

**IMPROVING STUDENTS' VOCABULARY MASTERY BY
USING BOARD RACE GAME AT THE SEVENTH GRADE OF
SMP NUSA PRIMA LAMASI**

A THESIS

*Submitted to the English Language Studies Program of S1 Tarbiyah and Teacher
Training Faculty of the State Institute for Islamic Studies of Palopo in Partial
Fulfilment of Requirement for S.Pd. Degree in English Education*



Composed By,

TATI LUMAPPA
REG NUM: 16.0202.0128

IAIN PALOPO
ENGLISH LANGUAGE STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO

2021

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Amalia Yahya, S.E., M.Hum
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**ENGLISH LANGUAGE STUDY PROGRAM
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STATE ISLAMIC INSTITUTE OF PALOPO**

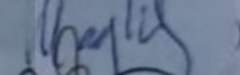



2021

THESIS APPROVAL

This thesis entitled “Improving Students’ Vocabulary Mastery by Using Board Race Game at the Sevent Grade of SMP Nusa Prima Lamasi”, which is written by Tati Lumappa, Reg. Num 16.0202.0128. English Study Program of Tarbiyah and Teacher Training Faculty, the State Islamic Institute of Palopo has been examined and defended in **Munaqasyah** session which is carried out on **Friday, November 26th 2021**, coincided with **21th Rabiul Akhir 1443 H**, it is authorized and acceptable as fulfillment for undergraduate degree in English Education Department.

Palopo, November 29th 2021

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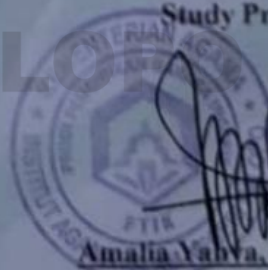
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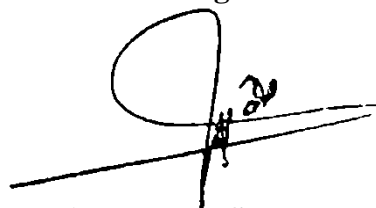
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Declares that thesis I wrote to fulfill of requirement for the degree of Education Bachelor (S.Pd) in Tarbiyah and Teacher Training Faculty, the State Institute Islamic Studies Palopo entitled, "*Improving Students' Vocabulary Mastery By Using Board Race Game At The Seventh Grade Of SMP Nusa Prima Lamasi*", is truly my original work. It does not incorporate any materials previously written or published by another person expect does indicate in quotations and bibliography. Due to this fact, I am the only person responsible for this thesis if there is any objection and claim from others.

Palopo, 27 November 2021

IAIN PALOPO

Researcher



Tati Lumappa
NIM 16.0202.0128

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

مَنْ أَرَادَ الدُّنْيَا فَعَلَيْهِ بِالْعِلْمِ، وَمَنْ أَرَادَ الْآخِرَةَ فَعَلَيْهِ بِالْعِلْمِ، وَمَنْ أَرَادَهُمَا فَعَلَيْهِ
بِالْعِلْمِ

"Barangsiapa yang hendak menginginkan dunia, maka hendaklah ia menguasai ilmu. Barangsiapa menginginkan akhirat, hendaklah ia menguasai ilmu. Dan barang siapa yang menginginkan keduanya (dunia dan akhirat), hendaklah ia menguasai ilmu." (HR. Ahmad)

كُلُّ مَوْلُودٍ يُوَلَدُ عَلَى الْفِطْرَةِ فَأَبَوَاهُ يُهَوِّدَانِهِ أَوْ يُنَصِّرَانِهِ أَوْ يُمَجِّسَانِهِ كَمَثَلِ
الْبَهِيمَةِ تُنْتَجُ الْبَهِيمَةَ هَلْ تَرَى فِيهَا جَدْعَاءَ

"Setiap anak dilahirkan dalam keadaan fitrah (suci). Kemudian kedua orang tunyalah yang akan menjadikan anak itu menjadi Yahudi, Nasrani, atau Majusi sebagaimana binatang ternak yang melahirkan binatang ternak dengan sempurna. Apakah kalian melihat ada cacat padanya?" (HR. Bukhari)

IAIN PALOPO

Alhamdulillah Rabbil Alamin, praise and thanks to the Almighty God, Allah swt. without Allah's blessing and mercy, the researcher would have never been able to start and finish this thesis as the requirement for degree of Sarjana Pendidikan (S. Pd) at the Institute State for Islamic Studies (IAIN) Palopo on the title **“Improving Students’ Vocabulary Mastery By Using Board Race Game At The Seventh Grade Of SMP Nusa Prima Lamasi”**. To our beloved prophet, the chosen one Muhammad saw. safety and peace be upon him.

The researcher realizes that the existence of this thesis was by receiving much advice, guidance, encouragement, and comments from many people. Therefore, the researcher would like to express thanks to:

1. Dr. Abdul Pirol, M.Ag. as the rector of IAIN Palopo, Dr. H. Muammar Arafat, M.H. as the 1st deputy rector, Dr. Ahmad Syarif Iskandar, M.M. as the 2nd deputy rector, and Dr. Muhaemin M.A. as the 3rd deputy rector of IAIN Palopo, all of the lectures and their assistances and the employers of IAIN Palopo who have taught, educated, helped, advice, and guidance the writer during his study in IAIN Palopo.
2. Dr. Nurdin K, M.Pd. as the head of Tarbiyah Department of IAIN Palopo.
3. Amalia Yahya, S.E. M.Hum as the chief of the English Study Program, who always gives support and encourages how to be the good students and to be their master students.
4. Amalia Yahya, S.E. M.Hum and Dewi Furwana S,Pd., M.Pd.I as the first and second researcher's consultants who have given guidance, explanation, correction, suggestions, and some ideas until the researcher can finish this thesis.

5. All the lecturers of English Study Program IAIN Palopo who have given the writer motivation, developing his skill and attention in learning the English language.
6. Special thanks to the researcher best friends: Citra, Mala, Sahni, Laksmi, Iren, which always makes the researcher entertained when researcher feel bored working in this thesis and who always help and support in finishing this thesis.
7. Thanks to all the researcher friends especially in the English Department 2016, and all of the people who have helped and given motivation and participation in finishing this thesis.
8. Special thanks the researcher parents: Tega and Mina, who have given the researcher help, motivation, bless, pray and strength to finish the thesis. Thus, the writer can finish his thesis and his study in IAIN Palopo.
9. Special thanks to my husband Tajuddin for their support, motivation, prayers and strength to complete the thesis.

Finally, the researcher prays to God, Allah SWT gives regard to all of the people, who have helped the researcher. And the researcher hopes this thesis can be useful and give a positive contribution to the readers and the others.

IAIN PALOPO

Palopo, 27 November 2021

The Researcher

Tati Lumappa

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ABSTRACT

Tati Lumappa, 2021. "Improving Students' Vocabulary Mastery By Using Board Race Game At The Seventh Grade Of SMP Nusa Prima Lamasi". Thesis, English Study Program of Tarbiyah and Teacher Training Faculty the state Institute for Islamic Studies (IAIN) Palopo. Consultant I, Amaliya Yahya, S.E., M.Humand Consultant II, Dewi Furwana, S.Pd.I., M.Pd.

This thesis aims to improve students' vocabulary mastery through board race games at SMP Nusa Prima Lamasi. The purpose of this research was to determine whether or not the use of board race game improve students vocabulary mastery. This research used pre-experimental. This research was conducted in one class, namely the pretest and the posttest. The population in this research students of seventh grade at SMP Nusa Prima Lamasi. The sample of this research are 25 students. The sampling technique in this research is total sampling. The research instrument was test. The researcher gave pre-test and posttest to students. The data were analyzed using SPSS 24. The results of this research indicated a significant effect of the Board Race game in teaching vocabulary. There is a significance effect of using Board Race games to increase students' vocabulary. This significance can be seen from the researcher's findings that the average pre-test and post-test scores after being given treatment were higher than the pre-test and post-test scores (i.e., 77.20 > 83.00). This means there is a significance difference between the pretest and posttest. Thus, Board Race games are effective for developing students' vocabulary.

Keywords: *Vocabulary Mastery, Board Race Game.*

CHAPTER I

INTRODUCTION

A. Background

In learning English, vocabulary is an essential part of the language for English learners to learn. Good vocabulary mastery can support students in mastering English. In communication, vocabulary is needed to convey what someone wants to say. Through vocabulary, someone can express their feeling, ideas, emotion, and desires. Vocabularies are the words English learners must learn to understand what is heard and read than words used when speaking and writing. So, vocabulary is fundamental in language learning, especially in English. It's like one element that connects the four skills of speaking, listening, reading, and writing.¹

As we know in the world, there are many languages. One of them is English. This language is the maximum critical withinside the world. It is not best a way of global communication, however additionally a manner to collect science and technology. In Indonesia, English could be very critical for college kids of all stages to grasp and speak with different humans from abroad. In English teaching, one of the language factors taught is vocabulary, which is all the words a person knows or uses.² A language will be effective if our language skill improves, and

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

²Martin H. Mansur, *Oxford Learner's pocket Dictionary*, (New Ed; New York: Oxford University press, 1980) , P. 482

the students' language skill will improve if Vocabulary cognitive improves. There the students must attempt to increase vocabulary.³

Vocabulary is necessary for students who need to learn how to memorize vocabulary in the sentence, and they are daily. Vocabulary is an essential point in learning a language because it is the central part of listening, speaking, reading, writing, and. It makes easy us to translate some word, Into English or Indonesian and also the more could speak with other. Researchers are interested in improving the SMP Nusa Prima Lamasi in seventh-grade class because before doing the research, in this research made observations by interviewing students of SMP Nusa Prima Lamasi. From the results of the interview, it was found that the students lack of vocabulary.⁴ It is proven that most of them do not master or know some of the vocabulary given. They say, "they are a bit difficult in learning English because they have limited English skills, they don't have a lot of vocabulary. There is no innovative media or play. which can refresh students' minds to do activities in the process of learning English.

In general, just like other games, this Board Race Game can provide exciting activities. Students can be active in the learning process in the classroom; Unfortunately, with a variety of rules and game combinations that are more powerful, Board Race Game is only suitable for adult learners. With a simple change, the researcher did this Board Race Game to be implemented at SMP Nusa Prima Lamasi. Researchers want to take advantage of the main benefits of this

³Henry Tarigan, *Vocabulary teaching*, (cet 5 ; Bandung, 2004) , P. 14.

⁴*Interview with students, October 25 in the Classroom of SMP Nusa Prima, Lamasi*

game, namely, training students to think quickly and categorize vocabulary through the material given. In addition, the Board Race Game can be tailored to the needs of the teacher. It can also be used at the start of the class to get students active⁵. The researcher wants to make sure that teaching vocabulary is an effective technique using the Board Race Game. It helps students categorize vocabulary. For example: if asked about family, animals, fruits, they can be categorized as part of speech. In this game, the teacher can align the content according to the learning objectives. Especially in English, this game can also help teach vocabulary, such as categorizing the vocabulary needed in a particular chapter. After observing SMP Nusa Prima Lamasi, the researcher found that the Board Race Game has not been implemented in this school in vocabulary learning. Researcher want to use and promote this game as a teaching technique in my research.

From the results of research observations, students are bored and less interested in traditional techniques, so teachers need to find exciting teaching techniques to eliminate student boredom to increase motivation to learn vocabulary. In this case, the researcher assumes that games as a teaching technique offers students to explore new vocabulary in a fun, interactive, engaging, and effective way during the learning process. The researcher argues that it is necessary to find other ways in teaching English so that it is carried out

⁵Sara, Ferrah R. 2018. *Improving Students' Vocabulary Through "Board Race" Language Game* (The case of Second Year LMD Students at Larbi Ben M'Hidi University Oum EL Bouaghi).

with the topic **“Improving Student's Vocabulary Mastery By Using Board Race Game at The Seventh Grade of SMP Nusa Prima Lamasi”**

B. Research Question

Based on the research question explained above, the researcher formulates research question as follows: Does board race games improve students' vocabulary mastery at the seventh-grade students of SMP Nusa Prima Lamasi?

C. Objective of the Research

Based on the research question previously, the objective of the research is to find out whether or not board race games improve student's vocabulary mastery at the SMP Nusa Prima Lamasi.

D. Significance of Research

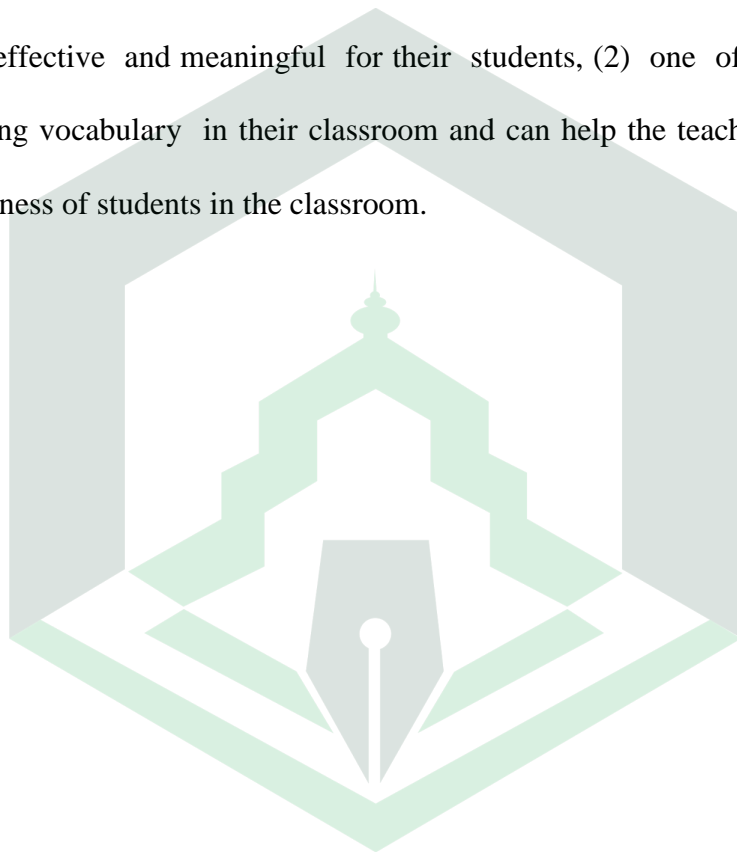
There are significances of this research; theoretically and practically. The expected benefits of this research both theoretically and practically were :

1. Theoretically Contribution:

The result of this research can be used enrich the theory of teaching vocabulary mastery by using board race game, students can the the new experience in learning vocabulary mastery the students because in this research they learned by using the board race game, it is expected that the findings of the research would broaden our knowledge on vocabulary mastery and can be used as the the input of information about Board Race game to improve student's ability in vocabulary mastery.

2. Practically Contribution:

For the teachers, teachers play important roles in the lives of the students they encounter. They impact what and how students learn every day in the classroom. This research is expected to be useful for teachers (1) the use of board race games in their classroom so that the teaching and learning process will be effective and meaningful for their students, (2) one of the references in teaching vocabulary in their classroom and can help the teacher to overcome the weakness of students in the classroom.



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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Finding

In writing this thesis, the researcher found some researcher which are closely related to this research, those researchers :

1. **Elin Ermasari**, with the title "*The Effect of Using Board Game Towards Students' Vocabulary Mastery*" This research adopts a quasi-experimental design and aims to obtain empirical evidence of the effectiveness of using board game media for students' vocabulary mastery. The population is 7th grade students of SMPN 16 Tangsel. The sample is 65 students selected through purposeful sampling techniques. The instrument was tested. Test at the beginning and end of treatment. The data before and after the test are analyzed using t-test calculations. The calculation result of the score obtained from the difference between the pre-test and the post-test showed that the score of the experimental class was significantly higher than that of the control group. The calculated result of t test shows that the t value is higher than the stable ($9,063 > 1,669$). The results show that the use of board games can effectively improve the vocabulary mastery of SMPN 16 Tangsel students in grade 7.⁶

2. **Awalia zaenal**, with the title "*The effectiveness of board race method to improve students vocabulary master*", This thesis aims to find out whether the Board Race Method is effective in improving students' vocabulary mastery of at

⁶ Elin Ermasari, "*The Effect of Using Board Game Towards Students' Vocabulary Mastery*", 2018

VIII A class of SMP Jaya Negara This research was a pre-experimental design used pre-test and post-test. The population of this research is the VIII grade students of SMP Jaya Negara and to take the sample of researchers used purposive sampling. The results of the data show that there was a difference between pre-test and post-test of students. The main score of students before the exam is 40 and it improved to 54.25 after applied the Board Race method. While the mean score in term of verb before gave the treatment was 46.75 it improved to 63.5 after applied the Board Race method and the mean score in term of noun was 32 became 51 after applied Board Race method. In addition, from t-test analysis, it was obtained that the t-test value was greater than t-table, students' vocabulary mastery in total ($5.61 > 1.729$) and in term of verb ($5.85 > 1.729$) and in term of noun ($4.37 > 1.729$). Therefore, the hypothesis of this research can be concluded that Null Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_1) is accepted. It means that Board Race Method was effective to improve students' vocabulary mastery in term of nouns and verbs. The researcher, Irma Nur Hidayati. "Improving English writing skill through Board Race Game for grade X Students in Semester 1 of SMA Negeri Pengasih in the Academic year of 2014/2015" She found that used of board race game in teaching writing skill, it can be seen that students could apply writing conversions well, students enthusiastic learning through the board race game.⁷

⁷ Awalia zaenal "The effectiveness of board race method to improve students vocabulary master" 2020.

3. **Ferrah Romaisa Sara**, with the title *“Improving Students’ Vocabulary through “Board Race” Language Game”*, This research work aims at improving students’ vocabulary through “Board Race” as a language game. In order to check this correlation, we have hypothesized that if English teachers use “Board Race” in teaching English vocabulary, it would bring a significant improvement on learner’s mastery of vocabulary knowledge. To verify the validity of this hypothesis, we have used an experiment as a tool of data collection. For this tool, 30 students were chosen randomly and divided equally into two groups. Students in both groups had a usual oral class, but students in the experimental group have been exposed to the new way of vocabulary instruction through out the use of “Board Race” language game introduced by the researcher. The analysis of the experiment results showed that using “Board Race” language games can be very effective in facilitating the teaching/learning of English vocabulary for both the teacher and the students.⁸

Based on the research above, the researcher conclude that between previous research and in this research, there are differences and similarities research equation above with in this research is the same as using a Board Race game in improving students’s English. The differences research above with the researcher is in this research above chose to improve student’s writing skill through Board Race game, while the in this research chose to increase student’s vocabulary through Board Race game.

⁸Ferrah Romaisa Sara *“Improving Students’ Vocabulary through “Board Race” Language Game”*, 2018

B. Some Pertinent Ideas

1. Definition of Vocabulary

There are some definitions which endeavor to describe the meaning vocabulary. Some expert try to define vocabulary in the following are their definition:

Vocabulary is a collection of words arranged alphabetically or explained, dictionary or lexicon, in a single author's work, branch of science. Vocabulary is a list of words with their meanings, especially those accompanying textbooks in a foreign language. Vocabulary is important. Proficiency in other aspects is not enough to guarantee that someone can master English with a limited vocabulary, for example because grammar can make sentences grammatically correct. In fact, we can say that one sentence is grammatically correct and the other is grammatically wrong.⁹

According to Kasihani, a vocabulary is a bunch of words in a language. If we use the language, it will give meaning.¹⁰ A vocabulary is a list of all the words a person knows or uses, all the words in a language, and their meanings, especially in books about learning foreign languages. In the "Educational Dictionary", the definition of vocabulary is one of the components of language. Without language, there is no language. Words are signs or symbols of thought.

⁹Sarhang, Y., & Furwana, D. (2020). *Developing Students ' Vocabulary By Using Magic Boxgame At Smpn 8 Palopo*. 1(2), 98–109.

¹⁰Kasihani, *English for young learners* (1st Print; Jakarta : Bumi aksara, 2007) p. 43

People can exchange ideas in many ways. We should have more ideas so that we can communicate ideas more effectively.¹¹

A vocabulary is a list or collection of alphabetically arranged and explained words; a dictionary or dictionary in full language, books or authors, branches of science, etc.; One kind

a. Part of Speech.¹²

The phonetic part in English is very important, because each part has the function of making phrases, clauses or sentences. Parts of speech are also called parts of speech.

b. Noun

According to Marcella Frank in his book, nouns are one of the most important parts of speech. Its arrangement with verbs helps to form the core of the sentence that is essential for each complete sentence. In addition, in many modified structures, it may serve as the main or "head" word.¹³ Fuad Mas'ud pointed out that nouns are words that represent people, things, places, plans, animals, ideas, etc.¹⁴

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¹¹Pieter A. Napa, *Vocabulary Development Skill*, (cet ; Yogyakarta : Kansius, 1991). P. 6

¹²Brain Quote, Defenition of vocabulary, On line <http://www.brainyquote.com/words/vo/vocabulary237882>. Html Vocabulary. Accesed on November 2020

¹³Marcella frank, *Modren English A practical referenes Guide* (Prentice-hall, inc. Englewood Cliffs, New Jersey, 1972,) p. 6

¹⁴Fuad Mas'ud, *Essential Of English Grammar*. (3rd Ed.,; Yogyakarta : BPFE, 2005), P.44

There are five types of nouns, namely:

1. Abstract nouns and concrete nouns

a) Abstract nouns are nouns that cannot be confused with the five senses. For example: honesty, health, freedom, happiness, wisdom, etc.

b) Concrete nouns are the names of people, places or things that can be grasped in five senses. For example: chairs, cars, bread, perfume, people, etc.

2. Common nouns are nouns that indicate types, things, places, etc.: Examples: books, tools, inventions, bread, cities, etc.

3. Proper nouns are the names, locations, etc. specially named for it.

Proper nouns always use capital letters. For example: Amir, Yogyakarta, Indonesia, Australia, etc.

4. The collective noun is assumed to be the name of a unit or group or legion that gathers some members. For example: team, convoy, committee, army, etc.

5. Material nouns are names that show the place where the noun occurs, that is, it is not artificial. For example: gold, water, fish, blood, etc.¹⁵

2. Pronoun

A pronoun is a part of a word that can replace a noun and mark it as a person (such as a family where a cat is talking to himself). When a contemporary word contains the meaning of the following nouns that have been released, it can also be used as a definite word. Which bottle do you want? I want two (both represent the two bottles, we can say that this is a pronoun).

¹⁵Fuad Mas"ud, *Essential Of English Grammar*, (3rd Ed, ; Yogyakarta : BPF, 2005) P,

b. Adjectives

Adjectives are words used to give characteristics to things¹⁶. It is put before noun. There are eight kinds of adjective, they are :

1). Descriptive Adjective

Descriptive adjective is adjective that explain noun conditions or someone's characteristic. Examples: Big, small, tall, wet, etc.

2). Numeral adjective

Numerical adjectives are adjectives that signify or illustrate something's quantity. It is categorized into many types. Cardinal numbers, ordinal numbers and fractions are these.

3). Quantitative adjective

Quantitative adjectives are objective, they indicate the number of things, or adjectives indicate the number of things we are referring to, many, many, many, and so on.

4). Demonstrative adjective

Demonstrative adjectives are adjectives used to express the animals or people we are referring to. There are two types of indicative adjectives, namely deterministic indicative adjectives and uncertain indicative adjectives.

5). Proper Adjective

Adjectives used to express proper nouns are proper adjectives. It usually begins with a capital letter, such as the name of the nation.

¹⁶Rudy Hariyono, *Complete English Grammar*, Gitamedia Press, Surabaya, 2002 p , 40

6). Interrogative adjective

Interrogative adjective is adjective which is used as question. It used to ask noun. Examples: What good it his? Which book do you mean? Whose car is that ?

7). Possessive adjective

Possessive adjective is adjective used indicate possession to something for examples: my, our, your, their, his, etc

8). Distribute adjective

Distribute adjective is an adjective which shows that the noun which we means is many kinds, examples: each, every, either, neither.

c. Verb

The most complex aspect of speech is verbs. The various forms of sentences, phrases, orders, and exclamation marks are determined by their distinct noun arrangements.¹⁷ Verb is word that show a job, act, behavior, or activity. In English grammar, verb can be grouped to become some classes, they are :¹⁸

1. Infinitive verb

Infinitive Verb divided into two kinds, they are:

a) Infinitives with to. Examples: to buy, to cry, to make, to go, etc.

b) Infinitives without to. Examples: Drive, sleep, kill, speak, learn, etc.

1. Regular and irregular verb

¹⁷Marcella Frank, *modern English A practical References Guide*, 1972. P47

¹⁸Rudy Hariyono, *Complete English Grammar*, Gitamedia Press, Surabaya, 2002 P. 72

By inserting "d" or "ed" as past tense and past participle, standard verbs refer to verb changes that match the usual form. Conjugations that do not obey the rules are irregular verbs, so they must be kept in mind.

2. Transitive and intransitive verb

Harmonic verbs are terms that involve completion of their meaning by objects. In other words, it is untenable without nouns and pronouns as objects. Examples: She makes a cake, I have bought a book.

3. A verb that does not need a verb is an intransitive verb because it has a full meaning and its verb is always an active verb. Examples: Go, sit, fall, cry, etc.

5. Full verb, Auxiliary and linking verb

a). Complete verbs are verbs used to state activities or actions. It can exist independently and has a complete meaning. For example: speaking, watching, singing, watching, etc..

b). Auxiliary verbs are verbs that can help others get a complete structure. It cannot stand on its own, it needs other verbs, especially complete verbs. Example: Do (do, do, done, done, done, done, done, done, done).

Modal assistance (may, may, must, must, must, must, should, should, dare).

c). Linking verb is verb that functions to connect between subjects with pronoun or adjective that explains the subject. Examples: Appear, become, feel, get, etc.

d. Adverb

Adverbs are part of the phonetic without any change. They modify or supplement verbs, adjectives, clauses, sentences or other adverbs. There are many kinds of adverbs and their functions are different.

e. Preposition

Prepositions are the parts of speech that precede other words in composition and grammar. Example: Is sleeping on the floor good for my back?

f. Conjunction

Conjunctions are part of speech, linking the gaps in discourse and interpretation.

1. Coordinate conjunction (and, but, yet)

Example : I like the car, but I don't have money to buy it.

2. Correlative conjunction (either, or, rather, than, if, then)

Example : He would rather send a text message than make a phone call.

3. Subordinate conjunction (after, although, when)

Example : jane began her work after her friend had gone.

4. Adverbial conjunction (however, hence, then)

Example : she loves to read psychology books hence she is easy to understand other people.

g. Interjection

Interjection is a part of speech expressing emotion alone.¹⁹

Example the word category in sentence, parts of speech by rustan's finger in order to achieve successful learning, we must find out how to learn learners' vocabulary.

Wilgar said: "There are five ways to learn vocabulary":

1. Students must learn to discern changes in distribution and new boundaries of meaning. Teachers may use the distribution of native language to explain the comparison,
2. Show schematically the meaning distribution of comparable words on the surface, or promote activities that require successful compliance with these boundaries. Students may not always realize that words are made of morphemes. These morphemes have common characteristics. The burden of meaning.
3. Students should learn to use language to cover up disguise in certain homes or other places where there are many borrowed words and sentences.
4. Students will learn and they can gradually understand what they have learned through paraphrases, If they are not discovered, they need to learn vocabulary to be flexible environmental locations and definitions to build a more accurate and diverse dictionary how to discover new words from themselves.
5. Students They will start keeping as early as possible the new words they must learn how to increase their vocabulary steadily and systematically encounter, the

¹⁹English club. *Part of speech. Online* : www.EnglishClub.com.accessed. On 30th of January 2019.

words they are interested in, and the list of question words that continue to plague them.

e. The Importance of vocabulary

Learning vocabulary the more you can understand is an important part of language learning what you have heard and read. The more words you know and you will speak or write better.

Vocabulary is essential to reading success for the following reasons:

- a. When you know the meaning of a word, Since understanding is the ultimate goal of reading you cannot overestimate the importance of vocabulary development your comprehension will improve.
- b. Strong vocabulary can improve all areas of communication words are the currency of communication including listening, speaking, reading and writing.
- c. How many times do you ask your students when children and adolescents improve and social confidence also increases their vocabulary or your children to use your language their academic.

f. The Ways to Learn Vocabulary

When the students learn the first language, they are developing concepts while learning the ways their language community expression. They may later use language in innovative ways to new concept.

These are the ways to learn vocabulary:

One kind. Students need to learn how to use vocabulary to learn and remember for a long time.

- a. Students changes in distribution and new boundaries of meaning must learn to discern.
- b. Students are made up of morphemes between word meanings do not always realize that words, they bear the burden.
- c. Students should learn to infiltrate disguise.
- d. Students must discover new words to learn how for themselves.
- e. If they are not discouraged, they need to learn the flexibility of vocabulary, and can use the knowledge they have learned through paraphrases, side coverings and definitions.
- f. They must learn vocabulary steadily and systematically how to increase their.²⁰

Beside that there some ways that must be paid attention for the learner foreign language especially in develop their vocabulary systematically, namely :

1. Look for contextual clues related to the meaning of unknown words while reading. The research team has spent many years studying whales, dolphins and other marine mammals.

Based on the information in the sentence, you cannot infer that the missing word must be another example of a marine mammal. The ability to determine the meaning of unknown words based on contextual clues can be used to expand vocabulary, and you will see how and when the words are used and what they understand.

²⁰Wilga M. Rivers, *Teaching Foreign Language Skills*, (Chicago and London : The University of Chicago press, 1981), P. 464

2. Pay attention to the grammatical function of words when reading

Recognize the difference in meaning relationship and grammatical function between attraction: noun, attraction: verb, attraction: Adjectives and attractive adverbs will help you quickly expand your vocabulary. If persuasion is a noun, then when reading, you should be able to guess that persuasion is a verb, persuasion is an adjective, and persuasion is an adverb. In addition, you should learn the principles of verbs: the simple form, the past form, and the past participle form.

3. Learn the meaning of common Greek and affixes stems and Latin

Words derived from Latin and Greek stems and affixes appear very frequently in formal written English. Knowledge of these stems and affixes will help you to decipher many of the new words that you find in your reading. Compared to the vocabulary of spoken English, the vocabulary items on the TOEFL, are somewhat biased towards words derived from Latin and to a lesser extent, words derived from Greek. This bias appears both in the underlined words and in the possible answer. It is understandable since there is also a very high percentage of such words in the type of formal written English involved in University studies. You can find a list of Latin and Greek stems, prefixes and suffixes, with definitions and sample words in some dictionaries and in most books written specifically for vocabulary study.

4. Look up words you do not understand in a college dictionary

It is essential that you become familiar with and use regularly an American English dictionary. Although bilingual dictionaries are useful especially to students

with only beginning proficiency in English. They are not suitable for students who are planning to take the TOEFL and enter an American University. If you cannot buy or borrow a good college dictionary, you can find such a dictionary in the library.

5. Develop vocabulary study system and attempt to use new words

Everyone has their own preferred way of learning, and you must follow the best way to review and practice new vocabulary. In the following exercises, you will try several different learning systems. As long as you decide which new words you want to add based on your extensive reading, any learning system will do. However, you should not rely on other people's word definition lists. Develop your own lists and systems. Try to use new words of your choice in speaking and writing to expand your active English vocabulary. But remember that ordinary native English speakers have passive vocabulary. Even if you don't have the opportunity to use many of the new words you encounter, intelligent mass reading will help you develop passive vocabulary, even more than active vocabulary.²¹

g. The Teaching of Vocabulary

Teaching vocabulary is not easy to do. Some people think that vocabulary teaching only wastes the time because vocabulary number is unlimited. The English teacher had better teach English vocabulary first than other aspects of this language, such as grammar, speaking, reading, and writing. Of students know

²¹Carol King & Nancy Stanley, *Building Skill for the TOEFL*, (London and Abingdon : Heinle and Heinle Publishers, 1983), P 315.

more about vocabulary, it will be easy for them to learn another aspect of the English language.

Teaching vocabulary is not easy. The teacher needs good preparation before teaching vocabulary in the classroom. Depending on the teaching goal, a teacher is required to know what words to be taught. The teacher may refer to the levels of vocabulary described by Beck et al. when deciding which words to teach.

1) Level I Words

These are words that are used over and over in everyday speech. Since they are used in a variety of contexts, virtually all students learn them. Level I words are sometimes referred to as conversational speech.

2) Level II Words

These are likely to be learned only through reading or through instruction. They have been referred to as the vocabulary of educated persons, as „academic vocabulary“, and as „instructional vocabulary“.

3) Level III Words

These are words associated with a particular field of study or profession. These words make up the technical vocabulary or jargon of a field

4) Level IV Words

These are words that are interesting but so rare and esoteric. They are probably not useful even in most educational environments.

In line with Beck et al., Nation stated that there are some principles for teachers in the teaching of vocabulary.

- 1) High-frequency words should be taught to the students because they are important enough to deserve time in class
- 2) Academic words should be taught to learners with academic purposes.
- 3) Technical words are only learned while the students are studying the content matter of certain subjects.
- 4) Low-frequency words may be taught after the students have good control of the high frequency, academic and technical words. The teacher should not spend much time on low-frequency words because it is wasting time. But the teacher may give the students strategy to learn it.
 - a) Guessing meaning from context
 - b) Learning from word cards
 - c) Using words parts
 - d) Using dictionary.²²

Teaching professionals know that what is realized as a method in the classroom emerges over time as a result of the interaction among the teacher, the students, and the materials and activities. According to Oller methods include “programs, curricula, procedures, demonstrations, modes of presentation, research findings, and test”. Richards and Rodgers write about methods as a 17 umbrella term comprising approach, design, and procedure.²³

²²Nation, I.S.P. *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press.(2001)

²³David M.Bell, “*Method and Postmethod: Are They Really So Incompatible?*”, Ohio University, (<https://pdfs.semanticscholar.org>), accessed on December 12nd, 2018.

h. Teaching Vocabulary in Junior High School

According to Permendiknas No. 22 and 23 year 2006, the aim of English teaching and learning is to make students able to communicate both in oral and written in order to face the development of science and technology in the global era. The students are expected to master five competencies. They are linguistics competence (vocabulary, grammar, punctuation, intonation, etc.), socio-cultural competence (the way to communicate such as language style, politeness, etc.), discourse competence (context), strategic competence (the competence to overcome problems or difficulties in communication), and functional competence (listening, speaking, reading, and writing).

As one of the linguists mentioned in the School Based Curriculum (KTSP) that vocabulary is an essential element of English so it should be placed as one of the aspects which have to be concerned well in the teaching learning process. Beside that, vocabulary also has an important role to support the ability of four language skills, i.e. listening, speaking, reading, and writing.

It is important to teach vocabulary in the English teaching learning process, especially in the communicative language teaching method. In this method, vocabulary is the main part to support the communicative goals because if the students do not master vocabulary well the goals cannot be reached. Therefore, the teaching of vocabulary should be in accordance with the text types but the use of translation should be minimized.²⁴

²⁴ Depdiknas, Kurikulum: *standar kompetensi mata pelajaran*. Jakarta: Depdiknas. 2006.

Learners need to take responsibility for their own learning, that is, they have to become autonomous learners. This will be difficult for the learners. The learners need to be serious because they have to think about what words they should learn, for what they learn those words, and how they learn it, when they need to use the words and keep motivated to learn and using the language. Become autonomous learners also include searching for information on their own to develop their knowledge. Therefore, the teacher's role is very important to help the learners.²⁵

i. The Use Game for Teaching Vocabulary

Ghada Sari pointed out that language learning has been proved by facts that games have multiple effects and advantages in vocabulary learning: games usually involve friendly matches, and games that interest learners bring relaxation to students. And fun, this is a difficult task and can be frustrating at times. It requires constant effort to understand, generate and manipulate the target language. By helping them learn and retain new words more easily, they provide students with more opportunities to express themselves here. The vocabulary game brings the real environment into the classroom and enhances students' use of English in a flexible and communicative way. Games increase the transferability

²⁵Nation, I.S.P. *Learning vocabulary in another language*. Cambridge:Cambridge University Press. 2008 p.7

of regular classroom activities. "Ice breaker" games are highly motivated, and their insights and feelings can also be used to introduce new ideas.²⁶

Games can make students more focused on learning because they will not feel forced to learn. Games can reduce anxiety and make it easier to get input. Learning vocabulary through games is effective and fun method that can be applied to any classroom. The results of this research show that games can not only have more fun in the learning process, but more importantly, it can be used to express, practice and review vocabulary, thereby improving learners' communicative skills.

Games can assist instructors create beneficial and significant conditions in language. In the complete manner of sport teaching, college students can take part extensively and openly. In order to win the competition, every pupil or organization must competitively solution questions solved through the trainer or different college students or organization. In order to achieve this they ought to recognize what the trainer or others are pronouncing or have written, and that they ought to communicate or write a good way to explicit their very own factor of view or deliver information.²⁷ One of the high-quality approaches to coaching vocabulary is thru sport. Game can assist the instructors to create contexts wherein the language is beneficial and meaningful, sport have many benefits for

²⁶Ghada Sari, *prepared Using Game For Teaching Vocabulary*, An article the internet Available Online, Accessed on 12th January 2020.

²⁷Saverius Kaka, *Teaching English Vocabulary By Game* <http://verykaka.wordpress.com/2008/05/28/teach-english-vocabulary-by-game> (Accessed on 2nd january 2019)

children, along with sport convey rest and fun for students, this assist them examine and keep new phrases greater easily.

2. Game

a. Definition of Game

Game is a structured form of game, usually used for entertainment, and sometimes as an educational tool. Games are different from work that is usually done for remuneration, and different from art, which is usually an expression of aesthetic or ideological elements. However, the difference is not obvious, and many games are also considered to be works (for example, professional players in spectator sports or games) or art (for example, tangram games involving mahjong, solitaire or some video and other artistic layouts) games).²⁸

Considers games to be a form of play. After reading some definitions, the author concludes that games are a technique for teaching a second language. It allows us to enjoy games naturally, and learning will become easy and effective. Therefore, the age is moderate. In most games, rules are more important than components. But in some games, these roles are the opposite: the components are important, and the rules are not very important at all. Usually, these are action games such as Loop Louis. The component is the hardware, and the rule is the software. Both define the game. The two can exist independently of each other, but each is not a game. Archeology can find ancient game boards and game parts,

²⁸Definition of GAME". www.merriam-webster.com. Retrieved May 7, 2020

but no one knows the rules of these ancient people playing games, we will never know how these games are played.²⁹

Provides some reasons why you should sing in language teaching, as follows:

1. Games can be used to change the stage of the course, thereby inspiring learners' motivation.
2. Games can be used to interrupt long-term formal teaching units and review students' energy before returning to more formal learning.
3. The game can provide hidden practice of specific language points without the students' awareness.
4. The game can change the role of a teacher from a formal coach to a manager, or organize activities for students to participate in. This is to consider using it to fully reduce the conflict between teachers and students.
5. Games can increase communication between students, and can also cause teacher control.
6. The game can act as a testing mechanism because it can expose weaknesses and remedial work needs³⁰

And there are some roles of game to know especially, in education term.

According to byrene, game can do this in to main whys :

²⁹Definition of game. Manser (1991-1997) accessed on November 18

³⁰Tanggak, “ *The use of pyramid game and teching vocabulary*” Thesis S1 (Makassar FBS UNM, 1991) P. 16 Unpublished

1. They can be used to improve the learners common of particular items of language : Sound, vocabulary, Spelling, grammatical, item for function. Game in this kind are concerned with accuracy and their purpose is to reinforce and possibly extend what has already been taught co far.

2. They can be used to provide opportunities for learners to use language instead of merely learning it. That is, rather than precision, they are concerned with fluency.³¹

By the rules shown by byrne above, it can be state the game can change the students learning behavior from being passive in language classroom to active.

There are many advantages to using games in the classroom, as follows:

- a. One kind. The game is a gratifying breakthrough that is different from the language curriculum.
- b. They are motivating and challenging.
- c. It takes a lot of effort to learn a language. Games help students make and maintain their learning efforts.
- d. The game provides oral practice of various skills, including speaking, writing, listening and reading.
- e. They encourage students to interact and communicate.
- F. They create a meaningful context for language use.³²

³¹While byrene, *Teaching oral English*, (New Edition: London Longman, 1986) P. 100

³²Wikipedia, *Game Online*. <http://wikipieia.org/wiki/game>, 2011 (November 22nd 2020)

b. Types of Game

There are 10 Best ESL Game for English Teachers Abroad, All structure Have different functions. Some aim to cultivate high-consensus content masters, others cultivate thinking skills, and others cultivate communication skills.³³

1. Board Race
2. Call My Bluff / Two Truths and A Lie
3. Simon Says
4. Word Jumble Race
5. Hangman
6. Pictionary
7. The Mime
8. Hot Seat
9. Where Shall I Go?
10. What's My Problem?

3. Board Race

A board recreation is a improvement of a board recreation as a not unusualplace recreation, which may be performed via way of means of the use of a board, desk or floor. You can additionally use it at the start of the path to growth pupil motivation whether it's far the phrases the trainer simply taught or the phrases taught via way of means of the trainer last week. This is a notable manner to check what your college students already recognize approximately the situation

³³Emma Lander Go Overseas writerpublished in October 2013; we redesigned and updated this article in May 2018.

taught via way of means of the trainer. The getting to know technique of college students who use board opposition video games isn't the same as traditional strategies. It may be stated that the 2 strategies may also produce unique consequences in learning vocabulary. There for Board video games are a amusing manner for college students to exercise English at the same time as playing the recreation. The board contest is a amusing recreation that may be used to regulate the vocabulary, it offers us the truth that the use of board video games will have a prime impact on vocabulary mastery.³⁴

Board Race is a fun game that can be used to modify the vocabulary, whether it is words from a lesson you have just taught or words from a lesson taught last week. You can also use it at the beginning of the course to make students active. This is a good way to test your students' knowledge of the subject you are about to teach.

Board games are the development of board games as a general game, which can be played by using a board, table or floor. Board games are a fun way for students to practice English while enjoying the fun of the game. "Board games"

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³⁴Kusumawati. 2017. *The Influence of Using Board Race Gametowards Students' Vocabulary Mastery at the First Semester of Civil Engineering Study Program, Muhammadiyah University of Metro in Academic Year 2017/2018.* Unpublished Undergraduate Thesis.

are often used in the process of English learning, especially to improve the memory of vocabulary previously taught to students. The type of game is more repetitive vocabulary and grammar.³⁵

4. The concept of Board Race Game

a. Definition of Board Race Game

Board Race is a fun game that can be used to modify vocabulary, whether it is the words you used in class “ve just taught or words from a lesson you taught last week. It can also be used at the start of the class to get students active. It is a great way of testing what your students already know about the subject you’re about to teach³⁶. Board competition ESL games are a fun way to take your course to the next level. Depending on the size of your classroom, this activity can be used with young students as well as adults. You only need two markers to freely play movies in class and on the board.³⁷

Board game can be defined as a thing or tool used to attract students to follow the teaching process, because board games can make students more focused on learning because they will not feel forced to learn.³⁸

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³⁵Marwanto yudhi. 2018. *Bangun vocabulary dengan “Board Race Game”*. Jateng pos. (online), (<http://jatengpos.co.id/bangun-vocabulary-dengan-board-race> game/), Accessed on juncy 25, 2020..

³⁶*EFL Teaching Recipes Board Race* In: All Ges&Levels|Alltypes|Elemantary |Recipe Accessed On Desember 2020

³⁷ESL EXPAT Resources for Teaching English Abroad January 21, 2016. Accessed on Desember 2020

³⁸Hornby A.S., *Oxford Learner’s of Dictionary of Current English*, (London : Oxford University press, 1995) P. 486

Based on the above, we can take summary about Board race game. Board race game is a game that can make students is fell fun, happy, and can make students active in the learning process, they can promote good cooperation in learning process.

Board games are one of the games for teaching vocabulary. The linguist's efforts are based on a strong foundation. This is because learners are interesting in their daily lives and provide students with opportunities to be more active in the classroom. Because board games are very effective and more interesting as a method of teaching vocabulary, students will Be remembered vocabulary and enjoy learning process.

Board Race game can increase motivation to learn the English for the students. They also have to add advantage of being memorable the words much less likely that the students will forget the words, and therefore the language practice in it, where as language practice in even well constructed drill is usually very quickly forgotten and finally, Board race game which helps to bring the students memorize more words.

b. Board Race Game Preparation

Before class Begins, or before the activity starts, you should make sure that there is enough room to move around. Clear out any don't want anyone tripping or hurting themselves.

c. Teaching vocabulary by using board race game;

1. First, start a board game and explain the purpose of the game to the class. You may need to make a diagram on the board to demonstrate it. Pick a pair of volunteers from the class and "compete" with each other.
2. Let two students stand at the front of the classroom. Use two different colored markers and assign a color to each student. Ask questions related to topics covered in your most recent course or issues that you focused on during the day. For example, it may be simple, such as how to spell words or more complicated things, such as how to use the nouns and verbs spoken to them to construct specific verb tenses.
3. After asking the question, throw the marker at the other end of the classroom. Shout "Go!" or something to start the game. The students get "extra points" points for running quickly. However, the first student to complete the correct answer will be awarded two items.
4. After the presentation, divide the class into two teams and start the board game. Every student should have the opportunity to compete with students from other teams. Also, try to make sure to match students according to their abilities.
5. Finally, award the winning team and award any difficulties they encounter in the event. Stretching after the game is optional.

5. Board Race Game guidelines

The goal of the board game is to make the team or team "race" from one end of the classroom to the other end of the classroom, and write down the answers to the questions on the blackboard. The first person to complete the correct answer scores. First, to start a board competition, explain the purpose of

the game to the class, you may need to draw a picture on the board to demonstrate it. Choose a pair or group from the class to "fight" each other.

Steps of Board Race Game

There are some steps in Board race game, as follow:

- a. Divide the class into two groups, and color-code each group. If your class is large, it is best to divide the students into 3 or 4 groups.
- b. Draw a line in the middle of the board and write a theme on the top.
- c. Then, students must write as many words as possible related to the topic in the relay race.
- d. Each team wins 1 point for each correct word. Any unreadable or misspelled words are not counted.

The goal of the board game is to let two people "compete" from one end of the classroom to the chessboard at the other end of the classroom, and write the answers to the questions on the board. The first person to complete the correct answer scores.

The game allows you to test students on various topics, and at the same time allow them to fully participate in activities through some friendly "track and field" competitions. Surprisingly, you may find that adult students like it more than children.

First, start a board game and explain the purpose of the game to the class. You may need to make a diagram on the board to demonstrate it. Pick a pair of volunteers from the class and "compete" with each other.

Have two students stand behind you at the front of the board. Use two different colored markers and assign a color to each student. Ask questions related to topics covered in your most recent course or issues that you focused on during the day. For example, it may be as simple as how to spell a word or more complicated things, such as how to use the nouns and verbs you say to them to construct specific verb tenses.

After asking the question, throw the marker at the other end of the classroom. Shout, "Go!" or something to start the game. The students ran to get their markers, hit a wall, and then ran back to the blackboard to write down the answers to the questions.

The first student on the board can earn "reward" points for being fast. However, the first student to complete the correct answer will receive 2 points.

After the presentation, the class was divided into two teams, and then the board game started. Every student should have the opportunity to compete with students from other teams. Also, try to make sure to match the students according to their abilities.

Finally, award the winning team and overcome any difficulties they encounter in the event. Stretching after the game is optional.

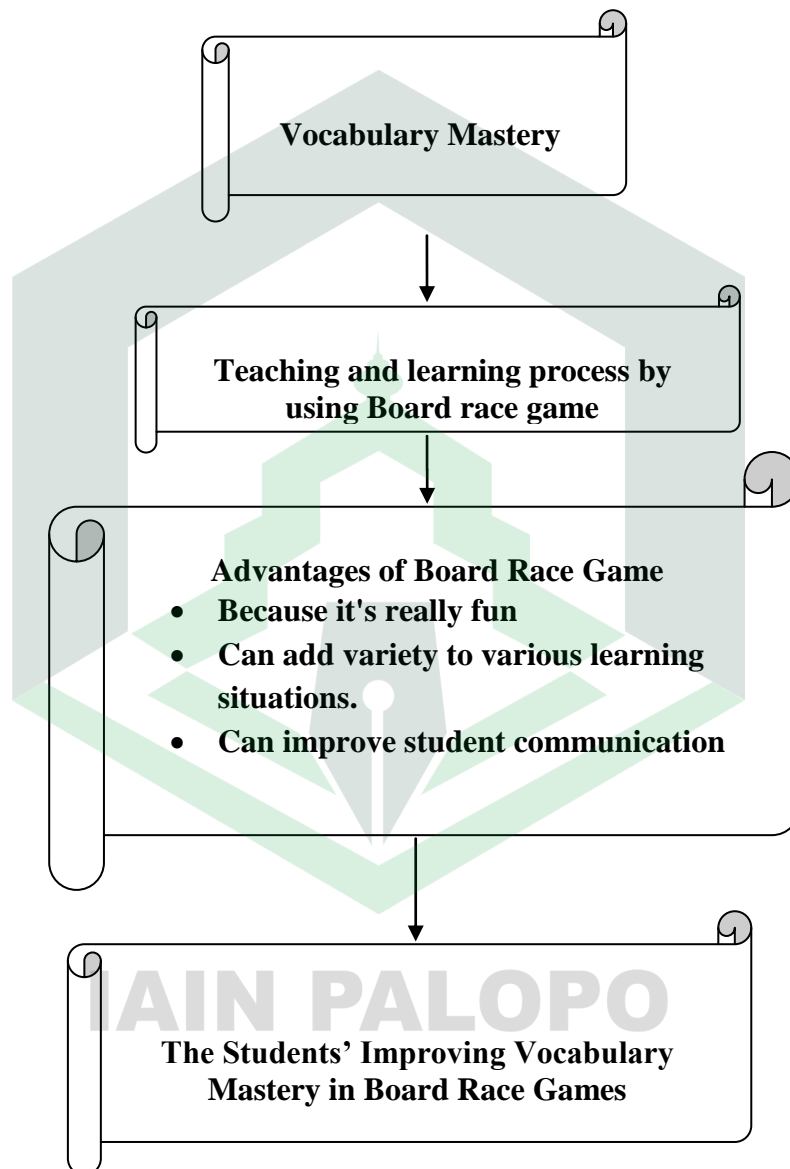
6. The Advantages of Board Race game

In addition, from the Board race activity, there some advantages they are:

1. Board Race game is the most important reasons for using game is they are very fun.
2. .range of learningsituations Board Race game can add variety to the

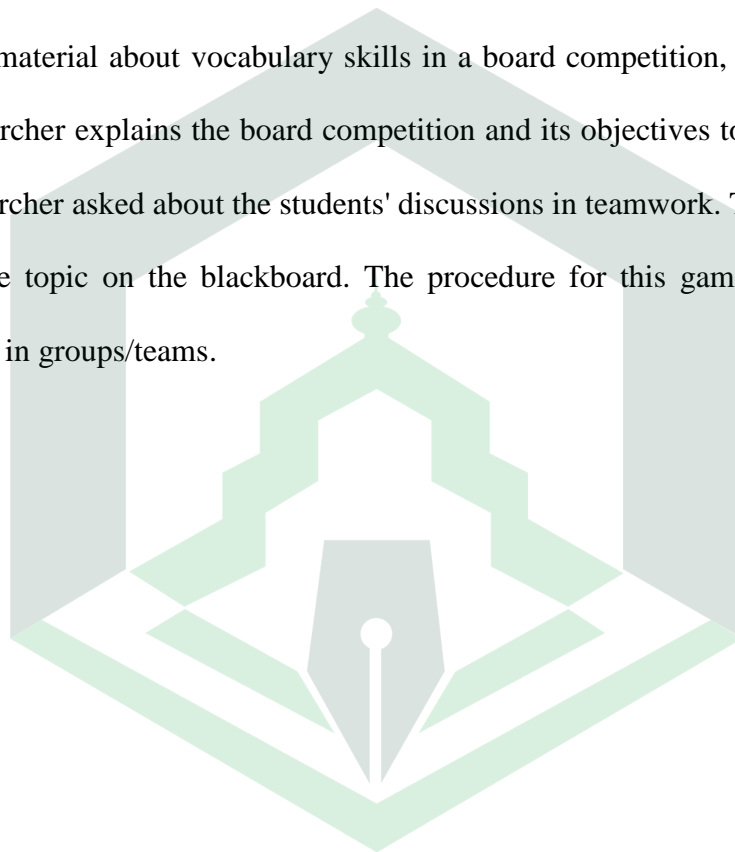
3. Board Race games can increase students' communication and practice their English while enjoying some competitions.³⁹

C. Conceptual Framework



³⁹Ramani, G. B., Siegler, R. S., & Hitti, A. (2012). *Taking it to the classroom: Number board games as a small group learning activity*. *Journal of Educational Psychology*, 104(3), 661–672. <https://doi.org/10.1037/a0028995>

Based on the conceptual above, the problem in this research is that students experience difficulties in understanding vocabulary. Based on this problem, researcher use the game Board Race to solve the problem. Board race Games are a type of game that can help students learn vocabulary. Students are divided into two groups consisting of several students. Then the researcher would provide material about vocabulary skills in a board competition, and before that, the researcher explains the board competition and its objectives to students. Then the researcher asked about the students' discussions in teamwork. Then the teacher wrote the topic on the blackboard. The procedure for this game is the student response in groups/teams.



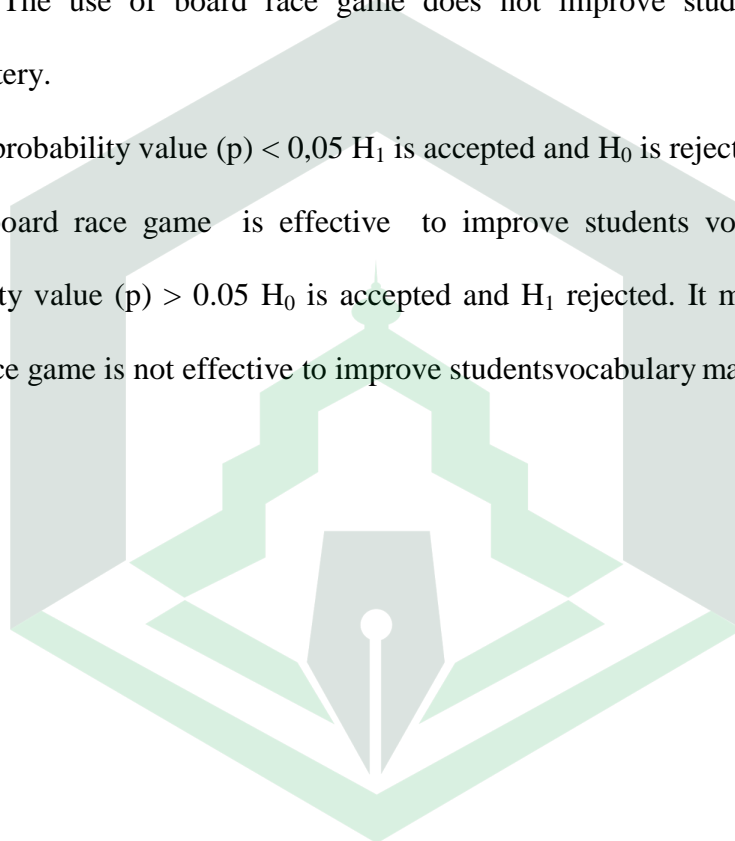
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D. Hypothesis

Based on the literature that has been explained before, the researcher put forward the hypotheses of the research as follow :

- a. H_1 : The use of board race game improve students vocabulary mastery.
- b. H_0 : The use of board race game does not improve students vocabulary mastery.

If probability value $(p) < 0,05$ H_1 is accepted and H_0 is rejected. It means the use of board race game is effective to improve students vocabulary and if probability value $(p) > 0.05$ H_0 is accepted and H_1 rejected. It means the use of board race game is not effective to improve studentsvocabulary mastery



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CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

This research used kuantitatif method aims to find out whether by used of board race game to improve student's vocabulary mastery. The method that used in this research was pre-experimental research method. The formula as follow:

PRE-TEST	TREATMENT	POST-TEST
O ₁	X	O ₂

Where:

O₁ = Pre-test

X = Treatment

O₂ = Post-test.⁴⁰

B. Time and Location of the Research

1. Time

This research was conducted in Juni 2021.

2. Location

The research was conducted at SMP Nusa Prima Lamasi. It is located at Jln. Sadar Desa To'Pongo, Kec. Lamasi, Kab. Luwu.

⁴⁰Suharsimi Arikunto, *Research procedure*, (cet.IV; R Cipta, 1997) , p.78.

C. Variable Operational Definition

In this research, there are two variables, namely the independent variable and the dependent variable.

a. Independent Variable

The independent variable is the variable that affects or causes the change or the emergence of the dependent variable. This variable is the variable that is controlled and manipulated by the researcher. The independent variable in this study is a teaching and learning process by using Board race game.

b. Dependent Variable

Dependent variables are variables that are influenced or become a result of the independent variable. The dependent variable in research is learning vocabulary mastery.

D. Population and Sample

1. Population

The research population gave problems to the results of the research. The people of this research is seventh-grade students of SMP Nusa Prima Lamasi, especially the seventh-grade students focused on class VII. The total population are 25 students.

2. Sample

The population is one class, the taking sample technique is total sampling. The researcher choose the seventh grade to be the sample in this research. There were 25 student's of 16 female and 9 male students as the sample as an ideal teaching-learning process in SMP Nusa Prima Lamasi.

E. Data Collection Techniques

The following data collection techniques in this study:

1. To obtain data from the results of interest in learning obtained (pretest) before treatment and (posttest) which is carried out at the end of the research meeting or after being given treatment using the board race game.
2. To obtain data about student responses, researchers used a test.

F. The Instrument of the Research

1. Test

In this, the researcher used a vocabulary test. The tests were pre-test and post-test. The purpose of the vocabulary test was to determine the vocabulary level of students, which the number of trials is 30 items. The test consists of Adjective, Noun, and Verb was multiple choice and matching pictures to words, multiple choice consisting of 10 questions, and wedding pictures with words composed of 10 questions. Translating and grouping words consists of 5 items, the translation word consists of 5 items. The time to take the test is 30 minutes.

G. Validity and Reliability of Instrument

Validity is one of the main things to have by each measuring instrument. In the general sense of validity interpreted as the accuracy and accuracy of the instrument in carry out its measuring function. It means that validity can indicate the extent to which the scale is capable of disclose accurately and thoroughly on the data obtained regarding the attributes that have been designed for measure it. A scale that can only measure part of attributes that have been determined, is said to be a scale that function is invalid.

Validity is closely related to the purpose of measuring, therefore the scale can only produce valid data for one specific measuring purpose as well. This validity is carried out with the aim that there is no overestimate (the correlation number is overweight). The formula technique in the validity of this research uses the product moment formula by Karl Pearson who later assisted with the Statistical Packages for Social Sciences program (SPSS) release 24.0 for Windows.

Reliability is a measuring tool that refers to the confidence and consistency of the measurement results, which implies how high the accuracy of the measurement is. In this study, the reliability test will be tested using Cronbach's Alpha assisted by the Statistical Packages for Social Sciences (SPSS) computer program release 24.0 for Windows.

H. The Technique of Data Analysis

Pre-test and post-test data were analyzed in the following steps: The data collected through the test were analyzed quantitatively using statistical calculations and calculating the hypothesis using the SPSS 24 program. The procedure undertaken in Quantitative analysis is formed were used:

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

$$\text{Score} = \frac{\text{Total correct answer}}{\text{Total test items}} \times 10$$

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

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

Where :

P = Percentage

F = The cumulative frequency of subjects

N = The number of students

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

PERCENTAGE	CRITERIA
95 -100	Excellent
86-95	Very Good
76 -85	Good
66 -75	Fair Good
56 -65	Fair
36-55	Poor
0-35	Very poor. ⁴¹

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⁴¹Suharsimi Arikunto, *Prosedur Penelitian : Suatu Pendekatan Praktis*, (Jakarta: Rineka Cipta, 1998), p. 185

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this research, the researcher collected data by conducting tests. In addition, the researcher also recorded activities carried out during teaching. The researcher took all data related to teaching vocabulary mastery to seventh-grade students at SMP Nusa Prima Lamasi. So that the description is more precise and It's easier to understand. The researcher would discuss the findings of the students' vocabulary between the pretest was given the treatment, and the posttest was not given the treatment.

1. The Analysis of Students' Score in the Pretest

a. The Students' Pre-Test Score

In this section, the researcher presents the data in tabular form and calculates scores using the SPSS 24 program. Then, the researcher shows the complete scores of the student's vocabulary tests in the Pre-Test. The tabulation of students' scores for the Pre-Test can be seen in table 1.1.

Tabel 1.1
The Score of Students Vocabulary in the Pre – Test

No	Students	Correct answer	Score
1.	Student 1	22	75
2.	Student 2	21	70
3.	Student 3	19	65
4.	Student 4	21	70
5.	Student 5	26	85
6.	Student 6	24	80
7.	Student 7	29	95
8.	Student 8	29	95
9.	Student 9	24	80
10.	Student 10	15	50
11.	Student 11	18	60
12.	Student 12	24	80
13.	Student 13	22	75
14.	Student 14	21	70
15.	Student 15	18	60
16.	Student 16	19	65
17.	Student 17	26	85
18.	Student 18	24	80
19.	Student 19	26	85
20.	Student 20	21	70
21.	Student 21	22	75
22.	Student 22	27	90
23.	Student 23	26	85
24.	Student 24	27	90

25. Student 25 29 95

The table showed that the data result indicates that the students' vocabulary score in the pretest. The data of pretest score of the group showed that three students achieved score 95, two students achieved score 90, four students achieved score 85, four students achieved score 80, three students achieved score 75, four students achieved score 70, and two students achieved score 65, two students get score 60, and one student get score 50. The data in chart 1.1 above shows that the lowest score was 50. Four students got it. In addition, the highest score was 95 four students got it.

b. The Students' Scoring Classification of the students' in Pre-Test

The following table was the data achieved from the pre-test before giving treatment.

Table 1.2
Frequency and Percentage of Students' Pre-Test

No	Classification	Score	Frequency	Percentage
1.	Excellent	95 -100	3	12%
2.	Very Good	86-94	2	8%
3.	Good	76 -85	8	32%
4.	Fair Good	66 -75	7	28%
5.	Fair	56 -65	4	16%

6.	Poor	36-55	1	4%
7.	Very Poor	0-35	0	0%

Table 1.2 showed that data of pretest. The data pretest were 3 students (12%) in excellent classification , 2 students (8%) in very good classification , 8 students (32%) in good , 7 students (28%) in fair good classification, 4 students (16%) in fair classification, and 1 student (4%) in fair classification of both classes are classified in excellent.

c. The Mean Score and Standard Deviation of Students' in Pre-Test

In this part, the researcher described the mean score and standard deviation in order. To compare a mean score of pre-test in group before giving treatment.

Table1.3
The Mean Score and Standard Deviation of Students' in Pre-Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	25	50.00	95.00	77.2000	11.90938
Valid N (listwise)	25				

From table 1.3, it can be seen the highest score of students is 95.00 and the lowest score is 50.00. In addition, this shows indicates that the mean score of student's vocabulary in Pre - Test is 77.2000 and the standard deviation error is 11.90938.

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

a. The Students' Post-Test Score

The posttest was conducted after giving treatment in order to find out the influence of Board Race games toward students vocabulary mastery. The following were the description of the students post-test score.

Tabel 1.4
The Score of Students Vocabulary in the Post-Test

No	Students	Correct answer	Score
1.	Student 1	26	85
2.	Student 2	22	75
3.	Student 3	19	65
4.	Student 4	22	75
5.	Student 5	29	95
6.	Student 6	27	90
7.	Student 7	27	90
8.	Student 8	29	95
9.	Student 9	26	85
10.	Student 10	21	70
11.	Student 11	22	75
12.	Student 12	24	80
13.	Student 13	26	85
14.	Student 14	26	85
15.	Student 15	22	75
16.	Student 16	21	70

17.	Student 17	21	70
18.	Student 18	26	85
19.	Student 19	27	90
20.	Student 20	27	90
21.	Student 21	26	85
22.	Student 22	29	95
23.	Student 23	24	80
24.	Student 24	27	90
25.	Student 25	29	95

Based on the table showed that the data result indicates that the students in post-test. The data of post-test score of showed that, one student achieved score 65, three students achieved score 70, four students achieved score 75, two students achieved score 80, six students achieved score 85, five students achieved score 90, and four students achieved score 95. Based on the data in chart 4.1 above, showed that the highest and lowest scores of post-test. The highest score of post-test of the highest score of pretest was 95 and the lowest score was 65.

b. The Students' Scoring Classification of the students' in Post-Test

The following table was the data achieved from the post-test group after giving treatment.

Table 1.5
Frequency and Percentage of Students' Post-test

No	Classification	Score	Frequency	Percentage
1.	Excellent	95 -100	4	16%
2.	Very Good	86-94	5	20%
3.	Good	76 -85	12	48%
4.	Fair Good	66 -75	7	28%
5.	Fair	56 -65	1	4%
6.	Poor	36-55	0	0%
7.	Very Poor	0-35	0	0%

Table 1.5 showed that data of post-test in group. The data post-test of control group were 4 students (16%) in excellent classification , 5 students (20%) in very good classification , 12 students (48%) in good , 7 students (28%) in fair good classification, 1 student (4%) in fair classification.

c. The Mean Score and Standard Deviation of Students' in Post-test

In this part, the researcher described the mean score and standard and deviation in order to compare a mean score of in post-test in after giving treatment.

Table1.6
The Mean Score and Standard Deviation of Students' in Post-Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	25	65.00	95.00	83.0000	9.01388
Valid N (listwise)	25				

From table 1.6, it can be seen that the highest score of students is 95.00 and the lowest score is 65.00. In addition, this also shows that the mean score of student's vocabulary in Post - Test is 83.0000 and the standard deviation error is 9.01388.

d. The Calculation of t-test Pre-Test and Post-Test

In addition to showing the mean score in the student's vocabulary subject, this research would also present scores of students results in Pre-Test and Post-Test, the total mean score and standard deviation of in Pre-Test and Post-Test, and then compare both of them. The results are presented in descriptive statistics, it can be seen in table 1.7 and 1.8.

Table1.7
The Paired Samples Statistics of Pre-Test and Post-Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	25	50.00	95.00	77.2000	11.90938
Posttest	25	65.00	95.00	83.0000	9.01388
Valid N (listwise)	25				

The table 1.7 described the statistical result of the pre-test and post-test. From the group of the table above, N was the total of the subject data which was 25 from pre-test and 25 from post-test. It could be seen that between post-test

is significantly different. The mean that acquire by the pre-test group was 77,2000 while the mean score of post-test group was 83.0000 Further the statistical hypothesis of the research was described in the table below:

Table 1.8
The Paired Samples Test of Pre-Test and Post-Test

		Paired Samples Test							
		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
Pair					Lower	Upper			
1	Pretest - Posttest	-5.80000	8.12404	1.62481	-9.15344	-2.44656	-3.570	24	.002

Based on the result of data analysis as summarized in Table 1.8 above in pre-test and post-test, the researcher found that the Probability Value is lower than alpha (α) ($9.153 < 2.446$) which means that there is significant difference in post test of both class. Thus, Board race game was effective to develop students vocabulary mastery.

B. Discussion

By considering the findings, the researcher presents the discussion of data given to the students. This section describes students' improvement in teaching vocabulary by using board race games. The researcher teaches students English and develops their vocabulary through board race games as a student learning media. As has been done in learning, an essential key in any education and media presence can increase class fun so that students do not get bored and can use the

material well. Students lack vocabulary. It is proven that most of them do not master or know some of the given vocabularies. They said, "they have a little difficulty learning English because they have limited English skills and don't have much vocabulary. No innovative media or games. Which can refresh students' minds to carry out activities in the learning process. learn English.

In general, just like other games, this Board Race Game can provide a fun activity. Students can be active in the learning process. With a few changes, the researchers conducted this Board Race Game to be implemented at SMP Nusa Prima Lamasi. Researcher want to take advantage of the main benefits of this game, which is to train students to think quickly and categorize vocabulary through the material provided. In addition, the Board Race Game can be adapted to the needs of the teacher. It can also be used at the start of class to keep students active. The researcher wants to ensure that teaching is an effective technique by using the Board Race Game. It helps students categorize words. For example: if asked about family, animals, fruits, they can be classified as part of speech. In this game, the teacher can align the content according to the learning objectives. Especially in English, this game can also help teach vocabulary, such as categorizing the vocabulary needed in a particular chapter. After observing SMP Nusa Prima Lamasi, it was found that the Board Race Game had not been applied in this school in vocabulary learning.

The researcher found that the tests given to students could improve their vocabulary mastery from the research results. The average score between student tests evidences this. This research used pre-experimental that consist of two

groups they are pre-test and post-test. Both classes have been given pre-test and post-test. In this study, the researcher applied noun, adjective, and verb to teach the seventh-grade vocabulary at SMP Nusa Prima Lamasi. In pre-test has been given treatment that was teaching vocabulary using board race while in post-test has been given treatment that was teaching vocabulary without using board race or used conventional teaching.

There were four vocabulary test items used by the researcher, namely multiple-choice, matching words, translating and classifying words, and translating words. Based on thematic questions, teach Noun, adjectives, and verbs. In part A (multiple choice), The students get challenged to answer questions number 4,5 and 8 because they don't understand some words in sentences, namely: clown, lunch, and lend. In another number (7 and 10), the students' answer was wrong because, the students difficult to understand the meaning namely: dentist, and bicycle. In part B(matching words) was the more straightforward question because the word was familiar. In part C (specify type), the students' difficulties distinguishing word classes the numbers 17 and 18, such as fat and nose. And part D (translate word into English) the students' answers were spelling errors because they know the answer, but they do not know how to write the word well. In the post-test, the researcher gave test vocabulary which from different content with pre-test. Post-test did after giving six times the treatment students to get the score in post-test and develop students' vocabulary. Based on the students' scores in the pre-test, for both pre-test and post-

tessignificancette different significant before giving treatment. Students' scores of both classes in post-test have a significant difference.

There are significant items test results between pretest and post-test. In the pretest, it can be seen that most students get a good average score. Shows what is observed in the post-test before being given treatment. In the pretest, there were shows that the pretest data. The data pretest were three students (12%) in excellent classification, two students (8%) in excellent classification, eight students (32%) is good, seven students (28%) in good fair classification, four students (16%) in fair classification, and one student (4%) in the fair classification of both classes are classified in excellent. And showed that the data of post-test. Showed that data of post-test. The data post-test of were 4 students (16%) in excellent classification, 5 students (20%) in very good classification, 12 students (48%) is good, 7 students (28%) in fair good classification, 1 student (4%) in fair classification. In addition, from the Board race activity, there are some advantages. The board race game is the most important reason for using games is they are very fun. The board race game can add variety to the range of learning situations. Board Race games can increase students' communication and practice their English while enjoying some competitions.

Based on the pre-test and post-test results, two findings were obtained, namely the mean score of the pre-test (77.2000) and the post-test (83.0000). From these results, it can be interpreted that students of both classes have almost the same intelligence. In this case, the game could attract the students to learn vocabulary. Based on the research that had been conducted, during this research,

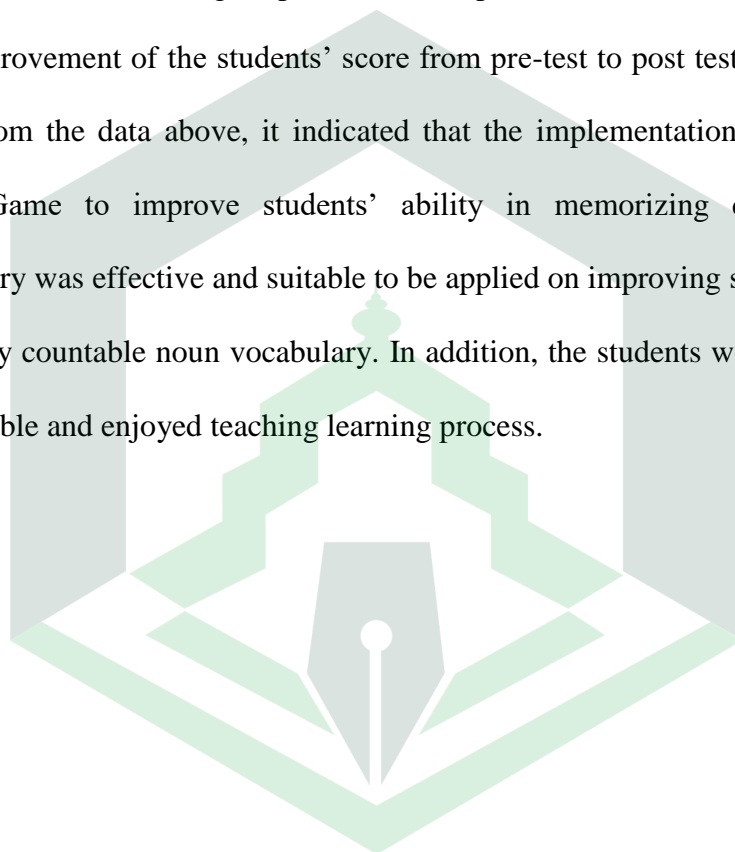
teaching vocabulary by using board race games could make the students more motivated to learn, They enjoyed, and they were enthusiastic in the learning-teaching process.

This research's findings were systemically related to the earlier research about improving students' vocabulary mastery by using board race games associated with the previous research findings. On the other hand, there are also differences between this research's findings and several previous types of research.

The first previous research conducted by Fitri Palupi Kusumawati. The calculation result After analyzing the result of data by using nonparametric formula, the researcher gets the result of t_{count} is 3,09 and t_{table} 2,00 (on criterion 1) and 2,69 (on criterion 2). It means that $t_{count} > t_{table}$, then the criterion of t_{count} is H_a is accepted if $t_{count} > t_{table}$. So, there is significant influence of using board race game towards students' vocabulary mastery at Civil Engineering Students in Muhammadiyah University of Metro academic year 2017/2018. It goes the same with Naza Muddin Baharsyah finding the result. the result of data analyzing showed that t_{count} is higher than t_{table} ($t_{count} 2.99 > t_{table} 2.05$). So, the hypothesis is accepted. It means that there is a significant effect of board race game on students' vocabulary mastery at tenth grade students of SMK Negeri 1 Sipirok.

The other previous researches have the similarity finding with this research about the improving vocabulary by using board race game students, Ferrah Sukma Pratiwi found that result of study The findings of this The result The result of

analysis showed that there was development on students' ability in memorizing countable noun vocabulary. In the pre-test, there was 9 student (22,5%) who got up to 80. In the post test in cycle I, there was 20 students (50%) who got up to 80. It means there was improvement about 27,5%. In the post test in cycle II there was 35 students (87,5%) who got up to 80. The improvement was about 37,5% and the total improvement of the students' score from pre-test to post test of cycle II was 65%. From the data above, it indicated that the implementation of Race to the Board Game to improve students' ability in memorizing countable noun vocabulary was effective and suitable to be applied on improving students' ability, especially countable noun vocabulary. In addition, the students were more active, comfortable and enjoyed teaching learning process.



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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussions of the research, the researcher concluded that the use of the Board Race game improve students vocabulary at SMP Nusa Prima Lamasi. The student's vocabulary after conducting treatment, there was a not effect of using Board Race games to increase students' vocabulary. This means that the Board Race game can have a not effect on students' vocabulary. This is supported by the high scores achieved by students after the researcher gave the Board Race game treatment as a vocabulary teaching strategy, it could be proven by the students result in Pre-Test with mean score 77.2000 and Post-Test of mean score 83.000, This means there is a difference between the pretest and posttest. Thus, the Board Race game is effective for developing students' vocabulary.

B. Suggestion

From the Based on the result of the research, the researcher would like to gave some suggestion.

1. For the teacher

Teachers can use this game as a medium, because it can provide contribution in the learning process in making students remember a lot vocabulary has been taught before

2. For the students

This research is expected to be able to contribute to students as well as research education especially to know the use of games, especially board race games on students' vocabulary mastery.

3. For the next researcher

In this research, the researcher used the Board Race game to teach students of junior high school. Further, the researcher can conduct this strategy on this strategy on different level students and different materiThis research is expected to contribute to research education especially to know the use of games, especially board race games on students' vocabulary mastery. This research is expected to be adequate previous research that can be used by other researchers to carry out further research related to some techniques or games on students' vocabulary mastery.



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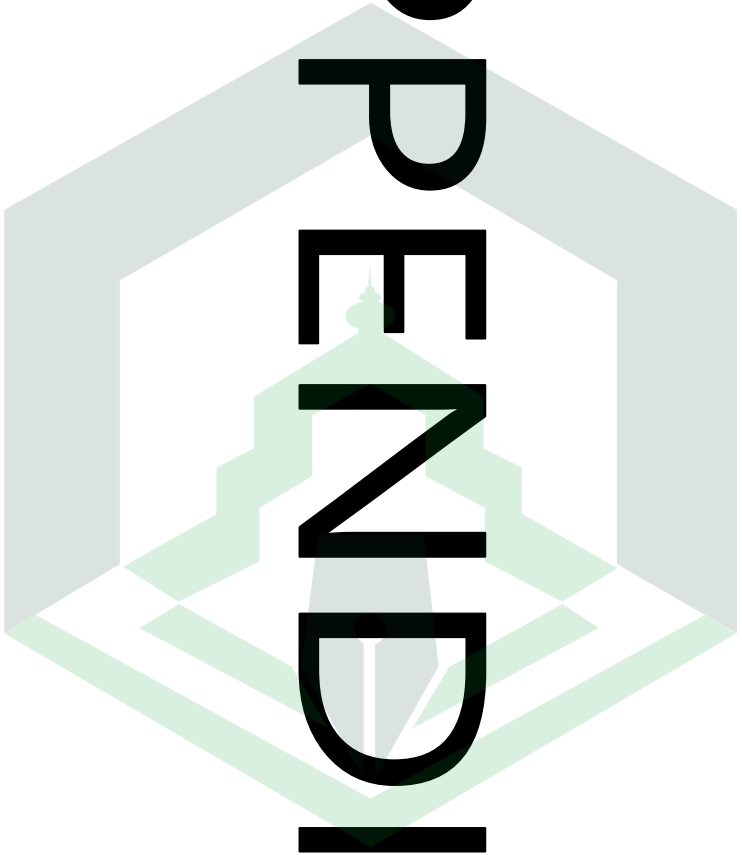
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APPENDICES



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RENCANA PELAKSANAAN PEMBELAJARAN (RPP 1)

Nama sekolah : Junior high school Nusa Prima Lamasi
Mata pelajaran : Bahasa Inggris
Kelas/Semester : VII (Tujuh)
Pertemuan : 1 (Experimen Class)
Aloksi Waktu : 2 X 45 menit
Tahun Ajaran : 2020

Standar Kompetensi : Berkomunikasi dengan bahasa inggris melalui pengayaan kosakata.

Kompetensi Dasar : Mengidentifikasi dan mengetahui tentang kosakata

Indikator :

1. Mengidentifikasi kosa kata yakni, Noun, Adjective, verb
2. Dapat mengetahui cirri-ciri kosakata Noun, Adjective, verb

Tujuan Pembelajaran : Siswa dapat menghafal cirri-ciri kosakata noun adjective, verb dalam bahasa inggris melalui board race game.

Materi Pembelajaran : Noun (Things around the school)

Metode pembelajaran :

1. Board Race games
2. Vocabulary

Langkah-langkah Pembelajaran :

1. Kegiatan pendahuluan

a. Salam dan doa

b. Mengajukan pertanyaan

- Good morning everybody, how are you today ?
- Are you ready for lesson today.
- Memberikan motivasi kepada siswa
- Menyampaikan tujuan, manfaat pembelajaran, dan kegiatan pembelajaran.

2. Kegiatan inti

- peneliti mengajarkan siswa tentang Part of speech, terutama focus kata sifat, kata benda, dan kata kerja dan memperkenalkan tentang board race.
- peneliti menjelaskan tentang langkah-langkah dan cara permainan board race
- Siswa menerapkan board race game dengan membagi 2 kelompok yang terdiri dari beberapa orang dan masing-masing di beri spidol
- Peneliti menggambar garis di tengah papan dan menulis topic di atas.
- Siswa kemudian berlomba ke papan dan menulis kosakata sebanyak mungkin sesuai dengan topic yang di tulis oleh peneliti di papan.
- Setiap kelompok memenangkan satu poin untuk setiap kata yang benar, dan setiap kata yang tidak dapat di baca atau salah eja tidak di hitung dan tidak mendapatkan poin.

3. Kegiatan penutup

- Menanyakan kesulitan siswa selama pembelajaran
- Menyimpulkan materi pembelajaran

Sumber belajar:

1. Dasar-dasar penguasaan Bahasa Inggris dan buku pedoman yang Relevan.
2. Kamus

Materi Pembelajaran :

1. Menjelaskan tentang pembelajaran kosakata dan macam-macam kosakata.
2. Mengetahui tentang pembelajaran kosakata

Penilaian : Tertulis

RENCANA PELAKSANAAN PEMBELAJARAN (RPP 2)

Nama sekolah : Junior high school Nusa Prima Lamasi
Mata pelajaran : Bahasa Inggris
Kelas/Semester : VII (Tujuh)
Pertemuan : 2 (Experimen Class)
Aloksi Waktu : 2 X 45 menit
Tahun Ajaran : 2020

Standar Kompetensi : Berkomunikasi dengan bahasa inggris melalui pengayaan kosakata.

Kompetensi Dasar : Mengidentifikasi dan mengetahui tentang kosakata

Indikator :

1. Mengidentifikasi kosa kata yakni, Noun, Adjective, verb
2. Dapat mengetahui cirri-ciri kosakata Noun, Adjective, verb

Tujuan Pembelajaran : Siswa dapat menghafal cirri-ciri kosakata noun adjective, verb dalam bahasa inggris melalui board race game.

Materi Pembelajaran : Noun (Animal)

Metode pembelajaran:

1. Board Race games
2. Vocabulary

Langkah-langkah Pembelajaran :

1. Kegiatan pendahuluan

- Salam dan doa
- Mengajukan pertanyaan
- Good morning everybody, how are you today
- Are you ready for lesson today.
- Memberikan motivasi kepada siswa
- Menyampaikan tujuan, manfaat pembelajaran, dan kegiatan pembelajaran.

2. Kegiatan inti

- peneliti mengajarkan siswa tentang Part of speech, terutama focus kata sifat, kata benda, dan kata kerja dan memperkenalkan tentang board race.
- peneliti menjelaskan tentang langkah-langkah dan cara permainan board race
- Siswa menerapkan board race game dengan membagi 2 kelompok yang terdiri dari beberapa orang dan masing-masing di beri spidol
- Peneliti menggambar garis di tengah papan dan menulis topic di atas.
- Siswa kemudian berlomba ke papan dan menulis kosakata sebanyak mungkin sesuai dengan topic yang di tulis oleh peneliti di papan.
- Setiap kelompok memenangkan satu poin untuk setiap kata yang benar, dan setiap kata yang tidak dapat di baca atau salah eja tidak di hitung dan tidak mendapatkan poin.

3. Kegiatan penutup

- Menanyakan kesulitan siswa selama pembelajaran
- Menyimpulkan materi pembelajaran

Sumber belajar:

1. Dasar-dasar penguasaan Bahasa Inggris dan buku pedoman yang Relevan.
2. Kamus

Materi Pembelajaran :

1. Menjelaskan tentang pembelajaran kosakata dan macam-macam kosakata.
2. Mengetahui tentang pembelajaran kosakata.

Penilaian : Tertulis

RENCANA PELAKSANAAN PEMBELAJARAN (RPP 3)

Nama sekolah : Junior high school Nusa Prima Lamasi
Mata pelajaran : Bahasa Inggris
Kelas/Semester : VII (Tujuh)
Pertemuan : 3 (Experimen Class)
Aloksi Waktu : 2 X 45 menit
Tahun Ajaran : 2020

Standar Kompetensi : Berkomunikasi dengan bahasa inggris melalui pengayaan kosakata.

Kompetensi Dasar : Mengidentifikasi dan mengetahui tentang kosakata

Indikator :

1. Mengidentifikasi kosa kata yakni, Noun, Adjective, verb
2. Dapat mengetahui cirri-ciri kosakata Noun, Adjective, verb

Tujuan Pembelajaran : Siswa dapat menghafal cirri-ciri kosakata noun adjective, verb dalam bahasa inggris melalui board race game.

Materi Pembelajaran : Adjective

Metode pembelajaran:

1. Board Race games
2. Vocabulary

Langkah-langkah Pembelajaran :

1. Kegiatan pendahuluan

- Salam dan doa
- Mengajukan pertanyaan
- Good morning everybody, how are you today ?
- Are you ready for lesson today.
- Memberikan motivasi kepada siswa
- Menyampaikan tujuan, manfaat pembelajaran, dan kegiatan pembelajaran.

2. Kegiatan inti

- Peneliti mengajarkan siswa tentang Part of speech, terutama focus kata sifat, kata benda, dan kata kerja dan memperkenalkan tentang board race.
- peneliti menjelaskan tentang langkah-langkah dan cara permainan board race
- Siswa menerapkan board race game dengan membagi 2 kelompok yang terdiri dari beberapa orang dan masing-masing di beri spidol
- Peneliti menggambar garis di tengah papan dan menulis topic di atas.
- Siswa kemudian berlomba ke papan dan menulis kosakata sebanyak mungkin sesuai dengan topic yang di tulis oleh peneliti di papan.
- Setiap kelompok memenangkan satu poin untuk setiap kata yang benar, dan setiap kata yang tidak dapat di baca atau salah eja tidak di hitung dan tidak mendapatkan poin.

3. Kegiatan penutup

- Menanyakan kesulitan siswa selama pembelajaran
- Menyimpulkan materi pembelajara

Sumber belajar:

1. Dasar-dasar penguasaan Bahasa Inggris dan buku pedoman yang Relevan.
2. Kamus

Materi Pembelajaran :

1. Menjelaskan tentang pembelajaran kosakata dan macam-macam kosakata.
2. Mengetahui tentang pembelajaran kosakata.

Penilaian : Tertulis

RENCANA PELAKSANAAN PEMBELAJARAN (RPP 4)

Nama sekolah : Junior high school Nusa Prima Lamasi
Mata pelajaran : Bahasa Inggris
Kelas/Semester : VII (Tujuh)
Pertemuan : 4 (Experimen Class)
Aloksi Waktu : 2 X 45 menit
Tahun Ajaran : 2020

Standar Kompetensi : Berkomunikasi dengan bahasa inggris melalui pengayaan kosakata.

Kompetensi Dasar : Mengidentifikasi dan mengetahui tentang kosakata

Indikator :

1. Mengidentifikasi kosa kata yakni, Noun, Adjective, verb
2. Dapat mengetahui cirri-ciri kosakata Noun, Adjective, verb

Tujuan Pembelajaran : Siswa dapat menghafal cirri-ciri kosakata noun adjective, verb dalam bahasa inggris melalui board race game.

Materi Pembelajaran : Adjective

Metode pembelajaran:

1. Board Race games
2. Vocabulary

Langkah-langkah Pembelajaran :

1. Kegiatan pendahuluan

- Salam dan doa
- Mengajukan pertanyaan
- Good morning everybody, how are you today ?
- Are you ready for lesson today.
- Memberikan motivasi kepada siswa
- Menyampaikan tujuan, manfaat pembelajaran, dan kegiatan pembelajaran.

2. Kegiatan inti

- peneliti mengajarkan siswa tentang Part of speech, terutama focus kata sifat, kata benda, dan kata kerja dan memperkenalkan tentang board race.
- peneliti menjelaskan tentang langkah-langkah dan cara permainan board race
- Siswa menerapkan board race game dengan membagi 2 kelompok yang terdiri dari beberapa orang dan masing-masing di beri spidol
- Peneliti menggambar garis di tengah papan dan menulis topic di atas.
- Siswa kemudian berlomba ke papan dan menulis kosakata sebanyak mungkin sesuai dengan topic yang di tulis oleh peneliti di papan.
- Setiap kelompok memenangkan satu poin untuk setiap kata yang benar, dan setiap kata yang tidak dapat di baca atau salah eja tidak di hitung dan tidak mendapatkan poin.

3. Kegiatan penutup

- Menanyakan kesulitan siswa selama pembelajaran
- Menyimpulkan materi pembelajaran

Sumber belajar:

1. Dasar-dasar penguasaan Bahasa Inggris dan buku pedoman yang Relevan.
2. Kamus

Materi Pembelajaran :

1. Menjelaskan tentang pembelajaran kosakata dan macam-macam kosakata.
2. Mengetahui tentang pembelajaran kosakata.

Penilaian : Tertulis

RENCANA PELAKSANAAN PEMBELAJARAN (RPP 5)

Nama sekolah : Junior high school Nusa Prima Lamasi
Mata pelajaran : Bahasa Inggris
Kelas/Semester : VII (Tujuh)
Pertemuan : 5 (Experimen Class)
Aloksi Waktu : 2 X 45 menit
Tahun Ajaran : 2020

Standar Kompetensi : Berkomunikasi dengan bahasa inggris melalui pengayaan kosakata.

Kompetensi Dasar : Mengidentifikasi dan mengetahui tentang kosakata

Indikator :

1. Mengidentifikasi kosa kata yakni, Noun, Adjective, verb
2. Dapat mengetahui cirri-ciri kosakata Noun, Adjective, verb

Tujuan Pembelajaran : Siswa dapat menghafal cirri-ciri kosakata noun adjective, verb dalam bahasa inggris melalui board race game.

Materi Pembelajaran : Verb (Daily activity at home)

Metode pembelajaran:

1. Board Race games
2. Vocabulary

Langkah-langkah Pembelajaran :

1. Kegiatan pendahuluan

- Salam dan doa
- Mengajukan pertanyaan
- Good morning everybody, how are you today ?
- Are you ready for lesson today.
- Memberikan motivasi kepada siswa
- Menyampaikan tujuan, manfaat pembelajaran, dan kegiatan pembelajaran.

2. Kegiatan inti

- peneliti mengajarkan siswa tentang Part of speech, terutama focus kata sifat, kata benda, dan kata kerja dan memperkenalkan tentang board race.
- peneliti menjelaskan tentang langkah-langkah dan cara permainan board race
- Siswa menerapkan board race game dengan membagi 2 kelompok yang terdiri dari beberapa orang dan masing-masing di beri spidol
- Peneliti menggambar garis di tengah papan dan menulis topic di atas.
- Siswa kemudian berlomba ke papan dan menulis kosakata sebanyak mungkin sesuai dengan topic yang di tulis oleh peneliti di papan.
- Setiap kelompok memenangkan satu poin untuk setiap kata yang benar, dan setiap kata yang tidak dapat di baca atau salah eja tidak di hitung dan tidak mendapatkan poin.

3. Kegiatan penutup

- Menanyakan kesulitan siswa selama pembelajaran
- Menyimpulkan materi pembelajaran

Sumber belajar:

1. Dasar-dasar penguasaan Bahasa Inggris dan buku pedoman yang Relevan.
2. Kamus

Materi Pembelajaran :

1. Menjelaskan tentang pembelajaran kosakata dan macam-macam kosakata.
2. Mengetahui tentang pembelajaran kosakata.

Penilaian : Tertulis

Name :

Class :

Pre - Test

A.Direction : Choose the correct answer from the option a,b,c, or d (number 1-10).

1. A school is the place where students ... with their teachers.

A.teach

B.work

C.play

D.study

2. Bunga is celebrating her birthday. Now Bunga feels

A.happy

B.easy

C.angry

D.hungry

3. Intan : Amir, your new shoes are good and really fit in your You look charming and cool.

Amir: Thank you Nita.

A.body

B.feet

C.finger

D.hand

4. There is a clown in my friend's birthday party. He is very He makes all children laugh and happy.

A.angry

B.noisy



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C.funny

D.quiet

5. My little sister and brother are very hungry, so I lunch for them.

A.prepare

B.wear

C.throw

D.kick

6. Thomas the competition in a National Olimpiade. He looks very happy.

A.jumped

B.lost

C.celebrated

D.won

7. My younger brother went to dentist two days ago because his were in pain.

A.teeth

B.ears

C.hands

D.fingers

8. Fena : Can you lend me a hand?

Rissa : Yes, of course. What can I help you? Fena: Please, these textbooks to my office. Rissa : Yes sure, Sir.

A.put

B.give

C.bring

D.read

9. The exam was too for her. She got an A!

- A.easy
- B.expensive
- C.difficult
- D.high

10. Tina's bicycle is broken. Tina is really now.

- A.charm
- B.happy
- C.sad
- D.confused

B. Matching Words

11. Tomato	a. Sendok
12. Spoon	b. Mahkota
13. Crown	c. Tomat
14. Busy	d. Beruan
15. Bear	e. Sibuk
16. Map	f. Selai
17. Garden	g. Kebun
18. Whiteboard	h. Papan Tulis
19. Pig	i. Babi
20. Jam	j. Peta

C. Translate into English and specify what type of words below are included !

21. Food = (noun, adjective, verb)

22. Fat = (noun, adjective, verb)

23. Noise = (noun, adjective, verb)

24. Cat = (noun, adjective, verb)

25. Motorcycle= (noun, adjective, verb)

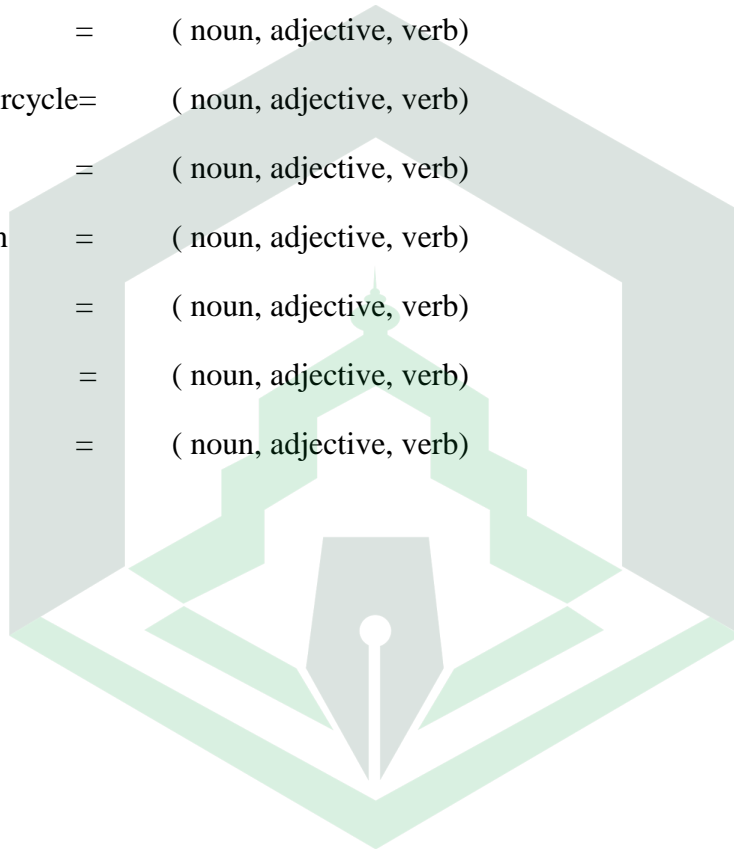
26. Play = (noun, adjective, verb)

27. Moon = (noun, adjective, verb)

28. Hat = (noun, adjective, verb)

29. Can = (noun, adjective, verb)

30. Big = (noun, adjective, verb)



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Name :

Class :

Post - Test

A. Direction : Choose the correct answer from the option a,b,c, or d (number 1-10).

1. Lina the match in Olympic Games. She is so sad.

- A.won
- B. jumped
- C.lost
- D. celebrated

2. I went to dentist yesterday because my were in pain.

- A.hands
- B. teeth
- C.fingers
- D. ears

3. A : Can you help me?

B : Yes, of course. What can I do for you?

A : Please, this bag to my room.

B : Yes, Sir.

- A.bring
- B. give
- C.help
- D. Has

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4. This exercise was too for me. I got score 100.

- A.difficult
- B. expensive
- C.easy
- D. High

5. Diana's barbie is broken. Diana is very now.

- A.confuse
- B.sad
- C. charm
- D. Happy

6. The teacher's duty is to the students in the school.

- A.teach
- B. make
- C.play
- D. work

7. Luna is celebrating her birthday.

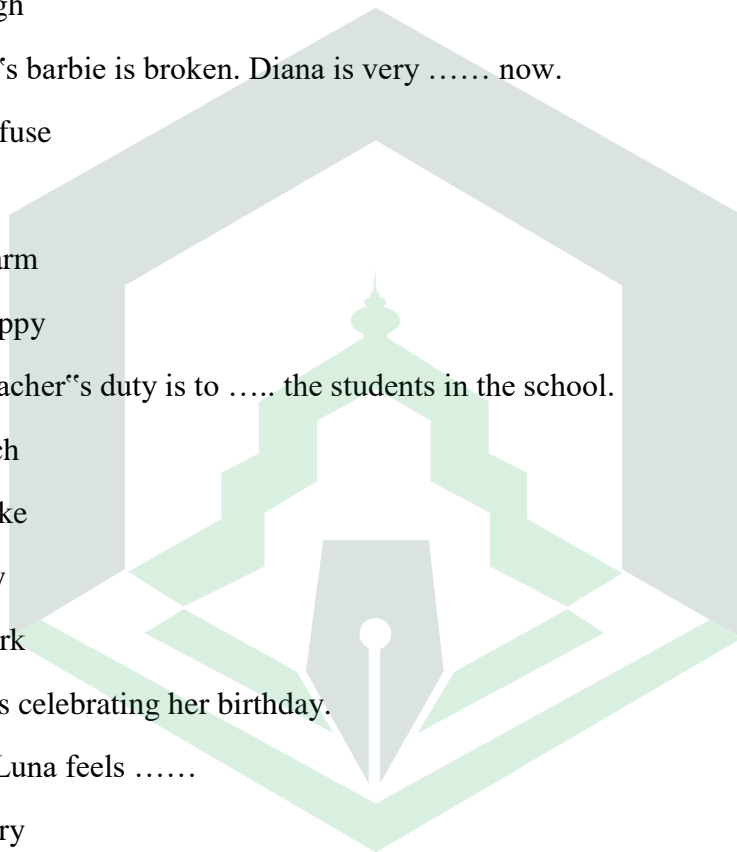
Now Luna feels

- A.angry
- B. easy
- C.dusty
- D. happy

8. Mia : Adi, your shoes are so fit in your You look georgous.

Adi : Thank you.

- A.finger
- B. hand
- C.lip



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D. feet

9. The clown is so He makes all kids laugh and happy.

A.funny

B. noisy

C.quiet

D. disgusting

10. I am so hungry. So, I a meal .

A.prepare

B. kick

C.walk

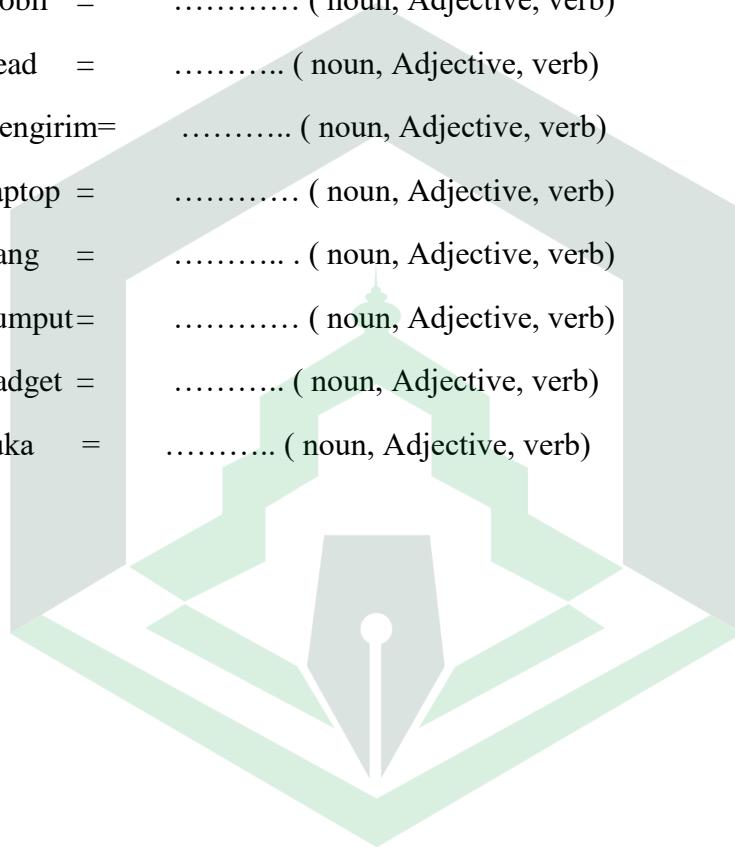
D. wear

B. Matching Words

11. Bridge	a. Menangis
12. Notebook	b. Elang
13. Eagle	c. Makan
14. Eat	d. Buku catatan
15. Cry	e. Jembatan
16. Dog	f. Tas
17. Box	g. Ikan
18. Fish	h. Kotak
19. Milk	i. Anjing
20. Bag	j. Susu

C. Translate into English and specify what type of words below are included !

21. Sikat = (noun, Adjective, verb)
22. Sakit = (noun, Adjective, verb)
23. Mobil = (noun, Adjective, verb)
24. Head = (noun, Adjective, verb)
25. Mengirim= (noun, Adjective, verb)
26. Laptop = (noun, Adjective, verb)
27. Uang = (noun, Adjective, verb)
28. Rumput= (noun, Adjective, verb)
29. Gadget = (noun, Adjective, verb)
30. Suka = (noun, Adjective, verb)



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KUESIONER EVALUASI UNTUK AHLI MATERI

A. Data Responden

Nama : _____
 Umur : _____
 Jenis kelamin : _____
 Pendidikan : S1 S2 S3 Prof or _____
 Pengalaman mengajar : 0-2 tahun 2-4 tahun 4-6 tahun ≥6 thn

B. Tabel Evaluasi

Isilah table berikut ini dengan memberikan tanda centang (✓) pada kolom yang telah tersedia

Keterangan:

SS : Sangat Setuju
 S : Setuju
 R : Ragu-ragu
 TS : Tidak Setuju
 STS : Sangat Tidak Setuju

No	Pernyataan	SS	S	R	TS	STS
A. Isi						
	Cakupan isi materi tentang vocabulary (part of speech)					
	Kegiatan dalam task banyak melibatkan siswa.					
	Kegiatan dalam task bervariasi.					
	Kegiatan dalam task sesuai topik.					

1	Kegiatan dalam task menarik bagi siswa.					
2	Kegiatan dalam <i>task</i> dapat memotivasi siswa untuk belajar bahasa Inggris.					
3	Kegiatan dalam <i>task</i> berguna bagi kehidupan nyata siswa.					
4	Kegiatan disusun berurutan dari mudah keagak sulit.					
5	Kegiatan melibatkan siswa untuk dapat bekerja secara individu dan berpasangan.					
6	Bahasa yang digunakan sesuai dengan tata bahasa yang benar.					
7	Bahasa yang disajikan komprehensif dan sesuai dengan tingkat perkembangan kognitif siswa.					
8	Bahasa yang disajikan dalam bahan ajar mudah dipahami.					
9	Keseluruhan materi sesuai dengan kemampuan berbahasa siswa					
10	Input materi membantu mahasiswa dalam berbahasa.					
11	Input materi sesuai dengan kemampuan siswa.					
12	Input materi menarik.					
13	Input materi sesuai dengan kemampuan berbahasa siswa.					
14	Input materi mencakup struktur bahasa yang benar.					
15	Pilihan topic sesuai dengan karakteristik siswa					

Input materi dalam silabus dapat menambah wawasan siswa.					
--	--	--	--	--	--

B. Saran



Kesimpulan:

Secara umum, pendapat Bapak/Ibu terhadap materi yang dikembangkan:

- a. Layak
- b. Layak dengan perbaikan
- c. Tidak layak

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KUESIONER EVALUASI UNTUK AHLI MATERI

A. Data Responden

Nama : Kevin Konner Alex, S.pd
 Umur : 29 TAHUN
 Jenis kelamin : Laki-laki
 Pendidikan : S1 S2 S3 Professor
 Pengalaman mengajar : 0-2 un 2-4 un 4-6 un ≥ 6

B. Tabel Evaluasi

Isilah table berikut ini dengan memberikan tanda centang (✓) pada kolom yang telah tersedia

Keterangan:

SS : Sangat Setuju
 S : Setuju
 R : Ragu-ragu
 TS : Tidak Setuju
 STS : Sangat Tidak Setuju

No	Pernyataan	SS	S	R	TS	STS
A. Isi						
	Cakupan isi materi tentang vocabulary (part of speech)	✓				
	Kegiatan dalam task banyak melibatkan siswa		✓			
	Kegiatan dalam task bervariasi.	✓				
	Kegiatan dalam task sesuai topik.			✓		
	Kegiatan dalam task menarik bagi siswa.	✓				
	Kegiatan dalam task dapat memotivasi siswa untuk belajar bahasa Inggris.		✓			

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Kegiatan dalam <i>task</i> berguna bagi kehidupan nyata siswa.	✓				
Kegiatan disusun berurutan dari mudah keagak sulit.	✓				
Kegiatan melibatkan siswa untuk dapat bekerja secara individu dan berpasangan.	✓				
Bahasa yang digunakan sesuai dengan tata bahasa yang benar.	✓				
Bahasa yang disajikan komprehensif dan sesuai dengan tingkat perkembangan kognitif siswa.		✓			
Bahasa yang disajikan dalam bahan ajar mudah dipahami.	✓				
Keseluruhan materi sesuai dengan kemampuan berbahasa siswa					
Input materi membantu mahasiswa dalam berbahasa.	✓				
Input materi sesuai dengan kemampuan siswa.		✓			
Input materi menarik.		✓			
Input materi sesuai dengan kemampuan berbahasa siswa.		✓			
Input materi mencakup struktur bahasa yang benar.	✓				
Pilihan topic sesuai dengan karakteristik siswa	✓				
Input materi dalam silabus dapat menambah wawasan siswa.	✓				

B. Saran

Bentuk soal sudah bagus dan bahasanya mudah di pahami sehingga membuat siswa yang mengerjakan soal lebih tertarik dan tidak bosan dalam mengerjakan soal karena soalnya bervariasi

Kesimpulan:

Secara umum, pendapat Bapak/Ibu terhadap materi yang dikembangkan:

- Layak
- b. Layak dengan perbaikan
- c. Tidak layak



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Name: Foad Gibran

Class: VII

Pre - Test

A. Direction : Choose the correct answer from the option a,b,c, or d (number 1-10).

1. A school is the place where students ... with their teachers.

- A. teach
- B. work
- C. play
- D. study

2. Bunga is celebrating her birthday. Now Bunga feels

- A. happy
- B. easy
- C. angry
- D. hungry

3. Intan : Amir, your new shoes are good and really fit in your You look charming and cool.

Amir: Thank you Nita.

- A. body
- B. feet
- C. finger
- D. hand

4. There is a clown in my friend's birthday party. He is very He makes all children laugh and happy.

- A. angry
- B. noisy

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Name: MIRNA AYANDANI

Class: VII

Post - Test

A. Direction : Choose the correct answer from the option a,b,c, or d (number 1-10).

1. Lina the match in Olympic Games. She is so sad.

- A. won
- B. jumped
- C. lost
- D. celebrated

2. I went to dentist yesterday because my were in pain.

- A. hands
- B. teeth
- C. fingers
- D. ears

3. A : Can you help me?

B : Yes, of course. What can I do for you?

A : Please, this bag to my room.

- B : Yes, Sir.
- A. bring
- B. give
- C. help
- D. Has

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Name: WISNU ALIB

Class: VII

Post - Test

A. Direction : Choose the correct answer from the option a,b,c, or d (number 1-10).

1. Lina the match in Olympic Games. She is so sad.

- A. won
- B. jumped
- C. lost
- D. celebrated

2. I went to dentist yesterday because my were in pain.

- A. hands
- B. teeth
- C. fingers
- D. ears

3. A : Can you help me?

B : Yes, of course. What can I do for you?

A : Please, this bag to my room.

B : Yes, Sir.

- A. bring
- B. give
- C. help
- D. Has

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Name: MAE MUNAH ST HADJA

Class: VII

Post - Test

A. Direction : Choose the correct answer from the option a,b,c, or d (number 1-10).

1. Lina the match in Olympic Games. She is so sad.

- A. won
- B. jumped
- C. lost
- D. celebrated

2. I went to dentist yesterday because my were in pain.

- A. hands
- B. teeth
- C. fingers
- D. ears

3. A : Can you help me?

B : Yes, of course. What can I do for you?

A : Please, this bag to my room.

B : Yes, Sir.

- A. bring
- B. give
- C. help
- D. Has

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PEMERINTAH KABUPATEN LUWU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Alamat : Jl. Opu Daeng Ritsaju No. 1, Belopa Telpn : (0471) 3314115

Nomor : 186/PENELITIAN/21.08/DPMPTSP/VI/2021
Lamp : -
Sifat : Biasa
Perihal : Izin Penelitian

Kepada
Yth. Ka. SMP Nusa Prima Lamasi
di -
Tempat

Berdasarkan Surat Dekan Institut Agama Islam Negeri Palopo : 1095/In.19/FTIK/HM.01/06/2021 tanggal 17 Juni 2021 tentang permohonan Izin Penelitian.

Dengan ini disampaikan kepada saudara (i) bahwa yang tersebut di bawah ini :

Nama : Tati Lumappa
Tempat/Tgl Lahir : Pabuntang / 13 Februari 1993
Nim : 16.0202.0128
Jurusan : Bahasa Inggris
Alamat : Batu Sitanduk
Desa Batu sitanduk
Kecamatan Walenrang

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

IMPROVING STUDENTS VOCABULARY MASTER BY USING BOARD RACE GAME AT THE SEVENTH GRADE OF SMP NUSA PRIMA LAMASI

Yang akan dilaksanakan di **SMP NUSA PRIMA LAMASI**, pada tanggal **21 Juni 2021 s/d 21 Juli 2021**

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) exemplar 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.



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) Tati Lumappa;
5. Arsip.



PEMERINTAH KABUPATEN LUWU
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NUSA PRIMA LAMASI
Alamat: Jl. Sadar Desa To Pongo Kec. Lamasi Kab. Luwu 91952
Email : smpnusaprimalamasi@gmail.com



Nomor : 027/SMP-NP.L/VI/2021
Lamp : -
Perihal : Jawaban Atas Permohonan Penelitian

Luwu, 22 Juni 2021

Kepada
Yth. Pimpinan Institut Agama Islam Negeri (IAIN) Palopo
Di-,
Tempat

Dengan Hormat,

Yang bertanda tangan dibawah ini :

Nama : OPU PRAJA, S.Pd
NIP : -
Jabatan : Kepala Sekolah

Menerangkan bahwa,

Nama : Tati Lumappa
NIM : 16 0202 0128
Jurusan : Bahasa Inggris

Telah Kami setuju untuk melaksanakan penelitian, pada tanggal 21 juni 2021 s/d 21 Juli 2021 di instansi kami SMP Nusa Prima Lamasi sebagai syarat penyusunan skripsi dengan judul :
"IMPROVING STUDENTS VOCABULARY MASTER BY USING BOARD RACE GAME AT THE SEVENTH GRADE OF SMP NUSA PRIMA LAMASI"

Demikian surat ini Kami sampaikan, dan atas kerjasamanya Kami ucapkan terima kasih.



- Tembusan:**
1. Ketua Yayasan Tosangereng
 2. Arsip

IAIN PALOPO



PEMERINTAH KABUPATEN LUWU
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NUSA PRIMA LAMASI

Alamat: Jl. Sadar Desa To'Pongo Kec. Lamasi Kab. Luwu. 91952
Email : smpnusaprimalamasi@gmail.com



SURAT KETERANGAN SELESAI PENELITIAN

Nomor : 039/SMP-NP.L/VII/2021

Yang bertanda tangan dibawah ini Kepala Sekolah SMP Nusa Prima Lamasi memberikan keterangan kepada :

Nama : **Tati Lumappa**
NIM : 16 0202 0128
Alamat : Batusitanduk Desa Batusitanduk Kecamatan Walenrang

Benar-benar telah selesai mengadakan penelitian , pada tanggal **20 Juli 2021** di instansi kami sehubungan dengan penyusunan skripsi dengan judul **"IMPROVING STUDENTS VOCABULARY MASTER BY USING BOARD RACE GAME AT THE SEVENTH GRADE OF SMP NUSA PRIMA LAMASI"**

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Luwu, 20 Juli 2021
Kepala Sekolah,



IAIN PALOPO



INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. Agatis, Balandi, Kota Palopo, Sulawesi Selatan 91914. Telp. 0471-22076
Website: pbi.iainpalopo.ac.id. E-mail: pbi@iainpalopo.ac.id.

SURAT KETERANGAN

No. 477/In.19/FTIK/PBI/PP.00.9/08/2021

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

Nama : Tati Lumappa
NIM : 16 0202 0128
Semester : X (sepuluh)
Program Studi : Pendidikan Bahasa Inggris
Keperluan : Seminar Hasil/Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity* 22 %. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 26 Agustus 2021

Mengetahui,
Ketua Prodi,

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

Admin Turnitin PBI,

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

IAIN PALOPO

CURRICULUM VITAE



Tati Lumappa, was born in Pabuntang on 13th Pebruari 1993. She is the daughter of Tega and Mina, she is the four child from the ten sisters. she is life in Pabuntang village Bulo, kec. walenrang, kab. Luwu. she was graduated from SDN 95 Bulo in 2005, and then she was study in Junior High School SMPN 2 Lamasi until 2008. After that, she was graduated from Senior High School No 1 Burau in 2011, and she continue her study at the State Islamic Institute of Palopo in 2016 as an English Department student.



IAIN PALOPO