

**USING I SPY GAME TO IMPROVE STUDENTS' VOCABULARY
MASTERY**

(A Pre-Experimental Research at the 7th grade of SMP IT Darurrahman Makassar)



A THESIS

*Submitted to the Faculty of Teachers Training and Education Muhammadiyah
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of Education in English Department*

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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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MOTTO

- ✚ Surely with difficulty is ease
- ✚ with difficulty is surely ease
- ✚ So when you are free nominate
- ✚ And make your God your exclusive object

(Q.S. ASY-SYARH, 5-8)

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

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Makassar, January 2019

St. Humairah

ABSTRACT

St. Humairah. 2019. *Using I Spy Game to Improve Students' Vocabulary Mastery at SMP IT Darurrahman (A Pre-Experimental Research)*. A thesis of English Department, The Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Syamsiarna Nappu and Wildhan Burhanuddin.

The purpose of this research to prove whether or not I Spy game improves students' vocabulary mastery at the 7th Grade Students of SMP IT Darurrahman. The data are collected through pre-experimental design with one Group pre-test and post-test. The researcher applied the purposive sampling technique to take the sample. The sample of research was class 7A which consists of 29 students at SMP IT Darurrahman, academic year 2018/2019. The instrument of this research was vocabulary test.

The research findings indicated that the mean score of post-test was 76,20 which greater than the mean score of pre-test that was only 54,05. It can be concluded that student vocabulary had improved after being given treatment using I Spy game. This was also evidenced by the results of the t-value based on the results of the t-test. t-test value (10,61) is greater than t-table value (2.048). it means that Null Hypothesis (H0) is rejected while the alternative hypothesis (H1) accepted. This finding indicated that using I Spy game improves the students' vocabulary mastery.

Keywords: I Spy Game , Vocabulary Mastery.

ABSTRACT

Tujuan dari penelitian ini adalah untuk membuktikan apakah permainan I Spy dapat meningkatkan penguasaan kosakata siswa pada kelas 7th SPM IT Darurrahman atau tidak. Pengumpulan data melalui desain pra-eksperimental. Penelitian ini menerapkan teknik purposive sampling untuk mengambil sampel. Sampel dari penelitian ini adalah kelas 7A yang terdiri dari 29 siswa di sekolah SMP IT Darurrahman, tahun akademik 2018/2019. Instrumen dari penelitian ini adalah tes kosakata.

Hasil dari penelitian ini menunjukkan bahwa skor rata-rata siswa pada post-test adalah 76,20 lebih besar dari pada pre-test siswa yang skor rata-rata hanya 54,05. Dapat disimpulkan bahwa kosakata siswa telah meningkat setelah diberikan treatment menggunakan permainan I Spy. Hal ini juga dibuktikan dengan hasil dari t-value berdasarkan dari hasil t-test (10,61) lebih besar dari nilai t-tabel (2,048). Hal itu berarti bahwa Null Hipotesis (H₀) tertolak sementara Hipotesis Alternatif (H₁) diterima. Temuan ini menunjukkan bahwa penggunaan permainan I Spy dapat meningkatkan kosakata siswa.

Kata kunci: Permainan I Spy , Penguasaan kosakata

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CHAPTER I

INTRODUCTION

A. Background

English was as an international language that used as a tool for communication in daily life and in academic activities. As international language, English is really important to learn. If we want to go to other countries, wherever we will go, we should know English to communicate with each other, otherwise it will make it difficult for us to interact with each other.

In English, there are four basic language skills that are related to another and should be mastered by learners. Those are listening, speaking, reading and writing. However, these skills will not be well-established if the learners do not master the English language components. One of the essential language components is vocabulary. Vocabulary is needed to obtain better understanding in all of these four skills, without vocabulary we could not understand each other's and we could not express our opinion, feeling and ideas.

Vocabulary is one of important aspects in language. We cannot speak well if we do not master it. No matter how well the students learn grammar, no matter how successful the sound of foreign language is mastered, without words to express a wider range of meanings, communications in a foreign language perfectly just cannot happen in any meaningful way. In simple terms vocabulary mastery can be a very influential determinant.

Helping students improve their vocabularies is a project with enormous benefits. When students improve their vocabularies, they feel smarter. They find understanding more of what they read and what they hear. They find it easier to express themselves because they have a better command of their language. They feel more powerful because, indeed, they are more powerful.

On the other hand, teaching vocabulary was very hard, because the teachers had to choose an appropriate ways in order to make the teaching learning process effectively. So, the students felt enjoy, fun and relax learning vocabulary and they could master it.

Game is one of many ways to get the case right. Games are highly motivating students because they are amusing and interesting Using game in teaching is useful to make students enjoy, to lessen their anxiety and to enrich students' spirit in the learning process. One of the most popular games for child language learning in the other countries is I Spy game. I spy game with words and sounds. Discussing sounds and word structure can be fun way to play around with English language. I spy game is a great game for getting students thinking about letter, sounds and word. By encouraging students to think about the sounds and letter make up a word, so here the teacher help the students improve their skills.

I Spy game is not the first technique that used in the process teaching learning. There are several researchers had used I Spy games in students' vocabulary learning, such as in the research conducted by Amri in 2016 and by

Karamoy in 2018, However, they only examined how to get students' attention in learning and student activity in the classroom. None of them focus on improving student vocabulary and how the students can practice their English vocabulary in their daily activities. Therefore, this study would focus on students' vocabulary since it is important in doing any skill in english

Based on the pre-observing that was done at the 7 grade students of SMP IT Darurrahman, it is found that the vocabulary mastery of students in class 7A is very low, it is about 6.0 mean score while the target score is 7.5. They are not interested to learn English, as they think English is difficult. Here the teacher still used a traditional method in teaching English, and still used the same method in every teaching learning process. In this problem the teachers just gave list vocabulary to students and asked them to memorize the vocabulary, which made the students did not interest and feel bored in learning process. This way the students become bored and there is no fun in the learning process. Another problem the students could not understand the meaning and did not know how to write the word, because the students were very lazy to memorize the meaning of the words, the students just saw the words on dictionary without memorizing their meaning and without giving attention about the written form.

From those problems mentioned previously, the researcher considered to use I Spy game as one of technique in teaching vocabulary. The researcher considered teaching vocabulary by using I Spy game is good to enrich vocabulary mastery of the students.

Based on previous explanation then, the researcher tried to conduct an experimental research, because the researcher wants to know the result of using I Spy game in improve students' vocabulary mastery, so the researcher made pre-experimental research with the entitle "Using I Spy game to improve students' vocabulary mastery at SMP IT Darurrahman"

B. Research Question

The problem research of this research is "Does the use of I Spy game improve students' vocabulary mastery in the 7th grade of SMP IT Darurrahman?"

C. Objective of the Research

Based on the research question above, the objective of this research is "To find out whether or not that using I Spy game improve students' vocabulary mastery in the 7th grade of SMP IT Darurrahman."

D. Significance of the Research

The significance of this research is classified into theory and practical. Theoretically, the results of this study can be a reference for other researchers who make related research on theories using interesting methods especially I Spy Game to improve or build students' vocabulary mastery. Practically, for teachers, the results of this study can contribute to providing alternative solutions to solve problems in teaching vocabulary for students. For students, this research can help them develop new method to improve their vocabulary mastery, builds their vocabulary, can motivate them to be more interested in

learning to memorize and understand English words through I Spy Game and give them power of observation.

E. Scope of the Research

The scope of the research focused on class 7A of SMP IT Darurrahman. The researcher only refer on the application of I Spy game in improving students' vocabulary especially in terms of verb and noun, such as the words that used in class, school, house and other places.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Related Findings

There are some researcher have reported their findings about using game in improve vocabulary students', some of the findings are presented in the following section:

Karamoy (2018) in her research entitled *Increasing Students' Vocabulary Through ' I Spy Game'*, found that the score of the students in post-test is higher than pre-test (pre-test: 3.28; post-test: 6.52). There are different scores after teaching vocabulary by using *I Spy game* and by using I Spy game the student activity in the classroom increase.

Purnama (2017) conducted her research entitled *Improving Students' Vocabulary Mastery by Using Mime Game in Smpn 3 Sungai Raya*, found that the implementation of Mime game improved students' vocabulary, the students began to show interest by actively answered questions, and enthusiastic while guessing the action word. The weekness of this study

Lubis (2017) in her research entitled *Improving Students' Vocabulary Mastery by Using Fly Swatter Game in the First Grade of MTS Persatuan Amal Bakti (Pab) 1 Helvetia*, showed that the students were motivated in teaching-learning process during the implementation of fly swatter game.

Amri (2016) in his research entitled *Increasing students vocabulary by Using Eye Spy Game at the Second Grade of SMP Babussalam Selayar*, found that used I Spy game was effective to get students' attention in learning and interesting technique in teaching Vocabulary

Supriyatna (2014) in his research entitled *The Effectiveness of Guessing Game Technique in Teaching Vocabulary at MTS Darussalam*, stated that using guessing game technique in teaching vocabulary revealed that using guessing game is effective.

Putri (2013) in her research entitled *Improving Vocabulary Mastery of VII Grade Students in SMP 2 Grabag Through Games in the Academic Year of 2012/2013*, stated that by using game in classroom it will creates the students interest to lessons and students will be motivated to be active in the class, they will be easy to understanding the material because the students enjoy in studying and by using game it help the students in memorizing and understanding new words easily.

There are some differences and similarities between the previous researches is. The similarities of the researcher with the previous researches is used the same game to improve students' vocabulary mastery in teaching English.

The differences of this research lies in the kind of games that researcher used such as use mime game, Use Fly Swatter Game, use Guessing Game to

teach the students vocabulary in teaching learning process and the focus of their research.

B. Some Pertinent Ideas

1. Some concept of vocabulary

a. Definition of Vocabulary

Vocabulary is a fundamental requirement that influence students' achievement in studying English. Without vocabulary there is no communicate, read, and write can be conveyed.

Another statement by Nappu (2017:165) vocabulary is a group of words that create a language. Vocabulary is very important because without learning vocabulary we are difficult to communicate with others.

Karamoy (2018) defines vocabulary as the words that are taught in foreign language. She adds that vocabulary is mainly defined as words that are used in a foreign language course. Generally, vocabulary can be defined as a list of words with their meanings. In other words, vocabulary is always related with words and dictionary. Vocabulary refers to all the words known and used by a particular person. It usually grows and evolves and serves as a useful and fundamental tool for communication and acquiring knowledge.

According to Hatch (1995), Vocabulary is one of language elements is considered as a list or set of words for a particular language or a list or set words that individual speakers of language might use. It means that vocabulary is a group of words that the speakers used in their daily conversation. In other

word, vocabulary also refers to a group of words used by a person as a mean of conversation.

Furthermore, vocabulary is more than merely a list of words. It is word which express meaning, but meaning is a slippery concept. Some words may appear to be simple to refer to one thing and therefore, easy to teach but some words may also be difficult to teach because their meaning may change depend on the words they are arranged with. From the explanation above it can be concluded that vocabulary is an important element of language that consists of the information about meaning and the usage of words in language.

Vocabulary mastery is total amount of words which can master and used it in communication. By mastering vocabulary, the students will be able to produce sentences either in spoken or written text. And also as a set of words that are taught in foreign language and closely related to a list of words used to express the speaker idea.

b. Types of Vocabulary

While learning new words, people need a lot of practice and context connections to learn them well, store the vocabulary in the memory and recall it when speaking or writing.

The following are some type of vocabulary that described by Some experts have classified in different as follow:

Some experts divide vocabulary into two types: active and passive vocabulary.

Harmer (2003) states that there are two types of vocabulary, they are as follows. The first type is Active vocabulary, here refers to the vocabulary that the students have been taught or have learned and which they are expected to be able to use. The second type is Passive vocabulary, here refers to the vocabulary that the students do not frequently use but can be recognized and understood the meaning both in textual and oral contexts.

Meanwhile, it's different from Harmer, John in Lubis (2017:8) stated, there are two types of vocabulary, active and passive vocabulary. Active vocabulary (productive) is used in speech or writing and is made up of words that come up in person's mind immediately when he or she has to produce a spoken or written sentence. On the other hand, passive vocabulary (receptive) is known but not used by a person. People understand it when it is heard or read.

The group of passive vocabulary is usually larger than the one of active vocabulary. The active vocabulary may seem to be more important in communication, however the aim of teaching foreign language is to expand both the students' passive and active vocabulary and develop all the four basic language skill; speaking, writing, reading, and listening.

Hatch (1995), indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

a) Receptive Vocabulary

The 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.

b) Productive Vocabulary

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

It's different from John, Lestari (2013) divides vocabulary into four groups as follows:

- a) The first is function words. These words, although some of them may also have full-words meaning contents. Amount of these groups are auxiliaries, preposition, conjunction, depending on where they are placed.
- b) The second is substitute words. Those words do not represent as individual things or specific actions, but function as substitutes for whole for classes of words. Its means that is a link among words.
- c) The third types of vocabulary items are those that are distributed in use according to such grammatical matters as the absence or presence of a negative. For example, Rena speaks English well and Anton does too. Too means that Anton also can speak English well although the sentences does not show immediately that Anton can speak English well.

d) The large body of content words, constitutes the fourth group of vocabulary items and chief materials are usually considered when the vocabulary items and chief materials are usually considered when the vocabulary of language is discussed.

Moreover, Good in Amri (2016:11) have a the different statement. He divides vocabulary into four kinds. The first is oral vocabulary consisting of words, which are actively used in speech. The significance of character of oral vocabulary is that it is actively used by the speaker and in unrehearsed situation. The second, writing vocabulary consisting of words which are actively used in writing since it is not under constrains of time. It is substantially under range than the vocabulary of unrehearsed. The third is listening vocabulary, its mean the stock of words to which one responds with meaning and understanding in writing of others. The last is reading vocabulary, its mean that the stock of words to which one responds with meaning and understanding in writing of others.

c. Vocabulary Mastery

According to William in Lubis (2017:10) Mastery is comprehensive knowledge or use of a subject or instrument. Mastery derived from the word master, which means to become skilled or proficient in the use of, to gain complete knowledge through understanding. While, Vocabulary mastery is the competence or complete knowledge of a list or a set of word that make up a language which might be used by particular person, class, profession.

Vocabulary mastery is one component to master English as a foreign language in elementary, intermediate, and advanced levels.

Vocabulary mastery is competence to know words and meaning. Nation proposes the following list of the different kinds of knowledge that a person must master in order to know a word are the meaning of the word such as : The written form of the word, the spoken form of the word, the grammatical behaviour of the word, the collocations of the word, the register of the word, the associations of the word, the frequency of the word

Vocabulary mastery is a gradual process. To reach out the good vocabulary mastery someone needs to follow the process. It can be defined as through knowledge of the words of a language. The learners' vocabulary mastery is indicated by their ability in producing and understanding the words in their daily life (Putri, 2013:29).

Mastering vocabulary is one of the learners needs in order to understand the language. In English teaching-learning process, mastering vocabulary well can help the students to understand the lesson.

Krasen in Putri (2013) stated that vocabulary mastery is also very important for the acquisition process. Acquisition depends significantly on the comprehensible input. The comprehensibility is dependent directly on the ability to recognize the meaning of key elements in the utterance.

Vocabulary mastery is important for the students. It is more than grammar for communication purpose, particularly in the early stage when students are motivated to learn the basic words. Actually Without having proportional English vocabulary, students will get some difficulties in using English.

It can be said that Vocabulary mastery is a complete skill to understand the stock of a word and understand the meaning of a particular language.

d. Teaching Vocabulary

Teaching vocabulary plays an important role in language acquisition it because the mastery of vocabulary will help the students master all the language skills such as speaking, listening, writing, and reading. Vocabulary will make the students practice more easily. It is useful for students in order to communicate in daily life and will strengthen the belief that English can be used to express the same ideas or feelings they express in their native language.

Wulanjani (2016:79) states that a good vocabulary teaching technique has the following things: (1) Interests the learners. (2) It makes the learners give attention to the form meaning or use of the words. (3) It gives a chance for repetition. It affirms that choosing carefully and correctly the vocabulary which appropriate for children is the important things for teachers to consider.

e. The Techniques in Teaching Vocabulary

Here are some techniques of teaching vocabulary as stated by Brewster in Alqahtani (2015:26):

a) Using Objects

Using this technique includes the use of object, visual aids, and demonstration. Basically, teacher can function to help learners in remembering vocabulary better, because our memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words. Objects can be used to show meanings when the vocabulary consist of concrete nouns. Introducing a new word by showing the real object often helps learners to memorize the word through visualization. Objects in the classroom or things brought to the classroom can be used.

b) Drawing

Here explain that teacher can help young learners easily understand and realize the main points that they have learned in the classroom with drawn on the blackboard or drawn on flash cards.

c) Using Illustrations and Pictures

Teaching vocabulary using Illustrations and pictures familiarly focuses on the objects of thing which cannot be taken into the classroom. There are many of vocabularies that can be introduced by using illustrations or pictures, such as; car, plane, train, house, etc. They are excellent means of making the meaning of unknown words clear. The list of pictures includes: posters, flashcards, wall charts, magazine pictures, board drawings, stick figures and photographs.

d) Contrast

Teaching vocabulary by contrast is closed relevant to show the antonyms. The teacher, in this case, shows the students word and asks to find out the contrast of the word. For example, the word of black contrasted with the word of white and good contrasted with Bad.

e) Enumeration

Teaching vocabulary through enumeration, the teacher introduces word by enumeration them with their general meaning, for instance animals, the teacher introduces this word and asks the students to find out some specific words relate to animals such as cat, dog, lion, snake, etc. Furthermore the meaning of the word "animal" will became clear.

f) Mime, Expressions and Gestures

Teaching vocabulary using through mime, expressions, and gestures may also be relevant for learners 'memories process. Teacher when they want to translate without saying the word they can used that. While, the learners (especially young ones) spontaneously reproducing the gesture when saying the word or when the student did not know some of word.

g) Guessing from Context

This technique encourages learners to take risks and guess the meanings of words they do not know as much as possible. This will help them build up their self-confidence so that they can work out the meanings of words when they are on their own. There are many clues learners can use to establish

meanings for themselves, such as illustrations, similarity of spelling or sound in the mother tongue, and general knowledge.

h) Eliciting

This technique is more motivating and memorable by simply giving pupils a list of words to learn.

i) Translation

Teaching vocabulary by using translation, the teacher asks the students to translate the given words into their mother tongue. This strategy is very useful for the beginner learners.

f. Vocabulary Learning

To master English skills, students need to know the vocabulary list and the language of the words with their meaning because it supports the improvement of their skills.

According to Bakhsh (2016) Learning vocabulary is learning new words together with the pronunciation, the spelling, the part of speech, the meaning, and also the use of those words. He also said that learning vocabulary is a cyclical process of meeting new words and initial learning, followed by meeting those words repeatedly, each time extending knowledge of what the words mean and how they are used in the foreign language. It means that every time the students meet those words they are indirectly improve their knowledge about the words.

Vocabulary learning is very important because without grammar there is a little can be conveyed, but without vocabulary nothing can be conveyed. Students may communicate using English productively if they master certain amount of words or some of vocabulary.

g. The principles of teaching and learning vocabulary

Wallace in Ismayanti (2010) states that the main principles of teaching and learning vocabulary are as follows:

a) Aims

Teaching vocabulary, teacher have to be clear about aims, how many of vocabulary listed we expect learners to be able to do, if it is not clear at this point, it will be difficult assess how successful the vocabulary learning has been attained.

b) Quantity

Teacher can decide on the quantity of vocabulary to be taught to the students, the number of new words that the students can learn. When there are too many words, the students may become confused discourage and frustrated.

c) Need

In this case the teacher should better teach the words students need and that relate to the objectives of the course and individual learning objectives. So that later students use words as information and they can use it in their daily activities.

d) Frequent expose and repetition

In teaching and learning vocabulary, the teacher must establish several repetitions until there is evidence that students have learned the target words, the way to find out is to see whether students can recognize the target words, know their meaning and identify the meaning.

e) Meaningful presentation

In presenting the vocabulary lesson, here the students must have a clear and specific understanding of what the word mean. This requires that the words presented in such away their denotation and references are perfect and unambiguous.

f) Situational presentation

The words that are presented according to the situation or the level of students with their conditions are quite time consuming and interesting methods, so students will succeed in learning vocabulary.

g) Presenting context

Words very seldom occur in isolation, so is important for students to know the usual collocation that words occur in. So, from the very beginning the words must appear in its natural environment as it were among the words naturally collocates with. Collocations are words which are commonly associated.

h) Learning vocabulary in the mother tongue and in the target language There are five steps to learn or to achieve vocabulary in the mother tongue and the target

language as follows: (a) there is a felt need, (b) the mother tongue learning learner mostly controls his own rate of learning, (c) the mother tongue is exposed to an enormous quantity of his own language and has tremendous scope for repetition of what he learns, (d) the language is nearly always encountered in appropriate context, and (e) since the words are learned as they arise out of a felt need in particular situation they usually have a clear denotation.

i) Inference procedures in vocabulary learning

Inference is also one of strategies in learning vocabulary in which the learners are a head on a practice by using a definite knowledge to have a clear understanding of the words they learnt. The students infer the meaning of the words by listening or reading then used in certain context and certain situation.

2. Game

According to Azar (2012) Games are advantageous and effective in learning vocabulary. They are motivating because they usually involve friendly competition and create cooperative learning environment, so students have an opportunity to work together. They improve students' communicative skills and they have a chance to use the target language.

In order to create the lively situation, the teacher can use the technique where the students are as the center of lesson, they have to be creative and try to break the problems together and try to win the competition. It is the enjoyable

situation of lesson. So, they can gain their vocabulary and can be stored on their mind longer than use the monotonous technique, such as only focus on course book or translation. According to Scott (1990: 5) state that playing with the language in this way is very common in first language development and is a very natural stage in the first stages of foreign learning too.

According to Purnama (2017) Game is a technique that include in Free Techniques in teaching English as a foreign language. Basically, playing game in learning will acquaint the students more with their environment. Using game in the classroom will enhance students' learning process and interest. It gives them an enjoyable and fun situation in acquiring the words.

Games can perform a useful function in the teaching English as a foreign language classroom. They allow students to relax and enjoy themselves absolutely reinforcing the target language teachers are attempting to teach. If the students know teachers are intending to play a game as part of the lesson, they are more likely to pay attention throughout the class so they are able to perform well in the game.

According to Masri (2014:145) Importance of Games, Language learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce, and manipulate the target language. Games have proven to have advantages and effectiveness in learning vocabulary in various ways: (1). Games bring in relaxation and fun for students, thus help them learn and retain new words more easily. (2). Games usually involve friendly competition and

they keep learners interested. (3). Vocabulary games bring real world context into the classroom and enhance students' use of English in a flexible, communicative way. (4). Games are highly motivating and they give students more opportunity to express their opinions and feelings.(5). Games add diversion to the regular classroom activities, “break the ice “, but they are also used to introduce new ideas.

In the other side Harmer (1991: 110) states that games are a vital part of teachers' equipment, not only for the language practice but also for the therapeutic effect they have. The statement points out two important functions of using games in teaching and learning process. First, games as a tool of teaching make teacher easier in presenting the materials. Second, by engaging the students in a game given them pleasure and kill the students' boredom and laziness. This created a good atmosphere in the classroom, where the students paid more attention to the lesson. Therefore, this might motivate the students to sustain their interest and work in learning a language.

The Game has shown to have advantages and effectiveness in learning vocabulary in various ways. First, games bring in relaxation and fun for students, thus help them learn and retain new words more easily. Second, games usually involve friendly competition and they keep learners interested. These create the motivation for learners of English to get involved and participate actively in the learning activities. Third, vocabulary games bring real world context into the classroom, and enhance students' use of English in a

flexible, communicative way. Therefore, the role of games in teaching and learning vocabulary most important and cannot be denied.

Wallace (1982: 104) states that in game there will be additional aim to adding an element of fun, relaxation and enjoyment to the lesson. And there are two main reasons about language games have become more widely used recently, first, an increasing emphasis on the important of motivation and of the appropriate kind of positive affective atmosphere in the classroom. Second, improve emphasis on the important of real communication.

From the statements above, it can be concluded that the teaching learning process by using game would seem to be easier, because game can be applied to all students of any levels. It creates interesting situation on the lesson, because everybody likes game; it is challenging, creates cooperation and competition.

3. I Spy Game

Learning vocabulary is not only must with memorizing the new words that students find in the textbook, but also there are many ways to learn vocabulary instead. As a teacher we have to be able to choose good technique to teach students especially in teaching vocabulary. We have to be able to make the activities which can make students interested in improve their vocabulary. One of effective learning aids activity that we can use is games.

According to Ersoz (2000) Games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills

and be used to practice many types of communication. Karamoy (2018) suggests that games help and encourage many learners to sustain their interest and work. Games also help the teacher to create contexts in which the language is useful and meaningful.

Basically, the main reason why games are considered as effective teaching aids is that they spur motivation and students are very affected in the competitive aspects of the game. Naturally when playing games, students try to win or defeat other teams for themselves or on behalf of their team. They are very competitive when playing because they want to have a turn to play, to score points and to win.

According to Yopp (2009) I Spy game can make the students use the new vocabulary and motivate the students. It can transfer the new vocabulary from the short-term memory to the long-term memory. I Spy game also is a fun guessing game for 4 and 5 year olds. I Spy game is a guessing game where the Spy, oor it, says “ I spy with my little I..” and the players have to gueses the object the spy saw and mean. The teacher/parent says, “I spy with my little I something all of you are wearing that begins like this: /sh/.” The children look at one another, and exclaim, “Shoe!” Yes. Shoe begins with /sh/. Next, “I spy with my little I something on the wall that begins like this: /m/.” Guesses from the children include “mirror” and “map.

In the other side Retter (1984: 31) states that I Spy Game is one of the best known children’s games. Players try to guess an object beginning with a

certain letter. For example; the teacher says I spy with my little eye something beginning with G. Students try to guess the object (E.g. garbage). Use classroom objects and with younger students use colors rather than letters e.g. "I spy with my little eye something beginning with "r" (red).

I Spy game is used to introduce some vocabulary to children in the first stage learning English. The I Spy game is fun for students to learn vocabulary. This game is a terrific game for improving cognitive skills and memory, especially in young children. In addition to fun, I spy games are also good way in learning or building vocabulary because in I Spy game teaches individual words as well as improves the power of student observation.

According to Karamoy (2018) I Spy game is one of teaching technique that can be applied in class. It is categorized as a guessing game which is guessing the object around the player. This game is engage the students activated using their-wider vocabulary and found new vocabulary by guessing the thing, but we could widen the scope of this game by asking students to imagine that they are somewhere else, for example, *I imagine that we are in a supermarket. I spy with my little eyes something beginning with "T"*.

In I Spy Game players complete to become the next challenger by being the first person to guess the answer the clue (Rixon, 1981: 13). This is a very popular children's game. It includes the game of problem-solving activities. Here, the students have to solve the problem by answering/guessing the questions from the other groups or the clue. The space of this game is normal

classroom or outdoor the classroom. It is can be played for the whole class, by individual or group. The game can be used at the beginning until advanced level depends on the class that will be taught.

a. The procedures of using *I Spy game* in teaching English vocabulary:

- a). The teacher divides the students to be small group or only individual.
- b). The teacher explains how to play the game.
- c). Begin by choosing one category. Students pick one category as an object to play in order to limit students understanding about which vocabulary related with. For example: Thing in the classroom.
- d). Teacher gives the clues what noun refers to the thing appearance for example *T* and then say. *I Spy with my little I a noun beginning with T* (The initial letter of the word for the object student have chosen or student can say any letter he wishes).
- e). Individual children try to guess the object. Example: Table, Teaching, Door, Desk, Drawing, etc
- f). The child or group who guess successfully then says *I Spy with my little eyes something beginning with (P)*. And the rest of the class try to guess.
- g). The game ends whenever teacher wishes.

b. The concepts of I Spy game :

- a). Colors- “I spy with my little I something blue.”
- b). Shapes- “I spy with my little I something square.”

- c). Numbers– “I spy with my little I three of something.” This would work best if you are in a room where the kids could walk around and easily count objects.
- d). Letters- “I spy with my little I the letter B.” You could spy letters on billboards while you are driving, or letters on a page while you are reading.”
- e). Spelling- “I spy with my little I something that begins with the letter C.” You could just give the first letter, spell out a whole word, or maybe even letter patterns inside the word like “ee.”
- f). Phonics- “I spy with my little I something that begins with the sound /s/.” Same playing with letters, but this time use letter sounds.
- g). Rhymes- “I spy with my little I something that rhymes with bee.”
- h). Adjectives- “I spy with my little I something smooth.” This is another game that would be best played in a room where kids could feel the different textures.
- i). Measurement– “I spy with my little I something about one inch tall.” Be sure to review unit measurements before you play. If you play this at your house, they could walk around and measure things with a ruler.

C. Conceptual Framework

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

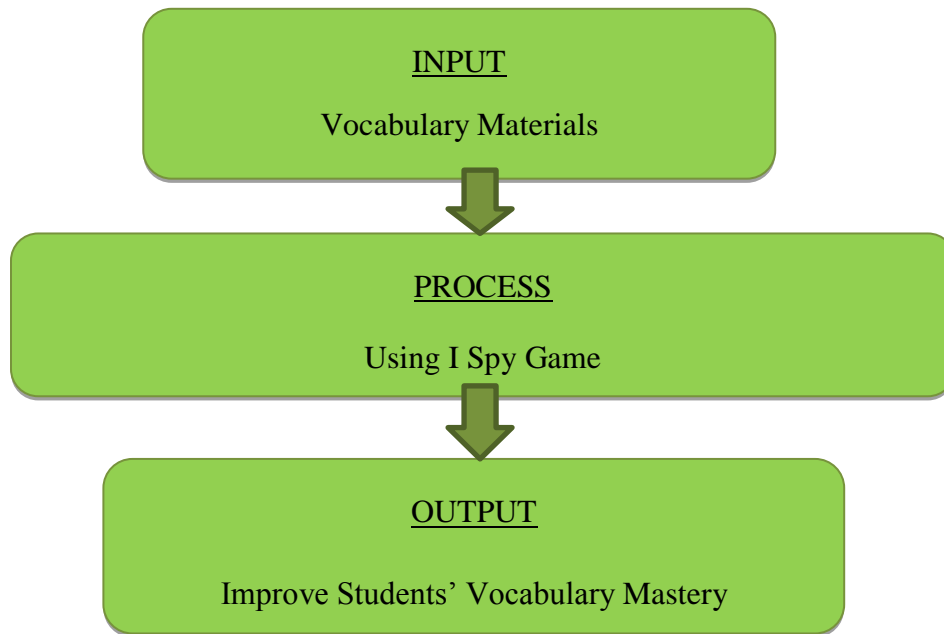


Figure 2.1 Conceptual framework

The three variables of conceptual framework above are including input, process, and output. First, the input refers to the game that used in experimental class which consists of vocabulary materials. Second, the process refers to I Spy game. And the last, the output refers to improve students' vocabulary.

D. Hypothesis

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

- Null hypothesis (H_0): The use of I Spy game does not improve students' vocabulary Mastery at the 7th grade of SMP IT Darurrahman.

- Alternative hypothesis (H_1): The use of I Spy game improves students' vocabulary Mastery at the 7th grade of SMP IT Darurrahman.

CHAPTER III
RESEARCH METHOD

A. Research Design

Research is a process of steps for collects an analyze information to improve our understanding of a topic or issue. The design of this research is pre experimental method that use one class pre test and post test design. A pre-test provides a measure on some attribute or characteristic that is assessed in an experiment before the class gets a treatment, while a post-test measure on some attributes or characteristic that is assessed for participants in an experiment after a treatment. The one group pre-test and post-test is represent in the following diagram:

Table 3.1

T1	X	T2
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Notion:

T1 = Pre-test

X = Treatment

T2 = Post-test

(Sanjaya, 2013: 103)

B. Research Variables

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

a. Independent Variable

The Independent variable (X) in this research is the use of I Spy game.

b. Dependent Variable

The dependent variable (Y) in this research is students' vocabulary Mastery.

c. Indicators

The indicator in this research is the students have a good quality in their vocabulary and can practice students' vocabulary in their daily activities.

C. Population and Sample

1. Population

The population of this study is the students of 7th grade SMP IT Darurrahman, register 2018/2019 academic years that consist of two classes; A and B which consists of 52 students.

2. Sample

The researcher took only one class as the sample of this research. The members of the sample are 29 students in class VIIA. This sample is chosen by purposive sampling. The sample of this research is class VIIA because the researcher got information from their English teacher that there is one class that less in English vocabulary mastery and the score of class VIIA in vocabulary was still low, it is about 6.0 mean score while the target score is 7.5. The researcher chose the sample by looking the characteristics of the class which still need to improve their vocabulary mastery.

D. Research Instrument

The data in this research took from the test. To get data of student's vocabulary, the researcher used pre-test before giving treatment to find out student knowledge and post-test after giving treatment in the experimental class to find out the students achievement in vocabulary mastery after given treatment. The test is the vocabulary test which consists of 40 numbers, 20 numbers for fill the blank and 20 numbers for multiple choice to both pre-test and post-test.

E. Procedure for Collecting Data

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

1. Pre-test

Before giving treatment, the researcher gave a pre-test for each student in the experimental class. The pre-test intend to know the students' vocabulary before giving a treatment. In this case, the students gave some questions. This test spend 80 (2 x 40) minutes. The test is the vocabulary test which 20 numbers for fill the blank and 20 numbers for multiple choice.

2. Treatment

After the pre-test, the researcher taught the students for six meetings. Teaching and learning about vocabulary material, the researcher gave the treatment in experimental class by using I Spy game in teaching vocabulary and teacher gave the information about the procedure of using I Spy game. The steps of teaching vocabulary by using I Spy game in the classroom. The first, teacher give the students vocabulary material. The second, the teacher divides

the students to be small group or only individual. After that Teacher begin by choosing one category (about vocabulary material). Then, teacher gives the clues to the students. “I Spy with my little eyes a noun beginning with ‘T’

“Each of group or the student try to guess the clues. The group or student that guess the most clues wins the game. Furthermore, in every meetings teacher teach the student about vocabulary. The first meeting discusses about the English vocabulary material in the classroom, the second discusses about the vocabulary material in outside the classroom, the third discusses about the vocabulary in the kitchen, the fourth discusses about the vocabulary in the bedroom, the fifth discusses about verb that used in the school area, the sixth about discusses about verb carried out outside the school.

3. Post-test

Post-test gave after treatment. The procedure of post-test is different with the pre-test but has the same level of difficulty. The researcher gave the post-test to the students. Post-test functions to know the students knowledge and ability in vocabulary mastery after teaching vocabulary by using I Spy game. The test is the vocabulary test which 20 numbers for fill the blank and 20 numbers for multiple choice.

F. Technique of Analysis Data

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

1. Scoring the student’s correct answer of pre-test and post-test.

The number of student correct answer

$$\text{Students' Score} = \frac{\text{The total score}}{\text{The total score}} \times 100$$

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

Table 3.2 : Score classification.

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

(Depdikbud, 2006)

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

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

Where:

P = Percentage

F = Frequency

N = The total number of students

(Gay, 2012)

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

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

Where:

X = Mean score

$\sum x$ = The sum of all score

N = The total number of samples

(Gay, 2012: 338)

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

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

Where:

% = The students' improving

X₁ = The mean score of the pre-test

X₂ = The mean score of the post-test

(Gay, 2012)

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

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

Where:

D = Mean score

∑D = The sum of all the scores

N = The total number of students

T = Test of significance

(Gay,2012:351)

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

Table 3.3 : Criteria of the hypothesis testing

Comparison	Hypothesis	
	H ₀	H ₁
t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

Table 3.1 means that the t-test value was smaller than t-table value, the null hypothesis was accepted while the alternative hypothesis was rejected and the t-test value was greater than t-table value, the null hypothesis was rejected while the alternative hypothesis was accepted.

(Gay, 2012)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter answers of problem statement in the previous chapter and consists of findings and discussion. Findings shows description of result from the data that had been collected through noun and verb test in pre-test and post-test which are described in graphic or chart or table form. Then, discussion contains explanation of findings which reflect to the result of the data. In this discussion, the researcher uses their own word to explain it.

A. Findings

To find out the answer of the research question, pre-test was gave to find out the first students' vocabulary before presenting I Spy game in the classroom and post-test gave to find out the improvement of the students' vocabulary after doing the treatment which aimed to know whether or not I Spy game improve students' vocabulary mastery. For the further interpretation of the data analysis are given below:

1. The Students' Vocabulary Achievement.

The students' score of pre-test and post-test were observed based on vocabulary. The data can be seen in the following table:

Table 4.1: Frequency and rate percentage of the students' vocabulary in pre-test.

Score	Classification	Frequency	Percentage
91-100	Very good	0	0%
76-90	Good	2	6,89%
61-75	Fairly	6	20,68%
51-60	Poor	6	20,68 %
core less than 50	Very poor	15	51,72%
Total		29	100

Table 4.1 showed that frequency and rate percentage of the students' vocabulary in pre-test from 29 students, there was no student got very good category, 2 or 6,89% of the students are in good category. There are 6 or 20,68% students got fairly, 6 or 20,68% students got poor category and 15 or 51,72% students are in very poor category.

Table 4.2: Frequency and rate percentage of the students' vocabulary in post-test

Score	Classification	Frequency	Percentage
91-100	Very good	2	6,89%
76-90	Good	15	51,72%
61-75	Fairly	9	31,03%
51-60	Poor	3	10,34%
core less than 50	Very poor	0	0%
Total		29	100

Table 4.2 showed that frequency and rate percentage of the students' vocabulary in pre-test from 29 students, there are 2 6,89% student got very good category, 15 or 51,72% of the students are in good category. There are 9 or 31,03% students got fairly, 3 or 10,34% students got poor category and there was no student got very poor category.

To know the percentage of the students' improvement in vocabulary, can be seen in figure below:

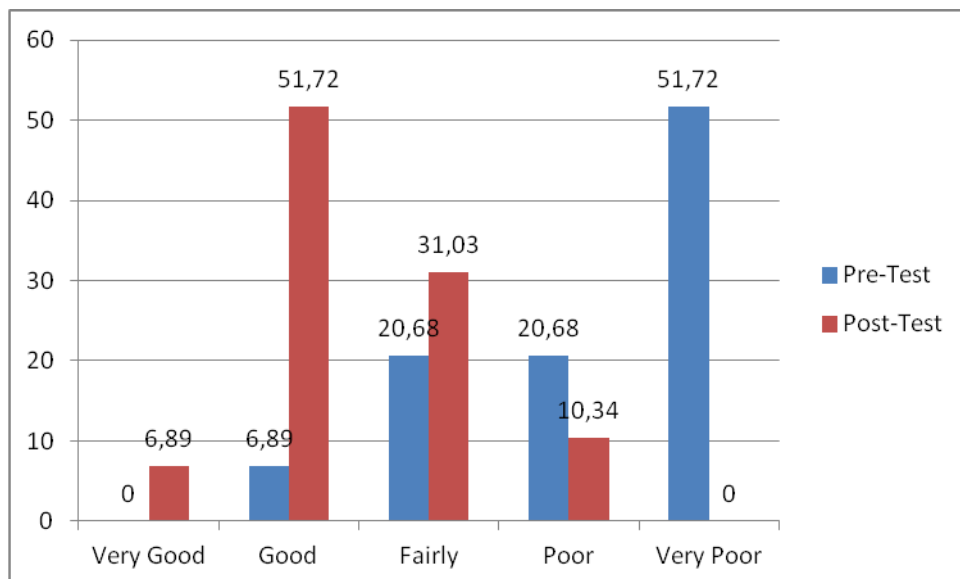


Figure 4.1 : Percentage of the students' vocabulary in pre-test and post-test

Figure 4.1 showed that the result of the students' evaluation of vocabulary. In pre-test, there was no classified into very good, 6,89 % classied into good, 20,68 % classified into fairly, 20,68 % classified into poor and then 51,72 % classified into very poor category.

After having treatment in post-test the improving of the students' vocabulary showed that there were 6,89 % classified into very good, 51,72 %

classified into good, 31,03 % classified into fairly, 10,34% classified into poor and there was no classified very poor s category.

It means that the score and rate percentage in posttest was greater than the rate percentage in pretest.

a. The Mean Score

The following table showed the distribution of mean score in pre-test and post-test.

Table 4.3 : The mean score of the students’ pre-test and post-test

Indicators	Pre-test	Post-test
	Mean Score	Mean Score
Vocabulary	54,05	76,20

Table 4.3 showed that the students’ mean score in pre-test was 54,05 (categorized as poor) and the mean score of post-test was 76,20 (categorized as good). It means that, the mean score of post-test was higher than pre-test.

b. The Improvement of Students’ Vocabulary in Pre-test and Post-test

The following table showed the improvement in pre-test and post-test

Table 4.4: The improvement of the students’ vocabulary in pre-test and post-test

Indicators	Pre-test	Post-test	Improvement (%)
Vocabulary	54,05	76,20	40 %

Table 4.4 showed that pre-test was 54,05 and post-test was 76,20, the score of post-test > pre-test. Thus, the improvement of the students' mean score of pre-test and post-test was 40%. It indicates that the students' vocabulary improved significantly through I Spy Game

To see clearly the improvement of the students' vocabulary, look at the figure below:

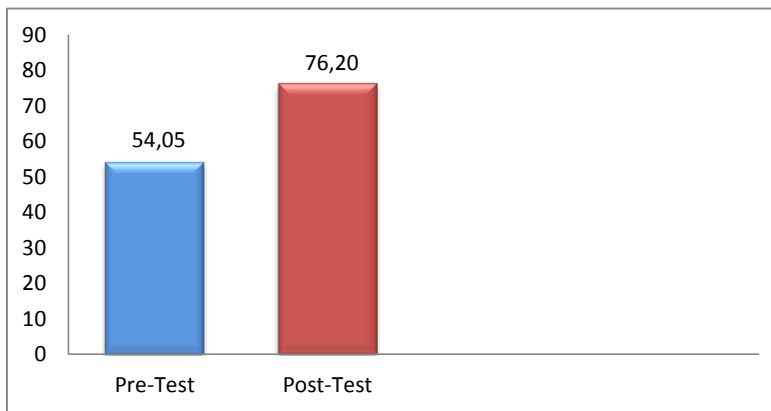


Figure 4.2: Figure of the improvement students' vocabulary in pre-test and Post-test

Figure 4.1 showed that the improvement students' vocabulary in post-test was higher than pre-test. From pre-test to post-test can improved on 40%.

c. T-test Analysis

To know the level of significance of the pre-test and post-test, the researched used t-test analysis on the level of significance (p) = 0.05 with the degree of freedom (DF) = $N-1$, Where the N = number of subjects (28 students)

then the value of t-table is 2.048. The t-test statistics, analysis of the independent sample was applied. The following table showed the result of t-test calculation.

Table 4.4: The t-test and t-table of the students' improvement

Variable	T-test value	T-table value
Vocabulary	10,61	2.048

Table 4.4 showed that t-test value was higher than the t-test table value ($10,61 > 2,048$). It means that there was improvement in the students' vocabulary mastery before and after use I Spy Game to the students' vocabulary mastery of the 7th grade of SMP IT Darurrahman.

Based on elaboration above, it could be concluded that the null hypothesis was rejected. Otherwise, the alternative hypothesis (H_1) was accepted. In other words, using I Spy game improves students' vocabulary mastery of the 7th grade of SMP IT Darurrahman in academic year 2018/2019.

B. Discussion

I Spy Game is an appropriated strategy applied in the classroom in teaching vocabulary. This strategy is helpful to improve students' interest and enjoying in learning which made them more involves in their vocabulary mastery.

In this study, several things have been inferred logically. First, for all of the class 7A, they were inclined to have similar problem; when they were

conducting a pretest, In the first meeting, the pre-test is distributed. It seems that most of students did not know how to differentiate which one is noun and verb, students did not know how the spelling of the word. Most of them were difficult to answer the test and they just talked to each other while they were doing the test. The results of the pre-test were much poor than the post test because most of them just blank their sheets and did not care with what they wrote in their test. Second, subjects in Pre-Experimental class were passive and did not want to answer if they were asked. The cause might be they were lack of vocabularies and lack of enthusiasm for learning. Third, after applying the I Spy Game, students in Pre-Experimental class showed their improvement in vocabularies. Most of them are more interested, active, motivated in learning.

The description of the students' vocabulary with the result of data that is explained previously in findings and the description of the students' vocabulary between Pre-test and Post-test. Here were the description :

1. The Students' Vocabulary Achievement.

Students' vocabulary is supported by the mean score of students in Post-test higher than the Pre-test. Before applying I Spy game the students could not answer the test vocabulary and did not know the spelling the word. But after applying I Spy game the students could answer the test vocabulary and know the spelling the word as well. The improvement of students' vocabulary can be seen between Pre-test and Post-test. The students' result is significantly different before and after applied I Spy game in teaching vocabulary material.

The students' text in the Pre-test Content Provisions show that students are very lacking in vocabulary mastery, students also do not know the meaning of the word and it turns out there are still many students did not know the spelling of the word. Their vocabulary samples are presented below:

“ Soepp = Sweep, Thuor = Throw, Ren =Run ” (S-5).

“Yang termasuk dalam kata kerja adalah Cycling (Cycling)” (S-21).

“ Arti dari Stove adalah kompor” (Kompore) (S-17).

The students lack in vocabulary and did not care about it. Even though Fries (1982) said Learning and remember a set of words is prerequisite in learning a particular language. The essential area of language learning is the lexicon or vocabulary of the language. From these statements, the writer ensures that vocabulary must be taught absolutely when one learns a language, if not, he learns no language at all.

On the other hand, the students' vocabulary text in Post-test is better than Pre-test. Students' vocabulary is supported by the mean score of students on Pre-test and Post-test in Content was 54,05 (poor category) and 76,20 (good category). In the treatment for six meetings with the application of I Spy game that the first meeting discusses about the English vocabulary material in the classroom, the second discusses about the vocabulary material in outside the classroom, the third discusses about the vocabulary in the kitchen, the fourth discusses about the vocabulary in the bedroom, the fifth discusses about verb that used in the school area, the sixth about discusses about verb carried out outside the school.

After treatment for six meetings with the application of I Spy game, understanding of student vocabulary has improved and the activity of students in learning and answering vocabulary has increased. This finding is line with previous research conducted by Karamoy (2018) who concluded that using *I Spy game* and by using I Spy game the students activity in the classroom increase. The sample of students writing are presented below :

“Swim = Swim , Throw = Throw, Cry= Cry ” (S-5).
“Yang termasuk dalam kata noun adalah Bit (Ball)” (S-21).
“ Arti dari Table adalah Meja” (Kursi) (S-17).

Therefore, it means that the application of I Spy game in treatment of students' SMP IT Darurrahman was success to made the students know the meaning and spelling of the word, also that the students more interested in learning process because the students try to find object like a detective. The students could memorize the words because every words related with some pictures and some object that was repeat several times. As a result, the students enjoy and more excited in learning process.

Moreover, another finding in this research t-test value were higher than t-table value ($10,61 > 2,048$) in which to reject the null hypothesis (H_0), t-test value certainly should be higher than t-table value. Therefore, the null hypothesis (H_0) was rejected otherwise the alternative hypothesis (H_1) was accepted. Thus from the discussed above, the students achieve a higher score after giving the treatment.

This technique made the students to be motivated to develop imagination, observation, thoughts and ideas in accordance based on the material and situation by the students in vocabulary mastery. It made the students not only learning but also playing, the student saw situations that exist, full observation and students feel challenged to solve a problem like a detective. Through the I Spy game, students can learn without feeling bored, depressed or sleepy in the classroom because of the application of I Spy games tend to made students more active.

This finding is line with previous research conducted by Amri (2016) showed that used I Spy Game was effective to get students' attention in learning and interesting strategy in teaching Vocabulary. On the other hand, From the explanation above it can be concluded that using I Spy game improves students' vocabulary mastery.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the research findings and discussions, then it can be concluded that using I Spy game improves students' vocabulary mastery at the 7th Grade Students of SMP IT Darurrahman. It was proved by the students mean score improves from Pre test to Post test. The students mean score of Pre test was 54,05 which were classified as poor classification and in Post-test was higher than mean score of Pre test that 76,20 which classified as good classification.

B. Suggestion

As the result of the study reveals that the using I Spy game improves the students' vocabulary mastery, the researcher suggests the following things:

1. English teacher is suggested to use I Spy Game as an alternative strategy in teaching English in order to help the students in mastering vocabulary.
2. Utilizing I Spy Game can be one of some alternatives of guiding students to get easier in teaching and learning vocabulary. By conducting the I Spy Game to the class, it will raise curiosity outside of the classroom interaction.
3. It is suggested for the English teacher to use I Spy Game because it gives variation in carrying out the materials in order to avoid students' boredom in learning vocabulary.
4. When students are bored to learn, English teacher should try game in last minutes of teaching and learning process.

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

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APPENDIX A

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP IT DARURRAHMAN
Mata Pelajaran : Bahasa Inggris
Kelas : VII
Materi Pokok : I Love Things Around Us
Alokasi Waktu : 8 × 40 Menit (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 sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami dan menerapkan pengetahuan (factual, konseptual dan procedural) berdasarkan rasa inin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait feomena dan kejadian tampak mata.
- KI 4 : Mengolah, menyaji dan menalar dala ranah konkret (menggunakan , mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

No	Kompetensi Dasar	Indikator
1	1.1 Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa inggris dengan sungguh-sungguh.

2	2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	2.1.1 Siswa mampu bertutur kata dengan sopan dan santun terhadap guru dan sesama temannya selama pelajaran berlangsung.
	2.2 Menunjukkan perilaku jujur, disiplin, percaya diri dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.2.1 Tidak menyontek saat ulangan 2.2.2 Menyalin karya orang lain dengan melampirkan sumber pada saat mengerjakan tugas 2.2.3 Berani mengakui kesalahan yang telah dilakukan.
	2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam melaksanakan komunikasi fungsional.	2.3.1 Berani mengakui kesalahan yang telah dilakukan 2.3.2 Bertanggung jawab atas tindakan anggotanya saat menjadi pemimpin kelompok 2.3.3 Tidak menyalahkan orang lain atas tindakannya sendiri.
3	3.5 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari.	3.5.1 Mepraktekkan penggunaan dari nama nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari. 3.5.2 Mendemonstrasikan penggunaan kata kata benda dari kata binatang, buah ataupun bangunan publik yang dekat dengan kehidupan siswa sehari-hari.
4	4.6 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan	4.1.1 Membuat atau menyusun kalimat sederhana terkait dengan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari

	memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	
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C. Materi Pembelajaran

Materi Pokok	Teks lisan dan tulis untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari
Fungsi sosial	menkenalkan, mengidentifikasi benda, binatang, bangunan umum.
Unsur Kebahasaan	Kata benda untuk menyatakan suatu benda yang ada di sekitar.
Struktur teks	<p>(1) Nama benda di dalam kelas : table, chair, whiteboard, book, pencil, dictionary, map, paper, lamp, pen, note book, bag, marker, window, door, picture, eraser, drawer, ruler, roof, shoes, clock, wall, schedule, broom, picket list, attendance, ruler, globe, pencil case, calendar, vase, door, ink</p> <p>(2) Nama benda di luar kelas: flag, flagpole, claa, toilet, trash box, hall, mosque, gate, bell, computer lab, mop, office, library, canteen, playground, tree, stairs, faucet, school, teacher room, student health units, parker lot, mop, motorcycle</p> <p>(3) Nama benda di kamar tidur: bedroom, bed, bed sheet, bedcover, blanket, bolsters, carpet, clock, clothes, cupboard, curtain, desk fan, door, fan, lamp, electric plugs, mirror, pillow,</p>

	pillowcase, switch, table lamp, window, dool, television, alarm, roof (4) Nama benda di dapur: kitchen, apron, bottle, bowl, cup, dish rack, faucet, fork, freezer, frying pan, gas stove, glass, kettle, knife, pan, plate, refrigerator, rice cooker, sieve, scissors, spatula, spoon, table, pail, grater, tray
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D. Metode Pembelajaran

Metode : Pendekatan Saintific

Strategy : I Spy Game

E. Media, Alat dan Sumber pembelajaran

1. Media : Gambar dan papan tulis
2. Alat/bahan : Spidol dan Paper
3. Sumber belajar : buku dan internet

F. Langkah-langkah pembelajaran

1. Pertemuan pertama

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru memberi salam 2. Guru memeriksa kehadiran siswa 3. Guru menyiapkan peserta didik secara psikis dan fisik 4. Guru memberikan motivasi belajar siswa secara kontekstual sesuai dengan manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari dengan memberikan contoh dan perbandingan 	10 menit
Inti	<p>1. Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengar dan memperhatikan guru dalam menyebutkan dan menanyakan nama benda yang ada didalam kelas dalam bahasa Inggris. • Siswa diminta untuk mengulang kembali kosa kata yang telah didapatkan • Siswa diminta untuk menghafal kata-kata yang telah diberikan 	60 menit

	<p>2. Menanyakan:</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan dari guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara penyebutan dan menanyakan nama benda dalam kelas dalam bahasa Inggris. <p>3. Mengekslore:</p> <ul style="list-style-type: none"> Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan nama benda dalam kelas dalam bahasa Inggris dari film, kaset, buku teks, dsb. Siswa mendengarkan instruksi yang diberikan oleh guru terkait penerapan I Spy game. <p>4. Mengasosiasi</p> <ul style="list-style-type: none"> Guru memberikan gambar atau ilustrasi sesuai kategori tema yang diajarkan.. Gurumempraktekkan tata cara penerapan I spy game kepada siswa. Guru meminta siswa untuk mencoba memainkan I spy game dalam kelas untuk mengasah pengetahuan siswa terkait I spy. <p>5. Mengomunikasikan</p> <ul style="list-style-type: none"> Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan nama binatang di dalam penerapan I Spy game. Siswa menyebutkan atau menebak nama dari gambar atau ilustrasi yang diberikan dalam Bahasa Inggris Siswa diminta untuk mengulang kembali kosa kata yang telah didapatkan 	
Penutup	<ul style="list-style-type: none"> Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya Siswa dan guru mengucapkan salam penutup/berdoa sebelum pulang 	10 menit

2. Pertemuan kedua

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
pendahuluan	<ul style="list-style-type: none"> Guru memberi salam dengan menggunakan bahasa Inggris 	10 menit

	<ul style="list-style-type: none"> • Guru memaastikan peserta didik merespon. Jika belum maka guru tidak melanjutkan. Kalau sebagian besar belum mengerti, bisa dicombine dengan bahasa Indonesia. • Guru memeriksa kehadiran siswa • Guru menyiapkan peserta didik secara psikis dan fisik • Guru menyuruh perwakilan peserta didik untuk membaca doa sebelum belajar • Guru memberikan motivasi dan apersepsi dengan mengaitkan pelajaran dengan materi sebelumnya <i>What did you learn last week?</i> 	
inti	<p>1. Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengar dan memperhatikan guru dalam menyebutkan dan menanyakan nama benda yang ada diluar kelas dalam bahasa Inggris. • Siswa diminta untuk mengulang kembali kosa kata yang telah didapatkan • Siswa diminta untuk menghafal kata-kata yang telah diberikan • Guru mengulang pembahasan yang lalu untuk mengecek pemahaman siswa. • Siswa diminta untuk mengulang kembali kosa kata yang telah didapatkan <p>2. Menanya</p> <ul style="list-style-type: none"> • Peserta didik diarahkan untuk mempertanyakan tentang ungkapan-ungkapan terkait materi yang sedang dipelajari yaitu perihal nama benda yang ada diluar kelas • Peserta didik dapat mengetahui tentang fungsi social, unsur kebahasaan dari teks dan pengucapan guru <p>3. Mengeksplore</p> <ul style="list-style-type: none"> • Guru mengarahkan siswa untuk membuat kelombuat yang terdiri dari 5 orang. • Siswa mencari teman untuk membuat kelompok mereka. <p>4. Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa secara berkelompok memilih satu orang untuk menjadi I spy . <p>5. Mengkomunikasikan</p> <ul style="list-style-type: none"> • Setiap siswa yang menjadi I spy mencari objek untuk dijadikan sebagai objek tebakan. • Setiap kelompok mencoba untuk menebak objek yang 	60 menit

	dimaksud oleh si I spy.	
Penutup	<ul style="list-style-type: none"> • Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran • Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya • Siswa dan guru mengucapkan salam penutup/berdoa sebelum pulang. 	10 menit

3. Pertemuan ketiga

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> • Guru menyapa dengan menggunakan bahasa Inggris • Guru memeriksa kehadiran siswa • Guru memastikan peserta didik merespon. Jika belum maka guru tidak melanjutkan. Kalau sebagian besar belum mengerti, bisa dicombine dengan bahasa Indonesia. • Guru menyuruh perwakilan peserta didik untuk membaca doa sebelum belajar • Guru memberikan motivasi dan apersepsi dengan mengaitkan pelajaran dengan materi sebelumnya <i>What did you learn last week?</i> 	10 menit
Inti	<p>1. Mengamati</p> <ul style="list-style-type: none"> • Peserta didik bersama guru melakukan review pelajaran yang lalu. • Guru memilih beberapa kategori untuk menjadi tema pembelajaran. • Peserta didik mendengarkan pengucapan-pengucapan guru tentang benda-benda yang ada didalam rumah • Siswa memperhatikan instruksi dari guru, kemudian mendengarkan cara pengucapan dari gambar atau ilustrasi yang diperlihatkan • Guru meminta siswa untuk mengamati gambar tersebut. • Siswa berlatih mengucapkan tata cara penyebutan dari gambar atau contoh tersebut <p>2. Menanyakan:</p> <ul style="list-style-type: none"> • Guru memilih satu kategori sebagai objek untuk dimainkan untuk membatasi pemahaman siswa tentang 	60 menit

	<p>kosakata mana yang terkait. Misalnya: televisi, kasur, bantal dll.</p> <ul style="list-style-type: none"> • Guru menanyakan kepada siswa nama-nama benda yang ada disekitar sekolah sambil menunjukkan yang dimaksud. • Siswa memberikan petunjuk apa kata benda mengacu pada penampilan benda misalnya Tas dan kemudian berkata. I Spy with my little Is something beginning with “ T” (Huruf awal kata untuk objek objek telah dipilih). <p>3. Mengeksplora:</p> <ul style="list-style-type: none"> • Siswa memperhatikan pertanyaan kemudian mencoba menebak dengan benar Bahasa Inggris instruksi yang diberikan <p>4. Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa secara bergantian di depan kelas untuk memilih objek yang dimaksud dan para siswa yang lain mencoba menerka apa yang dimaksud atau diberikan. <p>5. Mengomunikasikan</p> <ul style="list-style-type: none"> • Siswa mempresentasikan hasil permainan I spy game yang telah dimainkan. 	
penutup	<ul style="list-style-type: none"> • Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran • Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya • Siswa dan guru mengucapkan salam penutup/berdoa sebelum pulang 	10 menit

4. Pertemuan keempat

kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> • Guru menyapa dengan menggunakan bahasa Inggris • Guru memeriksa kehadiran siswa • Guru memastikan peserta didik merespon. Jika belum maka guru tidak melanjutkan. Kalau sebagian besar belum mengerti, bisa dicombine dengan bahasa Indonesia. • Guru menyuruh perwakilan peserta didik untuk membaca doa sebelum belajar • Guru memberikan motivasi dan apersepsi dengan mengaitkan pelajaran dengan materi sebelumnya <i>What</i> 	10 menit

	<i>did you learn last week?</i>	
Inti	<p>1. Mengamati</p> <ul style="list-style-type: none"> • Peserta didik bersama guru melakukan review pelajaran yang lalu. • Guru memilih beberapa kategori untuk menjadi tema pembelajaran. • Peserta didik mendengarkan pengucapan-pengucapan guru tentang benda-benda yang ada disekitar luar rumah • Siswa memperhatikan instruksi dari guru, kemudian mendengarkan cara pengucapan dari gambar atau ilustrasi yang diperlihatkan • Guru meminta siswa untuk mengamati gambar tersebut. • Siswa berlatih mengucapkan tata cara penyebutan dari gambar atau contoh tersebut <p>2. Menanyakan</p> <ul style="list-style-type: none"> • Guru memilih satu kategori sebagai objek untuk dimainkan untuk membatasi pemahaman siswa tentang kosakata mana yang terkait. Misalnya: mobil, motor, bendera, pagar dll • Guru menanyakan kepada siswa nama-nama benda yang ada disekitar luar sekolah sambil menunjukkan yang dimaksud. • Siswa memberikan petunjuk atau ilustrasi maupun contoh dari kata benda mengacu pada penampilan benda tersebut. Misalnya mobil dan kemudian berkata. I Spy with my little Is something bruum.. (bunyi dari kata untuk objek objek telah dipilih). <p>3. Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa memperhatikan pertanyaan kemudian mencoba menebak dengan benar Bahasa Inggris instruksi yang diberikan <p>4. Mengasosiasi</p> <ul style="list-style-type: none"> • Secara berkelompok siswa mengelompokkan kelas kata dan arti kata dari text. • Siswa memperoleh balikan feedback dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok <p>5. Mengomunikasikan</p> <ul style="list-style-type: none"> • Siswa secara bergantian di depan kelas untuk memilih objek yang dimaksud dan para siswa yang lain mencoba menerka apa yang dimaksud atau diberikan. 	60 menit

Penutup	<ul style="list-style-type: none"> • Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran • Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya • Siswa dan guru mengucapkan salam penutup/berdoa sebelum pulang 	10 menit
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G. Penilaian

1. Penilaian Sikap

- a. Teknik Penilaian : Test (Pre-test dan Non-test)
b. Bentuk Instrument : Fill the blank and Multiple choice.
c. Instrument penilaian Sikap Tanggung Jawab

No	Aspek Pengamatan	Skor			
		1	2	3	4
1	Melaksanakan tugas individu dengan baik				
2	Menerima resiko dari tindakan yang dilakukan				
3	Tidak menuduh orang lain tanpa bukti yang akurat				
4	Mengembalikan barang yang dipinjam				
4	Meminta maaf atas kesalahan yang dilakukan				
Jumlah Skor					
NILAI					

Petunjuk Penskoran : Skor akhir menggunakan skala 1 sampai 4

Perhitungan skor akhir menggunakan rumus : $\frac{\text{Skor diperoleh} \times 4}{\text{Skor maksimal}} = \text{Skor Akhir}$

2. Penilaian Pengetahuan

- a. Teknik Penilaian : Tes oral dan tulisan
b. Bentuk Instrument : Terlampir pada lapiran
c. Kisi-kisi : Membuat dialog terkait materi
d. Instrument Penilaian :

N	Kriteria	Kriteria	Skor
1	Kefasihan	a. Aksentu penutur asli b. Aksentu tertentu c. Aksentu kurang sempurna d. Aksentu salah	
2	penulisan	a. Hampir Sempurna b. Ada kesalahan tetapi tidak mengganggu makna c. Ada beberapa kesalahan dan mengganggu makna d. Banyak kesalahan dan mengganggu makna e. Terlalu banyak kesalahan sehingga sulit untuk dipahami	
3	pemahaman	a. Memahami tanpa kesulitan b. Memahami Sebagian Besar c. Kurang Meahami d. Tidak Memahami	

3. Penilaian Keterampilan

- a. Teknik Penilaian : Tes Lisan
- b. Bentuk Instrument : Terlampir pada lapiran
- c. Kisi-kisi : Membuat dialog terkait materi
- d. Instrument Penilaian :

N	Kriteria	Kriteria	Skor
1	Pengucapan	e. Aksentu penutur asli f. Aksentu tertentu g. Aksentu kurang sempurna h. Aksentu salah	
2	Kelancaran	f. Sangat lancar seperti penutur asli g. Lancar h. Kurang lancar i. Tidak lancar	
3	Pemahaman	e. Memahami tanpa kesulitan f. Memahami Sebagian Besar g. Kurang Meahami h. Tidak Memahami	

➤ **Keterampilan Menulis**

- a. Teknik Penilaian : (Tertulis) Unjuk kerja
 b. Bentuk Insrtument : Tulis
 c. Instrument Penilaian :

No	Aspek	Diskripsi	Skor
1	Kosa Kata	a. Hampir Sempurna b. Ada kesalahan tetapi tidak mengganggu makna c. Ada beberapa kesalahan dan mengganggu makna d. Banyak kesalahan dan mengganggu makna e. Terlalu banyak kesalahan sehingga sulit untuk dipahami	
2	Pilihan Kata	a. Sangat variatif dan tepat b. Variatif dan tepat c. Cukup Variatif dan Tepat d. Kurang variatif dan Tepat e. Tidak variatif dan Tepat	

Penentuan Nilai:
$$\text{Nilai Siswa} = \frac{\text{Skor diperoleh}}{\text{Skor maksimal}} \times 4$$

➤ **Keterampilan: Praktek**

- a. Teknik Penilaian : (Berbicara) Unjuk kerja
 b. Bentuk Istrument : Membacaka hasil pernyataan berdasarkan dialog
 c. Instrument Penilaian :

No	Aspek	Deskripsi	Skor
1	Pengucapan (Pronunciation)	a. Hampir sempurna b. Ada beberapa kesalahan namun tidak mengganggu makna c. Ada beberapa kesalahan dan mengganggu makna d. Banyak kesalahan dan mengganggu makna e. Terlalu banyak kesalahan dan mengganggu makna	
2	Kelancara (Fluency)	a. Sangat lancar b. Lancar c. Cukup lancar d. Kurang lancar e. Tidak lancar	

Penentuan Nilai: $\text{Nilai Siswa} = \frac{\text{Skor diperoleh}}{\text{Skor maksimal}} \times 4$

Makassar, 15/09/2018

Peneliti

St. Humairah

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP IT DARURRAHMAN
Mata Pelajaran : Bahasa Inggris
Kelas : VII
Materi Pokok : Descriptive
Alokasi Waktu : 4 × 40 Menit (2 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 sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami dan menerapkan pengetahuan (factual, konseptual dan procedural) berdasarkan rasa inin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait feomena dan kejadian tampak mata.
- KI 4 : Mengolah, menyaji dan menalar dala ranah konkret (menggunakan , mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

No	Kompetensi Dasar	Indikator
1	1.1 Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa inggris dengan sungguh-sungguh.
2	2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	2.1.1 Siswa mampu bertutur kata dengan sopan dan santun terhadap guru dan sesama temannya selama pelajaran

		berlangsung.
	2.2 Menunjukkan perilaku jujur, disiplin, percaya diri dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.2.1 Tidak menyontek saat ulangan 2.2.2 Menyalin karya orang lain dengan melampirkan sumber pada saat mengerjakan tugas 2.2.3 Berani mengakui kesalahan yang telah dilakukan.
	2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam melaksanakan komunikasi fungsional.	2.3.1 Berani mengakui kesalahan yang telah dilakukan 2.3.2 Bertanggung jawab atas tindakan anggotanya saat menjadi pemimpin kelompok 2.3.3 Tidak menyalahkan orang lain atas tindakannya sendiri.
3	3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.1.1 Mepraktikkan penggunaan dari penjelasan deskriptif dalam kata benda dan kata kerja sederhana 3.1.2 Mendemonstrasikan penggunaan kata benda dan kata kerja secara lisan dan tulisan deskriptif.
4	4.12 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.	4.1.1 Membuat atau menyusun kalimat sederhana terkait dengan deskriptif dalam kata benda dan kata kerja sederhana dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

C. Materi Pembelajaran

Materi Pokok	Teks deskriptif sangat pendek dan sederhana, tentang orang, binatang, dan benda
Fungsi sosial	Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb.
Unsur Kebahasaan	Kata kerja untuk menyatakan keadaan dan tindakan rutin
Struktur teks	Erase, listen, look, open, talk, draw, read, study, sit, teach, Write, Stand, think, close, count, find, follow, try, cheat, turn off, turn on, bring, take, clean, raise, come, make, tell, put, scream, pray, push, move, imagine, fight, guess, Fry, wash, work, tear, cook, drink, eat, cry, sleep, sweep, shower, Dance, Pay, Watching TV, bite, buy, call, chew, cut, dream, encourage, fold, mop, catch, kick, throw, Jump, run, swim, climb, throw, cycling, sing, walk, drive, , shoot, laugh, save, sell, smile, touch, get up, show, paint, boil, burn

D. Metode Pembelajaran

Metode : Pendekatan Saintific

Strategy : I Spy Game

Media, Alat dan Sumber pembelajaran

4. Media : Gambar dan papan tulis
5. Alat/bahan : Spidol dan Paper
6. Sumber belajar dari internet

E. Langkah-langkah pembelajaran

1. Pertemuan Pertama

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none">• Guru memberi salam• Guru memeriksa kehadiran siswa• Guru menyiapkan peserta didik secara psikis dan fisik• Guru memberikan motivasi belajar siswa secara kontekstual sesuai dengan manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari dengan memberikan contoh dan perbandingan	10 menit
Inti	<p>1. Mengamati</p> <ul style="list-style-type: none">• Guru menjelaskan tentang apa itu descriptive teks.• Siswa mendengar dan memperhatikan guru dalam menyebutkan dan menanyakan kata kerja yang dilakukan dalam bahasa Inggris.• Siswa diminta untuk mengulang kembali kosa kata yang telah didapatkan• Siswa diminta untuk menghafal kata-kata yang telah diberikan <p>2. Menanya</p> <ul style="list-style-type: none">• Dengan bimbingan dan arahan dari guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara penyebutan dan menanyakan kata kerja dalam bahasa Inggris. <p>3. Mengeksplorasi</p> <ul style="list-style-type: none">• Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan kata kerja dalam bahasa Inggris dari film, kaset, buku teks, dsb.• Siswa mendengarkan instruksi yang diberikan oleh guru terkait penerapan I Spy game. <p>4. Mengasosiasi</p> <ul style="list-style-type: none">• Guru memberikan gambar atau ilustrasi sesuai kategori tema yang diajarkan..• Gurumempraktekkan tata cara penerapan I spy game kepada siswa.• Guru meminta siswa untuk mencoba memainkan I spy game dalam kelas untuk mengasah pengetahuan siswa terkait I spy.	60 menit

	<p>5. Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan kata kerja di dalam penerapan I Spy game. • Siswa menyebutkan atau menebak nama dari gambar atau ilustrasi yang diberikan dalam Bahasa Inggris • Siswa diminta untuk mengulang kembali kosa kata yang telah didapatkan 	
Penutup	<ul style="list-style-type: none"> • Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran • Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya • Siswa dan guru mengucapkan salam penutup/berdoa sebelum pulang 	10 menit

2. Pertemuan kedua

kegiatan	Deskripsi Kegiatan	Alokasi waktu
pendahuluan	<ul style="list-style-type: none"> • Guru menyapa dengan menggunakan bahasa Inggris • Guru memeriksa kehadiran siswa • Guru memastikan peserta didik merespon. Jika belum maka guru tidak melanjutkan. Kalau sebagian besar belum mengerti, bisa dicombine dengan bahasa Indonesia. • Guru menyuruh perwakilan peserta didik untuk membaca doa sebelum belajar • Guru memberikan motivasi dan apersepsi dengan mengaitkan pelajaran dengan materi sebelumnya <i>What did you learn last week?</i> 	10 menit
inti	<p>1. Mengamati</p> <ul style="list-style-type: none"> • Peserta didik bersama guru melakukan review pelajaran yang lalu. • Guru memilih beberapa kategori untuk menjadi tema pembelajaran. • Peserta didik mendengarkan pengucapan-pengucapan guru tentang kata kerja yang sering dilakukan berulang-ulang. • Siswa memperhatikan instruksi dari guru, kemudian mendengarkan cara pengucapan dari gambar atau ilustrasi yang diperlihatkan 	60 menit

	<ul style="list-style-type: none"> • Guru meminta siswa untuk mengamati gambar tersebut. • Siswa berlatih mengucapkan tata cara penyebutan dari gambar atau contoh tersebut <p>2. Menanyakan</p> <ul style="list-style-type: none"> • Guru memilih satu kategori sebagai objek untuk dimainkan untuk membatasi pemahaman siswa tentang kosakata mana yang terkait. Misalnya: kata kerja yang dilakukan dalam kamar dll. • Guru menanyakan kepada siswa kata kerja yang sering dilakukan sambil menunjukkan atau memperagakan yang dimaksud. <p>3. Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa memberikan petunjuk atau ilustrasi maupun contoh dari kata kerja yang mengacu pada topik tersebut. Misalnya mandi dan kemudian berkata. I Spy with my little Is something we do in the toilet (contoh dari kata untuk objek telah dipilih). <p>4. Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa memperhatikan pertanyaan kemudian mencoba menebak dengan benar Bahasa Inggris instruksi yang diberikan <p>5. Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa secara bergantian di depan kelas untuk memilih objek yang dimaksud dan para siswa yang lain mencoba menerka apa yang dimaksud atau diberikan. 	
Penutup	<ul style="list-style-type: none"> • Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran • Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya • Siswa dan guru mengucapkan salam penutup/berdoa sebelum pulang 	11 menit

F. Penilaian

4. Penilaian Sikap

d. Teknik Penilaian : Test (Pre-test dan Non-test)

e. Bentuk Instrument : Fill the blank and Multiple choice

f. Instrument penilaian Sikap Tanggung Jawab

No	Aspek Pengamatan	Skor			
		1	2	3	4
1	Melaksanakan tugas individu dengan baik				
2	Menerima resiko dari tindakan yang dilakukan				
3	Tidak menuduh orang lain tanpa bukti yang akurat				
4	Mengembalikan barang yang dipinjam				
4	Meminta maaf atas kesalahan yang dilakukan				
Jumlah Skor					
NILAI					

Petunjuk Penskoran : Skor akhir menggunakan skala 1 sampai 4

Perhitungan skor akhir menggunakan rumus : $\frac{\text{Skor diperoleh}}{4} = \text{Skor Akhir}$

Skor maksimal

5. Penilaian Pengetahuan

- e. Teknik Penilaian : Tes oral dan tulisan
- f. Bentuk Instrument : Terlampir pada lapiran
- g. Kisi-kisi : Membuat dialog terkait materi
- h. Instrument Penilaian :

N	Kriteria	Kriteria	Skor
1	Kefasihan	i. Aksentu penutur asli j. Aksentu tertentu k. Aksentu kurang sempurna l. Aksentu salah	
2	penulisan	j. Hampir Sempurna k. Ada kesalahan tetapi tidak mengganggu makna l. Ada beberapa kesalahan dan mengganggu makna m. Banyak kesalahan dan mengganggu makna n. Terlalu banyak kesalahan sehingga sulit untuk dipahami	
3	pemahaman	i. Memahami tanpa kesulitan j. Memahami Sebagian Besar k. Kurang Memahami l. Tidak Memahami	

6. Penilaian Keterampilan

- e. Teknik Penilaian : Tes Lisan
 f. Bentuk Instrument : Terlampir pada lapiran
 g. Kisi-kisi : Membuat dialog terkait materi
 h. Instrument Penilaian :

N	Kriteria	Kriteria	Skor
1	Pengucapan	m. Aksentu penutur asli n. Aksentu tertentu o. Aksentu kurang sempurna p. Aksentu salah	
2	Kelancaran	o. Sangat lancar seperti penutur asli p. Lancar q. Kurang lancar r. Tidak lancar	
3	Pemahaman	m. Memahami tanpa kesulitan n. Memahami Sebagian Besar o. Kurang Memahami p. Tidak Memahami	

➤ **Keterampilan Menulis**

d. Teknik Penilaian : (Tertulis) Unjuk kerja

e. Bentuk Insrtument : Tulis

f. Instrument Penilaian :

No	Aspek	Diskripsi	Skor
1	Kosa Kata	f. Hampir Sempurna g. Ada kesalahan tetapi tidak mengganggu makna h. Ada beberapa kesalahan dan mengganggu makna i. Banyak kesalahan dan mengganggu makna j. Terlalu banyak kesalahan sehingga sulit untuk dipahami	
2	Pilihan Kata	f. Sangat variatif dan tepat g. Variatif dan tepat h. Cukup Variatif dan Tepat i. Kurang variatif dan Tepat j. Tidak variatif dan Tepat	

Penentuan Nilai:
$$\text{Nilai Siswa} = \frac{\text{Skor diperoleh}}{\text{Skor maksimal}} \times 4$$

➤ **Keterampilan: Praktek**

a. Teknik Penilaian : (Berbicara) Unjuk kerja

b. Bentuk Istrument : Membacaka hasil pernyataan berdasarkan dialog

c. Instrument Penilain :

No	Aspek	Deskripsi	Skor
1	Pengucapan (Pronunciation)	f. Hampir sempurna g. Ada beberapa kesalahan namun tidak mengganggu makna h. Ada beberapa kesalahan dan mengganggu makna i. Banyak kesalahan dan mengganggu makna j. Terlalu banyak kesalahan dan mengganggu makna	
2	Kelancara (Fluency)	f. Sangat lancar g. Lancar h. Cukup lancar i. Kurang lancar j. Tidak lancar	

Penentuan Nilai:

Nilai Siswa = $\frac{\text{Skor diperoleh}}{\text{Skor maksimal}} \times 4$

Skor maksimal

Makassar, 15/09/2018

Peneliti

St. Humairah

APPENDIX B

RESEARCH INSTRUMENT

Pre-Test

My name is How are you today? - I'm

1. Fill in the missing letter



J _ m _



r _ n



sw _ m



Cl _ m _



Th _ o _



C _ t _ h



k _ ck



fl _



s _ ng



D nc



w _ lk



t _ lk



dr _ w



dr _ v _



c _ _ k



r _ _ d



S _ e _ p



E _ t



S _ o _ er



S e p

B. Berilah tanda silang (x) salah satu jawaban yang tepat pada pertanyaan di bawah ini !

1. Library...

a. Perpustakaan	b. Kantin	c. Masjid
-----------------	-----------	-----------

2. Cupboard...

a. Papan tulis	b. Lemari	c. Kursi
----------------	-----------	----------

3. Table...

a. Kursi	b. Meja	c. Papan Tulis
----------	---------	----------------

4. Bite...

a. Menggigit	b. Melamun	c. Merampas
--------------	------------	-------------

5. Shoot...

a. Melempar	b. Melamar	c. Menembak
-------------	------------	-------------

6. Drink...

a. Minum	b. Mabuk	c. Membuka
----------	----------	------------

7. Eraser...

a. Penggorok	b. Penghapus	c. Lem
--------------	--------------	--------

8. Refrigerator...

a. Kulkas	b. Kompor	c. Kipas angin
-----------	-----------	----------------

9. Yang termasuk dalam jenis kata verb adalah ...

a. Mosque	b. Horse	c. Dance
-----------	----------	----------

10. My favorite thing is doll. Kata doll termasuk jenis kata ...

a. Noun	b. Verb	c. Adverb
---------	---------	-----------

11. I have a dictionary . I bring it to my school every time I have an English class.
Makna dari kata bring adalah...

a. Membawa	b. Meminjam	c. Menyimpan
------------	-------------	--------------

12. Yang termasuk dalam kata Noun adalah...

a. Bit	b. Ball	c. Buy
--------	---------	--------

13. I love something big like famous and house. Yang termasuk dalam kata benda adalah...

a. Big	b. Famous	c. House
--------	-----------	----------

14. Flagpole....

a. Tiang bendera	b. Papan tulis	c. halaman
------------------	----------------	------------

15. Bahasa Inggris dari "Sapu" ...

a. Sweep	b. Ink	c. Broom
----------	--------	----------

16. Bahasa Inggris dari "Kipas angin"....

a. Map	b. Scissors	c. Fan
--------	-------------	--------

17. Stove....

a. Panci	b. Kompor	c. dapur
----------	-----------	----------

18. Plate....

a. Piring	b. Sendok	c. Gelas
-----------	-----------	----------

19. Bahasa Inggris dari "Selimut"....

a. Pillow	b. Blanket	c. Mattress
-----------	------------	-------------

20. Mirror...

a. Cermin	b. Jendela	c. kasur
-----------	------------	----------

RESEARCH INSTRUMENT

Post-Test

My name is

How are you today? - I'm

1. Fill in the missing letter



j _ mp



r _ n



_ w l _



cl _ mb



T _ r _ w



C _ t _ h



k _ ck



C _ c _ ing



S _ n _



L _ st _ n



w _ lk



t _ lk



dr _ w



D _ iv _



c _ _ k



r _ _ d



S _ t



Dr _ n _



_ r _



T _ a _ h

B. Berilah tanda silang (x) salah satu jawaban yang tepat pada pertanyaan di bawah ini !

1. Chair...

a. Kursi	b. Meja	c. Papan Tulis
----------	---------	----------------

2. Fork...

a. Garpu	b. Sendok	c. Wajan
----------	-----------	----------

3. Ruler...

a. Penggaris	b. Lem	c. Jam Dinding
--------------	--------	----------------

4. Door...

a. peluru	b. sikat	c. Pintu
-----------	----------	----------

5. Paper...

a. Buku	b. Kertas	c. Kamus
---------	-----------	----------

6. Fire...

a. Angin	b. Udara	c. Api
----------	----------	--------

7. Kitchen...

a. Sekolah	b. Kamar	c. Dapur
------------	----------	----------

8. My mother's name is Niwayan Dastri. She really likes Cycling. Yang termasuk dalam kata kerja adalah...

a. likes	b. Cycling	c. Really
----------	------------	-----------

9. Blanket are the biggest then sarong. Kata Blanket termasuk jenis kata ...

a. Noun	b. Verb	c. Adverb
---------	---------	-----------

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

a. Noun	b. Verb	c. Adverb
---------	---------	-----------

11. My bag is very beautiful. Kata "bag" bermakna..

a. Pulpen	b. Tas	c. Cermin
-----------	--------	-----------

12. My rabbit likes to jump . Kata " jump" termasuk jenis kata.....

a. Noun	b. Verb	c. Adverb
---------	---------	-----------

13. Drive...

a. Memanjat	b. Mendorong	c. Menyetir
-------------	--------------	-------------

14. Flag....

a. Bendera	b. Papan tulis	c. halaman
------------	----------------	------------

15. Bahasa inggris dari “ alat pel” ...

a. Sweep	b. Ink	c. Broom
----------	--------	----------

16. Bahasa inggris dari “Panci”....

a. Pan	b. paste	c. Pen
--------	----------	--------

17. Stove....

a. Panci	b. Kompor	c. dapur
----------	-----------	----------

18. Plate....

a. Piring	b. Sendok	c. Gelas
-----------	-----------	----------

19. Bahasa inggris dari “ Selimut”....

a. Pillow	b. Blanket	c. Mattress
-----------	------------	-------------

20. Mirror...

a. Cermin	b. Jendela	c. kasur
-----------	------------	----------

APPENDIX C

Key Word Instrument

Pre-Test

My name is

How are you today? - I'm

1. Fill in the missing letter



Jump



RuN



SWiM



Climb



Throw



Catch



KiCK



FLy



SiNG



Dance



WaLK



TaLK



DRaW



DRiVe



COoK



ReaD



SLePp



Eat



Shower



S weep

C. Berilah tanda silang (x) salah satu jawaban yang tepat pada pertanyaan di bawah ini !

21. Library...

d. Perpustakaan	e. Kantin	f. Masjid
------------------------	-----------	-----------

22. Cupboard...

d. Papan tulis	e. Lemari	f. Kursi
----------------	------------------	----------

23. Table...

d. Kursi	e. Meja	f. Papan Tulis
----------	----------------	----------------

24. Bite...

d. Menggigit	e. Melamun	f. Merampas
---------------------	------------	-------------

25. Shoot...

d. Melempar	e. Melamar	f. Menembak
-------------	------------	--------------------

26. Drink...

d. Minum	e. Mabuk	f. Membuka
-----------------	----------	------------

27. Eraser...

d. Penggorok	e. Penghapus	f. Lem
--------------	---------------------	--------

28. Refrigerator...

d. Kulkas	e. Kompor	f. Kipas angin
------------------	-----------	----------------

29. Yang termasuk dalam jenis kata verb adalah ...

d. Mosque	e. Horse	f. Dance
-----------	----------	-----------------

30. My favorite thing is doll. Kata doll termasuk jenis kata ...

d. Noun	e. Verb	f. Adverb
----------------	---------	-----------

31. I have a dictionary . I bring it to my school every time I have an English class.
Makna dari kata bring adalah...

d. Membawa	e. Meminjam	f. Menyimpan
-------------------	-------------	--------------

32. Yang termasuk dalam kata Noun adalah...

d. Bit	e. Ball	f. Buy
--------	----------------	--------

33. I love something big like famous and house. Yang termasuk dalam kata benda adalah...

d. Big	e. Famous	f. House
--------	-----------	-----------------

34. Flagpole....

d. Tiang bendera	e. Papan tulis	f. halaman
-------------------------	----------------	------------

35. Bahasa Inggris dari "Sapu" ...

d. Sweep	e. Ink	f. Broom
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36. Bahasa Inggris dari "Kipas angin"....

d. Map	e. Scissors	f. Fan
--------	-------------	---------------

37. Stove....

d. Panci	e. Kompor	f. dapur
----------	------------------	----------

38. Plate....

d. Piring	e. Sendok	f. Gelas
------------------	-----------	----------

39. Bahasa Inggris dari "Selimut"....

d. Pillow	e. Blanket	f. Mattress
-----------	-------------------	-------------

40. Mirror...

d. Cermin	e. Jendela	f. kasur
------------------	------------	----------

Key Word Instrument

Post-Test

My name is

How are you today? - I'm

1. Fill in the missing letter



JUMP



RUN



s w i m



CLIMB



T h r o w



C a t ch



K i CK



C y c l i ng



S i n g



L i s t e n



W a L K



T a L K



DR a W



D r i v e



C o o K



RE A D



S i t



DR i n K



C r y



TE a c h

C. Berilah tanda silang (x) salah satu jawaban yang tepat pada pertanyaan di bawah ini !

1. Chair...

a. Kursi	b. Meja	c. Papan Tulis
-----------------	---------	----------------

2. Fork...

a. Garpu	b. Sendok	c. Wajan
-----------------	-----------	----------

3. Ruler...

a. Penggaris	b. Lem	c. Jam Dinding
---------------------	--------	----------------

4. Door...

a. Peluru	b. sikat	c. Pintu
-----------	----------	-----------------

5. Paper...

a. Buku	b. Kertas	c. Kamus
---------	------------------	----------

6. Fire...

a. Angin	b. Udara	c. Api
----------	----------	---------------

7. Kitchen...

a. Sekolah	b. Kamar	c. Dapur
------------	----------	-----------------

8. My mother's name is Niwayan Dastri. She really likes Cycling. Yang termasuk dalam kata kerja adalah...

a. Likes	b. Cycling	c. Really
----------	-------------------	-----------

9. Blanket are the biggest then sarong. Kata Blanket termasuk jenis kata ...

d. Noun	e. Verb	f. Adverb
----------------	---------	-----------

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

d. Noun	e. Verb	f. Adverb
----------------	---------	-----------

11. My bag is very beautiful , I carry it everyday. Kata "bag" bermakna..

d. Pulpen	e. Tas	f. Cermin
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12. My rabbit likes to jump . Kata "jump" termasuk jenis kata.....

d. Noun	e. Verb	f. Adverb
---------	----------------	-----------

13. Drive...

d. Memanjat	e. Mendorong	f. Menyetir
-------------	--------------	--------------------

21. Flag....

a. Bendera	b. Papan tulis	c. halaman
-------------------	----------------	------------

22. Bahasa Inggris dari "alat pel" ...

a. Sweep	b. Mop	d. Broom
----------	---------------	----------

23. Bahasa Inggris dari "Panci"....

d. Pan	e. paste	f. Pen
---------------	----------	--------

24. Stove....

a. Panci	b. Kompor	c. dapur
----------	------------------	----------

25. Plate....

a. Piring	b. Sendok	c. Gelas
------------------	-----------	----------

26. Bahasa Inggris dari "Selimut"....

a. Pillow	b. Blanket	c. Mattress
-----------	-------------------	-------------

27. Mirror...

d. Cermin	e. Jendela	f. kasur
------------------	------------	----------

APPENDIX D

Scoring the Students Correct Answer of Pre-Test and Post-Test

$$\text{Students' Score} = \frac{\text{The number of student's correct answer}}{\text{The total score}} \times 100$$

1. Student 1

a. Pre-Test

$$\text{Student's score} = \frac{24}{40} \times 100 = 60$$

b. Post-Test

$$\text{Student's score} = \frac{34}{40} \times 100 = 85$$

2. Student 2

a. Pre-Test

$$\text{Student's score} = \frac{24}{40} \times 100 = 60$$

b. Post-Test

$$\text{Student's score} = \frac{33}{40} \times 100 = 82,5$$

3. Student 3

a. Pre-Test

$$\text{Student's score} = \frac{14}{40} \times 100 = 35$$

b. Post-Test

$$\text{Student's score} = \frac{23}{40} \times 100 = 57,5$$

4. Student 4

a. Pre-Test

$$\text{Student's score} = \frac{13}{40} \times 100 = 32,5$$

b. Post-Test

$$\text{Student's score} = \frac{27}{40} \times 100 = 67,5$$

5. Student 5

a. Pre-Test

$$\text{Student's score} = \frac{26}{40} \times 100 = 65$$

b. Post-Test

$$\text{Student's score} = \frac{32}{40} \times 100 = 80$$

6. Student 6

a. Pre-Test

$$\text{Student's score} = \frac{22}{40} \times 100 = 55$$

b. Post-Test

$$\text{Student's score} = \frac{32}{40} \times 100 = 80$$

7. Student 7

a. Pre-Test

$$\text{Student's score} = \frac{22}{40} \times 100 = 55$$

b. Post-Test

$$\text{Student's score} = \frac{34}{40} \times 100 = 85$$

8. Student 8

a. Pre-Test

$$\text{Student's score} = \frac{13}{40} \times 100 = 32,5$$

b. Post-Test

$$\text{Student's score} = \frac{21}{40} \times 100 = 52,5$$

9. Student 9

a. Pre-Test

$$\text{Student's score} = \frac{23}{40} \times 100 = 57,5$$

b. Post-Test

$$\text{Student's score} = \frac{31}{40} \times 100 = 77,5$$

10. Student 10

a. Pre-Test

$$\text{Student's score} = \frac{29}{40} \times 100 = 72,5$$

b. Post-Test

$$\text{Student's score} = \frac{33}{40} \times 100 = 82,5$$

11. Student 11

a. Pre-Test

$$\text{Student's score} = \frac{33}{40} \times 100 = 82,5$$

b. Post-Test

$$\text{Student's score} = \frac{34}{40} \times 100 = 85$$

12. Student 12

a. Pre-Test

$$\text{Student's score} = \frac{20}{40} \times 100 = 50$$

b. Post-Test

$$\text{Student's score} = \frac{27}{40} \times 100 = 67,5$$

13. Student 13

a. Pre-Test

$$\text{Student's score} = \frac{17}{40} \times 100 = 42,5$$

b. Post-Test

$$\text{Student's score} = \frac{28}{40} \times 100 = 70$$

14. Student 14

a. Pre-Test

$$\text{Student's score} = \frac{29}{40} \times 100 = 72,5$$

b. Post-Test

$$\text{Student's score} = \frac{33}{40} \times 100 = 82,5$$

15. Student15

a. Pre-Test

$$\text{Student's score} = \frac{20}{40} \times 100 = 50$$

b. Post-Test

$$\text{Student's score} = \frac{28}{40} \times 100 = 70$$

16. Student16

a. Pre-Test

$$\text{Student's score} = \frac{23}{40} \times 100 = 57,5$$

b. Post-Test

$$\text{Student's score} = \frac{25}{40} \times 100 = 62,5$$

17. Student 17

a. Pre-Test

$$\text{Student's score} = \frac{19}{40} \times 100 = 47,5$$

b. Post-Test

$$\text{Student's score} = \frac{38}{40} \times 100 = 95$$

18. Student 18

a. Pre-Test

$$\text{Student's score} = \frac{19}{40} \times 100 = 47,5$$

b. Post-Test

$$\text{Student's score} = \frac{21}{40} \times 100 = 52,5$$

19. Student 19

a. Pre-Test

$$\text{Student's score} = \frac{28}{40} \times 100 = 70$$

b. Post-Test

$$\text{Student's score} = \frac{35}{40} \times 100 = 87,5$$

20. Student 20

a. Pre-Test

$$\text{Student's score} = \frac{31}{40} \times 100 = 77,5$$

b. Post-Test

$$\text{Student's score} = \frac{37}{40} \times 100 = 92,5$$

21. Student21

a. Pre-Test

$$\text{Student's score} = \frac{19}{40} \times 100 = 47,5$$

b. Post-Test

$$\text{Student's score} = \frac{32}{40} \times 100 = 80$$

22. Student22

a. Pre-Test

$$\text{Student's score} = \frac{20}{40} \times 100 = 50$$

b. Post-Test

$$\text{Student's score} = \frac{33}{40} \times 100 = 82,5$$

23. Student23

a. Pre-Test

$$\text{Student's score} = \frac{20}{40} \times 100 = 50$$

b. Post-Test

$$\text{Student's score} = \frac{31}{40} \times 100 = 77,5$$

24. Student 24

a. Pre-Test

$$\text{Student's score} = \frac{20}{40} \times 100 = 50$$

b. Post-Test

$$\text{Student's score} = \frac{29}{40} \times 100 = 72,5$$

25. Student25

a. Pre-Test

$$\text{Student's score} = \frac{16}{40} \times 100 = 40$$

b. Post-Test

$$\text{Student's score} = \frac{26}{40} \times 100 = 65$$

26. Student26

a. Pre-Test

$$\text{Student's score} = \frac{25}{40} \times 100 = 62,5$$

b. Post-Test

$$\text{Student's score} = \frac{33}{40} \times 100 = 82,5$$

27. Student 27

a. Pre-Test

$$\text{Student's score} = \frac{15}{40} \times 100 = 37,5$$

b. Post-Test

$$\text{Student's score} = \frac{34}{40} \times 100 = 85$$

28. Student 28

a. Pre-Test

$$\text{Student's score} = \frac{26}{40} \times 100 = 65$$

b. Post-Test

$$\text{Student's score} = \frac{30}{40} \times 100 = 75$$

29. Student 29

a. Pre-Test

$$\text{Student's score} = \frac{17}{40} \times 100 = 42,5$$

b. Post-Test

$$\text{Student's score} = \frac{30}{40} \times 100 = 75$$

APPENDIX E

Classification of Students' Score

No	Name	Pre Test	Classification	Post Test	Classification
1	Student 1	60	Poor	85	Good
2	Student 2	60	Poor	82,5	Good
3	Student 3	35	Very poor	57,5	Poor
4	Student 4	32,5	Very poor	67,5	Fairly
5	Student 5	65	Fairly	80	Good
6	Student 6	55	Poor	80	Good
7	Student 7	55	Poor	85	Good
8	Student 8	32,5	Very poor	52,5	Poor
9	Student 9	57,5	Poor	77,5	Good
10	Student 10	72,5	Fairly	82,5	Good
11	Student 11	82,5	Good	85	Good
12	Student 12	50	Very poor	67,5	Fairly
13	Student 13	42,5	Very poor	70	Fairly
14	Student 14	72,5	Fairly	82,5	Good
15	Student 15	50	Very poor	70	Fairly
16	Student 16	57,5	Poor	62,5	Fairly
17	Student 17	47,5	Very poor	95	Very Good
18	Student 18	47,5	Very poor	52,5	Poor
19	Student 19	70	Fairly	87,5	Good
20	Student 20	77,5	Good	92,5	Very Good
21	Student 21	47,5	Very poor	80	Good
22	Student 22	50	Very poor	82,5	Good
23	Student 23	50	Very poor	77,5	Good
24	Student 24	50	Very poor	72,5	Fairly
25	Student 25	40	Very poor	65	Fairly
26	Student 26	62,5	Fairly	82,5	Good
27	Student 27	37,5	Very poor	85	Good
28	Student 28	65	Fairly	75	Fairly
29	Student 29	42,5	Very poor	75	Fairly

APPENDIX F

The Row Score of the Students' Pre-test and Post-test

No	Respondents	Pre-test	Post-test	D (X ₂ -X ₁)	D ² (X ₂ -X ₁) ²
		Score (X ₁)	Score (X ₂)		
1	Student 1	60	85	25	625
2	Student 2	60	82,5	22,5	506,25
3	Student 3	35	57,5	22,5	506,25
4	Student 4	32,5	67,5	35	1225
5	Student 5	65	80	15	225
6	Student 6	55	80	25	625
7	Student 7	55	85	30	900
8	Student 8	32,5	52,5	20	400
9	Student 9	57,5	77,5	20	400
10	Student 10	72,5	82,5	10	100
11	Student 11	82,5	85	2,5	6,25
12	Student 12	50	67,5	17,5	306,25
13	Student 13	42,5	70	27,5	756,25
14	Student 14	72,5	82,5	10	100
15	Student 15	50	70	20	400
16	Student 16	57,5	62,5	5	25
17	Student 17	47,5	95	47,5	2256,25
18	Student 18	47,5	52,5	5	25
19	Student 19	70	87,5	17,5	306,25
20	Student 20	77,5	92,5	15	225
21	Student 21	47,5	80	32,5	1056,25
22	Student 22	50	82,5	32,5	1056,25
23	Student 23	50	77,5	27,5	756,25
24	Student 24	50	72,5	22,5	506,25
25	Student 25	40	65	25	625
26	Student 26	62,5	82,5	20	400
27	Student 27	37,5	85	47,5	2256,25

28	Student 28	65	75	10	100
29	Student 29	42,5	75	32,5	1056,25
Total		1.567,5	2.210	642,5	17.731,25

APPENDIX G

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

1. Mean Score of Pre-test and Post-Test

a. Pre-Test

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

$$X_1 = \frac{1.567,5}{29}$$

$$X_1 = 54,05$$

b. Post-Test

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

$$X_2 = \frac{2.210}{29}$$

$$X_2 = 76,20$$

2. The students' Improvement

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

$$= \frac{76,20 - 54,05}{54,05} \times 100$$

$$= \frac{22,15}{54,05} \times 100$$

$$= 0,40 \times 100$$

$$= 40$$

APPENDIX H

The Significant Difference

A. t-Test

$$\text{Notes: } \sum D = 642,5$$

$$\sum D^2 = 17.731,25$$

$$N = 29$$

$$D = \frac{\sum D}{N} = \frac{642,5}{29} = 22,15$$

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

$$= \frac{22,15}{\frac{\sqrt{17.731,25 - \frac{(642,5)^2}{29}}}{29(29-1)}}$$

$$= \frac{22,15}{\frac{\sqrt{17.731,25 - \frac{412.806,25}{29}}}{29(28)}}$$

$$= \frac{22,15}{\frac{\sqrt{17.731,25 - 14.234,69}}{812}}$$

$$= \frac{22,15}{\frac{\sqrt{3496,56}}{812}}$$

$$= \frac{22,15}{\sqrt{4,30}}$$

$$= \frac{21,98}{2,07} = 10,61$$

B. t-Table

TABLE DISTRIBUTION OF T-VALUE

For level of significance (D) = 0,05

Degree of freedom (df) = N-1=29-1=28

t- Table = 2.048





















Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
Df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.0000	3.07768	6.31375	12.7062	31.82052	63.65674	318.30
2	0.8165	1.88562	2.91999	4.30265	6.96456	9.92484	22.327
3	0.7648	1.63774	2.35336	3.18245	4.54070	5.84091	10.214
4	0.7407	1.53321	2.13185	2.77645	3.74695	4.60409	7.1731
5	0.7266	1.47588	2.01505	2.57058	3.36493	4.03214	5.8934
6	0.7175	1.43976	1.94318	2.44691	3.14267	3.70743	5.2076
7	0.7111	1.41492	1.89458	2.36462	2.99795	3.49948	4.7852
8	0.7063	1.39682	1.85955	2.30600	2.89646	3.35539	4.5007
9	0.7027	1.38303	1.83311	2.26216	2.82144	3.24984	4.2968
10	0.6998	1.37218	1.81246	2.22814	2.76377	3.16927	4.1437
11	0.6974	1.36343	1.79588	2.20099	2.71808	3.10581	4.0247
12	0.6954	1.35622	1.78229	2.17881	2.68100	3.05454	3.9296
13	0.6938	1.35017	1.77093	2.16037	2.65031	3.01228	3.8519
14	0.6924	1.34503	1.76131	2.14479	2.62449	2.97684	3.7873
15	0.6912	1.34061	1.75305	2.13145	2.60248	2.94671	3.7328
16	0.6901	1.33676	1.74588	2.11991	2.58349	2.92078	3.6861
17	0.6892	1.33338	1.73961	2.10982	2.56693	2.89823	3.6457
18	0.6883	1.33039	1.73406	2.10092	2.55238	2.87844	3.6104
19	0.6876	1.32773	1.72913	2.09302	2.53948	2.86093	3.5794
20	0.6869	1.32534	1.72472	2.08596	2.52798	2.84534	3.5518
21	0.6863	1.32319	1.72074	2.07961	2.51765	2.83136	3.5271
22	0.6858	1.32124	1.71714	2.07387	2.50832	2.81876	3.5049
23	0.6853	1.31946	1.71387	2.06866	2.49987	2.80734	3.4849
24	0.6848	1.31784	1.71088	2.06390	2.49216	2.79694	3.4667
25	0.6844	1.31635	1.70814	2.05954	2.48511	2.78744	3.4501
26	0.6840	1.31497	1.70562	2.05553	2.47863	2.77871	3.4350
27	0.6836	1.31370	1.70329	2.05183	2.47266	2.77068	3.4210
28	0.6833	1.31253	1.70113	2.04841	2.46714	2.76326	3.4081
29	0.6830	1.31143	1.69913	2.04523	2.46202	2.75639	3.3962
30	0.6827	1.31042	1.69726	2.04227	2.45726	2.75000	3.3851
31	0.6824	1.30946	1.69552	2.03951	2.45282	2.74404	3.3749
32	0.6822	1.30857	1.69389	2.03693	2.44868	2.73848	3.3653
33	0.6820	1.30774	1.69236	2.03452	2.44479	2.73328	3.3563
34	0.6817	1.30695	1.69092	2.03224	2.44115	2.72839	3.3479
35	0.6815	1.30621	1.68957	2.03011	2.43772	2.72381	3.3400
36	0.6813	1.30551	1.68830	2.02809	2.43449	2.71948	3.3326
37	0.6811	1.30485	1.68709	2.02619	2.43145	2.71541	3.3256
38	0.6810	1.30423	1.68595	2.02439	2.42857	2.71156	3.3190
39	0.6808	1.30364	1.68488	2.02269	2.42584	2.70791	3.3127

APPENDIX J

THE RESULT OF STUDENTS' VOCABULARY

➤ Pre-test

1. Fill in the missing letter

 J <u>a</u> m <u>b</u> ✗	 r <u>e</u> n ✗	 sw <u>i</u> m ✓	 Cl <u>a</u> ma ✗
 Th <u>e</u> ok ✗	 C <u>o</u> tch ✗	 k <u>i</u> ck ✓	 fl <u>i</u> ✗
 s <u>i</u> ng ✓	 D <u>e</u> nc <u>e</u> ✗	 w <u>a</u> lk ✓	 t <u>a</u> lk ✓
 dr <u>a</u> w ✓	 dr <u>u</u> v <u>e</u> ✓	 c <u>o</u> kk ✗	 tr <u>i</u> dd ✗
 Sl <u>e</u> pp ✗	 E <u>l</u> t ✗	 S <u>o</u> ker ✗	 Sk <u>e</u> op ✗

42.5

B. Berilah tanda silang (x) salah satu jawaban yang tepat pada pertanyaan di bawah ini !

1. Library...

<input type="checkbox"/> a. Perpustakaan	<input checked="" type="checkbox"/> b. Kantin	<input type="checkbox"/> c. Masjid
--	---	------------------------------------
2. Cupboard...

<input checked="" type="checkbox"/> a. Papan tulis	<input type="checkbox"/> b. Lemari	<input type="checkbox"/> c. Kursi
--	------------------------------------	-----------------------------------
3. Table...

<input checked="" type="checkbox"/> a. Kursi	<input type="checkbox"/> b. Meja	<input type="checkbox"/> c. Papan Tulis
--	----------------------------------	---
4. Bite...

<input type="checkbox"/> a. Menggigit	<input type="checkbox"/> b. Melamun	<input checked="" type="checkbox"/> c. Merampas
---------------------------------------	-------------------------------------	---
5. Shoot...

<input type="checkbox"/> a. Melempar	<input checked="" type="checkbox"/> b. Melamar	<input type="checkbox"/> c. Menembak
--------------------------------------	--	--------------------------------------
6. Drink...

<input type="checkbox"/> a. Minum	<input type="checkbox"/> b. Mabuk	<input checked="" type="checkbox"/> c. Membuka
-----------------------------------	-----------------------------------	--
7. Eraser...

<input checked="" type="checkbox"/> a. Penggorok	<input type="checkbox"/> b. Penghapus	<input type="checkbox"/> c. Lem
--	---------------------------------------	---------------------------------
8. Refrigerator...

<input type="checkbox"/> a. Kulkas	<input checked="" type="checkbox"/> b. Kompor	<input type="checkbox"/> c. Kipas angin
------------------------------------	---	---
9. Yang termasuk dalam jenis kata verb adalah ...

<input type="checkbox"/> a. Mosque	<input checked="" type="checkbox"/> b. Horse	<input type="checkbox"/> c. Dance
------------------------------------	--	-----------------------------------
10. My favorite thing is doll. Kata doll termasuk jenis kata ...

<input type="checkbox"/> a. Noun	<input checked="" type="checkbox"/> b. Verb	<input type="checkbox"/> c. Adverb
----------------------------------	---	------------------------------------
11. I have a dictionary . I bring it to my school every time I have an English class. Makna dari kata bring adalah...

<input type="checkbox"/> a. Membawa	<input checked="" type="checkbox"/> b. Meminjam	<input type="checkbox"/> c. Menyimpan
-------------------------------------	---	---------------------------------------
12. Yang termasuk dalam kata Noun adalah...

<input type="checkbox"/> a. Bit	<input checked="" type="checkbox"/> b. Ball	<input type="checkbox"/> c. Buy
---------------------------------	---	---------------------------------
13. I love something big like famous and house. Yang termasuk dalam kata benda adalah...

<input type="checkbox"/> a. Big	<input type="checkbox"/> b. Famous	<input checked="" type="checkbox"/> c. House
---------------------------------	------------------------------------	--
14. Flagpole....

<input checked="" type="checkbox"/> a. Tiang bendera	<input type="checkbox"/> b. Papan tulis	<input type="checkbox"/> c. halaman
--	---	-------------------------------------
15. Bahasa inggris dari "Sapu" ...

<input type="checkbox"/> a. Sweep	<input type="checkbox"/> b. Ink	<input checked="" type="checkbox"/> c. Broom
-----------------------------------	---------------------------------	--

16. Bahasa inggris dari "Kipas angin"....

<input type="checkbox"/> a. Map	<input type="checkbox"/> b. Scissors	<input checked="" type="checkbox"/> c. Fan
---------------------------------	--------------------------------------	--
17. Stove....

<input type="checkbox"/> a. Panci	<input checked="" type="checkbox"/> b. Kompor	<input type="checkbox"/> c. dapur
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18. Plate....





















<input checked="" type="checkbox"/> a. Piring	<input type="checkbox"/> b. Sendok	<input type="checkbox"/> c. Gelas
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19. Bahasa inggris dari "Selimut"....

<input type="checkbox"/> a. Pillow	<input type="checkbox"/> b. Blanket	<input checked="" type="checkbox"/> c. Mattress
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20. Mirror...

<input checked="" type="checkbox"/> a. Cermin	<input type="checkbox"/> b. Jendela	<input type="checkbox"/> c. kasur
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➤ Post-test

1. Fill in the missing letter

 j <u>a</u> mp ✓	 r <u>a</u> n ✓	 sw <u>i</u> m ✓	 cl <u>i</u> mb ✓
 Th <u>r</u> ow ✓	 C <u>a</u> ch ✓	 k <u>i</u> ck ✓	 C <u>i</u> cl <u>i</u> ng ✗
 S <u>i</u> ng ✓	 L <u>L</u> st <u>e</u> n ✓	 w <u>a</u> lk ✓	 t <u>a</u> lk ✓
 dr <u>a</u> w ✓	 DR <u>I</u> VE ✓	 c <u>o</u> o <u>k</u> ✓	 r <u>e</u> a <u>d</u> ✓
 S <u>i</u> t ✓	 DR <u>I</u> ng ✗	 c <u>r</u> y ✓	 T <u>e</u> ach ✓

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B. Berilah tanda silang (x) salah satu jawaban yang tepat pada pertanyaan di bawah ini !

1. Library...

<input type="checkbox"/> a. Perpustakaan	<input checked="" type="checkbox"/> b. Kantin	<input type="checkbox"/> c. Masjid
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2. Cupboard...

<input type="checkbox"/> a. Papan tulis	<input checked="" type="checkbox"/> b. Lemari	<input type="checkbox"/> c. Kursi
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3. Table...

<input type="checkbox"/> a. Kursi	<input checked="" type="checkbox"/> b. Meja	<input type="checkbox"/> c. Papan Tulis
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4. Bite...

<input checked="" type="checkbox"/> a. Menggigit	<input type="checkbox"/> b. Melamun	<input type="checkbox"/> c. Merampas
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5. Shoot...

<input type="checkbox"/> a. Melempar	<input type="checkbox"/> b. Melamar	<input checked="" type="checkbox"/> c. Menembak
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6. Drink...

<input checked="" type="checkbox"/> a. Minum	<input type="checkbox"/> b. Mabuk	<input type="checkbox"/> c. Membuka
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7. Eraser...

<input type="checkbox"/> a. Penggorok	<input checked="" type="checkbox"/> b. Penghapus	<input type="checkbox"/> c. Lem
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8. Refrigerator...

<input checked="" type="checkbox"/> a. Kulkas	<input type="checkbox"/> b. Kompor	<input type="checkbox"/> c. Kipas angin
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9. Yang termasuk dalam jenis kata verb adalah ...

<input type="checkbox"/> a. Mosque	<input checked="" type="checkbox"/> b. Horse	<input type="checkbox"/> c. Dance
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10. My favorite thing is doll. Kata doll termasuk jenis kata ...

<input checked="" type="checkbox"/> a. Noun	<input type="checkbox"/> b. Verb	<input type="checkbox"/> c. Adverb
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11. I have a dictionary . I bring it to my school every time I have an English class. Makna dari kata bring adalah...

<input checked="" type="checkbox"/> a. Membawa	<input type="checkbox"/> b. Meminjam	<input type="checkbox"/> c. Menyimpan
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12. Yang termasuk dalam kata Noun adalah...

<input type="checkbox"/> a. Bit	<input checked="" type="checkbox"/> b. Ball	<input type="checkbox"/> c. Buy
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13. I love something big like famous and house. Yang termasuk dalam kata benda adalah...

<input checked="" type="checkbox"/> a. Big	<input type="checkbox"/> b. Famous	<input type="checkbox"/> c. House
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14. Flagpole...

<input checked="" type="checkbox"/> a. Tiang bendera	<input type="checkbox"/> b. Papan tulis	<input type="checkbox"/> c. halaman
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15. Bahasa inggris dari " Sapu" ...

<input type="checkbox"/> a. Sweep	<input type="checkbox"/> b. Ink	<input checked="" type="checkbox"/> c. Broom
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16. Bahasa inggris dari "Kipas angin"

<input type="checkbox"/> a. Map	<input type="checkbox"/> b. Scissors	<input checked="" type="checkbox"/> c. Fan
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17. Stove....

<input type="checkbox"/> a. Panci	<input checked="" type="checkbox"/> b. Kompor	<input type="checkbox"/> c. dapur
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18. Plate....

<input checked="" type="checkbox"/> a. Piring	<input type="checkbox"/> b. Sendok	<input type="checkbox"/> c. Gelas
---	------------------------------------	-----------------------------------
19. Bahasa inggris dari " Selimut"

<input checked="" type="checkbox"/> a. Pillow	<input type="checkbox"/> b. Blanket	<input type="checkbox"/> c. Mattress
---	-------------------------------------	--------------------------------------
20. Mirror...

<input checked="" type="checkbox"/> a. Cermin	<input type="checkbox"/> b. Jendela	<input type="checkbox"/> c. kasur
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APPENDIX K
DOCUMENTATION





CURRICULUM VITAE



ST. HUMAIRAH, was born on March 13th, 1996 in Ujung Pandang. The researcher is the 6th child of his parents, H.Abd.Razaq and Hj.Halida. In 2003, the researcher registered as student elementary school, SD Negeri Bontoa, Makassar and she graduated in 2008. The next in the same year the researcher registered as a student in SMP Buqatun Mubarakah, Makassar and graduated in 2011. Then the researcher registered in senior high school of SMA Buqatun Mubarakah Makassar and graduated in 2014. The next in the same year, The researcher registered to study of English Department in Makassar Muhammadiyah University and finally on January 2019, the researcher finished her thesis that has title “Using I Spy Game to Improve Students’ Vocabulary Mastery (A Pre-Experimental Research)”.