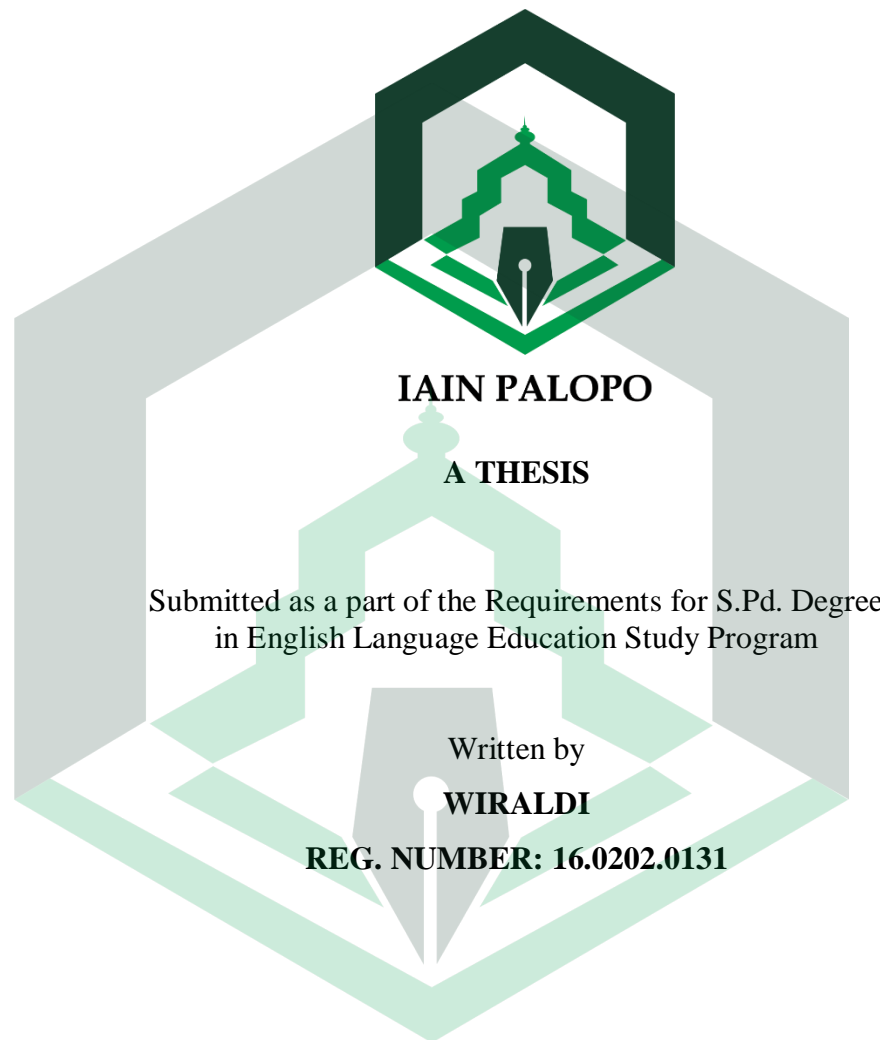


**IMPROVING VOCABULARY MASTERY OF THE SEVENTH YEAR
STUDENTS USING SCATTERGORIES GAME IN SMP NEGERI 8
PALOPO**



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

2020

**IMPROVING VOCABULARY MASTERY OF THE SEVENTH YEAR
STUDENTS USING SCATTERGORIES GAME IN SMP NEGERI 8
PALOPO**



IAIN PALOPO

A THESIS

Submitted as a Part of the Requirements for S.Pd. Degree
in English Language Education Study Program

Written by

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REG. NUMBER: 16.0202.0131

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

2020

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This thesis entitled **"Improving Vocabulary Mastery of the Seventh Year Students Using Scattergories Game in SMP Negeri 8 Palopo"** Which is Written by **Wiraldi, Reg. Number. 16.0202.0131**, S1 English Study Program of Tarbiyah and Teacher Training Faculty of Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in Munaqasyah session which is carried out on **Monday, 31st of August 2020 M**, coincided with **12nd Muharram 1442 H**, it is authorized and acceptable as partial fulfillment for **S.Pd.** degree in English language teaching.

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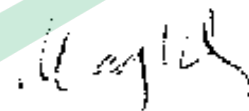
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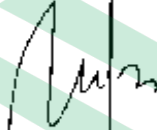
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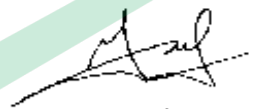
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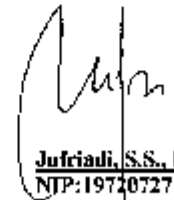
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وَالْمُرْسَلِينَ سَيِّدِنَا مُحَمَّدٍ وَعَلَى آلِهِ وَاصْحَبِهِ أَجْمَعِينَ. أَمَّا بَعْدُ

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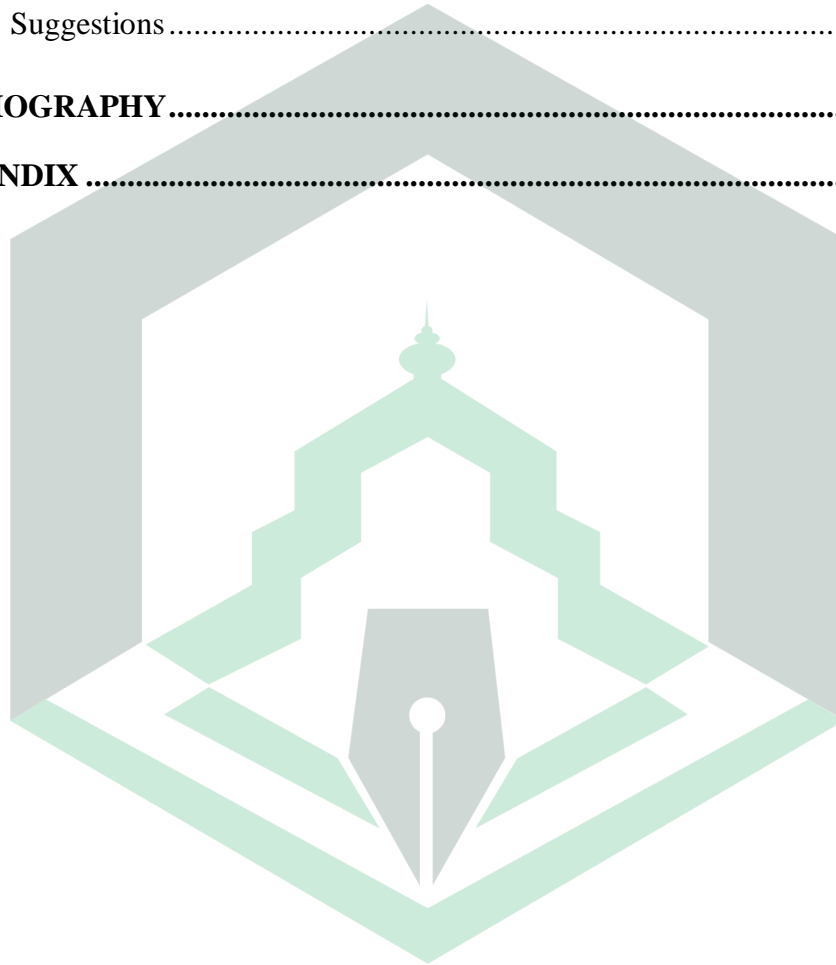
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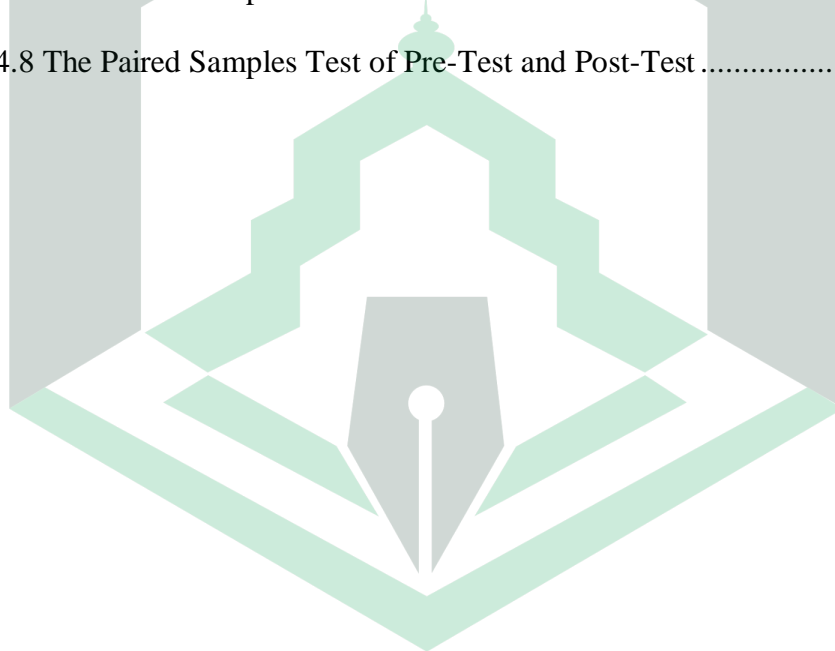
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ABSTRACT

Wiraldi, 2020. *“Improving Vocabulary Mastery of the Seventh Year Students Using Scattergories Game in SMP Negeri 8 Palopo”*. A Thesis of English Education Department Faculty of Tarbiyah and Teacher Training State Islamic Institute of Palopo. Supervised by: **(1) Dr. Jufriadi, S.S., M.Pd** and **(2) Muhammad Iksan, S.Pd., M.Pd**

This thesis is about Improving Vocabulary Mastery of the Seventh Year Students Using Scattergories Game in SMP Negeri 8 Palopo. The problem statements of this research is Scattergories game effective in improving the students vocabulary mastery in SMP Negeri 8 Palopo. The objective of the research to find out whether or not scattergories game effective in improving the students vocabulary mastery in SMP Negeri 8 Palopo.

The research design used a pre experimental design. In this pre-experimental research, the researcher focused on a group of students where the researcher conducted a pre-test before treatment and post-test after treatment, the purpose of this research was to determine the effectiveness of students in using scattergories games. The research instrument used a vocabulary test. The pre-test was given to determine the basic skills of students vocabulary and the post-test was given to determine the improve in students vocabulary after being given treatment, and this research used a scattergories game. This research was conducted in class VII.3 SMP Negeri 8 Palopo 2020, which are consists of 30 students. The test contains 40 items from 2 types of tests, namely the matching test and the translation test. Then the tests were calculated and analyzed using the SPSS 20 program.

From the findings and discussion of the research, the researcher concluded that the use of the Scattergories game was effective in improving the vocabulary of students at SMP Negeri 8 Palopo. The increase in students' vocabulary after treatment, this can be proven by the results of the pre-test students with an average score of 58.8333 and an average post-test score of 85.7000, the value of t_0 (t_{count}) = 21.604 and df (degrees of freedom) based on these results, namely $21.604 > 2.045$, from these results the researcher concluded that t_0 (t_{count}) is higher than t_t (t_{table}), $t_0 > t_t$. it means that there is a significant difference between vocabulary mastery before and after using the scattergories game.

Key Words: *Improving Vocabulary, Scattergories Game.*



CHAPTER I

INTRODUCTION

A. Background of the Study

In language learning, the element that needs to be possessed in learning English is vocabulary because vocabulary can connect or organize ideas in sentences, so many students are still confused when they are asked to translate certain words, sentences, and texts. Most of them lack vocabulary about the material provided. Even though their teacher had given them a stack of vocabulary lists, they were lazy to read them; when the researcher asks them “why don't you open the vocabulary list?” they say, “it's boring reading and remembering the whole list, sir”. The experience of the observation program inspired me to think of ways that students would not be bored in learning vocabulary.

In learning English, vocabulary is an important part of the language for English learners to learn. Good vocabulary mastery can support students in mastering English. In communication, vocabulary is needed to convey what someone wants to say, through vocabulary someone can express his or her feeling, ideas, emotion, and desires. Vocabularies are the words that must be learned by

English learners to understand what is heard and read than words used when we speak and write. So, vocabulary is very basic in language learning, especially in English. It's like one element that connects the four skills of speaking, listening, reading, and writing.¹

At the school, the English teacher teaching vocabulary is mostly done by using traditional techniques, such as giving definitions, doing oral drills, and doing writing practice. Traditional techniques in teaching vocabulary made students bored and affected in their academics. As school students, they need to learn English vocabulary that students their needs related to the material that will be able discussed by the teacher. They must understand and be able to use vocabulary especially the material they will learn. When the students know the vocabulary in about certain material, it is showed that the students mastering the material well. Allen (1983) said that predicting what is needed by students in vocabulary is important in choosing what to teach; just as important is 'creating the sense of need for a word'.²

¹ Erfan Efendi, 'The Use Of Games To Improve Vocabulary Mastery (Mahasiswa Jurusan Bahasa Inggris FKIP UNISMA)', 1.12 (2013), 1.

² Virginia F Allen, *Technique and Teaching Vocabulary*, *The Modern Language Journal* (England: Oxford University, 1983) <https://doi.org/10.1111/j.1540-4781.2011.01250_1.x>.

Teaching vocabulary through games will be more effective rather than teaching it through repetition and memorization. According to Amy, who said that implementing the game is the right choice and is also a fun activity where students can interact, think, learn, and strategize how to solve problems. The researcher thinks the game can create attention and a good link between teacher to students³, and as Rohani stated that the ESL Fun games are a great way to arouse student's interest in the class and often also helps them absorb and store more information than if they only learned to pass an exam or complete an assignment.⁴

Generally, the same as other games, this Scattergories game can provide interesting activities and students can be active in the learning process in the classroom; unfortunately with various rules and greater combination of the game, scattergories only match for the adult learners. With a simple alteration, the researcher conducts this Scattergories game to be applied at SMP Negeri 8 Palopo. The researcher wants to take the main benefit of this game that is to train the students to think fast and categorize the vocabulary through the material given. Also besides, the games Scattergories can be adjusted to the needs of the teacher. The

³ Amy Talak-kiryk, 'Using Games In A Foreign Language Classroom', *MA TESOL Collection.*, 1.1 (2010), 53 <http://digitalcollections.sit.edu/ipp_collection>.

⁴ Rohani Maryam and Behzad Pourgharib, 'The Effects of Using Games on English Vocabulary Learning', *Journal of Applied Linguistics and Language Research*, 2.3 (2015), 39-47 <www.jallr.ir>.

researcher wants to confirm in teaching vocabulary is an effective technique by using Scattergories Games. It helps the students to categorize vocabulary. eg: if they asked about zebra, horse, and cow they can categorize that they are animals, especially mammals. In this game, the teacher can align the content according to the learning objectives. Especially in English, this game can also help in teaching vocabulary such as to categorize the vocabulary needed in a particular chapter. After having done an observation in SMP Negeri 8 Palopo, the researcher found that Scattergories Game has not yet applied in this school in teaching vocabulary. The researcher wants to utilize and promote this game as a teaching technique in my research.

From the results of research observations, students are bored and not interested in traditional techniques, the teacher needs to find interesting teaching technique to eliminate students in order boredom to improve their motivation in learning vocabulary. In this case, the researcher assumes that using games as a teaching technique offers the students to explore new vocabulary in a fun, interactive, interesting, and effective way during the learning process. The researcher thinks that it's necessary to look for the other ways of teaching English so that it is conducted under the topic "Improving Vocabulary Mastery of the Seventh Year students Using Scattergories Game in SMP Negeri 8 Palopo".

B. Problem Statement

Referring to the various problems in the background of the study above, the researcher formulated the research question as follows: Is Scattergories game effective in improving the student's vocabulary mastery in SMP Negeri 8 Palopo?

C. The Objective of the Research

Based on the formulation of the problem above, the researcher formulated the research objective, namely to determine whether the Scattergories game was effective in improving the vocabulary mastery of students at SMP Negeri 8 Palopo?

D. Significance of the Research

From the result of this research, the researcher hopes that it can be useful information for general English learners and teachers. There are two kinds of the benefit of this research as follows:

1. Theoretically

From the results of this study, the researcher hopes that it can contribute to the theories of teaching English vocabulary and can be used as a reference for those who want to research in improving English vocabulary through games.

2. Practically

a. For the Teachers

This research is expected to be able to contribute to teachers in improving the quality of the learning process in teaching vocabulary through games, in this case, Scattergories games as their new teaching technique.

b. For the students

The students can think fast and easily to categorize words and improve their vocabulary through playing games.

c. For the Future Researchers

The future researcher can conduct further research in teaching vocabulary using Scattergories Games. They can use this research as information or references to do the teaching and learning process of English.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Previous Related Research

There are several language writers which closely related to this research in teaching vocabulary, those writers are:

Nur Khikmah (2016) observed research the title “The Use of Scattergories Board Game to Improve Students’ Vocabulary Mastery and Reading Comprehension for the Eighth Year Students of SMP Islam Sudirman Ambrawa in the Academic Year of 2016/2017”. She said that using the Scattergories game was effective in improving vocabulary learning and reading comprehension because it could be seen from the results of the pre-test and post-test average scores in each cycle. Cycle 1 shows that the pre-test is 49.45 and the post-test is 62.70. Meanwhile, cycle 2 shows that the pre-test is 69.72 and the post-test is 75.40. It means that the mean difference is significant between pre-test and post-test.⁵

Herdianti (2019) observed research the title “Teaching Vocabulary Using Board Games; Scattergories Game and What Someone Does Game at Second Grade SMP Karya Bhakti Gadingrejo”. She stated that the use of the Scattergories game is a simple technique where students must

⁵ Nur Khikmah, ‘*The Use of Scattergories Board Game To Improve Students ’ Vocabulary Mastery and Reading Comprehension for the Eighth Year Students of Smp Islam Sudirman Ambarawa in the Academic Year of 2016 / 2017*’ (IAIN Salatiga, 2016).

succeed in getting the highest score and the players work individually in a group. whereas, What Someone Does Game is a game that is a little complex because in this game each team does a different job on each team, and then the team is divided into four players each. And the results in this game can be seen that the post-test average score in the experimental class 1 is 80.60 and the post-test average score in the experimental class 2 is 74.67.⁶

Muhammad Afif Husain (2017) observed research the title “The Use of Scattergories Game to Improve the Vocabulary Mastery (A Quasi-Experimental research in the Eighth Grade Students of SMP N 2 Demak in the Academic Year 2016/2017)”. He stated that the results of this study in using the Scattergories game were Effective for Teaching Vocabulary to Class VIII Students of SMP Negeri 2 Demak in the 2016/2017 Academic Year because we can see from the results of the experimental class average score was 52.40 up to 76.40 while the control class means score was 47.87, increasing to 67.87. This means that there is a significant difference in the mean value between the pre-test and post-test.⁷

⁶ Herdianti, ‘*Teaching Vocabulary Using Board Games; Scattergories Game and What Someone Does Game at Second Grade SMP Karya Bhakti Gadingrejo*’ (Lampung University, 2019).

⁷ Muhammad Afif Husain, ‘*The Use of Scattergories Game to Improve the Vocabulary Mastery (A Quasi-Experimental Research in the Eight Grade Students of SMP N 2 Demak in the Academic Year 2016/2017*’ (Semarang State University, 2017).

Based on the previous findings above, the researcher concluded that the use of interesting techniques in teaching vocabulary can stimulate and improve students' vocabulary. The similarity of the research above is the teaching of English to improve the vocabulary aspects by using games. The difference is that from the three researchers above using different methods in their research, previous studies were quasi-experimental and class action research, whereas my research used pre-experimental. By looking for differences and similarities from previous studies, researchers will apply Scattergories games by giving the alphabet and students guessing words from the beginning of the letters given, so that the use of this game can improve students' ability for vocabulary skills, this can also help students to express their ideas and focus on their abilities.

B. Review of Theoretical Studies

1. The Concept of Vocabulary Mastery

a. Definition of Vocabulary

Vocabulary is the basic means basic to construct the ability in speaking and listening in oral communication without mastering the vocabulary the people can't communicate their ideas, emotion, and desires because vocabulary is important for an understanding of knowing games of thing action and concepts, acquiring and adequate.⁸

⁸ Risma Rasidin, *Teaching Vocabulary by Using not Belong Games at the Tenth Year Students of SMK Negeri 3 Palopo*, (STAIN Palopo, 2014), p. 7

In Oxford, vocabulary is all the words that can be known or all the words in the language can be used by a person, a list of words and their meanings, especially those found in books to learn foreign languages.⁹

Vocabulary is the key to language learning, as we know that vocabulary is the link of 4 aspects in learning the language. Vocabulary gives us access to define what topic of people talking about. As Neuman stated that vocabulary is words we have to know in to make effective communication, there are two kinds of vocabulary, expressive one's vocabulary words used in speaking and receptive vocabulary words used in listening.¹⁰ The second is by Schmitt receptive knowledge is a skill to be able to understand a word that is known, and is usually associated with listening and reading. Next, product knowledge is a skill to be able to produce a word of our own, and normally connected with speaking or writing, then that is considered (passive/active is an alternative term).¹¹

Vocabulary is the basis for determining how well students speak, listen, read, and write which are all important things to know. by not mastering difficult vocabulary and ways to know the new vocabulary, often students feel they are still lacking their potential and all this can be

⁹ *Oxford Learner's Pocket Dictionary 4th Edition* (New York: Oxford University, 2008), p.495.

¹⁰ Loren M. Marulis and Susan B. Neuman, *The Effects of Vocabulary Intervention on Young Children's Word Learning: A Meta-Analysis, Review of Educational Research* (University of Michigan, 2010), LXXX <<https://doi.org/10.3102/0034654310377087>>.

¹¹ Laura L. Meyer and Norbert Schmitt, *Vocabulary in Language Teaching, TESOL Quarterly* (University of Nottingham, 2002), xxxvi <<https://doi.org/10.2307/3588334>>.

improved by giving them opportunities to learn the language around them like listening to music, listening to native speakers while learning pronunciation, using different languages according to context such as reading, or watching movies.¹²

From the definition above, the researcher concludes that vocabulary is a piece of knowledge to understand the word lead to language skill, both receptive connected to listening and reading or productive connected to speaking and writing.

b. Types of Vocabulary

An eternal process is to increase vocabulary mastery. As time goes by, researchers continue to accept new vocabulary so that Vocabulary can become a better skill over time. however, you have to be careful with the words you learn. below are some of the types that are always used by students, namely:

1) Listen to Vocabulary

Listening to someone are all words that can be recognized when listening to a speech. This vocabulary is measured based on the context and tone of voice.

¹² Jack C. Richard and Willy A. Renandaya, 'Vocabulary in Langage Teaching', *Cambridge University Press*, 1, 2002, 255.

2) Reading Vocabulary

Vocabulary Reading refers to the words students can read and understand. When students know more words, they are better able to understand what they are reading.

3) Writing Vocabulary

Writing vocabulary is all vocabulary that can be used in writing. Contrary to the two previous types of vocabulary, vocabulary writing is stimulated by the user to improve in writing new vocabulary.

4) Speaking Vocabulary

The words that are spoken by a person are all words that can be used in speech or something else. Due to the spontaneous nature of the often misused speech vocabulary, even though it is light and unintentional, this can be compensated for by facial expressions, tone of voice, or hand gestures.¹³

c. Kinds of Vocabulary

In English, there are many kinds of vocabulary, it includes noun, verb, adjective, adverb, interjection, conjunction, etc. in this case the author only explains noun, verb, and adjectives.

¹³ Asria, *Improving Students Vocabulary Through Head And Tail Game At The Seventh Year Students of SMP PMDS Putri Palopo*, (STAIN Palopo, 2014), p. 7-8

1) Noun

Nouns are words that refer to a person, place, or thing. Some nouns are very similar to verbs in meaning, events like swimming, dancing, and praying, which bring the quality of the verbs to nouns. Some nouns are also really like adjectives in their meanings, even like the dark.

a) A noun can function as a subject, an object (object of the preposition, direct object, indirect object), and a subject complement in a sentence.

Examples:

i. Arya Stark is cool.

In this example, the underlined noun serves as the subject in the sentence.

ii. They were supposed to meet *at* noon.

The noun in this sentence functions as an object of the preposition.
(*at* is the preposition)

iii. **Jeremy** is a swimmer.

This sample sentence has two nouns, “**Jeremy**” and “swimmer”.

“**Jeremy**” is a noun that serves as the subject, while the underlined noun acts as the subject complement.

iv. The **beavers** *built* a dam.

In this sentence, “**beavers**” is the subject, the word “*built*” is the verb, and the underlined word is the noun that serves as the direct object (the thing that is acted upon).¹⁴

b) The Different Forms of Nouns

Nouns normally come in their **singular form**, however, if these nouns name more than one person, place, thing, animal, event, or idea, it is necessary for you must transform them into their **plural form**.

These are the most common ways of pluralizing nouns:

i. Add “s”

Examples:

- bike- bikes
- trap- traps
- coin- coins
- game- games
- swimming pool- swimming pools

ii. Add “es”

Examples:

- beach- beaches
- potato- potatoes

¹⁴ Scott Thornbury, *How to Teach Vocabulary*, ed. by Harlow (England: Bluestone Press, 2002).

- hero- heroes
- box- boxes
- torch- torches

iii. Change “y” to “i,” and then add “es”

Examples:

- butterfly- butterflies
- party- parties
- reply- replies
- factory- factories
- baby- babies

Note: Sometimes, you just have to add “s” without changing “y” to “i”
(e.g., chimney- chimneys; trolley- trolleys)

iv. Change “f” to “v,” and then add “s” or “es”

Examples:

- wife- wives (“s” only)
- thief- thieves (“es”)
- loaf- loaves (“es”)
- knife- knives (“s” only)
- wolf- wolves (“es”)

Note: Sometimes, you only need to add “s” without changing “f” to “v” (e.g., cliff- cliffs; chef- chefs).

Other ways of pluralizing nouns:

- v. For some nouns ending in “*um*,” change “*um*” to “*a*”

Examples:

- medium- media
- curriculum- curricula
- bacterium- bacteria
- ovum- ova
- datum- data

- vi. For some nouns ending in “*is*,” change “*is*” to “*es*”

Examples:

- crisis- crises
- analysis- analyses
- thesis- theses
- axis- axes
- oasis- oases

- vii. For some nouns ending in “*us*” change “*us*” to “*i*”

Examples:

- radius- radii
- nucleus- nuclei
- fungus- fungi
- stimulus- stimuli
- bacillus- bacilli

c) Some nouns have the same singular and plural form

Examples:

- sheep
- deer
- moose¹⁵

2) Verb

Verb are words that denote action. The Verb has two classes. First, lexical verbs meaning such as run, jump, sit and stand. Second, the auxiliary verb which is generally used for purpose grammatical than for meaning such as can, may, and will.

There are several kinds of verbs, these are:

- Intransitive verbs, which are verbs didn't need an object.
- Transitive verb, that is verbs need an object as a compliment.
- Copulative verbs or linking verbs. Namely, the verb connects the other word subject in sentences are followed by adjectives or nouns as a compliment.
- Causative verbs. Is a verb that indicates which is caused by an action.
- Regular verbs or weak verbs. There are the verbs forming impact tense and past participle added by -ed at the end of the word (e.g. walk –walked, love –loved, etc)

¹⁵ Ibid

- Irregular verb or strong verbs. Is a verb of imperfect tense and past participle forms changing or not changing and we can add –d or –ed at the end word.
- Auxiliary verb. That's the verb used to describe the time, other characters, or suggestions.

3) Adjectives

Adjectives are used to observe certain qualities or attributes. Usually, Adjectives are used to describe certain nouns. As an example, clean, dirty, spacious, and beautiful with place names.

The Adjective is two subclasses:

- Base adjectives get the inflection suffix –er and –est in their comparative and superlative degrees. They form nouns with the derivational suffix –ness and form adverbs with the derivational suffix- ly.
- Derived adjectives are formed from various bases by derivational suffixes like –ous, -al and –able.

We have seen in the previous section several suffixes that form nouns from verbs. Now, we shall consider some that are added to nouns and adjectives to form a verb.¹⁶

¹⁶ Tri Utami, *Teaching Students Vocabulary* (FKIP UMP, 2015).

d. Difficulty in Vocabulary

The first step taken in the success of teaching vocabulary is identifying the difficulties faced by students. According to Thornbury (2004), Here are some of the factors that make some words more difficult for them are:

1) Pronunciation.

Research wants to show that pronouncing a word can be more difficult to pronounce and also difficult to learn.

2) Spelling.

Spelling that doesn't match what is stated is the cause of mistakes, either due to pronunciation or spelling, and can cause word difficulties.

3) Grammar.

Grammar can also be a problem students often face, with concerning the most difficult words, especially if these are different from the L1 equivalent. English grammar has some very strict rules. Don't separate the infinitives. Don't end sentences with a preposition. Be careful about using "who" as the subject pronoun and "who" as the object pronoun.

4) Meaning.

When there are two words overlap in one meaning, students learn to be confused about that meaning. Creating and working is an

example: You do homework and make an office meeting, but you do an assignment and make a resume¹⁷

2. The Importance of Vocabulary

In dialogue or discussion, vocabulary is something that is considered important to be mastered. when someone wants to be able to speak a certain language, especially speaking English, then that person must know the meaning of the vocabulary. Especially people who want to speak using words or come into contact with words. in vocabulary mastery can be extended to spelling instructions. If a person cannot read or understand a word from what he is reading, he will skip it or stop reading. This can be easily illustrated by looking at a poorly spelled and incomprehensible article. When a word cannot be clearly expressed, it is easy for readers to look for other sources. Spelling mistakes tend to spread, especially online or make written communication difficult to understand.¹⁸

In studying vocabulary by saying the wrong words or words that are not effective in increasing the effectiveness by remembering definitions, we have to add some procedures such as the use of the

¹⁷ Rohmatillah, 'A Study On Students' Difficulties In Learning Vocabulary Rohmatillah', Institut Agama Islam Negeri (IAIN) Raden Intan Lampung (IAIN Raden Intan Lampung, 2014).

¹⁸ Theodore Rodgers and others, 'Approaches and Methodos in Language Teaching' (New York: Cambridge University Press, 1987), p. 7.

keyword method. However, as an important procedure students always do repetition in terms of vocabulary mastery. Students should be given practice in memory strategies and encourage students to apply them during the learning process. The strategy of remembering which is considered the main tool that is strong must also be mastered. according to Sozler who explained that vocabulary could complement, remember, and understand by using acronyms, words, and images in so that vocabulary learning could improve and be effective.¹⁹

From the statement above it is clear that they will not understand English texts well if students don't have enough vocabulary.

3. Teaching Vocabulary Mastery

In teaching vocabulary, language learning is very important to know because language is based on words, as explained by Alqathani that it is almost impossible if a student learns language without using words, even communication between humans is also based on words. With the awareness of the importance of vocabulary, various techniques and approaches are used in teaching vocabulary as well as learning vocabulary. The results of the research show that teaching vocabulary may be a little problematic because some teachers do not believe that teaching vocabulary can be effective and sometimes teachers do not understand

¹⁹ Carol Pua and others, 'Using Concept-Mapping as a Tool to Teach English Vocabulary for the Elementary Students', *Bulletin of Chinese*, 2019, p. 2.

where to start to teach that emphasizes word learning. Both teachers and students agree that vocabulary mastery is a central factor in language teaching.²⁰

The most important part of doing language learning is to teach vocabulary and it must be done carefully, but based on previous research conducted by Inal which explains that the teacher must know the words that are considered important to be given to students because there are several words are considered important. will not be usefully learned for students. Useful words are words that can be used in everyday vocabulary and are easy to remember.²¹

The following are some of the vocabulary techniques as proposed by several experts:

a. Teaching vocabulary using object

Using this technique students can remember vocabulary better, and it can help improve students' vocabulary mastery because image memory is a very interesting technique that can act as a clue to remembering words. Objects in class or usable objects. An object if the meaning of the vocabulary consists of concrete nouns then that

²⁰ Mofareh Alqahtani, 'The Importance of Vocabulary in Language Learning and How to Be Taught', *International Journal of Teaching and Education*, III.3 (2015), 21–34 <<https://doi.org/10.20472/te.2015.3.3.002>>.

²¹ Inal, *Improving Students' Vocabulary Through Drama Games At The First Semester Of English Department at STAIN Palopo*, (Palopo, STAIN Palopo, 2011), p. 20

object can be used. The use of new vocabulary by showing real objects can also help students memorize words through visualization.

b. Teaching vocabulary by drilling, spelling and active involvement

This drilling technique is used to get students familiar with words, especially the way they hear them. So that students are more familiar with the use of words, drilling must be done more clearly and naturally. By doing this technique, the teacher can encourage students to give meaning to words with elicitation. Using this technique also includes individualization, namely using students' words in contexts or sentences related to their lives. The main way to spell it is by memorizing the words. In spelling a word, care should be taken so that the spelling of vocabulary in English does not always end with pronunciation.

c. Teaching vocabulary using drawing and picture

Teaching vocabulary using pictures can help to increase students' knowledge of new techniques, and in the process, can assist students to learn new words. Teaching with the Image technique for learning vocabulary comes from various sources. Regardless of what the teacher or student draws, it is a set or color picture intended for school. Several vocabularies use pictures and can introduce students to using these illustrations or pictures, such as drawing boards, picture sticks, and photos.

d. Teaching vocabulary using enumeration and contrast.

Enumeration is a perfect combination of items, where collections in several lists of items can be used to provide meaning. Therefore, using this technique can help students find words that are considered rare for real use. We can say "clothes" and describe it by counting or listening to various items. Several vocabulary words can be given to students by comparing them with the inverse, for example, the word "long" contrasts with the word "short".²²

4. Target Vocabulary Learning In Junior High School

The purpose of learning vocabulary helps in determining the type of language to be learned and taught. Learning vocabulary at SMP / MTs aims to enable students to reach the functional level, namely being able to communicate orally and in writing to solve daily problems.²³ Specifically, seventh grade focused on nouns about the school area, home area, animals, fruits & vegetables, occupations, and parts of the body.²⁴

To achieve these targets, students are required to have adequate vocabulary mastery and be able to use the vocabulary well.

²² Alpino Susanto, 'The Teaching of Vocabulary: A Perspective', *Jurnal KATA*, 1.2 (2017), 5–7 <<https://doi.org/10.22216/jk.v1i2.2136>>.

²³ Nani Indrawati, 'Meningkatkan Kosakata Siswa Kelas VII.3 SMP Melalui Teknik Permainan', *Lintera*, 2016, 2.

²⁴ Muhammad Bagus Nugroho, *When English a Bell*, Edisi Revisi (Jakarta, 2016), LIII <<https://doi.org/10.1017/CBO9781107415324.004>>.

There are 3 aspects that must be known in knowing words below:

- a. Form, which consists of recognizing oral, written and word parts
- b. Meaning, which consists of recognizing forms & meanings, concepts & references and associations
- c. A Usage, which consists of grammatical function, word sanding, and limitations in usage.²⁵

5. The Concept of Game

a. Definition of Game

Game in the form of a game or sport with rules.²⁶ Define the game as an activity by setting goals and elements of pleasure. In this explanation, according to a different principle, this game is divided and according to Hadfield (1998) states that there are two classifications of language games. He divided it into accuracy languages (focusing only on the accuracy of a language) and communicative games (this is based on the successful exchange of a single word or information). The second classification from Hadfield is linguistic and communicative aspects usually have more categories.²⁷

²⁵ Ibid.

²⁶ *Oxford Learner's Pocket Dictionary 4th Edition*, (New York: Oxford University, 2008), p.181.

²⁷ Blanka Frydrychova Klimova, 'Games in the Teaching of English', *Procedia - Social and Behavioral Sciences*, <<https://doi.org/10.1016/j.sbspro.2015.04.312>>.

b. The Advantages of Games

There is some general perception that if the learning that takes place in the classroom is to be persistent and if one is happy and there are joy and well-being in the classroom, then it is not serious learning. This perception is a misnomer that learning a language and perhaps enjoying yourself at some point is the best way to play games.

The following are some of the advantages of implementing games in the classroom, they are:

- 1) Games can be received from the routine of language classes.
- 2) Can Motivate and challenge students.
- 3) Implementing games can help learn a language and games can help more active classroom situations.
- 4) Encourage students to interact and communicate well.
- 5) Students can create contexts that have meaning for language use.²⁸

c. Types of Language Games

Categorizing games into categories can be difficult since the categories are often not related to one another. Hadfield (1999) defines that there are two ways to classify language games.

²⁸ Lee Su Kim, 'Creative Games for Language Class, English Teaching Forum', 33.1 (1995), 33.

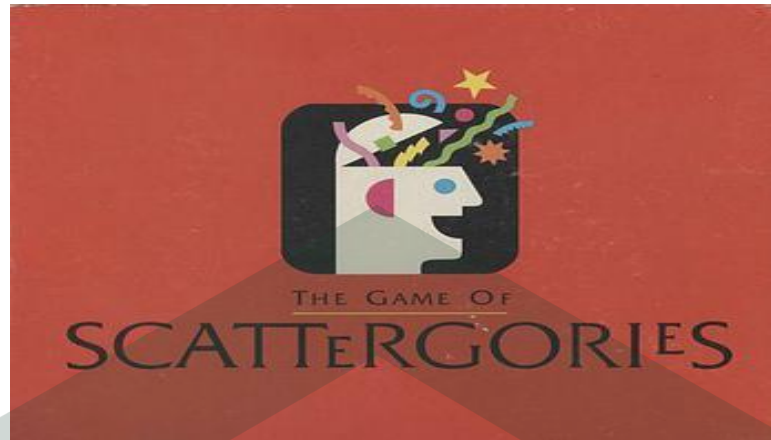
First, language games are separated into two groups, namely linguistic games, and communicative games. The linguistic play focuses only on precision as to provide correct distinctions. whereas communicative play focuses on the successful transfer of data and ideas because a partner identifies the comparison between two images and they are similar to each other but not the same. The use of correct language, through essential skills, is an inferior thing to achieve communicative goals.

The second taxonomy that Hadfield uses is to compare language games that have more than one category. Just like comparing games or communicative games, some games will contain elements of more than one kind.

- 1) Sorting, ordering or arranging games
- 2) Games of Information gap
- 3) Search for games.
- 4) Exchanging games.
- 5) Roleplay games.
- 6) Board games
- 7) Matching games.²⁹

²⁹ Jill. Hadfield, 'Elementary Vocabulary Games : A Collection of Vocabulary Games and Activities for Elementary Students of English' (Longman, 1998), p. 4.

6. Scattergories Games



a. History of Scattergories Game

In 1989, Milton Bradley launched a "refill" package used for Scattergories. This pack consists of 18 cards with 144 new categories and contains 6 new answer pads.

In 2008, Winning Moves Games USA launched the Scattergories card game. This is a portable Scattergories game that can be played quickly. This game contains several letter cards, several category cards, and 2 cards, the player turns over the cards that are on the pile of letters and category cards and the first person to shout the correct answer takes the card.

In January 2010, Puzzlewright Press published "Scattergories Word Search Puzzles" by Mark Danna. he is a former associate editor at Games magazine, which later Hasbro Approved, this book was

published to show Scattergories players how to play the solitaire version of the game with the following variations: write two answers for each category; to generate unique answers, try to match the answers, which are hidden in the word search; Score bonus points by matching the answers hidden in the remaining letters of the word search box. Players try to beat their newest or best score. The categories in this book are modified but are based on the board games category.

In 2010, Winning Moves Games USA published the "Scattergories Category". The Scattergories Category focuses on only one category for each round and players compete to write unique answers starting with the letter category in the keyword, which relates to the category in several ways. This game is a combination of the classic Scattergories game. just as all the answers found, to begin with, one letter, as shown in the game box if the category word is "CAMPING JOURNEY", the player has 2 minutes to find the words starting with the letter C, then the letter A, then M, and P ... etc.³⁰

b. Definition of Scattergories Game

Scattergories game is a Hasbro stated that classic parlor game of words and categories. This game is commonly for adult players and

³⁰ Hasbro, 'The Game Of Scattergories', *The EMT Journal*, 2003 <<https://en.wikipedia.org/wiki/Scattergories>,> [accessed 20 July 2019].

famous in collegian students to kill their time with beneficial games. Scattergories game is the variations of the category game and can build general word learning. Scattergories is a branch of Board game. In Scattergories, players are given time limits and random letters from the alphabet and must provide unique examples of items that begin with letters that correspond to a specific set of categories. This game offers players to stimulate the ability to categorize word for word quickly.

c. Teaching Learning of Scattergories Game

This game is played in sets of 6 rounds.

Game Objects: Get the highest score by providing unique answers to the categories mentioned in the list, starting with certain keywords, within the given time limit.

Number of Players: 10 to 20 players

- 1) Each player takes an answer sheet that has 5 blank columns for each category. The categories played are Home Area, School Area, Animals, Fruits & Vegetables, Occupations and Parts of Body
- 2) Each player takes the role of the paper provided, where this roll of paper contains the alphabet which the player will then use to find

out the first letter to be played. then the Timer is set from 3 to 4 minutes.

- 3) Within the allotted time, each player should try to think and write answers on the first line on paper, words, or terms that match each of each category and begin with the first letter drawn before the roll of paper. Several words in the answer are correct, as long as the first word starts with the correct letter. For example, with the category "vegetable" and the letter "C", words like "cauliflower", "carrot" and "collard greens" are acceptable, but "Broccoli" is not (wrong initial letter).
- 4) When the timer is over, all players have to stop writing, and then Each player takes turns reading out their answer for each alphabetical category obtained in the session.
- 5) The player gets 5 points for answers that duplicate other answers in that round, and 10 points for answers that other players did not give. Players who do not give answers are given a value of 0. Players cannot have more than one answer in each column. The player with the highest points wins the game.

- 6) The second round starts when the player completes all games on the five lines that have been determined in the first round, and so on.³¹

Examples of Scattergories worksheet:

| <u>Home Area</u> | <u>School Area</u> | <u>Animals</u> |
|-------------------------------|--------------------|----------------------|
| Ashtray | Atlas | Ant |
| Bed | Bag | Bear |
| Cupboard | Classmate | Crab |
| Door | Dictionary | Duck |
| Gate | Globe | Goat |
| Stair | School Hall | Shrimp |
| Tile | Teacher Room | Turtle |
| Window | Whiteboard | Wolf |
| <u>Fruits & Vegetable</u> | <u>Occupations</u> | <u>Parts of Body</u> |
| Avocado | Actor | Ankle |
| Berry | Banker | Brain |
| Cherry | Coach | Chest |
| Date | Driver | Dimple |
| Garlic | Geographer | Gum |

³¹ Ibid.

| | | |
|------------|---------|---------|
| Soybean | Sailor | Stomach |
| Tomato | Teacher | Tooth |
| Watercress | Writer | Womb |

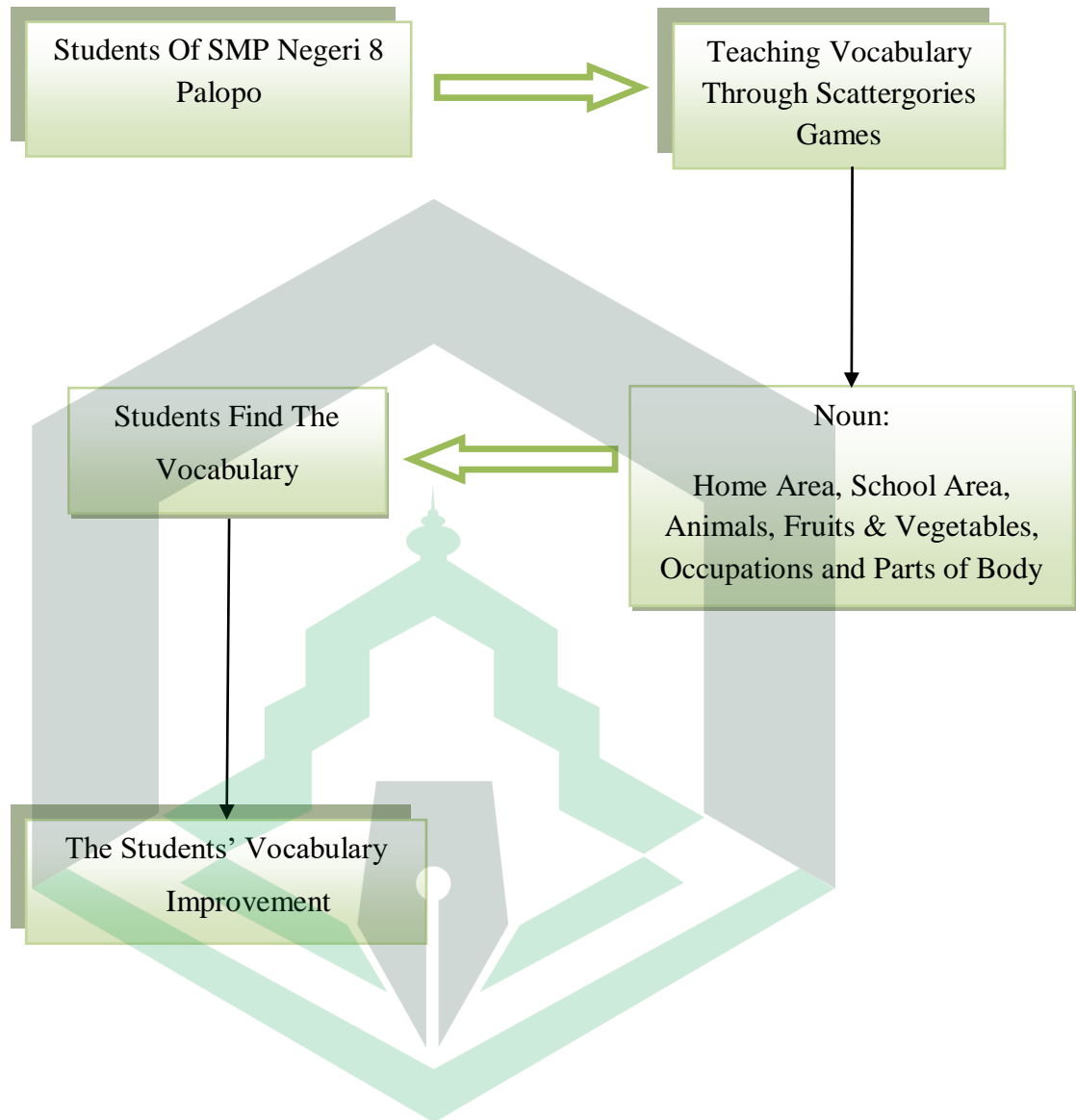
C. Conceptual Framework

Which is very important in language learning is vocabulary. Without mastering vocabulary, someone cannot say something if we do not have and memorize vocabulary. Learning vocabulary needs a method to easily learning vocabulary, one of a method to teaching vocabulary through games, and especially through Scattergories Game.

Scattergories Game is one game that makes the students learning vocabulary with fun and feel enjoy when they accept the lesson in class.

From the explanation above, the researcher focuses on improving student's vocabulary by using scattergories games. Where vocabulary is introduced by using games.

The conceptual framework in this research is shown in the diagram as follows:



This research used the Scattergories game were in the learning of vocabulary mastery in students of SMP Negeri 8 Palopo. The flow of vocabulary teaching is to provide a theme then choose the alphabet, play

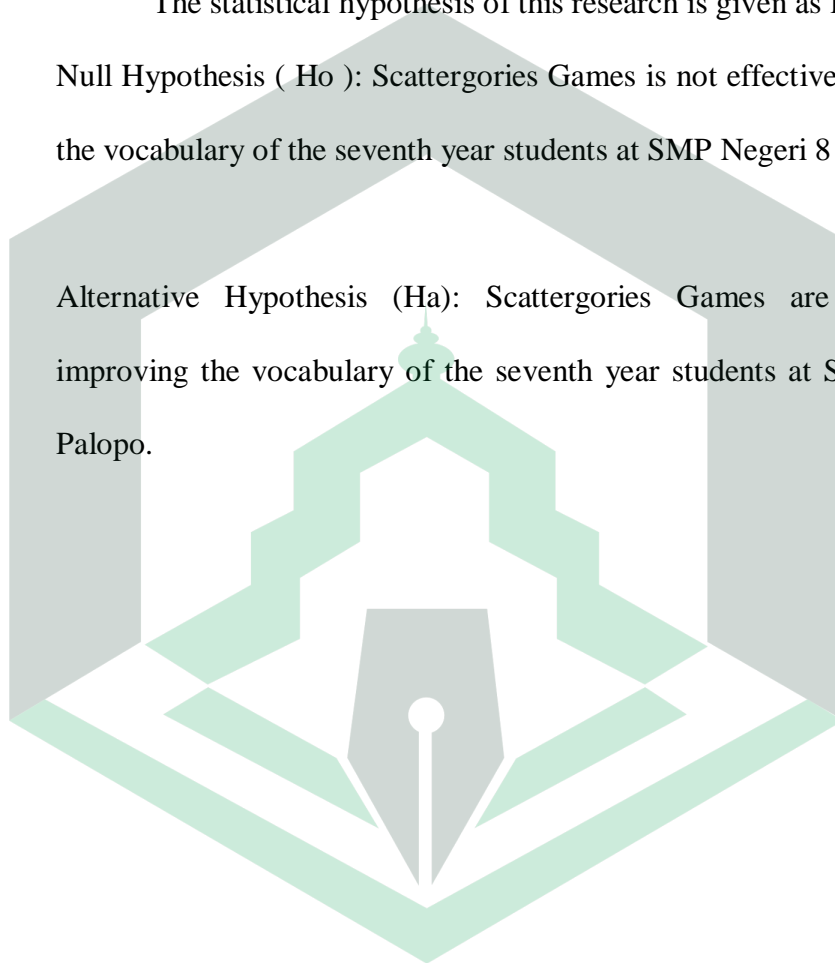
scattergories games. The purpose of this game is to improve students' vocabulary.

D. Hypothesis

The statistical hypothesis of this research is given as follows:

Null Hypothesis (H_0): Scattergories Games is not effective in improving the vocabulary of the seventh year students at SMP Negeri 8 Palopo.

Alternative Hypothesis (H_a): Scattergories Games are effective in improving the vocabulary of the seventh year students at SMP Negeri 8 Palopo.



CHAPTER III

RESEARCH METHOD

A. Research Method and Design

1. Method

This research uses quantitative research. Quantitative research is traditional research based on the philosophy of positivism, which is used to examine a particular population or sample, data collection using research instruments, quantitative/statistical data analysis, to test with the aim of testing a predetermined hypothesis.³² This study uses a pre-experimental design. Pre-experimental design according to Sugiyono is earnest experimental research because in this study there are external variables that influence the formation of dependent variables. By use of one group pre-test and post-test. This is used to find out and improve the Scattergories Game vocabulary mastery the seventh year students at SMP Negeri 8 Palopo.

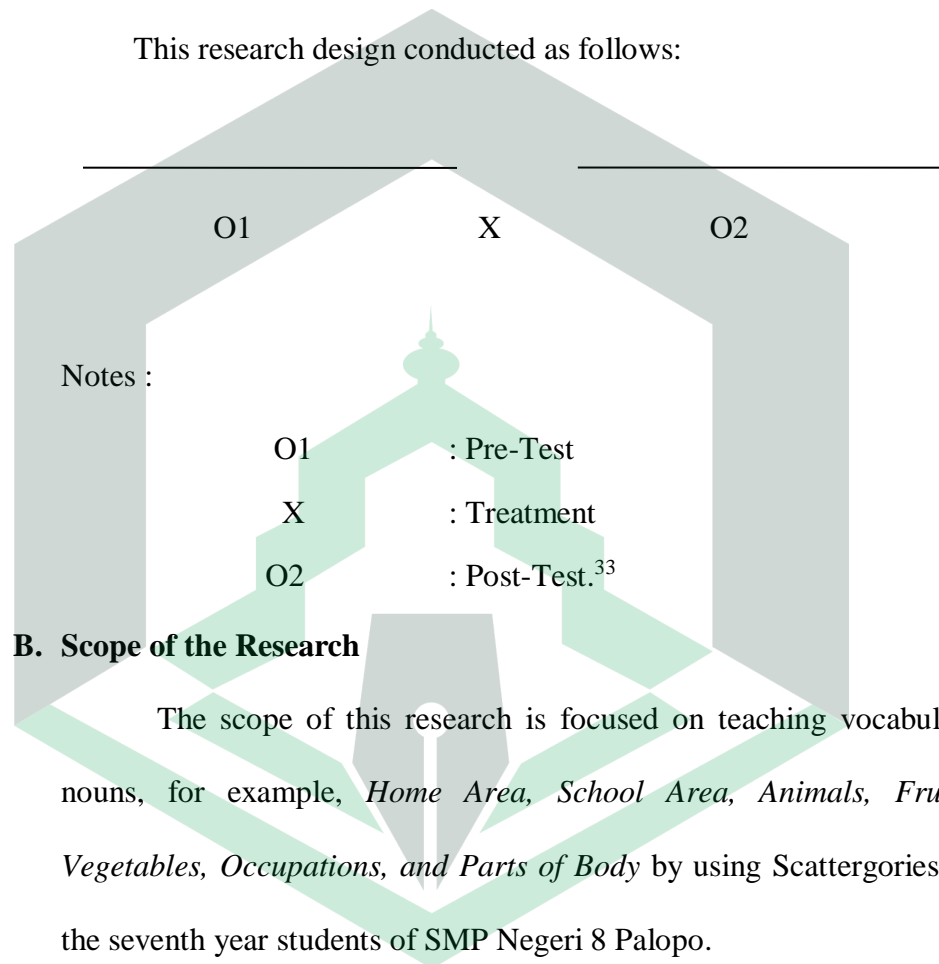
2. Design

This research design uses a pre-experimental design. In the pre-experimental research, the researcher focuses on one group of students

³² Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R & D*, Cet XXVI (Bandung: Alfabeta, 2018).

where the researcher conducts pre-test before treatment and post-test after treatment, the aim is to determine the students effectiveness in using scattergories games.

This research design conducted as follows:



C. Research Variable

In this research, there are two variables. They are an independent variable and a dependent variable. The independent variable of this research is

³³ Ibid p. 74

the use of the Scattergoreis game and the dependent variable is the students vocabulary mastery.

D. Population and Sample

1. Population

The research population gave problems to the research results. The population of this research was conducted at SMP Negeri 8 Palopo, especially the seventh year students, which focused on grade VII 3. The total population was 288 students.

2. Sample

This research sample uses total sampling. There are 30 students as the sample as an ideal teaching-learning process.

E. The Procedure for Collecting Data

Below is the data collection procedure which is presented in chronological order as follows:

1. Pre – Test

Before the treatment was carried out, the researcher gave pre-test questions to test the students' ability to know their vocabulary. the test model in the pre-test is a vocabulary test.

2. Treatment

After knowing the results in the pretest questions, the researcher then gave treatment to the students, namely the Scattergories Game. This treatment is expected to affect the result of learning. To find out which treatment affects

the variable, the researcher provides treatment material six times and in the learning process it follows according to the lesson plan listed in the attachment. Here are the steps:

- a) At the first meeting. The researcher explained to the students about vocabulary (definition of vocabulary and types of vocabulary) and the Scattergories game method (definition and how to play the Scattergories game). And the researcher taught the word "Home Area" to the experimental class by using a Scattergories game. As many as 30 students took part in this first round game and the second round was continued at the next meeting.
- b) Second meeting. At this meeting, the researcher taught the words "School Area" in the first round and "Animals" in the second round to the experimental class using the Scattergories game. in each round, as many as 30 students take part in this game
- c) Third meeting. The researcher taught the words "Fruits & Vegetables" in the first round and "Occupations" in the second round to the experimental class by using the Scattergories game. In each round, as many as 30 students take part in this game.
- d) The fourth meeting. The researcher taught the word "Parts of Body" to the experimental class using Scattergories game and as many as 30 students participated in this game.

3. Post – Test

The post-test is given to students in the same number from the pre-test to determine the student's vocabulary achievement after doing the treatment. Researchers provide post-test questions to determine the extent to which students' abilities after playing the Scattergories game in improving student vocabulary.

F. The Instrument of the Research

The research instrument was a vocabulary test. It means that the researcher gives some commands, consist of six points. They are about Home area, School area, Animals, Fruits & Vegetables, Occupations and Parts of Body. Each point there are 40 items. Each item has 1 score for every correct answer. So, the total of scores is 40 if the students can answer all of the questions correctly. In the text, students instruct to use vocabulary text through Matching Test and Translation Test. The text aims to know the improvement of Scattergories game in teaching vocabulary in SMP Negeri 8 Palopo.

G. Criteria of Hypothesis Acceptability

If $t_0 \geq t_t$: the null hypothesis is rejected

If $t_0 \leq t_t$: the null hypothesis is accepted.

In Which :

t_0 = Test of significance (t- count).

t_t = Level of Significance on one tailed test (t- test).

H. The Technique of Data Analysis

The data collected through the test were analyzed quantitatively by using statistical calculations and calculating the hypothesis using the SPSS 20 program. The procedure undertaken in Quantitative analysis is formed were used:

1. Calculating the students' correct answer of pre-test and post-test.

$$\text{Score} = \frac{\text{Total correct answer}}{\text{Total test item}} \times 100$$

2. Classifying the students' scores by using a percentage as cities below:

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

Notes :

P : Percentage
F : The cumulative frequency of subjects
N : Total number of sample

To know the level of the students, the researcher score the following classification were use:

- a. Excellent : 90% - 100%
- b. Good : 80% - 89%
- c. Adequate : 70% - 79%
- d. Inadequate : 60% - 69%
- e. Failing : < 60%.³⁴

³⁴ H. Douglas Brown, *Language Assesment Principles and Classroom Practice*, Pearson Longman (San Fransisco, California, 2003).

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In data analysis research, researchers used quantitative analysis by analyzing data in the form of numbers. The data describes the enrichment of students' vocabulary through the Scattergories Game at SMP Negeri 8 Palopo. This data compares the students scores in the pre-test and post-test, the classification of the percentage of students scores in the pre-test and post-test, the mean scores and the standard deviation of the students pre-test and post-test.

1. The analysis of students vocabulary scores in the Pre - Test

In this part of the pre-test, the researcher presented the data in table form and calculated the scores using the SPSS 20 program. Then, the researcher presented the students' complete vocabulary test scores on the Pre-Test. Tabulation of students' pre-test scores can be seen in the appendix.

To calculate the mean score of students' correct answers, the researcher calculated it by using SPSS 20. The result can be presented in the form of a table descriptive statistic, it can be seen in table 4.1

Table 4.1
The Mean Score of Students' Correct Answer in Pre – Test

| Descriptive Statistics | | | | | |
|------------------------|----|---------|---------|---------|----------------|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| Pretest | 30 | 50.00 | 70.00 | 58.8333 | 6.39010 |
| Valid N (listwise) | 30 | | | | |

From table 4.1, it can be seen the highest score of students is 70.0 and the lowest score is 50.0. Also besides, this shows indicates that the mean score of student's accuracy in Pre - Test is 58.8333 and the standard deviation error is 6.39010.

On the other side, the researcher has also written the scores of correct answers before giving a treatment by Scattergories Game and it's presented through a percentage score. It can be seen in table 4.2

Table 4.2
The Rate Percentages Score of the Students Accuracy in Pre – Test

| No | Classification | Score | Frequency | Percentage (%) |
|--------------|----------------|----------|-----------|----------------|
| 1 | Excellent | 90 – 100 | 0 | 0% |
| 2 | Good | 80 – 89 | 0 | 0% |
| 3 | Adequate | 70 – 79 | 4 | 13% |
| 4 | Inadequate | 60 – 69 | 7 | 23% |
| 5 | Failing | < 60 | 19 | 64% |
| Total | | | 30 | 100% |

Table 4.2 shows that students scored on the Pre-test frequency. It shows that there were 4 students (13%) who received an Adequate classification, there were 7 students (23%) who received an Inadequate classification and there were 19 students (64%) who received a Failing classification. There were none of the students (0%) who received Excellent and Good classification.

2. The analysis of student's vocabulary scores in the Post - Test

The researcher shows the complete score of the students' vocabulary on the Post-Test, tabulation of the students' Post-Test scores can be seen in the appendix.

To calculate the mean score of students' correct answers, the research calculated it by using SPSS 20. The results can be presented in the table descriptive statistic it can be seen in table 4.3

Table 4.3

The Mean Score of Students' Correct Answer in Post – Test

Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|----|---------|---------|---------|----------------|
| Posttest | 30 | 75.00 | 93.00 | 85.7000 | 4.69152 |
| Valid N (listwise) | 30 | | | | |

From table 4.3, it can be seen that the highest score of students is 93.0 and the lowest score is 75.0. Also besides, this shows that the mean score of student's accuracy in Post - Test is 85.7000 and the standard deviation error is 4.69152.

In the other side, the researcher has also has written scores of correct answer after giving a treatment by Scattergories Game and it present through the table rate percentage scores. It can be seen in table 4.4

Table 4.4
The Rate Percentages Score of the Students' Accuracy in
Post – Test

| No | Classification | Score | Frequency | Percentage (%) |
|--------------|----------------|----------|-----------|----------------|
| 1 | Excellent | 90 – 100 | 8 | 26% |
| 2 | Good | 80 – 89 | 20 | 67% |
| 3 | Adequate | 70 – 79 | 2 | 7% |
| 4 | Inadequate | 60 – 69 | 0 | 0% |
| 5 | Failing | < 60 | 0 | 0% |
| Total | | | 30 | 100% |

The table 4.4 shows that in answering vocabulary through Scattergories game in Post-Test there were 8 students (26%) who got Excellent classification, there were 20 students (67%) who got Good classification and there were 2 students (7%) who got Adequate Classification, there was not got, Inadequate and Failing classification. I saw

the result most of the students have improved their vocabulary, its mean that the treatment was a success.

After displaying the mean score in the vocabulary subjects of the students, in this study, the researcher will also display the student scores on the Pre-Test and Post-Test, the total mean score and standard deviation on the Pre-Test and Post-Test, and then compare the two. The results are presented in tabular form and descriptive statistics can be seen in tables 4.5 and 4.6

Table 4.5
The Paired Samples Statistics of Pre-Test and Post-Test

| Paired Samples Statistics | | | | | |
|---------------------------|----------|---------|----|----------------|-----------------|
| | | Mean | N | Std. Deviation | Std. Error Mean |
| Pair 1 | Pretest | 58.8333 | 30 | 6.39010 | 1.16667 |
| | Posttest | 85.7000 | 30 | 4.69152 | .85655 |

Table 4.6
Chart of Improvement Students Mean Score

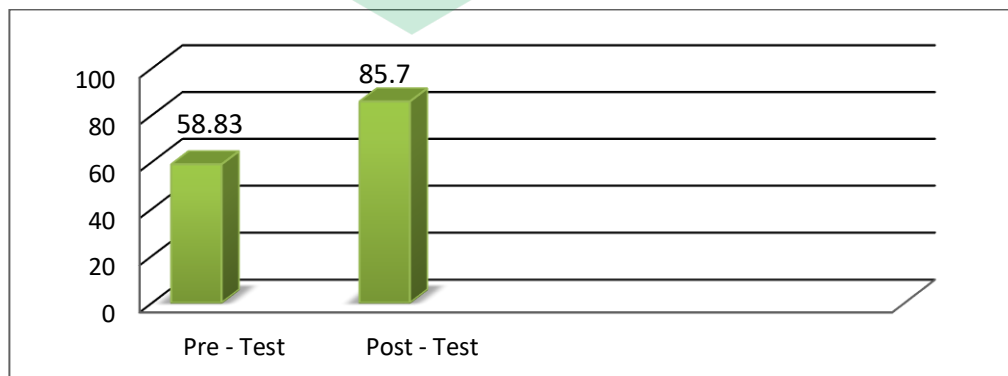


Table 4.5 and Table 4.6 shows that the mean score of the student's Pre-Test was 58.8333 and the mean score of Post-Test was 85.7000. the standard deviation of the Pre-Test was 6.39010 and the standard deviation of the Post-Test was 4.69152. it means there is an improvement after using the Scattergories game to improve students' vocabulary.

Table 4.7

The Paired Samples Correlations of Pre-Test and Post-Test

| Paired Samples Correlations | | | | | |
|-----------------------------|--------------------|----|-------------|------|--|
| | | N | Correlation | Sig. | |
| Pair 1 | Pretest & Posttest | 30 | .274 | .142 | |

Table 4.8

The Paired Samples Test of Pre-Test and Post-Test

| 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 | Pretest | - | | | | | | | |
| | - | 26.866 | 6.81142 | 1.24359 | -29.41009 | -24.32324 | -21.604 | 29 | .000 |
| | Posttest | 67 | | | | | | | |

Given interpretation based on criteria hypothesis acceptability.

$$\begin{aligned} df &= N - 1 \\ &= 30 - 1 \\ &= 29 \end{aligned}$$

$$t_{\text{test}} = 2.045$$

From the table sample test 4.11, the researcher got the data that t_0 (t_{count}) = 21.604 and df (degree of freedom) = 29. According to the way the value of $t_t = 2.045$, t was the standard of signification 0.05 with a degree of freedom (df) = 29. Based on the result, the researcher concluded that t_0 (t_{count}) was higher t_t (t_{table}), $t_0 > t_t$,

$$21.604 > 2.045$$

If $t_0 \geq t_t$: the null hypothesis is rejected

If $t_0 \leq t_t$: the null hypothesis is accepted.

Based on the result that ($t_0 > t_t$) the t_{count} higher than t_{table} . It can be concluded that there was a significant difference in teaching vocabulary before and after using the Scattergories game. Therefore, the researcher believed that the Scattergories game was effective to improve vocabulary especially at the Seventh year students of SMP Negeri 8 Palopo.

B. Discussion

The result of statistical analysis for the level of significance 0.05 with the degree of freedom (df) = $N-1$, where $N = 30$, $df = 29$. The probability value was smaller than $t_t = 2,045$, t_0 (t_{count}) = 21.604. ($t_0 > t_t$). It indicated the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. It means that the Scattergories game is effective in improving the students vocabulary.

From the research results, the researcher found that using the Scattergories game given to students could improve their vocabulary. This is evidenced by the mean score between the students Pre-Test and Post-Test.

In this research, the researcher carried out several procedures in collecting data, while the following procedure the researcher gave pre-test questions to students to determine their ability to understand vocabulary. then students are given attention as a vocabulary learning process through the Scattergories game. In the Pre-Test, students are asked to answer a vocabulary test. Based on the noun thematic question, out of 40 Pre-Test and Post-Test questions, respondent 1 answered the pre-test question correctly 23 digits compared to the post-test question, the respondent answered the question correctly by 34 numbers. Respondent 7 correctly answered the pre-test question 28 digits compared to the respondent's post-test question correctly answered 35 questions. Most students answer questions during the Pre-Test on the Match Test and Translation Test. As for the Pre-Test questions that

most students incorrectly answer this question is in determining the word class and its meaning, matching and choosing words that match the images available. This all happened because of the low student vocabulary.

In the Post-Test, the researcher gives a similar vocabulary test in the Pre-Test. Post-Test is done after giving 6 treatments to students whose aim is to find out the score in the Post-Test can improve student vocabulary. And the results it was found that the results of the Post-Test students achieved a good classification. This can prove that using the Scattergories game is very effective in improving students vocabulary.

According to Nur Khikmah who stated that "Students' vocabulary mastery and reading comprehension increase in each cycle. This increase affects student grades. The implementation of Scattergories board games is quite effective in increasing students' vocabulary mastery and reading comprehension. The result can complete the standardization score (70). It seems that the Scattergories board game can be used in the learning process".

According to Herdianti, who stated that "The achievement of vocabulary taught through the Scattergories game provides a better improvement compared to the What Someone Does game. Students who learn vocabulary using the Scattergories game have to play individually so that they need to answer each category by themselves and that makes students fully paid attention during treatment".

According to Muhammad Afif Husain, who stated that “The use of Scattergories Game is effective for teaching students' vocabulary, it is proven that from the pre-test and post-test results. The significant improvement of student achievement was related to vocabulary mastery after they received treatment using the Scattergories game. This is shown in the calculation using the t-test”.

From the analysis above, the researcher concluded that there was a significant difference between the pre-test and post-test results in students vocabulary learning through the Scattergories game. In other words, using the Scattergories game technique in teaching vocabulary can be used to improve students vocabulary. The use of this game in improving vocabulary mastery has a positive impact on students. Actually, some factors influence success in increasing vocabulary mastery, but it all depends on how the researcher or teacher handles it so that students don't get bored in language learning. The vocabulary game used in class is a very effective and supportive activity in improving students' language skills and proficiency. Unfortunately, due to limited time and curriculum, this technique is difficult to apply in the classroom. However, it can be seen that the Scattergories game application is very useful and can be used to develop student language learning and provide opportunities for students to practice communication. Therefore, it is suggested that teachers try some games including this Scattergories game which might be useful for their students to improve students skills and help

them achieve their goals, and at least try new things in teaching. So it can be concluded that the Scattergories game can be an effective way to learn or develop students vocabulary.



CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the findings and discussions of the study, the researcher concluded that the use of the Scattergories game was effective to improve students vocabulary at SMP Negeri 8 Palopo. The student's vocabulary after conducting treatment, it could be proven by the students result in Pre-Test with mean score 58.8333 and Post-Test of mean score 85.7000, the score of t_0 (t_{count}) = 21.604 and df (degree of freedom) based on the result, namely $21.604 > 2.045$ the researchers concluded that t_0 (t_{count}) was higher then t_t (t_{table}), $t_0 > t_t$. It means that there was a significant difference between vocabulary ability before and after using the Scattergories game.

Through Scattergories game, the students have many to enrich their vocabulary, all activities involve students so that the students also could build up their minds to memorize vocabulary. Most of them get honor after answering the question and they enjoy the material.

B. Suggestions

From the research results that have been calculated from the previous chapter, the researcher gives some suggestions to be conveyed to teachers, students, and prospective researchers who are interested in this field. They are as follows:

1. For English Teachers

- a. English teachers need to use active learning in teaching and learning English, especially teaching using the Scattergories game so that students can easily learn vocabulary and understand new knowledge.
- b. The English teacher must use many types of learning strategies in vocabulary games so that students can learn new word knowledge better.
- c. English teachers must always motivate their students that learning English is not difficult. It is fun to learn in many ways especially using the game and the use of the game Scattergories should be encouraged.

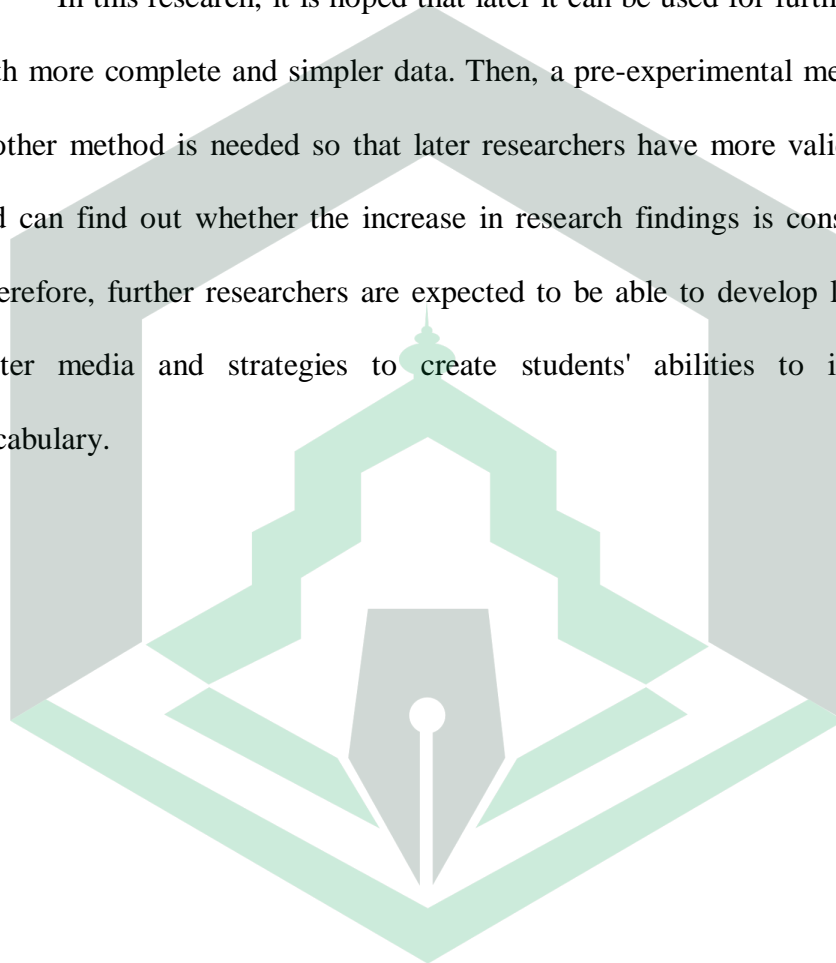
2. For students

- a. Students always should be active in the learning process. Not only listen to the teachers' explanation but also they have to explore their ability in learning English. Students can find many sources from the library, the internet, or their friends.
- b. Students need to have big confidence, spirit, and effort. They may not afraid if they make it wrong. That is the learning process.

- c. Students should increase their reading interest to enrich their vocabulary, knowledge, and also improve positive habits.

3. For future researchers

In this research, it is hoped that later it can be used for further researchers with more complete and simpler data. Then, a pre-experimental method or using another method is needed so that later researchers have more valid conclusions and can find out whether the increase in research findings is consistent or not. Therefore, further researchers are expected to be able to develop learning using better media and strategies to create students' abilities to improve their vocabulary.



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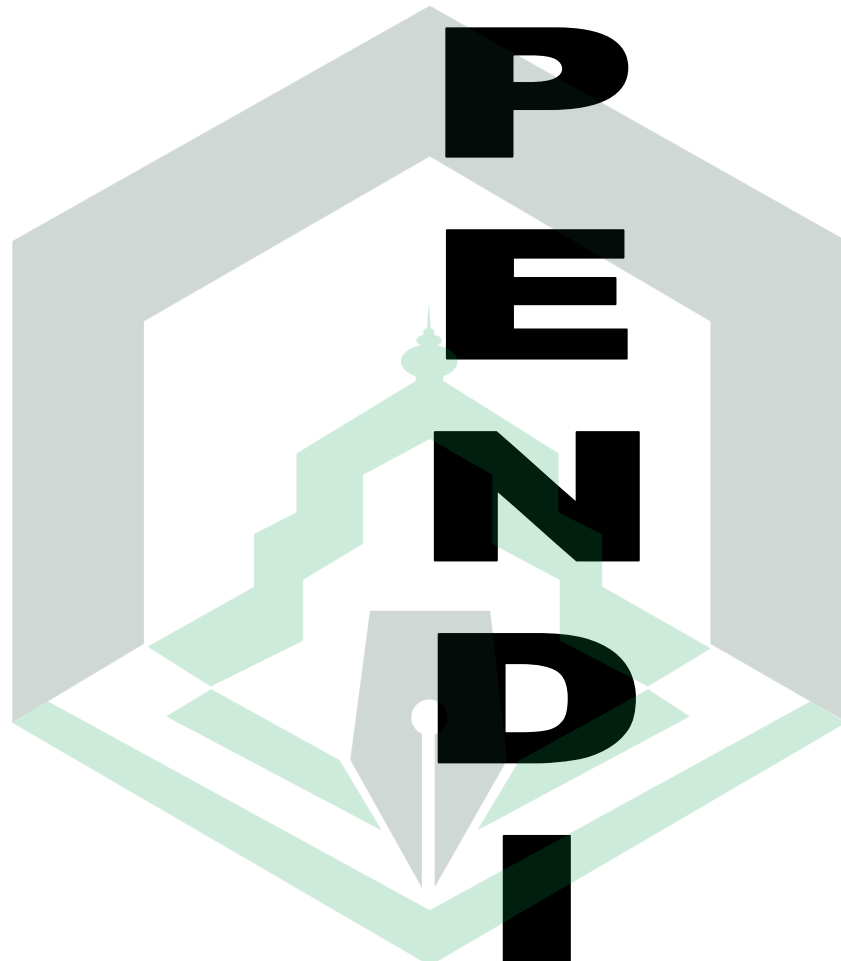
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A P P E N D I X



List students of VII.3 SMP Negeri 8 Palopo Academic Year 2019/2020

| No | Students/Respondent | Gender | Age |
|----|---------------------|--------|------------------|
| 1 | R01 | Female | 12 th |
| 2 | R02 | Female | 12 th |
| 3 | R03 | Female | 13 th |
| 4 | R04 | Female | 13 th |
| 5 | R05 | Female | 13 th |
| 6 | R06 | Male | 12 th |
| 7 | R07 | Male | 12 th |
| 8 | R08 | Male | 12 th |
| 9 | R09 | Male | 13 th |
| 10 | R10 | Male | 13 th |
| 11 | R11 | Male | 12 th |
| 12 | R12 | Male | 13 th |
| 13 | R13 | Male | 13 th |
| 14 | R14 | Male | 14 th |
| 15 | R15 | Male | 12 th |
| 16 | R16 | Male | 12 th |
| 17 | R17 | Female | 12 th |
| 18 | R18 | Female | 12 th |
| 19 | R19 | Female | 13 th |
| 20 | R20 | Male | 13 th |
| 21 | R21 | Female | 12 th |

| | | | |
|----|-----|--------|------------------|
| 22 | R22 | Female | 12 th |
| 23 | R23 | Female | 13 th |
| 24 | R24 | Female | 12 th |
| 25 | R25 | Male | 12 th |
| 26 | R26 | Male | 12 th |
| 27 | R27 | Female | 13 th |
| 28 | R28 | Female | 12 th |
| 29 | R29 | Male | 12 th |
| 30 | R30 | Male | 13 th |

Shows that the gender Male was 16 students the gender Female was 14 students and there were 17 students be old 12th, there were 12 students be old 13th and 1 student be old 14th.

The Score of Students Vocabulary in the Pre – Test

| No | Respondent | Correct Answer | Score |
|----|------------|----------------|-------|
| 1 | R01 | 23 | 58 |
| 2 | R02 | 21 | 53 |
| 3 | R03 | 20 | 50 |
| 4 | R04 | 23 | 58 |
| 5 | R05 | 25 | 63 |
| 6 | R06 | 23 | 58 |
| 7 | R07 | 28 | 70 |
| 8 | R08 | 25 | 63 |
| 9 | R09 | 28 | 70 |

| | | | |
|----|-----|----|----|
| 10 | R10 | 21 | 53 |
| 11 | R11 | 23 | 58 |
| 12 | R12 | 24 | 60 |
| 13 | R13 | 22 | 55 |
| 14 | R14 | 28 | 70 |
| 15 | R15 | 23 | 58 |
| 16 | R16 | 23 | 58 |
| 17 | R17 | 25 | 63 |
| 18 | R18 | 22 | 55 |
| 19 | R19 | 22 | 55 |
| 20 | R20 | 20 | 50 |
| 21 | R21 | 26 | 65 |
| 22 | R22 | 23 | 58 |
| 23 | R23 | 29 | 70 |
| 24 | R24 | 23 | 58 |
| 25 | R25 | 24 | 60 |
| 26 | R26 | 22 | 55 |
| 27 | R27 | 26 | 65 |
| 28 | R28 | 20 | 50 |
| 29 | R29 | 20 | 50 |
| 30 | R30 | 21 | 53 |

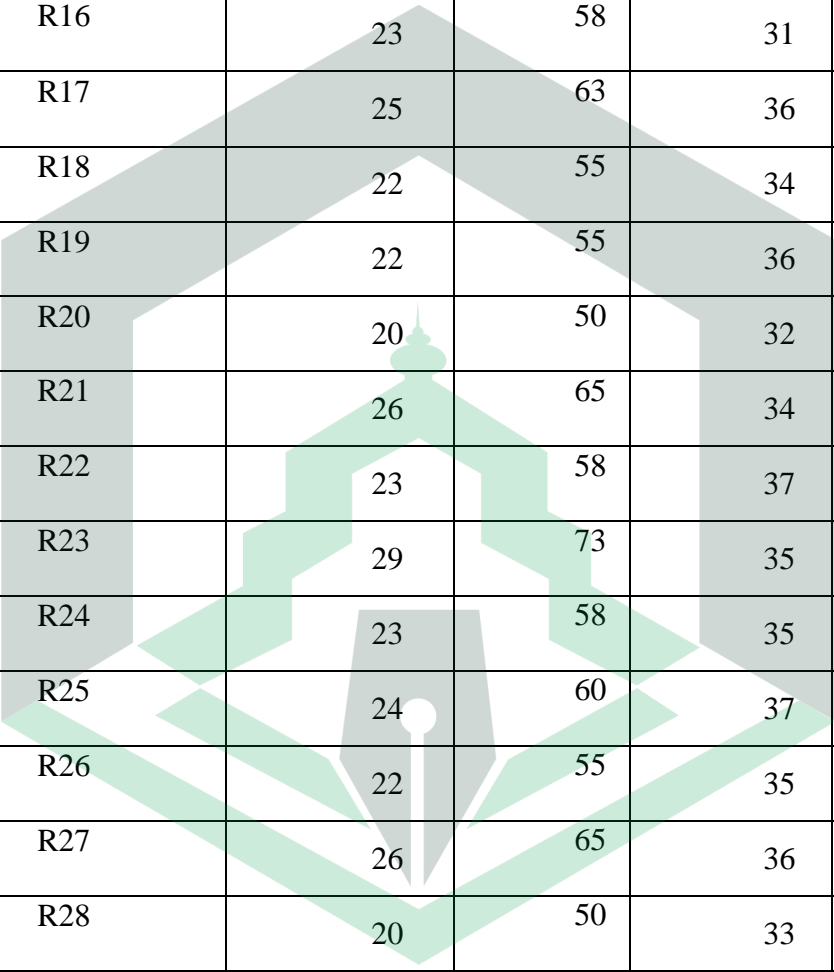
The Score of Students' Vocabulary in the Post – Test

| No | Respondent | Correct Answer | Score |
|-----------|-------------------|-----------------------|--------------|
| 1 | R01 | 34 | 85 |
| 2 | R02 | 34 | 85 |
| 3 | R03 | 37 | 93 |
| 4 | R04 | 35 | 88 |
| 5 | R05 | 36 | 90 |
| 6 | R06 | 32 | 80 |
| 7 | R07 | 35 | 88 |
| 8 | R08 | 34 | 85 |
| 9 | R09 | 34 | 85 |
| 10 | R10 | 32 | 80 |
| 11 | R11 | 33 | 83 |
| 12 | R12 | 34 | 85 |
| 13 | R13 | 30 | 75 |
| 14 | R14 | 35 | 88 |
| 15 | R15 | 32 | 80 |
| 16 | R16 | 31 | 78 |
| 17 | R17 | 36 | 90 |
| 18 | R18 | 34 | 85 |
| 19 | R19 | 36 | 90 |
| 20 | R20 | 32 | 80 |
| 21 | R21 | 34 | 85 |

| | | | |
|----|-----|----|----|
| 22 | R22 | 37 | 93 |
| 23 | R23 | 35 | 88 |
| 24 | R24 | 35 | 88 |
| 25 | R25 | 37 | 93 |
| 26 | R26 | 35 | 88 |
| 27 | R27 | 36 | 90 |
| 28 | R28 | 33 | 83 |
| 29 | R29 | 32 | 80 |
| 30 | R30 | 36 | 90 |

The Students' Result in Pre – Test and Post - Test

| No | Respondent | Pre – Test | | Post – Test | |
|----|------------|----------------|-------|----------------|-------|
| | | Correct Answer | Score | Correct Answer | Score |
| | R01 | 23 | 58 | 34 | 85 |
| | R02 | 21 | 53 | 34 | 85 |
| | R03 | 20 | 50 | 37 | 93 |
| | R04 | 23 | 58 | 35 | 88 |
| | R05 | 25 | 63 | 36 | 90 |
| | R06 | 23 | 58 | 32 | 80 |
| | R07 | 28 | 70 | 35 | 88 |
| | R08 | 25 | 63 | 34 | 85 |
| | R09 | 28 | 70 | 34 | 85 |
| | R10 | 21 | 53 | 32 | 80 |



| | | | | | |
|--|-----|----|----|----|----|
| | R11 | 23 | 58 | 33 | 83 |
| | R12 | 24 | 60 | 34 | 85 |
| | R13 | 22 | 55 | 30 | 75 |
| | R14 | 28 | 70 | 35 | 88 |
| | R15 | 23 | 58 | 32 | 80 |
| | R16 | 23 | 58 | 31 | 78 |
| | R17 | 25 | 63 | 36 | 90 |
| | R18 | 22 | 55 | 34 | 85 |
| | R19 | 22 | 55 | 36 | 90 |
| | R20 | 20 | 50 | 32 | 80 |
| | R21 | 26 | 65 | 34 | 85 |
| | R22 | 23 | 58 | 37 | 93 |
| | R23 | 29 | 73 | 35 | 88 |
| | R24 | 23 | 58 | 35 | 88 |
| | R25 | 24 | 60 | 37 | 93 |
| | R26 | 22 | 55 | 35 | 88 |
| | R27 | 26 | 65 | 36 | 90 |
| | R28 | 20 | 50 | 33 | 83 |
| | R29 | 20 | 50 | 32 | 80 |
| | R30 | 21 | 53 | 36 | 90 |

t-table distribution³⁵

| Degrees of Freedom (df) | Probability, p | | | |
|-------------------------|----------------|--------|--------|---------|
| | 0.1 | 0.05 | 0.01 | 0.001 |
| 1 | 6.314 | 12.706 | 63.657 | 636.619 |
| 2 | 2.920 | 4.303 | 9.925 | 31.598 |
| 3 | 2.533 | 3.182 | 5.841 | 12.924 |
| 4 | 2.132 | 2.776 | 4.604 | 8.610 |
| 5 | 2.015 | 2.571 | 4.032 | 6.869 |
| 6 | 1.934 | 2.447 | 3.707 | 5.959 |
| 7 | 1.895 | 2.365 | 3.499 | 5.408 |
| 8 | 1.960 | 2.306 | 3.355 | 5.041 |
| 9 | 1.833 | 2.262 | 3.250 | 5.781 |
| 10 | 1.812 | 2.228 | 3.169 | 5.587 |
| 11 | 1.796 | 2.201 | 3.106 | 4.437 |
| 12 | 1.782 | 2.179 | 3.055 | 4.221 |
| 13 | 1.771 | 2.160 | 3.012 | 4.318 |
| 14 | 1.761 | 2.143 | 2.977 | 4.221 |
| 15 | 1.753 | 2.131 | 2.947 | 4.140 |
| 16 | 1.746 | 2.120 | 2.921 | 4.073 |
| 17 | 1.740 | 2.110 | 2.989 | 4.015 |
| 18 | 1.734 | 2.101 | 2.878 | 3.922 |

³⁵ Tigor Hutapea, *Statistik: Teori dan Aplikasi*. Bandung. Cet 1: (STIE-IBEK), 1995. P.316

| | | | | |
|------------|-------|-------|-------|-------|
| 19 | 1.729 | 2.093 | 2.861 | 3.883 |
| 20 | 1.725 | 2.086 | 2.856 | 3.850 |
| 21 | 1.721 | 2.080 | 2.831 | 3.819 |
| 22 | 1.717 | 2.074 | 2.819 | 3.792 |
| 23 | 1.714 | 2.069 | 2.807 | 3.767 |
| 24 | 1.711 | 2.064 | 2.797 | 3.745 |
| 25 | 1.708 | 2.060 | 2.787 | 3.725 |
| 26 | 1.706 | 2.056 | 2.779 | 3.707 |
| 27 | 1.703 | 2.052 | 2.771 | 3.690 |
| 28 | 1.701 | 2.048 | 2.763 | 3.674 |
| 29 | 1.699 | 2.045 | 2.756 | 3.659 |
| 30 | 1.670 | 2.042 | 2.750 | 3.646 |
| 40 | 1.640 | 2.021 | 2.704 | 3.551 |
| 60 | 1.571 | 2.000 | 2.660 | 3.460 |
| 120 | 1.558 | 1.980 | 2.617 | 3.373 |

Rencana Pelaksanaan Pembelajaran

(RPP) I

Nama Sekolah : SMP Negeri 8 Palopo
 Mata Pelajaran : Bahasa Inggris
 Topik / Tema : Noun
 Materi : Home Area/ Area Rumah
 Kelas / Semester : VII / Genap
 Waktu : 2 × 40 Menit (1 Pertemuan)

A. STANDAR KOMPETENSI

- Mengungkapkan makna kosa kata bahasa inggris melalui permainan *Scattergories Games*.

B. KOMPETENSI DASAR

- Siswa dapat memahami makna kosa kata bahasa inggris melalui permainan *Scattergories Games*.

C. INDIKATOR

- Memahami makna kosa kata bahasa inggris yang berkaitan dengan *Home Area* (Area Rumah) melalui Permainan *Scattergories Games*.

D. TUJUAN PEMBELAJARAN

Pada akhir pemebelajaran :

- Siswa dapat memahami makna kosa kata bahasa inggris yang berkaitan dengan *Home Area* (Area Rumah) melalui permainan *Scattergories Games*.

E. MATERI PEMBELAJARAN

Home Area

| No | Characters | Meaning | No | Characters | Meaning |
|----|--------------------|-------------------|----|------------|------------|
| 1 | Air Condition (AC) | Pendingin Ruangan | 14 | Lamp | Lampu |
| 2 | Ashtray | Asbak | 15 | Mirror | Cermin |
| 3 | Bed | Ranjang | 16 | Pillow | Bantal |
| 4 | Bathtub | Bak Mandi | 17 | Plate | Piring |
| 5 | Cupboard | Lemari | 18 | Roof | Atap |
| 6 | Carpet | Permadani | 19 | Rug | Karpet |
| 7 | Dustbin | Tempat Sampah | 20 | Sofa | Kursi sofa |
| 8 | Door | Pintu | 21 | Shower | Pancuran |
| 9 | Frame | Bingkai | 22 | Towel | Handuk |
| 10 | Floor | Lantai | 23 | Tissue | Tisu |
| 11 | Hanger | Gantungan | 24 | Vase | Vas |
| 12 | Iron | Setrika | 25 | Wall | Tembok |
| 13 | Kitchen | Dapur | | | |

F. METODE PEMBELAJARAN

Pendekatan: Scientific Approach

G. MEDIA DAN BAHAN

1. Media : Scattergories Games
2. Alat /Bahan : Spidol, Papan tulis

H. SUMBER BELAJAR

- Kamus Belajar Bergambar Grammar and Conversation, halaman 28-35
- Sumber dari internet: <https://www.enchantedlearning.com/wordlist/house.shtml>

I. LANGKAH-LANGKAH PEMBELAJARAN

| Kegiatan Pendahuluan (10 Menit) |
|---|
| <ol style="list-style-type: none"> a. Salam dan Berdoa b. Memeriksa Kehadiran Siswa c. Menyampaikan Tujuan Pembelajaran yang akan Berlangsung d. Menyampaikan materi yang akan dibahas. |

Kegiatan Inti (60 Menit)

- a. Guru merangsang siswa dengan meminta menyebutkan “Home Area” bagian-bagian rumah
- b. Guru menuliskan kosakata di papan tulis tentang Home Area
- c. Guru melafalkan kosakata tersebut dan meminta siswa mengikutinya.
- d. Guru meminta siswa untuk duduk berjauhan sebelum permainan dimulai.
- e. Guru menjelaskan aturan permainan Scattergories Games.
- f. Setelah siswa mengerti, siswa akan memulai permainan Scattergories Games, untuk melatih daya ingat dan pemahaman kosa kata yang telah di pelajari.
- g. Guru membagikan lembar jawaban yang digunakan untuk permainan Scattergories Games.
- h. Guru mengacak abjad yang akan diberikan ke siswa dan mengatur waktu permainan.
- i. Setelah waktu habis, siswa membacakan jawaban mereka masing-masing
- j. Guru memberikan penilaian.

Kegiatan Penutup (10 Menit)

- a. Guru bertanya bagaimana perasaan siswa setelah mengikuti pembelajaran dengan menggunakan permainan Scattergories Games.
- b. Guru dan siswa menyimpulkan materi pembelajaran bersama-sama.
- c. Guru memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti pembelajaran dalam permainan Scattergories Games.
- d. Salam penutup.

J. PENILAIAN

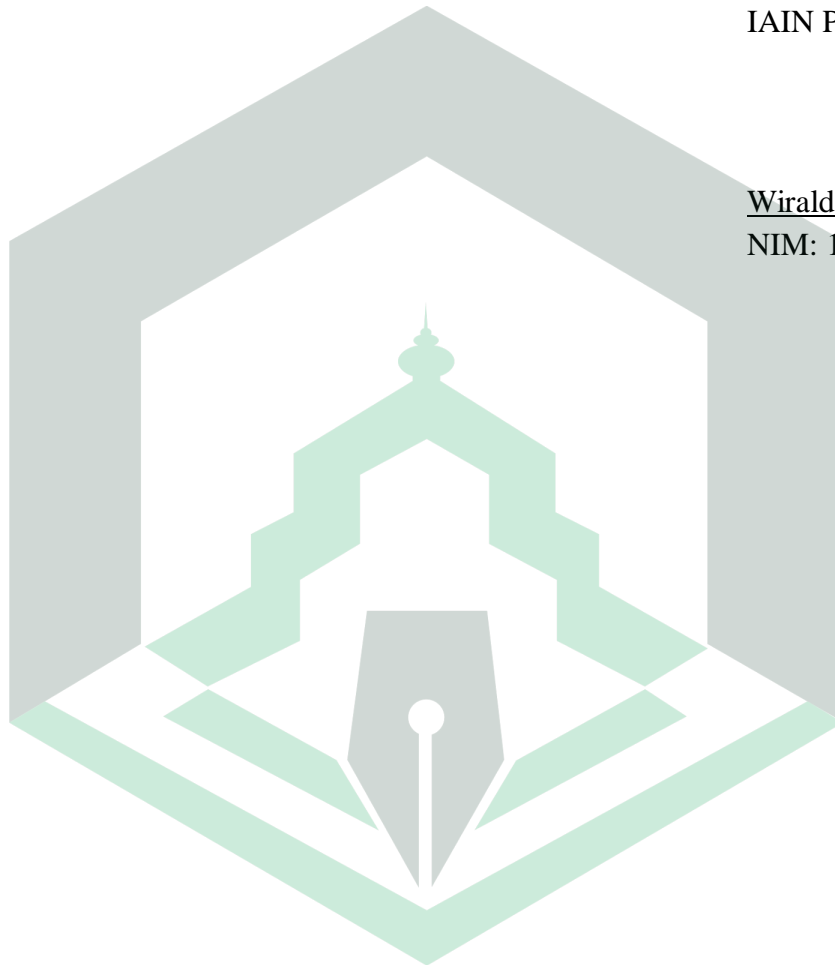
- Bentuk : Tes Tulis
- Format / Instrument:

| No | Abjad | Home Area | Skor |
|----------|-------|-----------|------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Jumlah : | | | |

$$- \text{Skor} = \frac{\text{Jumlah Jawaban Benar}}{\text{Jumlah soal}} \times 100$$

Palopo , Januari 2020
Mahasiswa Peneliti
IAIN Palopo

Wiraldi
NIM: 16.0202.0131



Rencana Pelaksanaan Pembelajaran

(RPP) II

Nama Sekolah : SMP Negeri 8 Palopo

Mata Pelajaran : Bahasa Inggris

Topik / Tema : Noun

Materi : School Area/ Area Sekolah dan Animals/ Hewan

Kelas / Semester : VII / Genap

Waktu : 4 × 40 Menit (2 Pertemuan)

A. STANDAR KOMPETENSI

- Mengungkapkan makna kosa kata bahasa inggris melalui permainan *Scattergories Games*.

B. KOMPETENSI DASAR

- Siswa dapat memahami makna kosa kata bahasa inggris melalui permainan *Scattergories Games*.

C. INDIKATOR

- Memahami makna kosa kata bahasa inggris yang berkaitan dengan *School Area* (Area Sekolah) dan *Animals* (Hewan) melalui Permainan *Scattergories Games*.

D. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran :

- Siswa dapat memahami makna kosa kata bahasa inggris yang berkaitan dengan *School Area* (Area Sekolah) dan *Animals* (Hewan) melalui permainan *Scattergories Games*.

E. MATERI PEMBELAJARAN

School Area

| No | Characters | Meaning | No | Characters | Meaning |
|----|-------------|-----------------|----|-------------|--------------|
| 1 | Arithmetic | Hitung | 14 | Ink | Tinta |
| 2 | Assignment | Tugas | 15 | Lesson | Pelajaran |
| 3 | Blackboard | Papan Tulis | 16 | Library | Perpustakaan |
| 4 | Bookmark | Penanda Buku | 17 | Map | Peta |
| 5 | Chalk | Kapur | 18 | Markers | Spidol |
| 6 | Compass | Kompas | 19 | Notebook | Buku Catatan |
| 7 | Dictionary | Kamus | 20 | Paper | Kertas |
| 8 | Eraser | Penghapus | 21 | Pencil | Pensil |
| 9 | Examination | Pemeriksaan | 22 | Pins | Penjepit |
| 10 | Flagpole | Tiang Bendera | 23 | Ruler | Penggaris |
| 11 | Globe | Globe | 24 | Uniform | Seragam |
| 12 | Glue | Lem | 25 | Water Color | Cat Air |
| 13 | Homework | Pekerjaan Rumah | | | |

Animals

| No | Characters | Meaning | No | Characters | Meaning |
|----|------------|---------------|----|------------|--------------|
| 1 | Anoa | Anoa | 14 | Jellyfish | Ubur – ubur |
| 2 | Ant | Semut | 15 | Kangaroo | Kanguru |
| 3 | Bat | Kelelawar | 16 | Lion | Singa |
| 4 | Bee | Lebah | 17 | Mouse | Tikus |
| 5 | Camel | Unta | 18 | Octopus | Gurita |
| 6 | Crab | Kepiting | 19 | Owl | Burung Hantu |
| 7 | Dolphin | Lumba – Lumba | 20 | Pigeon | Merpati |
| 8 | Eagle | Elang | 21 | Rabbit | Kelinci |
| 9 | Elephant | Gajah | 22 | Scorpion | Kalajengking |
| 10 | Fox | Rubah | 23 | Sheep | Domba |
| 11 | Goat | Kambing | 24 | Turtle | Kura – kura |
| 12 | Giraffe | Jerapah | 25 | Wolf | Serigala |
| 13 | Horse | Kuda | | | |

F. METODE PEMBELAJARAN

Pendekatan: Scientific Approach

G. MEDIA DAN BAHAN

3. Media : Scattergories Games
4. Alat /Bahan : Spidol, Papan tulis

H. SUMBER BELAJAR

- Kamus Belajar Bergambar Grammer and Conversation, halaman 36-39
- Sumber dari internet: <https://www.enchantedlearning.com/wordlist/school.shtml>
- Kamus Belajar Bergambar Grammer and Conversation, halaman 66 – 71
- Dasar-Dasar Pengasaan Bahasa Inggris, Prof. Dr. Azhar Arsyad, M.A, Hal. 96-97
- Sumber dari internet: : <https://www.jurnalponsel.com/nama-binatang-dalam-bahasa-inggris/>

I. LANGKAH-LANGKAH PEMBELAJARAN PERTEMUAN Ke-1

| Kegiatan Pendahuluan (10 Menit) | |
|--|--|
| a. Salam dan Berdoa b. Memeriksa Kehadiran Siswa c. Menyampaikan Tujuan Pembelajaran yang akan Berlangsung d. Menyampaikan materi yang akan dibahas. | |
| Kegiatan Inti (60 Menit) | |
| a. Guru merangsang siswa dengan meminta menyebutkan “School Area” Area sekolah b. Guru menuliskan kosakata di papan tulis tentang School Area c. Guru melafalkan kosakata tersebut dan meminta siswa mengikutinya. d. Guru meminta siswa untuk duduk berjauhan sebelum permainan dimulai. e. Guru menjelaskan aturan permainan Scattergories Games. f. Setelah siswa mengerti, siswa akan memulai permainan Scattergories Games, untuk melatih daya ingat dan pemahaman kosa kata yang telah di pelajari. g. Guru membagikan lembar jawaban yang digunakan untuk permainan Scattergories Games. h. Guru mengacak abjad yang akan diberikan ke siswa dan mengatur waktu permainan. i. Setelah waktu habis, siswa membacakan jawaban mereka masing-masing j. Guru memberikan penilaian. | |
| Kegiatan Penutup (10 Menit) | |
| a. Guru bertanya bagaimana perasaan siswa setelah mengikuti pembelajaran dengan menggunakan permainan Scattergories Games. | |

| |
|--|
| <ul style="list-style-type: none"> b. Guru dan siswa menyimpulkan materi pembelajaran bersama-sama. c. Guru memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti pembelajaran dalam permainan Scattergories Games. d. Salam penutup. |
|--|

PERTEMUAN Ke-2

| Kegiatan Pendahuluan (10 Menit) |
|---|
| <ul style="list-style-type: none"> a. Salam dan Berdoa b. Memeriksa Kehadiran Siswa c. Menyampaikan Tujuan Pembelajaran yang akan Berlangsung d. Menyampaikan materi yang akan dibahas. |
| Kegiatan Inti (60 Menit) |
| <ul style="list-style-type: none"> a. Guru merangsang siswa dengan meminta menyebutkan “Animals” Hewan b. Guru menuliskan kosakata di papan tulis tentang Animals c. Guru melafalkan kosakata tersebut dan meminta siswa mengikutinya. d. Guru meminta siswa untuk duduk berjauhan sebelum permainan dimulai. e. Guru menjelaskan aturan permainan Scattergories Games. f. Setelah siswa mengerti, siswa akan memulai permainan Scattergories Games, untuk melatih daya ingat dan pemahaman kosa kata yang telah di pelajari. g. Guru membagikan lembar jawaban yang digunakan untuk permainan Scattergories Games. h. Guru mengacak abjad yang akan diberikan ke siswa dan mengatur waktu permainan. i. Setelah waktu habis, siswa membacakan jawaban mereka masing-masing j. Guru memberikan penilaian. |
| Kegiatan Penutup (10 Menit) |
| <ul style="list-style-type: none"> a. Guru bertanya bagaimana perasaan siswa setelah mengikuti pembelajaran dengan menggunakan permainan Scattergories Games. b. Guru dan siswa menyimpulkan materi pembelajaran bersama-sama. |

- c. Guru memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti pembelajaran dalam permainan Scattergories Games.
- d. Salam penutup.

J. PENILAIAN

- Bentuk : Tes Tulis
- Format / Instrument:

| No | Abjad | School Area | Skor |
|----------|-------|-------------|------|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| Jumlah : | | | |

| No | Abjad | Animals | Skor |
|----------|-------|---------|------|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| Jumlah : | | | |

- Skor = $\frac{\text{Jumlah Jawaban Benar}}{\text{Jumlah soal}} \times 100$

Palopo , Januari 2020
Mahasiswa Peneliti

Wiraldi
NIM: 16.0202.0131

Rencana Pelaksanaan Pembelajaran (RPP) III

Nama Sekolah : SMP Negeri 8 Palopo

Mata Pelajaran : Bahasa Inggris

Topik / Tema : Noun

Materi : Fruits & Vegetables (Buah & Sayuran) dan Occupations (Pekerjaan)

Kelas / Semester : VII / Genap

Waktu : 4 × 40 Menit (2 Pertemuan)

A. STANDAR KOMPETENSI

- Mengungkapkan makna kosa kata bahasa inggris melalui permainan *Scattergories Games*.

B. KOMPETENSI DASAR

- Siswa dapat memahami makna kosa kata bahasa inggris melalui permainan *Scattergogories Games*.

C. INDIKATOR

- Memahami makna kosa kata bahasa inggris yang berkaitan dengan *Fruits & Vegetables* (Buah & Sayuran) dan *Occupations* (Pekerjaan) melalui Permainan *Scattergories Games*.

D. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran :

- Siswa dapat memahami makna kosa kata bahasa inggris yang berkaitan dengan *Fruits & Vegetables* (Buah & Sayuran) dan *Occupations* (Pekerjaan) melalui permainan *Scattergories Games*.

E. MATERI PEMBELAJARAN

Fruits & Vegetables

| No | Characters | Meaning | No | Characters | Meaning |
|----|------------|--------------|----|------------|----------------|
| 1 | Avocado | Alpukat | 14 | Lychee | Buah Leci |
| 2 | Basil | Kemangi | 15 | Long Beans | Kacang Panjang |
| 3 | Bean | Buncis | 16 | Mashrooms | Jamur |
| 4 | Banana | Pisang | 17 | Mango | Mangga |
| 5 | Carrot | Wortel | 18 | Nutmeg | Pala |
| 6 | Citrus | Jeruk | 19 | Onions | Bawang Bombay |
| 7 | Eggplant | Terong | 20 | Orange | Jeruk |
| 8 | Garlic | Bawang Putih | 21 | Papper | Lada |
| 9 | Grape | Anggur | 22 | Soya Bean | Kacang Kedelai |
| 10 | Guava | Jambu Biji | 23 | Star Fruit | Belimbing |
| 11 | Kale | Kangkung | 24 | Union | Bawang Merah |
| 12 | Kiwi | Kiwi | 25 | Watermelon | Semangka |
| 13 | Lemongrass | Serai | | | |

Occupations

| No | Characters | Meaning | No | Characters | Meaning |
|----|------------|----------------|----|-------------|----------------|
| 1 | Architect | Arsitek | 14 | Host | Pembawa Acara |
| 2 | Athlete | Atlet | 15 | Judge | Hakim |
| 3 | Barber | Tukang Cukur | 16 | Lawyer | Pengacara |
| 4 | Cashier | Kasir | 17 | Lecturer | Dosen |
| 5 | Chef | Koki | 18 | Manager | Manejer |
| 6 | Dancer | Penari | 19 | Midwife | Bidan |
| 7 | Dentish | Dokter gigi | 20 | News Anchor | Pembawa Berita |
| 8 | Engineer | Insinyur | 21 | Nurse | Perawat |
| 9 | Educator | Pendidik | 22 | Parmachist | Apoteker |
| 10 | Farmer | Petani | 23 | Sailor | Pelaut |
| 11 | Fisherman | Nelayan | 24 | Tailor | Penjahit |
| 12 | Geneticist | Ahli Genetika | 25 | Waiter | Peramusaji |
| 13 | Headmaster | Kepala Sekolah | | | |

F. METODE PEMBELAJARAN

Pendekatan: Scientific Approach

G. MEDIA DAN BAHAN

5. Media : Scattergories Games
6. Alat /Bahan : Spidol, Papan tulis

H. SUMBER BELAJAR

- Kamus Belajar Bergambar Grammer and Conversation, halaman 56-58
- Sumber dari internet: <https://www.itapuih.com/2016/07/materi-lengkap-vocabulary-fruits.htm>
- <https://www.rumahbahasainggris.com/2016/10/kumpulan-nama-nama-buah-dalam-bahasa.html>
- Kamus Belajar Bergambar Grammer and Conversation, halaman 78 - 79
- Sumber dari internet: <https://azbahasainggris.com/kosakata-dalam-bahasa-inggris-tentang-pekerjaan> <https://www.tipsbelajarbahasainggris.com/nama-profesi-dalam-bahasa-inggris/>

I. LANGKAH-LANGKAH PEMBELAJARAN

PERTEMUAN Ke-1

| Kegiatan Pendahuluan (10 Menit) | |
|---|--|
| <ul style="list-style-type: none"> a. Salam dan Berdoa b. Memeriksa Kehadiran Siswa c. Menyampaikan Tujuan Pembelajaran yang akan Berlangsung d. Menyampaikan materi yang akan dibahas. | |
| Kegiatan Inti (60 Menit) | |
| <ul style="list-style-type: none"> a. Guru merangsang siswa dengan meminta menyebutkan “Fruits & Vegetable” buah dan sayuran b. Guru menuliskan kosakata di papan tulis tentang Fruits and Vegetable c. Guru melafalkan kosakata tersebut dan meminta siswa mengikutinya. d. Guru meminta siswa untuk duduk berjauhan sebelum permainan dimulai. e. Guru menjelaskan aturan permainan Scattergories Games. f. Setelah siswa mengerti, siswa akan memulai permainan Scattergories Games, untuk melatih daya ingat dan pemahaman kosa kata yang telah di pelajari. g. Guru membagikan lembar jawaban yang digunakan untuk permainan Scattergories Games. h. Guru mengacak abjad yang akan diberikan ke siswa dan mengatur waktu permainan. i. Setelah waktu habis, siswa membacakan jawaban mereka masing-masing | |

| |
|--|
| j. Guru memberikan penilaian. |
| Kegiatan Penutup (10 Menit) |
| a. Guru bertanya bagaimana perasaan siswa setelah mengikuti pembelajaran dengan menggunakan permainan Scattergories Games. b. Guru dan siswa menyimpulkan materi pembelajaran bersama-sama. c. Guru memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti pembelajaran dalam permainan Scattergories Games. d. Salam penutup. |

PERTEMUAN Ke-2

| |
|---|
| Kegiatan Pendahuluan (10 Menit) |
| a. Salam dan Berdoa b. Memeriksa Kehadiran Siswa c. Menyampaikan Tujuan Pembelajaran yang akan Berlangsung d. Menyampaikan materi yang akan dibahas. |
| Kegiatan Inti (60 Menit) |
| a. Guru merangsang siswa dengan meminta menyebutkan “Occupations” Pekerjaan b. Guru menuliskan kosakata di papan tulis tentang Occupations c. Guru melafalkan kosakata tersebut dan meminta siswa mengikutinya. d. Guru meminta siswa untuk duduk berjauhan sebelum permainan dimulai. e. Guru menjelaskan aturan permainan Scattergories Games. f. Setelah siswa mengerti, siswa akan memulai permainan Scattergories Games, untuk melatih daya ingat dan pemahaman kosa kata yang telah di pelajari. g. Guru membagikan lembar jawaban yang digunakan untuk permainan Scattergories Games. h. Guru mengacak abjad yang akan diberikan ke siswa dan mengatur waktu permainan. i. Setelah waktu habis, siswa membacakan jawaban mereka masing-masing j. Guru memberikan penilaian. |

Kegiatan Penutup (10 Menit)

- Guru bertanya bagaimana perasaan siswa setelah mengikuti pembelajaran dengan menggunakan permainan Scattergories Games.
- Guru dan siswa menyimpulkan materi pembelajaran bersama-sama.
- Guru memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti pembelajaran dalam permainan Scattergories Games.
- Salam penutup.

J. PENILAIAN

- Bentuk : Tes Tulis
- Format / Instrument:

| No | Abjad | Fruits & Vegetables | Skor |
|----------|-------|---------------------|------|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| Jumlah : | | | |

| No | Abjad | Occupations | Skor |
|----------|-------|-------------|------|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| Jumlah : | | | |

- Skor = $\frac{\text{Jumlah Jawaban Benar}}{\text{Jumlah soal}} \times 100$

Palopo , Januari 2020
Mahasiswa Peneliti
IAIN Palopo

Wiraldi
NIM: 16.0202.0131

Rencana Pelaksanaan Pembelajaran

(RPP) IV

Nama Sekolah : SMP Negeri 8 Palopo
 Mata Pelajaran : Bahasa Inggris
 Topik / Tema : Noun
 Materi : Parts of Body
 Kelas / Semester : VII / Genap
 Waktu : 2 × 40 Menit (1 Pertemuan)

A. STANDAR KOMPETENSI

- Mengungkapkan makna kosa kata bahasa inggris melalui permainan *Scattergories Games*.

B. KOMPETENSI DASAR

- Siswa dapat memahami makna kosa kata bahasa inggris melalui permainan *Scattergories Games*.

C. INDIKATOR

- Memahami makna kosa kata bahasa inggris yang berkaitan dengan *Parts of Body* (Bagian-Bagian Tubuh) melalui Permainan *Scattergories Games*.

D. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran :

- Siswa dapat memahami makna kosa kata bahasa inggris yang berkaitan dengan *Parts of Body* (Bagian-Bagian Tubuh) melalui permainan *Scattergories Games*.

E. MATERI PEMBELAJARAN

Parts of Body

| No | Characters | Meaning | No | Characters | Meaning |
|----|------------|----------------|----|------------|----------------|
| 1 | Arm | Lengan | 14 | Lip | Bibir |
| 2 | Artery | Pembuluh Darah | 15 | Liver | Hati |
| 3 | Bone | Tulang | 16 | Muscle | Otot |
| 4 | Back | Punggung | 17 | Neck | Leher |
| 5 | Chin | Dagu | 18 | Nerves | Urat |
| 6 | Elbow | Siku | 19 | Palm | Telapak tangan |
| 7 | Finger | Jari | 20 | Pore | Pori |
| 8 | Gums | Gusi | 21 | Rectum | Dubur |
| 9 | Heart | Jantung | 22 | Senses | Indra |
| 10 | Heel | Tumit | 23 | Skeleton | Kerangka |
| 11 | Intestines | Usus | 24 | Throat | Tenggorokan |
| 12 | Kidney | Ginjal | 25 | Waist | Pinggang |
| 13 | Knee | Lutut | | | |

F. METODE PEMBELAJARAN

Pendekatan: Scientific Approach

G. MEDIA DAN BAHAN

1. Media : Scattergories Games
2. Alat /Bahan : Spidol, Papan tulis

H. SUMBER BELAJAR

- Kamus Belajar Bergambar Grammar and Conversation, halaman 13 – 15
- Dasar-Dasar Pengasaan Bahasa Inggris, Prof. Dr. Azhar Arsyad, M.A, Hal. 100-101
- Sumber dari internet: <https://www.itapuih.com/2016/06/materi-lengkap-vocabulary-parts-of-body.html>

I. LANGKAH-LANGKAH PEMBELAJARAN

| Kegiatan Pendahuluan (10 Menit) | |
|-----------------------------------|---------------------------|
| a. | Salam dan Berdoa |
| b. | Memeriksa Kehadiran Siswa |

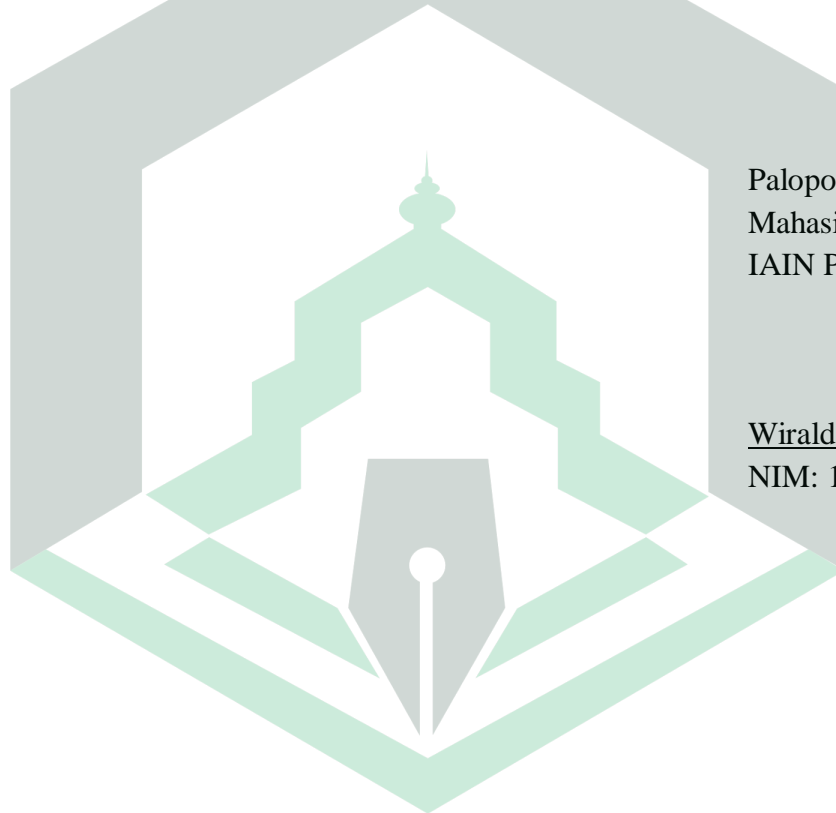
| |
|---|
| <ul style="list-style-type: none"> c. Menyampaikan Tujuan Pembelajaran yang akan Berlangsung d. Menyampaikan materi yang akan dibahas. |
| Kegiatan Inti (60 Menit) |
| <ul style="list-style-type: none"> a. Guru merangsang siswa dengan meminta menyebutkan “Parts of Body” bagian-bagian tubuh b. Guru menuliskan kosakata di papan tulis tentang Parts of Body c. Guru melafalkan kosakata tersebut dan meminta siswa mengikutinya. d. Guru meminta siswa untuk duduk berjauhan sebelum permainan dimulai. e. Guru menjelaskan aturan permainan Scattergories Games. f. Setelah siswa mengerti, siswa akan memulai permainan Scattergories Games, untuk melatih daya ingat dan pemahaman kosa kata yang telah di pelajari. g. Guru membagikan lembar jawaban yang digunakan untuk permainan Scattergories Games. h. Guru mengacak abjad yang akan diberikan ke siswa dan mengatur waktu permainan. i. Setelah waktu habis, siswa membacakan jawaban mereka masing-masing j. Guru memberikan penilaian. |
| Kegiatan Penutup (10 Menit) |
| <ul style="list-style-type: none"> a. Guru bertanya bagaimana perasaan siswa setelah mengikuti pembelajaran dengan menggunakan permainan Scattergories Games. b. Guru dan siswa menyimpulkan materi pembelajaran bersama-sama. c. Guru memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti pembelajaran dalam permainan Scattergories Games. d. Salam penutup. |

J. PENILAIAN

- Bentuk : Tes Tulis
- Format / Instrument:

| No | Abjad | Parts of Body | Skor |
|----------|-------|---------------|------|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| Jumlah : | | | |

- Skor = $\frac{\text{Jumlah Jawaban Benar}}{\text{Jumlah soal}} \times 100$



Palopo , Januari 2020
Mahasiswa Peneliti
IAIN Palopo

Wiraldi
NIM: 16.0202.0131

PRE-TEST

Name :

Class :

A. Match The Words On The Box With The Pictures Below, Based On The Opportunity Write Of The Pictures!

a. Citronella

b. Judge

c. Lung

d. Chameleon

e. Stair

f. Jackfruit

g. Referee

h. Intestines

i. Octopus

j. Chalk

k. Knife

l. Eggplant

m. Curtain

n. Uniform

o. Sour sop

p. Farmer

q. Neck

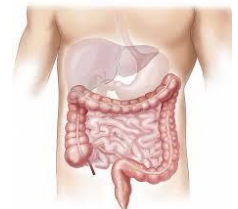
r. Giraffe

s. Sailor

t. Skeleton



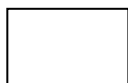
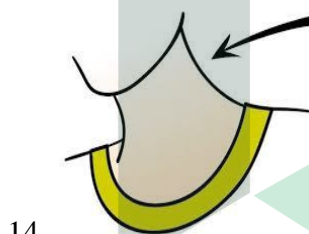
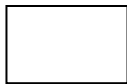
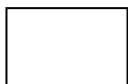






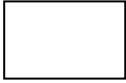








20.



B. Write The Indonesian Of The Following English Words!

21. Bathtub =

22. Ashtray =

23. Ink =

24. Buffalo =

25. Fly =

26. Cucumber =

27. Engineer =

28. Nurse =

29. Calf =

30. Bone =

C. Write The English Of The Following Indonesian Words!

31. Genteng =

32. Tiang Bendera =

33. Bangku =

34. Tupai =

35. Udang =

36. Bawang Putih =

37. Belimbing =

38. Arsitek =

39. Pembawa Berita =

40. Otot =

Key Answer of Pre-test

A. Matching Test

- | | |
|-------|-------|
| 1. F | 11. I |
| 2. R | 12. L |
| 3. H | 13. N |
| 4. K | 14. Q |
| 5. B | 15. P |
| 6. A | 16. D |
| 7. M | 17. E |
| 8. J | 18. O |
| 9. T | 19. G |
| 10. S | 20. C |

B. Translation Test English-Indonesian

21. Bak Mandi
22. Asbak
23. Tinta
24. Kerbau
25. Lalat
26. Timun
27. Insinyur
28. Perawat
29. Betis
30. Tulang

C. Translation Test Indonesian-English

31. Tile
32. Flagpole
33. Bench
34. Squirrel
35. Shrimp
36. Garlic
37. Star Fruit
38. Architect
39. News Anchor
40. Muscle

POST-TEST

Name :

Class :

A. Match The Words On The Box With The Pictures Below, Based On The Opportunity Write Of The Pictures!

- | | | | |
|---------------|-----------------|--------------|----------|
| a. Carrot | b. Stewardess | c. Kidney | d. Frog |
| e. Iron | f. Dragon Fruit | g. Fisherman | h. Ear |
| i. Camel | j. Map | k. Pillow | l. Guava |
| m. Rug | n. Soldier | o. Cassava | p. Brain |
| q. Dictionary | r. Horse | s. Tongue | t. Globe |

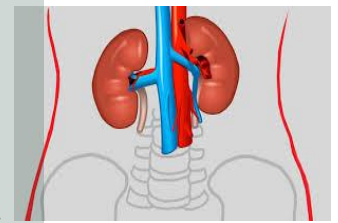
1.



2.



3.



4.



5.

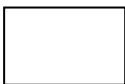


6.

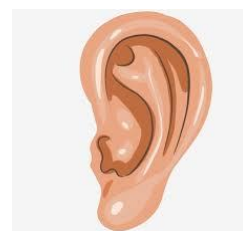




7.



8.



9.



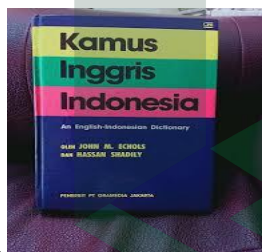
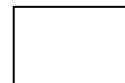
10.



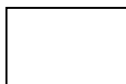
11.



12.



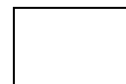
13.



14.



15.



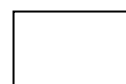
16.



17.



18.





19.



20.

B. Write The Indonesian Of The Following English Words!

21. Roof =

22. Fence =

23. School Yard =

24. Squid =

25. Jelly Fish =

26. Pineapple =

27. Dentist =

28. Midwife =

29. Knee =

30. Cheek =

C. Write The English Of The Following Indonesian Words!

31. Handuk =

32. Jangka =

33. Spidol =

34. Kepiting =

35. Kambing =

36. Bawang Merah =

37. Anggur =

38. Atlet =

39. Pembawa Acara =

40. Perut =

Key Answer of Post-test

A. Matching Test

- | | |
|-------|-------|
| 1. L | 11. R |
| 2. D | 12. O |
| 3. C | 13. Q |
| 4. K | 14. S |
| 5. G | 15. N |
| 6. A | 16. I |
| 7. M | 17. E |
| 8. J | 18. F |
| 9. H | 19. P |
| 10. B | 20. T |

B. Translation Test English-Indonesian

21. Atap
22. Pagar
23. Halaman Sekolah
24. Cumi-Cumi
25. Ubur-Ubur
26. Nanas
27. Dokter Gigi
28. Bidan
29. Lutut
30. Pipi

C. Translation Test Indonesian-English

31. Towel
32. Compass
33. Marker
34. Crab
35. Goat
36. Union
37. Grape
38. Athlete
39. Master of Ceremony
40. Stomach

TREATMENT

Papan permainan “ Scattergories Games”

SMP Negeri 8 Palopo

Name :

Pertemuan I

Class :

| No | Abjad | Home Area | Skor |
|----------|-------|-----------|------|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| Jumlah : | | | |

Papan permainan “ Scattergories Games”

SMP Negeri 8 Palopo

Name :

Pertemuan II

Class :

| No | Abjad | School Area | Skor |
|----------|-------|-------------|------|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| Jumlah : | | | |

Papan permainan “ Scattergories Games”

SMP Negeri 8 Palopo

Name :

Pertemuan III

Class :

| No | Abjad | Animals | Skor |
|----------|-------|---------|------|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| Jumlah : | | | |

Papan permainan “ Scattergories Games”

SMP Negeri 8 Palopo

Name :

Pertemuan IV

Class :

| No | Abjad | Fruits & Vegetables | Skor |
|----------|-------|---------------------|------|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| Jumlah : | | | |

Papan permainan “ Scattergories Games”

SMP Negeri 8 Palopo

Name :

Pertemuan V

Class :

| No | Abjad | Occupations | Skor |
|----------|-------|-------------|------|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| Jumlah : | | | |

Papan permainan “ Scattergories Games”

SMP Negeri 8 Palopo

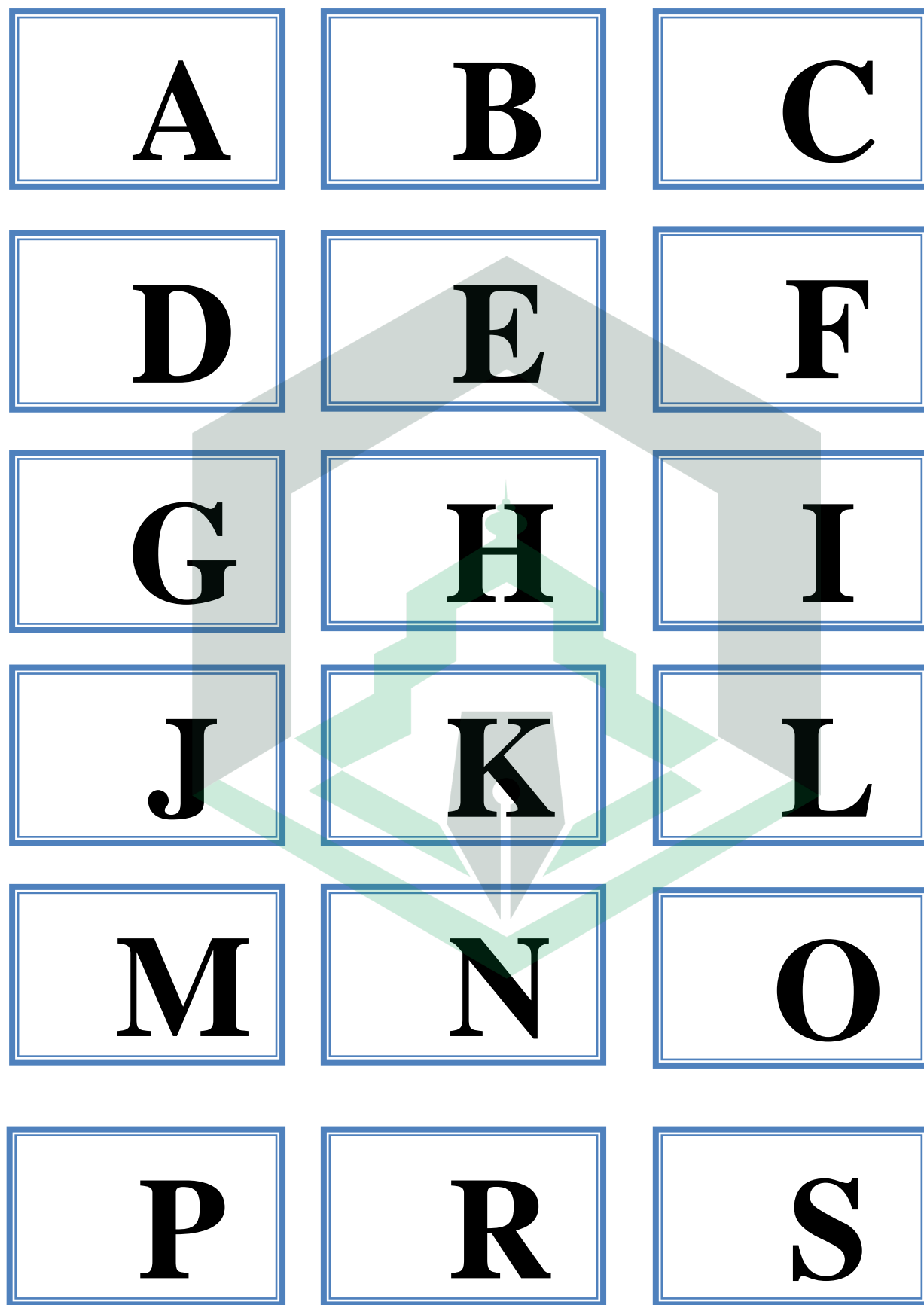
Name :

Pertemuan VI

Class :

| No | Abjad | Parts of Body | Skor |
|----------|-------|---------------|------|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| Jumlah : | | | |

Media Acak Abjad



T

U

W

Y



DOCUMENTATION

Pre - Test

Menjelaskan mekanisme dalam menjawab soal



Mengawasi dan memberikan penjelasan kesiswa



Treatment

Menuliskan beberapa kosakata dipapan tulis



Menjelaskan aturan permainan



Memberikan media abjad secara acak



Menunjuk siswa yang akan membacakan jawaban



Siswa membacakan jawaban dari
permainan Scattergories



Memberikan kesimpulan dan menutup pembelajaran

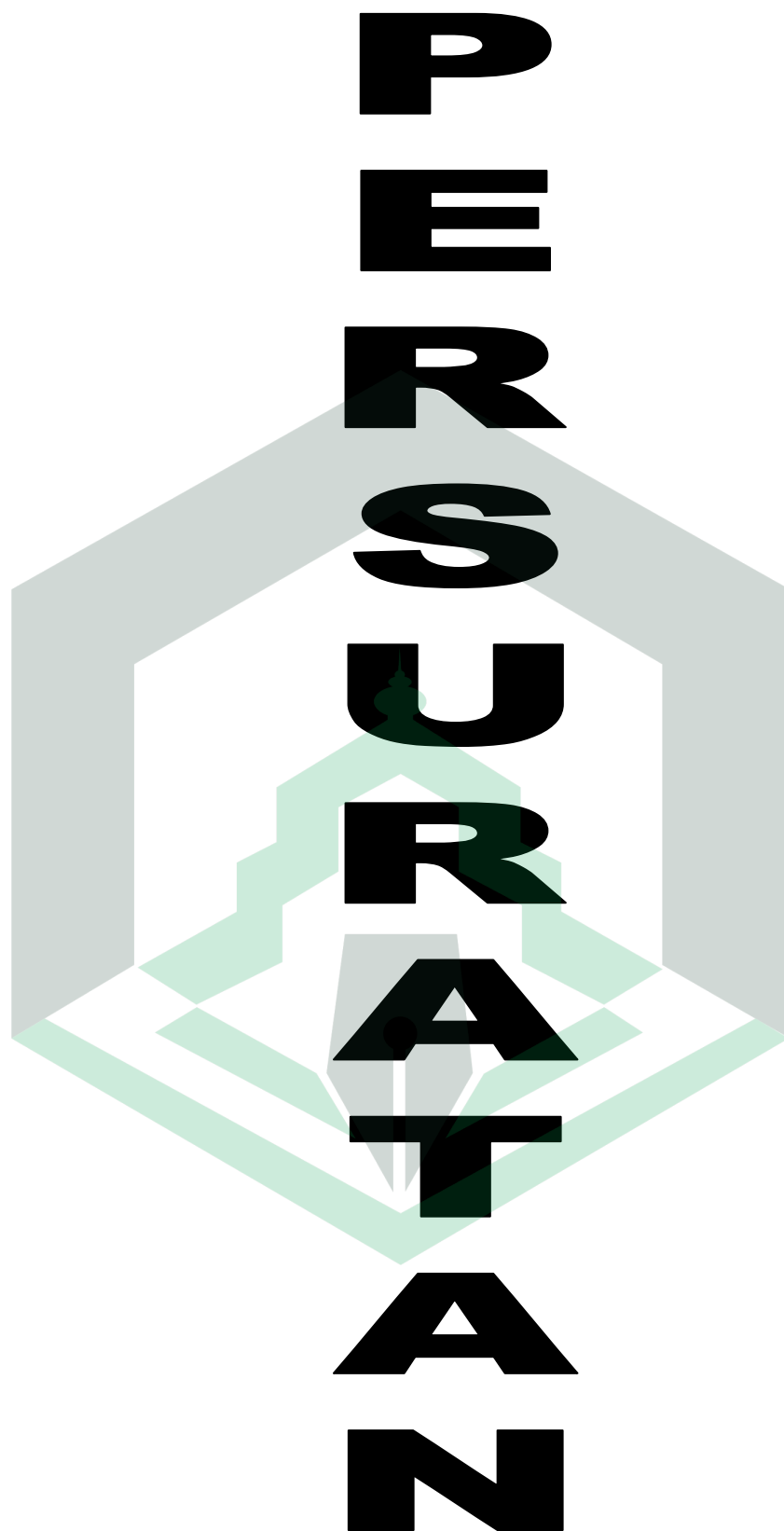
Post – Test



Foto bersama siswa kelas VII.3 SMP Negeri 8 Palopo



PERSURATAN





FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

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

Nomor : 684 / In.19/PBI/PP.00.9/12/2019
 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 : Wiraldi
 NIM : 16 0202 0131
 Jurusan : Ilmu Keguruan
 Prodi : Pendidikan Bahasa Inggris
 Judul : Improving Vocabulary Mastery of the Seventh Year Students' Using Scattergories Games in SMP Negeri 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

Wiraldi
 NIM 16 0202 0131

Menyetujui

Pembimbing I

Jufriadi, S.S., M.Pd
 NIP 19730727 200604 1 002

Pembimbing II

Muhammad Iksan, S.Pd., M.Pd
 NIP 19860327 2018011 2 001

Mengetahui

Ketua Program Studi

Amalia Yahiya, SE., M.Hum
 NIP 19771013 200501 2 006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PALOPO
FAKULTAS TARBIYAH & ILMU KEGURUAN**

Jl. Azzahra Tejo. 0471-22676 Fax. 0471-325195 Kota Palopo
Email: fik@iainpaloapa.ac.id Web: www.fik-iainpaloapa.ac.id

Nomor : 0094 /In.19/FTIK/HM.01/01/2020

13 Januari 2020

Lampiran : -

Perihal : **Permohonan Surat Izin Penelitian**

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

Assalamu Alaikum Wr. Wb.

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

| | |
|----------------|-----------------------------|
| Nama | : Wiraldi |
| NIM | : 16 0202 0131 |
| Program Studi | : Pendidikan Bahasa Inggris |
| Semester | : VII (Tujuh) |
| Tahun Akademik | : 2019/2020 |
| Alamat | : |

akan melaksanakan penelitian dalam rangka penulisan skripsi pada lokasi SMP Negeri 8 Palopo dengan judul: **"Improving Vocabulary Mastery of the Seventh Year Students' Using Scattergories Games in SMP Negeri 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 | Telepon : (0471) 326048

ASLI

IZIN PENELITIAN
 NOMOR : 32/IP/DP/PTSP/2020

DASAR HUKUM :

1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Pendidikan, Pengembangan dan Penerapan IPTEK;
2. Peraturan Menteri Nomor 64 Tahun 2013 tentang Pedoman Penerbitan Rekomendasi Penelitian, sebagaimana telah diubah dengan Peraturan Menteri Nomor 7 Tahun 2014;
3. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyelenggaraan Perizinan dan Non Perizinan di Kota Palopo;
4. Peraturan Walikota Palopo Nomor 22 Tahun 2016 tentang Pen dele gasian Wewenang Penyelenggaraan Perizinan dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : WIRALDI
 Jenis Kelamin : Laki-Laki
 Alamat : Jl. Mungkasa Kota Palopo
 Pekerjaan : Mahasiswa
 NIM : 16 0202 0131

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

**IMPROVING VOCABULARY MASTERY OF THE SEVENTH YEAR STUDENTS' USING SCATTERGORIES
 GAMES IN SMP NEGERI 8 PALOPO**

Lokasi Penelitian : SMP NEGERI 8 PALOPO
 Lamanya Penelitian : 15 Januari 2020 s.d. 14 April 2020

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaatl 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 menaatl ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
 Pada tanggal : 15 Januari 2020
 a.n. Kepala Dinas Penanaman Modal dan PTSP
 Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

ANDI AGUS MANDASINI, SE. MAP
 Pangkat : Penata
 NIP. : 19780805 201001 1 014

Tembusan :

1. Kepala Badan Kestbang Periz, Su-Sat
2. Walikota Palopo
3. Dandim 1403 SWS
4. Kapolda Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kestbang Kota Palopo
7. Instansi terkait tempat dilaksanakan penelitian



PEMERINTAH KOTA PALOPO
DINAS PENDIDIKAN
SEKOLAH MENENGAH PERTAMA NEGERI 8 PALOPO

Alamat : Jl. Dr. Ratulangi No. 66 Balandi Palopo ☎ (0471) 22921

SURAT KETERANGAN PENELITIAN
 NOMOR : 421.3 /035/SMP.8/II/2020

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

| | |
|--------------------|--|
| Nama | : WIRALDI |
| Tempat / Tgl Lahir | : Malili, 15 Mei 1998 |
| NIM | : 16.02.02.0131 |
| Pekerjaan | : Mahasiswa |
| Fakultas/Prodi | : Fakultas Tarbiyah dan Ilmu Keguruan Jurusan Pendidikan Bahasa Inggris IAIN Palopo |

Adalah benar telah melaksanakan penelitian di Sekolah Menengah Pertama Negeri 8 Palopo untuk kepentingan penulisan skripsi pada tanggal 05 s.d 25 Februari 2020 dengan judul ***"IMPROVING VOCABULARY MASTERY OF THE SEVENTH YEAR STUDENTS' USING SCATTERGORIES GAMES IN SMP NEGERI 8 PALOPO"***.

Demikian keterangan ini kami berikan untuk dapat dipergunakan sebagaimana mestinya.



Palopo, 27 Februari 2020
Kepala Sekolah,

H. IMRAN
NIP: 19611231 198602 1 051



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
PANITIA PELAKSANA ORIENTASI PENGENALAN AKADEMIK DAN KEMAHASISWAAN

Sertifikat

Nomor :

Diberikan kepada:

WIRALDI

sebagai:

PESERTA

Dalam kegiatan **Orientasi Pengenalan Akademik dan Kemahasiswaan (OPAK)** Institut Agama Islam Negeri (IAIN) Palopo Tahun 2016 yang diselenggarakan pada tanggal 29 s.d. 31 Agustus 2016 di Kampus IAIN Palopo.

Palopo, 01 September 2016
 Ketua Panitia Pelaksana,

Dr. H. HARIS KULLE, I.c., M.A.
 NIP 19700623 200501 1 001

Mengetahui:
 Rektor IAIN Palopo,

Dr. ABDUL PIROI, M.Ag.
 NIP 19691104 199403 1 004





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO**

SYAHADAH

Nomor : In.19/PP/PT/MA/THAD AL-JAMI'AH/65/VII/2017

Diberikan kepada:

W I R A L D I

NIM : 16 0202 0131

Setelah mengikuti Program Ma'had al-Jami'ah Institut Agama Islam Negeri Palopo

Sebagai tanda bukti diberikan Syahadah ini berikut hak sesuai dengan peraturan yang berlaku

Dikeluarkan di Palopo pada tanggal Empat Juli Dua Ribu Tujuh Belas.





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
 Jl. Agattakal Balanda Koc Bara 91914 Kota Palopo
 Email: FTIK@iainpalopo.ac.id Web: fik-iainpalopo.ac.id

Surat Keterangan Bebas Mata Kuliah

Sehubungan dengan selesainya "Mata Kuliah Mahasiswa" sebagai salah satu prasyarat utama untuk mengikuti Ujian Munawasyah, maka kami menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Wiraldi

Nim : 16 0202 0131

Prodi : Pendidikan Bahasa Inggris

Telah menyelesaikan seluruh mata kuliah mulai dari semester I sampai dengan semester VDI

Demikianlah surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 29 Juli 2020

Ketua Prodi
 Pendidikan Bahasa Inggris

Amalia Yahya, S.P., M.Hum.
 NRP.19771013 200501 2 006



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
 Jl. Agatis Kel. Balandi Kec. Bara 91914 Kota Palopo
 Email: pbi.fik@gmail.com

SURAT KETERANGAN

Yang bertanda tangan di bawah ini :

Nama : Amalia Yahya, SE., M.Hum
 NIP : 19771013 200501 2 006
 Jabatan : Ketua Program studi Pendidikan Bahasa Inggris

menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan

Nama : Wiraldi
 NIM : 16 0202 0131
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
 Alamat/ No. HP : Jl. Jend. Sudirman Kec. Malili, Kab. Luwu Timur/ 085256854412

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Palopo, 15 Juli 2020

a.n Dekan
 Wakil Dekan I
 Fak. Tarbiyah dan Ilmu Keguruan

Ketua Prodi

Dr. Munir Yusuf, S.Ag., M.Pd
 NIP 19740602 199903 1 003



Amalia Yahya, SE., M.Hum
 NIP 19771013 200501 2 006



INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Jl. Agatis, Balandi, Kota Palopo, Sulawesi Selatan 91914. Telp. 0471-22076
 Website: pbi.iainpalopo.ac.id. E-mail: pbi@iainpalopo.ac.id

SURAT KETERANGAN

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama : Wiraldi
 NIM : 16 0202 0131
 Semester : VIII (Delapan)
 Program Studi : Pendidikan Bahasa Inggris
 Keperluan : Ujian Munaqsayah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity* 20%. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 24 Agustus 2020

Admin Turnitin PBI,

Mengetahui,
 Ketua Prodi,



Amalia Yahya, S.E., M.Hum.
 NIP 197710132005012006

Muhammad Iksan, S.Pd., M.Pd.
 NIP 198603272018011001



**SURAT KEPUTUSAN
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI PALOPO
NOMOR 1363 TAHUN 2019
TENTANG**

PENGANGKATAN TIM DOSEN PEMBIMBING PENULISAN SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALOPO

- Menimbang : a. Bahwa demi kelancaran proses penyusunan dan penulisan skripsi bagi mahasiswa strata S1, maka dipandang perlu dibentuk Tim Pembimbing Penyusunan dan penulisan skripsi.
- b. Bahwa untuk menjamin terlaksananya tugas Tim Dosen Pembimbing sebagaimana dimaksud dalam butir a di atas perlu ditetapkan melalui surat Keputusan Dekan.
- Mengingat : 1. Undang-Undang RI Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-Undang RI Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
3. Peraturan Pemerintah Nomor 4 Tahun 2014 tentang Penyelenggaraan Pendidikan dan Pengelolaan Perguruan Tinggi;
4. Peraturan Presiden RI Nomor 141 Tahun 2014 tentang Perubahan STAIN Palopo Menjadi IAIN Palopo;
5. Peraturan Menteri Agama RI Nomor 5 Tahun 2015 tentang Organisasi dan Tata Kerja IAIN Palopo;

MEMUTUSKAN

- Menetapkan : **KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN PALOPO TENTANG PENGANGKATAN TIM DOSEN PEMBIMBING PENYUSUNAN DAN PENULISAN SKRIPSI MAHASISWA PROGRAM S1 INSTITUT AGAMA ISLAM NEGERI PALOPO**
- Kesatu : Mengangkat mereka yang tersebut namanya pada lampiran surat keputusan ini sebagaimana yang tersebut pada alinea pertama huruf (a) di atas;
- Kedua : Tugas Tim Dosen Pembimbing Penyusunan dan Penulisan Skripsi adalah : membimbing, mengarahkan, mengoreksi, serta memantau penyusunan dan penulisan skripsi mahasiswa berdasarkan panduan penyusunan skripsi dan pedoman akademik yang ditetapkan pada Institut Agama Islam Negeri Palopo.
- Ketiga : Pembimbing Skripsi juga bertugas selaku penguji Mahasiswa yang dibimbing pada seminar hasil penelitian dan ujian Munawar Syah Skripsi.
- Keempat : Segala biaya yang timbul sebagai akibat ditetapkannya Surat Keputusan ini dibebankan kepada DIPA IAIN PALOPO TAHUN 2019.
- Kelima : Surat Keputusan ini berlaku sejak tanggal di tetapkannya dan berakhir setelah kegiatan pembimbingan atau penulisan skripsi mahasiswa selesai, dan akan diadakan perbaikan seperti yang terdapat kekeliruan didalamnya.
- Keenam : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk dilaksanakan sebagaimana mestinya

Ditetapkan di : Palopo
Pada Tanggal : 09 Agustus 2019

Dekan,

Nurdin K

Tembusan :

1. Rektor
2. Ketua Prodi
3. Pertiagal

LAMPIRAN : SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN PALOPO
NO : 1359 TAHUN 2019
TANGGAL : 09 AGUSTUS 2019
TENTANG : PENGANGKATAN TIM DOSEN PEMBIMBING PENYUSUNAN DAN PENULISAN SKRIPSI
MAHASISWA INSTITUT AGAMA ISLAM NEGERI PALOPO

I Nama Mahasiswa : Wiraldi
NIM : 16 0202 0131
Program Studi : Tadris Bahasa Inggris

II Judul Skripsi : **Improving Students' Vocabulary By Using Scattergories Game at the Tenth Year of Palopo Islamic Senior High School**

III Tim Dosen Pembimbing :
A. Pembimbing Utama (I) : Jufriadi, S.S., M.Pd.,
B. Pembantu Pembimbing (II) : Muhammad Iksan, S.Pd., M.Pd.

Palopo, 09 Agustus 2019

Dekan,

Nurdin K



SURAT KEPUTUSAN
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI PALOPO
NOMOR : 0052 TAHUN 2020

TENTANG
PENGANGKATAN TIM DOSEN PENGUJI SKRIPSI MAHASISWA PROGRAM S1

DENGAN RAHMAT TUHAN YANG MAHA ESA
 DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALOPO

- Menimbang** :
- a. bahwa demi kelancaran proses Pengujian Skripsi bagi mahasiswa Program S1, maka dipandang perlu dibentuk Tim Penguji Skripsi;
 - b. bahwa untuk menjamin terlaksananya tugas Tim Dosen Penguji Skripsi sebagaimana dimaksud dalam butir a di atas, maka perlu ditetapkan melalui Surat Keputusan Dekan;
 - c. bahwa yang tercantum namanya dalam Surat Keputusan ini dianggap memenuhi syarat untuk diangkat sebagai dosen Penguji Skripsi;
- Mengingat** :
1. Undang-Undang RI Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
 2. Undang-Undang RI Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
 3. Peraturan Pemerintah Nomor 4 Tahun 2014 tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 4. Peraturan Presiden RI Nomor 141 Tahun 2014 tentang Perubahan STAIN Palopo Menjadi IAIN Palopo;
 5. Peraturan Menteri Agama RI Nomor 5 Tahun 2015 tentang Organisasi dan Tata Kerja IAIN Palopo.
- MEMUTUSKAN**
- Menetapkan** : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN PALOPO TENTANG PENGANGKATAN TIM DOSEN PENGUJI SKRIPSI MAHASISWA PROGRAM S1 INSTITUT AGAMA ISLAM NEGERI PALOPO
- Kesatu** : Mengangkat mereka yang tersebut namanya pada lampiran Surat Keputusan ini sebagaimana Pemberian Kuasa dan Pendelegasian Wewenang Menandatangani Surat Penetapan Dosen Pembimbing dan Dosen Penguji Skripsi.
- Kedua** : Tugas Tim Dosen Penguji Skripsi adalah : mengoreksi, mengarahkan, menilai/mengevaluasi dan menguji kompetensi dan kemampuan mahasiswa berdasarkan Skripsi yang diajukan serta memberi dan menyampaikan hasil keputusan atas pelaksanaan Ujian Skripsi mahasiswa berdasarkan pertimbangan tingkat penguasaan dan kualitas penulisan karya ilmiah dalam bentuk Skripsi;
- Ketiga** : Surat Keputusan ini berlaku pada Ujian Seminar Hasil dan Ujian Munaqasyah Skripsi.
- Keempat** : Segala biaya yang timbul sebagai akibat ditetapkannya Surat Keputusan ini dibebankan kepada DIPA IAIN Palopo Tahun Anggaran 2020;
- Kelima** : Surat Keputusan ini berlaku sejak tanggal ditetapkannya dan berakhir setelah kegiatan Pengujian Skripsi selesai, dan akan diadakan perbaikan seperlunya jika terdapat kekeliruan di dalamnya;
- Keenam** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

Ditetapkan di : Palopo
Pada Tanggal : 3 Agustus 2020



Tembusan :

1. Rektor IAIN Palopo di Palopo;
2. Ketua Prodi Pendidikan Bahasa Inggris FTIK di Palopo;
3. Arsip.

LAMPIRAN : SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN ILMU KEGURUAN IAIN PALOPO
 NOMOR : 0059 TAHUN 2020
 TANGGAL : 3 Agustus 2020
 TENTANG : PENGANGKATAN TIM DOSEN PENGUJI SKRIPSI MAHASISWA PROGRAM S1

- I. Nama Mahasiswa : Wiraldi
 NIM : 16 0202 0131
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Program Studi : Pendidikan Bahasa Inggris
- II. Judul Skripsi : Improving Vocabulary Mastery of the Seventh Year Students' Using Scattergories Games in SMPN 8 Palopo.
- III. Tim Dosen Penguji :
 Ketua Sidang : Amalia Yahya, S.E., M.Hum
 Penguji (I) : Wahibah, S.Ag., M.Hum
 Penguji (II) : Dr. Magfirah Thayyib, S.S., M.Hum
 Pembimbing (I) : Jufriadi, S.S., M.Pd
 Pembimbing (II) : Muhammad Iksan, S.Pd., M.Pd.



Dekan,

Murdin K.F.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
 Jl. Agatis Kel. Balaiddi Kec. Bera B1914 Kota Palopo
 Email: pbi.ftik@gmail.com

Nomor : 194 / In.19/FTIK/PBLTP/00.9/08/2020

Palopo, 27 Agustus 2020

Lamp. -

Hal : Undangan Ujian Skripsi

Kepada

Yth. Bapak / Ibu Dosen Pembimbing dan Penguji
 di Tempat

Assalamu 'Alaikum Warahmatullahi Wabarakatuh

Dengan hormat, sehubungan dengan pelaksanaan ujian skripsi Hasil mahasiswa.

Nama : Wiraldi
 NIM : 16 0202 10131
 Judul Skripsi : Improving Vocabulary Mastery of the Seventh Year
 Students Using Scattergories Game in SMPN 8 Palopo

Maka kami memohon kesediaan Bapak / Ibu untuk hadir menjadi Penguji pada pelaksanaan ujian Skripsi tersebut, yang Insyaa Allah akan dilaksanakan pada:

Hari / Tanggal : Senin, 31 Agustus 2020
 Waktu : 09.00 - 10.00 WIB
 Tempat : Kediaman Masing-Masing

Tim Penguji : Amalia Yahya, S.E., M.Hum (Ketua Sidang)
 Wahibah, S.Ag., M.Hum (Penguji I)
 Dr. Magfirah Thayyib, S.S., M.Hum (Penguji II)
 Dr. Jufriadi, S.S., M.Pd (Pembimbing I)
 Muhammad Iksan, M.Pd (Pembimbing II)

Demikian undangan ini disampaikan, atas perkenan Bapak/Ibu diucapkan terima kasih.

Wassalamu 'Alaikum Warahmatullahi Wabarakatuh



Ketua Program Studi

Amalia Yahya, S.E., M.Hum
 NIP 19771013 200501 2 006

CURRICULUM VITAE



Wiraldi, born in Malili on May 15th, 1998. The author is the youngest son of Hamsung (Alm) and Haerati. He has two brothers namely Ardiansyah & Irsan H and two sisters namely Alviani H, Amd. Keb & Widia. He comes from Malili, East Luwu. While in Palopo, the author lives on Jl. Mungkasa, BTN Merdeka.

He started his formal education for the first time at the age of six years, he studied at SDN 228 Lagaroang and graduated in 2010. After that he entered SMPN 1 Malili and graduated in 2013. Then he studied at SMAN 2 Malili / SMAN 12 Luwu Timur then moved to SMAN 1 Malili / Luwu Timur in 2014 and graduated in 2016. In the same year, in 2016 he was recorded as a student of the Tarbiyah and Teacher Training English Study Program at the Faculty of Islamic Studies (IAIN) Palopo. While studying at IAIN Palopo, he completed the Teacher Practice Program (PPL) at SMAN 6 Palopo and the Field Experience Program (KKN) in Bastem, Luwu from 02nd March to 02nd April 2020.

Contact Person: wirahamsung@gmail.com