he shouts out of control. The underlined word means....

- a. blessed b. sad c. afraid X d. trowned

26. It's only two ticket left to join school annual vacation to Dunia Fantasi. You have to grab it
a. fast b. rapidly X c. quickly d. speedy

27. A long narrow, flat piece of plastic, metal, or wood, with straight edges. It used for measuring things and for drawing straight lines. It is called?
a. Pencil X b. Ruler c. Sharpener d. Pen

28. Which of the following words is the synonym of "coast"?
a. Shore X b. River c. Mountain d. Lake

29. Everybody in the class has the special task. Udin has a job to clean up the floor by it.
a. sweeping b. showering c. cleaning X d. mopping

30. Making jelly is very simple. The underlined word is antonymous with.....
a. easy b. serious c. deep X d. complicated

The Highest Score of Students' Pre-Test in Experimental Class

Name : M. Hazriel Setyawan (S-25)
 Class : 8-6 84

Choose the correct answer by crossing (x) a, b, c or d!

1.  He is Mr. Malik. He is very...
 a. thin
 b. small
 c. tall
 d. thick

2.  A: What is Mike wearing?
 B: He's wearing...
 a. coat
 b. shirt
 c. trousers
 d. short

3. When it is windy, you should wear a...
 a. blouse b. hat c. raincoat d. coat

4. Sheila wanted to send an invitation letter to Gretta. After writing the address on the envelope, she puts ... on it.
 a. a letter
 b. a stamp c. a post card
 d. an airmail

5. Please go to the ... to buy a rubber!
 a. book store b. grocery c. souvenir shop
 d. stationery

6. Harold : I'm going to invite Anggita to come to my birthday party.
 Kirana : That's great. Why don't you make an ... for her?
 Harold : Alright
 a. present
 b. invitation card
 c. surprise party
 d. birthday cake

7. Rose : Excuse me sir, I want you to pull my tooth.
 Mr. Milley : Oh yes, let me examine it.
 Rose : Certainly.
 What do you think Mr. Dedi is?
 a. A doctor b. A nurse
 c. A dentist
 d. A receptionist

For number 8-9
 Yesterday, I had a sore throat. So, I could not swallow the food. Then, I went to the doctor. He gave me the (8) _____. After that, I went to the drugstore to buy the (9) _____.
 8. a. recipe b. plaster c. medicine d. check
 9. a. check b. medicine c. syrup d. Plaster

10. You can sweep the floor with a.....
 a. duster b. broom
 b. feather duster d. mop

11. We must have a flag ceremony every Monday. Our teachers ask to come on time.
 a. them b. our c. we d. us

12. My friend and I go to school together. go there by Bencak.
 a. they b. we c. us d. I

13. After taking nap, she usually water...
 a. the glass b. the dish c. the plants
 d. the house

14. I have a cute cat. I it when it gets hungry.
 a. food b. give c. feed d. play

15. "She is a very famous singer from Indonesia". The underlined word means ...
 a. strange b. popular
 b. prominent c. unpopular
 d. clumsy

16. I have one Her name is Dewi, she's in Kindergarten now.

- a. mother
b. aunt

- niece
d. uncle

17. One who makes things out of wood is
a. a gardener c. a bricklayer
b. a plumber d. a carpenter

18. They look very glad. The underlined word "glad" has the same meaning as
a. sad b. happy c. tired d. unhappy

19. Rendy : Your picture is I like the colour.
Niza : Thanks
a. ordinary b. gorgeous
b. horrible d. bad

20. Nino didn't study hard. He didn't the exam.
a. study b. finish c. pass d. break

21. Freya has a big bag. She can put all his stuffs in it. The underlined word means....
 a. huge b. tiny c. wide d. large

22. Every December 22, we celebrate Mother's Day. This year I want to write a as a present to my beloved mom.
a. letter c. note
 b. speech d. list

23. My uncle is a businessman. He sells clothes, shoes, and any other products by internet. The antonym of the underlined verb is
a. lend b. borrow c. buy d. give

24. My uncle leads our school. He is responsible of everything happen in there. He is a dedicated
a. governor c. headman
b. regent d. headmaster

25. Tommy is always frightened if the blackout happens in the night. Sometimes he shouts out of control. The underlined word means....

- a. blessed b. sad c. afraid d. frowned

26. It's only two ticket left to join school annual vacation to Dunia Fantasi. You have to grab it
a. fast b. rapidly c. quickly d. speedy

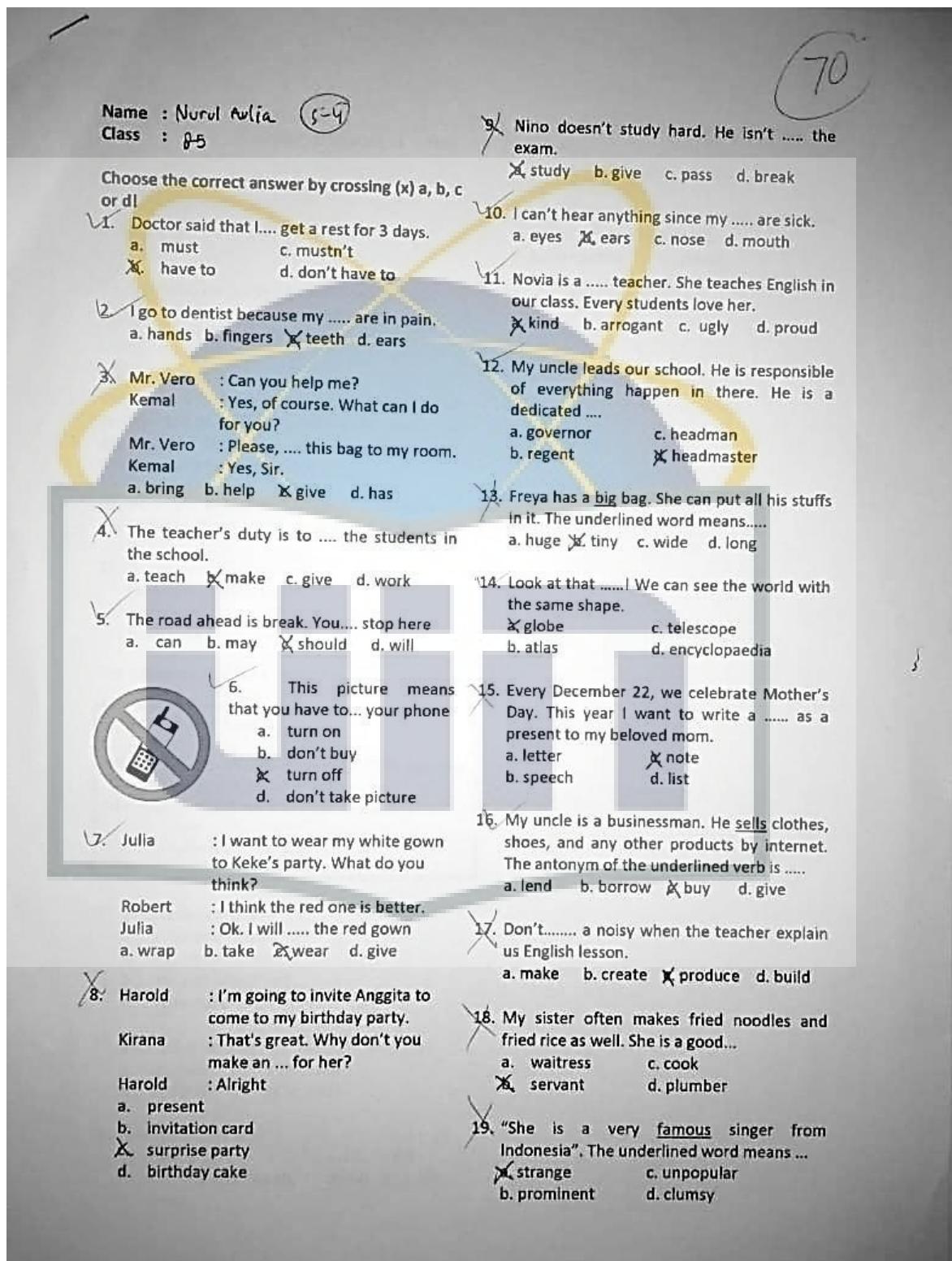
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a. Pencil b. Ruler c. Sharpener d. Pen

28. Which of the following words is the synonym of "coast"?
a. Shore b. River c. Mountain d. Lake

29. Everybody in the class has the special task. Udin has a job to clean up the floor by it.
 a. sweeping b. showering c. cleaning d. mopping

30. Making jelly is very simple. The underlined word is antonymous with.....
 a. easy b. serious c. deep d. complicated

The Lowest Score of Students' Post-Test in Controlled Class



20. The antonym of "different" is ...
 a. distinct b. similar c. diverse d. unlike

21. I have one Her name is Dewi, she's in kindergarten now.
 a. mother b. niece
 b. aunt c. uncle

22. One who makes things out of wood is
 a. a gardener b. a bricklayer
 b. a plumber c. a carpenter

For number 42-44

Yesterday, I had a sore throat. So, I could not swallow the food. Then, I went to the doctor. He gave me the (42) _____. After that, I went to the drugstore to buy the (43) _____.

23. a. recipe b. plaster c. medicine d. check
 24. a. check b. medicine c. syrup d. Plaster

25. A person who helps doctor in the hospital to take care of the patients is....
 a. clinician b. nurse
 b. pharmacist c. staff

The following text is for question no 45 to 46.

Dear Mr. & Mrs. Reed,

We'd like congratulations on your 25th wedding anniversary on 11th October 2014.
 We wish you more years of happiness ahead.

ours,
 Tyler & Crystal Smith

26. Who is the card for?

- a. Tyler and Crystal
- b. Mr. and Mrs. Smith
- c. Mr. and Mrs. Reed
- d. Tyler Reed

27. When did Mr. and Mrs. Reed get married?

- a. In 1988 c. In 1989
- b. In 1990 d. In 1991

28. Who sent the card?

- a. Mrs. Smith c. Mr. Smith
- b. Mr. and Mrs. Smith d. Mr. and Mrs. Reed

The Highest Score of Students' Post-Test in Controlled Class

88

Name : Rayyan (S-19)
Class : 85

Choose the correct answer by crossing (x) a, b, c or d!

1. Doctor said that I get a rest for 3 days.
a. must c. mustn't
 have to d. don't have to
2. I go to dentist because my are in pain.
a. hands b. fingers teeth d. ears
3. Mr. Vero : Can you help me?
Kemal : Yes, of course. What can I do for you?
Mr. Vero : Please, this bag to my room.
Kemal : Yes, Sir.
 bring b. help c. give d. has
4. The teacher's duty is to the students in the school.
 teach b. make c. give d. work
5. The road ahead is break. You.... stop here
a. can b. may should d. will
6. This picture means that you have to... your phone
a. turn on b. don't buy
 turn off d. don't take picture
7. Julia : I want to wear my white gown to Keke's party. What do you think?
Robert : I think the red one is better.
Julia : Ok. I will the red gown
a. wrap take c. wear d. give
8. Harold : I'm going to invite Anggita to come to my birthday party.
Kirana : That's great. Why don't you make an ... for her?
Harold : Alright
a. present invitation card
c. surprise party d. birthday cake
9. Nino doesn't study hard. He isn't the exam.
a. study b. give pass d. break
10. I can't hear anything since my are sick.
a. eyes ears c. nose d. mouth
11. Novia is a teacher. She teaches English in our class. Every students love her.
 kind b. arrogant c. ugly d. proud
12. My uncle leads our school. He is responsible of everything happen in there. He is a dedicated
a. governor c. headman
b. regent headmaster
13. Freya has a big bag. She can put all his stuffs in it. The underlined word means....
a. huge b. tiny wide d. long
14. Look at that! We can see the world with the same shape.
a. globe c. telescope
 atlas d. encyclopaedia
15. Every December 22, we celebrate Mother's Day. This year I want to write a as a present to my beloved mom.
 letter c. note
b. speech d. list
16. My uncle is a businessman. He sells clothes, shoes, and any other products by internet. The antonym of the underlined verb is
a. lend b. borrow buy d. give
17. Don't..... a noisy when the teacher explain us English lesson.
 make b. create c. produce d. build
18. My sister often makes fried noodles and fried rice as well. She is a good...
a. waitress cook
b. servant d. plumber
19. "She is a very famous singer from Indonesia". The underlined word means ...
 strange c. unpopular
b. prominent d. clumsy

20. The antonym of "different" is ...
 a. distinct b. similar c. diverse d. unlike

21. I have one Her name is Dewi, she's in kindergarten now.
 a. mother b. aunt niece
 d. uncle

22. One who makes things out of wood is
 a. a gardener c. a bricklayer
 b. a plumber d. a carpenter

29. To keep the rare animals exist, we must notthem.
 a. save b. protect c. hunt d. kill

30. My mother is a nurse. She works in Hermina Hospital. She.... the patients.
 a. accompanies c. ignores
 b. helps d. finds

For number 42-44

Yesterday, I had a sore throat. So, I could not swallow the food. Then, I went to the doctor. He gave me the (42) _____. After that, I went to the drugstore to buy the (43) _____.

23. a. recipe b. plaster c. medicine d. check
 24. a. check b. medicine c. syrup d. Plaster

25. A person who helps doctor in the hospital to take care of the patients is....
 a. clinician b. nurse
 c. pharmacist d. staff

The following text is for question no 45 to 46.

Dear Mr. & Mrs. Reed,

We'd like congratulations on your 25th wedding anniversary on 11th October 2014.

We wish you more years of happiness ahead.

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 Tyler & Crystal Smith

26. Who is the card for?
 a. Tyler and Crystal
 b. Mr. and Mrs. Smith
 c. Mr. and Mrs. Reed
 d. Tyler Reed

27. When did Mr. and Mrs. Reed get married?
 a. In 1988 b. In 1990 c. In 1989
 d. In 1991

28. Who sent the card?
 a. Mrs. Smith b. Mr. and Mrs. Smith
 c. Mr. Smith
 d. Mr. and Mrs. Reed

The Lowest Score of Students' Post-Test in Experimental Class

(68)

Name : Roafa Putra (S-20)
Class : 86

Choose the correct answer by crossing (x) a, b, c or d!

1. Doctor said that I.... get a rest for 3 days.
 a. must
 b. have to
 c. mustn't
 d. don't have to

2. I go to dentist because my are in pain.
 a. hands
 b. fingers
 c. teeth
 d. ears

3. Mr. Vero : Can you help me?
 Kemal : Yes, of course. What can I do for you?
 Mr. Vero : Please, this bag to my room.
 Kemal : Yes, Sir.
 a. bring
 b. help
 c. give
 d. has

4. The teacher's duty is to the students in the school.
 a. teach
 b. make
 c. give
 d. work

5. The road ahead is break. You.... stop here.
 a. can
 b. may
 c. should
 d. will

6. This picture means that you have to... your phone
 a. turn on
 b. don't buy
 c. turn off
 d. don't take picture

Julia : I want to wear my white gown to Keke's party. What do you think?
 Robert : I think the red one is better.
 Julia : Ok. I will the red gown
 a. wrap
 b. take
 c. wear
 d. give

8. Harold : I'm going to invite Anggita to come to my birthday party.
 Kirana : That's great. Why don't you make an ... for her?
 Harold : Alright
 a. present
 b. invitation card
 c. surprise party
 d. birthday cake

9. Nino doesn't study hard. He isn't the exam.
 a. study
 b. give
 c. pass
 d. break

10. I can't hear anything since my are sick.
 a. eyes
 b. ears
 c. nose
 d. mouth

11. Novia is a teacher. She teaches English in our class. Every students love her.
 a. kind
 b. arrogant
 c. ugly
 d. proud

12. My uncle leads our school. He is responsible of everything happen in there. He is a dedicated
 a. governor
 b. regent
 c. headman
 d. headmaster

13. Freya has a big bag. She can put all his stuffs in it. The underlined word means....
 a. huge
 b. tiny
 c. wide
 d. long

14. Look at that! We can see the world with the same shape.
 a. globe
 b. atlas
 c. telescope
 d. encyclopaedia

15. Every December 22, we celebrate Mother's Day. This year I want to write a as a present to my beloved mom.
 a. letter
 b. speech
 c. note
 d. list

16. My uncle is a businessman. He sells clothes, shoes, and any other products by internet. The antonym of the underlined verb is
 a. lend
 b. borrow
 c. buy
 d. give

17. Don't..... a noisy when the teacher explain us English lesson.
 a. make
 b. create
 c. produce
 d. build

18. My sister often makes fried noodles and fried rice as well. She is a good...
 a. waitress
 b. servant
 c. cook
 d. plumber

19. "She is a very famous singer from Indonesia". The underlined word means ...
 a. strange
 b. prominent
 c. unpopular
 d. clumsy

- ✓ 20. The antonym of "different" is ...
 a. distinct b. similar c. diverse d. unlike
- ✓ 21. I have one Her name is Dewi, she's in kindergarten now.
 a. mother b. aunt c. niece d. uncle
- ✓ 22. One who makes things out of wood is
 a. a gardener b. a plumber c. a bricklayer d. a carpenter
- ✓ 23. To keep the rare animals exist, we must not them.
 a. save b. protect c. hunt d. kill
- ✓ 24. My mother is a nurse. She works in Hermina Hospital. She.... the patients.
 a. accompanies b. helps c. ignores d. finds

For number 42-44

Yesterday, I had a sore throat. So, I could not swallow the food. Then, I went to the doctor. He gave me the (42) _____. After that, I went to the drugstore to buy the (43) _____.

- ✓ 23. a. recipe b. plaster c. medicine d. check
 ✓ 24. a. check b. medicine c. syrup d. Plaster

- ✓ 25. A person who helps doctor in the hospital to take care of the patients is....
 a. clinician b. nurse c. pharmacist d. staff

The following text is for question no 45 to 46.

Dear Mr. & Mrs. Reed,

We'd like congratulations on your 25th wedding anniversary on 11th October 2014.
 We wish you more years of happiness ahead.
 ours,
 Tyler & Crystal Smith

- ✓ 26. Who is the card for?
 a. Tyler and Crystal
 b. Mr. and Mrs. Smith
 c. Mr. and Mrs. Reed
 d. Tyler Reed

- ✓ 27. When did Mr. and Mrs. Reed get married?
 a. In 1988 c. In 1989
 b. In 1990 d. In 1991

- ✓ 28. Who sent the card?
 a. Mrs. Smith c. Mr. Smith
 b. Mr. and Mrs. Smith d. Mr. and Mrs. Reed

The Highest Score of Students' Post-Test in Experimental Class

(94)

Name : Fatimah Azzahra P (S-22)
Class : 86

Choose the correct answer by crossing (x) a, b, c or d!

1. Doctor said that I.... get a rest for 3 days.
 a. must c. mustn't
 have to d. don't have to

2. I go to dentist because my are in pain.
 a. hands b. fingers teeth d. ears

3. Mr. Vero : Can you help me?
 Kemal : Yes, of course. What can I do for you?
 Mr. Vero : Please, this bag to my room.
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 bring b. help c. give d. has

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6. 
 This picture means that you have to... your phone
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7. Julia : I want to wear my white gown to Keke's party. What do you think?
 Robert : I think the red one is better.
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8. Harold : I'm going to invite Anggita to come to my birthday party.
 Kirana : That's great. Why don't you make an ... for her?
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9. Nino doesn't study hard. He isn't the exam.
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10. I can't hear anything since my are sick.
 a. eyes ears c. nose d. mouth

11. Novia is a teacher. She teaches English in our class. Every students love her.
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 a. mother b. aunt c. niece d. uncle

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For number 42-44

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- ✓ 28. Who sent the card?
 a. Mrs. Smith b. Mr. Smith
 c. Mr. and Mrs. Smith
 d. Mr. and Mrs. Reed

APPENDIX 11 Documentation



APPENDIX 12 Surat Bimbingan Skripsi

 <p>KEMENTERIAN AGAMA UIN JAKARTA FITK <small>Jl. Ir. H. Juanda No.95 Ciputat 15412 Indonesia</small></p>	FORM (FR)	No. Dokumen : FITK-FR-AKD-081 Tgl. Terbit : 1 Maret 2010 No. Revisi: : 01 Hal : 1/1										
SURAT BIMBINGAN SKRIPSI												
Nomor : B-0522/F1/KM.01.3/03/2019 Lamp. : 1 (satu) Hal : <i>Bimbingan Skripsi</i>		Jakarta, 26 Maret 2019										
<p>Yang terhormat Yenny Rahmawati, M.Ed. Pembimbing Skripsi Fakultas Ilmu Tarbiyah dan Keguruan UIN Syarif Hidayatullah Jakarta.</p> <p><i>Assalamu'alaikum Wr. Wb.</i></p> <p>Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing II (materi/teknis) penulisan skripsi mahasiswa:</p> <table border="1" style="width: 100%; border-collapse: collapse; background-color: #e0e0e0;"> <tr> <td style="width: 10%;">Nama</td> <td>: Risya Julia Rachmawati</td> </tr> <tr> <td>NIM</td> <td>: 11150140000097</td> </tr> <tr> <td>Jurusan</td> <td>: Pendidikan Bahasa Inggris</td> </tr> <tr> <td>Semester</td> <td>: 8 (delapan)</td> </tr> <tr> <td>Judul Skripsi</td> <td>: The Effectiveness of Using Word Matching Games on Students' Vocabulary</td> </tr> </table> <p>Judul tersebut telah disetujui oleh Jurusan dan proposalnya telah diujikan pada tanggal 05 Maret 2019, dan dinyatakan lulus (proposal terlampir). Saudara dapat melakukan perubahan redaksional pada judul tersebut. Apabila perubahan substansial dianggap perlu, mohon pembimbing menghubungi Jurusan terlebih dahulu.</p> <p>Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 (enam) bulan berikutnya tanpa surat perpanjangan.</p> <p>Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.</p> <p><i>Wassalamu'alaikum wr.wb.</i></p>			Nama	: Risya Julia Rachmawati	NIM	: 11150140000097	Jurusan	: Pendidikan Bahasa Inggris	Semester	: 8 (delapan)	Judul Skripsi	: The Effectiveness of Using Word Matching Games on Students' Vocabulary
Nama	: Risya Julia Rachmawati											
NIM	: 11150140000097											
Jurusan	: Pendidikan Bahasa Inggris											
Semester	: 8 (delapan)											
Judul Skripsi	: The Effectiveness of Using Word Matching Games on Students' Vocabulary											

a.n. Dekan,

Kajur Pendidikan Bahasa Inggris



Tembusan:

1. Dekan FITK
2. Mahasiswa ybs.

 KEMENTERIAN AGAMA UIN JAKARTA FITK <small>Jl. Ir. H. Juanda No 95 Ciputat 15412 Indonesia</small>	FORM (FR)	No. Dokumen : FITK-FR-AKD-081 Tgl. Terbit : 1 Maret 2010 No. Revisi: : 01 Hal : 1/1
SURAT BIMBINGAN SKRIPSI		

Nomor : B-0522/F1/KM.01.3/03/2019

Jakarta, 26 Maret 2019

Lamp. : 1 (satu)

Hal : *Bimbingan Skripsi*

Yang terhormat
Drs. Syauki, M.Pd
 Pembimbing Skripsi
 Fakultas Ilmu Tarbiyah dan Keguruan
 UIN Syarif Hidayatullah
 Jakarta.

Assalamu'alaikum Wr. Wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing I (materi/teknis) penulisan skripsi mahasiswa:

Nama : Risya Julia Rachmawati
 NIM : 11150140000097
 Jurusan : Pendidikan Bahasa Inggris
 Semester : 8 (delapan)

Judul Skripsi : The Effectiveness of Using Word Matching Games on Students' Vocabulary

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Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 (enam) bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapan terima kasih.

Wassalamu'alaikum wr.wb.

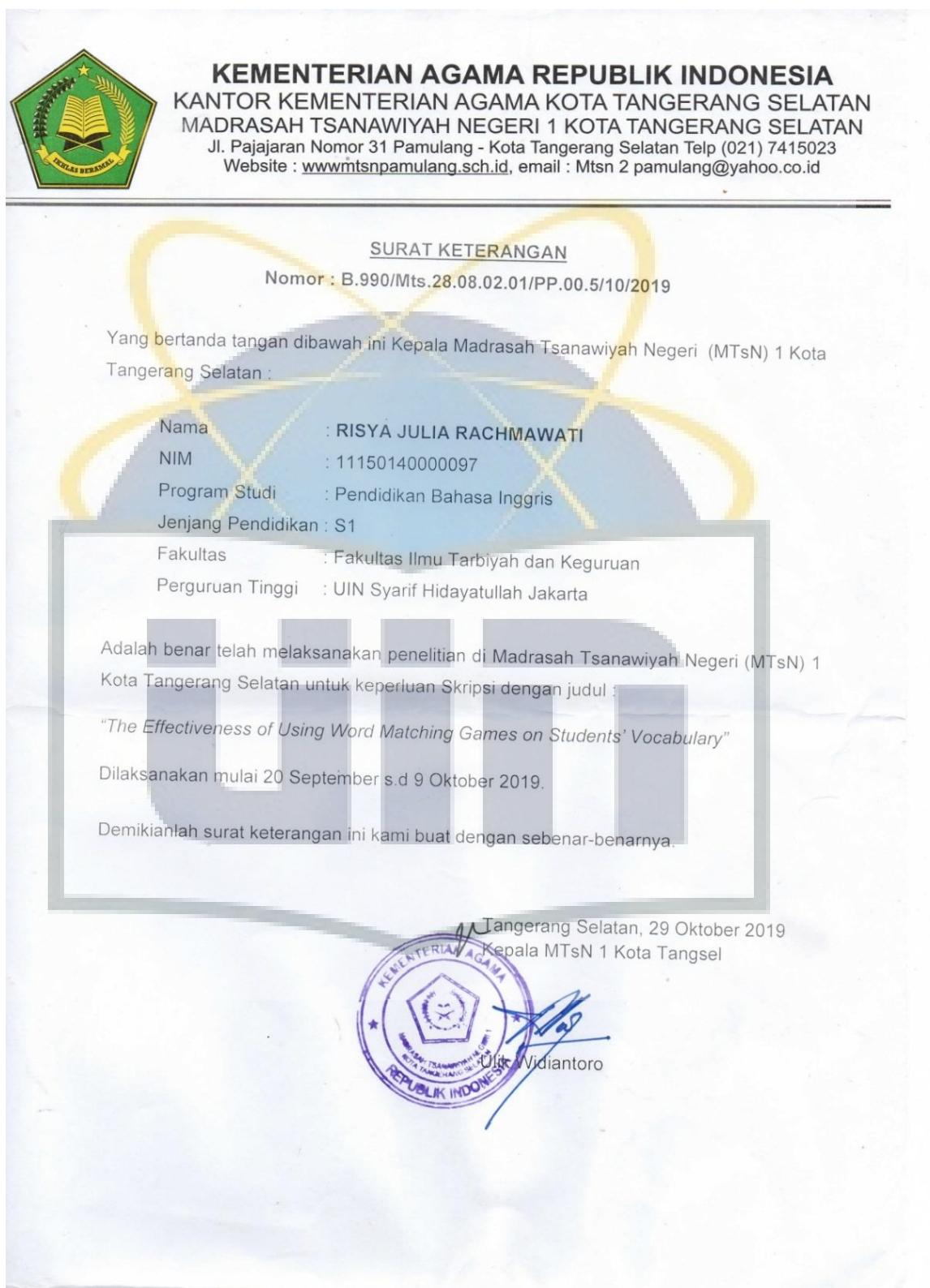
a.n. Dekan,
 Kajur Pendidikan Bahasa Inggris



Tembusan:

1. Dekan FITK
2. Mahasiswa ybs.

APPENDIX 13 Surat Keterangan Penelitian



APPENDIX 14 Lembar Uji Referensi

LEMBAR UJI REFERENSI			
No.	Referensi	Dosen Pembimbing 1	Dosen Pembimbing 2
Chapter I			
1.	Sondang Manik, and May Christiani, Teaching Vocabulary Using Matching Word on Computer Assisted Language Learning, <i>International Journal of English Language Teaching</i> , Vol. 4, No.7, 2016, p.2.	(1)	W
2.	Ivone, Teaching English as a Foreign Language in Indonesia: The Urge to Improve Vocabulary Instruction, <i>TEFLIN Journal</i> , Vol. 16 No.2, August 2005, P. 197.	(1)	W
3.	Mohammad Reza Ahmadi, Improving Vocabulary Learning in Foreign Language Learning Through Reciprocal Teaching Strategy, <i>International Journal of Learning & Development</i> , Vol. 2, No. 6, 2012, p. 187.	(1)	W
4.	Amaal Al Masri, and Majeda Al Najar, The Effect of Using Word Games on Primary Stage Students Achievement in English Language Vocabulary in Jordan, <i>International Journal of Contemporary Research</i> , Vol. 4, No.9, September 2014, p.145.	(1)	W
5.	Sondang Manik, and May Christiani, Loc.Cit.,p.2.	(1)	W

Chapter II			
1.	Jack C. Richards and Willy A. Renandya, <i>Methodology in Language Teaching: an Anthology of Current Practice</i> , (New York: Cambridge University Press, 2002), p. 255.		
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9.	Penny Ur, <i>Op.cit</i> , p. 63-64.		
10.	Evelyn Hatch and Cheryl Brown, <i>Op.cit</i> , p. 372-391.		
11.	Lynne Cameron, <i>Teaching Languages to Young Learners</i> , (Cambridge: Cambridge University Press, 2001), p. 84.		
12.	Jeremy Harmer, <i>The Practice of English Language Teaching</i> , (England: Longman, 2001),3rd Ed., P. 51.		

13.	Hamzah B. Uno, <i>Teori Motivasi & Pengukurannya (Analisis di Bidang Pendidikan)</i> , (Jakarta: Penerbit Bumi Aksara, 2008), P.23.	W
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15.	Jeremy Harmer, <i>Op.Cit.</i> , p.51- 52	W
16.	Raymond J. Wlodkowski, <i>Motivation and Teaching: A Practical Guide</i> , (Washington DC: National Education Association, 1978), p. 18-19	W
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18.	Sahar Ameer Bakhsh, Using Games as a Tool in Teaching Vocabulary to Young Learners, <i>English Language Teaching</i> , Vol. 9, No. 7, 2016, p. 123.	W
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21.	Gülin Yolageldili and Arda Arikán, Effectiveness of Using Games in Teaching Grammar to Young Learners, <i>Elementary Education Online</i> , Vol. 10, No. 01, 2011, p. 220-221.	W
22.	Allen, <i>Words, words, words: Teaching vocabulary in grades 4-12</i> , (Portland: Stenhouse Publishers, 2006), 102	W
23.	Muslimin, Sutapa Y., Y. Gatot, The Use of Matching Game to Support Vocabulary Building for Learning Specific Terms in Local Folklore, <i>Jurnal Pendidikan dan Pembelajaran Untan</i> , Vol 6, No 10, 2017, p.4.	W
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	IAIN Salatiga, Salatiga, 2016, p. 30-31, not published.		
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26.	Devi Yulianti, The Effect of Word Association Game toward Students' Vocabulary at SMP N 7 Muaro Jambi, (Jambi: Jambi University, 2015)		W
27.	Laily Nurindah Sari, Improving Students' Vocabulary Mastery through Make a Match Technique at SMK Perintis Ungaran, (Salatiga: IAIN Salatiga, 2016)		W
Chapter III			
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3.	Sugiyono, <i>Metode Penelitian Pendidikan Pendekatan Kualitatif, Kuantitatif, dan R&D</i> , (Bandung: Alfabeta, 2010), p. 215.		W
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6.	J. W. Creswell, <i>op.cit</i> , p.159.		W
7.	Sugiyono, <i>Op. Cit.</i> , p. 94		W
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