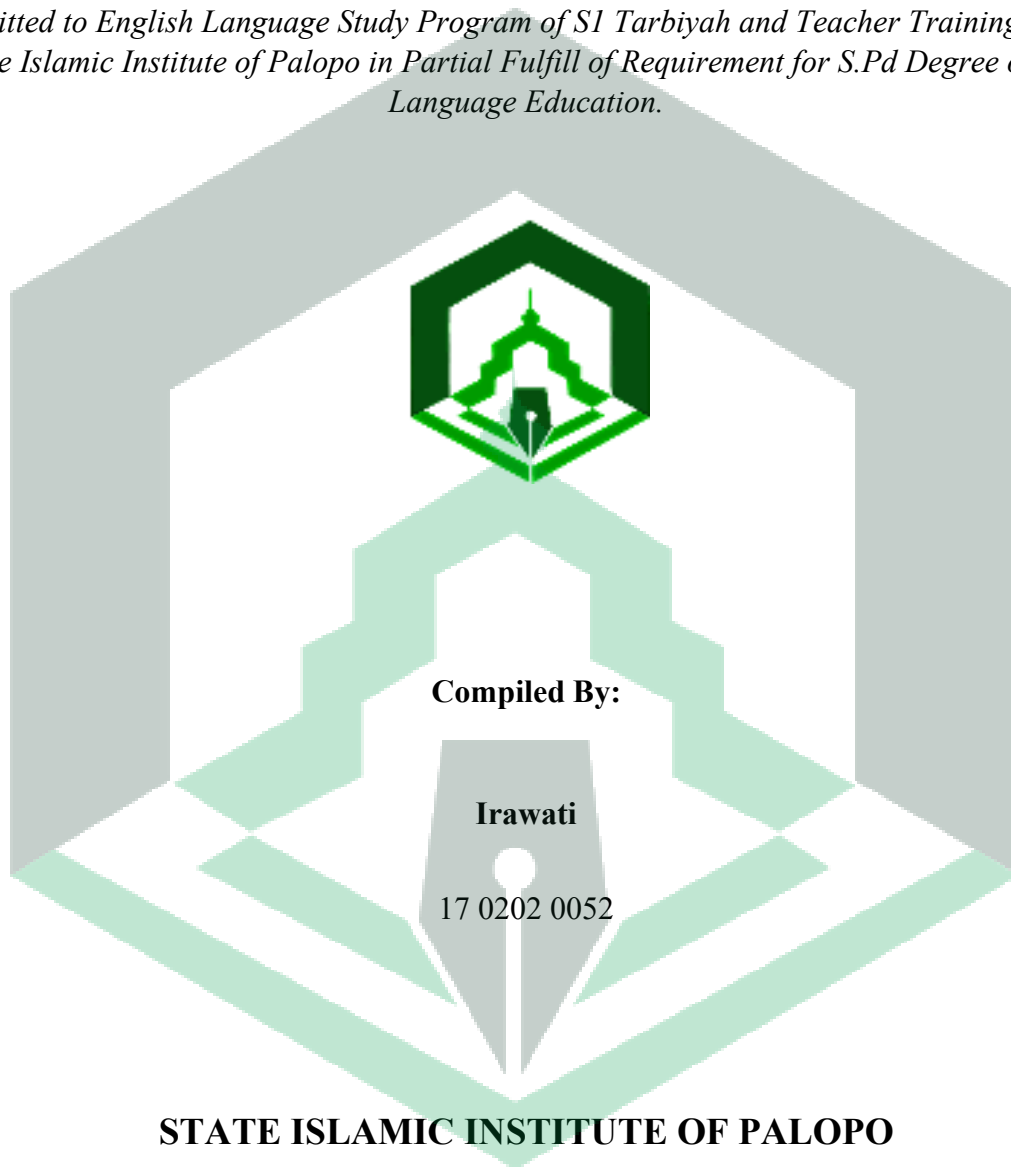# IMPROVING THE STUDENTS' VOCABULARY MASTERY THROUGH SECRET WORD GAME AT SMP NEGERI 8 PALOPO

A Thesis

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

Compiled By:

Irawati

17 0202 0052

STATE ISLAMIC INSTITUTE OF PALOPO

TARBIYAH AND TEACHERS TRAINING

FACULTY OF ENGLISH LANGUAGE EDUCATION

2022

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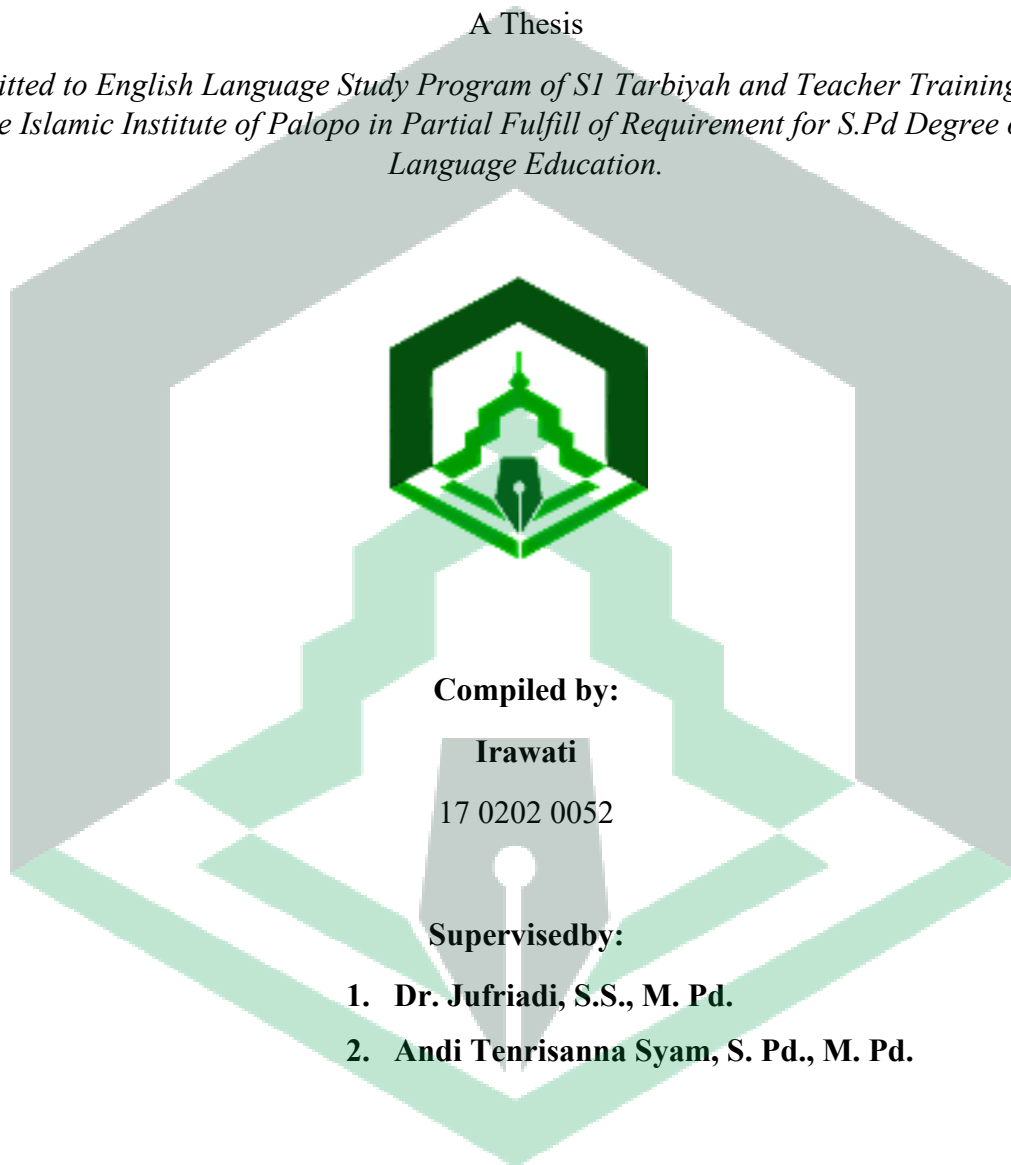**Compiled by:**

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STATE ISLAMIC INSTITUTE OF PALOPO

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2022

THESIS APPROVAL

This thesis entitled **"Improving The Students' Vocabulary Mastery Through Secret Word Game At Smp Negeri 8 Palopo"** Which is Written by **Irawati**, Reg. Number. **17.0202.0052**, English Language Education S1 Study Program of Tarbiyah and Teacher Training Faculty at Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in Munaqasyah session which is carried out **Tuesday, 10th of May 2022**, coincided with **9th Syawal 1443 H**, it is authorized and acceptable as partial fulfillment for S.Pd degree in English language teaching.

Tuesday 10th Mei 2022
09th Syawal 1443 H

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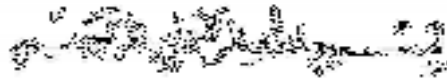
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ACKNOWLEDGMENT

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

In the name of ALLAH SWT, the most compassionate and gracious God, who has given us guidance, blessings, and grace to complete this thesis in the English Education Study Program, Faculty of Tarbiyah, and State Teacher Training (IAIN) Palopo, titled **"Improving The Students' Vocabulary Mastery Through Secret Word Game At SMP Negeri 8 Palopo."** Shalawat and Salam to our Prophet Muhammad SAW, who guided us out of darkness and into the light.

The researcher would like to express his gratitude to everyone who contributed to the completion of this thesis by offering inspiration, guidance, support, recommendations, and comments from a variety of sources.

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ABSTRACT

Irawati,2022."Improving the Students' Vocabulary Mastery through Secret Word Game at SMP Negeri 8 Palopo."Thesis.EnglishLanguage Education Study Program.State Islamic Institute of Palopo. Supervised by: (1)Dr.Jufriadi, S.S., M. Pd and (2) AndiTenrisannaSyam, S. Pd., M. Pd.

This thesis focuses on improving the students' vocabulary mastery through secret word game at SMP Negeri 8 Palopo. "Does the use of the secret word game effective to improve students' vocabulary mastery at SMP Negeri 8 Palopo?" asks the study question. The purpose of this research is to see if the secret word game is effective in improve students' vocabulary mastery an SMP Negeri 8 Palopo? based on the problem described above. The Pre-Experimental approach was employed in this study, using a Pre-test and Post-test design. A population of 15 students was used in this study, and a rigorous random sampling process was used. The samples are from a range of VIII courses (A1-H2). Learners' vocabulary includes The pre-test of 25 nouns, adjectives, and verbs in the form of fill-in-the-blank and multiple-choice, the treatment of four meetings, and the post-test of 25 nouns, adjectives, and verbs in the form of multiple-choice and fill-in-the-blank.

According to the findings of this study, the secret word game was beneficial in expanding the vocabulary of students in the eighth grade at SMP Negeri 8 Palopo. According to the test analysis data, the students' mean pre-test score was 23.20, whereas their post-test mean was 52.27. This demonstrates the discrepancy in outcomes. The t-test, on the other hand, is used to assess whether the difference in mean between the two tests is significant. After computing the t-test, the known t-test is -10,089, and the identified t-table is 2.145. Because the t-test is greater than the t-table, the null hypothesis (H0), "does not boost students' vocabulary knowledge after utilizing the Secret Word game," is rejected. While the alternative hypothesis (H1) is accepted, it indicates that "there is an increase in students' vocabulary mastery after utilizing the Secret Word game." As a consequence, this study demonstrates that the Secret Word game can assist youngsters in improving their vocabulary mastery.

Keywords: Vocabulary Mastery, Secret Word Game, Pre-Experimental. Descriptive text.

CHAPTER I

INTRODUCTION

A. Background

The English language is incredibly significant in the sphere of education. In Indonesia, English is a foreign language. In high school, both junior and senior, English is a required subject. At the national level, English is also one of the subjects studied. The Indonesian government places a high value on English development and learning. "The purposes of English in SMP are such that students can develop their competence in written and oral communication to achieve functional literacy; they also have an awareness of the nature and importance of English to improve the country's competitiveness in a global society and develop their understanding of the interrelationship between language and culture," according to the KTSP 2006 curriculum."[1]

People need to communicate to complete their daily activities and engage with others in all areas of national relations with other nations, including economic, financial, political, international business, and educational areas of national relations with other nations, including economic, financial, political, international business, and education, people need to communicate to complete their daily activities and engage with the others. As a medium language, English is used. In other words, put differently, English is important in communication since it is a medium through which any nation may communicate.

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[1]Depdiknas, *Kurikulum KTSP 2006 Standar Isi SatuanPendiikanDasardanMenengah,* (Jakarta: BadanStandarNasionalPendidikan, 2006), p.124

English is the first foreign language taught in Indonesian high schools, according to the government. Teaching optional subject matter or local content materials in primary schools is also covered as a necessary topic, as is passing the National Examination.

One of the exercises that might help students improve their vocabulary is the secret word game. In this game, students are encouraged to hide or find words that correspond to some of the teacher's photos. Students are encouraged to think imaginatively in addition to learning vocabulary since they must write the word on the board according to the teacher's instructions. Students' vocabulary will improve if they can engage in a range of English activities. This may be demonstrated by the fact that they remember fewer words and also have difficulty remembering simple concepts. As a result, the researcher would want to conduct a study named "Improving The Students' Vocabulary Mastery Through Secret Word Game At SMP Negeri 8 Palopo".

B. The Research Question

The researcher formulates the problem as follows, based on the foregoing explanation: Does the use of the secret word game effective to improve students' vocabulary mastery at SMP Negeri 8 Palopo?

C. The Research Objective

The purpose of this research is to see if the secret word game is effective in improve students' vocabulary mastery an SMP Negeri 8 Palopo? based on the problem described above.

D. The Significance of the Research

The research's significance is divided into two categories:

1. Practically

   a. For the students

This study may increase students' enthusiasm for English learning so that English is no longer a dull subject for them.

    b.   For the English teachers

Teachers can use this vocabulary game as an alternative technique, and the new experience of teaching vocabulary through word games can provide excellent English teaching while improving students' interest and enthusiasm.

    c.   For the researcher

The next researcher can expand on their results by learning a skill or creating a new design.

2. Theoretically

Further explanations for the use of games and writing could be provided by the researcher. Students will be interested in and like the teaching-learning process because it includes games. It implies that kids would not be bored in class any longer. As a result, students can have pleasure while playing and learning, and they will readily accept the material.

E. Scope of the Research

This research focuses on improving the students' vocabulary mastery through the secret word game at SMP Negeri 8 Palopo. The vocabularies are nouns, adjectives, and verbs. Each in each meeting there are 50 vocabularies for four meetings.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A.   Previous Related Research

Some of the results of a study on the use of a secret word game in teaching English language skills are as follows:

Rohmah's (2018) research entitled "The Use of Secret Word Game to Improve Writing Skills for the Eighth Grade Students of MTs Ma'arif Darul Aman Pringsuratin". The goal of this research is to see if playing a secret word game may assist students to improve their writing skills. The usage of a hidden word game to help students improve their writing skills had positive results. The fact that the t-test results in cycles I and II are greater than the t-table shows this. The value of the t-table is 2,039. In cycle I, the post-test average was 75.31, which was greater than the average of 61.28, with a t-test of 9.52. In cycle II, the average post-test score was 74.66, which was higher than the average pre-test score of 63.41. The T-test results in a score of 10.74. The t-test results in cycles I and II are greater than the t-table, according to these statistics. The usage of hidden words improves students' writing abilities significantly. This is demonstrated by the number of students who passed the passing grade in two cycles. The overall grade is 70. The completeness score was passed by 72% of students in the post-test cycle. The post-test pass percentage was 92% in the second round. This means that using secret word games can improve students' writing skills.[2] This research used experimental methods of research, and he employed Classroom Action Research (CAR).

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[2]AnnisaWakhidaRohmah, *"The Use of Secret word game To Improve Writing Skills for the Eighth Grade Students of MtsMa'arifDarulAmanPringsuratin the Academic Year of 2017/2018".*(Salatiga: Institute of Islamic Studies Salatiga, 2018), p.1

Maspupa's (2017) research entitled "the use of Word Association Games can help and motivate to improve students' vocabulary for the eighth-grade students of SMP Muhammadiyah 17 Ciputat." based on her results of this action research shows that the use of Word Association Games can help and motivate to improve students' vocabulary. It may be raging as a result of the 31 percent pre-questionnaire mean and the 89% post-questionnaire mean. The findings of the observation sheet and field notes demonstrated that Word Association Games had a positive impact on the teaching and learning process; participation rests, participation, responses, and interest in learning English all improved significantly. Finally, the team set outcome suggested that students' vocabulary accomplishment levels had improved. With a mean score of 53.8, only 7 or 18.4% of students passed the KKM on the pre-test. Then, in post-test 1, 22 students (57.9%) passed the KKM, resulting in a mean score of 72.4. In post-test 2, 33 students (86.8%) passed the KKM, with an average score of 80.3, indicating that it met the success criteria. To conclude, based on the result above Word Association Games can help and motivate eighth-grade students in fostering their vocabulary knowledge at SMP Muhammadiyah 17 Ciputat.[3] This research used experimental methods in its research approach, and she used Classroom Action Research (CAR).

Yanti's (2016) research entitled "The Effectiveness of Secret Word Game to Teach Students' Reading Ability at Al Hikma Pasir Mijen Demak Eight Grade MTs," In order to do research, this study used an experimental approach. The eighth grade of MTs Al-Hikmah Pasir Mijen Demak in the 2015/2016 academic year was the demographic analyzed in this study. The experimental class was designated as Class VIII A, whereas the control class was designated as Class VIII C. Reading was taught in the experimental class utilizing a secret

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[3]Maspupa "Fostering Students' Vocabulary Knowledge through Word Association Games". (State Islamic University Jakarta, 2017), p.5

word game, whereas reading was taught in the control class using regular methods. Quantitative measurement was used to determine the study's outcome. The average score of the experimental class and the control class differed significantly, according to the data analysis. The average post-test score for the experimental class was 74.35, which was higher than the average post-test score for the control class of 68.72. So because the t-test was greater than the t table, the hypothesis is supported. The researcher concludes that the secret word game was effective to teach students' reading ability at MTs Al-Hikmah Pasir Mijen Demak in the academic year of 2015/2016. The researcher suggests that the secret word game may be used as an alternative technique in teaching reading.[4] The similarity of this research with his research is that both employ experimental research because this researcher with her research conducts experiments by giving treatment to students that have been decided by each researcher.

Wahyuni&Herawati (2016) research entitled " The Effect of the Secret Message Game on Students' Vocabulary Enrichment for the seventh grade of SMP Muhammadiyah Puraseda." The goal of this study is to show how the Message Secret game can help students improve their vocabulary. This research was conducted at SMP Muhammadiyah Puraseda in the seventh grade. The sample in this study was taken from 30 percent of the total population of 120 students using proportional random sampling and a lottery system to select 36 students who were divided into two groups: 18 students in the experimental group who were given a message secret game, and 18 students in the control group who were given a message secret game using the PPP method. At the beginning of the study, both groups are given a pre-test. The therapy was subsequently given to each group four times, and a post-test was given at the

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[4]AlinaYanti.*"The Effectiveness of Secret word game to Teach Students' Reading Ability At the Eight Grade oF MTs al Hikma Pasir Mijen Demak"*.(Semarang: University Semarang, 2016), p. 25.

end of the trial. The results of the vocabulary test were calculated using the t-test, which is shown below. With df 34, the t-test value is 2.56 at the 0.05 significant level and 2.46 at the 0.01 significant level. As a result, equation 1.702.462.56 could be used to express the solution. This means that the alternative hypothesis is accepted. They concluded that the "message secret game" can be used as an alternative way to add student vocabulary.[5] The method used to obtain student data differs in this study. This study included both systematic random sampling and proportionate random sampling.

B.   Some Pertinent Ideas

1.   The Concept of Vocabulary

a.   Definition of Vocabulary Mastery

In order to teach English as a foreign language, it is necessary to have a strong vocabulary. In all languages, the learner or students must constantly acquire vocabulary while studying grammar (grammar/structure) and pronunciation (pronunciation) (Allen & Vallete, 1977:149). This indicates that vocabulary should be taught first, before any other language components (Subiyati, 1992:18).[6]

A large vocabulary is essential when learning a language. Learners and students will be unable to use the grammar (grammar/structure) and language functions they have learned for broad communication if they do not have a good vocabulary. This shows that acquiring a second or foreign language requires a strong grasp of vocabulary. Grammar (grammar/structure), language function (language function), and the four language abilities of

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[5]Nuni Tri Wahyuni, and AttiHerawati.*"The Effect Of Message Secret Game On Students' Vocabulary Enrichment".(*Journal Project, University Pakuan, 2016), p.2

[6] Suparmin "Pentingnya Kosakata Pada Keterampilan Bahasa Inggris".(article Widia Sari:Penerbit dan Percetakan , Sukoharjo,2017).

listening, reading, writing, and speaking are all supported by vocabulary competence (Rivers, 1983: 123 in Ninan, 1991: 117).

The four language skills are all dependent on vocabulary development. This is due to the fact that language has evolved into an important tool for speakers to communicate their ideas. Vocabulary is essential for pupils to succeed in their English studies. In class, students who have a great grasp of the English language usually outperform their peers.

The Oxford dictionary (2007) defines vocabulary as the total words that comprise a language as well as the corpus of the terminology used in a certain industry.[7] Moreover, According to Richard (2002), vocabulary is a list of terms with their definitions, particularly in a book for learning a foreign language.[8] In addition, according to Fauziati (2010), vocabulary is essential to language and to the average language student. If one does not have a sufficient vocabulary, one cannot effectively communicate or explain one's thoughts in both spoken and writing form. Another barrier that stops students from learning a foreign language is a limited vocabulary.[9]

According to the definitions given above, vocabulary is a group of words that speakers employ to communicate both orally and in writing.

b. The Types of Vocabulary

A vocabulary is a collection of words as well as the set of words that a particular person knows. Vocabulary may be classified into four types. They are listed below:

1. Reading Vocabulary

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[7]Oxford Student's Dictionary. 2007. New Edition. Oxford University Press.

[8]Richard. *"The Effectiveness of Teaching Vocabulary by Using Cartoon Film toward Vocabulary Mastery of EFL Students. Journal of English Language Teaching and Linguistics, (Online)"*, Vol.1, No. 1, (http://dx.doi.org/10.21462/Jeltl.v1i1.20, accessed 2016).

[9]Fauzi, Endang. 2010. Teaching English as a Foreign Language. Surakarta: Era PustakaUtama. Hal. 61

A person's reading vocabulary consists of all the words that he or she can identify when reading.

2. Writing Vocabulary

Words may be found in a variety of circumstances, from dissertations to Twitter feeds. From the entire word list, a writer will have a preference for which synonyms to employ.

3. Listening Vocabulary

A person's hearing vocabulary consists of all the words that he or she recognizes when listening to communicative language.

4. Speaking Vocabulary

A person's speaking vocabulary includes all of his or her conversational phrases.

c. The Purpose of Vocabulary

They must first comprehend why they are learning something before they can learn it. Because vocabulary refers to all words in a language, the word property owned by the speaker or researcher, words used in science, compiled a list of words similar to a dictionary is accompanied by brief explanations through the game, this problem is not only enriching vocabulary through language lessons but also another study. Here are Nunan's expert definitions on the goal of vocabulary development.[10]

"Having a big vocabulary helps us converse better." We often assume that learning a large number of words is required to understand English. This opinion is not necessarily erroneous, as we hope to learn that communicating effectively and vividly without a certain degree of vocabulary appears to be practically difficult. We can have trouble understanding

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[10]https://www.tesol.org/docs/books/bk_ELTD_Vocabulary_974

what words imply, distinguishing between word forms, and putting words together in sentences."

d. Aspect of Vocabulary

According to Ur (1996), pupils should be able to grasp the following characteristics of vocabulary:[11]

1. Pronunciation and Spelling

    Students must be aware of both how a word sounds (pronunciation) and how it appears (spelling).

2. Grammar

    When students acquire a new set of words, they should be aware of the grammatical rules that govern them.

3. Meaning

    The denotation of a term is essentially what it means in real life. The link, or pleasant or terrible feeling it conjures, is a less visible component of an item's meaning that may or may not be addressed in a dictionary definition. Another aspect of meaning that must generally be taught is whether or not a particular thing is appropriate to use in a particular situation.

e. Kinds of Vocabulary

A person's understanding of words is divided into two sorts of vocabulary. Evelyn and Brown split the language into active and passive categories in Supriyatna (2014).[12]

1. Active Vocabulary (Productive Vocabulary)

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[11] Ur, Penny.1996. A course in teaching Melbourne: Cambridge. P. 60-62

[12] Supriyatna, Hari. 2014. The Effectiveness of Guessing Game Technique in Teaching Vocabulary at MTs Darussalam. Thesis. Jakarta: State Islamic University (Uin) SyarifHidayatullah

Active vocabulary is a term that refers to words that children understand, pronounce correctly, and use effectively both orally and in writing It is also known as fruitful vocabulary, and it refers to concepts that a pupil can use effectively in speech or writing but are more difficult to comprehend. Students must know how to pronounce the word correctly, be familiar with collocations, and understand the connotation meaning of the phrase to order to use productive vocabulary. This ability is frequently used in public speaking and writing.

2. Passive Vocabulary (Receptive Vocabulary)

A passive vocabulary is a set of words that pupils recognize and understand in context but cannot create effectively on their own. It's also known as receptive vocabulary, and it refers to linguistic things that may be identified and comprehended when reading or listening.

f. Vocabulary Mastery

Language learners must master vocabulary in order to learn the entire language. Students must be able to absorb vocabulary in order to improve their language talents in reading, listening, speaking, and writing. You must first master your vocabulary before you can learn other talents (Reading, Writing, Speaking, and Listening).

Vocabulary mastery is defined as a person's significant ability in using words in a language, and it is acquired based on a person's interests, needs, and desires. Alqahtani (Arabic: (2015). Individuals' great talent in using language terms necessitates their desire and interest in the words of an individual's great ability in using language words, which is learnt based on their wants and motivation.[13]

Learners' ability to convey language that they have gained and mastered indicates mastery. Word acquisition is divided into two parts: vocabulary and mastery. It's also visible in

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[13]Alqahtani, Mofareh. 2015. The Importance of Vocabulary in Language Learning and How to be Taught. International Journal of Teaching and Education. Vol. III. pp. 21-34

their capacity to use language to construct sentences. The goal of language learning is vocabulary mastering; once students master vocabulary, they may use it in real-life situations.

Vocabulary mastery can be achieved through the process of learning new words. Students should be able to use active and passive language, as well as receptive and productive vocabulary, in a range of situations. The students know what the phrases imply and how to use them in a variety of situations. They are free to express themselves with the words.

There are several levels of word mastery in the process of learning a new language. Full mastery is the first level. When a learner can employ terms in writing and discussion, they have reached this level. The second level entails a thorough knowledge of the terms encountered while reading. The final level is simple word mastery, which requires learners' ability to absorb words in order to comprehend the content given. To summarize, vocabulary mastery is the ability to use words in a variety of contexts, such as listening, reading, writing, speaking, and other aspects of language.

According to the assertions above, vocabulary mastery in this study refers to students' capacity to understand all terms in their vocabulary set.

2. Game

a. Definitions of Game

Hadfield (1998) defines a game as an activity having rules, a goal, and a sense of enjoyment. Competitive and cooperative games are the two types of games. Players or teams compete to be the first to reach the goal in competitive games. Individuals or teams collaborate to achieve a common goal in cooperative games.[14]

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[14] Hadfield, J. 1998. Elementary Vocabulary Games. Harlow: Pearson Education Limited. P. 5

Learners of all levels like playing games. Argondizzo (1992) claims that games increase learning by making it enjoyable. Language is acquired by activities such as using, speaking, and reading it. Children should be able to use English in everyday situations as a result of classroom activities.[15]

The Third Edition of The Longman Dictionary of Applied Linguistics Richard and his fellow workers (Longman Group UK: England, 1985), A game in language instruction, according to the Longman lexicon of applied linguistics, is an organized activity with the following characteristics:

1. A specified task or aim.

2. A collection of instructions.

3. A competitive spirit among the players.

4. Recognize player competitiveness verbally or in writing.[16]

A game, as defined above, is a competitive activity in which players compete against one another according to a set of rules.

b. Types of Games

To plan a session with a solid rhythm, you must first determine what kind of games are accessible. According to Brewster and Ellis, there are four different sorts of games (2002). Precision (linguistic control), fluency (communication), competitiveness, and collaboration are all valued in some games.

Accuracy-focused games, which generally use chunks of language learnt through repeated repetition and give effective pronunciation, vocabulary, and grammar exercises, are

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[15]EviWulan Sarah, "*Using Langugae Games to Improve Reading Comprehension At Grade Five Of Mi Al Islam Tempel In The Academic*".(Yogyakarta: State University of Yogyakarta, 2014), p.26.
[16]Jack C. Richards, et al*, "Longman Dictionary of Applied Linguistics"*, Longman Group UK: England, 1985), p. 118.

designed to help individuals learn new language items and improve accuracy. The goal of these games is to score more points than your opponents, and the winner is usually obvious.

Fluency games are frequently developed to assist people in improving their fluency while also allowing them to collaborate with others. These games are a crucial component of the 'communicative' strategy. Rather than merely learning language parts, collaboration is achieved by attempting to establish an environment in which students focus on completing a task together while employing significant language.

Teams, groups, couples, and individuals compete in competitive games. There is only one winner, and that is the person who completed the task first or received the most points. "A competitive game, such as a bingo game or a matching game, is one in which individuals or teams compete to be the first to complete the goal," Hadfield adds (1996).

Cooperative games are played with the goal of creating an environment where students are focused on cooperating to finish a task. Games in which people or groups collaborate to achieve a shared goal, such as guessing games and puzzle-solving games, are known as cooperative games (Hadfield, 1996).[17]

c. The Advantages of Game

Playing games allows students to experiment with and feel comfortable with new words and phrases. Some of the advantages of using games to teach English are as follows:[18]

- Games aid the educator in creating an environment in which the language is relevant and useful.

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[17]Dian Fitriana, *"Improving The Speaking Skills through Guessing Games of the Seventh Grade Students of SMP Muhammadiyah 1 Seyegan Yogyakarta".(*Yogyakarta: State University of Yogyakarta,2012). p.29.

[18]Sisilia S. Halimi, *"Becoming Creative Teacher: A Manual for Teaching English to Indonesian Elementary Students".* (Jakarta: UI Press, 2003), p.72

- Games help the teacher build strong classroom connections and encourage student participation.

- Games provide opportunities for pupils to practice, review, and reinforce their language skills.

- Through games, children may experiment, discover, and interact with others.

- Games promote actual communication by promoting the innovative and spontaneous use of words.

- Games are interesting and challenging, but they are not harmful.

- Games promote healthy competition and help students overcome their apprehension about speaking the language.

d. Disadvantage of Game

Aside from the positives noted above, Walls also claimed that the game has certain negatives, which include:

- I designed a series of developmental assignments for the learners.

- If not correctly constructed, gaming culture and play may be detrimental to the learner.

- The instructor has a difficult time keeping the students in the classroom under control.

e. Secret Word Game

Students may find games to be a pleasant method to practice their English. Students believe that playing video games does not teach them anything. They will like learning English and find it simple.

Guessing words that are offered with letter-forming words as responses to clues relating to the question provided, or guessing the word itself, is the goal of the hidden word game.

This game can be played with up to eight players in a group setting. Choose a few people from the audience and bring them to the front of the room if the class is large. Everyone in the class may participate if the class is small. Cut out the cards on the next three pages first. Then divide the participants into two groups and give each group a stack of cards. Teachers hand out cards to each kid and instruct them to keep their words to themselves. Each student signs or repeats a series of suggestions one by one, beginning with each letter of their secret phrase in order. If the secret word is "ice cream," the clues will be "ice cream." Other hints include the words "cone," "cold," and "chocolate flake." The hints lead the other students to the secret word.[19]

The secret word game (cards)[20]

Secret word	**Secret word**	**secret word**
Sun-cream	volleyball	postcard
Forbidden word	**forbidden words**	**forbidden words**
Protection	game	picture
White	ball	letter
Sun	play	post
	sport	stamp
Secret word	**Secret word**	**Secret word**
Camera	Ice cream	Book
Forbidden words	**Forbidden words**	**Forbidden words**
Photograph	Cone	Diary

[19]AlinaYanti.*"The Effectiveness of Secret word game to Teach Students' Reading Ability at the Eight Grade of MTs al HikmaPasirMijenDemak".*(Semarang:Universitas Islam NegeriWalisongo Semarang, 2016), p.25.
[20]https://www.wimpykidclub.co.uk/wp content/uploads/TLH_Secret-Word-Game1.pdf.

Flash Picture	cold chocolate flake	Paper Pages

The researcher might make this hidden word game more fun by allowing students to express themselves while attempting to guess the secret words.

F. The Secret Word game as a strategy to improve students' vocabulary

The secret word game is easy to learn and play. The following is an example of a secret word game teaching sequence in an English classroom:

1. The teacher explains the game's rules and gives information in the form of a visual.

2. Depending on the number of students, the teacher divides the class into two or more groups.

3. The teacher gives the photograph to each group. Tell them that they must maintain their vow to themselves.

4. Each student signs or repeats a series of clue words, one at a time, that begins with each letter in their secret word. For example, if the concealed word is "ice cream," the clues may be "cone," "cold," and "chocolate flake."

5. The other students then use the clues to deduce what the secret word is.

g. The Advantages and Disadvantages of Secret word Game

1. Advantage

The secret word game is fun. Students can play it in class and it can help them to improve their vocabulary mastery. Furthermore, according to MCintyre (2007), the Secret word game has the following advantages:[21]

a) Using the Secret Word Game, teachers may make vocabulary study fun for their students.

b) The Secret Word Game is suitable for people of all ages and may be used in a variety of scenarios.

c) The Secret Word Game is not only more participatory but also more entertaining than learning "memorized" spells.

2. Disadvantages

While on the other hand, there are disadvantages of the Secret word gamein teaching vocabulary. The disadvantage of the Secret word game in teaching vocabulary may depend on luck and it's not measured by actual ability.

C. Theoretical Framework

Any hypothesis must be referenced in a scientific inquiry to: corroborate the researcher's numerous observations. It is clear from the various points of view presented in this study that vocabulary plays an important role in strengthening students' listening, speaking, reading, and writing abilities.

Students may become bored throughout the teaching-learning process and fail to pay attention to the topic. To address this problem, teachers must devise a fun technique to engage children, such as through the use of a game. "Games help and encourage many learners to keep their attention and effort," Larsen and Freeman (2005) write."

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[21]Mcintyre. 2007. Hangman and Its Origins. http://ezinearticles.com/Hangman-andits-origins&id=813972

Students will practice discovering different words in a sequence of letters and deducing the meaning of what they learnt in vocabulary class in this game. In addition, this hidden word game provides youngsters with the following benefits in terms of teaching and learning:

INPUT	PROCESS	OUTPUT
Teaching Material	Teaching Vocabulary using Secret word game	Students' Improvement in Students' Vocabulary Skill
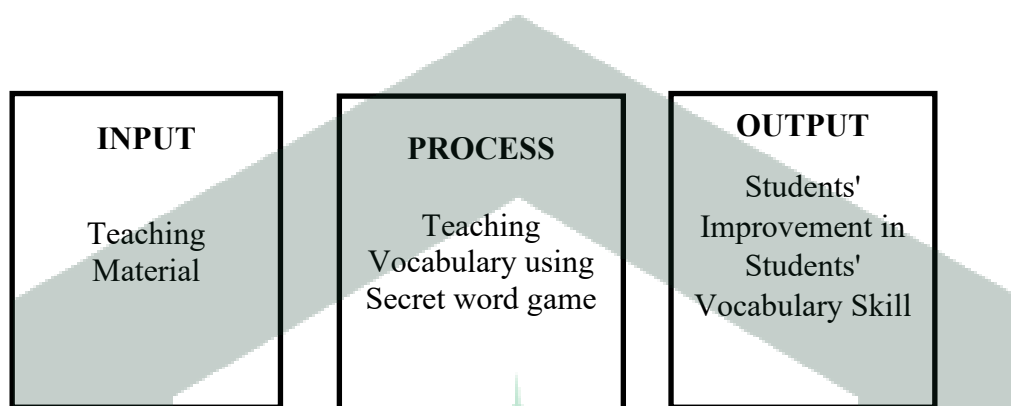
Figure 1. Theoretical Framework

D. **Hypothesis**

The researcher came up with the following theory based on certain patient suggestions.

Ho: $\mu 1 = \mu 2$

Ha: $\mu 1 \neq \mu 2$

Where:

1. HO (Null hypothesis): The secret word game at SMP Negeri 8 Palopo does not improve eighth-grade students' vocabulary.

2. HI (alternative hypothesis): HI (alternative hypothesis): A secret word game improves eighth-grade students' vocabulary at SMP Negeri 8 Palopo.

CHAPTER III

RESEARCH METHOD

A.   Research Method and Design

This study is set up to use a pre-experimental technique, and the researcher uses quantitative research. This pre-experimental technique employs a pretest treatment and a posttest to collect data from students' learning activities. In the first session, the researcher gives the students a pre-test to assess their vocabulary knowledge before beginning treatment. The researcher uses the hidden word game method in the second session to help students obtain vocabulary from the pre-test barriers. The next step is to do a post-test to determine if the secret word game strategy is working.

The experimental design could be described as follows:

$$01 \quad x \quad 02$$

Where:

01: pre-test

X: treatment

02: post-test

B.   Variable of the Research

In this study, there are two types of variables: independent and dependent variables. The study's dependent variable is the students' lexical knowledge, while the study's independent variable is the vocabulary master's Secret word game.

C. **Time and Place of Research**

This study is broken into three sections. On February 2, 2022, there will be a pre-test. The therapy portion of the process will begin on February 2, 2022. Finally, on Wednesday, February 23, 2022, the researcher conducts the post-test. This research was carried out at SMP Negeri 8 Palopo.

D. **Population and Sample**

1. Population

The authors studied a population of students in grades VIII(A1) to VIII(H2) at SMP Negeri 8 Palopo during the academic year 2021/2022, which had sixteen classes and 256 students. In the table below, you can see how the population is distributed:

2. Sample

This research took a random sample of students using a systematic random sampling approach. At SMP Negeri 8 Palopo, each class consists of two students from class VIII (A1) to class VIII (H2). As a result, the sample size in this study is 16 students.

E. **Instrument of the Research**

In this study, the researcher used a vocabulary exam to collect data from students. The pupils were then given a written pretest and posttest to assess their vocabulary. where students completed 25 nouns, adjectives, and verbs multiple-choice and fill-in-the-blank exams.

F. **The procedure for Collecting Data**

1. Pre-test

Before being professional and caring, the researcher administered a pre-test to each student in the experimental class. The students took a pre-test to determine their vocabulary

levels before beginning therapy. This exam can be completed in 15 minutes. The exam has two sections: a vocabulary test and a grammar test. The first half of the exercise is a fill-in-the-blanks activity, followed by a multiple-choice exercise.

2. Treatment

Following the pre-test, the therapy is delivered in four sessions. The therapy is separated into segments or sessions, such as the ones listed below:

a. The first meeting

1. The researcher would review the noun material.

2. The researcher divides the students into several groups.

3. A team is selected to go first. A member of that team is chosen as the first Reader.

4. The reader's purpose is to transmit the "secret word" at the top of the card in a way that his or her coworkers can figure out.

5. The reader may not use any of the forbidden phrases listed on the card. The Moderator must keep an eye on the Reader to ensure that he or she does not say any of the forbidden words.

6. If the reader says a forbidden word, he or she loses a point and must move on to the next card.

7. The reader has one minute to transmit as many secret sentences as possible. Once the minute is up, the Reader's score is totaled, and the points are awarded to the Reader's team. Then it's time for the next team to use their card stack.

8. A new reader is picked every time a team performs a new turn. When everyone has had a turn or when the cards run out, the game is ended, and the team with the most points wins.

b. The second meeting

1. The researcher would review the Adjective material.

2. The researcher divides the students into several groups.

3. A team is selected to go first. A member of that team is chosen as the first Reader.

4. The reader's purpose is to transmit the "secret word" at the top of the card in a way that his or her coworkers can figure out.

5. The reader may not use any of the forbidden phrases listed on the card. The Moderator must keep an eye on the Reader to ensure that he or she does not say any of the forbidden words.

6. If the reader says a forbidden word, he or she loses a point and must move on to the next card.

7. The reader has one minute to transmit as many secret sentences as possible. Once the minute is up, the Reader's score is totaled, and the points are awarded to the Reader's team. Then it's time for the next team to use their card stack.

8. A new reader is picked every time a team performs a new turn. When everyone has had a turn or when the cards run out, the game is ended, and the team with the most points wins..

c. The third meeting

1. The researcher would review the verb material.

2. The researcher divides the students into several groups.

3. A team is selected to go first. A member of that team is chosen as the first Reader.

4. The reader's purpose is to transmit the "secret word" at the top of the card in a way that his or her coworkers can figure out.

5. The reader may not use any of the forbidden phrases listed on the card. The Moderator must keep an eye on the Reader to ensure that he or she does not say any of the forbidden words.

6. If the reader says a forbidden word, he or she loses a point and must move on to the next card.

7. The reader has one minute to transmit as many secret sentences as possible. Once the minute is up, the Reader's score is totaled, and the points are awarded to the Reader's team. Then it's time for the next team to use their card stack.

8. A new reader is picked every time a team performs a new turn. When everyone has had a turn or when the cards run out, the game is ended, and the team with the most points wins.

d. The last meeting

1. The researcher would explain the content of the noun, adjective, and verb using the Secret Word game.

2. The researcher divides the students into several groups.

3. A team is selected to go first. A member of that team is chosen as the first Reader.

4. The reader's purpose is to transmit the "secret word" at the top of the card in a way that his or her colleagues can decipher.

5. The reader may not use any of the forbidden phrases listed on the card. The Moderator must keep an eye on the Reader to ensure that he or she does not say any of the forbidden words.

6. If the reader says a forbidden word, he or she loses a point and must move on to the next card.

7. The reader has one minute to convey as many secret phrases as he or she can. Once the minute is up, the Reader's score is totaled, and the points are awarded to the Reader's team. Then it's time for the next team to use their card stack.

8. A new reader is picked every time a team performs a new turn. When everyone has had a turn or when the cards run out, the game is ended, and the team with the most points wins.

3. Post-test

A post-test was given to the class after the last session. The post-test procedure is identical to the pre-test procedure. The pupils were given a post-test by the researcher. This test is very similar to the last one. After students have been taught vocabulary using the Secret word game, the post-test is used to measure their knowledge and ability to understand language. A multiple-choice question precedes a fill-in-the-blanks task in the first segment.

G.   The technique of Data Analysis

The following are the processes that were taken to acquire data using quantitative analysis:

1. Scoring the result of the pre-test and post-test of the students' answers:
   - The students' correct answer   = 1

- The students' wrong answer = 0

$$Score = \frac{Total\ Correct\ Answer}{Number\ of\ Items} \times 100$$

2. Classifying the score of the students.

   a. Score 86 – 95 classified as very good

   b. Score 76 – 85 classified as good

   c. Score 66 – 75 classified as fairly good

   d. Scores 56 – 65 are classified as fairly

   e. Scores 36 – 55 are classified as poor

   f. Scores 0 – 35 are classified as very poor

3. Computing the frequency of the rate percentage of the students' score :

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

Where :

   P: Percentage

   F: Frequency

   N: Total number of students

4. Calculating the mean score of the students by using the following formula:

$$X = \frac{\sum X}{N}$$

Where:

   X: Mean Score

   $\sum X$: The sum of all score

   N: The total number of subject

5. Calculating the result of the test

To analyze the contrasted significance between the pre-test score and the post-test researcher, the test importance was determined using the formula below:

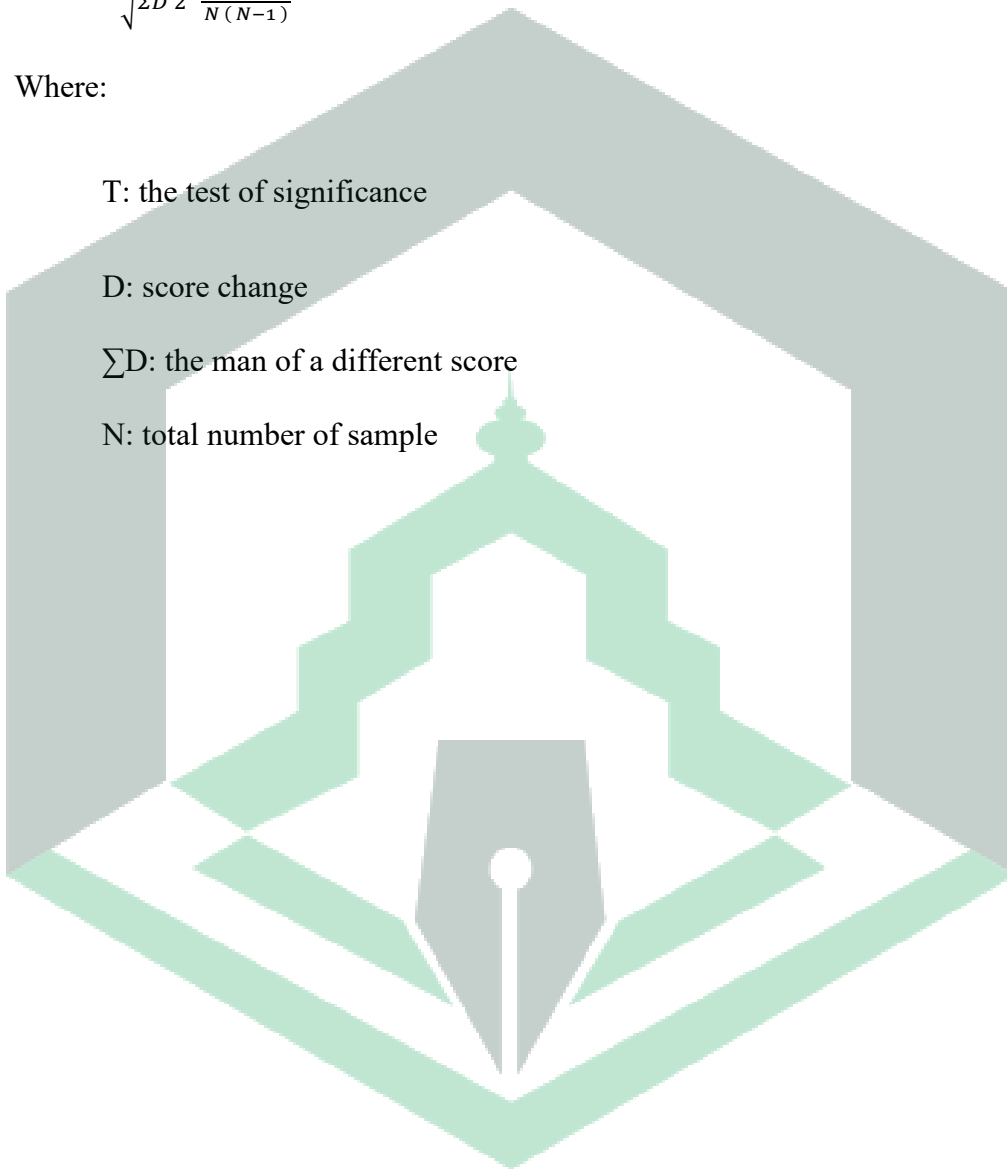$$T= \frac{D}{\sqrt{\frac{\Sigma D\ 2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}}$$

Where:

T: the test of significance

D: score change

$\sum$D: the man of a different score

N: total number of sample

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the study findings and analyzes their impact on Pre- and post-test scores of students, as well as the advantage of the difference between pre-test and post-test scores. The study also provided a discussion of the findings.

A. Findings

To obtain the solution to the problem statement's question in Chapter 1. Does the use of the secret word game effective to improve students' vocabulary mastery at SMP Negeri 8 Palopo? The research and all of the research equipment had been completed by the researcher. The researcher looked at data collection methods using the study technique. The findings of this study focused on how frequently students' test scores were used to compute the mean score, the standard deviation, and the significance test, frequency and hypothesis testing, classifying score, computing frequency, rate percent, and test result using the t-test calculation.

This study was conducted on eighth-grade students at SMP Negeri 8 Palopo from the 2nd of January to the 23rd of February 2022. A total of 16 pupils were selected by systematic random sampling. According to Arikunto (2006:134), if the entire population is greater than 100, a sample of 10-15%, 20-25%, or more can be taken from the population. As a result, 16 pupils were chosen to act as test subjects. For this exam, the researcher offered 150 vocabulary sets, which included nouns, adjectives, and verbs. The goal is to see if the students have a good grasp of the language. A total of 16 students participated in the activity. Students learn vocabulary by writing it down and then looking up information in their books. The researchers

picked terms that the participants had never heard of. Researchers used innovative terms in the pre-test, treatment, and post-test based on their reactions.

1. The Students Shore of Pre-test (X1) and Post-test (X2)

To obtain responses to the study questions in the previous chapter, the researcher used a test that was given twice. The researcher used a pre-test to assess the students' prior knowledge, true competence achievement, comprehension, and vocabulary issues before starting therapy. In this situation, the students were allowed 30 minutes to finish the test. There are eight fill-in questions and seventeen multiple-choice questions for nouns, adjectives, and verbs in the test, which is structured like a vocabulary test. The Secret Word Game was utilized as a post-test to measure the treatment's impact on vocabulary after it was completed. A total of 15 students in the class were given the pre-test, treatment, and post-test:

Table 4.1 Pre-test (X1), post-test (X2), gain/difference between matched pairs (D), and the gain required (D2).

No	Respondent	Pre-test	Post-test	Gain D (X2-X1)	D2
1	A.	36	52	16	256
2	B	16	52	36	1.296
3	C	8	48	40	1.600
4	D	8	44	36	1.296
5	E	28	48	20	400
6	F	20	60	40	1.600

7	G	36	52	16	256
8	H	20	60	40	1.600
9	I	32	64	32	1.024
10	J	28	60	32	1.024
11	K	28	44	16	256
12	L	16	48	32	1.024
13	M	16	44	28	784
14	N	16	60	44	1.936
15	O	40	48	8	64
N= 15		$\sum x1$ 348	$\sum x2$ 748	$\sum D$ 436	$\sum D2$ 14.416

N   = The total number of respondents (15)

$\sum X1$ = The total scores of the students, pre-test

$\sum X2$ = The total score of the student's post-test

$\sum XD$ = The total differences scores between pre-test and post-test

$\sum D2$ = The total sum of the total differences score.

Table 4.1 Students are encouraged to study and gain vocabulary in English classes, particularly nouns, adjectives, and vocabulary verbs, which help to illustrate the treatment's goals. This means that the majority of SMP Negeri 8 Palopo kids can learn English, despite the fact that it is not regulated.

The students' circumstance scores were also displayed after the pre-test and post-test data were collected. Its goal is to figure out how many kids' grades have improved, decreased, or remained the same. It is categorized depending on the student's condition's percentage score.

4Table 2 Following therapy, 16 children saw an improvement in their grades, while none saw no changes or losses. As seen by the percentage of students who obtain 100 %, students' vocabulary acquisition comprehension improves.

The researcher presents the pre-test and post-test simulation scores in table 4.2 below, based on the explanation above:

Table 4.2 the students' simulation scores in the pre-test and post-test

No	Respondent	Pre-test	Post-test	Situation		
				Increase	Unchanged	Decrease
1	A	36	52	√		
2	B	16	52	√		
3	C	8	48	√		
4	D	8	44	√		
5	E	28	48	√		
6	F	20	60	√		
7	G	36	52	√		
8	H	20	60	√		
9	I	32	64	√		
10	J	28	60	√		
11	K	28	44	√		
12	L	16	48	√		
13	M	16	44	√		
14	N	16	60	√		
15	O	40	48	√		
16	P	-	-	-		

2. Scoring Classification

The following table shows the pre-test and post-test categorization scores:

a) Pre-test

Before starting treatment, students are given a pre-test. Its goal is to teach children vocabulary before moving on to other topics. The exams are divided into sections based on the vocabulary objectives. Mastery of children's language is the goal here. The researcher outlined how to respond to the questions before starting to work on them. Pre-test results are often low when students are born. More information will be provided below:

One student receives forty (40) scores, while the other 2 students each receive thirty-six (36) scores. One student got 32 scores, three students got 28 points, two students got 20 points, four students got 16 points, and two students got (8) points..

According to the data, one student's pre-test results were dominated by one the student with the greatest grade of forty (40) and the lowest score of eight (8). The data show that children's linguistic skills are still lacking.

The overall score of the students (X1) at SMP Negeri 8 Palopo was 348 out of 15 in the class VIII pre-test, according to the findings of the class VIII pre-test. The vocabularies of the students are limited.

The students' pre-test scores were divided into four groups. In the student evaluation system, the researcher plans to look into and calculate the category, score, and percentage of students' pre-test results.

$$\text{Very good} \qquad = \frac{f}{n} \text{ x } 100\% \quad = \frac{0}{15} \text{ x } 100\% \quad = 0 \text{ \%}$$

Good $\quad = \dfrac{f}{n}$ x 100% $\quad = \dfrac{0}{15}$ x 100% $= 0\,\%$

Fairly good $\quad = \dfrac{f}{n}$ x 100% $\quad = \dfrac{0}{15}$ x 100% $= 0\,\%$

Fair $\quad = \dfrac{f}{n}$ x 100% $\quad = \dfrac{0}{15}$ x 100% $= 0\,\%$

Poor $\quad = \dfrac{f}{n}$ x 100% $\quad = \dfrac{3}{15}$ x 100% $= 20\,\%$

Very poor $\quad = \dfrac{f}{n}$ x 100% $\quad = \dfrac{12}{15}$ x 100% $= 80\,\%$

The results of the analysis are presented in a table on the following page, which lists the classification, frequency, score, and percentage of the students' pre-test results.

The frequency and percentage of student achievement levels on the pre-test are shown in the table below. According to the table, three students (20%) out of fifteen receive a poor classification score, while twelve students (80%) receive a very poor classification score. Neither obtained a "very good, good, reasonably good, fairly" rating. It's feasible to conclude that children have a limited vocabulary and poor language comprehension, especially when it comes to nouns, adjectives, and verbs.

Table 4.3 Pre-test frequency and rate as a percentage of the total number of students.

| No	Classification	Score	Member of students' Frequency	Percentage
1	Very good	86 – 95	-	0 %
2	Good	76 – 85	-	0 %
3	Fairly good	66 – 75	-	0 %
4	Fairly	56 – 65	-	0 %
5	Poor	36 – 55	3	20 %

6	Very poor	0 – 35	12	80 %
	Total		15	100%

The results of the pre-test indicate the percentage of students' with KKM scores, according to the data (20 %). Only three of the fifteen students met the bare minimum of requirements (KKM). This indicates that 12 students' did not meet the KKM threshold (50 %).

The researcher can enhance the students' deficits in teaching and learning activities by examining all of the students' pre-test deficiencies, allowing them to develop their vocabulary knowledge, particularly in nouns, adjectives, and verbs. As a result, it's vital to discover a solution to this problem. During the teaching and learning process, the researcher used the Secret Word game to boost students' vocabulary knowledge.

The information in the table above would be used to create the following diagram:

Chart 4.1 Scoring classification of pre-test
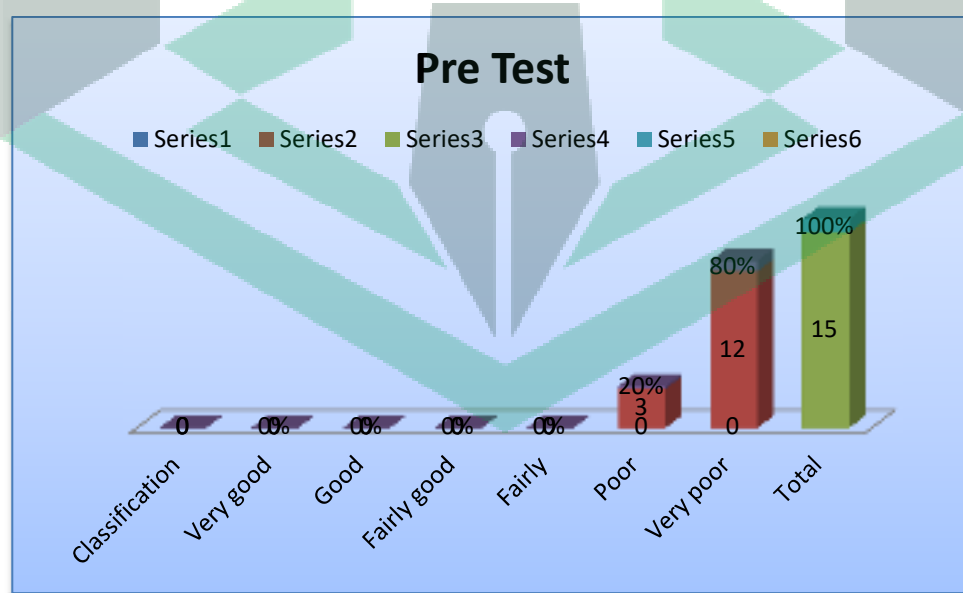
In the diagram above, the pretest's frequency and rate percentage are depicted.

b) Post-Test

A second exam was designed by the researcher to assess students' understanding of the topic as well as the game's effectiveness. The exam is a follow-up assessment given to students after they have completed therapy. It is expected that the students' post-test scores would be higher than their pre-test scores because the researcher used the Secret Word game to teach vocabulary. The researcher noticed that the pupils looked to have an easy time answering the questions during the exam. This can be seen in the feelings of students who appear to be relaxed and having fun while taking the test. The student's post-test scores improved.

Many students in class VIII at SMP Negeri 8 Palopo performed badly on the post-test, the study's sample, scored well, with a total of 15 students scoring well. The results of the post-test were higher than the results of the pre-test.

As noted on the preceding page, no students received a very good, good, reasonably good, or satisfactory score on the pre-test. One student got a 64, four got a 60, three got a 52, four got a 48, and three got a 44. The post-test results of the students are higher than the pre-test scores, according to statistics. This implies that there is a considerable difference in performance prior to and following the Secret Word game.

The results of the analysis are presented below in terms of the frequency, scores, classification, and percentage of students completing the post-test:

Table 4.4 Frequency and percentage of students who took a post-test.

No	Classification	Score	Member of students' Frequency	Percentage
1	Very good	86 – 95	-	0 %
2	Good	76 – 85	-	0 %

3	Fairly good	66 – 75		0 %
4	Fairly	56 – 65	5	33 %
5	Poor	36 – 55	10	67 %
6	Very poor	0 – 35	-	0 %
	Total		15	100%

The table above shows the frequency of students' achievement levels in the post-test. According to the graph, 5 students (33%) received a Fairly classification, 10 students (67%) received a Bad classification, and none received a "Very good, Good, Fairly Good, Very Poor" classification." The post-test score ranged from 44 to 64. The children's grades improved after they completed therapy.

The students' pre-test results, on the other hand, were dominated by highly poor categorization, with 12 receiving low scores and just three receiving low scores. This demonstrates that the student's score improved after four sessions of playing a secret word game. Using the secret word game, it was also able to improve students' vocabulary, particularly their noun, adjective, and verb vocabulary. Students are able to spell, understand, and apply words. The vocabulary of the students is also easily retained. It might be argued that student's like learning vocabulary through secret word games.

Chart 4.2 Scoring classification of post-test
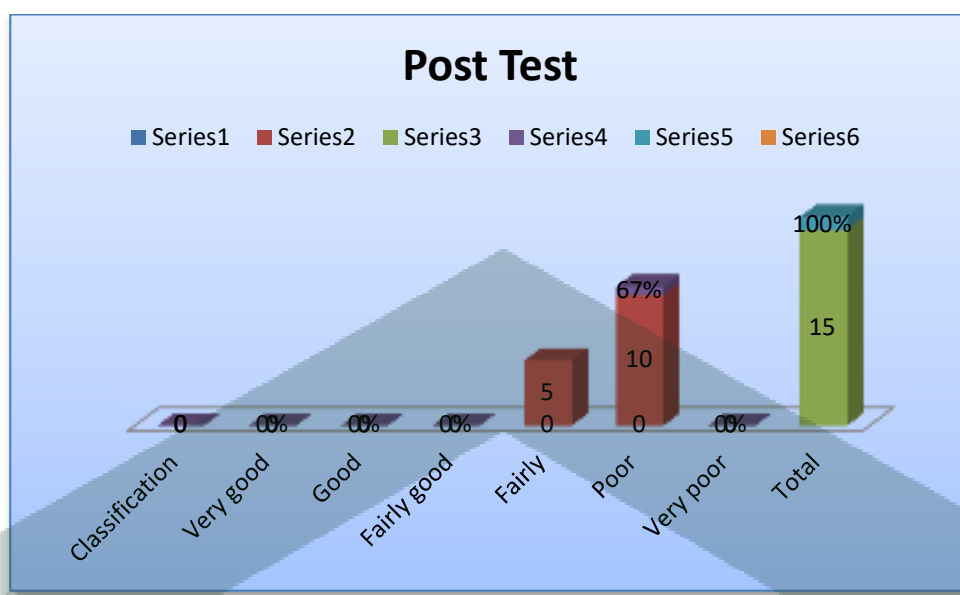
The frequency and rate percentage of the post-test are depicted in the diagram above.

Table 4.5 comparison rate percentage of pre-test and post-test.

No	Classification	Rate percentage	
		Pre-test	Post-test
1	Excellent	0 %	0 %
2	Good	0 %	0 %
3	Fairly good	0 %	0 %
4	Fairly	0 %	33 %
5	Poor	20 %	67 %
6	Very poor	80 %	0 %
	Total	100 %	100 %

The Secret Word game increased students' vocabulary mastery, according to the results on the previous page. In the pre-test, 0% of students were fairly classified, but in the post-test,

33% of students were fairly classified. The pre-test categorized 20% of students as poor, but the post-test labeled 67% of students as poor. In the pre-test, 80% of students were labeled as extremely impoverished, but in the post-test, 0% were labeled as such.

The researcher used pre-test and post-test scores to assess student's progress in this study. In this case, the researcher wanted to compare the students' pre-and post-test results. For the pre-test, the total score was $\sum x1$ 348 out of a total of 15 students'. This indicates that eighth-grade students at SMP Negeri 8 Palopo have a limited capacity to acquire the language. Students want a clever strategy to help them learn English, particularly vocabulary. Meanwhile, out of a total of 15 students, the overall score on the post-test was $\sum x2$ 748.

The difference in a total gain of square gain between matched pairs $\sum D$ 436 and the gain in total square footage was $\sum D2$ 14.416. As shown, the gain between pre-test and post-test was greater. The overall score was quite significant, and the post-test score of the students was much greater than the pre-test score. The researcher was able to successfully use the content in this circumstance by playing Secret Word games.

A comparison of the pre-test and post-test is shown in the table above. The students' linguistic ability and knowledge were improving, according to the percent evaluation. The graph would look like this with the previously mentioned data:

Chart 4.3 percentage of pre-test and post-test comparison rate.

Pre Test and Post Test
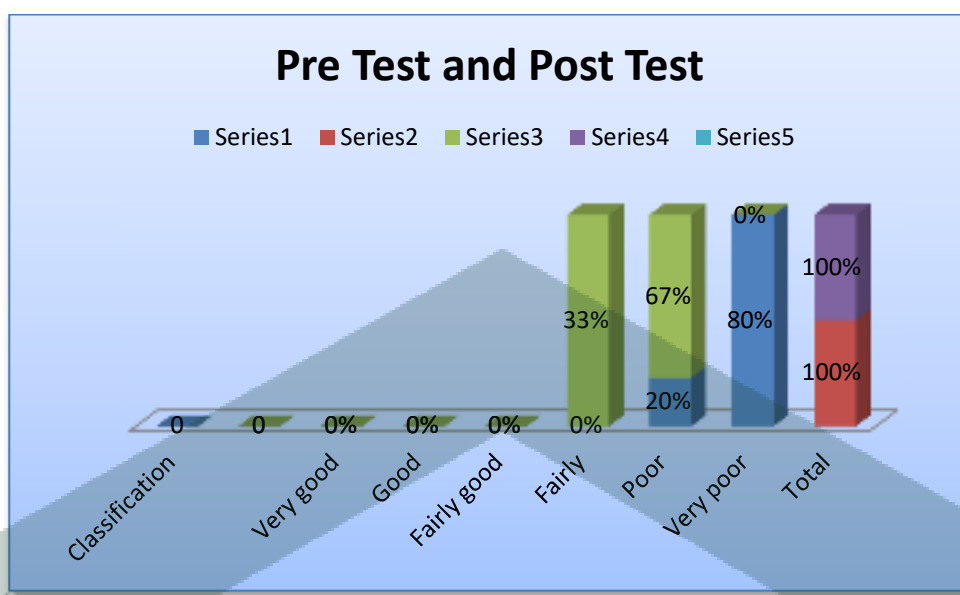
3. Analysis Data Using SPSS

a). Mean score of pre-test and post-test

The following table shows the mean score of the students' pre-and post-tests:

Table 4.6 Pre-test and post-test mean scores

No	Test activities	Mean score	Total score
1	Pretest	23.20	348
2	Post-test	52.27	748

The average score of the students' pretest is 23.2, according to the data in the table above, which is very Poor, while the primary score on the students' post-test is 52.27, which is poor. This demonstrates that there is a considerable rise in the average posttest score for students, which is greater than the average pretest score for students.

b). Descriptive statistics of the pre-test and the post-test

Table 4.7 The statistics of the pre-test and the post-test

No	Name of Statistic	Pre-test	Post-test
1	N. Valid	15	15
2	Mean Score	23.2000	52.2667
3	Std. error of mean	2.62443	1.76599
4	Median	20.0000	52.0000
5	Mode	16.00	48.00
6	Std. Deviation	10.16436	6.83966
7	Variance	103.314	46.781
8	Range	32.00	20.00
9	Minimum Score	8.00	44.00
10	Maximum Score	40.00	64.00
11	Sum	348.00	784.00

As shown in the graph above, there were a total of 15 students participated in this study. The standard deviation of the post-test score (52,27) was higher than the average pre-test score (50). (23,20). Std. The mean error before the test was 2.62 minutes, while the mean error after the test was (1.76) minutes. The pre-test median was 20.0, while the post-test median was 20.0. (52.0). (16.0) was the pre-test mode, and (16.0) was the post-test mode (48.00). The standard deviation before the test was 10.16, and the standard deviation after the test was 10.16. (6.83). The variance before the test was (103.31), while the variance after the test was (103.31). (46.78). (32.00) was the pre-test range, whereas (32.00) was the post-test range (20.00). Pre-test scores ranged from 5.00 to 9.00, with 5.00 being the lowest and 9.00 being the highest. (44.00). The

pre-test had a maximum score of 40.00, whereas the post-test had a maximum score of 40.00whereas the post-test had a maximum score of (64.00). The pre-test total score sum was (348.00), whereas the post-test total score sum was (784.00).

4. Test of significance

Using the formula below, calculate the t-test to determine the significance of the difference between the pretest and posttest:

Table 4.8 Test of significant

Df	level of significant	T-test value	T-table value
14	0,05	-10.089	2,145

The t-test was greater than the t-table, as seen in table 4.8. The t-test resulted in a value of -10.089, and the t-table resulted in a value of 2,145. It denotes a considerable difference between the students' pretest and posttest results.

5. Hypothesis Testing

The test scores were calculated using research that found significant differences between the pretest and posttest. For a t-table value of 2,145, a significance level (D) of 0,05, a degree of freedom (df) of 14, and a degree of freedom (df) of 14.

The t-test value (-10.089) is higher than the t-table value when compared to the test value (2,145). On the contrary, it can be claimed that -10.089 > 2,145. The null hypothesis (H0) of this study is rejected, and the alternative hypothesis (H1) can be accepted, because there is a significant difference between the pretest and posttest data when playing Secret Word games to improve students' vocabulary knowledge.

According to the findings of the aforementioned study, there was a substantial difference between the students' pretest and posttest scores after using the Secret Word exercises to improve their vocabulary awareness. To put it another way, the use of Secret Word games can help students increase their vocabulary mastery.

B. Discussion

Researchers discovered techniques to boost students' vocabulary knowledge based on the findings of an earlier study on secret word games, as evidenced by the data they collected:

Rohmah's (2018) research entitled "The Use of Secret Word Game to Improve Writing Skills for the Eighth Grade Students of MTs Ma'arif Darul Aman Pringsuratin". This means that using secret word games can improve students' writing skills.

Yanti's (2016) research entitled "The Effectiveness of Secret word Game to Teach Students' Reading Ability at Eight Grade MTs Al Hikma Pasir Mijen Demak". Based on the result of this research, the researcher concludes that the secret word game was effective to teach students' reading ability.

Maspupa's (2017) research entitled "fostering students' vocabulary knowledge through word association games for the eighth-grade students of SMP Muhammadiyah 17 Ciputat". To conclude, based on the result above Word Association Games can help and motivate eighth-grade students in fostering their vocabulary knowledge at SMP Muhammadiyah 17 Ciputat.

Wahyuni&Herawati (2016) research entitled " The Effect of the Secret Message Game on Students' Vocabulary Enrichment for the seventh grade of SMP Muhammadiyah Puraseda". They concluded that the "message secret game" can be used as an alternative way to add student vocabulary.

Based on the outcomes of the researcher's previous studies, it is possible to conclude that the Secret Word game serves the same purpose in terms of improving students' vocabulary knowledge. This analysis may be given based on the results of displaying student vocabulary learning scores.

The students' pre-test means the score was 23.20, whereas their post-test mean score was 52.27, according to the test analysis data. This is an example of the disparity in outcomes. The t-test, on the other hand, is used to see if there is a significant difference in the mean between the two tests. The recognized t-test after computing the t-test is -10,089, and the identified t-table is 2.145. The null hypothesis (H0), "does not enhance students' vocabulary understanding after using the Secret Word game," is rejected since the t-test is greater than the t-table. While the alternative hypothesis (H1) is accepted, it states that "students' vocabulary proficiency improves after they play the Secret Word game."

Finally. The t-test and the mean score both show the same results or conclusions, namely that the pretest and post-test results differ significantly. The Secret Word game, on the other hand, assists eighth-grade students at SMP Negeri 8 Palopo in improving their vocabulary understanding.

CHAPTER V

CONCLUSIONS AND SUGGESTION

This chapter is divided into two sections. The first section gives some conclusions from the preceding chapter's data analysis and findings. The second section offers some recommendations based on the study's findings and conclusions.

A. Conclusion

Based on the result and discussion of the data analysis, students in eighth grade at SMP Negeri 8 Palopo can use the Secret Word game to improve their vocabulary. Before the Secret Word game, student achievement was very poor (23.20). This implies that students' vocabulary is still limited even without The Secret Word game. Meanwhile, the kids' learning achievement improved after they played the Secret Word game (52.27).

There is a significant difference in students' vocabulary mastery between those who were taught vocabulary using secret word games and those who were not taught vocabulary using secret word games. It means Based on the findings and discussion, the researcher concludes that the use of secret word games is effective in improving students' vocabulary mastery in class VIII SMP 8 Palopo.

B. Suggestions

1. The next researcher, who is intended to be a source as well as a guide, will perform comparable studies and supply fresh knowledge to conduct better teaching and learning case studies. This study is also intended to answer students' vocabulary difficulties, and the

next researcher should use the Secret Word game as a research approach to increase students' vocabulary.

2. English teachers should employ a variety of tactics to minimize student burnout throughout the learning process. They must devise an effective technique for teaching vocabulary. Furthermore, they must be able to make the teaching and learning process in the classroom more fascinating, enjoyable, and instructional. For junior high school students, the Secret Word game is recommended as a vocabulary learning approach. It would be preferable, though, if you practiced once a week. As a result, it will be noticed to disturb the study of English content and avoid monotony.

3. Students should always be active in teaching learning process and are not afraid to English lesson, they should study English continually in the classroom and in their house. When the teacher teaches writing, the students should pay attention to her explanation, if the teacher gives question or instruction, they can answer and response well.
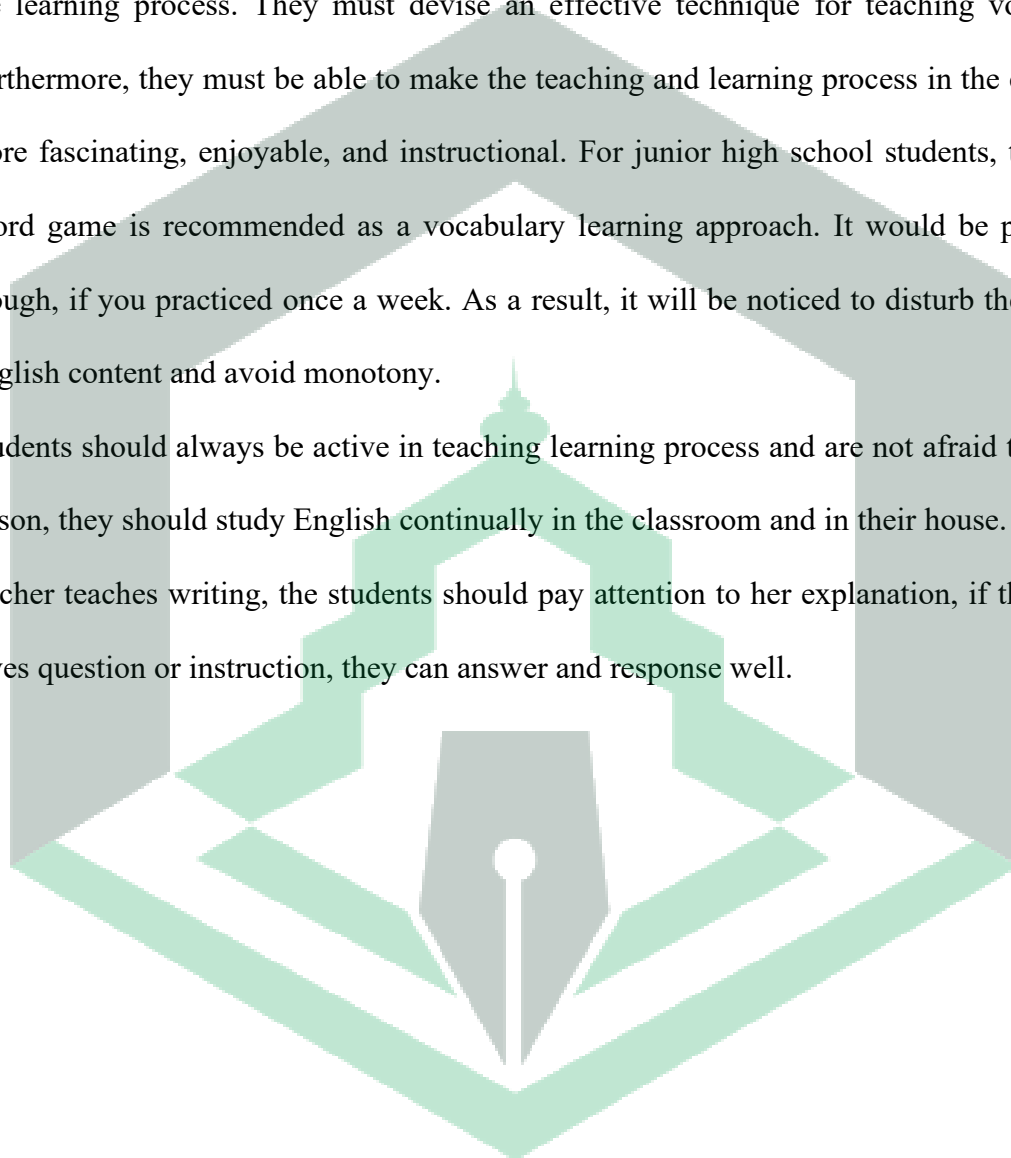
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APPENDICES
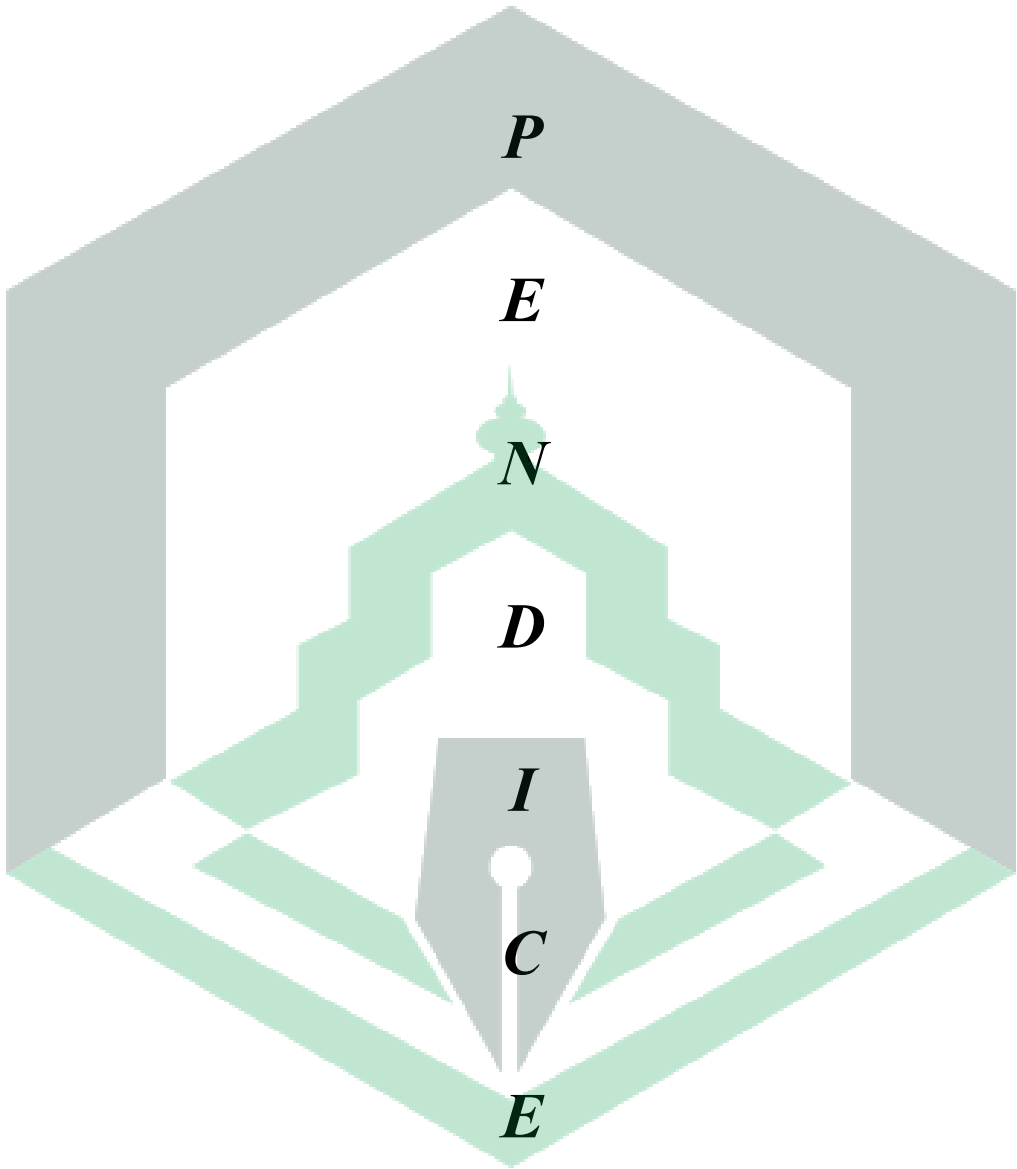
Statistick Of The Students Data

Frequencies

Statistics

		Pre Test	Post Test
N	Valid	15	15
	Missing	0	0
Mean		23.2000	52.2667
Std. Error of Mean		2.62443	1.76599
Median		20.0000	52.0000
Mode		16.00	48.00[a]
Std. Deviation		10.16436	6.83966
Variance		103.314	46.781
Range		32.00	20.00
Minimum		8.00	44.00
Maximum		40.00	64.00
Sum		348.00	784.00

a. Multiple modes exist. The smallest value is shown

Frequencies Table

Pre Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	8.00	2	13.3	13.3	13.3
	16.00	4	26.7	26.7	40.0
	20.00	2	13.3	13.3	53.3
	28.00	3	20.0	20.0	73.3
	32.00	1	6.7	6.7	80.0
	36.00	2	13.3	13.3	93.3
	40.00	1	6.7	6.7	100.0
	Total	15	100.0	100.0	

Post Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44.00	3	20.0	20.0	20.0
	48.00	4	26.7	26.7	46.7
	52.00	3	20.0	20.0	66.7
	60.00	4	26.7	26.7	93.3
	64.00	1	6.7	6.7	100.0

Total	15	100.0	100.0			

Descriptive Statistics

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pre Test	15	32.00	8.00	40.00	348.00	23.2000	2.62443	10.16436
Post	15	20.00	44.00	64.00	784.00	52.2667	1.76599	6.83966
Valid N (listwise)	15							

Histogram
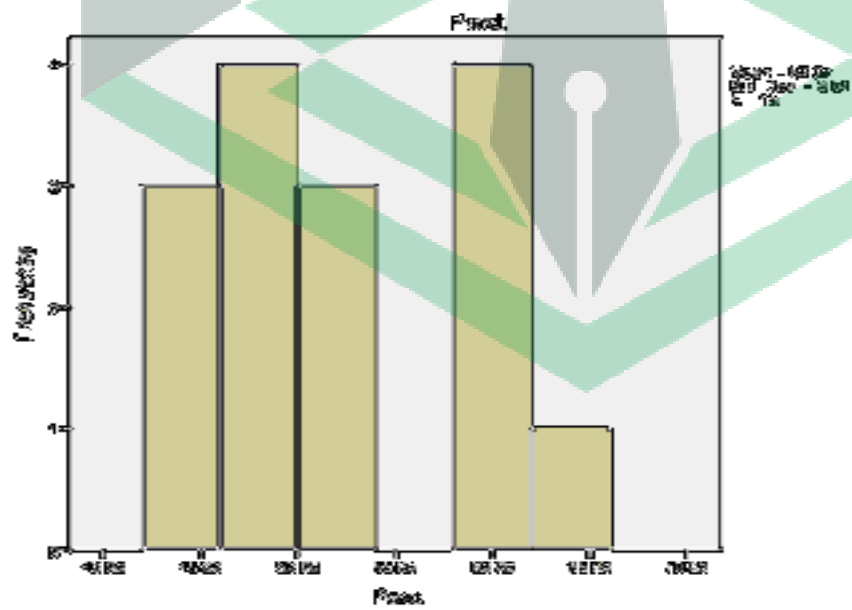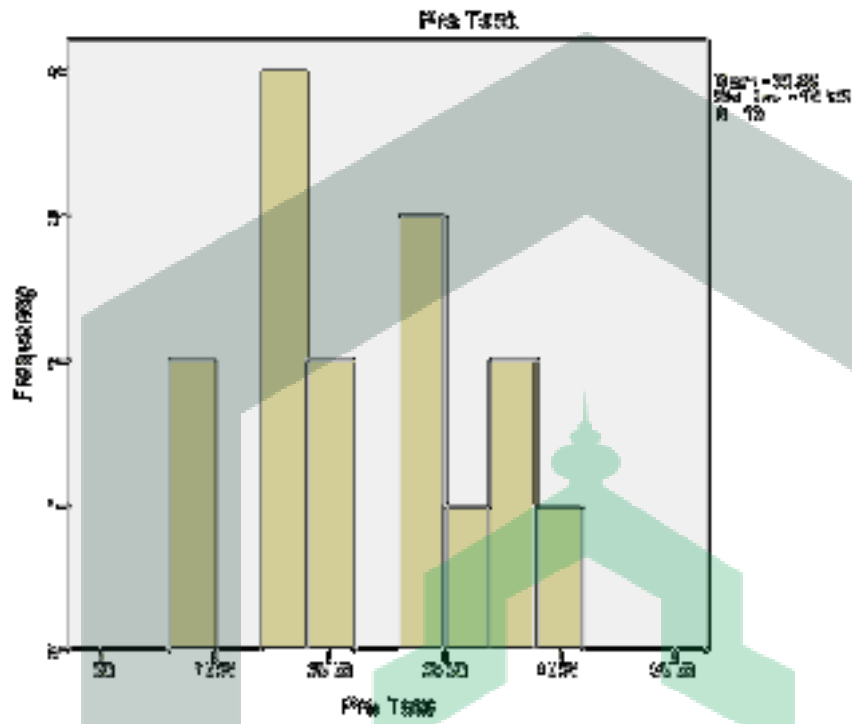
Paired Samples Test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test – Post	-29.06667	11.15774	2.88092	-35.24562	-22.88771	-10.089	14	.000
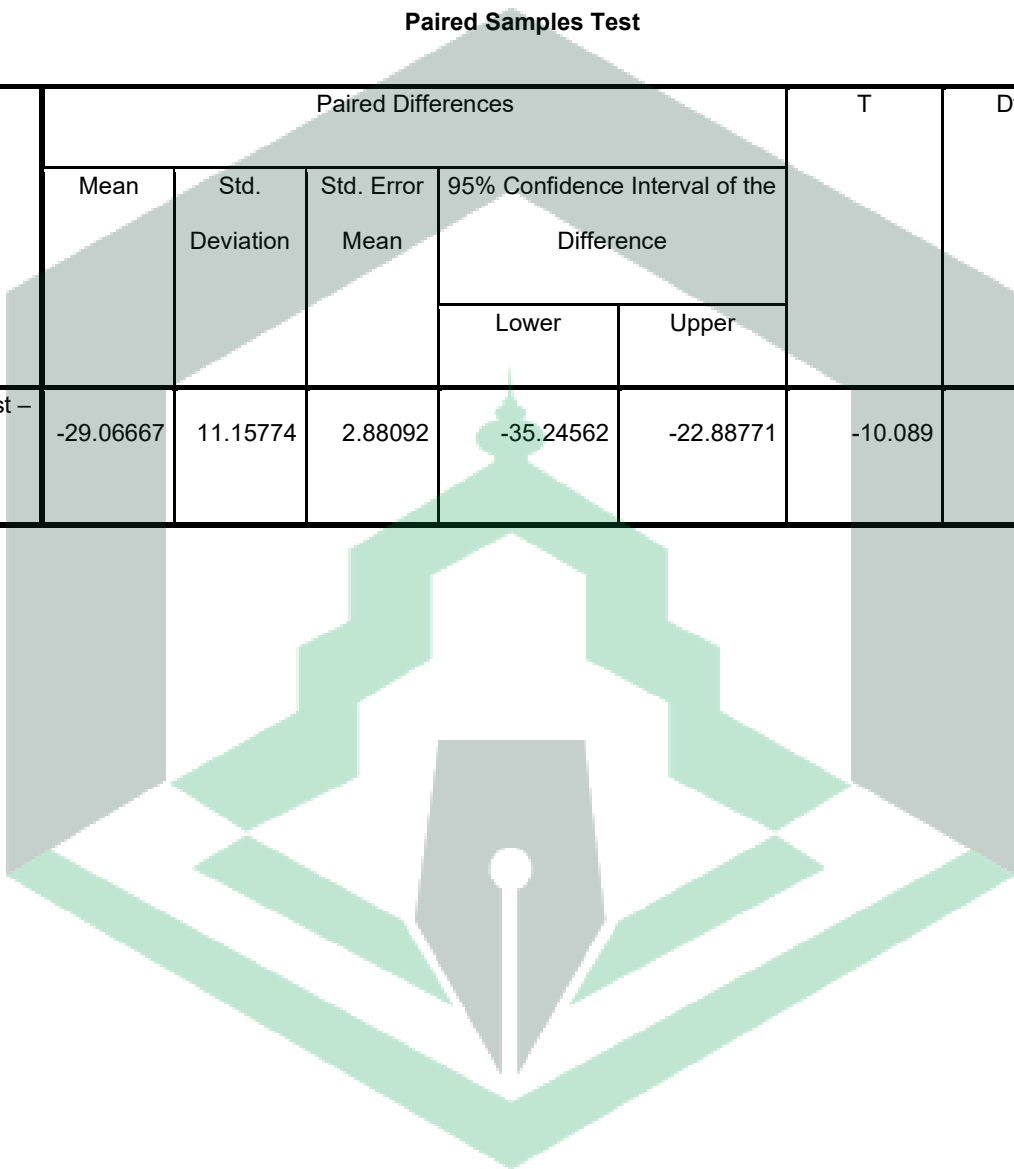
Name:……………………..

Class:……………………..

Pre Test

A. Fill In The Blanks Below Using The RightWords!

- Play   - Reading

- The door   - Rooms

- Wasting   - Small

- Living room   - Chat

My Small House

I live in a (1) . ……….. house. It has five(2)…………there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in herefor (3)……..my spare time. When(4)………… is open, I can see the(5)………..It is so small with only three chairs and a table, nothing else. I(6)………..a novel in this room. My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I(7)……….online games, (8)……with my friends via Facebook.

Risnawati (2017) kata kerja simple present tense dan contoh kalimat bahasa inggris

B. Answer the following questions.!

9. We will use English in our class. Kata "Use" termasuk jenis kata…..

a. Noun   c. Verb

b. Adjective   d. Conjunction

10. Everybody, my I have your……, please.

a. Attention   c. Take notice

b. Time   d. Suggestions

11. Mr. Namjoon is a Doctor. He Works in…..

a. Hotel   c. Office

b. Hospital   d. School

12. "Hey, let's go to the Canteen". Kata "canteen" termasuk jenis kata……...

a. Noun   c. Verb

b. Conjunction   d. Adjective

13. She is…….and smart Student.

a. Stupid   c. Dilligent

b. Normal   d. Lazy

14. Rani is cleverer than I thought him to be. Kata "cleverer" termasuk jenis kata…..

a. Conjunction   c. Verb

b. Adjevtive   d. Noun

15. When the old woman became stronger, she began to move about. Kata "Stronger" termasuk jenis kata…

    a. Adjective   c. Conjunction

    b. Verb   d. Noun

16. Santi can………fried rice and she can…..the egg nicely.

    a. Fry and make   c. Make and fry

    b. Cook and Make   d. Fry and cook

17. Mr. Suga is very famous for the delicious backed brownies. Kata "famous" bermakna....

    a. Terhebat   c. Teganteng

    b. Terkenal   d. Terbaik

18. We cannot swim……the sea, but with a boat or ship, we can go to other islans.

    a. Though   c. Use

    b. Pass   d. Across

19. She can sweep the house before school. Kata "sweep" termasuk jenis kata…….

    a. Verb   c. Adverb

    b. Adjective   d. Noun

20. Karin……alone here

    a. Read   c. Walking

b. Walks   d. Write

21. We…..in perumahan Amelia garden blok A no 10 Perumnas.

    a. Sleeping   b. Live

    c. Write   d. Win

22. Aisyah can swim. She can….angklung. but she cannot…….a novel.

    a. Play and sing   c. Sing and writw

    b. Write and play   d. Play and write

23. We had a……..time at alumni meeting

    a. Least   c. Great

    b. Cool   d. Allright

24. Please gve her a doll. Don't give her a robot, ok!. Kata doll and robot termasuk jenis

kata……..

    a. Verb   c. Noun

    b. Preposition   d. Adjective

25. The deer eats grass. Makna kata "deer" adalah……..

    a. Kuda   c. Beruang

    b. Serigala   d. Rusa

Appenddix 2: Transcript Post Test

Post Test

A. Answer the following questions.!

1. My bestfriends name is Suga and he is my classmate. Makna dari kata "classmate" adalah…

    a. Teman kelas   c. Teman jauh

    b. Teman kecil   d. Teman bermain

2. Your picture is beautiful! I like the color. kata "beautiful" termasuk jenis kata….

    a. Verb   c. Adjective

    b. Noun   d. Conjunction

3. She is to Intelligent to be taught. Kata "intelligent" termasuk jenis kata…..

    a. Adjective   c. Noun

    b. Verb   d. Conjunction

4. The living room is white and my family room is yellow. Kata "white and green"termasuk jenis kata…….

    a. verb   c. Adverb

    b. Adjective   d. Noun

5. please put the book on the table!. Kata "table"termasuk jenis kata………….

    a. Adjective   c. Adverb

    b. Verb   d. Noun

6. Elephants are the biggest land animal in the world. Makna dari kata "Elephant" adalah…

    a. Kerbau   c. Gajah

    b. Srigala   d. Harimau

7. Lisa……in this street.

    a. Walks   c. Talk

    b. Say   d. Read

8. my favorite thing is doll. Kata "doll" termasuk jenis kata...

    a. Adjective   c. Conjunction

    b. Verb   d. Noun

9. My classroom is big and comfortable. Makna kata "big and comfortable"adalah…

    a. Besar dan Luas   c. Luas dan Besar

    b. Luas dan Yaman   d. Besar dan Nyaman

10. My father's name is Mr.Venon. He is has short black......and black eyes.

    a. Skin   c. Hair

    b. Nose   d. Hand

11. Learning English is very Important for student Kata "English"termasuk jenis kata……

    a. Verb   c. Noun

    b. Preposition   d. Adjective

12. My Grandmother always tell me to wash my…….before eathing something.

    a. Teeth   c. Feet

    b. Face   d. Hand

13. I have a dictionary. I bring it to my school every time I have an English class. Makna dari kata "Bring"adalah……

    a. Meminjam   c. Mengambil

    b. Membawa   d. Menyimpan

14. We must call the…..to catch the robber.

    a. Hospital   c. Ambulance

    b. Post office   d. Police

15.My father is reading a newspaper in the office now. Kata "Newspaper" termasuk jenis kata……

    a. Conjunction   c. Noun

    b. Verb   d. Adjevtive

16. I also use my dictionary when do my homework at home. Makna dari kata "Use"adalah……

    a. Meminjam   c. Mengambil

    b. Menggunakan   d. Menyimpan

17. I sweep the floor every morning. Kata "Sweep" termasuk jenis kata…….

    a. Adjective   c. Adverb

    b. Verb   d. Noun

Google And Buku Bahasa Inggris "When English Ring's A Bell" SMP Kelas VIII
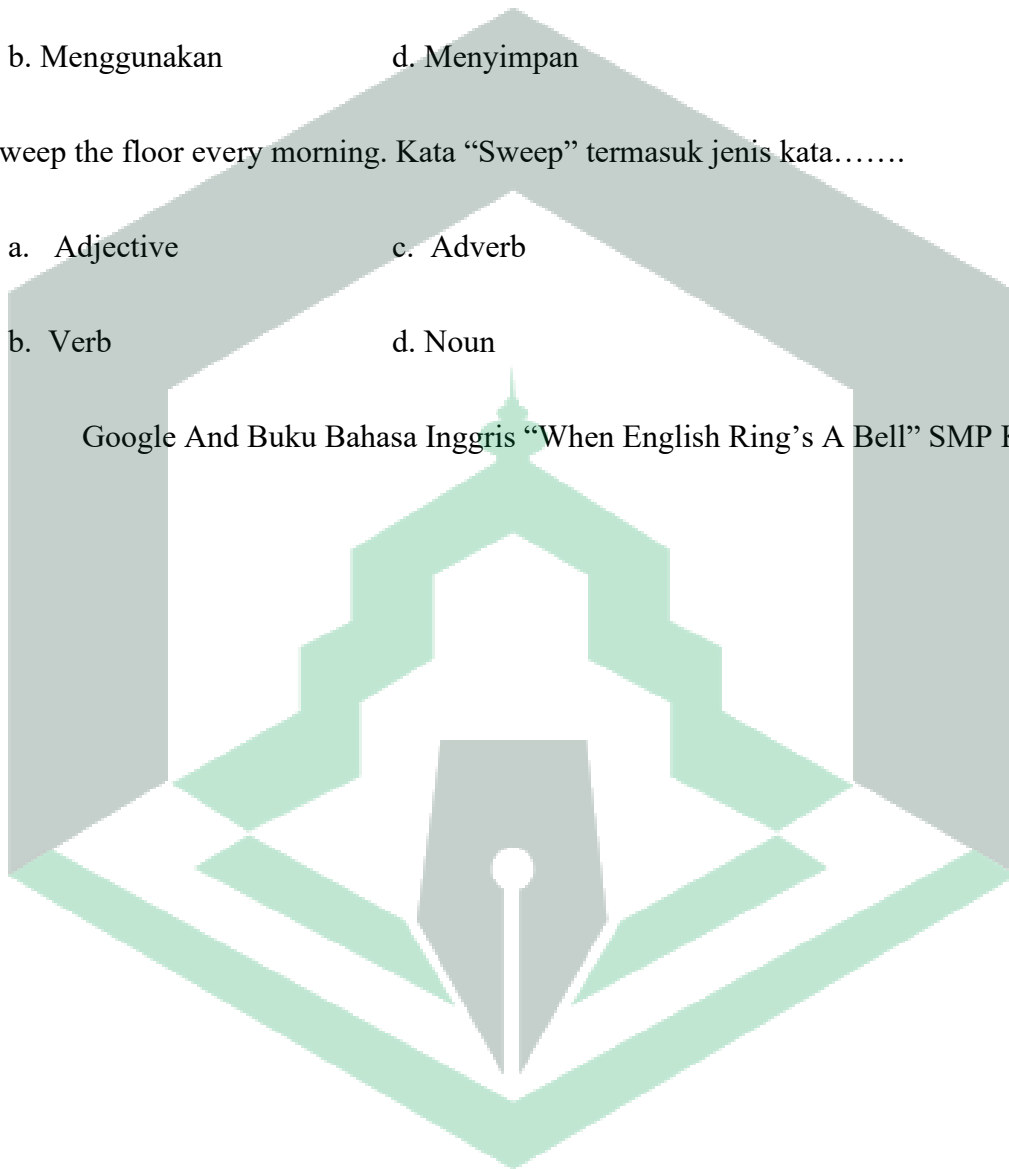
B. Fill In The Blanks Below Using The RightWords!

- Bring
- My Dictionary
- Word
- Started

- English Homework
- Dictionary
- Cover
- Big

My Favorite Thing

I have a (18)…………... It is an English-Indonesian dictionary. It is (19)……….and thick book. The (20)…………. Is Blue. I(21)……….it to my school every time I have an English class. I also use it when do my (22)……….at home.

There are so many list of words in my dictionary. They are listed based on the alphabet(23)………………. from A to the Z. (24)……….help me alot when I am learning english and do not know the meaning of a(25)…………….

Risnawati (2017) kata kerja simple present tense dan contoh kalimat bahasa inggris

Appenddix 3: Answers Keys

The Answer Key Of Pre Test

1. Small	11. B	21. B
2. Rooms	12. A	22. D
3. Wasting	13. C	23. C
4. The Door	14. B	24. C
5. Living Room	15. D	25. D
6. Reading	16. C	
7. play	17. B	
8. chat	18. D	
9. C	19. A	
10. A	20. B	

The Answer Key Of Post Test

1. A	11. C	21. Bring
2. C	12. D	22. English Homework
3. A	13. B	23. Started
4. B	14. D	24. MyDictionary
5. D	15. C	25. Word
6. C	16. B	
7. A	17. B	
8. D	18. Dictionary	
9. D	19. Big	
10. C	20. Cover	

Appendix 4: Lesson Plan

Lesson Plan

School: SMPN 8 Palopo

Subject: English

Class   :   VIII

Theme :   Noun, Adjective and Verb

Skill focus: Vocabulary

Timeallocation: 2 x40Minutes

A. Standard Competency

➢ Understanding the meaning in functional spoken texts is very simple to communicate with an intermediate environment and/or in an academic context.

B. Basic Competence

➢ Grateful for the opportunity to learn English as the language of instruction for international communication which is manifested in the spirit of learning.

➢ Correctly understand the explicit meaning in verbal functional speech acts to communicate with the intermediary environment and/or in an academic context.

C. Indicator

➢ Students can understand some vocabulary of nouns, adjectives and verbs.

D. Learning Materials

➢ Noun adalah kata yang digunakan untuk menamai suatu benda baik nyata (concrete) maupun tidak nyata (abstract).

➢ Adjective adalah kata sifat yang digunakan untuk menerangkan orang, tempat dan

benda.

➤ Verb adalah kata kerja yang digunakan untuk menyatakan, meminta, bertanya, memerintah. Mereka digunakan untuk mengekspresikan suatu tindakan atau keadaan. Misalnya menjadi (am,is, are), berjalan, pergi, belajar, membawa, dll.

E. Methods/Techniques:

➤ Secret Word Game

F. Media , Tools and Learning Resources:

➤ Media: Card (Secret Word and forbidden words)

➤ Tools: Markers and paper

➤ Learning Resources: Internet and Bahasa Inggris "When English ring's a bell" kelas VIII kurikulum 2013.

G. Steps of Learning Activities

1. Pertemuan Pertama

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Kegiatan Awal	1. Greet students. 2. Checking student attendance. 3. Explaining the learning objectives.	10 minutes
Kegiatan Inti	1. The researcher will explain the material about noun. 2. The researcher will divide the students into several groups. 3. One team is selected to go first. A player from that team is designated as the first Reader. 4. The reader's job is to convey the "secret word" at the top of the card in a way that will allow his or her	60 minutes

	teammates to guess what the secret word is.	
	5. The trick is that the reader is not allowed to use any of the forbidden words printed on the card. The Moderator must look over the Reader's shoulder to make sure he or she doesn't say any of the forbidden words.	
	6. If the reader says a forbidden word, he or she loses a point and must move on to the next card.	
	7. The reader has one minute to convey as many secret words as possible. Once the minute is up, the Reader's score is tallied and the points go to the Reader's team. Then the next team gets a turn using their stack of cards.	
	8. A new reader is picked every time a team has a new turn. The game ends once everyone has had a chance to go or once the cards run out, and the team with the highest number of points wins.	
Kegiatan Akhir	1. Teacher reviews the material of the day. 2. Teacher gives motivation word. 3. Teacher closes the class.	10 minutes

2. Pertemuan Kedua

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Kegiatan Awal	1. Greet students. 2. Checking student attendance. 3. Explaining the learning objectives. 4. researchers review last week's material	10 minutes
Kegiatan Inti	9. The researcher will explain the material about Verb. 10. The researcher will divide the students into several	60 minutes

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
	groups. 11. One team is selected to go first. A player from that team is designated as the first Reader. 12. The reader's job is to convey the "secret word" at the top of the card in a way that will allow his or her teammates to guess what the secret word is. 13. The trick is that the reader is not allowed to use any of the forbidden words printed on the card. The Moderator must look over the Reader's shoulder to make sure he or she doesn't say any of the forbidden words. 14. If the reader says a forbidden word, he or she loses a point and must move on to the next card. 15. The reader has one minute to convey as many secret words as possible. Once the minute is up, the Reader's score is tallied and the points go to the Reader's team. Then the next team gets a turn using their stack of cards. 16. A new reader is picked every time a team has a new turn. The game ends once everyone has had a chance to go or once the cards run out, and the team with the highest number of points wins.	
Kegiatan Akhir	1. Teacher reviews the material of the day. 2. Teacher gives motivation word. 3. Teacher closes the class.	10 minutes

3. Pertemuan Ketiga

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Kegiatan	1. Greet students.	10

Awal	2. Checking student attendance.	minutes
	3. Explaining the learning objectives.	
	4. researchers review last week's material	
Kegiatan Inti	9. The researcher will explain the material about Adjective.	60 minutes
	10. The researcher will divide the students into several groups.	
	11. One team is selected to go first. A player from that team is designated as the first Reader.	
	12. The reader's job is to convey the "secret word" at the top of the card in a way that will allow his or her teammates to guess what the secret word is.	
	13. The trick is that the reader is not allowed to use any of the forbidden words printed on the card. The Moderator must look over the Reader's shoulder to make sure he or she doesn't say any of the forbidden words.	
	14. If the reader says a forbidden word, he or she loses a point and must move on to the next card.	
	15. The reader has one minute to convey as many secret words as possible. Once the minute is up, the Reader's score is tallied and the points go to the Reader's team. Then the next team gets a turn using their stack of cards.	
	16. A new reader is picked every time a team has a new turn. The game ends once everyone has had a chance to go or once the cards run out, and the team with the highest number of points wins.	
Kegiatan Akhir	1. Teacher reviews the material of the day.	10 minutes
	2. Teacher gives motivation word.	

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
	3. Teacher closes the class.	

4. Pertemuan keempat

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Kegiatan Awal	1. Greet students. 2. Checking student attendance. 3. Explaining the learning objectives. 4. researchers review last week's material	10 minutes
Kegiatan Inti	9. The researcher will explain the material about the verb, noun, and adjective by using the Secret Word game. 10. The researcher will divide the students into several groups. 11. One team is selected to go first. A player from that team is designated as the first Reader. 12. The reader's job is to convey the "secret word" at the top of the card in a way that will allow his or her teammates to guess what the secret word is. 13. The trick is that the reader is not allowed to use any of the forbidden words printed on the card. The Moderator must look over the Reader's shoulder to make sure he or she doesn't say any of the forbidden words. 14. If the reader says a forbidden word, he or she loses a point and must move on to the next card. 15. The reader has one minute to convey as many secret words as possible. Once the minute is up, the Reader's score is tallied and the points go to the Reader's team. Then the next team gets a turn using their stack of cards. 16. A new reader is picked every time a team has a new	60 minutes

	turn. The game ends once everyone has had a chance to go or once the cards run out, and the team with the highest number of points wins.	
Kegiatan Akhir	1. Teacher reviews the material of the day. 2. Teacher gives motivation word. 3. Teacher closes the class.	10 minutes

H. Assessment

➢ Form:　　　　　WrittenTest

➢ Technique :　　Students are assigned to choose answer from multiplechoices.

➢ Instrument :　　Test

I. Scoring Guide

➢ Every correct answer scored

➢ Maximum score

➢ Maximum grade

➢ The students score : $\frac{AchievementScore}{MaximumScore}$ x 10

Penulis

Irawati
1702020052

Appendix 5: Results for pre test

Name: Mulan Aulia Putri
Class: VIII H2

PRE TEST

Answer the following questions.!

Fill In The Blanks Below Using The RightWords!

- Play	- Reading
- The door	- Rooms
- Wasting	- Small
- Living room	- Chat

My Small House

I live in a (1) Reading house. It has five(2) Play there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house, but I like living in herefor (3)Small my spare time. When (4)the door is open, I can seethe(5)Wasting is so small with only three chairs and a table, nothing else, (6)livingroom novel in this room. My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually (7) Rooms online games, (8)Chat with my friends via Facebook.

9. we will use English in our class. Kata "Use" termasuk jenis kata......

   a. Noun   c. Verb

   b. Adjective   ✗ Conjunction

10. everybody, my I have your......, please.

   a. Attention   c. Take notice

   ✗ Time   d. Suggestions

11. Mr. Namjoon is a Doctor. He Works in......

   a. Hotel   C ✗ Office

40/

Tum

Name: MUH. ABD FIHITIR
Class: 8.C1

PRE TEST

Answer the following questions.!

Fill In The Blanks Below Using The RightWords!

- Play	- Reading
- The door	- Rooms
- Wasting	- Small
- Living room	- Chat

My Small House

I live in a (1) ...*Reading*... house. It has five (2) ...*Small*... there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in herefor (3) ...*Play*... my spare time. When (4) ...*Rooms*... is open, I can see the (5) ...*Wasting*... It is so small with only three chairs and a table, nothing else. (6) ...*the door*... a novel in this room. My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually (7) ...*Chat*... online games. (8) .... with my friends via Facebook.

9. we will use English in our class. Kata "Use" termasuk jenis kata......

   a. Noun   c. Verb

   ✗ Adjective   d. Conjunction

10. everybody, my I have your........ please.

   ✗ Attention   c. Take notice

   b. Time   d. Suggestions

11. Mr. Namjoon is a Doctor. He Works in.......

   a. Hotel   ✗ Office

Name: Muh. Firuzori
Class: VIII-E4

B = 38
S = 17

PRE TEST

Answer the following questions.!

Fill In The Blanks Below Using The RightWords!

- Play
- The door
- Wasting
- Living room
- Reading
- Rooms
- Small
- Chat

My Small House

I live in a (1) **Play** house. It has five(2) **Reading** there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in herefor (3) **The door** my spare time. When(4) **Rooms** is open, I can seethe(5) **Wasting** It is so small with only three chairs and a table, nothing else. I(6) **Small** a novel in this room. My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually(7) **Living room** online games,(8)**Chat** with my friends via Facebook.

9. we will use English in our class. Kata "Use" termasuk jenis kata. ...

   a. Noun   c. Verb

   b. Adjective   **✗ Conjunction**

10. everybody, my I have your........, please.

   ✗ Attention   c. Take notice

   b. Time   d. Suggestions

11. Mr. Namjoon is a Doctor. He Works in ....

   ✗ Hotel   c. Office

32

Name: ANDHARA ANNAS

Class: 8 A1

PRE TEST

Answer the following questions.!

Fill In The Blanks Below Using The RightWords!

B : 9
S : 196

- Play	- Reading
- The door	- Rooms
- Wasting	- Small
- Living room	- Chat

My Small House

I live in a (1) The door house. It has five(2) Living room there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house, but I like living in herefor (3) Wasting my spare time. When(4) Reading is open, I can seethe(5) Small . It is so small with only three chairs and a table, nothing else. I(6) Rooms a novel in this room. My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually(7) Play online games, (8) Chat with my friends via Facebook.

9. we will use English in our class. Kata "Use" termasuk jenis kata......

    a. Noun   c. Verb

    b. Adjective   d. Conjunction

10. everybody, my I have your......, please.

    a. Attention   b. Take notice

    b. Time   d. Suggestions

11. Mr. Namjoon is a Doctor. He Works in .....

    a. Hotel   c. Office

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Appendix 6: Results for post test

(48)

Name: Muh. Rezki 425

Class: 9.F2

POST TEST

Answer the following questions.!

1. My best friend's name is Suga and he is my classmate. Makna dari kata "classmate"adalah........

    X TemanKelas   c. Temanjauh

    b. Teman Kecil   d. Temanbermain

2. your picture is beautiful! I like the color. kata "beautiful" termasuk jenis kata....

    a. Adjective   X Verb

    b. Noun   d. Conjunction

3. She is to Intelligent to be taught. Kata "intelligent" termasuk jenis kata.....

    X Adjective   c. Noun

    b. Verb   d. Conjunction

4. The living room is white and my family room is yellow. Kata "white and green"termasuk jenis kata........

    a. verb   c. Adverb

    X Adjective   d. Noun

5. please put the book on the table!. Kata "table"termasuk jenis kata.........

    a. Adjective   c. Adverb

    X Verb   d. Noun

6. Elephants are the biggest land animals in the world. Makna dari kata "elephants"adalah.....

B : 182

S : 183

(44)

Name: Muh. Ramansya
Class: 8o F1

POST TEST

Answer the following questions.!

1. My best friend's name is Suga and he is my classmate. Makna dari kata "classmate" adalah.......

    ☒ TemanKelas   c. Temanjauh

    b. Teman Kecil   d. Temanbermain

2. your picture is beautiful! I like the color. kata "beautiful" termasuk jenis kata......

    a. Adjective   ☒ Verb

    b. Noun   d. Conjunction

3. She is to Intelligent to be taught. Kata "intelligent" termasuk jenis kata......

    ☒ Adjective   c. Noun

    b. Verb   d. Conjunction

4. The living room is white and my family room is yellow. Kata "white and green" termasuk jenis kata.......

    a. verb   c. Adverb

    ☒ Adjective   d. Noun

5. please put the book on the table!. Kata "table" termasuk jenis kata...............

    ☒ Adjective   c. Adverb

    b. Verb   d. Noun

6. Elephants are the biggest land animals in the world. Makna dari kata "elephants" adalah......

B: 11
S: 14

Name: MHI GUFRW

Class: 8. D2

POST TEST

Answer the following questions.!

1. My best friend's name is Suga and he is my classmate. Makna dari kata "classmate" adalah........

    ✗ TemanKelas   c. Temanjauh

    b. Teman Kecil   d. Temanbermain

2. your picture is beautiful! I like the color. kata "beautiful" termasuk jenis kata ....

    a. Adjective   ✗ Verb

    b. Noun   d. Conjunction

3. She is to Intelligent to be taught. Kata "intelligent" termasuk jenis kata.....

    ✗ Adjective   c. Noun

    b. Verb   d. Conjunction

4. The living room is white and my family room is yellow. Kata "white and green" termasuk jenis kata.......

    a. verb   c. Adverb

    b. Adjective   ✗ Noun

5. please put the book on the table!. Kata "table" termasuk jenis kata............

    a. Adjective   c. Adverb

    ✗ Verb   d. Noun

6. Elephants are the biggest land animals in the world. Makna dari kata "elephants" adalah.....

B 15
S : 10

60

Name: MULYODIANDA OKTA F
Class: VIII B E2

POST TEST

Answer the following questions.!

1. My best friend's name is Suga and he is my classmate. Makna dari kata "classmate" adalah........

    X. TemanKelas   c. Temanjauh

    b. Teman Kecil   d. Temanbermain

2. your picture is beautiful! I like the color. kata "beautiful" termasuk jenis kata.....

    X. Adjective   c. Verb

    b. Noun   d. Conjunction

3. She is to Intelligent to be taught. Kata "intelligent" termasuk jenis kata.....

    X. Adjective   c. Noun

    b. Verb   d. Conjunction

4. The living room is white and my family room is yellow. Kata "white and green"termasuk jenis kata........

    X. verb   c. Adverb

    b. Adjective   d. Noun

5. please put the book on the table!. Kata "table"termasuk jenis kata.............

    a. Adjective   c. Adverb

    b. Verb   X. Noun

6. Elephants are the biggest land animals in the world. Makna dari kata "elephants"adalah.....

B 15

S 10

Appendix 7: The Secret Word Game (Cards)

1. Vocabulary Noun

Secret Word	Secret Word	Secret Word
Book (Buku)	Car (Mobil)	Suitcase (Koper)
Forbidden words	**Forbidden words**	**Forbidden words**
Paper (Kertas)	Four Wheeler	Box Pack
Journal (Jurnal)	(Beroda 4)	(Paket Kotak)
Page (Halaman)	Highway	Bag (Tas)
	(Jalan Raya)	Luggage (Bagasi)
Secret Word	**Secret Word**	**Secret Word**
Mosque (Masjid)	Sunday (Minggu)	Family (Keluarga)
Forbidden words	**Forbidden words**	**Forbidden words**
Worship (Ibadah)	day (Hari)	Father (Ayah)
Clean (Bersih)	Seventh (Tujuh)	Mother (Ibu)
Holy (Suci)	Holliday (Hari Libur)	Brother and Sister
		(Adik Kakak)
Secret Word	**Secret Word**	**Secret Word**
Sunglasses	Teacher (Guru)	Hat (Topi)
(Kecamata Hitam)	**Forbidden words**	**Forbidden words**
Forbidden words	School (Sekolah)	Head (kepala)
Eyes (Mata)	Class (Kelas)	Protection (penutup)
Dark (Gelap)	Teach (Mengajar)	Cap (peci)
Secret Word	**Secret Word**	**Secret Word**
Cheef (Koki)	Dictionary (Kamus)	Flip Flops (Sandal Jepit)
Forbidden words	**Forbidden Words**	**Forbidden words**
Cook (Juru Masak)	Meaning (Arti)	Shoes (Sepatu)
Restaurant (Restoran)	Vocabulary (Kosakata)	Toes (Jari Kaki)

Profession (Profesi)	English (Bahasa Inggris)	Feet (Kaki)
Secret Word pasport (islamic) **Forbidden Words** photo (foto) stamp (Stempel) Ticket (tiket)	**Secret Word** Sugar (Gula) **Forbidden Words** Sweet (Manis) Stamp (Stempel) Ant (Semut) White (Putih)	**Secret Word** Watermelon (Semangka) **Forbidden Words** Big (Besar) Round (Bulat) Seed (Berbiji)
Secret Word pasport (islamic) **Forbidden Words** photo (foto) stamp (Stempel) ticket (tiket)	**Secret Word** Seat Belt (Sabuk Pengaman) **Forbidden Words** Protector(Pelindung) Vehicle (Kendaraan) Fastener (Pengikat)	**Secret Word** Hospital (Rumah Sakit) **Forbidden Words** patient (Pasien) doctor (Dokter) nurse (Suster)
Secret Word Indonesian (Indonesia) **Forbidden Words** Large (Luas) Ethnic Group (Suku) Language (Bahasa)	**Secret Word** Team (tim) **Forbidden Words** Group (Kelompok) Boy And Girl (Laki Dan Perempuan) Five To Six (5-6)	**Secret Word** Police (Polisi) **Forbidden Words** Broun Color (Warna Colat) Traffic (Lalu Lintas) Road (Jalan)
Secret Word Camera (Kamera) **Forbidden Words** Photographp (Fotografi) Flash (Kilat) Picture (Gambar)	**Secret Word** Spade (Sekop) **Forbidden Words** Dig (Menggali) Scoop (Sendok)	**Secret Word** Spade (Sekop) **Forbidden Words** Dig (Menggali) Scoop (Sendok)

Secret Word	Secret Word	Secret Word
Cucumber (Ketimun) **Forbidden Words**	Umbrella (Payung) **Forbidden Words**	Library (Perpustakaan) **Forbidden Words**
Fruit (Buah)	Rain Catcher (Penada Huja)	Book (Buku)
Eaten (Dimakan)	Rain (Hujan)	Don't Be Noise (Jangan Berisik)
Long (Panjang)		
Secret Word	**Secret Word**	**Secret Word**
Ice Cream (Es Krim) **Forbidden Words**	Boat (Kapal) **Forbidden Words**	Beach (Pantai) **Forbidden Words**
Cone (Kerucut)	Sail (Berlayar)	Sand (Pasir)
Cold (Dingin)	Float (Memuat)	Blue (Biru)
Chocolate Flake (Serpihan Coklat)	Anchor (Jangkar)	Seaside (Tepi Laut)
Secret Word	**Secret Word**	**Secret Word**
Crocodile (Buaya) **Forbidden Words**	Firemen(Pemadam Kebakaran) **Forbidden Words**	Sun Cream (Krim Matahari) **Forbidden Words**
River (Sungai)	Profession (Pekerjaan)	Protection (Perlindungan)
Fangs (Bertaring)	Fire (Api)	White (Putih)
Carnivore (Pemakan Daging)		Sun (Matahari)
Secret Word	**Secret Word**	**Secret Word**
Doctor (Dokter) **Forbidden Words**	Volleyball (Bola Voli) **Forbidden Words**	Eye Spy (Mata-Mata) **Forbidden Words**
Profession (Pekerjaa)	Game (Permainan)	Game (Perjalannan Permainan)
Treat (Mengobati)	Ball (Bola)	
Drug (Obat)	Sport (Olahraga)	Stalking (Mengintai)
Secret Word	**Secret Word**	**Secret Word**
Newsman (Wartawan) **Forbidden Words**	War (Perang) **Forbidden Words**	Kompor (Stove) **Forbidden Words**

Reporter (Reporter) Announcer (Pemberita) Journalist (Jurnalis)	Weapon (Senjata) Senapan (Gun) Shoot (Tembak)	Furnace (Tungku) Kiln (Tempat Pembakaran)
Secret Word Well (Sumur) **Forbidden Words** Lake (Telaga) Water Springs (Mata Air)	**Secret Word** Advice (Nasehat) **Forbidden Words** Instruction (Petunjuk) Suggestion (Anjuran) Message (Pesan)	**Secret Word** Food (Makanan) **Forbidden Words** Fine Dining (Santapan) Artificial (Buatan)
Secret Word Clothes (Pakaian) **Forbidden Words** Dress (Baju) Fashion (Busana)	**Secret Word** Cave (Gua) **Forbidden Words** Small Space (Ruang Kecil) Nest (Sarang) Burroe (Liang)	**Secret Word** Airport (Bandara) **Forbidden Words** Aircraft (Pesawat) Airfield (Lapangan Udara)
Secret Word Show (Pertunjukan) **Forbidden Words** Exhibition (Pameran) Cinema (Bioskop) Theater (Sandiwara)	**Secret Word** Governor (Gubernur) **Forbidden Words** Government (Pejabat) White House (Gedung Putih)	**Secret Word** Market (Pasar) **Forbidden Words** Shoping (Perbelanjaan) Trader (Pedagang)
Secret Word Swimming Pool **Forbidden Words** Water Splash (Percikan Air) Dive (Menyelam) Armband (Ban Lengan)	**Secret Word** Swimsuit (Baju Renang) **Forbidden Words** Trunks (Celana Pendek) Pool (Kolam) Swim (Berenang)	

2. Vocabulary Adjective

Secret Word	Secret Word	Secret Word
Danger (Bahaya)	Cruel (Kejam)	Orange (Orens)
Forbidden Words	**Forbidden Words**	**Forbidden Words**
Misery (Kesengsaraan)	Malignant (Ganas)	Colour (Warna Warni)
Threat (Ancaman)	Ruthless (Bengis)	Dried Leaves (Daun
Risk (Resiko)	Fierce (Galak)	Kering)
Secret Word	**Secret Word**	**Secret Word**
Disappointed (Kecewa)	Weary (Lelah)	Angry (Marah)
Forbidden Words	**Forbidden Words**	**Forbidden Words**
Gloomy (Murung)	Fragile (Rapuh) Weak	Expression (Ekspresi)
Hopeless (Putus Asa)	(Lemah) Mushy	Face Shape
Fail (Gagal)	(Lembek)	(Bentuk Wajah)
Secret Word	**Secret Word**	**Secret Word**
Be Careful (Hati-Hati)	Dark (Gelap)	Blank (Kosong)
Forbidden Words	**Forbidden Words**	**Forbidden Words**
Worried (Was-Was)	Black (Hitam)	Daydream (Ngelamun)
Keep Watch	Gloomy (Suram)	Dark (Gelap)
(Berjaga-Jaga)	Night (Malam)	Blind (Buta)
Alert (Waspada)		
Secret Word	**Secret Word**	**Secret Word**
Thin (Tipis)	Dark (Gelap)	Fat (Gemuk)
Forbidden Words	**Forbidden Words**	**Forbidden Words**
A Little (Sedikit)	Sweet (Manis) Sugar	Chubby (Tembem)
Small (Kecil)	(Gula) Chocolate	Round Face (Berwajah
Lightly (Enteng)	(Coklat)	Bundar)
		Big (Besar)
Secret Word	**Secret Word**	**Secret Word**

Handsome (Ganteng) **Forbidden Words** Man (Laki-Laki) Tall (Tinggi) Clean Skin (Kulit Bersih)	Late (terlambat) **Forbidden Words** time (Waktu) school (Sekolah) student (Siswa)	Famaous (Terkenal) **Forbidden Words** Pengemar (Fans) Artist (Artis)
Secret Word Wrong (Salah) **Forbidden Words** Not True (Tidak Benar) Unfair (Tidak Adil)	**Secret Word** Beautiful (Cantik) **Forbidden Words** Hooded (Berkerudung) Girl (Perempuan) Rose (Bunga)	**Secret Word** Popular (Popular) **Forbidden Words** Famous Among (Terkenal Dikalangan) Most Liked (Paling Disukai)
Secret Word Crazy (Gila) **Forbidden Words** Grumpy (Pemarah) Insane (Sakit Akal) Strange (Aneh)	**Secret Word** Islam **Forbidden Words** Masque (Masjid) Religion (Agama) Confidence (Kepercayaan)	**Secret Word** Perfect (Sempurna) **Forbidden Words** Complete (Lengkap) Fully (Sepenuhnya)
Secret Word Interesting (Menarik) **Forbidden Words** Impressed (Terkesan) Stunning (Memukau)	**Secret Word** Summer (Musim Panas) **Forbidden Words** Sun (Matahari) Ice Cream (Es Krim) Holidays (Hari Libur)	**Secret Word** Hot (Panas) **Forbidden Words** Burnt (Terbakar) Sweating (Berkeringat)

Secret Word	Secret Word	Secret Word
Impossible (Mustahil)	Useful (Berguna)	Hard (Keras)
Forbidden Words	**Forbidden Words**	**Forbidden Words**
Does Not Make Sense (Tidak Masuk Akal)	Helper (Penolong)	Congestes (Padat)
Strange (Aneh)	Help (Bantu)	Rock (Batu)
Awkward (Jangal)	Share (Berbagi)	Heavy (Berat)
Secret Word	**Secret Word**	**Secret Word**
Success (Sukses)	Blue (Biru)	Strong (Kuat)
Forbidden Words	**Forbidden Words**	**Forbidden Words**
Succeed (Berhasil)	Sea (Laut)	Toughness (Tangguh)
Win (Menang)	Sky (Langit)	Tight (Kencang)
	Color (Warna)	
Secret Word	**Secret Word**	**Secret Word**
Straight (Lurus)	Impossible (Mustahil)	Slow (Pelan)
Forbidden Words	**Forbidden Words**	**Forbidden Words**
Neat (Rapih)	Does Not Make Sense (Tidak Masuk Akal)	Slow (Lamban)
Perpendicular (Tegak Lurus)	Strange (Aneh)	Slow Motion (Lambat Gerak)
Regular (Teratur)	Awkward (Jangal)	
Secret Word	**Secret Word**	**Secret Word**
Triangle (Segitiga)	Tall (Tinggi)	Angry (Marah)
Forbidden Words	**Forbidden Words**	**Forbidden Words**
Equilateral (Sama Sisi)	Thin (Kurus)	Furious (Geram)
Cone (Kerucut)	Long (Panjang)	Hight Blood Pressure (Darah)
	Bigger (Lebih Besar)	Wrath (Murka)
Secret Word	**Secret Word**	**Secret Word**
Bored (Bosan)	Worried (Cemas)	Brave (Berani)

Forbidden Words	Forbidden Words	Forbidden Words
Bored (Bosan)	Nervous (Gelisah)	Mighty (Perkasa)
Fed Up (Jenu)	Afraid (Bimbang)	Strong (Gagah)
Ired (Lelah)		Daredevil (Pemberani)
Secret Word	**Secret Word**	**Secret Word**
Young Adult (Anak Muda)	Arrogant (Sombong)	Diligent (Rajin)
Forbidden Words	**Forbidden Words**	**Forbidden Words**
Teenager (Remaja)	Grumpy (Pemarah)	Active (Giat)
Young (Muda)	Like To Force (Suka Memaksa)	Worker (Bekerja Keras)
Youngest (Bungsu)		
Secret Word	**Secret Word**	**Secret Word**
Jealous (Cemburu)	Shy (Malu)	Colorful (Warna Warni)
Forbidden Words	**Forbidden Words**	**Forbidden Words**
Spiteful (Dengki)	Disinclined (Segan)	Green (Hijau)
Envy (Iri)	Blush (Tersipu)	Yellow (Kuning)
Envious (Sirik)	Lustered (Gugup)	White (Putih)
Secret Word	**Secret Word**	**Secret Word**
Philanthrope (Dermawan)	Poor (Miskin)	Angel (Malaikat)
Forbidden Words	**Forbidden Words**	**Forbidden Words**
Kind (Baik Hati)	Hapless (Malang)	Beautiful Girl (Gadis Cantik)
Social Spirit (Berjiwa Soaial)	Destitute (Melarat)	God's Choice (Pilihan Tuhan)
	Bad (Buruk)	Saint (Orang Suci)
Secret Word	**Secret Word**	
Safe (Aman)	Stubborn (Keras Kepala)	
Forbidden Words	**Forbidden Words**	
Guaranteed (Terjamin)	Hard To Say (Susah	
Peace (Tentram)		

Quiet (Sepi)	Dibilang) Never Silent (Tidak Pernah Diam)

3. Vocabulary Verb

Secret Word	Secret Word	Secret Word
Mitate (Meniru)	Play (Bermain)	Play (Bermain)
Forbidden Words	**Forbidden Words**	**Forbidden Words**
Copy Paste (Salin Temple) Resembling (Menyerupai) Similar (Mirip)	Games (Permainan) Anak-Anak (Children)	Games (Permainan) Anak-Anak (Children)
Secret Word	**Secret Word**	**Secret Word**
Blow (Meniup)	Paint (Melukis)	Broke (Bangkrut)
Forbidden Words	**Forbidden Words**	**Forbidden Words**
Waft (Menghembus) Rupt (Meletus) Explode (Mengembang)	Paintbrush (Kuas) Paper (Kertas)	Sedtroyet (Hancur) Fall (Jatuh) Poor (Miskin)
Secret Word	**Secret Word**	**Secret Word**
Burn (Membakar)	Answer (Menjawab)	Accuse (Menuduh)
Forbidden Words	**Forbidden Words**	**Forbidden Words**
Light Up(Menyala) Fire (Api) Smoldering (Membara)	Replied (Menyahut) Repley (Membalas) Send (Mengirim)	Punish (Menghukum) Blame (Menyalahkan)
Secret Word	**Secret Word**	**Secret Word**
Agree (Setuju)	Arrange (Mengatur)	Attend (Menghadiri)

Forbidden Words	Forbidden Words	Forbidden Words
Aggred (Sepakat)	Set (Menetapkan)	Follow (Mengikuti)
In Accordance (Sesuai)	Determine	Participate (Ikut Serta)
Received (Diterima)	(Menentukan)	Serve (Melayani)
	Look After (Mengurus)	
Secret Word	**Secret Word**	**Secret Word**
Believe (Percaya)	Walk (Berjalan)	Taste (Mencicipi)
Forbidden Words	**Forbidden Words**	**Forbidden Words**
Convinced (Yakin)	Run (Berlari)	Tongue (Lidah)
Considered	Kick (Menendang)	Taste Buds (Perasa)
(Mengangap)	Foot (Kaki)	
Secret Word	**Secret Word**	**Secret Word**
Rain (Hujan)	Refuse (Menolak)	Push (Mendorong)
Forbidden Words	**Forbidden Words**	**Forbidden Words**
Water (Air)	Do Not Like (Tidak	Drop (Menjatuhkan)
Sky (Langit)	Suka)	Nudge (Menyengol)
Season (Musim)	Set Aside	
	(Menyisihkan)	
Secret Word	**Secret Word**	**Secret Word**
Pull (Menarik)	Prevent (Mencegah)	Promise (Berjanji)
Forbidden Words	**Forbidden Words**	**Forbidden Words**
Help (Membantu)	Prohibit (Melarang)	Keep (Menepati)
Rope (Tali)	Protect (Menjegah)	Don't Deny (Tidak
Heigh (Ketinggian)		Ingkar)
Secret Word	**Secret Word**	**Secret Word**
Pass (Lulus)	Pass (Lulus)	Afraid (Takut)
Forbidden Words	**Forbidden Words**	**Forbidden Words**
Though (Melalui)	Though (Melalui)	Worry (Kuatir)
Win (Menang)	Win (Menang)	Fair (Gagal)

Obstacle (Rintangan)	Obstacle (Rintangan)	Devil (Takut)
Secret Word	**Secret Word**	**Secret Word**
Doubt (Ragu)	Believe (Percaya)	Agree (Setuju)
Forbidden Words	**Forbidden Words**	**Forbidden Words**
Worried (Wa-Was)	Convinced (Yakin)	Believe (Percaya)
Afraid (Takut)	Promise (Percaya)	Confess (Mengakui)
Secret Word	**Secret Word**	**Secret Word**
Teach (Mengajar)	Wear (Memakai)	Feel (Merasa)
Forbidden Words	**Forbidden Words**	**Forbidden Words**
Teacher (Guru)	Use (Menggunakan)	Offended (Tersinggung)
School (Sekolah)	Dress (Baju)	Feeling (Perasaan)
Profession (Profesi)	Wearing (Mengenakan)	
Secret Word	**Secret Word**	**Secret Word**
Make (Membuat)	Watch (Menonton)	Food (Makanan)
Forbidden Words	**Forbidden Words**	**Forbidden Words**
Do (Melakukan)	Television (Tv)	Rise (Nasi)
Cake (Kue)	Exhibition (Pameran)	Fruit (Buah)
Method (Cara)	Cinema (Bioskop)	Vegetable (Sayur)
Secret Word	**Secret Word**	**Secret Word**
Forget (Lupa)	Cry (Menangis)	Chew (Mengunyah)
Forbidden Words	**Forbidden Words**	**Forbidden Words**
Remember (Ingat)	Water (Air)	Food (Makanan)
Memory (Ingatan)	Eye (Mata)	Mouth (Mulut)
	Sadness (Kesedinan)	
Secret Word	**Secret Word**	**Secret Word**
Swear (Bersumpah)	Swim (Berenang)	End (Mengakhiri)
Forbidden Words	**Forbidden Words**	**Forbidden Words**
Promise (Berjanji)	Water (Air)	Break (Putus)
Trusted (Dipercaya)	Pool (Kolam)	Finished (Selesai)

	Beach (Pantai)	
Secret Word	**Secret Word**	**Secret Word**
Sweep (Menyapu)	Heat (Tangan)	Afford (Mampu)
Forbidden Words	**Forbidden Words**	**Forbidden Words**
House Chores (Perkerjaan Rumah Tangga)	Hold (Memegang)	Can (Bisa)
	Body (Tubuh)	Strong (Kuat)
At House (Dirumah	Human (Manusia)	Fight (Melawan)
Girl (Perempuan)		
Secret Word	**Secret Word**	**Secret Word**
Body (Badan)	Contain (Berisi)	Sharp (Tajam)
Forbidden Words	**Forbidden Words**	**Forbidden Words**
Human (Manusia)	Fat (Gendut)	Knife (Pisau)
Bloody (Berdarah)	Body (Badan)	Machete (Parang)
Wounded (Terluka)	Chubby (Tembem)	Razor Blade (Silet)
Secret Word	**Secret Word**	**Secret Word**
Well (Baik	Write (Menulis)	Silent (Diam)
Forbidden Words	**Forbidden Words**	**Forbidden Words**
Nature (Sifat)	Paper (Kertas)	Quite (Hening)
Human (Manusia)	Ountain Pen (Pulpen)	Compound (Senyap)
State (Keadaan)	Pencil (Pensil)	Lonely (Sunyi)
Secret Word	**Secret Word**	
Blow (Meniup)	Paint (Melukis)	
Forbidden Words	**Forbidden Words**	
Waft (Menghembus)	Paintbrush (Kuas)	
Rupt (Meletus)	Paper (Kertas)	
Explode (Mengembang)		

Appendix 8: Teaching Materials

The First Meeting Material: Noun(kata Kerja)

Noun adalah kata yang digunakan untuk menamai suatu benda baik nyata(concrete) maupun tidak nyata(abstract).

❖ Jenis-Jenis noun berdasarkan wujudnya

1. Concrete Noun (kata benda yang berwujud)

   a. Cammon Noun

      Kata benda yang sering dijumpai dikehidupan sehari-hari. Contoh: Mosque, hat, Car, teacher, chair, table, dll.

   b. Proper Noun

      Kata benda nama diri orang, kebangsawan, suku, agama, hari, geografis.dll. contoh: Min Yoongi, Amerika, Bugis, Islam, Sunday. dll.

   c. Material Noun

      Kata benda material/zat atau nama benda ini biasanya tidak dapat dihitung. Contoh: Sugar, water, sand, wood, oil. dll

   d. Collective Noun

      Kata benda yang menunjukan suatu kelompok/kumpulan tertentu. Contoh: class, club, family, government, team. dll

2. Abstract Noun (kata benda yang tidak berwujud atau tidak dapat dindari)

   Contoh: Hope, freedom, love, confidence. Relection, sadness, power dll

Second Meeting Material: Adjective (kata Sifat)

Adjective adalah kata sifat yang digunakan untuk menerangkan orang, tempat dan benda.

❖ Jenis –jenis Adjective

1. Quality, Contoh: honest, good, bad, Beautiful, dll.

2. Character, Contoh: strong, waist, Angry, kind, polite, friendy.dll.

3. Size, Contoh: Big, Tall, Small, Long, Short, dll.

4. Age, Contoh: old, new, young, octien. Dll.

5. Temperature, Contoh: Hot, cool, Warm, dll.

6. Shape, Contoh: round, Square, Triangle.dll.

7. Colour, Contoh: blue, Black, Green, orange, Purple, white. dll.

8. Orgin, Contoh: African, Russian, Indonesian, Korean. Dll.

Contoh dasar pemakaian adjective

- Adjectivdipakai setelah "Am Is Are"

  (+) Jenni diligent. (rajin)

  (-) Jenni is not diligent.

  (?) is Jenni diligent?

- Adjective dipake setelah "was-were"

  (+) Jenni was diligent. (rajin)

  (-) Jenni was not diligent.

(?) was Jennie diligent?

- Adjective sebelum kata benda

  Smart kids (anak-anak yang pintar)

  Kind People (orang-orang yang baik)

   Friendly nighbour (tetangga yang ramah

Third meeting Material: Verb (kata Kerja)

   Verb adalah kata kerja yang digunakan untuk menyatakan, meminta, bertanya, memerintah.Mereka digunakan untuk mengekspresikan suatu tindakan atau keadaan. Misalnya menjadi (am,is, are), berjalan, pergi, belajar, membawa, dll.

❖ Jenis –jenis Verb

   1. Infinitive Verb

     a. bentuk paling dasar kata kerja

     b. digunakan dalam simple Pesent tense (kalimat yang menyatakan fakta atau kebiasaan)

          Contoh: We Sweep the floor every morning (kami menyapu lantai setiap hari)

   c. V1-ing

        1. digunakan dalam kalimat present continous tense (kalimat yang menyatakan aktifitas yang sedang berlangsung)

        contoh: They are cooking fried rice (mereka sedang memasak nasi goreng)

2. digunakan dalam past continous tense (kalimat yang menyatakan aktifitas yang sedang berlangsung dimasa lampau)

contoh: They were cooking fried rice when I came to their home (mereka sedang memasak nasi goreng ketika saya datang kerumah mereka)

d will+V1

digunakan dalam simple future tanse (kalimat yang menyatakan kejadian yang akan terjadi dimasa depan.

Contoh: They will cook fried rice (mereka akan memasak nasi Goreng)

2. Simple past

Simple past tense adalah kalimat yang digunakan untuk menjelaskan waktu dimasa lampau.

1. bentuk V2

2. digunakan pada kalimat yang menjelaskan tentang suatu kejadian dimasa lampau

Contoh: We Swept the floor 2 hours ago (kami menyapu lantai 2 jam yang lalu)

3. Past Participle

a. bentuk V3. Digunakan pada present perfect tense (kalimat yang menunjukan aktivitas yang telah selesai dilakukan

b. Have/has +V3. Contoh: We have Swept the floor (kami telah menyapu lantai

Fourt Meeting Material: Review Material Noun, Adjective and Verb.

1. Noun adalah kata yang digunakan untuk menamai suatu benda baik nyata(concrete) maupun tidak nyata(abstract)

2. Adjective adalah kata sifat yang digunakan untuk menerangkan orang, tempat dan benda.

3. Verb adalah kata kerja yang digunakan untuk menyatakan, meminta, bertanya, memerintah. Mereka digunakan untuk mengekspresikan suatu tindakan atau keadaan.

Appendix 9: Surat Izin Meneliti

Appendix 10: Surat Selesai Meneliti

PEMERINTAH KOTA PALOPO
DINAS PENDIDIKAN
SEKOLAH MENENGAH PERTAMA NEGERI 8 PALOPO
Alamat : Jl. Dr. Ratulangi No. 66 Balandai Palopo ☎ (0471) 22921

SURAT KETERANGAN PENELITIAN
Nomor: 421.3/045/SMPN.8/II/2022

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

Nama	:	IRAWATI
NIM	:	1702020052
Tempat / Tgl Lahir	:	Pandang, 9 Desember 1998
Jenis Kelamin	:	Perempuan
Pekerjaan	:	Mahasiswi IAIN Palopo
Program Studi	:	Pendidikan Bahasa Inggris
Alamat	:	Jl. Bakau

Adalah benar telah melaksanakan penelitian di Sekolah Menengah Pertama Negeri 8 Palopo pada tanggal 26 Januari s/d 26 Februari 2022 untuk kepentingan penulisan skripsi dengan judul **"IMPROVING THE STUDENTS VOCABULARY SKILL THROUGH SECRET WORD GAME AT SMP NEGERI 8 PALOPO "**.

Demikian Surat Keterangan ini kami berikan untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 16 Februari 2022
Plt. Kepala Sekolah

S.Pd., M.Pd.I
Pembina Tk. I, IV.b
NIP. 1231 199412 1 022
0 / 321 / Disdik / I / 2022
Tanggal : 5 Januari 2022

Documentation

The research ipening the class, ask the students conditions and prepare material

Pre Test

Explain Material

Game Proses

Post Test

Closing Class

BIOGRAPHY

Irawati, born in Pandang December 09, 1998. The author is the second of five children of husband and wife, Mr. Muhammad Ngaru and Mrs. Armisa. Currently, the author resides in Pandang Kelurahan Tangge, Kec. Lembor Kab. West Manggarai, East Nusa Tenggara Province. The author's basic education was completed in 2011 at MI Salahudin Nanggalili, Junior High School education was taken at MTs Negeri Salahudin Nanggalili was completed in 2014 and in the same year the author studied High School at SMA Negeri 1 Komodo and finished in 2017. In 2017. 2017 the author continued his education at the State Islamic Institute (IAIN) Palopo and majored in English Education.

Contak person penulis: irawati091298@gmail.com