

**IMPROVING THE STUDENTS VOCABULARY TOWARDS
QR CODE BASED ADJECTIVE GAME AT SMP NEGERI 5
BIRING BULU SATAP TARING**



A THESIS

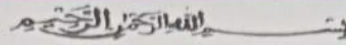
*Submitted to the Faculty of Teacher Training and Education Muhammadiyah
University of Makassar in Partial Fulfillment of the Requirement for
the Degree of Education in English Education Departement*

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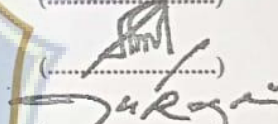
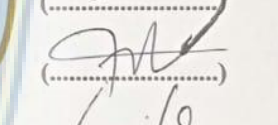
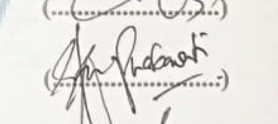
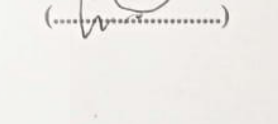
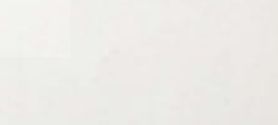

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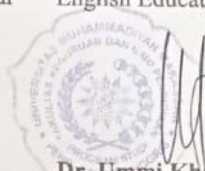
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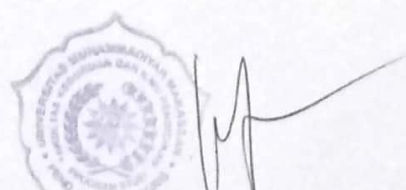
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Day / Date	Chapter	Note	Sign
Satu 20/05/2023	1-5	- Abstrak, table of contents	
	1-5	- Soal pre-test / post test - pages	
1/6/23	1-5	- check tenses chapter 1-3 - References / Bibliography	
3/6/23	1-5	- chapter 4 finding - (Table & Figure) - margin	
4/6/23	1-5	- Bibliography check again - conclusion (fix it) - Revisi barcode questions	
5/6/23	1-5	ACC	

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Day / Date	Chapter	Note	Sign
Senin 22 Mei 2023	1-5	Spasi - Extra Pk 3 classifying the student score. Chapter IV discussion, Barcode.	
Senin 5/6/2023	1-5	- tambahkan/lampirkan barcode yg berisi perk-nyaan - Chapter III finding of the mean score - scoring the students - appendix	
Selasa 13/6/2023	1-5	- mawon dilaagan definition QR code - tambahkan penjelasan gambar aplikasi barcode - tambahkan penjelasan gambar barcode	
Sabtu 17/06/2023	1-5	- Fe pangangan dari SEO - tambahkan keterangan di setiap tabel	
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MOTTO

“Jika orang lain bisa, maka aku juga bisa”

DEDICATIONS

I dedicate this to all the people who have given it support and pray for the author from the beginning of the preparation of the thesis to the end. Thank you very much to my beloved parents, sister, brother, family and friends. Especially for myself, I thank you for your struggle until the end in college. Hopefully the author will be able to be a good educator. AAMIIN.



ABSTRACT

Reski Febriana. 2023 *Improving the Students Vocabulary Towards QR Code Based Adjective Game at SMP Negeri 5 Biring Bulu Satap Taring . (Pre-Experimental).* Thesis. English Education Departement, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Guided by Farisha Andi Baso and Muhammad Zia UI Haq.

This Research aimed to know the use to determine the ability for student of QR Code based game materials learning English at SMP Negeri 5 Biring Bulu Satap Taring who are learning adjectives and noun.

The research utilized a one-group pretest-posttest design in this study. There was no such things as a control group. After giving the students a pre-test, the researcher offered them treatment on English noun and English adjective. After the treatment, researcher administers a post-test to the student. The student of SMP Negeri 5 Biring Bulu Satap Taring were the subjects of this study. The researcher utilized total purposive sampling and chose seventh grade as the study sample. There were a total of 25 students in this class.

The result of data analysis were collected from pre-test and post-test design. The mean score of vocabulary in term of "English noun". (19.2) post-test (78.4) the students improving (75.5%). And the mean score of "English adjective". Pre-test (14.8) post-test (78.4) and improving (81.2%). That is, utilizing the QR Code based adjective game teaching method, there were substansial variation in student noun and adjective vocabulary outcomes.

Keywords : Vocabulary, Noun, Adjective and QR Code

ABSTRAK

Reski Febriana. 2023. Meningkatkan Kosakata Siswa Terhadap Permainan Kata Sifat Berbasis QR Code Game di SMP Negeri 5 Biring Bulu Satap Taring (Penelitian Pre-Experiment) Skripsi Jurusan Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muhammadiyah Makassar. Pembimbing : Farisha Andi Baso, dan Muhammad Zia UI Haq.

Tujuan dari penelitian ini adalah untuk mengetahui kemampuan siswa dalam pembelajaran bahasa Inggris berbasis QR Code game di SMP Negeri 5 Biring Bulu Satap Taring yang mempelajari kata sifat dan kata benda.

Peneliti menggunakan one-group pretest-post-test design dalam penelitian ini. Tidak ada yang namanya kelompok control. Setelah memberikan pre-test kepada siswa, peneliti menawarkan perlakuan pada kata benda dan kata sifat bahasa Inggris. Setelah perlakuan, peneliti memberikan post-test kepada siswa. Subjek penelitian ini adalah siswa SMP Negeri 5 Biring Bulu Satap Taring. Peneliti menggunakan total purposive sampling dan memilih kelas tujuh sebagai sampel penelitian. Ada total 23 siswa di kelas ini.

Hasil analisis data dikumpulkan dari pre-test dan post-test design. Nilai rata-rata kosakata dalam hal "kata benda bahasa Inggris". Pre-test (19,2) post-test (78,4) siswa meningkat (14,8) dan peningkatan (78,4) Artinya dengan menggunakan metode QR code based adjective game, ada variasi substansial dalam hasil kosakata siswa dalam hal kata benda dan kata sifat.

Kata Kunci : Kosakata, Kata Benda, Kata Sifat, dan QR Code

ACKNOWLEDGEMENTS

Alhamdulillah Robbil Alamin. The researcher express her gratitude to almighty Allah SWT who has given guidance, blessing, mercy and grace to the researcher to completed this thesis. Greetings and blessings are addressed to the prophet Muhammad SAW.

Furthermore, the researcher also express her deepest gratitude to beloved parents, **my Father Ismail** and **my Mother Alm. Mom Ruki** and **my brother Satriwan** and than **my sister Risna** and **Ariska**. Thank you for the prayers, finances, motivation and sincerity of timeless love.

The researcher realizes that in carrying out the research and writing this thesis, many people have contributed their valuable guidance, assistance and advice in the completion of thesis. Therefore, the researcher would like to say many thanks to acknowledgment them:

1. **Prof. Dr. H. Ambo Asse, M.Ag.**, the Rector of Muhammadiyah University of Makassar.
2. **Erwin Akib, M.Pd., Ph.D.**, the Dean of FKIP UNISMUH Makassar
3. **Dr. Ummi Khaerati Syam, S.Pd., M.Pd.**, the Head of the English Education Departement of FKIP UNISMUH Makassar, who has provided knowledge and advice in the preparation of this thesis.
4. Her greatest thanks to **Dr. Farisha Andi Baso, S.Pd., M.Pd.** as first consultant and **Muhammad Zia UI Haq, S.Pd., M.TI.** as the second consultant who has given time and provided support in completing this thesis.

5. Her greatest thanks to **Family Squad** as a supporting family in all condition to me.
6. Her greatest thanks to **Partner** always supported me to complete this thesis
7. Her greatest thanks to the students of **sevent class** as a class who have give an experiences developing his character.
8. Her greatest thanks to **LKIM-PENA** as an organization that has provided a lot of experience during the process in it, especially for **PETANG 29**, which always gives positive energy to me in every process.
9. Finally, to all parties who have provided advice, guidance and assistance for the completion of this thesis, may Allah S.W.T. reply with lots of happiness in the future.

Aamiin

Billahi Fisabilil Haq Fastabiqul Kaerat

Makassar, Juni 2023

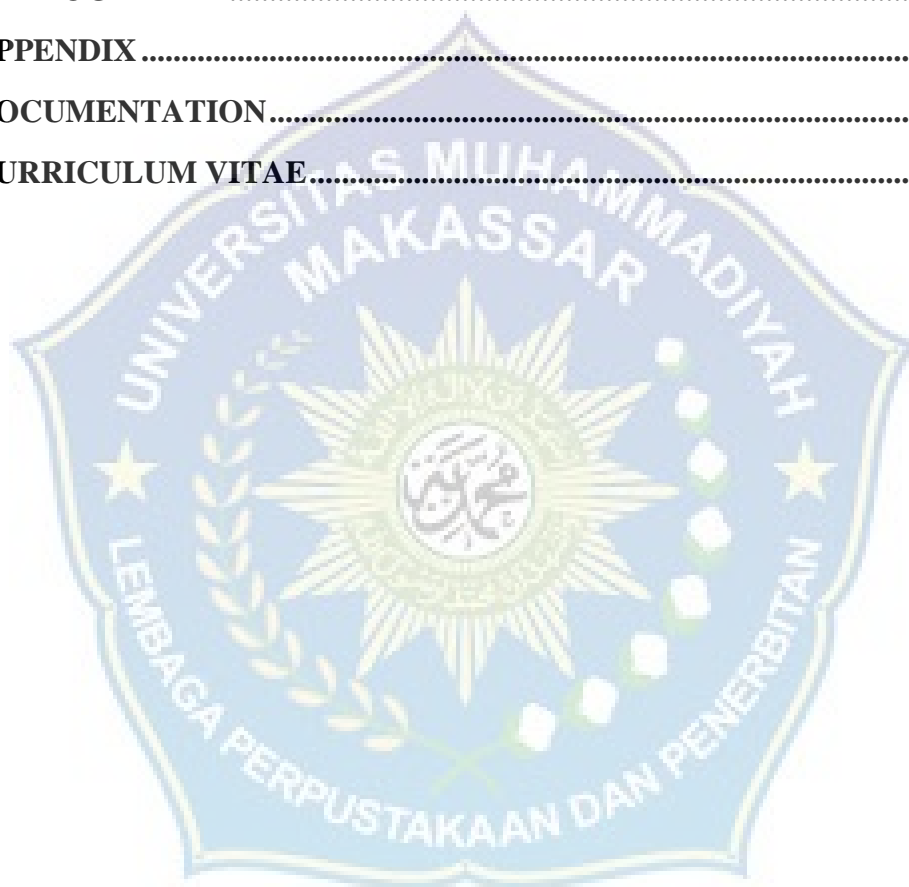
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TABLE OF CONTENT

TITLE OF PAGE	
LEMBAR PENGESAHAN	
APPROVAL SHEET	i
COUNSELLING SHEET	ii
SURAT PERNYATAAN	iii
SURAT PERJANJIAN	iv
MOTTO AND DEDICATION	v
ABSTRACT	vi
ABSTRAK	vii
ACKNOWLEDGEMENTS	viii
TABLE OF CONTENT	ix
LIST OF FIGURES	x
LIST OF TABLE	xi
LIST OF APPENDIX	xii
CHAPTER I INTRODUCTION.....	1
A. Background	1
B. Problem Statement	4
C. Objective of the Research	4
D. Significance of the Research	5
E. Scope of the Research	5
CHAPTER II REVIEW OF RELATED LITERATURE	6
A. Previous Related Findings	6
B. Some Pertinent Ideas	8
1. Vocabulary	8
2. Concept of QR Code Based Adjective Game	13
CHAPTER III RESEARCH METHOD	22
A. Research Design	22
B. Research Variables	22
C. Population and Sample	23
D. Instrument of the Research	23
E. The Procedure of Data Collecting	24
F. Technique of Data Analysis	25

G. Statistic (SPSS)	27
CHAPTER IV RESEARCH FINDINGS AND DISSCUSSION.....	28
A. Research Findings	28
B. Discussion	34
CHAPTER V CONCLUSIONS AND SUGGESTION	37
A. Conclusions	37
B. Suggestions	38
BIBLIOGRAPHY	39
APPENDIX	75
DOCUMENTATION.....	75
CURRICULUM VITAE.....	78



LIST OF FIGURE

Figure 2.1 QR Code Based Adjective Game	19
Figure 2.2 Application QR Barcode.....	20
Figure 2.3 Conceptual Framework.....	21
Figure 4.1 Grafik Vocabulary	33



LIST OF TABLES

Table 3.1 One Group Pre-Test and Post-Test.....	22
Table 3.2 Indicator Students Answer	25
Table 4.1 The Improvement of Students' Vocabulary Achievement of Noun.....	28
Table 4.2 The Improvement of Students' Vocabulary Achievement of Adjective	29
Table 4.3 The Improvement of Students' Vocabulary Achievement of English Noun and Adjective	30
Table 4.4 The Students' Achievement in English Noun	31
Table 4.5 The Students' Achievement in English Adjective	32



LIST OF APPENDIX

Appendix 1	
1.1 Appendix Lesson Plan	43
1.2 Appendix the List Name of Studentss of Class VII	47
1.3 Appendix The Answer QR Code Based Adjective Game	48
1.4 Appendix Media QR Code Based Adjective Game	49
1.5 Appendix The Clue QR Code Based Adjective Game	50
Appendix 2	
2.1 Appendix Learning Achievement Test Instrument (Pre-Test)	51
2.2 Appendix Learning Achievement Test Instrument (Post-Test)	53
2.3 Appendix Worksheet Pre-Test	55
2.4 Appendix Worksheet Post-Test	58
2.5 Appendix Pre-Test Vocabulary Noun and Adjective.....	64
2.6 Appendix Post-Test Vocabulary Noun and Adjective	65
Appendix 3	
3.1 Appendix Research Control	66
3.2 Appendix Research Letter From LP3M.....	67
3.2 Appendix Certificate of Having Conducted Research	68
3.2 Appendix Certificate Turnitin	69

CHAPTER I

INTRODUCTION

A. Background

English is an international tongue whose existence is now being highlighted because it is a language that everyone in modern era needs to learn. Communicate with one another through language, that is also a window to the world at large (Terananda, 2020). This is one of the factors that English is a required subject for the national exam and why it needs to be study.

Language is a communication tool used by humans in everyday life. Messages sent everyday from the sender of the message to the recipient of the message. In social life, the language used in everyday life is different. This is because the sources come from various backgrounds and have different abilities. The language found are regional languages, national languages and foreign languages.

The foreign language that is often used in everyday life is English. In addition, English is the language of instruction used when communicating between countries, all related to the fields of education, economics, technology, etc. In the current education curriculum, start learning English when your child enters PAUD (Early Childhood Education). To learn English, there are several skills that need to be mastered. Other writing skills (Writing), reading skills (reading), listening and speaking skills. These four skills are interconnected. Relationship between the four skills Easy course with sufficient vocabulary mastery or support.

The development of educational media is a part of curriculum development. As managers and organizers, including teachers and school principals, use each educational unit as a reference, the process for creating learning media must be in line with the applicable curriculum. It is common knowledge that the 2013 curriculum operates, the curriculum is a set of plans and arrangements regarding the objectives, content, and development.

Learning media that are used as a guide for organizers in learning activities to achieve educational goals, as stated in Article 1 Paragraph 19 of Law No. 20 of 2003, so that the development of English learning media in the future will be more interesting, creative, and fun.

To motivate students who have difficulty learning vocabulary, the selection of learning media will make students learn in a measurable way that is designed in an interesting and fun way, so that students are motivated and not bored in the learning process. The selection of efficient learning media will produce high-quality learning from what was previously produced, the learning process will be more practical so that students will feel more happy and comfortable in learning so that the material received will be conveyed properly (Armina, 2019).

Teaching materials are a set of materials that are arranged systematically, in written or non-written form that can create a learning atmosphere for students (Hamdani, 2011; Sandiyanti and M. Rosida, 2018). Therefore, the teaching materials developed can be in the form of printed teaching materials, listening teaching materials, and interactive teaching materials (Sumar and Razak, 2016).

Vocabulary is an important component in reading, either reading in your own language or reading in your own language foreign. Learn to teach language English should be construed as an obligation to understand or more to memorize all existing vocabulary. But one must admit that mastery of vocabulary it self very closely related to the ability of people to reading in the sense of understanding and understanding the content that is read. People have always suffered from poverty of vocabulary, meaning lacks the necessary vocabulary. In language, especially in reading, usually people meet obstacles in the form of not knowing the meaning of the words read (Utami, 2014).

The more meanings of words that are not understood, the more success reading can be understood. The weaker mastery of vocabulary. In other words, the low level of vocabulary mastery words are the cause of weak reading skills. So vocabulary is a key component in understanding. Awareness of the importance of adding to the richness of the vocabulary needs to be well instilled in students at school as well as students at universities. Language learning is always a start by mentioning vocabulary, especially adjectives, and nouns (Arnita, 2015). That vocabulary is the most important part learned by humans in the history of language teaching and learning.

The learning process has a goal that the wants to achieve. To accomplish this purpose, learning must have been modified to support effective learning. In the sector of education, as in the modern day, innovation is essential. The teacher and the students will both benefit this from Inovation. This is all done so that learning is carried out by people, not by learning tools. Students choose learning that is directly associated to some other teaching instrument, such educational

media. The role of the media in the learning process cannot be separate from activities that support good learning. As a tool in student learning, learning media serves an important procedure (Masturah et al, 2018).

Based on the teacher interview at SMP Negeri 5 Biring Bulu Satap Taring the school active learning was still teacher-centered, meaning that the dominant students still focused explanation the teacher. Remember, English is a global language that must be mastered at this time. Apart from that, honing English skills is more focused on aspects of vocabulary. Following this description, the research are urged to conduct in work on the creation of English learning media under the banner "**Improving the Students Vocabulary Towards QR Code Based Adjective Game at SMP Negeri 5 Biring Bulu Satap Taring**".

B. Problem Statement

Based on the background above, the problem the writer formulate is: Does the use of QR Game in learning English improve the students vocabulary in term of adjective and noun at SMP Negeri 5 Biring Bulu Satap Taring?

C. Objective of the Research

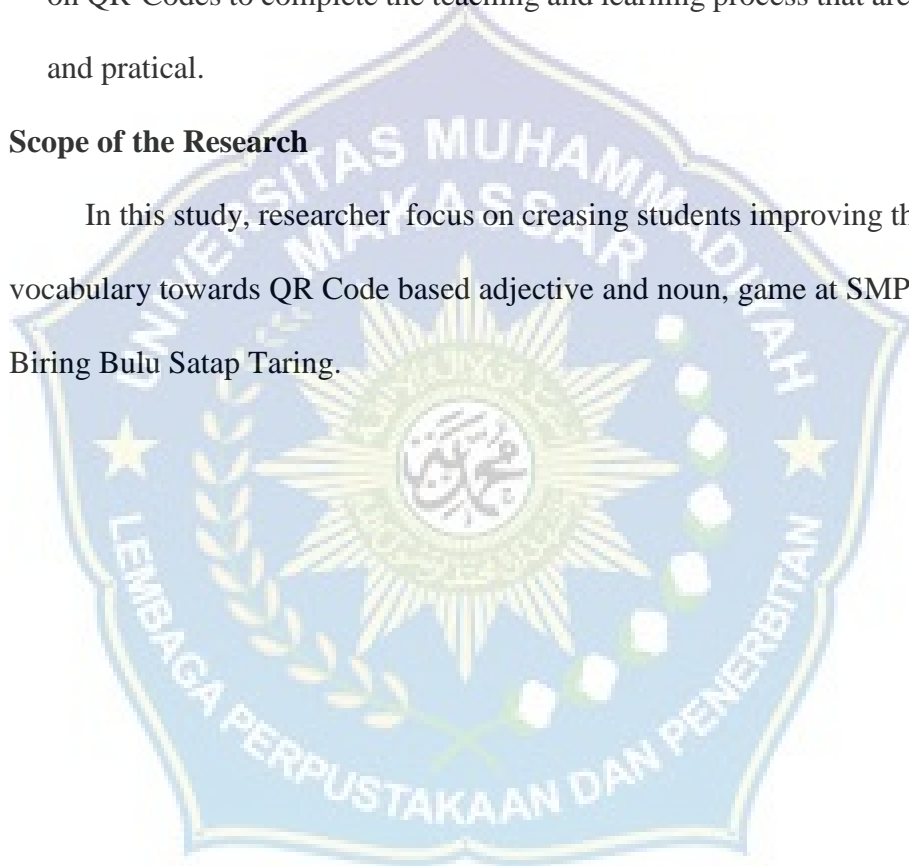
The objective of the research is to determine the ability for student of QR Game based materials learning English at SMP Negeri 5 Biring Bulu Satap Taring who are learning adjectives.

D. Significance of the Research

1. For academics the benefit of research for researchers are active learning and the increase of knowledge about trustworthy and useful educational materials.
2. It can serve as a reference for research topic on effective QR-Code-based teaching materials.
3. For teachers the benefit of research for students is educational materials based on QR-Codes to complete the teaching and learning process that are effective and practical.

E. Scope of the Research

In this study, researcher focus on creating students improving the student vocabulary towards QR Code based adjective and noun, game at SMP Negeri 5 Biring Bulu Satap Taring.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Findings

Many researchers have been conducting students related to this research, there are as follow

According to (Burns, 2016), “QR codes and augmented reality can be used to: (1) give students easy access to material; (2) integrate Selected resources connected to student devices; (3) engage students with topical content; and (4) helping students share authentic projects and assessments” so teachers can integrate QR codes into printed textbooks.

According to Ardawati 2021, one solution is to motivate students to identify vocabulary by inviting them to discuss the identified vocabulary to be read aloud, students can see the teacher as a direct approach or use a collaborative Team Game Tournament (TGT) type approach. Teaching and mastering vocabulary to students, making it easier for them to master vocabulary, both reading and writing, is not an easy task. Solutions to minimize existing problems and limitations, as well as increase the ability to memorize vocabulary, therefore vocabulary mastery must be pursued correctly and precisely according to the purpose. Choosing the right learning method will also be a positive solution to improve students' vocabulary memory skills. Several learning methods are offered to students in various ways

Riyanti 2021, said that the development of 21st century learning is currently encouraging efforts to update the use of technology in education. Technological developments are currently also occurring in retail companies, using 2D barcode technology for commodity inspection systems which are currently known as QR codes. QR Code has been widely used in Japan, but it is not very popular in Indonesia itself, but it has started to be used to store URLs in several articles on Kompas every day.

The similarities between this research and previous research are about how the use of media games by teachers to students can be used as alternative learning tools and materials to improve student learning outcomes. The use of media is very important in improving student learning outcomes, so that the existence of learning media is very helpful for educators and students to make learning more efficient and easy to understand. Based on the results of the previous research above which has the difference that, the use of learning media at this time is very important to increase more vocabulary, learning can help students increase vocabulary by developing innovations by using the QR code happy teaching and learning process in learning English by increasing vocabulary especially in adjective material.

B. Some Pertinent Ideas

1. Vocabulary

a. Concept of Vocabulary

Literally it can be explained that vocabulary is "a rundown or assortment of words or of words and phrases sometimes alphabetically organized and explained or defined". From this understanding it can be understood that vocabulary is a list of words and phrases arranged alphabetically and their meaning explained. According to experts, vocabulary lessons are material that discusses words. Words are different from other linguistic units such as phrases. Words can stand alone and still have meaning. However, regarding vocabulary the scope will be broader + than just meaning.

Vocabulary is one of the building blocks of the English language. Important for reading comprehension and expression all ideas come in writer or spoken form. Students can get words in the dictionary, glossary list on the back of the language book English etc. Vocabulary will always be in mind students is students always use it and it will disappear if students don't use it (Pangestika, 2020). Vocabulary is an element is very important because it is the basis for constructing a word into a sentence. Someone will experience difficulties in communicating if they do not understand the language, so it is difficult to develop the language (Kusuma, 2018). Therefore, the more vocabulary treasury, the easier it will be to understand English sentences.

A person's vocabulary is defined as a set of all or all words the person understands used by that person to compile new sentences. Adding one's vocabulary is usually considered an important part of the language learning process or the ability to develop language already mastered. Students are often taught new words as part of certain subjects, many adults also believe it builds vocabulary as a fun and educational activity.

Vocabulary can also be interpreted as a collection of words that are familiar. Vocabulary mastery plays an important and very basic role in communication skills. In the realm of foreign language learning, vocabulary mastery is a challenge in itself. Therefore, the need to learn English vocabulary is very important for improving students' language skills. Students must learn as much vocabulary as possible to build good communication with other students (Holidazia, 2020).

b. Types of Vocabulary Mastery

In vocabulary mastery, there are two classifications.

1) Receptive Vocabulary

Mastery is limited to understanding the meaning of vocabulary. In other words, just rote. Vocabulary mastery comes from listening (listening skill) and reading (reading skill). In this learner acquires vocabulary in spoken and written form.

2) Productive Vocabulary

In this Level of mastery is higher. Students are no longer just memorizing and understanding the meaning of words. However, students are expected to be able to apply the words they have learned.

c. Part of Vocabulary

1) Noun

Nouns are terms used to refer to people, animals, place, countries, objects, ideas or abstracts ideas. Nouns can also be actions according to Mac fadyen in Rahbiana as referred to by (Ni matul Wafaa, 2017). Example:

- a. This is **book**
- b. I love **money**

2) Verb

As referred to by (Ni,matul wafaa, 2017), defines that a verb is a term that can be used with the subject to make the basis of a tight sentence, as well as words or phrases that indicate action, which are used to explain an action or help to make statement, for example;

- a. Miss Jasmine is **cooking**
- b. The students are **playing** foot ball

3) Adjective

Adjectives modify nouns or by characterizing, identifying, and measuring words, Macfadyen in Rahbiana, said that as distinguished by (Ni,matul wafaa, 2017). In most cases the adjective comes before

the noun or pronoun it changes. Use it to qualify nouns or pronouns, example;

- a. Miss Reski is **smart**
- b. My handphone is **expensive**

Fabric of all research (2005:66).

d. Teaching Vocabulary

Vocabulary teaching is a teacher's process of conveying information about vocabulary to students in a way that they can understand. After learning vocabulary, students can memorize it and use it in English dialogues. The purpose of this vocabulary lesson is to help students develop their vocabulary skills. As for the steps to teach when learning vocabulary:

- 1) The student learn spell the letters one by one
- 2) After that student spell the letters from the words which will be memorize
- 3) After that the students memorize the words, start from the words which always using in daily speaking.

e. Vocabulary Mastery

Vocabulary is one aspect of language that must be learned. Therefore, it is necessary to study it for the sake of expanding one's vocabulary and learning all aspects of skills through vocabulary. To understand language, the learner's vocabulary must first understand the vocabulary. In order to express our views and understand what others are saying, we also need to have a strong vocabulary. According to

Hornby, mastery is defined as "full knowledge or ability". According to this definition, one of the necessary language components is vocabulary knowledge.

Vocabulary is also one of the most important aspects of a foreign language. mastery that must be mastered by students. Everyone, has a collection of words. Individual total word count varies. However, to communicate with other people, one must have a good vocabulary. Vocabulary can support four skills: listening, speaking, reading and writing, (Rahmayanti 2018).

The importance of vocabulary mastery in learning English cannot be overstated. Even mastering vocabulary requires learning new words and expand one's vocabulary. Vocabulary mastery helps proficiency in language. to learn English well, Vocabulary must be studied. for novice learners must learn vocabulary first. After they have mastered vocabulary, students can investigate the abilities of other learners in (Umulaika, 2019).

The writer concludes that vocabulary mastery is an individual's skill in using words from a language obtained based on their own desires, needs, and motivations, as described above.

f. Function of Vocabulary

Vocabulary is one of the five components of reading instruction that are essential for successfully teaching children how to read. These core components include phonemic awareness, and student word studies, fluency, vocabulary, and comprehension. Knowledge of vocabulary is

very important because it includes all the words that must be known to access background knowledge, express ideas and communicate effectively, and learn about new concepts (Sedita, 2005).

Vocabulary refers to the words used to communicate in spoken and written language. This vocabulary refers to terms that are understood and learned through reading and listening. The words we use to communicate in writing and speech are defined as productive vocabulary by (Hanson and Padua 2011).

According to (Tankersley, 2005) Vocabulary is an important basic thread in the tapestry of reading and consists of words that can be understood and heard consciously for speaking, reading, or writing.

2. Concept of QR Code Based Adjective Game

a. Definiton of QR Code Based Game

QR code or (Quick Response Code) is one form Data encryption was first discovered by Denso Wave, namely from a Japanese companies and published in 1994 (Wave, 2011). Code QR in the form of a two-dimensional (2D) image that was originally proposed to be used in the manufacturing industry, mobile marketing, retailing companies and also used for vehicle tracking in manufacturing, however now this QR code has been used in various contexts for purposes of facilitate human work in the world.

The information is inside a QR code varies depending on the wishes of the user, for example on sites on the Internet usually a QR code contains a download link or a link to a particular site and can also be used for game

sites which are no less important in playing an important role in education. A smartphone that has a scanning feature QR code can directly download or visit the link with easy. Users only need to direct the scan that is in smartphone in the direction of the existing QR code. The development of smartphone technology today makes use of codes QR is increasingly widespread and is used in encryption of passport, visa and code id card (Trujillo, 2012).

To support the learning process the importance of teaching materials, which are simple, easy to learn, easily accessible and quickly accessible to users. However, along with the rapid advancement of technology, many media have been developed, both printed and online to support the learning process in order to increase student motivation in particular subjects by using QR code Based Adjective Games to increase student vocabulary. And as efficient and effective steps QR code can be scanned by a mobile phone, then connected to the web and of course provide certain content (Huang, 2012)

Game-based QR code, is a type of two-dimensional (2D) barcode, one of which can be used in the teaching and learning process to make it easier to get information. In fact, plain text or website addresses, phone numbers, email addresses, or contact information object to using QR codes. In most contexts, this Game-based QR code scanner is an application that can be downloaded onto smartphones running IOS or Android. The main purpose of this QR code game is to make it easier for smartphone users to get certain information according to the code or link

that is made with two simple processes, namely scanning the QR code and action. Actions in this context mean opening a browser, saving info, and viewing the latest information (Saleh et al, 2018).

According to the theory described, it can be determined that this QR code has a variety of benefits, one of which is in the education area. Learning media can make it easier to access the relevant information by using a QR Code. By scanning the QR Code and taking appropriate action, anybody can achieve the access to this information.

Generally, a QR code can store 2089 digits or 4289 characters, including punctuation or special characters in it. therefore, QR codes are able to display various texts, open URLs, save contacts in the phone book, etc. The QR code also consists of various dots and a space that has been arranged into a box shape, and each element in it also has its own meaning. With these elements, it makes the QR code easier to scan by a smartphone and is able to display various data or information contained in it.

b. Parts of QR Code Based

The Code has seven main sections, each of which has its own role, namely:

1) Positioning Detection Markers

Positioning detection makers are one part of the QR code which has a box shape and there are three in number. The position of this element is in the corner of the QR code. The point is to ensure that the scanner is able to read the code

2) Alignment marking

This marker has a smaller size than the previous element, and also has the same square shape, but the alignment marking has a function to keep the QR Code even though it is printed on a curved surface.

3) Timing Pattern

The timing pattern is a part of the QR code that looks like small boxes lined up with each other, which functions to configure the data grid. With this timing pattern, the scanner will know the size of the loaded data matrix.

4) Version Information

Version information is part of the QR code that is capable of providing information. Currently, there are more than 40 different QR codes. With this sign, the scanner tool will know the type of QR code it scans.

5) Format Information

In this QR code section, there is information that will explain error tolerance and data mask patterns. With this element, it will be easier for the scanner to scan the QR code to display data that has been loaded to the user

6) Data and Error Correction Keys

This element in the QR code is very important because it is in this element that all data information will be stored. In addition, this

element also includes an error correction block that is able to keep data scan able even if there is 30% damage to the code.

7) Quiet Zone

The Quiet Zone is the empty part that is in the outermost area of the QR code. Just like white space in a design, quiet zones also have important elements in a QR code to emphasize the structure of the design and make it easier to scan. The quiet zone itself must exist in order to separate the QR code from the surrounding environment, so that scanners can more easily recognize it without difficulty. Even though this area is empty, this area is a very important area for QR codes.

c. Types of Quick Response

The Types of QR Code consist of;

1) QR Code Static

Static QR code is a QR code that can no longer be edited once it has been created, including the information contained there in. For this reason, this QR code is very appropriate for personal use or as a QR code API, which is an application that contains a large amount of data, such as employee ID, product documentation, etc. Some examples of using QR codes are for wifi, bitcoin, Plain text, vCard, and Email.

2) QR Code Dynamic

Dynamic QR code is a type of QR code that can be edited, updated or changed as many times as needed. This type of QR code

is very suitable for business or marketing. This QR code can also be kept small in size. This is because the data stored in the QR code is not directly stored, but will be directed to a URL that has previously been specified in the QR code.

3) Application of QR Code

The following are some of the applications in the QR Code, namely;

a) Sharing

One of the main advantages of a QR code is being able to share anything without file, distance, and time limitations.

b) Community

One of the most important concepts in doing business is sharing, and you can also do this voluntarily on various platforms, such as Facebook. therefore, a QR code linked to the like button, so that it will invite anyone to like the facebook business page.

c) Search Engine Optimization (SEO)

SEO is currently very often used by business people to place a keyword that is most searched for by consumers. This can be maximized by using a QR code. Its function is to increase or increase keyword search opportunities

d) Call to Action

One of the hopes that consumers want to make transactions with businesses is that they read the call to action

button. This is very important to make it easier for potential consumers to make purchases.

e) Social Proof

Currently, there are still a lot of business communities that have not been captured online, and are still limited to offline. So, they will rely more often on face-to-face. However, with a QR code, it will make it easier for them to connect to a blog or website.

f) Analytics

The colors contained in the QR code generally greatly influence people to mark it. This is reinforced by the analysis of everyone's tendency to weigh colors before they make a decision.



Figure 2.1 QR Code Based Game Adjective

This code contains two dimensional barcodes that can provide various types of information directly. To open a QR code, you can do it by scanning or scanning using a smartphone.



Figure 2.2 Application QR Barcode

The procedure of QR code

1. Download application barcode in aplikasi play store
2. Compatible android phone or tablet, open the barcode camera application
3. Point the camera at the QR code
4. Tap the banner that appears on your android phone or tablet
5. Follow the on-screen instructions to complete the login.,

d. Conceptual Framework

In the conceptual framework, conduct is input (pretest), process (treatment) and output (final test). In (pretest) conducted by researcher to measure how well mastery of the students' vocabulary before implementing the QR adjective Game.

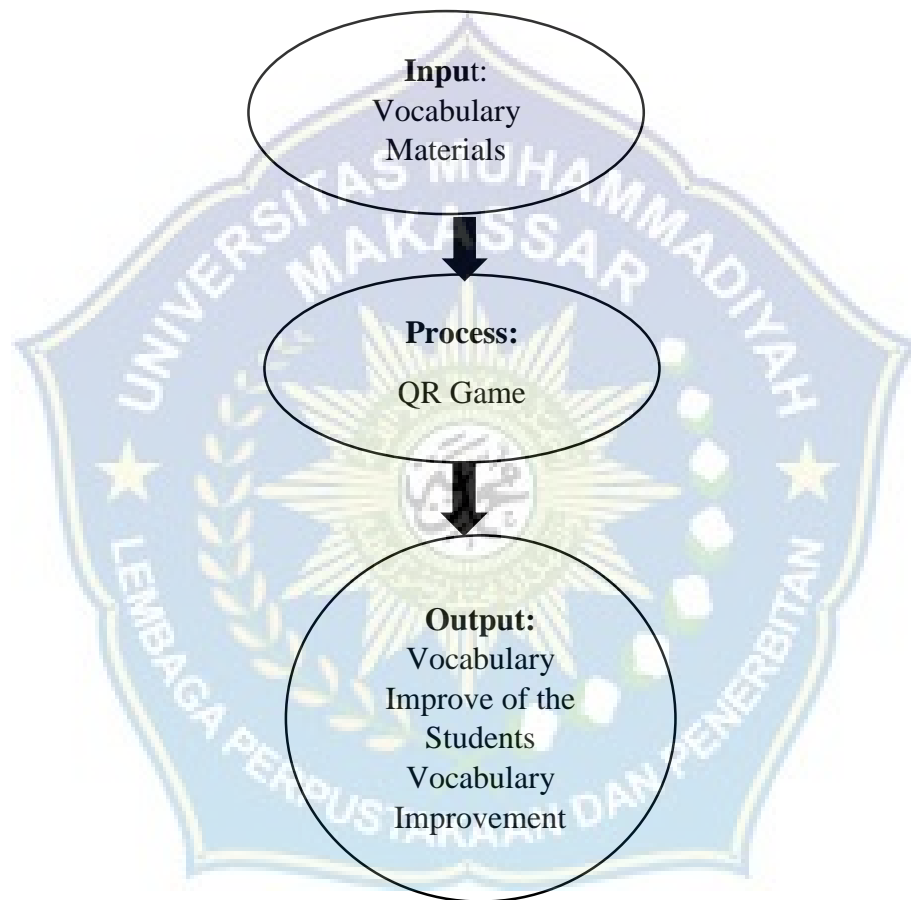


Figure 2.3 Conceptual Framework

CHAPTER III
RESEARCH METHOD

A. Research Design

From the research question, this study intended to find out the used of QR Game in learning English increases students vocabulary in adjective material. This study was conducted as Pre-experimental research. Pre-experimental research was research activity aims to find the effect of treatment in condition as an actor treatment. The design was presented by following table:

Table 3.1 One Group Pre-Test and Post-Test Design

PRE-TEST	TREATMENT	POST-TEST
O_1	X	O_2

(Gay, 1982)

Description:

O_1 : Pre-Test

X: Treatment

O_2 : Post-Test

B. Research Variables

There were two variables of this Pre-experimental research. This is variable Independent and variable dependent. Variable Independent is the type of variable which explains or influences or cues the change in the dependent variable. Variable dependent is the type of variable which is explained or influenced by the independent variable.

C. Population and Sample

a. Population

The population in this study were from grades VII, VIII, IX at SMP Negeri 5 Biring Bulu Satap Taring the researcher took populations from grade VII where grade VII consisted of 25 students.

b. Sample

This research applied the purposive sampling technique. Technique purposive sampling is a technique for determining research sample with certain consideration with the aim that the data obtained can be more focused on certain objectives. In the research, the researcher only choose one class to represent all of the population. The class VII was selected as the sample, it consisted all student at SMP Negeri 5 Biring Bulu Satap Taring.

D. Instrument of the Research

Research instrument was what the researcher used to collect the information. It can be helpful tool to the researcher's study. According to Andayani, 2018 "Instrument is a tool used to collect data or measure the object of a research variable". Short, instrument is a tool which was used by a researcher in using method during conducting the data better. Thus determining instrument depends on the method used in the research.

In collecting the data, researchers used test instruments. Test instrument is in the form of a list of English vocabulary focused on adjective material. Student are also given 30 minutes to answer the meaning of the vocabulary. This test is used in Pre-Test and Post-Test to determine students vocabulary skills.

E. The Procedure of Data Collecting

The procedure to collect the data were:

1. Pre-test

Pre-test is used to measure students' prior knowledge. Then after being given a Pre-test, some QR Adjective Game treatments will be given to the sample.

2. Treatment

a. The First Meeting

At the first meeting students learn about vocabulary and the rules of the QR Game Adjective game then, at the end of the lesson the researcher will give homework in the form of memorizing vocabulary related to adjectives.

b. The Second Meeting

At the meeting, students learn the vocabulary and rules of the QR Game Adjective game by:

1. Downloading the QR Code application
2. Players consist of 2-5 people
3. The students playing Adjective Games by using monopoly dice
4. The student can start and use the dice again

For example, the number of the dice that falls has the number 2 indicating that it must stop at letter B so the opponent scans the barcode in the alphabetical letter B which contains several question.

c. The Third Meeting

At this meeting play a QR code based adjective game and than student reads or asks the opponent the question and states what the meaning or meaning of the question.

d. The Fourth Meeting

In this treatment, students repeated the QR Game Adjective at the third meeting.

e. and than in this meeting students repeated again QR game Adjective.

3. Post -Test

In this research to know the peers knowledge of the students' after give the treatment. The type of post-test used is different from the pre-test at this stage the researcher uses a post test, namely by using multiple choice with 15 questions related to adjective material but the post test questions are randomized or changed with the same level of easy and difficulty.

F. Technique of Data Analysis

Scoring the students correct answer of the vocabulary test by using formula;

Table 3.2 Indicator students answer

Indicator	Score
Correct	2
Incorret	0

Student answer;

$$Score = \frac{\text{Student scorrect answer}}{\text{Total number of items}} \times 100$$

(Depdikbud, 1985)

5. Classifying the students score into following criteria;

- a. Score 91 – 100 : Very good
- b. Score 76 – 90 : Good
- c. Score 61 – 75 : Fairly
- d. Score 51 – 60 : Poor
- e. Score 50 – 50 : Very Poor

6. Finding out the mean score of the students answer by using the formula

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

Notation:

\bar{X} = Average value

$\sum X$ = Total score

N = Total sample

(Gay, 1981).

7. To find out improvement of percentage

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

Natiaton:

% = The percentage of improvement

x_2 = The percentage of improvement

x_1 = The total score of post-test

8. Calculating the percentage of students score

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

Notation:

P : Percentage

F : Number of correct answer

N : The number of subjects

(Gay, 1981)

G. Statistic (SPSS)

SPSS is an application used to manage data and analyze data in detail. This application is also widely used by researchers to help manage data. One of the function of SPSS is to calculate descriptive statistics, for example the median, mean and mode.

Then after conducting research and data collection, then the data will be calculated or managed using this SPSS application. Its function is to find out the result of the research and to find out whether the QR Game adjective has succeeded increasing students' vocabulary skills. The data was analyzed using SPSS version 2.5; data analysis is used in quantitative research methods to obtain research instrument result.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

The research findings are based on the results of data based on the results of data analysis, and the researcher discovered the improving students vocabulary skills in term of adjective and noun, as stated in the previous chapter, namely the objective test consisting of a pre-test and post-test. The findings cover the students pre-test, score, treatment, and post-test scores. The following is the outcome of the data analysis:

1. The Students Mean Score in Noun

The following table shows the students mean pre-test and post-test scores in English adjective of the students' vocabulary competence:

Table 4.1 The Improvement of the Students' Vocabulary Achievement of Noun

Pre-Test	Post-Test	Improvement
19,2	78,4	75,5 %

Tabel 4.1 above shows the increase in student scores from pre-test to post-test in learning English adjective using the towards QR Code based adjective game. Where the pre-test of students is (19,2) which is categorized as very poor classification, and post-test (78,4) as good classification. This proves that, the use of QR Code based can improve students vocabulary in terms of English adjective.

Based on the findings of the above analysis, it appears that using the QR code based adjective game can help students increase their vocabulary in English Noun.

2. The Students Mean Score in Adjective

The following table show the students' mean pre-test and post-test scores in English Adjective of the students vocabulary competence:

Table 4.2 The Improvement of the Students' Vocabulary Achievement of English Adjective.

Pre-Test	Post-Test	Improvement
14,8	78,8	81,2 %

Tabel 4.2 above shows the increase in student scores from pre-test to post-test in learning English Noun using the towards QR Code based adjective game. Where the pre-test of students is (14,8) which is categorized as very poor classification, and post-test (78,8) as good classification. This proves that, the use of QR Code based can improve students vocabulary in terms of English Adjective.

Based on the findings of the above analysis, it appears that using the QR code based adjective game can help students enhance their vocabulary in terms of Adjective.

3. The Improvement of the Students' Vocabulary Achievement of Adjective and Noun

The following table shows the students' mean pre-test and post-test scores in English Adjective and Noun of the students' vocabulary competence:

Table 4.3 The Improvement of the Students' Vocabulary Achievement of English Adjective and Noun

Vocabulary		
	Noun	Adjective
Pre-Test	19,2	14,8
Post-Test	78,4	78,8
Improvement	75,5 %	81,2 %

Table 4.3 above shows the increases in students scores from pre-test to post-test in learning English adjective and noun using the QR code based adjective game. Where the pre-test score of students in terms of English adjective is (14,8) which is categorized as very poor classification, and post-test (78,8) good classification. And the pre-test score of students in terms of English noun is (19,2) which is categorized as very poor classification, and post-test (78,4) as good classification. This proves that, the use QR Code based adjective game teaching method can improve students' vocabulary.

4. The Percentage of the Improving Students' Vocabulary in Term of Adjective and Noun.

a. Noun

Based on data analysis, it shows that students achievement in terms of English noun before treatment was poor, this is evidenced by the giving of tests vocabulary to students, where most of them get grades as expected. The result of the pre-test and post-test can be seen clearly in the following table:

Table 4.4 The Students' Achievement in English Noun

NO	CLASSIFICATION	SCORE	PRE-TEST		POST-TEST	
			FREQUENCY	PERCENTAGE	FREQUENCY	PERCENTAGE
1	Very good	91-100	0	0	2	8%
2	Good	76-90	0	0	13	52%
3	Fairly	61-75	0	0	10	40%
4	Poor	51-60	0	0	0	0
5	Very poor	50-0	25	100%	0	0
	TOTAL		25	100%	23	100%

Based on table 4.4 above, it can be seen that the achievement of students' scores from the pre-test and post-test in terms of Noun. For the pre-test, 25 students very poor score. And post-test 2 students got a very good score. 13 students got a good score. 10 students got a fairly score.

As a result, the rise in the students' post-test scores was greater than the increase in their pre-test scores. This demonstrates that using the QR code based adjective game can help students enhance their noun vocabulary.

Based on the data analysis, the students answer in terms of English noun before treatment was (19,2) which was classified as very poor achievement. And after being given treatment regarding noun, most of the students scores showed the expected achievement of students scores in terms of English noun after treatment was (78,4). It is good score.

5. The Percentage of the Improving Students' Vocabulary in Term of Adjective

a. Adjective

Based on data analysis, it shows that students achievement in terms of English adjective before treatment was poor. This is evidenced by the giving of tests vocabulary to students, Where most of them get grades as expected. The result of the pre-test and post-test can be seen clearly in the following table:

Table 4.5 The students' Achievement in English Adjective

NO	CLASSIFICATION	SCORE	PRE-TEST		POST-TEST	
			FREQUENCY	PERCENTAGE	FREQUENCY	PERCENTAGE
1	Very good	91-100	0	0	2	8 %
2	Good	76-90	0	0	12	48%
3	Fairly	61-75	0	0	10	40%
4	Poor	51-60	0	0	1	4%
5	Very poor	50-0	25	100%	0	0
	TOTAL		23	100%	25	100%

Based on table 4.4 above, it can be seen that the achievement of students' scores from the pre-test and post-test in terms of English adjective. For the pre-test, 25 students got a very poor score . And post-test 2 students got a very good score. 12 students got a good score. 10 students got a fairly score. 1 students got a poor score.

As a result, the rise in the students' post-test scores was greater than the increase in their pre-test scores. This demonstrates that using QR code based adjective game can help students enhance their noun vocabulary.

Based on the data analysis, the students' answer in terms of English adjective before treatment was (14,8) which was classified as a very poor achievement. And after being given treatment regarding English adjective, most of the students' scores showed the expected achievement. In the data analysis, the achievement of students scores in terms of English adjective after treatment was (78,8). It is classified as good score.



Picture 4.1 Grafik Vocabulary

B. Discussion

Students' vocabulary achievement in English noun and adjective thought QR code based adjective game teaching method. Students' vocabulary skills in terms of noun and adjective are supported by average score of students on the post-test which higher than the pre-test. Before the treatment was applied, most students were still lacking in terms of nouns and adjective. However, after the treatment was applied, it was easier for students to answer and know the learning in terms of vocabulary.

The increase in students' vocabulary skills in terms of noun can be seen between the pre-test and post-test. The mean score of the students' pre-test was 19,2 (Very poor) to 78,4 (good) on the post-test. Furthermore, the increase in students' vocabulary skills in terms of adjective can be seen between the pre-test and post-test. The mean score of the students' pre-test was 14,8 (very poor) to 78,8 (good) on the post-test. These result indicate an increase in students' vocabulary in terms of noun and adjective after using QR code based adjective game.

Increased students' vocabulary skill in terms of noun and adjective because the treatment given to students' is easy to understand, as well as direct interaction by researcher when giving treatment. There are still many students' texts in terms of noun and adjective in the pre-test that do not match the answer from the test. But after being givng treatment, they can answer in accordance with the function and the correct answer from the test given. With the rapid development of educational technologies, game-based learning is emerging into a field with considerable potential, within which, digital game-based

vocabulary learning has attracted increasing attention from language learners, educators and researchers (Zou, 2021).

In learning English which focuses in improving students vocabulary has significantly improved after using QR code based adjective game in the learning process. In using QR Code based Adjective game in the learning process, research not only show cards to students, but students also use handphone to open a barcode application which is then scanned if students to read simple sentences or clues. The generation today has lived in a digital environment and they are used to it, Utilize of technology in learning is the implementation of 21 st century skills. It can be a solution to digital-based learning trends, independent learning for students and build students motivation, QR code as a medium to increase student motivation in learning English, especially in creasing student vocabulary by using QR code adjective Game-based media to increase student Vocabulary (Atika, 2020).

QR code base adjective game are applied in way where the researcher gives directions to students how to play the game and provides directions on how to scan the barcodes on the alphabet cards then mentions the contents of the barcodes by answering what sentences or clues are on the barcodes with adjective and nouns, and than making groups in class to play the game. QR code based adjective game is a media that is very easy to use and can help students in the process of understanding vocabulary and improving student activity in learning. This will certainly make students feel comfortable and not bores in following the learning process in class.

From the analysis of the data above, the researcher concluded that the QR code based adjective game can be a significant improving the students vocabulary because the test scores produced after treatment are higher than the test scores before using the QR code based adjective game. In other words, the use of QR code based adjective game in improving the students English vocabulary, especially 7th grade students at SMP Negeri 5 Biring Bulu Satap Taring shows a positive or effective effect.

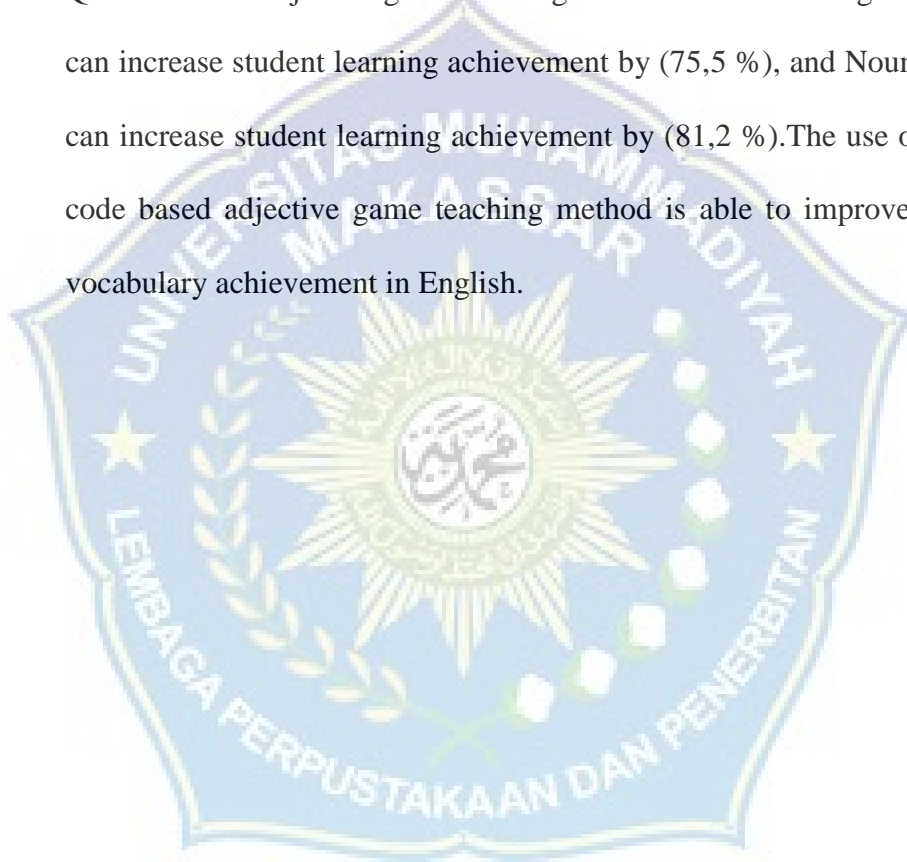


CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The research concluded that based on the results of data analysis the findings in the previous chapter, the teaching and learning process using the QR code based adjective game teaching method in nouns in English subjects can increase student learning achievement by (75,5 %), and Noun subjects can increase student learning achievement by (81,2 %).The use of the QR code based adjective game teaching method is able to improve students vocabulary achievement in English.



B. Suggestions

Based on the conclusion of the study, several suggestions will be addressed to English teachers and researcher :

1. English Teacher

English teachers can use QR Code Based Adjective Game as a media in the learning process because based on the result of the research, the use of QR Code Based Adjective Game as an learning media in improve students English vocabulary. It can also support the teaching and learning process so that students will be more interested and bored in learning English.

2. Other Researcher

This study aims to show the result of towards QR Code Based Adjective Game in the learning process to improving the students English vocabulary at SMP Negeri 5 Biring Bulu Satap Taring. Other researcher are expected to used this research as a reference before researchers take actions related to media that can improve students vocabulary and it was hoped that other researcher can find more ways to improve students English vocabulary.

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APPENDIX 1.1 Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

School : SMP Negeri 5 Biring Bulu Satap Taring

Subject : English

Grade/Semester : VII/II

Learning Material : Adjective

Time : 4x Pertemuan

A. Core Competency

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menunjukkan perilaku jujur, Disiplin, tanggung jawab, peduli, santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyajikan dalam ranah konkret (menggunakan, mengurai, memodifikasi, dan membuat) ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang). Sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang/teori.

Media, Alat/Bahan : QR code based adjective game and Handphone

Sumber Belajar : Media pembelajaran berupa QR code

B. Basic Competency and Indicators

Basic Competency	Indicators
3.5 Memahami unsur kebahasaan (Vocabulary meaning) teks terkait dengan kata sifat dalam kehidupan sehari-hari.	3.5.1 Menyebutkan makna kosakata teks terkait dengan kata sifat yang dekat dengan kehidupan sehari-hari.

C. Learning Objectives

1. Student can mention English vocabulary related to adjective through the adjective QR Game.
2. Students can understand the meaning of vocabulary related to adjective in English through the adjective QR Game.

D. Learning Material: Adjective and Noun

1. First Meeting

No	Adjective (Kata Sifat)	Meaning (arti)
1	Amazing	Menakjubkan
2	Best	Terbaik
3	Clean	Bersih
4	Expensive	Mahal
5	Friendly	Ramah
6	Great	Hebat
7	Handsome	Tampan
8	Important	Penting
9	Jealous	Cemburu
10	Kittenish	Genit
11	Lazy	Malas
12	Melodic	Merdu
13	Numb	Matirasa
14	Official	Resmi
15	Proud	Bangga

2. Second Meeting

No	Noun (Kata Benda)	Meaning (arti)
1	Quality	Kualitas
2	Rich	Kaya
3	Short	Pendek
4	Thin	Kurus
5	Unhappy	Tidak bahagia
6	Valid	Sah
7	Wrong	Salah
8	Xenogeneic	Berhubungan dengan sel
9	Young	Muda
10	Zig-Zag	Berliku-liku
11	Warm	Hangat
12	Virtual	Maya
13	Unfair	Tidak adil
14	Tall	Tinggi
15	Arrogant	Sombong

3. Third Meeting

No	Noun (Kata Benda)	Meaning (Arti)	Adjective (Kata Sifat)	Meaning (Arti)
1	Vacation	Liburan	Different	Berbeda
2	Passport	Paspor	Difficult	Sulit
3	Pen	Pena	Easy	Mudah
4	Car	Mobil	Expensive	Mahal
5	Chair	Kursi	Eager	Asyik
6	Desk	Meja	Empty	Kosong
7	Book	Buku	Envy	Iri Hati
8	Window	Jendela	Entire	Seluruh
9	Ball	Bola	Evil	Jahat
10	Rucksack	Ransel	Excellent	Unggul
11	Newspaper	Koran	Elegant	Anggun
12	Spoon	Sendok	Dry	Kering
13	Cup	Cangkir	Dirty	Kotor
14	Knife	Pisau	Dizzy	Pusing
15	Fork	Garpu	Darling	Sayang
16	Plate	Piring	Deep	Dalam
17	Dining Table	Meja Makan	Defensive	Defensif
18	Scissors	Gunting	Chubby	Tembem
19	Crayon	Krayon	Clear	Jelas
20	Map	Peta	Candid	Jujur

4. Untuk pertemuan ke-4 adalah mengulang kembali materi dari pertemuan 1-3 dan dengan menggunakan media QR code based adjective game.

Penilaian Pembelajaran

1. Keterampilan
Pengetahuan dan penguasaan media QR code based adjective game dalam proses pembelajaran
2. Sikap
Keaktifan, minat siswa dalam belajar media menggunakan QR code based adjective game
3. Pengetahuan
Hasil pembelajaran menggunakan media QR Code based adjective game

Kepala Sekolah

Gowa, 21 April 2023

Guru Kelas

Nuhung, S.Pd

Risnandar S.Pd

NIP. 19631231199403107



1.2 Appendix List Name of the Students of Class VII

No	Nama Siswa	L/P
1	ALDIANSYAH	L
2	AMELIA PUTRI	P
3	ANITA SAID	P
4	ARIL SYAPUTRA	L
5	ASRIL HARIADI PUTRA	L
6	EKA SANTI	P
7	FAISAL	L
8	FAKI AKMAL ILHAM	L
9	HASRULLAH	L
10	JUNAEDI JUFRI	L
11	MUHAMMAD NURSAN	L
12	MUH SYAHRUL SAPUTRA	L
13	MUH ALAM IKSAN	L
14	NURJANNAH	P
15	NUR INRTAN SYARIF	P
16	PUTRI MAYANG SARI	P
17	RISKA FAINA	P
18	RASTI	P
19	REHAN SYAPUTRA	L
20	SYAHRIL	L
21	SUCI ADI	P
22	SITI RAHMAWATI	P
23	SILFA FAJRIANA RISKI	P
24	VIVI ERVINA	P
25	YAHYA	L

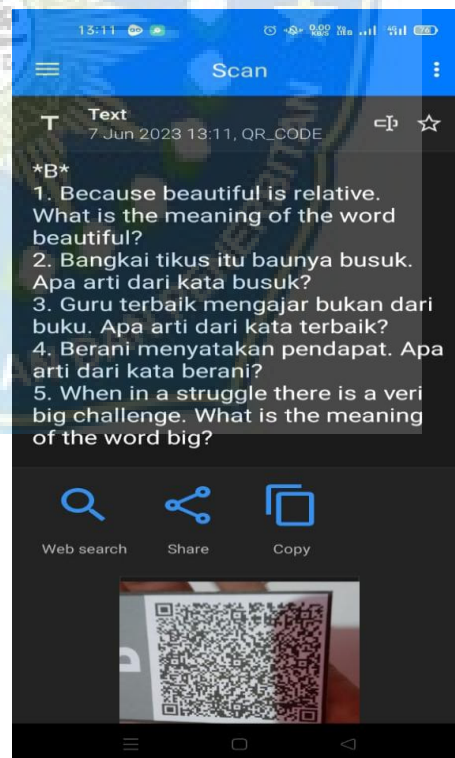
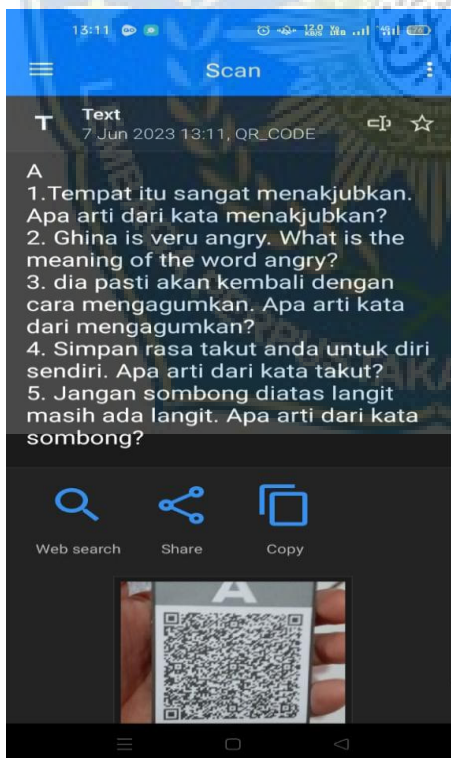
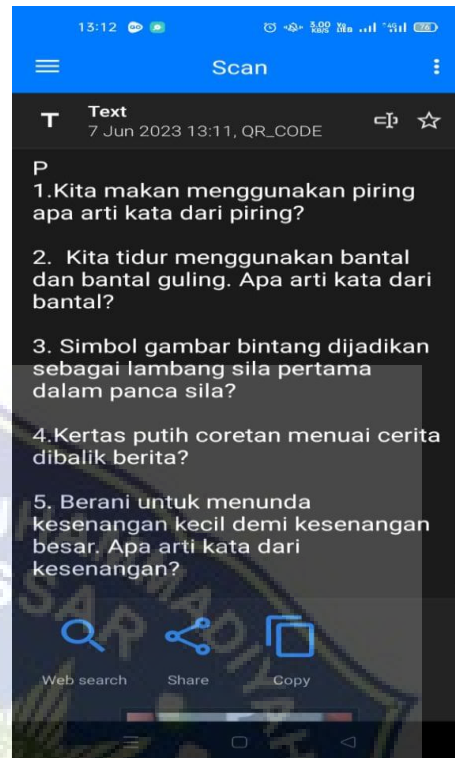
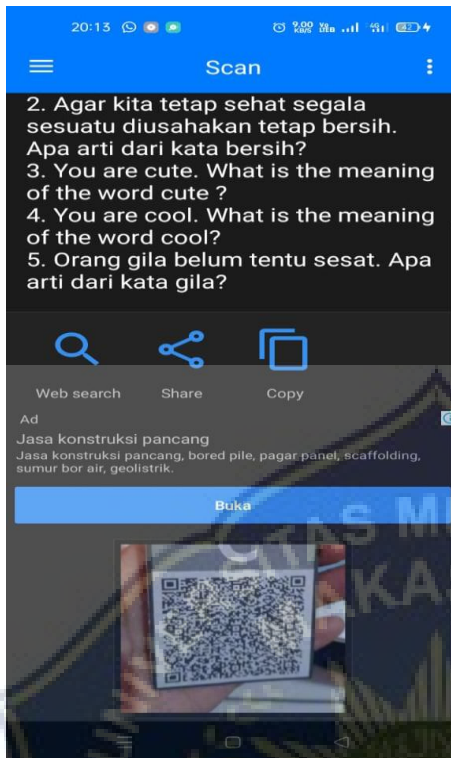
1.3. Appendix the Answer QR Code Based Adjective Game



1.4 Appendix Media QR Code Based Adjective Game



1.5 Appendix The Clue QR Code Based Adjective Game



APPENDIX 2

Appendix 2.1 Learning Achievement Test Instrument (Pre-Test)

Name :
Class :
School :

SOAL PRE-TEST

Answer the questions below with the correct meaning of the word!

1. Kita Tidur menggunakan **bantal**. Apa arti dari kata bantal?
2. Kita makan menggunakan **piring**. Apa arti dari kata piring?
3. Masa **muda** adalah masa emas yang tidak akan terulang kembali. Apa arti dari kata muda?
4. Jalan masih teramat jauh mustahil berlabuh bila **dayung** tak berkayu besar. Apa arti dari kata dayung?
5. Bahan pemanis biasanya berbentuk Kristal kecil-kecilitu disebut **gula**. Apa arti dari kata gula?
6. Jangan pikir 2 kali untuk merencanakan **liburan**. Just do it. Apa arti dari kata arti kata dari liburan?
7. Kita makan menggunakan **piring**. Apa arti dari kata piring?
8. **Kelinci** mempunyai telinga yang panjang dan ekor yang pendek. Apa arti kata dari kata kelinci?
9. Berani untuk menunda **kesenangan** kecil demi kesenangan besar. Apa arti dari kata kesenangan?
10. Serbuk **batu karang** merupakan hasil penghalusan dari batu karang material. Apa arti dari kata batu karang?
11. Ghina is very **angry**. What is the meaning of the word angry?
12. Jangan **sombong** diatas langit masih ada langit. Apa arti dari kata sombong?
13. My brother is very **handsome**. What is the meaning of the word handsome?
14. Orang gila belum tentu **sesat**. Apa arti dari kata sesat?
15. Macan tutul berlari sangat **cepat**. Apa arti dari kata cepat??

16. Harga BBM di Indonesia termasuk paling **murah**. Apa arti dari kata murah?
17. The food was so **delicious**. What is the meaning of the word delicious?
18. **Difficult** to understand. What is the meaning of the word difficult?
19. Muatanku **berat**, jalanku lambat silakan dahului selagi bisa. Apa arti dari kata berat?
20. Everyone should always try to be **fair**. What is the meaning of the word fair?



2.2 Appendix Learning Achievement Test Instrument (Post-Test)

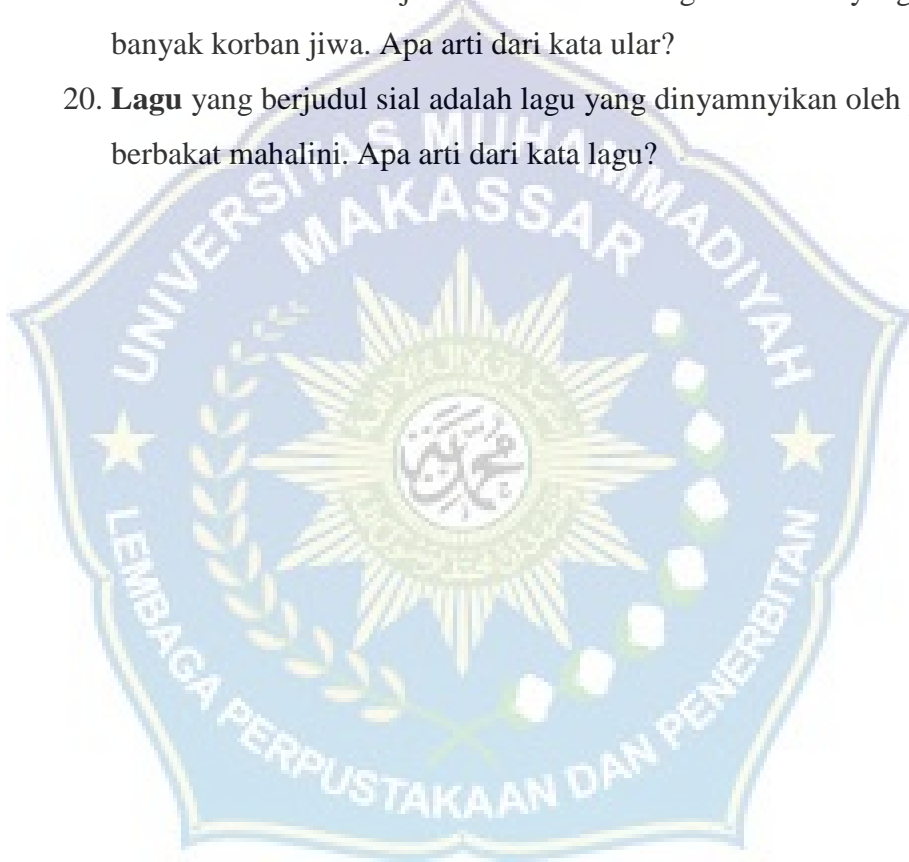
Name :
 Class :
 School :

SOAL POST-TEST

Answer the questions below with the correct meaning of the word!

1. It's a **big** chair. What is the meaning of the word big?
2. I'm **confused** with the way to your house. What is the meaning of the word confused?
3. Ponselku **rusak**. Apa arti bahasa Indonesia dari kata Rusak?
4. The bag is **expensive**. Apa arti kata dari expensive?
5. Rambutku lebih **pendek** dari pada Ghina. Apa arti kata dari pendek?
6. The problem is finally **solved** by it self. What is the meaning of the word solved?
7. Siput merupakan salah satu hewan yang **lambat**. Apakah arti kata dari lambat?
8. Tata loves cudding cats because of their fur. What is the meaning of the word fur?
9. Ayah saya adalah orang yang **kuat**. Apa arti dari kata Kuat?
10. The great wall of china is the **longest** wall in the world. What is the meaning of the word longest?
11. Balapan mobil itu menempuh jalan yang **berliku-liku**. Apa arti dari kata berliku-liku?
12. Kamu pasti sering banget mendengar kata **zany**, baik itu di dunia nyata maupun di dunia maya seperti di social media. Apa arti dari kata Zany?
13. **Burung hantu** dijadikan symbol kebijakan, semakin sedikit berbicara semakin banyak ia mendengarkan. Apa arti dari kata burung hantu?
14. **Cuaca** tentang suhu, cahaya matahari kelembapan, kecepatan, angin, dan sebagainya. Apa arti dari kata cuaca?

15. **Dunia** ini cukup untuk memenuhi keeutuhan manusia, bukan memenuhi keserakahan manusia. Apa arti dari kata dunia?
16. **Air** dapat memeberikanmu kesegaran dan melepaskan dahaga. Apa arti dari kata air?
17. **Vas** tmepat bunga untuk hiasan di atas meja dan sebagainya. Apa arti dari kata vas ?
18. Pemerintah terus mendorong masyarakat secara bertahap untuk dapat kendaraan **listrik**. Apa arti dari kata listrik?
19. **Ular** berbisa telah menjadi salah satu binatang mematikan yang menelan banyak korban jiwa. Apa arti dari kata ular?
20. **Lagu** yang berjudul sial adalah lagu yang dinyamnyikan oleh penyanyi berbakat mahalini. Apa arti dari kata lagu?



2.3 Appendix Worksheet Pre-Test

(20)

Name : ALDIANSYAH
 Class : VII
 School : SMP NEGERI 5 BILANG BULU PATAH TARTING

SOAL PRE-TEST

Answer the questions below with the correct meaning of the word!

1. Kita Tidur menggunakan **bantal**. Apa arti dari kata bantal? *pillow* X
2. Kita makan menggunakan **piring**. Apa arti dari kata piring? *plate* X
3. Masa **muda** adalah masa emas yang tidak akan terulang kembali. Apa arti dari kata muda? *Children* X
4. Jalan masih teramat jauh mustahil berlabuh bila **dayung** tak berkayu besar. Apa arti dari kata dayung? *Wauy* X
5. Bahan pemanis biasanya berbentuk Kristal kecil-kecil itu disebut **gula**. Apa arti dari kata gula? *Sugar* ✓
6. Jangan pikir 2 kali untuk merencanakan **liburan**. Just do it. Apa arti dari kata arti kata dari liburan? *Major* X
7. Kita makan menggunakan **piring**. Apa arti dari kata piring? *Small* X
8. **Kelinci** mempunyai telinga yang panjang dan ekor yang pendek. Apa arti kata dari kata kelinci? *Thick* X
9. Berani untuk menunda **kesenangan** kecil demi kesenangan besar. Apa arti dari kata kesenangan? *Happy* X
10. Serbuk **batu karang** merupakan hasil penghalusan dari batu karang material. Apa arti dari kata batu karang? *Weak* X
11. Ghina is very **angry**. What is the meaning of the word angry? *Noisly* X
12. Jangan **sombong** diatas langit masih ada langit. Apa arti dari kata sombong? *Thick* X
13. My brother is very **handsome**. What is the meaning of the word handsome? *ganteng* ✓
14. Orang gila belum tentu **sesat**. Apa arti dari kata sesat? *Person* X
15. Macam tutul berlari sangat **cepat**. Apa arti dari kata cepat?? *slow* X
16. Harga BBM di Indonesia termasuk paling **murah**. Apa arti dari kata murah? *expensive* X
17. The food was so **delicious**. What is the meaning of the word delicious? *eat* X
18. **Difficult** to understand. What is the meaning of the word difficult? *mudah* X
19. Muatanku **berat**, jalanku lambat silakan dahului selagi bisa. Apa arti dari kata berat? *ring* X
20. Everyone should always try to be **fair**. What is the meaning of the word fair? *New* X

Name : NUR INTANG SYARIF
 Class : VII
 School : SMP NEGERI 5 BIRING BULU SATAP TARING

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SOAL PRE-TEST

Answer the questions below with the correct meaning of the word!

1. Kita Tidur menggunakan **bantal**. Apa arti dari kata bantal? *sleep* ✗
2. Kita makan menggunakan **piring**. Apa arti dari kata piring? *palet* ✗
3. Masa **muda** adalah masa emas yang tidak akan terulang kembali. Apa arti dari kata muda?
4. Jalan masih teramat jauh mustahil berlabuh bila **dayung** tak berkayu besar. Apa arti dari kata dayung? *chidaven* ✗
5. Bahan pemanis biasanya berbentuk Kristal kecil-kecil itu disebut **gula**. Apa arti dari kata gula? *wanggayung* ✗
6. Jangan pikir 2 kali untuk merencanakan **liburan**. Just do it. Apa arti dari kata arti kata dari liburan? *sweet* ✗
7. Kita makan menggunakan **piring**. Apa arti dari kata piring? *palet* ✗
8. **Kelinci** mempunyai telinga yang panjang dan ekor yang pendek. Apa arti kata dari kata kelinci? *huning* ✗
9. Berani untuk menunda **kesenangan** kecil demi kesenangan besar. Apa arti dari kata kesenangan? *Rabbit* ✓
10. Serbuk **batu karang** merupakan hasil penghalusan dari batu karang material. Apa arti dari kata batu karang? *happy* ✗
11. Ghina is very **angry**. What is the meaning of the word angry? *marah* ✓
12. Jangan **sombong** diatas langit masih ada langit. Apa arti dari kata sombong? *arrogant* ✓
13. My brother is very **handsome**. What is the meaning of the word handsome? *cool* ✗
14. Orang gila belum tentu **sesat**. Apa arti dari kata sesat? *personal* ✗
15. Macan tutul berlari sangat **cepat**. Apa arti dari kata cepat?? *slow* ✗
16. Harga BBM di Indonesia termasuk paling **murah**. Apa arti dari kata murah? *expensive* ✗
17. The food was so **delicious**. What is the meaning of the word delicious? *cepat* ✗
18. **Difficult** to understand. What is the meaning of the word difficult? *mudah* ✗
19. Muatanku **berat**, jalanku lambat silakan dahului selagi bisa. Apa arti dari kata berat? *ring* ✗
20. Everyone should always try to be **fair**. What is the meaning of the word fair? *new* ✗

Name : Vini Evana
 Class : VII
 School : SMP Negeri 5 Binung Batu Sakti Taring

60

SOAL PRE-TEST

Answer the questions below with the correct meaning of the word!

1. Kita Tidur menggunakan **bantal**. Apa arti dari kata bantal? *pillow* ✓
2. Kita makan menggunakan **piring**. Apa arti dari kata piring? *plate* ✓
3. Masa **muda** adalah masa emas yang tidak akan terulang kembali. Apa arti dari kata muda?
4. Jalan masih teramat jauh **mustahil** berlabuh bila **dayung** tak berkayu besar. Apa arti dari kata dayung? *Udud* ✓
5. Bahan pemanis biasanya berbentuk Kristal kecil-kecilitu disebut **gula**. Apa arti dari kata gula? *chayun* ✓
6. Jangan pikir 2 kali untuk merencanakan **liburan**. Just do it. Apa arti dari kata arti kata dari liburan? *Sugar* ✓
7. Kita makan menggunakan **piring**. Apa arti dari kata piring? *plate* ✓
8. **Kelinci** mempunyai telinga yang panjang dan ekor yang pendek. Apa arti kata dari kata kelinci? *lains* *Rebbit* ✓
9. Berani untuk menunda **kesenangan** kecil demi kesenangan besar. Apa arti dari kata kesenangan? *happy* ✓
10. Serbuk **batu karang** merupakan hasil penghalusan dari batu karang material. Apa arti dari kata batu karang? *wisong* ✓
11. Ghina is very **angry**. What is the meaning of the word angry? *Jaes* ✓
12. Jangan **sombong** diatas langit masih ada langit. Apa arti dari kata sombong? *arrogant* ✓
13. My brother is very **handsome**. What is the meaning of the word handsome? *ganteng* ✓
14. Orang gila belum tentu **sesat**. Apa arti dari kata sesat? *Personai* ✓
15. Macan tutul berlari sangat **cepat**. Apa arti dari kata cepat?? *slow* ✓
16. Harga BBM di Indonesia termasuk paling **murah**. Apa arti dari kata murah? *expensive* ✓
17. The food was so **delicious**. What is the meaning of the word delicious? *lezat* ✓
18. **Difficult** to understand. What is the meaning of the word difficult? *easy* ✓
19. Muatanku **berat**, jalanku lambat silakan dahului selagi bisa. Apa arti dari kata berat? *ring* ✓
20. Everyone should always try to be **fair**. What is the meaning of the word fair? *new* ✓

2.4 Appendix Worksheet Post-Test

40

Name : NIMJannah
 Class : VII
 School : SMP Negeri 5 Biring Bulo Satep Tarung

SOAL POST-TEST

Answer the questions below with the correct meaning of the word!

1. It's a **big** chair. What is the meaning of the word big? *Besar* ✓
2. I'am **confused** with the way to your house. What is the meaning of the word confused? *Bingung* ✓
3. Ponselku **rusak**. Apa arti bahasa Indonesia dari kata Rusak? *Rusak* ✓
4. The bag is **expensive**. Apa arti kata dari expensive? *Mahal* ✓
5. Rambutku lebih **pendek** dari pada Ghina. Apa arti kata dari pendek? *Short* ✓
6. The problem is finally **solved** by it self. What is the meaning of the word solved? *Kecar* ✗
7. Siput merupakan salah satu hewan yang **lambat**. Apakah arti kata dari lambat? *Lambat* ✓
8. Tata loves cudding cats because of their **fur**. What is the meaning of the word fur? *bulu* ✓
9. Ayah saya adalah orang yang **kuat**. Apa arti dari kata Kuat? *Strong* ✓
10. The great wall of china is the **longest** wall in the world. What is the meaning of the word longest? *Terpanjang* ✓
11. Balapan mobil itu menempuh jalan yang **berliku-liku**. Apa arti dari kata berliku-liku? *waby* ✗
12. Kamu pasti sering banget mendengar kata **zany**, baik itu di dunia nyata maupun di dunia maya seperti di social media. Apa arti dari kata Zany? *Tekun* ✗
13. **Burung hantu** dijadikan symbol kebijakan, semakin sedikit berbicara semakin banyak ia mendengarkan. Apa arti dari kata burung hantu? *mouse* ✗
14. **Cuaca** tentang suhu, cahaya matahari kelembapan, kecepatan, angin, dan sebagainya. Apa arti dari kata cuaca? *weather* ✓
15. **Dunia** ini cukup untuk memenuhi keeuthan manusia, bukan memenuhi keserakahan manusia. Apa arti dari kata dunia? *world* ✓
16. **Air** dapat memeberikanmu kesegaran dan melepaskan dahaga. Apa arti dari kata air? *water* ✓
17. **Vas** tempat bunga untuk hiasan di atas meja dan sebagainya. Apa arti dari kata vas? *Vase* ✓

18. Pemerintah terus mendorong masyarakat secara bertahap untuk dapat kendaraan listrik. Apa arti dari kata listrik? *power* ✓
19. Ular berbisa telah menjadi salah satu binatang mematikan yang menelan banyak korban jiwa. Apa arti dari kata ular? *snake* ✓
20. Lagu yang berjudul sial adalah lagu yang dinyanyikan oleh penyanyi berbakat mahalini. Apa arti dari kata lagu? *song* ✓



Name : Muhamad Fahrul Saputra
 Class : VII
 School : SMP Negeri 8 Biring Bulu Satap Tarung

80

SOAL POST-TEST

Answer the questions below with the correct meaning of the word!

1. It's a **big** chair. What is the meaning of the word big? Besar ✓
2. I'm **confused** with the way to your house. What is the meaning of the word confused? bingung ✓
3. Ponselku **rusak**. Apa arti bahasa Indonesia dari kata Rusak? damaged ✓
4. The bag is **expensive**. Apa arti kata dari expensive? Mahal ✓
5. Rambutku lebih **pendek** dari pada Ghina. Apa arti kata dari pendek? Short ✓
6. The problem is finally **solved** by it self. What is the meaning of the word solved? terselesaikan ✓
7. Siput merupakan salah satu hewan yang **lambat**. Apakah arti kata dari lambat? Slow ✓
8. Tata loves cudding cats because of their **fur**. What is the meaning of the word fur? bulu ✓
9. Ayah saya adalah orang yang **kuat**. Apa arti dari kata Kuat? Strong ✓
10. The great wall of china is the **longest** wall in the world. What is the meaning of the word longest? terpanjang ✓
11. Balapan mobil itu menempuh jalan yang **berliku-liku**. Apa arti dari kata berliku-liku? zig-zag ✓
12. Kamu pasti sering banget mendengar kata **zany**, baik itu di dunia nyata maupun di dunia maya seperti di social media. Apa arti dari kata Zany? omah lucu ✓
13. **Burung hantu** dijadikan symbol kebijakan, semakin sedikit berbicara semakin banyak ia mendengarkan. Apa arti dari kata burung hantu? bisu ✗
14. **Cuaca** tentang suhu, cahaya matahari kelembapan, kecepatan, angin, dan sebagainya. Apa arti dari kata cuaca? weather ✓
15. **Dunia** ini cukup untuk memenuhi kebutuhan manusia, bukan memenuhi keserakahan manusia. Apa arti dari kata dunia? world ✓
16. **Air** dapat memberikanmu kesegaran dan melepaskan dahaga. Apa arti dari kata air? water ✓
17. **Vas** tempat bunga untuk hiasan di atas meja dan sebagainya. Apa arti dari kata vas? Vase ✓

18. Pemerintah terus mendorong masyarakat secara bertahap untuk dapat kendaraan listrik. Apa arti dari kata listrik? *kerit* ✗
19. Ular berbisa telah menjadi salah satu binatang mematikan yang menelan banyak korban jiwa. Apa arti dari kata ular? *Snake* ✓
20. Lagu yang berjudul sial adalah lagu yang dinyanyikan oleh penyanyi berbakat mahalini. Apa arti dari kata lagu? *song* ✓



(100)

Name : ~~Kendrisia~~ Putri Mayang Sari
 Class : VII
 School : SMP Negeri 5 Birings Bulu Sotap Tarins

SOAL POST-TEST

Answer the questions below with the correct meaning of the word!

1. It's a **big** chair. What is the meaning of the word big? *Besar* ✓
2. I'am **confused** with the way to your house. What is the meaning of the word confused? *Bingung* ✓
3. Ponselku **rusak**. Apa arti bahasa Indonesia dari kata Rusak? *Damaged* ✓
4. The bag is **expensive**. Apa arti kata dari expensive? *Mahal* ✓
5. Rambutku lebih **pendek** dari pada Ghina. Apa arti kata dari pendek? *Short* ✓ ✓
6. The problem is finally **solved** by it self. What is the meaning of the word solved? *terselesaikan* ✓
7. Siput merupakan salah satu hewan yang **lambat**. Apakah arti kata dari lambat? *Slow* ✓
8. Tata loves cudding cats because of their fur. What is the meaning of the word fur? *Bulu* ✓
9. Ayah saya adalah orang yang **kuat**. Apa arti dari kata Kuat? *Strong* ✓
10. The great wall of china is the **longest** wall in the word. What is the meaning of the word longest? *terpanjang* ✓
11. Balapan mobil itu menempuh jalari yang **berliku-liku**. Apa arti dari kata berliku-liku? *zig-zag* ✓
12. Kamu pasti sering banget mendengar kata **zany**, baik itu di dunia nyata maupun di dunia maya seperti di social media. Apa arti dari kata Zany? *amat lucu* ✓
13. **Burung hantu** dijadikan symbol kebijakan, semakin sedikit berbicara semakin banyak ia mendengarkan. Apa arti dari kata burung hantu? *Owl* ✓
14. **Cuaca** tentang suhu, cahaya matahari kelembapan, kecepatan, angin, dan sebagainya. Apa arti dari kata cuaca? *weather* ✓
15. **Dunia** ini cukup untuk memenuhi kecutuhan manusia, bukan memenuhi keserakahan manusia. Apa arti dari kata dunia? *World* ✓
16. **Air** dapat membebrikanmu kesegaran dan melepaskan dahaga. Apa arti dari kata air? *water* ✓
17. Vas tmepat bunga untuk hiasan di atas meja dan sebagainya. Apa arti dari kata vas ? *Vase* ✓

18. Pemerintah terus mendorong masyarakat secara bertahap untuk dapat kendaraan listrik. Apa arti dari kata listrik? *electricity* ✓
19. Ular berbisa telah menjadi salah satu binatang mematikan yang menelan banyak korban jiwa. Apa arti dari kata ular? *snake* ✓
20. Lagu yang berjudul sial adalah lagu yang dinyanyikan oleh penyanyi berbakat mahalini. Apa arti dari kata lagu? *song* ✓




2.5 Pre-Test Vocabulary Noun and Adjective

No	Nama Siswa	L/P	Soal						
			Noun			Adjective			
			correct	incorrect	score	Correct	Incorrect	Score	
1	ALDIANSYAH	L	1	9	10	1	9	10	
2	AMELIA PUTRI	P	2	8	20	1	9	10	
3	ANITA SAID	P	1	9	10	2	8	20	
4	ARIL SYAPUTRA	L	1	9	10	2	8	20	
5	ASRIL HARIADI PUTRA	L	3	7	30	1	9	10	
6	EKA SANTI	P	1	9	10	2	8	20	
7	FAISAL	L	6	4	60	1	9	10	
8	FAKI AKMAL ILHAM	L	2	8	20	2	8	20	
9	HASRULLAH	L	2	8	20	1	9	10	
10	JUNAEDI JUFRI	L	1	9	10	2	8	20	
11	MUHAMMAD NURSAN	L	2	8	20	1	9	10	
12	MUH SYAHRUL SAPUTRA	L	3	7	30	1	9	10	
13	MUH ALAM IKSAN	L	2	8	20	1	9	10	
14	NURJANNAH	P	1	9	10	3	7	30	
15	NUR INRTAN SYARIF	P	2	8	20	1	9	10	
16	PUTRI MAYANG SARI	P	3	7	30	1	9	10	
17	RISKA FAINA	P	2	8	20	1	9	10	
18	RASTI	P	1	9	10	2	8	20	
19	REHAN SYAPUTRA	L	2	8	20	1	9	10	
20	SYAHRIL	L	1	9	10	3	7	30	
21	SUCI ADI	P	2	8	20	1	9	10	
22	SITI RAHMAWATI	P	1	9	10	1	9	10	
23	SILFA FAJRIANA RISKI	P	2	8	20	2	8	20	
24	VIVIERVINA	P	3	7	30	1	9	10	
25	YAHYA	L	1	9	10	2	8	20	
Mean					19.2	14.8			

2.6 Post-Test Vocabulary Noun and Adjective

No	Nama Siswa	L/P	Soal					
			Noun			Adjective		
			correct	incorrect	Score	Correct	Incorrect	Score
1	ALDIANSYAH	L	7	1	70	7	3	70
2	AMELIA PUTRI	P	9	1	90	8	2	80
3	ANITA SAID	P	9	1	90	9	1	90
4	ARIL SYAPUTRA	L	8	2	60	8	2	80
5	ASRIL HARIADI PUTRA	L	9	1	90	7	3	70
6	EKA SANTI	P	7	3	70	8	2	80
7	FAISAL	L	8	2	80	7	3	70
8	FAKI AKMAL ILHAM	L	7	3	70	7	3	70
9	HASRULLAH	L	7	3	70	8	2	80
10	JUNAEDI JUFRI	L	7	3	70	7	3	70
11	MUHAMMAD NURSAN	L	9	1	90	8	2	80
12	MUH SYAHRUL SAPUTRA	L	9	1	90	8	2	80
13	MUH ALAM IKSAN	L	8	2	80	7	3	70
14	NURJANNAH	P	7	3	70	8	2	80
15	NUR INRTAN SYARIF	P	9	1	90	7	3	70
16	PUTRI MAYANG SARI	P	10	0	100	10	0	100
17	RISKA FAINA	P	8	2	80	6	4	60
18	RASTI	P	7	3	70	9	1	90
19	REHAN SYAPUTRA	L	9	1	90	7	3	70
20	SYAHRIL	L	7	3	70	9	1	90
21	SUCI ADI	P	8	2	80	9	1	90
22	SITI RAHMAWATI	P	7	3	70	9	1	90
23	SILFA FAJRIANA RISKI	P	8	2	80	7	3	70
24	VIVI ERVINA	P	10	0	70	10	0	100
25	YAHYA	L	7	3	70	7	3	70
Mean					78.4	78.8		

3.1 Appendix Research Control



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
 Telp : 0811 4782101 (Secretary)
 Email : prodiing@umismuh.ac.id
 Web : by.fkip.umismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Reski Febriana
 NIM : 105351116518
 Tanggal Ujian Prososal : *Improving the Students Vocabulary Towards QR Code Based Adjective Game at SMP Negeri 5 Biring Bulu Satap Taring*
 Tanggal Ujian Proposal : 28 Maret 2023
 Tempat/ Lokasi Penelitian : SMP Negeri 5 Biring Bulu Satap Taring

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Paraf Guru/terkait
1.	Jumat 21/04/2023	Observasi	Pisnuandor, S.pd	<i>[Signature]</i>
2.	seasa 25/04/2023	Pengerjaan soal Pre-test	Pisnuandor, S.pd	<i>[Signature]</i>
3.	Kamis 27/04/2023	Penerapan media QR code based adjective game	Pisnuandor, S.pd	<i>[Signature]</i>
4.	seasa 01/05/2023	Penerapan media QR code based adjective game	Pisnuandor, S.pd	<i>[Signature]</i>
5.	seasa 16/05/2023	Mengulang kembali materi yang belum dikuasai siswa	Pisnuandor, S.pd	<i>[Signature]</i>
6.	Kamis 18/05/2023	Pengerjaan soal Post-test	Pisnuandor, S.pd	<i>[Signature]</i>

Gowa, 21 Juni 2023

Mengetahui,

Kepa Program Studi,
FKIP Umismuh Makassar

[Signature]


Dr. Ummi Khaerati Syam, S.Pd., M.Pd
 NBM. 977 809

Pimpinan/Kepala Sekolah

[Signature]

Nuhung, S.Pd
 NIP.196312311994031071

. 3.2 Appendix Research Letter From LP3M



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR**
LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Sultan Alauddin No. 259 Telp.066972 Fax (0411)065500 Makassar 90221 e-mail lp3m@unismuh.ac.id

Nomor : 1392/05/C.4-VIII/V/1444/2023 13 Syawal 1444 H
Lamp : 1 (satu) Rangkap Proposal 03 May 2023 M
Hal : Permohonan Izin Penelitian

Kepada Yth,
Bapak Gubernur Prov. Sul-Sel
Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan
di -
Makassar

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 13438/FKIP/A.4-II/IV/1444/2023 tanggal 14 April 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **RESKI FEBRIANA**
No. Stambuk : **10535 1116518**
Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan : **Pendidikan Bahasa Inggris**
Pekerjaan : **Mahasiswa**
Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"IMPROVING THE STUDENTS VOCABULARY TOWARDS QR CODE BASED ADJECTIVE GAME AT SMP NEGERI 5 BIRING BULU SATAP TARING"

Yang akan dilaksanakan dari tanggal 9 Mei 2023 s/d 9 Juli 2023.

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

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Ketua LP3M,

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

05-23

3.3 Appendix Certificate of Having Conducted Research



PEMERINTAH KABUPATEN GOWA
KORWIL DINAS PENDIDIKAN KECAMATAN BIRINGBULU
SMP NEGERI 5 Biringbulu Satap Taring
Alamat: Pannyawakkang, Desa Taring, Kec. Biringbulu

SURAT KETERANGAN SELESAI PENELITIAN
 Nomor: 48/ DISDIK/SMPN5BB/S-T/V/2023

Yang bertanda tangan dibawah ini :

Nama : Nuhung, S.Pd
 NIP : 19631231199403 1 071
 Pangkat/Gol : Pembina Tk. 1, IV/b
 Jabatan : Kepala Sekolah
 Unit Kerja : SMP Negeri 5 Biringbulu Satap Taring

Dengan ini menerangkan bahwa :

Nama : RESKI FEBRIANA
 Nomor NIM : 105351116518
 Program Studi : Pendidikan Bahasa Inggris
 Universitas : Universitas Muhammadiyah Makassar

Telah melakukan penelitian di SMP Negeri 5 Biring Bulu Satap Taring, dalam rangka penyusunan skripsi dengan judul :

"IMPROVING THE STUDENTS VOCABULARY TOWARDS QR CODE BASED ADJECTIVE GAME AT SMP NEGERI 5 BIRING BULU SATAP TARING"

Adapun waktu penelitian tanggal 21 April 2023 s/d 18 Mei 2023

Demikian surat keterangan selesai penelitian ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Gowa, 18 Mei 2023
 Kepala SMP Negeri 5 Biring Bulu Satap Taring



3.4 Appendix Certificate Turnitin



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN**

Alamat kantor: Jl. Sultan Alauddin No.259 Makassar 90221 Tlp (0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

**UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:**

Nama : Reski Febriana
NIM : 105351116518
Program Studi: Pendidikan Bahasa Inggris
Dengan nilai:

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Makassar, 22 Juni 2023
Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,



*Reski Febriana, M.I.P
NIM. 105351116518*

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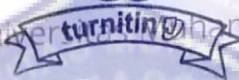
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Appendix

DOCUMENTATION



Picture I Obsevation



Picture II Pre-Test



Picture III Penerapan Media QR Code Based Adjective Game



Picture IV Penerapan Media QR Code Based Adjective Game



Picture V Penerapan Media QR Code Based Adjective Game



Picture VI Pengerjaan Post-Test

Appendix.

CURRICULUM VITAE



Reski Febriana is fourth child of Mr. Ismail and Mrs. Ruki. She has born on September 20, 2000 in Pannyawakkang, south Sulawesi Selatan. She has one brother (Satriwan) and two sister (Risnawati and Ariska). She started her study at SD Negeri Taring in

2006 to 2012. In 2013, she continued her Junior High School at SMP Negeri 1 Kelara then graduated in 2015, in the same year, shge continued her Senior High School at SMA Negeri 6 Jenepontoit in 2018. Finally she continued her study as ordinary students specializing in English Education in Faculty of Teacher Training and Education at Muhammadiyah University of Makassar in 2018.

While studying at Unismuh Makassar, at the was also active in organizing at UKM LKIM-PENA (Lembaga Kreativitas Ilmiah Mahasiswa Penelitian dan Penalaran) and IKRAMPA (Ikatan Remaja Masjid Pannyawakkang). In February 2023 the auther took part in the International level Bussines Plan Compotition at Darussalam Gontor University in Mantingan, Jawa Timur. The author also took part in the National in March 2023 which was held in Labuan Bajo, Manggarai Nusa Tenggara Timur and Alhamdulillah won 2nd place in the favorite Poster Essay competition and won the Bronze Medal. And the last finalis Lomba Essay Tingkat Nasional “LETIN” category Idea Challenge 2023 in Triatma Mulya University of Denpasar Bali.