THE USE OF TIC TAC TOE GAME TO IMPROVE THE STUDENTS'
VOCABULARY

(*A Pre Experimental Study at the Eighth Grade of SMPN 3 Bontonompo*)

A THESIS

Submitted to the Faculty of Teachers Training and Education Makassar
Muhammadiyah University in Partial Fulfillment of the Requirement for the
Degree of Sarjana Pendidikan

<u>**RISNAWATI**</u>
10535 6106 14

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
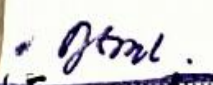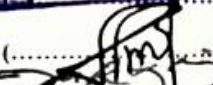**MAKASSAR MUHAMMADIYAH UNIVERSITY**
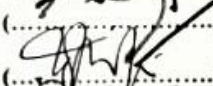**2019**

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

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Skripsi atas nama **RISNAWATI**, NIM **10535 6106 14** diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **0018 Tahun 1440 H/2019 M**, tanggal 22 Jumadil Awal 1440 H/28 Januari 2019 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Jumat tanggal 01 Februari 2019.

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2. Ketua : Erwin Akib, M.Pd., Ph.D. (.....................)

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Disahkan Oleh :
Dekan FKIP Universitas Muhammadiyah Makassar

Erwin Akib, M.Pd., Ph.D.
NBM : 860 934

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Title	:	**Using Tic Tac Toe Game to Improve the Students' Vocabulary** (*Pre-Experimental Study at the Eighth Grade of SMPN 3 Bontonompo Gowa*)
Name	:	**RISNAWATI**
Reg. Number	:	10535 6106 14
Programmer	:	English Education Department Strata 1 (S1)
Faculty	:	Teacher Training and Education
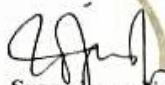
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Approved by

Consultant I   Consultant II
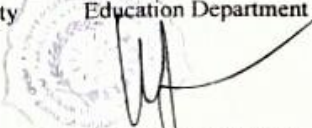
Dr. Syamsiarna Nappu, M.Pd.   **Wildhan Burhanuddin, S.Pd., M.Hum.**

Dean of FKIP   Head of English
Makassar Muhammadiyah University   Education Department

Erwin Akib, M.Pd., Ph.D.   **Ummi Khaerati Syam, S.Pd., M.Pd.**
NBM : 860 934   NBM : 977 807

iii

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Nama   : **Risnawati**

Stambuk   : 10535 6106 14

Jurusan   : Pendidikan Bahasa Inggris

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Nama   **: Risnawati**

Stambuk   : 10535 6106 14

Jurusan   : Pendidikan Bahasa Inggris

Fakultas   : Keguruan dan Ilmu Pendidikan

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MOTTO

☺ You will never know the true answer, before you try

☺ "Intelligence is not the measurement, but
intelligence support all !

☺ Nothing is impossible. Anything can happen as long as
we believe

☺ Don't think to be the best but think to do the best and
do yout best !

This thesis dedicated to my belove parents, my brother
and sister, and my family who always give me motivations,
praying and love.

ABSTRACT

RISNAWATI. 2018. *Using Tic Tac Toe Game to Improve the Students' Vocabulary (A pre experimental study of the eighth grade of SMPN 3 Bontonompo).* Supervised by Syamsiarna Nappu and Wildhan Burhanuddin, Thesis, Makassar: English department, the faculty of teacher training and education, Muhammadiyah University of Makassar.

The aim of this study was to obtain information about whether or not the use of Tic Ta Toe game was effective to improve students' vocabulary. The researcher used experimental method. The data was collected by using written test. In this case, a pre test and post. The pre test was given to the students before giving treatment and the pos test was given to the students after giving treatment. the population of the study was the eighth grade students in academic 2018/2019. Meanwhile, the sample of this study taken by using pusposive sampling which one class consisted of 30 students.

The results showed that the value of the average score in the pretest was 34.5 and the average score of the post test was 80.5. It can be concluded that student vocabulary had increased after being given treatment using tic tac toe games. This was also evidenced by the results of the t-value based on the results of the t-test. t-test value (5.51) was greater than t-table value (2,045). it means that Null Hypothesis (H0) was rejected while the alternative hypothesis (H1) was accepted. In other words, the use of the Tic Tac Toe game was effective for improving the student vocabulary.

Keywords: Tic Tac Toe game, Vocabulary Mastery

ABSTRAK

RISNAWATI (Nim: 10535610614) 2018. Menggunakan permainan Tic Tac Toe untuk meningkatkan kosa kata siswa (Studi pre-eksperimental kelas delapan SMPN 3 Bontonompo). Dibimbing oleh Syamsiarna Nappu dan Wildhan Burhanuddin, Tesis, Makassar: Jurusan bahasa Inggris, fakultas keguruan dan ilmu pendidikan, Universitas Muhammadiyah Makassar.

Tujuan dari penelitian ini adalah untuk memperoleh informasi tentang apakah penggunaan permainan Tic Ta Toe efektif untuk meningkatkan kosa kata siswa atau tidak. Peneliti menggunakan metode eksperimen. Data dikumpulkan dengan menggunakan tes tertulis. Dalam hal ini, pra test dan post tes. Pra tes diberikan kepada siswa sebelum memberikan perlakuan dan pos tes diberikan kepada siswa setelah memberikan perlakuan. Populasi penelitian ini adalah siswa kelas delapan di tahun akademik 2018/2019. Sementara itu, sampel penelitian ini diambil dengan menggunakan pusposive sampling dimana satu kelas terdiri dari 30 siswa.

Hasil penelitian ini menunjukkan bahwa nilai skor rata-rata dalam pre test adalah 34,5 dan skor rata-rata post test adalah 80,5. Dapat disimpulkan bahwa kosakata siswa meningkat setelah diberikan perawatan menggunakan game tic tac toe. Ini juga dibuktikan dengan hasil nilai-t berdasarkan hasil uji-t. nilai t-test (5,51) lebih besar dari nilai t-tabel (2,045). Ini berarti bahwa Null Hipotesis (H0) ditolak sementara hipotesis alternatif (H1) diterima. Dengan kata lain, penggunaan game Tic Tac Toe efektif untuk meningkatkan kosa kata siswa.

Kata kunci: permainan Tic Tac Toe, Penguasaan kosa kata

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

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The researcher realizes that many hands had given their helps and useful suggestion for the completion of this thesis. Without the assistance of these people, this thesis would never have existed. Therefore, the researcher would like to express his appreciation and sincere thanks to all of them particularly:

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CHAPTER I

INTRODUCTION

A. The Background of the Study

A study of language includes the four skills namely listening, speaking, reading, and writing. Those skills will be difficult to achieve if vocabulary can not be mastered because vocabulary is one of the basic elements in achieving language skills. Vocabulary is an essential component learned in language learning. In relation to this, the linguist David Wilkins in Thornbury (2002: 13) stated that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. The most important point of the statement above was that mastering vocabulary for students was the main component in order to learn a language successfuly.

In the other word, vocabulary as one of the language components and as a supporting elements to the mastery of the four skills is very important in learning language. The statement above reveals that the importance of vocabulary affects the students' mastery of the fourth language skills. Moreover, vocabulary is one of linguistic features, which influences the communicative competence.

In learning English, one of the factors that can cause the problem to the students was the poor mastery of vocabulary knowledge. It was cause students was not interested in learning vocabulary other than Many English teachers at school teach English lessons without regard to the vocabulary it self. Another fact, teachers

continue to teach and learn as a monotonous process. The teacher spoke formally in front of the class, gives several explanations, read some information from the book, showed material and asked students to translate some texts. That causes students to feel bored. Students did not participate in classroom activities and did not have wide opportunities to mention what they have learned.

This influences the students' vocabulary. The students do not understand what the teacher was saying when they speak English and they have difficulty remembering the new vocabulary that they have learned. This could be seen based on the pre-observation that was done in VIII.3 class of SMPN 3 Bontonompo which were the learning outcomes and competency standards achieved by students in each material. Many students fail to answer questions because their vocabulary achievements were very weak, their mean score was 5.0 while the score that must be achieved for them was 7.5. Therefore students need a new things in learning English.

Game is one of the effective ways to improve students' vocabulary achievement. By using game, the students will easily understand the lesson and reduce boredom. It also helps the students to understand the lesson faster and easier. One of the interesting games is Tic Tac Toe game.Tic-Tac-Toe game is one of creative technique to attract the students' interest in learning activity.

There are several previous studies that use the same games. They were Chalim (2010), Abrar (2010), Hidayati (2015), Agustia (2010), Jabbar(2015), Unfortunately previous researchers only focused on speaking, simple present tense and past perfect tense. Therefore, the researcher is highly motivated in investigating conduct a

research on "Using Tic-Tac-Toe Game to improve the students' vocabulary" in the Eighth Grade of SMPN 3 Bontonompo.

B. The Problem of the Study

In line with the background of the study, the problem of the study is "Is the use of Tic Tac Toe game effective to improve students' vocabulary in terms of Noun, Verb, Adjective ? "

C. The Objective of The Study

In relation to the problem, the objective of the study is to find out " Whether or not the use of Tic Ta Toe is effective to improve students' vocabulary in terms of Noun, Verb, Adjective ".

D. The Significance of The Study

The significance of this research is classified into theoretically and Practically. Theoretically, the findings are useful to enlarge horizon in the teaching learning process. In addition, the findings can be references for further study.PracticallyThe finding of the research hopefully used for the students' will improve their vocabulary every day whatever they want it, so that they were be easy to speak English or understand about English words. The writer also hopes that this research will be usefull for school, student, and English teacher particularly of the students' in SMPN 3 BONTONOMPO.

E. The Scope of The Study

To limit this study the writer only focused on the application of Tic-Tac-Toe game in improving students' vocabulary in term of verb, noun and adjective.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Some Previous Related Research Findings

There were some previous studies that used the same games. They were Ariskawati (2014), Chalim (2010), Hanormand (2015). The first study was conducted by Ariskawati (2014) entitled *The Use of Tic Tac Toe Game to Improve Students' Countable and Uncountable Noun*. The researcher employed classroom action research at the at VII B Grade of MTs.MiftahulUlum in the 2013/2014 academic year". The result of her research indicated that using Tic Tac Toe Game can improve the students' Countable and Uncountable Noun.

The second study was by Chalim who used *Tic Tac Toe game to improve students' understanding on simple past tense.* Using CAR, the researcher studied the eighth grade students of MTs Nahjatus Sholihin Kragan Rembang in the academic year of 2010/2011. The result of this research show that students' understanding on simple past tense improved in each cycle after they were taught using Tic Tac Toe game.

The third study was conducted by Hanormand (2015) entitled *The Effect of Game Tic Tac Toe and Flash Cards on Zero Beginners' Vocabulary Learning*. The researcher employed experimental research on EFL zero beginners vocabulary learning. The result of his research indicated that the contribution of

Tic Tac Toe and vocabulary flash cards in teaching vocabulary to students develop level of vocabulary learning.

The fourth is Jabbar (2015), University Of Muhammadiyah Jember Faculty Of Teacher Training And Education English Education Program, he wrote a thesis entitled *"Improving The Tenth Grade Students' Speaking Ability By Using Tic Tac Toe Game At SMA Muhammadiyah 3 Jember In 2014-2015 Cademic Year.* The results of her study reveal that using Tic Tac Toe Game can improve the students' speaking ability.

The fifth was Hidayati (2015) a student of English Department. She wrote a thesis *entitled "The Use Of Tic Tac Toe Game In Teaching Speaking Skill at the second grade of MAN 1 Praya''*. The results of her study reveal that the use of tic tac toe game has effect in teaching speaking skill at the seond grade of MAN 1 Praya in Academic Year 2014- 2015.

Based on the previous findings above, there were some differences and similarities with researchers.The five researchers above have in common, using the same games as a technique in teaching English. Even so, this research still has differences. The first researcher used the tic tac toe game in increasing Students' Countable and Uncountable Noun.

The second researcher used Tic Tac Toe game to improve students' understanding of simple past tense. The third researcher used Tic Tac Toe game and flash cards vocabulary in teaching vocabulary. While the fourth and fifth researchers used Tic Tac Toe games as a technique in developing student

speaking. Although it has similarities with current researchersusing the same game, researchers focused on using tic tac toe game to improve students' vocabulary especially on noun, verb and adjective.

B. Some Pertinent Idea

1. Vocabulary

a. Definition of Vocabulary

Vocabulary can be defined as " words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (Neuman& Dwyer 2009: 385). Hornby (1995: 985) defines vocabulary as "the total number of words in a language; vocabulary is a list of words with their meanings". While Ur in Febriansyah (2015:9) states: "Vocabulary can be defined, roughly, as the words we teach in the foreign language.

Burns (2010: 295) says that vocabulary means the stock of words used by a person, class or profession. However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea. A useful convention is to cover all such cases by talking about vocabulary "items"rather than "words."In addition,

In Oxford Learner's Pocket dictionary, vocabulary is list of words with their meanings, especially in a book for learning a foreign language. Vocabulary is central to language and critical importance to typical language

learner (Fauziati; 2005: 155). Diamond and Gutlohn (2006) in www.readingrockets.org/article state that vocabulary is the knowledge of words and word meanings."

From the definitions above, it can be concluded that vocabulary islist of words or the total number of words that are needed to communicate ideas and express the speakers' meaning. That is the reason why it is important to learn vocabulary.

b. Difficulties in Vocabulary

The first step in successful teaching vocabulary are to identify the difficulties that faced by the students. Thornbury (2004: 27) proposes some factors that make some words difficult as follows:

1. Pronunciation

   Research shows that words that are difficult to pronounce are more difficult to learn,

2. Spelling

   Sound-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and contribute to a word's difficulty. While most English spelling is fairly law-abiding, there are also some glaring irregularities. Words that contain silent letters are particularly problematic: foreign, listen, headache, climbing, bored, honest, cupboard,etc.

3. Grammar

Also problematic is the grammar associated with the word. Remembering whether a verb like enjoy, love and hope is followed by an infinitive (to swim) or an –ing form (swimming) can add to uts difficulty.

4. Meaning

When two words overlap in meaning, learners are likely to confuse them.

c. Kinds of Vocabulary

Some experts divide vocabulary into two types: active and passive vocabulary. Harmer (1991: 159) distinguishes between these two types of vocabulary. The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. Meanwhile, the second one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce.Haycraft, quoted by Hatch and Brown (1995), indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

1).Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing .

2). **Productive Vocabulary**

Productive vocabulary is the words that the learners understand and canpronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.

d. **Aspect of Vocabulary**

There are three aspects of teach vocabulary these are:

1) Meaning

   The teacher should try to get the meaning to the class without using translation this is not preferable on the ground that translation may or not provide the meaning of the word accurately and precisely it is advocated as it enables the class go to without grapsing the meaning of a word that they learned to pronounce rather than to depend upon the translation.

2) Spelling

   The student should know how to spell the word and how this differ from similar pronounced word.

3) Pronouncing

   Pronouncing the word enables the students to remember it longer and identify it more readily when they hear or see it.

4) Word Classes

Word class is an important feature in semantic feature analysis. The classification of the words of language in this way is dependent on their function in communication. According to Hatch (1995: 218), the word classes can be classified into several classes are as follows:

a) Nouns

Nouns are words that refer to a person, place, or thing. Some nouns are very similiar to verbs in meaning, events such as swimming, dancing, and praying, which bring verb qualities to nouns. Some nouns are also very like adjectives in meaning. Colors and numbers illustrate this well.

b) Verbs

Verbs are words that denote action. Verb has two classes. First, lexical verb (can be told ―dictionary verb‖) is having meaning such as run, jump, sit and stand. Second, auxiliary verb (can be told ―helping verbs‖) which generally used for the purpose of grammatical than for meaning such as can, may, might, and will.

c) Adjectives

Adjectives are used to highlight qualities or at tributes. Certain adjectives are typically used to describe particular nouns. For example, light, dark, bright, And dull are used with color names.

d) Adverbs

Adverb is a word that changes or qualifies the meaning of a verb, adjective, other adverb, clause, sentence or any other word or phrase, except that it does not include the adjectives and determines that directly modify nouns. However, intensity can be expanded into a scale such as slowly to quickly for manner adverbs; yesterday to tomorrow for time adverbs; here to there for place or locative adverbs; and always to never for frequency adverbs. e.Word Use Word use is how a word, phrase, or concept is used in a languge. Word use may also involve grammar and thus be the subject of profound analysis (Mardianawati, 2012: 11).

e. **The Importance of Vocabulary**

In every language vocabulary is very importance to convey the idea express desire and feelings, and to communicate with other. Vocabulary is one of the components which support the speaker in communication, whenever we want to communicate with other people using a language.

Lewis (1993: 3) views the importance of vocabulary as being a basic for daily communication. He indicates that if language learners do not recognize the meanings of the key words used by other language learners, they will be unable to participate in the conversation.

Besides that, Tarigan (1984: 82) points out the importance of vocabulary in language learning, he states that language skill mostly depends on the mastery of vocabulary. Therefore, the more vocabulary

that people got there will be the bigger possibility that people can use the language skillfully.

In short, by a rich vocabulary it gives the right words to be used at the right time by the learners, and also enables them to express their real thoughts, ideas and feelings.

f. Teaching Vocabulary

Teaching is the most important thing in learning process. Through teaching a teacher can help the students to understand about the lesson given. The word ― teaching‖ according to Brown is ― showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge causing to know or understand‖ (Brown, 2001:7).

Vocabulary is the basic thing that should be mastered by the learners. By mastering vocabularies the learners will be easy to understand the language. If the learners do not know the meaning of words, they will have difficulties in understanding what they see, read and learn. According to Napa (1991: 6) vocabulary is very important in making up language. It is one of the basic elements and that is why no language exists without words.

According to Twaddel (1980 : 135) teaching vocabulary is very important task in teaching English. It is one of the least efficient ways of developing learners vocabulary knowledge.

1. **Vocabulary Teaching Strategies**

According to the study of Hatch and Brown, learners strategies for learning vocabulary fall into five essential steps:

1. having sources for encountering new words;

2. getting the forms of the new words;

3. learning the meanings of the words;

4.making a strong memory of the words;

5.using the words based on the vocabulary acquisition theory,

while teaching vocabulary, teachers should take into account the three important aspects of vocabulary learning—word form, word meaning and word use. In other words, vocabulary teaching should cover both the central features of lexical items and their relations with other words.

2. **Technique for Teaching Vocabulary**

Teaching vocabulary is really essential in language learning. The teacher should be able to use appropriate way for teaching vocabulary so that the students can learn vocabulary effectively. According to Harmer as cited in Susanto (2017: 19-20) there are some technique for teaching vocabulary as follows:

a. Using Realia

Realia means the use of real object that can be seen by the students. The teacher gives such a real thing in the classroom, so the word can be easily explained.

b. Showing The Pictures

Pictures are indispensable media for the language teaching since they can be used in so many ways. They can be a wall pictures, blackboard, drawing, charts, flash cards, table or statistic and the other non technical visual representation.

c. Mime, Action and Gesture

Frequently, it is difficulty or even possible to explain the meaning of words using the reality or picture. In this matter, teacher can choose mime action or gesture.

d. Enumeration

When the teacher find difficulty in explaining word she/ he can enumerates a word. e.Word Association In teaching new vocabulary, a teacher mentions the things connected to the words.

e. Explanation or Definition

In this technique, teacher gives example or definition of a word.

f. Translation

When there is no other ways to explain a word, teacher sometimes has to translate that word into the student's language.

g. Game

Game is technique, which helps and encourages many learners to sustain their interest and work. Games also help the teacher to know which the language is useful and meaningful.

It can conclude from the explanation above that to teach English vocabulary it needs suitable a technique. The teacher must choose the techniques, which make the students easy to understand the material and enjoy in their study. One of the techniques, which can make the students easy to understand the material and enjoy their study, is though game.

2. Game

a. Definition of Game

According to Haldfield (2014) game is an activity with rules, a goal and an element of fun. Games should be regarded as an integral part of the language syllabus, not as an amusing activity for Friday afternoon or for the end of the term.

Nicolson and William as cited in Susanto (2013) state that games is a form of teaching which may be used in circumstances where ordinary approaches are not well tolerated; when attention is hard to get and harder to keep.

From definition above it can be conclude that games are interesting, motivating, challenging for young learners. Through games the students can learn how to interact with their friends.

b. Tic Tac Toe Game

1. The Definition of Tic Tac Toe Game

Tic-Tac-Toe is an ancient game whose first traces date back as early as 1300 BC in Egypt. Also known as "Noughts and Crosses", it is a classic match between two players, who alternate inmarking spaces in a 3x3 grid, trying to put

three of their own marks ("X" or "O") in a horizonta l, vertical or diagonal row (Hochmuth in Akbar, 2016: 21).

According to Merriam Webstern tic tac toe is a game in which two players alternately put Xs and Os in compartments of a figure formed by two vertical lines crossing two horizontal lines and each tries to get a row of three Xs or three Os before the opponent does.

In addition, Crowley in Akbar (2016: 21) states that tic-tac-toe is a simple children's game in which two players take turns drawing tokens (X's or O's) on a 3 x 3 grid. Winning involves a player placing three tokens in a row, column, or diagonal. It is a kind of board game with noughts and crosses that needs a Tic Tac Toe paper and Tic Tac Toe grid that consist of nine, sixteen even twenty boxes of frames.

From the explanations above, it can be concluded that tic tac toe is a game that is played using a board or paper by drawing 9 or 12 squares by two players who take turns marking space in a 3x3 grid, trying to place three of their own marks ("X" or "O") in a horizonta, vertical or diagonal row.

2. **Tic Tac Toe Game Characteristic**

According to Agustia&Amri (2013: 23), the characteristic of Tic Tac Toe game is played by two players, where one player represents nought (o) and the another player represent cross (x). The player makes nine grids on the paper or the other place in which the player want. This is a game in which two players alternately crosses and circles in one of the compartments of a square grid of

nine spaces; the object is to get a row of three crosses or three circles before the opponent does.

3. **The Procedure of Tic Tac Toe Game**

The procedure of tic tac toe game are as follow:

a. One players as X and other one as O

b. X alwas goes first

c. Players alternate placing Xs and Os on the board until has three in a row, horizontal vertical, or all nine squares are filled.

d. The winner is the player that succeeds to draw three Xs or Os in a row by answering question in various categories.

Table 2.1: Tic Tac Toe Grid

X	O	X
X	X	X
X	O	O

4. **Advantages of Using Game**

a. Games Motivate Learners

Harmer (1993: 3) asserts that: "Motivation is some kind of internal drive that encourages somebody to pursue a course of action….The motivation students bring to class is the biggest factor affecting their success. "Finding an

effective way to motivate learners is always the interest of teachers, researchers and linguists.

b. Games Promote Learners' Interaction

As Jacobs & Liu express, many games can be played in pairs or in small groups, there by providing a venue for students to develop their skills in working with others such as the skill of disagreeing politely and the skill of asking for help.

c. Games to Increase Learners' Achievement

Riedel (2008) emphasizes the advantage of games in improving learners' achievement, "We are teaching a new generation of students, which requires unconventional teaching strategies be put into practice in the classroom.

5. **Teaching vocabularies using Tic Tac Toe Game**

In this research, the writer teaches the student about vocabulary by using Tic Tc Toe game. The students play the game in groups. The game has certain procedures to follow:

a. The researcher divided the students into two equal teams and calls them "A" and the other "B". Then team A give an X and team B give an O.

b. The researcher draw a Tic-Tac box on the board.

c. The researcher gives a letter to each box that has been drawn.

d. The teacher prepares questions about vocabulary class words, meanings, English words from initials of the ninth or twelfth word suffix that is on the grid.

e. The researcher asked each of group to mention the words and their meanings and word class to the initials in the Tic Tac grid. If the answer is correct, the group can give a sign in the room.

As an example:

Teacher: mention 2 words that has the initial "C" in the descriptive text and also the word class of the word.

Team O: Cat =kucing (Noun), Cute = manis (Adjective)

f. The first team to mark three boxes in a straight line, vertically, horizontally or diagonally wins the game.

C. Conceptual Framework

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

```
┌─────────────────────────────┐
│           INPUT             │
│     Vocabulary Materials    │
└─────────────────────────────┘
              ↓
┌─────────────────────────────┐
│           Proses            │
│       Tic Tac Toe Game      │
└─────────────────────────────┘
              ↓
┌─────────────────────────────┐
│           OUTPUT            │
│  Improve Students' Vocabulary │
└─────────────────────────────┘
       ↓        ↓        ↓
   ┌───────┐ ┌──────┐ ┌───────────┐
   │ NOUN  │ │ VERB │ │ ADJECTIVE │
   └───────┘ └──────┘ └───────────┘
```
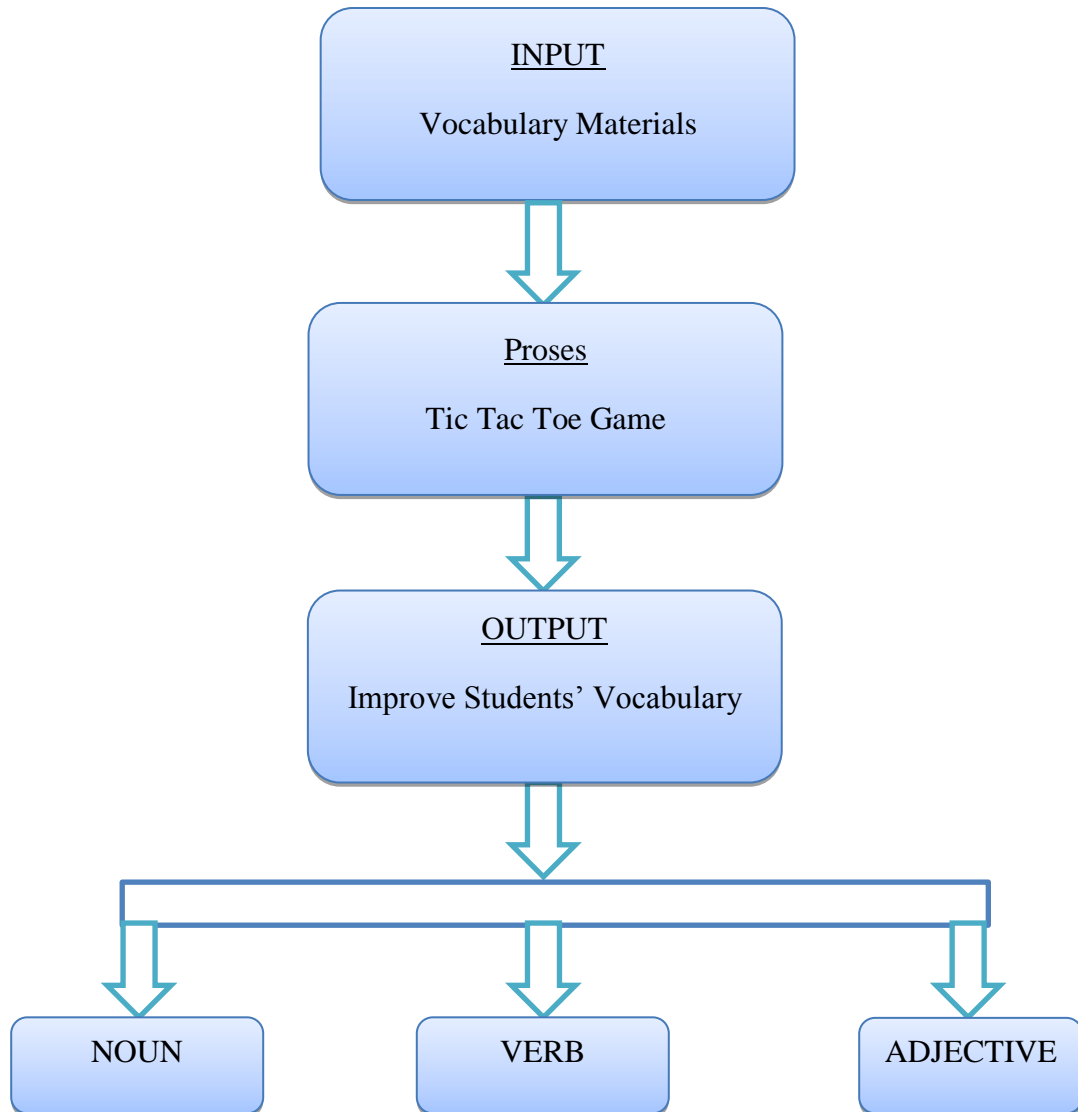
Figure 2.1 Conceptual Framework

The three variables of conceptual framework above were including input, process, and output. First, the input refers to the game that used in experimental class which consists of vocabulary materials. Second, the process refered to the Tic Tac Toe games. The last was the output refers to improve students' vocabulary. These were especially vocabulary in term of verb, noun and adjective.

D. Hypothesis

The hypothesis was the assumption that possibly true or possibly also wrong. The hypothesis was the provisional answer to the problems of the research that theoretically considered possibly or highest the level of his truth. In this research, the hyphothesis can be stated as follows:

- Null hyphothesis (H_0): The use of Tic Tac Toe game did not improve students' vocabulary at the eighth of SMPN 3 Bontonompo.

- Alternative hyphothesis (H_1): The use of Tic Tac Toe game improves students' vocabulary at the eighth SMPN 3 Bontonompo.

CHAPTER III

RESEARCH METHOD

A. Research Design

Research is a process of steps for collect an analyze information to increase our understanding of a topic or issue. In the design of this study the researcher use pre-experimental with pre-test and post-test design, it consist of a single class. The one group pre-test and post-test is represent in the following diagram:

Table: 3.1

T1	X	T2

Notion:

T1   = Pre-test

X   = Treatment

T2   = Post-test

(Sanjaya, 2013: 103)

B. Research Variables

1. Variable

A variable is everything that will become that object of research or the the influencing factors that will study.

a) Independent Variable

Variable that explains other variables are called independent variables; it is the variable that is antecedent to the dependent variable. It is also called explanatory, predictor or manipulated variable. Independent variable in this research isthe use of Tic-Tac-Toe Game.

b). Dependent Variable

Dependent variable is a variable which depends upon or is a consequence of the other variable. It is the variable explained by other variables. The "dependent variable" is also sometimes called the "outcome response, criterion or explained variable". Dependent Variable in this researche was improving students' vocabulary achievement.

2. Indicators

The indicators of this research was the improvement of students vocabulary (verb, noun and adjective)

C. Population and Sample

1. Population

The population of this study was the students 8th grade students of SMPN 3 Bontonompo, register 2018/2019 academic years that consist of four classes: 1, 2, 3, 4 which consists of 120 students.

2. Sample

In this research, methods of taking sample was purposive sampling technique. The researcher take one class of the eighth grade namely VIII 4 which consists of 30 students. The researcher was choose the sample by

looking the characteristics of the class which the students still need to improve their vocabulary.

D. Research Istrument

The instrument of the research which was a test has a purpose to figure out the students' vocabulary score. The test was given through pre-test and post-test. The test was the vocabulary test which consists of two parts, the first part was multiple choice and the second part was fill in the blank that have been provided, both pre-test and post-test.

E. Procedure for Collecting Data

In collecting data, the researcher follows the procedure as follows:

1. Pre-test

   Before giving treatment, the researcher gave a pre-test for each students in the experimental class. The pre-test intend to know the students' vocabulary before giving a treatment. In this case, the students gave some questions. This test spend 80 (2 x 40) minutes. The test was the vocabulary test which divided into two part. The first part was multiple choice and the second part was to fill in the blank

2. Treatment

   After the pre-test, the researcher teach the students for six meetings. Teaching and learning about the objective of the material and teacher give the information about the procedure of using Tic-Tac-Toe Games.

3. Post-test

Post-test give to the class after the last treatment. The procedure of post-test was the same with the pre-test. The researcher give the post-test to the students. The test was similar to the pre-test. Post-test functions to know the student's knowledge and ability in vocabulary mastery after teaching vocabulary using Tic-Tac-Toe Games. The first part was multiple choice the second part was to fill in the blank .

F. Technique of Analysis Data

The steps to collect data was undertake by quantitative analysis as follow:

1. Scoring the student's correct answer of pre-test and posr-test.

$$Students' \ Score = \frac{The \ number \ of \ students'S \ correct \ answer}{The \ total \ score} \times 100$$

2. Classifying the students' scores using the following scale:

Table 3.2: Score clasification

Score 91 – 100	Very Good
Score 76 – 90	Good
Score 61 – 75	Fairly
Score 51 – 60	Poor
Score less than 50	Very Poor

(Depdikbud)

3. Computing the frequency and the rule percentage of the students' score.

$$P = \frac{F}{N} X100$$

Where:

P = Percentage

F = Frequency

N = The total number of students

(Gay, 2012: 321)

4. Calculating the collection data from the students in answering the test, the researcher use formula to get the mean score of the students as follows:

$$X = \frac{\Sigma X}{N}$$

Where:

X = Mean score

= The sum of all score

N = The total number of samples

(Gay, 2012: 338)

5. Find out the standard deviation of the students' vocabulary mastery

$$SD = \sqrt{\Sigma x 2 - \left(\frac{\Sigma X}{N}\right)2}$$

N-1

Where :

SD: The total square of the students' score

$\sum\times$: The total of the students

N : The number of students

<div align="right">(Gay 2012:338)</div>

6. To find the students improvement the formula as follows:

$$\% = \frac{x2-x1}{x1} \text{ x } 100$$

Where:

%: The students' improving

X_1: The mean score of the pre-test

X_2: The mean score of the post-test

<div align="right">(Gay,2012: 346)</div>

7. Finding out the significant difference between the score of the pre-test and post-test by using the formula:

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

Where:

D	: Mean score
$\sum D$	: The sum of all the scores
N	: The total number of students
T	: Test of significance

<div align="right">(Gay,2012:351)</div>

8. The criteria for the hypothesis testing was as follows:

Table 3.3: Hypothesis Testing

Comparison	Hypothesis	
	H_0	H_1
t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

(Gay, 2012)

Table 3.3 means that the t-test value was smaller than t-table value, the null hypothesis was accepted while the alternative hypothesis was rejected and the t-test value was greater than t-table value, the null hypothesis was rejected while the alternative hypothesis was accepted.

CHAPTER IV

FINDING AND DISCUSSION

This chapter particularly covered the finding and discussion. The finding of the research consist of the description of the result of the data collected through noun, verb, adjevtive (pre test and post test). Then the discussion described further explanation of the finding given.

A. Findings

1. The Students' Vocabulary In Terms of Noun, Verb and Adjective

The researcher find that there was a significant improvement in learning process of the eighth grade of SMPN 3 Bontonompo. The class of Tic Tac Toe game to improving the students vocabulary which was conducted in the pre tes, treatment and post test during 8 meetings. The improvement of vocabulary mastery viewed from noun, verb and adjective can be seen in the table of 4.1

Table 4.1: Frequency and Rate Percentage of the Students' Vocabulary   In Pre-Test

NO	Score	Classification	Noun		Verb		Adjective	
			F	P	F	P	F	P
1	91-100	Very good	0	0.0%	0	0.0%	0	0.0%
2	76-90	Good	2	6.7%	0	0.0%	1	3.3%
3	61-75	Fairly	2	6.7%	0	0.0%	2	6.7%
4	51-60	Poor	4	13.3%	6	20.0%	0	0.0%
5	Score less than 50	Very poor	22	73.3%	24	80.0%	27	90.0%
Total			30	100.0%	30	100.0%	30	100.0%

Table 4.1 showed that the frequency and percentage of students' vocabulary levels in the pre-test of 30 students was very low. Student vocabulary scores, in term of noun, none student got very good (0.00%), 2 student (6.7%) got good, 2 student (6.7%) got fairly, 4 students (13.3%) poor, 22 students (73.3%) got poor. In term of verb, there was none student got very good (0.00%), got good, and fairly, 6 students (20%) got poor, 24 students (80%) got poor. In term of adjective none of the student (0.0%) got very good and poor, 1 student (3.3%) got good, 2 students (6.7%) got fairly and 27 students (90%) got very poor.

Table 4.2: Frequency and Rate Percentage of the Students' Vocabulary in Post-Test

No	Score	Classification	Noun		Verb		Adjective	
			F	P	F	P	F	P
1	91-100	Very good	9	30.0%	2	6.7%	13	43.3%
2	76-90	Good	6	20.0%	12	40.0%	11	36.7%
3	61-75	Fairly	15	50.0%	10	33.3%	0	0.0%
4	51-60	Poor	0	0.0%	5	16.7%	6	20.0%
5	Score less than 50	Very poor	0	0.0%	1	3.3%	0	0.0%
Total			30	100.0%	30	100.0 %	30	100.0%

Table 4.2 showed that the frequency and percentage of students' vocabulary levels in the pre-test of 30 students was very low. The student vocabulary scores, in term of noun, none student got very poor and poor. 9 students got very good 6 student got good, 15 student got fairly. In term of verb, there was none student got very poor I students got poor, 10 student got fairly, 12 students got good, 2 students got very good. In term of adjective none of the student got very poor and fairly, 6 student got poor, 11 students got good and 13 students got very good.

To know the percentage of the students' improvement in vocabulary, it could be seen in The Figure 4.1 :
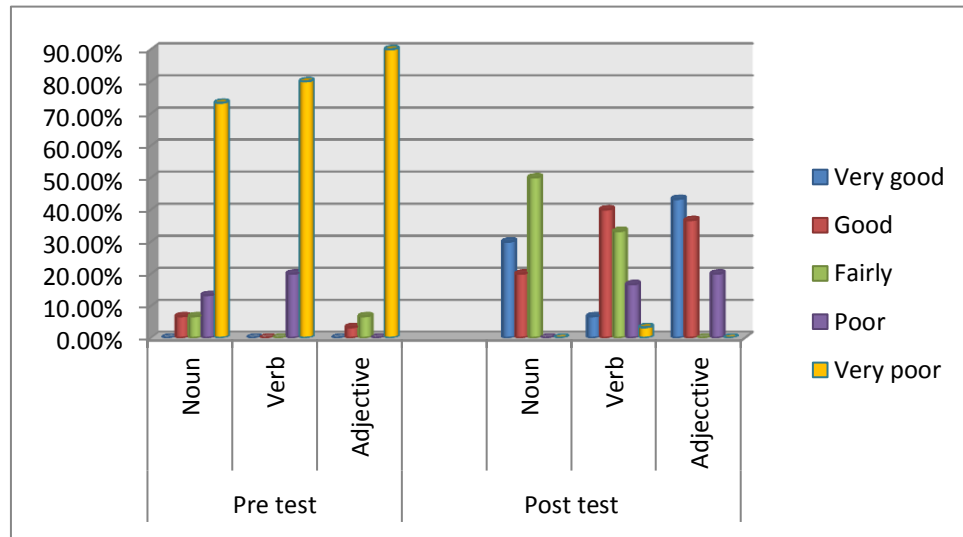
The Figure 4.1: Percentage of the Students' Vocabulary

Figure 4.1 showed that the percentage of students' vocabulary in post-test was higher than pre-test. In term of noun there were, none of the students 0.00% classified into very good,6.7 % classified into *good*, 6,7% classified in to *fairly* ,13.3 % classified into *poor* and 73.3% classified into *very poor score*. In term of verb there were, none of the students 0.00% classified into *very good*, good and fairly, 20.0% classified into *poor* score, 80.0% classified in to *very poor* score. In term of adjective there were, none of the students 0.00% classified into very good, 3.3% classified into *good*, 6.7% classified in to *fairly* ,0.0% classified into *poor* and 90% classified into *very poor score*.

After having treatment, the percentage of the student vocabulary was improved. In term of noun there were, 30.0% of the students classified into very good, 20.0 % classified into *good*, 50.0% classified in to *fairly* ,and none of the

studet classified into *poo*r and *very poor score*. In term of verb there were 6.7% of the students classified into *very good*, 40.0% classified into *good*, 33.3% classified into *fairly*, 16.7% classified into *poor* score, 3.3% classified in to *very poor* score. In term of adjective there were, 43.3% of the students classified into very good, 36.7% classified into *good*, 0.0% classified in to *fairly* ,20.0% classified into *poo*r score and none of the students classified into *very poor score*.

The Mean Score and Standard Deviation

Table 4.3 showed the distribution of mean score and standard deviation in pre-test and post-test.

Table 4.3:The Mean Score and Standard Deviation of the Students' Pre-Test and Post-Test

Components	Pre-test		Post-test	
	Mean Score	**Standard Deviation**	**Mean Score**	**Standard Deviation**
Noun	38.1	7.6	83.75	15.54
Verb	26.7	4.9	75.71	14.05
Adjective	36.1	6.69	8467	15.71

The result of data analysis from pre-test and post-test of the students' vocabulary in the Table 4.3, The mean score of noun in pre-test was 38.1 (categorized as very poor), and the standard deviation was 7.6, and the mean score of post-test was 83.75 (categorized as good) with the standard deviation were 15.54. The mean score of verb in pre test was 26.7 and the standard deviation was 7.6 and the mean score of

post-test was 83.75 (categorized as good) with the standard deviation were 15.54 and the mean score of adjective in pre-test was 36.1 (categorized as very poor), and the standard deviation was 6.69, and the mean score of post-test was 84.67 (categorized as good) with the standard deviation were 15.71. In conclusion from the discussed table above, the students' achieve higher score after giving the treatment.

The Improvement of Students' Vocabulary in Pre-Test and Post-Test

The Table 4.4 showed the improvement in pre-test and post-test:

Table 4.4: The Improvement of the Students' Vocabulary in Pre-Test and Post-Test

Component	Pre-test	Post-test	Improvement (%)
Noun	38.1	83.75	45.65
Verb	26.7	75.71	49.01
Adjective	36.1	84.67	48.57

Table 4.4 showed that noun in the pre-test was 38.1 and post-test was 83.75. Verb in the pre test was 26.7 in the post test was 75.71 and adjective was 36.1 in the post test was 84.57. The score of post-test>pre-test. It indicates that the students' vocabulary improved significantly through Tic Tac Toe game. To see clearly the improvement of the students' vocabulary, look at the figure 4.2:
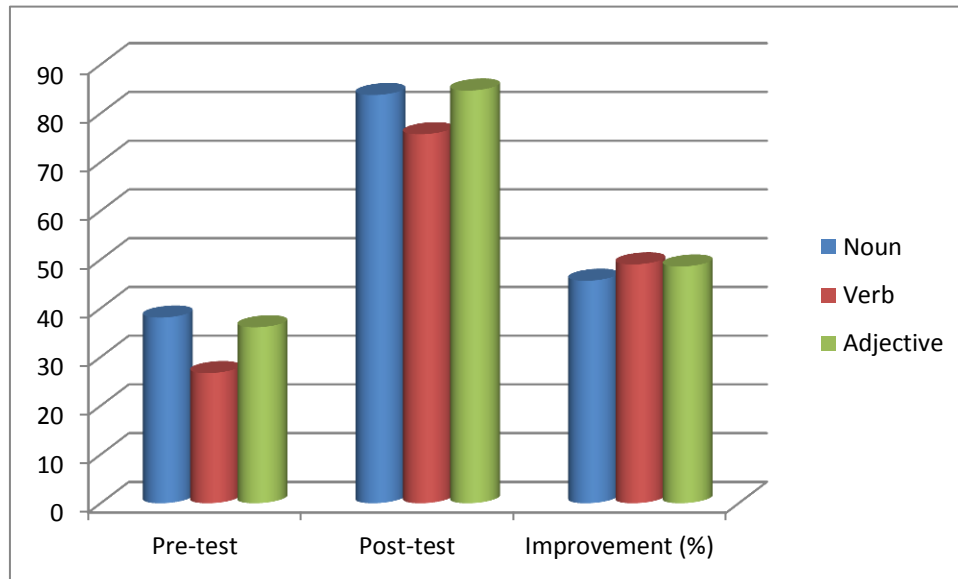
Figure 4.2: The Improvement of the Students' Vocabulary

Figure 4.2 showed that the improve of students' vocabulary in post-test was higher than pre-test. The score of noun was improve on 45.65%. the score of verb was improve 49.1% and the score of adjective was improve 48.57%.

Hypothesis Testing

In order to see whether or no there was a significant difference between the result of the pre-test and post-test of the students, the T-test was to be applied. The test variables (pre-test and post-test) are statistically different on alpha level (@) = 0.05, at the degree of freedom (df) N-1= 29. To see the difference, look at the figure 4.3.
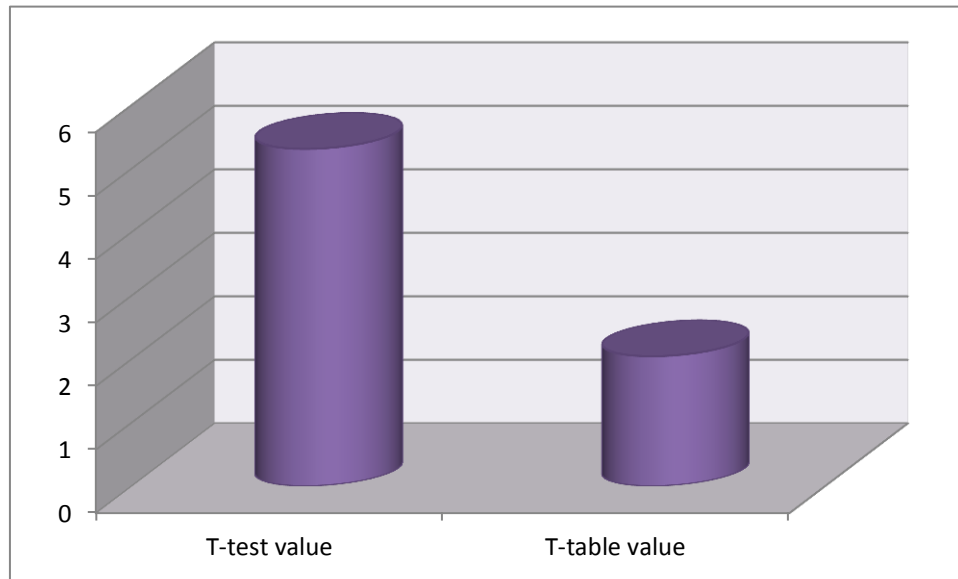
Figure 4.3: Hypothesis Testing

Figure 4.3 indicates that the value of the t-test (5,51) is greater than the value of the T-table (2.045). It means that there was significant difference between the result of the pre-test and post-test of the students.

Based on the result above it can be concluded that the Null Hypothesis (H_0) was rejected whereas the alternative hypothesis (H_1) was accepted. In other words, the use of Tic Tac Toe game was effective to improve the students' vocabulary.

B. Discussion

The description of the data collected as explained in the finding section showed that the vocabulary of students were more improved after being given treatment. In this section, the discussion relating to the interpretation of findings came from the result of student vocabulary findings in terms of understanding students in distinguishing between noun, verb, and adjective.

1. Student Vocabulary Achievements in Nouns, Verbs and Adjective

Student vocabulary was supported by students' average scores in the pre-test and post-test, where students' post-test scores were higher than students' pre-tests. Before applying the Tic Tac Toe game in the vocabulary learning process students could not answer the vocabulary test. But after applying the game students could answer the vocabulary test.

Improving student vocabulary in Provisions of verbs, nouns and adjectives can be seen between Pre-test and Post-test. The results of students were very different before and after used Tic Tac Toe game in teaching vocabulary material. The student test in the Pre-test Content Provisions indicate that students was very lacking in vocabulary mastery, students also did not know to distinguish between nouns, verbs and adjectives. Samples of their vocabulary test were presented below:

> *My mother's name is Niwayan Dastri. She is a housewife.* She wakes up earlier than other members in my family. *Yang termasuk dalam kata kerja adalah…*
> *a.   Family   b. Wake up   c. Housewife*
> *Answer: C. Housewife (s 1)*
>
> *I have a <u>English homework </u>. It is an English-Indonesian dictionary. It is <u>Word</u> and thick book. The <u>my dictionary </u>is Blue.(S 13)*

The students was very lacking in vocabulary mastery and did not care. Although Tarigan (1984: 82) points out the importance of vocabulary in language learning, he stated that language skill mostly depends on the mastery of vocabulary. From this

statement, the author ensures that vocabulary must be taught absolutely. because vocabulary was one of the basic elements in achieving language skills.

On the other hand, the students' vocabulary text in the Post-test was better than the Pre-test. Student vocabulary description between Pre-test and Post-test. The vocabulary of students was supported by the mean score of the students in the Pre-test and Post-tests.the vocabulary score in term of noun in the pre test was 38.1 (very poor) in the post test was 83.75 (good). In the term of verb was 26.7 in the post test was 75.71. In the term of adjective was 36.1 in the post test was 84.67. After conducting treatment in class for six meetings with the implementation of the Tic Tac Toe game.

The first meeting was the students playing tic tac toe by discussing the English vocabulary material in class, the second meeting was the students gave an example descriptive text about my friend then students were asked to mention the vcabulary interms of noun, verb, and adjective. The third meeting discussed the vocabulary of the descriptive text about my father. At the fourth meeting discussed descriptive text about my house, the fifth meeting discussed vocabulary in descriptive texts of my lovely cat and the sixth meeting discussed vocabulary in descriptive sentences about my rabbit. After doing the treatment understanding of the vocabulary of students was greatly improved and able to answer the questions given. Student test vocabulary samples were presented below:

My best friend's name is Ernesto and he is my classmate. Makna dari kata classmate adalah
 a. Teman Kelas   b. Teman Kecil   c. Teman Bermain
Answer: a. Teman Kelas (s 1)

I live in a (1) <u>small</u> house. It has five (2) <u>rooms</u>.: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for (3) <u>wasting</u> my spare time.(s 13)

Therefore, this means that the implementation of the Tic Tac Toe game in the treatment of SMPN 3 Bontonompo students has succeeded in made students know and distinguish types of nouns, verbs and adjectives. Students enjoy and were more enthusiastic in the learning process.

This game also made student become motivated to develop students' curiosity in exact vocabulary in nouns, verbs, and adjective. Through the Tic Tac Toe game, students could learn without feeling bored, depressed or sleepy in class because students felt challenged to answer the questions given to win the game. From the comparison of the results of the Pre-test and Post-test scores in the experimental class, the skills of the experimental class was getting higher. This means that the treatment used in teaching vocabulary was successful. So, the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected.

There were some findings that support the findings of this study, the first, from Chalim (2010) he found that the use of Tic Tac Toe game can develop students' understanding in learning simple past tense. The second was Jabbar (2015) found that Tic Tac Toe games were effective in developing speaking skills of students in

Muhammadiyah High School 3 jember. Hidayati (2015) found that there was a significant effect on the use of Tic Tac Toe games in improving students' speaking skills in the eleventh class of 1 MAN Praya. The fourth was Hanormand (2015) found that contributions from Tic Tac Toe games and flash cards can develop student vocabularies at EFL zero beginners vocabulary learning.

From the explanation above it could be concluded that used tic tac toe game was effective to improve the student vocabulary As said by Susanto (2017: 19-20) that there are some technique for teaching vocabulary they are using realia, showing the pictures, mime, action and gesture , enumeration, explanation or definition, translation and game. He said that game is technique, which helps and encourages many learners to sustain their interest and work. Games also help the teacher to know which the language is useful and meaningful.

. **CHAPTER V**

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the findings in the chapter IV, can drawn conclusion that teaching English through Tic Tac Toe game is effective to improve the students' vocabulary in terms of noun,verb and adjective at the eighth grade of SMPN 3 Bontonompo. It is proved by the result of data analysis from the mean score and standard deviration of the pre test and the post test.

The mean score of noun in pre-test is 38.1 (categorized as very poor), and the standard deviation is 7.6, and the mean score of post-test is 83.75 (categorized as good) with the standard deviation is 15.54. The mean score of verb in pre test is 26.7 and the standard deviation is 7.6 and the mean score of post-test is 83.75 (categorized as good) with the standard deviation is 15.54 and the mean score of adjective in pre-test is 36.1 (categorized as very poor), and the standard deviation is 6.69, and the mean score of post-test is 84.67 (categorized as good) with the standard deviation is 15.71.

B. Suggestions

Related to the result of the research then it is suggested that the English teachers be able to consider to use Tic Tac Toe game in teaching English especially in teaching vocabulary. The English teacher also should be active, creative, an effective

to arrange English materials beside that they have to choose an appropriate technique or strategy in teaching English. So that, the students' can be enthusiasm and interested in learning teaching process.

For students are suggested that they practice to use their vocabulary ability in the four skill namely speaking, reading, listening and writing. For next researchers are suggested that they develop these research findings to investigate the vocabulary issues in any level of students.

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APPENDIX

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan	**:SMPN 3 Bontonompo**
Mata Pelajaran	**:Bahasa Inggris**
Kelas/Semester	**:VIII/1**
Materi Pokok	**:Descriptive text (Benda, Binatang, Orang)**
Alokasi Waktu	**:8 JP***(6 x pertemuan)*

A. Kompetensi Inti

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

B.   Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1 Mensyukuri kesempatan dap at mempelajari bahasa Inggri s sebagai bahasa pengantar k omunikasi internasional yan g diwujudkan dalam semangat belajar.	1.1.1 Menunjukkan rasa syukur kepada Tuhan Yang Maha Esa mempunyai kesempatan mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional. 1.1.2 Bersemangat dalam melaksanankan setiap kegiatan pada pembelajaran bahasa Inggris
2.	2.1 Menunjukkan perilaku santu n dan peduli dalam melaksan akan komunikasi interperson al dengan guru dan teman.	2.1.1 Menunjukkan perilaku santun saat berkomunikasi interpersonal dengan guru dan teman. 2.1.2 Menunjukkan perilaku peduli saat

		berkomunikasi interpersonal dengan guru dan teman.
3.	3.8 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan men anyakan tingkah laku/tindak an/ fungsi orang, binatang, bend a, sesuai dengan konteks pen ggunaannya.	3.8.1 Menemukan kata-kata sifat, yang dapat digunakan untuk mendeskripsi kan orang, binatang, dan benda. 3.8.2 Menemukan kata kerja, yang dapat d igunakan untuk mendeskripsikan orang, binatang, dan benda.
4.	4.9 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi dari orang, binatang, dan benda, dengan unsur kebahasaan yang benar dan sesuai konteks.	4.9.1 Menyusunteks deskriptif lisan dan tulis sederhana dengan menggunak an kata-kata sifat yang tepat. 4.9.2 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, secara benar.

C.   Materi Pembelajaran
Teks Deskriptif
- Social function   : to describe a particular thing, person, or place.
- Generic Structure :
  - Identification
  - Description
  - Struktur Teks
  (gagasan utama dan informasi rinci)
  a. Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yangdipilih untuk di deskripsikan
  b. Menyebutkan sifat orang, binatang, benda dan bagiannya, dan
  c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.
- Lexico Gramatical (Unsur kebahasaan):
  -    kata benda dalam kehidupan siswa di rumah, di sekolah dan disekitarnya

- Kata sifat tentang orang, binatang, benda, dalam kehidupan siswa di rumah, di sekolah, dan di sekitarnya, dengan atau tanpa kata keterangan *quite, very.*
- Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play, get, take* dll.

D. Metode/Strategy Pembelajaran
- Metode: Pendekatan Saintific
- Strategy: Tic Tac Toe games

E. Media dan Sumber Belajar
1. **Media**
   a. Gambar binatang, orang, dan benda
   b. Teks deskriptif
2. **Alat/Bahan**
   a. Spidol
   b. Papan tulis
3. **Sumber Belajar**
   -Kementerian Pendidikan dan Kebudayaan.2014. Bahasa Inggris *When English Rings the bell* SMP/MTs Kelas VII. Jakarta:Kementerian Pendidikan dan Kebudayaan.

F. Langkah-langkah Kegiatan Pembelajaran
1. **Pertemuan pertama**

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	1. Greeting 2. Berdoa 3. Mengecekkehadiranpesertadidik 4. Memastika kesiapan siswa dalam belajar 5. Menjelaskantujuanpembelajaran yang akandicapai	10 menit
Inti	1. Mengamati ▪ Siswa diberikan materi terkait vocabulary (Noun, Verb, Adjective) ▪ Siswa diberi contoh vocabulary (Noun, Verb, Adjective) ▪ Siswa meniru contoh pengucapan vocabulary (Noun, Verb, Adjective) ▪ Siswa belajar menemukan arti dan kelas kata dari vocabulary tersebut. 2. Menanyakan:	60 menit

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
	▪ Dengan bimbingan guru, siswa mengajukan pertanyaan tentang perbedaan antara noun, verb dan adjective. 3. Mengeksplore: ▪ Dengan bimbingan guru, siswa dibagi kelompok untuk bertanding dalam permainan tic tac toe game. Terkait dengan materi yang telah diberikan ▪ Siswa mendengar peraturan permainan Tic Tac Toe game. 4. Mengasosiasi ▪ Secara berkelompok siswa mengelompokkan kelas kata dan arti dari vocabulary. ▪ Siswa memperoleh balikan feedbackdari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok 5. Mengomunikasikan ▪ Siswa mempresentasikan hasil permainan Tic Tac Toe yang telah dimainkan.	
Penutup	▪ Guru bersamadenganpesertadidikmembuatrangkuman /simpulankegiatanpembelajaran. ▪ Guru memberikan pekerjaan rumah ▪ Guru menyampaikanrencanapembelajaranuntukperte muanberikutnya.	10 menit

2. Pertemuan kedua

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	▪ Greeting ▪ Berdoa ▪ Mengecekkehadiranpesertadidik ▪ Memastika kesiapan siswa dalam belajar ▪ Mereviw materi ▪ Menjelaskantujuanpembelajaran yang akandicapai	10 menit
Inti	1. Mengamati ▪ Guru memberikan contoh descriptive teks sederhana tentang orang dengan	60 menit

	menggunakan vocabulary (noun, verb, adjective)	
	▪ Siswa menirukan contoh pengucapan kata dan kalimat yang ada dalam teks descriptive tentang orang dengan bimbingan guru	
	▪ Siswa belajar menemukan arti dan kelas kata dari teks descriptive tersebut.	
	2. Menanyakan:	
	▪ Dengan bimbingan guru, siswa mengajukan pertanyaan tentang descriptive text tentang orang.	
	▪ Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif tentang orang	
	3. Mengeksplore:	
	▪ Siswa diberi contoh descriptive text lain tentang orang.	
	▪ Siswa diberi kesempatan untuk mengamati descriptive text tersebut.	
	▪ Dengan bimbingan guru, siswa dibagi kelompok untuk bertanding dalam permainan tic tac toe game. Terkait dengan descriptive text tersebut.	
	▪ Siswa mendengar peraturan permainan Tic Tac Toe game.	
	4. Mengasosiasi	
	▪ Secara berkelompok siswa mengelompokka n kelas kata dan arti kata dari descriptive text.	
	▪ Siswa memperoleh balikan feedbackdari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok	
	5. Mengomunikasikan	
	▪ Siswa mempresentasikan hasil permainan Tic Tac Toe yang telah dimainkan.	
Penutup	▪ Guru bersamadenganpesertadidikmembuatrangkuman /simpulankegiatanpembelajaran.	10 menit
	▪ Guru memberikan pekerjaan rumah	
	▪ Guru menyampaikanrencanapembelajaranuntukpertemuanberikutnya.	

3. Pertemuan ketiga

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	▪ Greeting ▪ Berdoa ▪ Mengecekkehadiranpesertadidik ▪ Memastika kesiapan siswa dalam belajar ▪ Mereviw materi ▪ Menjelaskantujuanpembelajaran yang akandicapai	10 menit

Inti	6. Mengamati
	  ▪ Guru memberikan contoh descriptive teks sederhana tentang orang dengan menggunakan vocabulary (noun, verb, adjective)
	  ▪ Siswa menirukan contoh pengucapan kata dan kalimat yang ada dalam teks descriptive tentang orang dengan bimbingan guru
	  ▪ Siswa belajar menemukan arti dan kelas kata dari teks descriptive tersebut.
	7. Menanyakan:
	  ▪ Dengan bimbingan guru, siswa mengajukan pertanyaan tentang descriptive text tentang orang.
	  ▪ Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif tentang orang
	8. Mengeksplore:
	  ▪ Siswa diberi contoh descriptive text lain tentang orang.
	  ▪ Siswa diberi kesempatan untuk mengamati descriptive text tersebut.
	  ▪ Dengan bimbingan guru, siswa dibagi kelompok untuk bertanding dalam permainan tic tac toe game. Terkait dengan descriptive text tersebut.
	  ▪ Siswa mendengar peraturan permainan Tic Tac Toe game.
	9. Mengasosiasi
	  ▪ Secara berkelompok siswa mengelompokka
		60 menit

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
	n kelas kata dan arti kata dari descriptive text. ▪ Siswa memperoleh balikan feedbackdari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok 10. Mengomunikasikan ▪ Siswa mempresentasikan hasil permainan Tic Tac Toe yang telah dimainkan.	
Penutup	▪ Guru bersamadengan peserta didik membuat rangkuman /simpulan kegiatan pembelajaran. ▪ Guru memberikan pekerjaan rumah ▪ Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya.	10 menit

4. Pertemuan keempat

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	▪ Greeting ▪ Berdoa ▪ Mengecekkehadiranpesertadidik ▪ Memastika kesiapan siswa dalam belajar ▪ Mereviw materi ▪ Menjelaskantujuanpembelajaran yang akandicapai	10 menit
Inti	1. Mengamati ▪ Guru memberikan contoh descriptive teks sederhana tentang benda dengan menggunakan vocabulary (noun, verb, adjective) ▪ Siswa menirukan contoh pengucapan kata dan kalimat yang ada dalam teks descriptive tentang bendadenganbimbingan guru ▪ Siswa belajar menemukan arti dan kelas kata dari teks descriptive tersebut. 2. Menanyakan: ▪ Dengan bimbingan guru, siswa mengajukan pertanyaan tentang descriptive text tentang benda.	60 menit

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
	▪ Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif tentang benda 3. Mengeksplore: ▪ Siswa diberi contoh descriptive textlain tentang benda. ▪ Siswa diberi kesempatan untuk mengamati descriptive text tersebut. ▪ Dengan bimbingan guru, siswa dibagi kelompok untuk bertanding dalam permainan tic tac toe game. Terkait dengan descriptive text tersebut. ▪ Siswa mendengar peraturan permainan Tic Tac Toe game. 4. Mengasosiasi ▪ Secara berkelompok siswa mengelompokk an kelas kata dan arti kata dari descriptive text. ▪ Siswa memperoleh balikan feedbackdari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok 5. Mengomunikasikan ▪ Siswa mempresentasikan hasil permainan Tic Tac Toe yang telah dimainkan.	
Penutup	▪ Guru bersamadenganpesertadidikmembuatrangk uman /simpulankegiatanpembelajaran. ▪ Guru memberikan pekerjaan rumah ▪ Guru menyampaikanrencanapembelajaranuntukp ertemuanberikutnya.	10 menit

5. Pertemuan kelima

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	▪ Greeting ▪ Berdoa ▪ Mengecek kehadiran peserta didik ▪ Memastika kesiapan siswa dalam belajar ▪ Mereview materi ▪ Menjelaskan tujuan pembelajaran yang	10 menit

	akan dicapai	

Inti	1. Mengamati
	    ▪ Guru memberikan contoh descriptive teks sederhana tentang hewan dengan menggunakan vocabulary (noun, verb, adjective)
	    ▪ Siswa menirukan contoh pengucapan kata dan kalimat yang ada dalam teks descriptive tentang hewan dengan bimbingan guru
	    ▪ Siswa belajar menemukan arti dan kelas kata dari teks descriptive tersebut.
	2. Menanyakan:
	    ▪ Dengan bimbingan guru, siswa mengajukan pertanyaan tentang descriptive text tentang hewan.
	    ▪ Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif tentang hewan
	3. Mengeksplore:
	    ▪ Siswa diberi contoh descriptive text lain tentang hewan.
	    ▪ Siswa diberi kesempatan untuk mengamati descriptive text tersebut.
	    ▪ Dengan bimbingan guru, siswa dibagi kelompok untuk bertanding dalam permainan tic tac toe game. Terkait dengan descriptive text tersebut.
	    ▪ Siswa mendengar peraturan permainan Tic Tac Toe game.
	4. Mengasosiasi
	    ▪ Secara berkelompok siswa mengelompokkan kelas kata dan arti kata dari descriptive text.
	    ▪ Siswa memperoleh balikan feedbackdari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok
	5. Mengomunikasikan
	    ▪ Siswa mempresentasikan hasil permainan Tic Tac Toe yang telah dimainkan.
		60 menit

Penutup	▪ Guru bersamadenganpesertadidikmembuatrangk	10 menit

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
	uman /simpulankegiatanpembelajaran. ▪ Guru memberikan pekerjaan rumah ▪ Guru menyampaikanrencanapembelajaranuntukp ertemuanberikutnya.	

6. Pertemuan keenam

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	▪ Greeting ▪ Berdoa ▪ Mengecek kehadiran peserta didik ▪ Memastika kesiapan siswa dalam belajar ▪ Mereview materi ▪ Menjelaskan tujuan pembelajaran yang akan dicapai	10 menit
Inti	7. Mengamati ▪ Guru memberikan contoh descriptive teks sederhana tentang hewan dengan menggunakan vocabulary (noun, verb, adjective) ▪ Siswa menirukan contoh pengucapan kata dan kalimat yang ada dalam teks descriptive tentang hewan dengan bimbingan guru ▪ Siswa belajar menemukan arti dan kelas kata dari teks descriptive tersebut. 8. Menanyakan: ▪ Dengan bimbingan guru, siswa mengajukan pertanyaan tentang descriptive text tentang hewan. ▪ Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif tentang hewan 9. Mengeksplore: ▪ Siswa diberi contoh descriptive text lain tentang hewan. ▪ Siswa diberi kesempatan untuk mengamati descriptive text tersebut. ▪ Dengan bimbingan guru, siswa dibagi kelompok untuk bertanding dalam	60 menit

	permainan tic tac toe game. Terkait dengan descriptive text tersebut. ▪ Siswa mendengar peraturan permainan Tic Tac Toe game. 10. Mengasosiasi ▪ Secara berkelompok siswa mengelompokk an kelas kata dan arti kata dari descriptive text. ▪ Siswa memperoleh balikan feedbackdari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok 11. Mengomunikasikan ▪ Siswa mempresentasikan hasil permainan Tic Tac Toe yang telah dimainkan.	
Penutup	▪ Guru bersamadenganpesertadidikmembuatrangk uman /simpulankegiatanpembelajaran. ▪ Guru memberikan pekerjaan rumah ▪ Guru menyampaikanrencanapembelajaranuntukp ertemuanberikutnya.	10 menit

G. Penilaian Pembelajaran

1. Sikap Spiritual
   a.   Teknik: Observasi
   b.   Bentuk Instrumen: Lembar observasi
   c.   Kisi-kisi:

No.	Sikap/Nilai	Butir Instrumen

2. Sikap Sosial
   a. Teknik: Observasi
   b. Bentuk Instrumen: Lembar observasi
   c. Kisi-kisi:

No.	Sikap/Nilai	Butir Instrumen

	Kejujuran	1-3
	Kedisiplinan	4-6
	Tanggung jawab	7-9

3. Pengetahuan
   a.   Teknik: Tertulis
   b.   Bentuk Instrumen: Uraian
   c.   Kisi-kisi:

No.	Indikator Soal	Butir Instrumen
1.	Siswa mampu memahami arti dari teks deskriptif berdasarkan	Identify the meaning of descriptive text!
2.	Siswa mampu mengidentifikasi struktur teks deskriptif	Identify the descriptive text!

Norma Penilaian
  Nilai maksimal masing-masing elemen = 35
  Nilai maksimal = 100
  Nilai Siswa = Skor perolehan x 100
                  Skor Maksimal

Rubrik Penilaian

Element	Score
Noun	35
Verb	30
Adjective	35

Standard of each element:

Excellent	31-35
Very good	26-20
Good	11-15
Average	6-10

Poor	≤5

4. Keterampilan
   a. Teknik: Praktik
   b. b.Bentuk Instrumen: Unjuk Kerja
   c. Kisi-kisi:

No.	Indikator Soal	Butir Instrumen

Peneliti

Risnawati
10535610614

Materi Pembelajaran

Pengertian descriptive text

Descriptive text adalah sebuah teks yang menjelaskan tentang sesuatu. Contoh, mendeskripsikan orang, binatang atau suatu benda, baik bentuknya, sifat-sifatnya, jumlahnya dan lain-lain. Descriptive text juga bertujuan untuk menjelaskan, menggambarkan atau mengungkapkan seseorang atau suatu benda.

Generic Structure dari Descriptive Text.

1. Identification

Bagian identification berisi pembuka dan gambaran umum tentang suatu topik. Identification berfungsi sebagai pengenalan dari apa yang kita sedang jelaskan.

2 Description

Pada bagian description berisi seluruh ciri-ciri umum sampai khusus atau sifat-sifat yang terdapat dalam benda, orang, atau binatang yang sedang dijelaskan.

Example:

<div align="center">My Best Friend</div>

My best friend is Ernesto and he is my classmate. We go to school together. Ernesto comes from an educated family. His father is a school principal and his mother is also a teacher. He is punctual, well-educated, and has good manners. He is really hard working. He always does his homework. He is also well-dressed and well-behaved. All teachers have a high opinion of him.

Ernesto has a well-built body. He is gentle but fearless. He takes part in all sports, scout, trekking and mountaineering activities. He has a good heart. He is truthful, honest and obedient. He also plays the guitar, and he makes his parents very proud of him. He secures good marks and is usually top of his class in examinations. He inspires me to work harder. He keeps me away from bad company. I am happy to have such a friend.

Sahabatku

Sahabatku adalah Ernesto dan dia adalah teman sekelasku. Kami pergi ke sekolah bersama. Ernesto berasal dari keluarga terpelajar. Ayahnya adalah seorang kepala sekolah dan ibunya juga seorang guru. Dia tepat waktu, berpendidikan baik, dan memiliki perilaku yang baik. Dia benar-benar bekerja keras. Dia selalu mengerjakan pekerjaan rumahnya. Dia juga berpakaian bagus dan berperilaku baik. Semua guru memiliki pendapat yang tinggi tentangnya.

Ernesto memiliki badan yang tegap. Dia lembut tapi tak kenal takut. Dia mengambil bagian dalam semua kegiatan olahraga, pramuka, trekking, dan pendakian gunung. Dia memiliki hati yang baik. Dia jujur, dan patuh.Dia juga bermain gitar, dan dia membuat orang tuanya sangat bangga padanya. Ia mendapat nilai bagus dan biasanya berada di puncak kelasnya dalam ujian. Dia menginspirasi saya untuk bekerja lebih keras. Dia menjauhkan saya dari teman teman yang buruk. Saya senang memiliki teman seperti itu.

My Father

My father is Mr. Marzuki. He is very warm, smart, dan funny person. I live with him in Munjungan, Trenggalek. My father is quite handsome man. Now, he is about 35 years old. He has well-built body because he always does exercise every day. He is also tall. He has short black hair and black eyes. He has an oval face and pointed chin. He has slight moustaches and beard. He has slight dark brown skin.

My Father is a junior high school teacher. He teaches sports. He always goes to school in early morning and comes home in the afternoon around 03.00 pm. He works hard for his family. We all love him so much. He is the best father in the world to me.

Ayahku

Ayah saya adalah Tuan Marzuki. Dia orang yang sangat cerdas, dan lucu. Saya tinggal bersamanya di Munjungan, Trenggalek. Ayah saya pria yang cukup tampan. Sekarang, usianya sekitar 35 tahun. Dia memiliki tubuh yang tegap karena dia selalu berolahraga setiap hari. Dia juga tinggi. Dia memiliki rambut hitam pendek dan mata hitam. Dia memiliki wajah oval dan dagu runcing. Dia memiliki sedikit kumis dan jenggot. Dia memiliki kulit agak cokelat gelap.

Ayah saya adalah seorang guru sekolah menengah pertama. Dia mengajar olahraga. Dia selalu pergi ke sekolah di pagi hari dan pulang pada sore hari sekitar

jam 3 sore. Dia bekerja keras untuk keluarganya. Kita semua sangat mencintainya. Dia adalah ayah terbaik di dunia bagiku.

My house

My house is in a village. My house is quite big. It has a big houseyard. There are 5 bedrooms, 1 living room, 1 family room, 1 dining room, 3 bathrooms, 2 toilets, 1 mushola, and 2 kitchens.

Every room has a different color. The living room is white. The family room is yellow. The bedroom is green. The kitchen is orange. In my bedroom there are wardrobe, a desk, television, radio and computer.

My house is always clean. Every morning and afternoon, my family and I clean it up together. There is no trash and dust in my house.

Rumahku

Rumah saya ada di desa. Rumah saya cukup besar. Ini memiliki rumah besar. Ada 5 kamar tidur, 1 ruang tamu, 1 ruang keluarga, 1 ruang makan, 3 kamar mandi, 2 toilet, 1 mushola, dan 2 dapur.

Setiap kamar memiliki warna yang berbeda. Ruang tamu berwarna putih. Ruang keluarga berwarna kuning. Kamar tidurnya hijau. Dapurnya oranye. Di kamar saya ada lemari pakaian, meja, televisi, radio, dan komputer.

Rumah saya selalu bersih. Setiap pagi dan sore, saya dan keluarga saya membersihkannya bersama. Tidak ada sampah dan debu di rumah saya.

My Lovely Cat

I have a stray cat as my pet. He is really playful, He loved to play with me and the new things he found. He has orange and white fur, his fur is so soft and I like to rubs it for him. He has a long tail. He likes to play with it. He is also always try to catch his tail sometimes. I also like to hold him in my hand, when i hold him like that he will fall asleep.

Kucing Kesayanganku

Saya punya kucing liar sebagai hewan peliharaan saya. Dia benar-benar lucu, ia senang bermain dengan saya dan hal-hal baru yang ditemukan. Dia memiliki bulu oranye dan putih, bulunya sangat lembut dan saya ingin selalu mengelusnya. Dia memiliki ekor panjang. Ia suka bermain dengan ekornya. Ia juga selalu berusaha untuk menangkap ekornya. Saya juga suka menggendingnya di tangan saya, ketika saya menggendongnya seperti itu dia akan tertidur.

My Rabbit

I have a rabbit. His fur is white and has black spots. He has long ears and a short tail. He also has cute red big eyes! My rabbit likes to eat carrot and other vegetables. When I release my rabbit out of his cage, he used to jump everywhere and hard to catch. So, I could just put him on his cage because I'm afraid that he might running away. I don't wanna lost my rabbit because I love him very much.

Kelinci Saya

Saya punya kelinci. bulunya berwarna putih dan memiliki bintik-bintik hitam. Dia memiliki telinga panjang dan ekor pendek. Dia juga memiliki mata lucu besar berwarna merah! kelinci saya suka makan wortel dan sayuran lainnya. Ketika saya melepaskan kelinci saya keluar dari kandangnya, ia sering melompat ke mana-mana

dan sulit untuk ditangkap. Jadi, saya hanya bisa menempatkan dia di kandangnya karena aku takut bahwa ia mungkin melarikan diri. Aku tidak ingin kehilangan kelinci saya karena saya sangat mencintainya.

APPENDIX B

Soal Pre Test

A. Choose the most appropriate answer!

1. My mother's name is Niwayan Dastri. She is a housewife. *She wakes up earlier than other members in my family.* Yang termasukdalam kata kerjaadalah…

   b. Family   b. Wake up   c. Housewife

2. My favorite thing is wristwatch. Kata wristwatch bermakna ...

   a. Jam dinding   b. Jam tangan   c. Jam weker

3. Elephants are the biggest land animals in the world. Kata biggest termasukjenis kata ...

   a. Noun   b.Adjective   c. Verb

4. Ir. Sukarno is the first president in Indonesia. Kata president termasukjenis kata...

   a. Noun   b. Verb   c. Adjective

5. I have a stray cat as my pet. He loved to play with me and the new things he found. Kata found termasukjenis kata...

   a. Noun   b. Verb   c. Adjective

6. The living room is white and my family room is yellow. Kata white and green termasuk jenis kata …….

   a. Adjective   b. Verb   c. Noun

7. Mrs. Wono is very famous for the delicious backed brownies. Kata *famous*bermakna....

   a. Tekenal   b. Terhebat   c. Terbaik

8. I have a rabbit. He always jump everywhere and hard to catch. Kata jump and catch bermakna

   a. MelompatdanDitangkap   b. BerlaridanMelompat

   c. BerlaridanMenghilang

9. My rabbit likes to eat carrot and other vegetables. Kata carrot and other vegetablestermasukjenis kata…..

   a. Noun   b. Verb   c. Adjective

10. Yang termasukdalamjenis kata adjective adalah…..

   a. Diligent, Smart, Beautiful And Friendly b. Listening, Speaking, Reading And Writing

   c. Friendly, Smart, Reading And Speaking

11. My classroom is big and comfortable. Maknadari kata big and comfortable adalah…….

   a.   BesardanNyaman   b. BesardanLuas   c. Luas dan Nyaman

12. My favorite thing is doll. Kata doll termasukjenis kata ……....

   a.   Adjective   b. Noun   c. Verb

B. Fill In The Dots Below Using The Right Words!

My Favorite Thing

     I have a …………... It is an English-Indonesian dictionary. It is………. and thick book. The …………. is Blue. I ……………. it to my school every time I have an English class. I also use it when do my ………………….. at home.

     There are so many list of words in my dictionary. They are listed based on the alphabet. ………………. from A to the Z. ……………… help me a lot when I am learning english and do not know the meaning of a …………….

- Bring
- My dictionary
- Word
- Started

- English homework
- Dictonary
- Cover
- big

Soal Post Test

A. **Choose the most appropriate answer!**

1. My best friend's name is Ernesto and he is my classmate. Makna dari kata classmate adalah…….
   a. Teman kelas   b. Teman kecil   c. teman bermain

2. My father's name is Mr. yulianto. He has short black ………. And black eyes.
   a. Hair   b. Skin   c. Nose

3. My father is a junior high school teacher. He always …….. to school in early morning.
   a. Goes   b. Go   c. Come

4. Ernesto comes from an educated family. Makna dari an educated family adalah……..
   a. Keluarga bahagia b. keluarga berpendidikan c. keluarga sederhana

5. Elephants are the biggest land animals in the world. Makna dari kata elephant adalah …...
   a. gajah   b. Harimau   c. Kerbau

6. Ir. Sukarno is the first president in Indonesia. Kata president termasuk jenis kata...
   a. Noun   b. Verb   c. Adjective

7. I have a dictionary . I bring it to my school every time I have an English class. Makna dari kata bring adalah
   a. membawa   b. meminjam   c. menyimpan

8. Mrs. Wono is very famous for the delicious backed brownies. Kata *famous* bermakna....
   a. Tekenal   b. Terhebat   c. Terbaik

9. I have a rabbit. He always jump every where and hard to catch. Kata jump and catch bermakna

a. Melompat dan Ditangkap   b. Berlari dan Melompat

c. Berlari dan Menghilang

10. My rabbit likes to eat carrot and other vegetables. Kata carrot and other vegetables termasuk jenis kata…..

a. Noun   b. Verb   c. Adjective

11. I also use my dictionary when do my homework at home. Makna dari kata use adalah

a. Menggunakan   b. menyimpan   c. meminjam

12. My favorite teacher is MR. Rudi. He is an English teacher. He is a very patient person. Kata very patient termasuk dalam jenis kata….

a. Adjectivde   b. verb   c. Noun

B. Fill In The Dots Below Using The Right Words!

My Small House

I live in a (1) . ……….. house. It has five (2) …………….: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for (3) ………….. my spare time. When (4) ………… is open, I can see the (5) ……………. It is so small with only three chairs and a table, nothing else. I prefer (6) ……………….. a novel in this room. My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being (7) ………………. of reading, I usually (8) …………. online games, chat with my friends via Facebook.

- bored
- the door
- Wasting
- living room

- play
- reading
- rooms
- small

APPENDIX C

ANSWERING KEY

Pre test

A. Part 1
 1. b (wake up)
 2. b (jam tangan)
 3. b (adjective)
 4. a (noun)
 5. b (verb)
 6. a (adjective)
 7. a (terkenal)

 8. a (melompat dan ditangkap)
 9. a (noun)
 10. a (diligent, smart, beautiful, and friendly)
 11. a (besar dan nyaman)
 12. b (noun)

B. part 2
 1. Dictionary
 2. Big
 3. Cover
 4. Bring

 5. English homework
 6. Started
 7. My dictionary
 8. Word

Post test

A. Part 1
 1. A (teman kelas)
 2. A (Hair)
 3. A (goes)
 4. B (keluarga berpendidikan)
 5. A (Gajah)
 6. A. (Noun)
 7. A. (membawa)

 8. A (terkenal)
 9. A (melompat dan ditangkap)
 10. A (Noun)
 11. A. (Menggunakan)
 12. A (Adjective)

B. Part 2

 7. Bored
 8. paly

 1. Small
 2. Rooms
 3. Wasting
 4. The door
 5. Living room
 6. Reading

APPENDIX D

The score of pre test

a. The score of pre test in the Term of Noun

No.	Name	score	Classification
1.	Student 1	55.6	Poor
2.	Student 2	55.6	Poor
3.	Student 3	33.3	very poor
4.	Student 4	33.3	very poor
5.	Student 5	11.1	very poor
6.	Student 6	44.4	very poor
7.	Student 7	11.1	very poor
8.	Student 8	77.8	Good
9.	Student 9	66.7	Fairly
10.	Student 10	11.1	very poor
11.	Student 11	22.2	very poor
12.	Student 12	33.3	very poor
13.	Student 13	44.4	very poor
14.	Student 14	44.4	very poor
15.	Student 15	88.9	Good
16.	Student 16	33.3	very poor
17.	Student17	66.7	Fairly
18.	Student 18	55.6	Poor
19.	Student 19	44.4	very poor
20.	Student 20	22.2	very poor
21.	Student 21	22.2	very poor
22.	Student 22	22.2	very poor
23.	Student 23	44.4	very poor
24.	Student 24	55.6	Poor
25.	Student 25	22.2	very poor
26.	Student 26	11.1	very poor
27.	Student27	44.4	very poor
28.	Student 28	22.2	very poor

No.	Name	score	Classification
29.	Student 29	22.2	very poor
30.	Student 30	22.2	very poor
	TOTAL	1144.44	

b. The score of pre test in the Term of Verb

No.	Name	score	Classification
1.	Student 1	60	Poor
2.	Student 2	20	very poor
3.	Student 3	40	very poor
4.	Student 4	60	Poor
5.	Student 5	20	very poor
6.	Student 6	0	very poor
7.	Student 7	20	very poor
8.	Student 8	60	Poor
9.	Student 9	60	Poor
10.	Student 10	20	very poor
11.	Student 11	0	very poor
12.	Student 12	0	very poor
13.	Student 13	20	very poor
14.	Student 14	20	very poor
15.	Student 15	60	Poor
16.	Student 16	0	very poor
17.	Student17	60	Poor
18.	Student 18	40	very poor
19.	Student 19	20	very poor
20.	Student 20	0	very poor
21.	Student 21	40	very poor
22.	Student 22	20	very poor
23.	Student 23	20	very poor
24.	Student 24	40	very poor
25.	Student 25	40	very poor
26.	Student 26	0	very poor
27.	Student27	20	very poor

28.	Student 28	20	very poor
29.	Student 29	20	very poor
30.	Student 30	0	very poor
	TOTAL	800	

c. The score of pre test in the Term of Adjective

No.	Name	score	Classification
1.	Student 1	66.7	Fairly
2.	Student 2	33.3	very poor
3.	Student 3	50.0	very poor
4.	Student 4	50.0	very poor
5.	Student 5	33.3	very poor
6.	Student 6	33.3	very poor
7.	Student 7	33.3	very poor
8.	Student 8	66.7	fairly
9.	Student 9	50.0	very poor
10.	Student 10	16.7	very poor
11.	Student 11	16.7	very poor
12.	Student 12	16.7	very poor
13.	Student 13	33.3	very poor
14.	Student 14	0.0	very poor
15.	Student 15	83.3	good
16.	Student 16	33.3	very poor
17.	Student17	50.0	very poor
18.	Student 18	50.0	very poor
19.	Student 19	33.3	very poor
20.	Student 20	16.7	very poor
21.	Student 21	50.0	very poor
22.	Student 22	0.0	very poor
23.	Student 23	50.0	very poor
24.	Student 24	33.3	very poor
25.	Student 25	0.0	very poor

26.	Student 26	50.0	very poor
27.	Student27	50.0	very poor
28.	Student 28	33.3	very poor
29.	Student 29	33.3	very poor
30.	Student 30	16.7	very poor
	TOTAL	1083.33	

APPENDIX E

The score of post test

a. The score of pre test in the Term of Noun

No.	Name	score	Classification
1.	Student 1	75	fairly
2.	Student 2	87.5	good
3.	Student 3	75	fairly
4.	Student 4	75	fairly
5.	Student 5	87.5	good
6.	Student 6	75	fairly
7.	Student 7	87.5	good
8.	Student 8	87.5	good
9.	Student 9	100	very good
10.	Student 10	75	fairly
11.	Student 11	100	very good
12.	Student 12	62.5	fairly
13.	Student 13	62.5	fairly
14.	Student 14	75	fairly
15.	Student 15	100	very good
16.	Student 16	100	very good
17.	Student17	75	fairly
18.	Student 18	75	fairly
19.	Student 19	100	very good
20.	Student 20	87.5	good
21.	Student 21	75	fairly
22.	Student 22	100	very good
23.	Student 23	100	very good
24.	Student 24	87.5	good
25.	Student 25	75	fairly
26.	Student 26	100	very good
27.	Student27	100	very good
28.	Student 28	75	fairly
29.	Student 29	75	fairly
30.	Student 30	62.5	fairly

| | | TOTAL | 2512.5 | |

b. The score of pre test in the Term Verb

No.	Name	score	Classification
1.	Student 1	85.7	good
2.	Student 2	71.4	fairly
3.	Student 3	57.1	poor
4.	Student 4	71.4	fairly
5.	Student 5	71.4	fairly
6.	Student 6	85.7	good
7.	Student 7	71.4	fairly
8.	Student 8	85.7	good
9.	Student 9	85.7	good
10.	Student 10	57.1	poor
11.	Student 11	42.9	very poor
12.	Student 12	85.7	good
13.	Student 13	57.1	poor
14.	Student 14	85.7	good
15.	Student 15	100.0	very good
16.	Student 16	71.4	fairly
17.	Student17	85.7	good
18.	Student 18	85.7	good
19.	Student 19	71.4	fairly
20.	Student 20	85.7	good
21.	Student 21	71.4	fairly
22.	Student 22	57.1	poor
23.	Student 23	85.7	good
24.	Student 24	100.0	very good
25.	Student 25	85.7	good
26.	Student 26	71.4	fairly
27.	Student27	71.4	fairly
28.	Student 28	85.7	good
29.	Student 29	71.4	fairly
30.	Student 30	57.1	poor
	TOTAL	2271.429	

c. The score of pre test in the Term Adjective

No.	Name	score	Classification
1.	Student 1	100	very good
2.	Student 2	80	good
3.	Student 3	80	good
4.	Student 4	100	very good
5.	Student 5	60	poor
6.	Student 6	80	good
7.	Student 7	60	poor
8.	Student 8	100	very good
9.	Student 9	80	good
10.	Student 10	80	good
11.	Student 11	80	good
12.	Student 12	60	poor
13.	Student 13	80	good
14.	Student 14	100	very good
15.	Student 15	100	very good
16.	Student 16	100	very good
17.	Student17	100	very good
18.	Student 18	100	very good
19.	Student 19	100	very good
20.	Student 20	80	good
21.	Student 21	100	very good
22.	Student 22	80	good
23.	Student 23	100	very good
24.	Student 24	100	very good
25.	Student 25	60	poor
26.	Student 26	100	very good
27.	Student27	60	poor
28.	Student 28	80	good
29.	Student 29	80	good
30.	Student 30	60	poor
	TOTAL	2540	

APPENDIX F

The Statistical Result Using T-test

a. **Noun**

No.	Students' code	Pre-test (x)	Post-test (y)	D(y – x)	D²
1	A	55.6	75	19.4	376.36
2	B	55.6	87.5	31.9	1017.61
3	C	33.3	75	41.7	1738.89
4	D	33.3	75	41.7	1738.89
5	E	11.1	87.5	76.4	5836.96
6	F	44.4	75	30.6	936.36
7	G	11.1	87.5	76.4	5836.96
8	H	77.8	87.5	9.7	94.09
9	I	66.7	100	33.3	1108.89
10	J	11.1	75	63.9	4083.21
11	K	22.2	100	77.8	6052.84
12	L	33.3	62.5	29.2	852.64
13	M	44.4	62.5	18.1	327.61
14	N	44.4	75	30.6	936.36
15	O	88.9	100	11.1	123.21
16	P	33.3	100	66.7	4448.89
17	Q	66.7	75	8.3	68.89
18	R	55.6	75	19.4	376.36
19	S	44.4	100	55.6	3091.36
20	T	22.2	87.5	65.3	4264.09
21	U	22.2	75	52.8	2787.84
22	V	22.2	100	77.8	6052.84
23	W	44.4	100	55.6	3091.36
24	X	55.6	87.5	31.9	1017.61
25	Y	22.2	75	52.8	2787.84
26	Z	11.1	100	88.9	7903.21
27	AA	44.4	100	55.6	3091.36
28	AB	22.2	75	52.8	2787.84
29	AC	22.2	75	52.8	2787.84
30	AD	22.2	62.5	40.3	1624.09
	N=30	1144.1	2512.5	$\sum D$=1368.4	$\sum D2$=77242.3

b. **Verb**

No.	Students' code	Pre-test (x)	Post-test (y)	D(y -x)	D^2
1	A	60	85.7	25.7	660.49
2	B	20	71.4	51.4	2641.96
3	C	40	57.1	17.1	292.41
4	D	60	71.4	11.4	129.96
5	E	20	71.4	51.4	2641.96
6	F	0	85.7	85.7	7344.49
7	G	20	71.4	51.4	2641.96
8	H	60	85.7	25.7	660.49
9	I	60	85.7	25.7	660.49
10	J	20	57.1	37.1	1376.41
11	K	0	42.9	42.9	1840.41
12	L	0	85.7	85.7	7344.49
13	M	20	57.1	37.1	1376.41
14	N	20	85.7	65.7	4316.49
15	O	60	100	40	1600
16	P	0	71.4	71.4	5097.96
17	Q	60	85.7	25.7	660.49
18	R	40	85.7	45.7	2088.49
19	S	20	71.4	51.4	2641.96
20	T	0	85.7	85.7	7344.49
21	U	40	71.4	31.4	985.96
22	V	20	57.1	37.1	1376.41
23	W	20	85.7	65.7	4316.49
24	X	40	100	60	3600
25	Y	40	85.7	45.7	2088.49
26	Z	0	71.4	71.4	5097.96
27	AA	20	71.4	51.4	2641.96
28	AB	20	85.7	65.7	4316.49
29	AC	20	71.4	51.4	2641.96
30	AD	0	57.1	57.1	3260.41
TOTAL	N=30	1600	4541.6	∑D=1470.8	∑D2=83687.94

c. Adjective

No.	Students' code	Pre-test (x)	Post-test (y)	D(y – x)	D²
1	A	66.7	100	33.3	1111.11
2	B	33.3	80	46.7	2177.78
3	C	50.0	80	30.0	900.00
4	D	50.0	100	50.0	2500.00
5	E	33.3	60	26.7	711.11
6	F	33.3	80	46.7	2177.78
7	G	33.3	60	26.7	711.11
8	H	66.7	100	33.3	1111.11
9	I	50.0	80	30.0	900.00
10	J	16.7	80	63.3	4011.11
11	K	16.7	80	63.3	4011.11
12	L	16.7	60	43.3	1877.78
13	M	33.3	80	46.7	2177.78
14	N	0.0	100	100.0	10000.00
15	O	83.3	100	16.7	277.78
16	P	33.3	100	66.7	4444.44
17	Q	50.0	100	50.0	2500.00
18	R	50.0	100	50.0	2500.00
19	S	33.3	100	66.7	4444.44
20	T	16.7	80	63.3	4011.11
21	U	50.0	100	50.0	2500.00
22	V	0.0	80	80.0	6400.00
23	W	50.0	100	50.0	2500.00
24	X	33.3	100	66.7	4444.44
25	Y	0.0	60	60.0	3600.00
26	Z	50.0	100	50.0	2500.00
27	AA	50.0	60	10.0	100.00
28	AB	33.3	80	46.7	2177.78
29	AC	33.3	80	46.7	2177.78
30	AD	16.7	60	43.3	1877.78
	N=30	1083.3	2540.0	∑D=1456.7	∑D2=80833.33

Standard Deviation of Pre-Test and Post-test

1. Pre-Test
   a. Standard Deviration of Noun

$$SD = \sqrt{\frac{\sum_X 2 - \left(\frac{\sum X}{N}\right)2}{N\text{-}1}}$$

b. Standard Deviration of Verb

$$SD = \sqrt{\frac{\sum_X 2 - \left(\frac{\sum X}{N}\right)2}{N\text{-}1}}$$

$$= \sqrt{\frac{1.451,61 - \left(\frac{34,5}{30}\right)2}{29}}$$

$$= \sqrt{\frac{699,54 - \left(\frac{34,5}{30}\right)2}{29}}$$

$$= \sqrt{\frac{1.451,61 - \frac{76.2}{30}}{29}}$$

$$= \sqrt{\frac{699,54 - \frac{52,4}{30}}{29}}$$

$$= \frac{\sqrt{1.451,61 - 2,54}}{29}$$

$$= \frac{\sqrt{699,54 - 1,78,}}{29}$$

$$= \frac{\sqrt{1449,07}}{29}$$

$$= \frac{\sqrt{1449,07}}{29}$$

$$= 7,6$$

$$= 4,9$$

c. Standard Deviration of Adjective

$$SD = \sqrt{\frac{\sum_X 2 - \left(\frac{\sum X}{N}\right)2}{N\text{-}1}}$$

$$= \frac{\sqrt{1.303,21 - 2,4,}}{29}$$

$$= \frac{\sqrt{1.300,81}}{29}$$

$$= \sqrt{\frac{1.303,21 - \left(\frac{36.1}{30}\right)2}{29}}$$

$$= 6,69$$

$$= \sqrt{\frac{1.303,21 - \frac{72,2}{30}}{29}}$$

2. Post-Test

a. Standard Deviration of Noun

$$SD = \sqrt{\frac{\Sigma_X 2 - \left(\frac{\Sigma X}{N}\right)2}{N\text{-}1}}$$

$$= \sqrt{\frac{7.014,06 - \left(\frac{83,7}{30}\right)2}{29}}$$

$$= \frac{\sqrt{7.014,06 - \frac{167,5}{30}}}{29}$$

$$= \frac{\sqrt{7.014,06 - 5,58}}{29}$$

$$= \frac{\sqrt{7.008,48}}{29}$$

$$= 15.54$$

b. Standard Deviration of Verb

$$SD = \sqrt{\frac{\Sigma_X 2 - \left(\frac{\Sigma X}{N}\right)2}{N\text{-}1}}$$

$$= \sqrt{\frac{5.732 - \left(\frac{75.71}{30}\right)2}{29}}$$

$$= \frac{\sqrt{5.732 - \frac{151,44}{30}}}{29}$$

$$= \frac{\sqrt{5.732 - 5,04}}{29}$$

$$= \frac{\sqrt{5.726,96}}{29}$$

$$= 14,05$$

c. Standard Deviration of Adjective

$$SD = \sqrt{\frac{\Sigma_X 2 - \left(\frac{\Sigma X}{N}\right)2}{N\text{-}1}}$$

$$= \sqrt{\frac{7.169 - \left(\frac{84,67}{30}\right)2}{29}}$$

$$= \frac{\sqrt{7.169 - \frac{169,13}{30}}}{29}$$

$$= \frac{\sqrt{7.169 - 5,64}}{29}$$

$$= \frac{\sqrt{7.163,36}}{29}$$

$$= 15.71$$

APPENDIX

The Mean Score of Pre-test and Post-Test and The students' Improvement

1. **Mean Score of Pre-test**

a. Noun

$$\overline{X_1} = \frac{\Sigma X}{N}$$

$$\overline{X_1} = \frac{1144{,}44}{30}$$

$$\overline{X_1} = 38.1$$

b. Verb

$$X_1 = \frac{\Sigma X}{N}$$

$$X_1 = \frac{800}{30}$$

$$X_1 = 26{,}7$$

c. Adjective

$$\overline{X_1} = \frac{\Sigma X}{N}$$

$$\overline{X_2} = \frac{1083.33}{30}$$

$$\overline{X_1} = 36{,}1$$

2. **Mean Score of Post test**

a. Noun

$$\overline{X_2} = \frac{\Sigma X}{N}$$

$$\overline{X_2} = \frac{2512.5}{30}$$

$$\overline{X_2} = 83.75$$

b. Verb

$$X_2 = \frac{\Sigma X}{N}$$

$$X_2 = \frac{2271.42}{30}$$

$$X_2 = 75.71$$

c. Adjective

$$\overline{X_1} = \frac{\Sigma X}{N}$$

$$\overline{X_2} = \frac{2540}{30}$$

$$\overline{X_1} = 84{,}6$$

The Significant Difference

A. t-Test

Notes: $\sum D$ = 1380

$\sum D^2$ = 68900

N = 30

$$D = \frac{\sum D}{N} = \frac{1380}{30} = 46$$

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

$$= \frac{46}{\sqrt{\frac{68900 - \frac{(1380)2}{30}}{30(30-1)}}}$$

$$= \frac{46}{\sqrt{\frac{68900 - \frac{2760}{30}}{30\,(29)}}}$$

$$= \frac{46}{\frac{\sqrt{68900 - 92}}{870}}$$

$$= \frac{46}{\sqrt{79,08}}$$

$$= \frac{46}{8.89} = 5.51$$

APPENDIX I

B. t-Table

TABLE DISTRIBUTION OF T-VALUE

For level of significance (D) = 0,050

Degree of freedom (df) = N-1=30-1=29

t- Table =2.045

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
Df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.0000	3.07768	6.31375	12.7062	31.82052	63.65674	318.30
2	0.8165	1.88562	2.91999	4.30265	6.96456	9.92484	22.327
3	0.7648	1.63774	2.35336	3.18245	4.54070	5.84091	10.214
4	0.7407	1.53321	2.13185	2.77645	3.74695	4.60409	7.1731
5	0.7266	1.47588	2.01505	2.57058	3.36493	4.03214	5.8934
6	0.7175	1.43976	1.94318	2.44691	3.14267	3.70743	5.2076
7	0.7111	1.41492	1.89458	2.36462	2.99795	3.49948	4.7852
8	0.7063	1.39682	1.85955	2.30600	2.89646	3.35539	4.5007
9	0.7027	1.38303	1.83311	2.26216	2.82144	3.24984	4.2968
10	0.6998	1.37218	1.81246	2.22814	2.76377	3.16927	4.1437
11	0.6974	1.36343	1.79588	2.20099	2.71808	3.10581	4.0247
12	0.6954	1.35622	1.78229	2.17881	2.68100	3.05454	3.9296
13	0.6938	1.35017	1.77093	2.16037	2.65031	3.01228	3.8519
14	0.6924	1.34503	1.76131	2.14479	2.62449	2.97684	3.7873
15	0.6912	1.34061	1.75305	2.13145	2.60248	2.94671	3.7328
16	0.6901	1.33676	1.74588	2.11991	2.58349	2.92078	3.6861
17	0.6892	1.33338	1.73961	2.10982	2.56693	2.89823	3.6457
18	0.6883	1.33039	1.73406	2.10092	2.55238	2.87844	3.6104
19	0.6876	1.32773	1.72913	2.09302	2.53948	2.86093	3.5794
20	0.6869	1.32534	1.72472	2.08596	2.52798	2.84534	3.5518
21	0.6863	1.32319	1.72074	2.07961	2.51765	2.83136	3.5271
22	0.6858	1.32124	1.71714	2.07387	2.50832	2.81876	3.5049
23	0.6853	1.31946	1.71387	2.06866	2.49987	2.80734	3.4849
24	0.6848	1.31784	1.71088	2.06390	2.49216	2.79694	3.4667
25	0.6844	1.31635	1.70814	2.05954	2.48511	2.78744	3.4501
26	0.6840	1.31497	1.70562	2.05553	2.47863	2.77871	3.4350
27	0.6836	1.31370	1.70329	2.05183	2.47266	2.77068	3.4210
28	0.6833	1.31253	1.70113	2.04841	2.46714	2.76326	3.4081

29	0.6830	1.31143	1.69913	2.04523	2.46202	2.75639	3.3962
30	0.6827	1.31042	1.69726	2.04227	2.45726	2.75000	3.3851
31	0.6824	1.30946	1.69552	2.03951	2.45282	2.74404	3.3749
32	0.6822	1.30857	1.69389	2.03693	2.44868	2.73848	3.3653
33	0.6820	1.30774	1.69236	2.03452	2.44479	2.73328	3.3563
34	0.6817	1.30695	1.69092	2.03224	2.44115	2.72839	3.3479
35	0.6815	1.30621	1.68957	2.03011	2.43772	2.72381	3.3400
36	0.6813	1.30551	1.68830	2.02809	2.43449	2.71948	3.3326
37	0.6811	1.30485	1.68709	2.02619	2.43145	2.71541	3.3256
38	0.6810	1.30423	1.68595	2.02439	2.42857	2.71156	3.3190
39	0.6808	1.30364	1.68488	2.02269	2.42584	2.70791	3.3127

DOCUMENTATIONS

CURRICULUM VITAE

RISNAWATI, was born on september 6th, 1995 in Taipale'leng, Bontonompo-Gowa. She is the first child from two siblings from the marriage of her parents Muh. Yusuf and Rabania.

In 2003 the Researcher registered as student at elementary school SD Inpres Bulogading 1 and she graduated in 2009. The next in the same year the writer registered as a student in MTs. Muhammadiyah Takwa and graduated in 2012. Then the writer registered in SMA Negeri 1 Bontonompo and graduated in 2014. In 2014, the writer registered to study in English department of Makassar Muhammadiyah University.