

**INCREASING STUDENTS' VOCABULARY BY USING EYE-SPY
GAME AND ENGAGE, STUDY, ACTIVATE (ESA) METHOD
(A Pre-Experimental Research at the First Grade Students of
MTs Aisyiyah Sungguminasa)**



A THESIS

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

ULVAH SARI

10535578814

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



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

LEMBAR PENGESAHAN

Skripsi atas nama **ULVAH SARI** NIM 10535 5788 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.

26 Jumadil Awal 1440 H
Makassar, 01 Februari 2019 M



- Panitia Ujian :
1. Pengawas Umum : Prof. M. H. Abdul Rahman Rahim, S.E., M.M. (.....)
 2. Ketua : Erwin Akib, M.Pd., Ph.D. (.....)
 3. Sekretaris : Dr. Baharullah, M.Pd. (.....)
 4. Dosen Penguji :
 1. Sulfasyah, M.A., Ph.D. (.....)
 2. Farishta Andi Baso, S.Pd., M.Pd. (.....)
 3. Dr. Saiful, M.Pd. (.....)
 4. Sujariati, S.Pd., M.Pd. (.....)

Disahkan Oleh :
Dekan FKIP Universitas Muhammadiyah Makassar

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



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

APPROVAL SHEET

Title : *Increasing Students' Vocabulary by Using Eye-Spy Game and Engage, Study, Activate (ESA) Method (A Pre-Experimental Research at the First Grade Students of MTs Atsyyah Sunggaminusa)*

Name : ULYAH SARI

Reg. Number : 105315788

Programmer : English Education Department Strata 1 (S1)

Faculty : Teacher Training and Education

Makassar, Februari 2019

Approved by

Consultant I

Sulfasyah, M.A., Ph.D.

Consultant II

Farisha Andi Baso, S.Pd., M.Pd.

Dean of FKIP
 Makassar Muhammadiyah University

Erwin Akib, M.Pd., Ph.D.
 NBM: 860854

Head of English
 Education Department

Ummi Khaerati Syam, S.Pd., M.Pd.
 NBM: 977807





بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

COUNSELLING SHEET

Nama : ULVAH SARI
 Stambuk : 10535 5788 14
 Jurusan : Pendidikan Bahasa Inggris
 Dengan Judul : Increasing Students' Vocabulary by Using Eye-Spy
 Game and Engage, Study, Activate (ESA) Method
 Consultant 1 : Sulfasyah, M.A, Ph.D.

Day / Date	Chapter	Note	Sign
	✓	Typis & layout for the book usual parents by their	U
	✓	Relate your first to previous story or thing	U

Makassar, 2018
 Approved by:
 Head of English Education Department

Ummi Khaerati Syam, S.Pd., M.Pd
 NBM: 971 807



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

COUNSELLING SHEET

Name : ULVAH SARI
Reg. Number : 10535 5788 14
Jurusan : Pendidikan Bahasa Inggris
Title : Increasing Students' Vocabulary by Using Eye-Spy
Game and Engage, Study, Activate (ESA) Method
Consultant II : Farisha Andi Baso, S.Pd., M.Pd.

Day/ Date	Chapter	Note	Signature
15/12/18	1-5	- Check your tenses 1-3 - Check researcher in Bibliu - Result students in Pre- Post test - Check Bibliu (teory)	
15/12/18	1-5	Acc	

Makassar, 2018
Approved by:
Head of English Education Department

Umni Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

Nama : **ULVAH SARI**

Nim : 10535578814

Jurusan : Pendidikan Bahasa Inggris

Judul Skripsi : Increasing Students' Vocabulary by Using Eye-Spy Game and Engage, Study, Activate (ESA) Method

Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari penyusunan proposal sampai selesai penyusunan skripsi ini, saya akan menyusun sendiri skripsi saya (tidak dibuatkan oleh siapapun).
2. Dalam penyusunan skripsi, saya akan selalu melakukan konsultasi dengan pembimbing yang telah ditetapkan oleh pimpinan fakultas.
3. Saya tidak akan melakukan penjiplakan (plagiat) dalam penyusunan skripsi ini.
4. Apabila saya melanggar perjanjian pada butir 1, 2, 3, saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar, Februari 2019

Yang Membuat Pernyataan

Ulvah Sari

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : **ULVAH SARI**

Nim : 10535578814

Jurusan : Pendidikan Bahasa Inggris

Judul Skripsi : Increasing Students' Vocabulary by Using Eye-Spy Game
and Engage, Study, Activate (ESA) Method

Dengan ini saya menyatakan bahwa skripsi yang saya ajukan di depan tim penguji adalah hasil karya saya sendiri dan bukan hasil karya dari orang lain atau dibuatkan oleh siapapun.

Demikian pernyataan ini dan saya bersedia menerima sanksi apabila pernyataan ini tidak benar.

Makassar, Februari 2019

Yang Membuat Pernyataan

Ulvah Sari

MOTTO AND DEDICATION

**“IF YOU FOCUS ON THE RESULT YOU WIL NEVER CHANGE.
BUT IF YOU FOCUS ON THE CHANGE
YOU WILL GET THE RESULT”**

I dedicate this graduating paper to:
“My Parents, My Brother, all of my
family and expecially for people who
always ask about WISUDA”

ABSTRACT

ULVAH SARI. 2019. *Increasing Students' Vocabulary by Using Eye-Spy Game and Engage, Study, Activate (ESA) Method at the First Grade of MTS Aisyiyah Sungguminasa (An Experimental Research).* A thesis of English Departement the Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Guided by Sulfasyah and Farisha Andi Baso.

The objective of the research is to increase student's vocabulary by using Eye-Spy Game and Engage, Study, Activate (ESA) Method that focused on noun and verb. Finding determine that there are significance difference of the students' vocabulary before and after teaching through Eye-Spy Game and Engage, Study, Activate (ESA) Method could significantly increase the students' vocabulary.

The researcher applied Pre-Experimental method. The data were collected by giving pre-test and post-test. The population of the research consisted of 89 and the sample of the research was the first grade of MTS Aisyiyah Sungguminasa, academic year 2018/2019 which consisted of 30 students. The sample was taken by using purposive sampling technique.

The result of the research showed that the students vocabulary in pre test and post-test difference significantly. After giving the treatment, their vocabulary significantly improved. The result of the research obtained by the students through pre-test was 61.46 and post-test was 74.06. The value of the t-test was greater than t-table ($6.37 > 1.699$). It indicated that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. It can conclude that the use of Eye-Spy Game and Engage, Study, Activate (ESA) Method is effective to increase students' vocabulary.

Key word: *Eye-Spy Game, Engage Study Activate (ESA) Method, Vocabulary, Pre-Experimental Research*

ABSTRAK

ULVAH SARI. 2019. Meningkatkan Kosakata Siswa dengan Menggunakan Permainan Eye-Spy dan Metode Engage Study Activate (ESA) (Penelitian Pre-Eksperimental di Kelas Pertama MTS Aisyiyah Sungguminasa). Sebuah skripsi Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan Dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Sulfasyah dan Farisha Andi Baso.

Tujuan dari penelitian ini adalah untuk meningkatkan kosakata siswa dengan menggunakan Eye-Spy Game dan Engage Study Activate (ESA) yang berfokus pada kata benda dan kata kerja. Penelitian ini menentukan bahwa ada perbedaan signifikan dari kosakata siswa sebelum dan sesudah mengajar melalui Eye-Spy Game dan Metode Engage Study Activate (ESA) yang secara signifikan dapat meningkatkan kosakata siswa.

Peneliti menerapkan metode Pra-Eksperimental. Data dikumpulkan dengan memberikan pre-test dan post-test. Populasi penelitian terdiri dari 89 dan sampel penelitian adalah kelas satu MTS Aisyiyah Sungguminasa, tahun akademik 2018/2019 yang terdiri dari 30 siswa. Sampel diambil dengan menggunakan teknik purposive sampling.

Hasil penelitian menunjukkan bahwa perbedaan kosakata siswa pada pre test dan post-test signifikan. Setelah menerapkan treatment, kosakata mereka meningkat secara signifikan. Hasil penelitian yang diperoleh siswa melalui pre-test adalah 61,46 dan post-test adalah 74,06. Nilai t-test lebih besar dari t-tabel ($6,37 > 1,699$). Ini menunjukkan bahwa hipotesis alternatif (H1) diterima dan hipotesis nol (H0) ditolak. Itu dapat disimpulkan bahwa penggunaan Permainan Eye-Spy dan Metode ESA efektif untuk meningkatkan kosa kata siswa.

Kata Kunci: Eye-Spy, Engage Study Activate, kosa kata.

ACKNOWLEDGEMENT



All praise is to Allah SWT, lord of the world, who has owed strength and health upon the researcher to finishing this thesis entitled Increasing Student's Vocabulary by Using Eye-Spy Game and Engage, Study, Activate (ESA) Method at MTs Aisyiyah Sungguminasa. Shalawat and Salam are addressed to our prophet Muhammad SAW, his family, companions, and all his followers.

The researcher would like to thank to all of those who have given the contribution so that this thesis can be finished. The researcher would like to deliver this thank to:

1. The researcher's beloved parents **Hasanuddin** and **Suaibah**, who always give me support, their strong motivation, their attention both material and spiritual and pray for the researcher's successful until the completing this thesis.
2. **Prof. Dr. H. Abd Rahman Rahim., SE., MM** as the rector of Makassar Muhammdiyah University.
3. **Erwin Akib S.Pd., M.Pd., Ph.D** as the Dean Faculty of Teachers Training and Education.
4. **Ummi Khaerati Syam, S.Pd., M.Pd** as the Head of English Education Department.

5. **Sulfasyah, M.A., Ph.D** as the first consultant and **Farisha Andi Baso, S.Pd., M.Pd** as the second consultant who give the researcher correction, guidance all support to finish this thesis
6. All lecturers and staffs of English Department for their guidance and assistance during the years of the researcher's study.
7. **Dra. Sumiyati. M** as the headmaster of MTS Aisyiyah Sungguminasa, thanks for accepted the researcher doing this research.
8. **Hasdalena Halik, S.Pd** as the English Teacher, thanks for support and suggestions during the research.
9. The researcher's uncle and aunt in Makassar who have provided more than 4 years to live in their house and thanks for taking care of me and advising me while doing this thesis.
10. The researcher's friend Balala Squad (Mayang, Jurasni, Irmayani ND, Ikmul Sari, Rasmawati, Dian Febri, Indriani) who have been struggling together, giving each other motivation and encouragement to do this thesis.

The researcher realizes that the writing of this thesis is still the simple one. Remaining errors are the researchers' own; therefore, constructive criticism and suggestions will be highly appreciated. Finally, willingly the researcher prays, may all our efforts are blessed by Allah swt. Aamiin.

Makassar, Februari 2019
The Researcher

ULVAH SARI
NIM: 10535578814

TABLE OF CONTENTS

	Pages
TITTLE	i
LEMBAR PENGESAHAN	ii
APPROVAL SHEET	iii
COUNSELLING SHEET.....	iv
SURAT PERJANJIAN	vi
SURAT PERNYATAAN	vii
MOTTO AND DEDICATION.....	viii
ABSTRACT	ix
ACKNOWLEDGEMENT	x
TABLE OF CONTENTS.....	xiii
LIST OF FIGURE	xvi
LIST OF TABLES	xvii
LIST OF GRAPHICS	xviii
LIST OF APPENDICES	xix
CHAPTER I INTRODUCTION	
A. Background	1
B. Research Question.....	3
C. Objective of the Research	3
D. Significance of the Research.....	3
E. Scope of the Research	4

CHAPTER II REVIEW OF RELATED LITERATURE

A. Previous Related Studies	5
B. Some Pertinent Ideas	6
1. The Concept of Vocabulary	6
2. The Concept of Games	13
3. The Concept of Eye Spy Game	16
4. The Concept of Engage, Study, Activate (ESA) Method.....	20
C. Conceptual Framework	26
D. Research Hypothesis	27

CHAPTER III METHODOLOGY

A. Research Design	28
B. Research Variables and Indicators	28
C. Population and Sample.....	29
D. Research Instruments	28
E. Data Collection.....	30
F. Data Analysis	31

CHAPTER IV FINDING AND DISCUSSION

A. Finding	36
B. Discussion	43

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion.....46

B. Suggestion46

BIBLIOGRAPHY48

APPENDICES

CURRICULUM VITAE

LIST OF FIGURE

Figure	Pages
2.1 Conceptual Framework	26

LIST OF TABLE

Tables	Pages
3.1 Research Design.....	28
3.2 Number of Population.....	29
3.3 The Scoring Category	32
3.4 The Classifying of Testing.....	34
4.1 The Mean Score and Standard Deviation of Pretest and Posttest	37
4.2 Frequency and rate percentage of the students' pretest score	37
4.3 Frequency and rate percentage of the students' pretest score	39
4.4 T-test and t-table value of pretest and posttest.....	41
4.5 The improvement of the students' vocabulary.....	41
4.6 Hypothesis Testing.....	42

LIST OF GRAPHICS

Graphics	Pages
4.1 The Pre-Test Score Frequency and Percentage of the Students' Vocabulary.....	38
4.2 The Post-Test Score Frequency and Percentage of the Students' Vocabulary	40
4.3 The Improvement of the Students' Vocabulary	42

LIST OF APPENDICES

Appendix A Absensi of the Student

Appendix B Mean Score of the Students

Appendix C Standard Deviation of the Students

Appendix D The Row of the Students' Pre-test and Post-test

Appendix E The Distribution of T-Table

Appendix F Lesson Plan

Appendix G Instrument of the Research

Appendix H Key Answer of Instrument

Appendix I Data Analysis

Appendix J Documentation

CHAPTER I

INTRODUCTION

A. Background

Vocabulary is a listing of all words that are taught in the foreign language. According to Manser (1995) vocabulary is the total number of words in a language. Vocabularies are the words that taught in the foreign language. Moreover vocabulary is important aspect in learning foreign language. Without understanding vocabulary, the students will find some difficulties. Therefore, the students must have knowledge of vocabulary because it can positively facilitate the students to use English effectively in their communication. In other word, it leads the students to master and to use English well.

As a linguist Thornbury (2002) says that vocabulary learning is very important because without vocabulary nothing can be conveyed and also without grammar very little can be conveyed. In other to be able to use the language productively, students must know certain amount of vocabularies not only for communicating orally, but also written. It is line with the concept of communicative approach in which learners have a big chance to use the language directly in classroom activities. This approach is useful to increasing students' vocabulary. Through the approach students are forced to use the language directly in either spoken or written communication.

In this research, the researcher used two methods such as game and method. The game is Eye-Spy and the method is Engage, Study, Activate (ESA). Firstly Eye-Spy Game is one of the games that most of children learn to play. The game requires no equipment and can be played anywhere and with as many people as you want both with adults and children, though a minimum of two players is required. Eye-Spy game is often played with young children as a means to avert boredom in long journey. The secondly ESA method is in Engage phase, the teacher attempt to arouse the students' interest and engage students' emotion. This might be realized through a game, the use of picture, audio recording, video sequence or a new story anecdote. In the study phase, the focus is move into the target feature. The teacher explains the meaning and forms of the feature, present models and conduct practice. The activate phase, students do not focused on the target language pattern, but employ their full second language resources to complete a tasks designed to elicit use of the target features and on learner using the language commutatively, drawing on whatever knowledge and skill they have.

Considering the explanation above, the researcher proposes a research thesis entitle "Increasing Students' Vocabulary by using Eye-Spy Game and Engage, Study, Activate (ESA) Method.

B. Research Question

Based on statement above the researcher found problem by using Eye-Spy Game and Engage, Study, Activate (ESA) Method such as:

"Does the use of Eye-Spy Game and Engage, Study, Activate (ESA) method can increase student's vocabulary?"

C. Objectives of the Research

Based on problem statement, the objectives of the research such as:

“To find out the use of Eye-Spy Game and Engage, Study, Activate (ESA) method in increasing student’s vocabulary”.

D. Significance of Research

There are many significances of the research which can be useful for:

a. For students

This research is expected to help the students increase their vocabulary and can motivated them in order be more interested to learn English. In addition, the result of the study is expected to be useful to enrich the insight and knowledge to the effect of use Eye-Spy Game and Engage, Study, Activate (ESA) method in increasing student’s vocabulary of especially in noun and verb.

b. For teachers

The researcher expects that this research can useful for English teacher to provide a creative and alternative solution to solve the problem in teaching English. The researcher also hopes that an applying it in their teaching vocabulary as effective as possible.

c. For researcher

This research is expected to give great contribution to the other research as a reference for further studies on similar topic.

E. Scope of Research

There are many games and method that usually used. The method and game usually used when the teacher want to get the feeling of their students. This research use the student's vocabulary achievement related to the noun and verb. The noun is countable noun and uncountable noun. This scope are intended to know about using Eye-Spy Game and Engage, Study, Activate (ESA) Method in increasing student's vocabulary.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Studies

Wahyudi (2017) the research findings, it can be shown that ESA technique enhance the students' listening skill and the classroom atmosphere in teaching and learning listening activity. Based on the result of research from using ESA technique in listening skill the researcher conducted the mean of pre-test 1 was 58 (8,2%) and the post-test 1 was 68 (55,5%), from the pre-test 2 was 57 (5,3%) and post-test 2 was 75 (9,8%). Based on the finding t-test cycle 1 was 7,937 on the cycle 2 was -12,528. Its mean the technique was significant to improve listening skill.

Venus (2016) the result of this study shown that the Quantum Teaching Method and Speed Drawing Games was effective to improve students' vocabulary mastery because t-test was 4,92 higher than t-table was 2,021.

Amri (2016) this research is aimed to determine the effect of Eye-Spy Game to increase students' vocabulary mastery. The principle problem was only one that is to what extent Eye-Spy Game in increasing students' vocabulary mastery at the second grade of SMP Babussalam Selayar. The research discovers that the students' vocabulary mastery increased by using Eye-Spy Game. The result of t-test also shown that the Eye-Spy Game is effective to increase students' vocabulary mastery because the t-test was higher than t-table ($2,094 > 2,042$).

The similarity between four opinions above is the same use game and method to improve the skill and the differences of four opinions above is the skill that used by researcher. The researcher didn't found a research that integrates to use Eye-Spy game and ESA method in increasing students' vocabulary. Therefore, the researcher will try to conduct a research about using Eye-Spy game and ESA method in increasing students' vocabulary.

B. Some Pertinent Ideas

1. Concept of Vocabulary

a. Definition of Vocabulary

Vocabulary is a set of words owned by someone or is part of a particular language. A person's vocabulary is defined as the set of all words the person understands or any words that the person might use to construct a new sentence. The wealth of a person's vocabulary is generally considered to be a picture of his intelligence or level of education.

The addition of vocabulary is generally considered to be an important part of either the learning process of a language or the development of one's ability in a controlled language. School students are often taught new words as part of a particular subject and many adults also consider vocabulary formation as an interesting and educative activity.

Vocabulary is often used as a reason why we are lazy to speak English. It is undeniable the role of vocabulary is very important in English communication. But do not let a little vocabulary become our barrier to talk. Vocabulary is divided into 2 kinds: active and passive. Active vocabulary is

a vocabulary that is often used in conversation. This vocabulary is called active because of its high usage frequency. Active vocabulary can also be interpreted as a popular and often heard vocabulary. While passive vocabulary is a vocabulary that forgotten. The meaning of this vocabulary is rarely exposing, so only found in the text. Maybe we know the meaning of this passive vocabulary, but because it is rarely exposed, when we speak, this vocabulary will be forgotten.

According to Muliati (2011), vocabulary is the context and function words of language which are learned so thoroughly that become a part of understanding, speaking, and alter reading and writing vocabulary. It also means word having been heard or seen even though not produced by individual himself to communicate with others.

Webster (1983) states that vocabulary is: 1) a list of words and sometimes phrase, usually arranged in alphabetical order and defined as dictionary, glossary or lexicon; 2) all the words of language; 3) all the words recognized and understood by particular person, although not necessary used by him (in full, passive vocabulary).

b. Kinds of Vocabulary

According to 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 (Stuart, 2008).
2. **Productive vocabulary:** productive vocabulary is the words that the learners understand and can pronounce correctly and uses 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 (Stuart, 2005).

According to Nation (2001), there are two kinds of vocabulary.

They are receptive and productive vocabulary.

1. Receptive vocabulary refers to the words that native speakers and foreign learners recognize and understand but hardly ever use, it is used passively in either listening or reading.
2. Productive vocabulary is utilized actively either in speaking or writing. One's listening vocabulary is generally larger than his speaking vocabulary while his reading vocabulary is relatively larger than his writing vocabulary.

Therefore it can be concluded that vocabulary can be presented in four units. They are reading vocabulary, listening, and vocabulary, speaking

vocabulary, and writing vocabulary. Reading vocabulary consists of the word found by people when they are reading. While listening vocabulary is the words that people hear and understand when they are talking to others or listening to radio and television.

Nation (2001) also states that there are four kinds of vocabulary in the text. They are:

1. High frequency words. These words are almost 80% of the running words in the text.
2. Academic words. Typically, these words make up about 9% of the running words in the text.
3. Technical words. These words make up about 5% of the running words in the text.
4. Low frequency words. These are the words of moderate frequency that did not manage to get into the high frequency list. They make up over 5% of the words in an academic text.

c. Classification of Words

The basic classifications of words in terms of part of speech are divided into two classes. According to Halliday (1985) as cited in Hatch and Brown, (1995: 252) English vocabularies are classified into:

1. Lexical or content words: noun, verb, adjectives, adverb. Noun refers to a person, place, or thing. It can be divided into subclasses. They are proper nouns (Betsy, Ohio and the Mormon Tabernacle Choir), common nouns (woman, state, and choir),

concrete nouns (disk, table and chair), abstract nouns (hope, understanding, and love), count noun (books, birds, and pianos), mass noun (applesauce, gravy and rice), and group nouns (bank, government, board) . Verbs are words that denote action. Nouns that name states, processes and events are not as noun like as physical objects that exist in time and space. For examples: do, write and listen. Adjectives are used to highlight qualities or attributes. Certain adjectives are typically used to describe particular nouns. For example: light, dark, bright and dull are used with color names. Adverbs are similar to adjectives in many ways although they typically assign attributes to verbs, to clauses, or to entire sentences rather than to nouns.

2. Grammatical or function Words: prepositions, conjunctions, pronouns, article and demonstratives. Prepositions are all those words that help locate items and action in time and space. For example: above, ahead, behind. Conjunctions are sometimes called logical connectors because they clarify the relation between the linked clauses. For example: because, while, unless, and, or, but. Pronouns refer to nouns that have already been mentioned in the discourse or point ahead to a noun that are about to mention. For examples: me, he, and him. Article and demonstratives, the articles (a, an, the) and demonstratives (this,

that) are important to help point out object and bring them to the attention of the listeners.

d. Problems in Teaching Vocabulary

There are many problems that are difficult to solve in teaching vocabulary. As stated by Thornbury (2002: 27-28), there are general problems which are faced in teaching vocabulary. Factors that make some teaching vocabularies more difficult are:

1. **Pronunciation:** Research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some group of learners such as regular and lorry for Japanese speakers. Many learners find that words with clusters of consonants, such as strength or breakfast, are also problematic.
2. **Spelling:** Sound-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can 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. Words that contain silent letters are particularly problematic: foreign, listen, honest, muscle, know, knight, etc.
3. **Length and complexity:** Long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is

likely to meet them more often, a factor favoring their “learn ability”. Also, variable stress in polysyllabic words such as in word families like necessary, necessity and necessarily can add to their difficulty.

4. Grammar: The grammar which is associated with word, especially if this differs from that of its L1 equivalent. Spanish learners of English, for example, tend to assume that explain follows the same pattern as both Spanish explicit and English tell, and say he explained me the lesson. Remembering whether a verb like enjoy, love or hope is followed by an infinitive (to swim) form (swimming) can add to its difficulty. And the grammar of phrasal verbs is particularly troublesome: some phrasal verbs are separable (she looked the word up) but others are not (she looked after the children).
5. Meaning: When two words overlap in meaning, learners are likely to confuse them. Make and do are a case in point; you make breakfast and make an appointment, but you do the housework and do a questionnaire. Words with multiple meanings, such as since and still, can also be troublesome for learners. Having learned one meaning of the word, they may be reluctant to accept a second, totally different meaning. Unfamiliar concepts may make a word difficult to learn. Thus, culture-specific items such as words and expressions associated

with the game cricket (a sticky wicket, a hat trick, a good innings) will seem fairly opaque to most learners and are unlikely to be easily learned.

6. Range, connotation and idiomaticity: Words that can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range. Thus put is a very wide-ranging verb, compared to impose, place, position, etc. Likewise, thin is a safer bet than skinny, slim, slender. Words that have style constraints, such as very informal words may cause problems. Finally, words or expressions that are idiomatic (like make up your mind, keep an eye on...) will generally be more difficult than words whose meaning is transparent (decide, watch). It is their idiomaticity, as well as their syntactic complexity, that makes phrasal verbs so difficult.

2. Concept of Game

a. Definition of Game

The game is something that can be used with certain rules. There are parties who win and there are losers, usually the game is done with no serious or with the aim of entertaining.

According to Nilwan (1998) the game is a computer game made with techniques and methods of animation. If you want to deepen the use of animation must understand the making of the game. Or if you want to make

a game, then it should understand the techniques and methods of animation, because the two are related.

According to Salen et.al (2005) “A game is a system in which players engage in artificial conflict, defined by rules, which produce measurable results”.

b. Kinds of Game

According to Tedjasaputra (2001) there are several kinds of game that have certain rules and certain goals as well. The various games are as follows:

1. Individual Game: This game learners play to test their own ability because most of the game was done alone. Learners play regardless of what other learners are doing around them. Examples of individual games are jumping rope, composing a puzzle, arranging blocks, etc.
2. Team Game: This team game has the rules given before the game starts. Game rules must be understood by every player and willing to follow the rules of the game.
3. Co-operative Game: This game is marked by the cooperation or division of tasks and the division of roles between learners involved in the game to achieve the goals of the play activities. The game of cooperation can be seen when learners work on a project or tasks together in small groups or large groups at once.

4. **Social Game:** The social game is the activity of playing the learners with their own friends. In this game learners participate in play activities with other students according to their respective roles that have been agreed before. Examples of such a police game with a thief, or team jump rope.
5. **Game with certain rules:** This game is marked by the existence of play activities that use certain rules. In this game learners are expected to be sportive. Examples of this game are football, ladder snake game, monopoly, etc.

The selection of game tools in the learning process can be tailored to the characteristics and needs of these learners. To provide knowledge and understanding in learning English is the introduction of the names of objects. It is necessary to have a game tool in the form of a snake ladder in which presents various nouns in English. This ladder snake game includes cooperative, social, and game games using certain rules. Designing or creating a gaming tool is generally based on criteria that fit the cognitive development of the learner. For example a game tool that will be created is to develop numeracy skills, and then the designed game tools should be focused on the numbers.

The things that need to be considered in designing the game tools are as follows: Forms of game equipment; the game equipment must be tailored to the goal to be achieved e.g., a game tool that focuses on the form means

have a purpose so that players can understand and understand the concept of the form.

Game material in designing the game equipment needs to be considered material that is environmentally friendly or that can be recycled and does not contain substances that are harmful to the player. Understanding the level of development of players; game tools that fit the needs of players will spur the development of players and can provide a boost or challenge that is not boring for the player. Game difficulty level in designing a game tool needs to pay attention to the level of difficulty of the game equipment that will be used by players to play activities can spur the curiosity of the players.

3. Concept of Eye-Spy Game

a. Definition of Eye-Spy Game

Eye spy is a fun and family-friendly guessing game that can be played by children of almost any age. Because it's a call and response game, you don't need any tools, accessories, cards, or boards to play. Its mean that we can play anywhere and anytime, as long as you have at least two players. Eye spy tests and develops the powers of perception and observation, expands vocabulary, and can be used to teach young children about letters, names, shapes, and objects. It's also a fun way to pass time when you're on a road trip, waiting to board a train, plane, or bus, on a family holiday, in a waiting room, while you're out shopping, or if you're looking for something to do with friends.

b. Procedure to Play Eye-Spy Game

According to Rette rand Valls in Detia the procedure to play Eye-Spy Game:

1. Choose the players. You need a minimum of two players to play eye-spy, but otherwise there's no limit on how many people can play a game. Players are old enough to play when they have an understanding of the world around them and can easily name everyday objects.
2. Select the first spy. For each round of eye-spy, there is one person who is the spy. That person selects an object and has to get the other players to guess what the object was based on a clue. There are many ways you can determine who gets to be the first spy. For instance, you can draw cards or straws, ask whose birthday is coming up next, and go by whose name is alphabetically first or last or even have an outside person who isn't playing randomly select the first spy. In another variation on the game, the spy is instead called the king or queen bee.
3. Pick an object. As the first spy, your job is to pick an object from your immediate surroundings that all the players can see. But once you've picked it, don't say what it is. Instead, think about the object to yourself, and come up with a few features and characteristics that make this object noteworthy. If you're in a

moving vehicle, you will have to work quickly; otherwise the object will have passed before anyone else has a chance to see it.

4. Pick your first hint. In order to get players to guess the object you've chosen, you have to provide them with a piece of information about the object. Use those noteworthy features you came up with and think about what you can say that will hint to your fellow players what object you're thinking of. Good adjectives to use can relate to the objects: color, height, weight, texture, geometric features, first letter, material, a word that it sounds like.
5. Provide the first hint. In this game, the spy uses the phrase "I spy with my little eye, something that..." and then finishes that hint with the descriptor or adjective chosen to describe the object. For instance, if you picked a purple hat that a nearby person was wearing, you could finish with "something that you wear." When you say the hint out loud, be sure you aren't looking right at the object. Another variation on the hint phrasing is "I spy something and it's designed to keep you warm," for instance. For the bumblebee game, you can say "Bumble Bee Bumble Bee, I see something you don't see, and the color of it is purple," for example.
6. Let each player guess. Once you've provided the hint, give the other players a chance to look around and find the object. Then,

go around the group and give each player a chance to guess what object you chose. Eye spy is usually played with yes or no answers (players ask if specific objects were the chosen ones and the spy says yes or no), but the spy can also provide additional hints to the players by saying whether the guess was hot or cold. If a guess was close to or similar to the chosen object, the spy says the guess was warm (close) or hot (very close). If a guess was nowhere near the object, the spy says cold or cool if the guess was mostly off.

7. Provide another hint if necessary. If none of the players are able to guess the object, repeat the phrase and provide another hint. Choose a different adjective this time, and concentrate on a different feature. For instance, if your hint before told the players what color the object was, provide a hint about something else, like the object's material, shape, or texture. Let the player who guesses correctly become the next spy. Go around in the same order and let each player guess again. When a player does guess correctly, that player becomes the new spy, and the game begins anew. If nobody is able to guess the object, you can either provide another hint, or the spy role can automatically pass to a new player. If all the players are young and not able to easily guess, consider having a set order in which everyone gets to be the spy.

4. Concept of Engage, Study, Activate (ESA) Method

a. Definition of ESA Method

The natural language acquisition can be difficult to replicate in the classroom, but there are elements which we should try to imitate. These elements are to be present in a language classroom to help students learn effectively, which are called ESA. ESA are:

Engage: this is the point in a teaching sequence where teachers try to arouse the student's interest. Thus involving their emotions, activities and materials which frequently engage students include games (developing on age and type, music, discussion when handled challengingly), stimulating picture, dramatic stories, amusing anecdotes, etc. But even where such activities and materials are not used, teachers will want to ensure that their students engage with the topic. They will ask students what they think of the topic before asking them to read about it. For example, they will look at the picture of person and be asked to guess what their occupation is before they listen to that person and tape.

Study: study activities are those where the students are asked to focus in on language (or information) and how it is constructed. They range from the study and practice of single to an investigation of how a researcher achieves a particular effect in long text; for an examination and practice of a verb tense to the study of a transcript of informal speech to discuss spoken style. The teacher can explain grammar; the students can study language evidence to discover grammar for themselves. They can work in groups

studying a reading text or vocabulary. But whatever the style, study means any stage at which the construction of language is the main focus. Some typical areas for study might be the study and practice of the vowel sound in „ship“ and „sheep“, (e.g. „chip“, „cheap“, „dip“, „deep“, „bit“, „beat“, etc.

Activate: this element describes exercises and activities which are designed to get students using language as freely and communicatively as possible for given situation or topic. It offers students a chance to try out real language use with little or no restriction a kind of rehearsal for the real world.

E.S.A is one of teaching method which stands for Engage, Study and Activate. They are phases which are presented in a language classroom to help students to learn effectively which developed by Jeremy Harmer. The three stages of E.S.A are as follows:

1. Engage. It is important to engage the students. This means getting the students interested in the subject, in the class and in the language point and hopefully enjoying what they are doing (Robertson and Acklam, 2000). During the Engage phase, the teacher tries to arouse the students' interest and engage their emotions. This might be through a game, the use of a picture, audio recording, a dramatic story, an amusing anecdote, etc. The aim is to arouse the students' interest, curiosity, and attention. This is the point in a teaching sequence where teachers try to arouse the student's interest, thus involving their emotions. As the creator of this method, Jeremy (2001) echoes that if students are engaged, if they are genuinely interested and involved in

what's going on, the chances are that they are going to learn an awful lot better because they're not just doing what they have to do because they're in school, they're also lie involved in what's going on.

2. Study. The Study phase activities are those which focus on language (or information) and how it is constructed. The focus of study could vary from the pronunciation of one particular sound to the techniques an author uses to create excitement in a longer reading text. Students can study in a variety of different styles: the teacher can explain grammar, they can study language evidence to discover grammar for themselves, and they can work in groups studying a reading text or vocabulary. But whatever the style, study means any stage at which the construction of language is the main focus.
3. Activate. This element describes the exercises and activities which are designed to get students to use the language as communicatively as they can. During Activate, students do not focus on language construction or practice particular language patterns but use their full language knowledge in the selected situation or task. The objective for the students is not to focus on language construction and/or practice specific bits of language (grammar patterns, particular vocabulary items or functions) but

for them to use all and any language which may be appropriate for a given situation or topic (Harmer, 2001).

b. Types of ESA Method

According to Harmer (1998) there are some types of ESA Method such as:

1) ESA Straight Arrows sequence (E-S-A)

The teacher gets the class interested and Engaged, and then they study something and then try to activate it by putting it into production.

Here is the example of such a “Straight Arrows” . :

1. Engage: students and teacher look at picture or video of modern robots. Ask some questions; what are the robots doing? Why do they like or they don't like?
2. Study: the teacher shows students the picture of a particular robot and introduces the word “can” and “can't” sentence. “It can do..... it can't do ...” Teacher makes sure students can use correct grammar.
3. Activate: students work in groups and design their own robot; they make a presentation to class saying what their robot can do and can't do.

2) ESA Boomerang sequence (E-S-S-A)

Instead, there are other possibilities for the sequence ESA elements.

Here, for example is “Boomerang” procedure

1. Engage: students and teacher discuss issues surrounding on interview. What makes good interviewee? What sort of thing does the interviewer want to find out? Students get interested in the discussion.
2. Activate: the teacher describes an interview situation which students are going to act out in a role play. The students plan the kind of questions they are going to ask and the kind of answers they might want to give (not focusing language construction etc. But treating it as real life task). They then role-play the interview. While they are doing this, the teacher makes a note of English mistakes they make and difficulties they have.
3. Study: when the role-plays are over the teacher works with the students on the grammar and vocabulary which caused them trouble during the role-play. They might compare their language with more correct usage and try to work out (discover) for themselves where they went wrong. They might do some controlled practice of the language.
4. Activate: some time later, students role-play another job interview, bringing in the knowledge they gained in the study phase.

3) ESA Patchwork sequence (E-A-A-S-A-S-E-A)

ESA patchwork sequence is made up with some patches of ESA elements. It is a mixture of procedures and mini-procedures, a variety of episodes building up to a whole. Engage: the teacher shows the students a

science fiction movie clip concerning about the internet to arouse the students' interest. Activate: they have a discussion about the effect of the internet. Activate: they act out role-play named "internet friends". Study: the teacher does vocabulary work on words of the text. Activate: the students describe their opinions on the virtual world. Study: the teacher focuses the students attention on the relative clause construction used in the text. Engage: the students watch another relative movie clip. Activate: the students have a discussion about how to use the internet efficiently.

Playing with this collaboration can be started by the students themselves or by the direction of the teacher. In the game learners can participate in the effort to learn to solve problems together. In the methods can be used when the learning process in the class because this method can motivate students in learning process. The researcher chooses this method because we can see that many students are not interested with English. They think that English is difficult to say, difficult to understand. So the researcher using Eye-Spy Game with help of Engage, Study, Activate (ESA) Method.

C. Conceptual Framework

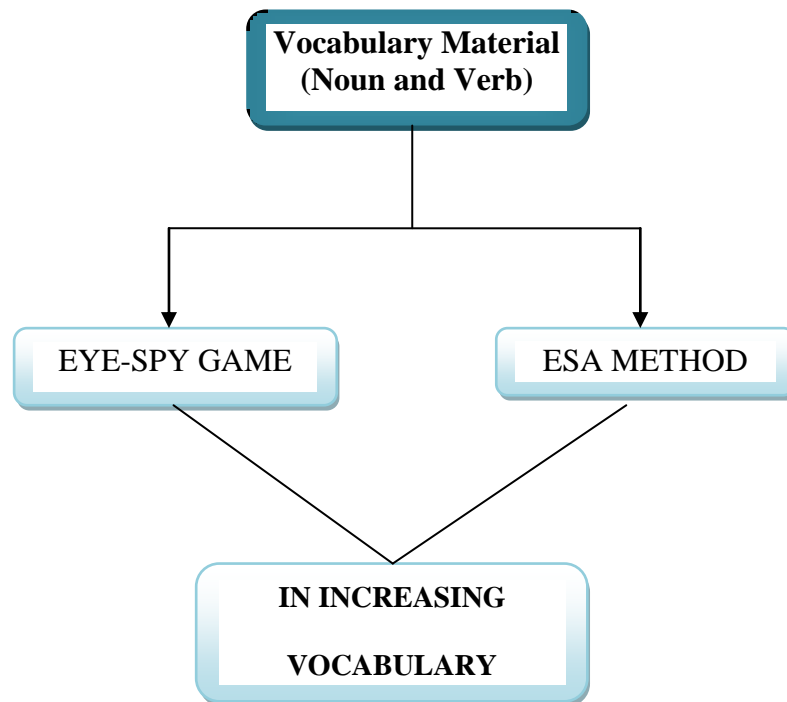


Figure 2.1: Conceptual Framework

The conceptual framework above explains about student's problem in increasing student's vocabulary. In increasing student's vocabulary the researcher have used two methods. There was EYE-SPY game and the method ESA Method. By apply the game and method, the researcher choose pre-experimental research with giving the pre-test and post-test. Pre-test was given before applying EYE-SPY game and ESA Method and post-test was given after applying EYE-SPY game and ESA Method.

D. Research Hypothesis

The hypotheses of the research are:

- a. Null Hypothesis (H_0) was the use of Eye Spy Games and Engage, Study, Activate (ESA) method not increasing student's vocabulary
- b. Alternative Hypothesis (H_1) was the use of Eye Spy Games and Engage, Study, Activate (ESA) method increasing student's vocabulary.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of this research was pre-experimental method. This method include one class that would given pre-test and post test.

Table 3.1: Research Design

O ₁	X	O ₂
----------------	---	----------------

Notes:

O₁ : Pre-test

X : Treatment

O₂ : Post-test

(Gay 2006)

B. Research Variable and Indicator

1. Research Variables

There were two kinds of variables namely independent and dependent variable. Independent variable (X) of this research was the use of the Eye- Spy Game and Engage, Study, Activate (ESA) method and the dependent variable (Y) of this research was increasing the student's vocabulary.

2. Research Indicator

The research indicator of this research was the students' vocabulary achievement in comprehending noun and verb that the students' learned by using Eye- Spy Game and Engage, Study, Activate (ESA) method.

C. Population and Sample

1. Population

Table 3.2: Number of Population

Class	Number of Population
VII-A	30
VII-B	30
VII-C	29
TOTAL	89

The populations of this research were all of students at MTs Aisyiyah Sungguminasa class VII in the academic year 2018/2019. The Population consists of three classes. The total of the populations this research were 89 students.

2. Sample

The researcher selected one class as the sample by using purposive sampling. The total of the sample was 30 students from one class. The researcher took VII.A as the sample and consists of 30 student

D. Research Instrument

Research instrument that used in this research was test. The test was written test. The written test was to assess and examines the students' vocabulary.

E. Data Collection

The data of this research use the student's vocabulary achievement related to the noun and verb. The researcher used test as the instrument. There were pre-test and post-test.

1. Pre-test

Pre-test was given in the beginning of attending class. Its purpose to know the students' knowledge of the material that will be thought. The instrument consisted of 10 items test of multiple choice, 10 items test of finding the meaning and 10 items of matching test. The score of each item was 1 so the total was 30 numbers.

2. Treatment

Treatment was given after pre-test. The researcher gave the treatment to the students as practice to know their vocabulary achievement. The treatment was conducted in four meetings and spend 1 hour 45 minutes every meetings.

- a. First meeting in treatment the researcher explained about materials that want to teach during in learning process. The material was about noun and verb.
- b. Second, third, four meeting, the researcher explained about the methods that want to apply in the class. There were ESA Method and Eye-Spy

Game. After the researcher explained about it, the researcher elaborates the methods. The way to elaborate the methods such as in the ESA method there were three phase such as Engage, Study, and Activate. In the engage phase it was about the way teacher to arouse students' interest in learning English. It can be trough the game, picture, audio, video etc. Study phase is about the process learning during in the class and activate is about the student active in the class. Eye-Spy game has been chosen by the researcher to arouse students' interest and in the study and activate phase, the researcher applied the game.

3. Post-test

Post- test was given in the end of the research. It's aimed to measure the student's vocabulary after the treatment. The post-test was the same procedures with pre-test.

F. Analysis Data

1. Calculating the student's correct answer of test.

$$\text{Score} = \frac{\text{Total Correct Answer} \times 100}{\text{Total Test Item}}$$

(Sudjana, 2008)

2. Scoring category of the student's pre-test and post-test by using scoring rubric items for vocabulary as follows:

Table 3.3: The Scoring Category

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

(Depdikbud 2007)

3. Calculating the mean score of test by using the following formula:

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

Notes:

X = Mean score

$\sum X$ = The sum of all score

N = The number of students

(Gay, 2012)

4. The percentage of students' improvement

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

Notes:

P = Percentage

X_2 = Post-test

X1 = Pre-test

(Gay, 2012)

5. Calculating the percentage of the students' activity in learning process using formula:

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

Note:

P : Percentage

F : Frequency

N : Total number of Subject

(Gay, 2012)

6. To find out standard deviation of the student's score in pre-test and post-test by applying formula below:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

Where:

SD : Standard deviation

$\sum X$: the sum of all score

$\sum X^2$: the sum square of all score

N : total number of students

(Gay, 2012)

7. The formula will be used in finding out the difference between students' score in Pre-Test and in Post-Test is:

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

Where:

t : test of significant

\bar{D} : the mean score of total deviation

$\sum D$: sum of total score difference

$\sum D^2$: square of the sum of total score difference

N : the number of student

1 : a consonant number

(Gay, 2012)

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

Table 3.4: The Classifying of Testing

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

(Gay, 2012)

After calculating the value of t-test, it was compared with the value of t-table. It was found the value of t-test was greater than the value of t-table, it means that Null Hypothesis (H_0) was rejected and Alternative Hypothesis (H_1) was accepted because there was significant difference between pre-test and post-test before and after being teaching vocabulary by using Eye-Spy Game and Engage, Study, Activate (ESA) Method. Meanwhile, when the value of t-test was lower than the value of t-table, it meant that Null Hypothesis (H_0) was accepted and Alternative Hypothesis (H_1) was rejected because there was no significant difference between pre-test and post-test before and after being teaching vocabulary by using Eye-Spy Game and Engage, Study, Activate (ESA) Method.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents two sections. The first section is the finding of the research and the second is discussion of the research. The finding of the research is cover classifications of the result of the data collected through the test. In the discussion part, the researcher presents the interpretation of the finding.

A. Findings

To find out the answer of the research question in the previous chapter, the researcher administered tests which given twice such as pre-test and post-test. A pre-test was testing that given before the treatment to know the students' prior knowledge. A post-test was administered after the treatment to know the vocabulary of the students after giving treatment. Both the mean scores of pre-test and post-test were compared to see whether or not there was significant difference of the achievement of the students before and after giving the treatment by using Eye-Spy Game and Engage, Study, Activate (ESA) Method. The results of pre-test and post-test were presented in the following table.

After analyzed, the researcher found that the data were served 4 tables which consist of some forms of analysis namely mean score, classification, percentage and frequency. Below will be discussing the result of this research:

1. The Mean Score and Standard Deviation of Pretest and Posttest

Table 4.1: The Mean Score and Standard Deviation of Pre-test and Post-test

Test	Mean Score	Standard Deviation
Pre-test	61,46	18, 82
Post-test	74,06	13,45

The table above showed that the students' mean score of pre-test was 61,46 while the students' mean score in post-test was 74,06. The standard deviation of the students' pre-test was 18,82 and the standard deviation of post-test was 13,45. It was analyzed that there was an improvement of the students' vocabulary after applied Eye-Spy Game and Engage, Study, Activate (ESA) Method.

2. The Frequency and Rate Percentage of the Students' Pre-test and Post-test Score

a. The frequency and rate percentage of the students' pre-test score

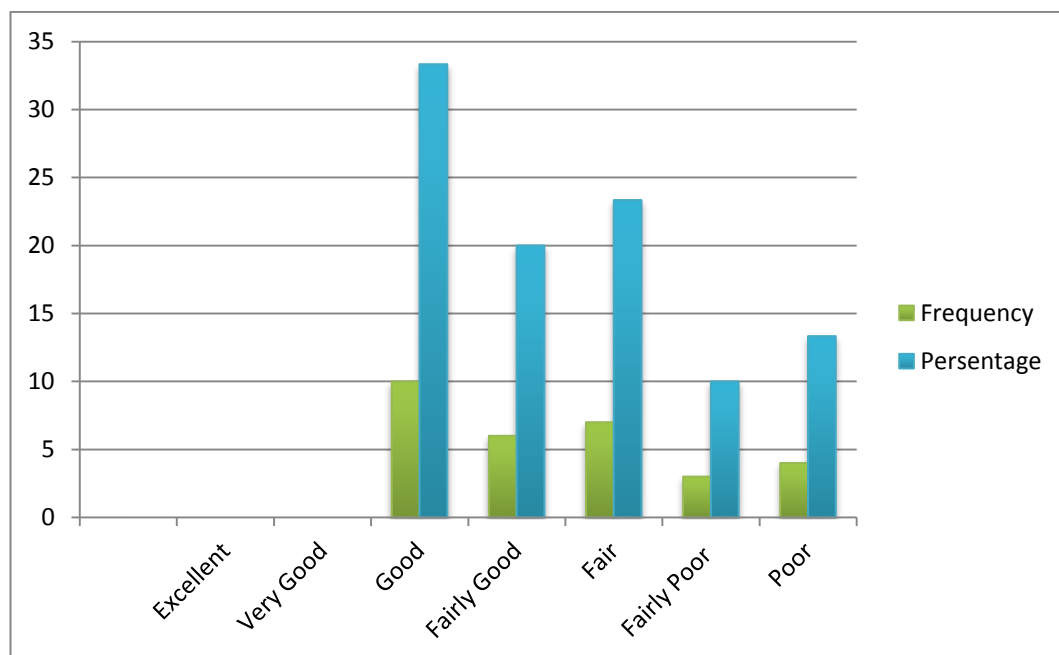
Table 4.2: Frequency and rate percentage of the students' pre-test score

Classification	Score	Frequency	Percentage
Excellent	96-100	-	-
Very Good	86-95	-	-
Good	76-85	10	33.33%
Fairly Good	66-75	6	20.00%
Fair	56-65	7	23.34%
Fairly Poor	36-55	3	10.00%
Poor	0-35	4	13.33%
TOTAL		30	100%

Based on table 4.2 above shows that, there were 10 (33, 33%) students got good scores, 6 (20%) students got fairly good scores, 7 (23, 34%) students got fair scores, 3 (10%) students got fairly poor scores and 4 (13, 33%) students got poor scores. None of 30 students got excellent and very good scores.

To see clearly the students' score frequency and percentage of the students' vocabulary, the graphic would be showed the pre-test result:

Graphic 4.1 The pre-test score frequency and percentage of the students' vocabulary



Graphic 4.1 presented about the pre-test score frequency and percentage of the students' vocabulary. There were 10 (33, 33%) students got good scores, 6 (20%) students got fairly good scores, 7 (23, 34%) students got fair scores, 3 (10%) students got fairly poor scores and 4 (13, 33%) students got poor scores. None of 30 students got excellent and very good scores.

b. The frequency and rate percentage of the students' post-test score

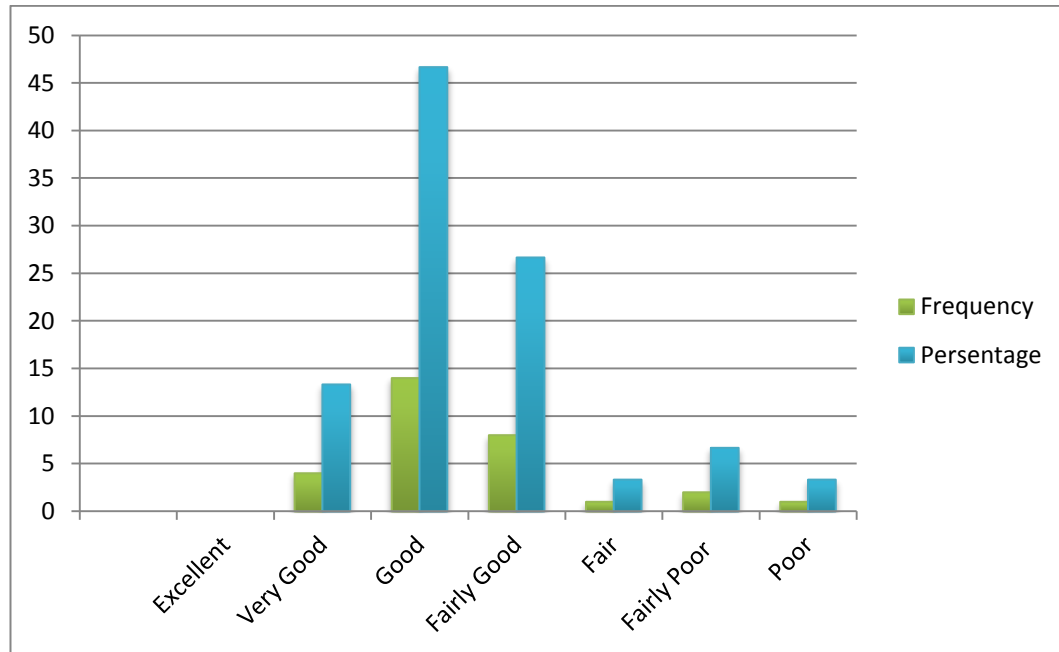
Table 4.3: Frequency and rate percentage of the students' post-test score

Classification	Score	Frequency	Percentage (%)
Excellent	96-100	-	-
Very Good	86-95	4	13,33%
Good	76-85	14	46,67%
Fairly Good	66-75	8	26,67%
Fair	56-65	1	3,33%
Fairly Poor	36-55	2	6,67%
Poor	0-35	1	3,33%
TOTAL		30	100%

Table 4.3 above shows that, there were 4 (13,33%) students got very good scores, 14 (46,67%) students got good scores, 8 (26,67%) students got fairly good scores, 1 (3,33%) students got fair score, 2 (6,67%) students got fairly poor scores and 1 (3,33%) students got poor score. None of 30 students got excellent.

To see clearly the students' score frequency and percentage of the students' vocabulary, the graphic would be showed the pre-test result:

Graphic 4.2 The post-test score frequency and percentage of the students vocabulary



Graphic 4.1 presented about the pre-test score frequency and percentage of the students' vocabulary. , there were 4 (13,33%) students got very good scores, 14 (46,67%) students got good scores, 8 (26,67%) students got fairly good scores, 1 (3,33%) students got fair score, 2 (6,67%) students got fairly poor scores and 1 (3,33%) students got poor score. None of 30 students got excellent.

In order words, it can be said that, the rate percentage of the students who got excellent, very good, good, fairly good, fair, fairly poor and poor. The rate percentage in the post-test was greater than the rate percentage in the pre-test.

3. Test of Significant

Table 4.4: T-test and t-table value of pre-test and post-test

Components	t-test values	t-table values
Noun and Verb	6.37	1.699

The table 4.4 above showed that the value of t-test was 6.37 and t-table was 1.699. Thus the value of t-test was greater than t-table value ($6.37 > 1.699$). Its mean that using Eye-Spy Game and Engage, Study, Activate (ESA) Method could significantly increase students' vocabulary of the first grade student of MTS Aisyiyah Sungguminasa.

4. The Improvement of Students' Vocabulary by Using Eye-Spy Game and Engage, study, Activate (ESA) Method

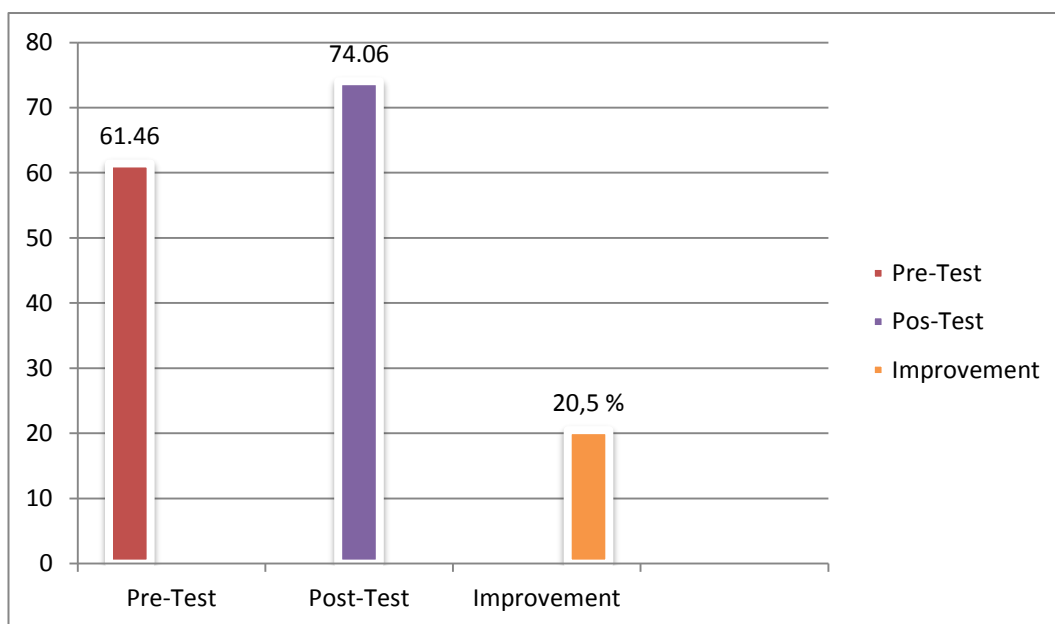
The improvement of the students' vocabulary at the first grade of MTs Aisyiyah Sungguminasa by using Eye-Spy Game and Engage, study, Activate (ESA) Method was presented clearly in the following graphic below:

Table 4.5 The improvement of the students' vocabulary

Components	Pre-test	Post-test	Improvement (%)
Noun and Verb	61.46	74.06	20.5%

Table 4.5 above showed that the pre-test was 61, 46 and post-test was 74, 06. The score of post-test was higher than pre-test. From pre-test to post-test can improve on 20, 5%.

Graphic 4.3 The improvement of the students' vocabulary



Graphic 4.3 presented about the improvement of the students' vocabulary between pre-test and post-test. The pre-test got 61, 46 as mean score and the post-test got 74, 06 as mean score. The improvement of the pre-test and post-test was 20,5%.

5. Hypothesis Testing

In order to see whether or not, there was a significant difference between the result of the pre-test and post-test was been applied. The test variable (pre-test and post-test) were statistically different on alpha level $\alpha=0.05$, at the degree of freedom (df) $N-1 = 30-1 = 29$ to see the difference.

Table 4.6: Hypothesis Testing

Variable	t-test value	t-table
X2-X1	6,37	1,699

The table 4.5 above showed that the value of t-test was greater than t-table. Its mean that there were significant difference between the result of the pre-test and post-test of the students.

Seeing the result of table 4.5 it can be concluded that the null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted. In other words, the use of Eye- Spy Game and Engage, Study, Activate (ESA) method can increase students' vocabulary in learning English.

B. Discussion

In this part, the discussion cover the interpretation of the research findings derived from the result of the students' vocabulary by using Eye-Spy game and Engage, Study, Activate (ESA) method. The previous related studies showed that:

According to Venus (2016) the result of this study shown that the Quantum Teaching Method and Speed Drawing Games was effective to improve students' vocabulary mastery because the t-test is (4, 92) higher than t-table is (2,021).

Amri (2016) this research is aimed to determine the effect of Eye-Spy Game to increase students' vocabulary mastery. The principle problem was only one that is to what extent is Eye-Spy game in increasing students' vocabulary mastery at the second grade of SMP Babussalam Selayar. The study was using quasi Experimental Design, exactly "Non-equivalent Control Group Design. The study involved in 32 students' second grade of SMP Babussalam Selayar.

Wahyudi (2017) the research findings, it can be shown that ESA Technique enhance the students' listening skill and the classroom atmosphere in teaching and learning listening activity. d. Based on the result of research from using ESA Technique in listening skill the researcher conducted the mean of pre test1 58 (8, 2%), and the post test 1 68 (55, 5%), from the pre test 2 was 57 (5,3%), and post test 2 was 75 (98%), and the based on the finding t-test cycle 1 was -7,937 on the cycle 2 was -12,528 its mean the technique is significant in improve listening skills.

The relationship between the three previous related studies above with this thesis has the same research results and the research objectives. The results research of the three previous related studies above and the results of this thesis were in accordance with were expected. The use of Eye-Spy Game and Engage, Study, Activate (ESA) Method was effective when the teacher using in the classroom during the learning English process.

The description of the data collected, used Eye-Spy game and Engage, Study, Activate (ESA) method as explained above showed that the students' vocabulary was increased. It was supported by the frequency and rate percentage of the result of the students' score of pre-test and post-test.

Based on the findings' result above, the students' score percentage in vocabulary before used Eye-Spy Game and Engage, Study, Activate (ESA) Method were poor. The condition might because teaching method, so that the students cannot improve their vocabulary. In the pre-test acquired mean score 61,46 and the posttest increased to 74.06 of 30 students. Its mean that after giving the treatment by using Eye-Spy Game and Engage, Study, Activate (ESA) Method was significance increased.

The data described the most of them success to increase students' vocabulary in noun and verb by using Eye-Spy Game and Engage, Study, Activate (ESA) method. This improvement was also following by the significance. The t-test value (6.37) was greater than t-table (1.669) for degree of freedom 0.05. Its mean that the null hypothesis (H_0) was rejected and alternative hypothesis was (H_1) was accepted.

In summary, the researcher asserts that Eye-Spy Game and Engage, Study, Activate (ESA) method was important to apply in teaching vocabulary especially for those who never learn vocabulary and they want to learn it. That master in Eye-Spy Game and Engage, Study, Activate (ESA) method makes people easy to learn about vocabulary in the further discussion.

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the description in the previous chapters, the researcher put forward conclusion and suggestion as follows:

A. Conclusion

Based on the result of the data analysis and the research findings and discussion in the previous chapter, the researcher concluded that the improvement of the student's vocabulary by using Eye-Spy Game and Engage, Study, Activate (ESA) Method was increase significantly. It was proved by the t-test value that was 6.47 greater than the t-table 1.699 In this case Eye-Spy Game and Engage, Study, Activate (ESA) Method was interesting way in teaching vocabulary, beside that it was very helpful to activate the student's background knowledge that was very important to help student's comprehension what would be learn.

B. Suggestion

Considering conclusion above, the researcher puts forward some suggestions as follows:

1. The English Teacher

There are some suggestions that teacher had to do in the class like:

- a. The teacher should be more creative in choosing the techniques that will be used in teaching and learning process.
- b. The English teacher better apply Eye-Spy Game and Engage, Study, Activate (ESA) Method because this game made the

learning process became interesting, enjoyable, giving a familiar material for the students.

2. The Students

There are suggestions that students had to do in the class like: the students should use Eye-Spy Game and Engage, Study, Activate (ESA) Method to increase their vocabulary. Both of the methods can be as an educated method for the students to make their learning fun.

3. The Researcher and Next Researcher

There are some suggestions that researcher and next researcher had to do in the class like:

- a. The researcher should take benefit after apply Eye-Spy Game and Engage, Study, Activate (ESA) Method
- b. The researcher suggest for the next researcher to use Eye-Spy game and ESA Method in increase students' vocabulary because after the researcher applied this methods it can improve students' vocabulary and also the first grade students in junior high school mostly like to learn while playing the game.

BIBLIOGRAPHY

- Alwi, Hasan. 2007. *Kamus Besar Bahasa Indonesia*. Jakarta: Balai Pustaka.
- Amri, Ulil. 2016. *Increasing Students' Vocabulary Mastery by Using Eye-Spy Game at The Second Grade of Smp Babussalam Selayar*. A thesis from UIN Alauddin Makassar.
- Depdikbud. 2007. *Petunjuk Pelaksanaan Proses Belajar Mengajaran Petunjuk Pelaksanaan Sistem Penilaian*. Jakarta.
- Gay, L.R, Mills, G.E., & Airasian, P.W. 2012. *Educational Research: Competencies for Analysis and Applications* (10th Ed). Upper Saddle River, New York: Pearson Merrmill Prentice Hall.
- Harmer, Jeremy. 1998. *How to Teach English*. London: Longman.
- Harmer, Jeremy. 2001. *How to Teach English* (7th Ed). England: Edinburg.
- Harmer, Jeremy. 2001. *The Practice in English Teaching*. New York: Longman.
- Harmer, Jeremy. 2007. *How to Teach English*. England: Longman.
- Harmer, Jeremy. 2007. *The Practice Of English Language Teaching* (4th Ed.). England: Pearson Education Limited.
- Hatch, E. & Brown, C. 1995. *Vocabulary, Semantics, and Language Education*. Cambridge: Cambridge University Press.
- Hidayah, Yulia Hidayah & Harjali. 2017. *The Implementation of Engage, Study, Active (ESA) Method In Teaching English For Senior High School*. Jurnal Pendidikan dan Pengajaran. Vol. 50, Number 1.
- Manser, Martin H. 1995. *Oxford Learner's Pocket Dictionary*. Oxford University Press.
- Muliati. 2011. *Improving students' vocabulary mastery through context clues by synonyms and antonyms at the second year of MTS Syekh Yusuf Sungguminasa Gowa*. A thesis from UIN Alaudin Makassar.
- Nation,Paul. 2001. *Teaching Vocabulary*. Asian EFL Journal.
- Nilwan, Augustine. 1998. *Programming Animation and Professional Game*. Elex Media Komputindo. Jakarta.
- Robertson, C., and Acklam, R. 2000. *Action Plan for Teachers: A Guide to Teaching English*. UK: British Broadcasting Corporation.

- Salen, Katie & Eric Zimmerman. 2005. *The Game Design Reader: A Rules of Play Anthology*. The MIT Press.
- Sudjana, N. 2008. *Metode Statistika*. Bandung.
- Sugiyono. 2015. *Metode Penelitian Pendidikan. Cet. Ke-20; Bandung: Alfabeta*.
- Stuart, W. 2005. *Receptive and Productive Vocabulary Learning : The Effects of Reading and Writing on Word Knowledge, Studies in Second Language Acquisition* .Volume 27. Issue 01. March, pp 33 – 52.
- Stuart, W. 2008. *Receptive and Productive Vocabulary size of L2 Learners, Studies in Second Language Acquisition*. Volume 30. Issue 01. March, pp 79-95.
- Tedjasaputra, Mayke. 2001. *Bermain, Mainan, dan Permainan*. Jakarta. PT Grasindo.
- Thorburry, S. 2002. *How to teach vocabulary*.England:Pearson Education Limited.Ur, P. A course in language teaching.Cabridge University Press.
- Tomlinson, Brian. 2013. *Applied Linguistics an Materials Development*. London: Brian Tomlinson and Contributor.
- Venus, Aldi. 2016. *Collaboration between Quantum Teaching Method & Speed Drawing Games in Teaching Vocabulary of The Second Grade Students of MTs Abnaul Amir South Bontonompo Gowa Regency*. A thesis from UIN Alaudin Makassar.
- Wahyudi. 2017.*The Implementation Of ESA Technique (Engage Study Activate) To Improve Students' Listening Skills*. A thesis from IAIN Salatiga.
- Webster, Noah. 1983. *Webster's Twentieth Century Dictionary of English Language*, New York: Simon and Schier

APPENDICES

APPENDIX A

ABSENSI CLASS VII.A

MTS AISYIYAH SUNGGUMINASA

NO	NAME	MEETING					
		1	2	3	4	5	6
1	ALVIN JAYA	✓	✓	✓	✓	✓	✓
2	ANGGUN PRATIWI	✓	✓	✓	✓	✓	✓
3	DELA RAMADHANI	✓	✓	✓	✓	✓	✓
4	DIMAS RANGGA PUTRA SANTOSO	✓	✓	✓	✓	✓	✓
5	INDRAWAN	✓	✓	✓	✓	✓	✓
6	INKA ARIESTA APRILIA	✓	✓	✓	✓	✓	✓
7	KIKI PRATIWI	✓	A	✓	✓	✓	✓
8	KRISTINA	✓	✓	✓	✓	✓	✓
9	LAILA NESSIE SAPUTRI	✓	✓	✓	✓	✓	✓
10	LAUDIA FIRDAUSIAH USMAN	✓	✓	✓	✓	✓	✓
11	MUHAMMAD AL-RIFAI	✓	✓	✓	S	✓	✓
12	MUH. ADITIA PUTRA	✓	✓	✓	✓	✓	✓
13	MUHAMMAD AKBAR	✓	✓	✓	✓	✓	✓
14	MUH. ARYA PRATAMA	✓	✓	✓	✓	A	✓
15	MUH. FAREL FAHRESA	✓	✓	✓	✓	✓	✓
16	MUH. RIFALDI SYAMSUDDIN	✓	✓	I	✓	✓	✓
17	NILAM LIKA ARYANTI	✓	✓	✓	✓	✓	✓
18	NURANISA FITRIANI	✓	✓	✓	✓	✓	✓
19	NUR AZISA NAYLA. K	✓	✓	✓	✓	✓	✓
20	NURFADILA HARUN	✓	✓	A	✓	✓	✓
21	NUR ISMI	✓	✓	✓	✓	✓	✓
22	NURJANNAH	✓	✓	✓	✓	✓	✓
23	PUTRI AYU INDAR	✓	✓	✓	✓	✓	✓
24	RAFIAH AZHARAH BAHARUDDIN	✓	✓	✓	✓	✓	✓
25	RESKIANI	✓	✓	✓	✓	✓	✓
26	REZKI RAMADHANI AHMAD HS	✓	✓	✓	✓	✓	✓
27	RIDWAN	✓	✓	✓	A	✓	✓
28	SINAR AMELIA. N	✓	✓	✓	✓	✓	✓
29	SRI PUTRI WAHYUNI	✓	✓	S	✓	✓	✓
30	ZULFIKAR	✓	✓	✓	✓	✓	✓

APPENDIX B

Pre-Test and Post-Test Mean Score

NO	NAME	ITEMS	SCORE PRE-TEST	SCORE POST-TEST
1.	ALVIN JAYA	30	63	83
2.	ANGGUN PRATIWI	30	76	80
3.	DELA RAMADHANI	30	80	83
4.	DIMAS RANGGA PUTRA SANTOSO	30	66	76
5.	INDRAWAN	30	43	56
6.	INKA ARIESTA APRILIA	30	80	90
7.	KIKI PRATIWI	30	6	43
8.	KRISTINA	30	30	53
9.	LAILA NESSIE SAPUTRI	30	56	80
10.	LAUDIA FIRDAUSIAH USMAN	30	80	83
11.	MUHAMMAD AL-RIFAI	30	26	73
12.	MUH. ADITIA PUTRA	30	80	80
13.	MUHAMMAD AKBAR	30	76	80
14.	MUH. ARYA PRATAMA	30	60	86
15.	MUH. FAREL FAHRESA	30	50	73
16.	MUH. RIFALDI SYAMSUDDIN	30	56	76
17.	NILAM LIKA ARYANTI	30	66	73
18.	NURANISA FITRIANI	30	76	83
19.	NUR AZISA NAYLA. K	30	76	83
20.	NURFADILA HARUN	30	70	90
21.	NUR ISMI	30	56	73
22.	NURJANNAH	30	80	83
23.	PUTRI AYU INDAR	30	70	76
24.	RAFIAH AZHARAH BAHARUDDIN	30	63	70
25.	RESKIANI	30	26	30
26.	REZKI RAMADHANI AHMAD HS	30	60	70
27.	RIDWAN	30	50	76
28.	SINAR AMELIA. N	30	83	90
29.	SRI PUTRI WAHYUNI	30	70	73
30.	ZULFIKAR	30	70	73
			$X_1 = \frac{1844}{30} = 61,46$	$X_2 = \frac{2238}{30} = 74,06$

APPENDIX C

Pre-Test and Post-Test Standard Deviation

SAMPLE	PRE-TEST		STANDARD DEVIATION		POST- TEST	
	X1	X1 ²	D	D ²	X2	X2 ²
1	63	3969	20	400	83	6889
2	76	5776	4	16	80	6400
3	80	6400	3	9	83	6889
4	66	4356	10	100	76	5776
5	43	1849	13	169	56	3136
6	80	6400	10	100	90	8100
7	6	36	37	1369	43	1849
8	30	900	23	529	53	2809
9	56	3136	24	576	80	6400
10	80	6400	3	9	83	6889
11	26	676	47	2209	73	5329
12	80	6400	0	0	80	6400
13	76	5776	4	16	80	6400
14	60	3600	26	676	86	7396
15	50	2500	23	529	73	5329
16	56	3136	20	400	76	5776
17	66	4356	7	49	73	5329
18	76	5776	7	49	83	6889
19	76	5776	7	49	83	6889
20	70	4900	20	400	90	8100
21	56	3136	17	289	73	5329
22	80	6400	3	9	83	6889
23	70	4900	6	36	76	5776
24	63	3969	7	49	70	4900
25	26	676	4	16	30	900
26	60	3600	10	100	70	4900
27	50	2500	26	676	76	5776
28	83	6889	7	49	90	8100
29	70	4900	3	9	73	5329
30	70	4900	3	9	73	5329
TOTAL	∑X1 = 1844	∑X1²= 123988	∑D = 394	∑D² = 8896	∑X2 = 2238	∑X2² = 172202

APPENDIX D

The Row Score of Students' Pre-Test

NUMBER OF STUDENT	NUMBER OF ITEM	NUMBER OF CORRECT ANSWER	SCORE	CLASIFICATION
1	30	19	63	Fair
2	30	23	76	Good
3	30	24	80	Good
4	30	20	66	Fairly Good
5	30	13	43	Fairly Poor
6	30	24	80	Good
7	30	2	6	Poor
8	30	9	30	Poor
9	30	17	56	Fair
10	30	24	80	Good
11	30	8	26	Poor
12	30	24	80	Good
13	30	23	76	Good
14	30	18	60	Fair
15	30	15	50	Fairly Poor
16	30	17	56	Fair
17	30	20	66	Fairly Good
18	30	23	76	Good
19	30	23	76	Good
20	30	21	70	Fairly Good
21	30	17	56	Fair
22	30	24	80	Good
23	30	21	70	Fairly Good
24	30	19	63	Fair
25	30	8	26	Poor
26	30	18	60	Fair
27	30	15	50	Fairly Poor
28	30	14	83	Good
29	30	21	70	Fairly Good
30	30	21	70	Fairly Good
TOTAL		545	1844	

The Row Score of Students' Post-Test

NUMBER OF STUDENT	NUMBER OF ITEM	NUMBER OF CORRECT ANSWER	SCORE	CLASIFICATION
1	30	25	83	Good
2	30	24	80	Good
3	30	25	83	Good
4	30	23	76	Good
5	30	17	56	Fair
6	30	27	90	Very Good
7	30	13	43	Fairly Poor
8	30	16	53	Fairly Poor
9	30	24	80	Good
10	30	25	83	Good
11	30	22	73	Fairly Good
12	30	24	80	Good
13	30	24	80	Good
14	30	26	86	Very Good
15	30	22	73	Fairly Good
16	30	23	76	Good
17	30	22	73	Fairly Good
18	30	25	83	Good
19	30	25	83	Good
20	30	27	90	Very Good
21	30	22	73	Fairly Good
22	30	25	83	Good
23	30	23	76	Good
24	30	21	70	Fairly Good
25	30	9	30	Poor
26	30	21	70	Fairly Good
27	30	23	76	Good
28	30	27	90	Very Good
29	30	22	73	Fairly Good
30	30	22	73	Fairly Good
TOTAL		674	2238	

APPENDIX E**The Distribution of T-Table**

DF	α (level of significance) (one-tailed test)					
	0.25	0.10	0.05	0.025	0.01	0.005
1	1.000	3.078	6.314	12.706	31.821	63.657
2	0.816	1.886	2.920	4.303	6.965	9.925
3	0.765	1.638	2.353	3.182	4.541	5.841
4	0.741	1.533	2.132	2.776	3.747	4.604
5	0.727	1.476	2.015	2.571	3.365	4.032
6	0.718	1.440	1.943	2.447	3.143	3.707
7	0.711	1.415	1.895	2.365	2.998	3.499
8	0.706	1.397	1.860	2.306	2.896	3.355
9	0.703	1.383	1.833	2.262	2.821	3.250
10	0.700	1.372	1.812	2.228	2.764	3.169
11	0.697	1.363	1.796	2.201	2.718	3.106
12	0.695	1.356	1.782	2.179	2.681	3.055
13	0.692	1.350	1.771	2.160	2.650	3.012
14	0.691	1.345	1.761	2.145	2.624	2.977
15	0.690	1.341	1.753	2.131	2.602	2.547
16	0.689	1.337	1.746	2.120	2.583	2.921
17	0.688	1.333	1.740	2.110	2.567	2.989
18	0.688	1.330	1.734	2.101	2.552	2.878
19	0.687	1.328	1.729	2.093	2.539	2.861
20	0.687	1.325	1.725	2.086	2.528	2.845
21	0.686	1.325	1.721	2.080	2.518	2.831
22	0.686	1.321	1.717	2.074	2.508	2.829

23	0.685	1.319	1.714	2.069	2.500	2.807
24	0.685	1.318	1.711	2.064	2.492	2.797
25	0.684	1.316	1.708	2.060	2.485	2.787
26	0.684	1.315	1.706	2.056	2.479	2.798
27	0.684	1.314	1.703	2.052	2.473	2.771
28	0.683	1.313	1.701	2.048	2.467	2.763
29	0.683	1.311	1.699	2.045	2.462	2.756
30	0.683	1.310	1.697	2.042	2.457	2.750
40	0.681	1.303	1.684	2.021	2.423	2.704
60	0.679	1.296	1.671	2.000	2.390	2.660
120	0.677	1.289	1.658	1.980	2.358	2.617

APPENDIX F

RENCANA PELAKSANAAN PENGAJARAN (RPP)

Sekolah : **MTS AISYIYAH SUNGGUMINASA**

Mata Pelajaran : **Bahasa Inggris**

Kelas/Semester : **VII**

Alokasi Waktu : **4 Pertemuan**

A. KOMPETENSI INTI

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong, santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktuan, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya terkait fenomena dan kejadian tampak mata.
- KI 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

- KD 3.4. : Mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan

tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan public yang dekat dengan kehidupan peserta didik sehari – hari sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait article a dan the, plural dan singular).

KD 4.4 : Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan member dan meminta informasi terkait nama binatang, benda dan bangunan public yang dekat dengan kehidupan peserta didik sehari – hari dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. TUJUAN PEMBELAJARAN

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik mampu:

1. Peserta didik mampu mengidentifikasi kosakata yang ada dalam nama-nama dan jumlah benda.

D. MATERI PEMBELAJARAN

1. Fungsi sosial

Mengidentifikasi dan menyebutkan berbagai macam benda yang ada dalam kelas dan yang ada dalam rumah

2. Struktur teks

- Memulai
- Menanggapi (diharapkan/di luar dugaan)

3. Unsur kebahasaan
 - Pernyataan dan pertanyaan terkait benda dan juga fungsinya
 - Kosakata, terkait dengan benda yang ada di sekolah dan di rumah
4. Topik
 - Benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar.

NOUN

Noun adalah suatu kata yang digunakan untuk menamai orang, benda, hewan, tempat dan konsep abstrak.

a. Countable noun

Countable noun adalah benda yang dapat dihitung. Berikut penyebutan kata benda singular dan plural dapat dihitung:

A book
A box
A watch
A glass
A potato
A radio
An umbrella
An hour
Two books

b. Uncountable noun

Uncountable noun adalah benda yang tidak dapat dihitung. Kata benda yang tidak dapat dihitung/uncountable noun tidak menggunakan artikel a/an dan tidak memiliki bentuk jamak/plural. Meskipun demikian, kita bisa menghitung satuannya. Penyebutannya dapat menggunakan: amount, much, little.

Example:

I have amount of money.

There are so much water in my house.

I have little money.

c. Penggunaan kata penunjuk this, that, these, those ...

This, that, these dan those adalah demonstrative determiners yang berfungsi sebagai kata petunjuk. Demonstrative determiner berfungsi untuk menunjukkan jumlah dan dimana objek (kata benda) yang sedang dibicarakan berada terkait dengan seberapa jauh objek tersebut dari pembicara.

1. This digunakan untuk kata benda tunggal yang berada dekat dengan pembicara

Example: This is my pen.

This is olive oil.

2. That digunakan untuk kata benda tunggal yang berada jauh dari pembicara.

Example: That is a key chain.

3. These digunakan untuk objek banyak yang berada dekat dengan pembicara.

Example: These are bags.

4. Those digunakan untuk objek banyak yang berada jauh dari pembicara.

Example: Those are crog shoes.

NOUN IN THE CLASS





Chair (kursi), pen (polpen), whiteboard (papan tulis), ruler (penggaris), scissors (gunting), glue (lem), picture (gambar), dictionary (kamus), paper (kertas), book (buku), bag (tas), shoes (sepatu), flag (bendera), map (peta), globe (bola dunia), window (jendela), door (pintu), table (meja), clock (jam dinding), fan (kipas angin), pencil (pensil), marker (spidol), drawing book (buku gambar), roof (atap), lamp (lampu), calender (kalender), notebook (buku cataatn), broom (sapu), eraser (penghapus), flower vase (vas bunga).

NOUN IN THE HOUSE





Plate (piring), glass (gelas), rice cooker (penanak nasi), spoon (sendok), fork (garpu), kettle (kompor), blender (blender), knife (pisau), pan (panci), wok (wajan), bucket (ember), cupboard (lemari), ice box (lemari es), washing machine (mesin cuci), fan (kipas angin), scissors (gunting), handphone (HP), television (TV), mirror (cermin), umbrella (payung), pillow (bantal), bed (tempat tidur), sofa (sofa), doll (boneka), stove (kompor), iron (setrika).

VERB

Verb adalah sebuah kata yang menunjukkan suatu tindakan kejadian, keadaan, ataupun sikap. For example:

Read (membaca), write (menulis), listen (mendengarkan), speak (berbicara), open (membuka), close (menutup), believe (percaya), study (belajar), start (memulai), eat (makan), drink (minum), buy (membeli), pay (membayar), clean (membersihkan), cook (memasak), wash (mencuci), tidy (merapikan), reflect (bercermin), cry (menangis), give (memberi), watch (menonton), hope (berharap), stand (berdiri), sit (duduk), see (melihat), run (berlari), walk

(berjalan), play (bermain), teach (mengajar), save (menyimpan), cut (memotong), fry (menggoreng), draw (menggambar), sleep (tidur).

E. METODE PEMBELAJARAN

Metode : EYE SPY GAMES and ESA METHOD

F. MEDIA PEMBELAJARAN

1. Media

- a. Worksheet atau lembar kerja (siswa) berupa tes
- b. Lembar penilaian

2. Alat/Bahan

- a. Penggaris
- b. Spidol
- c. Papan tulis

3. Sumber Belajar

- a. Kamus Bahasa Inggris
- b. Pengalaman peserta didik dan guru
- c. Internet
- d. Buku Paket

G. KEGIATAN PEMBELAJARAN

1. Pertemuan Pertama

Kegiatan Pembelajaran	Langkah – Langkah	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none">• Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran• Memeriksa kehadiran peserta didik sebagai sikap disiplin• Menyiapkan fisik dan psikis peserta didik dalam	15 Menit

	mengawali kegiatan pembelajaran..	
Inti	<ul style="list-style-type: none"> • Guru menjelaskan materi tentang NOUN • Guru bertanya tentang benda-benda yang ada dalam kelas • Guru memberikan kosa kata baru kepada siswa mengenai benda-benda yang ada di kelas 	60 Menit
Penutup	<ul style="list-style-type: none"> • Menanyakan kesulitan yang dilakukan selama proses pembelajaran. • Menyampaikan materi yang akan di bahas pada pertemuan berikutnya. 	15 Menit

2. Pertemuan Kedua (2x45 Menit)

Kegiatan Pembelajaran	Langkah - Langkah	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran • Memeriksa kehadiran peserta didik sebagai sikap disiplin • Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. 	15 Menit
Inti	<ul style="list-style-type: none"> • Guru menerapkan Eye-Spy Games dan ESA Method 	60 Menit

	<p style="text-align: center;"><u>ESA METHOD</u></p> <p style="text-align: center;">Engage : Try to arise student's interest</p> <ol style="list-style-type: none"> 1. Guru menyebutkan things of the school dan meminta siswa menebak kata-kata yang disebutkan agar mereka tertarik dalam belajar 2. Guru memberikan sedikit penjelasan tentang materi 3. Guru meminta siswa menyebutkan things of the school. <p style="text-align: center;">Study</p> <ol style="list-style-type: none"> 1. Guru menjelaskan tentang materi things of the school 2. Guru memberi contoh disertai gambar. 3. Siswa memperhatikan gambar yang telah disediakan dan menerjemahkan 	<p style="text-align: center;"><u>EYE-SPY GAMES</u></p> <ol style="list-style-type: none"> 1. Siswa dibagi 2 kelompok dimana setiap anggota kelompok ada sebagai pemberi clue dan ada sebagai perespon dan dilakukan secara bergantian sesuai jumlah anggota kelompok 2. Siswa yang berperan sebagai pemberi clue akan melihat salah satu benda yang berada disekitarnya dengan mengatakan "I spy with my little eye, something that..." 3. Siswa yang berperan sebagai penjawab akan menjawab clue yang diberikan 	

	<p>kosa kata</p> <p>4. Siswa mengerjakan worksheet yang berhubungan dengan materi</p> <p>Activate</p> <p>1. Siswa menyimpulkan hasil pembelajaran terkait materi yang telah diajarkan</p> <p>2. Guru melaksanakan penilaian</p> <p>3. Guru mengingatkan materi yang akan dibahas pada pertemuan berikutnya</p>		
<p>Penutup</p>	<ul style="list-style-type: none"> • Guru bertanya kepada siswa mengenai kesulitan dalam belajar vocabulary • Menjawab pertanyaan siswa sekaligus memberikan sedikit motivasi. • Sebelum menutup pelajaran, guru terlebih dahulu menyampaikan materi selanjutnya. 	<p>15 Menit</p>	

3. Pertemuan Ke-tiga(2x45 Menit)

Kegiatan Pembelajaran	Langkah – Langkah	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none">• Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran• Memeriksa kehadiran peserta didik sebagai sikap disiplin• Melanjutkan materi sebelumnya dan bertanya tentang benda yang ada dalam kelas	15 Menit
Inti	<ul style="list-style-type: none">• Guru bertanya kepada siswa tentang fungsi benda yang telah diberikan pada pertemuan sebelumnya• Guru memberikan berupa tugas untuk menuliskan nama benda beserta fungsinya	60 Menit
Penutup	<ul style="list-style-type: none">• Menanyakan kesulitan yang dilakukan selama proses pembelajaran.• Menyampaikan materi yang akan di bahas pada pertemuan berikutnya.	15 Menit

4. Pertemuan Ke-empat (2x45 Menit)

Kegiatan Pembelajaran	Langkah – Langkah	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none">• Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran• Memeriksa kehadiran peserta didik sebagai sikap disiplin• Menyampaikan materi yang akan dipelajari yaitu	15 Menit

	tentang benda-benda yang ada dirumah	
Inti	<ul style="list-style-type: none"> • Guru memberikan berupa tugas untuk menuliskan 10 kata benda yang ada dirumah beserta fungsinya. • Guru memberikan berupa tugas untuk menuliskan nama benda di rumah beserta fungsinya 	60 Menit
Penutup	<ul style="list-style-type: none"> • Menanyakan kesulitan yang dilakukan selama proses pembelajaran. • Menyampaikan materi yang akan di bahas pada pertemuan berikutnya. 	15 Menit

Teknik Penilaian: Tes tulis, penugasan.

Observe the picture below and then state the locations of at least 5 things in the classroom.



1. _____

2. _____

3. _____

4. _____

5. _____

H. TEKNIK PENILAIAN

SCORING CRITERIA FOR VOCABULARY

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

APPENDIX G

INSTRUMENT OF THE RESEARCH

PRE-TEST

Name :

Class :

A. Choose the correct answer below!

1. Chair. ...
 - a. Meja
 - b. Papan Tulis
 - c. Kursi
2. Pen. ...
 - a. Pensil
 - b. Polpen
 - c. Spidol
3. Scissors. ...
 - a. Gunting
 - b. Klip
 - c. Penggaris
4. Whiteboard. ...
 - a. Kursi
 - b. Penghapus
 - c. Papan tulis
5. Ruler. ...
 - a. Penggaris
 - b. Lem
 - c. Jam dinding
6. Map. ...
 - a. Kertas
 - b. Peta
 - c. Gambar
7. Paper. ...
 - a. Buku
 - b. Kertas
 - c. Kamus
8. Clock. ...
 - a. Jam Dinding
 - b. Hetter

- c. Klip
- 9. Glue. ...
 - a. Penggorok
 - b. Gunting
 - c. Lem
- 10. Dictionary. ...
 - a. Kamus
 - b. Buku catatan
 - c. Kertas

B. Write down the meaning of

- 1. Speak =
- 2. Read =
- 3. Listen =
- 4. Write =
- 5. Study =
- 6. Start =
- 7. Eat =
- 8. Drink =
- 9. Sit =
- 10. Stand up =

C. Match the meaning of the word below

NOUN
1. Glass
2. Plate
3. Handphone
4. Television
5. Icebox
6. Knife
7. Bucket
8. Cupboard
9. Rice cooker
10. Chair

FUNCTION
a. To cut
b. To save the water
c. To eat
d. To save the vegetables, fruits etc
e. To sit
f. To watching and give the information
g. To cook the rice
h. To call someone to get information
i. To drink
j. To save the clothes

INSTRUMENT OF THE RESEARCH

POST-TEST

Name :

Class :

A. Choose the correct answer below!

1. Pencil Sharpener. ...
 - a. Meja
 - b. Penggorok
 - c. Kursi
2. Marker. ...
 - a. Jam dinding
 - b. Polpen
 - c. Spidol
3. Window. ...
 - a. Pintu
 - b. Jendela
 - c. Lantai
4. Table. ...
 - a. Kursi
 - b. Meja
 - c. Papan tulis
5. Broom. ...
 - a. Tempat sampah
 - b. Sapu
 - c. Jam dinding
6. Notebook. ...
 - a. Buku catatan
 - b. Peta
 - c. Buku
7. Door. ...
 - a. Pintu
 - b. Atap
 - c. Dinding
8. Paper clip. ...
 - a. Penjepit kertas
 - b. Hetter

- c. Mata hetter
- 9. Eraser. ...
 - a. Penggorok
 - b. Penghapus
 - c. Lem
- 10. Picture. ...
 - a. Kamus
 - b. Buku catatan
 - c. Gambar

B. Write down the meaning of

- 1. Cook =
- 2. Give =
- 3. Cry =
- 4. Buy =
- 5. Believe =
- 6. Sleep =
- 7. Watch =
- 8. Open =
- 9. Close =
- 10. Save =

C. Match the meaning of the word below

NOUN
1. Bed
2. Stove
3. Washing machine
4. Pan
5. Kettle
6. Broom
7. Iron
8. Mirror
9. Spoon
10. Wok

FUNCTION
a. To wash the clothes
b. To cook
c. To cook the water
d. To tidy the clothes
e. To reflect
f. To eat
g. To sleep
h. To clean the house
i. To fry
j. To cook vegetables, rice etc

APPENDIX H

Key Answer of the Instrument

<i>KEY ANSWER</i>	<i>KEY ANSWER</i>
<i>PRE TEST</i>	<i>POST TEST</i>
A. Multiple Choice	A. Multiple Choice
1. C	1. B
2. B	2. C
3. A	3. B
4. C	4. B
5. A	5. B
6. B	6. A
7. B	7. A
8. A	8. A
9. C	9. B
10. A	10. C
B. Finding the Meaning	B. Finding the Meaning
1. Berbicara	1. Memasak
2. Membaca	2. Memberi
3. Mendengarkan	3. Menangis
4. Menulis	4. Membeli
5. Belajar	5. Percaya
6. Memulai	6. Tidur
7. Makan	7. Menonton
8. Minum	8. Membuka
9. Duduk	9. Menutup
10. Berdiri	10. Menyimpan
C. Matching Test	C. Matching Test
1. I	1. G
2. C	2. B
3. H	3. A
4. F	4. J
5. D	5. C
6. A	6. H
7. B	7. D
8. J	8. E
9. G	9. F
10. E	10. I

APPENDIX I

Data Analysis

a. Calculating the mean score and standard deviation in pre-test

1. The mean score of students' pre-test

$$\begin{aligned}\mathbf{X} &= \frac{\sum X}{N} \\ &= \frac{1844}{30} \\ &= \mathbf{61,46}\end{aligned}$$

2. Standard deviation of pre-test

$$\begin{aligned}\mathbf{SD} &= \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}} \\ &= \sqrt{\frac{123.988 - \frac{(1.844)^2}{30}}{30-1}} \\ &= \sqrt{\frac{123.988 - \frac{3.400,336}{30}}{29}} \\ &= \sqrt{\frac{123.988 - 113.345}{29}} \\ &= \sqrt{\frac{10.643}{29}}\end{aligned}$$

$$= \sqrt{367}$$

$$= 19.15$$

b. Calculating the mean score and standard deviation in post-test

1. The mean score of students' post-test

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

$$= \frac{2238}{30}$$

$$= 74,60$$

2. Standard deviation of post-test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

$$= \sqrt{\frac{172.202 - \frac{(2.238)^2}{30}}{30-1}}$$

$$= \sqrt{\frac{172.202 - \frac{5.008,644}{30}}{29}}$$

$$= \sqrt{\frac{172.202 - 166.955}{29}}$$

$$= \sqrt{\frac{5.247}{29}}$$

$$= \sqrt{180,93}$$

$$= 13,45$$

c. The percentage of students' improvement

$$\begin{aligned} P &= \frac{X_2 - X_1}{X_1} 100\% \\ &= \frac{74.06 - 61.46}{61.46} 100\% \\ &= \frac{12.6}{61.46} 100\% \\ &= 0.205 \times 100\% \\ &= 20.5 \% \end{aligned}$$

d. Finding out the mean of difference score between pre-test and post-test

To find out the mean of difference score between pre-test and post-test of the students, the following formulas is presented as follow:

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

Where:

$$\begin{aligned} \sum D &= X_2 - X_1 \\ &= 2.238 - 1.844 \\ &= 394 \end{aligned}$$

Found:

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

$$= \frac{394}{30}$$

$$= 13,12$$

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

$$= \frac{13,12}{\sqrt{\frac{8.899 - \frac{(394)^2}{30}}{30(30-1)}}$$

$$= \frac{13,12}{\sqrt{\frac{8.899 - \frac{155.236}{30}}{30(29)}}$$

$$= \frac{13,12}{\sqrt{\frac{8.899 - 5.175}{870}}}$$

$$= \frac{13,12}{\sqrt{\frac{3.724}{870}}}$$

$$= \frac{13,12}{\sqrt{4,28}}$$

$$= \frac{13,12}{2,06}$$

$$= 6,37$$

APPENDIX J

DOCUMENTATION

Pre-Test



Treatment



Treatment



Post-Test



Eye-Spy Game



INSTRUMENT OF THE RESEARCH
PRE-TEST

Name : ALVIN JAYA

Class : VIIA

63

A. Choose the correct answer below!

1. Chair ...
 - a. Meja
 - b. Papan Tulis
 - c. Kursi
2. Pen ...
 - a. Pensil
 - b. Polpen
 - c. Spidol
3. Scissors ...
 - a. Gunting
 - b. Klip
 - c. Penggaris
4. Whiteboard ...
 - a. Kursi
 - b. Penghapus
 - c. Papan tulis
5. Ruler ...
 - a. Penggaris
 - b. Lem
 - c. Jam dinding
6. Map ...
 - a. Kertas
 - b. Peta
 - c. Gambar
7. Paper ...
 - a. Buku
 - b. Kertas
 - c. Kamus
8. Clock ...
 - a. Jam Dinding
 - b. Hetter
 - c. Klip
9. Glue ...
 - a. Penggorok
 - b. Gunting
 - c. Lem
10. Dictionary ...
 - a. Kamus
 - b. Buku catatan
 - c. Kertas

B. Write down the meaning of

1. Speak = berbicara ✓
2. Read = ~~meny~~ / membaca ✓
3. Listen = ~~men~~ mendengar ✓
4. Write = ~~men~~ / menulis ✓
5. Study = ~~g~~antian
6. Start = ~~m~~ulai ✓
7. Eat = ~~m~~akan ✓
8. Drink = ~~m~~inum ✓
9. Sit = ~~d~~uduk ✓
10. Stand up = ~~ber~~diri ✓

C. Match the meaning of the word below

NOUN	FUNCTION
1. Glass ✓	a. To cut
2. Plate ✓	b. To save the water
3. Handphone	c. To eat
4. Television	d. To save the vegetables, fruits etc
5. Icebox	e. To sit
6. Knife	f. To watching and give the information
7. Bucket	g. To cook the rice
8. Cupboard	h. To call someone to get information
9. Rice cooker	i. To drink
10. Chair	j. To save the clothes

INSTRUMENT OF THE RESEARCH
POST-TEST

Name : ALVIN JAYA

Class : VII A

83

A. Choose the correct answer below!

1. Pencil Sharpener. ...
 - a. Meja
 - b. Penggorok
 - c. Kursi
2. Marker. ...
 - a. Jam dinding
 - b. Polpen
 - c. Spidol
3. Window. ...
 - a. Pintu
 - b. Jendela
 - c. Lantai
4. Table. ...
 - a. Kursi
 - b. Meja
 - c. Papan tulis
5. Broom. ...
 - a. Tempat sampah
 - b. Sapu
 - c. Jam dinding
6. Notebook. ...
 - a. Buku catatan
 - b. Peta
 - c. Buku
7. Door. ...
 - a. Pintu
 - b. Atap
 - c. Dinding
8. Paper clip. ...
 - a. Penjepit kertas
 - b. Hetter
 - c. Mata hetter
9. Eraser. ...
 - a. Penggorok
 - b. Penghapus
 - c. Lem
10. Picture. ...
 - a. Kamus
 - b. Buku catatan
 - c. Gambar

B. Write down the meaning of

1. Cook = memasak ✓
2. Give = memberi ✓
3. Cry = sedih
4. Buy = membeli ✓
5. Believe = percaya ✓
6. Sleep = tidur ✓
7. Watch = menonton / menonton ✓
8. Open = membuka ✓
9. Close = menutup ✓
10. Save = menyimpan ✓

C. Match the meaning of the word below

NOUN	FUNCTION
1. Bed	a. To wash the clothes
2. Stove	b. To cook
3. Washing machine	c. To cook the water
4. Pan	d. To tidy the clothes
5. Kettle	e. To reflect
6. Broom	f. To eat
7. Iron	g. To sleep
8. Mirror	h. To clean the house
9. Spoon	i. To fry
10. Wok	j. To cook vegetables, rice etc

CURRICULUM VITAE



ULVAH SARI was born in Olang, on October 23rd, 1996. Her father's name is Hasanuddin and her mother's name is Suaibah, S.Pd.I. She has one brother. She is the first child of two siblings.

She began her first education in elementary school at SDN 55 OLANG and she graduated in 2008. She continued her study at SMP Negeri 1 Bua Ponrang and graduated in 2011. After finishing her study in junior high school, she continued her study at SMA Negeri 1 Belopa and graduated 2014. In the same of 2014, she was registered as a student in English Education Departement, Faculty of Teacher Training and Education in Muhammadiyah University of Makassar

At the end of her study, she could finish with her thesis under the title "Increasing Students' Vocabulary by Using Eye-Spy Game and Engage, Study, Activate (ESA) Method (A Pre-Experimental Research at the First Grade of MTs Aisyiyah Sungguminasa).