

**USING TEAM GAMES TOURNAMENT TO TEACH VOCABULARY AT THE  
EIGHTH GRADE STUDENTS OF SMPN 08 PALOPO**



**IAIN PALOPO**

**A THESIS**

**Submitted to the English Language of S1 Tarbiyah Department of State Islamic  
Institute of Palopo in Partial Fulfillment of Requirement for S.Pd. Degree in English  
Education**

**ADE MIRANDA  
Num. 15.02.02.0020**

**ENGLISH EDUCATION STUDY PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO  
2019**

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**ENGLISH EDUCATION STUDY PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
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2019**

## THESIS APPROVAL

This thesis, entitled “Using Team Games Tournament to Teach Vocabulary at the Eighth Grade Students of SMPN 8 Palopo” written by Ade Miranda, Reg. Number 15.0202.0020, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in MUNAQASYAH session which is carried out on **Tuesday, September 17<sup>th</sup> 2019 M**, coincided with **Muharram 18<sup>st</sup> 1441 H**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

**Palopo, September 17<sup>th</sup>, 2019 M**  
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Demikianlah untuk diproses selanjutnya.

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Palopo, 16 July 2019

The Researcher

**Ade Miranda**  
**15.0202.0020**

## TABLE OF CONTENTS

<b>TITLE PAGE .....</b>	<b>i</b>
<b>THESIS APPROVAL .....</b>	<b>ii</b>
<b>PRONOUNCEMENT .....</b>	<b>iii</b>
<b>CONSULTANT APPROVAL.....</b>	<b>vi</b>
<b>EXAMINER APPROVAL .....</b>	<b>vii</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>x</b>
<b>TABLE OF CONTENTS.....</b>	<b>xii</b>
<b>LIST OF TABLE .....</b>	<b>xiii</b>
<b>ABSTRACT .....</b>	<b>1</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
A. Background .....	1
B. Research Question.....	3
C. Objective of the Research .....	3
D. Significant of the Research.....	3
E. Scope of the Research .....	4
F. Definition of Term .....	4
<b>CHAPTER II REVIEW OF RELATE LITERATURE .....</b>	<b>6</b>
A. Previous Study.....	6
B. Vocabulary .....	9
1. Definition of Vocabulary .....	9
2. Types of Vocabulary .....	10
3. How to Teach Vocabulary .....	12
4. Principle in Teaching Vocabulary.....	14
C. Team Games Tournament (TGT) Method .....	15
1. Definition of TGT Method.....	15
2. Component of TGT Method.....	16
3. Advantages and Disadvantages of TGT Method .....	17
D. Theoretical framework .....	18
E. Hypothesis .....	20

<b>CHAPTER III METHOD OF RESEARCH .....</b>	<b>21</b>
A. Research Design .....	21
B. Research Variable .....	22
C. Population and Sample .....	22
D. Instrument of the Research .....	23
E. Procedure of Collecting Data .....	23
F. Technique of Data Analysis .....	31
G. Hypothesis Acceptability .....	32
<b>CHAPTER IV FINDINGS AND DISCUSSION .....</b>	<b>33</b>
A. Findings .....	33
1. The students score of experimental class .....	33
2. The students score of control class .....	35
B. Discussion .....	39
<b>CHAPTER V CONCLUSION AND SUGGESTIONS.....</b>	<b>42</b>
A. Conclusion.....	42
B. Suggestions.....	42
<b>BIBLIOGRAPHY .....</b>	<b>44</b>
<b>APPENDICES .....</b>	

## LIST OF TABLES

1. Table 4.1 The Rate Percentage of Students Pretest and posttest .....	34
2. Table 4.2 The Mean Score and Standard Deviation of Students Pretest and Posttest .....	34
3. Table 4.3 The Pair Sample Test of Experimental Class .....	35
4. Table 4.4 The Rate Percentage of Students Pretest and Posttest in Control Class.....	36
5. Table 4.5 The Mean Score and Standard Deviation of Students Pretest and Posttest in Control Class .....	36
6. Table 4.6 The Pair Sample Test of Control Class.....	37
7. Table 4.7 Paired Sample Test of Posttest.....	38
8. Table 4.8 Paired Sample Test of Pretest .....	38
9. Table 4.9 Students Vocabulary Achievement.....	39



## ABSTRACT

**Ade Miranda, 2019. *Using Team Games Tournament (TGT) to Teach Vocabulary at The Eighth Grade of SMPN 8 Palopo*. Thesis Tarbiyah Department. Consultant (1). Dr. Abdul Pirol, M.Ag (2). Andi Tenrisanna Syam, S.Pd., M.Pd**

**Key Words:** *Teaching Vocabulary, Team Games Tournament (TGT) Method, Quasi-Experimental Design.*

The researcher aimed to find out whether the use of team games tournament (TGT) method had a better score in teaching vocabulary to the eighth grade students of SMP 8 Palopo. The objective of this research is the students who were taught by using TGT had a better score than the students who were taught by using non TGT.

In this research, the researcher applied quasi-experimental design and conducted in four meeting. The researcher conducted pretest, treatment and posttest in experimental class and control class. The population of this research was the eighth grade students of SMP 8 Palopo. The researcher used purposive sampling technique the sample of this research was 64 students. They were divided into two classes: 32 students in experimental class and 32 students in control class. The instrument used to collect data was vocabulary test.

The data of this research were analyzed quantitatively by using SPSS program version 15. The finding of this researcher showed that the students who are taught by using TGT method is effective in teaching vocabulary to the eighth grade students of SMP 8 Palopo. The students' result of the mean score in the pretest of experimental class was lowest than the mean score in the posttest ( $40.50 < 76.00$ ). The researcher found that the  $p$  Value was 0.000 and the alpha was 0.05, therefore  $p < (0.000 < 0.05)$ . Meanwhile, the mean score of the students' in pretest of control class was lowest than the mean score in posttest ( $37.87 < 56.09$ ). It means that the mean score of posttest in experiment class is better than the mean score of posttest in control class ( $76.00 > 56.09$ ). The researcher concluded that that team games tournament (TGT) method can improve the students' vocabulary.

# CHAPTER I

## INTRODUCTION

### ***A. Background***

In learning English, there are some points which should take into account such as vocabulary mastery and forming good sentence. Thus by mastering those skills, learners can communicate with other people. More ever, language skill will be improved if their vocabulary mastery improved. Therefore, the students must attempt to increase their vocabulary.<sup>1</sup> Vocabulary is most important component language because affects the four language skill, namely listening, speaking, reading and writing. Related to the importance of vocabulary learning is central to language acquisition, whether the language first, second, or foreign.<sup>2</sup>

Vocabulary should be learned because we can construct or organize our ideas in the sentences and process of some information through vocabulary mastery. As we know that sentences we produce are built by vocabulary. According to Harmer, vocabulary as incidental to main purpose of language teaching.

When we want to write a message, share information or share idea surely we need a lot of vocabularies. We can see in the schools, especially junior high school. There are many students who are lack of vocabulary and the students have a difficulties to speak because the students seldom listened the new vocabulary. It

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<sup>1</sup> H.G Tarigan, *Pengajaran Kosakata*, (Bandung: Angkasa,1993), p.2

<sup>2</sup>Marianne Celce Murcia, *Teaching English as a Second Foreign Language*, (USA: Heinle & Heinle, 2001), p 185.

means, learning language firstly learning their vocabulary. The vocabularies needs to be memorized and applied in daily activity

Therefore, it would be more proper if the teachers have a good strategy or method to teach. Otherwise, they should be creative in improving students' vocabulary as well. The fact shown that the results of the interview at 8<sup>th</sup> grade students of SMPN 8 Palopo, the teacher is less concerned about their students, the teacher is monotonous in teaching, the teacher is not creative to provide learning method and media of learning so that the students feel lazy and bored in following the learning English process.

Therefore, the researcher wanted to offer one method to evoke the spirit of students in learning English, especially in improving their vocabulary. The researcher used Teams Games Tournament (TGT). This method is one types or models of cooperative learning, it is easy to be implemented, involving the activities of all students without any differences in status and involving the role of students as peer tutoring and contain elements of the game and reinforcement. Learning activities with games are designed in the cooperative (TGT) allows students relax to learn students trained to be responsible and honesty, the students work in team and compete in healthy way, and the students were active involved in learning. There are many expert argue that TGT helps students understand the difficult concepts. Devrie and Edward (argue that TGT is the kind of learning cooperative, that puts students in the group and it was very good to apply because it involves the activity of the students without any differencs).

A model of learning cooperative Team Games Tournament (TGT) have a lot of advantages, among others as an alternative to create a good condition in teaching, it can help the teacher solve a problem in learning process and involve all students without different status. The use of TGT is effective in teaching vocabulary and give a positive contribution towards the students' vocabulary mastery.

Based on the explanation above, the researcher interested to conduct a research in teaching vocabulary through Teams Games Tournament to improve students' vocabulary.

### ***B. Problem Statement***

The problems faced by the students in learning English are; 1) The students are less motivation in learning English, 2) the students are difficult to speak because they are seldom listen the new vocabulary and so on. Then, related to problem statement above, the researcher formulates the research question as follows: "Do the students who are taught by using team games tournament have a better score than the students's who are taught by using non team games tournament?"

### ***C. Objective of the research***

The objective of the research is to know whether the students who are taught by using team games tournament have a better score than the students who are taught by using non team games tournament.

#### ***D. Significance of the research***

Theoretically, the result of this research is expected to support the theory about TGT which is said that TGT can improve students' achievement. Practically, the result of this research is expected to be useful information for English teachers who are facing the same problem in improving students' vocabulary. The researcher also hopes that students will not be bored in learning vocabulary. The result of this research can be used as the reference for those who want to conduct a research of English teaching and learning process.

#### ***E. Scope of the research***

By content, this research is limited on noun, verb and adjective. By activity, this research will applies TGT to teach vocabulary. Vocabulary targeted by the researcher to be mastered by the students is 75 words, for nouns 25 words, verbs 25 words and 25 adjectives.

#### ***F. Definition of term***

##### **1. Vocabulary**

According to Alqahtani (2015) vocabulary is a set of words that are used for communication and can be convey the information that submitted so it is very important to learning vocabularies.<sup>3</sup>

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<sup>3</sup>Mofareh Alqahtani, *The Importance of Vocabulary in Language Learning and How to be Thought*, *International Journal of Teaching and Education* Vol.3, No.2, 2015. p.23

## 2. Team Games Tournament

According to Parker (2011) Teams-Games-Tournament is a small group cooperative as learning environment where the student interact in small groups to work on academic tasks in order to achieve a common goal.<sup>4</sup>

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<sup>4</sup>Miftahul Huda, *The Effect Of Cooperative Learning Method Type Team Games Tournament With Identity Style As Moderating Variable To Improve Student's Learning Outcomes In Grade X Accounting Study Program Smk Negeri 1 Wonosobo*. Thesis.(Universitas Negeri Yogyakarta, 2015)



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### ***A. Previous Studies***

Some researchers have conducted a research on teaching vocabulary, they are mentioned below:

Fitri (2015) aimed to find out the effective ways using team games tournament method in teaching simple present tense and to find out the students the students perception on simple present tense after being taught by using team games tournament method at the first year students of SMPN 8 Palopo. The sample of this research was class VII.8 of the first year students of SMPN 8 Palopo.

In this thesis, the result of the students showed that there were (1) effective ways to implement team games tournament (TGT) method in teaching simple present tense are (a) giving students motivation, (b) observing the students activities in the classroom more intensively, (c) making the learning process more interactive and fun, (d) giving the reward to the students who get good scores such as book, pen, etc, and (e) giving punishment when the students were failed such as memorizing the vocabularies, etc. (2) Most of the students at the first year students of SMPN 8 Palopo more be active and more be interested in learning teaching simple present tense by using team games tournament method. The

difference of this research with the research of Fitri is her research used classroom action research while this research used quasi experimental.<sup>5</sup>

Kartika (2017), aimed to know whether TGT technique is effective to memorize the word and improve the vocabulary mastery. The population students of the first grade at SMA 1 Campurdarat which consist nine classes (270 students). The sample of this research get the class of X-IPS 4 consist 28 students.

In this thesis, the data collected through pre-test and post-test. The result of the research showed that the students' mean score of vocabulary mastery before being taught by using TGT is 80.35 and after being taught by using TGT is 90.17. Based on the result it can be concluded that TGT is strongly effective to improve vocabulary mastery the first grade at SMAN 1 Campurdarat. The different of this research with the research of Kartika is her research used pre-experimental while this research used quasi-experimental.<sup>6</sup>

Chaira (2017) aimed to know how activity and an increase in student learning outcomes with the use of TGT. The population of her research was the students of the fifth grade at MIN Tungkop. The sample of this research is class V-2 which consisted of 34 students.

In this thesis, the result techniques of collecting data using observation sheets, test questions are then analyzed using mean and percentages. The result of the research showed that the activity of students in cycle I has reached a score of

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<sup>5</sup> Fitri, *Effectiveness of Using Team Games Tournament Method in Teaching Simple Present Tense at the First Year Students of SMPN 8 Palopo*. Thesis, (IAIN Palopo, 2015).

<sup>6</sup> EviKartika. (2017). *"The Effectiveness of Using Team Game Tournament (TGT) on Vocabulary Mastery of First Grade Students at SMAN Campurdaratin Academic Year 2016/2017"*. Thesis. English Education Program. State Islamic College Institut (IAIN) of Tulungagung.

3.83 in the good category, and increased in cycle II with a score of 4.66 in the excellent category. Based on the result of the study it can be concluded that the implementation of team games tournament method can improve student learning outcomes in class V-2 of the fifth grade at MIN Tungkop. The difference of this research with the research of Chaira is her research used classroom action research while this research used quasi experimental.<sup>7</sup>

Lestari (2017) aimed to know whether team games tournament could develop students' reading skill of the first grade students at SMAN 4 Bone. The population of this research was the first grade students of SMAN 4 Bone which consisted of 259 students. The sample of the research consisted of 74 students, X IPS 3 consisted of 37 students as experimental class and X IPS 2 consisted of 37 students as control class.

In this thesis, the result of the data indicates that there was a significant difference between students' posttest in both experimental and control class. In experimental class, the mean score of posttest was 72.02 was greater than the total mean score in control class was 61.62. Based on the result of the research it can concluded that using team games tournament was effective to develop the students' reading skill at the first grade students of SMAN 4 Bone. The difference of this research with the research of Lestari is her research focused on reading skill while this research focused on vocabulary.<sup>8</sup>

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<sup>7</sup>Miftahul Chaira, *Penerapan Model Kooperatif Tipe Team Game Tournament (TGT) untuk Meningkatkan Hasil Belajar Bahasa Inggris Siswa Kelas V MIN Tungkob*. Thesis, (UIN Ar-Raniry Banda Aceh, 2017)

<sup>8</sup> Nurfaidah Lestari, *The Use of Team Games Tournament (TGT) to Develop Students' Reading Skill at the First Grade of SMAN 4 Bone..* Thesis, (UIN Alauddin Makassar, 2017).

## **B. *Some Pertinent Ideas***

### **1. Definition of Vocabulary**

Caroline (2005) state the vocabulary is the collection of words that can individual knows. As a teacher, it is important that you include verbs, adjective, noun, adverb, and preposition as part of your vocabulary curriculum. It is important to help young learners expand their vocabulary through formal and informal instruction. For formal instruction, you will want to teach students the meaning of words and ways to uncover the menaing of words through direct instruction. Informal instruction is non-rule oriented and often “by the way” approach.<sup>9</sup>

Hornby (1995) states that vocabulary is the total number of words which have mastered by the students to produce a language in communication.<sup>10</sup> It means vocabulary is the key to understand foreign language.Vocabulary is most important component language because it affects the four language skill, there are listening, speaking, reading and writing.<sup>11</sup>

According to Rivers (1981), it would be impossible to learn language about vocabulay or words. Vocabulary is the main part in a sentence without

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<sup>9</sup> Caroline T.Linse, *Practical English Language Teach: Young Learners*, (New York,NY: McGraw-Hill 2005), p.121.

<sup>10</sup>Pundi, “Vocabulary”, [Pundipusatduniailmu.blogspot.com/2011/10/vocabulary.html?m=](http://Pundipusatduniailmu.blogspot.com/2011/10/vocabulary.html?m=) (access on October 31,2011).

<sup>11</sup>Hornby, A.S, *Oxford Advanced Learner’s Dictionary of Current English*. (New York: Oxford University Press, 1995).

words.<sup>12</sup> Ozen said that vocabulary has a crucial a role in both language teaching and communication. It is impossible to communicate without words.<sup>13</sup>

Rowenhorst (2006) adds vocabulary, or word meaning, is one of the keys to comprehension. *Vocabulary* is all about words the words in a language or a special set of words you are trying to learn. *Vocabulary* is so important, we even created a web site to help expand yours.

According to Harmer, vocabulary as incidental to main purpose of language teaching. Vocabulary is seen as incidental to the main purpose of language teaching namely the acquisition of grammatical knowledge about in the when learning of structure but is frequently not focus learning.

## **2. Types of vocabulary**

In general, the vocabulary we know can be divide into two kinds: passive vocabulary and active vocabulary. Passive vocabulary contains all the words that you understand when you read or listen, but which we do not use (or cannot remember) in our own writing and speaking. Active vocabulary is all the words you understand, plus all the words that we can ourselves. Our active vocabulary, in English and your own language, is probably much smaller than our passive vocabulary.

Haycraft (1997) distinguishes two types of vocabulary, active and passive. Active vocabulary is words which students can understand, pronounce correctly, and use contractively in speaking and writing. Meanwhile, passive

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<sup>12</sup>Wilga M. Rivers, *Teaching Foreign – Language Skill*. p 462

<sup>13</sup>Baki Ozen, *Teaching Vocabulary Through Poetry in an EFL Classrome, International Online Journal of Primary Education* Vol.1, No.1, 2012.P.60

vocabulary is words that students recognize and understand when they occur in a context, but which they cannot produce correctly by themselves.

In detail the vocabulary are divide into four types of vocabulary, those are:

- a. Reading vocabulary, a literate person's vocabulary is all the words they can recognize when reading. This is generally the largest type of vocabulary simply because a reader tends to be exposed to more words by reading than by listening.
- b. Listening vocabulary, a person's listening vocabulary is the words they can recognize when listening to speech. People may still understand words they were not exposed to before using cues such as tone, gestures, the topic of discussion and the social context of the conversation.
- c. Speaking vocabulary, a person's speaking vocabulary is all the words they use in speech. It is likely to be a subset of the listening vocabulary. Due to the spontaneous nature of speech, words are often misused. This misuse, though slight and unintentional, may be compensated by facial expressions and tone of voice.
- d. Writing vocabulary, words are use in various form of writing from form essays to social media feeds. Many written words do not commonly appear in speech. Writers generally use a limited set of words when communicating.



### 3. How to teach vocabulary

According to Ur (1991), there are three ideas to vocabulary teaching: such as preparation, presentation, and discussion.

#### a. Preparation

Each participant prepares a vocabulary activity which they think is effective. Teacher with some experience may bring activities they have used; others may recall ideas from their own language-learning experiences or they have observed, or find suggestions in books (see Further reading at the end of this module); or simply create new ones.

#### b. Presentation

The activities are presented to the group. This is best done by actually performing them, the presenter role playing the teacher and the others the students; in this way you get the ‘feel’ of the procedure and remember it well. But doing it this way is very time-consuming, so in a large group some people may have to simply describe their activities, or present them in written form.

#### c. Discussion

A discussion should follow each presentation, on question such as: what was the main objective of the activity (awareness-raising/presentation of new vocabulary/review and practice)? What particular aspects of vocabulary did the activity focus on?<sup>14</sup>

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<sup>14</sup>Penny Ur, *A Course in Language Teaching: Practice and Theory*. (Cambridge University Press, 1991)

Giving vocabulary a high profile in the syllabus and the classroom so that students can see its importance and understand that learning a language isn't just about learning grammar (O'Dell 1997). It may be worth teaching students an easier formulation of Wilkins's (1972) view that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed."

One of the first vocabulary learning strategies for any classroom is how to ask for words you don't know in English, and how to ask the meaning of English words you don't understand, so phrases like "What's the word for in English?," "How do you say ?," and "What does mean?" are useful to teach at the basic levels.

Teachers can help learners get into the habit of noticing by making clear in classroom instruction and homework assignments: which items should be learned, what each item is (a single word, a phrase, a collocation etc.) and for what purpose (active use or passive recognition). And materials can help teachers in this in the following ways:

- 1) Providing clearly marked vocabulary lessons,
- 2) Making the target vocabulary set stand out, including focused practice and regular review,
- 3) Giving lists of vocabulary to be learned for the lesson.<sup>15</sup>

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<sup>15</sup>Jeanne McCarten, *Teaching Vocabulary*. (Cambridge University Press, 2007), p.20.

#### 4. Principles in Teaching Vocabulary

Nunan indicates the main principle of teaching and learning vocabulary as follows:

- a. Focus on the most useful vocabulary most

Some word can be used in wide variety of circumstance. Other has much more limited use. The most useful vocabulary that every English language learner needs whether they use the language for listening, speaking, reading or writing or whether they use the language informal and formal situations, is the most frequent 1000 words families of English.

- b. Focus on the vocabulary in the most appropriate way

The first principle looked at what words to teach and learn. This principle looks at how they should be taught and learned. Here we look at the four most important vocabulary learning strategies of using words part, guessing from context, using words cards, and using dictionaries. We will see that teachers need to clearly distinguish the way they frequency words from the way treat low frequency words.

- c. Give attention to the high frequency words across the four stands of a course

High frequency vocabulary needs to occur in all four stands of a course. It should get deliberate attention through teaching and study and should be met and used in communicating message in listening,

speaking, reading and writing. High frequency vocabulary should also be fluently accessible for receptive and productive use.

- d. Encourage learners to reflect on and take responsible for learning

There is an important principle that lies behind choosing and learning and that is learners need to realize that they must be responsible for their own learning. taking this responsibility requires (1) knowledge of to learn and the range of options for learning vocabulary, (2) skill in choosing the best options and (3) the ability to monitor and evaluate progress with those options.<sup>16</sup>

### **C. Team Games Tournament (TGT)**

#### **1. Definition of TGT**

Team Games Tournament is one of the team learning strategies designed by Robert Slavin for review and mastery learning of material. Organizing the classroom into four or five member for each teams for all level of achievement. Slavin has found TGT increased basic skills, students' achievement, positive interactions between students, acceptance of mainstreamed classmates and self-esteem.

TGT is kind of cooperative learning. Teams- Games-Tournaments were originally developed by David DeVries and Keith Edwards at the University of Johns Hopkins as a cooperative learning method.<sup>17</sup>

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<sup>16</sup>David Nunan, *Practical English Language Teaching*, (McGraw-Hill Education, 2003), p. 135-140

<sup>17</sup> Robert E.Slavin, *Coperative Learning*, (American Educational Research Association, 1980), p. 335-336.

According to Sasmito, TGT was very easy to be implemented, because its implementation did not require support facilities should be available as special equipment. In addition TGT also involve all students in its activities to obtain the desired concept.

## **2. Component of Team Games Tournament**

Slavin describes that there are some components of TGT, such as: class presentation, teams, games, tournament, and team recognition.

### **a. Class Presentation**

Teachers commonly deliver the material at the beginning of the class exactly in class presentation. This is most often direct instruction or a lecture discussion. The students must keep their attention intentionally in order to give the best performance in the tournaments. During the class presentation, student should have gathered with their own groups.

### **b. Teams**

The teacher assigns the students to four or five member of teams. Each team should be heterogeneous. The main point of this team arrangement is to make the members can study together cooperatively, do the games together and prepare for the tournament.

### **c. Games**

The games are composed of content-relevant questions designed to test the knowledge of students gain from class presentation and team practice. Most games are numbered question on a sheet.

d. Tournament

The tournament is the structure in which the games take place. It is usually held at the end of a week or at the end of a unit, after the teacher has made a class presentation and the teams have had time to practice with the worksheets in their study team. For the tournament, the teacher assigns students to tournament tables the highest three students in past performance to table 1, the next three to table 2, and so on. This is an equal competition; make it possible for students of all levels of past performance to contribute maximally to their team scores if they do their best.

e. Team Recognition

Teams may earn certificates of other kinds of rewards for their achievement that has been done by the group until reach the criteria. For example: the third position will get Good Team, the second one will get Very Good Team, and the first position will get a predicate as Super Team.<sup>18</sup>

### 3. Advantages and Disadvantages of Using Team Games Tournament

Like other learning TGT method also has advantages and disadvantages.

Advantages of TGT include:

- With a little time can master the material in depth learning,

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<sup>18</sup>Nas Ain, "Team Games Tournament", <https://ekocin.wordpress.com/2011/06/17/model-pembelajaran-team-games-tournaments-tgt-2/> (access on June19,2015).

- Motivation of students is high,
- The students are more active in the classroom,
- To educate the students,
- To practice more socializing with other people.

Disadvantages of TGT include:

- Teacher

Difficult in classifying the students according to the ability of each other and the time spent by the students for discussion more still.

- Student

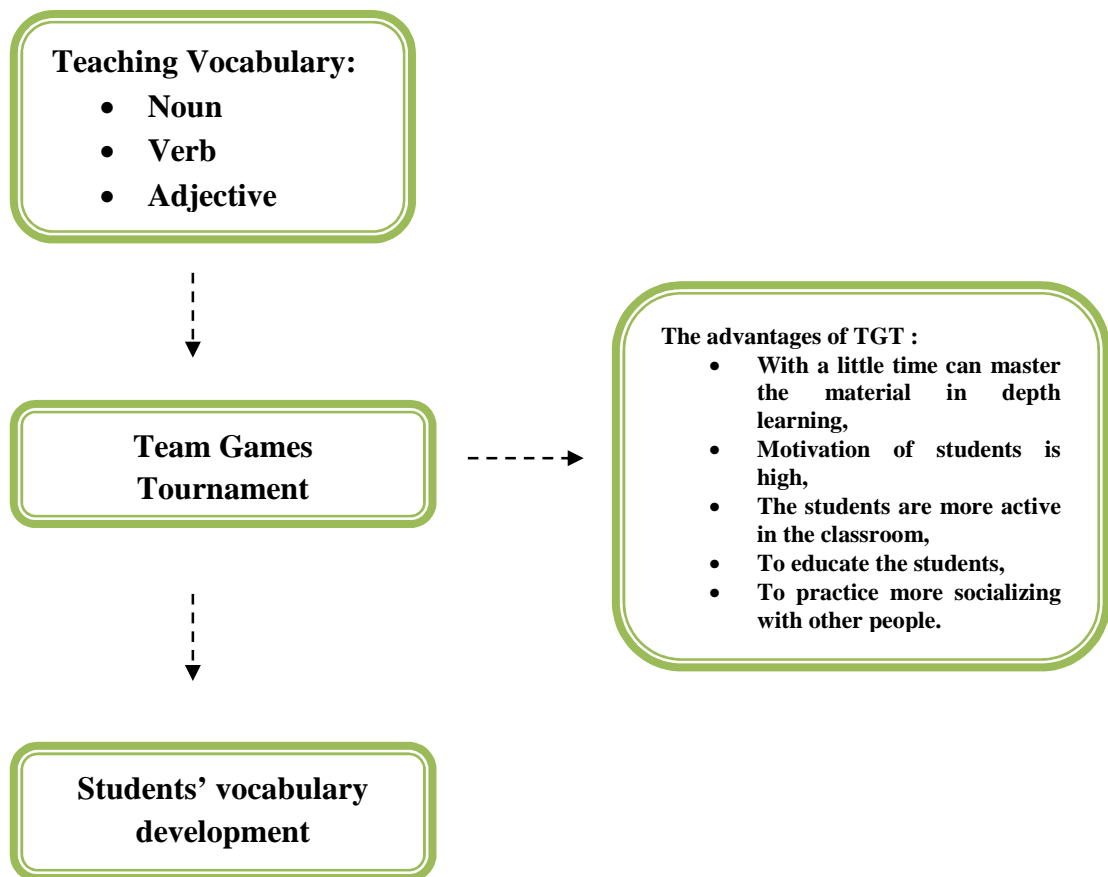
There are students who are capable of high less accustomed and it is difficult to provide an explanation to the students.

#### **D. *Theoretical Framework***

In this research the researcher is teach vocabulary especially nouns, verbs and adjectives. In teaching the vocabulary, the researcher is teach team games tournament (TGT) method. The advantages of TGT method; with a little time can master the material in depth learning, motivation of students is high, the students are more active in the classroom, to educate the students and to practice more socializing with other people.

Based on the previous study, Kartika (2017) states the result of her research showed that the students' mean score of vocabulary mastery before being taught by using TGT is 80.35 and after being taught by using TGT is 90.17. Based on the result it can be concluded that TGT is strongly effective to improve vocabulary mastery.

Based on the statement above, the researcher concluded that the students would be easier to develop the vocabulary and have a better score and it was very useful for the teacher also.





### **E. Hypothesis**

#### **1. Null hypothesis:**

The students who were taught by using team games tournament (TGT) method had a better score of vocabularies than the students who were taught by using non team games tournament.

#### **2. Alternative hypothesis:**

The students who were taught by using team games tournament (TGT) method did not have a better score than the students who were taught by using non team games tournament.<sup>19</sup>

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<sup>19</sup> Subana & Sudrajat, *Dasar-dasar Penelitian Ilmiah*, (Bandung: Pustaka Setia, 2005), p.173

### CHAPTER III

#### METHOD OF THE RESEARCH

In this chapter the researcher describes the research method. It consists of research method, variable and the operational definition of variable, population and sample, instrument of the research, procedure of collecting data, treatment experimental class, and technique of analysis data.

##### ***A. Research Design***

In this research, the researcher applied quasi-experimental design. According to Cresswell quasi experimental research was the researcher has to agree to keep the students in existing classroom while doing the research.<sup>20</sup> Two classes became sample in the research. Where one class was called the experimental class, while another was the control class. Both of the classes were given a pre-test and post-test. Experimental class received the treatment by using Team Games Tournamnet(TGT) method. However the material teach to each group was similar. The design was presented as follows:

**Table 1. Design of the Research**

Group	Pretest	Treatment	Posttest
Experiment	O <sub>1</sub>	X	O <sub>3</sub>
Control	O <sub>2</sub>	-	O <sub>4</sub>

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<sup>20</sup> John W. Cresswell, *Educational research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*: Third Edition,(New:Jersey:Pearson Education International, 2008).

Where:

X = Treatment

O1 = Pretest value of experimental group

O2 = pretest value of control group

O3 = posttest value of experimental group

O4 = posttest value of experimental group<sup>21</sup>

## **B. *Research Variable***

There are two variables in this research, namely:

1. The students' had a better score on vocabulary as dependent variable. Where vocabulary is help students to communication the other people. Without vocabulary the students cannot speaking to inform their idea by easy.
2. Team Games Tournament (TGT) as independent variable. Teams-Games-Tournament is a small group cooperative as learning environment where the student interact in small groups to work on academic tasks in order to achieve a common goal.

## **C. *Population and Sample***

### **1. Population**

The population on this research was the eighth grade of SMPN 8 Palopo which consists of nine classes. There were 279 students in academic year 2018/2019.

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<sup>21</sup> John W. Creswell, *Ibid*, p. 310

## 2. Sample

The researcher used purposive sampling because the students were believed as the representative sample. The students were taught by the same teacher. The researcher will take class VIII.1 (experimental class) that consists 32 students', there were 14 boys and 18 girls and class VIII.2 (control class) that consisted of 32 students', there were 12 boys and 20 girls in academic year 2018/2019, so that the total number of samples were 64 students..

### ***D. Instrument of The Research***

In this research, the researcher used vocabulary test. The test consisted of pre-test and post-test. The number of test was 25 numbers, which consisted of 8 numbers for noun, 9 numbers for adjectives, and 8 numbers for verbs. The kinds of the test were match the words and multiple choices.

### ***E. Procedure of Collecting Data***

#### 1. Pre-test

The purpose of pre-test was to know the students' prior knowledge the same level.

#### 2. Treatment

The treatments were conducted for four times. The researcher taught in experimental class and control class. The steps on teaching vocabulary were described as follows.

➤ **Experimental Class**

a. First meeting on 23<sup>th</sup> July 2019

1. The researcher explained about noun
2. The researcher gave examples of nouns
3. The researcher gave worksheet for each group and then discussed the worksheet
4. The researcher explained about team games tournament (TGT) method:

- Presentation in class

In the class, the researcher gave learning materials and instructions about how to play the method.

- Teams

Students worked in the group, the students were divided into 4-5 people with a different ability. After the teacher inform the materials and learning goals. The group discussed it. The researcher distribute worksheet to the students, the students in group discussed the tasks together.

- Games Tournament

In the game, every students who compete is representative of the group. Students who compete placed in the tournament table. Every table occupied 4-5 people. First, determine the player who would be the reader question and the first in the lottery. Second, the player took the card

containing question and given to the reader question and done independently.

- The game proceed in the card question the next to the card question exhausted read, where the position of the players screened that every participants in the table tournament and every gorup can act all.
- After all the card finished, each performer count how points obtained and reported on the leader of the group.

b. The second meeting on 26<sup>th</sup> July 2019

1. The researcher explained about verb
2. The researcher gave the examples of verb
3. The researcher gave worksheet for each group and then discussed the worksheet
4. The researcher explained about team games tournament (TGT) method:

- Presentation in class

In the class, the researcher gave learning materials and instructions about how to play the method.

- Teams

Students worked in the group, the students were divided into 4-5 people with a different ability. After the teacher inform the materials and learning goals. The group

discussed it. The researcher distribute worksheet to the students, the students in group discussed the tasks together.

- Games Tournament

In the game, every students who compete is representative of the group. Students who compete placed in the tournament table. Every table occupied 4-5 people. First, determine the player who would be the reader question and the first in the lottery. Second, the player took the card containing question and given to the reader question and done independently.

- The game proceed in the card question the next to the card question exhausted read, where the position of the players screened that every participants in the table tournament and every group can act all.
- After all the card finished, each performer count how points obtained and reported on the leader of the group.

c. The third meeting on 30<sup>th</sup> July 2019

1. The researcher explained about adjective
2. The researcher gave the examples of adjective
3. The researcher gave worksheet for each group and then discussed the worksheet
4. The researcher explained about team games tournament (TGT) method:

- Presentation in class

In the class, the researcher gave learning materials and instructions about how to play the method.

- Teams

Students worked in the group, the students were divided into 4-5 people with a different ability. After the teacher inform the materials and learning goals. The group discussed it. The researcher distribute worksheet to the students, the students in group discussed the tasks together.

- Games Tournament

In the game, every students who compete is representative of the group. Students who compete placed in the tournament table. Every table occupied 4-5 people. First, determine the player who would be the reader question and the first in the lottery. Second, the player took the card containing question and given to the reader question and done independently.

- The game proceed in the card question the next to the card question exhausted read, where the position of the players screened that every participants in the table tournament and every gorup can act all.



- After all the card finished, each performer count how points obtained and reported on the leader of the group.

d. The fourth meeting on 3<sup>th</sup> Agustus 2019

1. The researcher explained about adjective
2. The researcher gave the examples of adjective
3. The researcher gave worksheet for each group and then discussed the worksheet
4. The researcher explained about team games tournament (TGT) method:

- Presentation in class

In the class, the researcher gave learning materials and instructions about how to play the method.

- Teams

Students worked in the group, the students were divided into 4-5 people with a different ability. After the teacher inform the materials and learning goals. The group will discussed it. The researcher distribute worksheet to the students, the students in group discussed the tasks together.

- Games Tournament

In the game, every students who compete is representative of the group. Students who compete placed in the tournament table. Every table occupied 4-5 people. First, determine the player who would be the reader question and

the first in the lottery. Second, the player took the card containing question and given to the reader question and done independently.

- The game proceed in the card question the next to the card question exhausted read, where the position of the players screened that every participants in the table tournament and every gorup can act all.
- In this game reader question served to read question and unlock the answer, should not come to answer or gave answer. After all the card finished, each performer count how points obtained and reported on the leader of the group

#### ➤ **Control Class**

##### a. First meeting on 26<sup>th</sup> July 2019

1. The researcher explained about the vocabulary (noun).
2. The researcher gave examples about noun focus on contain in the classroom, animals, school etc.
3. The researcher gave list of vocabulary about noun.
4. The researcher gave some minutes to read and practice the pronunciation of vocabulary.
5. The researcher distribute the worksheet and ask the students to answer the task.
6. After that the researcher gave the question and answer about noun that had given.

b. Second meeting on 29<sup>th</sup> July 2019

1. The researcher explained about the vocabulary (noun).
2. The researcher gave examples about noun focus on contain in the classroom, animals, school etc.
3. The researcher gave list of vocabulary about noun.
4. The researcher gave some minutes to read and practice the pronunciation af vocabulary.
5. The researcher distribute the worksheet and ask the students to answer the task.
6. After that the researcher gave the question and answer about noun that had given.

c. Third meeting on 2<sup>nd</sup> Agustus 2019

1. The researcher explained about the vocabulary (noun).
2. The researcher gave examples about noun focus on contain in the classroom, animals, school etc.
3. The researcher gave list of vocabulary about noun.
4. The researcher gave some minutes to read and practice the pronunciation af vocabulary.
5. The researcher distribute the worksheet and ask the students to answer the task.
6. After that the researcher gave the question and answer about noun that had given.

d. Fourth meeting on 5<sup>th</sup> Agustus 2019

1. The researcher explained about the vocabulary (noun).
2. The researcher gave examples about noun focus on contain in the classroom, animals, school etc.
3. The researcher gave list of vocabulary about noun.
4. The researcher gave some minutes to read and practice the pronunciation af vocabulary.
5. The researcher distribute the worksheet and ask the students to answer the task.
6. After that the researcher gave the question and answer about noun that had given.

3. Post-test

The post-test was given to the students after being taught and given the treatment. The purpose of post-test is to assess their achievement on vocabulary.

**F. *Technique of Analysis Data***

Before analyzing the data, the researcher collected the data and analyzed them by using procedures as follow:

1. Scoring the students's vocabulary answers of pretest and posttest by using the following formula

$$\text{Score} = \frac{\text{the total of the students' correct answer}}{\text{the total of items}} \times 100$$

For example, if the student total correct answer is 20, the score is 80 with calculated as follows:

Total correct answer are 20

Total numbers of test are 25

$$\frac{20}{25} \times 100 = 80 \text{ (Good)}$$

**Table 2. The Classification Score for Test**

<b>A</b>	<b>81-100</b>	<b>Very Good</b>
<b>B</b>	<b>61-80</b>	<b>Good</b>
<b>C</b>	<b>41-60</b>	<b>Fair</b>
<b>D</b>	<b>21-40</b>	<b>Poor</b>
<b>E</b>	<b>1-20</b>	<b>Very Poor</b>

2. Calculating the main score, standard deviation, frequency table and t-test between vocabulary achievement of the experimental and control groups by using SPSS 15.0 for window evaluation version.<sup>22</sup>

#### **G. Hypothesis Acceptability**

In addition to know whether the pretest and posttest were significantly difference and also to know acceptability of hypothesis, the researcher used the criteria of hypothesis acceptability, which is:

If :  $t_0 > t_t$  = reject null hypothesis

If :  $t_0 < t_t$  = received null hypothesis.<sup>23</sup>

<sup>22</sup>Piet A. Sahertian, "Konsep dasar dan Teknik Supervisi pendidikan," (Rineka Cipta, 1 edition, 2000), p.60

<sup>23</sup>M. Subaha, et.al., *Statistik Pendidikan*. (Edisi, 1; Bandung: CV Pustaka Setia, 2000), p.172

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter includes two sections. The first is finding and the second is discussion.

#### **A. Findings**

The findings of the research are show to describe the result of the data that analyzed statically and tabulated data. The comparison between the student score in pretest and posttest, classification in percentage of students in pretest and posttest from experimental class and control class.

##### **1. The analysis of students' score of experimental class and control class.**

In this part, the researcher reported the result of each class by comparing the pretest and posttest of experimental class and control class.

##### **a. The students' score of experimental class**

In this classification, the researcher presented the percentage of the students pretest and posttest of the experimental class. It showed that the students score in the experimental class before giving treatment by using team games tournament (TGT) method and after the treatment.

**Table 4.1. The rate percentage of students' pretest and posttest**

No.	Classification	Score	Pretest		Posttest	
			F	P	F	P
1	Very Good	81-100	-	0%	13	40.62%
2	Good	61-80	7	21.87%	13	40.62%

3	Fair	41-60	3	9.37%	2	6.25%
4	Poor	21-40	18	56.25%	4	12.5%
5	Very Poor	1-20	4	12.5%	-	0%
<b>Total</b>			32	100%	32	100%

**Table 4.1** showed that the most of students in experimental class are categorised good, fair, poor and very poor before giving treatment. There were seven students or 21.87% were in good category, three students or 9.37% were in fair category, 18 students or 56.25% were in poor category and four students or 12.5% were in very poor category. After giving the treatment, 13 students or 40.62% were in very good category, 13 students or 40.62% were in very good category, two students or 6.25% were in fair category, four students or 12.5% were in poor category and none students or 0% were in very poor category.

**Table 4.2. The mean score and standard deviation of students' pretest and posttest**

	N	Minimum	Maximum	Mean	Std. Deviation
pretest	32	12	72	40.50	18.617
posttest	32	24	100	76.00	21.068
Valid N (listwise)	32				

**Table 4.2** showed that there was a difference between the mean score of pretest and posttest in experimental class. The mean score of posttest was higher than mean score of pretest ( $76.00 > 40.50$ ). It means that there was an improvement after giving treatment by using TGT method. The standard deviation of posttest higher than standard deviation of pretest ( $21.068 > 18.617$ ).

**Table 4.3 The Pair Sample Test of Experimental Class**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		Mean	Std. Deviation	Std. Error Mean
	Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper
<b>Pair 1</b> pretest – posttest	-35.500	21.785	3.851	43.354	27.646	9.218	31	.000

Based on the table 4.3 above, the researcher conclude that the probability value is higher than alpha ( ) ( $0.000 < 0.05$ ). It means that  $H_1$  was accepted and  $H_0$  is rejected. It is concluded that there was a significant difference in pretest and posttest of experimental class.

#### **b. Students' Score of Control Class**

The following table is data obtained from the control class before and after treatment by using cooperative strategy.

**Table 4.4. The Rate Percentage of Students' Pretest and Posttest**

No.	Classification	Score	Pretest		Posttest	
			F	P	F	P
1	Very Good	81-100	-	0%	5	15.62%
2	Good	61-80	6	18.75%	9	28.12%
3	Fair	41-60	3	9.37%	7	21.87%
4	Poor	21-40	17	53.12%	9	28.12%
5	Very Poor	1-20	6	18.75%	2	6.25%
<b>Total</b>			32	100%	32	100%



**Table 4.4** showed that most of students in control class were categorised good, fair, poor and very poor in pretest were six students or 18.75% were good category, three students or 9.37% were in fair category, 17 students or 53.12% were in poor category and six students or 18.75% were in very poor category. The result of students' posttest in control class, there were five students or 15.62% were in very good category, nine students or 28.12% were in good category, seven students or 21.87% were in fair category, nine students or 28.12% were in poor category and two students or 6.25% were in very poor category. However table 3.3, showed the result students after treatment TGT in experimental class far higher than in control class after treatment by using cooperative strategy.

**Table 4.5. The Mean Score and Standard Deviation of Students' Pretest and Posttest**

	N	Minimum	Maximum	Mean	Std. Deviation
pretest	32	12	76	37.87	20.396
posttest	32	20	92	56.09	24.437
Valid N (listwise)	32				

**Table 4.5** showed that the mean score of posttest was higher than mean score of pretest in control class ( $56.09 > 37.87$ ) and the standard deviation of pretest lower than standard deviation of posttest ( $20.396 < 24.437$ ). It means that there was no improvement of the students' in control class.

**Table 4.6. The Pair Sample Test of Control Class**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		Mean	Std. Deviation	Std. Error Mean
	Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper
<b>Pair 1</b> pretest – posttest	-18.219	26.462	4.678	-27.759	-8.678	-3.895	31	.000

Based on the table 4.6 above, the researcher conclude that the probability value is higher than alpha ( ) ( $0.000 < 0.05$ ). It means that  $H_1$  was accepted and  $H_0$  is rejected. It is concluded that there was a significant difference in pretest and posttest of control class.

**c. The Calculating of t-test posttest experiment class and posttest control class**

**Table 4.7. Paired Sample Test of Posttest**

Paired Samples Test								
	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretestexp - pretestcont	2,625	27,481	4,858	-7,283	12,533	,540	31	,593

Based on the table 4.7 above, the researcher conclude that the probability value is higher than alpha ( ) ( $0.593 > 0.05$ ). It means that  $H_1$  was rejected and  $H_0$  is accepted. It is concluded that there was no significant difference before treatment in experimental group and control group.

**Table 4.8. Paired Sample Test of Pretest**

Paired Samples Test								
	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Paired Sample 1: posttestexp - posttestcont	19,906	33,106	5,852	7,970	31,842	3,401	31	,002

Table 4.8 above showed that the probability value is lower than alpha ( ) ( $0.002 < 0.05$ ). It means that  $H_1$  was accepted and  $H_0$  was rejected. It is concluded that there was a significant difference after treatment in experimental class and control class. It could be stated that using TGT method the students had a better score of vocabulary than the students who were taught by using non TGT.

#### **d. Students' Score Achievement**

**Table 4.9. Students' Vocabulary Achievement**

	Pretest		Posttest	
	Experiment	Control	Experiment	Control
<b>Responden</b>	32	32	32	32
<b>Mean</b>	40.50	37.88	76.00	56.09
<b>SD</b>	18.617	20.396	21.068	24.437

**Table 4.9** showed that the total number of respondents for each group which experimental class 32 students and control class 32 students. The mean score and standard deviation showed difference in pretest and posttest to both class.

From the data showed in table 4.9, the mean score pretest of experimental class and control class was statistically the same before giving treatment. After giving treatment, the posttest score of both classes, experimental and control class showed a difference mean score.

## **B. Discussion**

Based on the method of the research chapter III in this research, teaching and learning process as divided into three steps. The first step is the researcher administrated pretest by giving vocabulary test. It used to know the students' earlier vocabulary before they get treatment. When the researcher gave pretest, most of the students felt confused because they did not understand the meaning of the vocabulary on the task. The result of the students' pretest showed that there was no got very good category.

The second step is the researcher gave treatment to the students. The treatment was teaching vocabulary by using Team Games Tournament method. The materials were nouns, verbs and adjectives. During this research teaching vocabulary by using TGT method could make the students more motivate to learn, they enjoy and they were enthusiastic in learning teaching process. It evidence that TGT method could help the students to learn vocabulary.

The last step was giving posttest to the students. When the researcher gave posttest, the students' condition on the class was to be quite . The result of the students' posttest is most of the students had a better score.

In this research, the vocabulary test was given to the students that still have basic for English, they are the classes of VIII.1 and VIII.2 at SMPN 8 Palopo. Besides opportunity after did this research, the researcher also found some problem in their classes such as:

1. Students still have difficulties in answer the question about vocabulary (noun, verb and adjective), because the students did not understand the meaning of vocabulary.
2. Some of students were late to enter the classroom when the subject of learning was changed.
3. Some of students want to quickly back to go home before time is run out.

It has been discussed in Chapter II that TGT is one of the team learning strategies designed that can improve students vocabulary. Kartika (2017) said that TGT method is effective to memorize the word and improve the vocabulary mastery<sup>24</sup>. Besides that, Sasmito said that TGT is very easy to be implemented, because it is implementation do not require support facilities should be available as special equipment. In addition TGT also involve all students in activities to obtain the desired concept.

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<sup>24</sup> EviKartika, *The Effectiveness of Using Team Game Tournament (TGT) on Vocabulary Mastery of First Grade Students at SMAN Campurdaratin Academic Year 2016/2017*. Thesis. (English Education Program. State Islamic College Institut (IAIN) of Tulungagung, 2017)

In fact, teaching vocabulary by using TGT method at SMPN 8 Palopo, the students got significant improvement in their score of vocabulary. Therefore, it could be stated that TGT in teaching learning of vocabulary have solved the students' vocabulary problem and had a better score of vocabulary for the eighth grade students of SMPN 8 Palopo.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### ***A. Conclusion***

The researcher concluded that the using team games tournament(TGT) method had a better score of vocabulary at the eight grade students in SMPN 8 Palopo. Based on the result of pretest and posttest experimental class, the mean score pretest is 40,50 and the mean score of posttest is 76,00, the result of pretest and posttest control class, the mean score pretest is 37,88 and the mean score of posttest is 56,09. It concluded that there was significant difference in teaching vocabulary before and after using TGT method. Therefore, by using TGT method had a better score of vocabulary at the eighth grade of SMPN 8 Palopo.

#### ***B. Suggestions***

Based on the finding of this research, some suggestions need to be put forward in order to have a good quality of teaching and learning process. The researcher would like to give some suggestion. They are as follows:

1. It is important for the teacher to improve the students vocabulary by giving attractive with method such as TGT method in order to encourage their motivation.
2. The teacher should uses active learning in the English teaching and learning so that students will be easy to learn vocabulary and understand new knowledge.

3. It is necessary to another researcher implement the strategy into another language skill.

Finally, the researcher realized that this thesis is far from being perfect and because of that constructive critic and advise are really expect for the perfection of the thesis. The researcher hoped that the result of this research could be useful for the readers. It is hope that the readers will have more information about interactive activities technique.



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# **A P P E N D I X E S**

## Experimental Class

**pretest**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	12	2	6.3	6.3	6.3
	20	2	6.3	6.3	12.5
	24	4	12.5	12.5	25.0
	28	2	6.3	6.3	31.3
	32	3	9.4	9.4	40.6
	36	8	25.0	25.0	65.6
	40	1	3.1	3.1	68.8
	60	3	9.4	9.4	78.1
	64	2	6.3	6.3	84.4
	68	3	9.4	9.4	93.8
	72	2	6.3	6.3	100.0
	Total	32	100.0	100.0	

**posttest**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	24	2	6.3	6.3	6.3
	28	1	3.1	3.1	9.4
	36	1	3.1	3.1	12.5
	60	2	6.3	6.3	18.8
	72	2	6.3	6.3	25.0
	76	5	15.6	15.6	40.6
	80	6	18.8	18.8	59.4
	84	4	12.5	12.5	71.9
	88	1	3.1	3.1	75.0
	92	1	3.1	3.1	78.1
	96	5	15.6	15.6	93.8
	100	2	6.3	6.3	100.0
	Total	32	100.0	100.0	

## Control Class

### pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	12	3	9.4	9.4	9.4
	20	3	9.4	9.4	18.8
	24	4	12.5	12.5	31.3
	28	5	15.6	15.6	46.9
	32	5	15.6	15.6	62.5
	36	3	9.4	9.4	71.9
	60	3	9.4	9.4	81.3
	68	1	3.1	3.1	84.4
	72	4	12.5	12.5	96.9
	76	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

### posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	2	6.3	6.3	6.3
	23	1	3.1	3.1	9.4
	24	3	9.4	9.4	18.8
	28	3	9.4	9.4	28.1
	32	2	6.3	6.3	34.4
	60	7	21.9	21.9	56.3
	64	3	9.4	9.4	65.6
	72	3	9.4	9.4	75.0
	80	3	9.4	9.4	84.4
	84	2	6.3	6.3	90.6
	92	3	9.4	9.4	100.0
	Total	32	100.0	100.0	

## Documentation



**Pretest**



**Teaching the material**



**Teaching the material**



**Discussion the worksheet**





**Discussion the worksheet**



**TGT method**



**TGT method**



**Posttest**







## **RENCANA PELKSANAAN PEMBELAJARAN (RPP)**

Sekolah : SMPN 8 PALOPO  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : VIII.1/Ganjil  
Alokasi Waktu : 6 x 40 menit (4 TM)

### **1. Kompetensi Dasar**

- A. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu, sesuai dengan konteks penggunaannya
- B. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

### **2. Materi Pembelajaran**

- A. Teks lisan dan tulis untuk menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu
- B. Unsur kebahasaan
  - Ungkapan dengan *There ...*
  - Kosakata: kata benda, Kata jumlah yang tidak tertentu: *little, few, some, many, much, a lot (of)*.
  - Kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya
  - Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
  - Ucapan, tekanan kata, dan intonasi.
- C. Topik

Keberadaan orang, binatang, benda, di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.

### **3. Tujuan Pembelajaran**

- A. Menggunakan struktur teks *tentang keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu*
- B. Menggunakan unsur kebahasaan dalam teks *menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu*
- C. Menggunakan struktur dan unsur kebahasaan dalam *menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum* tentang kegiatan seseorang

#### 4. Langkah-langkah Pembelajaran

##### A. Pertemuan pertama

Kegiatan Pembelajaran	
A. Kegiatan Awal (10 menit)	<ul style="list-style-type: none"><li>Greeting (member salam dan saling tegur sapa)</li><li>Mengecek kehadiran siswa</li><li>Ice Breaking</li><li>Memberi pretest</li></ul>
B. Kegiatan Inti (60 menit)	<ul style="list-style-type: none"><li>Guru menjelaskan kepada siswa tentang metode team games tournament (TGT)</li><li>Guru menyampaikan materi yang akan digunakan dalam proses pembelajaran (<i>Noun</i>)</li><li>Guru membentuk kelompok beranggotakan 4-5 siswa</li><li>Guru memberikan materi yang terdiri dari sejumlah pertanyaan yang relevan dengan materi ajar yang disampaikan oleh guru pada fase sebelumnya, untuk menguji kemajuan pengetahuan siswa</li><li>Setiap pemain dalam tiap meja menentukan terlebih dahulu pembaca soal dan pemain pertama dengan cara undian</li><li>Soal dikerjakan secara mandiri oleh penantang dan pemain sesuai dengan waktu yang telah ditentukan dalam soal. Setelah waktu untuk mengerjakan soal selesai, maka pemain akan membacakan hasil pekerjaannya yang akan ditanggapi oleh penantang.</li><li>Pembaca soal akan membuka kunci jawaban dan skor hanya diberikan kepada pemain yang menjawab benar atau penantang yang memberikan jawaban benar</li><li>Guru memberikan penghargaan kepada kelompok yang mendapat skor tertinggi</li></ul>
C. Kegiatan Penutup (10 menit)	<ul style="list-style-type: none"><li>Siswa diminta untuk menyetor kosa kata yang mereka dapat selama proses pembelajarn berlangsung</li><li>Salam</li></ul>

#### 5. Sumber belajar/alat/bahan

- Vocabulary book
- Buku tulis
- Spidol
- White board
- Sticky note
- Amplop

#### 6. Penilaian

##### A. Teknik penilaian : Tes Lisan

##### Instrument penilaian

No	Aspek	Kriteria	Skor
1	Pengucapan	Aksen penutur asli	4
		Aksen tertentu	3
		Aksen kurang sempurna	2
		Aksen Salah	1
2	Kelancaran	Sangat lancar seperti penutur asli	4
		Lancar	3
		Kurang Lancar	2

		Tidak Lancar	1
3	Pemahaman	Memahami Tanpa Kesulitan	4
		Memahami Sebagian Besar	3
		Kurang Memahami	2
		Tidak memahami	1

**Penentuan Nilai:**  $\text{NilaiSiswa} = \frac{\text{skor diperoleh}}{\text{skor maksimal}} \times 4$

B. Pengetahuan : Tes tulis

Instrument penialain

No	Aspek	Diskripsi	Skor
1	Kosa kata	Hampir sempurna	5
		Ada kesalahan tapi tidak mengganggu makna	4
		Ada beberapa kesalahan dan mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Terlalu banyak kesalahan sehingga sulit untuk dipahami	1
2	Pilihan Kata	Sangat variatif dan tepat	5
		Variatif dan tepat	4
		Cukup variatif dan tepat	3
		Kurang variatif dan tepat	2
		Tidak variatif dan tepat	1

**Penentuan Nilai:**  $\text{NilaiSiswa} = \frac{\text{skor diperoleh}}{\text{skor maksimal}} \times 100$

## **RENCANA PELKSANAAN PEMBELAJARAN (RPP)**

Sekolah : SMPN 8 PALOPO  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : VIII.1/Ganjil  
Alokasi Waktu : 6 x 40 menit (4 TM)

### **1. Kompetensi Dasar**

- A. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu, sesuai dengan konteks penggunaannya
- B. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

### **2. Materi Pembelajaran**

- A. Teks lisan dan tulis untuk menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu
- B. Unsur kebahasaan
  - Ungkapan dengan *There ...*
  - Kosakata: kata benda, Kata jumlah yang tidak tertentu: *little, few, some, many, much, a lot (of)*.
  - Kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya
  - Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
  - Ucapan, tekanan kata, dan intonasi.
- C. Topik

Keberadaan orang, binatang, benda, di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.

### **3. Tujuan Pembelajaran**

- A. Menggunakan struktur teks *tentang keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu*
- B. Menggunakan unsur kebahasaan dalam teks *menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu*
- C. Menggunakan struktur dan unsur kebahasaan dalam *menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum* tentang kegiatan seseorang

#### 4. Langkah-langkah Pembelajaran

##### A. Pertemuan kedua

Kegiatan Pembelajaran	
A. Kegiatan Awal (10 menit)	<ul style="list-style-type: none"><li>Greeting (member salam dan saling tegur sapa)</li><li>Mengecek kehadiran siswa</li><li>Ice Breaking</li></ul>
B. Kegiatan Inti (60 menit)	<ul style="list-style-type: none"><li>Guru menjelaskan kepada siswa tentang metode team games tournament (TGT)</li><li>Guru menyampaikan materi yang akan digunakan dalam proses pembelajaran (<i>Verb</i>)</li><li>Guru membentuk kelompok beranggotakan 4-5 siswa</li><li>Guru memberikan materi yang terdiri dari sejumlah pertanyaan yang relevan dengan materi ajar yang disampaikan oleh guru pada fase sebelumnya, untuk menguji kemajuan pengetahuan siswa</li><li>Setiap pemain dalam tiap meja menentukan terlebih dahulu pembaca soal dan pemain pertama dengan cara undian</li><li>Soal dikerjakan secara mandiri oleh penantang dan pemain sesuai dengan waktu yang telah ditentukan dalam soal. Setelah waktu untuk mengerjakan soal selesai, maka pemain akan membacakan hasil pekerjaannya yang akan ditanggapi oleh penantang.</li><li>Pembaca soal akan membuka kunci jawaban dan skor hanya diberikan kepada pemain yang menjawab benar atau penantang yang memberikan jawaban benar</li><li>Guru memberikan penghargaan kepada kelompok yang mendapat skor tertinggi</li></ul>
C. Kegiatan Penutup (10 menit)	<ul style="list-style-type: none"><li>Siswa diminta untuk menyetor kosa kata yang mereka dapat selama proses pembelajaran berlangsung</li><li>Salam</li></ul>

#### 5. Sumber belajar/alat/bahan

- Vocabulary book
- Buku tulis
- Spidol
- White board
- Sticky note
- Amplop

#### 6. Penilaian

##### A. Teknik penilaian : Tes Lisan

##### Instrument penilaian

No	Aspek	Kriteria	Skor
1	Pengucapan	Aksen penutur asli	4
		Aksen tertentu	3
		Aksen kurang sempurna	2
		Aksen Salah	1
2	Kelancaran	Sangat lancar seperti penutur asli	4
		Lancar	3
		Kurang Lancar	2

		Tidak Lancar	1
3	Pemahaman	Memahami Tanpa Kesulitan	4
		Memahami Sebagian Besar	3
		Kurang Memahami	2
		Tidak memahami	1

**Penentuan Nilai:**  $\text{NilaiSiswa} = \frac{\text{skor diperoleh}}{\text{skor maksimal}} \times 4$

B. Pengetahuan : Tes tulis

Instrument penialain

No	Aspek	Diskripsi	Skor
1	Kosa kata	Hampir sempurna	5
		Ada kesalahan tapi tidak mengganggu makna	4
		Ada beberapa kesalahan dan mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Terlalu banyak kesalahan sehingga sulit untuk dipahami	1
2	Pilihan Kata	Sangat variatif dan tepat	5
		Variatif dan tepat	4
		Cukup variatif dan tepat	3
		Kurang variatif dan tepat	2
		Tidak variatif dan tepat	1

**Penentuan Nilai:**  $\text{NilaiSiswa} = \frac{\text{skor diperoleh}}{\text{skor maksimal}} \times 100$

## **RENCANA PELKSANAAN PEMBELAJARAN (RPP)**

Sekolah : SMPN 8 PALOPO  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : VIII.1/Ganjil  
Alokasi Waktu : 6 x 40 menit (4 TM)

### **1. Kompetensi Dasar**

- A. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu, sesuai dengan konteks penggunaannya
- B. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

### **2. Materi Pembelajaran**

- A. Teks lisan dan tulis untuk menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu
- B. Unsur kebahasaan
  - Ungkapan dengan *There ...*
  - Kosakata: kata benda, Kata jumlah yang tidak tertentu: *little, few, some, many, much, a lot (of)*.
  - Kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya
  - Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
  - Ucapan, tekanan kata, dan intonasi.
- C. Topik

Keberadaan orang, binatang, benda, di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.

### **3. Tujuan Pembelajaran**

- A. Menggunakan struktur teks *tentang keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu*
- B. Menggunakan unsur kebahasaan dalam teks *menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu*
- C. Menggunakan struktur dan unsur kebahasaan dalam *menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum* tentang kegiatan seseorang

#### 4. Langkah-langkah Pembelajaran

##### A. Pertemuan ketiga

Kegiatan Pembelajaran	
A. Kegiatan Awal (10 menit)	<ul style="list-style-type: none"><li>Greeting (member salam dan saling tegur sapa)</li><li>Mengecek kehadiran siswa</li><li>Ice Breaking</li></ul>
B. Kegiatan Inti (60 menit)	<ul style="list-style-type: none"><li>Guru menjelaskan kepada siswa tentang metode team games tournament (TGT)</li><li>Guru menyampaikan materi yang akan digunakan dalam proses pembelajaran (<i>Adjective</i>)</li><li>Guru membentuk kelompok beranggotakan 4-5 siswa</li><li>Guru memberikan materi yang terdiri dari sejumlah pertanyaan yang relevan dengan materi ajar yang disampaikan oleh guru pada fase sebelumnya, untuk menguji kemajuan pengetahuan siswa</li><li>Setiap pemain dalam tiap meja menentukan terlebih dahulu pembaca soal dan pemain pertama dengan cara undian</li><li>Soal dikerjakan secara mandiri oleh penantang dan pemain sesuai dengan waktu yang telah ditentukan dalam soal. Setelah waktu untuk mengerjakan soal selesai, maka pemain akan membacakan hasil pekerjaannya yang akan ditanggapi oleh penantang.</li><li>Pembaca soal akan membuka kunci jawaban dan skor hanya diberikan kepada pemain yang menjawab benar atau penantang yang memberikan jawaban benar</li><li>Guru memberikan penghargaan kepada kelompok yang mendapat skor tertinggi</li></ul>
C. Kegiatan Penutup (10 menit)	<ul style="list-style-type: none"><li>Siswa diminta untuk menyetor kosa kata yang mereka dapat selama proses pembelajaran berlangsung</li><li>Salam</li></ul>

#### 5. Sumber belajar/alat/bahan

- Vocabulary book
- Buku tulis
- Spidol
- White board
- Sticky note
- Amplop

#### 6. Penilaian

##### A. Teknik penilaian : Tes Lisan

##### Instrument penilaian

No	Aspek	Kriteria	Skor
1	Pengucapan	Aksen penutur asli	4
		Aksen tertentu	3
		Aksen kurang sempurna	2
		Aksen Salah	1
2	Kelancaran	Sangat lancar seperti penutur asli	4
		Lancar	3



		Kurang Lancar	2
		Tidak Lancar	1
3	Pemahaman	Memahami Tanpa Kesulitan	4
		Memahami Sebagian Besar	3
		Kurang Memahami	2
		Tidak memahami	1

**Penentuan Nilai:**  $\text{NilaiSiswa} = \frac{\text{skor diperoleh}}{\text{skor maksimal}} \times 4$

B. Pengetahuan : Tes tulis

Instrument penialain

No	Aspek	Diskripsi	Skor
1	Kosa kata	Hampir sempurna	5
		Ada kesalahan tapi tidak mengganggu makna	4
		Ada beberapa kesalahan dan mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Terlalu banyak kesalahan sehingga sulit untuk dipahami	1
2	Pilihan Kata	Sangat variatif dan tepat	5
		Variatif dan tepat	4
		Cukup variatif dan tepat	3
		Kurang variatif dan tepat	2
		Tidak variatif dan tepat	1

**Penentuan Nilai:**  $\text{NilaiSiswa} = \frac{\text{skor diperoleh}}{\text{skor maksimal}} \times 100$

## **RENCANA PELKSANAAN PEMBELAJARAN (RPP)**

Sekolah : SMPN 8 PALOPO  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : VIII.1/Ganjil  
Alokasi Waktu : 6 x 40 menit (4 TM)

### **1. Kompetensi Dasar**

- A. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu, sesuai dengan konteks penggunaannya
- B. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

### **2. Materi Pembelajaran**

- A. Teks lisan dan tulis untuk menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu
- B. Unsur kebahasaan
  - Ungkapan dengan *There ...*
  - Kosakata: kata benda, Kata jumlah yang tidak tertentu: *little, few, some, many, much, a lot (of)*.
  - Kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya
  - Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
  - Ucapan, tekanan kata, dan intonasi.
- C. Topik

Keberadaan orang, binatang, benda, di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.

### **3. Tujuan Pembelajaran**

- A. Menggunakan struktur teks *tentang keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu*
- B. Menggunakan unsur kebahasaan dalam teks *menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu*
- C. Menggunakan struktur dan unsur kebahasaan dalam *menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum* tentang kegiatan seseorang

#### 4. Langkah-langkah Pembelajaran

##### A. Pertemuan keempat

Kegiatan Pembelajaran	
A. Kegiatan Awal (10 menit)	<ul style="list-style-type: none"><li>Greeting (member salam dan saling tegur sapa)</li><li>Mengecek kehadiran siswa</li><li>Ice Breaking</li></ul>
B. Kegiatan Inti (60 menit)	<ul style="list-style-type: none"><li>Guru menjelaskan kepada siswa tentang metode team games tournament (TGT)</li><li>Guru menyampaikan materi yang akan digunakan dalam proses pembelajaran (<i>Adjective</i>)</li><li>Guru membentuk kelompok beranggotakan 4-5 siswa</li><li>Guru memberikan materi yang terdiri dari sejumlah pertanyaan yang relevan dengan materi ajar yang disampaikan oleh guru pada fase sebelumnya, untuk menguji kemajuan pengetahuan siswa</li><li>Setiap pemain dalam tiap meja menentukan terlebih dahulu pembaca soal dan pemain pertama dengan cara undian</li><li>Soal dikerjakan secara mandiri oleh penantang dan pemain sesuai dengan waktu yang telah ditentukan dalam soal. Setelah waktu untuk mengerjakan soal selesai, maka pemain akan membacakan hasil pekerjaannya yang akan ditanggapi oleh penantang.</li><li>Pembaca soal akan membuka kunci jawaban dan skor hanya diberikan kepada pemain yang menjawab benar atau penantang yang memberikan jawaban benar</li><li>Guru memberikan penghargaan kepada kelompok yang mendapat skor tertinggi</li><li>Gave the treatment</li></ul>
C. Kegiatan Penutup (10 menit)	<ul style="list-style-type: none"><li>Siswa diminta untuk menyetor kosa kata yang mereka dapat selama proses pembelajaran berlangsung</li><li>Salam</li></ul>

#### 5. Sumber belajar/alat/bahan

- Vocabulary book
- Buku tulis
- Spidol
- White board
- Sticky note
- Amplop

#### 6. Penilaian

##### A. Teknik penilaian : Tes Lisan

##### Instrument penilaian

No	Aspek	Kriteria	Skor
1	Pengucapan	Aksen penutur asli	4
		Aksen tertentu	3
		Aksen kurang sempurna	2
		Aksen Salah	1
2	Kelancaran	Sangat lancar seperti penutur asli	4

		Lancar	3
		Kurang Lancar	2
		Tidak Lancar	1
3	Pemahaman	Memahami Tanpa Kesulitan	4
		Memahami Sebagian Besar	3
		Kurang Memahami	2
		Tidak memahami	1

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

B. Pengetahuan : Tes tulis

Instrument penilaian

No	Aspek	Diskripsi	Skor
1	Kosa kata	Hampir sempurna	5
		Ada kesalahan tapi tidak mengganggu makna	4
		Ada beberapa kesalahan dan mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Terlalu banyak kesalahan sehingga sulit untuk dipahami	1
2	Pilihan Kata	Sangat variatif dan tepat	5
		Variatif dan tepat	4
		Cukup variatif dan tepat	3
		Kurang variatif dan tepat	2
		Tidak variatif dan tepat	1

**Penentuan Nilai:**  $\text{Nilai Siswa} = \frac{\text{skor diperoleh}}{\text{skor maksimal}} \times 100$

Palopo, 07 Mei 2019

Guru Mata Pelajaran,

Mahasiswa,

NURMAYANTI JT, S.Pd

Ade Miranda  
NIM. 1502020020

Mengetahui,  
Kepala Sekolah SMP Negeri 8 Palopo

Drs. H. BASRI M.,M.Pd  
NIP. 19871231 199512 1 017



## RENCANA PELKSANAAN PEMBELAJARAN (RPP) KELAS KONTROL

Sekolah : SMPN 8 PALOPO  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : VIII.2/Ganjil  
Alokasi Waktu : 6 x 40 menit (3 TM)

### 1. Kompetensi Dasar

- A. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu, sesuai dengan konteks penggunaannya
- B. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

### 2. Materi Pembelajaran

- A. Teks lisan dan tulis untuk menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu

- B. Unsur kebahasaan

- Ungkapan dengan *There ...*
- Kosakata: kata benda, Kata jumlah yang tidak tertentu: *little, few, some, many, much, a lot (of)*.
- Kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya
- Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
- Ucapan, tekanan kata, dan intonasi.

- C. Topik

Keberadaan orang, binatang, benda, di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.

### 3. Tujuan Pembelajaran

- A. Menggunakan struktur teks *tentang keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu*
- B. Menggunakan unsur kebahasaan dalam teks *menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu*
- C. Menggunakan struktur dan unsur kebahasaan dalam *menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum* tentang kegiatan seseorang

### 4. Langkah-langkah Pembelajaran

#### A. Pertemuan pertama

Kegiatan Pembelajaran	
A. Kegiatan Awal (10 menit)	<ul style="list-style-type: none"><li>• Greeting (member salam dan saling tegur sapa)</li><li>• Mengecek kehadiran siswa</li><li>• Ice Breaking</li></ul>

<ul style="list-style-type: none"> <li>• Memberi pretest</li> </ul>
<p>B. Kegiatan Inti (60 menit)</p> <ul style="list-style-type: none"> <li>• Guru menjelaskan tentang vocabulary (<b>Noun</b>)</li> <li>• Guru memberikan contoh tentang noun khususnya yang berada didalam kelas, sekolah, rumah dan sekitarnya</li> <li>• Guru memberikan daftar vocabulary tentang noun lengkap dengan artinya</li> <li>• Guru memberikan waktu kepada siswa untuk membaca dan mempraktikkan pronunciation dari vocabulary tersebut</li> <li>• Guru memberikan worksheet yang berisi vocabulary kemudian siswa menjawab soal-soal yang ada</li> <li>• Setelah itu guru melakukan tanya jawab mengenai vocabulary yang sudah di berikan (<b>noun</b>)</li> </ul>
<p>C. Kegiatan Penutup (10 menit)</p> <ul style="list-style-type: none"> <li>• Siswa diminta untuk menyeter kosakata yang mereka dapat selama proses pembelajaran berlangsung</li> <li>• Salam</li> </ul>

## B. Pertemuan kedua

Kegiatan Pembelajaran
<p>A. Kegiatan Awal (10 menit)</p> <ul style="list-style-type: none"> <li>• Greeting (member salam dan saling tegur sapa)</li> <li>• Mengecek kehadiran siswa</li> <li>• Ice Breaking</li> </ul>
<p>B. Kegiatan Inti (60 menit)</p> <ul style="list-style-type: none"> <li>• Guru menjelaskan tentang vocabulary (<b>Verb</b>)</li> <li>• Guru memberikan contoh tentang verb khususnya dalam ruang lingkup kelas, sekolah, rumah dan sekitarnya</li> <li>• Guru memberikan daftar vocabulary tentang verb lengkap dengan artinya</li> <li>• Guru memberikan waktu kepada siswa untuk membaca dan mempraktikkan pronunciation dari vocabulary tersebut</li> <li>• Guru memberikan worksheet yang berisi vocabulary kemudian siswa menjawab soal-soal yang ada</li> <li>• Setelah itu guru melakukan tanya jawab mengenai vocabulary yang sudah di berikan (<b>verb</b>)</li> </ul>
<p>C. Kegiatan Penutup (10 menit)</p> <ul style="list-style-type: none"> <li>• Siswa diminta untuk menyeter kosakata yang mereka dapat selama proses pembelajaran berlangsung</li> <li>• Salam</li> </ul>

## D. Pertemuan ketiga

Kegiatan Pembelajaran
<p>A. Kegiatan Awal (10 menit)</p> <ul style="list-style-type: none"> <li>• Greeting (member salam dan saling tegur sapa)</li> <li>• Mengecek kehadiran siswa</li> <li>• Ice Breaking</li> </ul>
<p>B. Kegiatan Inti (60 menit)</p> <ul style="list-style-type: none"> <li>• Guru menjelaskan tentang vocabulary (<b>Adjective</b>)</li> <li>• Guru memberikan contoh tentang adjective yang paling umum dan sering digunakan</li> <li>• Guru memberikan daftar vocabulary tentang adjective lengkap dengan artinya</li> <li>• Guru memberikan waktu kepada siswa untuk membaca dan mempraktikkan pronunciation dari vocabulary tersebut</li> <li>• Guru memberikan worksheet yang berisi vocabulary kemudian siswa menjawab soal-soal yang ada</li> <li>• Setelah itu guru melakukan tanya jawab mengenai vocabulary yang sudah di berikan (<b>noun</b>)</li> </ul>

<ul style="list-style-type: none"> <li>Guru memberikan posttest.</li> </ul>
C. Kegiatan Penutup (10 menit) <ul style="list-style-type: none"> <li>Siswa diminta untuk menyetor kosa kata yang mereka dapat selama proses pembelajarn berlangsung</li> <li>Salam</li> </ul>

## 5. Sumber belajar/alat/bahan

- Vocabulary book
- Buku tulis
- Spidol
- White board
- Sticky note
- Amplop

## 6. Penilaian

### A. Teknik penilaian : Tes Lisan

Instrument penilaian

No	Aspek	Kriteria	Skor
1	Pengucapan	Aksen penutur asli	4
		Aksen tertentu	3
		Aksen kurang sempurna	2
		Aksen Salah	1
2	Kelancaran	Sangat lancar seperti penutur asli	4
		Lancar	3
		Kurang Lancar	2
		Tidak Lancar	1
3	Pemahaman	Memahami Tanpa Kesulitan	4
		Memahami Sebagian Besar	3
		Kurang Memahami	2
		Tidak memahami	1

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

### B. Pengetahuan : Tes tulis

Instrument penialain

No	Aspek	Diskripsi	Skor
1	Kosa kata	Hampir sempurna	5
		Ada kesalahan tapi tidak mengganggu makna	4
		Ada beberapa kesalahan dan mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Terlalu banyak kesalahan sehingga sulit untuk dipahami	1
2	Pilihan Kata	Sangat variatif dan tepat	5
		Variatif dan tepat	4
		Cukup variatif dan tepat	3
		Kurang variatif dan tepat	2
		Tidak variatif dan tepat	1

**Penentuan Nilai:**  $\text{Nilai Siswa} = \frac{\text{skor diperoleh}}{\text{skor maksimal}} \times 100$



**Palopo, 07 Mei 2019**

**Guru Mata Pelajaran,**

**Mahasiswa,**

**NURMAYANTI JT, S.Pd**

**Ade Miranda  
NIM.**

**1502020020**

**Mengetahui,  
Kepala Sekolah SMP Negeri 8 Palopo**

**Drs. H. BASRI M.,M.Pd  
NIP. 19871231 199512 1 017**

Name: Aminiab. Aweya

Class: VIII-II

**Soal pre-test**

**A. Choose the correct answer from the option a, b, c, or d.**

- 1) ..... is the place for students to study.  
A. Library  
☒ B. Classroom ✓  
C. Teacher's office  
D. School canteen
- 2) Something that you can find in your classroom is a .....  
☒ A. Bed ✓  
B. Stove  
C. Garden  
D. Blackboard
- 3) You can find .... in your bag.  
☒ A. Pen ✓  
B. Stove  
C. Pillow  
D. Television
- 4) My mother is a tailor. She sews and makes ...  
A. Books  
☒ B. Foods ✗  
C. Chairs  
☒ D. Clothes
- 5) My father always reads ..... every morning in living room.  
☒ A. Radio  
B. Computer  
C. Television  
☒ D. Newspaper ✗
- 6) You can find ..... in the sugar  
☒ A. Ant ✓  
B. Cow  
C. Cricket  
D. Crocodile
- 7) There is ..... hanging on the tree.  
☒ A. Fish ✗  
B. Wolf  
☒ C. Monkey  
D. Buffalo

17 B

68

8) The animal that has a wing is.....

- ☒ A. Bee
- ☐ B. Mouse
- ☐ C. Camel
- ☐ D. Crocodile

X

9) We need..... to buy something

- ☐ A. Fish
- ☒ B. Money
- ☐ C. Market
- ☐ D. Potato

X

10) A school is the place where students ... with their teachers.

- ☐ A. Play
- ☐ B. Work
- ☐ C. Teach
- ☒ D. Study

✓

11) The man .... When he want to go to the school.

- ☒ A. Fall
- ☐ B. Come
- ☐ C. Build
- ☐ D. Choose



✓

10) Baby girl .... her fingers in the living room

- ☒ A. Beat
- ☐ B. Bite
- ☐ C. Feed
- ☐ D. Drink



✓

11) Amir and Rahmat ..... because Amir broke Rahmat's shoes.

- ☐ A. See
- ☒ B. Fight
- ☐ C. Draw
- ☐ D. Catch



✓

12) Part of the people .... in the park for grow tree

- ☒ A. Do
- ☐ B. Dig
- ☐ C. Cut
- ☐ D. Let



X

13) Sila and her friend ..... when they take picture

- A. Run
- B. Lead
- ☒ C. Leap
- ☐ D. Sweep



X

14) The gardener ..... The grass every Monday and Thursday.

- ☒ A. Cuts
- ☐ B. Comes
- C. Plans
- D. Trains

X

**B. Match the vocabularies on the left side with its antonym on the right.**

Vocabularies	Antonyms
<input checked="" type="checkbox"/> BIG	FALSE
<input checked="" type="checkbox"/> SICK	RICH
<input checked="" type="checkbox"/> ARROGANT	RIGHT
<input checked="" type="checkbox"/> HAPPY	CLEAN
<input checked="" type="checkbox"/> BEAUTIFUL	SHORT
<input checked="" type="checkbox"/> BOY	GIRL
<input checked="" type="checkbox"/> TRUE	UGLY
<input checked="" type="checkbox"/> LEFT	SAD
<input checked="" type="checkbox"/> POOR	FRIENDLY
<input checked="" type="checkbox"/> TALL	HEALTHY

### Soal post-test

#### A. Choose the correct answer from the option a,b,c,d or d

- 1) My mother is watching ..... now.  
☒ A. Cinema ~~✗~~ ✓  
B. Ambulance  
C. A magazine  
☒ D. A Television
- 2) I am sorry, all ..... in this restaurant have been booked. ✓  
A. Ruler  
B. Dress  
☒ C. Shoes  
☒ D. Chairs
- 3) ..... is the place to borrow some books at school. ✓  
☒ A. Library  
B. Canteen  
C. Hospital  
D. Stadion
- 4) Something that you can find in your classroom is a ..... ✓  
A. Bed  
B. Stove  
C. Garden  
☒ D. Blackboard
- 5) You can find .... in your bag. ✓  
☒ A. Pen  
B. Stove  
C. Pillow  
D. Television
- 6) My father always reads ..... every morning in living room. ✓  
A. Radio  
B. Computer  
☒ C. Television  
☒ D. Newspaper
- 7) You can find ..... in the sugar ✓  
☒ A. Ant  
B. Cow  
C. Cricket  
D. Crocodile

25

100

7) There is ..... hanging on the tree.

- A. Fish
- B. Wolf
- ☒ C. Monkey
- D. Buffalo



8) The animal that has a wing is.....

- ☒ A. Bee
- B. Mouse
- C. Camel
- D. Crocodile



9) We need..... to buy something

- A. Fish
- ☒ B. Money
- C. Market
- D. Potato



10) A school is the place where students ... with their teachers.

- A. Play
- B. Work
- C. Teach
- ☒ D. Study



11) The man .... When he want to go to the school.

- ☒ A. Fall
- B. Come
- C. Build
- D. Choose



10) Baby girl .... her fingers in the living room

- A. Beat
- ☒ B. Bite
- C. Feed
- D. Drink



11) Amir and Rahmat ..... because Amir broke Rahmat's shoes.

- A. See
- ☒ B. Fight
- C. Draw
- D. Catch





12) Part of the people .... in the park for grow tree

- A. Do
- ☒ B. Dig
- C. Cut
- D. Let



✓

13) Sila and her friend ..... when they take picture

- A. Run
- ☒ B. Lead
- C. Leap
- D. Sweep



X

14) The gardener ..... The grass every Monday and Thursday.

- ☒ A. Cuts
- B. Comes
- C. Plans
- D. Trains

✓

A. Match the vocabularies on the left side with its antonym on the right.

Vocabularies			Antonyms	
1	BIG	✓	7	FALSE
2	SMART	✓	9	RICH
3	ARROGANT	✓	8	RIGHT
4	HAPPY	✓	1	SMALL
5	BEAUTIFUL	✓	10	SHORT
6	BOY	✓	6	GIRL

7	TRUE	✓	5	UGLY
8	LEFT	✓	1	SAD
9	POOR	✓	3	FRIENDLY
10	TALL	✓	2	STUPID





**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

Jl. Agatis Telp. 0471-22076 Fax. 0471- 325195 Kota Palopo

Nomor : 297/ In.19/PBI/PP.00.9/07/2019  
Lampiran : 1 (satu) Lembar  
Perihal : Permohonan Pengesahan Draft Proposal

Kepada Yth  
Bapak Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
Di –  
Palopo

**Assalamu' Alaikum Wr. Wb**

Dengan hormat, yang bertanda tangan di bawah ini:

Nama : Ade Miranda  
NIM : 15 0202 0020  
Jurusan : Ilmu Keguruan  
Prodi : Pendidikan Bahasa Inggris  
Judul : **Using Teams Games Tournament to Teach Vocabulary at the  
Eight Grade Students of SMPN 8 Palopo**

Mengajukan permohonan kepada Bapak, kiranya berkenan mengesahkan Draft  
Proposal yang dimaksud di atas.

Demikian permohonan kami, atas perkenan Bapak diucapkan terima kasih.

Wassalamu' Alaikum Wr. Wb.

Pemohon

Ade Miranda  
NIM 15 0202 0067

Menyetujui

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Mengetahui

Ketua Prodi

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Amalia Yahya, S.E., M.Hum

NIP. 19771013 200501 2 006

## PENGESAHAN DRAFT SKRIPSI

Setelah memperhatikan persetujuan para pembimbing atas Permohonan saudara (i) yang diketahui oleh Ketua Jurusan Ilmu Keguruan Fakultas Tarbiyah dan Ilmu Keguruan, maka draft Proposal yang berjudul : **Using Teams Games Tournament to Teach Vocabulary at the Eight Grade Students of SMPN 8 Palopo** , dan yang ditulis oleh: Nuridaya Lahming NIM 15 0202 0067 dinyatakan sah dan dapat diproses lebih lanjut

Palopo, 01 Juli 2019

a.n. Dekan

Wakil Dekan I Akademik

Dan Kelembagaan



**Munir Yusuf, S.Ag., M.Pd**

**NIP. 19740602 199903 1 003**



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**FAKULTAS TARBIYAH & ILMU KEGURUAN**

Jl. Agatis Telp. 0471-22076 Fax. 0471-325195 Kota Palopo  
Email: [ftik@iainpalopo.ac.id](mailto:ftik@iainpalopo.ac.id) Web: [www.ftik-iainpalopo.ac.id](http://www.ftik-iainpalopo.ac.id)

Nomor : 0456 /In.19/FTIK/HM.01/08/2019  
Lampiran : -  
Perihal : **Permohonan Surat Izin Penelitian**

08 Juli 2019

Yth. Kepala Badan Kesbangpol dan Linmas  
Kota Palopo  
di -  
Palopo

*Assalamu Alaikum Wr. Wb.*

Dengan hormat, kami sampaikan bahwa mahasiswa (i) kami, yaitu :

Nama	: Ade Miranda
NIM	: 15 0202 0020
Program Studi	: Pendidikan Bahasa Inggris
Semester	: VIII (delapan)
Tahun Akademik	: 2018/2019
Alamat	: -

akan melaksanakan penelitian dalam rangka penulisan skripsi pada lokasi SMPN 8 Palopo dengan judul: **"Using Teams Games Students to Teach Vocabulary at the Eight Grade Students of SMPN 8 Palopo"**. Untuk itu kami mohon kiranya Bapak/Ibu berkenan menerbitkan Surat Izin Penelitian.

Demikian surat permohonan ini kami ajukan atas perhatian dan kerjasamanya kami ucapkan banyak terima kasih.

*Wassalamu Alaikum Wr. Wb.*



Dekan,

Dr. Nurdin K, M.Pd.

NIP 19681231 199903 1 014





**PEMERINTAH KOTA PALOPO**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpn : (0471) 326048

**ASLI**

**IZIN PENELITIAN**  
**NOMOR : 912/IP/DPMPTSP/VII/2019**

**DASAR HUKUM :**

1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan IPTEK;
2. Peraturan Mendagri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian, sebagaimana telah diubah dengan Peraturan Mendagri Nomor 7 Tahun 2014;
3. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
4. Peraturan Walikota Palopo Nomor 22 Tahun 2016 tentang Pendelegasian Wewenang Penyelenggaraan Perizinan dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

**MEMBERIKAN IZIN KEPADA**

Nama : ADE MIRANDA  
Jenis Kelamin : Perempuan  
Alamat : To' Bulung Kota Palopo  
Pekerjaan : Mahasiswa  
NIM : 15 0202 0020

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

**USING TEAMS GAMES TOURNAMENT TO TEACH VOCABULARY AT THE EIGHT GRADE STUDENTS OF SMPN 8 PALOPO**

Lokasi Penelitian : SMPN 8 PALOPO  
Lamanya Penelitian : 09 Juli 2019 s.d. 09 Agustus 2019

**DENGAN KETENTUAN SEBAGAI BERIKUT :**

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo**.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo

Pada tanggal : 09 Juli 2019

✓ Kepala Dinas Penanaman Modal dan PTSP

**FARID KASIM JS, SH, M.Si**

Pangkat : Pembina Tk. I

NIP : 19830309 200312 1 004

Tembusan :



**PEMERINTAH KOTA PALOPO**  
**DINAS PENDIDIKAN**  
**SEKOLAH MENENGAH PERTAMA NEGERI 8 PALOPO**  
**Alamat : Jl. Dr. Ratulangi No. 66 Balandal Palopo ☎ (0471) 22921**

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**SURAT KETERANGAN PENELITIAN**  
**NOMOR : 421.3 /049/SMP.8/VIII/2018**

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Pertama Negeri 8 Palopo, dengan ini menerangkan bahwa :

Nama : **ADE MIRANDA**  
Tempat / Tgl Lahir : Kalosi, 27 Desember 1996  
NIM : 15.0202.0020  
Pekerjaan : Mahasiswi  
Fakultas/Prodi : Fakultas Tarbiyah dan Ilmu Keguruan  
Jurusan Bahasa Inggris IAIN Palopo

Adalah benar telah melaksanakan penelitian di Sekolah Menengah Pertama Negeri 8 Palopo untuk kepentingan penulisan skripsi pada tanggal 23 Juli s.d 5 Agustus 2019 dengan judul ***“USING TEAMS GAMES TOURNAMENT TO TEACH VOCABULARY AT THE EIGHT GRADE STUDENTS OF SMPN 8 PALOPO”***.

Demikian keterangan ini kami berikan untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 5 Agustus 2019  
Kepala Sekolah,  
  
**Drs. H. BASRI M., M.Pd.**  
NIP: 19671231 199512 1 017



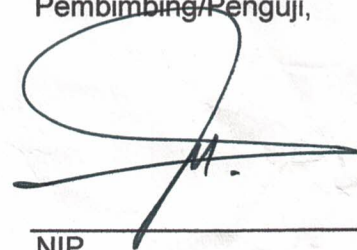


## CATATAN HASIL KOREKSI SEMINAR PROPOSAL

Nama : Ade Miranda  
NIM : 15 0202 0020  
Jurusan/Program Studi : Ilmu Keg / Tadris Bahasa Inggris  
Judul Skripsi : Using Team Game Tournament to Treach Vocabulary at the Eight Grade Students of SMPN 8 Palopo

1. Revise your cover ✓
2. Revise your table of contents ✓
3. Revise your background (based on your observation) ✓
4. Put the footnote on page 2. ✓
5. Revise your scope of the research ✓
6. ~~Make it~~ complete the definition in part F ✓
7. Add the title in previous studies ✓
8. Make conclusion after you explain the experts opinion. ✓
9. Revise your theoretical framework ✓
10. Revise your Hypotheses ✓
11. Put the reason why u choose quasi experimental design. ✓
12. There is no post test
- B. Revise your lesson plan based on syllabus }

Pembimbing/Penguji,



NIP.

# CATATAN HASIL KOREKSI SEMINAR PROPOSAL

Nama : Ade Miranda  
NIM : 15 0202 0020  
Jurusan/Program Studi : Ilmu Keg / Tadris Bahasa Inggris  
Judul Skripsi : Using Team Game Tournament to Treach Vocabulary at the  
Eight Grade Students of SMPN 8 Palopo

1. Background sebagai penguatan, bendi: beberapa, termasuk  
Diksi.

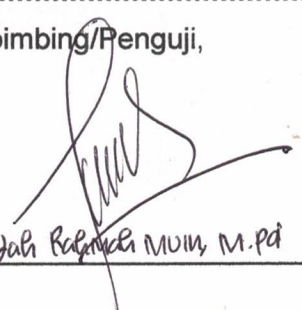
2. Margin, penulisan & Layout diperbaiki.

3. Benahi Theoretical Framework (sesuaikan teori ada)

4. Instrument of the Research berdasarkan silabus

5. pilih teori sesuai kebutuhan.

Pembimbing/Penguji,

  
Fadhlilah Rahmawati, M.Pd  
NIP.