

**IMPROVING STUDENT'S VOCABULARY THROUGH RUSTAN FINGER
GAMES OF EIGHT GRADE AT SMPN 5 PALOPO**



IAIN PALOPO

A THESIS

**Submitted to the English Language of SI Tarbiyah Department and Teacher
Training Faculty of the State Islamic Institute of Palopo in Partial Fulfillment
of Requirement for S.Pd. Degree in English Study Program**

By

NURINDAH

REG. NUM. 14.16.3.0098

Supervised By:

- 1. Dr. Rustan S., M.Hum.**
- 2. Muh. Irfan Hasanuddin, M.A**

**ENGLISH EDUCATION PROGRAM TARBIYAH AND TEACHERS
TRAINING FACULTY STATE ISLAMIC INSTITUTE OF PALOPO 2020**

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PRONOUNCEMENT

Signature by :

Name : Nurindah

Reg. Number : 14.16.3.0098

Departement : Bahasa Inggris

Faculty : Tarbiyah dan Ilmu Keguruan

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Palopo, 16 Januari 2020

Research



14.16.3.0098

THESIS APPROVAL

This thesis entitled "Improving Student's Vocabulary Through Rustan Finger Game Of Eight Grade at SMPN 5 Palopo " Which is Written by Nurindah , Reg. Number. 14.16.3.0098, S1 English Study Program of Tarbiyah and Teacher Training Faculty of Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in Munaqasyah session which is carried out on Wednesday, 09th of September 2020 M, coincided with 20th Muharram 1442 H, it is authorized and acceptable as partial fulfillment for S.Pd. degree in English language teaching.

Palopo, 09th September 2020 M
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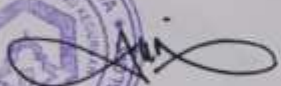
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|-----------------------------------|---------------|---|
| 1. Dr. H. Rustan S., M.Hum | Chairman | () |
| 2. Dr. Masruddin, S.S., M.Hum | Examiner I | () |
| 3. Syamsudarni, S.Pd.I,M.Pd | Examiner II | () |
| 4. Dr. H.Rustan S., M.Hum | Consultant I | () |
| 5. Muhammad Irfan Hasanuddin, M.A | Consultant II | () |

Approved by,


The Rector of IAIN Palopo
The Dean of Tarbiyah and
Teacher Training




Dr. Nurdin K, M.Pd
NIP 19681231 199903 1 014

The Head of the English
Study Program




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

CONSULTANT APPROVAL

Thesis Entitled : Improving Student's Vocabulary Through Rustan
Finger Games Of Eight Grade At Smpn 5 Palopo

Written by :

Name : Nurindah

Reg. Num : 14.13.6.0098

Faculty : Tarbiyah and Teacher Training


Study program : English

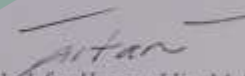
Has been corrected and approved to be examined.

Palopo, 06 Maret 2020

Consultant I

Consultant II


Dr. Rusfan S., M.Hum
NIP. 196512311992031054


Muh. Irfan Hasanuddin, M.A
NIP. 197406231999031002

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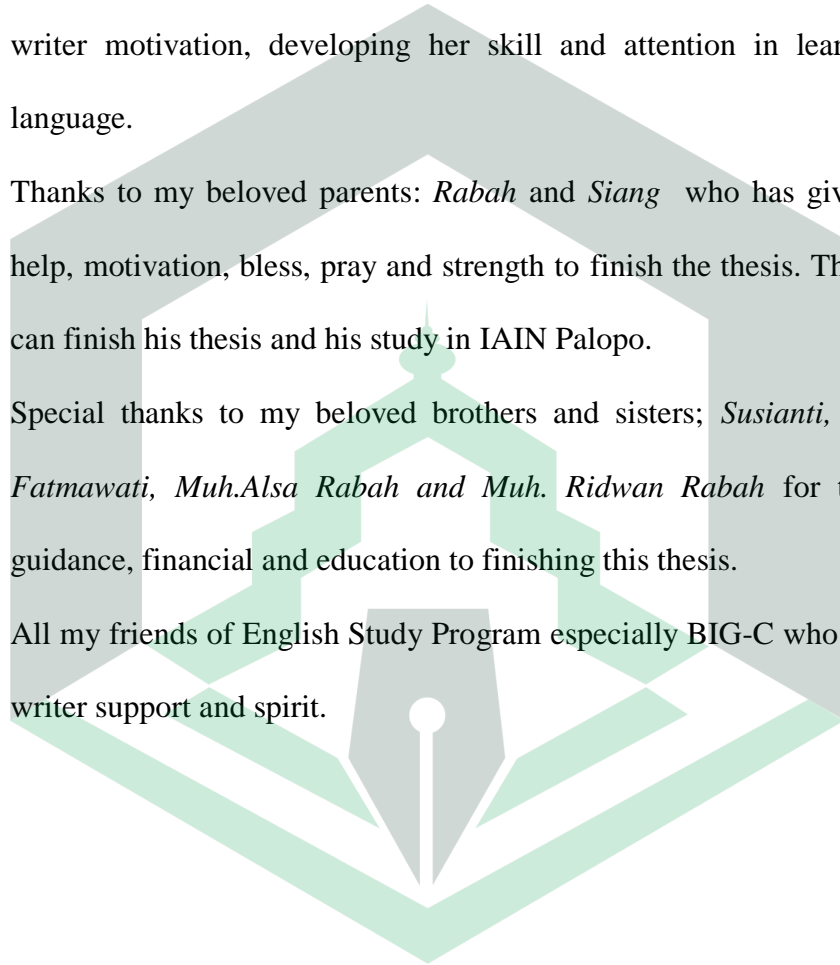
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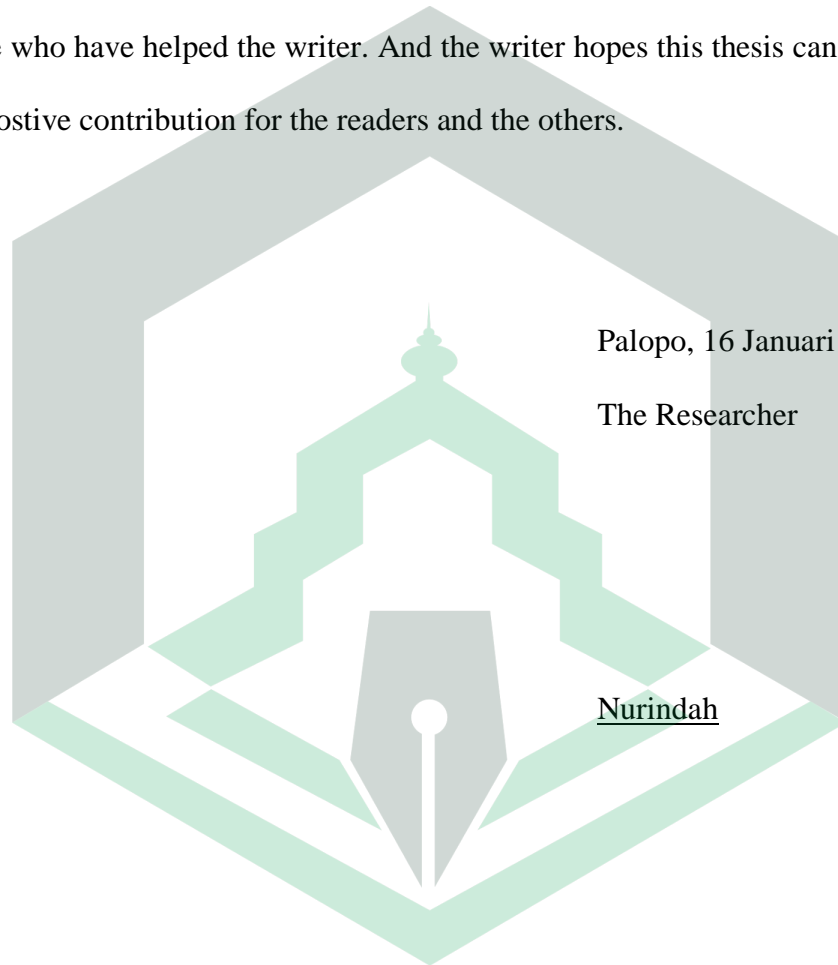
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The Researcher

Nurindah

TABLE OF CONTENT

CHAPTER I INTRODUCTION

A. Background	1
B. Problem Statement	3
C. Objective of the Study	4
D. Scope of the Study	4
E. Significance of the Study	4
F. Definition of Terms.....	5

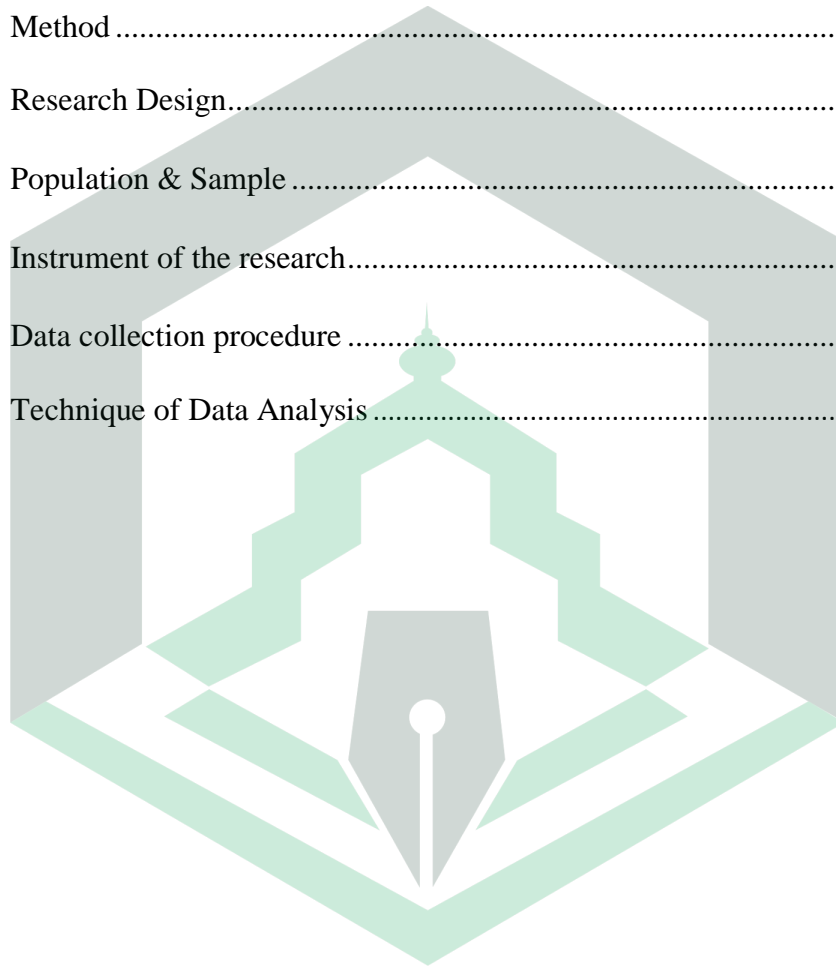
CHAPTER II REVIEW OF RELATED LITERATURE

A. Previous Study.....	6
B. Some Pertinent Ideas	8
1. The Concept of Vocabulary.....	8
2. Definition of Vocabulary.....	8
3. Types of Vocabulary	11
4. The Principles of Learning and Teaching Vocabulary.....	12
5. The Importance of Vocabulary.....	14
C. The Concept of Show Game	15
D. The Implementation Rustan Finger Game Learning	25
1. The definition of Rustan Finger Game.....	25
2. Teaching vocabulary using Rustan Finger Game.....	25

E. Theoretical framework	26
F. Hypotheses	29

CHAPTER III RESEARCH METHODOLOGY

A. Method	30
B. Research Design.....	30
C. Population & Sample	30
D. Instrument of the research.....	31
E. Data collection procedure	31
F. Technique of Data Analysis	32



ABSTRACT

Nurindah, 2020. “Improving Student’s Vocabulary Through Rustan Finger Games Of Eight Grade At SMPN 5 Palopo.” Thesis, English Study Program Educational Department in State Islamic Institute (Iain) Palopo. Consultants: Dr. Rustan S.M.Hum and Muh. Irfan Hasanuddin S.Ag.M.A

Key Words: Rustan Finger Game, Vocabulary

This thesis is about Improving Student’s Vocabulary Through Rustan Finger Games Of Eight Grade At SMPN 5 Palopo. The problem statement of this thesis: Is the use of Rustan finger games effective in teaching vocabulary to the students of eighth grade at SMPN 5 Palopo? This the objective of the study: To Find out whether the use of Rustan finger games is effective to improve students’ vocabulary or not.

This research applied pre-experimental. The population of this research was the Eighth Grade Students of SMPN 5 Palopo. The number of population was 180 students. The sample were class VIII D consisted of 25 students. The sampling technique in this research was purposive sampling. The instrument of the research was vocabulary test. The pretest given to know basic ability of the students’ vocabulary and the posttest given to know the students’ improvement in students’ vocabulary after given the treatment, and the research used Rustan Finger game. The test contained 20 items from which contain two option in each number. Then the test was calculated and analyzed using SPSS 22.

The researcher can conclude that using Rusatn Finger game is effective in improving students’ vocabulary of eighth grade at SMPN 5 Palopo. It was proven by a significant difference between the students’ mean score of pretest and posttest. In pretest, the students’ mean score is 75.4400 and the students’ score in posttest is 82.6000. The students’ answer in the text that Rustan Finger game improve students’ vocabulary make students easy to memorize vocabulary and learning make students get fun and enjoy, in the other hand almost all students vocabularies improve after treatment.

CHAPTER I

INTRODUCTION

A. Background

One important element in English ability was vocabulary. Vocabulary was the basic competence that might be reached by students in order to get other skill competencies like reading, writing, listening, and speaking. It was difficult to master the other competences without mastering and understanding the vocabulary, most of English teachers tried to build up the students' vocabulary by using various teaching strategies in teaching. Vocabulary is a core component of language proficiency and provides much of the basic for how well learners speak, listen, read and write. without an extensive vocabulary and strategies for acquiring new vocabulary ,learners often achieve less than their potential and may be discourage from making use of language learning opportunities around them¹.

Vocabulary is the basic knowledge in English that must be learnt first by learners. It will help the learner in learning English language well. As Harmand and Stork stated that vocabulary is a stock of words which are at the disposal of speaker or writer. As in Brainy Media.com that vocabulary is a list or collection of words arranged in alphabetical order and explained ; a dictionary or lexicon either of whole

¹ Rosmiati, "*Improving Vocabulary By Using Longest Words Game at the Eight Year Students of PMDS Putra Palopo*". (Thesis STAIN Palop 2014),p.1

language, a single work or author, a branch of science or wordbook. Besides, Hindmarsh R stated that vocabulary is a core component of language proficiency and provides much of basis for how well learners speak, listen, read and write.²

Learning vocabulary is one of important part of communicate one another, the people that want to learn language of course they have to memorize vocabularies before use vocabulary to arrange them into good sentence. In English vocabulary have more than one meaning. Sometimes students lazy in learning English because they lack vocabulary. Even they memorize some of vocabulary but sometimes they cannot save it in long term memory.

The researcher interested to improve the students' upgrade SMPN 5 Palopo because before doing the research, the researcher did observation by interviewing in SMPN 5 Palopo. From the observation, the researcher got data that the students' ability in vocabulary was low. It is proven that most of them did not know vocabulary which teacher given.

And before doing the research, the researcher had interview the students of SMPN 5 Palopo they said "they were not interested to learning English because their skill in English is limited, they do not have many vocabulary, beside that the research her also interview some English teacher he said "that the students of SMPN 5 Palopo still low in learning English, especially in vocabulary, they do not have many

² <http://rahmatsolihien.blogspot.com/2013/03/makalah-bahasa-inggris-vocabulary.html>

vocabulary, still lazy to memorize vocabulary and today recognized tomorrow forget”.

From that statement, it can be seen that students’ feelings toward a learning process will influence their achievement. There is a misconception that all learning should not be in fun and relaxed atmosphere. Actually, it is possible to find learning not in serious and solemn condition. Games help language learners to learn a language and enjoy it at the same time.

One way to create this atmosphere is learning through games. Some studies show that teaching vocabulary through games can help students improve their vocabulary and other language skills. Results of study about the use of games in teaching vocabulary show that they provide students with an interesting, challenging and enjoyable atmosphere in classroom activities and they also contribute in helping the students to absorb materials more easily.

Finally, this strategy is expected to enhance students’ ability in mastering vocabulary. Based on the explanation above, the writer is interested in conducting research with the title “Improving Student’s Vocabulary Through Rustan Finger Games of Eight Grade at SMPN 5 Palopo”.

B. Problem Statement

Based on the explanation on background the research formulates the problem statement name: Is the use of Rustan finger games effective in teaching vocabulary to the students of eighth grade at SMPN 5 Palopo?

C. Objective of the Study

Objective of the research is: Find out whether the use of Rustan finger games is effective to improve students' vocabulary or not.

D. Scope of the Study

The study focuses on the effectiveness of using Rustan finger games in improving students' vocabulary. The study is conducted in one of junior high school 5 Palopo by selecting experimental group. The scope of this study restrict to building the student vocabulary of noun, verb, adverb, adjective, preposition, conjunction, determiner and interjection.

E. Significance of the Study

The study is expected to provide information for theoretical and practical the next English education students concerning the knowledge of teaching vocabulary. In addition, this study is expected to provide information for English teachers in finding an appropriate method to teach vocabulary.

1. Theoretically

- a. Result of this research is expected to be useful information for all reader include lectures, learners, and practioner of education.
- b. To give contribution to the students of English in general especially for the students at SMPN 5 Palopo.

2. Practically

- a. To give significant contribution to the students especially how to use Rustan finger games.
- b. More especially, this thesis can give more beneficial of the students at SMPN 5 Palopo.

F. Definition of Terms

There are some terms that will be clarified to avoid misunderstanding. The terms are as follows:

- Vocabulary : as a competence to master basic daily vocabulary such as fruit, animal, school, house, and market, etc. Than can be assessed by test. The mastery only focuses on the students' ability in pronounce, write, know the meaning or the word and know to use the word in sentence.
- Rustan Finger Games : is a physical and mental competition conducted according to rules of playing fingers in teaching and learning the forms, concept, and functions of a language vocabulary (e.g. the eight parts of speech of English) with the participants in both direct and indirect opposition to each other³.

³ Rustan santaria"rustan finger game"2018.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

The write described therelated researches that haad been done by the previous researchers. The related researches as follow:

1. Mustikia, in her research entitled “Promoting the Student’s vocabulary through crossword picture to the fifth year student of madrasah ibtidayyah datoksulaiman putra palopo”. She states that crossword picture can help the student to master the vocabulary⁴.
2. Ima, in her research entitetled “ Teaching Vocabulary Through Group Work at SMPN 3 Masamba”. She states that by Group Work students can develop their vocabulary⁵.
3. Husnaini in her thesis under the title of Developing Students’ Motivation at SMPN 9 Palopo. To Learn English Vocabulary through Puzzles, suggest that for English teacher at SMPN 9, the teacher must be creative to invent a good way to back up or develop the students’ motivation to master vocabulary⁶.

⁴ Mustika, “*Promoting the Students’ Vocabulary Through Crossword Picture to the Fifth Years Student of Madrasa Ibtidayyah Datok Sulaiman Putra Palopo*”, (Thesis STAIN Palopo, 2011).p.5.

⁵ Ima, “*Teaching Vocabulary Through Group Work at Smpn 3 Masamb*”. (Thesis STAIN Palopo, 2013).p.7.

⁶ Husnaini, “*Developing Students’ Motivation at SMPN 9 Palopo to Learn English Vocabulary Through Puzzles* “. (Thesis STAIN Palopo, 2006).p.6.

4. Manula (2015) entitled “*The Effect of Anagram Technique on Students Vocabulary Achievement in Reading Descriptive Text*”, this study used the experimental design. The population of this study was the students of SMP Swasta Parulian Medan. There were 80 students of second grade junior high school as the sample of the research. This study was conducted with two randomized groups namely experimental group and control group. The control group was taught by conventional method while experimental group was taught by using anagram technique. The instrument of collecting data was multiple choice test which consist of 40 items. To obtain the reliability of the test the researcher used Person Product Moment formula. It means that teaching vocabulary by using anagram technique has more significant effect than teaching vocabulary by using conventional method⁷.

According to research, there are several similarities and differences between their research and in this study. However, all studies used strategies that were interested in their research. The similarity of their research is the same as using pre-experimental, they also use secondary school and other vocabulary skills. And the difference from their research is that they use different research methods. The research can help students to improve their vocabulary and other skills. In this study, research uses Rustan finger games to teach vocabulary.

⁷ Manula Mentari. “*The Effect Of Anagram Technique On Students’ Vocabulary Achievement In Reading Descriptive Text*”. (Thesis State University of Medan. 2015).p.12.pdf.

B. Some pertinent ideas

a. The concept of vocabulary

Vocabulary is an important thing in learning language, it would be impossible to learn vocabulary without words. It can be presented, explained in all kinds of activities, but it must be learned by the individual. Vocabulary is one of the components of language. More words we know ideas we can explore.

There are so many concepts about vocabulary, some of them:

- 1) Vocabulary is the stock of the words used by a people, or by a particular class or person.
- 2) Vocabulary is a list or collection of a language, book, author, branch of science, or the like usually in alphabetical order and defined.
- 3) Vocabulary is the words of language.
- 4) Vocabulary is word-book, glossary, dictionary or lexicon.
- 5) Vocabulary is the sum or scope of one's expressive technique, as in the arts.

b. Definition of vocabulary

In learning a new language, first thing, we hope to have some vocabulary caused that is an important element in the language. Moreover, we need to understand every word in the text. Harmer stated that the vocabulary holds the important roles; the important role as provider of organs and flesh, while language structure makes up

the skeleton of language.⁸ Meanwhile, the word of vocabulary has many meanings. Many definitions can be found about vocabulary from some experts, but the writer only chooses several of them which are important to be discussed.

Vocabulary mastery is an important thing in order to master four major skills such as speaking, reading, writing, and listening. According to Wilkins as stated in Thornbury, “without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” Moreover, learning vocabulary of foreign language presents the learner with several challenges. As stated in Harmer, the challenges are making the correct connections, understanding the foreign language between the form and the meaning of words, and discriminating the meanings of closely related words.⁹

In addition, according to Hatch and Brown, vocabulary is a list or set of words for a particular language or as a set of words that individual speakers of language might use. It means that, vocabulary is one of the important components of language to communicate.¹⁰ Vocabulary is the most important component language because it affects the four language skills, there are listening, speaking, reading, and writing. Related in to the importance of vocabulary learning is central to language acquisition,

⁸ Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman Publishing, 1991), p.153
²Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (New York : Mcgraw hill Companies, inc.,2005),p.121.pdf.

⁹ Ibid 123.

¹⁰ Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantic and Language Education*, (Cambridge: Cambridge University Press, 2001), p, 1

whether the language first, second, or foreign.¹¹ Vocabulary is a powerful carrier of meaning. A learner, recognizing the communicative power of vocabulary, might reasonably aim to acquire a working knowledge of a large number of words.¹² Moreover, Averil stated that vocabulary is a central part of language. The more words students know well and can use, the more meaning they can communicate in a wide variety of circumstances.¹³

Lines defined vocabulary as “the collection of words that an individual’s knows”.¹⁴ It means vocabulary as the number of words that people already have known which is used for communication. Vocabulary is one of the language aspects that is supposed to be learnt when learning a language since there is a belief that learning a foreign language is similar to learn its vocabulary. Vocabulary is also very important in English teaching and learning. Ghazal state that words are perceived as the building blocks upon which knowledge of the second language can be built.¹⁵ According to Jack C. Richards “vocabulary is one of the most obvious

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

¹² Jim Scrivener, (1994), Learning Teaching, English: Heinemann Publishers Oxford, p. 74.

¹³ Averil Coxhead, (2006), Essentials of Teaching Academic Vocabulary, USA: Houghton Mifflin Company, p. 1.pdf.

¹⁴ Caroline T. Linse, Practical English Language Teaching: Young Learners, (New York : McGraw Hill Companies, inc., 2005), p. 121.pdf.

¹⁵ Lotfi Ghazal, Learning Vocabulary in EFL context through Vocabulary Learning Strategies, (Novitas Royal. Vol. 1, no.2., 2007), p. 84.pdf.

components of language and one of the first things applied linguistics turned their attention to”.¹⁶

Define vocabulary is the set of words used by a writer or speaker, or a list or word used in certain book arrange in alphabetical order.

Another definition suggested by several scholars (scientist) they are:

- a. Cronbach’s defines that learning is shown by a change in behavior as a result of experiences.
- b. Harold spears give limit: learning is to observe, to read imitate to try something themselves, to listen, to follow direction . learning is change in performance as a result of practice. It word impossible to learn a language without vocabulary or word. Vocabulary is the main part in a sentence, very important to be mastered. We cannot organize our idea in a sentence without words.¹⁷

c. Types of vocabulary

In learning vocabulary there are some types that always used by the learners as follows:

- a. Reading vocabulary

A person reading vocabulary is all the words he or she can recognize when reading. This is the largest type of vocabulary simply because it includes the other.

¹⁶ Jack C. Ricards, Curriculum Development in Language Teaching, (Cambridge University Press 200) p.4.

¹⁷ Mila sari ” Developing Students’ Vocabulary Through Reading Short Story At The Eight Grade Of SMP PMDS Putra Palopo”. (STAIN Palopo,2016),p.10.

b. Listening vocabulary

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

c. Writing vocabulary

A person's writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user.

d. Speaking vocabulary

A person's speaking vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misuse-though slight and unintentional- may be compensated by facial expressions, tone of voice, or hand gesture.¹⁸

Harmer also divided vocabulary into two types there are :

a) Active vocabulary refers to vocabulary that students have learned. They are expected to be able to use by the students.

b) Passive vocabulary refers to words, which students will recognized when they met them but they will probably not be able to produce.

Schall in Amiruddin classified vocabulary into three types, namely:

1. Active vocabulary, the words are customarily used in speaking.

¹⁸ Supri Bahtiar, "Improving Students' Vocabulary By Usin Retelling Fable At The Eleventh Year Students of MAN Palopo". A thesis (STAIN Palopo,2010),p.60.

2. Reserve vocabulary, the words we know but we are rarely used them in ordinary speech. We use them in writing letter and searching for synonym.

3. Passive vocabulary, the words are recognize vaguely but we are sure of the meaning never use them is either speech or writing, we just know them because we see them before.

Good in Suryaningsih divided four kinds of vocabulary:

a. Oral vocabulary consist is words actively used in speech that comes readily to the tongue of the one conversation.

b. Writing vocabulary is stock of words that come readily to ones things vocabulary. It is commonly used in writing.

c. Listening vocabulary is stock of words, which a person can understand when they hear it.

d. Reading vocabulary is the words someone can recognize when they find it in written material. Based on the description previous, it was clear that, both active and passive vocabulary were very important. Active vocabulary was used for speaking and writing, and passive vocabulary is the word when listening and reading.

d. The principles of learning and teaching vocabulary

According to Allen, there are two major aims advanced classes. First, to prepared the students to the kinds of English used by native speaker. Second, help to students become independent on their own learning. Therefore, in explaining the unfamiliar words, the teacher did not merely simplify the sentences they use but they

were sometimes required more sophisticated sentences construction as usually used by the native speakers of English. Later on, the students developed their vocabulary by using various ways based on their preference.¹⁹

In learning and teaching vocabulary there are some principles as follows:

- a. Aims; the teacher should know the aims of the words taught.
- b. Quantity; the number of new words, which students should process and learn, must clear.
- c. Need; it is necessary to select the words which teachers serve to students its selection process is based on the aims of the course and the objective of the individual lesson, students' background and language need.
- d. Frequency exposure and repetition; there is a need of a certain amount of repetition until there is evidence that students learn the target words.
- e. Meaningful presentation; in presenting the vocabulary lesson, students should have a clear and specific understanding of what the words refer to or denote. Its presentation should be perfect, meaningful and unambiguous.
- f. Situation presentation; the way in presenting the words or unfamiliar words can be presented as a medium in teaching vocabulary.

¹⁹ Ni'Mtul Wafa."Teaching Studens' Vocabulary by Using Spelling Bee Game of The Second Year Students at SMPN 3 Sungguminasa Gowa" (Universitas Islam Negeri Alauddin Makassar 2017),p.13. pdf.

- g. Learning vocabulary in the mother tongue and target language; in teaching the target words, teacher may use words of the mother tongue as a toll of compare similarities and differences of the words.
- h. Guessing produce in learning vocabulary; guessing is a way in learning vocabulary. It leads students to think the meaning of the word taught.²⁰

e. The importance of vocabulary

Vocabulary is the most important thing that students must learn before they learn grammar and four basic language skills. Swan and Walter write that “vocabulary acquisition is the largest and most important task facing the language learner”. It is why before learn about grammar, the students must learn vocabulary first.

The purpose on teaching vocabulary is to facilitate the student to improve and develop their own English skill. Therefore teachers must help students make clear what they must do or what they must learn on vocabulary mastery. According to McCarten, this steps can help teachers to teach vocabulary:

1. Providing clearly marked vocabulary lessons.
2. Making the target vocabulary set stand out, including focused practice and regularly review.
3. Giving list of vocabulary to be learned for the lesson.

²⁰ *Ibid* 65.

Gains and Redman conclude that by learning vocabulary, the learners²¹ can recognize and comprehend the context of reading, listening, material and later as productively learners can remind and use them appropriately in speech and writing. In this case, the statement noted by Legget²¹ said that by vocabulary the learners can recognize all the words in written and oral context and finally they can use them daily in speaking and writing. Based on this the researcher can be concluded that function of vocabulary is the students can be recognize all the words in writing, comprehend the context of reading and can remind and use them speaking and writing.²¹

C. The concept of show game

1. Definition games

Game theory is a learning method used in analyzing a number of players and individuals who show rational strategies. The first game theory was invented by a group of mathematicians in 1944. The theory put forward by John Von Ann and Oscar Morgenstern, according to him, consists of a set of rules that build competing situations from 2 or several group people by choosing a strategy built to maximize self-victory or to minimize victory.²²

Some of the definitions of the game according to some experts:

²¹ *Ibid* 12.

²² <https://repository.widyatama.ac.id/xmlui/bitstream/handle>

1. John C Beck & Mitchell Wade, Gamers are proven attention-grabbers. Gameadalaha good training environment for the real world in organizations that demand collaborative problem solving.

2. Samuel Henry, Games are a form of entertainment that is often lined up as a refreshment of the mind from the fatigue caused by our activities and routines. the participatory system is dynamic because the game has a level of storytelling that is not owned by the film.

3. Andik Susilo, Game is one of the opium that is difficult to remove, even some say that opium online games are similar to drugs.

Wright, Betteridge, and Buckby also stated some reason why games are used in teaching-learning process. First, language learning is a hard work. In language learning, learners have to understand the foreign language that is being learned and they have to do some efforts to use the language in conversation or in written composition, so they get new understandings about the language. In this case, games help and encourage many learners to sustain their interest and work. Second, games help teacher to create useful and meaningful contexts. Students want to give participation in class, students have to know what does the written text mean or what the others are saying. Students must speak or write to express their thought or give information. Games help student to experience language rather than study it merely.

Third, repeated use of language items. Games that are repeated in a classroom, help students to have the opportunity to sense working the language as living communication. When playing games, usually it involves the emotions, and the meaning of the language, it is more obvious experience. For that reason, games can be consider as a better absorbed activity than learning based on mechanical drills.

And the last, it is the central of learning. Games provide intense and meaningful practice of language, then they must be regarded as central to language teachers repertoire and not merely a way of passing the time. Evans (cited in Aisyatin, proposed some characteristics of games that games are entertaining and exciting for learners by the competition and suspense of the outcome and the winner of the game. Games are challenging and helping in improving students' motivation to involve in the learning process. While playing the games, indirectly, students are also learning the lesson that has already given by the teacher Through games, students can use the language communicatively in the context created by teacher, exchange information and express their own opinions.

Game theory (game theory) is a part of science that is related to decision making when there are two parties or more are in a condition of competition or conflict. The competing parties are assumed to be rational and intelligent, meaning that each party will carry out a rational action strategy to win the competition, and

each party also knows the opposing party's strategy. Furthermore, this party is called a player.²³

There are some definitions of game. One of them is game as ‘an activity with Rules, a goal and an element of fun.’ In this research, the game is perceived as a meaningful fun activity governed by rules.²⁴ Moreover, games are a part of human life since time. In that present not only at childhood but throughout most of our adult life. Over the past few years, studies have shown that the use of games, as a complement to traditional learning, games also can be effective educational tools, since they are fun motivate the user, facilitate learning an increase the storage capacity of what was taught.²⁵ “Game’ to mean an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others”²⁶

In classroom activity, learners have some types of learning such as visual, audiovisual, and audio. Therefore, in teaching vocabulary teachers can use some techniques to facilitate students need in presenting vocabulary. These techniques are visual, verbal, and translation.

²³ <https://sutrisnoadityo.wordpress.com/2013/10/12/teori-permainan-game-theory>

²⁴ BlankaFrydrychovaKlimova, Games in the Teaching of English, Procedia– Social and Behavioral Sciences 191 2015, p.2

²⁵ Ana C.R Paiva et al, iLearnTest – Framework for Educational Games, procedia-social and behavioral sciences 228 (2016) 443-445.

²⁶ Andrew Wright et al, Games for Language Learning, (Cambridge university press 2006)p.1

a. Visual

The technique includes picture realia, drawing, mime, gesture, flash card. In classroom, teachers can use power point in order to make their vocabulary presentation more listening. This technique is useful for teaching concrete items of vocabulary such as description, place, actions ,etc.

b. Verbal

The technique includes the use of illustrative situation of synonym and definition and opposite, and scale and example. This technique involves the use of spoken or written language.

c. Translation

The technique commonly used by teacher to present a new vocabulary. Teachers can use the dictionary, and e- translate in the classroom activity.²⁷ In this world, we can find people in their activity play with other friends more pleasant. They play together without bad feeling because the activity that they do make they feel free. In classroom activity we also found some teachers use games for their teaching process not only in the school but also in course. According to Wright, games is an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others²⁸. Classroom activity it can be concluded that games is the activity that can make people

²⁷ Ruth Gairns and Stuart Redman. Working with words .A guide to teaching and learning ,(Cambridge University Press), p. 73-75

²⁸ Andrew Wright et.all, *games for language learning*, (new york; cambridge university press,2006),p.1.

communicate with other especially in the classroom. In the classroom, games build student relationship between their friends because games will make they have challenge with other.

In addition, games also have benefits for teaching and learning activity as follows:

- a. Games help and encourage many students to build their interest and work.
- b. Games help the teacher to create contexts in which the language is useful and meaningful.
- c. Games provide one way of helping the learners to experience language rather than merely study it²⁹.

Contrast from the benefit, games also has limitation as follows:

- a. Games have competitive aspect. When teacher teach students by using game, they should minimize the competition aspect because competition has the winner and the loser. However, competition makes students have motivation to do their best in order to make sure students to do their best.
- b. Games to make too much on making and practicing it.

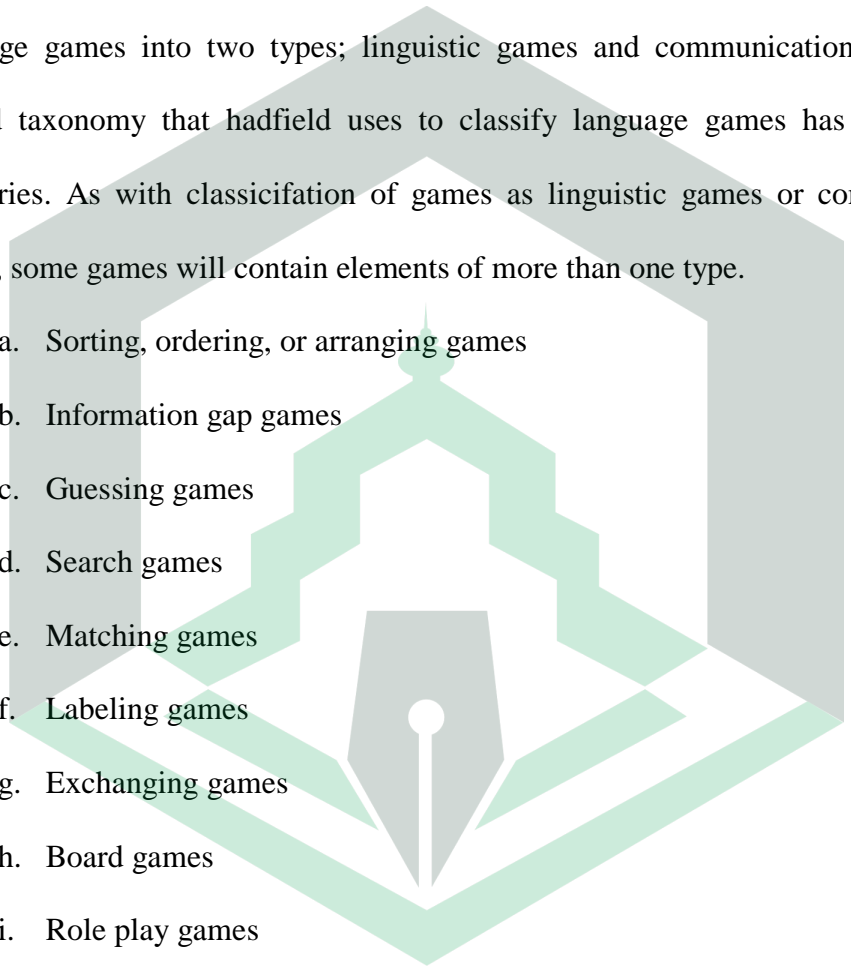
In teaching and learning activity, some games can be used for teacher to facilitate their students in order to make students easy when learning however. In choosing the game, the teacher must be careful because teacher should consider students level of learning. Some games may be difficult or boring for students so that

²⁹ *Ibid*, p.2.

for teaching vocabulary. Teachers uses creative games such Rustan finger games. In this study, the researcher used jeopardy games as a techniqe in teaching vocabulary.

2. Types of language games

Hadfield explain two ways of classifying language game. First ,she divides language games into two types; linguistic games and communication games .the second taxonomy that hadfield uses to classify language games has many more categories. As with classicifation of games as linguistic games or communicative games, some games will contain elements of more than one type.

- 
- a. Sorting, ordering, or arranging games
 - b. Information gap games
 - c. Guessing games
 - d. Search games
 - e. Matching games
 - f. Labeling games
 - g. Exchanging games
 - h. Board games
 - i. Role play games

Some advantages of using games in the classroom are;

- a. Games help students to make and sustain the effort learning
- b. Vocabulary games bring real word context into the classroom ,and increase students use of english in a flexibel ,meaningful and communicative way.

- c. Games can help them (children) learn and hang on to new words more easily
- d. Games usually involve friendly competition and they keep students interest in learning the language.

3. The parts of speech of English

According to Rusdiana junaid, Rustan santari and Sri damayanti that in fundamental english the words that from sentence divided into egiht parts (the eight parts of speech they are noun,verb, adverb, adjective, prepositions, conjunction, determiner, and interjection).

a. Noun

Noun is a word used to name person, animal, plant, day, place, idea, name of an object or things that are dammed.

Example:

- Fajar (name of person)
- Rabbit (name of animal)
- Rose (name of flowers)

b. Verb

Verb is a word used to indicate the action or state of being a subject.

Example:

- He manded the puncture,smile mounted his bicyle and rode away
- We are very sad because they have suffered so much.

c. Adverbs

Adverbs is words that explain how, when, how many times and discuss how to make or play occurs.

Example:

- I went to labombo beach by a motorcycle yesterday

d. Adjective

Adjective is the word used to explain the nature and add meaning of an object or pronoun.

Example:

- Large garden
- This pen
- My pencil

e. Preposition

Preposition is the word used to indicate the relationship between nouns or pronouns and other words in a a sentence. Word that are placed before nouns or pronouns with other part of the sentence .this preposition serves to indicate direction,position and time.

Example:

- My brother jumps into the water
- I live in palopo
- They studies in cokroaminoto palopo University.

f. Conjunction

Conjunction are words that connect words to words,part of sentences with other sentences in a paragraf or in a discourse or text. The conjunctions are not variable ,meaning they do not change either plural or have type such as noun or prounoun.

Example:

- and me are friends

Anni and shanty are beautiful girls,but the arrogant.

- You Determiners

Determiners are words placed in front of nouns which function as markers that clarify the nouns meaning.

g. Determiners

Determiners is words placed in front of nouns that function as markers that clarify the meaning of the noun. For example, the word "people" which means "people", if added "these" in front of them become "these people", it will be easier to know or understand which people are meant. and if it is placed "a lot of people", then we know that what is meant is "people" which are numerous.

The kinds of Determiners :

- Articles (a,an, the) devided into two :

1. Definite articles : the 2. Indefinite articles : a, an

- Possessive determiners : my, your, his, her, its, our, their, Rina's

Example : - His house is near from my campus

- Your dictionary is on Randi's table.

h. Interjection

Interjection is a spontaneous speech intended to express or express a feeling/thought that suddenly feels or appears: like feelings of surprise, pleasure, pain, sadness, wonder, enthusiasm, reproach, laughter, ridicule, impatience and so on. Interjection is followed by an exclamation mark.

An interjection is a word or phrase that expresses a strong feeling or emotion.

Example of word : Ouch! ,Wow!, Great! ,Help!, Oh!, Hey!, Hi.

Example sentences : Wow! I passed my English test.

D. The implementation Rustan Finger Games

a. The definition of Rustan finger games

Rustan Finger Game is a physical and mental competition conducted according to rules of playing fingers in teaching and learning the forms, concept, and functions of a language vocabulary (e.g. the eight parts of speech of English) with the participants in both direct and indirect opposition to each other.³⁰

b. Teaching vocabulary using Rustan finger games

The Rule or Procedures of the Game:

1. Make sure all of the learners or participants have learned the 8 parts of speech

³⁰ Ibid

2. Make a spare or some spare of the learners to compete each other by performing their mastery of the 8 parts of speech
3. Prepare an observer or observers to count the game players gained points
4. Count together with the observer (s) the points gained by game players
5. Determine the winner or the best game player or the biggest gained points.
6. Give appreciation or present at least clapping hands. The game is over.³¹

E. Theoretical framework

Vocabulary is an element that supports English skills component. If students have more vocabulary, it will make them easily in expressing their ideas, feeling, emotions, etc. Without vocabulary, students will have problems in earning English. This means that the vocabulary is very important in the process of learning English.

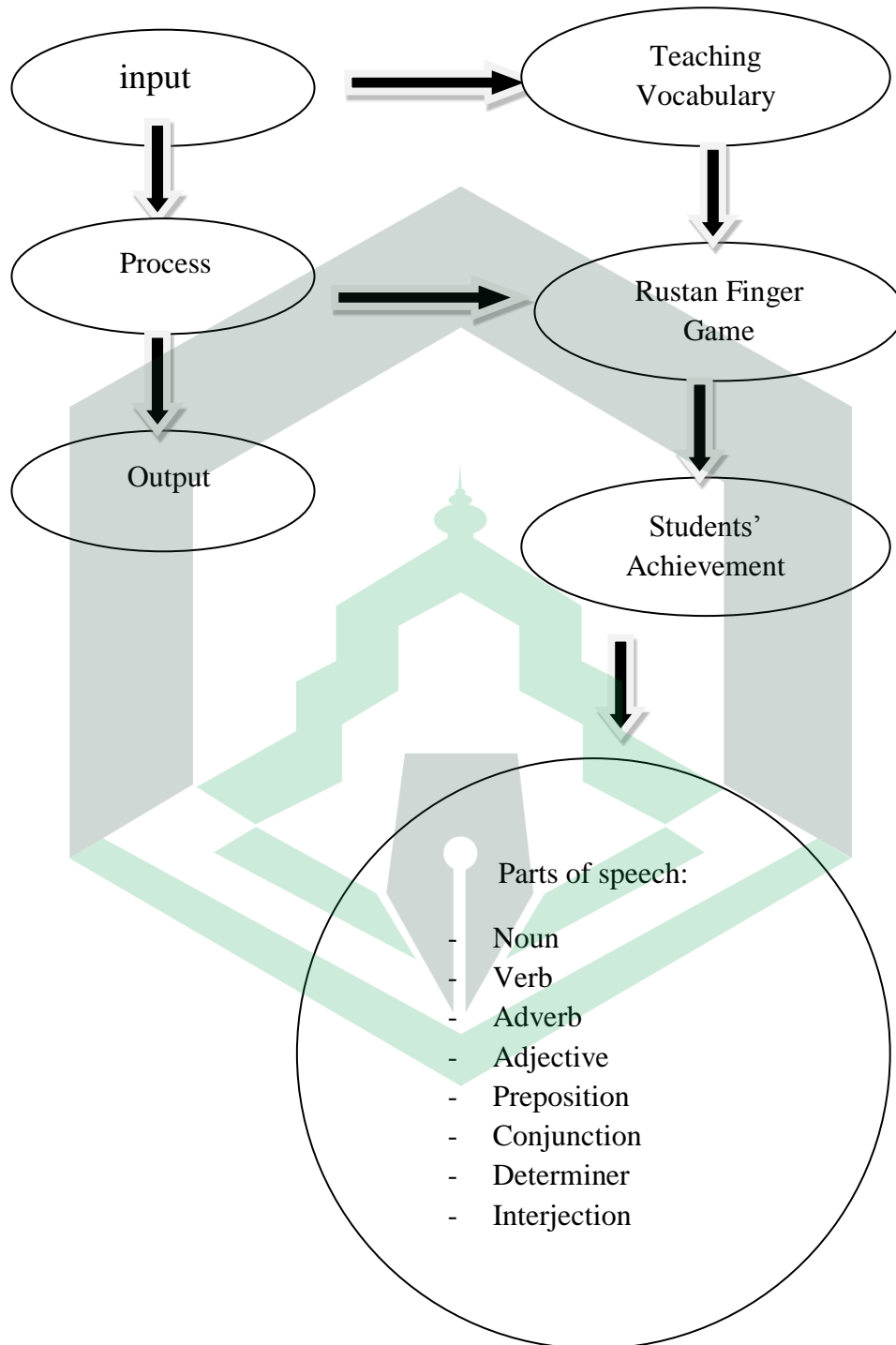
Rustan finger game is one of the funny game to teach English vocabulary, that can improve students' vocabulary skill, comprehension in the word given and it also can be used by students to practice their concentration and their ability in memorizing. In this game students not only memorize a word, letter by letter but also students to brave speak in front of public. meaning of words. From Moreover students not only develop their vocabulary but also they are able to practice either in speaking or understanding of the fact above, the researcher will conduct research in ways of rustan finger Game in teaching vocabulary, in order to bring awareness not

³¹ Ibid

only to students but also to teachers of English about how to teach vocabulary effectively.

The researcher will teach vocabulary in an experimental class. In an experimental class, the researcher uses the Rustan Finger Game in teaching vocabulary. Vocabulary is one of the problems in mastering English especially at the eighth grade students of SMPN 5 Palopo. There were many methods to teach vocabulary. One of the methods is through the Rustan Finger Game. The Rustan Finger Game is the independent variable and vocabulary is the dependent variable. Through this game leads the students to improve their vocabulary.

Learning vocabulary needs a process. In order to make an effective process, the learner should be in the effective condition of acquiring vocabulary mastery. Further, Thornbury states that the condition should help learners to acquire a critical mass of words to use in both understanding and producing language. Moreover, it will enable them to remember words over time and be able to recall them readily. In addition, it can develop strategies for coping with gaps in words, including coping with unknown words, or unfamiliar uses of unknown words.



Based on the statement above, the research focuses on improving vocabulary by using Rustan finger game. In this research the students will be given pretest to know improving vocabulary of the students in English before giving treatment as a process of learning vocabulary by using Rustan finger game.

After conducting both items, the research come to the last items namely giving posttest to know whether any significant development to the students or the output after giving treatment³².

F. Hypothesis

1. The hypothesis of the research was formulated as follows:
 - a. H_0 : The use of Rustan finger game is not effective to improve students vocabulary at the eighth class in SMPN 5 Palopo.
 - b. H_1 : The use of Rustan finger game effective to improve students vocabulary at the eighth class in SMPN 5 Palopo.
2. The hypothesis acceptability criteria as follows:
 - a. If $p\text{-value} \leq \alpha 0,05$ means reject H_0 .
 - b. If $p\text{-value} \geq \alpha 0,05$ means accept H_0 .

³² *Ibid* 20

CHAPTER III

METHOD OF THE RESEARCH

A. Method

This research used pre-experimental method. Pre-experiments are the simplest form of research design. In a pre-experiment either a single group or multiple groups are observed subsequent to some agent or treatment presumed to cause change. The pre-experimental group give pre-test, treatment, and post-test.

B. Research Design

Researcher applied pre-test and post-test design. It aimed to find out whether the use of a Rustan Finger game can be effective in improving vocabulary of the students or not. The design is written as follows:

The design of this research is described as follows:³³



Where:

O₁: Pre-test

³⁴ Suharsimi Arikunto, *Prosedur Penelitian 'Suatu Pendekatan Praktek'*, (Edisi Revisi IV; Jakarta: PT. Rineka Cipta, 1998), p.84.

X: Treatment

O2: Post-test

C. Population and Sample

1. Population

The population of this research was the Eighth Grade Students of SMPN 5 Palopo. The number of population are 180 students.

2. Sample

The sample was class VIII D consisted of 25 students. The sampling technique in this research is purposive sampling. The researcher took class VIII D because the students' vocabulary is very low in this class and the problem in class VIII D was in accordance with the title of the researcher.

D. Instrument of the research

The instrument of this research is test. The kind of test is vocabulary test where the test consist of pre-test and post-test. While the post-test is used to measure the students' vocabulary after the Rustan finger game treatments. The test contained 20 items from which contains two options in each number.

E. Data Collection Procedure

The data collection procedure as described below:

1. Pre-test

Before giving some information and explanation of Rustan finger game, the researcher is give pretest to the student to know how is students previous know lag vocabulary.

2. Treatment

In conducting the treatments, the researcher acted as the teacher and the judge of the Rustan finger game at the same time. Each meeting has different material. part of speech consist of Noun, Verb, Adjective, Adverb, Preposition, Conjunction Determiner, and Interjection.

- a. The researcher divided into 2 groups
- b. The researcher gave procedure to apply the Rustan Finger Game
 - 1) Make sure all of the learners or participants have learned the 8 part of speech
 - 2) Make a spare or some spare of the learners to compete each other by performing their mastery of the 8 part of speech
 - 3) Prepare an observe of observers to count the game players gained points
 - 4) Count together with the observer (s) the points gained by game players

- 5) Determine the winner or the best game player or the biggest gained points
- 6) Give appreciation or present at least clapping hands. The game is over

c. The researcher gave of sentence in the whiteboard and than the students race raise hand to apply Rustan Finger Game

d. The students will play Rustan Finger Game to practice their vocabulary.

3. Post-test

After giving treatment, the researcher is give post test. The researcher give a post test that aims to identify students' vocabulary after giving treatment.

F. Technique Analysis Data

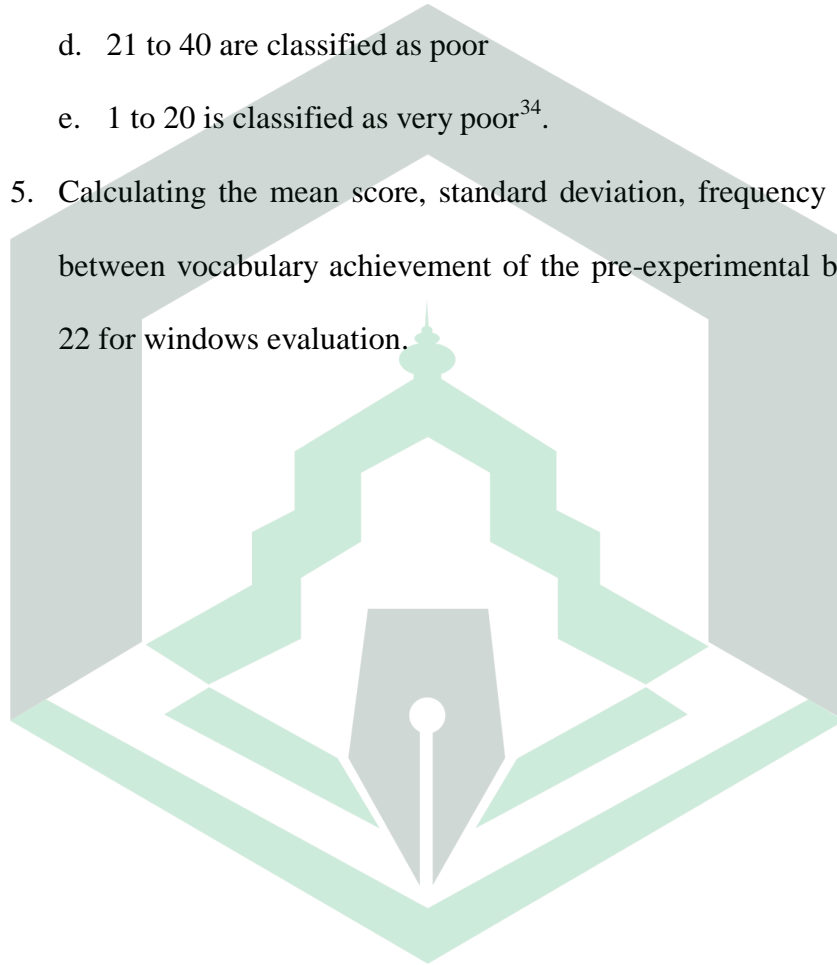
Before analyzing the data, the researcher collected the data and analyzed by using procedures follows:

1. Analyzing the raw data of pretest. Each of the students' correct answer got 1 and the wrong answer got 0.
2. Raw scores were converted to a set of core maximum of 100, using the following formula:

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

3. Converting the score of the students into values

4. Score or the test was classified into criteria as follows:
 - a. 80 to 100 are classified as very good
 - b. 61 to 80 is classified as good
 - c. 41 to 60 are classified as fair
 - d. 21 to 40 are classified as poor
 - e. 1 to 20 is classified as very poor³⁴.
5. Calculating the mean score, standard deviation, frequency table and test between vocabulary achievement of the pre-experimental by using SPSS 22 for windows evaluation.



³⁵ Muhammad Kasiran, *Teknik analisis item' Tes hasil belajar dan cara menghitung Validity and Reabsility*. (Surabaya: Usaha nasional, 1948).

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The finding research show the result of the data that have been analyzed statistically and the tabulating of data. It compares of the students' score in pre-test and post-test, classification percentage of students score in pretest and posttest, the mean score and standard deviation of the students' pre-test and post-test.

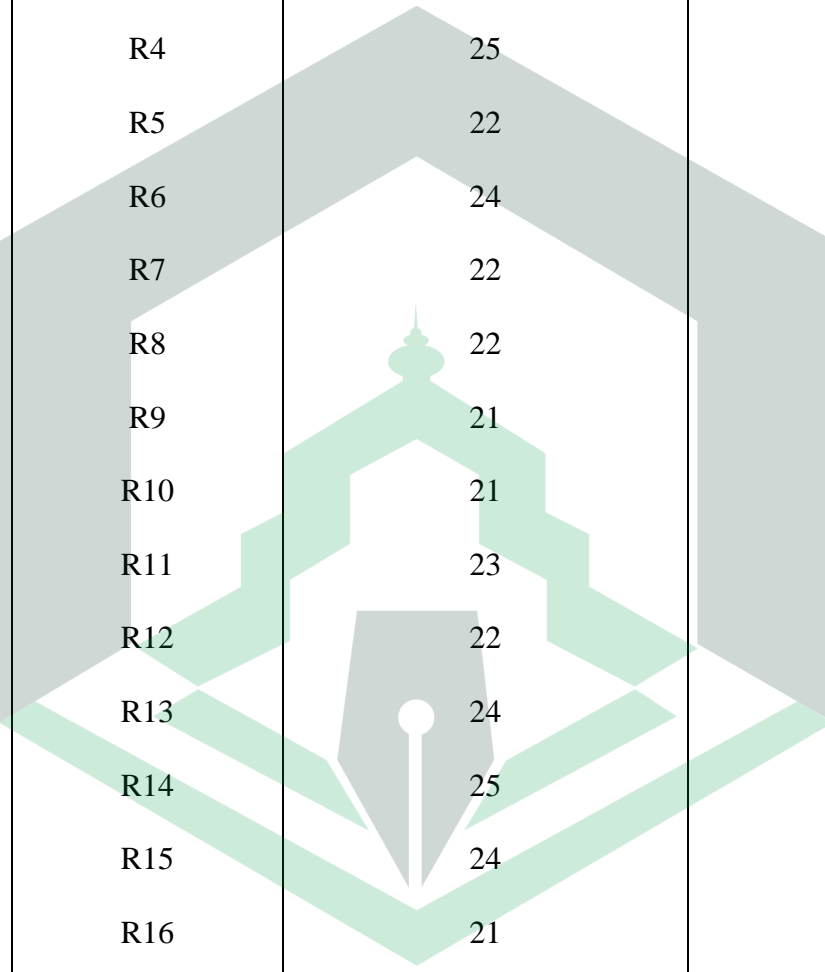
1) The analysis students' vocabulary score in pretest and posttest

a. Pre-test

In this section, the research shows the complete score of students in vocabulary (students correct answer) in pre-test, the mean score and standard deviation of students, and the rate percentage of students' vocabulary score in pre-test. The research presents the data in the tables and calculates the score by using SPSS 22 program. Then, the researcher show the students' complete score students vocabulary in pre-test. The tabulation of students' score the pretest can be seen in table 4.1

Table 4.1

The Score of Students' Vocabulary in the Pre-test



Respondent	Correct Answer	Score
R1	21	70
R2	23	77
R3	23	77
R4	25	83
R5	22	73
R6	24	80
R7	22	73
R8	22	73
R9	21	70
R10	21	70
R11	23	77
R12	22	73
R13	24	80
R14	25	83
R15	24	80
R16	21	70
R17	24	80
R18	20	67
R19	23	77
R20	25	83

R21	23	77
R22	23	77
R23	21	70
R24	23	77
R25	22	73

Table 4.1 shows that the lowest score was 67.0 there were three students got it beside, the highest score was 83.0 there were eleventh students got it.

Furthermore, the research presented and tabulated the mean score of the students' correct answer. It can be seen in table 4.2:

1) Students correct answer

Table 4.2
The Score of Students' correct Answer in pre-test

Respondent	Correct Answer
R1	21
R2	23
R3	23
R4	25
R5	22
R6	24
R7	22

R8	22
R9	21
R10	21
R11	23
R12	22
R13	24
R14	25
R15	24
R16	21
R17	24
R18	20
R19	23
R20	25
R21	23
R22	23
R23	21
R24	23
R25	22

To calculate the mean score of students' correct answer, the research calculated it by using SPSS 22. The result can be presented in to the table descriptive statistic it can be seen in table 4.3:

Table 4.3

The mean score of students' correct answer in pre-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	25	67.00	83.00	75.4400	4.67333
Valid N (listwise)	25				

From the table 4.3, it shows that the highest score of students is 83.0 and the lowest score is 67.0. Besides, it also indicates that the mean score of students' accuracy in pre-test is 75.4400 and the standard deviation error is 4.67333.

In other side, the researcher also has written the students' score of correct answer before giving treatment by Rustan Finger game and it presents through the table rate percentage scores. it can be seen in table 4.4:

Table 4.4

The Rate Percentages Score of the Students' Accuracy in Pre-Test

Classification	Score	Frequency	Percentage
Very good	80-100	3	12%
Good	61-80	22	88%

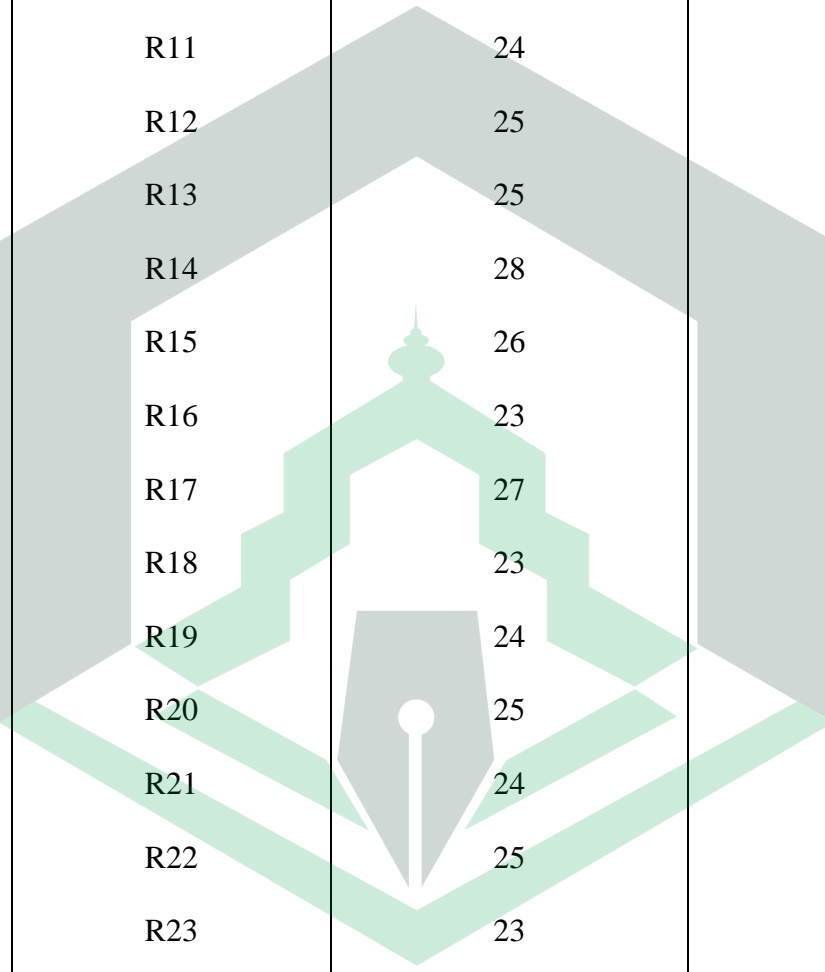
Fair	41-60	0	0%
Poor	21-40	0	0%
Very poor	1-20	0	0%
Total		25	100%

The table 4.4 indicates that students' score in the frequency of pre-test. It shows that there were 3 students (12%) who got very good and good there were 22 students (88%). There was none of the students (0%) who got fair, poor and very poor. based on the data above, it can be seen on the table above there were only 3 students got very good that indicated the vocabulary of the students still low.

The researcher shows the students' complete score students' vocabulary in post-test. The tabulation of students' score in the posttest can be seen in the table 4.5

Table 4.5
The Score of Students' Vocabulary in the Post-test

Respondent	Correct Answer	Score
R1	24	80
R2	26	83
R3	25	83
R4	26	87
R5	25	83
R6	27	90



R7	24	80
R8	27	90
R9	21	70
R10	24	80
R11	24	80
R12	25	83
R13	25	83
R14	28	93
R15	26	87
R16	23	77
R17	27	90
R18	23	77
R19	24	80
R20	25	83
R21	24	80
R22	25	83
R23	23	77
R24	25	83
R25	25	83

Table 4.5 shows that the lowest score was 70 there were one students got it beside, the highest score was 93 there were one students got it.

Furthermore, the researcher presented and tabulated the mean score of the students' correct answer. It can be seen in table 4.6;

2) Students correct answer

Table 4.6

The Score of Students' correct Answer in post-test

Respondent	Correct Answer
R1	24
R2	26
R3	25
R4	26
R5	25
R6	27
R7	24
R8	27
R9	21
R10	24
R11	24
R12	25

R13	25
R14	28
R15	26
R16	23
R17	27
R18	23
R19	24
R20	25
R21	24
R22	25
R23	23
R24	25
R25	25

To calculate the mean score of students' correct answer, the researcher calculated it by using SPSS 22. The result can be presented in to the table descriptive statistic it can be seen in table 4.7:

Table 4.7

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

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	25	70.00	93.00	82.6000	5.02494

From the table 4.7, it shows that the highest score of students is 93.0 and the lowest score is 70.0. Besides, it also indicates that the mean score of students' accuracy in post-test is 82.6000 and the standard deviation error is 5.02494

In other side, the researcher also has written the students' score of correct answer before giving treatment by Rustan Finger game and it presents through the table rate percentage scores. It can be seen in table 4.8:

Table 4.8
The Rate Percentages Score of the Students' Accuracy in Post-Test

Classification	Score	Frequency	Percentage
Very good	80-100	21	84%
Good	61-80	4	16%
Fair	41-60	0	0%
Poor	21-40	0	0%
Very poor	1-20	0	0%
Total		25	100%

The table 4.4 indicates that students' score in the frequency of pre-test. It shows that there were 21 students (84%) who got very good and good there were 4 students (16%). the other showed that there were 2 students (0%) who got fair, and there was none of the students (0%) who got poor and very poor. based on the data

			Mean	Lower	Upper			
Paired Samples T-Test			Mean	Lower Bound	Upper Bound	Lower Tail	Upper Tail	Probability
Pretest - Posttest	-7.16000	3.76032	.75206	-8.71218	-5.60782	-9.520	24	.000

The hypothesis was tested by using SPSS 22. In this case, the researcher used t-test (testing of significance) for paired sample t-test, that is a test to know the significance difference between the result of students' mean score in pretest and posttest.

Assuming that the level of significance (α) = 0.05, the only thing which is needed; the degree of freedom (df) = N - 1, where df = 24, than the t-test is presented in the following table.

Table 4.11

The Probability Value of T-Test of The Students' Achievement

Variable	P-Value	(α)
X2 - X1	0.00	0.05

B. DISCUSSION

Based on the research findings, it was found that students who were taught using Rustan Finger games had built their vocabulary. It was proven by the average score between the students' pre-test and post-test.

In collecting data, researchers conducted several procedures, the procedure as follows: students were given a pretest to determine their ability to understand vocabulary. After that they were given care as a process of learning vocabulary through Rustan Finger games. In pre-test, researchers asked students to answer vocabulary tests. Based on thematic questions teach nouns, words, adjectives, and verbs. Of the 30 pre-test questions, respondent 1 answered the question correctly 21 numbers compared to the post-test questions, the respondents answered the questions correctly as many as 24 numbers. The respondent 2 answered the correct pre-test questions of 23 numbers compared to when the post-test question answered 26 questions. Most students answer questions at the time of pre-test in translating words in sentences and matching words. As for the pre-test questions that students mostly wrong in answering questions that is in determining the class of words and their meanings, completing the blank words in the dialog and choosing the correct word. This is all because students' vocabulary is low.

In posttest, researchers gave the same vocabulary test at the pretest. Posttest is done after giving five times the treatment to students to find out the score in posttest and increase students' vocabulary. It was found that posttest students achieved good

classification. This proves that using this spelling bee game is very effective in improving student vocabulary.

According to Huyen and Nga stated that “in learning foreign languages, vocabulary plays an important role because it is one element that connects these four skills. The Rustan Finger game was a complete package that can train students' spelling and vocabulary. Besides Rustan Finger games are also very good for students in improving vocabulary”.³⁵

From the analysis, the researcher concluded that there was a significant difference between pretest and posttest in teaching students vocabulary through Rustan Finger game. In other words, using Rustan Finger game in teaching vocabulary could be used to increase the students' vocabulary.

The result of statistical analysis for level of significance 0,05 with degree of freedom (df) = N-1, where (N) = 25, df = 24. The probability value was smaller than α (0.00<0.05). It indicated that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. It means that spelling bee game is effective in increasing students vocabulary.

³⁷ Rustan Santaria”*Rustan finger Game*”2018

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the findings and discussion at the previous chapter, the research can conclude that using Rustan Finger game is effective to improve students' vocabulary of eighth grade at SMPN 5 Palopo. It was proven by a significant difference between the students' mean score of pretest and posttest. In pretest, the students' mean score is 75.4400 and the students' score in posttest is 82.6000.

B. Suggestions

Based on the research that had been calculated, some suggestion are presented for the teacher, students and other researcher who are interested in this particular field.

□ For English teacher should be more creative in delivering the activities in the classroom as use the Rustan Finger game as the tools of learning English. Thus, teachers can use Rustan Finger with the good step-steps to operate that roles play.

□ For students should always be active in the learning process and not afraid or lazy especially on learning English students should develop their motivation and keep their attitude when teacher is explained that material. The students also should study harder to reduce their difficult in learning English.

□ For the next researcher it was useful for further researchers to conduct the research with the bigger simple of data. Moreover, a pre-experimental method was needed to enable the researcher to have valid conclusion and to see the improvement of the researcher finding whether the result is consistent or not. Hence, the next researcher should develop the study using media and good strategies to create the capability of students.



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RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMPN 5 Palopo
Mata pelajaran : Bahasa Inggris
Materi : Parts of speech (Noun and Verb)
Alokasi waktu : 2 X 40 menit (1th meeting)

Standar kompetensi :

- Memahami makna kosa kata dalam bahasa Inggris yang berkaitan dengan *noun, verb, adverbs, adjective, preposition, conjunction, determiners, interjection* melalui permainan *Rustan finger game*.

Indikator :

- Memahami makna kosa kata dalam bahasa Inggris yang berkaitan dengan *noun and verb*.

1. Tujuan pembelajaran

- Memahami part of speech.
- Mampu menemukan contoh noun dan verb dalam kalimat.
- Mengaplikasikan game *Rustan finger game*

2. Nilai Karakter

Disiplin, terampil, kerja keras, mandiri, dan rasa ingin tahu.

3. Materi pembelajaran

- Part of speech

Part of speech adalah: jenis-jenis atau kelas kata yang dipergunakan dalam pembentukan suatu kalimat.

- Contoh kata noun:
 - Book (buku)
 - Teacher (guru)
 - Love (cinta)
 - House (rumah)
 - Year (tahun)
- Contoh kata verb:

- Swimming (Berenang)
- Study (Belajar)
- Cry (menangis)
- Buy (Membeli)
- Cut (Memotong)

➤ The step of using Rustan Finger Game :

1. Mendengarkan.
2. Berbicara.

➤ Kegiatan Pembelajaran

1. Kegiatan Pendahuluan (5 menit)
 - a. Mengucapkan salam dan berdoa.
 - b. Mengecek kehadiran siswa.
2. Kegiatan Inti (65 menit)
 - a. Guru mengajarkan tentang parts of speech.
 - b. Guru menunjukkan beberapa contoh yang termasuk noun, verb .
 - c. Guru meminta siswa untuk menentukan kalimat yang termasuk kelas kata noun, verb .
 - d. Guru mempraktikkan kepada siswa cara bermain finger game .
 - e. Guru membagi siswa menjadi dua kelompok.
 - f. masing-masing kelompok terdiri terdiri 10 orang dalam satu kelompok.
 - g. Guru memilih salah satu kelompok untuk maju kedepan .
 - h. Kelompok yang maju kedepan terdiri dari 1 orang siswa untuk bermain game.
 - i. Siswa tersebut mendapatkan 1 kalimat yang akan mereka sebutkan kelas katanya .
 - j. Guru menyebutkan kalimat dan menyuruh siswa untuk menyebutkan kelas katanya.
 - k. Jika siswa menyebutkan kelas katanya dengan benar, maka mereka mendapat 1 poin dan menuliskannya di papan tulis. Dan apabila salah satu dari mereka salah dalam menyebutkan katanya maka mereka tidak mendapat poin.
 - l. Kedua kelompok terus memainkan game secara bergantian.
 - m. Kelompok yang mengumpulkan poin banyak itu yang menjadi pemenang.
3. Kegiatan Penutup (10 menit)
 - a. Guru Menyimpulkan materi pembelajaran.
 - b. Guru menanyakan kepada siswa kesulitan dalam meningkatkan kosakata.
 - c. Mengucapkan salam.

4. Penilaian

Teknik penilaian

NO	Aspek yang di nilai	Teknik penilaian	Waktu penilaian
1	Pengetahuan	Tes	Individu
2	Menyelesaikan tugas terstruktur	Tertulis/penugasan	Individu

5. Media, alat dan bahan sumber belajar

Media/ Alat : white board and board marker

Sumber belajar : kamus bahasa inggris dan internet



RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMPN 5 Palopo
Mata pelajaran : Bahasa Inggris
Materi : Parts of speech (Adverb dan Adjective)
Alokasi waktu : 2 X 40 menit (2th meeting)

Standar kompetensi :

- Memahami makna kosa kata dalam bahasa Inggris yang berkaitan dengan *noun, verb, adverbs, adjective, preposition, conjunction, determiners, interjection* melalui permainan *Rustan finger game*.

Indikator :

- Memahami makna kosa kata dalam bahasa Inggris yang berkaitan dengan *adverb and adjective*.

4. Tujuan pembelajaran

- Memahami part of speech.
- Mampu menemukan contoh adverb dan adjective dalam kalimat.
- Mengaplikasikan game *Rustan finger game*

5. Nilai Karakter

Disiplin, terampil, kerja keras, mandiri, dan rasa ingin tahu.

6. Materi pembelajaran

- Part of speech
Part of speech adalah: jenis-jenis atau kelas kata yang dipergunakan dalam pembentukan suatu kalimat
- Contoh kata Adverb:
 - Yesterday (Kemarin)
 - Tomorrow (Besok)
 - Every month (Setiap bulan)
 - last week (Minggu lalu)
 - now (sekarang)
- Contoh kata Adjective:
 - Beautiful (Cantik)
 - Angry (Marah)
 - successful (Sukses)
 - Dirty (Kotor)
 - Smoky (Berasap)
- The step of using *Rustan Finger Game* :
 3. Mendengarkan.
 4. Berbicara.

➤ Kegiatan Pembelajaran

6. Kegiatan Pendahuluan (5 menit)
 - c. Mengucapkan salam dan berdoa.
 - d. Mengecek kehadiran siswa.
7. Kegiatan Inti (65 menit)
 - n. Guru mengajarkan tentang parts of speech.
 - o. Guru menunjukkan beberapa contoh yang termasuk adverb dan adjective .
 - p. Guru meminta siswa untuk menentukan kalimat yang termasuk kelas kata adverb dan adjective .
 - q. Guru mempraktikkan kepada siswa cara bermain finger game .
 - r. Guru membagi siswa menjadi dua kelompok.
 - s. masing-masing kelompok terdiri terdiri 10 orang dalam satu kelompok.
 - t. Guru memilih salah satu kelompok untuk maju kedepan .
 - u. Kelompok yang maju kedepan terdiri dari 1 orang siswa untuk bermain game.
 - v. Siswa tersebut mendapatkan 1 kalimat yang akan mereka sebutkan kelas katanya .
 - w. Guru menyebutkan kalimat dan menyuruh siswa untuk menyebutkan kelas katanya.
 - x. Jika siswa menyebutkan kelas katanya dengan benar, maka mereka mendapat 1 poin dan menuliskannya di papan tulis. Dan apabila salah satu dari mereka salah dalam menyebutkan katanya maka mereka tidak mendapat poin.
 - y. Kedua kelompok terus memainkan game secara bergantian.
 - z. Kelompok yang mengumpulkan poin banyak itu yang menjadi pemenang.
8. Kegiatan Penutup (10 menit)
 - d. Guru Menyimpulkan materi pembelajaran.
 - e. Guru menanyakan kepada siswa kesulitan dalam meningkatkan kosakata.
 - f. Mengucapkan salam.

9. Penilaian

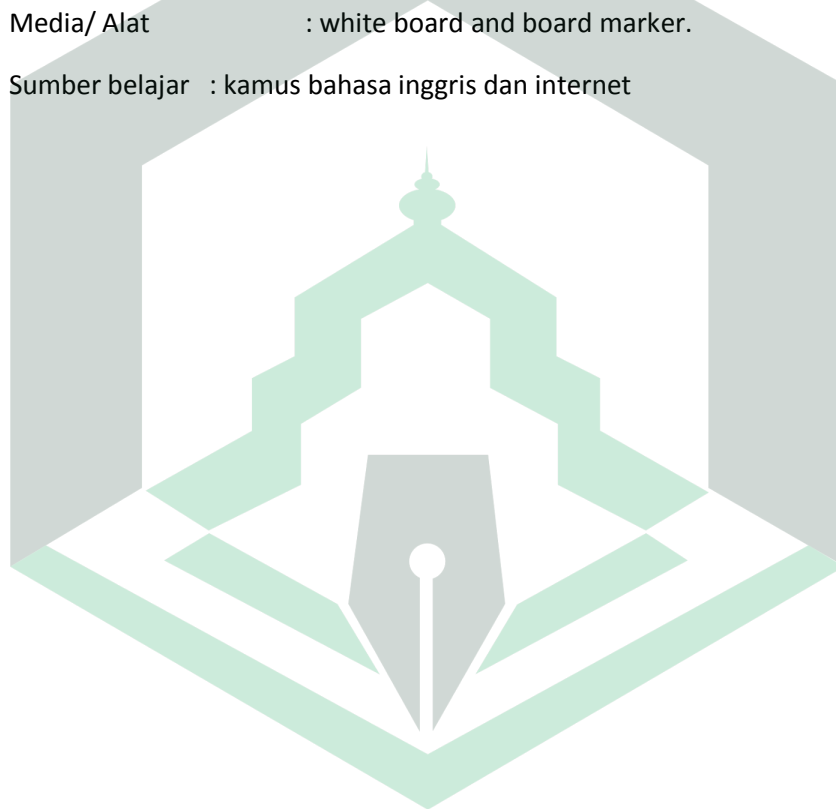
Teknik penilaian

NO	Aspek yang di nilai	Teknik penilaian	Waktu penilaian
1	Pengetahuan	Tes	Individu
2	Menyelesaikan tugas terstruktur	Tertulis/penugasan	Individu

10. Media, alat dan bahan sumber belajar

Media/ Alat : white board and board marker.

Sumber belajar : kamus bahasa inggris dan internet



RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMPN 5 Palopo

Mata pelajaran : Bahasa Inggris

Materi : Parts of speech (Preposition dan Conjunction)

Alokasi waktu : 2 X 40 menit (3th meeting)

Standar kompetensi :

- Memahami makna kosa kata dalam bahasa Inggris yang berkaitan dengan *noun, verb, adverbs, adjective, preposition, conjunction, determiners, interjection* melalui permainan *Rustan finger game*.

Indikator :

- Memahami makna kosa kata dalam bahasa Inggris yang berkaitan dengan *preposition and conjunction*.

7. Tujuan pembelajaran

- Memahami part of speech.
- Mampu menemukan contoh preposition dan conjunction dalam kalimat.
- Mengaplikasikan game *Rustan finger game*

8. Nilai Karakter

Disiplin, terampil, kerja keras, mandiri, dan rasa ingin tahu.

9. Materi pembelajaran

- Part of speech

Part of speech adalah: teks yang digunakan untuk menggambarkan tempat orang atau benda tertentu.

- Contoh kata preposition:
 - At (Di/pada)
 - After (Setelah)
 - On (Diatas)
 - Between (Diantara)
 - Above (Diatas)
- Contoh kata conjunction:

- And (Dan)
- Or (Atau)
- Also (Juga)
- Only (Cuma)
- But (Tetapi)

➤ The step of using Rustan Finger Game :

5. Mendengarkan.
6. Berbicara.

➤ Kegiatan Pembelajaran

11. Kegiatan Pendahuluan (5 menit)

- e. Mengucapkan salam dan berdoa.
- f. Mengecek kehadiran siswa.

12. Kegiatan Inti (65 menit)

- a. Guru mengajarkan tentang parts of speech.
- b. Guru menunjukkan beberapa contoh yang termasuk preposition dan conjunction .
- c. Guru meminta siswa untuk menentukan kalimat yang termasuk kelas kata preposition dan conjunction .
- d. Guru mempraktikkan kepada siswa cara bermain finger game .
- e. Guru membagi siswa menjadi dua kelompok.
- f. masing-masing kelompok terdiri terdiri 10 orang dalam satu kelompok.
- g. Guru memilih salah satu kelompok untuk maju kedepan .
- h. Kelompok yang maju kedepan terdiri dari 1 orang siswa untuk bermain game.
- i. Siswa tersebut mendapatkan 1 kalimat yang akan mereka sebutkan kelas katanya .
- j. Guru menyebutkan kalimat dan menyuruh siswa untuk menyebutkan kelas katanya.
- k. Jika siswa menyebutkan kelas katanya dengan benar, maka mereka mendapat 1 poin dan menuliskannya di papan tulis. Dan apabila salah satu dari mereka salah dalam menyebutkan katanya maka mereka tidak mendapat poin.
- l. Kedua kelompok terus memainkan game secara bergantian.
- m. Kelompok yang mengumpulkan poin banyak itu yang menjadi pemenang.

13. Kegiatan Penutup (10 menit)

- g. Guru Menyimpulkan materi pembelajaran.
- h. Guru menanyakan kepada siswa kesulitan dalam meningkatkan kosakata.
- i. Mengucapkan salam.

14. Penilaian

Teknik penilaian

NO	Aspek yang di nilai	Teknik penilaian	Waktu penilaian
1	Pengetahuan	Tes	Individu
2	Menyelesaikan tugas terstruktur	Tertulis/penugasan	Individu

15. Media, alat dan bahan sumber belajar

Media/ Alat : white board and board marker.

Sumber belajar : kamus bahasa inggris dan internet



RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMPN 5 Palopo

Mata pelajaran : Bahasa Inggris

Materi : Parts of speech (Preposition dan Conjunction)

Alokasi waktu : 2 X 40 menit (3th meeting)

Standar kompetensi :

- Memahami makna kosa kata dalam bahasa Inggris yang berkaitan dengan *noun, verb, adverbs, adjective, preposition, conjunction, determiners, interjection* melalui permainan *Rustan finger game*.

Indikator :

- Memahami makna kosa kata dalam bahasa Inggris yang berkaitan dengan *preposition and conjunction*.

10. Tujuan pembelajaran

- Memahami part of speech.
- Mampu menemukan contoh preposition dan conjunction dalam kalimat.
- Mengaplikasikan game *Rustan finger game*

11. Nilai Karakter

Disiplin, terampil, kerja keras, mandiri, dan rasa ingin tahu.

12. Materi pembelajaran

- Part of speech

Part of speech adalah: teks yang digunakan untuk menggambarkan tempat orang atau benda tertentu.

- Contoh kata preposition:
 - At (Di/pada)
 - After (Setelah)
 - On (Diatas)
 - Between (Diantara)
 - Above (Diatas)
- Contoh kata conjunction:

- And (Dan)
- Or (Atau)
- Also (Juga)
- Only (Cuma)
- But (Tetapi)

➤ The step of using Rustan Finger Game :

7. Mendengarkan.
8. Berbicara.

➤ Kegiatan Pembelajaran

16. Kegiatan Pendahuluan (5 menit)

- g. Mengucapkan salam dan berdoa.
- h. Mengecek kehadiran siswa.

17. Kegiatan Inti (65 menit)

- a. Guru mengajarkan tentang parts of speech.
- b. Guru menunjukkan beberapa contoh yang termasuk preposition dan conjunction .
- c. Guru meminta siswa untuk menentukan kalimat yang termasuk kelas kata preposition dan conjunction .
- d. Guru mempraktikkan kepada siswa cara bermain finger game .
- e. Guru membagi siswa menjadi dua kelompok.
- f. masing-masing kelompok terdiri terdiri 10 orang dalam satu kelompok.
- g. Guru memilih salah satu kelompok untuk maju kedepan .
- h. Kelompok yang maju kedepan terdiri dari 1 orang siswa untuk bermain game.
- i. Siswa tersebut mendapatkan 1 kalimat yang akan mereka sebutkan kelas katanya .
- j. Guru menyebutkan kalimat dan menyuruh siswa untuk menyebutkan kelas katanya.
- k. Jika siswa menyebutkan kelas katanya dengan benar, maka mereka mendapat 1 poin dan menuliskannya di papan tulis. Dan apabila salah satu dari mereka salah dalam menyebutkan katanya maka mereka tidak mendapat poin.

- l. Kedua kelompok terus memainkan game secara bergantian.
 - m. Kelompok yang mengumpulkan poin banyak itu yang menjadi pemenang.
18. Kegiatan Penutup (10 menit)
- j. Guru Menyimpulkan materi pembelajaran.
 - k. Guru menanyakan kepada siswa kesulitan dalam meningkatkan kosakata.
 - l. Mengucapkan salam.

19. Penilaian

Teknik penilaian

NO	Aspek yang di nilai	Teknik penilaian	Waktu penilaian
1	Pengetahuan	Tes	Individu
2	Menyelesaikan tugas terstruktur	Tertulis/penugasan	Individu

20. Media, alat dan bahan sumber belajar

Media/ Alat : white board and board marker.

Sumber belajar : kamus bahasa inggris dan internet

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMPN 5 Palopo

Mata pelajaran : Bahasa Inggris

Materi : Parts of speech (Noun, Verb, Adverbs, Adjective, Preposition, Conjunction, Determiners dan Interjection)

Alokasi waktu : 2 X 40 menit (5th meeting)

Standar kompetensi :

- Memahami makna kosa kata dalam bahasa Inggris yang berkaitan dengan *noun, verb, adverbs, adjective, preposition, conjunction, determiners, interjection* melalui permainan *Rustan finger game*.

Indikator :

13. Memahami makna kosa kata dalam bahasa Inggris yang berkaitan dengan *noun, verb, adverbs, adjective, preposition, conjunction, determiners dan interjection*.

14. Tujuan pembelajaran

- Memahami part of speech.
- Mampu menemukan contoh *noun, verb, adverbs, adjective, preposition, conjunction, determiners dan interjection* didalam kalimat.
- Mengaplikasikan game *Rustan finger game*

15. Nilai Karakter

Disiplin, terampil, kerja keras, mandiri, dan rasa ingin tahu.

16. Materi pembelajaran

- Part of speech

Part of speech adalah: jenis-jenis atau kelas kata yang dipergunakan dalam pembentukan suatu kalimat.

- Contoh kata *noun*:

- Book (buku)
- Teacher (guru)
- Love (cinta)

- 
- House (rumah)
 - Yaer (tahun)
 - Contoh kata verb:
 - Swimming (Berenang)
 - Study (Belajar)
 - Cry (menangis)
 - Buy (Membeli)
 - Cut (Memotong)
 - Contoh kata Adverb:
 - Yesterday (Kemarin)
 - Tomorrow (Besok)
 - Every month (Setiap bulan)
 - last week (Minggu lalu)
 - now (sekarang)
 - Contoh kata Adjective:
 - Beautiful (Cantik)
 - Angry (Marah)
 - successful (Sukses)
 - Dirty (Kotor)
 - Smoky (Berasap)
 - Contoh kata preposition:
 - At (Di/pada)
 - After (Setelah)
 - On (Diatas)
 - Betwen (Diantara)
 - Above (Diatas)
 - Contoh kata conjunction:
 - And (Dan)
 - Or (Atau)
 - Also (Juga)
 - Only (Cuma)
 - But (Tetapi)
 - Contoh kata determiners:
 - A week (Seminggu)
 - An umbrella (Payung)
 - The sun (Terbenam/berahir)
 - Such a beautiful day (seperti yang indah)
 - A tree (Pohon)
 - Contoh kata interjection:
 - Oh!! (Oh)
 - Help!! (Membantu)
 - Bravo!! (Bagus)

- Hark!! (Mendengar)
- well!! (Baik)

➤ The step of using Rustan Finger Game :

9. Mendengarkan.
10. Berbicara.

➤ Kegiatan Pembelajaran

21. Kegiatan Pendahuluan (5 menit)

- i. Mengucapkan salam dan berdoa.
- j. Mengecek kehadiran siswa.

22. Kegiatan Inti (65 menit)

a. Guru mengajarkan tentang parts of speech.

b. Guru menunjukkan beberapa contoh yang termasuk noun, verb, adverbs, adjective, preposition, conjunction, determiners dan interjection.

c. Guru meminta siswa untuk menentukan kalimat yang termasuk kelas kata noun, verb, adverbs, adjective, preposition, conjunction, determiners dan interjection.

d. Guru mempraktikkan kepada siswa cara bermain finger game .

e. Guru membagi siswa menjadi dua kelompok.

f. masing-masing kelompok terdiri terdiri 10 orang dalam satu kelompok.

g. Guru memilih salah satu kelompok untuk maju kedepan .

h. Kelompok yang maju kedepan terdiri dari 1 orang siswa untuk bermain game.

i. Siswa tersebut mendapatkan 1 kalimat yang akan mereka sebutkan kelas katanya .

j. Guru menyebutkan kalimat dan menyuruh siswa untuk menyebutkan kelas katanya.

k. Jika siswa menyebutkan kelas katanya dengan benar, maka mereka mendapat 1 poin dan menuliskannya di papan tulis. Dan apabila salah satu dari mereka salah dalam menyebutkan katanya maka mereka tidak mendapat poin.

l. Kedua kelompok terus memainkan game secara bergantian.

m. Kelompok yang mengumpulkan poin banyak itu yang menjadi pemenang.

23. Kegiatan Penutup (10 menit)

m. Guru Menyimpulkan materi pembelajaran.

n. Guru menanyakan kepada siswa kesulitan dalam meningkatkan kosakata.

o. Mengucapkan salam.

24. Penilaian

Teknik penilaian

NO	Aspek yang di nilai	Teknik penilaian	Waktu penilaian
1	Pengetahuan	Tes	Individu
2	Menyelesaikan tugas terstruktur	Tertulis/penugasan	Individu

25. Media, alat dan bahan sumber belajar

Media/ Alat : white board and board marker.

Sumber belajar : kamus bahasa inggris dan internet

DOCUMENTATION



1. The researcher are giving directions on how to work on pre-test questions



2. The researcher are checking student attendance



7. The researchers are looking at the post-test work of students



3. The researcher teach about part of speech



4. The researcher show some example of which belongs to the noun



5. researcher are giving directions on how to play Rustan Finger Games



6. The students are spelling Sentence given by the teacher



7. The researchers are looking at the post-test work of students





PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. K.H. Masjidi Husein Raja Palopo - Sulawesi Selatan Tengah - (0411) 226048

ASLI

IZIN PENELITIAN
NOMOR : 45/PND/PTSP/2020

DASAR HUKUM :

- Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Pemberdayaan PTSP;
- Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 tentang Pedoman Penelitian Badan/lembaga Penelitian, sebagaimana telah diubah dengan Peraturan Menteri Nomor 7 Tahun 2014;
- Peraturan Walikota Palopo Nomor 23 Tahun 2018 tentang Penyelenggaraan Perencanaan dan Non Perencanaan di Kota Palopo;
- Peraturan Walikota Palopo Nomor 22 Tahun 2016 tentang Penjabaran Wewenang Penyelenggaraan Penelitian dan Non Penelitian Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	NURINDAH
Jenis Kelamin	Perempuan
Alamat	Jl. Balandi Kota Palopo
Pekerjaan	Mahasiswa
NIM	14.16.3.0098

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan judul

IMPROVING STUDENT'S VOCABULARY THROUGH RUSTAN FINGER GAME OF EIGHT GRADE AT SMPN 5

Lokasi Penelitian : SMP NEGERI 5 PALOPO

Lamanya Penelitian : 22 Januari 2020 s.d. 22 Februari 2020

DENGAN KETENTUAN SEBAGAI BERIKUT :

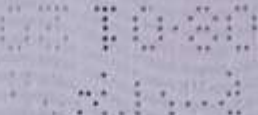
- Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
 - Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
 - Penelitian tidak menyimpang dari maksud izin yang diberikan.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

Diterbitkan di Kota Palopo
Pada tanggal : 22 Januari 2020
a.n. Kepala Dinas Penanaman Modal dan PTSP
/ Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

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

Terbitan :

- Kepala Badan Kepegkang Prov. Sul-Sel
- Walikota Palopo
- Dandim 1403 SWG
- Kapolda Palopo
- Kepala Badan Penelitian dan Pengembangan Kota Palopo
- Kepala Badan Kepegkang Kota Palopo
- Institusi terkait lainnya dibuktikan penelitian





PEMERINTAH KOTA PALOPO
DINAS PENDIDIKAN
SMP NEGERI 5 PALOPO
Jalan Domba Telepon (0471) 23349 Palopo

SURAT KETERANGAN PENELITIAN

Nomor : 421.2/028/SMP5/II/2020

Yang bertanda tangan di bawah ini :

Nama : **MUH. ARIFIN, S.Pd.**
NIP : 19700828 199512 1 001
Pekerjaan : Kepala SMP Negeri 5 Palopo

Menerangkan bahwa yang tersebut namanya di bawah ini :

Nama : **NURINDAH**
NIM : 14.16.3.0098
Tempat/ Tgl Lahir : Palopo, 04 Februari 1995
Jenis Kelamin : Perempuan
Jurusan : Tarbiyah Prodi Bahasa Inggris

Benar telah melakukan penelitian kepada kami selama dalam penelitiannya dimulai tanggal 22 Januari s/d 22 Februari 2020 di SMP Negeri 5 Palopo. Dalam rangka penulisan Skripsi yang berjudul "*Improving Students Vocabulary Through Rustan Finger Game Of Eight Grade At SMPN 5 Palopo*"

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

Palopo, 22 Februari 2020

Kepala Sekolah



MUH. ARIFIN, S.Pd.
NIP. 19700828 199512 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. Ajetekki Darandari Kec. Barye ST014 Kota Palopo

SURAT KETERANGAN


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

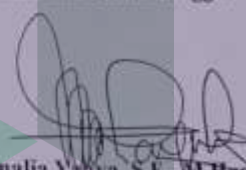
Nama	Nurindah
Nim	14.16.3.0098
Program Studi	Pendidikan Bahasa Inggris
Fakultas	Fakultas Tarbiyah dan Ilmu Keguruan
Alamat / No. HP	Desa Tandung Kec. Sabhang Kab. Luwu Utara 081 257 996 064

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

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

Palopo, 13 Maret 2020
Ketua Prodi
Pendidikan Bahasa Inggris


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


Amalia Yahya, S.E., M.Hum
NIP. 19771013 200501 2006

Mhs ybs dapat membaca Al-Qur'an, tetapi
masih perlu belajar lagi
Belajar lagi