

**THE EFFECT OF USING FLY SWATTER GAME TOWARD STUDENTS'
VOCABULARY MASTERY AT THE EIGHT GRADE OF MTsN 5**

KERINCI

A THESIS



By:

NADIA JUNIARTI

NIM: 1610203030

ENGLISH EDUCATION PROGRAM

FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC INSTITUTE OF KERINCI

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A THESIS

Submitted as a Partial Filfillment of the Requirements for Undergraduate Degree
at English Education Program in Faculty of Education and Teacher Training State
Islamic Institute of Kerinci

BY:

NADIA JUNIARTI

NIM : 1610203030

**INSTITUT AGAMA ISLAM NEGERI
KERINCI**

ENGLISH DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC INSTITUTE OF KERINCI

ACADEMIC YEAR 2020/2021

Dr. RODI HARTONO, S.Pd, M.Pd

Sungai Penuh,

2021

MUSDIZAL, M.Pd


LECTURES OF IAIN KERINCI

To

The Rector of IAIN Kerinci

At –

Sungai Penuh

AGENDA	
NOMOR :	210
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Assalamu'alaikum Wr. Wb.

OFFICIAL NOTE

After guiding, analyzing, briefing, and correcting, the writing of **Nadia Juniarti's** thesis with the student's number is **1610203030** entitled : **THE EFFECT OF USING FLY SWATTER GAME TOWARD STUDENTS' VOCABULARY MASTERY AT THE EIGHT GRADE OF MTSN 5 KERINCI**. We are in the opinion this thesis has been able progressed to be examined to fulfill the task and requirements to achieve undergraduate degree of English Education Program in Faculty of Education and Teacher Training State Islamic Institute of Kerinci.

Thus, we processed this thesis to the faculty for immediate administrative process for final examination.

Wassalamu'alaikum Wr. Wb

ADVISOR I



Dr. Rodi Hartono, S.Pd, M.Pd

NIP : 19730122 200003 1 002

ADVISOR II



Musdizal, M.Pd

NIDN : 2005028402



INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
JURUSAN PENDIDIKAN BAHASA INGGRIS

Alamat: Jl. Kapten Muradi Desa Sumur Gedang, Kec. Pesisir Bukit, Kota Sungai Penuh.
 Telp. (0784)22114 Fax. (0748) 22114 Kode Pos 37112

APPROVAL AND ACCEPTANCE

This Thesis which is entitled : **“THE EFFECT OF USING FLY SWATTER GAME TOWARD STUDENTS’ VOCABULARY MASTERY AT THE EIGHT GRADE OF MTSN 5 KERINCI”** by **NADIA JUNIARTI** Register Number **1610203030** has been examined in the viva voce help by Faculty of Education and Teacher Training at IAIN Kerinci on 01 September 2021. Thesis is submitted as one of partial fulfillment of requirement for getting undergraduate degree (S1) at English Education program in faculty of Education and Teacher Training of State Islamic Institute of Kerinci.

Sungai Penuh, September 2021

THE VIVA VOICE

The Chairman

Aridem Vintoni, M.Pd
NIP. 19790925 200912 1 003

Examiner I

Dr. Daflizar, M.A.
NIP. 19731226200312 1 001

Advisor I

Dr. Rodi Hartono, M.Pd
NIP. 19730122 200003 1 002

Examiner II

Dr. Toni Indrayadi, M.Pd
NIP. 1977051320091 1 018

Advisor II

Musdizal, M.Pd
NIDN. 2005028402



CERTIFICATE OF ORIGINALITY

The researcher hereby declare that the thesis entitled, “**THE EFFECT OF USING FLY SWATTER GAME TOWARD STUDENTS VOCABULARY MASTERY AT THE EIGHT GRADE OF MTSN 5 KERINCI**” is the researcher own workand that to the best researcher knowledge and belief, it contains no material previously published or written by another person, no material which to a substansial extent has been accepted for the ward any other educational institution, accepted where due acknowledgment is made in this thesis. Any contribution made to the researcher have worked at State Islamic Institute of Kerinci or elsewhere is fully acknowledgment.

The researcher also declared that the intellectual content of this thesis is the product of the researcher own work, except to the extent that assistance from others in the project’s design and conception or in style, presentation and linguistic expression is acknowledge.

Sungai Penuh,

2021

The Researcher

**NADIA JUNIARTI**
NIM.1610203030

DEDICATION AND MOTTO

DEDICATION

I dedicated this thesis to:

My beloved father and mother

For their love, effort, support and praying for my succes in the future

My beloved grandmother and grandfather

Who always motivated, give me inspiration and spirit to finish this thesis.

My big family who always support and prayer

My best friend,

Who always helps and give suggestions for me.

I thanks very much to you all.

MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

Meaning:

Allah will never burden any soul beyond its power (Holy Qur'an of Al-Baqarah:286)

Artinya:

Allah tidak pernah membebeni seseorang melainkan sesuai dengan kesanggupannya. (Q.S> Al-Baqarah:286)

ABSTRACT

NADIA JUNIARTI : **THE EFFECT OF USING FLY SWATTER GAME TOWARD STUDENTS VOCABULARY MASTERY AT THE EIGHT GRADE OF MTSN 5 KERINCI**

Advisors : **1. Dr. Rodi Hartono, M.Pd**
2. Musdizal M.Pd

Vocabulary is the first thing that must be mastered by the students, because it is as the basic of studying the language. We can say that vocabulary is as the capital of learning English and without mastering the vocabulary, the students will not be able to write and to speak because they do not have words to be written and spoken. The problem of this research were, firstly the students do not have many vocabularies. Secondly, The technique and the method which are use monotone and less of variation. Thirdly, the students have difficulty in differentiating the form of word grammatically. Fourthly, The students may have low motivation in learning English. Fifthly, Students find it difficult to know the types of vocabulary. The purpose of this research was to know if there any significant effect of using fly swatter game toward students vocabulary mastery at the eight grade of MTsN 5 Kerinci. The type of the research was quasi experimental research. The population of the research was the eight grade of MTsN 5 Kerinci, it was 80 students. The sample was chosen by using cluster random sampling wich selected into the control class and experiment class. It were from control class was 20 students and experiment class was 20 students. The analysis data used t-test. The findings of this research is in the experimental class the average is obtained 70.25 and the in the control class the average is obtained 62.5. Based on the result of this research, it was gotten $t_{\text{observe}} = 2.853 > t_{\text{table}} = 0.21$. it means that there was the significant effect of using fly swatter game toward students' vocabulary mastery at the eight grade of MTsN 5 Kerinci.

ABSTRAK

NADIA JUNIARTI : **THE EFFECT OF USING FLY SWATTER GAME TOWARD STUDENTS VOCABULARY MASTERY AT THE EIGHT GRADE OF MTSN 5 KERINCI**

Advisors : **1. Dr. Rodi Hartono, M.Pd**
2. Musdzil M.Pd

Kosakata merupakan hal pertama yang harus dikuasai oleh siswa, karena merupakan dasar mempelajari bahasa. Kita dapat mengatakan bahwa kosakata adalah modal utama belajar bahasa Inggris dan tanpa penguasaan kosakata, siswa tidak akan dapat menulis dan berbicara karena mereka tidak memiliki kata-kata untuk ditulis dan diucapkan. Permasalahan dalam penelitian ini adalah, pertama siswa tidak memiliki banyak kosakata. Kedua, Teknik dan metode yang digunakan monoton dan kurang bervariasi. Ketiga, siswa mengalami kesulitan dalam membedakan bentuk kata secara gramatikal. Keempat, Siswa mungkin memiliki motivasi yang rendah dalam belajar bahasa Inggris. Kelima, Siswa kesulitan mengetahui jenis-jenis kosakata. Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh yang signifikan penggunaan permainan fly swatter terhadap penguasaan kosakata siswa di kelas delapan MTsN 5 Kerinci. Jenis penelitian ini adalah penelitian eksperimen. Populasi dalam penelitian ini adalah siswa kelas VIII MTsN 5 Kerinci yang berjumlah 80 siswa. Sampel dipilih dengan menggunakan cluster random sampling yang dipilih ke dalam kelas kontrol dan kelas eksperimen. Dari kelas kontrol 20 siswa dan kelas eksperimen 20 siswa. Analisis data menggunakan uji-t. Temuan penelitian ini adalah pada kelas eksperimen diperoleh rata-rata 70,25 dan pada kelas kontrol diperoleh rata-rata 62,5. Berdasarkan hasil penelitian diperoleh $t_{hitung} = 2,853 > t_{tabel} = 0,21$. artinya ada pengaruh yang signifikan penggunaan permainan Fly Swatter terhadap penguasaan kosakata siswa di kelas delapan MTsN 5 Kerinci.

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 الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ
 وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ

Alhamdulillah *rabbil'alam*, all praise is due to Allah SWT the owner of the majesty and truth that has revealed the Islamic Shari'a and instructions for mankind to go on the path he blessed. Blessings and greetings are always lavished on to the natural lord of the Prophet Muhammad who brought the message of truth in upholding the sentence of Allah.

Writing this thesis is one of the requirements to complete studies at the State Islamic Institute (IAIN) Kerinci to achieve Undergraduate Degree of English Department in Faculty of Tarbiyah and Teacher Training.

In the completion of this thesis, the researcher experienced many difficulties and obstacles. However, thanks to the maximum effort and assistance from various parties, the researcher finally can complete this thesis. For that on this occasion the researcher say infinite thanks to all parties who support and provide participation, especially to :

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Hiang Karya, 2021
Researcher

NADIA JUNIARTI
NIM.1610203030

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CHAPTER I

INTRODUCTION

A. Background of the Problems

Vocabulary is the first thing that must be mastered by the students, because it is as the basic of studying the language. We can say that vocabulary is as the capital of learning English and without mastering the vocabulary, the students will not be able to write and to speak because they do not have words to be written and spoken.¹ Vocabulary is the most powerful component of the language, rich vocabulary students will succeed in speech expression: speaking and writing, and receptive technique: listening and reading. But those who are poor in vocabulary will get into trouble in these skills. Without vocabulary, the communication will be difficult and almost impossible to do.²

In other words “vocabulary is central to language and of critical importance to the typical language learner” is generally accepted in foreign language education.³ We need vocabulary as a basic for language learning, it is a process by which unknown forms are constructed according to the pattern of other forms that the learner knows.⁴ In addition vocabulary is the basic part and a key

¹ Robert C. Gardner, *Social psychology and second language learning: The role of attitudes and motivation*. (London: Edward Arnold Publishers, 1985), p. 34

² Deighton, *Vocabulary Development in the Classroom*, (New York : 1970), p. 461

³ Dilek Karakoc, Gul Durmuçoglu Kose, ‘The impact of vocabulary knowledge on reading, writing and proficiency scores of EFL learners’, *Journal of Language and Linguistic Studies*, 13, No 1 (2017), p. 352.

⁴ Jack C Richards, Richard Schmidt, *Longman Dictionary of Language Teaching & Applied Linguistic*, (Great Britain: Licensing Agency Ltd, 2010), p. 25.

element to learn any language.⁵ Of course, one of the important components of language is vocabulary. It means that, vocabulary is as foundation of all language skills, i.e. speaking, listening, reading, and writing. Students have to know much knowledge of vocabulary and meaning of it, because it is very important for students to learn English. Students have many collections of the words for their need, and can understand about the lesson from having many vocabularies. So, the researcher will research about vocabulary to help the students successful in learning English well.

In the Qur'an the command of vocabulary is the first revelation and the first word that Allah revealed to the Adam Alaihi Salam. It is explained in Qur'an surah Al-Baqarah 31:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

The Meaning: *“And He taught Adam the names of all things; then He placed them before the angels, and said: “Tell me the names of these if you are right”.* (Al-Baqarah: 31)⁶

Based on the verse above, the first teacher to teach humans is God who gives the power of thinking and understanding the nature of human beings. Humans have the potential and feasibility to receive all knowledge and open the nature of life, although now humans are still at the beginning of a temporary journey many things are still unknown. The superiority of human beings above all

⁵ Sahar Ameer Bakhsh, ‘Using Game as a Tool in Teaching Vocabulary to Young Learners’, *Journal of the English Language Teaching*, 9, No. 7 (2016), p. 120.

⁶ Departemen Agama Republik Indonesia, *Al-Qur'an dan Tarjemahannya*, p. 281

creatures, including Angels lies in their knowledge and ability to think, which is itself the greatest worship.

Vocabulary is difficult because the students can not productive (understand, can pronounce well in speaking and writing) and receptive well (understand the words but can not produce). We just heard and pronounce well, so the people get the meaning from us, when we do a mistake and people misunderstand about the meaning. The example by Coady, calls this the beginner's paradox. He wonders how beginners can "learn enough words to learn vocabulary through extensive reading when they do not know enough words to read well".⁷

Based on explanation above, vocabulary is an important element in students learning English, we must have a lot of vocabulary but in fact many students low in vocabulary, we know that in Indonesia English as a second language, they only learn English in the school, it is difficult for them, only few of students have much vocabulary especially in junior high school the vocabulary is low, because it's the first time students learn English, they can not understand well.

Besides, the researcher also conducted the observation in Islamic Junior High School Kerinci (MTsN 5 Kerinci), it was found that some problems appeared in understanding and practice English, especially in vocabulary mastery. In syllabus and lesson planning are not explained how to teach vocabulary.

⁷ Jack R. Richards. *Op, cit*, p. 260.

Technique and ways of teaching were fully depended on teacher. The students will get difficulties to improve their vocabulary.

The condition of students in MTsN 5 Kerinci limited English vocabulary. Learning vocabulary is very needed for the students but the less of technique variation which applied by the teacher and feeling bored that came from that technique made the students difficult to develop their vocabulary.

One of game that can improve the students' vocabulary mastery is fly swatter game. Fly swatter game is a game where the students have to get the word in the blackboard by using the teacher's instruction. Ideally if the students can play many games in English their vocabulary mastery will be up. It can be seen from less vocabulary that they have memorize and they are not able to mention the meaning of simple vocabulary.

Based on the explanations above, the researcher will conduct an experimental research in MTsN 5 Kerinci with the thesis title “ ***THE EFFECT OF USING FLY SWATTER GAME TOWARD STUDENTS' VOCABULARY MASTERY AT THE EIGHT GRADE OF MTsN 5 KERINCI***”.

B. Identification of the Problem

Based on the background of the problem mention above, the researcher identified 5 several problems in vocabulary mastery at MTsN 5 Kerinci.

1. Students do not have many vocabularies.
2. The technique and the method which are use monotone and less of variation.
3. The students have difficulty in differentiating the form of word grammatically.

4. The students may have low motivation in learning English.
5. Students find it difficult to know the types of vocabulary.

C. Limitation of the Problem

Based on the identification of the problem above, the researcher limited to investigate “The Effect of Using Fly Swatter Game Toward Students’ Vocabulary Mastery at the Eight Grade of MTsN 5 Kerinci”.

D. Research Questions

Based on the limitation of problems, the research question of this research is:

Is there any significant effect of using fly swatter game toward students’ vocabulary mastery at the eight grade of MTsN 5 Kerinci?

E. Purposes of the Research

Based on the research question above, the purpose of this research is:

To find out whether there is the significant effect of using fly swatter game and toward students’ vocabulary mastery at the eight grade of MTsN 5 Kerinci.

F. Significances of the Research.

The research is expected to give valuable contribution to the following:

1. For the English teacher

For the teacher, it can add their knowledge about good strategy in teaching vocabulary and know that Fly Swatter Game is a game that can be used in teaching vocabulary and how to apply it. Then, it gives contribution to the teacher to improve student’s interest in learning English.

2. For the students.

First, the students can to increase their vocabulary. Second, the students was interested and not bored in learning English especially in learning vocabulary.

3. For the researcher

This research to the researcher is to give a new knowledge for researcher especially in teaching vocabulary and the researcher will be able to apply this strategy in teaching English in the future.

4. For Next Research

This research can as reference or to give alternative way in teaching and learning vocabulary, and as information for conducting research in the same topic.

G. Definition of Key Terms

1. Game

Game is activity in which the learners play and usually interact with other.⁸

2. Vocabulary

Vocabulary is a list or collection of words and prases usually aphabetically arranged and explained or defined.⁹

3. Fly Swatter

Fly swatter is a game that need students ability to get the word in the blackboard by using the teacher's instruction.¹⁰

⁸ Ratna Sari Dewi, Kultsum, and Armadi, "Using Commucative Games in Improving student Vocabulary Mastery", *Journal of English language Teaching*,1, No.10, (2017) p. 64

⁹ Oxford, *Learners Pocket Dictionary*, Third Edition, (2007), p. 216

¹⁰ S. Aprillia, " Games in English Teaching", *Journal of English Metode*, 3, (2019) p. 58

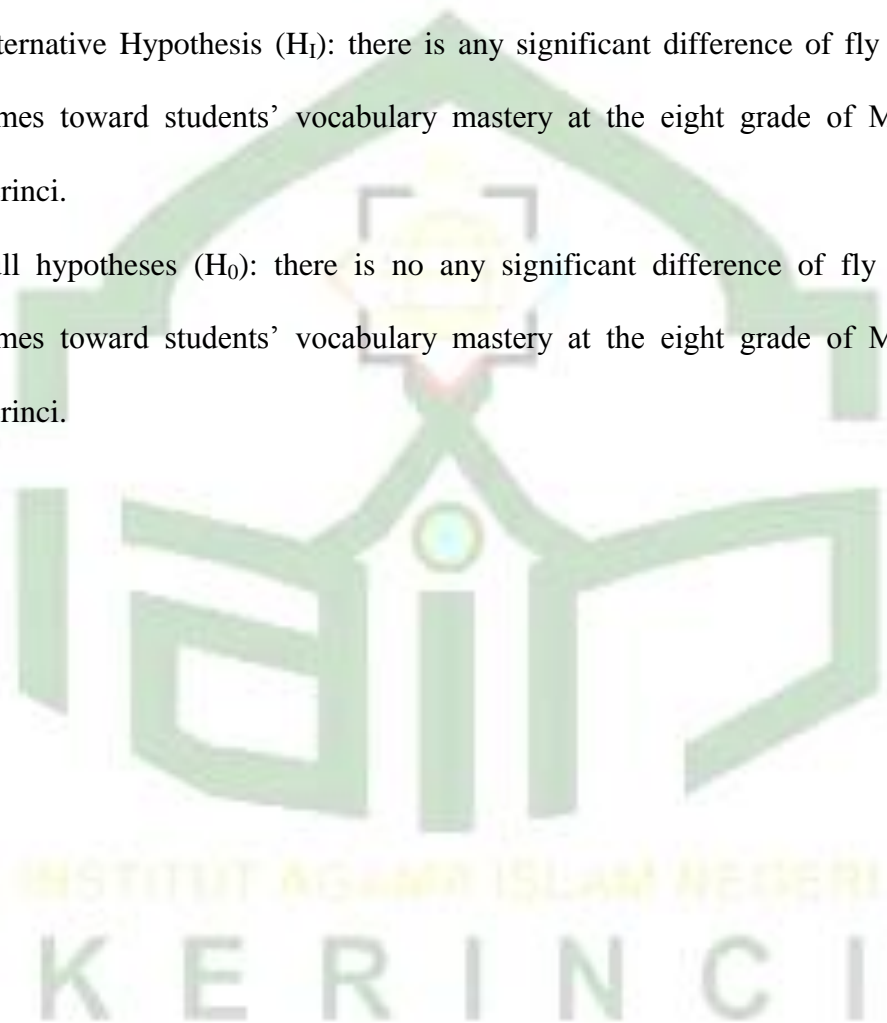
4. MTsN 5 Kerinci

MTsN 5 Kerinci is one of Islamic Junior High School under Education Departement of Kerinci that is located in Pendung Tengah Penawar.

H. Hyphothesis

The hypothesis of this research were:

1. Alternative Hypothesis (H_1): there is any significant difference of fly swatter games toward students' vocabulary mastery at the eight grade of MTsN 5 Kerinci.
2. Null hypotheses (H_0): there is no any significant difference of fly swatter games toward students' vocabulary mastery at the eight grade of MTsN 5 Kerinci.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of The Related Teories

1. Concept of Vocabulary

a. Nature of vocabulary

Learning language can not be separated from learning vocabulary. Vocabulary supports the speaker to express their opinions, ideas, and feelings in communication. Vocabulary is the most important component language because it affects the four language skills, there are listening, speaking, reading, and writing. Related in to the importance of vocabulary learning is central to language acquisition, whether the language first, second, or foreign.¹¹ Generically, vocabulary is the knowledge of meanings of words.¹²

Vocabulary is a powerfull carrier of meaning. A learner, recognizing the communicative power of vocabulary, might reasonably aim to acquire a working knowledge of a large number of words.¹³ Vocabulary is all the words that a person knows or uses.¹⁴ Moreover, Averil stated that vocabulary is a central part of language. The more words students know well and can use, the more meaning they

¹¹ Marianne Celc e-Murcia, *Teaching English as a Second or Foreign Language*, (USA: Heinle & Heinle, 2001), p. 285.

¹² Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice*, (USA: Lawrence Erlbaum Associates, 2005), Inc., p. 3.

¹³ Jim Scrivener, *Learning Teaching*, (English: Heinemann Publishers Oxford, 1194), p. 74.

¹⁴ Oxford Dictionary, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press, 2008), p. 495.

can communicate in a wide variety of circumstances.¹⁵

The definition about vocabulary is clear enough that in almost all cases of human life, they use a set of words. The use of words itself is differentiated according to the field, person, class, or profession. It means that a beggar uses a set of words to ask for some money from rich people, the teacher also uses a set of words when their students command. The researcher has an opinion that vocabulary is one aspect of language which is important in learning language because vocabulary carries meaning which is used in communication.

When we learn about vocabulary it is not easy and it is not only about the words. According to Channell, Learners need to do more than just see the form. They need to hear the pronunciation and practice saying the word aloud as well. By Ellis & Beaton. In addition Fay & Cutler said, the syllable structure and stress pattern of the word are important because they are two ways in which words are stored in memory.¹⁶ Becker emphasized the importance of vocabulary development, namely connecting a number of vocabulary words controlled by students with language learning academic material. He said that the main cause of academic failure experienced by students was a lack of vocabulary mastery,¹⁷

According to Graves, the ideal vocabulary must be possessed by learners. Beginners are between 2500 and 5000 to support language learning. But this is not

¹⁵ Averil Coxhead, *Essentials of Teaching Academic Vocabulary*, (USA:Houghton Mifflin Company, 2006), p. 1.

¹⁶ Jack R. Richards, Willy A. Renandya, *Methodology in language Teaching an Anthology of current practice* (United States of America: Cambridge University Press, New York, 2002), p. 260.

¹⁷ Alamsetia, *Upaya Peningkatan Vocabulary Siswa dengan Media Word Wall* Retrieved In (20 November 2019) at <http://alamsetiad08.wordpress.com/upaya-peningkatan-vocabulary-siswa-dengan-media-wordwall/>

owned by English learners in the our country, especially English is a foreign language so the use of language it is only on a number of things and places.¹⁸ Based on the statement of experts above, the researcher concluded the vocabulary is one of component of language. Vocabulary mastery is one of component that is very important to make the communication process run correctly. One component that includes the ability to listening, write, speaking, read, is vocabulary. If students have limited vocabulary mastery, this means students will find difficulties in understanding English and speak English. This is due to lack of vocabulary mastery and still depends on the teacher in the learning process.

b. Kinds of Vocabulary

Haycraft, quoted by Hatch and Brown in Mofarel indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

1) Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are use in context but which they can not produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing.¹⁹ Receptive vocabulary is words we can not produce it, we know the meaning of word but we do not use it in speaking and writing, and we do not know how to pronounce well.

¹⁸ Alamsetia, *Upaya Peningkatan.....* Retrived In (20 November 2019)

¹⁹ Mofarel Alqahtani, The importance of vocabulary in language learning and how to be Taught, *Journal of Teaching and Education*, 3, No. 3 (2015), p. 25.

2) **Productive Vocabulary**

Productive vocabulary is 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 address as an active process, because the learners can produce the words to express their thoughts to others.²⁰ Productive vocabulary is the opposite of receptive vocabulary. The learners understand and can pronounce correctly but they are not use in context.

Productive Vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and use frequently. Conversely, **Receptive Vocabulary** is that set of words for which an individual can assign meanings when listening or reading.²¹

When we think about vocabulary, it is not only about words since it have kinds. By learning the kinds of vocabulary we can differ which one is receptive vocabulary and productive vocabulary. Receptive vocabulary is the words that learners understand and they can use it in context but they can not produce and can assign meanings when listening or reading. Productive vocabulary we understand the word and can pronounce and use it in speaking and writing. Sometime, someone only can Productive

²⁰ *Ibid.*, p. 25.

²¹ Elfrieda and Michael, *Op. Cit.*,p. 3.

Vocabulary or Receptive Vocabulary. We can read the word but we cannot write it.

c. Types of Vocabulary

There are two types of vocabulary, they are active and passive vocabulary.²² 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. Thus two main groups of person's vocabulary are 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 have 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.²³ Obviously, both types of vocabulary blend together. 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.

Different from John, Wiji divides vocabulary into four groups as

²² John Read, *Assessing Vocabulary*, Cambridge (UK: Cambridge University Press, 2000), p. 154.

²³ Elfrieda H. Hiebert and Michael L. Kamil, *Op.cit.*, p. 3.

follows:²⁴

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

d. Indicators of Vocabulary

Some aspect that the learner should be mastered and the teacher should be taught in order to help the learners in mastering vocabulary. They are namely:

a. Form : pronunciation and spelling

The learners have to know what a word sound like (it pronunciation) and what it looks like (spelling). These are fairly obvious

²⁴ Wiji Lestari, *Improving Students' Vocabulary Mastery Through Word Clap Game*, Salatiga: English Department of Education State Institute for Islamic Studies (STAIN) of Salatiga, (2013), p. 41-42.

characteristics, and one or the other will be perceived by the learner when encountering the item for the first time. In teaching, we need to make sure that both these aspects are accurately presented and learned.

b. Grammar

The grammar of a new item will need to be taught if this is not obviously covered by general grammatical rules. An item may have an unpredictable change of form in certain grammatical contexts or may have some idiosyncratic way of connecting with other words in sentences, it is important to provide learners with this information at the same time as we teach the base form. When teaching a new verb, for example, we might give also its past form, if this is irregular (think, thought), and we might note if it is transitive or intransitive.

Similarly, when teaching a noun, we may wish to present its plural form, if irregular (mouse, mice), or draw learners' attention to the fact that it has no plural at all (advice, information).²⁵ We may present verb forms such as *want* and *enjoy* together with the verb form that follows them (*want to* / *enjoying*), or adjectives or verbs together with their following prepositions (*responsible for*, *remind someone of*).

c. Collocation

The collocations typical of particular items are factors that make a particular combination sound right or wrong in a given context. So this is another piece of information about a new item which it may be worth

²⁵ Penny Ur, *A Course in Language Teaching: Practice and Theory*. (Cambridge: Cambridge University Press, 1998), p. 60.

teaching.²⁶ When introducing words like decision and conclusion, for example, we may note that you take or make the one, but usually come to the other, similarly, you throw a ball but toss a coin, you may talk about someone being dead tired but it sounds odd to say dead fatigued. Collocations are also often noted in dictionaries, either by providing the whole collocation under one of the head words, or by a note in parenthesis.

d. Aspect of meaning: denotation and connotation

The meaning of a word is primarily what it refers to in the real world, its denotation; this is often the sort of definition that is given in a dictionary. For example dog denotes a kind of animal, more specifically, a common, domestic carnivorous mammal, and both dank and moist mean slightly wet.

A less obvious component of the meaning of an item is its connotation: the associations, or positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition. The word dog, for example, as understood by most British people, has positive connotations of friendship and loyalty, whereas the equivalent in Arabic, as understood by most people in Arab countries has negative associations of dirt and inferiority. Within the English language, most has favorable connections while dank has unfavorable, so that you sound absurd.²⁷

e. Aspect of Meaning: Meaning Relationship

²⁶ *Ibid*, p. 63.

²⁷ *Ibid.*, p. 61.

How the meaning of one item relates to the meaning of others can also be useful in teaching. These are various such relationship: here are some of the main ones.

- a) Synonyms: items that mean the same, or nearly the same, for example, bright, clever smart may serve as synonyms of intelligent.
- b) Antonym: items that than mean the opposite, rich is an antonym of poor.
- c) Hyponyms: items that serve as specific examples of a general concept, dog, lion and mouse are hyponym of animal.
- d) Co-hyponyms or Co-ordinates: other items that are the “same kind of thing”, red, blue, green and brown are co-ordinate.
- e) Superordinates: general concepts that cover specific items; animal is the super ordinate of dog, lion and mouse.
- f) Translation: words or expressions in the learners mother tongue that are (more or less) equivalent meaning to the item being taught.
- g) Homonyms: word that sounds the same as another word but differs in meaning.²⁸

f. Word formation

Vocabulary items, whether one-word or multi-word, can often be broken down into their components ‘bits’. Exactly how these bits are put together piece of useful information perhaps mainly for more advanced learners. You may wish to teach the common prefixes and suffices: for

²⁸ *Ibid.*, p. 62.

example, if learners know the meaning of *-sub*, *-un* and *-able* this will help them guess the meanings of the word like *substandard*, *ungrateful* and *untranslatable*.²⁹

e. Teaching Vocabulary

Teaching vocabulary is a crucial aspect in learning a language as languages are base on words Alqahtani in Alpiano. It is most impossible to learn a language without words, even communication between human being is based on words.³⁰

Teaching vocabulary is one of the most discuss parts of teaching English as a foreign language. Recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at time do not know where to begin to form an instructional emphasis on word learning Berne & Blachowicz in Mofareh.³¹

Vocabulary is important to learn a language. If we want to know about English we have to know the basic vocabulary in English, when we do not know the basic vocabulary, it will be difficult for us to learn English well, so teaching vocabulary is an activity of giving students instructions in learning English vocabulary. Teaching vocabulary is not only gives a students many words but how to make the students know when they use that word and how to practice it.

²⁹ *Ibid.*, p. 62.

³⁰ Alpiano Susanto, 'The Teaching of Vocabulary: A Perspective', *Jurnal Kata*, 1 No. 2 (2017), p. 185.

³¹ Mofareh Alqahtani, *Op.Cit.*, 24.

f. Strategy of Learning Vocabulary

Research into vocabulary learning strategies stems from two directions of research.

- a. The first one is the aforementioned research of general language learning strategies which show that many of the learning strategies use by learners are in fact vocabulary learning strategies (e.g. memory strategies in Oxford's classification) or may be used in vocabulary learning.
- b. The second one is the research oriented towards exploring the effectiveness of individual strategy application in vocabulary learning.³²

If asked how they learn vocabulary, the majority of learners would mention the rote learning strategy, which, by rule, entails a list of L2 words and their L1 translation cf. Lawson & Hogben in Visnja.³³

Vocabulary learning strategies (VLSs) are steps taken by the language learners to acquire new English words.³⁴ While a variety of definitions of the vocabulary learning strategies have been suggested, this research have applied the definition that is suggested by Schmitt who saw it as two main groups of strategies.³⁵

³² Visnja Pavicic Takac, *Vocabulary Learning Strategies and Foreign Language Acquisition*, (British: Library of Congress Cataloging, 2008), p. 58.

³³ *Ibid.* p.61.

³⁴ Azadeh Asgari, 'The Type of Vocabulary Learning Strategies Used by ESL Students in University Putra Malaysia', *Journal of English Language Teaching*, 4, No 2 (2011), p. 85.

³⁵ *Ibid.* p.85.

- 1) Discovery strategies: Strategies that are used by learners to discover learning of words;
- 2) Consolidation strategies: a word is consolidated once it has been encountered.

He categorized vocabulary learning strategies into five sub-categories:

- 1) Determination strategies: they are individual learning strategies.
- 2) Social strategies: they are learners learn new words through interaction with others.
- 3) Memory strategies: they are strategies, whereby learners link their learning of new words to mental processing by associating their existing or background knowledge with the new words.
- 4) Cognitive strategies: they are strategies that do not engage learners in mental processing but is more mechanical means.
- 5) Meta-cognitive strategies: they are strategies related to processes involved in monitoring, decision-making, and evaluation of one's progress.

2. Game

a. Definition of Game

According to Wright et al., Game is “activity in which the learners play and usually interact with other”.³⁶ Games help players think, force audiences to be active, are social, and engage

³⁶ Ratna Sari Dewi, Kultsum, and Armadi, *Op.Cit.*, p. 64.

the body Shaw in Heide.³⁷ Game can make students active and think more in learning process and create a pleasant atmosphere in the classroom.

Games can increase motivation to learn the language as students, especially the weaker ones, feel a real sense of achievement when they manipulate a game Hubbard in Deguang.³⁸ Students get a motivation from play a game, and make them passionate about learning.

Such us activities also include vocabulary game which specially focus on helping learners develop and use words in different contexts by making the lesson enjoyable Nguyen Thithanh Huyen in Maryam.³⁹

Base on explanation above, game is a active learning, students can learn while play, and it have a goal and benefit for students in learning, and game have a variety role, make students think and active in the classroom, do not only listen their teacher give explanation to them, but they give a response to their teacher in learn. Game is a great a way to make a students interest and happy when they study especially in learning English as a second language. Teacher can make class funny and active with a game and. Game is one of a good tool for students in learning English vocabulary because it is fun and active. Students can have a lot of benefits while playing, with a game we can direct practice with other.

3. Fly Swatter Game

a. Definition of Fly Swatter Game.

³⁷ Heide Lukosch, Kurapati, and Groen, *Op Cit*, p. 310.

³⁸ Deguang Zhu, 'Using Games to Improve Students' Communicative Ability', *Journal of Language Teaching and Research*, 3, No. 4 (2012), p. 802.

³⁹ Maryam Rohani, Behzad Pourghrib, 'The Effect of Games on Learning Vocabulary', *International Research Journal of Applied and Basic Science*, 4, No. 11 (2013), p. 3540.

Fly swatter game is the interesting activity for students because they can learn through playing. Fly Swatter is an object used for killing flies that consist of a flat piece of plastic etc on a long handle.⁴⁰ Fly swatter games is a game where the students have to get the word in the blackboard or whiteboard by using the teacher's instruction. Fly Swatter is a device for killing insects.⁴¹

b. Procedure of Using Fly Swatter Game

There are many ways of teaching new words and teachers need to learn a variety of techniques, because some methods will work better with certain type of words than others. Actually, in this game there are some procedures that must be followed:

1. Students will complete each other to hit the word by fly swatter.
2. Two students stand in front of the class and face their friends.
3. Students listen to what the teacher says carefully.
4. They may face the white board and find the word after they listen to the word said by teacher.
5. The students hit the word.
6. After they have hit the word, they spell the word in front of their friends.
7. Teacher knows their winner by listen the first sound of fly swatter.⁴²

This game have three rounds. First and second rounds have same activity. Every student competes to win the game. But in the third round,

⁴⁰ Macmillan Dictionary, *Definition of Fly Swatter*, Retrieved on November 29th2016, form <http://www.macmillandictionary.com/dictionary/british/flyswatter>

⁴¹ Random House Webster's Collage Dictionary, *Op.cit.*, p. 476.

⁴² Helena Rizkiah and Zul Amri, (TT), *Jurnal of Using Fly Swatter Game to Improve Students' Vocabulary of Grade 5 of Elementary School*, Padang: Universitas Negeri Padang, p. 4.

the students work in group and try to win the game together. Students will divided into two or three groups. Every group is give a fly swatter by teacher.

c. Teaching Implementation of Fly Swatter Game.

Fly swatter game is a game that can be use by teacher in enriching students' vocabulary. In this case, it will be focused on the eight grade of junior high school students. The implementation of using fly swatter game is divided into three steps; they are pre-teaching activity, whilst teaching activity, and post teaching activity.⁴³

1. Pre-teaching Activity

Pre-teaching activities are done at the beginning of teaching learning process in class, which used to attract students' motivation and make them ready to learn. In pre-teaching, there are some activities that be followed.

First, teacher introduces and brainstorms a topic. It helps students to consider what they has already known about the topic and present some vocabularies. There some ways that used in introducing the topic.

Second, the teacher check students' background knowledge by asking some question about the vocabularies that student know. Then, the teacher tells the students that they played a game. But before starting the game, the teacher has to tell the procedures of the game. Finally, the teacher give explanation about the rule of the game that must be

⁴³ Jack C. Richard and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, (New York: Cambridge University Press, 1999), p. 35-37.

followed by students. The rules of this game are as follows:

- a) They should not hit another students by fly swatter.
- b) They should not throw the fly swatter to anyone.
- c) They should not “block” another player with their arm or their body to prevent them from getting at a word.

2. Whilst Teaching Activity

In this stage, the teacher rechecks students’ readiness. It is important to do before the game has started. After students are ready, teacher begins to lead them to the game. The game is played during 30 minutes. There are some important points that should be paid attention along the game.

- a) Teacher’s role is to establish the successfulness of playing this game. In this game, teacher have several functions they are, teacher as a facilitator, teacher as an instructor, and teacher as the leader.
- b) Student’s role in this game students are as the objects of learning. It means that students follow each instruction related to the game from their teacher. They play the game based on the rules managed by teacher. Moreover, all students should participate in expressing vocabulary they have and also pay attention to their friends’ performance in the game. Besides, students should also keep the situation well during the game is played.

3. Post teaching Activity

In the post teaching activities, teacher gives exercises. Students do

the exercises individually. It can be by writing words as many as possible including the meaning of words based on a certain clues given by teacher. This activity is necessary in order to check students understanding about the vocabulary that they acquire during the game.

d. Advantages of Using Fly Swatter Game

There are several advantages of using fly swatter game for student vocabulary mastery. The advantages include:

1. It is not use a monotonous activity.
2. It is fun for students.
3. It helps them learn and acquire new word easily.
4. It involves friendly competition and keeps students interest.
5. It serves students to learn pronouncing and spelling words
6. The students more active then teacher.⁴⁴

e. Disadvantages of Using Fly Swatter Game

There are several disadvantages of using fly swatter game for student vocabulary mastery. The disadvantages include:

1. Needs more preparation for the teacher for time allocation, such as time for divided a group.
2. The class noisy.
3. Some students not care when some students play fly swatter game.

⁴⁴ Wivesunscripted, *The Flyswatter Game*, Retrieved on November 20th 2019, form <https://wivesunscripted.wordpress.com/2011/11/29/the-flyswatter-game/>

B. Review of Related Findings

In order to support this research, there are several related studies done by some researchers;

First, the research conducted by Shella Aprillia entitled “the effect of fly swatter game on students’ vocabulary knowledge at MTsN-2 Kota Palangka Raya”. The research is included in quantitative research with Quasi-Experimental Design. The researcher designed the lesson plan, conducted the treatment and counted the students’ score by pre-test and post-test. The population of this research was 955 students of students of MTsN-2 Kota Palangka Raya. The researcher took the sample of the first-grade students which consisted of nine classes. Based on the design of the study, the researcher only took two classes as a sample, there were VII-C as experimental group and VII-D as control group. The number of sample chosen was 79 students that consists of 38 male students and 41 female students from two classes. The sample were determined using cluster sampling technique.⁴⁵

Second, research conducted by Asfiatul Muaddah entitled “Improving Students” Vocabulary Mastery By Using Fly Swatter Game (A Classroom Action Research for the Fourth Grade Of MI Negeri 1 Semarang in the Academic Year 2018/2019)”. The objectives of the study are: (1) To describe the students’ profile in vocabulary mastery for the fourth grade of MI Negeri 1 Semarang in the academic year of 2018/2019. (2) To know and to find out the implementation of fly swatter game in improving students’ vocabulary mastery for the fourth grade

⁴⁵ Shella Aprillia, “*the effect of fly swatter game on students’ vocabulary knowledge at MTsN-2 Kota Palangka Raya*”. 2019. Thesis (IAIN Palangkaraya).

of MI Negeri 1 Semarang in the academic year of 2018/2019. (3) To measure the improvement of the students' vocabulary mastery by use fly swatter game for the fourth grade of MI Negeri 1 Semarang in the academic year of 2018/2019. The methodology of this research was Classroom Action Research (CAR). The research consisted of two cycles and each cycle consisted of four steps, they were: planning, acting, observing, and reflecting. The subject of this research is IVC class, which consists of 22 students. The technique of collecting data was the observation, test and documentation.⁴⁶

The last, the research conducted by Nurul Khamidah Kusmiati entitled "The Vocabulary Mastery Of The Third Grade Students Of SDN Tugulor Demak In Academic Year 2018/2019 Taught by Using Fly Swatter Game". The objective of the research is to find out whether there is significant difference of the vocabulary mastery of the third grade students in SDN Tugulor Demak in Academic Year 2018/2019, before and after being taught by using Fly Swatter. This research is an experimental research. The writer uses one group pretest and post test design. The population in this research is the third grade students of SDN Tugulor Demak in Academic Year 2018/2019 and the sample is the students of III A class. Before the students have treatments, they have pretest first that has been tried out to find out the validity and reability. After the treatment has been done, the writer gives the post test to the students and to compare the result with pretest result. Then the

⁴⁶ Asfiatul Muaddah, "Improving Students" Vocabulary Mastery By Using Fly Swatter Game (A Classroom Action Research for the Fourth Grade Of MI Negeri 1 Semarang in the Academic Year 2018/2019)". 2019. Thesis (IAIN Salatiga).

data were analyzed using t-test.⁴⁷

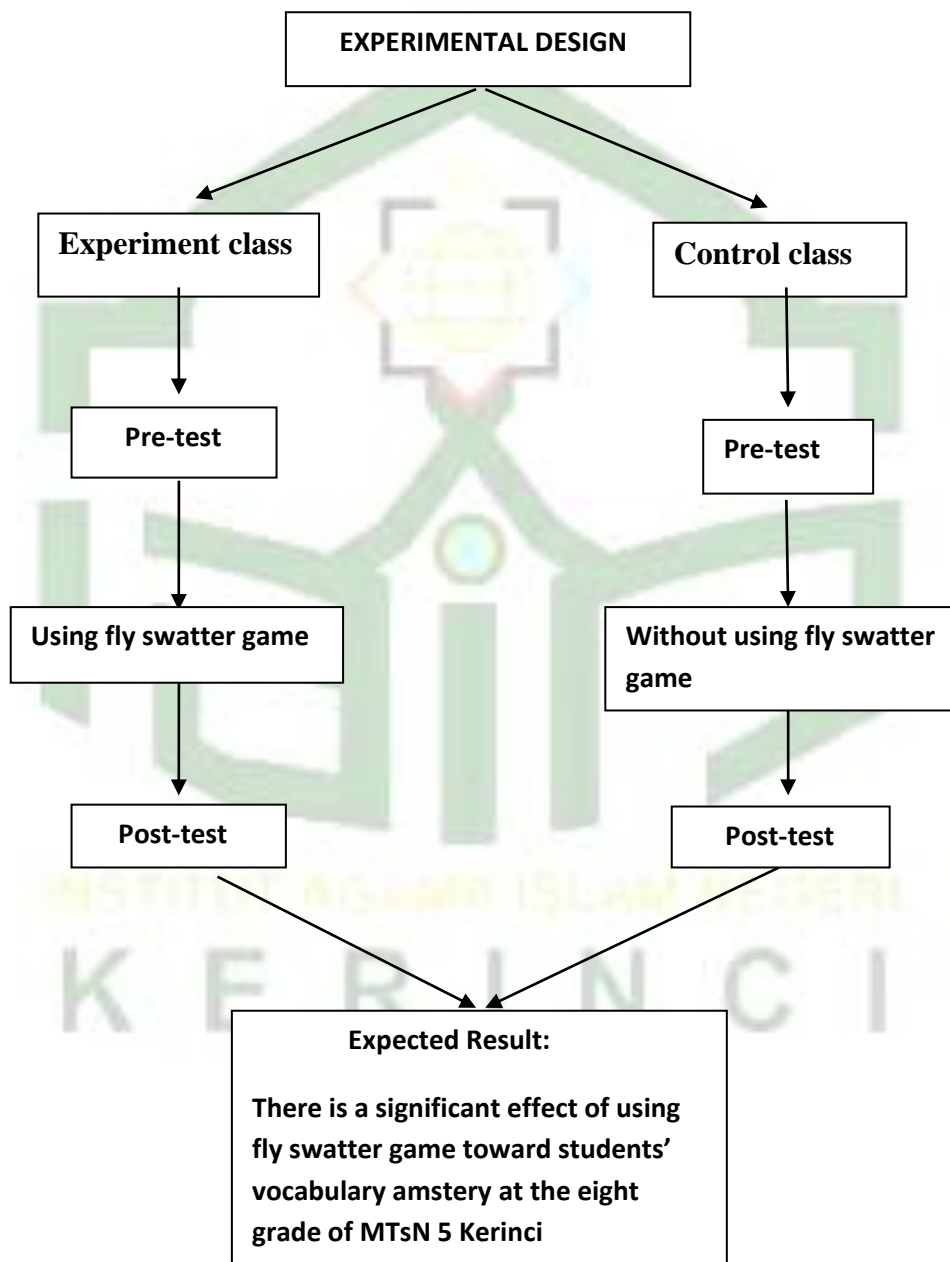
From the related findings above, this research has similarities in using The Strategy Fly Swatter Game to improve Students Vocabulary mastery, while the difference is from the previous study. researcher conducted limit the problem and will focus on Aspect of Meaning Relationship (Translations. Synonyms, Antonyms, and Homonyms), and this subject focused on their vocabulary mastery. Methodology of the research, time, place and research subject.



⁴⁷ Nurul Khamidah Kusmiati, *“The Vocabulary Mastery Of The Third Grade Students Of SDN Tugulor Demak In Academic Year 2014/2015 Taught by Using Fly Swatter Game”*. 2015. Thesis (Universitas Muria Kudus).

C. Conceptual Framework

In this research, the researcher taught fly swatter game at the eight grade of MTsN 5 Kerinci. The conceptual framework of this research can be described as follow:



Based on the conceptual framework above, the researcher has teach vocabulary in the control and experiment class. Each class got the pre-test. Then, the researcher used the fly swatter game in experiment class, and without fly swatter game in the experimental class. And last, to look the result, both of experiment and control class get the post-test.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design.

This research was conducted based on the experimental method. Experimental research was conducted by holding manipulations on the object of research and holding controls on certain variables.⁴⁸ In this case, the researcher was used quasi-experimental for this research. Quasi-experimental were an experiment that the placement of the smallest unit of experiment into the experiment and control class was not done with random (nonrandom assignment)⁴⁹. Through this research, the researcher was going to find out whether or not the use of Fly Swatter Game in teaching vocabulary, could give significant effect on students vocabulary mastery at the eight grade of MTsN 5 Kerinci. The design of this research presented in table 1.

Table 1: Research Design

Groups	Pre-test	Treatment	Post-test
Experiment	T ₁	X	T ₂
Control	T ₁	X ₁	T ₂

Sourch: John W. Creswell, 2012.

Where:

T₁: Pre-test

T₂: Post-Test

⁴⁸ Iqbal Hasan, *Analisis Data Penelitian dengan Statistik*, (Jakarta: Bumi Aksara, 2004), p. 10-11.

⁴⁹ T.Dicky Hastjarjo, *Quasi-Experimental Design*, (Buletin Psikologi, Vol 27, No 2, 2019), p. 189.

X: Using fly swatter game

X₁: Do not using fly swatter game

B. Population and Sample

1. Population

A population is a set (or collection) of all elements processing one or more attributes of interest.⁵⁰ The population of this research was all the eight graders of MTsN 5 Kerinci in academic year 2019/2020 that are consist of 2 class.

Table 2: The Population of the eight grade of MTsN 5 Kerinci

No	Class	Number of Students
1	VIII A	20
2	VIII B	20
3	VIII C	20
4	VIII D	20
Total of Students		80

2. Sample

A sample is part of a respondent or representative of the population that will be investigated.⁵¹ Sample is a part of the population that will investigate or it can be said that the sample is a miniature population.⁵² In this research, the researcher needed two classes where one class as experiment class and one as control class. The sample of this research was the eight grade of MTsN 5

⁵⁰ Suhairi Arikunto, *prosedur penelitian*, (Jakarta: Rineka Cipta, 2014), p. 173

⁵¹ *Ibid*, p. 174.

⁵² *Ibid*, p. 176.

Kerinci in academic year 2019/2020 that consist of 4 classes. The sample of this research used cluster random sampling. They were class A as experiment class and class C as control class. The total sample consist of 40 students.

Table 3: The total of sample of the research

No	Class	Class	Female	Male	Total
1	Experiment Class	VIII A	12	8	20
2	Control Class	VIII C	14	6	20
Total of Sample					40

Source: English teacher of MTsN 5 Kerinci

The sampling was conducted using the following steps:

- a. The reseacher collected the score of the first English language score of english semester tests of all students in eighth grade students of MTsN 7 Kerinci. Then mean and standard deviation calculate to know homogeneity.
- b. Normality test. It used to know where the sample on the population have normal distribution or not. Saphiro Wilk is used here.
- c. Similarity test on average
- d. Homogeneity varians test was using Varians test of SPSS

After the normal population was found to be the same, then randomly taking two classes as a sample using cluster random sampling technique.

C. The Technique of Data Collection

Data collection techniques were ways that researchers used to collect data. In this research, researchers used the test technique in data collection. The test was a multiple choice question as much as twenty items. The data was collected from the pre-test and post-test of the experimental class and control class. The pre-test result was compared to the post-test result in order to find a significant difference of the students' vocabulary mastery.

1. Pre-test

Before conducting treatment, students have been given a pre-test first. Pre-test is given to know how far the students' vocabulary mastery. In this research, the researcher gave the pre-test for experiment and control class.

2. Post-test

Students have been given a post-test, after completing the treatment. The purpose was to know if there was an increase of students' vocabulary mastery by using fly swatter game. In this research, the researcher gave the post-test for experiment and control class. The materials that have been given when post-test was a different with pre-test.

D. Research Instruments

Instrument is very significant in the research. According to John W. Craswell defined that: instruments are tools for measuring, observing, or documenting quantitative data. The instrument may include a test, a questionnaire,

a tally sheet, a log, an observational checklist, an inventory, or an assessment instrument.⁵³

1. Test

In this research, the researcher used the test as the instrument, the test divided into two test, those are pre-test and post-test. The test consisting of the 20 questions in from of multiple choices.

Where the table of questions were:

Table 6: The indicator of vocabulary test as bellows

MEANING RELATIONSHIP	
Subject	Number of item
Translations (words or expressions inthe learners mother tongue that are (more or less) equivalent meaning to the item being taught)	1-5
Synonym (items that mean the same, or nearly the same, for example, bright, clever smart may serve as synonyms of intelligent).	6-10
Antonym (items that mean the opposite, strong is an antonym of weak).	11-15

⁵³ John W Craswell. *Op. Cit.*, p. 622.

<p>Homonym</p> <p>(items that two words that are spelled the same and sound the same but have different meanings).</p>	<p>16-20</p>
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To determine the student's vocabulary score, the researcher used the formula as follows:

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

Where:

P : Scores obtained by the students (Assessment)

F: The obtained score

N: maximum score

2. Reliability

Reliability is the level of reliability of the results of a measurement. Measurements that have high reliability are measurements that are able to provide reliable measurement results.⁵⁴ Reliability is consistent of a test and the results do not change if the measurements made with the measuring instrument are carried out continuously. Meanwhile, internal consistency refer to how homogeneous the items of a test are. Then, the researcher used SPSS to calculated the data.

By following criterias:

$r_{11} \leq 0,20$ low reliability

$0,20 < r_{11} \leq 0,40$ sufficient reliability

⁵⁴ Ety Rochaety, *Op. Cit.*, p. 49.

$0,40 < r_{11} \leq 0,60$ middle reliability

$0,60 < r_{11} \leq 1,00$ high reliability

Table 7: Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
,885	30

In this result, the value of reliability were 0,8853. It means, the interpretation criteria of the correlation coefficient was *high reability* levels.

(See Appendix 4)

3. Validity

Arikunto states that validity is a measure that shows the level of validity of an instrument.⁵⁵ Content validity was assured by checking all items that was analyzed corresponsed to the instructional objectives of the course. Then, the researcher used SPSS to calculated the data.

The criteria of validity as follows:

- a. If $r\text{-count} > r\text{-table}$ is valid
- b. If $r\text{-count} < r\text{-table}$ is not valid

Table 8: Criterias of Validity of the Instrument

r value	Criterias
0,800-1,00	High
0,400-0,600	Enough
0,200-0,400	Middle

⁵⁵ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatsn Praktik*, Op.cit., p. 211.

0,000-0,200	Poor
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The result of the validity of vocabulary mastery, there were 20 items got valid and 10 items got not valid, there were number 3, 5, 12, 16, 17, 21, 22, 23, 26, and 28. Therefore, the researcher removed 10 items test that invalid and only used 20 item that valid in the research. (See Appendix 6)

4. Difficulty Index of item

Difficulty index of item is a number that states the degree of difficulties a point about. The aim of difficulty index was to know the item is easy or difficult. In analyzing every item, the researcher utilizes index in every item calculated by SPSS.

Concerning how to give interpretation on numeral of difficulty index, the researcher used the following scale.

Table 9: The criteria of difficulty index of item can be see as follow.

IK	Interpretation of Difficulty Index
IK = 0,00	Very Difficult
$0,00 < IK \leq 0,03$	Difficult
$0,30 < IK \leq 0,70$	Average
$0,70 < IK \leq 1,00$	Easy
IK = 1,00	Very Easy

There were 30 items that used for try out at Eighth grade SMPN 4 Kerinci. And after the researcher did try out to the students, the result of

difficulty index were obtained 4 items got *very easy* levels, 3 items got *very difficult* level and 23 items got *average* levels.

The items that got *very easy* levels were number 5, 7, 16, and 25 with value > 0,70. While the items that got *difficult* levels were number 3, 21, and 22 with value < 0,30. And the rest was in *average* level. It means that it was suitable with the difficulty index table. And the items can be used for the real test. (See Appendix 6)

5. Discrimination Power Index

If the test and an item measure the same ability or competence, we would expect that those having a high overall test score would have a high probability of being able to answer the item. We would also expect the opposite, answering the item correctly. Thus, a good item should discriminate between those who score high on the test and those who score low. The higher the discrimination index, the better the item can determine the difference between those with high test scores and those with low ones. If all the persons of BA answer and item correctly, and all the persons of BB answer incorrectly, then $D=1$ (the minimum value of discrimination). Then the discrimination power index was counted using formula:

$$DP = \frac{BA}{JA} - \frac{BB}{JB}$$

NOTE:

BA : Number of up group member who has correct answer

BB : Number of down group member who has correct answer

JA : Numbers of up group members

JB : Numbers of down group members

DP : Discrimination⁵⁶

The clarification:

0,00 - 0,20 : Very Bad

0,20 - 0,40 : Enough

0,40 - 0,70 : Good

0,70 - 1,00 : Very good

In this result, there were 4 item got *very good* level, 17 items got *good* levels, 6 items got *enough* level, 3 items got *very bad* level. Such as number 5 got *very good* level with value 0,78. It means that the test have a good discrimination power index. (See Appendix 7)

E. Research Procedure

There is some research procedure in this research, as follows:

1. Preparation

- a. Select and determine sample
- b. Give pre-test to students
- c. Give a treatment
- d. The last, give a post test.

2. Teaching Activity

a. Experiment Class

⁵⁶ *Ibid*, p. 134.

Based on the steps of fly swatter game strategy, the researcher will do these steps in applying Fly Swatter game in vocabulary mastery in both of research class. The researcher will do these steps:

1) Pre-Teaching

- a) Greeting
- b) Checking the students attendance
- c) Teacher introduces and brainstorms a topic. It helps students to consider what they has already known about the topic and present some vocabularies. There some ways that can be used in introducing the topic`the teacher check students' background knowledge by asking some question about the vocabularies that student know. Then, the teacher tells the students that they will play a game. But before starting the game, the teacher ha to tell the procedures of the game. the teacher give explanation about the rule of the game that must be followed by students. The rules of this game are as follows:
 - a) They should not hit another students by fly swatter.
 - b) They should not throw the fly swatter to anyone.
 - c) They should not “block” another player with their arm or their body to prevent them from getting at a word.

2) Whilst-Teaching

- a) The teacher explained about topic discussed.
- b) The teacher's divided the class into two teams.
- c) Students completed each other to hit the word by fly swatter.

- d) Two students stand in front of the class and face their friends.
- e) Students listened to what the teacher says carefully.
- f) They may face the white board and find the word after they listen to the word said by teacher.
- g) The students hit the word.
- h) they hit the word, they spelled it in front of their friends.
- i) Teacher knows their winner by listen the first sound of fly swatter.
- j) Students Post-Teaching.
- k) Teacher gave students the task of memorizing some of the new words, and asked the next time.

3). Post-Teaching

- a) Students wrote words as many as possible including the meaning of words based on a certain clues given by teacher.

b. Control Class

1) Pre-Teaching

- a) Greeting.
- b) Checking the students attendance.

2) Whilst-Teaching

- a) Teacher gave the some information or presentation about material or vocabulary.
- b) Teacher and students discussed the material or vocabulary.

c) Teacher gave some questions to students and asked them to answer.

3) **Students Post-Teaching**

students wrote words as many as possible including the meaning of words based on a certain clues given by teacher.

F. Technique of Analysis Data

Data analysis is decomposing or solving a whole into smaller parts or components, in order to; to know the components that stand out, comparing between components with other components, compare one or several components with the whole.⁵⁷ In analysis this data, researcher was conducted the following steps:

1. Normality

Normality was used to test sampling data that source from the normal distribution population. In this research will use test by *Shapiro-Wilk* statistic strategy because the samples has been less than 100. Minimum standard of normality test was 0,05. Moreover, the researcher used SPSS to calculated the data.

2. Homogeneity

Homogeneity test was obtained group of sample data with sources which has the same population variant. In this homogeneity test, the standard of minimum was 0,05. Furthermore, the researcher used SPSS to calculated data.

⁵⁷ Iqbal Hasan, *Analisis Data Penelitian dengan Statistik*, (Jakarta: PT Bumi Aksara, 2009), Cet. 4, p. 29.

3. Effect Size

Effect size was a method used to determine the effectiveness of the learning model (the effect of Fly Swatter game on student vocabulary mastery at eight grade students). The researcher was used *Cohen's d* formula For calculating the effect size.

$$d = \frac{\bar{X}_t - \bar{X}_c}{S_{pooled}}$$

Where:

d = Cohen's d effect size

\bar{X} = mean (average of treatment or comparison conditions)

S = standard deviation

Subscripts: t refers to the treatment condition and c refers to the comparison condition (or control condition).

$$S_{pooled} = \sqrt{\frac{(n_t - 1)S_t^2 + (n_c - 1)S_c^2}{n_t + n_c}}$$

Where:

S_{pooled} = standard deviation

n_c = number of students of control class

n_t = number of student of experiment class

s_t = standard deviation of experiment class

s_c = standard deviation of control class

Subscripts: *t* refers to the treatment condition and *c* refers to the comparison condition (or control condition).⁵⁸ Value of *d* described how much the influence of the variable on treatment group, the criteria of effect size are classified as follows:

Table 10: Classification Effect Size.

If <i>d</i>	Interpretation
$d < 0,2$	Small
$0,2 < d < 0,8$	Medium
$d > 0,8$	Big

4. Hypothesis

The researcher was used SPSS to calculated the data to determine that the Fly Swatter Game toward students' vocabulary mastery is better than students who don't use it in eighth Grade in MTSN 5 Kerinci

⁵⁸ Will Thalheimer, *How to Calculate Effect Sizes from Published Research: A Simplified Methodology*, Work-Learning Research Publication (2002), p. 4.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. The Result of Test

In this chapter the researcher presents about the results of research that have done from 23 agustus – 23 oktober 2020. This research about the effect of using fly swatter game toward students vocabulary mastery at the eight grade of MTsN 5 Kerinci. The students consisted of 40. There were two classes that involved in this research, they were experiment class and the control class. In the research were 20 students in the experiment class and 20 student in control class. From the reseach has been done, the researcher got the following data.

a. Controll Class

1). Pre-Test

The pre-test conducted to ensure that the students have the same background and the same English proficiency. In this result, they were 20 students in the controll class. Based on the data, 2 students who got score 40, 2 students got score 45, 2 students got score 50, 4 students got score 55, 3 student got score 60, 2 student got score 65, 1 students got score 70, 2 students got score 75. And 2 students got score 80.

Based on the score above, after holding pre-test on the control class for the obtained results were the average score of the control class was 59. However, the average score of control class were still

below the minimum completeness when it is compared with the maximum score is 80. (See Appendix 18)

2). Post-Test

The post-test of control class purpose to know outcomes of learning the vocabulary was taught without using fly swatter game. In this result the students got score 45 as the lower score and 80 as higher score.

There were 2 students got score 45, 2 students got score 50, 2 students got score 55, 4 students got score 60, 4 students got score 65, 2 students got score 70, only 2 students got score 75, and 2 students got score 80.

Based on the score above, after holding pre-test on the control class at the obtained results were the average score of the control class was 62,5. However, the average score of control class were still below the minimum completeness when it is compared with the maximum score is 80. (See Appendix 19)

b. Experiment Class

1). Pre-Test

The pre-test for experimental class conducted to ensure that the students have the same background and the same English proficiency.

In this result, there were 2 students got score 40, 1 students got score 45, 2 students got score 50, 3 students got score 55, 4 students

got score 60, 4 students got score 65, 1 students got score 70, 1 students got score 75, and only 2 students got score 80. That not much difference from pre-test for control class, where with the lower score was still 40, and higher score was 80 the result of pre-test control. And then, the average score of experimental class was 59,75 that was higher than the average of the control class. **(See Appendix 20)**

2). Post-Test

After the researcher gave the treatment, the researcher gave post-test to the students in experimental class to find out the result of the whole treatment.

There were 2 students got score 50, 1 students got score 55, 2 student got score 60, 4 students got score 65, 2 students got score 70, 2 students got score 75, 4 students got score 80, only 2 students got score 85, and 1 student got score 90.

In this result, the lower score of students was 50 and the higher score of students was 90. That mean, more improvement than score of post-test in control class with the average score of experimental class was 70.2 that was higher than average value of control class in post-test. **(See Appendix 21)**

2. Hypothesis Testing

a. Normality Test

Test normality was a form of testing to know the data distributed normal or not.

Table 11 : Normality Testing of Data

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre Test Result of Experiment	,124	20	,200 [*]	,960	20	,553
Post Test Result of Experiment	,147	20	,200 [*]	,955	20	,456
Pre Test Result of Control	,126	20	,200 [*]	,950	20	,364
Post Test Result of Control	,107	20	,200 [*]	,957	20	,495

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The table above showed that the student score of pre test for experiment class was 0,553 that was higher than Alpa (0,05) and the score of the students of post test for experimental class was 0,456 that was higher than Alpa (0,05). In addition, the student score of pre test for control class was 0,364 that was higher than alpa (0,05) and post test was 0,495 that was higher than alpa (0,05) it means that the data was distributed normally. (See Appendix 22)

b. Homogeneity of The Test

Homogeneity test was used to know whether some variants are from the same population or not. To calculate the F value, the researcher used SPSS. The following table was homogeneity test result :

Table 12 : Homogeneity Testing of Data

Test of Homogeneity of Variances

Score Result

Levene Statistic	df1	df2	Sig.
.246	3	76	.864

In this result, the calculation of homogeneity testing show that was higher than alpa (0,05). It means that, the data variance was homogeny. (See Appendix 23)

After found the normality and homogeneity of the data, further analysis was done in order to know wether the research hypothesis was received or rejected. Therefore, the researcher used t-test and calculated using SPSS.

The t-test used in analyzing post-test score is to know the significant improvement of using frayer model to ward students' vocabulary mastery. There were two types of hypothesis, they were:

Ha = There is significant different between students' vocabulary mastery in Experimental class and Control class.

H_0 = There is no significant different between students' vocabulary mastery in Experimental class and Control class.

The hypothesis is determined by using the following criteria:

- 1) If t -observed is less than t -table, it means that there is no significant effect of using fly swatter game toward students vocabulary mastery of the eighth grade at MTsN 5 Kerinci and the null hypothesis is accepted and the alternative hypothesis is rejected.
- 2) If t -observed is higher than t -table, it means that There is significant effect of using fly swatter game toward students' vocabulary mastery of the eighth grade at MTsN 5 Kerinci and the null hypothesis is rejected and the alternative hypothesis is accepted.

Based on the result of post test, it was found that the average of the experimental class was higher than the average of the control class. The following table showed the hypothesis test result :

Table 13 : T-Test Result

Group Statistics					
	Experiment Class	N	Mean	Std. Deviation	Std. Error Mean
Experiment Score	Pre Test of Experiment Class	20	59,75	11,525	2,577
	Post Test Of Experiment Class	20	70,25	11,751	2,628

Independent sample test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Experiment Score	Equal variances assumed	0,214	0,646	-2,853	38	0,007	-10,5	3,68	17,951	-3,049
	Equal variances not assumed			-2,853	37,99	0,007	-10,5	3,68	17,951	-3,049

After the scores of the experimental class and the control class had been analyzed, the calculation of t test show $t_{obs} = 2,853$ while for the $t_{table} = 0,214$ in degree of freedom 38 at level of significance 0,05. It means that t_{obs} was higher than t_{table} . So, the difference of the two classes of teaching above was significant. (See Appendix 24)

c.. Effect Size

Effect Size used to know the greatest effectiveness of the learning model, other terms can be interpreted as a step to measure how much scale the effectiveness of the method/model of the learning we have tested and applied to the students.

The result of effect size was 0,79. That included medium levels. That mean this game have enough effect to used in improvement students' vocabulary mastery. (See Appendix 25)

B. Discussion

Based on the statistical analysis of the data obtained, the researcher would like to interpret and discuss the result. The researcher did this research in MTsN 5 Kerinci, where the students' the eighth grade as population and the sample of this research was VIII A as experimental class and VIIC as control class. In this result, the researcher used Fly Swatter Game in teaching Vocabulary mastery. Therefore, that game would be easy to apply in teaching and learning process.

Before using the fly swatter game the maximum score of the students in experimental class was 80 and the minimum score was 40. While after using the frayer model the maximum score was 90 and the minimum score was 50. It's means, the students' score have more improvement. It can conclude that the score in after fly swatter game was higher than before using fly swatter game or the learning result of teaching vocabulary by using fly swatter game was better than the conventional method. In addition, the researcher found the students in experimental class were more active than the students in the control class that teaching and learning vocabulary without using fly swatter game.

Then hypothesis with 5% (0,05) of level significant and the value of t_{table} of the level freedom df (38). The value t -count (2,8) was higher than the value of t -table . It had mention that $t_{observe}$ in this research was higher than the value of the t_{table} . It meant that H_a was accepted and H_o was rejected. In other word, there was significant effect of using fly swatter game in teaching vocabulary at the eighth grade of MTSN 5 Kerinci.

Moreover, after conducted this research, the researcher found some

previous researches that used Fly Swatter Game: The first, Shella Aprillia “the effect of fly swatter game on students’ vocabulary knowledge at MTsN-2 Kota Palangka Raya”. The research is included in quantitative research with Quasi-Experimental Design. The researcher designed the lesson plan, conducted the treatment and counted the students’ score by pre-test and post-test. The population of this research was 955 students of students of MTsN-2 Kota Palangka Raya. The researcher took the sample of the first-grade students which consisted of nine classes. Based on the design of the study, the researcher only took two classes as a sample, there were VII-C as experimental group and VII-D as control group. The number of sample chosen was 79 students that consists of 38 male students and 41 female students from two classes. The sample were determined using cluster sampling technique. After getting the data from pre-test and post-test, the researcher analyzed the data using SPSS 20 with t-test formula to test the predetermined hypothesis. Based on the result of analysis, it was found that the value of t-test = 4.413 with t-table = 1.99 at 5% level of significance and t-table = 2.64 at 1% level of significance with degrees of freedom = 77.⁵⁹

The second, research was done by Asfiatul Muaddah entitled “Improving Students’ Vocabulary Mastery By Using Fly Swatter Game (A Classroom Action Research for the Fourth Grade Of MI Negeri 1 Semarang in the Academic Year 2018/2019)”. The objectives of the study are: (1) To describe the students’ profile in vocabulary mastery for the fourth grade of MI Negeri 1 Semarang in the academic year of 2018/2019. (2) To know and to find out the implementation of

⁵⁹ Shella Aprillia, “*the effect of fly swatter game on students’ vocabulary knowledge at MTsN-2 Kota Palangka Raya*”. 2019. Thesis (IAIN Palangkaraya).

fly swatter game in improving students' vocabulary mastery for the fourth grade of MI Negeri 1 Semarang in the academic year of 2018/2019. (3) To measure the improvement of the students' vocabulary mastery by use fly swatter game for the fourth grade of MI Negeri 1 Semarang in the academic year of 2018/2019. The methodology of this research was Classroom Action Research (CAR). The research consisted of two cycles and each cycle consisted of four steps, they were: planning, acting, observing, and reflecting. The subject of this research is IVC class, which consists of 22 students. The technique of collecting data was the observation, test and documentation. The improvement of the students' vocabulary mastery by use fly swatter game for the fourth grade of MI Negeri 1 Semarang there was an increase. There was 22.2 % of mean score improvement from the cycle I, and there was 22.8 % in the cycle II.⁶⁰

The third research was done by Nurul Khamidah Kusmiati entitled "The Vocabulary Mastery Of The Third Grade Students Of SDN Tugulor Demak In Academic Year 2014/2015 Taught by Using Fly Swatter Game". The objective of the research is to find out whether there is significant difference of the vocabulary mastery of the third grade students in SDN Tugulor Demak in Academic Year 2014/2015, before and after being taught by using Fly Swatter. This research is an experimental research. The writer uses one group pretest and post test design. The population in this research is the third grade students of SDN Tugulor Demak in Academic Year 2014/2015 and the sample is the students of III A class. Before the students have treatments, they have pretest first that has been tried out to find

⁶⁰ Asfiatul Muaddah, "Improving Students" Vocabulary Mastery By Using Fly Swatter Game (A Classroom Action Research for the Fourth Grade Of MI Negeri 1 Semarang in the Academic Year 2018/2019)". 2019. Thesis (IAIN Salatiga).

out the validity and reability. After the treatment has been done, the writer gives the post test to the students and to compare the result with pretest result. Then the data were analyzed using t-test. The result of the vocabulary mastery of the third grade students in SDN Tugulor Demak in academic year 2014/2015 before being taught by using fly swatter game has mean 52.4 and the standard deviation is 9.6 while the mean of posttest is 76.9 and the standard deviation is 11.16, it can be concluded that t-observation 6.9 in the level of significance $\alpha = 0.05$ and the degree of freedom (df)20 which is gained from N-1, the t-table is 2,09.⁶¹

It can be concluded that the fly swatter game that effective in teaching vocabulary. Because of the research that researcher did and the research conducted by other researcher indicates that the ability of students increased after using fly swatter game in learning English vocabulary.

⁶¹ Nurul Khamidah Kusmiati, *"The Vocabulary Mastery Of The Third Grade Students Of SDN Tugulor Demak In Academic Year 2014/2015 Taught by Using Fly Swatter Game"*. 2015. Thesis (Universitas Muria Kudus).

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result in previous chapter, it can be concluded that there was significant effect of using fly swatter game toward students' vocabulary mastery at the eighth grade of MTSN 5 Kerinci. The success of the research can be proved by the students score in vocabulary test of post-test for both classes, as follows:

The result of post-test showed the differences result achieved by the control class which was taught without using fly swatter game with the experimental class which was taught by using fly swatter game. The mean of control class was 62,5 and the standard deviation was 10.6 while the experimental class was 70,25 and standard deviation was 11,7. And after doing t-test, it was found that $t_{\text{observe}} = 2,8 > t_{\text{table}} = 0,2$ So there is difference students' vocabulary score of the eighth grade of MTSN 5 Kerinci was taught by using fly swatter game and without fly swatter game. The finding showed that there was the significant effect of using fly swatter game toward students' vocabulary mastery.

B. Suggestion

Based on the conclusion of the study above, there are some suggestions that can be considered in the following:

a. The Teacher

The teacher must pay attention to the students' level, problems in learning English, and Fly Swatter Game used by the teacher in teaching English so that the teachers are able to use the best technique in teaching learning activity. The teachers are also able to be aware with another instructional technique that can be used to teach foreign language to motivate and make the students' interest in learning foreign language.

b. The Students

Fly Swatter game of technique used to develop the students' vocabulary. It could help the students more motivate to remember words, than they have received from the teacher or a textbook (the students could learn it easily). Therefore, the researcher recommended to the students to using fly swatter as a technique to increase their ability in English vocabulary.

c. The Other Readers

The result of this study can be used as input by the other readers who want to make a study about teaching vocabulary as reference.

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APPENDIX

INSTITUT AGAMA ISLAM NEGERI
KERINCI

Appendix 1

Score of English in Semester Test the Eight Grade Students' at MTsN 5 Kerinci

No	VIII A	VIII B	VIII C	VIII D
1.	65	70	80	75
2.	70	80	70	75
3.	70	80	70	80
4.	75	80	60	65
5.	80	75	60	65
6.	55	45	60	75
7.	50	45	65	80
8.	75	75	75	80
9.	75	75	55	70
10.	85	50	70	65
11.	65	50	70	70
12.	50	70	60	70
13.	50	80	50	60
14.	55	85	45	55
15.	45	75	55	70
16.	70	55	45	65
17.	65	60	50	45
18.	80	65	70	50
19.	60	70	80	60
20.	65	75	60	65
ΣX	1305	1360	1250	1340
Average	65.25	68	62.5	67
S	11.5	12.7	10.2	9.2
S ²	117.225	133.4475	104.508	84.945

Appendix 2

NORMALITY OF POPULATION

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
VIIIA	20	100,0%	0	0,0%	20	100,0%
VIIIB	20	100,0%	0	0,0%	20	100,0%
VIIIC	20	100,0%	0	0,0%	20	100,0%
VIIID	20	100,0%	0	0,0%	20	100,0%

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
VIIIA	,141	20	,200*	,955	20	,448
VIIIB	,213	20	,018	,880	20	,018
VIIIC	,161	20	,186	,947	20	,324
VIIID	,168	20	,141	,938	20	,220

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The table show the score of Class VIII A was 0,448, it means that was higher than alpa (0,05). The score of Class VIII B was 0,018 that was higher than alpa (0,05). The score of Class VIII C was 0.324 that was higher than alpa (0,05). And the score of Class VIII D was 0,220 It means that, the data was distributed normally.

Appendix 3

HOMOGENEITY TEST

Test of Homogeneity of Variances

Score of english semester test

Levene Statistic	df1	df2	Sig.
,874	3	76	,758

ANOVA

Score of english semester test

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	348,438	3	116,146	,930	,470
Within Groups	9488,750	76	124,852		
Total	9837,188	79			

Based on the table above, the result of homogeneity testing show that the homogeneity was 0,758, that was higher than alpa (0,05). It means that, the data variance was homogeny.

Appendix 4

RELIABILITY TEST

Case Processing Summary

		N	%
Cases	Valid	18	100,0
	Excluded ^a	0	,0
	Total	18	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

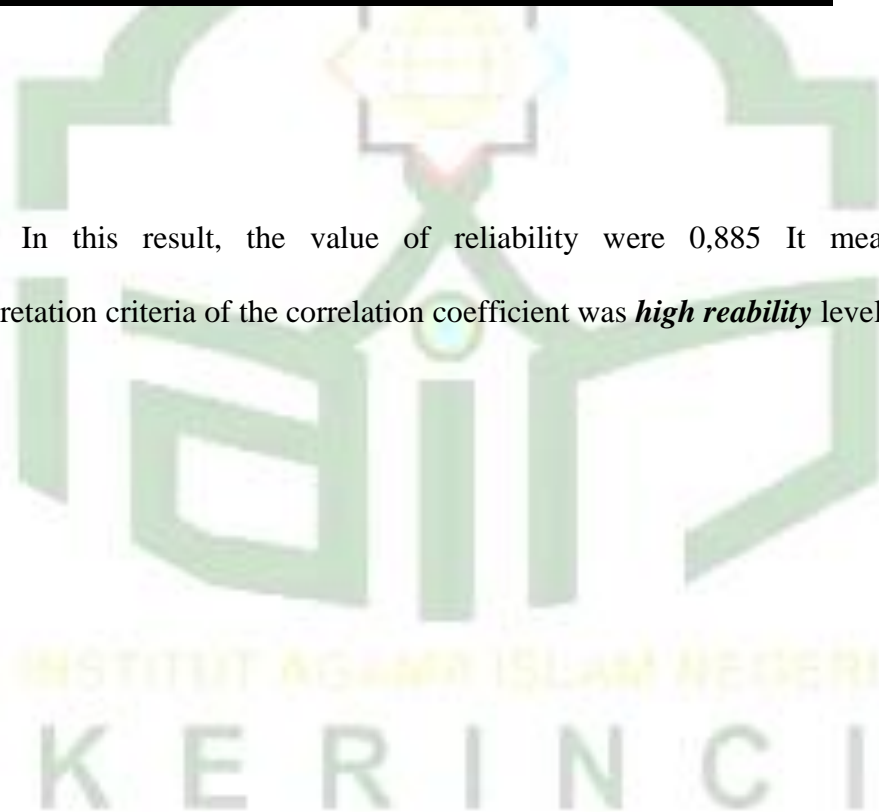
Cronbach's Alpha	N of Items
,885	30

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item1	14,67	44,941	,687	,876
item2	14,72	45,036	,648	,877
item3	15,06	48,408	,160	,887
item4	14,83	44,735	,675	,876
item5	14,56	49,203	,044	,889
item6	14,78	43,712	,839	,872
item7	14,61	46,134	,527	,880
item8	14,94	46,408	,437	,882
item9	15,00	47,176	,335	,884
item10	14,94	46,056	,491	,880
item11	14,89	45,163	,614	,878
item12	14,83	46,029	,480	,881
item13	14,78	44,889	,656	,877
item14	14,83	45,676	,533	,879
item15	15,00	46,471	,445	,881
item16	14,44	48,967	,127	,887
item17	14,83	46,382	,428	,882
item18	14,89	45,046	,632	,877

item19	14,78	44,065	,784	,874
item20	14,67	44,941	,687	,876
item21	15,11	51,516	-,334	,896
item22	15,06	49,938	-,077	,892
item23	14,83	46,971	,342	,884
item24	14,72	45,154	,629	,877
item25	14,56	46,261	,550	,880
item26	14,78	52,183	-,379	,899
item27	14,83	44,735	,675	,876
item28	14,83	48,618	,107	,889
item29	14,89	46,222	,455	,881
item30	15,00	46,235	,482	,881
Item31	11,03	43,555	,213	,895

In this result, the value of reliability were 0,885 It means, the interpretation criteria of the correlation coefficient was *high reability* levels.



Appendix 5

Students Score (Try Out)

SMPN 4 KERINCI

No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Y	Y2	
1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	0	22	484	
2	1	1	1	0	0	0	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	1	1	0	1	0	1	0	1	1	16	256	
3	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	0	1	1	0	1	1	0	1	0	0	1	1	0	10	100	
4	0	1	0	0	0	0	1	0	1	0	0	1	0	1	1	0	0	1	0	1	1	0	0	1	1	0	1	0	0	1	21	441	
5	0	0	0	0	1	0	0	0	1	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	0	1	1	1	0	0	10	100
6	1	1	1	0	0	0	0	1	0	0	1	1	1	0	1	0	0	0	1	1	0	0	1	0	1	0	0	0	0	0	26	678	
7	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	0	0	1	0	0	1	1	0	0	0	0	1	0	8	64	
8	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	18	324
9	0	1	1	0	1	1	0	0	1	1	0	0	1	1	1	1	0	0	0	1	1	1	0	1	0	1	0	1	0	0	28	784	
10	0	0	0	1	0	0	0	0	0	0	0	0	1	1	0	0	1	0	0	1	0	0	0	0	0	1	1	1	0	0	0	10	100
11	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	1	24	576	
12	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1	1	0	1	0	0	1	0	1	0	19	361	
13	1	1	0	0	1	0	0	0	0	1	0	0	0	0	1	1	0	0	0	1	0	0	1	0	0	1	0	1	0	0	6	36	
14	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	0	1	1	1	1	0	0	1	0	0	1	0	0	1	0	9	81	
15	1	1	0	0	0	0	0	0	1	1	0	0	1	0	0	0	0	0	1	1	0	1	0	1	0	1	0	0	0	0	20	400	
16	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	1	0	0	12	144	
17	1	1	0	0	1	0	1	0	0	0	0	0	0	1	1	0	0	0	1	0	0	1	1	0	0	0	0	1	0	0	7	49	
18	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1	0	0	1	0	11	121	
Σ	12	11	5	9	14	7	13	12	13	7	4	9	10	9	6	16	4	6	10	11	4	5	10	11	14	10	9	9	8	3	277	5.099	

Appendix 6

Validity Test

NUMBER OF ITEMS	r_{table}	r_{value}	Criteria
1	0,468	0,733	Valid
2	0,468	0,698	Valid
3	0,468	0,220	Invalid
4	0,468	0,726	Valid
5	0,468	0,089	Invalid
6	0,468	0,856	Valid
7	0,468	0,582	Valid
8	0,468	0,490	Valid
9	0,468	0,392	Invalid
10	0,468	0,540	Valid
11	0,468	0,655	Valid
12	0,468	0,547	Valid
13	0,468	0,692	Valid
14	0,468	0,579	Valid
15	0,468	0,496	Valid
16	0,468	0,176	Invalid
17	0,468	0,412	Invalid
18	0,468	0,671	Valid
19	0,468	0,807	Valid
20	0,468	0,733	Valid
21	0,468	-0,286	Invalid
22	0,468	-0,017	Invalid
23	0,468	0,400	Invalid
24	0,468	0,682	Valid
25	0,468	0,600	Valid
26	0,468	-0,310	Invalid
27	0,468	0,710	Valid
28	0,468	0,171	Invalid
29	0,468	0,507	Valid
30	0,468	0,531	Valid

Where :

If $r_{table} < r_{value}$ = Valid

If $r_{table} > r_{value}$ = Invalid

Appendix 7

Difficulty Power Index

$$P = \frac{B}{JS} = \frac{12}{18} = 0,67$$

In the same way above, the results of the item difficulty power index number 2-20 are obtained. Here are the results:

Item Number	B	Difficulty Power Index	Decision
1	12	0,67	Average
2	11	0,61	Average
3	5	0,27	Difficult
4	9	0,5	Average
5	14	0,78	Easy
6	10	0,56	Average
7	13	0,72	Easy
8	6	0,33	Average
9	6	0,33	Average
10	7	0,39	Average
11	4	0,22	Difficult
12	9	0,5	Average
13	8	0,44	Average
14	8	0,56	Average
15	6	0,33	Average
16	16	0,89	Easy

17	4	0,22	Difficult
18	8	0,44	Average
19	10	0,56	Average
20	12	0,67	Average
21	4	0,22	Difficult
22	5	0,27	Difficult
23	9	0,5	Average
24	11	0,61	Average
25	14	0,78	Easy
26	10	0,56	Average
27	9	0,5	Average
28	9	0,5	Average
29	8	0,44	Average
30	3	0,16	Difficult

Appendix 8

Items Discriminations

No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	0	0	
2	1	1	1	0	0	0	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	1	1	0	1	0	1	0	1	1	
3	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	0	1	1	0	1	1	0	1	0	0	1	1	0	
4	0	1	0	0	0	0	1	0	1	0	0	1	0	1	1	0	0	1	0	1	1	0	0	1	1	0	1	0	0	1	
5	0	0	0	0	1	0	0	0	1	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	0	1	1	1	0	0
6	1	1	1	0	0	0	0	1	0	0	1	1	1	0	1	0	0	0	1	1	0	0	1	0	1	0	0	0	0	0	
7	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	0	0	1	0	0	1	1	0	0	0	0	1	0	
8	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0
9	0	1	1	0	1	1	0	0	1	1	0	0	1	1	1	1	0	0	0	1	1	1	0	1	0	1	0	1	0	0	
10	0	0	0	1	0	0	0	0	0	0	0	0	1	1	0	0	1	0	0	1	0	0	0	0	1	1	1	0	0	0	
11	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	1	
12	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1	1	0	1	0	0	1	0	1	0	
13	1	1	0	0	1	0	0	0	0	1	0	0	0	0	1	1	0	0	0	1	0	0	1	0	0	1	0	1	0	0	
14	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	0	1	1	1	0	0	1	0	0	1	0	0	1	0	
15	1	1	0	0	0	0	0	0	1	1	0	0	1	0	0	0	0	0	1	1	0	1	0	1	0	1	0	0	0	0	
16	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	1	0	0
17	1	1	0	0	1	0	1	0	0	0	0	0	0	1	1	0	0	0	1	0	0	1	1	0	0	0	0	1	0	0	
18	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1	0	0	1	0	

Up Group

No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Y	
9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	28	
6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	0	0	1	1	1	0	1	1	1	1	26	
11	1	1	0	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	0	1	0	24		
1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	0	0	22	
4	1	1	0	1	1	1	1	1	0	0	1	1	1	0	1	1	0	1	1	1	0	0	1	1	1	0	1	0	1	0	21	
15	1	1	0	1	1	1	1	1	1	1	0	0	1	1	0	1	0	1	1	0	0	0	1	1	1	0	0	0	1	0	20	
12	0	1	0	1	1	1	1	0	1	0	0	0	1	0	0	1	1	1	1	1	0	1	0	1	1	0	1	1	0	0	19	
8	1	1	0	0	0	1	1	0	0	1	1	1	0	1	0	1	0	0	1	1	0	1	1	1	1	1	1	1	1	0	0	18
2	0	1	0	0	0	1	1	0	1	1	0	0	1	1	1	0	0	1	1	1	0	0	0	0	1	0	1	0	1	0	16	
BA	9	8	3	7	7	9	9	5	5	6	3	6	8	7	5	8	3	7	9	8	1	3	7	8	9	3	8	5	6	2	194	

Down Group

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Y	
16	1	1	0	1	0	1	0	1	0	0	0	1	0	0	0	1	0	0	0	1	0	0	0	1	1	1	0	0	0	0	12	
18	1	1	0	1	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	1	0	0	0	1	1	1	0	0	0	0	11	
10	0	0	0	0	1	0	0	0	0	0	1	0	1	1	1	1	0	0	0	0	1	0	1	0	0	0	0	0	1	0	10	
5	1	1	0	0	1	0	1	0	0	0	0	1	0	0	0	1	0	0	0	1	0	0	0	0	1	1	0	1	0	0	10	
3	0	0	0	0	1	0	1	0	0	0	0	0	1	1	0	1	0	1	0	0	0	0	0	0	1	1	0	1	0	1	10	
14	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	1	0	1	1	1	0	1	1	0	9	
7	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	1	1	0	0	1	1	0	0	0	0	8	
17	0	0	1	0	1	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	1	0	0	7	
13	0	0	1	0	1	0	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	6	
BB	3	3	2	2	7	8	4	7	8	1	1	3	2	2	1	8	1	1	1	1	3	3	2	3	3	5	7	1	4	2	1	93

K E R I N C I

Appendix 9**VOCABULARY TEST**

(TRY OUT)

Name :
Date :
Class :
Subject : English
Time : 45 Minutes
Direction :

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

For number 1-10 translate the underlined word into Indonesian!

1. This house is big.
 - a. Gedung
 - b. Pagar
 - c. Rumah
 - d. dinding
2. Juna went fishing in the river.
 - a. Memancing
 - b. Berenang
 - c. Memasak
 - d. berlari
3. I like grape juice.
 - a. Nanas
 - b. Apel
 - c. Anggur
 - d. jeruk
4. Dad is reading the newspaper.
 - a. Koran
 - b. Majalah

- c. Kitab
- d. perpustakaan
- 5. We have to be patient.
 - a. Marah
 - b. Senang
 - c. Sedih
 - d. sabar
- 6. She like reading books.
 - a. Menulis
 - b. Membaca
 - c. Menangis
 - d. menghapus
- 7. My cousin lives in china.
 - a. Kakak
 - b. Keponakan
 - c. Adik
 - d. sepupu
- 8. Many monkeys in the forest.
 - a. Kota
 - b. Desa
 - c. Hutan
 - d. pelosok
- 9. Brother's leg is injured.
 - a. Luka
 - b. Memar
 - c. Jatuh
 - d. terkilir
- 10. My friend is shy.
 - a. Berani
 - b. Takut
 - c. Marah
 - d. Malu

for number 11-17 choose the right synonym for underlined words!

- 11. She has a fast movement
 - a. Quick
 - b. Energetic
 - c. Slow
 - d. Down
- 12. She is so terrible in writting.

- a. Good
 - b. Awful
 - c. Great
 - d. Amazing
13. He was so stupid
- a. Dumb
 - b. Good
 - c. Dilligent
14. This is a big room
- a. Small
 - b. Tiny
 - c. Large
 - d. Full
15. She requires a pen
- a. Needs
 - b. Has
 - c. Takes
 - d. Have
16. I hate this loud music
- a. Pleasant
 - b. Soft
 - c. Noisy
 - d. Powerfull
17. My girlfriend is very pretty.
- a. Ugly
 - b. Strange
 - c. Beautiful
 - d. Stupid

For number 18-24 choose the right Antonym for the underlined words!

18. He is tall.
- a. Short
 - b. Big
 - c. Huge
 - d. long
19. it is hot outside.
- a. warm
 - b. breezy
 - c. cold
 - d. stormy

20. this seems like a good hotel.

- a. brilliant
- b. bad
- c. great
- d. dirty

21. she is foolish.

- a. dumb
- b. idiot
- c. brainy
- d. wise

22. tonight the sky is dark.

- a. light
- b. bad
- c. good
- d. sad

23. tuti is very fat.

- a. tall
- b. short
- c. slim
- d. big

24. this pen is black.

- a. yellow
- b. pink
- c. white
- d. dark

For number 25-30 choose the right Homonym for the underlined words!

25. i want to be a good person.

- a. bee
- b. bye
- c. beer
- d. by

26. i swimming in the sea.

- a. she
- b. shy
- c. see
- d. six

27. i adds salt in the curry.

- a. adz

- b. at
 - c. end
 - d. it
28. Red is the colour of blood.
- a. ride
 - b. read
 - c. rich
 - d. rest
29. dina buy new shoes.
- a. knew
 - b. no
 - c. now
 - d. know
30. this is a headache effect.
- a. attack
 - b. affect
 - c. fact
 - d. act



Appendix 10**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)****“Kelas Kontrol ”**

Sekolah : MTsN 5 Kerinci

Mata Pelajaran : Bahasa Inggris

Kelas : VIII / Ganjil

Sub Materi : Translation

Alokasi Waktu : 2 X 40 Menit

Pertemuan : ke-1

A. Kompetensi Inti

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

B. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan intraksional dengan guru dan teman.
3. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa pendek, sederhana, sesuai dengan konteks penggunaannya.

C. Indikator

1. Merespon kalimat Sport, Professions, and Classroom.
2. Mengungkapkan kalimat dalam bentuk Sport, Professions, and Classroom.

D. Materi Pembelajaran

“Translation”

Translation adalah tarjemahan dari suatu bahasa ke bahasa lain.

1. Sport
2. Professions
3. Classroom

E. Metode Pembelajaran

Conventional Method

F. Media dan Sumber pembelajaran

1. Media : Papan tulis, Spidol.
2. Sumber Pembelajaran : -Buku “English for Children”
-Buku paket
-Referensi Lain

G. Langkah-langkah Pembelajaran

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<ul style="list-style-type: none"> ➤ Salam dan tegur sapa. ➤ Cek kehadiran, berdo'a, mengajak perkenalan dan meminta siswa menyiapkan buku pelajaran. 	

	<ul style="list-style-type: none"> ➤ Guru mengecek penguasaan kompetensi yang sudah dipelajari sebelumnya kepada siswa. ➤ Guru mengulas sekilas tentang pembelajaran yang sebelumnya 	10'
Kegiatan inti	<ul style="list-style-type: none"> ➤ Guru menanyakan kembali materi yang telah dipelajari pada pertemuan sebelumnya. ➤ Guru menanyakan tugas yang diberikan kepada siswa. ➤ Guru dan siswa membahas tugas yang telah diberikan. ➤ Guru meminta kepada setiap kelompok menyebutkan informasi secara detail dari tugas yang diberikan. ➤ Beberapa perwakilan kelompok menjelaskan hasil tugas mereka dan pengetahuan tentang Vegetables. 	65'
Kegiatan penutup	<ul style="list-style-type: none"> ➤ Menanyakan manfaat pembelajaran yang baru diselesaikan. ➤ Menanyakan kesulitan dalam melakukan aktivitas belajar ➤ Menyimpulkan hasil pembelajaran. ➤ Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya. 	5'

H. Penilaian

1. Kinerja/Praktik

- Bertanya dan menyebutkan macam-macam sport, profession and classroom yang disusun dalam bentuk vocabulary.
- Tepat dalam menggunakan struktur umum dan unsur kebahasaan dalam teks tertulis berdasarkan materi yang telah diberikan.

2. Observasi

Tujuan penilaian adalah untuk memberikn feedback. Target penilaian:

- Mengidentifikasi jenis-jenis dalam Sport, Profession, and Classroom.
- Murid serius dalam kegiatan belajar disetiap tahap pembelajaran.
- Menunjukkan tanggung jawab,peduli, kerja sama, dan damai dalam mengerjakan fungsi komunikasi.

3. Pedoman Penilaian

- Teknik : Tes tertulis / unjuk kerja
- Bentuk : Conventional method

Penawar, 15 September 2020

Guru Mata Pelajaran

Mahasiswa

ZAKIAH, S.Pd.

NIP 19771204 200212 2 001

NADIA JUNIARTI

NIM 1610203030

Mengetahui

Kepala MTsN 5 Kerinci

HARRDIAL, S.PdI.M.PdI

NIP 196808121991031018

INSTITUT AGAMA ISLAM NEGERI
KERINCI

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**“Kelas Kontrol ”**

Sekolah : MTsN 5 Kerinci

Mata Pelajaran : Bahasa Inggris

Kelas : VIII / Ganjil

Sub Materi : Synonyms

Alokasi Waktu : 2 X 40 Menit

Pertemuan : ke-2

A. Kompetensi Inti

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

B. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan intraksional dengan guru dan teman.
3. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa pendek, sederhana, sesuai dengan konteks penggunaannya.

C. Indikator

1. Merespon kalimat Synonym.
2. Mengungkapkan kalimat dalam bentuk Synonym.

D. Materi Pembelajaran

“Synonym”

Synonym adalah persamaan kata

- Large x Big : Besar
- Wrong x Error : Salah
- Like x Love : Menyukai
- Picture x Image : Gambar
- Begin x Start : Mulai
- Hear x Listen : Mendengar
- Know x Tell : Mengetahui
- Candy x Sweet : Manisan
- Close x Shut : Menutup
- Small x little : Kecil
- House x Home : Rumah
- Finish x End : Akhir
- Park x Garden : Taman
- Shop x Store : Toko
- Etc.

E. Metode Pembelajaran

Conventional Method

F. Media dan Sumber pembelajaran

1. Media : Papan tulis, Spidol.
2. Sumber Pembelajaran : -Buku “English for Children”
-Buku Paket
- Referensi Lain

G. Langkah-langkah Pembelajaran

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<ul style="list-style-type: none"> ➤ Salam dan tegur sapa. ➤ Cek kehadiran, berdo'a, mengajak perkenalan dan meminta siswa menyiapkan buku pelajaran. ➤ Guru mengecek penguasaan kompetensi yang sudah dipelajari sebelumnya kepada siswa. ➤ Guru mengulas sekilas tentang pembelajaran yang sebelumnya 	10'
Kegiatan inti	<ul style="list-style-type: none"> ➤ Guru menanyakan kembali materi yang telah dipelajari pada pertemuan sebelumnya. ➤ Guru menanyakan tugas yang diberikan kepada siswa. ➤ Guru dan siswa membahas tugas yang telah diberikan. ➤ Guru meminta kepada setiap kelompok menyebutkan informasi secara detail dari tugas yang diberikan. ➤ Beberapa perwakilan kelompok menjelaskan hasil tugas mereka 	65'

	dan pengetahuan tentang Synonym.	
Kegiatan penutup	<ul style="list-style-type: none"> ➤ Menanyakan manfaat pembelajaran yang baru diselesaikan. ➤ Menanyakan kesulitan dalam melakukan aktivitas belajar ➤ Menyimpulkan hasil pembelajaran. ➤ Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya. 	5'

H. Penilaian

1. Kinerja/Praktik

- Bertanya dan menyebutkan macam-macam synonym yang disusun dalam bentuk vocabulary.
- Tepat dalam menggunakan struktur umum dan unsur kebahasaan dalam teks tertulis berdasarkan materi yang telah diberikan.

2. Observasi

Tujuan penilaian adalah untuk memberikn feedback. Target penilaian:

- Mengidentifikasi jenis-jenis dalam Synonym secara benar.
- Murid serius dalam kegiatan belajar disetiap tahap pembelajaran.
- Menunjukkan tanggung jawab,peduli, kerja sama, dan damai dalam mengerjakan fungsi komunikasi.

3. Pedoman Penilaian

- Teknik : Tes tertulis / unjuk kerja
- Bentuk : Conventional method

Penawar, 15 September 2020

Guru Mata Pelajaran

Mahasiswa

ZAKIAH, S.Pd.

NIP 19771204 200212 2 001

NADIA JUNIARTI

NIM 1610203030

Mengetahui

Kepala MTsN 5 Kerinci

HARRDIAL, S.PdI.M.PdI

NIP 196808121991031018

INSTITUT AGAMA ISLAM NEGERI
KERINCI

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**“Kelas Kontrol ”**

Sekolah : MTsN 5 Kerinci

Mata Pelajaran : Bahasa Inggris

Kelas : VIII / Ganjil

Sub Materi : Antonyms

Alokasi Waktu : 2 X 40 Menit

Pertemuan : ke-3

A. Kompetensi Inti

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

B. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan intraksional dengan guru dan teman.
3. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa pendek, sederhana, sesuai dengan konteks penggunaannya.

C. Indikator

1. Merespon kalimat Antonyms.
2. Mengungkapkan kalimat dalam bentuk Antonyms.

D. Materi Pembelajaran

“Antonyms”

Antonyms adalah lawan kata.

- Naik x turun : go up x go down
- Pintar x bodoh : smart x stupid
- Tinggi x rendah : high x low
- Laki-laki x perempuan: male x female
- Senang x sedih : happy x sad
- Besar x kecil : big x small
- Kuat x lemah : strong x weak
- Panjang x pendek : long x short
- Rajin x malas : diligent x lazy
- Etc.

E. Metode Pembelajaran

Conventional Method

F. Media dan Sumber pembelajaran

1. Media : Papan tulis, Spidol.
2. Sumber Pembelajaran : -Buku “English for Children”
-Buku Paket
- Referensi Lain

G. Langkah-langkah Pembelajaran

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<ul style="list-style-type: none"> ➤ Salam dan tegur sapa. ➤ Cek kehadiran, berdo'a, mengajak perkenalan dan meminta siswa menyiapkan buku pelajaran. ➤ Guru mengecek penguasaan kompetensi yang sudah dipelajari sebelumnya kepada siswa. ➤ Guru mengulas sekilas tentang pembelajaran yang sebelumnya 	10'
Kegiatan inti	<ul style="list-style-type: none"> ➤ Guru menanyakan kembali materi yang telah dipelajari pada pertemuan sebelumnya. ➤ Guru menanyakan tugas yang diberikan kepada siswa. ➤ Guru dan siswa membahas tugas yang telah diberikan. ➤ Guru meminta kepada setiap kelompok menyebutkan informasi secara detail dari tugas yang diberikan. ➤ Beberapa perwakilan kelompok menjelaskan hasil tugas mereka dan pengetahuan tentang Antonym. 	65'
Kegiatan penutup	<ul style="list-style-type: none"> ➤ Menanyakan manfaat pembelajaran yang baru 	

	<p>diselesaikan.</p> <ul style="list-style-type: none"> ➤ Menanyakan kesulitan dalam melakukan aktivitas belajar ➤ Menyimpulkan hasil pembelajaran. ➤ Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya. 	5'
--	---	----

H. Penilaian

1. Kinerja/Praktik

- Bertanya dan menyebutkan macam-macam Antonym yang disusun dalam bentuk vocabulary.
- Tepat dalam menggunakan struktur umum dan unsur kebahasaan dalam teks tertulis berdasarkan materi yang telah diberikan.

2. Observasi

Tujuan penilaian adalah untuk memberikn feedback. Target penilaian:

- Mengidentifikasi jenis-jenis dalam Antonym secara benar.
- Murid serius dalam kegiatan belajar disetiap tahap pembelajaran.
- Menunjukkan tanggung jawab, peduli, kerja sama, dan damai dalam mengerjakan fungsi komunikasi.

3. Pedoman Penilaian

- Teknik : Tes tertulis / unjuk kerja
- Bentuk : Conventional method

Penawar, 15 September 2020

Guru Mata Pelajaran

Mahasiswa

ZAKIAH, S.Pd.

NIP 19771204 200212 2 001

NADIA JUNIARTI

NIM 1610203030

Mengetahui

Kepala MTsN 5 Kerinci

HARRDIAL, S.PdI.M.PdI

NIP 196808121991031018

INSTITUT AGAMA ISLAM NEGERI
KERINCI

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**“Kelas Kontrol ”**

Sekolah : MTsN 5 Kerinci

Mata Pelajaran : Bahasa Inggris

Kelas : VIII / Ganjil

Sub Materi : Homonyms

Alokasi Waktu : 2 X 40 Menit

Pertemuan : ke-4

A. Kompetensi Inti

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

B. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan intraksional dengan guru dan teman.
3. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa pendek, sederhana, sesuai dengan konteks penggunaannya.

C. Indikator

1. Merespon kalimat Homonym.
2. Mengungkapkan kalimat dalam bentuk Homonym.

D. Materi Pembelajaran

“Homonyms”

Homonym adalah kata yang mempunyai lafal yang sama, namun arti dan tulisannya berbeda.

- Eye x I : Mata x Saya
- Bolder x boulder : berani x batu besar
- Cell x sell : sel x menjual
- Dear x deer : sayang x rusa
- Caret x carrot : tanda sisipan x wortel
- Die x dye : mati x pewarna
- Ball x bawl : bola x menangis
- Blew x blue : meniup x biru
- By x bye : oleh x ucapan selamat tinggal
- For x four : untuk x empat
- Etc.

E. Metode Pembelajaran

Conventional Method

F. Media dan Sumber pembelajaran

1. Media : Papan tulis, Spidol.
2. Sumber Pembelajaran : -Buku “English for Children”
-Buku Paket

- Referensi Lain

G. Langkah-langkah Pembelajaran

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<ul style="list-style-type: none"> ➤ Salam dan tegur sapa. ➤ Cek kehadiran, berdo'a, mengajak perkenalan dan meminta siswa menyiapkan buku pelajaran. ➤ Guru mengecek penguasaan kompetensi yang sudah dipelajari sebelumnya kepada siswa. ➤ Guru mengulas sekilas tentang pembelajaran yang sebelumnya 	10'
Kegiatan inti	<ul style="list-style-type: none"> ➤ Guru menanyakan kembali materi yang telah dipelajari pada pertemuan sebelumnya. ➤ Guru menanyakan tugas yang diberikan kepada siswa. ➤ Guru dan siswa membahas tugas yang telah diberikan. ➤ Guru meminta kepada setiap kelompok menyebutkan informasi secara detail dari tugas yang diberikan. ➤ Beberapa perwakilan kelompok menjelaskan hasil tugas mereka dan pengetahuan tentang Homonym. 	65'
Kegiatan penutup	<ul style="list-style-type: none"> ➤ Menanyakan manfaat pembelajaran yang baru 	

	<p>diselesaikan.</p> <ul style="list-style-type: none"> ➤ Menanyakan kesulitan dalam melakukan aktivitas belajar ➤ Menyimpulkan hasil pembelajaran. ➤ Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya. 	5'
--	---	----

H. Penilaian

Kinerja/Praktik

- Bertanya dan menyebutkan macam-macam Homonym yang disusun dalam bentuk vocabulary.
- Tepat dalam menggunakan struktur umum dan unsur kebahasaan dalam teks tertulis berdasarkan materi yang telah diberikan.

I. Observasi

Tujuan penilaian adalah untuk memberikn feedback. Target penilaian:

- Mengidentifikasi jenis-jenis dalam Homonym secara benar.
- Murid serius dalam kegiatan belajar disetiap tahap pembelajaran.
- Menunjukkan tanggung jawab, peduli, kerja sama, dan damai dalam mengerjakan fungsi komunikasi.

J. Pedoman Penilaian

- Teknik : Tes tertulis / unjuk kerja
- Bentuk : Conventional method

Penawar, 15 September 2020

Guru Mata Pelajaran

Mahasiswa

ZAKIAH, S.Pd.

NIP 19771204 200212 2 001

NADIA JUNIARTI

NIM 1610203030

Mengetahui

Kepala MTsN 5 Kerinci

HARRDIAL, S.PdI.M.PdI

NIP 196808121991031018

INSTITUT AGAMA ISLAM NEGERI
KERINCI

Appendix 11**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)****“Kelas Eksperimen”**

Sekolah : MTsN 5 Kerinci

Mata Pelajaran : Bahasa Inggris

Kelas : VIII / Ganjil

Sub Materi : Translation

Alokasi Waktu : 2 X 40 Menit

Pertemuan : ke-1

A. Kompetensi Inti

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

B. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan intraksional dengan guru dan teman.
3. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa pendek, sederhana, sesuai dengan konteks penggunaannya.

C. Indikator

1. Merespons kalimat Fruits, Clothing, and Animals.
2. Mengungkapkan kalimat dalam bentuk Fruits, Clothing, and Animals.
3. Memahami kalimat lisan bentuk Fruits, Clothing, and Animals.

D. Tujuan pembelajaran

1. Peserta didik dapat meningkatkan keterampilan, pemahaman, dengan kemampuan mengingat vocabulary dari translation dengan struktur teks yang benar sesuai dengan teknik yang akan di terapkan.
 - a. Siswa dapat merespon kata dalam kalimat Fruits, Clothing, and Animals dalam berbagai konteks kehidupan sehari-hari.
 - b. Siswa mampu mengungkapkan kata dalam kalimat Fruit, Clothing, and Animals dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari.
3. Dominasi guru dalam proses pembelajaran berkurang.
4. Peserta didik dapat dipercaya (truthworthines), rasa hormat dan perhatian (respect), tekun (diligence), tanggung jawab (responsibility) dan berani (courage).
5. Para peserta didik dapat memahami makna soal dan saling mengecek pekerjaannya.
6. Meningkatkan hasil belajar khususnya dalam menyelesaikan soal vocabulary.
7. Peserta didik yang lemah dapat terbantu dalam menyelesaikan masalahnya.

E. Materi Pembelajaran

“Translation”

Translation adalah terjemahan dari suatu bahasa ke bahasa lain.

1. Sport
2. Professions
3. Classroom.

F. Metode Pembelajaran

Fly Swatter Game

G. Media dan Sumber pembelajaran

1. Media : alat pemukul lalat, Papan tulis dan Spidol.
2. Sumber Pembelajaran : -Buku "English for Children"
-Buku Paket
- Referensi Lain

H. Langkah-langkah Pembelajaran

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<ul style="list-style-type: none"> ➤ Salam dan tegur sapa. ➤ Cek kehadiran, berdo'a, mengajak perkenalan dan meminta siswa menyiapkan buku pelajaran. ➤ Guru mengecek penguasaan kompetensi yang sudah dipelajari sebelumnya kepada siswa. ➤ Guru menyampaikan bahwa strategi pembelajaran yang akan digunakan adalah Fly Swatter Game ➤ Guru menyampaikan kompetensi yang akan dicapai, dan menunjukkan manfaat dalam kehidupan sehari-hari. ➤ Guru menyampaikan garis besar cakupan materi kegiatan yang 	10'

	<p>akan dilakukan.</p> <ul style="list-style-type: none"> ➤ Guru menyampaikan lingkup penilaian dan teknik penilaian yang akan digunakan. 	
Kegiatan inti	<ul style="list-style-type: none"> ➤ Guru meminta beberapa siswa untuk menyebutkan kosa kata yang mereka ketahui dalam bahasa Inggris. ➤ Guru menjelaskan vocabulary ➤ Guru memberikan beberapa contoh kosa kata terkait dengan materi. ➤ Siswa diminta untuk mencatat materi pembelajaran terkait. ➤ Guru siap melatih siswa untuk meningkatkan keterampilan dalam memahami vocabulary melalui penerapan Fly Swatter Game. ➤ Guru memberikan contoh Fly Swatter Game sesuai dengan materi yang diberikan. ➤ Guru memilih dua orang siswa ➤ Guru menyuruh dua siswa berdiri didepan kelas dan menghadap teman-teman mereka ➤ Dua Siswa tersebut mendengarkan apa yang disampaikan guru dengan hati-hati. ➤ mereka menghadap ke papan tulis 	65'

	<p>dan menemukan kata setelah mereka mendengarkan kata yang diucapkan oleh guru.</p> <ul style="list-style-type: none"> ➤ Para siswa memukul kata. ➤ Setelah mereka memukul kata, mereka mengejanya di depan teman-teman mereka. ➤ Guru tahu pemenangnya dengan mendengarkan suara pemukul lalat pertama. ➤ Guru memberikan point atau reward bagi siswa yang paling cepat menemukan dan memukul kata. ➤ Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat maupun hadiah terhadap keberhasilan peserta didik. ➤ Guru dan siswa memberikan kesimpulan umum tentang materi vocabulary. 	
Kegiatan penutup	<ul style="list-style-type: none"> ➤ Menanyakan manfaat pembelajaran yang baru diselesaikan. ➤ Menanyakan kesulitan dalam melakukan aktivitas belajar ➤ Menyimpulkan hasil pembelajaran. ➤ Menyampaikan rencana kegiatan 	5'

	pembelajaran untuk pertemuan berikutnya.	
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I. Penilaian

1. Kinerja/Praktik

- Bertanya dan menyebutkan macam-macam Fruits, Clothing, and Animals yang disusun dalam bentuk vocabulary.
- Tepat dalam menggunakan struktur umum dan unsur kebahasaan dalam teks tertulis berdasarkan materi yang telah diberikan.

2. Observasi

Tujuan penilaian adalah untuk memberikn feedback. Target penilaian:

- Mengidentifikasi jenis-jenis dalam Fruits, Clothing, and Animals secara benar.
- Murid serius dalam kegiatan belajar disetiap tahap pembelajaran.
- Menunjukkan tanggung jawab,peduli, kerja sama, dan damai dalam mengerjakan fungsi komunikasi.

3. Pedoman Penilaian

- Teknik : Tes tertulis / unjuk kerja
- Bentuk : Fly swatter game

Penawar, 15 September 2020

Guru Mata Pelajaran

Mahasiswa

ZAKIAH, S.Pd.

NADIA JUNIARTI

NIP 19771204 200212 2 001

NIM 1610203030

Mengetahui

Kepala MTsN 5 Kerinci

HARRDIAL, S.PdI.M.PdI

NIP 196808121991031018

INSTITUT AGAMA ISLAM NEGERI
KERINCI

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**“Kelas Eksperimen ”**

Sekolah : MTsN 5 Kerinci

Mata Pelajaran : Bahasa Inggris

Kelas : VIII / Ganjil

Sub Materi : Synonyms

Alokasi Waktu : 2 X 40 Menit

Pertemuan : ke-2

A. Kompetensi Inti

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

B. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan intraksional dengan guru dan teman.
3. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa pendek, sederhana, sesuai dengan konteks penggunaannya.

C. Indikator

1. Merespons kalimat Synonym.
2. Mengungkapkan kalimat dalam bentuk Synonym.
3. Memahami kalimat lisan bentuk Synonym.

D. Tujuan pembelajaran

1. Peserta didik dapat meningkatkan keterampilan, pemahaman, dengan kemampuan mengingat vocabulary dari translation dengan struktur teks yang benar sesuai dengan teknik yang akan di terapkan.
 - a. Siswa dapat merespon kata dalam kalimat Synonym dalam berbagai konteks kehidupan sehari-hari.
 - b. Siswa mampu mengungkapkan kata dalam kalimat Synonym dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari.
2. Dominasi guru dalam proses pembelajaran berkurang.
3. Peserta didik dapat dipercaya (truthworthines), rasa hormat dan perhatian (respect), tekun (diligence), tanggung jawab (responsibility) dan berani (courage).
4. Para peserta didik dapat memahami makna soal dan saling mengecek pekerjaannya.
5. Meningkatkan hasil belajar khususnya dalam menyelesaikan soal vocabulary.
6. Peserta didik yang lemah dapat terbantu dalam menyelesaikan masalahnya.

E. Materi Pembelajaran

“Synonym”

Synonym adalah persamaan kata

- Large x Big : Besar
- Wrong x Error : Salah
- Like x Love : Menyukai
- Picture x Image : Gambar
- Begin x Start : Mulai
- Hear x Listen : Mendengar
- Know x Tell : Mengetahui
- Candy x Sweet : Manisan
- Close x Shut : Menutup
- Small x little : Kecil
- House x Home : Rumah
- Finish x End : Akhir
- Park x Garden : Taman
- Shop x Store : Toko
- Etc.

F. Metode Pembelajaran

Fly Swatter Game

G. Media dan Sumber pembelajaran

1. Media : Alat Pemukul lalat, Papan tulis dan Spidol.
2. Sumber Pembelajaran : -Buku “English for Children”
-Buku Paket
- Referensi Lain

H. Langkah-langkah Pembelajaran

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<ul style="list-style-type: none"> ➤ Salam dan tegur sapa. ➤ Cek kehadiran, berdo'a, mengajak perkenalan dan meminta siswa menyiapkan buku pelajaran. ➤ Guru mengecek penguasaan kompetensi yang sudah dipelajari sebelumnya kepada siswa. ➤ Guru menyampaikan bahwa strategi pembelajaran yang akan digunakan adalah Fly Swatter Game ➤ Guru menyampaikan kompetensi yang akan dicapai, dan menunjukkan manfaat dalam kehidupan sehari-hari. ➤ Guru menyampaikan garis besar cakupan materi kegiatan yang akan dilakukan. ➤ Guru menyampaikan lingkup penilaian dan teknik penilaian yang akan digunakan. 	10'
Kegiatan inti	<ul style="list-style-type: none"> ➤ Guru meminta beberapa siswa untuk menyebutkan kosa kata yang mereka ketahui dalam bahasa inggris. ➤ Guru menjelaskan vocabulary 	

	<ul style="list-style-type: none"> ➤ Guru memberikan beberapa contoh kosa kata terkait dengan materi. ➤ Siswa diminta untuk mencatat materi pembelajaran terkait. ➤ Guru siap melatih siswa untuk meningkatkan keterampilan dalam memahami vocabulary melalui penerapan Fly Swatter Game. ➤ Guru memberikan contoh Fly Swatter Game sesuai dengan materi yang diberikan. ➤ Guru memilih dua orang siswa ➤ Guru menyuruh dua siswa berdiri didepan kelas dan menghadap teman-teman mereka ➤ Dua Siswa tersebut mendengarkan apa yang disampaikan guru dengan hati-hati. ➤ mereka menghadap ke papan tulis dan menemukan kata setelah mereka mendengarkan kata yang diucapkan oleh guru. ➤ Para siswa memukul kata. ➤ Setelah mereka memukul kata, mereka mengejanya di depan teman-teman mereka. ➤ Guru tahu pemenangnya dengan mendengarkan suara pemukul 	65'
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	<p>alat pertama.</p> <ul style="list-style-type: none"> ➤ Guru memberikan point atau reward bagi siswa yang paling cepat menemukan dan memukul kata. ➤ Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat maupun hadiah terhadap keberhasilan peserta didik. ➤ Guru dan siswa memberikan kesimpulan umum tentang materi vocabulary. 	
Kegiatan penutup	<ul style="list-style-type: none"> ➤ Menanyakan manfaat pembelajaran yang baru diselesaikan. ➤ Menanyakan kesulitan dalam melakukan aktivitas belajar ➤ Menyimpulkan hasil pembelajaran. ➤ Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya. 	5'

I. Penilaian

1. Kinerja/Praktik

- Bertanya dan menyebutkan macam-macam Synonym yang disusun dalam bentuk vocabulary.

- Tepat dalam menggunakan struktur umum dan unsur kebahasaan dalam teks tertulis berdasarkan materi yang telah diberikan.

2. Observasi

Tujuan penilaian adalah untuk memberikn feedback. Target penilaian:

- Mengidentifikasi jenis-jenis dalam Synonym secara benar.
- Murid serius dalam kegiatan belajar disetiap tahap pembelajaran.
- Menunjukkan tanggung jawab,peduli, kerja sama, dan damai dalam mengerjakan fungsi komunikasi.

3. Pedoman Penilaian

- Teknik : Tes tertulis / unjuk kerja
- Bentuk : Fly swatter game

Penawar, 15 September 2020

Guru Mata Pelajaran

Mahasiswa

ZAKIAH, S.Pd.

NIP 19771204 200212 2 001

NADIA JUNIARTI

NIM 1610203030

Mengetahui

Kepala MTsN 5 Kerinci

HARRDIAL, S.PdI.M.PdI

NIP 196808121991031018

INSTITUT AGAMA ISLAM NEGERI
KERINCI

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**“Kelas Eksperimen ”**

Sekolah : MTsN 5 Kerinci

Mata Pelajaran : Bahasa Inggris

Kelas : VIII / Ganjil

Sub Materi : Antonyms

Alokasi Waktu : 2 X 40 Menit

Pertemuan : ke-3

A. Kompetensi Inti

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

B. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan intraksional dengan guru dan teman.
3. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa pendek, sederhana, sesuai dengan konteks penggunaannya.

C. Indikator

1. Merespons kalimat Antonym.
2. Mengungkapkan kalimat dalam bentuk Antonym.
3. Memahami kalimat lisan bentuk Antonym.

D. Tujuan pembelajaran

1. Peserta didik dapat meningkatkan keterampilan, pemahaman, dengan kemampuan mengingat vocabulary dari translation dengan struktur teks yang benar sesuai dengan teknik yang akan di terapkan.
 - c. Siswa dapat merespon kata dalam kalimat Antonym dalam berbagai konteks kehidupan sehari-hari.
 - d. Siswa mampu mengungkapkan kata dalam kalimat Antonym dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari.
2. Dominasi guru dalam proses pembelajaran berkurang.
3. Peserta didik dapat dipercaya (truthworthines), rasa hormat dan perhatian (respect), tekun (diligence), tanggung jawab (responsibility) dan berani (courage).
4. Para peserta didik dapat memahami makna soal dan saling mengecek pekerjaannya.
5. Meningkatkan hasil belajar khususnya dalam menyelesaikan soal vocabulary.
6. Peserta didik yang lemah dapat terbantu dalam menyelesaikan masalahnya.

E. Materi Pembelajaran

“Antonym”

Antonym adalah lawan kata.

- Naik x turun : go up x go down
- Pintar x bodoh : smart x stupid
- Tinggi x rendah : high x low
- Laki-laki x perempuan : male x female
- Senang x sedih : happy x sad
- Besar x kecil : big x small
- Kuat x lemah : strong x weak
- Panjang x pendek : long x short
- Rajin x malas : diligent x lazy
- Etc.

F. Metode Pembelajaran

Fly Swatter Game

G. Media dan Sumber pembelajaran

1. Media : alat pukul lalat, Papan tulis, Spidol.
2. Sumber Pembelajaran : -buku “English for Children”
-Buku Paket
- Referensi Lain

H. Langkah-langkah Pembelajaran

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<ul style="list-style-type: none"> ➤ Salam dan tegur sapa. ➤ Cek kehadiran, berdo'a, mengajak perkenalan dan meminta siswa menyiapkan buku pelajaran. ➤ Guru mengecek penguasaan kompetensi yang sudah dipelajari 	10'

	<p>sebelumnya kepada siswa.</p> <ul style="list-style-type: none"> ➤ Guru menyampaikan bahwa strategi pembelajaran yang akan digunakan adalah Fly Swatter Game ➤ Guru menyampaikan kompetensi yang akan dicapai, dan menunjukkan manfaat dalam kehidupan sehari-hari. ➤ Guru menyampaikan garis besar cakupan materi kegiatan yang akan dilakukan. ➤ Guru menyampaikan lingkup penilaian dan teknik penilaian yang akan digunakan. 	
Kegiatan inti	<ul style="list-style-type: none"> ➤ Guru meminta beberapa siswa untuk menyebutkan kosa kata yang mereka ketahui dalam bahasa inggris. ➤ Guru menjelaskan vocabulary ➤ Guru memberikan beberapa contoh kosa kata terkait dengan materi. ➤ Siswa diminta untuk mencatat materi pembelajaran terkait. ➤ Guru siap melatih siswa untuk meningkatkan keterampilan dalam memahami vocabulary melalui penerapan Fly Swatter Game. ➤ Guru memberikan contoh Fly 	65'

	<p>Swatter Game sesuai dengan materi yang diberikan.</p> <ul style="list-style-type: none">➤ Guru memilih dua orang siswa➤ Guru menyuruh dua siswa berdiri di depan kelas dan menghadap teman-teman mereka➤ Dua Siswa tersebut mendengarkan apa yang disampaikan guru dengan hati-hati.➤ mereka menghadap ke papan tulis dan menemukan kata setelah mereka mendengarkan kata yang diucapkan oleh guru.➤ Para siswa memukul kata.➤ Setelah mereka memukul kata, mereka mengejanya di depan teman-teman mereka.➤ Guru tahu pemenangnya dengan mendengarkan suara pemukul lalat pertama.➤ Guru memberikan point atau reward bagi siswa yang paling cepat menemukan dan memukul kata.➤ Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat maupun hadiah terhadap keberhasilan peserta didik.➤ Guru dan siswa memberikan	
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	kesimpulan umum tentang materi vocabulary.	
Kegiatan penutup	<ul style="list-style-type: none"> ➤ Menanyakan manfaat pembelajaran yang baru diselesaikan. ➤ Menanyakan kesulitan dalam melakukan aktivitas belajar ➤ Menyimpulkan hasil pembelajaran. ➤ Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya. 	5'

I. Penilaian

1. Kinerja/Praktik

- Bertanya dan menyebutkan macam-macam Antonym yang disusun dalam bentuk vocabulary.
- Tepat dalam menggunakan struktur umum dan unsur kebahasaan dalam teks tertulis berdasarkan materi yang telah diberikan.

2. Observasi

Tujuan penilaian adalah untuk memberikn feedback. Target penilaian:

- Mengidentifikasi jenis-jenis dalam Antonym secara benar.
- Murid serius dalam kegiatan belajar disetiap tahap pembelajaran.
- Menunjukkan tanggung jawab,peduli, kerja sama, dan damai dalam mengerjakan fungsi komunikasi.

3. Pedoman Penilaian

- Teknik : Tes tertulis / unjuk kerja
- Bentuk : Fly swatter game

Penawar, 15 September 2020

Guru Mata Pelajaran

Mahasiswa

ZAKIAH, S.Pd.

NIP 19771204 200212 2 001

NADIA JUNIARTI

NIM 1610203030

Mengetahui

Kepala MTsN 5 Kerinci

HARRDIAL, S.PdI.M.PdI

NIP 196808121991031018

INSTITUT AGAMA ISLAM NEGERI
KERINCI

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**“Kelas Eksperimen ”**

Sekolah : MTsN 5 Kerinci

Mata Pelajaran : Bahasa Inggris

Kelas : VIII / Ganjil

Sub Materi : Homonyms

Alokasi Waktu : 2 X 40 Menit

Pertemuan : ke-4

A. Kompetensi Inti

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

B. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan intraksional dengan guru dan teman.
3. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa pendek, sederhana, sesuai dengan konteks penggunaannya.

C. Indikator

1. Merespons kalimat Homonym.
2. Mengungkapkan kalimat dalam bentuk Homonym.
3. Memahami kalimat lisan bentuk Homonym.

D. Tujuan pembelajaran

1. Peserta didik dapat meningkatkan keterampilan, pemahaman, dengan kemampuan mengingat vocabulary dari translation dengan struktur teks yang benar sesuai dengan teknik yang akan di terapkan.
 - e. Siswa dapat merespon kata dalam kalimat Homonym dalam berbagai konteks kehidupan sehari-hari.
 - f. Siswa mampu mengungkapkan kata dalam kalimat Homonym dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari.
2. Dominasi guru dalam proses pembelajaran berkurang.
3. Peserta didik dapat dipercaya (truthworthines), rasa hormat dan perhatian (respect), tekun (diligence), tanggung jawab (responsibility) dan berani (courage).
4. Para peserta didik dapat memahami makna soal dan saling mengecek pekerjaannya.
5. Meningkatkan hasil belajar khususnya dalam menyelesaikan soal vocabulary.
6. Peserta didik yang lemah dapat terbantu dalam menyelesaikan masalahnya.

E. Materi Pembelajaran

. “Homonym”

Homonym adalah kata yang mempunyai lafal yang sama, namun arti dan tulisannya berbeda.

- Eye x I : Mata x Saya
- Bolder x boulder : berani x batu besar
- Cell x sell : sel x menjual
- Dear x deer : sayang x rusa
- Caret x carrot : tanda sisipan x wortel
- Die x dye : mati x pewarna
- Ball x bawl : bola x menangis
- Blew x blue : meniup x biru
- By x bye : oleh x ucapan selamat tinggal
- For x four : untuk x empat
- Etc.

F. Metode Pembelajaran

Fly Swatter Game

G. Media dan Sumber pembelajaran

1. Media : alat pukul lalat, Papan tulis, Spidol.
2. Sumber Pembelajaran : -Buku “English for Children”
-Buku Paket
- Referensi Lain

H. Langkah-langkah Pembelajaran

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<ul style="list-style-type: none"> ➤ Salam dan tegur sapa. ➤ Cek kehadiran, berdo'a, mengajak perkenalan dan meminta siswa menyiapkan buku pelajaran. ➤ Guru mengecek penguasaan 	10'

	<p>kompetensi yang sudah dipelajari sebelumnya kepada siswa.</p> <ul style="list-style-type: none"> ➤ Guru menyampaikan bahwa strategi pembelajaran yang akan digunakan adalah Fly Swatter Game ➤ Guru menyampaikan kompetensi yang akan dicapai, dan menunjukkan manfaat dalam kehidupan sehari-hari. ➤ Guru menyampaikan garis besar cakupan materi kegiatan yang akan dilakukan. ➤ Guru menyampaikan lingkup penilaian dan teknik penilaian yang akan digunakan. 	
Kegiatan inti	<ul style="list-style-type: none"> ➤ Guru meminta beberapa siswa untuk menyebutkan kosa kata yang mereka ketahui dalam bahasa Inggris. ➤ Guru menjelaskan vocabulary ➤ Guru memberikan beberapa contoh kosa kata terkait dengan materi. ➤ Siswa diminta untuk mencatat materi pembelajaran terkait. ➤ Guru siap melatih siswa untuk meningkatkan keterampilan dalam memahami vocabulary melalui penerapan Fly Swatter Game. 	65'

	<ul style="list-style-type: none">➤ Guru memberikan contoh Fly Swatter Game sesuai dengan materi yang diberikan.➤ Guru memilih dua orang siswa➤ Guru menyuruh dua siswa berdiri di depan kelas dan menghadap teman-teman mereka➤ Dua Siswa tersebut mendengarkan apa yang disampaikan guru dengan hati-hati.➤ mereka menghadap ke papan tulis dan menemukan kata setelah mereka mendengarkan kata yang diucapkan oleh guru.➤ Para siswa memukul kata.➤ Setelah mereka memukul kata, mereka mengejanya di depan teman-teman mereka.➤ Guru tahu pemenangnya dengan mendengarkan suara pemukul lalat pertama.➤ Guru memberikan point atau reward bagi siswa yang paling cepat menemukan dan memukul kata.➤ Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat maupun hadiah terhadap keberhasilan peserta didik.	
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	<ul style="list-style-type: none"> ➤ Guru dan siswa memberikan kesimpulan umum tentang materi vocabulary. 	
Kegiatan penutup	<ul style="list-style-type: none"> ➤ Menanyakan manfaat pembelajaran yang baru diselesaikan. ➤ Menanyakan kesulitan dalam melakukan aktivitas belajar ➤ Menyimpulkan hasil pembelajaran. ➤ Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya. 	5'

I. Penilaian

1. Kinerja/Praktik

- Bertanya dan menyebutkan macam-macam Homonym yang disusun dalam bentuk vocabulary.
- Tepat dalam menggunakan struktur umum dan unsur kebahasaan dalam teks tertulis berdasarkan materi yang telah diberikan.

2. Observasi

Tujuan penilaian adalah untuk memberikn feedback. Target penilaian:

- Mengidentifikasi jenis-jenis dalam Homonym secara benar.
- Murid serius dalam kegiatan belajar disetiap tahap pembelajaran.
- Menunjukkan tanggung jawab,peduli, kerja sama, dan damai dalam mengerjakan fungsi komunikasi.

3. Pedoman Penilaian

- Teknik : Tes tertulis / unjuk kerja
- Bentuk : Fly swatter game

Penawar, 15 September 2020

Guru Mata Pelajaran

Mahasiswa

ZAKIAH, S.Pd.

NIP 19771204 200212 2 001

NADIA JUNIARTI

NIM 1610203030

Mengetahui

Kepala MTsN 5 Kerinci

HARRDIAL, S.PdI.M.PdI

NIP 196808121991031018

INSTITUT AGAMA ISLAM NEGERI
KERINCI

Appendix 12

Instrument of Pre-Test (Experimental Class and Control Class)

Name :.....

Class :VIII... MTSN 5 Kerinci

Choose the correct answer by crossing (x) a,b,c, or d!

For number 1-10 translate the underlined word into Indonesian!

1. I am a teacher
 - a. Penari
 - b. Pramugari
 - c. Petani
 - d. Guru
2. he work in hospital
 - a. sekolah
 - b. bandara
 - c. Rumah sakit
 - d. Kampus
3. my hobby is swimming
 - a. berenang
 - b. santai
 - c. mancing
 - d. tidur
4. i have 3 pencil
 - a. penghapus
 - b. pensil
 - c. penggaris
 - d. buku
5. my shoes are dirty
 - a. kaos
 - b. celana
 - c. topi
 - d. sepatu
6. they play football
 - a. sepak bola
 - b. bulu tangkis
 - c. Takraw
 - d. Bola voli
7. i buy a new book

- a. pena
b. buku
8. she is a girl
a. lelaki
b. perempuan
9. Apple is my favorite fruit
a. durian
b. pepaya
10. my cat's name is bong-bong
a. kucing
b. kelinci
- c. tas
d. Sepatu
- c. Ibu
d. Pria
- c. anggur
d. Apel
- c. Ayam
d. Ikan

for number 11-17 choose the right synonym for underlined words!

11. He is smart student
a. Stupid
b. Brilliant
12. It's so difficult
a. Hard
b. Simple
13. This cake is very delicious
a. Bitter
b. Acid
14. Superman is very strong
a. Powerful
b. Weak
15. He make me sad
a. Happy
b. Funny
16. He is a fast runner
a. Quick
b. Slow
- c. Lazy
d. Dumb
- c. Easy
d. Sad
- c. Salty
d. Flavorful
- c. coward
d. Brave
- c. unhappy
d. Laugh
- c. Energetic
d. Calm

17. The music is loud

- | | |
|------------|-------------|
| a. Soft | c. Pleasant |
| b. Blaring | d. Catchy |

For number 18-24 choose the right Antonym for the underlined words!

18. The weather is very hot

- | | |
|---------|----------|
| a. Snow | c. Water |
| b. Cold | d. Wind |

19. Tina give me a present

- | | |
|------------|------------|
| a. Show | c. Waste |
| b. Discard | d. Receive |

20. I have big house

- | | |
|----------|----------|
| a. Long | c. Short |
| b. Small | d. High |

21. My house is full of garbage

- | | |
|----------|-----------|
| a. Empty | c. Little |
| b. Small | d. Enough |

22. White is my favorite colour

- | | |
|----------|----------|
| a. Red | c. Grey |
| b. Brown | d. Black |

23. Nina's clothes are very dirty

- | | |
|---------|----------|
| a. Full | c. Clean |
| b. Hard | d. Big |

24. Dena lost in the dark forest

- | | |
|----------|-----------|
| a. Light | b. Cloudy |
| b. Rain | c. Scare |

For number 25-30 choose the right Homonym for the underlined words!

25. He woke up with a foul taste in this mouth

- | | |
|--------|---------|
| a. Put | c. Fowl |
|--------|---------|

- b. Feel
d. Full
26. The priest puts some holy water on the child's head.
a. Happy
c. Wholly
b. Hurry
d. Really
27. I know people's hand writing changes as they get older
a. No
c. Who
b. How
d. Snow
28. Ow! I've got something in my eye
a. By
c. I
b. Day
d. Hay!
29. Keep on the right side of the road.
a. Red
c. Ride
b. Write
d. Bridge
30. He crouched down so he couldn't be seen
a. Since
c. Soon
b. Sink
d. Scene

KEY ANSWERS OF THE TEST ITEMS

1. D
2. C
3. A
4. B
5. D
6. A
7. B
8. B
9. D
10. A
11. B
12. A
13. D
14. A
15. C
16. A
17. A
18. B
19. D
20. B
21. A
22. D
23. C
24. A
25. C
26. C
27. A
28. C
29. B
30. D



Validity instrument Pre-test

NUMBER OF ITEMS	r_{table}	r_{value}	Criteria
1	0,444	0,655	Valid
2	0,444	0,572	Valid
3	0,444	0,561	Valid
4	0,444	0,275	Invalid
5	0,444	-0,058	Invalid
6	0,444	0,054	Invalid
7	0,444	-0,047	Invalid
8	0,444	0,796	Valid
9	0,444	0,650	Valid
10	0,444	0,301	Invalid
11	0,444	0,621	Valid
12	0,444	0,545	Valid
13	0,444	0,666	Valid
14	0,444	-0,149	Invalid
15	0,444	0,516	Valid
16	0,444	0,547	Valid
17	0,444	0,222	Invalid
18	0,444	0,712	Valid
19	0,444	0,781	Valid
20	0,444	0,712	Valid
21	0,444	0,250	Invalid
22	0,444	-0,139	Invalid
23	0,444	0,656	Valid
24	0,444	0,545	Valid
25	0,444	0,603	Valid
26	0,444	0,701	Valid
27	0,444	0,562	Valid
28	0,444	0,869	Valid
29	0,444	0,499	Valid
30	0,444	0,165	Invalid

Appendix 14

RELIABILITY OF THE INSTRUMENT (PRE-TEST)

Case Processing Summary

		N	%
Cases	Valid	20	100,0
	Excluded ^a	0	,0
	Total	20	100,0

a. Listwise deletion based on all variables in the procedure.

Item-Total Statistics

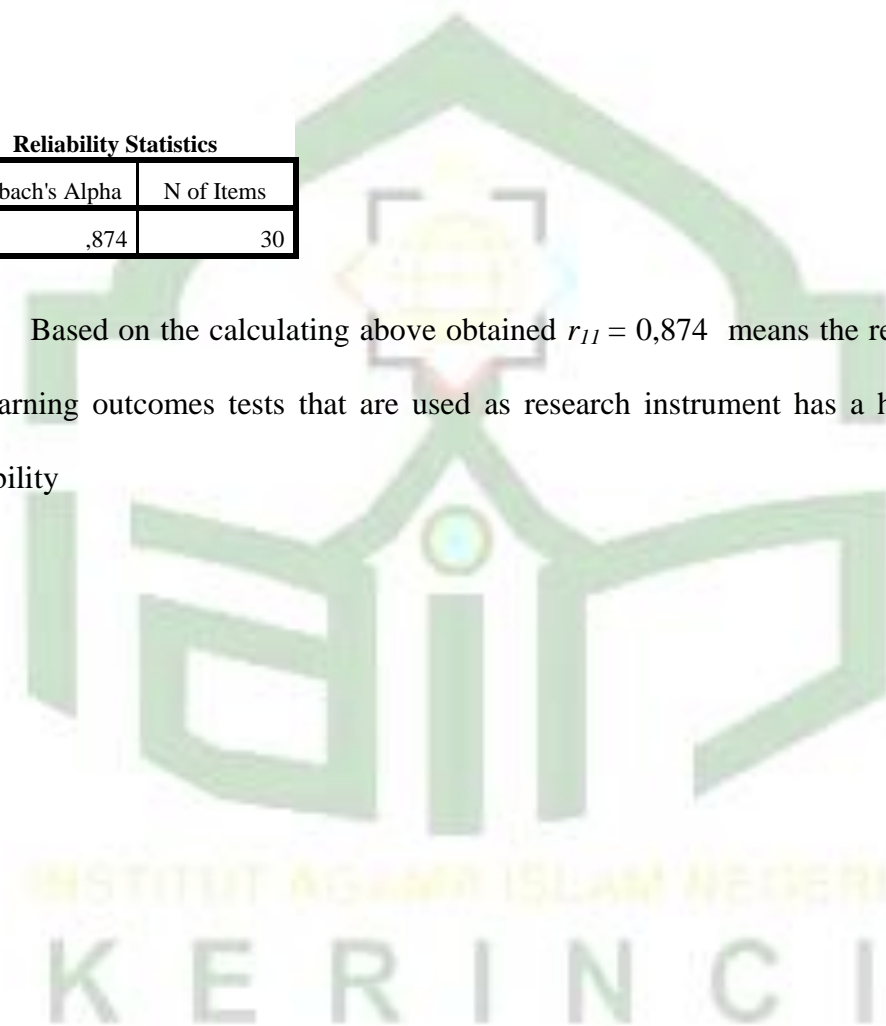
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
IPR01	16,1500	40,450	,614	,865
IPR02	16,1000	41,147	,526	,868
IPR03	16,2000	40,905	,511	,868
IPR04	16,0500	43,103	,199	,875
IPR05	16,5000	45,000	-,136	,883
IPR06	16,1000	44,305	-,027	,880
IPR07	16,5500	44,787	-,105	,882
IPR08	16,3000	39,168	,769	,861
IPR09	16,4000	40,147	,609	,865
IPR10	16,1500	42,766	,221	,875
IPR11	16,1500	40,661	,578	,866
IPR12	16,0500	41,524	,502	,868
IPR13	16,4000	40,042	,626	,865
IPR14	16,5500	45,524	-,221	,884
IPR15	16,3000	41,063	,462	,869
IPR16	16,3000	40,853	,495	,868
IPR17	15,9500	43,629	,153	,875
IPR18	16,3500	39,713	,676	,863
IPR19	16,3000	39,274	,752	,861
IPR20	16,3500	39,713	,676	,863
IPR21	16,1500	43,082	,169	,876
IPR22	16,3500	45,608	-,220	,886
IPR23	16,3000	40,116	,614	,865

IPR24	16,2000	41,011	,494	,868
IPR25	16,4000	40,463	,558	,866
IPR26	16,2500	39,882	,663	,864
IPR27	16,4500	40,787	,515	,868
IPR28	16,2000	38,905	,852	,859
IPR29	16,4500	41,208	,447	,869
IPR30	16,7000	43,695	,106	,876

Reliability Statistics

Cronbach's Alpha	N of Items
,874	30

Based on the calculating above obtained $r_{11} = 0,874$ means the reliability of learning outcomes tests that are used as research instrument has a high test reliability



Appendix 15

Instrument of Post-Test

(Experimental Class and Control Class)

Name :

Class : VIII... MTSN 5 Kerinci

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

For number 1-10 translate the underlined word into Indonesian!

1. Boni joined the tennis competition
 - a. Panahan
 - b. Tenis
 - c. Senam
 - d. Takraw
2. My dream is to become a directore
 - a. Direktur
 - b. Pelukis
 - c. Pelaut
 - d. Hakim
3. Marker ink is used up
 - a. Spidol
 - b. Kitab
 - c. Buku
 - d. Tinta
4. Very sweet orange fruit
 - a. Leci
 - b. Pir
 - c. Ceri
 - d. Jeruk
5. Reni's belt is broken
 - a. Topi
 - b. Celana
 - c. Ikat pingganng
 - d. Kaos
6. My grandmother raised many sheep
 - a. Sapi
 - b. Kerbau
 - c. Domba
 - d. Ayam
7. My uncle is a police officer

- a. Pilot
b. Dosen
- c. Seniman
d. Polisi
8. Our group won the marathon race
a. Senam
b. Lari maraton
c. Dangsa
d. Menembak
9. The blackboard is in the classroom
a. Meja
b. Kursi
c. papan tulis
d. Krayon
10. Tiger teeth are very sharp
a. Singa
b. Kucing
c. Jerapah
d. Harimau

for number 11-17 choose the right synonym for underlined words!

11. Do you think i am stupid?
a. Dumb
b. Intelligent
c. Brilliant
d. Fast
12. This toy is inexpensive
a. Cheap
b. Overpriced
c. Expensive
d. Good
13. I require three big boxes
a. Need
b. Threw
c. Found
d. Got
14. My girlfriend is very pretty
a. Ugly
b. Strange
c. Beautiful
d. Stupid
15. She is so terrible in writting
a. Good
b. Awful
c. Great
d. Bad
16. My father always comes on time
a. Sees
b. Arrives
c. Does
d. Stop

17. She requires a pen
- | | |
|----------|----------|
| a. Needs | c. takes |
| b. Has | d. Not |

For number 18-24 choose the right Antonym for the underlined words!

18. He is tall
- | | |
|----------|---------|
| a. Short | c. Huge |
| b. Big | d. Long |
19. She is foolish
- | | |
|-----------|------------|
| a. Dumb | c. Idiotic |
| b. Brainy | d. Wise |
20. This house is magnificent
- | | |
|-----------------|-------------|
| a. Unimpressive | c. Big |
| b. Small | d. Gigantic |
21. Why you are being so arrogant?
- | | |
|-----------|------------|
| a. Snooty | c. Humble |
| b. Stupid | d. Cunning |
22. This restaurant is very popular
- | | |
|-------------|--------------|
| a. Infamous | c. Unpopular |
| b. Dirty | d. Crowded |
23. I do not want to live in this filthy colony
- | | |
|----------|-----------|
| a. Nice | c. Clean |
| b. Dirty | d. Pretty |
24. It is hot outside
- | | |
|------------|---------|
| a. Inside | c. On |
| b. Between | d. Down |

For number 25-30 choose the right Homonym for the underlined words!

25. Just the three of you going to be holding the forth tonight
- | | |
|-----------|--------|
| a. Fought | c. For |
|-----------|--------|

- b. Four
d. Fourth
26. Richard's jokes make you groan rather than lough.
a. Run
c. Grown
b. Round
d. Brown
27. We showed them some of our photos
a. Or
c. Hour
b. Poor
d. Snore
28. A love of nature links the two people
a. Ring
c. Thing
b. Spring
d. Lynx
29. He found a mountain of mail waiting for him
a. Mill
c. feel
b. Male
d. Milk
30. She is still weak after her illness.
a. Wield
c. Wipe
b. Weep
d. Week

KEY ANSWERS OF POST TEST

1. A
2. A
3. A
4. D
5. C
6. C
7. D
8. B
9. C
10. D
11. A
12. A
13. A
14. C
15. B
16. B
17. A
18. A
19. B
20. A
21. C
22. C
23. C
24. A
25. A
26. C
27. C
28. D
29. B
30. D



Validity of The Instrument (Post-Test)

NUMBER OF ITEMS	r_{table}	r_{value}	Criteria
1	0,444	0,771	Valid
2	0,444	0,453	Valid
3	0,444	0,671	Valid
4	0,444	0,061	Invalid
5	0,444	0,517	Valid
6	0,444	0,712	Valid
7	0,444	0,645	Valid
8	0,444	-0,159	Invalid
9	0,444	0,409	Invalid
10	0,444	0,645	Valid
11	0,444	0,632	Valid
12	0,444	0,886	Valid
13	0,444	0,196	Invalid
14	0,444	0,671	Valid
15	0,444	0,776	Valid
16	0,444	0,746	Valid
17	0,444	-0,043	Invalid
18	0,444	0,312	Invalid
19	0,444	0,301	Invalid
20	0,444	0,886	Valid
21	0,444	0,771	Valid
22	0,444	0,743	Valid
23	0,444	0,809	Valid
24	0,444	0,876	Valid
25	0,444	0,850	Valid
26	0,444	0,223	Invalid
27	0,444	0,750	Valid
28	0,444	0,773	Valid
29	0,444	0,060	Invalid
30	0,444	0,386	Invalid

Appendix 17

Reliability of The Instrument (Post-Test)

Case Processing Summary

		N	%
Cases	Valid	20	100,0
	Excluded ^a	0	,0
	Total	20	100,0

a. Listwise deletion based on all variables in the procedure.

Item-Total Statistics

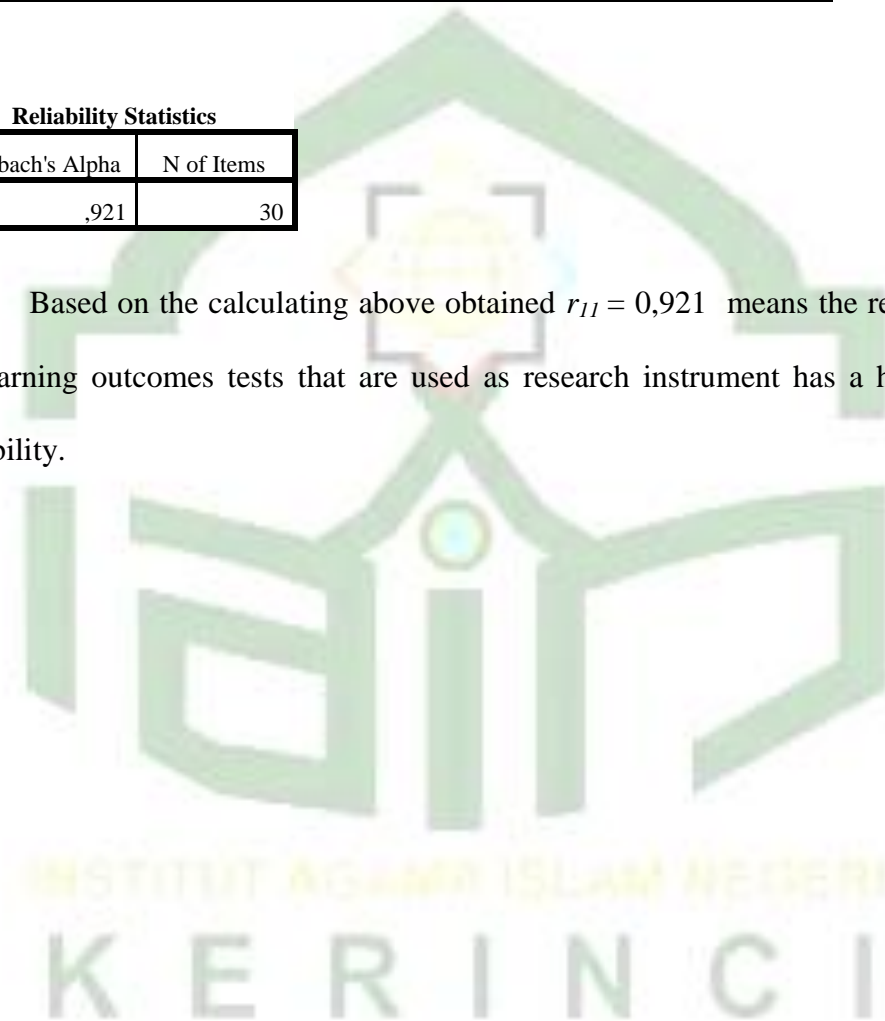
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
IPO01	16,6000	60,042	,741	,915
IPO02	16,3500	63,187	,399	,920
IPO03	16,5000	60,895	,644	,916
IPO04	16,7500	65,987	-,003	,925
IPO05	16,4500	62,261	,479	,919
IPO06	16,5500	60,576	,675	,916
IPO07	16,5000	61,105	,616	,917
IPO08	16,7000	67,800	-,224	,928
IPO09	16,5500	63,103	,350	,920
IPO10	16,5000	61,211	,602	,917
IPO11	16,5000	61,211	,602	,917
IPO12	16,4500	59,418	,867	,913
IPO13	16,4000	64,884	,145	,923
IPO14	16,5000	60,895	,644	,916
IPO15	16,6500	60,029	,747	,915
IPO16	16,6000	60,253	,714	,915
IPO17	16,6500	66,766	-,099	,927
IPO18	16,5000	63,842	,262	,922
IPO19	16,3000	64,326	,259	,921
IPO20	16,4500	59,418	,867	,913
IPO21	16,6000	60,042	,741	,915
IPO22	16,4000	60,779	,709	,915

IPO23	16,6000	59,726	,783	,914
IPO24	16,5500	59,208	,857	,913
IPO25	16,5000	59,526	,828	,913
IPO26	16,4000	64,674	,173	,923
IPO27	16,5500	60,261	,717	,915
IPO28	16,5000	60,158	,743	,915
IPO29	16,9000	65,989	,006	,924
IPO30	16,4500	63,313	,340	,920

Reliability Statistics

Cronbach's Alpha	N of Items
,921	30

Based on the calculating above obtained $r_{11} = 0,921$ means the reliability of learning outcomes tests that are used as research instrument has a high test reliability.



Appendix 18

Scoring Test Multiple Choice For Pre-Test (Control Class)

No	Name Identity	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	Score
1	A	0	1	0	1	0	1	0	1	0	0	0	1	0	1	1	0	0	1	0	0	8	40
2	B	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	16	80
3	C	0	0	0	1	0	0	1	0	1	1	1	0	1	1	1	0	1	0	1	0	10	50
4	D	1	1	0	1	1	0	1	1	1	1	1	1	1	0	1	1	1	0	1	1	16	80
5	E	1	0	1	0	1	0	0	0	1	0	0	1	0	0	0	1	1	1	0	1	9	45
6	F	1	0	1	1	1	0	0	1	1	1	0	1	1	1	0	1	1	1	1	1	15	75
7	G	1	1	0	1	1	0	1	0	1	0	1	0	1	0	0	0	1	0	1	1	11	55
8	H	1	1	0	1	0	1	0	0	1	1	0	0	1	0	0	0	0	1	1	0	9	45
9	I	0	1	1	1	0	0	1	1	1	0	1	1	0	1	1	0	0	1	1	0	12	60
10	J	0	0	1	0	1	1	0	1	1	0	0	1	1	1	0	1	1	0	1	0	11	55
11	K	0	1	0	1	0	1	0	1	0	1	1	0	1	0	1	1	0	0	1	0	10	50
12	L	1	0	1	0	1	1	1	0	0	1	0	1	0	1	1	1	0	1	1	1	13	65
13	M	0	0	1	0	0	1	0	1	1	1	0	1	1	1	1	0	1	1	1	0	12	60
14	N	0	1	0	0	1	1	0	1	0	1	0	1	0	0	0	1	1	0	0	0	8	40
15	U	1	1	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	14	70
16	P	0	1	0	1	0	0	1	1	0	1	1	1	1	0	1	1	0	1	1	1	13	65
17	Q	1	1	0	1	1	1	0	0	1	0	1	0	1	1	0	0	0	1	1	0	11	55
18	R	1	0	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	0	1	1	15	75
19	S	0	0	1	0	0	0	1	0	1	0	1	1	1	0	1	1	0	1	1	1	11	55
20	T	0	0	1	0	1	0	0	0	1	1	1	0	1	1	1	1	0	1	1	1	12	60
																							1180
																							59

Appendix 19

Scoring Test Multiple Choice For Post-Test (Control Class)

No	Name Identity	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	Score
1	A	0	1	1	0	1	1	1	0	1	1	1	1	1	1	0	1	0	1	1	1	15	75
2	B	1	1	1	1	0	1	1	0	1	0	1	1	0	0	1	1	1	1	1	0	14	70
3	C	0	1	0	1	0	1	0	1	0	0	1	0	1	0	1	0	1	0	0	1	9	45
4	D	1	1	1	1	0	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	16	80
5	E	0	1	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	14	70
6	F	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	16	80
7	G	1	1	0	0	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	15	75
8	H	1	0	1	1	1	0	0	0	1	0	0	1	0	0	0	1	1	0	1	1	10	50
9	I	0	0	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	0	0	1	13	65
10	J	0	0	0	1	0	0	1	0	0	1	0	1	1	0	1	0	1	0	1	1	9	45
11	K	1	0	1	0	1	0	1	1	1	1	1	0	1	0	1	0	1	0	1	0	12	60
12	L	0	1	1	0	1	0	1	1	1	0	1	0	1	0	0	0	1	0	1	1	11	55
13	M	0	1	0	1	1	1	0	0	1	1	1	0	1	0	1	1	0	1	0	1	12	60
14	N	1	0	0	1	0	1	0	1	1	1	1	1	0	1	0	1	0	0	0	0	10	50
15	O	1	1	1	0	0	1	1	1	1	1	1	0	1	1	0	1	0	0	1	0	13	65
16	P	0	1	0	1	1	0	1	1	0	1	0	0	1	0	1	1	0	1	1	1	12	60
17	Q	1	1	1	0	0	1	0	0	0	1	1	0	1	1	1	1	0	1	0	1	12	60
18	R	1	1	1	0	1	0	1	0	1	0	0	1	1	1	1	0	1	1	0	1	13	65
19	S	1	0	1	0	1	1	1	1	0	1	1	1	0	0	0	1	0	0	1	0	11	55
20	T	0	1	1	1	0	1	1	0	1	0	0	1	1	1	1	1	0	1	0	1	13	65
																						1250	
																						62,5	

Appendix 20

Scoring Test Multiple Choice For Pre-Test (Experiment Class)

No	Name Identity	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	Score
1	A	1	1	0	0	1	0	0	1	0	1	0	0	1	1	0	0	0	1	0	0	8	40
2	B	0	1	1	1	1	0	0	1	1	1	0	1	1	0	1	0	1	0	0	1	12	60
3	C	0	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	16	80
4	D	1	1	0	1	1	0	1	1	1	0	1	1	0	1	0	1	0	1	0	1	13	65
5	E	1	1	0	0	0	1	0	0	1	0	1	0	0	0	1	1	0	1	0	0	8	40
6	F	1	1	1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	1	1	0	16	80
7	G	1	1	0	1	1	1	0	1	1	0	1	0	0	1	0	1	0	1	0	1	12	60
8	H	0	0	0	0	1	1	0	1	1	0	1	0	1	0	0	1	1	0	1	1	10	50
9	I	1	1	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	13	65
10	J	0	0	0	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	15	75
11	K	0	1	1	0	1	0	1	0	1	0	0	1	0	1	0	0	1	0	1	0	9	45
12	L	1	0	1	0	1	0	1	1	0	1	0	1	0	1	1	1	0	1	1	1	13	65
13	M	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	12	60
14	N	0	1	1	1	0	1	0	1	0	0	0	1	1	1	1	0	0	1	0	0	10	50
15	O	0	0	0	1	1	1	0	1	1	0	1	0	1	1	0	0	1	1	0	1	11	55
16	P	0	1	1	1	0	1	0	1	1	0	0	1	0	0	1	1	1	1	1	0	12	60
17	Q	1	0	1	1	1	1	1	1	0	0	1	1	1	0	0	0	0	1	0	0	11	55
18	R	1	0	1	1	0	1	1	1	1	1	1	0	0	1	0	1	0	1	1	1	14	70
19	S	0	1	1	1	0	0	1	1	0	1	1	1	0	1	0	1	1	1	0	1	13	65
20	T	0	1	0	1	0	1	1	1	0	0	1	0	0	1	1	0	1	1	0	1	11	55
																						1195	
																						59,8	

Appendix 21

Scoring Test Multiple Choice For Post-Test (Experiment Class)

No	Name Identity	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	Score
1	A	1	0	1	0	1	0	0	1	0	0	1	0	1	0	0	1	1	1	0	1	10	50
2	B	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	0	1	16	80
3	C	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	18	85
4	D	1	1	1	0	1	1	0	1	1	1	1	0	1	1	0	0	1	1	1	0	14	70
5	E	0	0	1	1	0	1	0	1	0	1	1	0	1	1	0	0	1	0	0	1	10	50
6	F	1	1	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	17	85
7	G	0	1	0	0	1	1	0	1	0	1	1	0	1	0	0	1	1	1	1	1	12	60
8	H	1	1	1	1	0	1	1	0	1	0	1	0	1	1	0	1	0	0	0	0	11	55
9	I	0	0	0	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	14	70
10	J	1	0	1	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	16	80
11	K	0	1	0	1	0	1	1	0	1	0	1	1	0	1	0	1	1	0	1	1	12	60
12	L	0	0	0	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	15	75
13	M	1	1	1	1	0	1	1	1	0	1	0	1	0	1	0	1	1	0	1	0	13	65
14	N	1	1	1	0	1	1	0	1	1	1	1	0	1	1	1	0	0	0	1	0	13	65
15	O	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	16	80
16	P	0	1	0	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	15	75
17	Q	1	0	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	1	1	16	80
18	R	1	1	0	0	1	1	0	1	0	1	1	1	1	1	1	1	0	0	1	0	13	65
19	S	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18	90
20	T	1	1	0	1	0	1	1	1	0	1	1	0	1	0	1	0	1	1	0	1	13	65
																						1405	
																						70,3	

Appendix 22

Normality of The Data

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Pre Test Result of Experiment	20	100,0%	0	0,0%	20	100,0%
Post Test Result of Experiment	20	100,0%	0	0,0%	20	100,0%
Pre Test Result of Control	20	100,0%	0	0,0%	20	100,0%
Post Test Result of Control	20	100,0%	0	0,0%	20	100,0%

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre Test Result of Experiment	,124	20	,200*	,960	20	,553
Post Test Result of Experiment	,147	20	,200*	,955	20	,456
Pre Test Result of Control	,126	20	,200*	,950	20	,364
Post Test Result of Control	,107	20	,200*	,957	20	,495

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Descriptives

		Statistic	Std. Error
Pre Test Result of Experiment	Mean	59,75	2,577
	95% Confidence Interval for Mean	Lower Bound	54,36
		Upper Bound	65,14
	5% Trimmed Mean	59,72	
	Median	60,00	
	Variance	132,829	
	Std. Deviation	11,525	
	Minimum	40	
	Maximum	80	
	Range	40	
	Interquartile Range	14	
	Skewness	,039	,512

	Kurtosis		-,363	,992
Post Test Result of Experiment	Mean		70,25	2,628
	95% Confidence Interval for Mean	Lower Bound	64,75	
		Upper Bound	75,75	
	5% Trimmed Mean		70,28	
	Median		70,00	
	Variance		138,092	
	Std. Deviation		11,751	
	Minimum		50	
	Maximum		90	
	Range		40	
	Interquartile Range		19	
	Skewness		-,175	,512
	Kurtosis		-,889	,992
	Pre Test Result of Control	Mean		59,00
95% Confidence Interval for Mean		Lower Bound	53,19	
		Upper Bound	64,81	
5% Trimmed Mean			58,89	
Median			57,50	
Variance			154,211	
Std. Deviation			12,418	
Minimum			40	
Maximum			80	
Range			40	
Interquartile Range			19	
Skewness			,231	,512
Kurtosis			-,839	,992
Post Test Result of Control		Mean		62,50
	95% Confidence Interval for Mean	Lower Bound	57,55	
		Upper Bound	67,45	
	5% Trimmed Mean		62,50	
	Median		62,50	
	Variance		111,842	
	Std. Deviation		10,576	
	Minimum		45	
	Maximum		80	
	Range		35	

Interquartile Range	15	
Skewness	,000	,512
Kurtosis	-,734	,992



Appendix 23

Homogeneity Variants Testing

Test of Homogeneity of Variances

Score Result

Levene Statistic	df1	df2	Sig.
,246	3	76	,864

ANOVA

Score Result

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1586,250	3	528,750	3,939	,011
Within Groups	10202,500	76	134,243		
Total	11788,750	79			



Appendix 24

Hyphothesis Testing

Group Statistics

	Experiment Class	N	Mean	Std. Deviation	Std. Error Mean
Experiment Score	Pre Test of Experiment Class	20	59,75	11,525	2,577
	Post Test Of Experiment Class	20	70,25	11,751	2,628

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Experiment Score	Equal variances assumed	0,214	0,646	2,853	38	0,007	-10,5	3,68	17,951	-3,049
	Equal variances not assumed			2,853	37,99	0,007	-10,5	3,68	17,951	-3,049



Appendix 25

Effect size (Cohen's d)

$$d = \frac{\bar{X}_t - \bar{X}_c}{S_{pooled}}$$

$$= \frac{70,2 - 62}{10,3445638}$$

$$= 0,79268688$$

With:

$$S_{pooled} = \frac{\sqrt{(nt-1)St^2 + (nc-1)Sc^2}}{nt+nc}$$

$$= \frac{\sqrt{(20-1)107,01 + (20-1)97,2}}{20+20}$$

$$= \frac{\sqrt{2033,19 + 1846,8}}{40}$$

$$= \frac{\sqrt{3879,99}}{40} = \sqrt{96,99975} = 9,84884511$$

(the effect size is **Medium**)

DOCUMENTATIONS

CONTROL CLASS



EXPERIMENT CLASS





Instrument of Pre-Test
(Experimental Class and Control Class)

Name :.....

Class :VIII... MTSN 5 Kerinci

Choose the correct answer by crossing (x) a,b,c, or d!

For number 1-5 translate the underlined word into Indonesian!

1. I am a teacher.

a. Penari	c. Petani
b. Pramugari	d. Guru
2. he work in hospital.

a. sekolah	c. Rumah sakit
b. bandara	d. Kampus
3. my hobby is swimming

a. berenang	c. mancing
b. santai	d. tidur
4. i have 3 pencil

a. penghapus	c. penggaris
b. pensil	d. buku
5. my shoes are dirty

a. kaos	c. topi
b. celana	d. sepatu

for number 6-10 choose the right synonym for underlined words!

6. He is smart student

a. Stupid	c. Lazy
b. Brilliant	d. Dumb

7. It's so difficult
- | | |
|-----------|---------|
| a. Hard | c. Easy |
| b. Simple | d. Sad |
8. This cake is very delicious
- | | |
|-----------|--------------|
| a. Bitter | c. Salty |
| b. Acid | d. Flavorful |
9. Superman is very strong
- | | |
|-------------|-----------|
| a. Powerful | c. coward |
| b. Weak | d. Brave |
10. He make me sad
- | | |
|----------|------------|
| a. Happy | c. unhappy |
| b. Funny | d. Laugh |

For number 11-15 choose the right Antonym for the underlined words!

11. The weather is very hot
- | | |
|---------|----------|
| a. Snow | c. Water |
| b. Cold | d. Wind |
12. Tina give me a present
- | | |
|------------|------------|
| a. Show | c. Waste |
| b. Discard | d. Receive |
13. I have big house
- | | |
|----------|----------|
| a. Long | c. Short |
| b. Small | d. High |
14. My house is full of garbage
- | | |
|----------|-----------|
| a. Empty | c. Little |
| b. Small | d. Enough |
15. White is my favorite colour
- | | |
|----------|----------|
| a. Red | c. Grey |
| b. Brown | d. Black |

For number 16-20 choose the right Homonym for the underlined words!

16. He woke up with a foul taste in this mouth
- a. Put
 - b. Feel
 - c. Fowl
 - d. Full
17. The priest puts some holy water on the child's head.
- a. Happy
 - b. Hurry
 - c. Wholly
 - d. Really
18. I know people's hand writing changes as they get older
- a. No
 - b. How
 - c. Who
 - d. Snow
19. Ow! I've got something in my eye
- a. By
 - b. Day
 - c. I
 - d. Hay!
20. Keep on the right side of the road.
- a. Red
 - b. Write
 - c. Ride
 - d. Bridge

Instrument of Post-Test
(Experimental Class and Control Class)

Name :.....

Class :VIII... MTSN 5 Kerinci

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

For number 1-5 translate the underlined word into indonesian!

1. My dream is to become a directore
 - a. Direktur
 - b. Pelukis
 - c. Pelaut
 - d. Hakim
2. Very sweet orange fruit
 - a. Leci
 - b. Pir
 - c. Ceri
 - d. Jeruk
3. My uncle is a police officer
 - a. Pilot
 - b. Dosen
 - c. Seniman
 - d. Polisi
4. Our group won the marathon race
 - a. Senam
 - b. Lari maraton
 - c. Dangsa
 - d. Menembak
5. The blackboard is in the classroom
 - a. Meja
 - b. Kursi
 - c. papan tulis
 - d. Krayon

for number 6-10 choose the right synonym for underlined words!

6. Do you think i am stupid?
 - a. Dumb
 - b. Intelligent
 - c. Brilliant
 - d. Fast
7. This toy is inexpensive

- c. Cheap
- d. Overpriced
- c. Expensive
- d. Good

8. My girlfriend is very pretty

- a. Ugly
- b. Strange
- c. Beautiful
- d. Stupid

9. She is so terrible in writing

- a. Good
- b. Awful
- c. Great
- d. Bad

10. My father always comes on time

- a. Sees
- b. Arrives
- c. Does
- d. Stop

For number 11-15 choose the right Antonym for the underlined words!

11. She is foolish

- a. Dumb
- b. Brainy
- c. Idiotic
- d. Wise

12. Why you are being so arrogant?

- a. Snooty
- b. Stupid
- c. Humble
- d. Cunning

13. This restaurant is very popular

- a. Infamous
- b. Dirty
- c. Unpopular
- d. Crowded

14. I do not want to live in this filthy colony

- a. Nice
- b. Dirty
- c. Clean
- d. Pretty

15. It is hot outside

- a. Inside
- b. Between
- c. On
- d. Down

For number 16-20 choose the right Homonym for the underlined words!

16. Richard's jokes make you groan rather than lough.

- a. Run
- b. Round
- c. Grown
- d. Brown

17. We showed them some of our photos

- a. Or
- b. Poor
- c. Hour
- d. Snore

18. A love of nature links the two people

- a. Ring
- b. Spring
- c. Thing
- d. Lynx

19. He found a mountain of mail waiting for him

- a. Mill
- b. Male
- c. feel
- d. Milk

20. She is still weak after her illness.

- a. Wield
- b. Weep
- c. Wipe
- d. Week



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Alamat : Jalan Kapten Muradi Sungai Penuh Telp. 0748 – 21065 Faks : 0748 – 22114
 KodePos : 37112. Website: www.stainkerinci.ac.id e-mail : info@stainkerinci.ac.id

SURAT KEPUTUSAN
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
 Nomor : 101 Tahun 2019

T E N T A N G
PENETAPAN DOSEN PEMBIMBING SKRIPSI
MAHASISWA IAIN KERINCI
TAHUN 2018/2019

- Menimbang** : 1. Bahwa untuk memperlancar mahasiswa menyusun skripsi, mahasiswa program S.1 IAIN Kerinci, maka dirasa perlu menetapkan dosen menjadi pembimbing skripsi mahasiswa.
 2. Bahwa dosen yang namanya tersebut dalam Surat Keputusan ini dipandang cakap dan mampu melaksanakan tugas tersebut.
- Mengingat** : 1. Keputusan Menteri Agama Nomor 12 Tahun 2017 tentang Statuta IAIN Kerinci
 2. Peraturan Menteri Agama Nomor 48 Tahun 2016 tentang Organisasi dan Tata Kerja IAIN Kerinci
 3. Buku Pedoman Penulisan Skripsi Mahasiswa IAIN Kerinci Tahun 2017
- Memperhatikan** : 1. Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan tentang Pengangkatan Pembimbing I dan II dalam Penulisan Skripsi mahasiswa IAIN Kerinci
 2. Usul Ketua Jurusan Tadris Bahasa Inggris Nomor.In.31/J5.1/PP.00.9/0.46/2019 Tanggal, 19-Jun-19

M E M U T U S K A N

- Menetapkan** :
PERTAMA : Menunjuk dan mengugaskan kepada :
- | | |
|------------------------------|-----------------------|
| 1. Nama : Rodi Hartono, M.Pd | Sebagai Pembimbing I |
| 2. Nama : Musdzilal, M.Pd | Sebagai Pembimbing II |

Untuk membimbing mahasiswa penyusun skripsi/Tugas Akhir :

Nama : Nacia Junardi
 NIM : 1610203030
 Jurusan : Tadris Bahasa Inggris
 Judul Skripsi : **IMPROVING STUDENTS' VOCABULARY MASTERY BY USING FLY SWATTER GAME AT THE TENTH GRADE OF MAN 1 KERINCI**

KEDUA : Keputusan ini mulai berlaku sejak tanggal ditetapkan.



DITETAPKAN DI : SUNGAI PENUH
 PADA TANGGAL : 20-Jun-19

DUDDIN, M.Pd

Tembusan :

1. Dekan Fakultas Tarbiyah dan Ilmu Keguruan
2. Ketua Jurusan
3. Dosen Pembimbing
4. Pertinggal



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 JURUSAN TADRIS BAHASA INGGRIS
 Jln. Kapten Muradi Sungai Penuh Telp. (0748) 22114
 Kode Pos. 37112 Web : www.iain.kerinci.ac.id Email: info@iainkerinci.ac.id

BERITA ACARA SEMINAR PROPOSAL THESIS

Pada hari ini ..Kamis..... Tanggal ..30... Bulan ..01.... Tahun ..2020.....telah dilaksanakan seminar proposal:

Nama : Nadia Juniarti.....
 NIM : 1610203030.....
 Jurusan : Tadris Bahasa Inggris
 Judul Proposal : The Effect of Using fly Swatter
 Game toward Students' vocabulary
 mastery at the Eighth Grade of
 MTsN S Kerinci.....
 Tim Penguji :

NO	NAMA	JABATAN	TANDA TANGAN
1	Eliza Trimadana, S.S., M.Pd	PENGUJI I	1.
2	Herayati, M.pd	PENGUJI II	2.
3	Rodi Hartono, M. Pd	PENGUJI III	3.
4	Musdzal, M. Pd	PENGUJI IV	4.

Berdasarkan nilai dari Penguji dan rapat tim penguji, maka saudara yang namanya diatas dinyatakan : **Lulus dengan perbaikan/Lulus tanpa perbaikan/tidak lulus***).

Untuk itu kepada saudara diharapkan dapat berkonsultasi kepada pihak terkait untuk menyempurnakan proposal dan segala sesuatu yang berkenaan dengan ujian ini.

Sungai Penuh, ...30 - 01 -2020

Ketua

ELIZA TRIMADANA, S.S., M.Pd.
 NIP.












**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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JURUSAN TADRIS BAHASA INGGRIS**

Jl. Kapten Muradi Sungai Penuh, Telp. (0748) 21065, Fax: (0748) 22114, Email: info@iainkerinci.ac.id

DAFTAR HADIR SEMINAR PROPOSAL

Hari : Kamis
Tanggal : 30 JANUARI 2020
Jam : 08.00 sd Selesai
Tempat : Labor Bahasa Kampus 1

NO	NAMA MAHASISWA	JUDUL PROPOSAL	TANDA TANGAN
1.	NURUL AINI	NEED ANALYSIS OF ENGLISH FOR MULTIMEDIA DEPARTMENT STUDENT OF VOCATIONAL HIGH SCHOOL (A STUDY AT SMKN 3 KOTA SUNGAI PENUH)	
2.	EMI DELDA JATI	THE CORRELATION AMONG THE STUDENTS' MASTERY OF ACTIVE AND PASSIVE VOCABULARY IN THEIR ABILITY IN WRITING AT SIXTH SEMESTER OF ENGLISH DEPARTMENT OF IAIN KERINCI ACADEMIC YEAR 2019 / 2020	
3.	REZA ADRIANA PUTRI	THE EFFECT OF USING KWL STRATEGY TOWARD STUDENTS READING COMPREHENSION OF NARRATIVE TEXT AT THE EIGHT GRADE OF MTs NEGERI 7 KERINCI	
4.	DIAH RESTI WAHYUNI	IMPROVING STUDENTS WRITING SKILL OF RECOUNT TEXT THROUGH ARIAS (ASSURANCE, RELEVANCE, INTEREST, ASSESSMENT, AND SATISFACTION) TEACHING MODEL AT SMA 4 SUNGAI PENUH	
5.	TESSY APRIADI	THE CORRELATION BETWEEN STUDENT READING ATTITUDE AND THEIR ABILITY IN READING COMPREHENSION OF NARRATIVE TEXT AT THE EIGHT GRADE OF MTs NEGERI 7 KERINCI	

6.	ROKI JUANDA	The contribution of giving reward toward student's motivation and interest in using english at Mahad Al-Jamiah IAIN Kerinci.	
7.	NADIA JUNIARTI	THE EFFECT OF USING FLY SWATTER GAME TOWARD STUDENTS' VOCABULARY MASTERY AT THE EIGHTH GRADE OF MTsM 5 KERINCI.	
8.	ARIS FADILLAH	CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY AND THEIR ABILITY IN READING COMPREHENSION OF NARRATIVE TEXT AT THE EIGHTH GRADE OF SMPN 20 KERINCI	
9.	YENI WILDAYANTI	THE CORRELATION BETWEEN STUDENT'S VOCABULARY MASTERY AND THEIR ABILITY IN WRITING OF RECOUNT PARAGRAPH AT THE EIGHTH GRADE OF SMP N 27 KERINCI	



RODI HARTONO, S.Pd., M.Pd
NIP. 19730122 200003 1 002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jl. Kapten Muradi Kec. Pesisir Bukit Sungai Penuh Telp. (0748) 21065 Fax. (0748) 22114
 Kode Pos. 37112 Web: www.iainkerinci.ac.id Email: info@iainkerinci.ac.id

Nomor : In.31/D.1.1/PP.00.9/ 546/2020 24 Agustus 2020
 Lampiran : -
 Perihal : **Mohon Izin Penelitian**

Kepada
 Yth Kepala MTs Negeri 5 Kerinci
 Di
 Tempat

Assalamualaikum w.w,

Dalam rangka menyelesaikan tugas akhir program sarjana (S1) maka setiap mahasiswa diwajibkan menyusun skripsi sehubungan dengan hal tersebut kami mengharapkan dengan hormat atas kesediaan Bapak/Ibu untuk memberikan izin kepada mahasiswa berikut ini:

Nama : **Nadia Juniarti**
 NIM : 1610203030
 Jurusan : Tadris Bahasa Inggris
 Fakultas : Tarbiyah Dan Ilmu Keguruan

Untuk melakukan penelitian di instansi/lembaga Bapak/Ibu, dengan judul skripsi:
THE EFFECT OF USING FLY SWATTER GAME TOWARD STUDENTS' VOCABULARY MASTERY AT THE EIGHT GRADE OF MTsN 5 KERINCI. Waktu penelitian yang diberikan kepada yang bersangkutan dimulai pada tanggal **24 Agustus 2020 s.d 24 Oktober 2020.**

Demikian surat ini kami sampaikan, atas perhatian dan kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamualaikum w.w



a.n. Saikan
 Wakil Dekan Bidang Akademik dan
 Pengembangan Lembaga

SAADUDDIN, MPd.I

- Tembusan:
4. Rektor IAIN Kerinci (sebagai laporan)
 5. Arsip

Lampiran : Izin Penelitian Mahasiswa
 Nomor : In.31/D.1.1/PP.00.9/546/2020
 Tanggal : 24 Agustus 2020
 Tentang : Nama-nama mahasiswa/i IAIN Kerinci yang akan melaksanakan penelitian tahun 2020

NO	NAMA /NIM	FAKULTAS	JURUSAN	TEMPAT PENELITIAN
1	Cendi Yori Sastra 1610204008	Tarbiyah Dan Ilmu Keguruan	Tadris Biologi	SMA Negeri 13 Kerinci
2	Silvia Yeni 1610205039	Tarbiyah Dan Ilmu Keguruan	Tadris Matematika	SMP AT - Thayyibah
3	Mega Kurnia 1610204026	Tarbiyah Dan Ilmu Keguruan	Tadris Biologi	SMP NEGERI 6 KERINCI
4	Aidil Putra 1610205019	Tarbiyah Dan Ilmu Keguruan	Tadris Matematika	SMP Negeri 27 Kerinci
5	Nadia Juniarti 1610203030	Tarbiyah Dan Ilmu Keguruan	Tadris Bahasa Inggris	MTs Negeri 5 Kerinci

an Dekan,
 Wakil Dekan Bidang Akademik dan
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SAADUDDIN, MPd.I



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 KANTOR KEMENTERIAN AGAMA KABUPATEN KERINCI
MADRASAH TSANAWIYAH NEGERI 5 KERINCI
 Jalan Bukit Tiung Penawar Tinggi Kec. Sitinjau Laut Kab. Kerinci 37171
 Email : mtsn5kerinci@gmail.com Website : <http://mtsn5kerinci.mdrsh.id>

SURAT KETERANGAN

Nomor : B. 393/MTs.05.01.05/PP.00.5/10/2020

Dengan Hormat, kami beritahukan kepada Bapak/Saudara bahwa untuk menyusun Skripsi :

Nama : Nedia Juniarti
 NIM : 1610203030
 Jurusan : Tadris Bahasa Inggris
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Judul Skripsi : **“ THE EFFECT OF USING FLY SWATTER GAME TOWARD STUDENTS VOCABULARY MASTERY AT THE EIGHT GRADE OF MTsN 5 KERINCI”.**

Benar telah memberi izin kepada nama tersebut untuk melakukan Penelitian Lapangan di Madrasah Tsanawiyah Negeri 5 Kerinci.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.



Kerinci, Oktober 2020

HARDIAL, S.Pd.I.M.PdI
 NIP. 196808121991031018



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 KANTOR KEMENTERIAN AGAMA KABUPATEN KERINCI
MADRASAH TSANAWIYAH NEGERI 5 KERINCI
 Jalan Bukit Tiung Penawar Tinggi Kec. Sitanjau Laut Kab. Kerinci 37171
 Email : mtsn5kerinci@gmail.com Website : <http://mtsn5kerinci.mdrsh.id>

SURAT KETERANGAN SELESAI PENELITIAN

Nomor : B. 54 /MTs.05.01.05/PP.00.5/10/2020

Yang bertanda tangan dibawah ini :

Nama : **Hardial, S.PdI**
 NIP : 196808121991031018
 Pangkat, Golongan/Ruangan : Pembina, IV/a
 Jabatan : Kepala MTsN 5 Kerinci

Menerangkan bahwa :

Nama : **Nadia Juniarti**
 NIM : 1610203030
 Tempat/Tanggal Lahir : Hiang Karya, 25 Juni 2000
 Prodi : Tadris Bahasa Inggris
 Tahun Akademik : 2020 -2021
 Jenjang pendidikan : S1
 Alamat : Hiang Karya Kec. Sitanjau Laut

Telah melaksanakan tugas penelitian dari tanggal 24 Agustus 2020 s/d 24 Oktober 2020 di MTsN 5 Kerinci, penelitian yang berjudul **"THE EFFECT OF USING FLY SWATTER GAME TOWARD STUDENTS VOCABULARY MASTERY AT THE EIGHT GRADE OF MTsN 5 KERINCI"**.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Kerinci, Oktober 2020

Kepala

Hardial, S.PdI.M.PdI
 NIP. 196808121991031018

CURRICULUM VITAE

Name : NADIA JUNIARTI
 Place/Date of Birth : Hiang Karya/ Juni 25 2000
 Gender : Female
 Religion : Islam
 Address : Hiang Karya
 Job : Student of English Department
 Father's Name : Yerman
 Mother's Name : Yetri



Education :

No	School Name	Place	Graduates
1	SDN 202/ III	Hiang Sakti	2010
2	MTSN 5 Kerinci	Pendung Tengah Penawar	2013
3	MAN 1 Kerinci	Sebukar	2016
4	IAIN Kerinci	Sungai Liuk	2016-Now
		Sungai Penuh,	2021

Researcher,

NADIA JUNIARTI

NIM.1610203030



INSTITUT AGAMA ISLAM NEGERI
KERINCI