

**THE EFFECTIVENESS OF SPOT IT CARD GAME TO IMPROVE STUDENTS'
VOCABULARY MASTERY AT SMP MUHAMMADIYAH 6 MAKASSAR**

(A Pre- Experimental Research at 8th the Second Grade of SMP Muhammadiyah 6 Makassar)



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MOTTO AND DEDICATE

“ The best of people those who are most beneficial to others”

(HR, Ahmad, Thabarani, Daruqani)

“Do the best and pray, God will take care of the rest”

DEDICATION

I dedicate this thesis for my lovely parents, my mom Junaida and my dad Arifin who give me true love, affection, motivation and everything for my life.



ABSTRAK

ITA SULISTIANI. 2022. Efektif Spot It card game pada penguasaan kosakata siswa Kelas 8 di SMP Muhammadiyah 6 Makassar. Jurusan Pendidikan Bahasa Inggris Universitas Muhammadiyah Makassar, St. Asriati AM dan Eka Prabawati Rum.

Penelitian ini bertujuan untuk melihat keefektifan siswa dari belajar penguasaan kosakata setelah menggunakan kartu Sppt It dalam proses belajar dan mengajar kosakata, peneliti menggunakan metode pre-experimental, of pre-test dan post-test, dan menggumpulkan data dengan memberikan pre-test dan post-test. Sampel dari penelitian ini yaitu kelas 8 SMP Muhammadiyah 6 Makassar terdiri dari 25 siswa. Sampel yang digunakan yaitu sampel purposive ,

Hasil penelitian menunjukkan bahwa nilai di pre-test yaitu 62.4 dan dipost-test yaitu 83.84 di penelitian ini menunjukkan bahwa dari nilai t-test lebih tinggi dari nilai t-table (13.6 1.714). Artinya (H1) diterima dan (H0) ditolak. Ditarik kesimpulan bahwa penggunaan dari kartu Spot It dikelas SMP Muhammadiyah 6 Makassar efektif untuk meningkatkan penguasaan kosakata siswa khususnya kata benda.

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CHAPTER 1

INTRODUCTION

A. Background of the research

In learning a language, one of the components that must be taught is vocabulary. Students can form English communities and use the language effectively by studying vocabulary. Anwar & Efransyah(2018) said that "vocabulary is emphasized over grammar although work on all four skills (reading, writing, speaking, and listening) occurs from the start oral communication is a seen a basic".

Tambaritji & Atmawidjaja (2020) stated that to build a language, you will need words. Words here would mean vocabulary and vocabulary is a vital element in language learning. Especially for beginners, vocabulary mastery is the very basic knowledge to learn more about English. According to Parmawati (2018) vocabulary has been seen as individual words, which could be used with a great deal of freedom, only constrained by grammatical considerations. However, he also argues that vocabulary consists not only of single words; lexemes are often made up of strings of more than one word.

Vocabulary and mastery are parts of set in learning vocabulary, mastery is clearly shown by learners ability in expressing vocabulary that known with understanding. It is also shown by their ability of making sentence using vocabulary. Matondang et al., (2018) stated that vocabulary

mastery can be defined as someone's proficiency in using words and their meaning appropriately in language.

Based on the pre-observation that has been connected by the researcher in SMP Muhammadiyah 6 Makassar, the researcher found that most students are difficult to engage in vocabulary, it is caused by some factors such as, lack of vocabulary and practice. It is proven by the students score and the statement of the teacher of the grade students in SMP Muhammadiyah 6 Makassar. One of the problem the students are unable to distinguish between noun and adjective, most of students assume that "leaf is adjective", but in fact "leaf is noun". It means that, students at the eight grade of SMP Muhammadiyah 6 Makassar still low in vocabulary mastery.

Most students are taught not to memorize vocabulary, usually if it is taught by appropriate methods, the students will easily receive a lesson. Using game in learning English is very important in learning English in order to make students easily to catch the material. Learning vocabulary through games has attaines a lot of attention. Aswandi(2020) stated that games has been proven as an effective way because it does not only improve students' skill, but also decrees stress during learning process. Games also can help create contexts in which the language is useful and meaningful.

In this situation the researcher attempts to use a game to teach English vocabulary in a different approach. One of the teaching ways that

The researcher wants to help the students to find out the treatment to improve students' vocabulary mastery.

E. Scope of the Research

This research focus on students' vocabulary mastery in term of noun by using Spotit card game at the eight-grade students of SMP Muhammadiyah 6 Makassar.



CHAPTER II

REVIEW OF LITERATURE

A. Previous Related Findings

Some research have been conducted related to teaching vocabulary. Some of the findings of related researcher presented in the following section. Firstly, P & Pratiwi (2020) was conducted a research with the title "Enhancing Students' Vocabulary Mastery Using Spot It Card Game in Distance Learning". This study aimed at finding the effectiveness of spot it card game in enhancing students' English vocabulary mastery in distance learning. The research used quasi-experimental research design. The participant were the second year SMP Pesantren Modern Datuk Sulaeman Palopo which divided into experimental group and control group consisted of 20 students in each group. The result indicates that the students of the experimental group have significant improvement of the mean score which is 5,42 on pre-test classified as poor to 8,89 on post-test classified as very good after given treatment using spot it card game.

Secondly, Veronika (2018) conducted a research entitled "Increasing Students Vocabulary Mastery Through Antonym Card Game". This research aims finding out whether or not using antonym card game is effective increasing students' vocabulary mastery at SMP Negeri 1 Palasa Parigi Mountong. The writer applied a quasi-experimental research design were involving experimental group and control group. 42 students chosen

a second language, as vocabulary is one of the four language skills to acquire. Students will struggle to learn English if they do not understand the new words.

b. Kinds of Vocabulary

According to Brown (2017: 306), mentions that kinds of vocabulary namely: noun, verb, adjective, and adverb.

1) Noun

A noun is a part of speech that presenting a used to describe a group of people, places, or objects. "A noun is a term that is used to name something, Marcella in Hasanah (2021) stated that noun is the category including words representing all kinds of physical objects.

2) Adjective

An adjective describes the quantity, adequacy, sequence, quality, and emphasis of something. Adjective is a term that enlarges the meaning and narrows the application of a noun. Marcella in Hasanah (2021) stated that adjective is modifier that has the gramtical property of comparison.

3) Verb

A verb is a type of word that describes an action or a situation. "Verb is the word in a sentence that describes the activity of a sentence of the introduce the condition or status of someone or something in the phrase." Marcella in Hasanah (2021) stated that a verb is a word that is employed to express something else.

4) Adverb

There is an adverb in vocabulary that is used to provide more information about a verb. "Adverbs are those produced from adjective by adding-ly," Marcella in Hasanah (2021) stated that adverb is meaning from words having a strong lexical content (those that describe the action of the verb, or those that indicatesuch meanings as time and place) to those that are used merely for emphasis.

Based on the explanation the researcher concludes that, vocabulary refers to the words wemust understand to communicate effectively. Educators often consider four kinds of vocabulary: noun, adjective, verb and adverb.

c. The Importance of Vocabulary

According toHamer & Lely (2019)vocabulary has an importance function in language. By having a great number of of vocabularies, the learners are expected to master four skills in English such as listening, reading, speaking, and writing. It means that the learners can isten and understand the material easily delivered by the teacher.

Moreover, emphasizing the significant of vocabulary to communicate. Herdayani (2019) cited from Nunan, pointed out that vocabulary is more than just a list of words in the target language. Further, she explains that vocabulary is closely related to grammar, and the vocabulary system of most languages can be divided into grammatical words.

In relation to the significance of vocabulary for someone's competencies in speaking language, Hidayat & Syahrizal (2020) stated that vocabulary is one of the elements of language that should be learned and taught. It cannot be denied that it will be hard to master language without mastering or understanding certain numbers of vocabularies.

Based on the explanation the researcher concludes that, the importance of vocabulary for students in the teaching learning process. If students just have a limited vocabulary, they will be unable to comprehend the question, or the English test. Furthermore, if the students have a limited vocabulary, they will be unable to access much information or knowledge. Furthermore, without language, the student will be unable to comprehend facts or ideas. The learners will learn new terms as result of the new ideas they have encountered.

d. Vocabulary Mastery

Mastering vocabulary is useful to support achievement of four skills. Without vocabulary we cannot listen, read, write, and speaking well. According to Susanto, vocabulary mastery is needed to express our ideas and to be able to understand other peoples saying.

Rahmawati & Utami (2019) stated that mastery of vocabulary is important in order to build sentences that contains some messages for social interaction. To achieve high vocabulary mastery, one must follow the steps below. It can be characterized as having a working knowledge

of a language's words. The ability of kids to produce and understand words in their daily lives indicates their vocabulary mastery.

According to Ermawati et al., (2019) Vocabulary mastery is needed to comprehend the content of the material that is being learned by the students. Vocabulary can help the student learn new words. they can use a dictionary to determine the meaning, or she can study a portion of a word to gain insight into the meaning of the entire word.

All of the roots, prefixes, and suffixes should be identified by the students. Take, for instance, the word Transportation. The prefix that turns a verb into a noun is trans, which means across from one place to another, port, which means to carry, and ion, which means state of condition. As a result, the definition of transportation is "the act of transporting something from one location to another."

Based on the explanation the researcher concludes that, vocabulary mastery is the comprehensive knowledge of subject to understand and something learn that competent in particular subject or activity.

e. Noun

1) Definition of Noun

A noun can be defined as a word used to name a person, place, or a thing. By a thing here, it means that comprises something which can be perceived by human senses, or that which cannot be perceived but can be thought of. Hornby (in Lele: 2020) states that a

noun is a word used to name identify any of a class of things, people, or ideas.

Based on the explanation above, we can concluded that noun is all types of objects and things can be limited.

2) Kinds of Noun

After knowing the definition of noun, it is also necessary to know that the kinds of noun. In fundamental English book entitled *Cepat & Mudah Kuasai Parts of Speech* (2017) there are several kinds of nouns:

a) Based on form :

1) Concrete noun is a noun that indicates any real object, so that it can be felt by the five human sense. This concret noun includes:

a) Proper noun is noun that indicates the name of a person, country, city, day, month, school, company, and other place names. Proper nouns are always capitalized at the beginning of the word and not preceded by an article (a, an, the). Example : Anti, Indonesia, Masamba, Monday, Danone.

b) Common noun is a noun that indicates an object that is general in nature and we often encounter in everyday life. Example : book, teacher, river, table, and others.

c) Collective noun is a noun that indicates a group or group of certain object that are one entity or have multiple meanings. Collective nouns can be humans, animal or inanimate objects. Example : a posse o policemen, a band of musicians, a flock of birds, a pack of cards.

d) Material noun is a noun denoting raw objects or nouns derived from mining and other raw material. Example : gold, water, iron, silver, oil, and wood.

2) Abstract noun is noun that cannot be seen, touched and felt by the five sense. This type of noun always has a single meaning. Example : love, knowledge, friendship, happiness, honesty, and brotherhood.

b) Based on the accounting:

1) Countable nouns are nouns whose numbers can be counted.

Example : book, pen, Table, car, teacher, students.

2) Uncountable noun is a noun that shows objects whose numbers cannot be counted with numbers,. Example : coffee, iron, milk, money, oil, rice, and ink.

c) Based on the quantity

1) Singular noun is a noun which indicates that the objects single and not more than one. Example : house, teacher, car, chair.

Herlina Syam et al., (2021) stated that games are identical with the children, it is known that the children like playing game very much. In language learning, games can be involved to motivate the students in acquiring the language activities are tools, as an activity which is entertaining and engaging, often challenging, and an activity in which others. One of the games that can effectively use in the class is card game. The card game here was a game using picture card and word card as media in teaching learning process.

Based on the explanation the researcher concludes that, game is an activity that can be used in classroom to help the students relax and enjoy studying vocabulary, and it can be carried out using a set of rules and objectives.

b. Advantages of Games

According to Ghadasari that games have proven to have advantages and effectiveness to learning vocabulary in various ways:

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

5) Games are diversion to the regular classroom activities, break the ice, but they also need to introduce new ideas.

c. Type of games

Ersoz in Warni (2019) states "game are highly motivating because they are amusing and interesting, the game can be used to give practice many types of communication". There are many different types of game : card games, board games, movement games, game with music, and others. Therefore, these following game types are based on their most outstanding feature.

1. Movement games

In this type, the children are physically active. Movement game are generally "rousers" and need to be closely monitored.

2. Card game

Children collect, give away, exchange, sort, and count cards. The cards have a meaning or value in game, or simply serve as symbols for object or actions. Cards are often components of other games types as well.

3. Board game

Any game which mainly involves moving markers along a path. Board games can be made the children as a fun craft activity.

4. Dice game

Dice game is incredibly versatile. The dices need not only have numbers on the face. They can have colors, letters of the alphabet- virtually anything that can get children interest.

5. Drawing game

Drawing game is special because it spans a gap between key function of the brain. On the one hand, drawing requires creativity and sensitivity towards the world. On the other hand, the children must be to understand instruction and describe their art.

Based on the explanation the researcher concludes that there types of games are effective because they motivate people. They can be utilized in the classroom to teach English because they are amusing and interesting to learn.

3 Concept of Spot it Card Game

a. Definition of Spot it card game

Spot it card is a fast-paced, entertaining game for individuals of all ages. We looked at the game's mathematical structure using combinatorial analysis because it seemed to have a lot of it. We made some Spot It-style games with varying numbers of cards to demonstrate that some games are difficult to complete. The original Spot It game, in particular, includes eight things on each card. it is impossible to make a complete game (one in which every object occurs with every other object) with only eight objects on each card.

Alesia (2017) stated that Spot it card is a game for two to eight players, ages seven and above. The goal of the game is to locate a matching symbol between two cards as quickly as possible. There are fifty-five cards in the Spot It deck, each having eight objects, and each pair of cards has only one matching symbol. Three cards from the actual Spot It card game are shown in Figure 1, each with eight things on it.

According to Clark (2017) Spot it, is hugely popular in the top of Amazon's list of best-selling card games, right up there with classic such as Uno and Tabo. It's frequently used in classrooms, appear on list the kind of the game that makes you feel like you are doing something good for your brain when you play it.

The basic structure of the games is 55 cards, with eight symbols on each card, culled from a bank of 57 symbols in total. If two cards at random, one symbol always matches. The game provides several different ways to play, but they all hinge on the speed with which you spot the match: the two blocks of cheese, the ink spots, the dolphin, the snowmen and so on.



Figure 2.1

b. The Advantages of Using spot it card game

1. Spot it cards are easy to use
2. Spot it cards can be used in games to help students learn new words
3. It is simple to practice new words
4. Spot it cards can be interesting.
5. It can increase the students' creativity through matching the cards.
6. It can help avoid students being bored during the teaching-learning process.
7. There is dynamic mutual help between the students.

c. The Disadvantages of Using spot it card game

1. Students will bet on themselves
2. Not every students feel easy
3. Preparing the spot it card game is difficult for the teacher
4. Each group is challenging for the teacher to handle.

d. Procedure of Spot it card game

The procedure of spot it card game, as follow

1. The game is played by one or more player
2. The cards are shuffled before the game started
3. The first player takes the picture card
4. The second player guess what the English of the picture and find the pair of the picture.
5. No time limitation to finish the game. Whenever the game is finished. The matching game will be checked.
6. The group that has many fails will get punishment from the teacher.
7. In addition, the game was play individually even they are in the group.

C. Conceptual Framework

The focus on this research is the effectiveness spot it card game to improve students' vocabulary mastery in term of noun. Through this game, it is expected to help students in mastery vocabulary. At this point, the researcher draws the theoretical framework as follow:

The conceptual framework of this research is shown below.

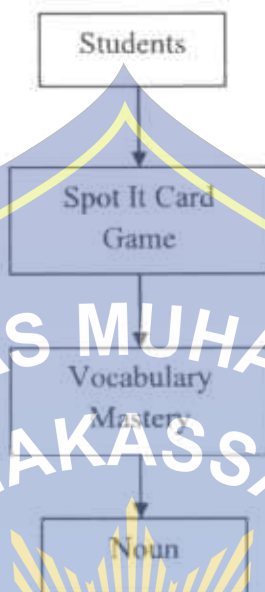


Figure 2.2 Conceptual framework

Diagram above explain process to find out the effectiveness of Spot It card game to improve students' vocabulary mastery in term of noun. Every students' have a problem in vocabulary mastery, so in this research will examine the effectiveness of Spot It card game to improve students' vocabulary mastery. The researcher will use this game to teaching and learning process because Spot It card game is review vocabulary that can support students' potential in vocabulary mastery.

Noun is one of the major parts of English. Noun is word used to identify any classes of people, places, or things. This is the reason why the researcher try to use Spot It card game to improve students' vocabulary mastery in term of noun.

D. Hypothesis

A hypothesis is considered as an intelligent guess or prediction, that gives directional to the research to answer the research question.

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

1. **Hypothesis Null (H_0)** : There is no the effectiveness of improving vocabulary mastery by using Spot It card game.
2. **Hypothesis Alternative (H_1)** : There is the effectiveness of improving vocabulary mastery by using Spot It card game.

CHAPTER III

RESEARCH METODOLOGY

A. Research Design

In this research, the researcher used quantitative method. The researcher conducted the data based on pre-experimental design with pretest-posttest. The researcher used pre-experimental design because there is relationship between dependent variable and independent variable to find out the result of the treatment. The design present as follow:



Notes :

O_1 = Pre-test

X = Treatment

O_2 = Post-test

(Gay in Zaenal 2020)

1. Pre-Test

The researcher gave the test as a pre-test to measure prior knowledge on the students before gave treatment and to knew the problems that the students have.

2. Treatment

The researcher gave treatment to improve students' vocabulary mastery by using Spot It Card Game. The treatment of the research conducted in four meetings. The procedure of Spot It Card Game were:

- a. Before class began, the researcher divided students into several group.
- b. The researcher explained the way of the treatment by using Spot It Card Game.
- c. The cards are shuffled before the game started.
- d. The researcher asked the students to take the the picture card.
- e. The students guess what the English of the picture and find the pair of the picture.
- f. When the student cannot guess what the English of the picture, the researcher give students punishment to memorize vocabulary.

3. Post-Test

The researcher gave post-test for the students after the treatment. The researcher gave the post-test to find out the value of the treatment whether or not the result of the post-test was better than the result of pre-test.

B. Variable and Indicator

The following are the variables of the research:

A variable is a characteristic or trait of an individual or organization that a researcher may measure or observe, and it differs depending on the individual or organization being studied.

1. There are two variables in this research namely; independent variable and dependent variable
 - a. The Independent variable (X) in this research is the effectiveness spot it card game.

- b. The dependent variable (Y) in this research is improving students' vocabulary mastery.

2. Indicator

Related to the two variables above, the research also includes one indicator. The indicator of this research is vocabulary in term of noun.

C. Population and Sample

1. Population

The population of the research was the students of VIII class at SMP 6 Muhammadiyah Makassar in Academic Year 2020/2021. The population consists three classes. The total of the population of this research was 77 students.

Table 3.1 Number of Population

Class	Number of Students
VIII-A	27
VIII-B	25
VIII-C	25
TOTAL	77

2. Sample

The sampling technique of this research was purposive sampling. Purposive sampling allow the researcher taken the sample by using their judgment to choose the appropriate simple for collecting the data that needed and usually based on the prior information.

The researcher selected class VIII-B SMP Muhammadiyah 6 Makassar as a sample. The total of the sample was 25 students.

D. Instruments of the research

In collecting the data, the researcher used instrument test. the test instruments were the vocabulary test consist of 10 items of multiple choice, 5 item of rearranging test, 10 items of matchingtest form. The test used in for pre-test and posttest. The pre-test to find out the students' prior knowledge before using Spot It card game, in this case vocabulary test, post- test to find out the effectiveness of spot it card game to improve students' vocabulary mastery.

E. Procedure of Data Collection

In collecting the data, there were steps apply by the researcher as follow:

1. Pre-Test

Before doing the treatment, the researcher gave pre-test for students to measure the basic students' vocabulary mastery. The students do multiple choice, matching test form and rearranging test by spends 30 minutes.

2. Post-Test

After the treatment, the researcher gave post-test to the students in the same form with pre-test to know the improvement after apply Spot It Card Game. It was conducted by giving multiple choice, matching test form and rearranging test by spends 30 minutes which same with the pre-test

F. Technique of Data Analysis

In this research, the researcher analyzed the data have been collected from the sample by using following techniques.

1. Converting students' score by using the following formula:

Number of Test	Score
1-25	1
Total score	25

If students get right answer then get 1 point

If students get wrong answer then get 0 point

To calculate the score of the students' test:

$$\text{a student score} = \frac{\text{the students correct answer}}{\text{the total number of question}} \times 100$$

Source: (Rosmala Sari, 2004)

2. To find out the mean score of students' test, the researcher use formula:

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

Notion:

\bar{X} : Mean Score

$\sum X$: The Sum of all score

N : The number of students

(Gay, 2016)

3. To find out the sstudents' improvement, the researcher use formula:

$$p = \frac{x_2 - x_1}{x_1} \times 100$$

Notion:

p : the percentage of students' improvement

X₁ :the mean score of the pre-test

X₂ :the mean score of the post-test

(Gay,2016)

4. To find out the value of t-test to indicate the significance of the difference between the pre-test and posttest by using the following formula:

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

Notion:

t : test

∑ D²:the sum of all squares

(∑ D)²: the sum of all sums

∑ D:Sum of the differences

N : number of subject in particular group.

5. The criteria used to accept or reject the hypothesis.

Table 3.2 Hypothesis Testing

Table 3.2

Testing	Null Hypothesis	Alternative Hypothesis
T-test>T-table	Rejected	Accepted
T-table<T-test	Accepted	Rejected

After calculating the value of t-test, it was compared with the value of t-table, it means that Null Hypothesis (H_0) was rejected and Alternative Hypothesis (H_1) was accepted because there was significant difference between pre-test and post-test before and after being teaching vocabulary by using Spot It Card Game. Meanwhile, when the value of t-test was lower than the value of t-table, it means tha Null Hypothesis (H_0) was accepted and Alternative Hypothesis (H_1) was rejected because there was no significance difference between pre-test and post-test before and after teaching

6. Classification of students' score as following:

Table 3.3

No.	Classification	Score
1	Excellent	96-100
2	Very Good	86-95
3	Good	76-85
4	Fair Good	66-75
5	Fair	56-65
6	Poor	36-55
7	Very Poor	0-35

(Depdiknas in Muktabir, 2017:28

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

In this finding explain the result of the research such as students' score pre-test and post-test. The improvement of students' vocabulary can be seen in the following table:

1. The improvement of the students vocabulary in term of noun

Table 4.1: The students mean score.

Indicator	Pre-test score	Post-Test score	Improvement
Students Vocabulary (Noun)	62.4	83.84	34.3%

Table above show that there is improvement of the students' vocabulary totally mean score in pre-test before gave treatments was 62.4 and after gave treatments students' vocabulary totally mean score in post-test became 83.84. Therefore, it could be summarized that students' vocabulary was improve became 34.3 %.

2. The students' rate percentage and Frequency

Table 4.2: The students' all score category.

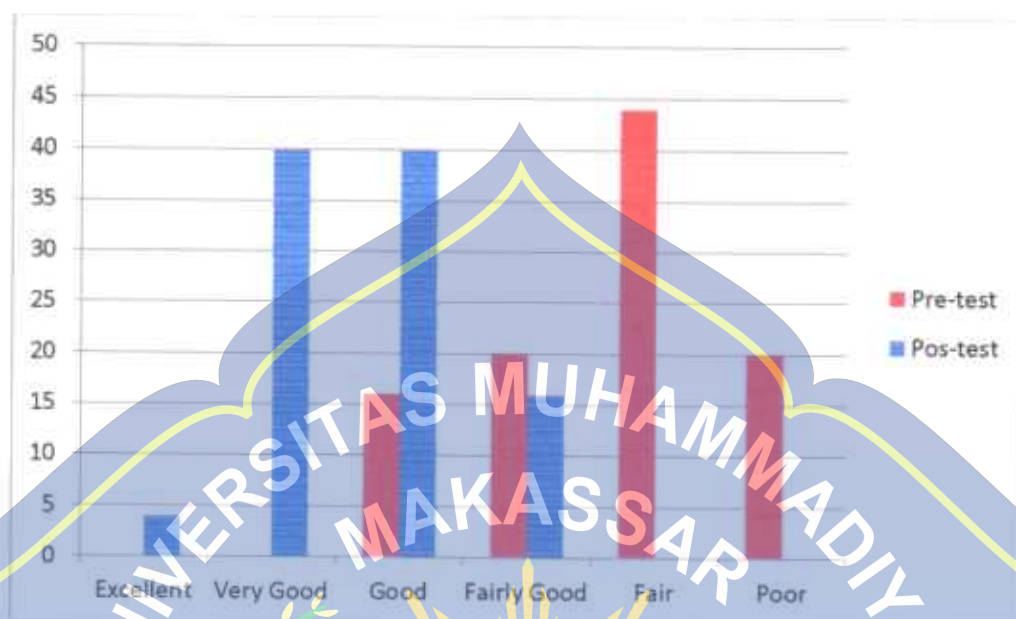
No.	Category	Score	Pre-Test		Post-Test	
			Fre	%	Fre	%
1	Excellent	96-	-	-	1	4
2	Very Good	86-95	-	-	10	4
3	Good	76-85	4	16	10	4

4	Fairly Good	66-75	5	20	4	1
5	Fair	56-65	11	44		
6	Poor	36-55	5	20		
7	Very Poor	0-35	-			
TOTAL			25	10	25	1

The table show that the category, frequency and percentage of students vocabulary, there are different between pre-test and post-test. The result of pre-test before applied the Spot It Card game, there was no students in category excellent, very good and very poor. Only 4 students in category good, 5 students in category fairly good and 11 students in category fair and 5 got category poor.

★ The result of post-test after applied the Spot It Card game shows there is no students in category fair, poor and very poor. Only 1 students in category excellent, 10 students in category very good, 10 students in category good and 4 students in category fairly good.

Chart 4.1. The result of The Students' Pre-test and Post-Test



Based on the table 4.1 above shows the score of students before and after using Spot It Card game, it showed the students' score in pre-test there was 4 (16%) students that got "Good", 5 (20%) the students got "Fairly Good", 11 (44%) that the students that "Fair", 5 (20%) the students that got "Poor".

While for the post-test score it shows the students' score in post-test there was 4 (16%) the students that "Fairly Good", 10 (40%) the students got "Good", 10 (40%) the students got "Very Good", and 1 (4%) the students got "Excellent".

Based on the explanation above the score and the percentage of the students vocabulary mastery of the post-test were better than the pre-test because in percentage of the post-test was higher than percentage of the pre-test.

The mean score students' vocabulary mastery in term of noun

Chart 4.2 Mean score



Table 4.2 shows that the students mean score of pre-test before treatment was 62.4, while the score of post-test after treatment was 83.84. It means that was increase of students' vocabulary mastery after using Spot It Card game.

Hypothesis Test

If t-test score is bigger than t-table, the alternative hypothesis (H_1) is accepted and null hypothesis (H_0) is rejected. It means that there is significant different score of the students' vocabulary mastery before and after being taught by using Spot It Card game. If t-test score is smaller than t-table, the null hypothesis (H_0) is accepted and alternative hypothesis (H_1) is rejected. It means that there is no significant different score of the students' vocabulary mastery before and after being taught by using Spot It Card game.

To determine the level of significance between the two variables (pre-test and post-test), the researcher used t-test analysis at a significance level (p) = 0,05 with degrees of freedom (df) = $N-k$, where N = number of students (25 students) and k = The number of variable . The result of the t-table value obtained is 1.714. T-test statistic, the analysis for the independent sample is applied. The following table shows the result of the t-test calculation.

Table 4.3 The result of the t-test calculation

Vocabulary	T-test	T-table	Comparison	Classification
Mastery (Noun)	13.6	1.714	$T\text{-test} > t\text{-table}$	Significantly Different

Based on the table above, it could be concluded that the t-test value was greater than the t-table ($T\text{-Test} > T\text{-Table}$), so the final result shows that the t-test score for the final score of students' vocabulary achievement was ($13.6 > 1.714$). This shows that there is a significant difference between the students' vocabulary before and after using the Spot It Card game. It was also said that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted.

From the table above, there was a high difference between the t-table and the t-test, so the researchers concluded that teaching vocabulary with the Spot It Card game was effective in improving students' vocabulary achievement.

B. Discussion

In this part, the result of the research on the use of Spot It Card game in improving students' vocabulary mastery of VIII grade in SMP Muhammadiyah 6 Makassar, by referring to the research objective, are to explain the process of applying Spot It Card Game in improving vocabulary mastery of VIII grade also describes the improvement of students' vocabulary mastery by applying Spot It Card game. To reach the objectives of the research, the researcher conducted some steps. The researcher used test as instrument of the research to get the data. The steps to collect the data there are pretest, giving treatment for four meetings, and post-test in the last meeting in the class.

The explanation before, it shows that students' vocabulary mastery was improved, it was supported by students' means score before and after treatment by using Spot It Card game. Based on the finding above, students' vocabulary mastery is significantly increase after getting the treatment by using Spot It Card game.

The form of data students score from pre-test and post-test. The researcher analyzed the data by using paired sample t-test. The output of paired sample statistic showed that the mean score of pre-test and post-test. The output of paired sample statistic showed that the mean score of pre-test was 62.4 and the mean score of post-test was 83.84. It can be conclude that students' vocabulary mastery had been increased after using the treatment of Spot It Card game.

This finding is also in line with what have been found by P & Pratiwi (2020) stated that The results of them research by using Spot It Card Game in English vocabulary teaching not only permits students to understand the peripheral meaning of words or picture, but also helps them apply these game to practice and to improve their vocabulary skills. More importantly, applying these Spot It Card Game to English vocabulary teaching also enriches the students' vocabulary. Most importantly, this is a very good way to expand the vocabulary and to gain deeper meaning, so that the teaching gets to be more effective and meaningful.

Another in line with what have been found by Anas(2014) in his thesis stated that Spot It Card game techniques was effective and applicable in teaching vocabulary at the seventh grade of SMP Negeri 18 Tangerang. It could be proven by the result of t-test (6.03) that was higher than value of t-table in the significant of 5% (1.99). It can be concluded that the the use of Spot It Card game technique in teaching vocabulary was more effective and applicable than the conventional teaching way.

Therefore, the difference between those three studies with the research being conducted by the research were in focused on vocabulary in term of noun. The result of this research showed that the students' vocabulary in term of noun at eight grade of AMP Muhammadiyah 6 Makassar in academic year 2020/2021 could improve and the students' score after applying Spot It Card Game was better than before the treatment was given to the students.

Moreover, another finding in this research was the mean score of students in pre-test was 62.4 which were classified as fair classification and after post-test was 83.84 which classified as good classification

B. Suggestion

Based on the conclusion that had been written, the researcher would like to recommend some suggestion as follows:

1. For the teachers
 - a. The teachers should know the students' difficulties in vocabulary in term of noun.
 - b. The teachers should use Spot It Card Game as interesting method in teaching learning process to motivate the students in vocabulary.
 - c. The teachers should give more exercises to the students in vocabulary, so that they do not have any difficulties when doing exercise more.
 - d. The teachers should be creative to create a new media and new method in learning process.
2. For the students
 - a. The students should pay attention to the teacher when she or he gives the lesson.
 - b. The students should enrich their vocabulary.
 - c. The students should practice more in vocabulary in term of noun by using Spot It Card Game, so their ability in vocabulary improved well.
 - d. The students should be brave to express their idea and share about their opinion.

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMP MUHAMMADIYAH 6 MAKASSAR

Mata Pelajaran : Pendidikan Bahasa Inggris

Kelas : VIII

Alokasi Waktu : 4 x 40 menit

Topik Pembelajaran : Noun

Melalui pembelajaran berbasis teks dengan menggunakan model discovery learning, peserta didik diharapkan mampu :

1. Mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan nama benda
2. Mengemukakan dan melihat nama benda dan benar
3. Merincikan nama-nama benda yang ada disekitarnya
4. Menemukan benda disekitarnya dan dapat menangkap arti arti benda tersebut lalu menuliskan di buku catatan
5. Merangkum benda-benda yang ditemukan oleh siswa lainnya dan mencatat di buku masing-masing

A. Kompetensi inti

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dan berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkuan pergaulan dan keberdaanya.

KI 3: memahami pengetahuan (factual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji, dalam rana konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan apa yang dipelajari di sekolah dan sumber lai yang sama dalam sudut pandang teori.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.1 memahami fungsi social, struktur teks dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, dan bangunan public yang dekat dengan kehidupan sehari-hari.	3.1.1 mengidentifikasi fungsi social, struktur teks, dan unsure kebahasaan pada teks untuk menyatakan dan menanyakan nama benda 3.1.2 mengemukakan dan melihat nama benda dan benar 3.1.3 Merincikan nama-nama benda yang ada disekitarnya
4.6 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan nama binatang ,benda, dan bangunan ,punlik yang dekat degan kehidupan sehari hari, dengan memperlihatkan fungsi social, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.	4.6.1 Menemukan benda disekitarnya dan dapat menangkaparti benda tersebut lalu menuliskan di sticky note dan menempelnya di benda tersebut 4.6.2 Menerangkum benda-benda yang ditemukan oleh siswa lainnya dan mencatatnya di buku masing-masing

C. Materi Pembelajaran

Fungsi social

Mengenalkan, mengidentifikasi benda, binatang, bangunan umum.

Structure teks

Ungkapan hafalan, tidak perlu dijelaskan tata bahasanya

Topik

Teks dan tulis untuk menyatakan dan menanyakan nama benda yang dekat dengan kehidupan sehari-hari

D. Media Pembelajaran

Pendekatan: Scientific

Model Pembelajaran : problem based learning, discovery learning

Metode: Spot It Card game

E. Media Pembelajaran

1. Media ; whatsapp
2. Alat/bahan :spidol, kertas, papan tulis , internet
3. Sumber belajar : www.easypeacelearning.com
www.agendaweb.org
opendipart.org
ESL.com
www.camenlu.com

F. Kegiatan Pembelajaran

- 3.1.1 Mengidentifikasi fungsi, social, struktur teks, Dn unsure kebahasaan pada teks untuk menyatakan dan menayakan nama benda
- 3.1.2 Mengemukakan dan melihat nama benda dan benar
- 3.1.4 Merincikan nama-nama benda yang ada disekitarnya
- 4.6.1 Menemukan benda disekitarnya dan dapat menangkap arti benda
- 4.6.2 Merangkum benda-benda yang telah diberikan dan menangkap arti benda lqlu menyalin di buku masing-masing

Kegiatan	Alokasi waktu
<p>Pembuka</p> <ul style="list-style-type: none">• Guru menyiapkan siswa secara psikologis dan secara fisik untuk mengikuti proses pembelajaran.• Guru memberikan motivasi secara kontekstual meutut manfaat dan aplikasi dari materi pembelajaran dikehidupan sehari-hari.• Guru mengisi daftar hadir siswa.• Guru menjelaskan tujuan pembelajaran atau kmpetensi dasr yang ingin dicapai.• Guru menyampaikan bbatasan pembelajaran dan mendeksripsikan kegiatan menurut silabus.	10 menit
<p>Inti:</p> <p>Pertemuan pertama:</p> <ul style="list-style-type: none">• Sebelum memasuki materi dan menerapkan metode Spot	

It card game, siswa diberikan pre-test.

60 menit

- Guru menjelaskan tentang materi yang akan dipelajari.
- Guru menceritakan kisah dalam teks bacaan menggunakan gerakan tubuh dan ekspresi wajah.
- Guru meminta siswa mengulang kata-kata pilihan pada cerita.
- Siswa diminta menerjemahkan kata-kata pilihan menggunakan bahasa asli.
- Siswa diminta membuat kalimat menggunakan kata kerja.
- Guru memberikan tugas kepada siswa untuk dikerjakan di rumah.

Pertemuan Kedua:

- Guru memeriksa tugas yang diberikan di pertemuan pertama.
- Guru kembali mereview materi pertemuan pertama.
- Guru menceritakan kisah dalam teks bacaan dengan topic yang berbeda menggunakan gerakan tubuh ekspresi wajah.
- Guru meminta siswa mengulang kata-kata pilihan menggunakan bahasa asli.
- Siswa diminta membuat kalimat menggunakan kata benda.
- Guru memberikan tugas kepada siswa untuk dikerjakan di rumah.

Pertemuan ketiga:

- Guru menjelaskan kepada

☒ c. Carrot

d. Grass

5. Grandfather is cutting the mango _____ in front of the house

a. Tree

b. Grass

☒ c. Flower

d. plant

6. What is this?

a. Mouse

b. Rabbit

c. Lizart

☒ d. Dinosaur

7. What is it?

a. Wrist-watch

☒ b. Clock

c. Ball

d. Lamp

8. What is it?



- a. Lips
- b. Neck
- ☒ c. Eyes
- d. Teeth

9. What is it?

- ☒ a. Spider
- b. Bee
- c. Fly
- d. Ant

10. What is this?

- a. Bread
- b. Egg
- ☒ c. Cheese
- d. Cake

Rearrange the following letters below to make words!

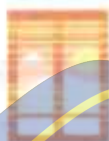
1.



2.

ICRHA

your answer: ~~ICR~~ CHAIR



WINWOD your answer: W WINDOW

3.



PLNEA your answer: PLANE

4.



BOARDBLACK

your answer: ~~BOARD~~ BLACK

5.



GLSSA

your answer: ~~GLSS~~ GLASS

Name : MUH. Rezky. ADITYA

Class : 8.4

POST - TEST

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

1. My house has one floor. The synonym of the underlined words is...

- ☒ a. Hotel
- ☐ b. Apartment
- ☐ c. Office
- ☐ d. Home

2. What's the meaning of "flower"?

- ☒ a. Tanaman
- ☐ b. Bunga
- ☐ c. Pohon
- ☐ d. Ranting

3. Based on the picture below what is this?

- 
- ☐ a. Apple
 - ☒ b. Carrot
 - ☐ c. Eggplant
 - ☐ d. Cucumber

4. What is this?

- ☐ a. Ice
- ☐ b. Stone
- ☐ c. cake
- ☒ d. egg

5. What is this ?



a. Motorcycle

c. Train

☒ b. Car

d. Bicycle

6. I have a ball. I want to.....

☒ a. Play guitar

c. Play Piano

b. Play football

d. Play see-saw

7. What is this ?



a. A skirt

☒ c. a cap

b. A t-shirt

d. a blouse

8. Lia reads..... in the library

a. Menu

☒ c. Book

b. Recipe

d. Magazine

9. Fika uses pink..... on my head

a. Hat

c. Bracelet

b. Necktie

d. earring

10. What is this ?



a. Knife

b. Hammer

c. Wood scissors

d. Wall

C. Rearrange the following letters below to make words!

1. RORRMIR

= MIRROR

2. RAC

= CAR

3. KOOB

= BOOK

4. PNECIL

= PENCIL

5. TLEVEISOIN

= television

Appendix C Name of students SMP Muhammadiyah 6 Makassar

No	Students	Code
1	ABD. FARIS HAIDAR	S-1
2	ANDY REZKY RAMADANI	S-2
3	ARYA PRATAMA NAWING	S-3
4	IFAH MUTMAINNA	S-4
5	MUH. SYAHRIL	S-5
6	MUH. FADEL	S-6
7	MUH. FAHREZY	S-7
8	MUH. IRDIANSYAH IRFAN	S-8
9	MUH. RAVANSYAH R	S-9
10	MUH. DHIYA ULHHAQ	S-10
11	MUH. FADHIL S	S-11
12	MUH. REXKY ADITYA	S-12
13	NABIL	S-13
14	NATASYIAH	S-14
15	NUR ASMAWATI ANNISA	S-15
16	NUR MUTMAINNA	S-16
17	PUTRI WASILA	S-17
18	REFALDI	S-18
19	SABRINA MANSYUR	S-19
20	SALSABILA	S-20
21	SARINAH	S-21
22	SASKIA NAIL ANGGRAENI H	S-22
23	MARDIYAH JULISNTI DEDI	S-23
24	MUH. ABRI FIRMANSYAH	S-24
25	SRI WAHYUNI	S-25

2. Post-test

Students	Items	Post-test	
		X_1	X_2^2
S-1	25	92	8464
S-2	25	72	5184
S-3	25	92	8464
S-4	25	84	7056
S-5	25	72	5184
S-6	25	96	9216
S-7	25	72	5184
S-8	25	88	7744
S-9	25	92	8464
S-10	25	88	7744
S-11	25	88	7744
S-12	25	88	7744
S-13	25	84	7056
S-14	25	84	7056
S-15	25	88	7744
S-16	25	92	8464
S-17	25	76	5776
S-18	25	88	7744
S-19	25	84	7056
S-20	25	80	6400
S-21	25	84	7056
S-22	25	80	6400
S-23	25	72	5184
S-24	25	80	6400
S-25	25	80	6400
Total score		2096	176,928
Mean score		$\Sigma 83.84$	$\Sigma 7,077$

APPENDIX E

Students' score and table of achievement

Students	Pre X_1	Post X_2	D (X_2-X_1)	X_1^2	X_2^2	D^2
S-1	60	92	32	3600	8464	1024
S-2	40	72	32	1600	5184	1024
S-3	72	92	20	5184	8464	400
S-4	56	84	28	3136	7056	784
S-5	76	72	-4	5776	5184	-16
S-6	80	96	16	6400	9216	256
S-7	66	72	36	4356	5184	1296
S-8	72	88	16	5184	7744	256
S-9	84	92	8	7056	8464	64
S-10	68	88	20	4624	7744	400
S-11	64	88	24	4096	7744	576
S-12	25	88	36	2704	7744	1296
S-13	72	84	12	5184	7056	144
S-14	60	84	24	3600	7056	576
S-15	64	88	24	4096	7744	576
S-16	84	92	8	7056	8464	64
S-17	56	76	20	3136	5776	400
S-18	56	88	32	3136	7744	1024
S-19	60	84	24	3600	7056	576
S-20	68	80	12	4624	6400	144
S-21	64	84	20	4096	7056	400
S-22	64	80	16	4096	6400	256
S-23	40	72	32	1600	5184	1024
S-24	52	80	28	2704	6400	784
S-24	60	80	20	3600	6400	400
Total score	1560	2096	544	54,232	176,928	13,360
Mean score	$\Sigma 62.4$	$\Sigma 83.84$	$\Sigma 21.76$	$\Sigma 2.169$	$\Sigma 7.077$	

APPENDIX F

The mean score of the students

The formula of mean:

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

1. Pre-test

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

$$= \frac{1560}{25} = 62.4$$

2. Post-test

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

$$= \frac{2096}{25} = 83.84$$

APPENDIX Calculating the students' score improvement

The formula is:

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

$$P = \frac{2096 - 1560}{1560} \times 100$$

$$P = \frac{536}{1560} \times 100$$

$$P = 0,343 \times 100$$

$$P = 34,3 \%$$

APPENDIX G The significant Different

Finding out the difference between students' in Pre-test and Post-test:

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

$$t = \frac{544/25}{\sqrt{\frac{13360 - \frac{295936}{25}}{25(24)}}}$$

$$t = \frac{21,76}{\sqrt{\frac{13360 - 11837,44}{600}}}$$

$$t = \frac{21,76}{\sqrt{\frac{1522,56}{600}}}$$

$$t = \frac{21,76}{\sqrt{2,5376}}$$

$$t = \frac{21,76}{1,59}$$

$$t = 13,68$$

APPENDIX H

1. Classification of students' vocabulary all scores.

Students	Pre-test	Classification	Post-test	Classification
S-1	60	Fair	92	Very Good
S-2	40	Poor	72	Fair Good
S-3	72	Fair Good	92	Very Good
S-4	56	Fair	84	Good
S-5	76	Good	72	Fair Good
S-6	80	Good	96	Excellent
S-7	36	Poor	72	Fair Good
S-8	72	Fair Good	88	Very Good
S-9	84	Good	92	Very Good
S-10	68	Fair Good	88	Very Good
S-11	64	Fair	88	Very Good
S-12	52	Poor	88	Very Good
S-13	72	Fair Good	84	Good
S-14	60	Fair	84	Good
S-15	64	Fair	88	Very Good
S-16	84	Good	92	Very Good
S-17	56	Fair	76	Good
S-18	56	Fair	88	Very Good
S-19	60	Fair	84	Good
S-20	68	Fair Good	80	Good
S-21	64	Fair	84	Good
S-22	64	Fair	80	Good
S-23	40	Poor	72	Fair Good
S-24	52	Poor	80	Good
S-25	60	Fair	80	Good

T-table

For level of significance (D) = 0.05

Degree of freedom (df) = (N-2) = 25-2 = 23

T-table = 1.714

Pr	0.25	0.10	0.05	0.025	0.01	0.005
	(Level of Significance) (two-tailed test)					
df	0.50	0.20	0.10	0.050	0.02	0.010
1.	1.000	3.078	6.314	12.706	31.821	63.657
2.	0.816	1.886	2.920	4.303	6.965	9.925
3.	0.765	1.638	2.353	3.182	4.541	5.841
4.	0.741	1.533	2.132	2.776	3.747	4.604
5.	0.727	1.476	2.015	2.571	3.365	4.032
6.	0.718	1.440	1.943	2.447	3.143	3.707
7.	0.711	1.415	1.895	2.365	2.998	3.499
8.	0.706	1.397	1.860	2.306	2.896	3.355
9.	0.703	1.383	1.833	2.262	2.821	3.250
10.	0.700	1.372	1.812	2.228	2.764	3.169
11.	0.697	1.363	1.796	2.201	2.718	3.106
12.	0.695	1.356	1.782	2.179	2.681	3.055
13.	0.692	1.350	1.771	2.160	2.650	3.012
14.	0.691	1.345	1.761	2.145	2.624	2.977
15.	0.690	1.341	1.753	2.131	2.602	2.947
16.	0.689	1.337	1.746	2.120	2.583	2.921
17.	0.688	1.333	1.740	2.110	2.587	2.989
18.	0.688	1.330	1.734	2.101	2.552	2.878
19.	0.6870	1.328	1.729	2.093	2.539	2.861

20	0.687	1.325	1.725	2.086	2.528	2.845
21	0.686	1.325	1.721	2.080	2.518	2.831
22	0.686	1.321	1.717	2.074	2.508	2.829
23	0.685	1.319	1.714	2.069	2.500	2.807
24	0.685	1.318	1.711	2.064	2.492	2.797
25	0.684	1.316	1.708	2.060	2.485	2.787
26	0.684	1.315	1.706	2.056	2.479	2.779
27	0.684	1.314	1.703	2.052	2.473	2.771
28	0.683	1.313	1.701	2.048	2.467	2.763
29	0.683	1.311	1.699	2.045	2.462	2.756
30	0.683	1.310	1.697	2.042	2.457	2.750
40	0.681	1.303	1.684	2.021	2.423	2.704
60	0.679	1.296	1.671	2.000	2.390	2.660
120	0.677	1.289	1.658	1.980	2.358	2.617



DOCUMENTATION









MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
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nomor : 4927/05/C.4-VIII/XI/43/2021
amp : 1 (satu) Rangkap Proposal
al : Permohonan Izin Penelitian
Kepada Yth,
Bapak / Ibu Kepala Sekolah
SMP Muhammadiyah 6
di -

04 Rabiul Akhir 1443 H
09 November 2021 M

Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 7484/FKIP/A.4-II/XI/1443/2021 tanggal 8 November 2021, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : ITA SULISTIANI
No. Stambuk : 10535 1110317
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Jurusan : Pendidikan Bahasa Inggris
Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

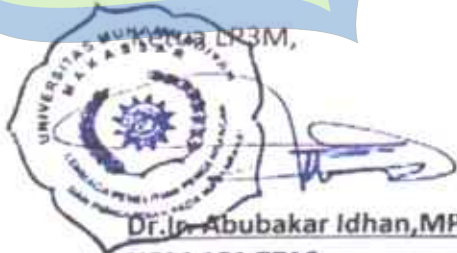
"The Effectiveness of Spot it card game to Improve Students' Vocabulary Mastery at SMP Muhammadiyah 6 Makassar"

Yang akan dilaksanakan dari tanggal 10 November 2021 s/d 10 Januari 2022.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



Dr. Ir. Abubakar Idhan, MP.
NBM 101 7716



بسم الله الرحمن الرحيم

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Ita Sulistiani
NIM : 105351110317
Judul Penelitian : *The Effectiveness of Spot It Card Game to Improve Students' Vocabulary Mastery at SMP Muhammadiyah 6 Makassar*
Tanggal Ujian Proposal : 29 oktober 2021
Tempat/Lokasi Penelitian : SMP Muhammadiyah 6 Makassar

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Raka 10/10/2021	Pengantar Surat Izin Penelitian		
2	Kamis 11/10/2021	introduction pre test	Hamsinah S.S	
3	Senin 15/10/2021	Giving treatment	Hamsinah S.S	
4	Kamis 18/10/2021	Giving treatment	Hamsinah S.S	
5	Senin 22/10/2021	Giving treatment	Hamsinah S.S	
6	Kamis 25/10/2021	Giving treatment	Hamsinah S.S	
7	Senin 29/10/2021	Closing giving post test	Hamsinah S.S	
8				
9				
10				

2021

Ketua Jurusan

Pimpinan Kepala sekolah

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LETTER OF ACCEPTANCE
0400/BG-FKIP/LOA/B/I/1443/2022

Dear ITA SULISTIANI

It is our pleasure to inform you that, after reviewing your paper:
**THE EFFECTIVENESS OF SPOT IT CARD GAME TO IMPROVE
STUDENTS' VOCABULARY MASTERY AT SMP MUHAMMADIYAH 6
MAKASSAR**

The manuscript ID: 610

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	✓	
the author has submitted the manuscript through the open journal system (OJS)	✓	
The manuscript according to the limitations or description of the journal LoCT has been submitted by the author	✓	
The manuscript has followed the existing templates	✓	
The article processing charge (APC) has been submitted by the author	✓	

has been ACCEPTED to publish with **English Language Teaching Methodology**, ISSN (paper) *in process* ISSN (online) *in process*. We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at eltm@bg.unismuhmakassar.ac.id.

Makassar, 26 January 2022 M
23 Jumadil Akhir 1443 H

Head of English Education Department
Faculty of Teacher Training and Education

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
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CURRICULUM VITAE



Ita Sulistian is the second member child of Arifin and Junaeda. She was born in Bone, on august 28, 1999. She has brother named Egi Arif Susanto and Muhi Fadhil Syam. She started in 2005 and graduated in 2011 at SDN 044 Sslubone. Then she took her education at SMPN 2 Baebunta and finished in 2014. After that, she continued her education at SMAN 1 Bengo and graduated in 2017. In 2017 also registered as a student in English Eduaction, Faculty of Teacher Training and Education at the University of Muhammadiyah Makassar. The taken of her study, she successfully completed her thesis entitled " The Effectiveness of Spot It Card Game To Improve Students' Vocabulary Mastery at SMP Muhammadiyah 6 Makassar."