INCREASING STUDENTS' VOCABULARY THROUGH CONGKLAK GAME AT NILS COURSE OF THE VILLAGE OF LAMUNRE

A Thesis

Submitted to the English Language of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo Fulfillment of Requirement for S.Pd Degree of English Education

Composed By:

NILASARI

Regnum. 16.0202.0165

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

2021

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1. **Dr. Masruddin, S.S., M.Hum**
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ENGLISH STUDY PROGRAM OF TARBIYAH

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STATE ISLAMIC INSTITUTE OF PALOPO

2021

THESIS APPROVAL

This thesis, entitled "**Increasing Students' Vocabulary through Congklak Game at Nils Course of the Village of Lamunre**" written by Nilasari, Reg. Number 16 0202 0165, English Language Education S1 Study Program of Tarbiyah and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in MUNAQASYAH session which is carried out on **Thursday April 1ᵗʰ 2021 M**, coincided with **Syakban 18ᵗʰ 1442 H**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

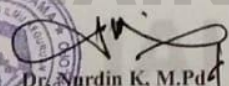Palopo, <u>1ᵗʰ of April 2021</u>
Syakban 18ᵗʰ 1442 H

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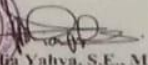
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Dekan Fakultas Tarbiyah dan Ilmu Keguruan

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Fakultas	: Tarbiyah dan Ilmu Keguruan
Judul	: Increasing Students' Vocabulary Through Congklak Game at Nils Course of The Village of Lamunre.

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Demikian untuk diproses selanjutnya.

Wassalamu 'AlaikumWr. Wb

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v

HALAMAN PERSETUJUAN TIM PENGUJI

Skripsi berjudul Increasing Students' Vocabulary through Congklak Game at Nils

Course of the Village of Lamunre yang ditulis oleh Nilasari Nomor Induk Mahasiswa

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Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palopo, yang telah

diujikan dalam seminar hasil penelitian pada hari jumat, tanggal 4 maret 2021

bertepatan dengan 19 rajab 1442 hijriyah telah diperbaiki sesuai catatan dan

permintaan Tim Penguji, dan dinyatakan layak untuk diajukan pada sidang ujian

munaqasyah.

TIM PENGUJI

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Penguji I tanggal: 01 April 2021

2. Andi Tenrisanna Syam, S.Pd., M.Pd ( )

Penguji II tanggal: 01 April 2021

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Researcher

Nilasari

16 0202 0165

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيم

الـحَمْدُ للهِ رَبِّ العَالَمِيْنَ ، وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الأَنْبِيَاءِ والـمُرْسَلِيْنَ ، نَبِيِّنَا وَحَبِيْبِنَا

مُـحَمَّدٍ وَعَلَى آلِهِ وَصَحْبِهِ أَجْـمَعِيْنَ ، وَمَنْ تَبِعَهُمْ بِإِحْسَانٍ إِلَى يَوْمِ الدِّيْنِ, أَمَّا بَعْدُ

Praise the researcher for praying to Allah S.W.T., which has bestowed grace, guidance, and inner and outer strength, so that the researcher can complete the writing of this Thesis entitled "Increasing Students' Vocabulary Through Congklak Game at Nils Course of The Village of Lamunre" after going through a long process. Salawat and greetings to our prophet Muhammad S.A.W., to his family, friends, and followers. This Thesis is structured as a condition that must complete obtaining a bachelor's degree in English education at the State Islamic Institute (IAIN) Palopo. The researcher of this Thesis can complete thanks to the help, guidance, and encouragement of many parties, even though the writing of this Thesis is still far from perfect. Therefore, the researcher would sincerely thank to:

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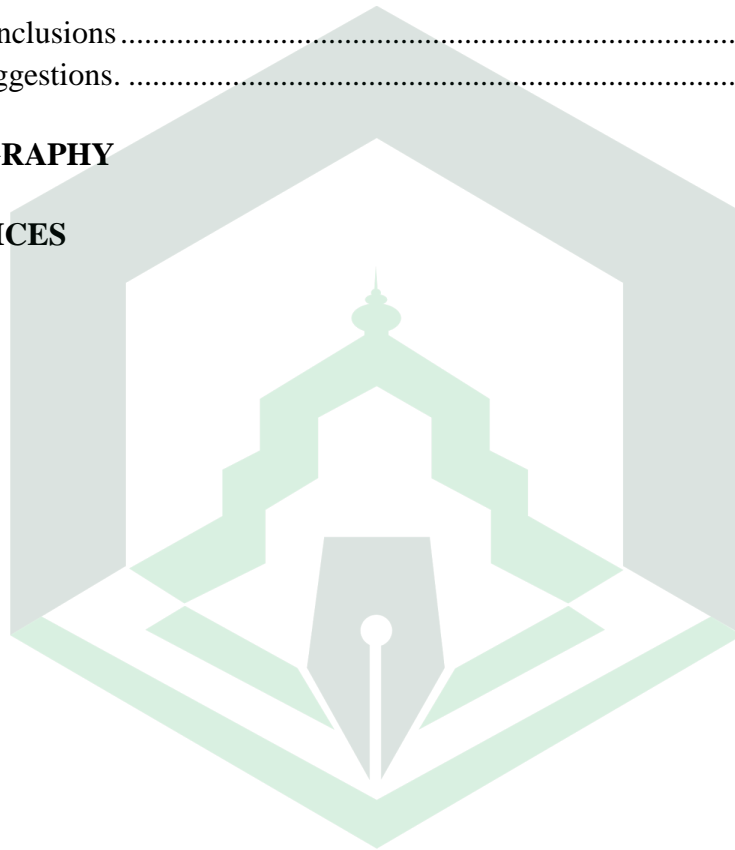
The Researcher

NILASARI

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ABSTRACT

Nilasari, 2021. *"Increasing Students' Vocabulary through Congklak Game at Nils Course of the Village of Lamunre."* **A thesis of the English Departement Study Program Faculty of Tarbiyah and Teacher Training State Islamic Institute of Palopo. Supervised by: Masruddin, Dewi Furwana.**

This Thesis was research on increasing students' vocabulary through traditional games, namely congklak game at Nils score of the village of Lamunre. The research question was: Does the use of Congklak Games increase students' vocabulary at Nils course of the village of Lamunre effectively? This research aims to determine whether or not the use of congklak games can increase students' vocabulary. The method used in this research was pre-experimental. Conducted this research was on children at the Nils Course in Lamunre Village, located in Lamunre Village, Luwu Regency. The researcher researched on 30 November 2020 - 6 December 2020. The research population was students of Lamunre Village. The total population was 40 students. Ten students were the sample in this research, one male student and nine female students, and ten years old. There are six students at the beginner level, three students in the pre-intermediate level, and only one student in the pre-advanced level. The researcher chose ten children as the study sample because, in the current pandemic, all activities were limited. The researcher only selected students who were around the researcher and have the same problem or level of vocabulary knowledge. The research instrument was a vocabulary test, where the test was a multiple-choice question. The number of questions was 20 items. The researcher gave the students a pretest and a final test. The data were analyzed using SPSS 22. The results showed that the use of congklak game techniques was effective in increasing students' vocabulary. The student's result of the mean score on the Pretest was lower than the mean score on the post-test ($59.50 < 72.50$). Researcher found that the p-value is 0.02 and alpha is 0.05, so that $p < \square$ ($0.02 < 0.05$). The researcher concluded that the use of congklak games was effective in increasing students' vocabulary.

Keyword: Vocabulary, Congklak game, and Pre-Experimental design.

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CHAPTER I

INTRODUCTION

A. Background

Nowadays, since English is a foreign language globally, English has a significant role in human life. A language is an essential tool for communicating with each other and having some knowledge and education.

Besides four English skills, namely listening, speaking, reading, and writing, vocabulary one of the language components that is important to be taught because to improve students' abilities in four skills in English, they must learn vocabulary mastery first. According to Cahyono (in Nur Indah Hasanah, 2012), It notes that vocabulary teaching aims to allow students to understand the meanings of unfamiliar terms and to acquire a large number of words. It means that vocabulary is essential to understand. They cannot make coherent sentences while speaking without having a solid vocabulary[1]. In the teaching and learning process, vocabulary is also essential because it supports the learner's capacity to acquire language skills.

Based on the researcher's observation and interview at the village of Lamunre on 30 September 2020, the children at Nils course of the village of Lamunre have some problems, especially students' lack of vocabulary. The

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[1] Nur indah hasanah, *Using Pictorial Board Game to Improve the Students' Mastery in English Vocabulary (A Classroom Action Research in the Case of the Fourth Grader Elementary School Students of MI Miftahul Huda Banjarejo In the Academic Year 2011/2012)*, (Tulungagung: STAIN Tulungagung, 2012) page:1-2.

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Students are lazy to find the words they consider difficult in a dictionary, they have little motivation, and they were challenging to memorize.

The researcher observed that Lamunre village is a village located in the Luwu district which has local wisdom in the form of traditional games which still exist today, as for the types of games in Lamunre village, namely *gasing, gunrece, kasti, marbles, maccukke, mammini, congklak* and others. However, Lamunre village is a village that is classified as advanced where there are many modern games such as P.S. rentals, and children have their modern games, many have used cell phones that can access modern games[2].

In this day and age, children rarely know traditional games, and some don't even know traditional games. This causes many children who are not familiar with traditional games, which are a means for preschoolers, to train their motor and cognitive abilities. Modern games in society can be said to change traditional games that have slowly become lost in people's lives. Traditional games, according to Tashadi, as quoted by Sukirman Dharmamulya in the traditional Javanese gamebook (2008), have the role of training players to do things that are important later in their lives in the group, train thought skills, train bravery, practice integrity, and sportsmanship. According to several social and cultural scientists who agree that traditional children's games are an integral part of a culture that should not be ignored because they can directly impact children's development. Furthermore, children's play

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[2] Nilasari, Nils course Desa Lamunre, Rabu 30 September 2020.

is regarded as a cultural asset that helps a culture preserve its presence and identity within the group[3].

Based on the discussion above, the researcher understands that by providing techniques following students' conditions in the class, students need to be addressed. To make them interested in learning English, students need to be equipped with a system. As stated above, vocabulary is a fundamental language element and has played an essential role in mastering English. Researchers consider one way of teaching vocabulary mastery through game techniques. Games make lessons less monotonous, according to Maritza Maribel, M.S (2007), because they include various class activities that help maintain students' attention and interest in a language without feeling bored[4]. The researcher wants to apply a game called the Congklak Game. The game's rules, according to Mulyani (2016), are not overly complicated. The game of congklak is played by two people using a board called the congklak board, and 98 (14x7) seeds known as congklak seeds or congklak fruits. Congklak boards are usually made of wood and plastic, with the seeds consisting of shells, seeds, rocks, clamps, or plastics. There are 16 holes on the congklak board, with 14 small holes facing each other and two wide holes on both sides. The player's property includes the seven small holes on his left and the seven large holes. Researchers conclude that by using this game, students will memorize vocabulary quickly and

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[3] Sukirman Darmamulya, *"Permainan Tradisional Jawa"* (Yogyakarta : Kapal Press 2008) :83.
[4] Maritza Mariel M.S, *"Interactive games in the teaching-learning process of a foreing language"* (jurnal Universidad de Quintana Roo, Vilma E. Portillo Campos spanyol) : Vol.4 2007. Page: 52.

speak English without even realizing it[5]. According to the researcher's experience, the Congklak game application helps students remember several vocabulary words with a good memory.

By applying traditional games as a medium of learning at school and outside of school, the teacher will be more creative. One of them is using the traditional game of congklak students to participate in learning actively, be fun, be able to develop children's cognitive in playing congklak, and according to the stage of development of children at the elementary school level.

Based on the explanation above, in connection with the verse below is the Qur'an surah Al-alaq verses 3-5, which reads:

اِقْرَأْ وَرَبُّكَ الْاَكْرَمُ ۙ الَّذِيْ عَلَّمَ بِالْقَلَمِ ۙ عَلَّمَ الْاِنْسَانَ مَا لَمْ يَعْلَمْ ۗ

It means: *"Read, and your Lord is the owner of the Greatest Honor. Who taught (humans) with a pen. (He has) taught the human being what he did not know"*.

Therefore researcher wants to revive traditional games which began to erode modern times and use them as a place to teach English, so the researcher made an English course, namely Nils course, and from that the researcher wanted to know the extent of *congklak* game can improve students' vocabulary in learning English using traditional games. So, students need to be equipped with a technique to make them

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[5] Mulyani, Novi, "*Super Asyik Permainan Tradisional Anak Indonesia"(*Yogyakarta: Diva Press 2016), page : 57.

interested in learning English by children both outside the school and school. Therefore, the researcher offers a way to teach vocabulary mastery through the *congklak* game technique.

Based on the background above, the researcher is interested in researching with the title **"Increasing Students' Vocabulary through Congklak Game at Nils Course of the Village of Lamunre."**

B. Research Question

Based on the background above, the researcher question is: Does the use of Congklak Games increase students' vocabulary at Nils course of the village of Lamunre effectively?

C. Research Objective

The researcher intends to determine whether the use of Congklak games increases students' vocabulary at Nils course of the village of Lamunre effectively**.**

D. Significance of The Research

This research is expected to provide the following benefits:

1. Theoretically

   a. This research is expected to improve traditional games in learning English for elementary / MI children at Nils course of the village of Lamunre

b. This research is expected to inspire English language learning for elementary / MI children at Nils' traditional games course.

2. Practically

a. For teachers, this traditional game is beneficial as a teaching material so that teachers have many resources to modify it to new things.

b. For children, this research can find out various kinds of traditional games and provide a sense of pleasure with traditional games in learning English.

c. For the community, participate in maintaining and preserving culture because the culture is a national asset in rights ward off foreign cultures that are not by personality our Nation.

E. Scope of The Research

In this research, the researcher focuses on increasing students' vocabulary through learning congklak games at Nils Course of the village of Lamunre. Discipline, this research is included in Teaching Applied English. With content, researchers will focus on content words (nouns and verb). Through this research, the activity discusses memorizing vocabulary and using congklak games to increase students' vocabulary. The target vocabulary for each meeting is 30 for Nouns and 30 for Verbs.

F. Definition of Terms

    1. Vocabulary mastery

Vocabulary is a set of familiar words to a person or other eternity or components of a particular language. A person's vocabulary is either defined as the collection of all words that are understood by that person when creating new phrases.

    2. Congklak game's technique

Congklak is a traditional Indonesian game with several different names. A type of clamshell is typically used as a congklak seed in games, but if that isn't available, it can also use sources from plants and small stones.
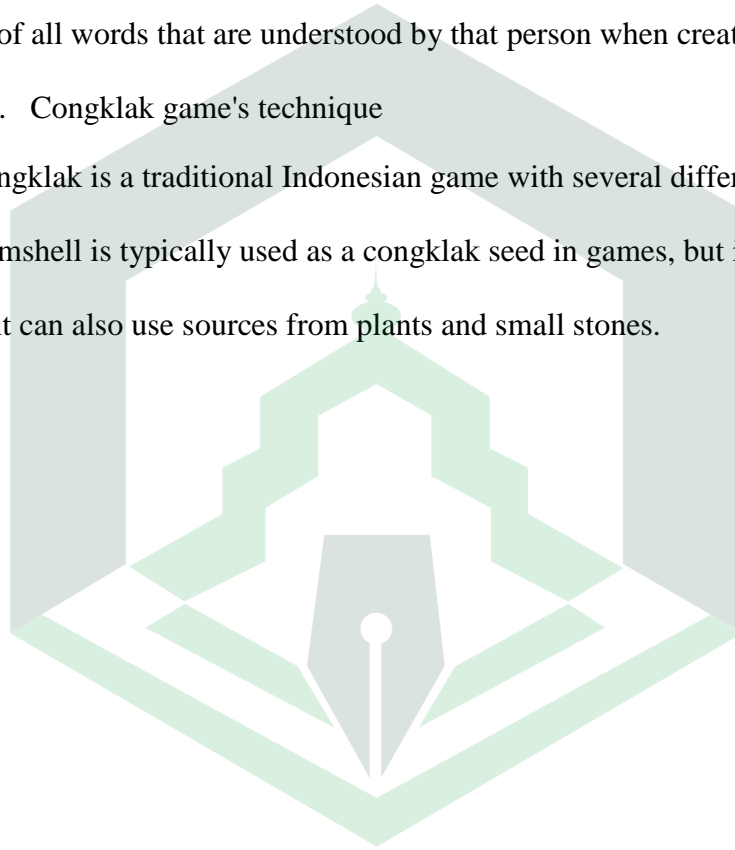
CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Research

Some researcher has researched the use of various techniques in teaching English, and mainly traditional game in learning English vocabulary. The result of the research is:

Siti Mahfulah (2015) in her Thesis entitled traditional game in learning English vocabulary at S.D.N. Banjarejo 01. This research used descriptive qualitative research. The results showed that 50% of students stated that they were very fond of learning English vocabulary through traditional games using songs. It means that 15 students like the English learning model through traditional games. Besides, the existence of things that increase students' curiosity and motivation for adding new vocabulary in English makes students interested and very fond of learning using this traditional game. Second, 10% of students like vocabulary learning through traditional games. The interview results show that the reason why students 10% of students are pretty fond of this learning is that students get less turn in traditional games that are done at school. Third, as many as seven students (25%) liked vocabulary learning through traditional games. Finally, 15% or five students did not like the English learning model by using traditional games because they often did it at

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home after school in the afternoon. They are no longer interested in traditional games applied in English vocabulary learning which reduces the excitement in playing[6].

Sundari Purwaningsih (2019) in her Thesis entitled Modified congklak game in teaching the English second conditional: an experimental study. The research method used in this study is a quasi-experimental pretest–post-test design. The data gathered in this study were analyzed with SPSS. To ensure internal validity in the final analysis, only those who participated in all the instructional treatments and both the Pretest and the post-test were counted, thus leaving 10 participants for each group. Table 1shows descriptive statistics presenting the mean scores of the experimental group (M = 57.50, SD =6.67) and the control group (M = 42.00, SD = 5.58) which were quite distant. However, as shown in Table 2, the result of an independent-samples test run to compare the target grammatical forms mastery of the two groups indicated that there were no significant differences between the two groups (t (18) = 1.78, p=.092 > .05). This implies that the two groups were equal in their mastery of the target grammatical forms before the instruction. Hence, the differences in treatment in both groups could attribute to any differences in the post-test results. , The post-test scores of the two groups were also subject to an independent-samples t-test to compare the scores of control and experimental groups regarding their mastery in the English second conditional. As seen in Table 3 and 4, a significant difference (t (18) = 2.15, p=.045 <.05) is reflected in post-treatment

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[6] Mahfula Siti, *Permainan Tradisional Pada Pembelajaran Kosakata Bahasa Inggris di SDN Banjarejo 01*, (Malang,: Universitas Kenjuruhan Malang,2015) , page: 63.

scores in experimental (M =85.50, SD =4.04) and control (M =70.00, SD =5.96) groups, that is, as a result of the treatment, the experimental group outperformed the control group. All in all, the congklak game's intervention is more effective to teach the English second conditional to the participants[7].

Ali Mashadi (2015) in his Thesis entitled the use of dhakon traditional Games for fun learning of recount reading (An experimental study at the eighth grade of MTs Hidayatullah Banjarejo Demak in the academic year of 2014/2015). The research method used in this study is experimental research. With the eighth-grade students of MTs Hidayatullah Banjarejo, the Traditional Game of Dhakon is effective in teaching recount reading. There were significant differences in results between the experiment and control class. For the experimental class, the average score was 59.97 for the Pretest and 76.71 for the post-test. Meanwhile, for the Pretest and 68.77 for the post-test, the control class's average scores were 58,00. It means an increase in the students' achievement in recognizing the reading of the recount. Every class had numerous accomplishments. The experimental class's achievement was higher than the control class. The SPSS program calculation showed that 1,671 was the t value: 3,206 and the t table for alpha: 5%. The t value was higher than the t table (3.206 >1.671), meaning 86. It can be concluded that in the academic year of 2014/2015, there was a substantial difference in the score of the students on the recount reading of the eighth-grade students of MTs Hidayatullah Banjarejo Demak between students

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[7] Sundari Purwaningsih, *Modified Congklak Game in Teaching the English Second Conditional: an Experimental Study,*(Tasokmalaya: Universitas Perjuangan Tasikmalaya, 2019),page: 68.

who were taught recount reading using traditional Dhakon game and those who were taught using conventional teaching or lecturing[8].

Ucik Nurdiana and Wahono Widodo (2019) in the journal entitled The Effectiveness of Congklak Traditional Game to Improve Students' Learning Motivation in Human Excretion System Materials. The research investigates the effectiveness of congklak game media as a learning media that can improve students learning motivation on the chapter of Human Excretion System. This study was conducted using a pre-test-post-test design group that tested 15 students from Surabaya State Junior High School VIII Class 32. The instruments used are a student motivation questionnaire distributed to students before and after learning using traditional congklak game media and student behavior observation sheets filled out during learning by observers. It can be recognized that the Benefit Score on the aspects of focus and satisfaction is 0.4 with medium criteria for the results obtained from the motivation questionnaire. However, 0,3 with medium criteria is on the significance and satisfaction aspect. Based on students' activity data, it is shown that the irrelevant behavior of 1 to 4 Students decreases, and the related behavior of students increases. This has shown that students are more and more inspired to learn.

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[8] Ali Mashadi, *The Use of Dhakon Traditional Game For Fun Learning of Recount Reading (An experimental study at the eighth grade of Mts Hidayatullah Banjarejo Demak in The academic year of 2014/2015)*, (Semarang: Universitas Islam Negeri Walisongo, 2015), page: 65.

It can be concluded that Congklak traditional game media are effective in enhancing motivation for student learning[9].

There are similarities between the four studies above and this study, namely both using traditional games, especially congklak games, in teaching English. This method is exciting and able to increase student interest in learning.

There are some differences, namely the use of research methods. Ucik Nurdiana and Wahono Widodo (2019) used a pre-test-post-test design group, Siti Mahfullah (2015) used qualitative descriptive research, and Sundari Purwaningsih (2019) used quasi-experimental research. Meanwhile, Ali Mashadi (2015) used the same research as this study, namely experimental research. Another difference is the methods and materials used for teaching; some using recount reading materials, human excretion system materials, and grammar forms.

Based on the research and experience above, it can be concluded that students like or are interested in learning by using traditional games, especially the Congklak game.

In the research, we must know the effectiveness of traditional games to increase student's vocabulary in learning English. It is also helpful for educators to determine methods or media that are suitable for students in teaching.

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[9] Ucik Nurdiana and Wahono Widodo, 2019. "*The Effectiveness of Congklak Traditional Game to Improve Students' Learning Motivation in Human Excression System Materials*" JPPIPA (Jurnal Penelitian Pendidikan IPA), Vol.4 No.1.Surabaya 2019. Page: 8-13.

B. **Theoretical Review**

1. **The Concept of Vocabulary**

a. **Definition of Vocabulary.**

Vocabulary is language-based; our language is essential to learn. Aitchitson (2001) says vocabulary is a set of familiar words to a person or other eternity or components of a particular language. A person's vocabulary is defined as collecting all words understood by that person when creating new phrases[10].

Hadfield (2000) states that two-word forms of vocabulary are graded. Active vocabulary is the first type. It refers to the things that learners may use in speaking or writing correctly, and it is often called active vocabulary. It is harder to put into effect. It implies that students should know how to pronounce it well, how to use grammar, how to understand the collocation and understand the significance of the words' connotations. In speaking and writing skills, this style is sometimes used.

Passive vocabulary is the second form of vocabulary, referring to a language item that can be understood and understood in the context of reading or listening, called receptive vocabulary. The words understood by individuals are passive vocabulary or comprehension[11].

The researcher assumes that vocabulary plays an essential role in learning a language based on the above statement. Vocabulary is also the core component of language in the form of words and can make meaningful language.

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[10] Jean Aitchitson, *New Media Language*, (London & New York: Routledge,2001), 3.
[11] J.Hadfield, *Intermediate Vocabulary Games*, (Harlow: Longman, 2000), page: 29.

b. Types of Vocabulary

Mongomery (2007) listed four types of vocabulary:

a. Reading vocabulary

The reading vocabulary of a person is all the words that he or she can recognize when reading. It is the most prominent type of vocabulary, simply because the other three are included.

b. Listening vocabulary

All the words he or she can recognize when listening to speech are the person's listening vocabulary. This vocabulary is aided by context and tone of voice in terms of size.

c. Writing vocabulary

The writing vocabulary of a person is all the words that he or she can recognize when writing. From formal essays to social media feeds, words are used in different forms of writing. In the speech, many written words do not frequently appear. When communicating, writers generally use a limited set of words, such as:

1) A writer would have his choice as to which of them to use if there are many synonyms.

2) Technical language relating to a topic in which he is not involved is unlikely to be included. To try the previous forms of vocabulary, its user stimulates the writing vocabulary.

d. Speaking vocabulary

The vocabulary of a person speaking is all of the words he or she will use in conversation. Words are frequently misused due to the random nature of the speaking vocabulary. This misuse can be compensated by facial expression, tone of voice, or hand motion, however subtle and unintentional[12].

Aeborsold and Field (1997) have categorized vocabulary into terms:

a. Active vocabulary refers to things that can be used accurately by the learner in speech or writing, but it is harder to incorporate, also called efficient vocabulary. It is implied that learners need to know how to pronounce the practical terms well; they need to know and use the language target grammar. They are also expected to know collocation and understand the meaning of the connotations of the words. This style is sometimes used in speech and writing skills.

b. Passive vocabulary applies to linguistic items that can be understood and interpreted, as well as receptive vocabulary, in the context of reading or listening. The terms that people understand while reading and listening consist of passive vocabulary or comprehension.

c. Teaching Vocabulary

Teaching is a method of transferring information or knowledge between teachers and students in the classroom, outdoors, or indoors. In a vocabulary teaching form, good technique is required to help the students get the meaning and use the words. Gnainoska (1998) states that if the teacher can perform the teaching process

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[12] Judy Mongomery, *The Bridge of Vocabulary*, NCS Person Inc, 2007.

by combining the accessible teaching technique, teaching vocabulary can be meaningful. It is hoped that the students in the teaching-learning process will be more enjoyable, engaging, and motivating. Only two aspects of speech, nouns, and adjectives will be taken up in this study[13].

In learning our language skills, vocabulary plays a significant role. The more speech the learner has, the easier it is to improve their four language skills. The value of teaching vocabulary is known to many teachers. But they do not know how to teach them effectively. Wording that any English language learner requires in formal and informal contexts, whether they use the language for listening, speaking, reading, or writing or whether they use the language. Such as listening to the radio, listening to native speakers, using irrelevant language, reading, or watching television. Besides, Nation (1990) notes that teaching vocabulary is essential because insufficient vocabulary causes many receptive and efficient language difficulties[14].

Learning English at elementary school is to make student's attitudes fun in learning English. So our problem as an English teacher of elementary school how to give vocabulary to our students as much as possible in a happy condition, in other words, as an English teacher. Our job is not finishing if students only have less new vocabulary. But we must have them learn, read, and use the language in their reality.

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[13] Anna Gnainoska, "Teaching Vocabulary in Colour" *English Teaching Forum* Vol.36, No. 3 (26 July-September 1998) 12.

[14] I.S.P Nation, Teaching and Learning Vocabulary, (Massachusetts: Heinle & Heinle Publishers, 1990), page: 255.

2. The Concept of Traditional Congklak Game

a. History of the congklak game

Traditional games are a type of game that contains cultural values; in essence, it is an ancestral inheritance that needs to be preserved and is more leisurely as a form of recreation (Ismail, 2006)[15]. Traditional games are one form or form of culture that gives a characteristic to a particular culture. Classic children's games are cultural assets, namely capital for a community to maintain its cultural identity amid other organizations. Traditional games are also known as reactive activities that not only aim to entertain themselves but also as a tool for maintaining relationships and social comfort (Sukirman Dharmamulya et al., 2008)[16].

Traditional games, according to Misbach (2006), can stimulate various aspects of children's development, including cognitive aspects (imagination, creativity, problem solving, anticipation, and contextual understanding), social aspects, and mental aspects (imagination, creativity, problem-solving, suspense, and contextual understanding) (building relationships, cooperation, training social maturity with peers, training skills in socializing with older people and society), Emotional aspects (honing empathy, self-control, and emotional catharsis), language aspects (understanding concepts and beliefs in language), spiritual aspects (realizing relation with the ethereal), and ecological aspects (training stamina, flexibility,

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[15] A. Ismail, *Education Games. Menjadi Cerdas dan Ceria Dengan Permainan Edukatif*, (Yogyakarta: Pilar mEdia, 2006),page: 105.

[16] Sukirman Darmamulya, *Permainan Tradisional Jawa*, (Yogyakarta: Kepel pres, 2008), page: 19.

sensorimotor, gross and fine motor skills) (understanding the wise use of natural elements), moral standards in various aspects (living up to moral values passed down from previous generations to next generation)[17].

Congklak is thought to have originated in an African or Arab region, but it is also quite similar to the Javanese people's traditional games. Congklak is a game that originated on the Indonesian island of Java and has since spread across Asia thanks to Arab traders.

Congklak is a traditional Indonesian game with several different names. A type of clamshell is typically used as a congklak seed in games, but if that isn't available, it can also use sources from plants and small stones. This game is also known as *congklak, dakon, dhakon, or dhakonan* in Java. This game is known as congkak in areas of Sumatra with a Malay community. Slow boom is the name given to this game in Lampung, while *Mokaotan, Maggalaceng, Aggalacang, and Nogarata* are the names given to it in Sulawesi. In Malaysia, this game is known as *congkak*, while in English, it is known as Mancala.

The royal class used luxuriously carved congklak boards in ancient times, while the commoners dug holes in the ground and used stones. It is a simple dakon or congklak game. The congklak board has 16 holes in it. The Dakon board has seven holes on each side and two holes on each corner/top. Ninety-eight sapodilla

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[17] Misbach, *Peran Permainan Tradisional yang Bermuatan Edukatif Dalam Menyumbang Pembentukan Karakter dan Identitas Bangsa*. (Bandung: Universitas Pendidikan Indonesia, 2006)

seeds/pebbles are needed for the Congklak game. Each of the seven holes is filled with seven seeds. As a result, each player has 49 tiny stones ready to run (Sheilla Fitria Kusuma Dewi, 2016)[18].

Congklak games have many advantages, including the opportunity to practice strategic management, sportsmanship, honesty, and exhaustion release. Furthermore, since congklak games use concrete objects in the form of seeds, they can support children's numeracy skills (Li'anah & Sri, 2014)[19].

b. The fun learning theory

According to Iif Khoiru Ahmadi (2011), having fun means being enthralled by its elegance, comfort, and benefits to the point that they lose track of time, gain trust and are challenged to do similar or even more complicated stuff. A learning process that takes place in a fun and unique environment is known as fun learning. A fun and memorable learning experience can enable students to engage positively so that learning goals can be fulfilled to the maximum extent possible[20]. Furthermore, fun and unique learning will be a blessing, a reward for students, encouraging their desire to be more involved and succeed in the following learning activity (Ismail, 2008)[21]. Joyful teaching, according to Rusman (2010), is a learning process in which teachers

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[18] Sheilla Fitria Kusuma Dewi, "*Design for Book Illustration Congklak Introduce Children Elementary School"* (Jurnal e-Proceeding of Art & Design) : Vol.3 December 2016. page.503

[19] Li'anah & Sri, "*Meningkatkan Kemampuan Kognitif Anak Dalam Mengenal Konsep Bilangan Melalui Permainan Tradisional Congklak pada Kelompok B TK Sabilah Salamah Surabaya*"(e-jurnal Universitas Negri Surabaya) : Vol.3,No.1, 2014

[20] Iif Khoiru Ahmadi, "*Paikem Gembrot. Mengembangkan PEmbelajaran Aktif, Inovatif, Kreatif, Efektif, Menyenangkan, Gembira Berbobot*" (Jakarta: Prestasi Pustaka, 2011), page.31.

[21] Ismail, "*Strategi Pembelajaran Agama Islam Berbasis PAIKEM*" (Semarang: Raisal, 2008) page.47

and students have a strong relationship without feeling forced or depressed. In other words, enjoyable learning fosters a positive relationship between the teacher and the student. Fun learning, also known as joyful learning, is a strategy, definition, and education practice compatible with meaningful learning, contextual learning, constructivism theory, constructive learning, and child development psychology. Children will be motivated and eager to learn because they understand the importance and purpose of education because education is based on their interests and hobbies (meaningful learning). Because they will apply the learning concepts, they are learning in daily life, including current societal issues[22].

The characteristics of enjoyable learning, according to Rose and Nocholl in Jamal Ma'mur Asmani (2011), are: a.) Creating a stress-free atmosphere (relax), b.) The information given is appropriate for the child's age and stage of growth, c.) Emotional skills, such as humor and motivation, should be mastered; d.) Includes both senses as well as the left (analytical) and right (creative) sides of the brain (social), e.) Setting goals for students and communicating what they've learned[23]. The above viewpoint is nearly identical to that of Mohammad Jauhar (2011), who claims that the critical characteristics of fun learning are: a non-tense, safe, attractive atmosphere that does not make children hesitate to do anything, utilizes all senses, and is noticeable, children who are passionate about their work. Consequently, in enjoyable learning,

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[22] Rusman, "*Model-model Pembelajaran Mengembangkan Profesionalisme Guru.* (Jakarta: Raja Grafindo Persada, 2010) page. 326.

[23] Jamal Ma'mur Asmani, "*7 Tips Aplikasi PAKEM*" (Jogjakarta: Diva Press, 2011) page. 8485

the teacher should not make children afraid of making mistakes and being punished, of being laughed at by their peers, or of being ignored by the teacher or peers. Fun learning, on the other hand, will inspire children to ask questions, try/act, express opinions/ideas, and challenge others' ideas[24].

According to Indrawati et al. (2009), a friendly learning environment has the following characteristics: a.) relaxed, b.) pressure-free, c.) safe, d.) attractive, e.) increased interest in learning, f.) There is total participation, g.) Students' attention is poured out, h.) fascinating (for example, light class conditions, free seating arrangements for students to move) i.) ecstatic, j.) elated feeling, k.) a significant concentration. An uncomfortable learning environment also includes: a.) tension, b.) feeling threatened, c.) feeling frightening, d.) feeling powerless, e.) not being excited, f.) being lazy or uninterested, g.) being bored/bored, h.) a monotonous learning environment, and i.) It is uninteresting[25].

The indicators of fun learning, according to the various theories above, are: a.) full attention / poured out / concentrated, high-concentration, enthusiastic, intense, uplifting, attracting interest, forgetting time, b.) Dare to try/do something, challenge something, don't be afraid to try/do something, free to search for objects. c.) Joyful facial expressions, humming, clapping, smiling, cheerful/happy, and engaging in fun. The teacher must do several things to create enjoyable learning, including a.)

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[24] Mohammad Juhar, " *Implementasi PAIKEM dari Behavioristik sampai KOnstruktivistik*". (Jakarta: Prestasi PUstaka Raya, 2011). page. 164.

[25] Indrawati,dkk "*Pembelajaran AKtif, Kreatif, Efektif, dan menyenangkan untuk Guru SD*" (Jakarta: PPPPTK IPA, 2009) page.16.

Welcome students with excitement and friendliness. It's crucial to get off to a good start because it will influence the rest of the process. The learning process would be more lively and exciting if the beginning is pleasant, interesting, and engaging. As a result, always begin learning activities by greeting students warmly. Hot greetings and bright faces represent positive energy, which can impact students' excitement. b.) Creating a relaxing environment Build a relaxing atmosphere by making it as comfortable as possible. As a result, change the seat location regularly to meet the needs of the students. Build an environment in the classroom where students are not afraid to make mistakes. c.) Encouraging students to learn Many learning theories include motivation as a critical principle. Encouragement, concentration, anxiety, and feedback/reinforcement are all linked to this motivation. Individuals' incentive to learn does not come from within but must be stimulated by external stimuli, such as an enticing learning model stimulus that elicits a positive response from students who want to learn. Such a positive reaction would instill motivation in him, causing him to feel compelled to devote his full attention and excitement to the learning process.

Teachers can understand that integrating play and fun into the learning process may help students achieve tremendous success. As a result, the instructor should be able to create a fun learning environment in each class. They were using various approaches, creating a comfortable environment, inspiring students, and welcoming participants warmly and enthusiastically are just a few ways that teachers can make

learning enjoyable. The instructor must not only serve as a teacher or educator but also as a facilitator and motivator for students in the sense of enjoyable learning.

c. The Congklak games as a fun learning medium

Traditional games can help children improve their interpersonal skills in elementary school (Susanti, Siswati, & Prasetyo, 2010)[26]. Not only that, but the traditional game of dakon or congklak can be an effective tool for improving children's cognitive in recognizing the definition of numbers in Kindergarten B children, according to Li'anah and Sri (2014)[27]. Congklak games have psychomotor (training fine motor skills), emotional (training composure and thoroughness), cognitive (training the ability to evaluate and strategize), social (establishing social interaction with playmates), and sportsmanship (preparing the spirit of sportsmanship) developmental dimensions in children. Furthermore, *congklak* games have several advantages, including teaching the child's left brain to think, training tactics to combat enemies, correct brain growth and creation, instructing children in teamwork, and training children's emotions (Heryanti, 2014)[28]. The traditional game of *congklak*, according to Kurniati (2006), is a game that emphasizes numeracy. As a result, if this game is used as a learning tool, students will regularly engage in

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[26] Susanti,et al "*Pengaruh Permainan Tradisional Terhadap Kompetentisi Interpersonal dengan TemanSebaya Pada SD*" (Jurnal Psikologi Undip Semarang) : Vol.8, No.2

[27] Li'anah & Sri, "*Meningkatkan Kemampuan Kognitif Anak Dalam Mengenal Konsep Bilangan Melalui Permainan Tradisional Congklak pada Kelompok B TK Sabilah Salamah Surabaya*"(e-jurnal Universitas Negri Surabaya) : Vol.3,No.1, 2014

[28] Heryanti,V "*Meningkatkan Perkembangan Kognitif Anak Melalui Permainan Tradisional Congklak*" Skripsi, Program Sarjana (S1) Kependidikan Guru dalam Jabatan, Universitas Bengkulu, 2014.

learning following the phases of cognitive growth and the development cycle of elementary school students to promote the ability to count because it uses concrete artifacts (*congklak* stones)[29].

According to Prima Natalia (2015), elementary school students' average numeracy ability after learning media for the traditional congklak game is higher than their average ability before teaching media for the traditional congklak game. This study demonstrates that congklak games, a traditional learning medium, successfully develop elementary students' numeracy skills[30]. This argument is close to Ucik Nurdiana (2018), who believes that congklak game media is thriving in enhancing student awareness learning outcomes. According to the findings, the congklak game media enhanced the learning outcomes of students' awareness dimensions, with exceptionally high improvement criteria. Students are more interested in learning and excited about the learning process when congklak games are used as a learning tool[31].

Several studies have found that using congklak to teach English has a positive outcome. Rahmawati and Junining (2018) looked into the use of dakon, the word they used, as a teaching tool for young learners learning English pronunciation and vocabulary. The findings demonstrated that the so-called medium was linked to better

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[29] Kurniati, *"Permainan Tradisional Indonesia"* (Bandung: Remaja Rosdakarya, 2006).

[30] Prima Natalia, "*Efektivitas penggunaan media pembelajaran permainan tradisional congklak untuk meningkatkan kemampuan berhitung pada siswa sekolah dasar*," (Jurnal Fakultas Psikologi, Universitas Muhammadiyah Malang) : Vol.3, No.2, Januari 2015. Page.353

[31] Ucik Nurdiana *"Keefektifan Media Permainan Tradisional Congklak untuk Meningkatkan Hasil Belajar Siswa",* (e-journal-pensa, Program Studi Pendidikan Sains, FMIPA, UNESA): Vol.06 ,No. 2, 2018, pagel.163.

pronunciation and communicative interaction among the students[32]. In another research, Nurhayati and Lestari (2018) created C.O.C., a teaching tool for Junior High school students, by combining three different games: *congklak*, onet, and crosswords. They said that the games were praised because of their ability to encourage students to expand their vocabulary[33].

From some of the theories and statements above, it can be concluded that the traditional game of congklak is very effective in improving student learning outcomes, can motivate students in learning, and is very enjoyable for students.

d. Teaching Vocabulary by Using Traditional Congklak Game

The traditional word follows or refers to traditions or ways of behaving that have continued without changing for a long time in a community of people or culture. A game is an orchestrated contest consisting of many separate gaming events or the facilities required for such an exercise. The typical game is an enjoyable practice that follows the behavioral customs that have continued without changing in a community for a long time. (Oxford University,2004)[34].

Congklak is a game played by two people using a congklak board (usually made of wood, plastic, or paper) and seeds or stones as counters. In the left and right

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[32] F.E Rahmawati & E Junining, "*Revitalizing a Traditional Game "Dakon" to Teach English to Young Learners"*, (Journal Metathesis) : Vol.2, No.1 April 2018, page.63.

[33] A.Nurhayati & L.A Lestari, "*Developing C.O.C* (Congklak, Onet & Crossword Puzzle) Game to Motivate Learners in Enriching English' Vocabulary", (Jurnal Universitas of Surabaya): Vol.6, No.3 2018. Page.48-50.

[34] Oxford University, *Oxford Advanced Learners Dictionary*, (New York: Oxford University Press, 2004),page: 89-123.

ends of a regular congklak frame, there are 14 small holes and two large holes. Every seven small holes in the player's side and a wide hole in the player's right side, which is his or her storehouse, are called his or hers. For a standard set of congklak, there are 98 stones evenly divided among the players. The stone should be put in its small hole, with the same amount of stones in each hole.

The aim of the game is for each player to bring as many stones into their storehouse as the other. The first player does this by removing all of the stones from every hole on his or her side of the board. The player then moves clockwise around the board, dropping one stone into each hole in an attempt to enter his or her storehouse at the end of the board. The stone must not be dropped into the opponent's storehouse. When the last stone is put in a hole with other stones, the player must remove all of the stones and fill the hole. When the last stone is dropped in an empty pit, the player can take all the stones from the hole directly across from the empty hole. When the last stone is placed in the player's storehouse, the other player has the chance to play (Sundari Purwaningsih and Wilda Wilyanti, 2019)[35].

Field

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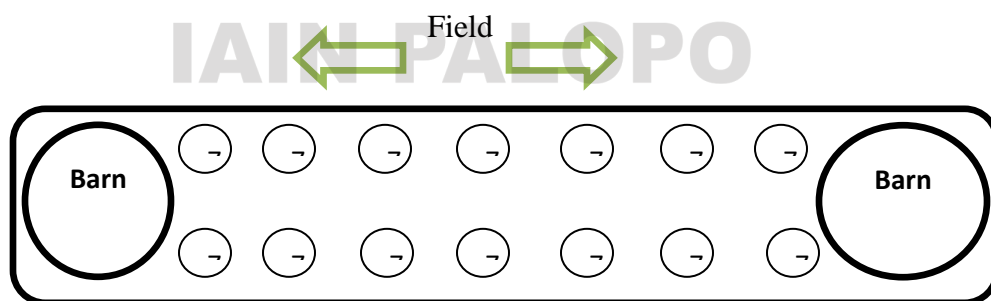
[35] Sundari Purwaningsih & Wida Mulyanti, "*Modified Congklak Game in Teaching the English Second Conditional: an Experimental Study,*(Tasokmalaya: Universitas Perjuangan Tasikmalaya, 2019), page.83.

e. The Ways of Congklak Game to Increase Students' Vocabulary

The researcher tried to use the game of congklak as follows:

1. The teacher explains the Congklak game and is told how to play the Congklak game to let them know how to play correctly based on the instructions given.

2. The teacher prepares several sheets of paper containing vocabulary to memorize

3 The teacher prepares tools for the Congklak game

4. Each player consists of 2 people

5. To start the game, they must first suit to determine who is the first player

6. From each hole is marked with a class of words, namely Noun and verb

7. The first player is free to choose the stone from the hole where he wants to play

8. The teacher watches the player where the last stone of the player stops

9. Wherever the stone stops, the player must mention the vocabulary of the specified class of words, and the number of vocabulary mentioned must correspond to the number of stones in the hole, as well as the next player.

10. Finally, the teacher corrects the student's vocabulary and shows the right meaning, and explains the benefits of the gameplay, a very crucial role in learning in the vocabulary' class.

C. Conceptual Framework

The suitable approach to be used in this analysis is the Pre-Experimental design that applies Pretest and post-test under the issues. There is just a single study group and no control group in Pre-Experimental Testing. The researcher used an experimental group in this research that would begin by giving the students a pretest. After that, the design will continue with treatments and post-test.

The conceptual structure of this research can be seen as follows:

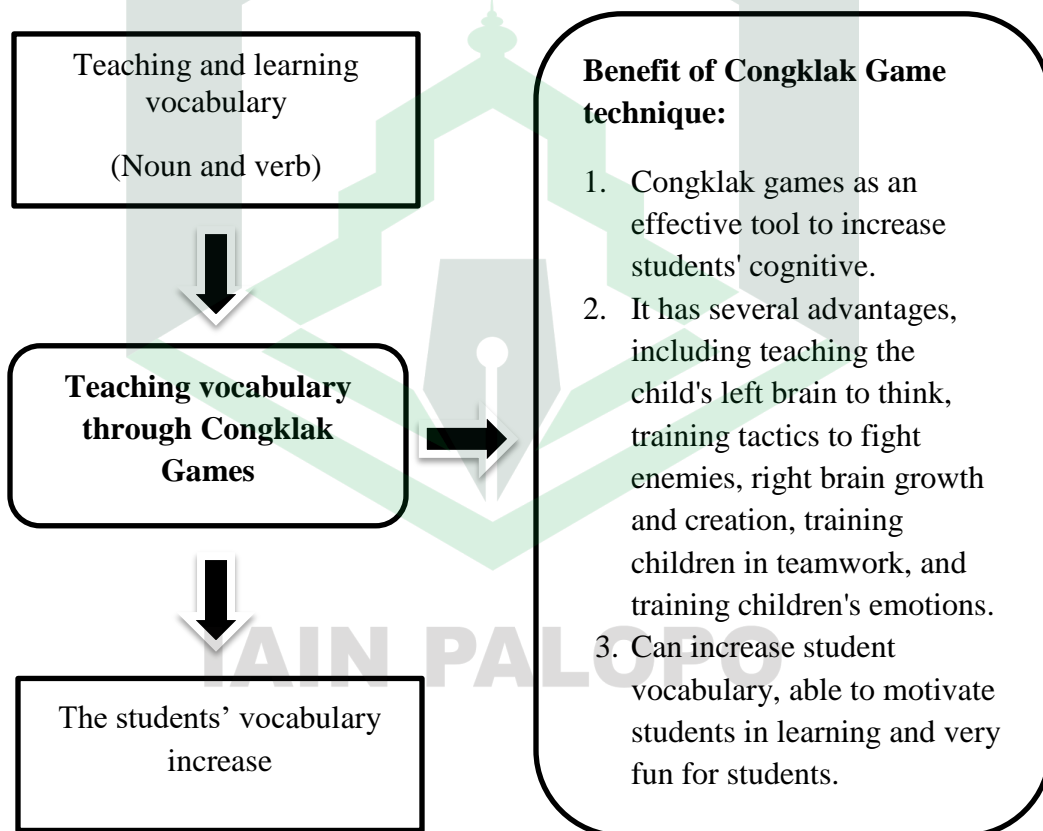**Figure 2.1 Conceptual Framework**

D. Hypothesis

There were two hypotheses of this research, they are:

1. Null Hypothesis (H_0): the use of the Congklak game does not increase students' vocabulary at Nils course of the village of Lamunre effectively.

2. Alternative Hypothesis (H_1): the use of the Congklak game increases students' vocabulary at the Nils course of the village of Lamunre effectively.
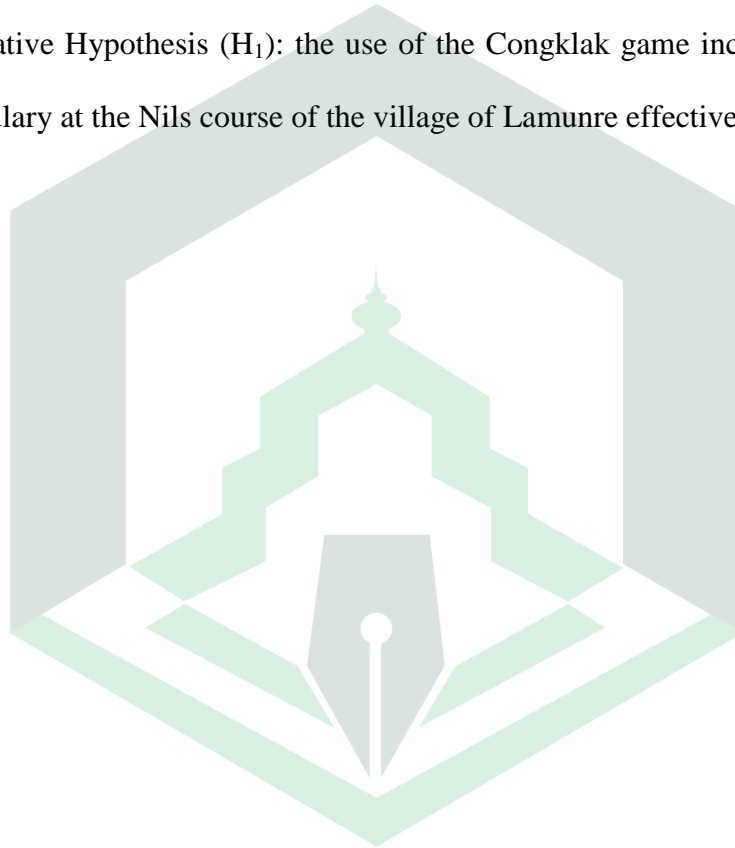
CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher used pre-experiment. Cohen and Mark E (2005) stated that in experimental design, there were three stages of research procedures conducted by the researcher[36]. The researcher followed basic experimental steps but did not use a control group. Pre-experimental research serves as the precursor or preparation phase taking place before any proper experimental research. This research used a pre-experimental design because it provides little or no control of extraneous variables in the form of a one-group pretest and post-test design. This research used Pretest and post-test to see the result of the treatment. The one-group Pretest and post-test design involve a single group that is Pretest (Y1), exposed to a treatment (X), and then tested again (Y2). The success of the treatment is determined by comparing Pretest and post-test scores.

The design of One Group Pre-test-Post-test is as follows:

Pretest	Treatment	Post-Test
Y_1	X	Y_2

Where: Y_1= Pretest

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[36] Ronald Jay Cohen and Swerdik Mark E, *Physiological Testing And Assessment: An Introduction To Test And Measurement,* (New York: McGraw Hill, 2005).

X = Treatment

Y_2 = Post-test

B. Location and Time of Research

1. Location of the research

    This research was conducted with the children at the Nils Course of the village of Lamunre. It was located in the village of the Lamunre district of Luwu.

2. Time of the research

    This researcher researched on 30 November 2020 – 6 December 2020.

Table 3.1. The activities during the research

No.	Type of activity	Time and date
1.	Proposal	Thursday, 23 January 2020
2.	Revision after proposal	Saturday, 05 September 2020
3.	Revised C.A.R. proposal to Experiment	Friday, 18 September 2020
4.	2nd revision & Instrument	Monday, 28 September 2020
5.	Re-observe	Wednesday, 30 September 2020
6.	3rd revision	Monday, 26 October 2020
7.	4th revision	Friday, 6 November 2020
8.	Revised instruments and lesson plans	Tuesday, 17 November 2020
9.	Instrument Validation	Wednesday, 18 November 2020
10.	A.C.C. for Researching	Wednesday, 25 November 2020
11.	Time of the research	Monday, 30 November 2020 - Sunday, 6 December 2020

12.	Final results of research / Thesis	Monday, 14 December 2020

C. Definition of Operational Variable

This research involves two variables are dependent and independent variable:

1. The dependent variable

The dependent variable is the increase of students' vocabulary mastery. Vocabulary mastery refers to the ability to mention and memorize the vocabulary in nouns and verbs.

2. The Independent variable

The independent variable is the Congklak game's technique. The Congklak game or *dhakon* game board is made of wood, copper, or many made of plastic or paper.

D. Population and Sample

The students of the village of Lamunre are the research population. The total number of students is 40. Ten students were the sample in this research, one male student and nine female students, and ten years old. There are six students at the beginner level, three students in the pre-intermediate level, and only one student in the pre-advanced level. The researcher chooses the ten children as the research sample because, in the current pandemic, all activities are limited. Hence, the researcher only chooses students' who are in the researcher's vicinity and have the same problem or level of knowledge on vocabulary. To find out the extent of the student's knowledge, the researcher performed tests and interviews. The researcher

chose this village because the researcher specifically noticed the student is poorly motivated or not involved in teaching and acquiring vocabulary. The investigator is interested in investigating this village based on the circumstance and condition of the children.

E. Research Instrument

A vocabulary test is the Instrument of this research, where multiple-choice items are the test. The number of items in the questions was 20. The evaluation is used to determine the skill of students. The Pretest was used in this analysis to find the pre-existing skills of the students. The post-test, meanwhile, was used to classify the change aftercare was given to the students.

F. The technique of Collecting Data

This research was conducted at Nils course of the village of Lamunre, in which the researcher takes ten children to be the sample, then treats them in an experimental class by using Congklak game. Experimental teaching has been done for seven meetings which are five meetings for experimental teaching and two meetings for giving Pretest and post-test. The researcher used a Congklak game in teaching vocabulary during experimental teaching. The following are the details of each meeting in the experimental class:

1. Giving Pretest

The researcher introduced herself at this meeting and informed the students about the intent of her presence. The investigator inquired about the state of the

students and what they had learned during their last meeting. Then, in the following sessions, the researcher explained to the students what they could do. Last, the researcher gave the students a pretest to consider the skill of students before treatment.

2. Giving treatment

The researcher gives treatment after the Pretest. The treatment is finished for the fifth meeting. So, the researcher prepares some steps to encourage students' vocabulary. The steps are the following:

a. First meeting

Pre-teaching

a) The researcher opened the class.

b) The researcher gave motivation to the students.

c) The researcher explained the procedure of learning for the meeting

d) The researcher asked some oral questions related to the topic in order, and the students are ready for the topic.

Whilst-teaching

a) The researcher explained the material about Noun

b) The researcher gave students a chance to mention the Noun around it.

c) The researcher explained the way of using Congklak Games.

d) The researcher asked the students to do the strategy (sharing ideas and discussion).

e) The researcher discussed the students' answers.

Post-teaching

a) Gave feedback and comments on students' activities in the class.

b) The researcher closed the class

    b. Second meeting

Pre-teaching

a) The researcher opened the class.

b) The researcher gave motivation to the students.

c) The researcher explained the procedure of learning for the meeting

d) The researcher asked some oral questions related to the topic in order, and the students are ready for the topic.

Whilst-teaching

a) The researcher explained the material things in the classroom.

b) The researcher gave students a chance to mention things in the classroom that they know.

c) The researcher explained the way of the Congklak game.

d) The researcher asked the students to do the strategy (sharing ideas and discussion).

e) The researcher discussed the students' answers.

Post-teaching

 a) The researcher gave feedback and comments on students' activities in the class.

 b) The researcher closed the class

  c. Third meeting

Pre-teaching

 a) The researcher opened the class.

 b) The researcher gave motivation to the students.

 c) The researcher explained the procedure of learning for the meeting

 d) The researcher asked some oral questions related to the topic in order, and the students are ready for the topic.

Whilst-teaching

 a) The researcher explained the material about verb

 b) The researcher gave students a chance to mention adverbs that they know.

 c) The researcher explained the way of using the Congklak game.

 d) The researcher asked the students to do the strategy (sharing ideas and discussion).

 e) The researcher discussed the students' answers.

Post-teaching

 a) The researcher gave feedback and comments on students' activities in the class.

 b) The researcher closed the class

d. Fourth meeting

Pre-teaching

a) The researcher opened the class.

b) The researcher gave motivation to the students.

c) The researcher asked some oral questions related to the topic in order, and the students are ready for the topic.

Whilst-teaching

a) The researcher explained the material about things in the home.

b) The researcher gives students a chance to mention things in the home that they know.

c) The researcher explained the way of using the Congklak game.

d) The researcher asked the students to do the strategy (sharing ideas and discussion).

e) The researcher discussed the students' answers.

Post-teaching

a) Give feedback and comments on students' activities in the class.

b) Closing the class

e. Fifth meeting

Pre-teaching

a) The researcher opened the class.

b) The researcher gave motivation to the students.

c) The researcher asked some oral questions related to the topic in order, and the students are ready for the topic.

Whilst-teaching

a) The researcher explained the material about a noun in the home and a verb in the school.

b) The researcher gives students a chance to mention a noun in the home and a verb in the school they know.

c) The researcher explained the way of using the Congklak game.

d) The researcher asked the students to do the strategy (sharing ideas and discussion).

e) The researcher discussed the students' answers.

Post-teaching

a) Give feedback and comments on students' activities in the class.

b) Closing the class

3. Giving Post-test

After giving the treatment, the researcher gave a post-test to know the students' vocabulary.

G. The Technique of Data Analysis

The researcher used the move to evaluate the data as follows:

1. Analyzing the raw Pretest and post-test results. Each of the correct responses from the students got 1, and the wrong answer got 0.

2. Using the following method to translate the raw scores to a maximum score of 100 :

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

3. Converting students' ratings into values.

4. Classify the student score into the score group below.

The students' test score in Pretest and post-test were classified into the following score[37]:

Table 3.2. The Classification Score for Test

A	90 – 100	Excellent
B	80 – 89	Good
C	70 – 79	Adequate
D	60 – 69	Inadequate/unsatisfactory
E	Below 60	Failing/unacceptable

5. Calculate the mean score, standard deviation, frequency chart, and test between the pre-experimental vocabulary by using a t-test (significance test), specifically a test to explain the statistical difference between the mean performance outcomes students Pretest and post-test.

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[37] H. Douglas Brown, *Language Assesment Principles and Classroom Practice,* (San Francisco: Longman, 2004), page: 287.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two sections, the finding and discussion of the research. The finding informs about the data collected through the research, and the discussion section deals with argument and further explains the finding.

A. Findings

The results of the researchers show the outcome of the statistically analyzed data. It compares the students' Pretest and post-test scores, the classification percentage of the students' scores, the mean score, and the standard deviation of the students' Pretest and post-test.

1. The Analysis of Students' Score in the Pretest

The researcher presented the result of the Pretest that had been done before treatment. The Pretest was held on Monday, 30 November 2020, from 14:00 until 15:30. In the tables, the researcher presents the data and calculates the score using the software SPSS 20. The pretest classification of the student's score can be seen in Table 4.1 below:

Table 4.1. The Classification of Students' Score in the Pretest

Classification		Score	Frequency	Percent	Valid Percent
Valid	Excellent	90 – 100	0	0 %	0 %
	Good	80 – 89	1	10 %	10 %
	Adequate	70 – 79	3	30 %	30 %
	Inadequate	60 – 69	2	20 %	20 %
	Failing	Below 60	4	40 %	40 %
	Total		10	100 %	100 %

Based on table 4.1, it shows that there were none of the students' (0%) who obtained excellently and there was one student (10%) who obtained good, there were three students (30%) who obtained adequately. There were two students (20%) who obtained inadequately and four students (40%) who obtained failing. Based on the data, it can be seen on the table that the students obtained more failing than the students who obtained inadequate and good, which means that the student's vocabulary mastery is still low.

After classifying the students' score, the mean score of the students' correct answer can be seen in the following table:

Table 4.2. The Mean Score of students' Correct Answer in Pretest

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	10	30	80	59.50	15.175
Valid N (listwise)	10				

Table 4.2 showed that the students' minimum score is 30, and the maximum score is 80. It also indicates that the mean score of students' vocabulary test in Pretest

is 59.50, and the standard deviation is 15.175.

The results showed that there were some students who did not understand English and there were some students who already understood it. Students who already understand English because they have a level of intelligence above average and are accustomed to reading and hearing English words. Meanwhile, students who do not understand English are due to inadequate mastery of English vocabulary and students' low interest in learning English itself. The low interest of students in English lessons is due to various factors and constraints. Factors that can affect student interest in learning include students themselves, learning facilities, teacher ability, low average student ability, students are not responsible for assignments, and often English is still considered too difficult (Ariastuti, 2014)[38].

According to (Setyawati, 2015) Teachers as the foremost education implementers must be able to plan a learning strategy that provides opportunities for students to develop the potential that exists in students through teaching and learning activities at school, while students who have difficulty understanding the meaning of a word during the teacher learning process provides shortcuts to them by asking students to look up the meaning of the word in the dictionary or even directly tell the meaning of the word. This method is considered ineffective and if it is often used it can have

[38] Ariastuti, Anik, H.M. Wahyuddin, Maryadi. 2014. "Peningkatan Minat Belajar Bahasa Inggris Siswa Melalui Media Audio Visual Di Smp Negeri 1 Klaten". *Jurnal Kajian Linguistik dan Sastra, Vol 26, No 1* : page 174

negative consequences for students because not all students have a dictionary and students often wait for the teacher to interpret the vocabulary[39].

According to Baleghizadeh and Ashoori (2011), one of the main problems experienced by teachers in teaching English to students is that teachers do not use the right methods and approaches. Therefore, the teacher is responsible for determining the right approach in teaching vocabulary to students[40].

The reason for the lack of knowledge of English that students have is because English is still foreign to them and they have difficulty pronouncing English vocabulary because it is not applied in their environment and they are no longer learning English at school.

In connection with the problems described above, the researcher provides a solution for the solution, namely by applying learning using Congklak games technique.

2. The Analysis of Students' Score in the Post-Test

The researcher presented the result of the post-test that had been done after treatment. The post-test was held on Sunday, 6 December 2020, from 15:00 until

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[39] Setyawati, Nur Rofik Kartika. 2015. "Meningkatkan Prestasi Belajar Bidang Studi Bahasa Inggris Materi Teks Fungsional Pendek Melalui Three Phase Technique Di Kelas Ix-D Smp Negeri 1 Panggul Kabupaten Trenggalek Semester Ii Tahun 2013/2014". *Jurnal pendidikan profesional, Volume 4, No.2* : Page 175

[40] Baleghizadeh, S. & Ashoori, A. (2011). "The Impact of Two Instructional Tehniques on EFL Learner's Vocabulary Knowledge: Flash Cards Versus Word List",*Mextesol journal Volume 3, No 2*. P:167

16:30. In the tables, the researcher presents the data and measures the score using the SPSS 20 program. The post-test rating of the student's score can be seen in Table 4.3 below:

Table 4.3. The Classification of Students' Score in the Post-Test

Classification		Score	Frequency	Percent	Valid Percent
	Excellent	90-100	2	20%	20%
	Good	80-89	2	20%	20%
Valid	Adequate	70-79	2	20%	20%
	Inadequate	60-69	2	20%	20%
	Failing	Below 60	2	20%	20%
	Total		10	100%	100%

Table 4.3 shows two of the students' (20%) who obtained excellently, and there were two students (20%) who obtained well. The other showed that there were two students (20%) who obtained adequately. There were two students (20%) who obtained inadequately and two students (20%) who obtained failing.

After classifying the students' score, the mean score of the correct answer given by the students can be seen in the following table:

Table 4.4. The Mean Score of students' Correct Answer in Post-Test

	N	Minimum	Maximum	Mean	Std. Deviation
Post-Test	10	50	90	72.50	14.767
Valid N (listwise)	10				

Table 4.4 reveals that the students' minimum score is 50 and that the highest

score is 90. It also means that the mean score of the Post-test vocabulary test for students is 72.50, and the standard deviation is 14,767.

The results showed that the students liked learning English vocabulary through congklak games. There is an increase because the researcher instructs students to memorize vocabulary; however, there are factors that increase students' curiosity and motivation for the addition of new vocabulary in English, causing them to be interested in and enjoy learning using this congklak game, and students quite like this learning because students rarely get it a method like this in school is playing while learning by using traditional games, namely congklak games.

This study's findings support the theory of young learners, which states that if learning is made fun and straightforward, elementary school students will be more interested. It is hoped that as their interest in English grows, they will be better able to improve their English competency (Siti Mahfullah, 2015)[41].

According to Florence and Alvin (2006), our results show that learning with a vocabulary website that includes games is more effective than activity-based learning. Both quantitatively and qualitatively, learners who play online vocabulary games tend to learn better and be able to retain the vocabulary learned for a longer period of time and take in more words than those who only attend face-to-face lessons without accessing vocabulary games.

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[41] Mahfullah Siti, *Permainan Tradisional Pada Pembelajaran Kosakata Bahasa Inggris di SDN Banjarejo 01*, (Malang,: Universitas Kenjuruhan Malang,2015) page: 64.

Vocabulary development is a lengthy process. If the game is fun, relaxing, motivating and increases self-confidence, the student's interest will be more likely to be aroused. To ensure learning continues, it is important to ensure that play offers continuous motivation. Because motivation can be an overly abstract concept, sustained motivation can be achieved by increased attractiveness to the senses, increased interactivity, and increased challenge.[42]

3. The Comparison between Pre-test and Post-test

This segment revealed the Pretest and post-test overall mean score and standard deviation and then compared them. The result presents in the table paired samples statistic. It can be seen in the following table:

Table 4.5. The Paired Sample Statistics of Pre-test and Post-test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	59.50	10	15.175	4.799
	Post-Test	72.50	10	14.767	4.670

Table 4.5 shows the mean score of the students' Pretest was 59.50, and the mean score of the post-test was 72,50. The standard deviation of the Pretest was 15.175, and the standard deviation of the post-test was 14.767. From the comparison of students' Pretest and post-test, the researcher concludes that there is an improvement of students' scores after teaching by using Congklak games.

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[42] Florence W. M. Yipa and Alvin C. M. Kwan, "Online vocabulary games as a tool for teaching and learning English vocabulary*", (The University of Hong Kong educational Media International): Vol. 43, No. 3, September 2006*. Page 246-247.

Table 4.6. The Paired Sample Test of Pre-test and Post-test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	Df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre-Test - Post-Test	-13.000	9.487	3.000	-19.786	-6.214	-4.333	9	.002

By using SPSS 20, the hypothesis was tested. In this case, for a paired sample t-test, the researcher used a t-test (significance test), specifically a test to explain the statistical difference between the outcomes of the mean performance of students in the Pretest and post-test.

The result of statistical analysis for level significance 0.05 with the degree of freedom (df) =N-1, where N=10, df = 9. The probability value was smaller than the alpha (α) 0.02 < 0.05. It means the alternative hypothesis (H_1) was accepted, and the null hypothesis (H_0) was rejected. It means that there was a difference in teaching vocabulary before and after using the congklak games. Therefore, the researcher concluded that congklak games effectively in increasing the students' vocabulary mastery.

B. Discussion

Based on the results of observations made by the researcher, the problems identified in the Field were the lack of vocabulary for learners to learn English and

the lack of motivation to learn English. Based on the problems found, the researcher offers a way of teaching English vocabulary mastery through traditional game techniques, namely a congklak game.

At the initial stage of the meeting, the researcher explained what problems were found during the observation and the offered solutions. Then the researcher gave several lessons related to the vocabulary around the students. The researcher took the word class material of nouns and verbs to be taught. After explaining the material, students are asked to learn and recall the nouns and vocabulary materials taught. After that, the researcher used congklak games to improve the vocabulary of the students. On the first day, some students had mastered some vocabulary, and some were not. On the second day, students began to enjoy playing congklak games to improve their vocabulary. On the third day, the students showed a lot of improvement in their vocabulary mastery and were happy to learn while playing congklak games, as well as the next day. On the fifth day, almost all students had mastered a lot of vocabulary related to word classes Noun and Verb. During the observation in the learning process, the researcher saw that two students still did not understand the material, and there had been no improvement.

Based on the vocabulary test results, the students' scores after being taught using the congklak game were two students who received the highest score, namely excellent. According to them, learning English using the congklak game was very fun. However, four students who still got the same score on the Pretest and post-test

were adequate and inadequate, and they said they had not mastered a lot of vocabulary. There was some new vocabulary for them, but they liked learning while playing congklak games. And two students still got lower scores, namely failing, and they said that English was still foreign to them and had difficulty remembering vocabulary because they had not studied English anymore. Still, they were enthusiastic about learning while playing the congklak game.

Traditional games can be used as an alternative method of teaching vocabulary and other aspects of English because students can master vocabulary without being discouraged by the task of memorizing it. The use of traditional games to teach English vocabulary also contributes to preserving the Nation's culture (Siti Mahfullah, 2015)[43].

After doing the treatment for five meetings and from the pre-test-Post-test results, the researcher concluded that using the congklak game in teaching vocabulary at the Nils course of the village of Lamunre increases student's vocabulary at Nils course of the village of Lamunre effectively. It means that using the congklak game in teaching vocabulary was effective.

This study is related to four previous studies, namely Siti Mahfullah in her Thesis, concluded that traditional games were effective in learning English vocabulary at S.D.N. Banjarejo 01[44], Ucik Nurdiana and Wahono Widodo (2019) in

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[43] Ibid. page 65.
[44] Ibid, 63.

journal concluded that Congklak traditional game media are effective in enhancing motivation for student learning motivation on the chapter of Human Excretion System[45], Ali mashadi in his Thesis concluded that traditional Game of Dhakon is effective to teach the recount reading with the eighth-grade students of MTs Hidayatullah Banjarejo[46]. Sundari Purwaningsih, in her Thesis, all in all, the congklak game's intervention is more effective to teach the English second conditional to the participants[47].

As for the similarities of the four previous studies with this study, they both use traditional game techniques, especially congklak games, in learning English. But in each Thesis has a difference, namely the method and material used to teach.

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[45] Ucik Nurdiana and Wahono Widodo, 2019. "*The Effectiveness of Congklak Traditional Game to Improve Students' Learning Motivation in Human Excression System Materials*" JPPIPA (Jurnal Penelitian Pendidikan IPA), Vol.4 No.1.Surabaya 2019. page. 8-13.

[46] Sundari Purwaningsih, *Modified Congklak Game in Teaching the English Second Conditional: an Experimental Study,*(Tasokmalaya: Universitas Perjuangan Tasikmalaya, 2019), page: 68.

[47] Ali Mashadi, *The Use of Dhakon Traditional Game For Fun Learning of Recount Reading (An experimental study at the eighth grade of Mts Hidayatullah Banjarejo Demak in The academic year of 2014/2015)*, (Semarang: Universitas Islam Negeri Walisongo, 2015),page: 65.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presented conclusions and suggestions. Based on the data analysis and the findings of the previous chapter.

A. Conclusions

The researcher should conclude on the basis of the results and discussion that using the Congklak Games technique is effective in increasing the vocabulary of students at Nils course of the village of Lamunre. It could be proved by the results of this analysis between the average score of the pre-test and post-test students. The students' mean score was 59.50in the pre-test, and the students' mean score was 72.50 in the post-test. In addition, the t-test of the student's vocabulary acquisition can also be shown to be lower than alpha = (0.02 <0.05). This implies the rejection of the null hypothesis (H0) and the acceptance of the alternative hypothesis (H1). It indicates that before and after using the congklak games, there was a change in teaching vocabulary.

B. Suggestions

After finding the result of the research, the researcher would like to put forward some suggestions as follow:

1. The students' should increase their vocabulary by using other techniques that

can motivate them to learn English.

2. The teacher should consider the ability of their students before given materials, topics, etc. Because the ability or level of knowledge between one student and another are different. In selecting acceptable approaches, strategies, and templates for teaching English, the instructor should be more careful and innovative to make students more interested, enjoyable, and fun to learn. Especially in teaching vocabulary to encourage learners to learn English.

3. The next researcher who wants to improve students' vocabulary recommends using other techniques in teaching vocabulary.

Finally, the researcher realized that this work was far from flawless and also that the perfection of this Thesis was anticipated due to positive critics and guidance. The author hoped that the outcome of this analysis would be helpful for the readers.

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APPENDICES

LESSON PLAN
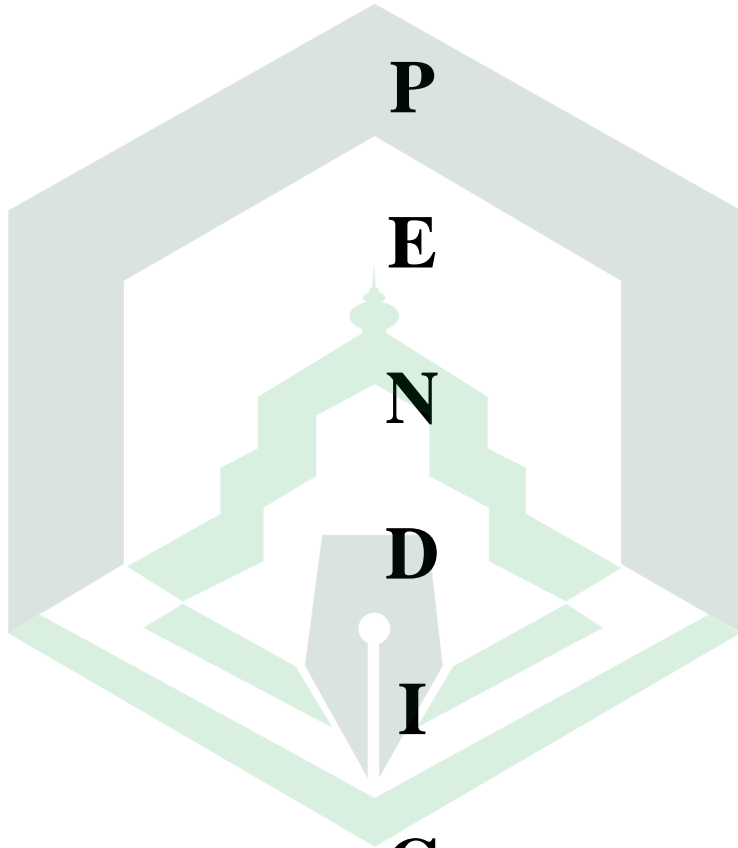## First Meeting

Subject   : English (Noun)

Grade level   : Elementary School (SD)

Place   : Nils Course of the Village of Lamunre

Time Allocation   : 1 J.P (1st meetings)

A. LEARNING OBJECTIVE

Through congklak games, students are expected to be able to use vocabulary according to context and be more active in learning, and be able to increase students' vocabulary.

B. LEARNING ACTIVITIES: 1st meeting (90 minutes)

1. The researcher opened the class.

2. The researcher gave motivation to the students.

3. The researcher explained the procedure of learning for the meeting

4. The researcher asked some oral questions related to the topic in order, and the students are ready for the topic.

5. The researcher explained the material about Noun.

6. The researcher gave students a chance to mention the Noun around it.

7. The researcher explained the way of using Congklak Games.

8. The researcher asked the students to do the strategy (sharing ideas and discussion).

9. The researcher discussed the students' answers.

10. Gave feedback and comments on students' activities in the class.

11. The researcher closed the class

C. ASSESSMENT

Attitude assessment   : Observation

Assessment aspect   : Vocabulary assessment rubric

Skills Assessment   : practice/exercise results.

LESSON PLAN
Second Meeting

Subject   : English (Noun)

Grade level   : Elementary School (SD)

Place   : Nils Course of the Village of Lamunre

Time Allocation   : 1 J.P (2nd meeting)

A. LEARNING OBJECTIVE

Through congklak games, students are expected to be able to use vocabulary according to context and be more active in learning, and be able to increase students' vocabulary.

B. LEARNING ACTIVITIES: 2nd meeting (90 minutes)

1. The researcher opened the class.

2. The researcher gave motivation to the students.

3. The researcher explained the procedure of learning for the meeting

4. The researcher asked some oral questions related to the topic in order, and the students are ready for the topic.

5. The researcher explained the material things in the classroom.

6. The researcher gave students a chance to mention things in the classroom that they know.

7. The researcher explained the way of the Congklak game.

8. The researcher asked the students to do the strategy (sharing ideas and discussion).

9. The researcher discussed the students' answers.

10. The researcher gave feedback and comments on students' activities in the class.
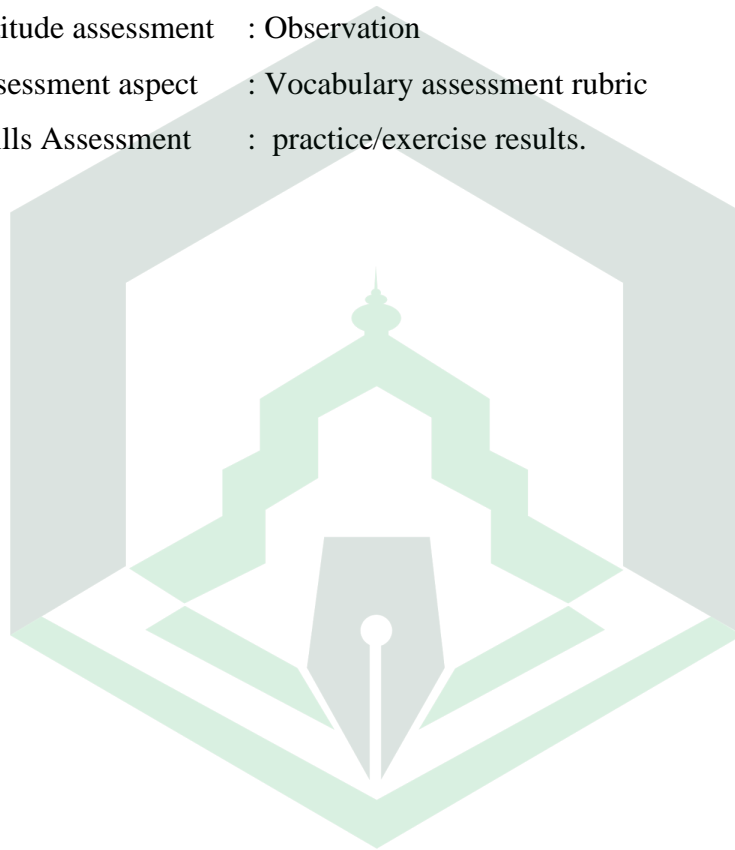
11. The researcher closed the class

C. ASSESSMENT

Attitude assessment   : Observation

Assessment aspect   : Vocabulary assessment rubric

Skills Assessment   : practice/exercise results.

List of Vocabulary

Noun in the Classroom:

1. Backpack : Ransel
2. Bag : Tas
3. Book : Buku
4. Bookcase : Rak Buku
5. Chair : Kursi
6. Classmate : Teman Kelas
7. Chalk : Kapur
8. Calendar : Kalender
9. Door : Pintu
10. Dictionary : Kamus
11. Drawer : Laci
12. Eraser : Penghapus
13. Field : Lapangan
14. Flag : Bendera
15. Flagpole : Tiang Bendera
16. Homework : Pekerjaan Rumah
17. Marker : Spidol
18. Paper : Kertas
19. Pen : Pulpen
20. Pencil : Pensil
21. Ruler : Penggaris
22. Shoes : Sepatu
23. Socks : Kaos Kaki
24. Sharpener : Rautan/Peruncing Pensil
25. Tie : Dasi
26. Table : Meja
27. Uniform : Seragam
28. Wall : dinding
29. Window : Jendela
30. Whiteboard : Papan Tulis

LESSON PLAN
Third Meeting

Subject   : English (Verb)

Grade level   : Elementary School (S.D)

Place   : Nils Course of the Village of Lamunre

Time Allocation   : 1 J.P (3rd meetings)

A. LEARNING OBJECTIVE

Through congklak games, students are expected to be able to use vocabulary according to context and be more active in learning, and be able to increase students' vocabulary.

B. LEARNING ACTIVITIES: 3rd meeting (90 minutes)

1. The researcher opened the class.

2. The researcher gave motivation to the students.

3. The researcher explained the procedure of learning for the meeting

4. The researcher asked some oral questions related to the topic in order, and the students are ready for the topic.

5. The researcher explained the material about Verb

6. The researcher gave students a chance to mention verbs that they know.

7. The researcher explained the way of using the Congklak game.

8. The researcher asked the students to do the strategy (sharing ideas and discussion).

9. The researcher discussed the students' answers.

10. The researcher gave feedback and comments on students' activities in the
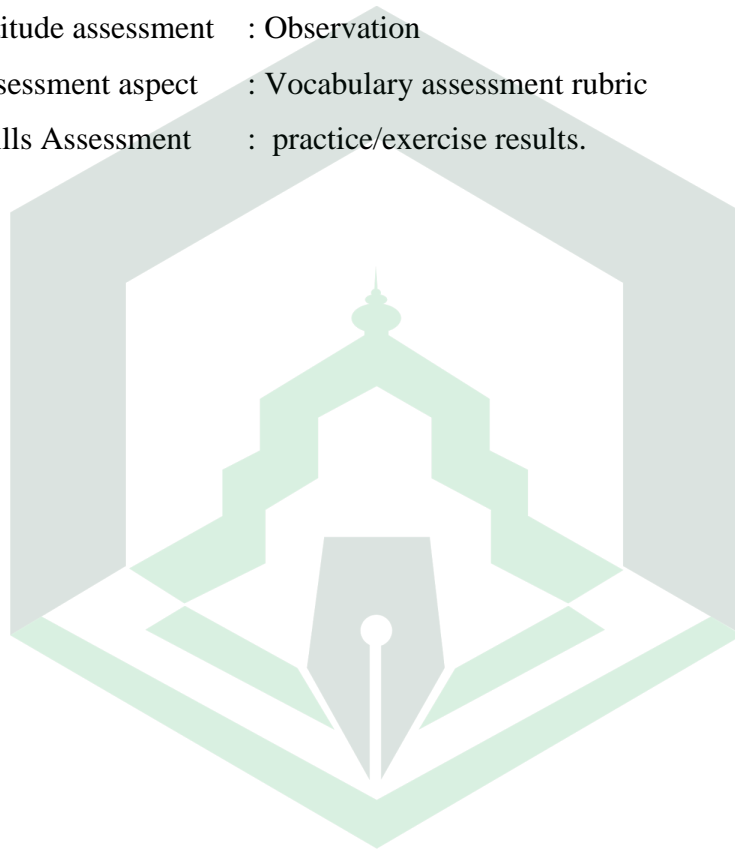   class.

11. The researcher closed the class

C. ASSESSMENT

Attitude assessment   : Observation

Assessment aspect   : Vocabulary assessment rubric

Skills Assessment   : practice/exercise results.

LESSON PLAN
Fourth Meeting

Subject   : English (Verb)

Grade level   : Elementary School (S.D)

Place   : Nils Course of the Village of Lamunre

Time Allocation   : 1 J.P (4th meetings)

A. LEARNING OBJECTIVE

Through congklak games, students are expected to be able to use vocabulary according to context and be more active in learning, and be able to increase students' vocabulary.

B. LEARNING ACTIVITIES: 4th meeting (90 minutes)

1. The researcher opened the class.

2. The researcher gave motivation to the students.

3. The researcher explained the procedure of learning for the meeting

4. The researcher asked some oral questions related to the topic in order, and the students are ready for the topic.

5. The researcher explained the material about verbs in the home.

6. The researcher gives students a chance to mention verbs in the home that they know.

7. The researcher explained the way of using the Congklak game.

8. The researcher asked the students to do the strategy (sharing ideas and discussion).

9. The writer discussed the students' answers.

10. Give feedback and comments on students' activities in the class.

11. Closing the class

C. **ASSESSMENT**

Attitude assessment   : Observation

Assessment aspect   : Vocabulary assessment rubric

Skills Assessment   : practice/exercise results.

List of Vocabulary

Verbs in the Home:

1. Wake up : Bangun Tidur
2. Have a showe : Mandi
3. Brush teeth : Menyikat Gigi
4. Get dressed : Berpakaian
5. Watch Television : Menonton Televisi
6. Do one's homework : Mengerjakan PR
7. Mop the Floor : Mengepel Lantai
8. Sweep : Menyapu
9. Wash the Dishes : Mencuci Piring
10. Cook : Memasak
11. Cook dinner : Memasak Makan Malam
12. Iron : Menyetrika
13. Open the Window : Membuka Jendela
14. Turn On the Lamp : Menyalakan Lampu
15. Turn off the Lamp : Mematikan Lampu
16. Tidy Up : Merapikan
17. Fold the Blanket : Melipat Selimut
18. Make a Breakfast : Membuat Sarapan
19. Read the newspaper : Membaca Koran
20. Wash Clothes : Mencuci Baju
21. Wash Motorcycle : Mencuci Motor
22. Plant the Flower : Menanam Bunga
23. Water the Flower : Menyiram Bunga
24. Prepare the Lunch : Menyiapkan Makan Siang
25. Wipe the Dishes : Mengelap Piring
26. Clean the Bath : Membersihkan Kamar Mandi
27. Hang the Laundry : Menjemur Cucian
28. Take Out the Rubbish : Membuang Sampah
29. Paint the Walls : Mengecat Tembok
30. Pick Up the Clothes : Mengangkat Pakaian

LESSON PLAN

Fifth Meeting

Subject   : English (Noun and Verb)

Grade level   : Elementary School (S.D.)

Place   : Nils Course of the Village of Lamunre

Time Allocation : 1 J.P (5th meetings)

A. LEARNING OBJECTIVE

Through congklak games, students are expected to be able to use vocabulary according to context and be more active in learning, and be able to increase students' vocabulary.

B. LEARNING ACTIVITIES: 5th meeting (90 minutes)

1. The researcher opened the class.

2. The researcher gave motivation to the students.

3. The researcher asked some oral questions related to the topic in order, and the students are ready for the topic.

4. The researcher explained the material about the Noun in the home and verb in the school.

5. The researcher gives students a chance to mention a noun in the home and a verb in the school they know.

6. The researcher explained the way of using the Congklak game.

7. The researcher asked the students to do the strategy (sharing ideas and discussion).

8. The writer discussed the students' answers.

9. Give feedback and comments on students' activities in the class.

10. Closing the class

C. ASSESSMENT

Attitude assessment   : Observation

Assessment aspect   : Vocabulary assessment rubric

Skills Assessment   : practice/exercise results.

List of Vocabulary

Noun in the Home and Verbs in the School:

A. Noun

1. Bed : Tempat Tidur
2. Blanket : Selimut
3. Pillow : Bantal
4. Mirror : Cermin
5. Bolster : Guling
6. Bed Sheet : Seprei
7. Fan : Kipas Angin
8. Sofa : Sofa
9. Television : Televisi
10. Carpet : Karpet
11. Curtain : Gorden
12. Chair : Kursi
13. Lamp : Lampu
14. Rice Cooker : Penanak Nasi
15. Plate : Piring
16. Bowl : Mangkok
17. Glass : Gelas
18. Fork : Garpu
19. Spoon : Sendok
20. Cup : Cangkir
21. Gas Stove : Kompor Gas
22. Dust Bin : Tempat Sampah
23. Towel : Handuk
24. Bathtub : Bak Mandi
25. Bicycle : Sepeda
26. Floor brush : Sikat Lanatai
27. Water Dipper : Gayung
28. Toothbrush : Sikat Gigi
29. Toothpaste : Pasta Gigi
30. Shower : Pencuran Air

B. Verb

1. Answer :Menjawab
2. Agree : Setuju
3. Attend : Menghadiri
4. Borrow : Meminjam
5. Bring : Membawa
6. Clean : Membersihkan
7. Explain : Menjelaskan
8. Increase : Meningkatkan
9. Introduce :Memperkenalkan
10. Invite : Mengundang
11. Kick : Menendang
12. Lend : Meminjamkan
13. Lie : Berbohong
14. Like : Suka
15. Listen : Mendengarkan
16. Punish : Menghukum
17. Push : Mendorong
18. Read : Membaca
19. Run : Berlari
20. Sing : Bernanyi
21. Sit : Duduk
22. Speak : Berbicara
23. Stand : Berdiri
24. Study : Belajar
25. Sweep : Menyapu
26. Teach : Mengajar
27. Think : Berpikir
28. Try : Mencoba
29. Understand: Mengerti
30. Write : Menulis

INSTRUMENT

<u>**Pre-Test**</u>

Name :

Petujuk pengisian:

Jawablah pertanyaan berikut ini dengan memberikan tanda silang (X) pada huruf a,b,c atau d jawaban yang saudara anggap benar.

1. These are my…
   a. Bags
   b. Pencils
   c. Books
   d. Sharpener

2. A teacher works in…
   a. An office
   b. A school
   c. A bank
   d. A library

3. I can fly like a bird, what am I?
   a. Bus
   b. Plane
   c. Train
   d. Pedicab

4. My sister is playing...with her friend.
   a. Dolls
   b. Flower
   c. Computer
   d. Telephone

5. Can I borrow your…

   a. Book

   b. Pen

   c. Newspaper

   d. Magazine

6. ……..hot.

   a. Tomato

   b. Chili

   c. Onion

   d. Garlic

7. Sugar is….

   a. Sweet

   b. Salty

   c. The heat

   d. Acid

8. …… is the first month.

   a. February

   b. March

   c. January

   d. April

9. Eat rabbits…

   a. Carrots

   b. A Bird

   c. Fish

   d. Bone

10. I go to school by….

   a. Plane

   b. Bicycle

   c. Train

   d. Bus

11. These are my…..

   a. Sharpener

   b. Pen

   c. Pencil

   d. ruler

12. When it is very cool, you need a…

   a. Shoes

   b. Hat

   c. Sunglasses

   d. Sweater

13. Today is Tuesday, and tomorrow will be…

   a. Thursday

   b. Friday

   c. Saturday

   d. Wednesday

14. Santi plays …

   a. Piano

   b. Drum

   c. Guitar

   d. Chess

15. What picture is it? It is a…

    a. Wardrobe

    b. Table

    c. Chair

    d. Window

16. Where do you sleep?

    a. At school

    b. At home

    c. At hospital

    d. At the zoo

17. These are my…

    a. Snacks

    b. Candies

    c. Cakes

    d. Bread

18. My mother uses …. For cooking.

    a. Spoon

    b. Fork

    c. Frying pan

    d. Knife

19. It is a…

    a. Whiteboard

    b. Blackboard

    c. Cupboard

    d. Calendar

20. It is a….

    a. Book

    b. Table

    c. Flag

    d. Chair

INSTRUMENT

Pre-Test

Name : Salsabila

Petujuk pengisian:

Jawablah pertanyaan berikut ini dengan memberikan tanda silang (X) pada huruf a,b,c atau d jawaban yang saudara anggap benar.

1. These are my......
   a. Bags
   b. Pencils (X)
   c. Books
   d. Sharpener

2. A teacher works in...
   a. An office
   b. A school (X)
   c. A bank
   d. A library

3. I can fly like a bird, what am i?
   a. Bus
   b. Plane
   c. Train
   d. Pedi cab (X)

4. My sister is playing.....with her friend.
   a. Dolls (X)
   b. Flower
   c. Computer
   d. Telephone

5. Can I borrow your...
   a. Book
   b. Pen
   c. Newspaper (X)
   d. Magazine

6. ....hot.
   a. Tomato
   b. Chili (X)
   c. Onion
   d. Garlic

7. Sugar is....
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   b. Salty
   c. The heat
   d. Acid

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   d. April

9. Eat rabbits...
   a. Carrots
   b. A Bird
   c. Fish
   d. Bone

10. I go to school by....
    a. Plane
    b. Bicycle
    c. Train
    d. Bus

11. These are my.....
    a. Sharpener
    b. Pen
    c. Pencil
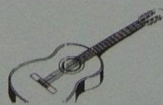   d. ruler

12. When it is very cool, you need a...
    a. Shoes
    b. Hat
    c. Sunglasses
    d. Sweater

13. Today is Tuesday, tomorrow will be...
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    b. Friday
    c. Saturday
    d. Wednesday

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    a. Piano
    b. Drum

c. Guitar

d. Chess

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c. Chair

d. Window

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c. Cakes

d. Breads

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a. Spoon

b. Fork

c. Frying pan

d. Knife

19. It is a…

a. Whiteboard

b. Blackboard

c. Cupboard

d. Calendar

20. It is a….

a. Book

b. Table

c. Flag

d. Chair

INSTRUMENT

Name : Delmy syaran

Petujuk pengisian:

Jawablah pertanyaan berikut ini dengan memberikan tanda silang (X) pada huruf a,b,c atau d jawaban yang saudara anggap benar.

1. These are my......
   a. Bags
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   c. Books
   d. Sharpener

2. A teacher works in...
   a. An office
   X. A school
   c. A bank
   d. A library

3. I can fly like a bird, what am i?
   a. Bus
   b. Plane
   c. Train
   X. Pedi cab

4. My sister is playing.....with her friend.
   X. Dolls
   b. Flower
   c. Computer
   d. Telephone

5. Can I borrow your...
   a. Book
   b. Pen
   X. Newspaper
   d. Magazine

6. ....hot.
   a. Tomato
   X. Chili
   c. Onion
   d. Garlic

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   c. Train

   d. Bus

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   b. Pen

   c. Pencil
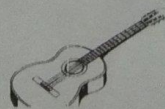
   d. ruler

12. When it is very cool, you need a...

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   b. Hat

   c. Sunglasses

   d. Sweater

13. Today is Tuesday, tomorrow will be...

   a. Thursday

   b. Friday

   c. Saturday

   d. Wednesday

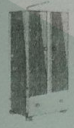14. Santi plays ...

   a. Piano

   b. Drum

c. Guitar

d. Chess

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    b. Table

    c. Chair

    ~~d.~~ Window

16. Where do you sleep?

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    ~~b.~~ At home

    c. At hospital

    d. At the zoo

17. These are my...

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    ~~b.~~ Candies

    c. Cakes

    d. Breads

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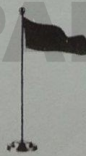   ~~a.~~ Spoon

    b. Fork

    c. Frying pan

    d. Knife

19. It is a...

    ~~a.~~ Whiteboard

    b. Blackboard

    c. Cupboard

    d. Calendar

20. It is a....

    a. Book

    b. Table

    ~~c.~~ Flag

    d. Chair

INSTRUMENT

Name : AuRel

Petujuk pengisian:

Jawablah pertanyaan berikut ini dengan memberikan tanda silang (X) pada huruf a,b,c atau d jawaban yang saudara anggap benar.

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   c. Books
   d. Sharpener

2. A teacher works in...
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   b. A school
   c. A bank
   d. A library

3. I can fly like a bird, what am i?
   a. Bus
   b. Plane
   c. Train
   d. Pedi cab

4. My sister is playing.....with her friend.
   a. Dolls
   b. Flower
   c. Computer
   d. Telephone

5. Can I borrow your...
   a. Book
   b. Pen
   c. Newspaper
   d. Magazine

6. ....hot.
   a. Tomato
   b. Chili
   c. Onion
   d. Garlic

7. Sugar is....
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   b. Salty
   c. The heat
   d. Acid

8. ...... is the first month.
   a. February
   b. March
   c. January
   d. April

9. Eat rabbits...
   a. Carrots
   b. A Bird
   c. Fish
   d. Bone

10. I go to school by....
    a. Plane
    b. Bicycle
    c. Train
    d. Bus

11. These are my.....
    a. Sharpener
    b. Pen
    c. Pencil
    d. ruler

12. When it is very cool, you need a...
    a. Shoes
    b. Hat
    c. Sunglasses
    d. Sweater

13. Today is Tuesday, tomorrow will be...
    a. Thursday
    b. Friday
    c. Saturday
    d. Wednesday

14. Santi plays ...
    a. Piano
    b. Drum

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d. Chess

15. What picture is it? It is a…

   a. Wardrobe

   b. Table

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   d. Window

16. Where do you sleep?

   a. At school

   b. At home

   c. At hospital

   d. At the zoo

17. These are my…

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   b. Candies

   c. Cakes

   d. Breads

18. My mother uses …. For cooking.

   a. Spoon

   b. Fork

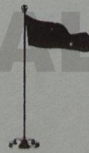   c. Frying pan

   d. Knife

19. It is a…

   a. Whiteboard

   b. Blackboard

   c. Cupboard

   d. Calendar

20. It is a….

   a. Book

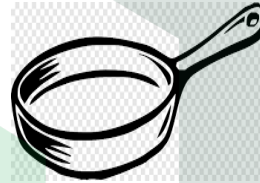   b. Table

   c. Flag

   d. Chair

INSTRUMENT

Name :

Petujuk pengisian:

Jawablah pertanyaan berikut ini dengan memberikan tanda silang (X) pada huruf a,b,c atau d jawaban yang saudara anggap benar.
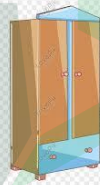
1. My mother uses …. for cooking.

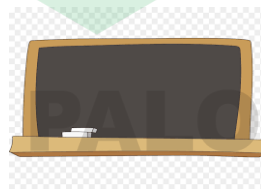   a. Spoon

    b. Fork

    c. Frying pan

    d. Knife

2. What picture is it? It is a…

    a. Wardrobe

    b. Table

    c. Chair

    d. Window

3. It is a…

    a. Whiteboard

    b. Blackboard

    c. Cupboard

    d. Calendar

4. Today is Tuesday, and tomorrow will be…

    a. Thursday

    b. Friday

    c. Saturday

    d. Wednesday

5. Where do you sleep?

   a. At school

   b. At home

   c. At hospital

   d. At the zoo

6. Santi plays …

   a. Piano

   b. Drum

   c. Guitar

   d. Chess

7. It is a….

   a. Book

   b. Table

   c. Flag

   d. Chair

8. These are my…

   a. Snacks

   b. Candies

   c. Cakes

   d. Bread

9. These are my……

   a. Bags

   b. Pencils

   c. Books

   d. Sharpener

10. These are my…..

   a. Sharpener

   b. Pen

   c. Pencil

   d. ruler

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   b. Hat

   c. Sunglasses

   d. Sweater

12. My sister is playing…..with her friend.

   a. Dolls

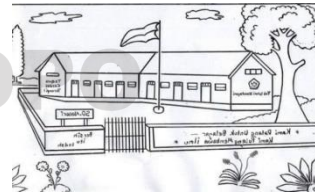   b. Flower

   c. Computer

   d. Telephone

13. Can I borrow your…

   a. Book

   b. Pen

   c. Newspaper

   d. Magazine

14. A teacher works in…

   a. An office

   b. A school

   c. A bank

   d. A library

15. I can fly like a bird, what am I?

   a. Bus

   b. Plane

c. Train

d. Pedicab

16. Sugar is….

    a. Sweet

    b. Salty

    c. The heat

    d. Acid

17. …… is the first month.

    a. February

    b. March

    c. January

    d. April

18. Eat rabbits…

    a. Carrots

    b. A Bird

    c. Fish

    d. Bone

19. ……..hot.

    a. Tomato

    b. Chili

    c. Onion

    d. Garlic

20. I go to school by….

    a. Plane

    b. Bicycle

    c. Train

    d. Bus

INSTRUMENT

<u>Post-Test</u>

Name : Salsabila

Petujuk pengisian:

Jawablah pertanyaan berikut ini dengan memberikan tanda silang (X) pada huruf a,b,c atau d jawaban yang saudara anggap benar.

1. My mother uses …. for cooking.
   a. Spoon
   b. Fork
   X. Frying pan
   d. Knife

2. What picture is it? It is a…
   X. Wardrobe
   b. Table
   c. Chair
   d. Window

3. It is a…
   X. Whiteboard
   b. Blackboard
   c. Cupboard
   d. Calendar

4. Today is Tuesday, tomorrow will be…
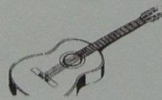   a. Thursday
   b. Friday
   c. Saturday
   X. Wednesday

5. Where do you sleep?
   X. At school
   b. At home
   c. At hospital
   d. At the zoo
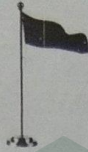
6. Santi plays …
   a. Piano
   b. Drum
   X. Guitar
   d. Chess

7. It is a....
   a. Book
   b. Table
   c. Flag
   d. Chair

8. These are my...
   a. Snacks
   b. Candies
   c. Cakes
   d. Breads

9. These are my......
   a. Bags
   b. Pencils
   c. Books
   d. Sharpener

10. These are my.....
    a. Sharpener
    b. Pen
    c. Pencil
    d. ruler

11. When it is very cool, you need a...
    a. Shoes
    b. Hat
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    b. Flower
    c. Computer
    d. Telephone

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   a. An office

   b. A school

   c. A bank

   d. A library

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   c. Train

   d. Pedi cab

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   a. Carrots

   b. A Bird

   c. Fish

   d. Bone

19. ……..hot.

   a. Tomato

   b. Chili

   c. Onion

   d. Garlic

20. I go to school by….

   a. Plane

   b. Bicycle

   c. Train

   d. Bus

INSTRUMENT

Post-Test

Name : Delmy syaran

Petujuk pengisian:

Jawablah pertanyaan berikut ini dengan memberikan tanda silang (X) pada huruf a,b,c atau d jawaban yang saudara anggap benar.

1. My mother uses …. for cooking.
   - a. Spoon ✗
   - b. Fork
   - c. Frying pan
   - d. Knife

2. What picture is it? It is a…
   - a. Wardrobe ✗
   - b. Table
   - c. Chair
   - d. Window

3. It is a…
   - a. Whiteboard ✗
   - b. Blackboard
   - c. Cupboard
   - d. Calendar

4. Today is Tuesday, tomorrow will be…
   - a. Thursday
   - b. Friday
   - c. Saturday
   - d. Wednesday ✗

5. Where do you sleep?
   - a. At school ✗
   - b. At home
   - c. At hospital
   - d. At the zoo

6. Santi plays …
   - a. Piano
   - b. Drum
   - c. Guitar ✗
   - d. Chess

7. It is a....
   a. Book
   b. Table
   c. Flag
   d. Chair

8. These are my...
   a. Snacks
   b. Candies
   c. Cakes
   d. Breads

9. These are my......
   a. Bags
   b. Pencils
   c. Books
   d. Sharpener

10. These are my.....
    a. Sharpener
    b. Pen
    c. Pencil
    d. ruler

11. When it is very cool, you need a...
    a. Shoes
    b. Hat
    c. Sunglasses
    d. Sweater

12. My sister is playing.....with her friend.
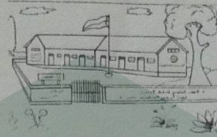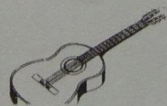   a. Dolls
    b. Flower
    c. Computer
    d. Telephone

13. Can I borrow your...
    a. Book
    b. Pen
    c. Newspaper
    d. Magazine

14. A teacher works in…

    a. An office

    b. A school ✗

    c. A bank

    d. A library

15. I can fly like a bird, what am i?

    a. Bus

    b. Plane ✗

    c. Train

    d. Pedi cab

16. Sugar is….

    a. Sweet ✗

    b. Salty

    c. The heat

    d. Acid

17. …… is the first month.

    a. February

    b. March

    c. January ✗

    d. April

18. Eat rabbits…

    a. Carrots ✗

    b. A Bird

    c. Fish

    d. Bone

19. ……..hot.

    a. Tomato

    b. Chili ✗

    c. Onion

    d. Garlic

20. I go to school by….

    a. Plane

    b. Bicycle ✗

    c. Train

    d. Bus

INSTRUMENT

Petujuk pengisian:

Jawablah pertanyaan berikut ini dengan memberikan tanda silang (X) pada huruf a,b,c atau d jawaban yang saudara anggap benar.

1. My mother uses …. for cooking.
   a. Spoon
   b. Fork ~~X~~
   c. Frying pan
   d. Knife

2. What picture is it? It is a…
   a. Wardrobe
   b. Table
   c. Chair
   d. Window ~~X~~

3. It is a…
   a. Whiteboard
   b. Blackboard ~~X~~
   c. Cupboard
   d. Calendar

4. Today is Tuesday, tomorrow will be…
   a. Thursday ~~X~~
   b. Friday
   c. Saturday
   d. Wednesday

5. Where do you sleep?
   a. At school ~~X~~
   b. At home ~~X~~
   c. At hospital
   d. At the zoo

6. Santi plays …
   a. Piano
   b. Drum
   c. Guitar ~~X~~
   d. Chess

7. It is a....
   a. Book
   b. Table
   c. Flag
   d. Chair

8. These are my...
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   c. Books
   d. Sharpener

10. These are my.....
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    b. Pen
    c. Pencil
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    d. Bone

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    a. Tomato
    b. Chili
    c. Onion
    d. Garlic

20. I go to school by….

    a. Plane
    b. Bicycle
    c. Train
    d. Bus

Lembar validasi soal

Validasi Soal Increasing Student's Vocabulary Through Congklak Game at Nils Course of The Village of Lamunre

Nama Mahasiswa   : Nilasari

Program Study   : Bahasa Inggris

NIM   : 16 0202 0165

Nama Validator   : Syuriatmi Arifuddin S.Pd

Tanggal pengisian   : 18 November 2020

A. PENGANTAR

Lembar validasi ini digunakan untuk memperoleh penilaian Bapak/Ibu terhadap soal yang dibuat. Saya ucapkan terima kasih atas kesedian Bapk/Ibu menjadi validator dalam mengisi lembar validasi ini.

B. PETUNJUK

1. Bapak/Ibu dimohon untuk memberikan skor pada setiap butir pernyataan dengan memberikan tanda cek (✓) pada kolom dengan skala penilaian sebagai berikut:

   1= Tidak Baik   4= Baik

   2= Kurang Baik   5= Sangat Baik

   3= Cukup Baik

2. Bapak/Ibu di mohon memberikan kritik dan saran perbaikan pada baris yang telah disediakan.

C. PENILAIAN

Aspek	Indikator	Skala Penilaian				
		1	2	3	4	5
Kejelasan	1.Kejelasan setiap butir soal				✓	
	2.Kejelasan petunjuk pengisian soal				✓	
Materi	1.Materi yang ditanyakan sesuai dengan kompetensi yang diukur				✓	
	2.Hanya ada satu kunci jawaban				✓	
	3.Pilihan jawaban homogen dan logis ditinjau dari segi materi			✓		

Konstruksi	1. Pokok soal dirumuskan dengan singkat, jelas, dan tegas			✓	
	2. Pokok soal bebas dari pernyataan yang bersifat negative ganda			✓	
	3. Gambar, grafik, tabel atau sejenisnya jelas dan berfungsi			✓	
	4. Kalimat soal tidak mengandung arti ganda			✓	
Bahasa	1. Bahasa yang digunakan mudah dipahami			✓	
	2. Bahasa yang digunakan efektif			✓	
	3. Tidak menggunakan bahasa yang berlaku setempat/tabu			✓	

D. KOMENTAR DAN SARAN

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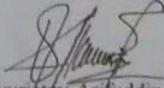
...

E. KESIMPULAN VALIDATOR

Mohon diisi dengan melingkari jawaban berikut ini sesuai dengan kesimpulan sebagai berikut:

1. Layak digunakan untuk uji coba tanpa revisi
2. Layak digunakan dengan sedikit revisi
3. Tidak layak digunakan untuk uji coba

Belopa, 18 November 2020

Validator

Syuriatmi Arifuddin S.Pd

Validasi Soal Increasing Student's Vocabulary Through Congklak Game at Nils Course of The Village of Lamunre

Nama Mahasiswa   : Nilasari

Program Study   : Bahasa Inggris

NIM   : 16 0202 0165

Nama Validator   :Marini S.Pd

Tanggal pengisian :18 November 2020

A. PENGANTAR

Lembar validasi ini digunakan untuk memperoleh penilaian Bapak/Ibu terhadap soal yang dibuat. Saya ucapkan terima kasih atas kesedian Bapk/Ibu menjadi validator dalam mengisi lembar validasi ini.

B. PETUNJUK

3. Bapak/Ibu dimohon untuk memberikan skor pada setiap butir pernyataan dengan memberikan tanda cek (✓) pada kolom dengan skala penilaian sebagai berikut:

   1= Tidak Baik   4= Baik

   2= Kurang Baik   5= Sangat Baik

   3= Cukup Baik

4. Bapak/Ibu di mohon memberikan kritik dan saran perbaikan pada baris yang telah disediakan.

C. PENILAIAN

Aspek	Indikator	Skala Penilaian				
		1	2	3	4	5
Kejelasan	1.Kejelasan setiap butir soal				✓	
	2.Kejelasan petunjuk pengisian soal				✓	
Materi	1.Materi yang ditanyakan sesuai dengan kompetensi yang diukur				✓	
	2.Hanya ada satu kunci jawaban				✓	
	3.Pilihan jawaban homogen dan logis ditinjau dari segi materi			✓		

Konstruksi	1.Pokok soal dirumuskan dengan singkat, jelas, dan tegas			✓	
	2.Pokok soal bebas dari pernyataan yang bersifat negative ganda			✓	
	3.Gambar, grafik, tabel atau sejenisnya jelas dan berfungsi			✓	
	4. Kalimat soal tidak mengandung arti ganda		✓		
Bahasa	1.Bahasa yang digunakan mudah dipahami			✓	
	2.Bahasa yang digunakan efektif			✓	
	3.Tidak menggunakan bahasa yang berlaku setempat/tabu			✓	

D. **KOMENTAR DAN SARAN**

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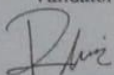.. ....
...

E. **KESIMPULAN VALIDATOR**

Mohon diisi dengan melingkari jawaban berikut ini sesuai dengan kesimpulan sebagai berikut:

4. Layak digunakan untuk uji coba tanpa revisi
5. Layak digunakan dengan sedikit revisi
6. Tidak layak digunakan untuk uji coba

Belopa, 18 November 2020

Validator

Marini S.Pd

RAW SCORES AND SCORES IN PRETEST AND POST-TEST

Respondents	Students Correct Answer in Pretest	Pretest Score	Students Correct Answer in Post-test	Post-Test Score
R1	10	50	10	50
R2	15	75	17	85
R3	11	55	13	65
R4	6	30	13	65
R5	14	70	16	80
R6	16	80	18	90
R7	12	60	12	75
R8	14	70	18	90
R9	9	45	10	50
R10	12	60	15	75

Frequency Table

Pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	1	10.0	10.0	10.0
	45	1	10.0	10.0	20.0
	50	1	10.0	10.0	30.0
	55	1	10.0	10.0	40.0
	60	2	20.0	20.0	60.0
	70	2	20.0	20.0	80.0
	75	1	10.0	10.0	90.0
	80	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

The Classification of Students' Score in the Pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	1	10.0	10.0	10.0
	Adequate	3	30.0	30.0	40.0
	Inadequate	2	20.0	20.0	60.0
	Failing	4	40.0	40.0	100.0
	Total	10	100.0	100.0	

Frequency Table

Post-Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	2	20.0	20.0	20.0
	65	2	20.0	20.0	40.0
	75	2	20.0	20.0	60.0
	80	1	10.0	10.0	70.0
	85	1	10.0	10.0	80.0
	90	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

The Classification of Students' Score in the Post-Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	2	20.0	20.0	20.0
	Good	2	20.0	20.0	40.0
	Adequate	2	20.0	20.0	60.0
	Inadequate	2	20.0	20.0	80.0
	Failing	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

IAIN PALOPO

Descriptive Statistics

The mean score of students' correct answer in the Pretest

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	10	30	80	59.50	15.175
Valid N (listwise)	10				

The mean score of students' correct answer in the Pretest

	N	Minimum	Maximum	Mean	Std. Deviation
Post-Test	10	50	90	72.50	14.767
Valid N (listwise)	10				

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	59.50	10	15.175	4.799
	Post-Test	72.50	10	14.767	4.670

Table 4.6. The Paired Sample Test of Pre-test and Post-test

		Paired Differences					T	Df	Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	Pre-Test - Post-Test	-13.000	9.487	3.000	-19.786	-6.214	-4.333	9	.002

IAIN PALOPO

DOCUMENTATION

1. *Documentation pre-activity*

2. *Documentation main activity*

3. *Documentation of the end activity*
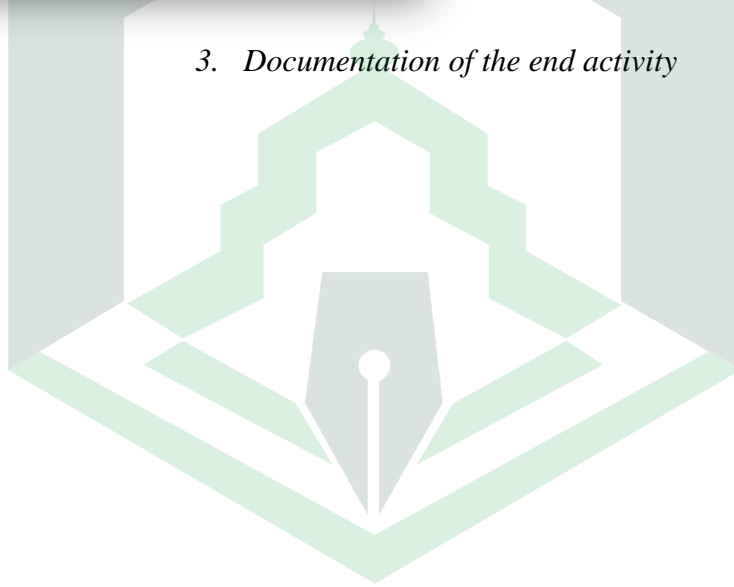
Nomor : 366/PENELITIAN/06.07/DPMPTSP/XI/2020
Lamp : -
Sifat : Biasa
Perihal : *Izin Penelitian*

Kepada
Yth. Ka. Desa Lamunre
di -
Tempat

Berdasarkan Surat Dekan Institut Agama Islam Negeri Palopo : 0939/In.19/FTIK/HM.01/11/2020 tanggal 27 November 2020 tentang permohonan Izin Penelitian.
Dengan ini disampaikan kepada saudara (i) bahwa yang tersebut di bawah ini :

Nama : Nilasari
Tempat/Tgl Lahir : Lamunre / 08 Mei 1997
Nim : 16 0202 0165
Jurusan : Pendidikan Bahasa Inggris
Alamat : Dsn. Labuaja
Desa Lamunre
Kecamatan Belopa Utara

Bermaksud akan mengadakan penelitian di daerah/instansi Saudara (i) dalam rangka penyusunan "Skripsi" dengan judul :

INCREASING STUDENTS VOCABULARY THROUGH CONGKLAK GAME AT NILS COURSE OF THE VILLAGE OF LAMUNRE

Yang akan dilaksanakan di **DESA LAMUNRE**, pada tanggal **30 November 2020 s/d 06 Desember 2020**

Sehubungan hal tersebut di atas pada prinsipnya kami dapat menyetujui kegiatan dimaksud dengan ketentuan sbb :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan harus melaporkan kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
2. Penelitian tidak menyimpang dari izin yang diberikan.
3. Mentaati semua peraturan perundang-undangan yang berlaku.
4. Menyerahkan 1 (satu) examplar copy hasil penelitian kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin tidak mentaati ketentuan-ketentuan tersebut di atas.

1 2 0 2 0 1 9 3 1 5 0 0 0 3 3 7

Diterbitkan di Kabupaten Luwu
Pada tanggal : 30 November 2020
Plt. Kepala Dinas

Drs. H. MUSTAFA RAHIMA, MM
Pangkat : Pembina Tk. I IV/b
NIP. 19631231 199303 1 094
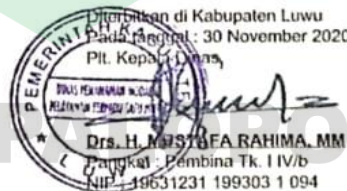
Tembusan :
1. Bupati Luwu (sebagai Laporan) di Belopa;
2. Kepala Kesbangpol dan Linmas Kab. Luwu di Belopa;
3. Dekan Institut Agama Islam Negeri Palopo;
4. Mahasiswa (i) Nilasari;
5. Arsip

PEMERINTAH KABUPATEN LUWU
KECAMATAN BELOPA UTARA
DESA LAMUNRE

Jln. Andi Makkulau   Kode Pos 91994

No.   : 106 /K-DLR/XII/2020
Lamp.   : -
Perihal   : Surat Izin Penelitian

Dengan Hormat

Sehubungan dengan adanya surat Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Luwu, No : 366/PENELITIAN/06.07/DPMPTSP/XI/2020, tentang Permohonan Izin Penelitian, yang akan di laksanakan oleh :

Nama	:	NILASARI
Tempat/Tgl Lahir	:	LAMUNRE, 08 MEI 1998
NIM	:	16 0202 0165
Jurusan/Program Studi	:	PENDIDIKAN BAHAS INGGRIS
Alamat	:	DSN. LABUAJA, DESA LAMUNRE, KEC. BELOPA UTARA KAB. LUWU

Maka Kami selaku pemeritah Desa Lamunre dengan ini memeberikan izin kepada yang bersangkutan tersebut diatas untuk melakukan penelitian di daerah kami dalam rangka penyusunan Skripsi yang berjudul "INCREASING STUDENTS VOCABULARY THROUGH CONGKLAK GAME AT NILS COURSE OF THE VILLAGE OF LAMUNRE".

Demikian Surat izin ini kami berikan kepada yang bersangkutan untuk diperguanakan sebagaimana mestinya.

Lamunre, 03 Desember 2020

Kepala Desa Lamunre

ABD. RAHMAN CAKKA, ST

Tembusan Disampaikan Kepada Yth :

1. Bupati Luwu (Sebagai Laporan) di Belopa;
2. Kepala Badan Kesbangpol dan Linmas Kab. Luwu di Belopa ;
3. CAMAT Belopa Utara di Pammanu
4. Ketua Prodi Pendidikan Bahasa Inggris IAIN Palopo
5. Mahasiswa (i) Nilasari
6. Arsip

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

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

SURAT KETERANGAN
No.   196/In.19/FTIK/PBI/PP.00.9/03/2021

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

Nama	:	Nilasari
NIM	:	16 0202 0165
Semester	:	X (sepuluh)
Program Studi	:	Pendidikan Bahasa Inggris
Keperluan	:	Seminar Hasil/Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity* 24 %. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 24 Maret 2021

Mengetahui,
Ketua Prodi,

AmaliaYahya, S.E., M.Hum.
NIP 197710132005012006

Admin Turnitin PBI,

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

INCREASING STUDENTS' VOCABULARY THROUGH CONGKLAK GAME AT NILS COURSE OF THE VILLAGE OF LAMUNRE

A Thesis

Submitted to the English Language of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo Fulfillment of Requirement for S.Pd Degree of English Education

CURRICULUM VITAE

NILASARI she was born on 8th may 1997 in Lamunre. Her father's name is Sahrir and her mother's name is Nurhaeda. She has one brother and two sisters. She is the second child in her family. She started her study Elementary School (SDN 34 Paconne) in 2003 and she graduated in 2012. After that, she continued her study at SMPN 1 Belopa, she graduated in 2013 and continued her study at SMKN 2 Belopa, she graduated in 2015. After that in 2016 she continued her study at state institute for Islamic Studies (IAIN) Palopo and taking English Department. She finished her study in 2021.In the end of her study at the State Institute for Islamic Studies (IAIN) Palopo, wrote a thesis entitled is "Increasing Students' Vocabulary through Congklak Game at Nils Course of the Village of Lamunre".