

**USING BOOKWORM GAME ON TEACHING VOCABULARY OF
THE FIRST GRADE STUDENTS OF SMP IT WAHDAH ISLAMIAH
MAKASSAR
(*PRE-EXPERIMENTAL RESEARCH*)**



THESIS

***Submitted as a fulfillment requirement degree of Faculty of Teacher
Training and Education Muhammadiyah University of Makassar***

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2014

MOTTO AND DEDICATION

Katakanlah” Adakah sama orang-orang yang mengetahui dengan orang-orang yang tidak mengetahui?

Sesungguhnya hanya orang-orang yang berakalah yang dapat menerima pelajaran”

(QS Az-Zumar: 9)

"If you fail, don't be despair. Take that experience to blaze your
consciousness for combat so that your glorious aspirations reached
immediately"

Sesungguhnya bersama kesulitan ada kemudahan* Maka apabila engkau telah selesai (dari suatu urusan),
tetaplah bekerja keras (untuk urusan yang lain)* Dan hanya kepada Rabbmulah engkau berharap (QS Asy-
Syarh : 6-8)

DEDICATION

This thesis is dedicated to:

♥ My beloved mother: *Hamzah* and my beloved father *Ahmadi* and also my special
dedication is for all my sisters and brother. Thank you so much for your pray and your help
during my study and you are the best supporter for me.

♥ All my love big family at *Forum Study Nurul 'Ilmi (FSNI) Unismuh* you are the best supporter for
me.

ABSTRACT

SABEINA (Student Number: 10535422209) 2014. *Using Bookworm Game on Teaching Vocabulary of the Grade Students of SMP IT Wahdah Islamiyah (An Experimental Research).* Thesis, Makassar: English education of English Department the faculty of teachers training and education, Muhammadiyah University (guided by Erwin Akib and Ummi Khaeraty Syam)

The aims of this study are to obtain information about (1) does the use bookworm game improve the students' vocabulary in term of adjective for the first grade student of SMP IT Wahdah Islamiyah? (2) does the use bookworm game improve the students' vocabulary in term of verb for the first grade student of SMP IT Wahdah Islamiyah?

The researcher used experimental method, the data was collected by using written test. In this case, a pre-test and post-test. The pre-test was given to the students to find out the students' improvement in reading (adjective and verb) process the treatment and the post-test was given to find out the students' improvement (adjective and verb) in reading process after the treatment. The population was the first grade students that consisted of 60 students in academic year 2014/2015. Meanwhile, the sample of this research taken by using simple random sampling which consisted of 28 students.

The research findings indicated that the improvement of the first grade students of SMP IT Wahdah Islamiyah, improved after the application of Bookworm Game Strategy. It was proven by the mean score of pre-test was 6,47 and post-test was 11,83 in adjective and verb mean score of pre-test was 5,85 and post-test was 9,24.

ACKNOWLEDGMENT

Bismillahirrahmanirrahim

Alhamdulillah Rabbil' Aalamin, All the praises belongs to the king of life Allah *Subhanahu Wa Ta'ala*, the most merciful and most graceful until this proposal can be completely finished. Secondly my peace and salutation to the best our prophet Muhammad *Sallallahu 'Alaihi Wa sallam* who has shown us the good character. Using bookworm game on teaching vocabulary (An Experimental Research at the Grade Students of SMP Unismuh Makassar in 2014-2015 Academic Year) is a proposal for reader who want to know the use of Bookworm Game to improve students' vocabulary.

The writer realized that in writing this proposal many people have contributed their help, support, motivation and advise. Therefore, the writer would like to express her deepest sincere appreciation:

1. The writer's beloved parents, especially to her mother "Hamzah and Ahmadi" who always pray, educate, encourage and provide material support, so that she could finish this proposal. Besides, she also thanks to he two brother (Jalilu and Andri Pratama) and her three sister (Indra Sari, Irdayanti and Nurul Isra Mi'raj) who always give her many kinds of spirit, material support, love and praying in finish her proposal
2. Dr. Irwan Akib, M.Pd, as the rector of Muhammadiyah University of Makassar
3. Dr. A. Syukri Syamsuri, M.Hum, as the dean of teacher trining and education faculty
4. Erwin Akib, S.Pd, M.Pd, as the head of English Education Departement of FKIP Muhammadiyah University

5. Erwin Akib, S.Pd, M.Pd, as the first proposal supervisor and Umami Khaerati Syam S.Pd, M.Pd, as the second proposal supervisor, who both had the responsibility of giving great motivation, help and suggestion to improve this proposal. There is no word that the researcher can say except, "Thank you very much for guided and good consull for me as good as my parent. You are the nice lecturer."
6. Lecture in English Departement of FKIP for valuable knowledge and guidance during the year of my study
7. All of the researcher's friends at English lots of assistance. Thanks a lot for the good cooperation
8. And the big family members of Forum Study Nurul 'Ilmi (FSNI), Murabbiyah FSNI team. Jazakumullahu khairon'.

Makassar, February
2014

The writer,

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CHAPTER I

INTRODUCTION

A. Background

Vocabulary is the important aspect to support the English language. Component skills, they are: reading, writing, speaking and listening. So learning vocabulary for learners is important because the ability of students to learn English is determined by vocabulary that they have. Through vocabulary, someone can communicate his/her idea, feeling, emotion and desire. Sometimes a clever person who has good idea must be stopped only because he/she lacks vocabulary mastery. It is very hard for everyone to express his or her ideas in English to other people without word.

Corder in Baharuddin (2009: 2) stated that in order to master English, the elements of language skills such as grammatical structure, vocabulary and sound system must be taught to the prerequisite knowledge toward the English use and skills because language is characterized by these elements.

The statement above, it is obvious that vocabulary as a fundamental requirement influence the achievement of students in studying English. Although the students have learned English for several years since SD until SMA, they still lack mastery of vocabulary.

The lack of students' vocabulary mastery may come from both the students as the learners, their laziness in memorizing a number of words required, the lack of interest and motivation in learning English or even the students' health condition and the teacher as the instructor to solve this problem. In this case the creativity of a teacher in choosing a technique is needed. In other words a teacher should have more attention to techniques in improving the student

In vocabulary building mastery, there are many techniques that can be applied by teacher. They are building vocabulary through introducing letter idiom, phrase, sentence, clause, song, quiz, puzzle, reading, writing passage and games. Among these techniques games are considered as one of effective techniques in teaching vocabulary.

There are many reasons why games are very important in the language learning classroom. As Mc. Cullum and George in Marsuni (2005) stated that games automatically can stimulate students' interest. A properly introduced game can be one of the highest motivating techniques.

Carrier in Baharuddin (2009) concluded other reasons for including game in the language class are:

1. Games can be used to change the pace of a lesson and so maintain motivation
2. Games can be used to punctuate long formal teaching units and review students' energy before returning to learning that is more formal
3. Games can be used to give hidden practice of specific language points without students' being aware of this
4. Games encourage students' participation and can remove the inhibitions of those who feel intimidated by formal classroom situation
5. Games can change the role of the teacher from that of formal instructor to that of manager or organizer of activities that students enjoy participating in. this can be useful in reducing teacher-students distance conflict
6. Games can increase students' communication and so reduce the domination of the classroom by the teacher
7. Games can act as a testing mechanism, in sense that they will expose weakness and the need for remedial work.

One of the games that is related and can be used effectively in teaching vocabulary is Bookworm Game. Some reasons in online material why Bookworm is suitable for teaching vocabulary are:

- a) The students are free to choose the letter tile as many as possible in order to make a word
- b) All the students have the same chance to compete
- c) It can arouse the students confidence
- d) The students are at ease
- e) Have fun expanding our vocabulary, and
- f) Excellent for all ages, very educational.

Besides, in online material as Bertie B (2007) said that bookworm not only help our knowledge but it's great for keeping grandchildren happy and a fun way of teaching that they enjoy. It is refreshingly different and it will be good for young children to increase their word power and spelling.

In online material Bridgette P. (2009) said that this game can make our brain work. She really enjoys word games like this one.

From the reasons, it is clear that the use of games, of course, is important in the language learning including vocabulary.

Based on the description, the researcher conducted the research under the title "Using Bookworm Game on teaching Vocabulary of the First Grade Students of SMP IT Wahdah Islamiyah Makassar."

B. Problem Statement

Based on the background, the researcher formulates the problem statements research as follows:

1. Does the use of Bookworm Game strategy improve the students' vocabulary in term of adjective for the First Grade Students of SMP IT Wahdah Islamiyah Makassar?

2. Does the use of Bookworm Game strategy improve the students' vocabulary in term of verb for the First Grade Students of SMP IT Wahdah Islamiyah Makassar?

C. Objective of the Research

Based on the problem formulations above the objectives of this research are two find out :

1. The development of students' vocabulary achievement in term of adjective by using Bookworm Game strategy of the first Grade students of SMP IT Wahdah Islamiyah Makassar.
2. The development of students' vocabulary achievement in term of verb by using Bookworm Game strategy of the first Grade students of SMP IT Wahdah Islamiyah Makassar

D. Significance of the Research

The result of the research is expected to provide and useful information for the teaching of vocabulary at the first Grade students of SMP IT Wahdah Islamiyah Makassar and it can be motivate students' to study English. The students will be able to improve their ability to memorize vocabulary by using Bookworm Game strategy.

E. Scope of the Research

This research is under the discipline of applied linguistics. This is restricted to teaching vocabulary by using Bookworm Game for the Grade students of SMP IT Wahdah Islamiyah Makassar. The kinds of vocabulary in this game are verbs, nouns, adjectives and adverbs. But this research is just to underline vocabulary specially verb and adjective.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the previous research findings, some pertinent ideas and theoretical framework.

A. Some Previous Related Research Findings

Many studies have been performed by the researcher related to the use of strategies, approaches, techniques or media. In motivating the learner to learn English vocabulary, some of them are mentioned with their report as follows:

1. Hendrawati (2010) pointed out that the students were motivated to learn English vocabulary through mind mapping method. Most of them enjoyed and then adjective and noun get greater improvement (15, 80 % > 14, 31 %)
2. Baharuddin (2009) pointed out that the students were motivated to learn English vocabulary through playing bookworm game of MAN Wajo. This research get greater improvement (10 %) students got very good score.
3. Apriani (2011) pointed that the student were motivated to learn English Vocabulary through visualization context and repetition (VCR) method. This means the increase is gained by the students (16, 77 %).
4. Syafril (2012) This research is improvement of the students' noun vocabulary from diagnostic test to cycle one and cycle two, greater than (22, 56 % > 27,15 %) its classified as fairly to good.

From the research findings above the researcher concludes that in teaching and learning vocabulary process we have to catch the students' attention and involve them in learning actively by creating a pleasant atmosphere varieties of techniques in teaching English, particularly in teaching vocabulary. Each technique can be applied when and where as long as it is suitable for the students need and ability.

B. Some Pertinent Ideas

1. Vocabulary

1) Definition of Vocabulary

There are many definitions of vocabulary that have been given by writers (experts), like:

Hornby In Suryaningsih (2005: 4) stated that vocabulary are total number of words which make up language, list of words with their meaning especially one which a companies a text book in foreign language.

Kathlen in Marsuni (2005) stated that vocabulary is the ability to recognize individual letters that form a word. Penny Ur in Amiruddin (2004) said that vocabulary can be defined roughly as the words we teach in the foreign language.

Preece in Muhammad Syafri (2012: 10-17). Says that "Vocabulary" means a list of words with their meanings, glossary, some of word used in a language or particularly books or branch of science.

Regarding the difference of the vocabulary use, Huddleston in Suharty (2011: 12) who is dealing with lexicon, says that:

1. Vocabulary is the content in function words of a language which are learning so thoroughly, that they become a part of the child's understanding speaking, reading and writing

2. Vocabulary is words having meaning when heard even though The individual produces it when communicating with others.

On line material (2013), some points about vocabulary. They are:

1. The stock of words used by or known to a particular person or group
2. A list or collection of words and often phrases, usually arranged in alphabetical order and defined
3. The words of a language
4. Any collection of signs or symbols constituting a means or system of nonverbal communication
5. The set of forms, techniques or other means of expression available to or characteristic of an artist, art form and etc.

Observing all the definition having been formulated by the experts above, we can take conclusion about the meaning of vocabulary. Vocabulary is the meaning of words used by speaker of one language to communicate each other not only in speaking but also reading, writing and listening.

2) Types of Vocabulary

Word in language is a small element, which could make up a language and function to express an idea. Some writers have classified vocabulary in some ways:

Harmer in syakia. (2011: 9) divided vocabulary into two parts, such as:

1. Active vocabulary refers to vocabulary that student have learnt and which they are expected to be able to use
2. Passive vocabulary refers to word which students will recognize when they meet them, but which they will not able to use.

Good in Baharuddin (2009: 11) divided vocabulary into two parts, namely:

1. Oral vocabulary consists of words actively used in speech that come readily to the tongue of the one's conversation
2. Writing vocabulary is stock of words that come readily to one's finger vocabulary. It is commonly used in writing

The linguistics Leggett, at Al in Riska (2012: 11) point out, there are two types of vocabulary:

1. Passive or recognition vocabulary, which is made up of the words, one recognizes in the context of reading material but he does not actually use himself
2. Active vocabulary which consists of working words is used daily in writing and speaking.

From the on line material, there are four types of vocabulary, such as:

1. Reading vocabulary

A literate person's [reading](#) vocabulary is all the words he or she can recognize when reading. This is generally the largest type of vocabulary simply because a reader tends to be exposed to more words by reading than by listening. In many cases, notably [Chinese characters](#), as in [Chinese](#) and [Japanese kanji](#). Where the pronunciation is not indicated by the written word, some words may be part of the oral vocabulary but not the written.

2. Listening vocabulary

A person's [listening](#) vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

3. Speaking vocabulary

A person's speaking vocabulary is all the words he or she uses in [speech](#). It is likely to be a subset of the listening vocabulary. Due to the spontaneous nature of speech, words are often misused. This misuse – though slight and unintentional – may be compensated by facial expressions, tone of voice and hand [gestures](#).

4. Writing vocabulary

Words used in various forms of writing from formal essays to Twitter feeds. Many written words do not commonly appear in speech. Writers generally use a limited set of words when communicating, for example :

1. If there are a number of synonyms, a writer will have his own preference as to which of them to use
2. He is unlikely to use technical vocabulary relating to a subject in which he has no knowledge or interest.

While in Syakia (2012: 10), clasifies vocabulary into three types, they are:

1. Active vocabulary, the words we customarily using in speaking
2. Passive or recognition vocabulary, which is made up the words. One recognizes in the context of reading material but he does not actually use himself
3. Reserve vocabulary, the word we recognize and never use them in either spech or writing. We just know them becaue we have see them before.

3) Classification of the words

According to Ba'dulu, (2008: 15) find out that, the clasification of the words especially in traditional of the word there are eight parts of speech, namely:

- 1) Noun, a noun is the word group a person, a place, an idea or thing (object, activity, quality and condition)
- 2) Pronoun, a pronoun is a word that function a noun subtitude
- 3) Verb, a verb is word group that expresses action

- 4) Adjective, a adjective is a word group is word that tell a characteristic or quality of noun or pronoun
- 5) Adverb, an adverb is word or word group the midifies (characterices) a verb, an adjective or another adverb
- 6) Preposition, a preposition is a word group function to show meaning relationship between the object (the nominal which normally follow the preposition) and some other words in the sentence.
- 7) Conjunction, a conjunction is used to link words, phrases and clauses
- 8) Interjection, a in interjection is a word added to a sentence to convey emotion.

4) **The Importance of Vocabulary**

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

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

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

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

5) **Vocabulary Development**

Harmer in Riska (2012:13), defines that vocabulary development can be define as action or act of building up vocabulary or words that the students have or it can also be said

that vocabulary development is the element of English vocabulary that is developed beside that, in teaching vocabulary the student must have some elements of English vocabulary such as noun, conjunction, adverb, verb, pronoun, adjective and interjection. He and she can also develop the students' vocabulary through many ways.

Based on the explanation above according to the writer words of language is an important element in context and must be consider as purpose, so words must have a good and the form suitable with formulation well in context.

6) Principle of teaching and learning Vocabulary

Wallace in Yuliana (2004) indicates the main principles of teaching and learning vocabulary as follows:

1. Aims

In teaching vocabulary, we have to know our aims, how much vocabulary we expect learners to be able to graphs. If the aims not clear, it will difficult to assess how difficult the vocabulary learning has been

2. Quantity

Having decides on what is motivated in vocabulary in vocabulary learning, we may decided by quantity of vocabulary to be able taught to come of student's active vocabulary then we put the words as low as around five to seven new word

3. Need

In any case, the teacher in choosing the vocabulary be taught will relate to the aim of cause and the objectives of individual lesson. It is possible for the students to communicate the words they need

4. Meaningful presentation

In presenting the vocabulary lesson, the students must have a clean and specific ambiguous. Understanding of what words detonates or refers to. This requires that the words be presented in such a way that their detonation and reference are perfectly

5. Presentating in context

Words very seldom occur in isolation. So, it is important to the students to know usual context that the words occur in.

7) **The reason for learning vocabulary**

Why we learn vocabulary, it is just same as why we learn a language. This question can mostly be answered by both reasonable people and laymen. It is so obvious that today is an era of increasing and scattering information and communication to be succesful in the implementation of these activities, the acquisition and learning of vocabulary we can communicate ideas, emotion and desire.

8) **Teaching vocabulary**

The teacher will use some techniques in teaching vocabulary, some of the criteria that should be paid attention to such as:

- a. It should interest the leaners
- b. It should make the leaners pay attention to form or use the words in sentence
- c. It should give for repetition (Nation, 1974)

Based on the various teaching techniques above, it is clear that a teacher should choose an appropriate technique in teaching vocabulary. It can be through the way of picture, read, etc or combination among them.

2. Games

1. Definition of games

- a. Byrne (1979) games may be defined as a form governed by certain rules on conversations. They are meant to be enjoyed-wherever they are played
- b. Harmer in Syakia (2011: 18) stated that games are a vital part of teacher's equipment not only for language practice that provide, but also for thereapeitic effect they have
- c. Dobson in suryaningsih (2005) stated that a game is an activity with rules, a goal and elements of fun game is part of art.

Base on defenition above, it can be concluded that games is an activity or exercise which can be applied in the classroom or wherever that want enjoyable and interesting for the leaners.

2. Types of Games

There are three main type of games, if it looked at activity and how many members are in there. They are pair work, involving two partners, small group involving groups of three or four and whole class where everyone moves freely around the room.

All this activity require some require some flexibility constitution of groups and organization of the classrom. It is better to have the desk in a U-shape if possible. While class activities, which involves all students circulating freely, can take place in the empty area in the center of the U-shape from facing desk can easily be adapted to the pair work too.

3. Bookworm Game

1. Concept of Bookworm Game

In online material, the meaning of bookworm is the person who always reads book every time. However, in this game the bookworm is the green picture on screen.

Bookworm is similar to word search game. Their difference is just in the media which use to play them. Bookworm is played on screen (computer) but word search is usually done in paper (book). For beginners, the bookworm even defines tricky words on screen.

There are many advantages that we can get by playing bookworm game, like strengthen our vocabulary by thinking of new words, get a game that is very fun and educational for all age levels and etc. As Hekla In Baharuddin (2009: 19) said that Bookworm is a very addictive game and very good for a person from a non-English speaking country. First of all you have to go through your vocabulary in your mind and think quickly. Secondly, you learn for about the words (other meanings of it) and it increases your vocabulary as you also learn new words, sometimes by mistake And Maurya Simha P.in Baharuddin (2009) said that bookworm deluxe is the most comprehensive and educational word game out there today where we need to make words with the letters given. Longer the words greater the points, playing the game will improve our vocabulary and the usage of words, especially for children it is a fun way of learning.

This game is known Burning Tiles and Reward Tiles. Burning the red tiles that will appear occasionally. If the red tiles hit (reach) the bottom of the screen, the game will end. So get rid of burning tiles by using them in words like any other letter. While Reward Tiles is the green tiles that appear randomly and increase word scores, the longer your word and the bigger your scores.

Bookworm game consists of two modes are classic and action.

1. Classic Game

This is the original game of bookworm. In this classic game, burning red tiles will appear after a certain number of moves. As you go up in levels, red tiles will

appear more frequently. Red tiles will burn through normal tiles with every passing them. If they reach the bottom of the stack, they will ignite the library and ending the game.

2. Action Game

The action game is a more fast-paced real time version of bookworm. In this mode, burning red tiles appear automatically every few seconds, whether you move or not. And they will burn down through your library the same way, so you have to think fast.

Bookworm game is a good technique use to improve the students' vocabulary by linking the letter on screen.

2. How to Play Bookworm Game

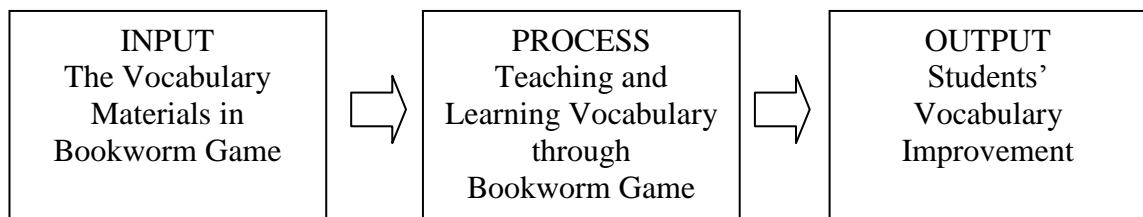
Bookworm Game is one of media that used in teaching vocabulary. Bookworm Game is easy to be played by learners and it can give them motivation in studying vocabulary. In online material, the use of bookworm:

- 1) The students will play individually
- 2) The students will be given a playing board on screen which consists of letter tiles laid in seven columns
- 3) The students start the game with a given letter to make word by clicking on adjacent tiles and another one adjacent until the students performed a word at least three letters and most twelve letters
- 4) After make a word, the students must click submit button or double clicking on the last letter tile
- 5) If the students' word is recognised by the game (valid), it will display the word
- 6) The valid word will be removed from the screen.

C. Theoretical Framework

Vocabulary is an element that support English language component skills. If the students have more vocabulary, it will make them easily in express their ideas, feeling, emotion and etc. Without vocabulary mastery, the students will have problem in studying English. It means that vocabulary mastery is very important in process of teaching and learning English.

The theoretical framework underlying in this research is given in the following diagram:



D. Hypothesis

Based on some previous related findings and pertinent ideas above, bookworm can make brainwork and increase the word power. So that, the writer formulates the hypothesis as follows:

H_0 : There is no significant the students' vocabulary that no use bookworm game of the first year level of SMP IT Wahdah Islamiyah Makassar

H_1 : The use of bookworm game is effective to improve the students' vocabulary of the first year level of SMP IT Wahdah Islamiyah Makassar.

METHOD OF THE RESEARCH

This chapter deals with the research design, variables of the research, population and sample, instrument of the research, procedure of collecting data and technique of data analysis.

A. Research Design

In doing an experimental research, the writer will use pre-test and post test design can be describe as follows:

Class	Pretest	Treatment	Posttest
E	O ₁	X ₁	O ₂

Notation: E = Experimental class

C = Controlled class

O₁ = Pre-test

O₂ = Post- test

X = Treatment

(Gay, 2006)

B. Variables of the Research

There are two variables in this research namely: independent and dependent variables. Independent variable is the use of Bookworm Game in teaching vocabulary and dependent variable is the vocabulary mastery of the students.

C. Population and Sample

1. Population

The population of this research is the first year students of SMP IT Wahdah Islamiyah Makassar, specially the A Seventh class which consists of 60 students. So the total population is 120 students

2. Sample

The sample was one class which consisted of 60 students. Reseacher uses simple random sampling. The class thatvould be the target chosen with lottery

D. The Instrument of the Research

The instrument of the research will use a written vocabulary test that consists of three types: multiple choice, fill in blank and matching test. Each test consists of 5 items of questions to examine the students' vocabulary in pre-test and post-test.

The pre-test intend to find out the students' prior knowledge of English vocabulary, while the post-test is intended to find out the students' vocabulary improvement after the treatment was given. The content of pretest is the same as the content of the post-test

E. Procedure of Collecting Data

Technique of data collection in this research is as follows:

a. Pre-test

Before researcher gives treatment, the researcher administers a pre-test to sample group. The pre-test is intended to know the students' vocabulary before giving treatment. In this case, student the answer the some question. Those questions are multiple choices, fill in blank and matching test. This test spends 90 (2 x 45) minutes.

b. Treatment

The sample is treating by using bookworm game. In this case, the students ask to find out the valid word. In addition, the valid word is removed from the screen. The treatment is conduct eight times. It will spend 2 x 45 minutes or two hours according to the English program schedule.

For the treatment, the researcher thinks the students in four meetings. The procedures of treatment from day 1 until day 4 are same.

The procedures of treatment:

Day 1 : - The researcher enters to class and introduce the material to the class

- The researcher explains about how to play the bookworm game
- The researcher ask the students to play the game with a given letter for 45 minutes
- The researcher ask the students to write down on paper the word that they make when playing game
- After time is over, the researcher ask the students to submit their paper
- The researcher and students discuss the words.

Day 2 : The researcher asks the students to play the game and make words

Day 3 : The researcher asks the students to play the game and make words

Day 4 : The researcher asks the students to play the game and make words and researcher close class to his subject.

c. Post-test

After doing treatment, researcher gives the post-test to sample group. This spent 90 minutes times. The post-test aim find out whether the students understand the meaning of vocabulary (words) that they learn in treatment.

F. Techniques of Data Analysis

In this section, the researcher employs the formula as follows:

1. Scoring the students' correct answer pre-test and post-test

Indicator	Score
Correct	2
incorrect	0

$$\text{Score} = \frac{\text{students'correct answer}}{\text{the number of items}} \cdot 10$$

(Depdikbud, 1985)

2. Computing the frequency and the rate percentage of the student's scores by using the following formula:

$$p = \frac{X_2 - X_1}{X_1} \times 100\%$$

Where: P = Percentage

X1 = The mean score of pre-test

X2 = The mean score of post test

(Gay in Erniwati (2011-31)

3. Classifying the score of the students' pre-test and post-test

Score 91 – 100 : Very Good

Score 76 – 90 : Good

Score 61 – 75 : Fair

Score 51 – 60 : Poor

Score less than 50 : Very Poor

(Depdikbud, 1985)

4. Finding out the students' means score of the both pe-test and post-test by using the following formula:

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

Where : \bar{x} = Mean score

Σx = The total score

N = The total number of subject/sample

Gay (2006 : 320)

5. Finding out significant different between mean score of the students' by calculating the value of the t-test. The formula is seen as follow :

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

Where : t = Test is significance

\bar{D} = The mean of D_s

D = The difference between the matched pairs X_1, X_2

ΣD = The sum of D square

D^2 = The square of the sum score for difference

N = The number of subject

(Gay 2006 : 355)

CHAPTER IV
FINDINGS AND DISCUSSIONS

A.Findings

1. the students' vocabulary improvement in terms of adjective by the application of bookworm game strategy
 - a. The students' mean score in pre-test and post-test

Table 1 : The students' improvement of adjective

No.	Adjective	Means score		Clasification	
		Pre-test (X1)	Post-test (X2)	Pre-tes	Post-test
1.	Matching senteces	7,5	8,42	Good	Good
2.	Completing sentence	8,6	9,75	Excellent	Good
Total		16,1	18,17		

The table above show that the students' improvement before the application of bookworm game strategy in vocabulary in reading skill especially of adjective is poor (6,47).

While after application 27 ne strategy in vocabulary in reading skill, the students' improvement is greater than before (11,83). Therefore, bookworm game strategy can develop the students' improve

ment of adjective in learning vocabulary in reading skill.

b. The total improvements' percentage of the students'

Table 2: Total percentage and improvement the students in Pre-test and Post-test

Pre-test	Post-test	Improvement	Percentage
6,47	11,83	5,36	45,3%

The table above show that the students mean score of pre-test is 6,47,while students' mean score in post-test is 11,83. So that is analyze that there is improvement of the students after application of bookworm game strategy is 5,36 % (45,3%). It is taken from comparison beetwen students pre-test. The data in table above indicate that the mean score of post-test is greater than the mean score of pre-test or $6,47 < 11,83$. It means that the application of bookworm game strategy is effective to improve students achievement.

c. The t-test score

after calculating the t-test, then it is compare the score of the table at the level of significance with the degrees of freedom $(df)=n-1$, where n is the number of the students (28).

Table 3: the score of the t-test and t-table of adjective

t-test	t-table
0,1025	0,684

The table show that t-test score of the students improvement is greater than t-table or $0,1025 > 0,684$. It is indicate that there is a significant different between them.

2. The students' vocabulary improvement in term of verbs in reading skill by the application of Bookworm Game Strategy.

a. The students mean score in pre-test and post-test

Table 4: The student's improvement of verb

No.	Verbs	Mean Score		Classification	
		Pre-test	Post-test	Pre-test	Post-test
1.	Matching sentence	6,87	7,94	Good	Excellent
2.	Defining word	6,78	8,32	Excellent	Excellent
Total		13,65	16,32		

The table above show that the students' improvement before application of Bookworm Game Strategy in vocabulary in reading skill is poor (5,85).while after the application of Bookworm Game Strategy. In vocabular in reading skill, the students' improvements is the greater before (9,24). Therefore, Bookworm Game Strategy. Can develop the students' improvement of verb in learning vocabulary in reading skill.

b. The total improvement's percentage of the students'

Table 5: Total percentage and improvement the students in pre-test and post-test

Pre-test	Post-test	improvement	Percentage
5,85	9,24	3,39	57%

The table above show that the students mean score of pre-test is 5,85, while students' mean score in post-test is 9,24. So it is analyze that there is improvement of the students after application of Bookworm Game Strategy is 3,39(57%).it is taken from comparison between students pre-test and post-test.

c. The t-test score

After calculating the t-test,then it is compare the score of the t-table at the level of significance with the degrees of freedom (df)=n-1,where n is the number of the students(28)

Table 6: the score of t-table and t-test of verb

t-test	t-table
4,007	0,856

The table show that t-test score of the students improvement is greater than t-table or $4,007 > 0,856$. It is indicate that there is a significant different between them.

Table 7: The improvement of adjective and verb in the students vocabulary in reading skill

Variable	Mean score		Clasification	
	Pre-test	Post-test	Pre-test	Post-test
Adjective	6,47	11,83	Poor	Exellent
Verb	5,85	9,24	poor	Exellent

Based on the table above, the researcher find that there is improvement of the students' vocabulary achievement in reading skill after the application of Bookworm Game Strategy. It is prove by the result of vocabulary in pre-test and post-test.

B. Discussion

The research finding indicate that the students' vocabulary improvement through Bookworm Game Strategy show the improvement of the students' vocabulary in term of adjective and verb. From the improvement show the process in pre-test and post-test.

The result of the students' vocabulary in pre-test is low before the application of Bookworm Game Strategy especially in defining sentence and matching sentences.

Based on the problem above, the reaseacher gave the treatment by applying Bookworm Game Strategy so that the students could show the improvement in post-test. In pre-test, the researcher only gave exercise to know their achievement before applying to Bookworm Game Strategy.at the begining,the students are hard to understand the kinds of adjective and verb and to do exercises.their vocabulary are still poor,the resesrcher gave the treatment by applying Bookworm Game Strategy and guidance intensively to the students.as the result,the students become active and familiar with the condition in readingn skill.

The description of data collecting through written test as explained in previous finding section show that the students' achievement after the application of Bookworm Game Strategy

In applying of Bookworm Game Strategy in vocabulary reading skill,the researcher found that the mean score of post-test of students' achievement is greater than pre-test.in table 1 shows the score of matching sentence which the mean score of pre-test is 7,5 after applying Bookworm Game Strategy themean score of post-test is 8,42. The mean score of defining word in pre-test is 8,6 became 9,75 in post-test. We can see over all score of adjective that shown in table 2, the mean score of pre-test is 6,47. After applying Bookworm Game Strategy, the mean score of post-test is 11,83

In table 3 show the score of the students' improvement in term of verbs include matching sentence which the mean score of pre-test is 6,87, after applying Bookworm Game Strategy the mean score of post-test 7,94. The mean score of

completing sentence in pre-test is 6,78 became 8,32 in post test. Therefore, the researcher indicates that there is a significant improvement in students' achievement after the application of Bookworm Game Strategy.

After applying Bookworm Game Strategy, the researcher concludes that such is very effective. This assumption is stated with evidence. During the application process of treatment, the researcher saw that the students are very interesting to the material that the researcher presented. Based on the result of the reading process, the students' vocabulary achievement in reading skill was improved. It is proved by the result of post-test in terms of adjective and verb.

In the other side, the researcher found that the result between t-test and t-table is still here. It means that there is a significant difference between pre-test and post-test.

CHAPTER V

CONCLUSION AND SUGGESTIONS

In relation to the researcher finding and discussion in the previous chapter, the conclusion and suggestion are presented in the following statement:

A. Conclusion

1. The students' vocabulary in reading achievement in term of adjective by applying Bookworm Game Strategy is improve. It is prove by their improvement mean score is 11,83 with the improvement percentage 45,3%
2. The students' vocabulary in reading achievement in term of verb by applying Bookworm Game Strategy is improve. It is prove by their improvement mean score is 9,24 with the improvement percentage 57%
3. Based on the result of findings, the researcher conclude that the application of Bookworm Game Strategy in vocabulary in reading skill at the first grade of SMP IT Wahdah Islamiyah Makassar is effective to improve the students achievement. The application of Bookworm Game Strategy can influence or improve the students achievement because Bookworm Game Strategy really concern about the student condition in vocabulary in reading process. The application of Bookworm Game Strategy is very helpful the student. The student achievement can improve after the teratment by applying Bookworm Game Strategy in vocabulary in reading skill. It was prove by significant between the students achievement before and after application of Bookworm Game Strategy in vocabulary in reading especially in term of adjective and verb.

B. Suggestions

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From the conclusion above, there are some suggestions that are proposed by the writer:

1. Teaching vocabulary using bookworm game able to improve the students' cognitive and affective in classroom and it can shows their prior knowledge
2. Teacher should use using bookworm in teaching vocabulary can help students motivate in study english especially on vocabulary.

3. Teacher/lecture should be creative in the class in teaching vocabulary using using bookworm because students' able more creative when the teacher give the prefessionality in teaching and learning process

Attendance List of Experiment Group VII B 2 SMP IT Wahdah ISLAMIYAH

No	Nama	Kehadiran			
		Pertemuan Ke-			
		1	2	3	4
1	Auliyah Al-athiyah yusung	A	✓	✓	✓
2	Wirda Aulia	✓	✓	✓	✓
3	Nurfatimah	✓	✓	✓	✓
4	Dindah Nurul Zahra	✓	✓	✓	✓
5	Arbaliyah puspita	✓	✓	✓	✓
6	Walilyah Jihan Alliqah Wahid.D	A	✓	✓	✓
7	A.Fadillah Alimuddin	A	✓	✓	✓
8	Afifah arsyumi afra	✓	✓	✓	✓
9	Ghina Agrina Kahar	✓	✓	✓	✓
10	Nurfadillah.B	✓	✓	✓	✓
11	Nur Asha Permadani	✓	✓	✓	✓
12	Nur Azizah	✓	✓	✓	✓
13	Miftahul Mawaddah	✓	✓	✓	✓
14	Fadillah Shafrani	✓	✓	✓	✓
15	Tazkirah	✓	✓	✓	✓
16	Mega Sabillah.F	✓	✓	✓	✓
17	Az-zahhra Nurul hikmah	✓	✓	✓	✓
18	Sumiya kirdauziah	✓	✓	✓	✓
19	Jarmatul admin musarah	✓	✓	✓	✓
20	Mila karmila	A	✓	✓	✓
21	A.Fika Hayyun Risky	✓	✓	✓	✓
22	Nur Afifah.B	✓	✓	✓	✓
23	Nurnisa.B	A	✓	✓	✓
24	Syifa	✓	✓	✓	✓
25	Nadil Kaffi.L	✓	✓	✓	✓
26	Nurul Izzah	✓	✓	✓	✓
27	Putri Handayani	✓	✓	✓	✓
28	Sifa Aulia	✓	✓	✓	✓
29	Annisa Nur Hamdayani	✓	✓	✓	✓
30	Nurul Mutmainnah Ibrahim	✓	✓	✓	✓
31	Zakiyyah	✓	✓	✓	✓
32	Andi Rasmiyanti	A	✓	✓	✓
33	Nurhaliza Hazairin	✓	✓	✓	✓
34	Firda Nurul Fadilah	✓	✓	✓	✓
35	Ince Nurul Syifa	✓	✓	✓	A
36	Nurfatimah	✓	✓	✓	✓

Ket: A: Alfa I: Izin S: Sakit

Attendance List of Control Class VII B. 1

No	Nama	Kehadiran			
		Pertemuan Ke-			
		1	2	3	4
1	Syifa Melati Ramadhani	✓	✓	✓	✓
2	Nurfadhillah	✓	✓	✓	✓
3	Zahra Salsabila	✓	✓	✓	✓
4	Khaerunnisa	✓	✓	✓	✓
5	Maya Masyitha	✓	✓	✓	✓
6	Ni'ma Wati Jihan	✓	✓	✓	✓
7	Nurul Annisa Sultan	✓	✓	✓	✓
8	Alija Putri Isfahani	A	✓	✓	✓
9	St.Hadira.K	✓	✓	✓	✓
10	Fitriani Abidin	✓	✓	✓	✓
11	Dini Az-zahra	✓	✓	✓	✓
12	Athifah jumah	✓	✓	✓	✓
13	Elfira Yuniar	✓	✓	✓	✓
14	Muthia Azfira	✓	✓	✓	✓
15	Nur Afifah	A	✓	✓	✓

16	Nurul athifah	A	✓	✓	✓
17	Afifah Ramlah	✓	✓	✓	✓
18	Vina Maulidah	✓	✓	✓	✓
19	Dewi eka sufiitri	✓	✓	✓	✓
20	Dewi Febrianty	✓	✓	✓	✓
21	Salsa	✓	✓	✓	✓
22	Muthhiah Amaliyah	✓	✓	✓	✓
23	Aulia putri	A	✓	✓	✓
24	St.Faiqah Mursyafany	✓	✓	✓	✓
25	Aisyah Syarifuddin	✓	✓	✓	✓
26	Afifah Baitul Ariqoh	✓	✓	✓	✓
27	Mutmainnah	✓	✓	✓	✓
28	Hazhiyah Azimah Mastura Pertiwi	✓	✓	✓	✓
29	Sagita Ramdhani	✓	✓	✓	✓
30	Putri Wulandari	A	✓	✓	✓
31	Zahra Muftia	✓	✓	✓	✓
32	St.Aprilia Hadyu	✓	✓	✓	✓
33	Humairah	✓	✓	✓	✓

No	Students code	Matching sentence	Completing sentence	Total score	Classification
1	Std-01	8,5	9	8,7	Very good
2	Std-02	6	7	6,5	Good
3	Std-03	8,5	9	8,7	Very good
4	Std-04	10	10	10	Very good
5	Std-05	8	9	8,5	Very good
6	Std-06	8	9	9,5	Very good
7	Std-07	4	6.5	5,5	Good
8	Std-08	7,5	8,5	8	Very good
9	Std-09	8	9.5	8,7	Very good
10	Std-10	8	9.2	8,6	Very good
11	Std-11	6	7,3	6,6	Good
12	Std-12	6	7	6,5	Good
13	Std-13	8	9,5	8,7	Very good
14	Std-14	9	10	8,5	Very good
15	Std-15	7,5	8,5	8	Good
16	Std-16	7	8	7,5	Good
17	Std-17	8,5	9	8,7	Very good
18	Std-18	6,5	8	7,2	Good
19	Std-19	5,5	7,5	6,3	Good
20	Std-20	6,5	8	7,2	Good
21	Std-21	6	7,5	6,7	Good
22	Std-22	6,5	7	6,7	Good
23	Std-23	7,5	8	8,5	Good
24	Std-24	8	9	7,7	Very good
25	Std-25	7	8	8,5	Good

26	Std-26	7,5	9	7,5	Good
27	Std-27	7,5	8	7,7	Good
28	Std-28	8	9	7,7	Very good
Total score		210	243	181,35	

THE STUDENTS' SCORE OF ADJECTIVE IN PRE-TEST

$$\text{Mean score} = \frac{\sum x}{N} = \frac{181}{28} = 6,47$$

a. Mean score of matching sentence

$$\bar{x} = \frac{\sum x}{N} = \frac{210}{28} = 7,5$$

b. Mean score of completing sentence

$$\bar{x} = \frac{\sum x}{N} = \frac{243}{28} = 8,6$$

THE STUDENTS' SCORE OF ADJECTIVE IN POST-TEST

No	Students code	Matching sentence	Completing sentence	Total score	Classification
1	Std-01	9	10	9,5	Very good
2	Std-02	8,5	10	9,2	Very good

3	Std-03	9	10	9,5	Very good
4	Std-04	8,5	9	8,7	Very good
5	Std-05	9	10	9,5	Very good
6	Std-06	8,5	9,5	9	Very good
7	Std-07	7	8,5	7,7	good
8	Std-08	10	10	10	Very good
9	Std-09	10	10	10	Very good
10	Std-10	9	10	9,5	Very good
11	Std-11	9	10	9,5	Very good
12	Std-12	6,5	8,5	7,5	good
13	Std-13	10	10	10	Very good
14	Std-14	9	10	9,5	Very good
15	Std-15	9	10	9,5	Very good
16	Std-16	10	10	10	Very good
17	Std-17	10	10	10	Very good
18	Std-18	7,5	9,5	8,5	Very good
19	Std-19	6,5	8	7,2	good
20	Std-20	8	9	8,5	Very good
21	Std-21	5	7,5	7,2	good
22	Std-22	8,5	9	8,5	Very good
23	Std-23	8	9	6,8	Very good
24	Std-24	7,5	8,5	8,7	Very good
25	Std-25	10	10	8,5	Very good
26	Std-26	7,5	8	8,7	Very good
27	Std-27	8	9	10	Very good
28	Std-28	10	10	7,7	Very good
Total score		236	273	331,49	

$$\text{Mean score} = \frac{\sum x}{N} = \frac{331,49}{28} = 11,83$$

a. Mean score of matching sentence

$$\bar{x} = \frac{\sum x}{N} = \frac{236}{28} = 8,42$$

b. Mean score of completing words

$$\bar{x} = \frac{\sum x}{N} = \frac{273}{28} = 9,75$$

**THE COMPARISON BEETWEN STUDENTS' ADJECTIVE PRE-TEST
AND POST-TEST**

No	Students code	X1	X2	X2-X1 (D)	D^2
1	Std-01	8,7	9,5	0,75	0,56
2	Std-02	6,5	9,2	2,7	7,29
3	Std-03	8,7	9,5	0,45	0,202
4	Std-04	10	8,7	1,25	1,56
5	Std-05	8,5	9,5	1	1

6	Std-06	9,5	9	0,5	0,25
7	Std-07	5,5	7,7	2,2	4,84
8	Std-08	8	10	2	4
9	Std-09	8,7	10	1,5	2,25
10	Std-10	8,6	9,5	1,25	1,56
11	Std-11	6,6	9,5	0,9	0,81
12	Std-12	6,5	7,5	2,85	8,12
13	Std-13	8,7	10	1	2
14	Std-14	8,5	9,5	1,25	1,56
15	Std-15	8	9,5	0,5	0,25
16	Std-16	7,5	10	1,5	2,25
17	Std-17	8,7	10	2,5	6,25
18	Std-18	7,2	8,5	1,25	1,56
19	Std-19	6,3	7,2	0,85	0,72
20	Std-20	7,2	8,5	1,25	1,56
21	Std-21	6,7	7,2	0,05	0,0025
22	Std-22	6,7	8,5	1,95	3,802
23	Std-23	8,5	6,8	0,75	0,56
24	Std-24	7,7	8,7	0,20	0,04
25	Std-25	8,5	8,5	0	0
26	Std-26	7,5	8,7	1	1
27	Std-27	7,7	10	0,75	0,56
28	Std-28	7,7	7,7	0	0
Total score		181,35	331,49	35,15	62,059

PERCENTAGE OF STUDENTS ACHIEVEMENT OF ADJECTIVE

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

$$P = \frac{11,83 - 6,47}{11,83} \times 100\%$$

$$P = \frac{5,36}{11,83} \times 100\%$$

$$P = 0,453 \times 100\%$$

$$P = 45,3\%$$

CALCULATING THE T-TEST SCORE

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

$$\bar{D} = \frac{\sum 35,15}{28}$$

$$\bar{D} = 1,25$$

THE RESULT OF T-TEST

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

$$t = \frac{1,25}{\sqrt{\frac{\sum 62,059 - \frac{(\sum 1,25)^2}{28}}{28(28-1)}}$$

$$t = \frac{1,25}{\sqrt{\frac{\sum 62,059 - \frac{(\sum 1,5625)^2}{28}}{756}}}$$

$$t=0,1025$$

THE STUDENTS' SCORE OF VERB IN POST-TEST

No	Students code	Matching sentence	Defining word	Total score	Classification
1	Std-01	8	8	8	Very good
2	Std-02	8	7	7,5	Good
3	Std-03	5	7	6	Good
4	Std-04	10	10	10	Very good
5	Std-05	3	5	4	Poor
6	Std-06	3	5	4	poor
7	Std-07	8	8	6	Very good
8	Std-08	8	8,5	8,25	Very good
9	Std-09	9	8,5	8,75	Very good
10	Std-10	7	7	7	Good
11	Std-11	7	6	6,5	Good
12	Std-12	6,5	7	6,7	Good
13	Std-13	8,5	9	8,75	Very good
14	Std-14	10	9	8,5	Very good

15	Std-15	10	9	8,5	Very good
16	Std-16	6	7,5	6,7	Good
17	Std-17	4	5	4,5	poor
18	Std-18	5	6,5	5,7	poor
19	Std-19	5	6	5,5	poor
20	Std-20	6	5	5,5	poor
21	Std-21	8,5	9	8,7	Very good
22	Std-22	5	6,5	5,7	poor
23	Std-23	5	5	5	poor
24	Std-24	7	7,5	7,25	poor
25	Std-25	5	5	5	poor
26	Std-26	9	9	9	poor
27	Std-27	6,5	7,5	7	poor
28	Std-28	4,5	5	2,5	poor
Total score		192,5	190,5	164	

$$\text{Mean score} = \frac{\sum x}{N} = \frac{164}{28} = 5,85$$

a. Mean score of matching sentence

$$\bar{x} = \frac{\sum x}{N} = \frac{192,5}{28} = 6,87$$

b. Mean score of defening words

$$\bar{x} = \frac{\sum x}{N} = \frac{190}{28} = 6,78$$

THE STUDENTS' SCORE OF VERB IN POST-TEST

No	Students code	Matching sentence	Defining word	Total score	Classification
1	Std-01	8	10	9	Very good
2	Std-02	10	10	10	Very good
3	Std-03	6,5	7	6,7	good
4	Std-04	10	10	10	Very good
5	Std-05	6	7	6,5	good
6	Std-06	7	8	7,5	good
7	Std-07	9	10	8,5	Very good
8	Std-08	8,5	9	8,75	Very good
9	Std-09	9	9	9	Very good
10	Std-10	8	9	8,5	Very good
11	Std-11	8,5	9	8,75	Very good
12	Std-12	7,5	8	7,75	Very good
13	Std-13	8,5	9	8,25	Very good
14	Std-14	10	10	10	Very good
15	Std-15	10	10	10	Very good
16	Std-16	7,5	8	7,75	Very good
17	Std-17	5	6	5,5	good
18	Std-18	5	6	5,8	good
19	Std-19	7	7	7	good

20	Std-20	8	9	8,5	Very good
21	Std-21	9	10	9,5	Very good
22	Std-22	6	7	5,8	Very good
23	Std-23	8	9	8,5	Very good
24	Std-24	7	8	7,5	Very good
25	Std-25	8	9	8,5	Very good
26	Std-26	10	10	10	Very good
27	Std-27	7,5	8	7,75	Very good
28	Std-28	8	9	8,5	Very good
Total score		222,5	233	258,8	

$$\text{Mean score} = \frac{\sum x}{N} = \frac{258,8}{28} = 9,24$$

a. Mean score of matching sentence

$$\bar{x} = \frac{\sum x}{N} = \frac{222,5}{28} = 7,94$$

b. Mean score of defening words

$$\bar{x} = \frac{\sum x}{N} = \frac{233}{28} = 8,32$$

**THE COMPARISON BEETWEN STUDENTS' VERB PRE-TEST AND
POST-TEST**

No	Students code	X1	X2	X2-X1 (D)	D^2
1	Std-01	8	9	1	1
2	Std-02	7,5	10	2,5	6,25
3	Std-03	6	6,7	0,7	0,49
4	Std-04	10	10	0	0
5	Std-05	4	6,5	2,5	6,25
6	Std-06	4	7,5	3,5	12,25
7	Std-07	6	8,5	2,5	6,25
8	Std-08	8,25	8,75	0,5	0,25
9	Std-09	8,75	9	0,3	0,09
10	Std-10	7	8,5	1,5	2,25
11	Std-11	6,5	8,75	2,2	4,84
12	Std-12	6,7	7,75	0,5	0,25
13	Std-13	8,75	8,25	0	0
14	Std-14	8,5	10	1,5	2,25
15	Std-15	8,5	10	1,5	2,25
16	Std-16	6,7	7,75	1	1
17	Std-17	4,5	5,5	1	1
18	Std-18	5,7	5,8	1	1
19	Std-19	5,5	7	1,5	2,25
20	Std-20	5,5	8,5	3	9
21	Std-21	8,7	9,5	0,8	0,64
22	Std-22	5,7	5,8	1	1

23	Std-23	5	8,5	3,5	12,25
24	Std-24	7,25	7,5	0,3	0,09
25	Std-25	5	8,5	3,5	12,25
26	Std-26	9	10	1	1
27	Std-27	7	7,75	0,7	0,049
28	Std-28	2,5	8,5	6	36
Total score		164	258,8	45	122,19

PERCENTAGE OF STUDENTS ACHIEVEMENT OF ADJECTIVE

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

$$P = \frac{9,24 - 5,85}{5,85} \times 100\%$$

$$P = \frac{3,39}{5,85} \times 100\%$$

$$P = 0,57 \times 100\%$$

$$P = 57\%$$

CALCULATING THE T-TEST SCORE

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

$$\bar{D} = \frac{\sum 45}{28}$$

$$\bar{D} = 1,607$$

THE RESULT OF T-TEST

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

$$t = \frac{1,607}{\sqrt{\frac{\sum 122,19 - \frac{(\sum 1,607)^2}{28}}{28(28-1)}}$$

$$t = \frac{1,607}{\sqrt{\frac{\sum 122,19 - \frac{(\sum 0,368449)}{28}}{756}}$$

$$t = \frac{1,607}{\sqrt{\frac{\sum 122,19 - \frac{(\sum 0,0441)}{28}}{756}}$$

$$t = 4,007$$

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INSTRUMENTS

A. Direction the verb in each sentence, draw brackets () around it and underline.

1. We will here when you arrive tomorrow
2. After the rain stop, I'm going to sweep the front porch
3. I will star making dinner before my wife gets home from work today
4. Right now the tide is low, but we when the tide comes in, the slip will leave the harbor
5. While I'm driving to work tomorrow, I will listen to my Greek language tapes.

A. Read the dialogue quickly and choose the correct answer.

Shopkeeper: good afternoon. What can I do for you, dear?

Sofia : Mmm.....I want to buy errr.....to buy errr

Shopkeeper: OK, OK, OK. Do you have a shopping list?

Sofia : Yes, I do. I almost forgot it

Shopkeeper : Let me see. Mmmm.....you want to buy one kilogram of wheat flour, two liters of cooking oil, hal a kilogram of chili, one packet of salt, one packet of tea, two kilogram of sugar and half a kilogram of coffe

Sofia : Yes, thats right. Here is the money

Shopkeeper : The total is nine thousand and five hundred rupiahs. you gave me ten thousand rupiahs. Five hundred rupiahs in change. OK!

Sofia : Yes, thank you

Shopkeeper : You're welcome.

Read the dialogue again more an carefull to choose the correct answer!

1. Sofia is...
 - a. At school
 - c. at home

1. She is...student
2. The Ballalompoa is a ...home in this city
3. I always ...everynight
4. I'm writing a...to my folks
5. They are...everyday

Rencana Pelaksanaan Pembelajaran

(RPP 1)

Nama Sekolah : SMP IT Wahdah Islamiyah

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII (tujuh)/ Genap

Alokasi Waktu : 2 x 40 menit

STANDAR KOMPETENSI

1.1. Membaca

Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat.

KOMPETENSI DASAR

1.1.1 Merespon makna terdapat dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar.

1. Tujuan Pembelajaran

Tujuan Pembelajaran	Pengembangan Karakter
<p>Membaca</p> <ul style="list-style-type: none">• Peserta didik dapat mengidentifikasi makna yang terdapat dalam teks fungsional pendek: pengumuman, daftar barang dan ucapan selamat• Peserta didik dapat mengidentifikasi ciri kebahasaan teks fungsional pendek:	<ul style="list-style-type: none">• Demokrat• Percaya diri• Kreatif• Cermat

<p>pengumuman, daftar barang dan ucapan selamat</p> <ul style="list-style-type: none"> • Peserta didik dapat mengidentifikasi kosa kata dalam teks fungsional pendek tersebut. 	
---	--

II. Materi Pembelajaran

Andri is a good student. He likes to study in the library. He knows much about the library and he often becomes a guide for new students. Today Andri is in the library and is giving information to new students, Tika and Susi are listening to him and they are taking notes.

Read Andri's explanation and complete the notes in your notebook!

1. The library has.....floors.
2. Magazine and newspaper are on the....floor.
3. The books and the reading room are on the.....floor.
4. The librarian's name is.....

Hello, my friend! My name is Andri. Now we are in the library. This is our school library. It is a big building. It has two floors, that is ground floor and the first floor. If you go upstairs, you will see a lot of magazines and newspapers here. On this floor you can read many kinds of books then reading over there. It is very large. There are always a lot of students reading in the reading room. The school headmaster sometimes comes to this reading room.

Look! The three girl my friends. Fanny, Cut Rike, and Ni Luh. They are looking for books. And the boy is also my friend, Harahap. He wants to up stairs. The librarian on sitting on her chair. She is very buzy with her work. Her name's Mrs. Ratna. She is very kind. She always helps everybody. She is typing a membership card for a new member. When we want to borrow a book or a magazine, we have to show our membership card.

III. Metode Pembelajaran/Tehnik: Group Investigation (Bookworm Game)

VI. Langkah-langkah kegiatan pembelajaran

Pertemuan 1

1. Kegiatan Pendahuluan

- Perkenalan
- Memberi motivasi
- Mengecek kesiapan peserta didik
- Mengaitkan pengetahuan siswa dengan soal-soal yang akan diberikan ke siswa
- Menyampaikan tujuan yang akan dicapai

2. Kegiatan inti

❖ Eksplorasi

Presentation

- Guru membagikan sol-soal kepada siswa
- Peserta siswa mengikuti penjelasan guru terhadap soal-soal yang diberikan

❖ Elaborasi

Practice

- Guru mengatur kursi siswa
- Masing-masing siswa menjawab soal

❖ Konfirmasi

Production

- Siswa tampil menjawab soal
- Guru mengecek ketepatan peserta didik

3. Kegiatan Penutup

- Guru menyimpulkan jawaban soal-soal
- Memberikan kesempatan kepada siswa untuk mengungkapkan kesulitan pada saat menjawab soal

Pertemuan 2

1. Kegiatan Pendahuluan

- Memberi motivasi
- Mengecek kesiapan peserta didik
- Mengaitkan pengetahuan siswa dengan materi yang akan di pelajari
- Menyampaikan tujuan yang akan dicapai

2. Kegiatan inti

❖ Ekplorasi

Presentation

- Guru mengelompokkan siswa
- Guru memberikan contoh teks fungsional yang berkaitan dengan kegiatan sehari-hari
- Peserta didik mengikuti penjelasan guru terkait materi
- Guru membacakan kepada siswa teks tersebut

❖ Elaborasi

Practise

- Peserta didik mengidentifikasi langkah retorika pada teks

- Guru membaca teks kemudian peserta didik mengikutinya

❖ Konfirmasi

Production

- Guru memberikan game (Bookworm Game) kepada siswa cara cepat menjawab pertanyaan pada teks tersebut
- Siswa menjawab pertanyaan yang di berikan oleh guru
- Guru mengecek jawaban setiap kelompok dan menilai kekompakan setiap kelompok

3. Kegiatan Penutup

- Guru bersama peserta didik menyimpulkan materi yang telah di pelajari
- Memberikan kesempatan kepada siswa untuk mengungkapkan kesulitan yang di alami selam proses pembelajaran

VI. Sumber Belajar

- Hs Sugeng dkk. 2005. Effective English. Hal 50

V. Penilaian

- Tehnik penilaian : tes lisan
- Bentuk penilaian : melengkapi kalimat dan menentukan jenis kata

Indicator	Penilaian		
	Tehnik	Bentuk	Instrumen

<ul style="list-style-type: none"> • Mengidentifikasi berbagai informasi dalam teks fungsional pendek berupa: - Instruksi - Daftar barang 	Tes lisan	Bentuk pertanyaan	Menjawab pertanyaan pada teks fungsional dan mengelompokkan jenis kata pada teks tersebut
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- Rubrik penilaian

No	Uraian	Skor
1.	Jawaban tepat	2
2.	Jawaban kurang tepat	1
3.	Jawaban tidak tepat	0

- Kemampuan berbicara

No	Aspek
1.	Fluently meliputi intonasi dengan kriteria Ff: Very Fluent (4), f: fluent (3), a: average (2) dan p: poor (1)
2.	Communicativeness: meliputi kemampuan memahami ujaran dan berbicara yang dapat di pahami orang lain dengan kriteria: CC: Very communicative (4), c: communicative (3), a: average dan p: poor (1)

(Sumber disederhanakan dari Sakah dkk. 2002)

- Pedoman penilaian

1. Skor tertinggi maksimal : 10

2. Jumlah skor maksimal : $4 \times 2 = 8$

$$5 \times 2 = 10$$

3. Nilai siswa = $\frac{\text{skor perolehan} \times 100}{\text{skor maksimal}}$

Makassar, 12 Februari 2014

Mahasiswa

Sabeina

10535422209

Rencana Pelaksanaan Pembelajaran

(RPP 2)

Nama Sekolah : SMP IT Wahdah Islamiyah

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII (tujuh)/ Genap

Alokasi Waktu : 2 x 40 menit

STANDAR KOMPETENSI

1.2. Membaca

Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat.

KOMPETENSI DASAR

1.1.2 Merespon makna terdapat dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar

2. Tujuan Pembelajaran

Tujuan Pembelajaran	Pengembangan Karakter
<p>Membaca</p> <ul style="list-style-type: none">• Peserta didik dapat mengidentifikasi makna yang terdapat dalam teks fungsional pendek: pengumuman, daftar barang dan ucapan selamat• Peserta didik dapat mengidentifikasi ciri kebahasaan teks fungsional pendek: pengumuman, daftar barang dan ucapan selamat• Peserta didik dapat mengidentifikasi kosa kata dalam teks fungsional pendek tersebut	<ul style="list-style-type: none">• Demokrat• Percaya diri• Kreatif• Cermat

II. Materi Pembelajaran

ANNOUNCEMENT

For all students of Senior High School 01, this school will hold a variety of competitions in order to 56th birthday celebration. In the competitions, our steering committee will hold five competition types as follows:

- English speech inter-class competition
- Scrabble inter-class competition
- English debate school competition
- Football schools competition
- Basketball schools competition

The series of events will be held from June 3rd, 2013 to June 21st, 2013. For the first and second categories, each class must send participants with a minimum of two people and a maximum of three people to enter the competition. Meanwhile, for the third and fourth category, we will do the selection done by a special team based on students' data in last six months, because those competitions are going to involve entire school in the province.

III. Metode Pembelajaran/Tehnik: Group investigation (Bookworm Game)

VI. Langkah-langkah kegiatan pembelajaran

Pertemuan 3

1. Kegiatan Pendahuluan

- Memberi motivasi
- Mengecek kesiapan peserta didik
- Mengaitkan pengetahuan siswa dengan materi yang akan di pelajari
- Menyampaikan tujuan yang akan dicapai

2. Kegiatan inti

❖ Ekplorasi

Presentation

- Guru mengelompokkan siswa
- Guru memberikan contoh teks fungsional yang berkaitan dengan kegiatan sehari-hari
- Peserta didik mengikuti penjelasan guru terkait materi
- Guru membacakan kepada siswa teks tersebut

❖ Elaborasi

Practise

- Peserta didik mengidentifikasi langkah retorika pada teks
- Guru membaca teks kemudian peserta didik mengikutinya

❖ Konfirmasi

Production

- Guru memberikan game (Bookworm Game) kepada siswa cara cepat menjawab pertanyaan pada teks tersebut
- Siswa menjawab pertanyaan yang di berikan oleh guru
- Guru mengecek jawaban setiap kelompok dan menilai kekompakan setiap kelompok

3. Kegiatan Penutup

- Guru bersama peserta didik menyimpulkan materi yang telah di pelajari
- Memberikan kesempatan kepada siswa untuk mengungkapkan kesulitan yang di alami selam proses pembelajaran

Pertemuan 4

4. Kegiatan Pendahuluan

- Memberi motivasi
- Mengecek kesiapan peserta didik

- Mengaitkan pengetahuan siswa antara soal-soal yang akan dengan materi yang telah di berikan
- Menyampaikan tujuan yang akan dicapai

5. Kegiatan inti

❖ Eksplorasi

Presentation

- Guru membagikan soal-soal kepada siswa
- Peserta siswa mengikuti penjelasan guru terhadap soal-soal yang diberikan

❖ Elaborasi

Practice

- Guru mengatur kursi siswa
- Secara sendiri-sendiri siswa menjawab soal

❖ Konfirmasi

Production

- Siswa tampil menjawab soal
- Guru mengecek ketepatan peserta didik

6. Kegiatan Penutup

- Guru menyimpulkan jawaban soal-soal
- Guru memberikan apresiasi kepada siswa aktif dalam pembelajaran
- Guru memberikan arahan serta ucapan perpisahan kepada peserta didik

VI. Sumber Belajar

- Gunarso susiloladi dkk. 2008. Kontektual Teaching and learning. 12-14

V. Penilaian

- Tehnik penilaian : tes lisan

- Bentuk penilaian : melengkapi kalimat dan menentukan jenis kata

Indicator	Penilaian		
	Tehnik	Bentuk	Instrumen
<ul style="list-style-type: none"> • Mengidentifikasi berbagai informasi dalam teks fungsional pendek berupa: - Instruksi - Daftar barang 	Tes lisan	Daftar pertanyaan	<p style="text-align: center;">ANNOUNCEMENT</p> <p>School holiday trip to <i>Pasir Putih</i> beach on the 16th of march, the school will hold a holiday trip to <i>Pasir Putih</i> beach. All student who willing to join must registered 1 week before the departure day.</p> <p>Departure time : 06.15 A.M</p> <p>Program : Breakfast, morning swimming, games, volley and football, lunch at the sea shore restaurant, afternoon walk for sunset along the beach, evening watch the reggae music at the beach cafe Contribution : Rp.100.000</p> <p>Contact Person : Wanda (085255890123) School commitee</p> <p style="text-align: center;">Darmawan</p> <p>Question :</p> <ol style="list-style-type: none"> 1. What is announcement about? 2. When will the trip be held? 3. Whose the announcement for?

			<p>4. When is the last date for student to register?</p> <p>5. How much should the student pay to join the trip?</p> <p>6. What time should the student come at the day of departure?</p> <p>7. Is there dinner program on the trip ?</p> <p>8. Who write the announcement?</p>
--	--	--	---

- Rubrik penilaian

No	Uraian	Skor
1.	Jawaban tepat	2
2.	Jawaban kurang tepat	1
3.	Jawaban tidak tepat	0

- Kemampuan berbicara

No	Aspek
1.	Fluently meliputi intonasi dengan kriteria Ff: Very Fluent (4), f: fluent (3), a: average (2) dan p: poor (1)
2.	Communicativeness: meliputi kemampuan memahami ujaran dan berbicara yang dapat di pahami orang lain dengan kriteria: CC: Very

	comminicative (4), c: communicative (3), a: average dan p: poor (1)
--	---

(Sumber di sederhanakan dari Sakah dkk. 2002)

Pedoman penilaian

4. Skor tertinggi maksimal : 10

5. Jumlah skor maksimal : $4 \times 2 = 8$

$$5 \times 2 = 10$$

6. Nilai siswa = $\frac{\text{skor perolehan}}{\text{skor maksimal}} \times 100$

Makassar, 12 Februari 2014

Mahasiswa

Sabeina

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CURRICULUM VITAE



Sabeina. She was born on December 12th 1991 in Bulukumba. She is daughter of Ahmadi and Hamzah. She is second from the four daughters and two brothers. She started her school at SD 12 Babana and graduated in 2003. She continued her study at SMP 3 Bulukumba the graduated in 2006 then she entered at SMA 1 Ujungloe and graduated 2009. In the same year, until she continued her studied at Muhammadiyah University of Makassar and registered as the students of English Departement at Faculty of Teacher Training and Education. Her motto is “ life is struggle so we have to be patient”