USING FLY SWATTER GAME TO IMPROVE THE STUDENTS' VOCABULARY AT THE EIGHTH GRADE OF SMPN 8 PALOPO

IAIN PALOPO

A THESIS

Submitted to the English Education Program of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo as Partial Fulfillment of Requirements for S.Pd Degree in English Education

RINI FERAWATI

15 0202 0091

IAIN PALOPO

ENGLISH STUDY PROGRAM

TARBIYAH AND TEACHERS TRAINING FACULTY

STATE ISLAMIC INSTITUTE OF PALOPO

2020

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In the end, this statement is made truthfully and to be used in accordance with its purpose.

Palopo, 09 February 2022

Regards,

Rini Ferawati

Reg. 15.0202.0091

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THESIS APPROVAL

This thesis, entitled **"Using Fly Swatter Game to Improve the Students' Vocabulary at the Eight Grade of SMPN 8 Palopo"** written by **Rini Ferawati, Reg. Number 15.02.02.0091**, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Monday, February 17th 2020 M**, coincided with **Jumadil 23rd 1441 H**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, February 17th 2020 M
Jumadil 23rd 1441 H

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Assalamu' Alaikum Wr.Wb

Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut di bawah ini:

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Menyatakan bahwa skripsi tersebut sudah layak diajukan untuk diujikan. Demikian untuk diproses selanjutnya
Wassalamu' Alaikum Wr.Wb

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The researcher hopes this thesis can give some values to the students of English Department and English teachers and the readers especially improving the

teaching-learning of vocabulary. The researcher admits that this thesis is not perfect so that the researcher will accept suggestions from the readers to make better. The researcher hopes that this thesis would be beneficial to everyone.

Finally, the researcher pray to the 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 positive contribution for the readers and the others. The researcher dedicates this thesis, may ALLAH SWT. bless us.

Aamiin.

Palopo, 18th November 2019

The Researcher

Rini Ferawati

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ABSTRACT

Rini Ferawati, 2019. Using Fly Swatter Game to Improve the Students Vocabulary at the Eighth Grade of SMPN 8 Palopo. Thesis Tarbiyah Department. Consultant (1) Dr. Rustan S., M.Hum. (2) Andi Tenrisanna Syam, S.Pd., M.Pd.

Key Words: *Improve Vocabulary, Fly Swatter Game.*

The researcher focused on the use Fly Swatter Game to improve the students' vocabulary at the eighth grade of SMPN 8 Palopo . The research question of this research was did use fly swatter game to improve the students' vocabulary of the eighth grade at SMPN 8 Palopo. The aim of this research was to find out whether use of fly swatter game to improve the students' vocabulary of the eighth grade at SMPN 8 Palopo.

This research used Classroom Action Research (CAR). The subject of the research was VIII.9 and the total of them was 30. The procedure of the research used two cycles namely cycle I and cycle II and every cycle had fourth steps namely planning, implementing, observing and reflecting.

The result of data analysis and the findings in using word building to improve students' vocabulary applied in learning outcomes cycle I, students got mean score was 61,2 while the scores of students learning outcomes in the cycle II was 81,5. It can be categorized student learning outcomes improve. The appropriate way in teaching vocabulary using fly swatter game were: (1) The researcher divided students into two grups. (2) The researcher gave a list of vocabulary about noun, verb. (3) The researcher gave fly swatter to the students. (4) the students hear instruction of the researcher and come to forward to competence and hit the picture or word using fly swatter. (5) the researcher asked the students what the meaning of the picture or word. (6) The researcher concluded that using fly swatter game improve students' vocabulary mastery.

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CHAPTER I

INTRODUCTION

A. Background

Vocabulary is one of language elements and all about words or a special set of word we are trying to learn. According to Alqahtani (2015) vocabulary is a set of word that are used for communication and one can convey the information that submitted so it is very important to learn vocabularies.[1] Vocabulary is the basic access to a language. And there would not be language structures. Without words, there would not be language structure.[2]

Vocabulary learning is the heart of language learning and language use. In fact, it is what makes the essence of a language. Without vocabularies, speaker cannot convey the meaning and communicate with each other in a particular language.[3] Vocabulary should be learned because we can construct or organize our ideas in the sentences and process of some information through vocabulary mastery. According to Harmer, vocabulary as incidental to main purpose of language teaching.

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Therefore, it would be more proper if the teachers have a good strategy or method to teach. Otherwise, they should be creative in improving students' vocabulary as well. The fact shown that the results the observation at 8thgrade students, the teacher is monotousin teaching, the teacher is not creative to provide

[1] Mofareh Alqahtani, *The Importance of Vocabulary in Language Learning and How to be Tought*, *International Journal of Teaching and Education* Vol.3, No.2, 2015.p.23

[2] McCarthy, M. 1990. *Vocabulary*. Oxford: Oxford University Press.

[3] Tintari Jr, *definition of vocabulary*. https://www.academia.edu accessed on 26 Friday 2019 14.47

learning method and media of learning so that the students feel lazy and bored in following the learning English process.

Based on the explanation above, the researcher interested to conduct a research in teaching vocabulary through Fly Swatter Game to improve students' vocabulary.

One of the ways to teach vocabulary that can make students motivate to learn English by using the suitable strategy, such as games. According to Rini (2012), Using the games to teach vocabulary brings some benefit, the students can memorize vocabulary easily and the students can play a game wherever they want. [4] The use of games not only will change the dynamic of class but also help students study easily. the teacher can make interactive learning environment, the teacher tries to introduce more games and activities. The teacher changes shapes and manipulates both language and environment, the better circumstance for students. Games allow students to work cooperatively, compete with other strategy in different way, work in stressful and more productive environment and allow students to have fun.

Lubis (2017), One of game that can improve the students' vocabulary fly swatter game. Fly swatter game is a game where the students have to get the word in the blackboard by using the teacher's instruction. Ideally if the students can play many games in English their vocabulary will be up. It can been seen from less vocabulary that they have memorize and they are not able to mention the meaning of simple vocabulary. That is why the researcher conduct research

[4] Ayu Rini, *Excellent English Games*, (Jakarta: Kasaint Blanc Publishing 2012), p.4.

entitled Using fly swatter game to improve the students' vocabulary at the eighth grade of SMPN 8 Palopo.

B. Research Question

Based on the background above, the researcher formulated the research question as follow : Is the Fly Swatter Game effective to improve the students' vocabulary at the eighth grade of SMPN 8 Palopo?

C. Objective of the Research

The objective of the research was to found out whether or not Fly Swatter Game can improve the students' vocabulary of the eighth grade at SMPN 8 Palopo.

D. Significance of the Research

The significances of this research are referred to the teachers, the students, the researchers and the readers.

1. For English teacher, who wants to adopt this way in teaching vocabulary, as one of the alternative strategies and get the new experience of teaching vocabulary by using fly swatter game.
2. For the students, this game will be a good experience of vocabulary learning, and also it will enrich their knowledge of learning vocabulary in an easy and fun way.
3. For the researchers, who interest in this study to get information about vocabulary learning and fly swatter game.

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4. For the readers who learn English, fly swatter game is one of media to improve English vocabulary and it can be used as additional material of regular exercises, such as speaking, reading, and writing .

E. Scope of the Research

The scope of the research is limited to improve students' vocabulary by using fly swatter game. The content of this research was emphasized on noun and verb.

By discipline, this research was under English language teaching. By activity, this research applied fly swatter game. By content, this research was limited on verb and noun. The target words must be achieved by the students were 60 words. The students were hoped to master 30 nouns, and 30 verbs.

F. Operational Definition

1. Improving Students' Vocabulary

The definition of improving means that the process to make better in quality. While the word student means a person who follows a process of study in a college or university.

Improving students' vocabulary is the process to make the students' ability bette than before. The students master new words in learning foreign language.

2. Fly Swatter

Fly swatter is a game that need students ability to get the word in the blackboard by using the teacher's instruction. In this game, the students are encourage to be active and creative in finding words.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

Some researcher conducted their research on the use of various techniques in teaching vocabulary:

Silaban's and Andriani's research (2017), entitled "Using Fly Swatter Game to Improve Students Vocabulary Mastery at Grade Eight SMP Dwi Sejahtera Pekanbaru"[5]The problems were most students lack vocabulary, could not easy to memorize the word, bored of monotone method. Silaban's and andriani's applied classroom action research (CAR) there were 30 students as participants. The instruments were test, observation, field note, and interview as the instrument. the improvement was influence by some factors such the students' enjoy in every single step, could make the students active. Score students vocabulary in verb was 21,17 it means students' vocabulary in verb already good. The students' vocabulary in noun already good. Students' vocabulary in adjective already good. And the students vocabulary in adverb already good. There were 29 students could pass the passing grade and than 1 students still fail. This indicates that that by applying " fly swatter" game, the students vocabulary can be improved significantly.

[5]Antri Lilin Ima Silaban and Refika Andriani, *Using Fly Swatter Game To Improve Students Vocabulary Mastery at Grade Eight SMP Dwi Sejahtera Pekanbaru* (lancang kuning university) jurnal pendidikan, vol 4, no 2, Agustus 2017

Nurjanah(2015), research entitled "The Influence of Fly Swatter Game on Improving Students Vocabulary of MTS Ma'arif Cikedung"[6]. The problems when students should remember many words. Nurjanah's conducted test (pre-test and post-test) to collect the data. Then the data will be analyzed descriptive statically and inferential statistically data. The sample t-test is used, the data is comes from different group. Finding shows the t-test result is 1.823, degree of freedom is 38 with the number of t-table 5% is 1.69. the score > t table (1.823 > 1.69) so Ho is rejected and Ha is accepted. It means that there is significant influence of the application of the fly swatter game to improve vocabulary of Mts Ma'arif Cikedung.

Ika Rahmadani Lubis (2017), research entitled "Improving students vocabulary mastery by using fly swatter game of MTS Persatuan Amal Bakti (PAB) 1 Helvetia"[7]the research was conducted by using classroom action research (CAR). The data were gathered through qualitative and quantitative data. Then quantitative data were obtained from the students' vocabulary score of pre-test, post-test, and questionnaire. From the mean score of pre test were 53,3 the mean score of post test 1 was 70.9, and the mean score of post-test cycle 2 was 83.5. there were 4 students (8.16%) who passed minimum mastery criteria – (KKM), in the pre-test. In the cycle 1, there were 27 students (55.1%) who passed minimum mastery criterion, and it gained which was in the post-test cycle 2 there were 42

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[6] Evi Nurjanah, *The Influence of Fly Swatter Game on Improving Students Vocabulary at the First Grade of MTS Ma'arif Cikedung* (Department of English Language Education Faculty and Teacher Training State Institute for Islamic Studies Syekh Nurjati Cirebon) p. 63

[7]Ika Rahmadani Lubis, *Improving students vocabulary mastery by using fly swatter game in the first grade of MTS Persatuan Amal Bakti (PAB) 1 Helvetia* (faculty of Tarbiyah Science and Teacher Training UIN-SU Medan) p.58

students (85.7%). The mean of pre-questionnaire was 47.09%. then, the mean of post-questionnaire was 94.8%. it improved 47.71%. Based on the previous finding above, the researcher concludes that the using of interesting technique in teaching vocabulary can stimulate and improve students'vocabulary. It motivates the researcher to use another technique, which is fly swatter game technique. This technique will make students easier and more effective to improve their vocabulary.

The differences between the research and the previous research above are :

(1). In the first the researchers Silaban's and Andriani's used the instruments such as : test, observation, field note and instrument. while the researcher will uses test and observation.

(2). Nurjanah used experimental research, while the researcher uses CAR (Classroom Action Research) and nurjanah only used test as her instrument of the research and the researcher while test and observation as her instrument.

(3). Lubis used questionnaire to get data, while this research doesn't it use questionnare to get data. Lubis chose the sevents grade students of junior high school as her sample while the researcher choses the eight grade student as her sample.

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B. Vocabulary

1. The Definition of Vocabulary

Vocabulary have certainly found in every aspect of language. The importance of vocabulary can influence learning activity. Vocabulary can help learner to express their ideas and information. Without vocabulary, learner cannot understand about the information that they learnt. In other words, learner should have many vocabularies in order to achieve their competencies.

According to Bauer (1998), vocabulary is about words with the origin, alteration, and relationship to other words so that people used in a language on the world.[8]

Luckner and Cooke (2010), revealed that vocabulary is the main thing that is used to perform various activities like communicating with others, read books, and learn, without the vocabulary it is difficult to do or cannot do. Like the faculty and students cannot be mutually-related absence as a university lecturer and students make the learning process, vocabulary as well as the most important thing to do everyday activities. Without a sufficient vocabulary, someone cannot communicate effectively or express ideas because we think with word.[9]

Penny Ur (1991) revealed that vocabulary can be defined, roughly, as the words we teaching in the foreign language. However, a new item of vocabulary may be more than a single word: for example, post office and mother-in-law,

[8] Laurie Bauer. Vocabulary. (USA: Routledge, 1998). p. viii.

[9] John Luckner and Christine Cooke, *A Summary of the Vocabulary Research With Students Who Are Deaf or Hard of Hearing*, *Journal of American Annals of the Deaf* Vol.155, No.1 2010, p.38

which are made up of two or three words but express a single idea.[10]Schmitt also stated that avoid it must consider what we meant by vocabulary.[11]

2. Kinds of Vocabulary

According to Scrivener (1994) : 74) there are two kinds of vocabulary, they are receptive vocabulary and productive vocabulary. Receptive or passive vocabularies are words that the students' recognize and understand when they occur in a context, but which they cannot produce correctly it means in reading or listening. On the other hand, productive or active vocabulary is the set of words that students' recognize and understand, can pronounce correctly and use constructively in speaking and writing. [12]

Thornbury (2002: 3-10) says that there are six kinds of vocabulary, they are:

a. Word classes

Word classes or part of speech. They are divided into eight classes, such as: noun, pronoun, verb, adjective, adverb, preposition, and determiner.

1). Nouns

Nouns are the names of person, thing, or place. Noun can be the subject of the sentence, object of the verb and object of preposition. The example of nouns are Adam Malik, Muhammad Ali, table, door, Indonesia, Australia and etc. There are types of noun as follow:

(a). Countable Noun

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[10]Penny Ur, *A Course in Language Teaching,* (Cambridge; Cambridge University Press, 1991), p. 60

[11]Norbert Schmitt, *Vocabulary in Language Teaching*. (Cambridge: Cambridge University Press, 2000), p. 1.

[12]Jim Scrivener, *Learning teaching*. Oxford : Heineman, 1994

Countable noun can usually be made plural by the addition of-s.

For example: *Harris painted the **door** blue and the **chairs** green*

(b). Uncountable Noun

Uncountable noun is a noun which does not have a plural form and this refers to something that could not count.

(c). Proper Noun

Proper noun is a noun that wrote with capital letter, since the noun represents the personal name, names of geographical units such as countries, cities, rivers, etc. The name of nationalities and religions, names of holidays, names of time units and words use for personifications.

For example: Bobby doesn't like ***Monday***

Muhammad is the last prophet.

(d). Common Noun

Common noun is a noun referring to a person, place or thing in general sense : usually we should write it with capital letter when it begins a sentence.

(e). Concrete Noun

Concrete noun refers to objects and substances, including people and animals, physical items that we can perceive through our senses, it means concrete nouns can be touched, felt, held, something visible, smelt taste, or be heard.

For example : *The **bread** was eaten by Sarah.*

***My parent** spent their holidays in Puncak*

(f). Abstract Noun

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Abstract noun is noun which names anything which can't perceive through physical sense.

For example : *Maria has high **imagination** about her future.*

(g). Collective Noun

Collective noun is noun which describe groups, organization, animals, or person.

For example : ***The** committee of tennis meets every Sunday.*

(h). Noun Plural

Most of nouns change their form to indicate number by adding *-s/ -es.*

For example : *Yesterday, I gave two **books** for my sister.*

2). Pronouns

Pronouns are words that are used to replace a person or thing.

For example : I, you, we, they, he, she, it.

3). Verbs

Some examples of verb are like, looking, doing, help and other.

4). Adjectives

Adjectives are words that are used to explain or modify a person, place, or thing.

For example : old, new, beautiful, good, handsome, and etc.

5). Adverbs

Adverbs are word that used to describe verb adjectives or adverbs.

For example : beautifully, upstairs, now, ago and so on.

6). Preposition

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Preposition are words that are used with a noun or pronoun that are placed in front of them to show a relation between these words with another part of the sentence. They are : at, on, in, into, from, of, and etc.

7). Conjunctions

Conjunctions are words that are used to connect word on a group of words or sentences. Conjunctions are usually used in the adverbial clause.

For example : although, as, if, for, because, and others.

8). Determiner

The determiners-words like “a”, “the”, “some”, “this”, “last”. To make easier in learning, Thornbury divide them into two groups; they are grammatical words consist of preparations, conjunctions, determiners, and pronouns. On the other hand, content words are usually nouns, verb, adjectives and adverbs. Grammatical words belonged to the domain of grammar teaching, while the teaching of vocabulary was more concerned with content words.

b.Word families

It discusses about affixation of a word, such as : prefixes (pre-, de-) and suffixes (-er, -ful).

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c.Word formation

Affixation is one of the ways new words are formed from old. Another ways are :

1). Compounding

Compounding is the combining of two or more independent words (second-hand , word processor, paperback, typewriter and so on).

2). Blending : information + entertainment = infotainment; breakfast + lunch = brunch and etc.

3). Conversion : I always Google every information. (Google is noun, and then it is converted into verb).

4). Clipping : electronic mail email; influenza flu.

5). Acronym

Acronym is the result of forming a word from the first letter or letters of each word in a phrase. It often name political, industrial, and social organization. For example :

VIP – Very Important Person

WHO – World Health Organization

NASA – National Aeronautics And Space Administration

6). Coinings

Coinings are pure creations of writers, investor, scientists and others who are in need of a term to express a given meaning or to name an item or product. For example : *Kodok, Aspirin, Vaseline, Zipper, Tipp-ex.*

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b. Multi-word units

1). Phrasal verbs : look, for, look after, wipe, off, and throw on and so on.

2). Idioms : famous last word, jack me around.

c. Collocations

Two words are collocates if they occur together with more than chance frequency. Example : this week, once more, once again, aswell.

d. Word meaning

1). Synonym

Synonym is words that share a similar meaning.

For example :

Sadness = Unhappiness

Gratefully = Thankfully

2). Antonym

Antonym is a word expressing an idea directly opposite to that of another word in the same language .

For example : *accept><refuse*

3). Homonym

Homonyms are words that share the same from but have unrelated meanings, such as : well, hat, shed, left, fair, etc, homophones literally : same sound are spelt differently : *horse* and *hoarse*, *meet* and *meat*, *tail* and *tale*, aloud and allowed.

4). Homographs

Homographs are words that are pronounced differently but spelt the same : *a live concert*, but where do you *live* ? Based on Thornbury (2002: 8) stated that, homonym is words that share the same form but have unrelated meaning.

For example :

Like – I like looking the sunset

Its look like new.[13]

[13] Scout Thornbury, *How to Teach Learning Vocabulary*. Pearson (Education limited 202: 3-10)

3.Teaching Vocabulary

The teaching of vocabulary is not easy to do because we need to pay attention how people are likely to learn words. Alqahtani said that Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language. When the teaching and learning process takes place, problems would appear to the teachers. They have problems of how to teach students in order to gain satisfying results. The teacher should prepare and find out the appropriate techniques, which will be implemented to the students. A good teacher should prepare himself or herself with various and up-to-date techniques. Teachers need to be able to master the material in order to be understood by students, and make them interested and happy in the teaching and learning process in the classroom.[14]

The English teachers had better teach English vocabulary first than other aspect of this language, such as grammar, speaking, reading and writing. If students know more vocabulary, it will be easy for them to learn another aspect of English language.Students should have a good idea of how to expand their vocabulary so that they can improve their interest in learning the language. therefore, should process considerable knowledge on how to manage an interesting classroom so that the learners can gain a great succes in their vocabulary learning.

Wallace in Nilawati also gave several principles to manage and to learn vocabulary, such as:

[14]Mofareh Alqahtani, op.cit, p.24

1) Aims

The aim of teaching vocabulary is to make the teacher easy to formulate the materials, which will betaught to the students.

2) Quantity

The teacher has to decide the number ofvocabulary items to be learned. The learners will get confuse or discouraged if they get many new words. Therefore, the teacher should select new words, which can easy to understand by the learners.

3) Need

In teaching vocabulary, the teacher has to choose the words really needed by the students in communication.

4) Frequent exposure and repetition

Frequent exposure and repetition here means that the teacher should give much practice on repetition so that the students master the target words well. They also give opportunity to the students to use words in writing or speaking.

5) Meaningful presentation

In teaching vocabulary the teacher should present target words in such a way that the meaning of the target words are perfectly clear and unambiguous.

6) Situation and presentation

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The teacher tell the students that they have to use the words appropriately. The use of words depends on the situation in which they are used and depends on the person to whom they are speaking.[15]

4. The Nature of Noun and Verb

1. Definition of Noun

Noun refers to persons, animal, places, things, ideas, or events. for example : Mr. Simon, betty, boy, girl, London, japan, sea, money, Sunday, mathematics, football, house.

-Mr. Bolong is from japan.

- I am a teacher.

2. Types of noun

1). Common noun : A common noun is a noun that refers to people or things in general, for example : Book, teacher, river, table, chair, mountain.

2). Proper noun : A proper noun is a name which refers only to a single person, place, or thing and there is no common name for it. In written English proper noun always begins with capital letters.

For example :

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- Anti (People name)
- Indonesia (Country name)
- Palopo (City name)
- Cokroaminoto University (School name)
- Danone (Company name)

[15] Sofika Chandra Nilawati, *The Effectiveness of Teaching Vocabulary*, A Thesis (Semarang: UNNES 2009), p.11

3). Collective noun : Collective noun is a word for a group of things, people or animal.

For example : - a posse of policemen
- a band of musicians
- a troupe of dancers

People

- a flock of birds
- a nest of mice
- a swarm of bees

Animal

- a bunch of bananas
- a pack of cards
- a group of island

Things

4). Compound noun : Compound nouns refer to two or more nouns combined to form a single noun, for example : sister – in – law , fruit juice, schoolgirl.

5). Concrete noun : A concrete noun is a noun which refers to people and to things that exist building, dog, tree, rain, tune, beach.

6). Abstract noun : an Abstract noun is a noun which refers to ideas, qualities, and conditions things that cannot be seen or touched and things which have no physical reality, for example : truth, happiness, friendship.

7). Countable noun : countable nouns have a singular and plural form. In plural, these nouns can be used with a number – they can be counted.

a. Can change into the plural form

Example : - I have an *English boo* → I have two *English books*

- John gets *a present* → John gets *three presents*

b. Can be used with word (article) : *a, an* = singular, *the* = singular and plural.

Example : - A dog is *an* animal ⟶ singular (*a, an*)

- *The vase is* one the table ⟶ singular (*the*)

- *The students are* clever ⟶ plural (*the*)

c. Can be used with word *all of* (semua), *none of* (tidak satupun), *bot of* (keduanya), or *few* (beberapa) in plural form.

Example : - *All of people*should take care their health

- *None of* students forget their homework

d. Can be used with word *some* (beberapa) or *any* (sedikit) in plural form.

Example : - You need to read *some books* ⟶ some (+)

- Do you have *any questions* ? ⟶ any (-, +)

e. Can be used with word many (banyak), *a lot of* (banyak), *several* (beberapa), or *great many* (banyak) in plural form.

Example : - There are *many people* come to post office today

- She has *a lot* of students in her class

8). Uncountable noun : Uncountable noun can only be used in singular. They can't be counted. For example : money, water, bread, coffee.

3. Verb

A verb is doing word that shows an action, an event or a state. A sentence may either have a man verb, a helping verb or both. In other words, a verb is word that informs about an action, an existence of something or an occurrence. The verb is the main word in a sentence.

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4. Types on verb

1). Action verb there are two part transitive verbs and intransitive verbs

a. Transitive verbs have a definite object on which, or for which the action is being performed.

Example :

- Rose is **painting** the kitchen walls.
- Hannah **gave** him a big hug.

b. Intransitive verbs also show action but here there is no specific object on which the action is being done.

Example :

- Rose is **painting** right now.
-Hannah **sneezed** repeatedly.

2. Dynamic verbs

Dynamic verbs denote an actual action or expression or process done by the subject.

Example :

- She **buys** new clothes every week
-He is **swimming** at the beach

3. Stative verbs

Stative verbs tell us about the state of mind of the subject, or the relation between the subject and the object.

Example :

- She **prefers** strawberry jam.

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- The cupboard **requires** a new coat of paint.

4. Linking verbs

Linking verbs connect the subject to a noun or adjective that helps in describing or providing additional information about the subject.

Example :

- Lisa **is** fussy about food.
- They **are** stubborn children.
- the students **felt** relieved. – the students are relieved
- Every students **felt** the relief. – Every student is/am/are the relief.[16]

C. The Concept of Fly Swatter Game

1. Definition of Game

In the German language a game is any activity which is executed only for pleasure and without conscious purpose. In this definition every activity that brings pleasure is a game. For example, people dance, play music instrument, act in plays and play with dolls and model trains.[17]

Game is player contest that have interaction one another by followed certain roles to get certain purpose.

Game has four components, namely

[16] Rusdiana Junaid, *Fundamental English: Dasar-dasar Penguasaan Bahasa Inggris* (Malang, Intimedia. 2014)

[17] http://www. *The Games Journal.com/articles/what is a game.*html. Accessed on January 4th 2019.

a. Player

b. Place

c. Role

d. Purpose[18]

Game as educational aid has benefits, as follows:

a. Game is thing that interest to be done. Game will be interesting since it more compete and challenge.

b. The game can lead the students to learn actively. As we know, a good learning is active learning. The students are full of interaction. On other hand teacher can be a good facilitator.

c. Game can involved learner effectively in process. Learner interaction will not appear. Skill will get through game will be easier to apply in real activity than the skill we get through common learning expalanation. It can be happened because game give chance to learners practicing real action, not just discuss.

d. Game can give direct feedback.

2. The Importance of Game

Learning a new language can be a difficult course. However, the reward is being able to communicate with a whole new country or culture of people. The process of learning a new language takes time. It is a challenge. In the past, many new language were taught in a traditional, direct translation, lecture format, now, new thories, methods, and strategies are being adobted into language learning programs.

[18]Arif Sadiman, et.all., *Media Pendidikan.* (Jakarta, PT. Raja Grafindo Persada. 1996) p.77

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Learning a new language should be fun, interactive and exciting. The use of game in a learning enviroment will not only change the dynamic of the class, but it will also rejuvenate students and help the brain to learn more effectively. The brain is a muscle just like any other. It needs to be worked out, tested and put into competitive situations. The more exciting and intractive a teacher can make the learning environment, the more a teacher tries to introduce games and activities, the more a teacher changes shapes and manipulates both the language and the environment, the better the circumstance for learners. Games allow students to: work co-operatively, compete with each other, strategize, think in a different way, compare and share knowledge, learn from other, learn from mistakes, work in a less stressful and more productive environment, and allow people to have fun.

Learning a new language should be a fun and challenging experience. So when you take the challenge to learn a new language, enjoy it. Have fun, smile a lot, make new friends, talk a lot and play a lot of games.

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3. Definition of Fly Swatter Game

Fly swatter game is a game that is applied with a fly swatter that involves some people who help to find the vocabulary easily, each group has to find the word that has been directed by the teacher and if it has got the word then each group competes to hit the word with a bat flies.[19] Fly swatter games is a game where the students have to get the word in the blackboard or whiteboard by using the teacher's instruction. Fly Swatter is a device for killing insects.[20] Fly swatter is a kind of activity that students do in the classroom by using of fly swatter that students use to hit the word in the blackboard that teacher says before.[21] Besides, according to Rezkiah, fly swatter game is a game where the students have to get the word in the blackboard by using the teachers' instruction. This game helps the students to improve their sight-word dictionary and it can be a very valuable tool. In this game, students are encouraged to be active and creative in finding words

[19]http: //www.brainyquote.com/words/swatter Friday, (27,1,2019) 12.56 pm

[20]Random House Webster's Collage Dictionary, *Op.cit.*, p. 476 .

[21]Helena rezkiah, Dr. Zul Amri, M.Ed, *using fly swatter game to improve students' vocabulary of grade 5 of elementary schoo*l,(universitas negeri padang) vol, 1 NO. 2 Maret 2013, serie C

based on a certain clue. This game is interesting enough and can change untrue judgment that learning English is so complicated and boring.[22]

4. Procedure of Using Fly Swatter Game

Source : ESL Games for Teachers.the procedures are follows:

1. The researcher Print out words or pictures and glue them to a big poster.

2. The researcher attach the poster paper to the board with glue.

3. The researcher divide the students in two groups

4. The researcher asked each group to have one member from each team come to the blackboard and hand them each hold a fly swatter.

5. The researcher ask the students stand with their backs towards the blackboard.

6. The researher give instruction to the students names of the words or pictures on the board and the students race to swat it with the fly swatter.

7. The students have to say what is the meaning of that word or picture. After that, both of the students sit down and change with two new students from each groups.

5. Advantages of Using Fly Swatter Game

There are several advantages of using fly swatter game for student vocabulary mastery. The advantages include:

1. It is not use a monotonous activity.

2. It is fun for students.

3. It helps them learn and acquire new word easily.

4. It involves friendly competition and keeps students interest.[23]

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[22]Helena Rezkiah,. 2013. *Using Fly Swatter to Improve Students` Vocabulary of Grade 5 of Elementary School*. Journal of English Language Teaching 2(1): 237-240

[23]Wivesunscripted, *The Flyswatter Game*, accessed on 22 June 2019, form https://wivesunscripted.wordpress.com/2011/11/29/the-flyswatter-game/

5. It serves students to learn pronouncing

6. The students more active then teacher.

6. Disadvantages of Using Fly Swatter Game

There are several disadvantages of using fly swatter game for student improving vocabulary . The disadvantages include:

1. Needs more preparation for the teacher for time allocation, such as time for divide a group.

1. The class noisy.

2. Some students do not care when some students play the games.

D. Conceptual Framework

Vocabulary is ome of problem in mastering English especially at the eighth students of SMP 8 Palopo. There are many games to teach vocabulary, one of game is Fly Swatter. Where this game can help students and will be easy to learn vocabulary. Fly Swatte Game is a game that is applied with a fly swatter that involves some people who help to find the vocabulary easily, each group has to find the word that has been directed by the teacher and if it has got the word then each group competes to hit the word with a bat flies.

Based on the statement above, the researcher focuses on teaching vocabulary by using Fly Swatter Game. In this research will be given pre-test to know increasing vocabulary of the students in English before giving treatments. After that, they will be given some treatment as a process of learning vocabulary by using Fly Swatter Game.

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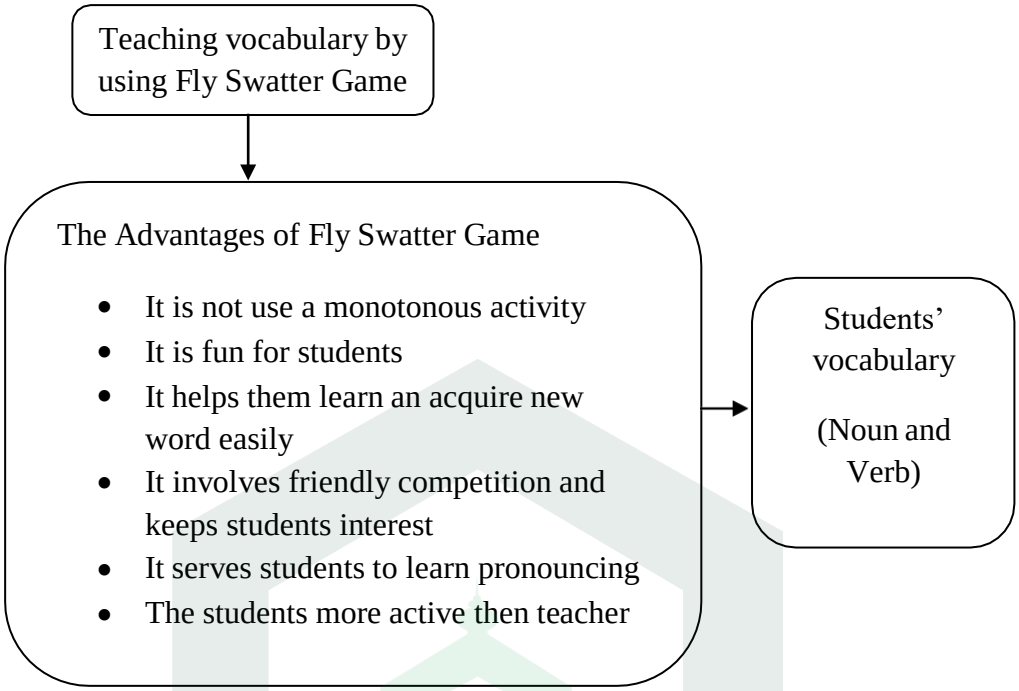
Conceptual framework in this research is shown in the diagram as follows:



E. Hypothesis

The hypothesis is controlling all the research activities ranging from sample selection, preparation of instruments, data management to the statistic that should have predictive value and be consistent.[24]

H_0 : Fly Swatter Game is not significant to learning vocabulary.

H_1 : Fly Swatter Game is significant to learning vocabulary.

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[24] Subana dan Sudrajat, *Dasar-dasar Penelitian Ilmiah,* (Cet. II; Bandung:Pustaka Setia, 2005), P.74

CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

The research design used in this research was pre-experimental design with one pre text and post text design. In this chapter the discussion deals with research design, research variable, operational definition, sample instrument of the research, procedure of collecting data and technique of data analysis. This design was as follows:

Experimental Group	Pre-Test	Treatment	Post-Test
	X	T	Y

Where :

X = Pretest

T = Treatment

Y = Postest

The observation did before treatment called pre-test (X_1) and second was after treatment called post-test (X_2).[1] If the result of post-test is better than pre-test, it means the program is significant. If the result of post-test is similar to pre-test it means that the program is not significant.

[1] Nasution, "*Metode Research;Penelitian Ilmiah,*" (Jakarta : PT. Bumi Aksara. 2001), p.30

B. Population and Sample

1. Population

Population is bulk of to amount to element, this element can as individual, family, social's group, organization and others.[2] The population of this research was the eighth grade students of SMPN 8 Palopo in academic year 2018/2019, Total number of population was 210 Students.

2. Sample

Sample one part of population which is reached that have character that equals population. The technique which the researcher used in this research is purposive sampling technique, the researcher chose 26 students as her sample.

C. Variable

There are two variables in this research. The variables are:

1. The independent variable is using fly swatter game.
2. The dependent variable is the students' vocabulary achievement.

D. Instrument of the Research

To collect the data, the researcher used vocabulary test. The test was used to find out the ability of the students in learning vocabulary by using fly swatter game through pre-test and post-test.

E. Procedures of Collecting Data

The procedures of the collecting data in this research were as follows:

[2] Nana Sudjana dan Ibrahim, *Penelitian dan Penilaian Pendidikan,* (Cet, I; :Bandung, 1989), p. 84

1. Pretest

The researcher gave the vocabulary test to the students. In this test, the students were asked to answer the test. The test was in the form of multiple choice and matching the words. It took 45 minutes to finish it.

2. Treatment

The researcher carried out the class in five meeting in giving treatment, for the students.

a. The First Meeting

1) The researcher introduced herself to the students.
2) The researcher divided students into two groups
3) The researcher asked each group to have one member come to blackboard and hand them each a fly swatter game
4) The researcher asked the students stand with their backs towards the blackboard
5) The researcher gave instruction to the students, names of the words on the board and the students race to swat it with the fly swatter.
6) The researcher said what the meaning of that word is. After that, both of the students sat down and changed with two new students from each groups
7) After that, the researcher corrected their answers.

b. The Second Meeting

1) The researcher came to the class and handled the class
2) The researcher divided students into two groups

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3) The researcher asked each group to have one member come to blackboard and hand them each a fly swatter game
4) The researcher asked the students stand with their backs towards the blackboard
5) The researcher gave instruction to the students, names of the words on the board and the students race to swat it with the fly swatter.
6) The students have to say what the meaning of that word is. After that, both of the students sit down and change with two new students from each groups
7) After that, the researcher corrected their answers.

c. The Third Meeting

1) The researcher divided students into two groups
2) The researcher asked each group to have one member come to blackboard and hand them each a fly swatter game
3) The researcher asked to the students stand with their backs towards the blackboard
4) The researcher gave instruction to the students, names of the pictures on the board and the students race to swat it with the fly swatter.
5) The students have to say what the meaning of that picture is. After that, both of the students sit down and change with two new students from each groups
6) After that, the researcher corrected their answers.

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d. The Fourth Meeting

1) The researcher divided students in two groups

2) The researcher asked each groups to have one member come to blackboard and hand them each a fly swatter game

3) The researcher asked to the students stand with their backs towards the blackboard

4) The researcher gave instruction to the students, names of the pictures on the board and the students race to swat it with the fly swatter.

5) The students have to say what the meaning of that picture is. After that, both of the students sit down and change with two new students from each groups

6) After that, the researcher corrected their answers.

3. Posttest

The posttest distributed to the students after treatment. The researcher evaluated the students with same test material in the pretest. This text aimed at finding out the students development on vocabulary after giving the treatment.

F. Data analysis Technique

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

1. Analyzing the raw data of the pretest. Each of the students' correct answer got 1 and the wrong answer got 0.

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2. Raw score were converted to a set of core maximum of 100, using the following formula :

$$\frac{The\ total\ of\ the\ students`\ correct\ answer}{the\ total\ of\ items} \text{ X } 100$$

3. Converting the score of the students into values.
4. Classifying the score of the students into the following score classification
   a. The score 96-100 as excellent
   b. The score 86-95 as very good
   c. The score 76-85 classified as good
   d. The score 66-75 classified as average
   e. The score 56-65 classified as fair
   f. The score 36-55 classified as poor
   g. The score 0-35 as very poor.[3]
5. Calculating the mean score, standard deviation, frequency table and test between vocabulary achievements of the experimental by using SPSS 20 for windows evaluation.

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[3] Suharsimi Arikunto, *Prosedur Penelitian : Suatu Pendekatan Praktis*, (Jakarta: Rineke Cipta, 1998), p. 185.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter explains about finding and discussions result of the researcher that shows the realities and comparisons between pre-experimental.

A. Findings

In collecting data, the researcher used test namely pretest and posttest. The resuts were presented in the following table.

Table 4.1.The score of students' Pre-Test and Post-test

Students	Pre-Test	Post-Test
R1	67	90
R2	70	86
R3	70	80
R4	70	80
R5	93	100
R6	76	83
R7	87	93
R8	66	93
R9	70	86
R10	56	80
R11	60	80
R12	66	70
R13	76	87

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R14	70	87
R15	70	80
R16	67	73
R17	63	80
R18	60	90
R19	67	80
R20	70	90
R21	63	90
R22	67	73
R23	77	86
R24	80	90
R25	73	90
R26	60	77

Based on table 4.1 above, the researcher concluded that the lowest score and the highest score from 26 students in the pre-experimental. In pre-experimental the lowest score the pre-test was 56 and the highest score was 93. Then the lowest score the the post-test was 70 and the highest score was 100.

Table 4.2. Frequency and percentage of students' pre-test and post-test

NO	Classification	Score	Pre-Test		Post-Test	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	96-100	-	0%	1	4%
2	Very Good	86-95	2	8%	13	50%
3	Good	76-85	4	15%	8	31%

4	Average	66-75	14	54%	4	15%
5	Fair	56-65	6	23%	-	0%
6	Poor	36-55	-	0%	-	0%
7	Very Poor	0-35	-	0%	-	0%
Total			26	100%	26	100%

Table 4.2 showed the data of the pre-test in the pre-experimental class. There were 2 students (8%) classified as very good, 4 students (15%) classified as good, 14 students (54%) classified as average and 6 students (23%) classified as fair. While the data post-test were 1 student (4%) classified as excellent, 13 students (50%) classified as very good, 8 students (31%) classified as good, then 4 students (15%) claassified as average.

Table 4.3. The mean score of students' pre-test and pos-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	26	56	93	69.77	8.267
Posttest	26	70	100	84.38	7.100
Valid N (listwise)	26				

Table 4.3 showed the mean score of pre-test and post-test. The mean score of the pre-test was 69.77 and post-test was 84.38. Further, the standar deviation of the pre-test was higher than the standar deviation post-test (8.267>7.100).

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Table 4.4 the paired sample test of pre-test and post-test

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PreTest - PostTest	-14.615	7.403	1.452	-17.606	-11.625	-10.067	25	.000

Based on table 4.4 above, in the pre-test and post-test the researcher found that the probability value (significant 2-tailed) value is lower than alpha (α) (0.00<0,05). It means that there is significant. It means that H_1 is accepted and H_0 is rejected.

B. Discussion

This research is pre-experimental. This study applied the media that is fly swatter game to improve the students' vocabulary in learning english of SMPN 8 Palopo.

The result of the research that have been carried out that fly swatter game can improve the students' vocabulary at VIII 9 class. The success of this research is show by the improvement of learning outcomes of students who are the subject of the research.

Based on analysis from the students evaluation at the pre-test, the highest score got by the student was 93 scores and the lowest score was 56. While in the post-test the highest score got by the student was 100 and the lowest score was 70. Based on the observation of students' weakness. The students were not disciplined, the students felt confused how to learn by using fly swatter game, the

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students did not master English vocabulary, the lack of time was given for students to work the activities by using fly swatter game, and some students were inconsiderate when learning will be started.

The question in pre-test and post-test were about nouns and verbs. The result of the students' work in most students were easy to answer question part B matching the word, part A in multiple choice the students difficult to answer the question. The students cannot choose the right one word to correct to the other word, but after treatment there was significance progress to the students' score, because most of the students get very good classification.

This research was line with previous researches by Ika Rahmadani Lubis who found that the fly swatter game was effective to improve students' vocabulary. The students who were taught through fly swatter game could achieve a better and the students fell motivated and interested in learning process.

Based on the result of data analysis, researcher concluded that fly sewatter game was enough recommended as on of media to improve students' vocabulary because in teaching vocabulary by using fly swatter game has great benefits that may serve a variety of learning purpose. Through the fly swatter game, the students integrate new knowledge and learn how to pronounce the words well.

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CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the findings, data analysis and discussion in the previous chapter, the researcher concluded that using short story improve significantly students' vocabulary at the tenth grade of SMA 2 Palopo. Short story was significant to be used in learning and teaching process because it made the students active in learning. It could be proven by the students' score that they have got. In the pre-test, the result of the mean score was 82, 64. Then The post test, the mean score was 90, 08.

B. Suggestion

Based on the result of the data analysis and conclusion, the researcher would like to give some suggestion to be considered by the English teacher as follow:

1. For teacher

The teacher should be able to use an appropriate method, techniques or media, so they can change the students' mind that learning English is boring. The teacher should be flexible and understand the students' need, so the teaching-learning process can be fun, enjoyable, and interesting.

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2. For students

The students should try contributing ideas and becoming an active participant in the learning process in the class. Then, students can be more interested in English and should pay attention to the teacher's explanation. Therefore, they could catch the material given by the teacher. The student should also have high motivation to learn English especially vocabulary, because vocabulary is the basic and most important part of the language.

3. For another researcher

Hopefully, it will be an improvement for the next research. It is possible to optimize many sectors of teaching vocabulary. They can make this study as a reference to conduct another researcher in the same field.

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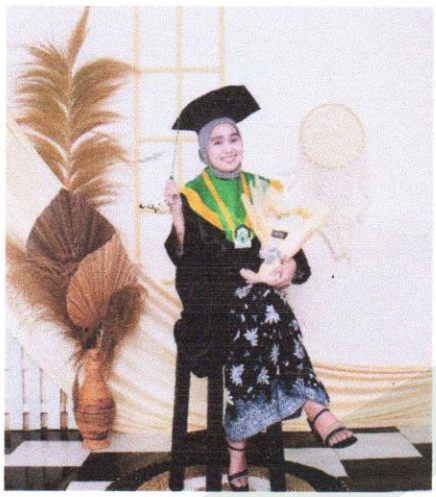
IAIN PALOPO

BIOGRAPHY



Rini Ferawati, was born in Palopo on July, 7th 1997, and she was 23th years old. She is a daughter of Hamid and Nurwati. She lives in Kaluku village, Sukamaju district, North Luwu Regency. She was graduated from SDN 168 Kaluku in 2009, SMPN 1 Sukamaju in 2012, SMAN 1 Sukamaju in 2015. His hobby is travelling. She continued her study at English Education Department of IAIN (Institute Agama Islam Negeri) Palopo. And now she works at one of BRI's bank.

IAIN PALOPO

APPENDICES

IAIN PALOPO

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMPN 8 Palopo
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/1
Topik/Tema : Noun and Verb
Pertemuan : 1
Alokasi Waktu : 2 x 40 menit

1. Komptensi Inti

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

IAIN PALOPO

2. Kompetensi dasar

1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai.

dalam melaksanakan komunikasi fungsional.

3.7. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang sedang dilakukan/berlangsung saat ini sesuai dengan konteks penggunaannya.

4.8. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dengan memperhatikan fungsi sosial. struktur teks. dan unsur kebahasaan yang benar dansesuai konteks.

3. Indikator

1.1.1 Bersyukur diberi kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.2.1 Berperilaku jujur. disiplin. percaya diri. dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman

2.3.1 Berperilaku tanggung jawab. peduli. kerjasama. dan cinta damai. dalam melaksanakan komunikasi fungsional.

3.7.1 Mengidentifikasi struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang sedang dilakukan/berlangsung saat ini sesuai dengan konteks penggunaannya.

3.7.2 Membuat teks tulis untuk menyatakan dan menanyakan tindakan/kejadian yang sedang dilakukan/berlangsung saat ini sesuai dengan konteks penggunaannya.

4.8.1. Menyusun teks dialogue untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dengan memperhatikan fungsi sosial. struktur teks. dan unsur kebahasaan yang benar dansesuai konteks.

4. Tujuan Pembelajaran

1.1.1 Siswa dapat bersyukur karena dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional serta bersemangat dalam mengikutiproses pembelajaran.

2.2.1 Siswa dapat berperilaku jujur. disiplin. percaya diri. dan bertanggung jawab

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dalam melaksanakan komunikasi transaksional dengan guru dan teman

2.3.1 Siswa dapat berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.7.1 Siswa dapat menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/ kejadian yang sedang dilakukan/berlangsung saat ini sesuai dengan konteks penggunaannya.

4.8.1 Siswa dapat menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/ berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

5. Materi Ajar

a. Kosakata yang berkaitan dengan nouns and verbs

1. Farmer = Petani
2. Housewife = Ibu rumah tangga
3. Lecturer = Dosen
4. Principal = Kepala sekolah
5. Teacher = Guru
6. Broom = Sapu
7. Clock = Jam
8. Wash = Mencuci
9. Walk = Berjalan
10. Study = Belajar
11. Push = Mendorong
12. Kick = Menendang
13. Jump = Melompat
14. Laugh = Tertawa
15. Brush = Menyikat

IAIN PALOPO

Struktur teks

a. Excuse me. Attention, please. Yes, please.

b. she's kind. isn't she ? yes. she is. Understood ? is it clear ? yes. sir.

c. that's great. It's beautiful. Excellent ! thanks you

d. what do you think ? rudi did it well, didn't he ? is that how you say it? Yes, I think so. I don't think so.

6. Sumber/Media Pembelajaran

1. Media : Spidol. papan tulis. lem. fly swatter.kertas (kertas manila/big poster) yang berisi vocabulary tentang kata benda (noun) atau kata kerja (verb).
2. Sumber : Kementerian Pendidikan dan Kebudayaan .2014. Bahasa Inggris *When English Rings the Bell* SMP/MTs Kelas VIII. Jakarta: Kementerian Pendidikan dan Kebudayaan

7. Metode Pembelajaran

Fly Swatter Game

8. Kegiatan Pembelajaran

1) Kegiatan Pendahuluan

a. Greeting (Guru menyapa siswa)
b. Siswa dan guru berdoa bersama
c. Siswa dicek kehadirannya
d. Siswa mendengarkan materi yang akan disampaikan oleh guru
e. Siswa diberitahukan tujuan pembelajaran oleh guru

2) Kegiatan inti

- **Observing**

Siswa	Guru
Siswa memperhatikan guru menjelaskan materi yang akan diajarkan.	Guru memberikan penjelasan tentang materi apa yang akan di ajarkan.

- **Questioning**

Siswa	Guru

Siswa menjawab pertanyaan dari guru tentang kata benda (noun) atau kata kerja (verb).	Guru bertanya kepada siswa tentang kata benda (noun) atau kata kerja (verb).

- **Experimenting**

Siswa	Guru
▪ Siswa membentuk kelompok yang satu kelompoknya berisi 13 orang. • Setiap kelompok siswa di berikan fly swatter oleh guru untuk dikerjakan bersama. • Siswa memperhatikan guru menerangkan contoh dan petunjuk permainannya. ▪ Siswa mulai mengerjakan permainan tersebut dan di berikan bola waktu dalam mengerjakannya.	▪ Guru meminta siswa untuk membentuk kelompok yang satu kelompoknya berisi 13 orang • Guru meminta perwakilan dari setiap grup maju kedepan papan tulis untuk di berikan fly swatter. • Guru menerangkan contoh dan petunjuk permainannya. Dimana siswa berdiri membelakangi papan tulis dan meminta siswa mendengarkan instruksi dari guru terkait nama kosa kata yang di sebutkan, kemudian siswa berlomba memukul kata yang dimaksud di papan tulis. Perwakilan dari kelompok yang berhasil memukul kata yang di maksud harus menyebutkan arti dari kata tersebut.setelah itu siswa di perbolehkan

IAIN PALOPO

	duduk dan bergantian dengan grup yang lainnya untuk melanjutkan permainan.

- **Associating**

Siswa	Guru
Siswa diminta oleh guru untuk bergantian melakukan permainan dengan dua orang perwakilan di setiap grup.	Guru meminta siswa untuk bergantian melakukan permainan dengan dua orang perwakilan di setiap grup.

- **Communicating**

Siswa	Guru
Guru dan siswa membahas hasil jawaban siswa	Guru dan siswa membahas hasil jawaban siswa

3) Kegiatan Penutup

a. Siswa dan guru menyimpulkan tentang materi pelajaran yang telah meraka pelajari.
b. Siswa mengungkapkannya kesulitan-kesulitan yang mereka hadapi dalam permainan fly swatter game.
c. Siswa memperhatikan dengan baik tentang hal-hal yang perlu di perhatikan.
d. Siswa dan guru bersama-sama berdoa sebelum meninggalkan kelas.
e. Siswa dan guru mengucapkan salam perpisahan.

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9. Penilaian

1. Teknik : Tertulis
2. Instrumen : Terlampir
3. Pedoman pernilaian: $\frac{\textit{The total of the students` correct answer}}{\textit{the total of items}} X\ 100$

Palopo, October 2019

Nama Mahasiswa

Guru Bahasa Inggris

Rini Ferawati
NIM. 15 0202 0091

Asrika Achmad, S.Pd.I
NIP. 198403072010012039

IAIN PALOPO

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMPN 8 Palopo

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/1

Topik/Tema : Noun and Verb

Pertemuan : 2

Alokasi Waktu : 2 x 40 menit

1. Komptensi Inti

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur. disiplin. tanggung jawab. peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami pengetahuan (faktual. konseptual. dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai. merangkai. memodifikasi. dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

IAIN PALOPO

2. Kompetensi dasar

1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.2. Menunjukkan perilaku jujur. disiplin. percaya diri. dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

2.3. Menunjukkan perilaku tanggung jawab. peduli. kerjasama. dan cinta damai.

dalam melaksanakan komunikasi fungsional.

3.7. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang sedang dilakukan/berlangsung saat ini sesuai dengan konteks penggunaannya.

4.8. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dengan memperhatikan fungsi sosial. struktur teks. dan unsur kebahasaan yang benar dansesuai konteks.

3. Indikator

1.1.1 Bersyukur diberi kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

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2.3.1 Berperilaku tanggung jawab. peduli. kerjasama. dan cinta damai. dalam melaksanakan komunikasi fungsional.

3.7.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang sedang dilakukan/berlangsung saat ini sesuai dengan konteks penggunaannya.

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4. Tujuan Pembelajaran

1.1.1 Siswa dapat bersyukur karena dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional serta bersemangat dalam mengikutiproses pembelajaran.

2.2.1 Siswa dapat berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman

2.3.1 Siswa dapat berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai. dalam melaksanakan komunikasi fungsional.

IAIN PALOPO

3.7.1 Siswa dapat menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/ kejadian yang sedang dilakukan/berlangsung saat ini sesuai. dengan konteks penggunaannya.

4.8.1 Siswa dapat menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/ berlangsung saat ini. dengan memperhatikan fungsi sosial. struktur teks. dan unsur kebahasaan yang benar dan sesuai konteks.

5. Materi Ajar

a. Kosakata yang berkaitan dengan nouns and verbs

1. Floor = Lantai
2. Table = Meja
3. Wall = Dinding
4. Bread = Roti
5. Face = Muka
6. Food = Makanan
7. House = Rumah
8. Vegetable = Sayur
9. Hate = Membenci
10. Dance = Menari
11. Cry = Menangis
12. Cook = Memasak
13. Close = Menutup
14. Borrow = Meminjam
15. Follow = Mengikuti

Struktur teks

a. Can you play the guitar ? yes. I can. I'm sorry I can't answer the question. My uncle can run very fast.
b. I Promise I will come to your birthday party. Yes. sure. she will return the book soon. She will not take the train.

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6. Sumber/Media Pembelajaran

1. Media : Spidol, papan tulis, lem, fly swatter,kertas (kertas manila/big poster) yang berisi vocabulary tentang kata benda (noun) atau kata kerja (verb).
2. Sumber : Kementerian Pendidikan dan Kebudayaan .2014. Bahasa Inggris *When English Rings the Bell* SMP/MTs Kelas VIII. Jakarta: Kementerian Pendidikan dan Kebudayaan

7. Metode Pembelajaran

Fly Swatter Game

8. Kegiatan Pembelajaran

1) Kegiatan Pendahuluan

a. Greeting (Guru menyapa siswa)
b. Siswa dan guru berdoa bersama
c. Siswa dicek kehadirannya
d. Siswa mendengarkan materi yang akan disampaikan oleh guru
e. Siswa diberitahukan tujuan pembelajaran oleh guru

2) Kegiatan inti

- **Observing**

Siswa	Guru
Siswa memperhatikan guru menjelaskan materi yang akan diajarkan.	Guru memberikan penjelasan tentang materi apa yang akan di ajarkan.

- **Questioning**

Siswa	Guru
Siswa menjawab pertanyaan dari guru tentang kata benda (noun) atau kata kerja (verb).	Guru bertanya kepada siswa tentang kata benda (noun) atau kata kerja (verb).

IAIN PALOPO

- **Experimenting**

Siswa	Guru
• Siswa membentuk kelompok yang satu kelompoknya berisi 10 orang. • Setiap kelompok siswa di berikan fly swatter oleh guru untuk dikerjakan bersama. • Siswa memperhatikan guru menerangkan contoh dan petunjuk permainannya. • Siswa mulai mengerjakan permainan tersebut dan di berikan batas waktu dalam mengerjakannya.	• Guru meminta siswa untuk membentuk kelompok yang satu kelompoknya berisi 10 orang • Guru meminta perwakilan dari setiap grup maju kedepan papan tulis untuk di berikan fly swatter. • Guru menerangkan contoh dan petunjuk permainannya. Dimana siswa berdiri membelakangi papan tulis dan meminta siswa mendengarkan instruksi dari guru terkait nama kosa kata yang di sebutkan, kemudian siswa berlomba memukul kata yang dimaksud di papan tulis. Perwakilan dari kelompok yang berhasil memukul kata yang di maksud harus menyebutkan arti dari kata tersebut.setelah itu siswa di perbolehkan duduk dan bergantian dengan grup yang lainnya untuk memainkan permainan.

IAIN PALOPO

- **Associating**

Siswa	Guru
Siswa diminta oleh guru untuk bergantian melakukan permainan dengan dua orang perwakilan di setiap grup.	Guru meminta siswa untuk bergantian melakukan permainan dengan dua orang perwakilan di setiap grup.

- **Communicating**

Siswa	Guru
Guru dan siswa membahas hasil jawaban siswa	Guru dan siswa membahas hasil jawaban siswa

3) Kegiatan Penutup

a. Siswa dan guru menyimpulkan tentang materi pelajaran yang telah meraka pelajari.
b. Siswa mengungkapkannya kesulitan-kesulitan yang mereka hadapi dalam permainan fly swatter game.
c. Siswa memperhatikan dengan baik tentang hal-hal yang perlu di perhatikan.
d. Siswa dan guru bersama-sama berdoa sebelum meninggalkan kelas.
e. Siswa dan guru mengucapkan salam perpisahan.

IAIN PALOPO

9. Penilaian

1. Teknik : Tertulis
2. Instrumen : Terlampir
3. Pedoman pernilaian: $\frac{\textit{The total of the students` correct answer}}{\textit{the total of items}} X\ 100$

Palopo, October 2019

Nama Mahasiswa

Guru Bahasa Inggris

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IAIN PALOPO

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMPN 8 Palopo
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/1
Topik/Tema : Noun and Verb
Pertemuan : 3
Alokasi Waktu : 2 x 40 menit

1. Komptensi Inti

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur. disiplin. tanggung jawab. peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami pengetahuan (faktual. konseptual. dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai. merangkai. memodifikasi. dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

IAIN PALOPO

2. Kompetensi dasar

1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.2. Menunjukkan perilaku jujur. disiplin. percaya diri. dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

2.3. Menunjukkan perilaku tanggung jawab. peduli. kerjasama. dan cinta damai.

dalam melaksanakan komunikasi fungsional.

3.7. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang sedang dilakukan/berlangsung saat ini sesuai dengan konteks penggunaannya.

4.8. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dansesuai konteks.

3. Indikator

1.1.1 Bersyukur diberi kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.2.1 Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman

2.3.1 Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.7.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang sedang dilakukan/berlangsung saat ini sesuai dengan konteks penggunaannya.

4.8.1. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dansesuai konteks.

4. Tujuan Pembelajaran

1.1.1 Siswa dapat bersyukur karena dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional serta bersemangat dalam mengikutiproses pembelajaran.

2.2.1 Siswa dapat berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman

2.3.1 Siswa dapat berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

IAIN PALOPO

3.7.1 Siswa dapat menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/ kejadian yang sedang dilakukan/berlangsung saat ini sesuai dengan konteks penggunaannya.

4.8.1 Siswa dapat menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/ berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

5. Materi Ajar

a. Kosakata yang berkaitan dengan nouns and verbs

1. Bathroom = Kamar mandi
2. Building = Gedung
3. Cafetaria = Kantin
4. Library = Perpustakaan
5. Hospital = Rumah sakit
6. Monkey = Monyet
7. Newspaper = Surat kabar
8. Believe = Percaya
9. Answer = Menjawab
10. Buy = Membeli
11. Write = Menulis
12. Swim = Berenang
13. Stand = Berdiri
14. Speak = Berbicara
15. Sleep = Tidur

Struktur teks

a. Come in. please ! thank you. Put the book on the table. please. Yes,sure
b. Let's go ! okay. Come with me! Sorry. I'm busy.
c. Don't be late again! Sure, I won't . don't open it, ok? Ok

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d. May I use your pen, please? Sure, here you are. May I wash my hands? Certainly.,

6. Sumber/Media Pembelajaran

1. Media : Spidol, papan tulis, lem, fly swatter,kertas (kertas manila/big poster) yang berisi vocabulary tentang kata benda (noun) atau kata kerja (verb).
2. Sumber : Kementerian Pendidikan dan Kebudayaan .2014. Bahasa Inggris *When English Rings the Bell* SMP/MTs Kelas VIII. Jakarta: Kementerian Pendidikan dan Kebudayaan

7. Metode Pembelajaran

Fly Swatter Game

8. Kegiatan Pembelajaran

1) Kegiatan Pendahuluan

a. Greeting (Guru menyapa siswa)
b. Siswa dan guru berdoa bersama
c. Siswa dicek kehadirannya
d. Siswa mendengarkan materi yang akan disampaikan oleh guru
e. Siswa diberitahukan tujuan pembelajaran oleh guru

2) Kegiatan inti

- **Observing**

Siswa	Guru
Siswa memperhatikan guru menjelaskan materi yang akan diajarkan.	Guru memberikan penjelasan tentang materi apa yang akan di ajarkan.

- **Questioning**

Siswa	Guru
Siswa menjawab pertanyaan dari guru tentang kata benda (noun) atau kata kerja (verb).	Guru bertanya kepada siswa tentang kata benda (noun) atau kata kerja (verb).

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- **Experimenting**

Siswa	Guru
• Siswa membentuk kelompok yang satu kelompoknya berisi 13 orang. • Setiap kelompok siswa di berikan fly swatter oleh guru untuk dikerjakan bersama. • Siswa memperhatikan guru menerangkan contoh dan petunjuk permainannya. • Siswa mulai mengerjakan permainan tersebut dan di berikan batas waktu dalam mengerjakannya.	• Guru meminta siswa untuk membentuk kelompok yang satu kelompoknya berisi 13 orang • Guru meminta perwakilan dari setiap grup maju kedepan papan tulis untuk di berikan fly swatter. • Guru menerangkan contoh dan petunjuk permainannya. Dimana siswa berdiri membelakangi papan tulis dan meminta siswa mendengarkan instruksi dari guru terkait nama kosa kata yang di sebutkan, kemudian siswa berlomba memukul kata yang dimaksud di papan tulis. Perwakilan dari kelompok yang berhasil memukul kata yang di maksud harus menyebutkan arti dari kata tersebut.setelah itu siswa di perbolehkan duduk dan bergantian dengan grup yang lainnya untuk memainkan permainan.

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- **Associating**

Siswa	Guru
Siswa diminta oleh guru untuk bergantian melakukan permainan dengan dua orang perwakilan di setiap grup.	Guru meminta siswa untuk bergantian melakukan permainan dengan dua orang perwakilan di setiap grup.

- **Communicating**

Siswa	Guru
Guru dan siswa membahas hasil jawaban siswa	Guru dan siswa membahas hasil jawaban siswa

3) Kegiatan Penutup

a. Siswa dan guru menyimpulkan tentang materi pelajaran yang telah meraka pelajari.
b. Siswa mengungkapkannya kesulitan-kesulitan yang mereka hadapi dalam permainan fly swatter game.
c. Siswa memperhatikan dengan baik tentang hal-hal yang perlu di perhatikan.
d. Siswa dan guru bersama-sama berdoa sebelum meninggalkan kelas.
e. Siswa dan guru mengucapkan salam perpisahan.

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9. Penilaian

1. Teknik : Tertulis
2. Instrumen : Terlampir
3. Pedoman pernilaian: $\frac{\textit{The total of the students` correct answer}}{\textit{the total of items}} X\ 100$

Palopo, October 2019

Nama Mahasiswa

Guru Bahasa Inggris

Rini Ferawati
NIM. 15 0202 0091

Asrika Achmad. S.Pd.I
NIP. 198403072010012039

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMPN 8 Palopo

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/1

Topik/Tema : Noun and Verb

Pertemuan : 4

Alokasi Waktu : 2 x 40 menit

1. Komptensi Inti

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur. disiplin. tanggung jawab. peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami pengetahuan (faktual. konseptual. dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai. merangkai. memodifikasi. dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

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2. Kompetensi dasar

1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.2. Menunjukkan perilaku jujur. disiplin. percaya diri. dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

2.3. Menunjukkan perilaku tanggung jawab. peduli. kerjasama. dan cinta damai.

dalam melaksanakan komunikasi fungsional.

3.7. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang sedang dilakukan/berlangsung saat ini sesuai dengan konteks penggunaannya.

4.8. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dansesuai konteks.

3. Indikator

1.1.1 Bersyukur diberi kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.2.1 Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman

2.3.1 Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.7.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang sedang dilakukan/berlangsung saat ini sesuai dengan konteks penggunaannya.

4.8.1. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dansesuai konteks.

4. Tujuan Pembelajaran

1.1.1 Siswa dapat bersyukur karena dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional serta bersemangat dalam mengikutiproses pembelajaran.

2.2.1 Siswa dapat berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman

2.3.1 Siswa dapat berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

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3.7.1 Siswa dapat menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/ kejadian yang sedang dilakukan/berlangsung saat ini sesuai dengan konteks penggunaannya.

4.8.1 Siswa dapat menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/ berlangsung saat ini. dengan memperhatikan fungsi sosial. struktur teks. dan unsur kebahasaan yang benar dan sesuai konteks.

5. Materi Ajar

a. Kosakata yang berkaitan dengan nouns and verbs

1. Chicken = Ayam
2. Rainbow = Pelangi
3. Sun = Matahari
4. Hair = Rambut
5. Money = Uang
6. Chair = Kursi
7. Eye = Mata
8. Lip = Bibir
9. Sing = Menyanyi
10. Listen = Mendengarkan
11. Run = Lari
12. Read = Membaca
13. Rain = Hujan
14. Fly = Terbang
15. Fall = Jatuh

Struktur teks

What are you doing here ?

Waiting for her, don't play around. Look ! everybody is doing their task ; I need to see the principal. May I see him now ? no. he's having a meeting: be quiet, please.

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6. Sumber/Media Pembelajaran

1. Media : Spidol, papan tulis, lem, fly swatter,kertas (kertas manila/big poster) yang berisi vocabulary tentang kata benda (noun) atau kata kerja (verb).
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- **Experimenting**

Siswa	Guru
• Siswa membentuk kelompok yang satu kelompoknya berisi 10 orang. • Setiap kelompok siswa di berikan fly swatter oleh guru untuk dikerjakan bersama. • Siswa memperhatikan guru menerangkan contoh dan petunjuk permainannya. • Siswa mulai mengerjakan permainan tersebut dan di berikan batas waktu dalam mengerjakannya.	• Guru meminta siswa untuk membentuk kelompok yang satu kelompoknya berisi 10 orang • Guru meminta perwakilan dari setiap grup maju kedepan papan tulis untuk di berikan fly swatter. • Guru menerangkan contoh dan petunjuk permainannya. Dimana siswa berdiri membelakangi papan tulis dan meminta siswa mendengarkan instruksi dari guru terkait nama kosa kata yang di sebutkan, kemudian siswa berlomba memukul kata yang dimaksud di papan tulis. Perwakilan dari kelompok yang berhasil memukul kata yang di maksud harus menyebutkan arti dari kata tersebut,setelah itu siswa di perbolehkan duduk dan bergantian dengan grup yang lainnya untuk memainkan permainan.

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d. Siswa dan guru bersama-sama berdoa sebelum meninggalkan kelas.
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Palopo, October 2019

Nama Mahasiswa

Guru Bahasa Inggris

Rini Ferawati
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PRE-TEST

Name :

Class :

A. Choose the best answer from the obtain a, b, c, or d !

1. I will be …. in the park tomorrow.

   a. Sing c. Sang
   b. Sung d. Singing

2. Call the …. To help the patience to go to the hospital.

   a. Police office c. Ambulance
   b. Post office d. Clinic

3. My mother and I always …. to this market.

   a. Goes c. Going
   b. Go d. Went

4. My father is watching …. now.

   a. A Television c. A Newspaper
   b. A Magazine d. A Radio

5. He and she …. through this path yesterday.

   a. Walking c. Walked
   b. Walk d. Walks

6. I am so sorry, all …. in this restaurant have been booked.

   a. Rooms c. Pools
   b. Chairs d. Tables

7. Two days ago, my boyfriend …. a red rose to me.

   a. Buying c. Buy
   b. Buys d. Bought

8. I need …. to buy food or drink.

   a. Money c. Book
   b. Paper d. Wallet

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9. Justin Bieber went to Indonesia yesterday and he will …. around Asia tomorrow.

a. Travelled
c. Travels
b. Travel
d. Traveling

10. Before entering someone's house, we need to take off our …. outside.

a. Bags
c. Clothes
b. Shoes
d. Caps

11. Annisa is …. her teeth.

a. Brushes
c. Brushing
b. Brush
d. Brushed

12. Will you and your sister go to the …. to watch a football match ?

a. Hospital
c. Stadion
b. Cinema
d. Theatre

13. My grandmother like to …. Muse's song such as starlight and madness.

a. Listens
c. Listened
b. Listen
d. Listening

14. I do not know the …. to buy some books.

a. House
c. Clinic
b. Studio
d. Place

15. Charles has been …. since the morning.

a. Sleep
c. Slept
b. Sleeps
d. Sleeping

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16. …. Is the place to borrow some books at school.

a. Canteen
c. Library
b. Classroom
d. Teacher office

17. They …. bread everyday.

a. Eating
c. Eat

b. Ate d. Eaten

18. this room is dark, please turn on the …. .

a. AC c. Lamp

b. Door d. Television

19. The baby …. milk every morning.

a. Drink c. Drinking

b. Drinks d. Drank

20.

What is the woman's doing in the picture?

a. Jump c. Run

b. Cry d. Sit

B. Matching the words below !

1. Walk	a. Sayur
2. Brush	b. Dosen
3. Money	c. Meminjam
4. Housewife	d. Uang
5. Vegetable	e. Melompat
6. Sing	f. Gedung
7. Borrow	g. Berjalan
8. Lecturer	h. Ibu rumah tangga
9. Building	i. Menyikat
10. Jump	j. Menyanyi

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POST-TEST

Name :

Class :

C. Choose the correct answer from the four options!

1. She has been …. since this morning.
   a. Cook
   b. Cooks
   c. Cooked
   d. Cooking
2. We often hear …. In the morning.
   a. Newspaper
   b. Radio
   c. Magazine
   d. Television
3. Intan and Ken have been …. In London since they were five and six years old.
   a. Stayed
   b. Stays
   c. Staying
   d. Stay
4. My grandmother always calls my father by …. .
   a. Radio
   b. Telephone
   c. Television
   d. Computer
5. I always …. your name.
   a. Remembering
   b. Remembers
   c. Remember
   d. Remembered
6. Ridho is a chef, he makes …. .
   a. Shoes
   b. Bag
   c. BBQ
   d. Belt
7. Jason has been …. game since last night.
   a. Play
   b. Playing
   c. Plays
   d. Played
8. Nada puts her …. On the bed.
   a. Soup
   b. Pillow
   c. Medicine
   d. Lamp
9. I …. Every morning.
   a. Take a bath
   b. Taking a bath
   c. Took a bath
   d. Takes a bath
10. We buy a book in a …. .
    a. Supermarket
    b. Cafetaria
    c. Bookstore
    d. Music Studio
11. They …. about the material.
    a. Talking
    b. Talk
    c. Sleep
    d. Wash
12. If you study hard, you will be …. in your examination.
    a. Unsuccess
    b. Sad
    c. Success
    d. Stupid
13. We …. him every weekend.
    a. Call
    c. Say

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b. Write
d. Happy

14. My grandmother always tell me to wash my …. before eating something.
    a. Teeth
    c. Feet
    b. Face
    d. Hands
15. My father …. the newspaper every morning.
    a. Read
    c. Tear off
    b. Eat
    d. Write
16. We need …. to bring our school books.
    a. Uniform
    c. Pencil case
    b. Bag
    d. Wallet
17. I …. The floor now.
    a. Sweep
    c. Sweeping
    b. Swept
    d. Sweeps
18. …. is the place for students to study.
    a. Library
    c. Teacher's office
    b. Classroom
    d. School canteen

19.

What is the expression woman in the picture.
    a. Cry
    c. Smile
    b. Shock
    d. Dance

20. .... is a kind of Indonesian food.

a. Pizza
b. Sushi
c. Fried rice
d. Kebab

D. Matching the words below !

11. Swim	a. Rumah sakit
12. Hospital	b. Jatuh
13. Newspaper	c. Guru
14. Teacher	d. Membeli
15. Stand	e. Berenang
16. Fall	f. Memasak
17. Buy	g. Kantin
18. Rainbow	h. Surat kabar
19. Cafetaria	i. Berdiri
20. Cook	j. Pelangi

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Answer of Pre-test

A.
1. d. Singing
2. c. Ambulance
3. b. Goes
4. a. Television
5. c. Walked
6. d. Tables
7. d. Bought
8. a. Money
9. b. Travel
10. b. Shoes
11. c. Brushing
12. c. Stadion
13. b. Listen
14. d. Place
15. d. Sleeping
16. c. Library
17. c. Eat
18. c. Lamp
19. b. Drinks
20. d. Sit

B.

1. Walk	a. Berjalan
2. Brush	b. Menyikat
3. Money	c. Uang
4. Housewife	d. Ibu rumah tangga
5. Vegetable	e. Sayur
6. Sing	f. Menyanyi
7. Borrow	g. Meminjam
8. Lecturer	h. Dosen
9. Building	i. Gedung
10. Jump	j. Melompat

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Answer of Post-test

C.
1. d. Cooking
2. b. Radio
3. c. Staying
4. b. Telephone
5. c. Remember
6. c. BBQ
7. b. Playing
8. b. Pillow
9. a. Take a bath
10. c. Bookstore
11. b. Talk
12. c. Success
13. a. Call
14. d. Hands
15. a. Read
16. b. Bag
17. a. Sweep
18. b. Classroom
19. c. Smile
20. c. Fried rice

D.

1. Swim	a. Berenang
2. Hospital	b. Rumah sakit
3. Newspaper	c. Surat Kabar
4. Teacher	d. Guru
5. Stand	e. Berdiri
6. Fall	f. Jatuh
7. Buy	g. Membeli
8. Rainbow	h. Pelangi
9. Cafetaria	i. Kantin
10. Cook	j. Memasak

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DOCUMENTATION

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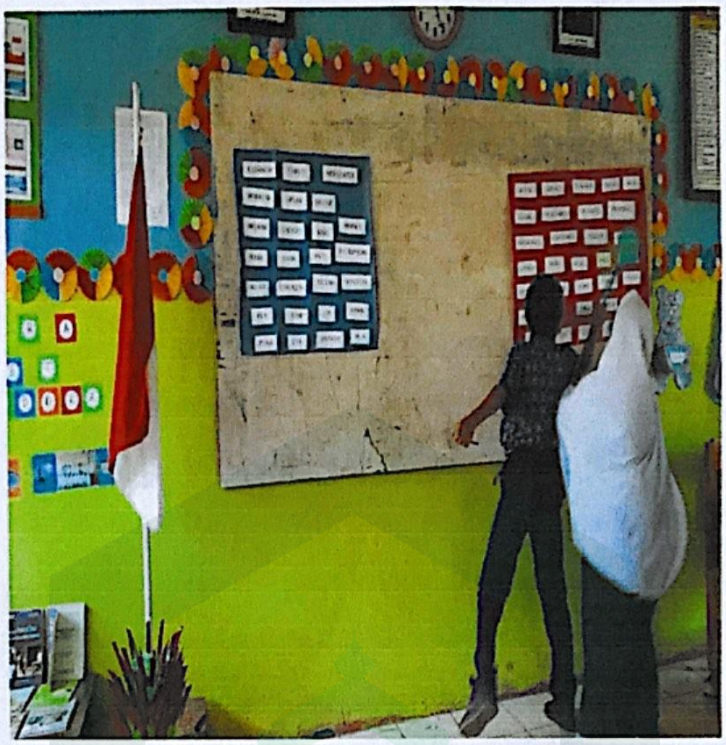
Pre-test

The researher explain how to play fly swatter game

The researcher divide groups

Teaching Learning Process



Post-test