

**DEVELOPMENT OF TABOO GAME CARDS PROPS AS AN
ALTERNATIVE MEDIUM IN TEACHING ENGLISH FOR
SEVENTH GRADE STUDENTS OF SMPN 8 PALOPO**

A Thesis

*Presented as Partial Fulfilment for the Attainment of S. Pd. Degree in English
Educational Study Program of Tarbiyah and Teacher Training Faculty
of State Islamic Institute of Palopo*



Submitted by:

NINA SARMILA

18 0202 0103

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

2022

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






2022

THESIS APPROVAL

This thesis entitled "Development of Taboo Game Cards Props As An Alternative Medium In Teaching English For The Seventh Grade Students of SMPN 8 Palopo" written by Nina Sarmila, Reg Num 18 0202 0103, English Study Program of Tarbiyah and Teacher Training Faculty, the State Islamic Institute of Palopo has been examined and defended in MUNAQASYAH session which is carried out on Friday, Desember 02nd 2022, coincided with 08 Jumadil Awal 1444 H. It is authorized and acceptable as a partial fulfillment of requirement for S.Pd degree in English language teaching.

Palopo, Desember 07th 2022

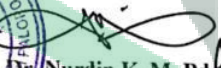
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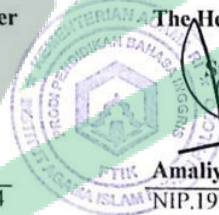
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STATEMENT OF AUTHENTICITY

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Praise be to Allah SWT the almighty. For His grace and guidance so that the researcher can complete this thesis. The thesis entitled “Development of Taboo Game Cards As An Alternative Medium For Learning Speaking At Seventh Grade of SMPN 8 Palopo” after going through various processes thoroughly.

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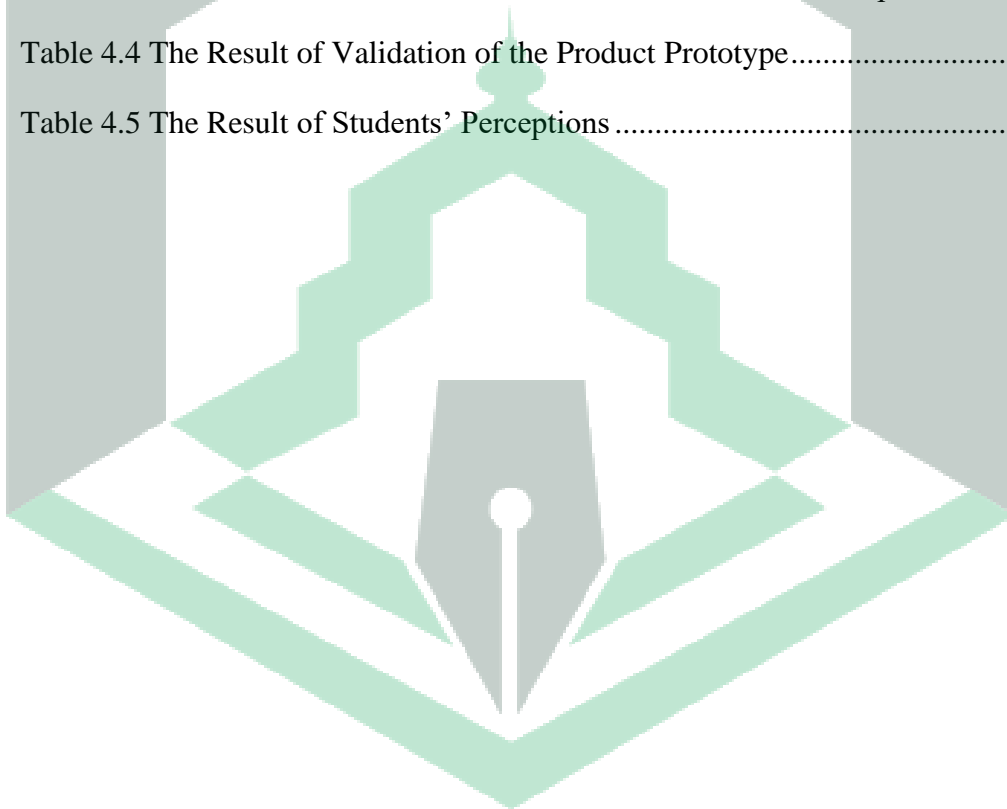


TABLE OF CONTENTS

COVER PAGE	
ACKNOWLEDGEMENTi
TABLE OF CONTENTS	iv
LIST OF TABLES	v
LIST OF FIGURE	vi
LIST OF CHARTS	vii
LIST OF APPENDICES	viii
ABSTRACT	ix
CHAPTER I INTRODUCTION	1
A. Background	1
B. Research Question.....	3
C. The Objective of the Research	3
D. The Significances of the Research	3
E. The Specification of the Research	4
F. The Assumption and Delimitation of the Research	4
CHAPTER II REVIEW OF RELATED LITERATURE	5
A. Previous Study	5
B. Literature Review.....	7
C. Conceptual Framework	16
CHAPTER III RESEARCH METHOD	18
A. Research Design.....	18
B. Research Procedure.....	19
C. Location and Time of the Research	20
D. Subject and Object of the Research	20
E. Technique and Data Collection Instrument	21
F. Data Analysis Technique	22
CHAPTER IV FINDINGS AND DISCUSSION	26
A. Findings.....	26
B. Discussion	46
CHAPTER V CONCLUSIONS AND SUGGESTIONS	50
A. Conclusions	50
B. Suggestions	51
BIBLIOGRAPHY	52
APPENDICES	54

LIST OF TABLES

Table 3.1 The Example of Data Conversion Table.....	22
Table 3.2 Material Topics Qualification of Product Evaluation	24
Table 3.3 The Example of an Expertise Validation Table	25
Table 3.4 The Example of Students' Perception Table.....	25
Table 4.1 The list vocabulary of Taboo Game Cards	37
Table 4.2 The Result of the Instrument's Validation of Language Expert	39
Table 4.3 The Result of the Instrument's Validation of Material Expert	39
Table 4.4 The Result of Validation of the Product Prototype.....	40
Table 4.5 The Result of Students' Perceptions	44



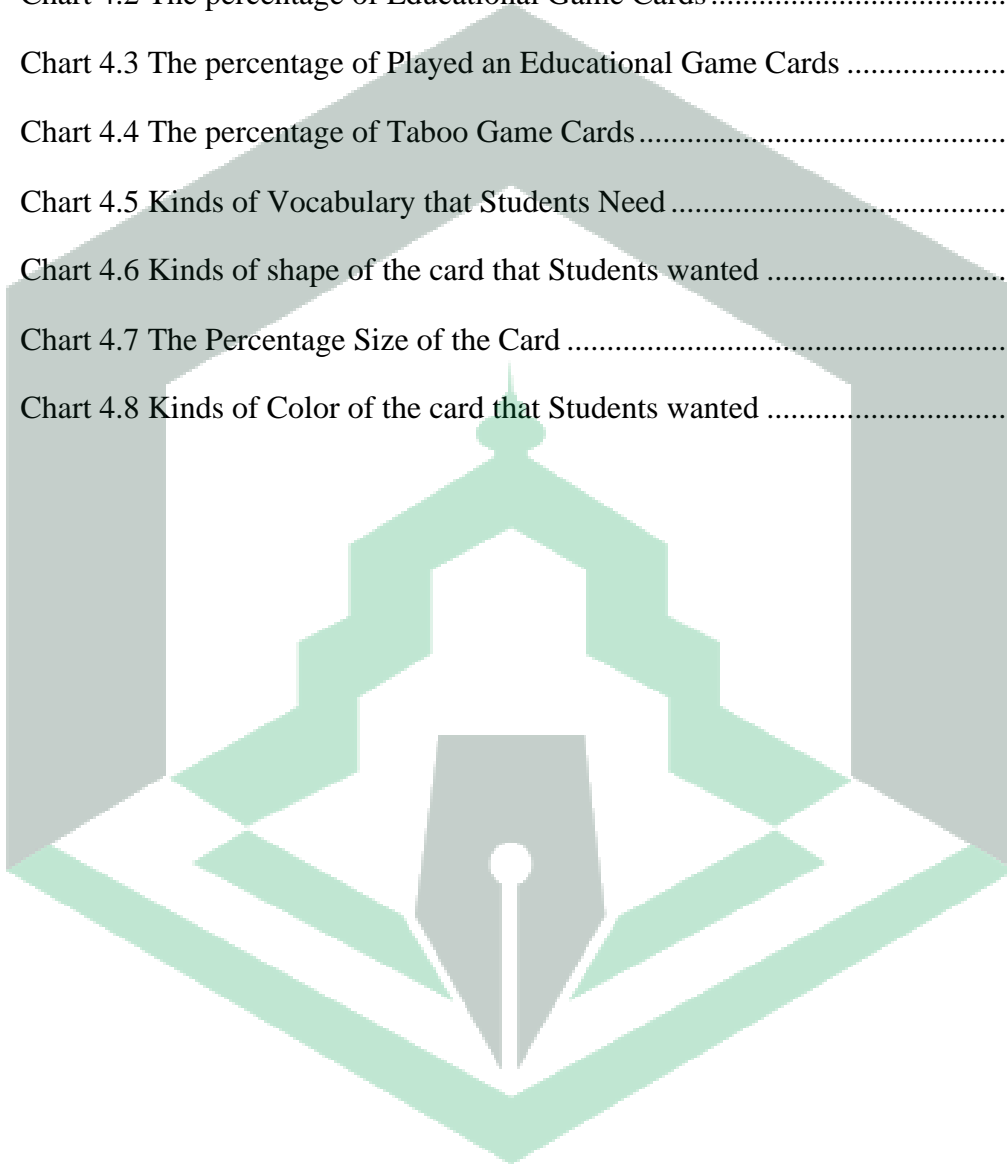
LIST OF FIGURE

Figure 2.1 Taboo Game Card.....	12
Figure 2.2 Conceptual Framework.....	17



LIST OF CHARTS

Chart 4.1 The Percentage Kinds of English Vocabulary	27
Chart 4.2 The percentage of Educational Game Cards	28
Chart 4.3 The percentage of Played an Educational Game Cards	29
Chart 4.4 The percentage of Taboo Game Cards	30
Chart 4.5 Kinds of Vocabulary that Students Need	31
Chart 4.6 Kinds of shape of the card that Students wanted	32
Chart 4.7 The Percentage Size of the Card	33
Chart 4.8 Kinds of Color of the card that Students wanted	34



LIST OF APPENDICES

Appendix 1: Surat Izin Meneliti

Appendix 2: Questionnaire's Instrument of Need Analysis

Appendix 3: Instrument Validation by the Expert

Appendix 4: The Result of the Instrument's Validation by Expert

Appendix 5: The Result of the Questionnaire's Instrument of Need Analysis

Appendix 6: Questionnaire of the Experts' Evaluation of the Product

Appendix 7: The Result of the Experts' Evaluation Questionnaire of the Product

Appendix 8: Questionnaire of Students' Perceptions

Appendix 9: The Result of the Students' Perceptions

Appendix 10: The List of the Vocabularies on the Taboo Game Cards

Appendix 11: The Final Product of Taboo Game Cards

Appendix 12: Documentations

Appendix 13: Surat Keterangan Telah Meneliti

ABSTRACT

Nina Sarmila, 2022, *“Development of Taboo Game Cards Props as an Alternative Medium for Learning Speaking at Seventh Grade of SMPN 8 Palopo”*. A thesis of English Language Education Study Program at Tarbiyah and Teachers Training Faculty, State Islamic Institute of Palopo. Consultans (1) Sahraini and (2) Yuyun Ruqiyat Said.

This research focuses on developing the taboo game card as a suitable learning medium for seventh grade students at SMPN 8 Palopo. This study answers the question: Can the taboo card game be an alternative medium for teaching speaking for class VII students of SMPN 8 Palopo? This study applies research and development methods by implementing the 4-D model (Defining, Designing, Developing, and Disseminating). This product was designed using the Canva and Microsoft Word 2010 applications. A total of 32 students of class VII-2 were the sample of this study. The research data was obtained through interviews and questionnaires from needs analysis, expert assessment of the instrument and product validity, and student perceptions. This product was designed based on data from a needs analysis for class VII-2 students of SMPN 8 Palopo. The vocabulary in the appropriate Taboo game cards must consist of English vocabulary about objects in school, namely in the form of things, people, animals and plants. The product design was tested on 32 class VII-2 students of SMPN 8 Palopo. The results of student perceptions get 91,4% with the category “Excellent”. These results are also supported by student interviews which are concluded as follows: this taboo game cards is fun and very helpful in the learning speaking.

Keywords: Research and development, Taboo game cards

ABSTRAK

Nina Sarmila, 2022, *“Development of Taboo Game Cards Props as an Alternative Medium for Learning Speaking at Seventh Grade of SMPN 8 Palopo”*. Skripsi Program Studi Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Institut Agama Islam Negeri Palopo. Dibimbing oleh: (1) Sahraini dan (2) Yuyun Ruqiyat Said.

Penelitian ini berfokus untuk mengembangkan permainan kartu tabu sebagai media pembelajaran yang sesuai untuk siswa kelas tujuh di SMPN 8 Palopo. Penelitian ini menjawab pertanyaan tentang: Apakah permainan tabu kartu dapat menjadi media alternatif pembelajaran berbicara bagi siswa kelas VII SMPN 8 Palopo?. Penelitian ini mengaplikasikan metode penelitian dan pengembangan dengan mengimplementasikan 4-D model (Mendefinisikan, Merancang, Mengembangkan, dan Menyebarkan). Produk ini didesain dengan aplikasi Canva dan Microsoft Word 2010. Sebanyak 32 siswa kelas VII-2 sebagai sampel penelitian ini. Data penelitian didapatkan melalui instrumen wawancara dan kuesioner dari analisa kebutuhan, penilaian ahli terhadap instrumen dan validitas produk, dan persepsi siswa. Produk ini didesain berdasarkan data dari analisa kebutuhan siswa kelas VII-2 SMPN 8 Palopo. Kosakata pada permainan kartu Tabu yang sesuai harus terdiri dari kosakata bahasa Inggris tentang benda-benda yang ada disekolah yaitu berupa benda-benda, orang-orang, hewan-hewan, dan tumbuhan-tumbuhan. Desain produk diuji cobakan kepada 32 siswa kelas VII-2 SMPN 8 Palopo. Hasil dari persepsi siswa mendapatkan 91,4% dengan kategori “Sangat baik”. Hasil tersebut juga didukung dengan wawancara siswa yang disimpulkan sebagai berikut: kartu permainan tabu ini menyenangkan dan sangat membantu dalam proses pembelajaran berbicara.

Kata kunci : Penelitian dan pengembangan, Permainan kartu tabu

CHAPTER I

INTRODUCTION

A. Background

In Indonesia, English is taught from the lowest to the highest level of education. As in Junior High School, English is one of the compulsory subjects that must be taken by all students. This makes English a foreign language that is learned by many people. This is what makes the development of English increasingly increasing and being studied in many countries, including in our country, namely Indonesia. Apart from being a means of communication with foreign nationals, learning English can also provide other benefits, one of which is increasing one's competitiveness because they are considered more competent and knowledgeable. Crystal (2000:1) mentions that English is a global language. Statement this represents the meaning that English is used by various nations to communicate with nations around the world. So, English is one of the international languages as well as a global language. Learning and understanding English is a necessity which is unavoidable. By learning English, someone will open their horizons and knowledge internationally.¹

So important of learning English in school, then as a teacher must can provide examples and support for students to often practice students' English, one of them are mastering vocabulary. Quality a student's English depend on the quantity and quality it is vocabulary. The richer the vocabulary students have, the

¹ Crystal, D. *The Cambridge Encyclopedia of Language 3rd (Third) edition*. Cambridge University Press. 2000.

bigger also proficient in English. So the more vocabulary students have, then the students' English ability increases. This matter illustrates that vocabulary is important in learning to English. According to Keraf (2007: 21), vocabulary is a means of channeling meaningful ideas that the more vocabulary mastered, the more and more fluent the idea is conveyed.² In increasing students' vocabulary knowledge, teachers as educators can use a variety of learning media, one of which is by playing games. According to Slavin and Robert E (2005), the game itself creates a positive color in the classroom because of the student's enjoyment of the game.³

Based on observations in May 2022, the problem found at SMPN 8 Palopo is that many students think that English is one of the difficult skills to do considering that the people around them do not use English as their daily language, usually in teaching the teacher uses techniques that are less fun and boring for students, and also when teaching teachers rarely use learning media.

From the description above, it can be concluded that one of the problem factors that makes students' skills in English are lacking is the infrequent use of learning media during learning. Because at this time the development of learning media based on educative game cards is still rare, even though there are not enough, not comparable to the number of games that are entertainment. Therefore, researcher are interested in developing learning media in the form of Taboo game cards to find a way out to overcome these problems and also to provide

² Keraf, G. *Diksi dan Gaya Bahasa*. Jakarta: Gramedia. (2007).

³ Slavin, Robert E. *Cooperative Learning: Research and Practive*. Fifteenth Edition. London: Allymand Bacon. (Buku Asli Diterbitkan Tahun, 2005).

information to teachers and related parties regarding alternative learning media in improving students' English.

B. Research Question

Based on the description above, the researcher formulated the problem statement as follows:

“Can the taboo game cards be an alternative medium to teach English for seventh grade students of SMPN 8 Palopo?.”

C. The Objective of the Research

Based on the research question, the researcher found that the purpose of this study was follow:

Developing a learning media in the form of game cards as a means of developing students' in English.

D. The Significances of the Research

There are three important meanings of this research, namely:

1. For student : this research would like to give speaking learning through taboo game
2. For teacher : this research would like to give information about a game can be an alternative medium for learning speaking
3. For other researcher : it could be a reference for the researcher as contribution to development a product for teaching english.

E. The Specification of the Research

The taboo game cards as an alternative medium for teaching English at seventh grade students of SMPN 8 Palopo has the following specification:

- a. The type of product developed is learning media in the form of game cards played by several students
- b. The product is designed as short and simple as possible so that students can easily understand the vocabulary contained in the game cards and they can describe the words orally.
- c. The resulting product is a learning media in the form of a game cards containing several examples of vocabulary groups.

F. The Assumption and Delimitation of the Research

This research consists of assumptions and delimitations, namely:

1. The Assumption
 - a. This product will be used by the teacher when teaching in the classroom and students are able to understand this game cards.
 - b. This Taboo game cards will increase students' motivation when learning English.
 - c. This Taboo game cards will improve students' speaking when they describe the vocabulary on the game cards.
2. The Delimitation

Due to the delimitations of materials and tools in developing this product, the researcher can only develop this product with a simple form but with an attractive appearance.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

Several researchers conducted their research using the theory of research and development (R&D). Especially in making game cards. Some of them are:

The first is Yulia Rofiqoh “Developing "Pick and Speak" Cards to Improve the Speaking Skill of the 11th Graders of MA Al Aziz Bondowoso”.⁴ The research and development (R&D) study was aimed to develop non-electronic instructional medium in the form of card game named Pick and Speak to be used for speaking activities both inside and outside the class, especially to express suggestions and opinions as suggested by the syllabus for 11th grade of the 2013 Curriculum. This medium encouraged students to speak and allowed them to have additional time for speaking practices. Thus, this medium was suitable for the needs of the 11th graders of MA Al Aziz where students are reluctant to speak and have difficulties in producing spoken English.

The second is Indah Susilowati “Development of Tanoga Card as a Game and Educational Media About Family Medicine Plants Based on Technology For Basic School Students.”⁵ This study aims developing Tanoga Card media. The result of the research are that the product developed is a media game and Toga in

⁴ Yulia Rofiqoh. *Developing "Pick and Speak" Cards to Improve the Speaking Skill of the 11th Graders of MA Al Aziz Bondowoso*. Universitas Negeri Malang (2016).

⁵ Indah Susilowati. *Development of Tanoga Card as a Game and Educational Media About Family Medicine Plants Based on Technology For Basic School Students*. Universitas Muhammadiyah Surakarta (2020).

the form of IT-based cards or flashcards with the help of QR code and Wix.com platform website. Media Tanoga Card developed consists of several parts including a media container or box, cards, board games, user manuals, and websites.

The third is Alifa Nur Nafisah; Moh. Ainin; Achmad Tohe “Development of Talk or Dare Card Game for Learning Arabic Speaking Skills for Class V Students”.⁶ The aims of this research are to develop the Talk or Dare Game Cards as a learning media for speaking skills and describe the feasibility of Talk or Dare game cards as the learning media for the fifth-grade students. The result of this study is that this card game media is suitable to be used as a medium for learning Arabic speaking skills because this media creates vocabulary, as a stimulus for students to speak Arabic by expressing simple sentences through the provided vocabulary. In addition, the conversation provided in the Dare card also familiarizes students with having conversations in Arabic.

Differences and similarities of previous studies with this research is the thing that distinguishes the previous researchers and this researcher is the development model, where some previous research used the ADDIE model or the ASSURE model, while this research used the 4-D model. And also the types of playing cards used are different. However, in previous studies and this researcher both developed products in the form of game cards that can be used as learning media.

⁶ Alifa Nur Nafisah; Moh. Ainin; Achmad Tohe. *Development of Talk or Dare Card Game for Learning Arabic Speaking Skills for Class V Students*. Universitas Negeri Malang (2021)

B. Literature Review

1. Learning Media

a. Definition of Learning Media

The word media comes from the Latin “*medius*” which literally means “middle”, intermediate or introductory. In Arabic, media intermediary or delivery of messages from the sender to the recipient of the message.

According to Suprpto et al, stated that learning media are an effective tool that can be used by teachers to achieve the desired goal.⁷ Indonesian Education Association (Sadiman, 2007: 6) have a different opinion, the media is everything that can be used to deliver messages to recipients, so that they can stimulate the mind and attention and interest of students so that the learning process occur.⁸

AECT (Association of Education and Communication Technologies) (Arsyad, 2002: 3) suggests that the media as the form and channel used to convey messages or messages information.⁹

From the description above, it can be said that the media in learning is a learning tool that is used to make it easier for students in learning activities in the classroom and get better learning outcomes.

⁷ Mahfud Shalahuddin. *Media Pendidikan Agama*. Bandung : Bina Islam (1986), 4.

⁸ Sadiman, dkk. *Media Pendidikan*. Jakarta: PT. Raja Grafindo Persada. (2007), 6.

⁹ Arsyad, Azhar. *Media Pembelajaran*. Jakarta: PT. Raja Grafindo Persada. (2002), 3.

b. Kinds of Learning Media

Learning media are divided into three types, namely:

1) Audio Media

Audio media is media that can only be heard. Such as cassettes, radios, tapes, and its kind.

2) Visual Media

Visual media are media that can only be seen. Such as OHP, slides, posters, charts, diagrams, and the like.

3) Audio Visual Media

Audio-visual media is media that has elements of sound and images. Like movies, television, videos, and the like.

With the variety of media, the teacher should be able to use it according to the learning objectives. Media used researcher in the Taboo game is included in simple visual media, namely in the form of index cards (Taboo cards).

c. Benefits of Learning Media

Learning media has an important role in the learning process. The use of learning media can help educators (teachers or lecturers) in delivering their learning materials. Learning media is an important component that can determine the success of delivering learning materials to students.

The benefits of media in learning, including:¹⁰

- 1) Helping the learning process between educators and students.
- 2) Increase the interest and motivation of students in the learning process, the curiosity and enthusiasm of students increases, and interactions between students, educators, and learning resources can occur interactively.
- 3) Can overcome the limitations of space, time, energy, and senses.

2. Taboo Game

a. Definition of Taboo Game

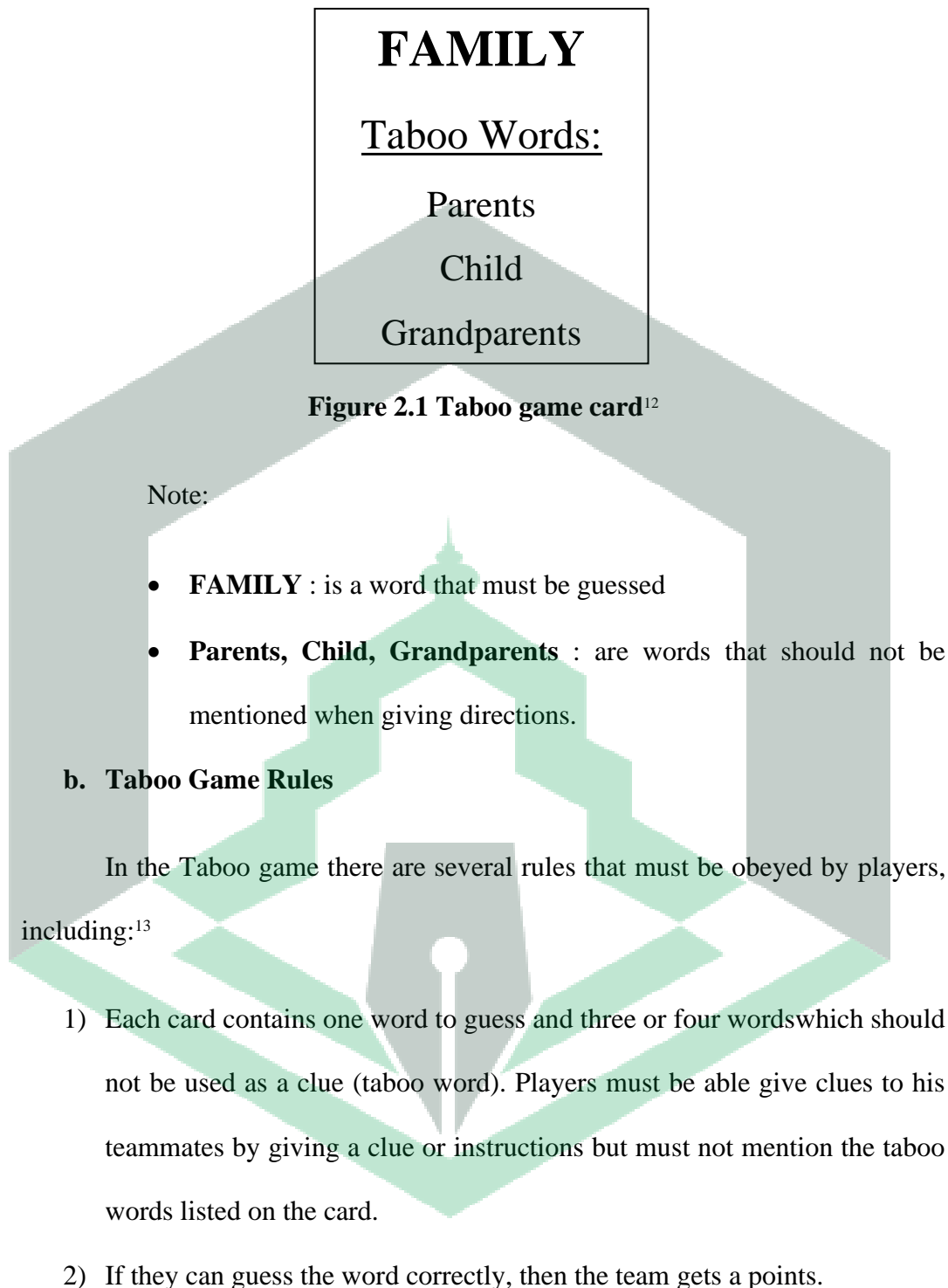
Taboo game is a word, guessing, and party game published by Hasbro in 1989. Hasbro is one of the world's largest toy companies located in the United State.¹¹

In this study, Taboo game card is a game guess the word, students must be able to guess the word hidden, and students should not say the words written on the card taboo. Students are required to be able to find new vocabularies so that the word hidden can be guessed, if the word that hidden is known, students are asked to make a simple sentence from the word. This game is played by group. This game is also demanding students to be active because with this game all students can participate and students must also be able to guess as many words as possible to win the game.

There is also an example of an index card (taboo card) :

¹⁰ Abi Hamid, Mustofa, et al. *Media pembelajaran*. Yayasan Kita Menulis. (2020).

¹¹ Hasbro. *Taboo Game*. One of the World's Largest Toy Companies in the United State. (1989). <http://boardgaminginfo.com/taboo>



¹² Annisa Praningdhita. *Efektivitas Media Permainan Taboo Untuk Meningkatkan Keterampilan Berbicara Bahasa Prancis Siswa Kelas XI SMAN 1 CILACAP*. (2013), 21.

¹³ Annisa Praningdhita. *Efektivitas Media Permainan Taboo Untuk Meningkatkan Keterampilan Berbicara Bahasa Prancis Siswa Kelas XI SMAN 1 CILACAP*. (2013), 21.

- 3) If you cannot guess the word in question correctly, then you can pass it and replaced with a new word.
- 4) If the taboo words listed on the card are spoken, then the opposing team will earn points.

c. Taboo Game Advantages and Disadvantages

The Taboo game has several advantages, as follows:¹⁴

- 1) Train students' sportsmanship.
- 2) The establishment of cooperation between students.
- 3) Creating an active and challenging learning atmosphere.
- 4) Train students' speed and spontaneity in guessing words and speaking
- 5) Develop students' creativity.
- 6) Increase student motivation.

However, the Taboo game also has drawbacks, including:

- 1) Taboo games cannot be used for all learning materials.
- 2) Requires enough cards to allow the teacher to make taboo cards out of the material being taught.
- 3) It takes a long time for all students to get a turn as a giver of instructions.

Based on the explanation above, it can be concluded that each game has advantages and disadvantages. Therefore, a teacher should be able to explore the advantages to the maximum and try to be able to cover the existing shortcomings so that learning objectives can be achieved optimally.

¹⁴ Annisa Praningdhita. *Efektivitas Media Permainan Taboo Untuk Meningkatkan Keterampilan Berbicara Bahasa Prancis Siswa Kelas XI SMAN 1 CILACAP*. (2013), 22.

d. Examples of Steps For Using Taboo Game Cards

There are also examples of steps for using taboo games in learning speaking skills, for example on the 'family' theme:¹⁵

- a. Before carrying out the game, the teacher explained the rules and methods of this taboo game. The teacher also gives a brief example to the students by inviting some students to play so that students really understand how this taboo game and its rules.
- b. After the students have understood the ways and rules of the game, the teacher divides the students into two teams.
- c. Then the first team appointed a teammate in turn to come to the front of the class to take the taboo card that had been prepared by the teacher and served as a guide.
- d. After that, the teacher appoints one student in turn from the opposing team, namely the second team to monitor if there is a taboo word that is accidentally uttered by the student who serves as the giver of instructions (first team).
- e. The student who served as the giver of instructions from the first team received a taboo card. The student in charge of giving instructions gets one minute to try to explain to his teammates without using the three taboo words on the card, with the sentence: “They live together in one house”. Then if a teammate can answer correctly, then team one will get one point.

¹⁵ Annisa Praningdhita. *Efektivitas Media Permainan Taboo Untuk Meningkatkan Keterampilan Berbicara Bahasa Prancis Siswa Kelas XI SMAN 1 CILACAP*. (2013), 23-25.

But if they cannot answer, they will be thrown to team two and team two who will get points if they can answer correctly.

- f. After that, it was team two's turn to appoint one of their friends to take the taboo card and do the same as team one.
- g. Game activities are carried out alternately until all students advance. The team that gets the most points is the winner.

Using the example above, the use of taboo game media provides benefits in learning English speaking skills. Students will also easily grasp the material being taught, students' vocabulary can develop so that students' speaking skills can improve, and students will not have difficulty conveying new information or ideas.

3. Teaching English by Using Games

In learning English, every student must master vocabulary. The more vocabulary mastered, the more fluent in English, and it will be easier to understand English. Because English is a foreign language that must be learned for Indonesian students, students are required to master vocabulary to make it easier to master English. Teachers must be able to create a fun learning atmosphere for junior high school students who still like games. This is in accordance with the nature that the age of children who basically still like to play. With an interest in games, how can teachers make games that students like can be used as a method of learning English about vocabulary that is interesting and what they like. Bennett (2005:23) states that play is a powerful motivator, encouraging children to be creative and develop their ideas, understanding and language.

Through play, children explore, apply and test what they know and can do.¹⁶ The same thing was conveyed by Hadfield (1987:3) who said that a game is an activity with rules, a goal, and a element of fun. Games become a good way of practicing language, for they provide a model of what learners will use the language in real life in future.¹⁷

In teaching, it can be introduced and developed with game methods or techniques. The use of these methods and techniques will make it easier for students to master simple and concrete English vocabulary according to the student's age development and by playing, the brain will memorize a word faster without realizing it, especially if the game is interesting and fun. Thus, it will develop a happy attitude in English.

Here are some examples of games that can increase student vocabulary:

1. Pictionary

Pictionary is a picture guessing game, where someone will be given a card containing a word, then they have to explain the word. The player may not speak, make gestures or other symbols to alert other players. He can only give instructions by drawing a picture, then the other players try to guess the word in question through the picture. Most native English speakers are familiar with this drawing game called Pictionary because it is a super fun group activity that everyone loves.

¹⁶ Bennet, Neville. *Teaching Through Play*. Jakarta : PT Grassindo. 2005

¹⁷ Hadfield, Jill. *A Collection of Games and Activities For Intermediate and Advanced Students of English*. England : Longman. 1987

2. Taboo game

Taboo Game is a game to practice word description skills. In this game, a player will get a card containing one main word and 3 or more other words below it. The player's task is to describe the main word without using the 3 words below it. Meanwhile, the task of the other players is to guess the word in question.

3. Guess the World

Guess the picture is the focus of this game. We can learn to increase vocabulary by guessing the available pictures. That way we will learn to memorize and understand the picture. The more you guess correctly, the more fun we can learn vocabulary.

4. Miming Games

Guessing moves is the focus of this game. Others will demonstrate the movements of the animals, activities or whatever is agreed upon in the game. The other members will guess what is in accordance with the demonstration. Members can guess by asking questions or immediately guessing what it is about.

5. Scrabble

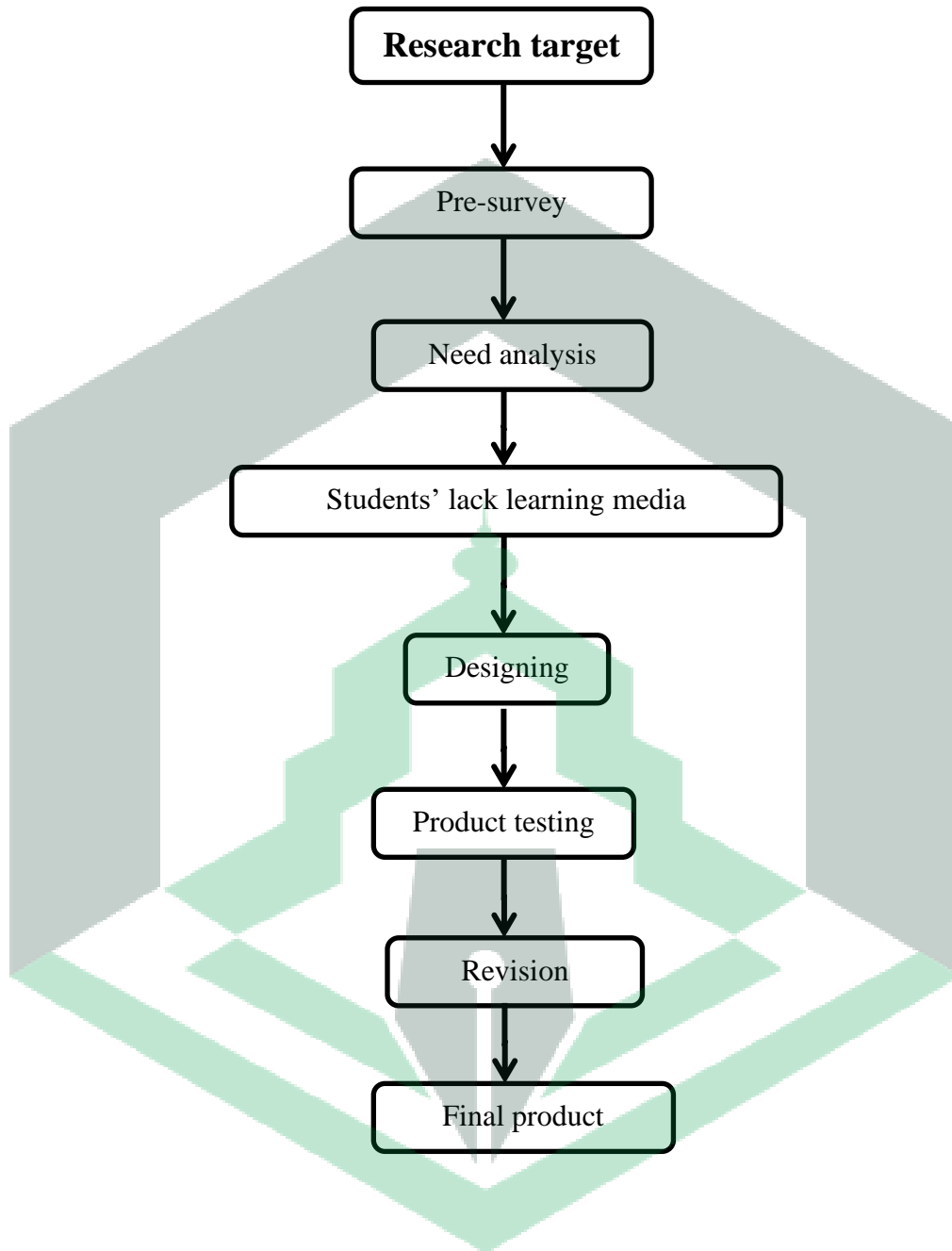
This game is a game of arranging letters to make an English vocabulary. Composed of boxes of one letter to be arranged into a word. By playing this game, we will be tested to arrange letters to make a word in English. That way the vocabulary we learn will increase and increase. By doing this game, learning English will be more fun.

C. Conceptual Framework

This Taboo game cards is structured and designed in such a way, the research design used in this study is the research on the development of 4-D models according to Thiagajaran. This includes 4 stages namely: Define, Design, Development, and Disseminate.¹⁸ First, the researcher will collect information about the need for learning media for students at ninth of SMPN 8 Palopo in learning to speak English. Using a questionnaire, data on target needs (needs, deficiency, and want) and the researcher will interview the English teachers and students at seventh grade of SMPN 8 Palopo to get additional information about the students' needs. Second, the researcher designs a product that refers to the Taboo game card as an alternative learning media based on the data and results of student analysis. Third, the researcher develops the product and the the researcher gives the product to the development expert for validity and gets suggestions for product improvement, then revises it according to the expert's advice. It aims to get good feedback on revising products based on them. And finally, the product is developed and revised based on the assessments disseminated earlier in this phase and the product will be given to SMPN 8 Palopo.

¹⁸ Thiagajaran. *Model Pengembangan Media Pembelajaran 4-D*. Maglearning.id. (2020).

Figure 2.2 Conceptual Framework



CHAPTER III

RESEARCH METHOD

A. Research Design

This research applied research and development (R&D) method. Method research and development is a research method that used to produce certain products, and test the effectiveness of the product. To be able to produce products certain research is used that is needs analysis and to test effectiveness of the product so that it can function in the wider community, research is needed to test the effectiveness of the product.¹⁹ Research and Development (R&D) is a research method intentionally, systematically, to discover, improve, develop, produce, or test the effectiveness of products, models, and method or method that is superior, new, effective, efficient, productive, and meaningful.²⁰ Based on the two definitions, it can be concluded that research and development (R&D) is a research method used to produce certain products and test product effectiveness and carried out intentionally and systematically.

In Research and Development methods there are several types of module. The model used is the development 4-D Model. 4-D model is model development learning media. Model development 4D consists of 4 main stages, namely: Define, Design, Development, and Disseminate.²¹

¹⁹ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung : Alfabeta. (2009), 407.

²⁰ N. Putra. *Research & Development penelitian dan pengembangan*. Jakarta Raja Gravindo Persada, (2012).

²¹ Thiagarajan,S., Semmel, D. S. *Instructional Development dor Training Teachers of Expectional Children*. Leadership Training Institute. (1974), 6.

This method and model was chosen because it aims to produce a product in the form of a Taboo game cards. The product developed will then be tested for validity and product testing to determine the extent to which students' learning motivation increases during learning using learning media in the form of Taboo game cards.

B. Research Procedure

Research and development (R&D) is a research method used to produce certain products and test product effectiveness and carried out intentionally and systematically. The research design used in this study is the research on the development of 4-D models according to Thiagajaran. This includes 4 stages namely: Define, Design, Development, and Disseminate,²² which can be explained as follows :

1. Defining

At this stage, the researcher was collect information about the need for learning media for students at seventh of SMPN 8 Palopo in learning to speak English. Using a questionnaire, data on target needs (needs, lacks, and wants). After that, the researcher interviewed the English teacher grade seventh of SMPN 8 Palopo to get additional information about the students' needs. The study uses this analysis to determine whether this learning media is suitable for students of SMPN 8 Palopo.

²² Thiagajaran. *Model Pengembangan Media Pembelajaran 4-D*.Maglearning.id. (2020).

2. Designing

At this stage, the researcher designs a product that refers to the Taboo game card as an alternative learning media based on the data and results of student analysis. The previous needs were in the form of questionnaires and interviews.

3. Developing

At this stage, the researcher develops the product. The researcher gives the product to the development expert for validity and gets suggestions for product improvement, then revises it according to the expert's advice. Expert judgments are expected to make the product more effective, feasible and easy to use. It aims to get good feedback on revising products based on them. In this phase, materials are designed and developed, and revised again as a final draft product.

4. Disseminating

The product is developed and revised based on the assessments disseminated earlier in this phase. The product was given to SMPN 8 Palopo.

C. Location and Time of the Research

This research was conducted at SMPN 8 Palopo, South Sulawesi in 2022.

D. Subject and Object of the Research

The researcher wants to focus on junior high school students, because they still have speaking problems and have to improve their English speaking skills. The sample of this research are the students of class VII² SMPN 8 Palopo.

E. Technique and Data Collection Instrument

1. Data Collection for Need Analysis

a. Questionnaire

The questionnaire was given to know the student's need in learning speaking. The questionnaire collect data items consist of some target needs (need, wants, lacks) and target needs.²³

b. Interview

According to Esterberg that is adopted by Sugiyono, interview is a communication of two person to get information.²⁴ An interview was conducted the teacher. The interview for the teacher was given more information about the students need analysis. Then the interview is to get information about the condition of the class characteristic.

2. Data Collection Instrument for the Experts' Product Evaluation

The game cards design was validated through a validation sheet by two assessment experts. It was revised again as a final product.

3. Data Collection Instrument for Material Try-out

Collecting data for the test material for student perception observation sheets. This item consists of questions about how appropriate the taboo game cards is for grade VII students of SMPN 8 Palopo.

²³ Nur Aisyah. *Developing Daily Expression Pocket Book For Islamic Boarding School Students at Muhammadiyah Boarding School Putra Palopo*. Repository IAIN Palopo, (2021).

²⁴ Sugiyono. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung (2013), 231.

F. Data Analysis Technique

1. Data Analysis of Questionnaire

Data from the questionnaire was a representative from the students condition. The most appropriateness shows the student's choice of the background of the researcher in developing the taboo game cards.²⁵ The result of the questionnaire calculated by using the following formula :

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

X = Mean

$\sum X$ = Total an Aspect

N = Total of the Instrumens' questions

The researcher categorized the mean score and percentage of the data in the following conversion table.

Table 3.1 The Example of Data Conversion Table

Aspects	Mean
Contents	
Scope of Contents	
Language	
Average Score	

2. Data Analysis of Interview

The result of the interviews analysis by using the descriptive qualitative method.

²⁵ Madrapi Djamari, *Teknik Penyusunan Instrumen Tes Dan Nontes*. Yogyakarta: Mitra Cendikia press. (2008), 76.

3. Data Analysis of Expert Validation and Students' Perception

The researcher applied the *Likert scale* to calculate the data of expert judgment and students' perceptions. The researcher calculated the result of the data by the average of the respondents' answers. To determine the students' perception, the researcher used the range as follows:²⁶

The number of <i>Excellent</i> answer	: $4,2 > M \leq 5,0$
The number of <i>Good</i> answer	: $3,4 > M \leq 4,1$
The number of <i>Average</i> answer	: $2,6 > M \leq 3,3$
The number of <i>Poor</i> answer	: $1,8 > M \leq 2,5$
The number of <i>Very poor</i> answer	: $1,0 > M \leq 1,7$

The researcher calculated the average score by using the following formula after calculating the total score.

$$M = \frac{B}{N}$$

M: Mean score

B: Total score

N: The number topic of materials

Furthermore, the researcher calculated the value by using the following formulation after calculating the mean score :

²⁶ Aisyah, *Developing Daily Expression Pocketbook for Islamic Boarding School Student at Muhammadiyah Boarding School Putra Palopo.* Repository IAIN Palopo, (2021).

$$x = \frac{M}{N} \times 100\%$$

X = Percentage (%)

M = Mean Score

N = Highest rate of value

Once the researcher collected the result, the researcher defined it as a Taboo game cards for the seventh grade students at SMPN 8 Palopo. The mean score and percentage result which categorized in the following data conversion table.

Table 3.2 Material Topics Qualification of Product Evaluation

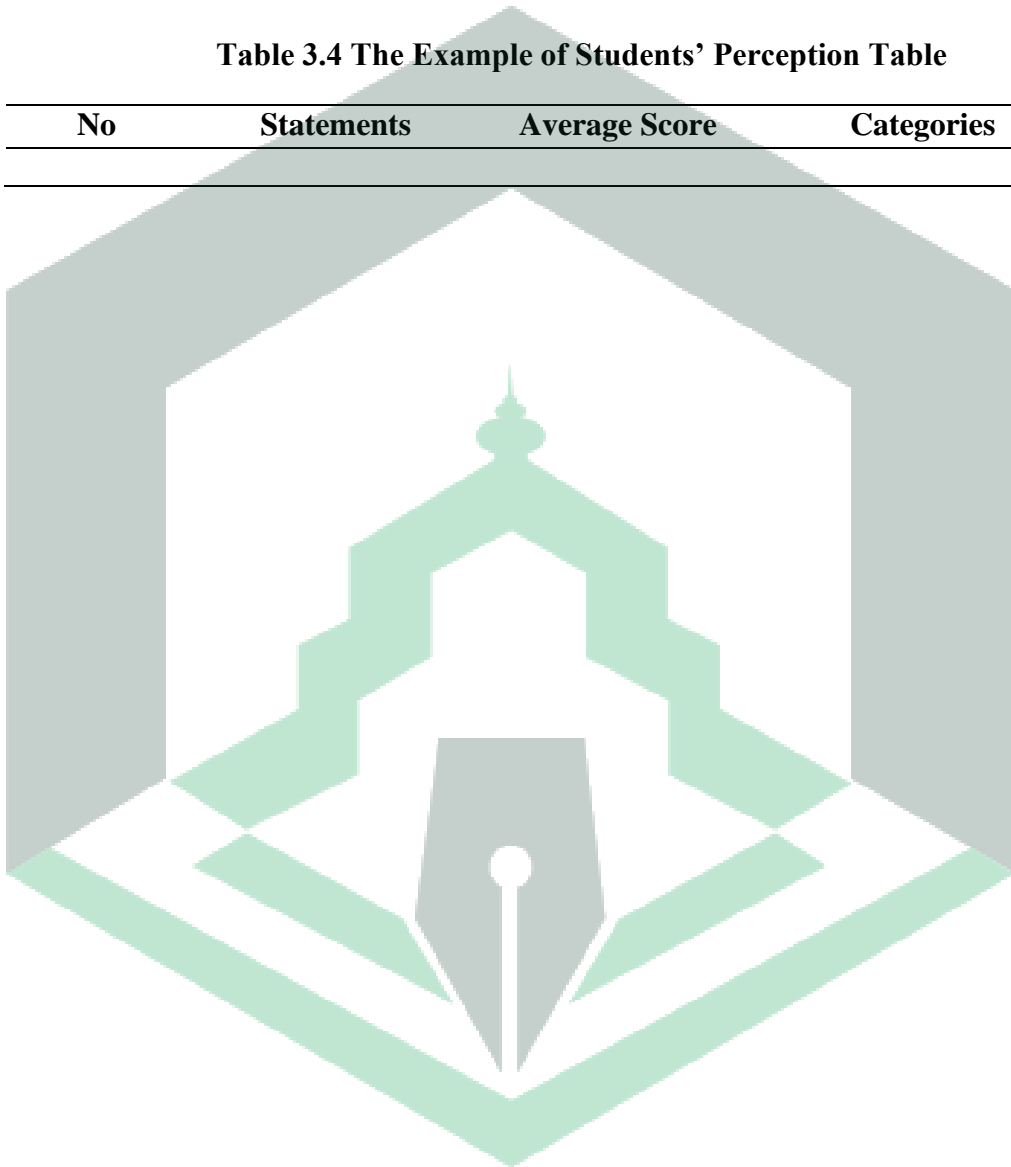
Score (M)	Percentage (X)	Qualification	Categories
3,6 – 4,0	90% - 100%	Excellent	Can be utilized without revision.
2,6 – 3,59	65% - 89%	Good	Can be utilized with a little revision.
1,6 – 2,59	40% - 64%	Fairly	Can be utilized with many revisions.
0 – 1,59	0% - 39%	Poor	Cannot be utilized.

Table 3.3 The Example of an Expertise Validation Table

No	Indicators	Average Score	Categories	Expertise Suggestion
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Table 3.4 The Example of Students' Perception Table

No	Statements	Average Score	Categories
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CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher discussed the findings and the research process on Development Taboo Game Cards Props As An Alternative Medium for Learning Speaking at Seventh Grade of SMPN 8 Palopo.

A. Findings

1. Defining

a. Interview

The researcher interviewed Mrs. Imelda Wilsen Taruk, S.Pd as an English teacher for class VII at SMPN 8 Palopo. The researcher interviewed by asking the following questions to collect the data: (1) Has Mrs. Imelda ever used learning media when teaching? (2) How do students respond when Mrs. Imelda teaches using learning media? (3) What is Mrs. Imelda's opinion about learning media in the form of educational game cards? There were answers by Mrs. Imelda:

- 1) “I often use learning media when teaching. But in a week maybe only one times I use it. The learning media that I usually use are LCDs and learning media made of cardboard.”
- 2) “When I teach using learning media, there are various student responses. some are excited and some are mediocre. but most were excited, they said it was very exciting when learning while using

learning media and they quickly understood the material being taught.”

3) “In my opinion, this is one of the interesting and unique learning media. This type of learning media is preferred by students. From 2013 until now I teach, I rarely come across learning media in the form of game cards like this taboo game cards.”

b. Questionnaire in Need Analysis

There were 8 questions in the need analysis questionnaire. And Thirty students answered the questionnaire needing analysis. The researcher collected the data in the VII² class. The results of the questionnaire elaborate below:

1. Need analysis' result

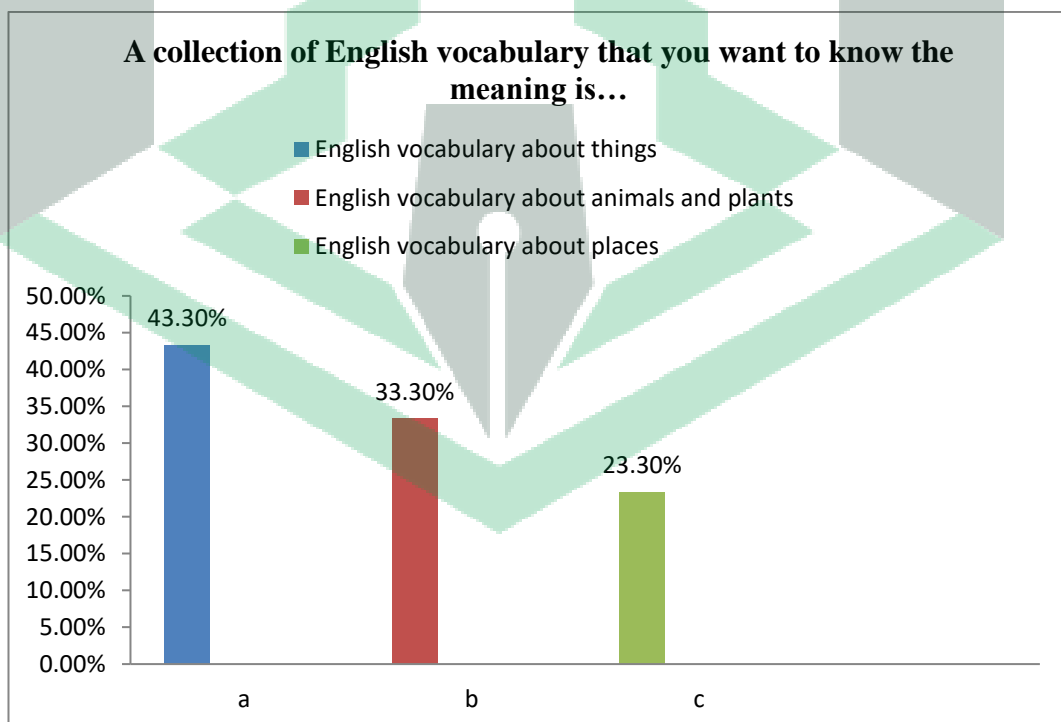


Chart 4.1 The Percentage Kinds of English Vocabulary.

Based on the first question, it can be seen that the collection of English vocabulary that seventh grade students of SMPN 8 Palopo want to know means a collection of vocabulary about objects in school. 43.3% of students who want to know English vocabulary about objects. 33.3% of students who want to know English vocabulary about animals and plants. And 23.3% of students who want to know English vocabulary about places. (such as mosques, classrooms, toilets).

2. Lack of analysis' result

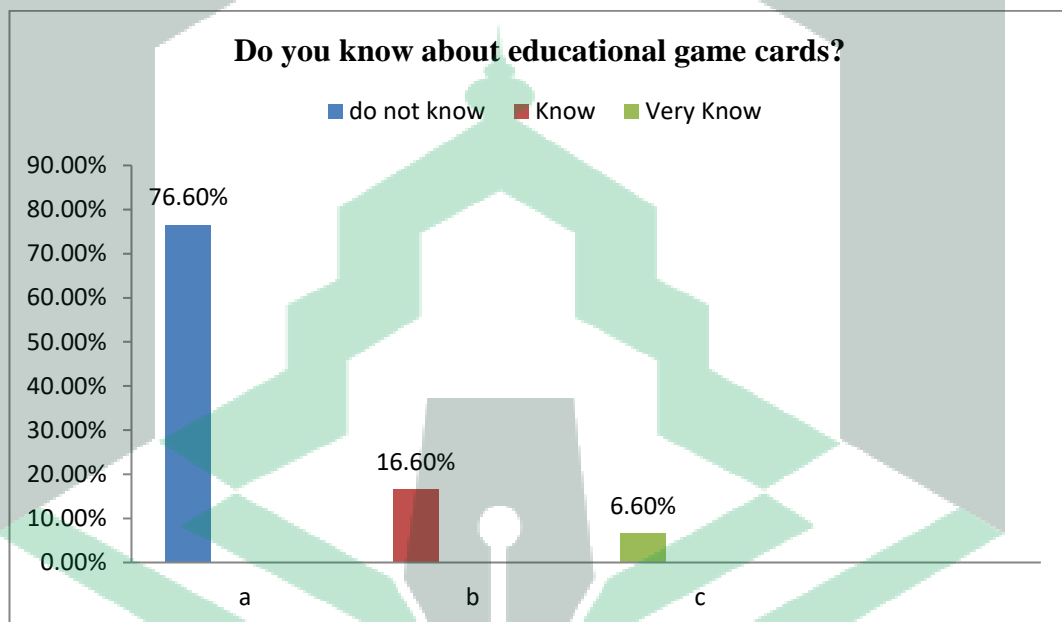


Chart 4.2 The percentage of Educational Game Cards.

From the chart above, it can be seen that most of the 7th grade students of SMPN 8 Palopo do not know what educational game cards are. Where as many as 76.6% of students who do not know about educational game cards. Meanwhile, 16.6% know, and 6.6% know very well.

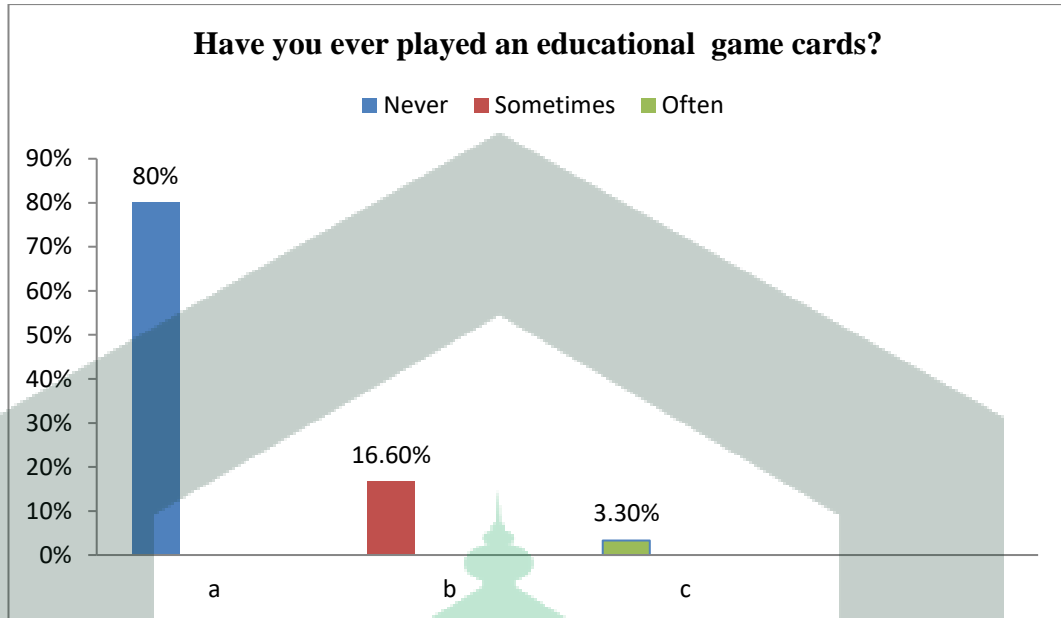


Chart 4.3 The percentage of Played an Educational Game Cards.

In the third question chart, it turns out that many students have never played an educational card game. 80% of students who have never played it, 16.6% of students who sometimes play it, and only 3.3% of students who often play it.

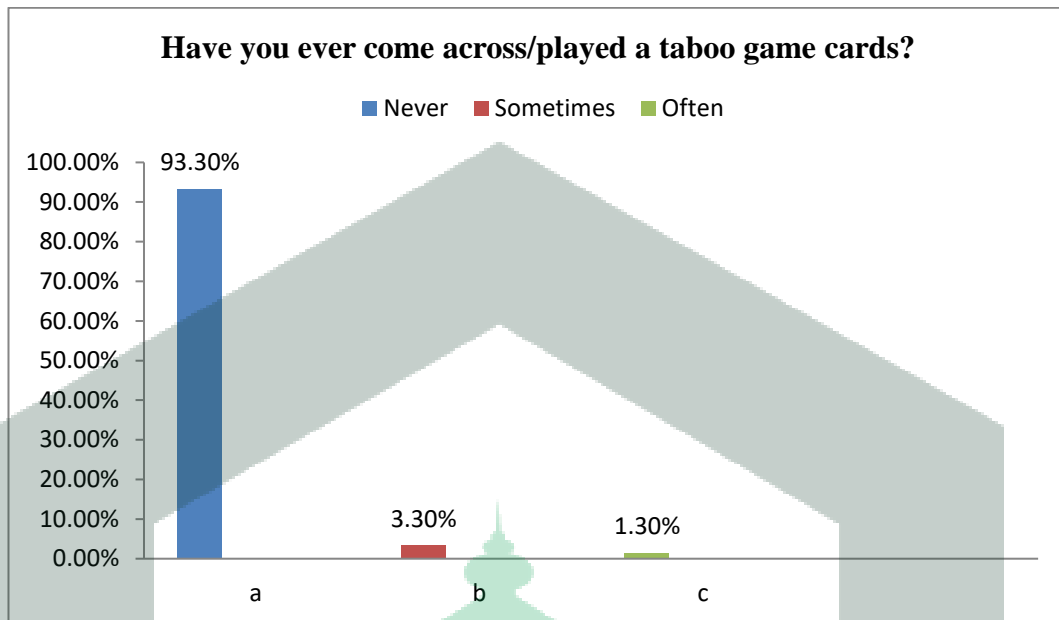


Chart 4.4 The percentage of Taboo Game Cards.

Not much different from the results of the second and third question charts, almost all 7th grade students at SMPN 8 Palopo do not or have never seen/played the Taboo card game. With a total of 93.3% never, 3.3% sometimes, and 1.3% often.

3. Wants analysis' result

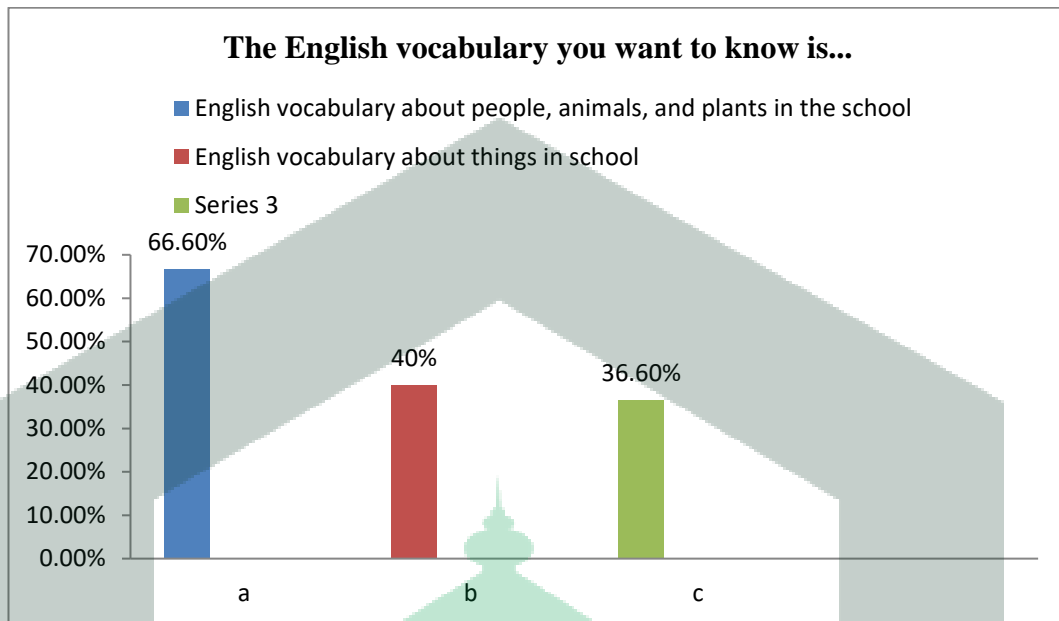


Chart 4.5 Kinds of Vocabulary that Students Need.

Regarding the type of vocabulary that students want, it is asked in the fifth question. 66.6% of students who want to know English vocabulary about animals and plants at school, 40% of students who want to know English vocabulary about objects in school, and 36.6% of students who want to know English vocabulary about place names is in school.

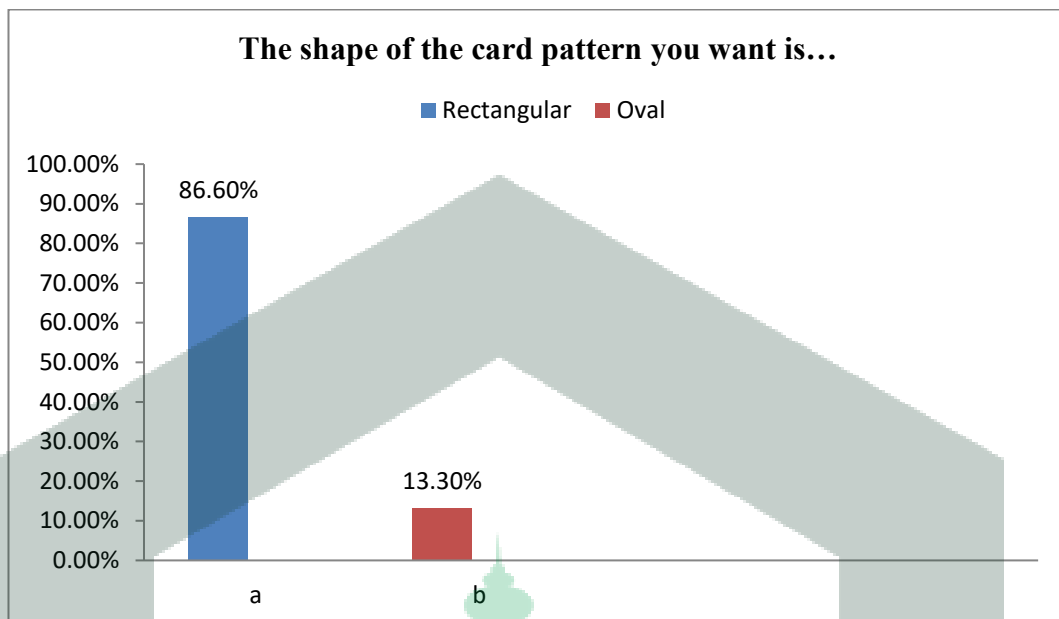


Chart 4.6 Kinds of shape of the card that Students wanted.

The diagram above is visualized based on question number 6, regarding the type of card pattern that students want. 86.6% of students prefer or want a rectangular card pattern and 13.3% of students who like or want an oval card pattern.

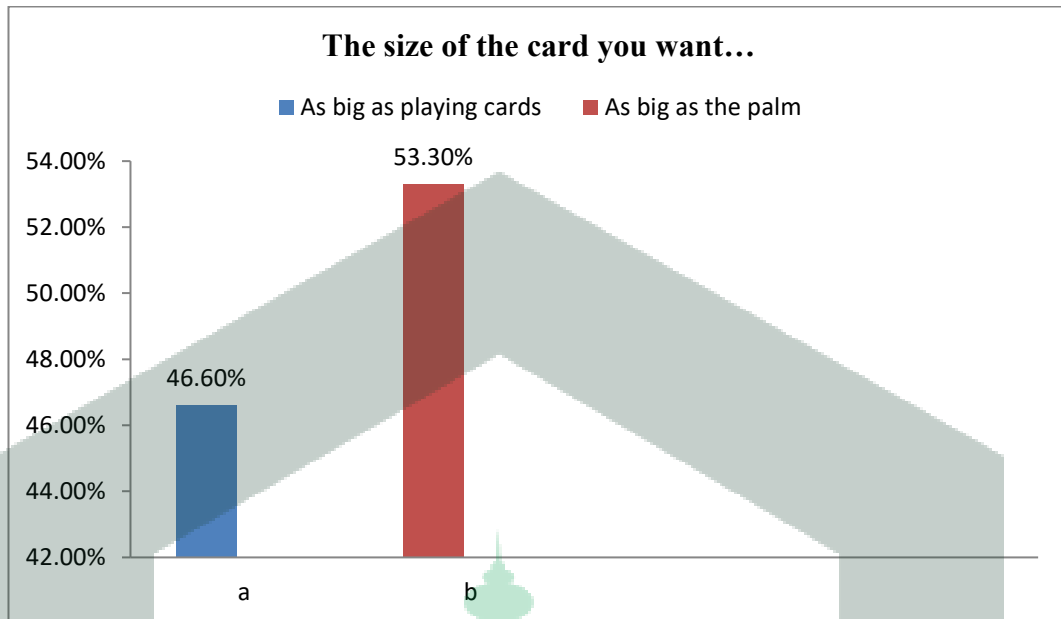


Chart 4.7 The Percentage Size of the Card.

Next is the size of the card that students want and most students want the size of the palm of their hand. Judging from the percentage, 46.6% of students want the size of a playing card and 53.3% of students want the size of a palm.

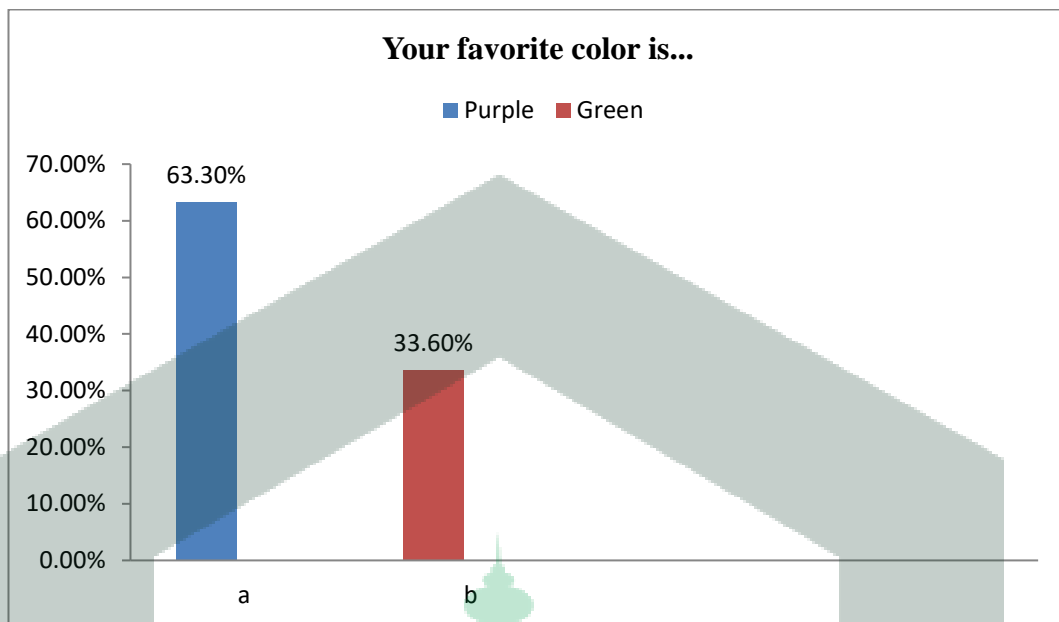


Chart 4.8 Kinds of Color of the card that Students wanted.

The last chart above is about what kinds of colors are preferred by students. 63.3% of students chose purple and 33.6% of students chose green.

The previous needs were in the form of questionnaires and interviews, from the first and fifth questions in the questionnaire it can be concluded that students need and want vocabulary related to things, people, animals, and plants in school. Student answers to questions second to fourth show that almost all students do not know or have never even encountered an educational game cards, therefore the researcher introduces this taboo game cards as an educational game card. From the sixth to the last question it can be concluded that students like and want game cards that are unique and with attractive color.

2. Designing

At this stage, the researcher designs a product that refers to the Taboo game card as an alternative learning media based on the data and results of student analysis. After the researcher understands what are the students' lacks, needs, and wants, then the researcher makes a list of vocabulary and words related to these vocabulary as taboo words that students say when describing the vocabulary to be guessed.

The list of vocabulary and words related to these vocabulary as taboo words are as follows:

Table 4.1 The list vocabulary of Taboo Game Cards

No.	Vocabularies	Taboo Words
a. People		
1.	Headmaster	<ul style="list-style-type: none">• Fat• Leader• Job
2.	Teacher	<ul style="list-style-type: none">• Teaching• Grumpy• Subjects
3.	Student	<ul style="list-style-type: none">• Study• Book• Homework
4.	Security	<ul style="list-style-type: none">• Gate• Police• Fierce
5.	Staff	<ul style="list-style-type: none">• Computer• Administration

		<ul style="list-style-type: none"> • Letter
b. Animals		
6.	Bird	<ul style="list-style-type: none"> • Animal • Sky • Creature
7.	Cat	<ul style="list-style-type: none"> • Fur • Cute • Meow
8.	Chicken	<ul style="list-style-type: none"> • Animal • Egg • Farm
9.	Ant	<ul style="list-style-type: none"> • Black • Sugar • Tree
10.	Mosquito	<ul style="list-style-type: none"> • Fly • Itchy • Small
11.	Butterfly	<ul style="list-style-type: none"> • Fly • Beautiful • Wings
c. Plants		
12.	Grass	<ul style="list-style-type: none"> • Green • Leaf • Field
13.	Tree	<ul style="list-style-type: none"> • Green • Leaf • Tall •
14.	Flower	<ul style="list-style-type: none"> • Colorful • Smell • Garden

d. Things		
15.	Motorcycle	<ul style="list-style-type: none"> • Helmet • Yamaha • Honda
16.	Chair	<ul style="list-style-type: none"> • Table • Brown • Sit
17.	Whiteboard	<ul style="list-style-type: none"> • Write • Teacher • Wall
18.	Table	<ul style="list-style-type: none"> • Book • Bag • Rectangular
19.	Book	<ul style="list-style-type: none"> • White • Pen • Bag
20.	Pen	<ul style="list-style-type: none"> • Hold • School • Student
21.	Window	<ul style="list-style-type: none"> • Door • Wind • Wood

This product was designed using two applications, namely the Canva application and Microsoft Word 2010. The card packaging was designed using the Canva application by adding the name of the game, an image, and several icons related to the Taboo game to make it look unique and attractive. While the cards are designed using the Microsoft Word 2010 application, the cards consist of vocabulary and taboo words with a simple appearance so that students are not

confused when playing the game cards. And on the back of the card is added the name of the game card and several circle icons exactly like the ones on the card packaging.

3. Developing

At this stage, after the instruments and products have been designed and then developed.

For this research instrument in the form of a need analysis questionnaire. After the instrument is finished, it is then printed out to be brought to two validation experts, namely the material expert and the language expert. The need analysis instrument is brought to the material expert validator and then to the language validator. After the instrument has been approved, it is then distributed to VII-2 class students to fill it out.

While for products, after the product is designed it is then printed out and cut in such a way based on the packaging pattern and card. then the product was brought to three experts validate, namely the material validator, the language validator and the design and layout validator before being tested on students of class VII-2. After the three validators assessed the product, the next researcher revised the product according to the suggestions from the validator. After the product has been approved by the three validators, the product is printed out and cut again, then the product is ready to be brought to school to be tested on class VII-2 students.

1) Expert Judgement on Research Instrument

Two experts validate the research instruments: Dr. Masruddin, S.S., M.Hum as the language validator and Imelda Wilsen Taruk, S.Pd as the material validator. The questionnaire consists of 8 questions related to the target and learner needs. The details of the results of validation research instruments are as follows:

Table 4.2 The Result of the Instrument's Validation of Language Expert

Aspects	Score
Contents	4.3
Scope of content	4.4
Language	5.0
Average Score	4.56

Table 4.3 The Result of the Instrument's Validation of Material Expert

Aspects	Score
Contents	3.0
Scope of content	3.4
Language	4.0
Average Score	3.46

After validating the instrument, the researcher continued to distribute the questionnaire to seventh grade students. Thirty students answered the questionnaire for approximately 25 minutes.

2) Expert's Judgement on The Designed Product

Three experts validate the designed product. The researcher prepares questionnaires as an instrument to validate the product through validators. The three validators are Dr. Masruddin, S.S., M.Hum as the language validator, Imelda Wilsen Taruk, S.Pd as the material validator, and Imam Fadli, S.Pd as the design and layout validator. The result of the validation of the product prototype recapitulates as follows:

Table 4.4 The Result of Validation of the Product Prototype

No.	Indicators	Average Score	Categories	Expertise Suggestion
A. Content				
1.	The scope of the content in the taboo game cards is in accordance with the needs of 7th graders at SMPN 8 Palopo.	4,0	Excellent	It can use without revision
2.	Authentic vocabulary in taboo game cards for 7th grade students of SMPN 8 Palopo.	4,0	Excellent	It can use without revision
B. Language				
3.	The vocabulary used in the taboo game cards matched correctly.	4,0	Excellent	It can use without revision
4.	Vocabulary presented taboo game cards according to the	3,7	Excellent	It can use without

	level of cognitive development of students.			revision
5.	The vocabulary presented is easy to understand	3,3	Excellent	It can use without revision
6.	The whole vocabulary is in accordance with the students' abilities.	3,3	Excellent	It can use without revision
C. Input				
7.	Vocabulary input in taboo game cards helps improve the English skills of 7 th graders at SMPN 8 Palopo.	4,0	Excellent	It can use without revision
8.	The input vocabulary in the taboo game cards is in accordance with the abilities of the 7 th graders of SMPN 8 Palopo.	3,3	Excellent	It can use without revision
9.	Input vocabulary in taboo game cards is interesting.	4,0	Excellent	It can use without revision
10.	The input vocabulary in the taboo game cards is in	3,0	Excellent	It can use without

	accordance with the language skills of the 7 th graders of SMPN 8 Palopo.			revision
11.	The input vocabulary in the taboo game cards includes the correct language structure.	3,7	Excellent	It can use without revision
12.	Vocabulary choices are in accordance with the characteristics of students.	4,0	Excellent	It can use without revision
13.	Vocabulary input in taboo game cards can add insight to 7 th grade students of SMPN 8 Palopo.	4,0	Excellent	It can use without revision
14.	The choice of images on the packaging cover corresponds to the 7 th grade students of SMPN 8 Palopo.	3,7	Excellent	It can use without revision
D. Design and layout				
15.	The color selection on the taboo game cards is interesting.	3,7	Excellent	It can use without revision
16.	Attractive taboo game cards cover.	3,7	Excellent	It can use without

				revision
17.	The content display of the taboo game cards is clear.	4,0	Excellent	It can use without revision
18.	The arrangement of material in taboo game cards is systematic.	3,3	Excellent	It can use without revision
19.	The sources in the taboo game cards are clear.	3,0	Excellent	It can use without revision
20.	Spacing is appropriate.	4,0	Excellent	It can use without revision
Total Score				73,7

According to the data, the calculation of the mean score of the students' perception of the product:

$$M = \frac{B}{N} = \frac{73,7}{20} = 3,68$$

According to the mean, the percentage (x) of the experts' validation as follows:

$$X = \frac{M}{N} \times 100\%$$

$$X = \frac{3,68}{4} \times 100\% = 92\%$$

The calculation shows that the mean is 3,68 with 92%, which qualified as “excellent”. Based on the result of experts’ judgments, it concluded that the product could use without revision.

4. Disseminating

The product was implemented directly to 32 students of class VII-2, namely implementation is carried out in one meeting. The research meeting provided products and also an assessment questionnaire for student. Students review the product using a student perception questionnaire distributed by researchers. The results of the questionnaire are detailed as follows:

Table 4.5 The Result of Students’ Perceptions

No.	Statements	Average Score	Categories
1.	The vocabulary presented is suitable for beginners	4,66	Excellent
2.	Vocabulary according to the needs of 7th graders of SMPN 8 Palopo	4,66	Excellent
3.	The vocabulary presented is able to help students in learning speaking	4,3	Excellent
4.	The overall vocabulary input is clear and understandable	4,2	Excellent

5.	The overall taboo card game vocabulary is diverse	4,63	Excellent
6.	The taboo card game encourages students to be more active in learning to speak English	4,6	Excellent
7.	Interesting taboo card design	4,8	Excellent
8.	The color of the taboo game card is attractive and in accordance with the wishes of the students	4,6	Excellent
9.	The selection of images on the packaging cover is attractive	4,63	Excellent
10.	The size of the taboo game card is in accordance with the wishes of the students	4,66	Excellent
Total Score		45,74	

According to the data, the calculation of the mean score of the students' perception of the product:

$$M = \frac{B}{N} = \frac{45,47}{10} = 4,57$$

The researcher calculates the percentage of the data by using the formula following:

$$X = \frac{4,57}{10} \times 100\% = 91,4\%$$

Based on these data, the average score reached 4,57 while the percentage was 91,4%, with the “Excellent” category. Thus the calculation shows that the product can be used without revision.

On the other hand, the data also supports students' opinions in part of the interview with the researcher. Almost all students really appreciate it designed product. Products are designed according to student learning needs. Students like colors, sizes, and also fill in simple vocabulary on cards. Students say that the product relevant to students' abilities and able to encourage students to learn to speak English because at school there is no learning media in the form of game cards for seventh grade. In addition, the student stated several comments related to products as follows:

“This taboo game cards is fun and really helps us in the learning process. Because with this game cards we can learn while playing”.

B. Discussion

In Indonesia, English is taught from the lowest to the highest level of education. As in Junior High School, English is one of the compulsory subjects that must be taken by all students. This makes English a foreign language that is learned by many people. That is why learning English is very important in life, both now and in the future. Because English is an international language that is a means of communication between a country and other countries. SMPN 8 Palopo is one of the schools that has English subjects. However, that many students think that English is one of the difficult to do considering that because usually in

teaching the teacher uses techniques that are less fun and boring for students, and also when teaching teachers rarely use learning media.

Taboo game cards can help students in the process of learning English to become more fun. With taboo game cards during the learning process, students can be more active and enthusiastic. Taboo game cards also improve students' speaking, namely when students describe the characteristics of the guessed vocabulary. In addition, it also aims to determine students' perceptions of taboo game cards design to support design fit product and its effectiveness.

This research focuses on developing products that can help students learn to English. The content of the vocabulary in this game cards adapts to the needs of students in needs analysis. Taboo game cards was developed using a 4-D model. 4-D model is model development learning media. Model development 4D consists of 4 main stages, namely: Define, Design, Development, and Disseminate.²⁷

The research started with define. The researcher analyzing the students' needs which were presented in the form of a questionnaire containing the needs, lacks, and wants of students. Then the researcher conducted an analysis by interviewing teachers.

The next stage is design. The researcher design a product known as Taboo game cards based on data and results of analysis of student needs previously conducted in the form of questionnaires and interviews, and also this game cards designed with the exact shape as the sample image in chapter 2 in the Taboo game

²⁷ Thiagarajan,S., Semmel, D. S. *Instructional Development dor Training Teachers of Expectional Children*. Leadership Training Institute. (1974), 6.

explanation section. The first thing the researcher did when designing the product was to determine the product packaging and categorize the vocabulary on the cards. Next, the researcher designed the packaging and cards.

After that, the next step is product developing. At this stage, the researcher developed taboo game cards using Canva and Microsoft word 2010. The researcher developed the cards packaging in Canva application. Meanwhile, the cards is developed in Microsoft word 2010 application. After the product is finished, the next step is product validation, validation is carried out by three experts, namely design, language, and material. The purpose of validation is to see the quality of taboo game cards based on validity. The validated product goes to the disseminating.

The last stage of the 4-D model is disseminating. Before distributing student perception questionnaires to students, product trials were carried out first. During the product trial, the researcher was accompanied by the English teacher concerned so that later the teacher could immediately know how to use taboo game cards during teaching. The trial steps, namely, first the researcher entered the class and then explained how to play the game using taboo game cards to students. Second, the researcher divided the students into several groups, the groups were divided randomly. Third, after all the groups had joined their group mates, the researcher asked each group to choose which group representative would be the word guesser on the taboo card. And finally the game started, one by one the group came forward to play. For the group that has the least number of points given a penalty, the penalty is to sing and say the vocabulary in English. At

the end of the product trial, the researcher asked about the student's perception of the product. The researcher interviewed the students and also distributed the questionnaire. After collecting the students' perceptions and experts' suggestions, the researcher evaluated the product to become the final product.

The designed product in this research has several similarities and differences from earlier research products. Yulia Rofiqoh (2016) also developing about the game card entitled "Developing "Pick and Speak" Cards to Improve the Speaking Skill of the 11th Graders of MA Al Aziz Bondowoso".²⁸ Another similarities of the research study was aimed to develop non-electronic instructional medium in the form of card game to be used for speaking skill. Nevertheless, the card game product developed by Yulia is "Pick and Speak cards" while the researcher is developing "Taboo game cards". Alifa Nur Nafisah; Moh. Ainin; Achmad Tohe (2021) it has similar objective of this research, it is design an game cards entitled "Development of Talk or Dare Card Game for Learning Arabic Speaking Skills for Class V Students".²⁹ In their card game product contains vocabulary, similar to the research product. However, the game card products they developed were different subjects from the game cards the researchers developed, where their products were for Arabic subjects while the researchers were for English.

The weakness in this research lies in the product. In fact, this product was developed with the aim of becoming as an alternative medium for learning speaking. But when viewed the product, people will assume that this product only focuses on learning vocabulary.

²⁸ Yulia Rofiqoh. *Developing "Pick and Speak" Cards to Improve the Speaking Skill of the 11th Graders of MA Al Aziz Bondowoso*. Universitas Negeri Malang (2016).

²⁹ Alifa Nur Nafisah; Moh. Ainin; Achmad Tohe. *Development of Talk or Dare Card Game for Learning Arabic Speaking Skills for Class V Students*. Universitas Negeri Malang (2021)

CHAPTER V

CONCLUSION AND SUGGESTION

The discussion of this chapter shows the conclusions and some suggestions related to the findings and application of this research.

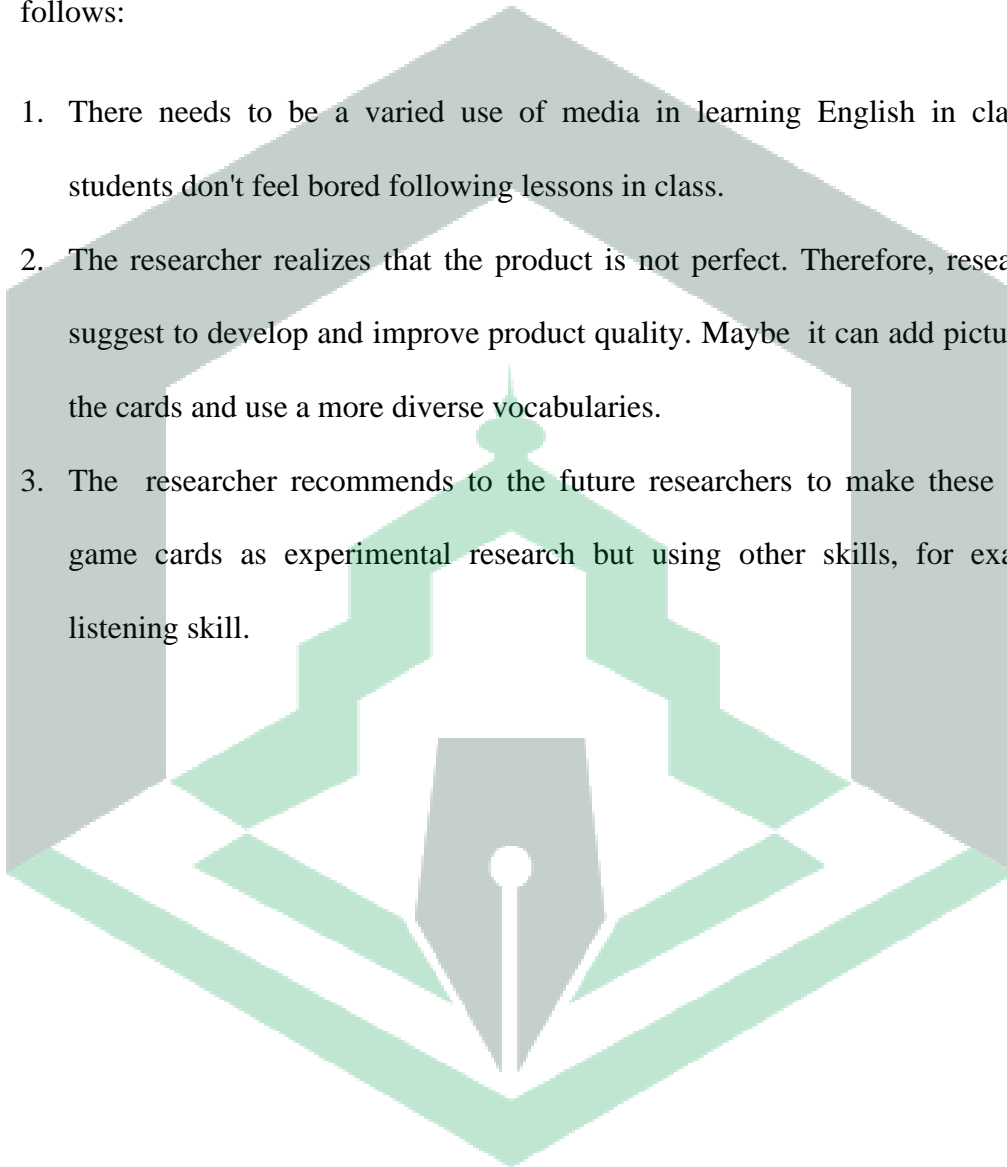
A. Conclusion

Based on the results of the analysis of student needs through questionnaires and interview, taboo card game suitable for seventh graders SMPN 8 Palopo contains a basic vocabulary about things, people, animals and plants that are in school. This product includes several vocabulary to improve students interest in learning to speak English. The product consists of, 1) packaging; 2) cards. Expert rating of the product is 3,68 out of average with 92%, which meets the criteria of "Excellent". The score indicates that the product can be used without revision. The material validator suggests adding a few cards to increase vocabulary. Design and layout validators also suggest redesigns cover design on packaging using the Canva application, and changing fonts to support content. Student perceptions about the product average reached 4.57 and 91.4% in the "Excellent" category. Also indicates that the product can be used without revision. Interview with students also supports score results. Therefore it can be concluded that this taboo game cards can be an alternative medium to learn speaking for seventh grade students of SMPN 8 Palopo.

B. Suggestion

The researcher provides several suggestions to the teachers and future researchers based on the conclusion. The description of several suggestions are as follows:

1. There needs to be a varied use of media in learning English in class so students don't feel bored following lessons in class.
2. The researcher realizes that the product is not perfect. Therefore, researcher suggest to develop and improve product quality. Maybe it can add pictures to the cards and use a more diverse vocabularies.
3. The researcher recommends to the future researchers to make these taboo game cards as experimental research but using other skills, for example listening skill.



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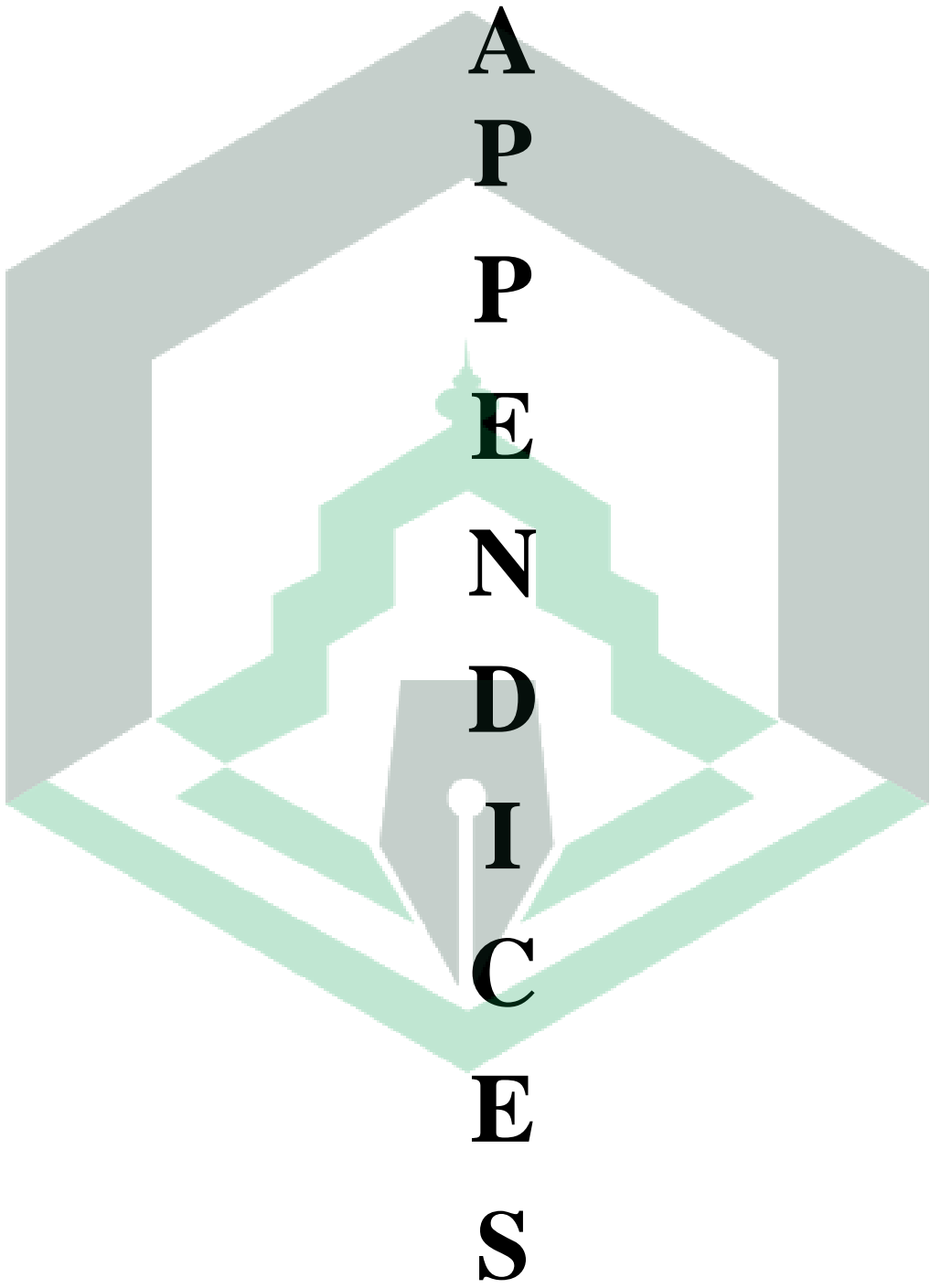
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APPENDIX 1

SURAT IZIN MENELITI



PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
 Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpn : (0471) 326048

ASLI

IZIN PENELITIAN
 NOMOR : 1254/IP/DPMPSTP/X/2022

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 28 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : NINA SARMILA
 Jenis Kelamin : Perempuan
 Alamat : Mancani Kota Palopo
 Pekerjaan : Mahasiswa
 NIM : 1802020103

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

DEVELOPMENT OF TABOO GAME CARDS PROPS AS AN ALTERNATIVE MEDIUM FOR LEARNING SPEAKING AT SEVENTH GRADE OF SMPN 8 PALOPO

Lokasi Penelitian : SMP NEGERI 8 PALOPO
 Lamanya Penelitian : 18 Oktober 2022 s.d. 18 Desember 2022

DENGAN KETENTUAN SEBAGAI BERIKUT :

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

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
 Pada tanggal : 18 Oktober 2022
 a.n: Kepala Dinas Penanaman Modal dan PTSP
 Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

ERICK K. SIGA, S.Sos
 Pangkat : Penata Tk.I
 NIP : 19830414 200701 1 005

- Tembusan :**
1. Kepala Badan Kesbang Prov. Sul-Sel;
 2. Walikota Palopo;
 3. Dandim 1403 SANG;
 4. Kantor Kota Palopo;
 5. Kepala Badan Perencanaan Pembangunan Kota Palopo;
 6. Kepala Badan Kesbang Kota Palopo;
 7. Instansi terkait tempat dilaksanakan penelitian



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APPENDIX 2
QUESTIONNAIRE'S
INSTRUMENT OF NEED
ANALYSIS

QUESTIONNAIRE

Development of Taboo Game Cards As an Alternative Medium for Learning
Speaking At Ninth Grade of SMPN 8 Palopo

A. Data Responden

Nama:

Jenis Kelamin:

Umur :

B. Petunjuk Pengisian

Berilah tanda (x) pada pilihan pertanyaan yang sesuai dengan keadaan anda saat ini. Sesuaikan dengan kebutuhan dan keinginan anda terkait dengan penguasaan Bahasa Inggris di SMPN 8 Palopo.

Criteria of the question		Indicator/Theory	Questions
Target Need	Need	Hutchinson & Waters (1987:59) The demand of the target situation determines the type of need.	1. Kumpulan kosakata Bahasa Inggris yang ingin anda ketahui artinya ialah... a. Kosakata Bahasa Inggris tentang benda-benda. b. Kosakata Bahasa Inggris tentang hewan dan tumbuhan. c. Kosakata Bahasa Inggris tentang tempat-tempat (seperti masjid, kelas, toilet).
Learner Need	Lack	Hutchinso & Waters (1987:56) To know what the learner already knows of English.	2. Tahukah kamu mengenai permainan kartu edukasi? a. Tidak Tahu b. Tahu c. Sangat Tahu 3. Pernahkah kamu memainkan permainan kartu edukasi? a. Tidak pernah b. Kadang-kadang c. Sering 4. Apakah kamu pernah

			<p>menjumpai/ memainkan permainan kartu tabu?</p> <ol style="list-style-type: none"> Tidak pernah Kadang-kadang Sering
	<p>Want</p>	<p>Gholami and Khezrlou (2013) The thematic vocabulary is an arrangement of a word group that includes a specific schema.</p> <p>Suyanto (2007) Visual media can be seen and touched, for example, pictures, photos, natural objects, maps, flashcards, and realia.</p> <p>Kumi et al. (2013) Different colour dimensions affect emotions and attitudes.</p>	<ol style="list-style-type: none"> Kosakata Bahasa Inggris yang ingin anda ketahui adalah... <ol style="list-style-type: none"> Kosakata tentang orang, binatang, dan tumbuhan yang ada disekolah. Kosakata tentang benda benda yang ada disekolah. Kosakata tentang nama-nama tempat yang ada disekolah. Bentuk pola kartu yang anda inginkan adalah... <ol style="list-style-type: none"> Segiempat Lonjong Ukuran kartu yang anda inginkan... <ol style="list-style-type: none"> Sebesar kartu remi Sebesar telapak tangan Jenis warna yang anda sukai adalah... <ol style="list-style-type: none"> Ungu Hijau

QUESTIONNAIRE

Development of Taboo Game Cards As an Alternative Medium for Learning
Speaking At Seventh Grade of SMPN 8 Palopo

A. Data Responden

Nama

:

Jenis Kelamin

:

Umur

:

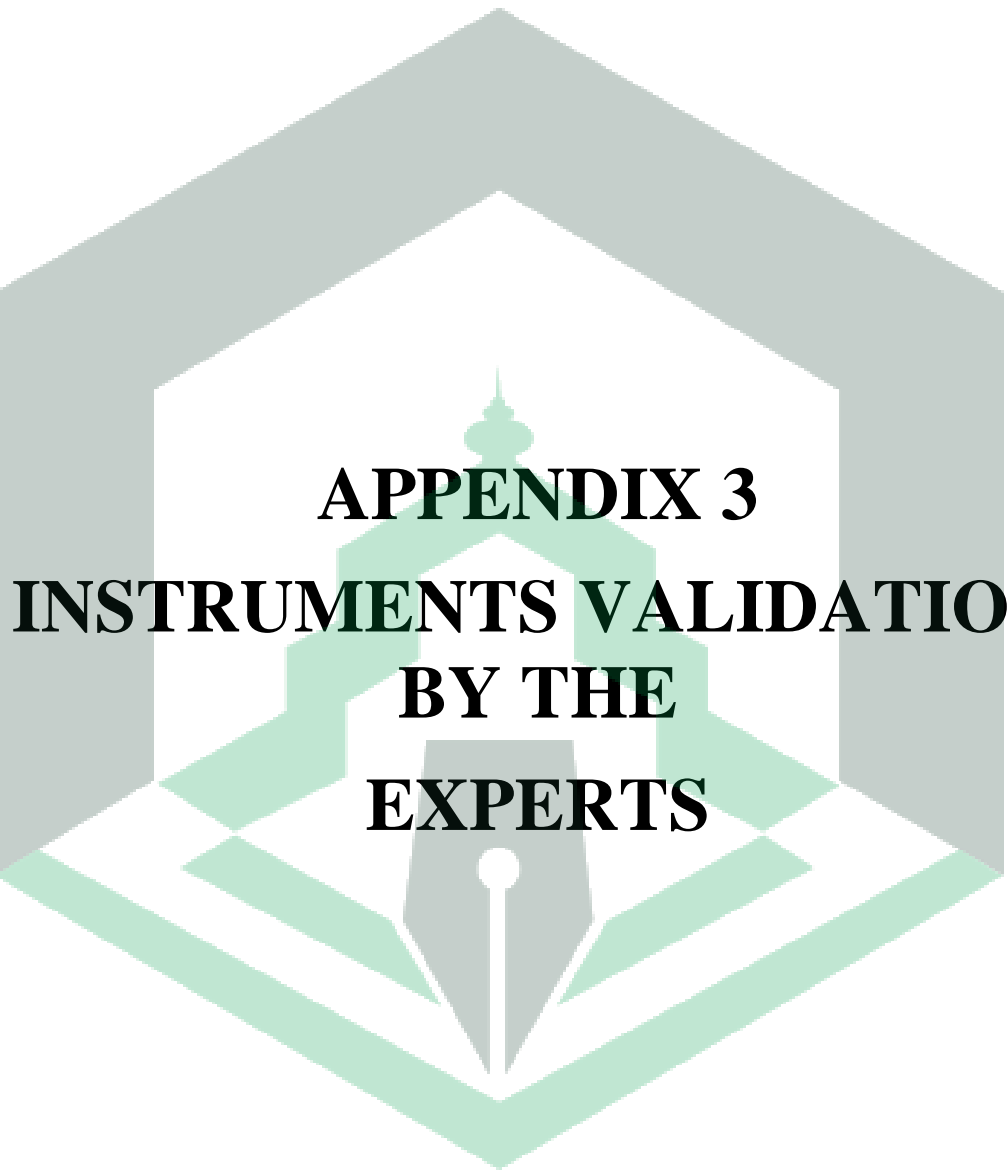
B. Petunjuk Pengisian

Berilah tanda (x) pada pilihan pertanyaan yang sesuai dengan keadaan anda saat ini. Sesuaikan dengan kebutuhan dan keinginan anda terkait dengan penguasaan Bahasa Inggris di SMPN 8 Palopo.

1. Kumpulan kosakata Bahasa Inggris yang ingin anda ketahui artinya ialah...
 - a. Kosakata Bahasa Inggris tentang benda-benda.
 - b. Kosakata Bahasa Inggris tentang hewan dan tumbuhan.
 - c. Kosakata Bahasa Inggris tentang tempat-tempat (seperti masjid, kelas, toilet).
2. Tahukah kamu mengenai permainan kartu edukasi?
 - a. Tidak Tahu
 - b. Tahu
 - c. Sangat Tahu
3. Pernahkah kamu memainkan permainan kartu edukasi?
 - a. Tidak pernah
 - b. Kadang-kadang
 - c. Sering
4. Apakah kamu pernah menjumpai/ memainkan permainan kartu tabu?
 - a. Tidak pernah
 - b. Kadang-kadang

- c. Sering
- 5. Kosakata Bahasa Inggris yang ingin anda ketahui adalah...
 - a. Kosakata tentang orang, binatang, dan tumbuhan yang ada disekolah.
 - b. Kosakata tentang benda benda yang ada disekolah.
 - c. Kosakata tentang nama-nama tempat yang ada disekolah.
- 6. Bentuk pola kartu yang anda inginkan adalah...
 - a. Segiempat
 - b. Lonjong
- 7. Ukuran kartu yang anda inginkan...
 - a. Sebesar kartu remi
 - b. Sebesar telapak tangan
- 8. Jenis warna yang anda sukai adalah...
 - a. Ungu
 - b. Hijau





APPENDIX 3
INSTRUMENTS VALIDATION
BY THE
EXPERTS

LEMBAR VALIDASI INSTRUMEN EVALUASI UNTUK AHLI MATERI
DEVELOPMENT OF TABOO GAME CARDS PROPS AS AN ALTERNATIVE MEDIUM
FOR LEARNING SPEAKING AT NINTH GRADE OF SMPN 8 PALOPO

A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, dan bahasa.
2. Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang anda berikan.
3. Interval skala yang digunakan sebagai berikut:
 - 1: Tidak layak
 - 2: Kurang layak
 - 3: Cukup layak
 - 4: Layak
 - 5: Sangat layak
4. Mohon kesediaannya untuk memberikan saran perbaikan di akhir lembaran ini.

B. Penilaian Kelayakan

No.	Uraian	Kelayakan				
		1	2	3	4	5
I	Aspek Isi (<i>content</i>)					
a	Tujuan penelitian dinyatakan jelas					
b	Tujuan kuesioner dinyatakan dengan jelas.					
c	Petunjuk pengisian kuesioner mudah dipahami					
II	Aspek Cakupan (<i>scope of content</i>)	1	2	3	4	5
a	Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.					
b	Butir-butir kuesioner mencakup data yang berhubungan dengan penggunaan bahasa didalam materi baik dan benar					
c	Butir-butir kuesioner mencakup data yang berhubungan dengan aktivitas pembelajaran memadai					
d	Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai					

e	Butir-butir kuesioner mencakup data yang berhubungan dengan kegrafikan memadai					
III	Aspek Bahasa (<i>language</i>)	1	2	3	4	5
a	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang baik dan benar.					
b	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang efektif.					
c	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang efisien.					
d	Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden					

C. Komentar

.....

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D. Saran

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.....

E. Kesimpulan

Instrument kuesioner ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan
2. Dapat digunakan
3. Dapat digunakan dengan perbaikan sebagai berikut

.....

.....

Palopo, 2022

Penilai Kelayakan

.....

**LEMBAR VALIDASI INSTRUMEN EVALUASI UNTUK AHLI BAHASA
DEVELOPMENT OF TABOO GAME CARDS PROPS AS AN ALTERNATIVE MEDIUM
FOR LEARNING SPEAKING AT NINTH GRADE OF SMPN 8 PALOPO**

F. Petunjuk Pengisian

5. Lembar penilaian kelayakan ini meliputi asper pendahuluan, isi, dan bahasa.
6. Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang anda berikan.
7. Interval skala yang digunakan sebagai berikut:
 - 1: Tidak layak
 - 2: Kurang layak
 - 3: Cukup layak
 - 4: Layak
 - 5: Sangat layak
8. Mohon kesediaannya untuk memberikan saran perbaikan di akhir lembaran ini.

G. Penilaian Kelayakan

No.	Uraian	Kelayakan				
		1	2	3	4	5
I	Aspek Isi (<i>content</i>)	1	2	3	4	5
a	Tujuan penelitian dinyatakan jelas					
b	Tujuan kuesioner dinyatakan dengan jelas.					
c	Petunjuk pengisian kuesioner mudah dipahami					
II	Aspek Cakupan (<i>scope of content</i>)	1	2	3	4	5
a	Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.					
b	Butir-butir kuesioner mencakup data yang berhubungan dengan penggunaan bahasa didalam materi baik dan benar					
c	Butir-butir kuesioner mencakup data yang berhubungan dengan aktivitas pembelajaran memadai					
d	Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai					

e	Butir-butir kuesioner mencakup data yang berhubungan dengan kegrafikan memadai					
III	Aspek Bahasa (<i>language</i>)	1	2	3	4	5
a	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang baik dan benar.					
b	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang efektif.					
c	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang efisien.					
d	Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden					

H. Komentar

.....

.....

.....

.....

I. Saran

.....

.....

J. Kesimpulan

Instrument kuesioner ini (lingkari salah satu pilihan)

- 4. Tidak dapat digunakan
- 5. Dapat digunakan
- 6. Dapat digunakan dengan perbaikan sebagai berikut

.....

.....

Palopo, 2022

Penilai Kelayakan

.....



APPENDIX 4
THE RESULT OF THE
INSTRUMENT'S
VALIDATION BY EXPERTS

LEMBAR VALIDASI INSTRUMEN EVALUASI UNTUK AHLI MATERI
DEVELOPMENT OF TABOO GAME CARDS PROPS AS AN ALTERNATIVE MEDIUM
FOR LEARNING SPEAKING AT NINTH GRADE OF SMPN 8 PALOPO

A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, Bahasa.
2. Berilah tanda (√) pada kolom angka yang sesuai dengan penilaian anda berikan.
3. Pedoman skala penilaian dengan sebagai berikut:
 - 1 : Tidak layak
 - 2 : Kurang layak
 - 3 : Cukup layak
 - 4 : Layak
 - 5 : Sangat layak
4. Anda dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

B. Penilaian Kelayakan

No	Uraian	Kelayakan				
		1	2	3	4	5
I.	Aspek Isi					
a.	Tujuan penelitian dinyatakan dengan jelas			✓		
b.	Tujuan kuesioner dinyatakan dengan jelas			✓		
c.	Petunjuk pengisian kuesioner mudah dipahami			✓		
II.	Aspek Cakupan	1	2	3	4	5
a.	Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi yang memadai				✓	
b.	Butir-butir kuesioner mencakup data yang berhubungan dengan penggunaan Bahasa didalam materi baik dan benar			✓		
c.	Butir-butir kuesioner mencakup data yang berhubungan dengan aktivitas pembelajaran memadai.				✓	
d.	Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai			✓		
e.	Butir-butir kuesioner mencakup data yang berhubungan dengan kegrafikan memadai.			✓		
III.	Aspek Bahasa	1	2	3	4	5
a.	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang baik dan benar				✓	

b. Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang efektif.					✓
c. Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang efisien.					✓
d. Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.					✓

C. Komentar

Dalam penyusunan questionnaire sebaiknya aspek isi dipetakan dengan jelas sehingga korelasi antara pengetahuan, ISI, dan bahasa dapat dipahami baik oleh responden.

D. Saran

E. Kesimpulan

Instrument kuesioner ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan
2. Dapat digunakan
3. Dapat digunakan dengan perbaikan sebagai berikut

Palopo, 11 Oktober 2022

Penilai Kelayakan

[Signature]
 MEIDA WISEN TARUK, S.Pd

LEMBAR VALIDASI INSTRUMEN EVALUASI UNTUK AHLI BAHASA
DEVELOPMENT OF TABOO GAME CARDS PROPS AS AN ALTERNATIVE MEDIUM
FOR LEARNING SPEAKING AT NINTH GRADE OF SMPN 8 PALOPO

A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, Bahasa.
2. Berilah tanda (√) pada kolom angka yang sesuai dengan penilaian anda berikan.
3. Pedoman skala penilaian dengan sebagai berikut:
 - 1 : Tidak layak
 - 2 : Kurang layak
 - 3 : Cukup layak
 - 4 : Layak
 - 5 : Sangat layak
4. Anda dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

B. Penilaian Kelayakan

No	Uraian	Kelayakan				
		1	2	3	4	5
I.	Aspek Isi					
	a. Tujuan penelitian dinyatakan dengan jelas					✓
	b. Tujuan kuesioner dinyatakan dengan jelas					✓
	c. Petunjuk pengisian kuesioner mudah dipahami					✓
II.	Aspek Cakupan	1	2	3	4	5
	a. Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi yang memadai					✓
	b. Butir-butir kuesioner mencakup data yang berhubungan dengan penggunaan Bahasa didalam materi baik dan benar					✓
	c. Butir-butir kuesioner mencakup data yang berhubungan dengan aktivitas pembelajaran memadai.				✓	
	d. Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai				✓	
	e. Butir-butir kuesioner mencakup data yang berhubungan dengan kegrafikan memadai.				✓	
III.	Aspek Bahasa	1	2	3	4	5
	a. Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang baik dan benar					✓

b. Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang efektif.						<input checked="" type="checkbox"/>
c. Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang efisien.						<input checked="" type="checkbox"/>
d. Butir-butir kuesioner dirumuskan daam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.						<input checked="" type="checkbox"/>

C. Komentar

.....

D. Saran

.....

E. Kesimpulan

Instrument kuesioner ini (lingkari salah satu pilihan)

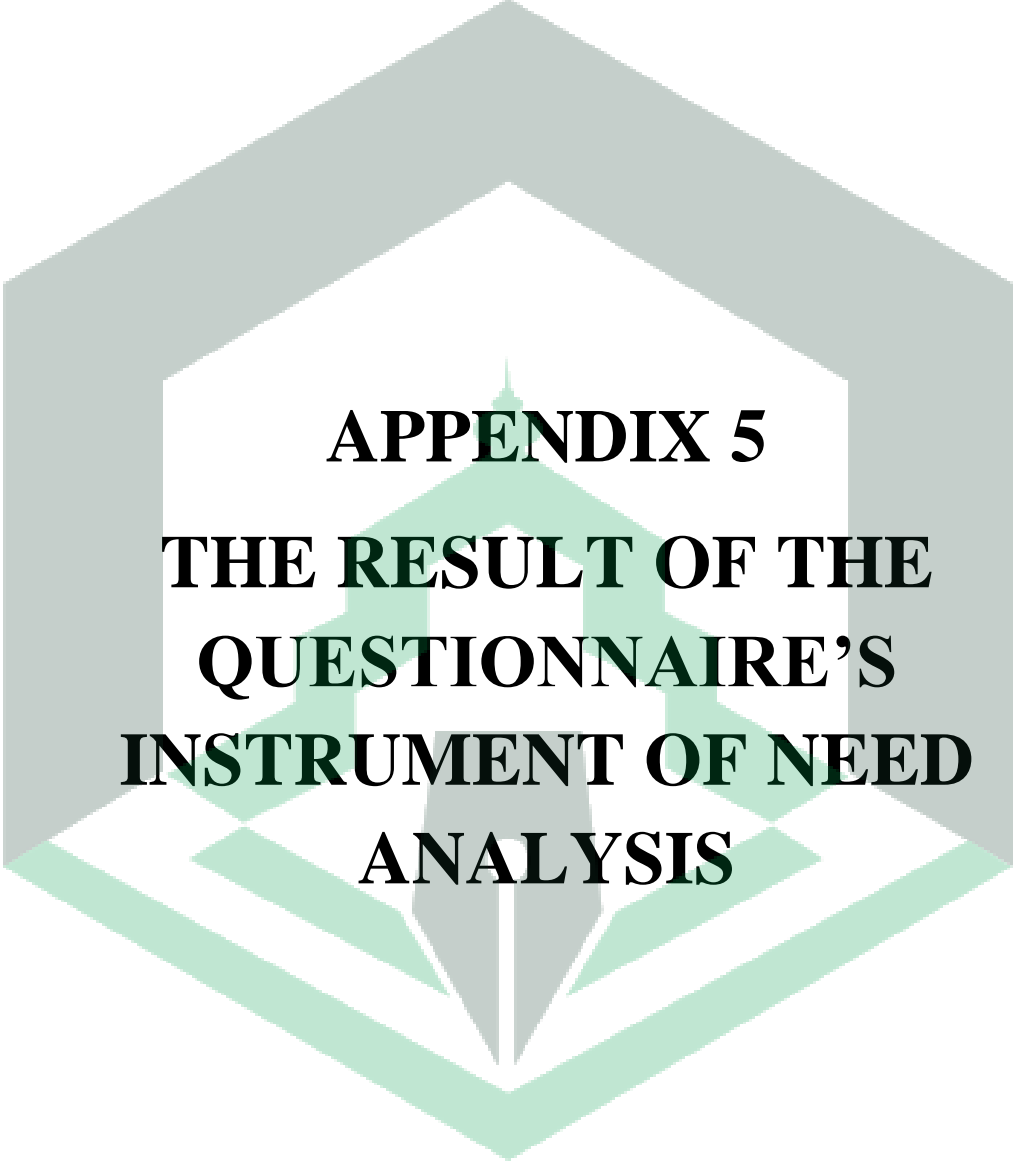
1. Tidak dapat digunakan
2. Dapat digunakan
3. Dapat digunakan dengan perbaikan sebagai berikut

.....

Palopo, 11 Oktober 2022

Penilai Kelayakan





APPENDIX 5
THE RESULT OF THE
QUESTIONNAIRE'S
INSTRUMENT OF NEED
ANALYSIS

QUESTIONNAIRE

Development of Taboo Game Cards As an Alternative Medium for Learning Speaking At Seventh Grade of SMPN 8 Palopo

A. Data Responden

Nama : *KELISA IYENG .RANJANG*
Jenis Kelamin : *PEREMPUAN*
Umur : *13 Tahun*

B. Petunjuk Pengisian

Berilah tanda (x) pada pilihan pertanyaan yang sesuai dengan keadaan anda saat ini. Sesuaikan dengan kebutuhan dan keinginan anda terkait dengan penguasaan Bahasa Inggris di SMPN 8 Palopo.

1. Kumpulan kosakata Bahasa Inggris yang ingin anda ketahui artinya ialah...
 - Kosakata Bahasa Inggris tentang benda-benda.
 - Kosakata Bahasa Inggris tentang hewan dan tumbuhan.
 - Kosakata Bahasa Inggris tentang tempat-tempat (seperti masjid, kelas, toilet).
2. Tahukah kamu mengenai permainan kartu edukasi?
 - Tidak Tahu
 - Tahu
 - Sangat Tahu
3. Pernahkah kamu memainkan permainan kartu edukasi?
 - Tidak pernah
 - Kadang-kadang
 - Sering
4. Apakah kamu pernah menjumpai/ memainkan permainan kartu tabu?
 - Tidak pernah
 - Kadang-kadang
 - Sering
5. Kosakata Bahasa Inggris yang ingin anda ketahui adalah...
 - Kosakata tentang orang, binatang, dan tumbuhan yang ada disekolah.
 - Kosakata tentang benda benda yang ada disekolah.
 - Kosakata tentang nama-nama tempat yang ada disekolah.
6. Bentuk pola kartu yang anda inginkan adalah...
 - Segiempat
 - Lonjong
7. Ukuran kartu yang anda inginkan...
 - Sebesar kartu remi
 - Sebesar telapak tangan
8. Jenis warna yang anda sukai adalah...
 - Ungu
 - Hijau

QUESTIONNAIRE

Development of Taboo Game Cards As an Alternative Medium for Learning Speaking At Seventh Grade of SMPN 8 Palopo

A. Data Responden

Nama : FERDI

Jenis Kelamin : LK

Umur : 12 th

B. Petunjuk Pengisian

Berilah tanda (x) pada pilihan pertanyaan yang sesuai dengan keadaan anda saat ini. Sesuaikan dengan kebutuhan dan keinginan anda terkait dengan penguasaan Bahasa Inggris di SMPN 8 Palopo.

1. Kumpulan kosakata Bahasa Inggris yang ingin anda ketahui artinya ialah...
 - a. Kosakata Bahasa Inggris tentang benda-benda.
 - b. Kosakata Bahasa Inggris tentang hewan dan tumbuhan.
 - c. Kosakata Bahasa Inggris tentang tempat-tempat (seperti masjid, kelas, toilet).
2. Tahukah kamu mengenai permainan kartu edukasi?
 - a. Tidak Tahu
 - b. Tahu
 - c. Sangat Tahu
3. Pernahkah kamu memainkan permainan kartu edukasi?
 - a. Tidak pernah
 - b. Kadang-kadang
 - c. Sering
4. Apakah kamu pernah menjumpai/ memainkan permainan kartu tabu?
 - a. Tidak pernah
 - b. Kadang-kadang
 - c. Sering
5. Kosakata Bahasa Inggris yang ingin anda ketahui adalah...
 - a. Kosakata tentang orang, binatang, dan tumbuhan yang ada disekolah.
 - b. Kosakata tentang benda benda yang ada disekolah.
 - c. Kosakata tentang nama-nama tempat yang ada disekolah.
6. Bentuk pola kartu yang anda inginkan adalah...
 - a. Segiempat
 - b. Lonjong
7. Ukuran kartu yang anda inginkan...
 - a. Sebesar kartu remi
 - b. Sebesar telapak tangan
8. Jenis warna yang anda sukai adalah...
 - a. Ungu
 - b. Hijau

QUESTIONNAIRE

Development of Taboo Game Cards As an Alternative Medium for Learning Speaking At
Seventh Grade of SMPN 8 Palopo

A. Data Responden

Nama : *Saiwa Ramadani*
Jenis Kelamin : *PEREMPU*
Umur : *18*

B. Petunjuk Pengisian

Berilah tanda (x) pada pilihan pertanyaan yang sesuai dengan keadaan anda saat ini.
Sesuaikan dengan kebutuhan dan keinginan anda terkait dengan penguasaan Bahasa Inggris di SMPN 8 Palopo.

1. Kumpulan kosakata Bahasa Inggris yang ingin anda ketahui artinya ialah...
 - a. Kosakata Bahasa Inggris tentang benda-benda.
 - b. Kosakata Bahasa Inggris tentang hewan dan tumbuhan.
 - c. Kosakata Bahasa Inggris tentang tempat-tempat (seperti masjid, kelas, toilet).
2. Tahukah kamu mengenai permainan kartu edukasi?
 - a. Tidak Tahu
 - b. Tahu
 - c. Sangat Tahu
3. Pernahkah kamu memainkan permainan kartu edukasi?
 - a. Tidak pernah
 - b. Kadang-kadang
 - c. Sering
4. Apakah kamu pernah menjumpai/ memainkan permainan kartu tabu?
 - a. Tidak pernah
 - b. Kadang-kadang
 - c. Sering
5. Kosakata Bahasa Inggris yang ingin anda ketahui adalah...
 - a. Kosakata tentang orang, binatang, dan tumbuhan yang ada disekolah.
 - b. Kosakata tentang benda benda yang ada disekolah.
 - c. Kosakata tentang nama-nama tempat yang ada disekolah.
6. Bentuk pola kartu yang anda inginkan adalah...
 - a. Segiempat
 - b. Lonjong
7. Ukuran kartu yang anda inginkan...
 - a. Sebesar kartu remi
 - b. Sebesar telapak tangan
8. Jenis warna yang anda sukai adalah...
 - a. Ungu
 - b. Hijau



APPENDIX 6
QUESTIONNAIRE THE
EXPERTS'
EVALUATION OF THE
PRODUCT

KUESIONER EVALUASI UNTUK AHLI MATERI

Development of Taboo Game Cards As an Alternative Medium for Learning
Speaking At Seventh Grade of SMPN 8 Palopo

A. Data Responden

Nama :

Jenis Kelamin :

Pendidikan :

B. Tabel Evaluasi

Isilah tabel berikut dengan memberikan tanda centang (✓) pada kolom yang disediakan.

Keterangan Poin Validitas:

4 : Sangat Sesuai

3 : Sesuai

2 : Kurang Sesuai

1 : Tidak Sesuai

No	Pernyataan	4	3	2	1
A. Konten					
1.	Cakupan isi materi dalam <i>taboo game cards</i> sesuai dengan kebutuhan siswa kelas 7 SMPN 8 Palopo.				
2.	Keaslian <i>vocabulary</i> dalam <i>taboo game cards</i> untuk siswa kelas 7 SMPN 8 Palopo.				
Rangkuman Kualitatif:					
B. Bahasa					
3.	<i>Vocabulary</i> yang digunakan dalam <i>taboo game cards</i> sesuai dengan benar.				
4.	<i>Vocabulary</i> yang disajikan <i>taboo game cards</i> sesuai dengan tingkatan perkembangan kognitif siswa.				
5.	<i>Vocabulary</i> yang disajikan mudah dipahami				
6.	Keseluruhan <i>vocabulary</i> sesuai dengan kemampuan siswa.				
Rangkuman Kualitatif:					

C. Input				
7.	Input <i>vocabulary</i> dalam <i>taboo game cards</i> membantu meningkatkan kemampuan Bahasa Inggris siswa kelas 7 SMPN 8 Palopo.			
8.	Input <i>vocabulary</i> dalam <i>taboo game cards</i> sesuai dengan kemampuan siswa kelas 7 SMPN 8 Palopo.			
9.	Input <i>vocabulary</i> dalam <i>taboo game cards</i> menarik.			
10.	Input <i>vocabulary</i> dalam <i>taboo game cards</i> sesuai dengan kemampuan berbahasa siswa kelas 7 SMPN 8 Palopo.			
11.	Input <i>vocabulary</i> dalam <i>taboo game cards</i> mencakup struktur bahasa yang benar.			
12.	Pilihan <i>vocabulary</i> sesuai dengan karakteristik siswa.			
13.	Input <i>vocabulary</i> dalam <i>taboo game cards</i> dapat menambah wawasan siswa kelas 7 SMPN 8 Palopo.			
14.	Pilihan gambar pada sampul packaging sesuai dengan siswa kelas 7 SMPN 8 Palopo.			
Rangkuman Kualitatif:				
D. Desain dan <i>Layout</i>				
15.	Pemilihan warna pada <i>taboo game cards</i> menarik.			
16.	Sampul <i>taboo game cards</i> menarik.			
17.	Tampilan isi <i>taboo game cards</i> jelas.			
18.	Susunan materi dalam <i>taboo game cards</i> sistematis.			
19.	Sumber dalam <i>taboo game cards</i> jelas.			
20.	Jarak spasi sesuai.			
Rangkuman Kualitatif:				

C. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap *Taboo Game Cards* yang dikembangkan:

- a. Layak

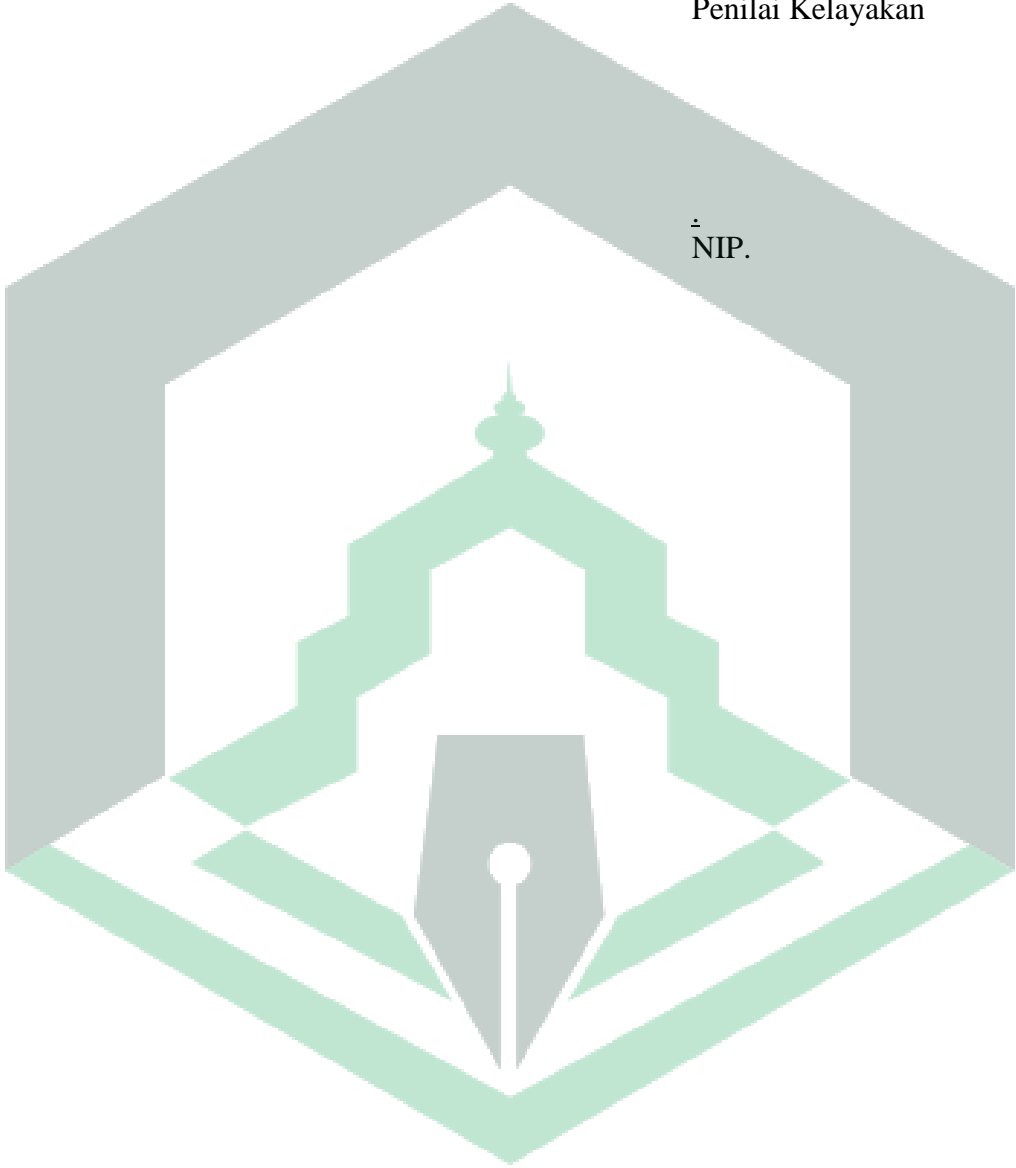
b. Layak dengan perbaikan

c. Tidak layak

Palopo,

Penilai Kelayakan

NIP.



KUESIONER EVALUASI UNTUK AHLI BAHASA

Development of Taboo Game Cards As an Alternative Medium for Learning
Speaking At Seventh Grade of SMPN 8 Palopo

D. Data Responden

Nama :

Jenis Kelamin :

Pendidikan :

E. Tabel Evaluasi

Isilah tabel berikut dengan memberikan tanda centang (✓) pada kolom yang disediakan.

Keterangan Poin Validitas:

4 : Sangat Sesuai

3 : Sesuai

2 : Kurang Sesuai

1 : Tidak Sesuai

No	Pernyataan	4	3	2	1
E. Konten					
21.	Cakupan isi materi dalam <i>taboo game cards</i> sesuai dengan kebutuhan siswa kelas 7 SMPN 8 Palopo.				
22.	Keaslian <i>vocabulary</i> dalam <i>taboo game cards</i> untuk siswa kelas 7 SMPN 8 Palopo.				
Rangkuman Kualitatif:					
F. Bahasa					
23.	<i>Vocabulary</i> yang digunakan dalam <i>taboo game cards</i> sesuai dengan benar.				
24.	<i>Vocabulary</i> yang disajikan <i>taboo game cards</i> sesuai dengan tingkatan perkembangan kognitif siswa.				
25.	<i>Vocabulary</i> yang disajikan mudah dipahami				
26.	Keseluruhan <i>vocabulary</i> sesuai dengan kemampuan siswa.				
Rangkuman Kualitatif:					

G. Input				
27.	Input <i>vocabulary</i> dalam <i>taboo game cards</i> membantu meningkatkan kemampuan Bahasa Inggris siswa kelas 7 SMPN 8 Palopo.			
28.	Input <i>vocabulary</i> dalam <i>taboo game cards</i> sesuai dengan kemampuan siswa kelas 7 SMPN 8 Palopo.			
29.	Input <i>vocabulary</i> dalam <i>taboo game cards</i> menarik.			
30.	Input <i>vocabulary</i> dalam <i>taboo game cards</i> sesuai dengan kemampuan berbahasa siswa kelas 7 SMPN 8 Palopo.			
31.	Input <i>vocabulary</i> dalam <i>taboo game cards</i> mencakup struktur bahasa yang benar.			
32.	Pilihan <i>vocabulary</i> sesuai dengan karakteristik siswa.			
33.	Input <i>vocabulary</i> dalam <i>taboo game cards</i> dapat menambah wawasan siswa kelas 7 SMPN 8 Palopo.			
34.	Pilihan gambar pada sampul packaging sesuai dengan siswa kelas 7 SMPN 8 Palopo.			
Rangkuman Kualitatif:				
H. Desain dan <i>Layout</i>				
35.	Pemilihan warna pada <i>taboo game cards</i> menarik.			
36.	Sampul <i>taboo game cards</i> menarik.			
37.	Tampilan isi <i>taboo game cards</i> jelas.			
38.	Susunan materi dalam <i>taboo game cards</i> sistematis.			
39.	Sumber dalam <i>taboo game cards</i> jelas.			
40.	Jarak spasi sesuai.			
Rangkuman Kualitatif:				

F. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap *Taboo Game Cards* yang dikembangkan:

d. Layak

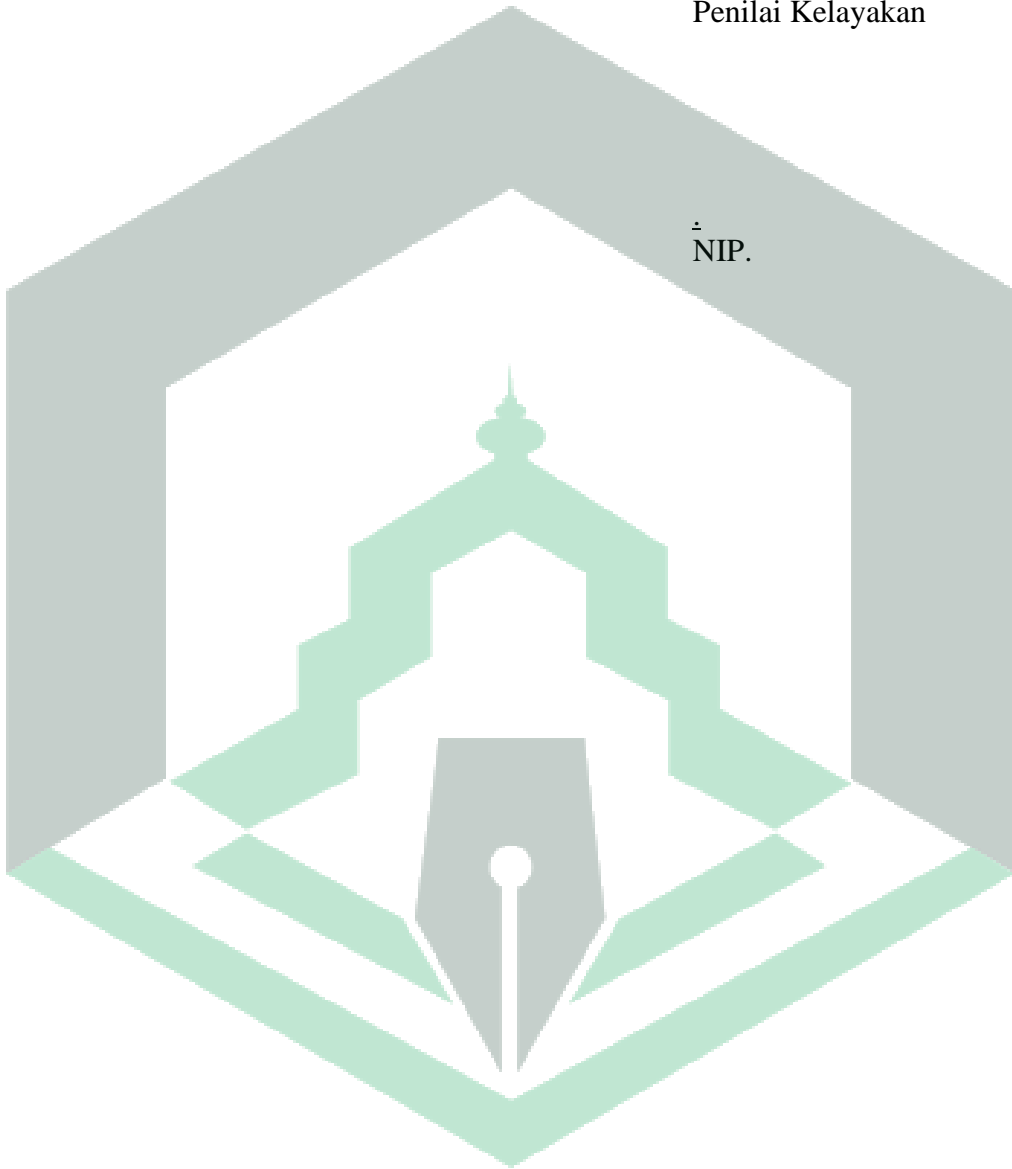
e. Layak dengan perbaikan

f. Tidak layak

Palopo,

Penilai Kelayakan

NIP.



KUESIONER EVALUASI UNTUK AHLI *DESIGN DAN LAYOUT*

Development of Taboo Game Cards As an Alternative Medium for Learning
Speaking At Seventh Grade of SMPN 8 Palopo

G. Data Responden

Nama :

Jenis Kelamin :

Pendidikan :

H. Tabel Evaluasi

Isilah tabel berikut dengan memberikan tanda centang (✓) pada kolom yang disediakan.

Keterangan Poin Validitas:

4 : Sangat Sesuai

3 : Sesuai

2 : Kurang Sesuai

1 : Tidak Sesuai

No	Pernyataan	4	3	2	1
I. Konten					
41.	Cakupan isi materi dalam <i>taboo game cards</i> sesuai dengan kebutuhan siswa kelas 7 SMPN 8 Palopo.				
42.	Keaslian <i>vocabulary</i> dalam <i>taboo game cards</i> untuk siswa kelas 7 SMPN 8 Palopo.				
Rangkuman Kualitatif:					
J. Bahasa					
43.	<i>Vocabulary</i> yang digunakan dalam <i>taboo game cards</i> sesuai dengan benar.				
44.	<i>Vocabulary</i> yang disajikan <i>taboo game cards</i> sesuai dengan tingkatan perkembangan kognitif siswa.				
45.	<i>Vocabulary</i> yang disajikan mudah dipahami				
46.	Keseluruhan <i>vocabulary</i> sesuai dengan kemampuan siswa.				
Rangkuman Kualitatif:					

K. Input				
47.	Input <i>vocabulary</i> dalam <i>taboo game cards</i> membantu meningkatkan kemampuan Bahasa Inggris siswa kelas 7 SMPN 8 Palopo.			
48.	Input <i>vocabulary</i> dalam <i>taboo game cards</i> sesuai dengan kemampuan siswa kelas 7 SMPN 8 Palopo.			
49.	Input <i>vocabulary</i> dalam <i>taboo game cards</i> menarik.			
50.	Input <i>vocabulary</i> dalam <i>taboo game cards</i> sesuai dengan kemampuan berbahasa siswa kelas 7 SMPN 8 Palopo.			
51.	Input <i>vocabulary</i> dalam <i>taboo game cards</i> mencakup struktur bahasa yang benar.			
52.	Pilihan <i>vocabulary</i> sesuai dengan karakteristik siswa.			
53.	Input <i>vocabulary</i> dalam <i>taboo game cards</i> dapat menambah wawasan siswa kelas 7 SMPN 8 Palopo.			
54.	Pilihan gambar pada sampul packaging sesuai dengan siswa kelas 7 SMPN 8 Palopo.			
Rangkuman Kualitatif:				
L. Desain dan Layout				
55.	Pemilihan warna pada <i>taboo game cards</i> menarik.			
56.	Sampul <i>taboo game cards</i> menarik.			
57.	Tampilan isi <i>taboo game cards</i> jelas.			
58.	Susunan materi dalam <i>taboo game cards</i> sistematis.			
59.	Sumber dalam <i>taboo game cards</i> jelas.			
60.	Jarak spasi sesuai.			
Rangkuman Kualitatif:				

I. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap *Taboo Game Cards* yang dikembangkan:

g. Layak

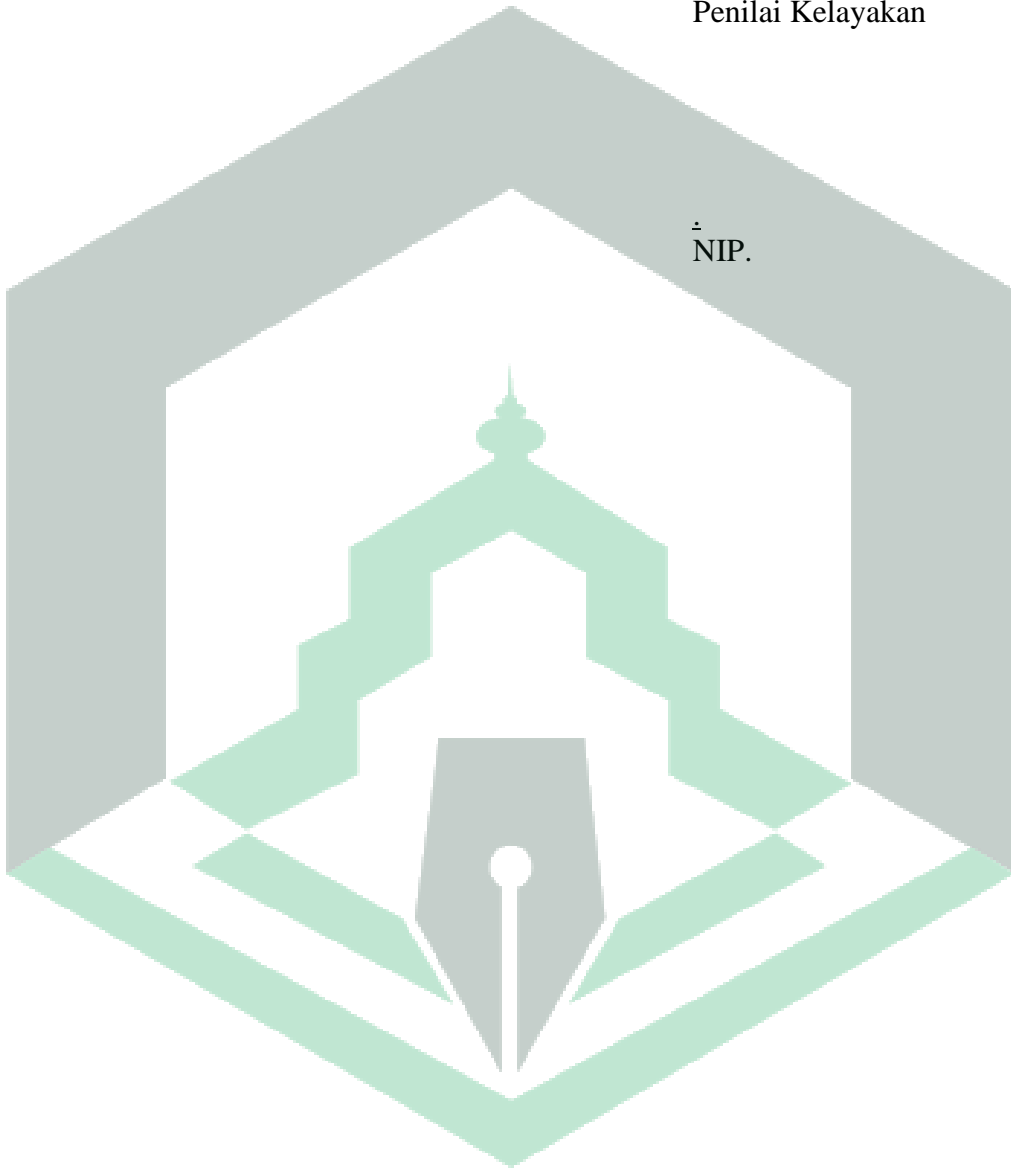
h. Layak dengan perbaikan

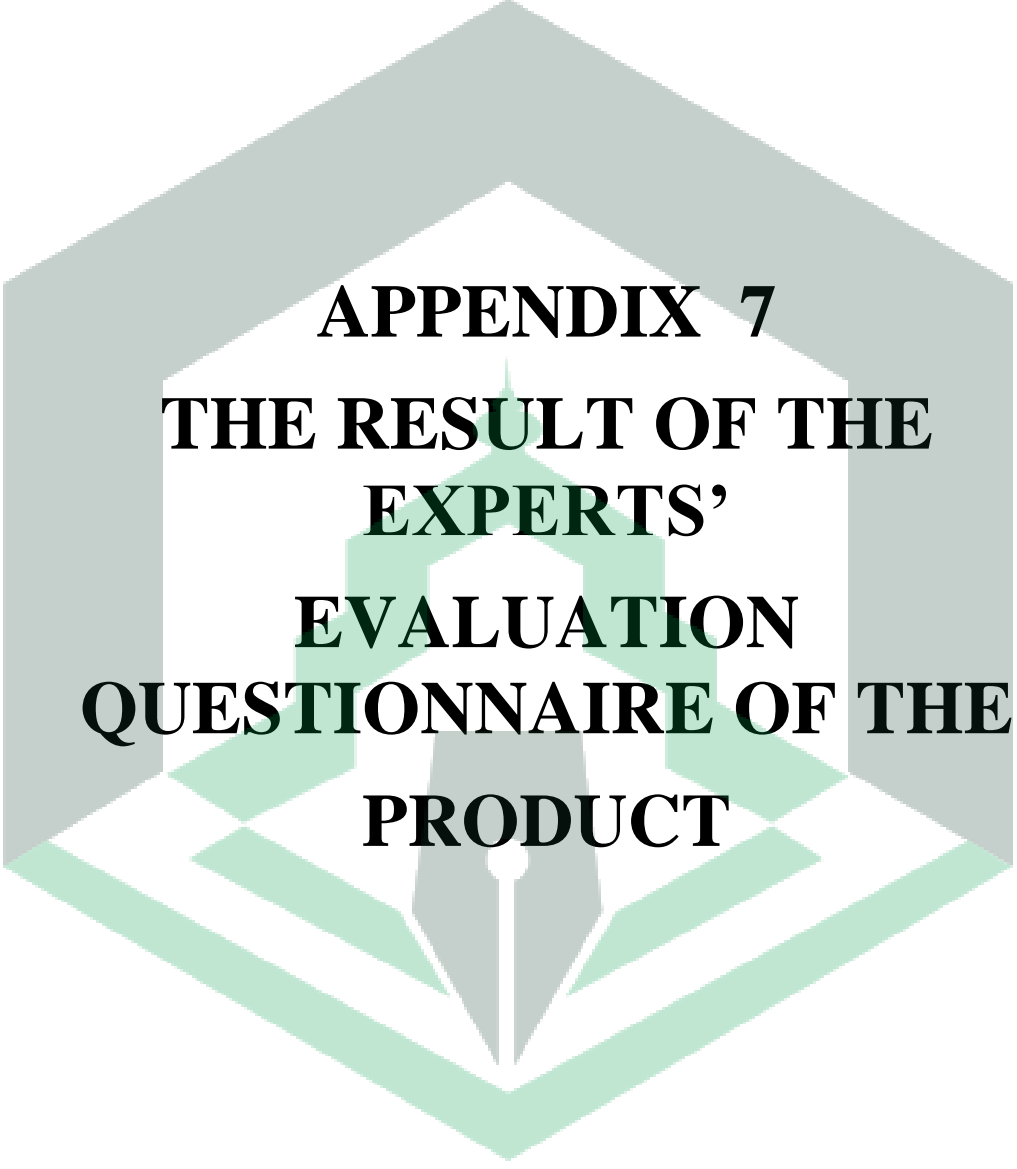
i. Tidak layak

Palopo,

Penilai Kelayakan

NIP.





APPENDIX 7
THE RESULT OF THE
EXPERTS'
EVALUATION
QUESTIONNAIRE OF THE
PRODUCT

KUESIONER EVALUASI UNTUK AHLI MATERI

Development of Taboo Game Cards As an Alternative Medium for Learning Speaking At
Seventh Grade of SMPN 8 Palopo

A. Data Responden

Nama : IMELDA WILSEN TARUK, S.Pd
 Jenis Kelamin : PEREMPUAN
 Pendidikan : S1. PENDIDIKAN BAHASA INGGRIS

B. Tabel Evaluasi

Isilah tabel berikut dengan memberikan tanda centang (✓) pada kolom yang disediakan.

Keterangan Poin Validitas:

- 4 : Sangat Sesuai
- 3 : Sesuai
- 2 : Kurang Sesuai
- 1 : Tidak Sesuai

No	Pernyataan	4	3	2	1
A. Konten					
1.	Cakupan isi materi dalam <i>taboo game cards</i> sesuai dengan kebutuhan siswa kelas 7 SMPN 8 Palopo.	✓			
2.	Keaslian <i>vocabulary</i> dalam <i>taboo game cards</i> untuk siswa kelas 7 SMPN 8 Palopo.	✓			
Rangkuman Kualitatif:					
B. Bahasa					
3.	<i>Vocabulary</i> yang digunakan dalam <i>taboo game cards</i> sesuai dengan benar.	✓			
4.	<i>Vocabulary</i> yang disajikan <i>taboo game cards</i> sesuai dengan tingkat perkembangan kognitif siswa.	✓			
5.	<i>Vocabulary</i> yang disajikan mudah dipahami		✓		
6.	Keseluruhan <i>vocabulary</i> sesuai dengan kemampuan siswa.		✓		
Rangkuman Kualitatif:					

C. Input				
7.	Input <i>vocabulary</i> dalam <i>taboo game cards</i> membantu meningkatkan kemampuan Bahasa Inggris siswa kelas 7 SMPN 8 Palopo.	✓		
8.	Input <i>vocabulary</i> dalam <i>taboo game cards</i> sesuai dengan kemampuan siswa kelas 7 SMPN 8 Palopo.		✓	
9.	Input <i>vocabulary</i> dalam <i>taboo game cards</i> menarik.	✓		
10.	Input <i>vocabulary</i> dalam <i>taboo game cards</i> sesuai dengan kemampuan berbahasa siswa kelas 7 SMPN 8 Palopo.		✓	
11.	Input <i>vocabulary</i> dalam <i>taboo game cards</i> mencakup struktur bahasa yang benar.		✓	
12.	Pilihan <i>vocabulary</i> sesuai dengan karakteristik siswa.	✓		
13.	Input <i>vocabulary</i> dalam <i>taboo game cards</i> dapat menambah wawasan siswa kelas 7 SMPN 8 Palopo.	✓		
14.	Pilihan gambar pada sampul packaging sesuai dengan siswa kelas 7 SMPN 8 Palopo.		✓	
Rangkuman Kualitatif:				
D. Desain dan Layout				
15.	Pemilihan warna pada <i>taboo game cards</i> menarik.		✓	
16.	Sampul <i>taboo game cards</i> menarik.	✓		
17.	Tampilan isi <i>taboo game cards</i> jelas.	✓		
18.	Susunan materi dalam <i>taboo game cards</i> sistematis.		✓	
19.	Sumber dalam <i>taboo game cards</i> jelas.	✓		
20.	Jarak spasi sesuai.	✓		
Rangkuman Kualitatif:				

C. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap *Taboo Game Cards* yang dikembangkan:

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

Palopo, 12 NOVEMBER 2022

Penilai Kelayakan


IMELDA WILCEN TARUK, S.Pd



KUESIONER EVALUASI UNTUK AHLI BAHASA

Development of Taboo Game Cards As an Alternative Medium for Learning Speaking At.
Seventh Grade of SMPN 8 Palopo

A. Data Responden

Nama : MASRUDDIN
Jenis Kelamin : LAKI - LAKI
Pendidikan : S3

B. Tabel Evaluasi

Isilah tabel berikut dengan memberikan tanda centang (✓) pada kolom yang disediakan.

Keterangan Poin Validitas:

- 4 : Sangat Sesuai
3 : Sesuai
2 : Kurang Sesuai
1 : Tidak Sesuai

No	Pernyataan	4	3	2	1
A. Konten					
1.	Cakupan isi materi dalam <i>taboo game cards</i> sesuai dengan kebutuhan siswa kelas 7 SMPN 8 Palopo.	✓			
2.	Keaslian <i>vocabulary</i> dalam <i>taboo game cards</i> untuk siswa kelas 7 SMPN 8 Palopo.	✓			
Rangkuman Kualitatif:					
B. Bahasa					
3.	<i>Vocabulary</i> yang digunakan dalam <i>taboo game cards</i> sesuai dengan benar.	✓			
4.	<i>Vocabulary</i> yang disajikan <i>taboo game cards</i> sesuai dengan tingkatan perkembangan kognitif siswa.		✓		
5.	<i>Vocabulary</i> yang disajikan mudah dipahami	✓			
6.	Keseluruhan <i>vocabulary</i> sesuai dengan kemampuan siswa.	✓			
Rangkuman Kualitatif:					

C. Input				
7.	Input <i>vocabulary</i> dalam <i>taboo game cards</i> membantu meningkatkan kemampuan Bahasa Inggris siswa kelas 7 SMPN 8 Palopo.	✓		
8.	Input <i>vocabulary</i> dalam <i>taboo game cards</i> sesuai dengan kemampuan siswa kelas 7 SMPN 8 Palopo.	✓		
9.	Input <i>vocabulary</i> dalam <i>taboo game cards</i> menarik.	✓		
10.	Input <i>vocabulary</i> dalam <i>taboo game cards</i> sesuai dengan kemampuan berbahasa siswa kelas 7 SMPN 8 Palopo.		✓	
11.	Input <i>vocabulary</i> dalam <i>taboo game cards</i> mencakup struktur bahasa yang benar.	✓		
12.	Pilihan <i>vocabulary</i> sesuai dengan karakteristik siswa.	✓		
13.	Input <i>vocabulary</i> dalam <i>taboo game cards</i> dapat menambah wawasan siswa kelas 7 SMPN 8 Palopo.	✓		
14.	Pilihan gambar pada sampul packaging sesuai dengan siswa kelas 7 SMPN 8 Palopo.	✓		
Rangkuman Kualitatif:				
D. Desain dan Layout				
15.	Pemilihan warna pada <i>taboo game cards</i> menarik.	✓		
16.	Sampul <i>taboo game cards</i> menarik.	✓		
17.	Tampilan isi <i>taboo game cards</i> jelas.	✓		
18.	Susunan materi dalam <i>taboo game cards</i> sistematis.		✓	
19.	Sumber dalam <i>taboo game cards</i> jelas.		✓	
20.	Jarak spasi sesuai.	✓		
Rangkuman Kualitatif:				

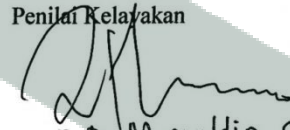
C. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap *Taboo Game Cards* yang dikembangkan:

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

Palopo, 11 November 2022

Penilai Kelayakan



Dr. Masruddin, S.S., M. Hum.



KUESIONER EVALUASI UNTUK AHLI DESIGN AND LAYOUT
 Development of Taboo Game Cards As an Alternative Medium for Learning Speaking At
 Seventh Grade of SMPN 8 Palopo

A. Data Responden

Nama : Imam Fadhi, S.Pd.
 Jenis Kelamin : Laki-laki
 Pendidikan : S1

B. Tabel Evaluasi

Isilah tabel berikut dengan memberikan tanda centang (✓) pada kolom yang disediakan.

Keterangan Poin Validitas:

- 4 : Sangat Sesuai
- 3 : Sesuai
- 2 : Kurang Sesuai
- 1 : Tidak Sesuai

No	Pernyataan	4	3	2	1
A. Konten					
1.	Cakupan isi materi dalam <i>taboo game cards</i> sesuai dengan kebutuhan siswa kelas 7 SMPN 8 Palopo.	✓			
2.	Keaslian <i>vocabulary</i> dalam <i>taboo game cards</i> untuk siswa kelas 7 SMPN 8 Palopo.	✓			
Rangkuman Kualitatif:					
B. Bahasa					
3.	<i>Vocabulary</i> yang digunakan dalam <i>taboo game cards</i> sesuai dengan benar.	✓			
4.	<i>Vocabulary</i> yang disajikan <i>taboo game cards</i> sesuai dengan tingkatan perkembangan kognitif siswa.	✓			
5.	<i>Vocabulary</i> yang disajikan mudah dipahami		✓		
6.	Keseluruhan <i>vocabulary</i> sesuai dengan kemampuan siswa.		✓		
Rangkuman Kualitatif:					

C. Input				
7.	Input <i>vocabulary</i> dalam <i>taboo game cards</i> membantu meningkatkan kemampuan Bahasa Inggris siswa kelas 7 SMPN 8 Palopo.	✓		
8.	Input <i>vocabulary</i> dalam <i>taboo game cards</i> sesuai dengan kemampuan siswa kelas 7 SMPN 8 Palopo.		✓	
9.	Input <i>vocabulary</i> dalam <i>taboo game cards</i> menarik.	✓		
10.	Input <i>vocabulary</i> dalam <i>taboo game cards</i> sesuai dengan kemampuan berbahasa siswa kelas 7 SMPN 8 Palopo.		✓	
11.	Input <i>vocabulary</i> dalam <i>taboo game cards</i> mencakup struktur bahasa yang benar.	✓		
12.	Pilihan <i>vocabulary</i> sesuai dengan karakteristik siswa.	✓		
13.	Input <i>vocabulary</i> dalam <i>taboo game cards</i> dapat menambah wawasan siswa kelas 7 SMPN 8 Palopo.	✓		
14.	Pilihan gambar pada sampul packaging sesuai dengan siswa kelas 7 SMPN 8 Palopo.	✓		
Rangkuman Kualitatif:				
D. Desain dan Layout				
15.	Pemilihan warna pada <i>taboo game cards</i> menarik.	✓		
16.	Sampul <i>taboo game cards</i> menarik.		✓	
17.	Tampilan isi <i>taboo game cards</i> jelas.	✓		
18.	Susunan materi dalam <i>taboo game cards</i> sistematis.	✓		
19.	Sumber dalam <i>taboo game cards</i> jelas.			✓
20.	Jarak spasi sesuai.	✓		
Rangkuman Kualitatif:				

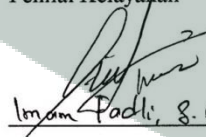
C. Kesimpulan

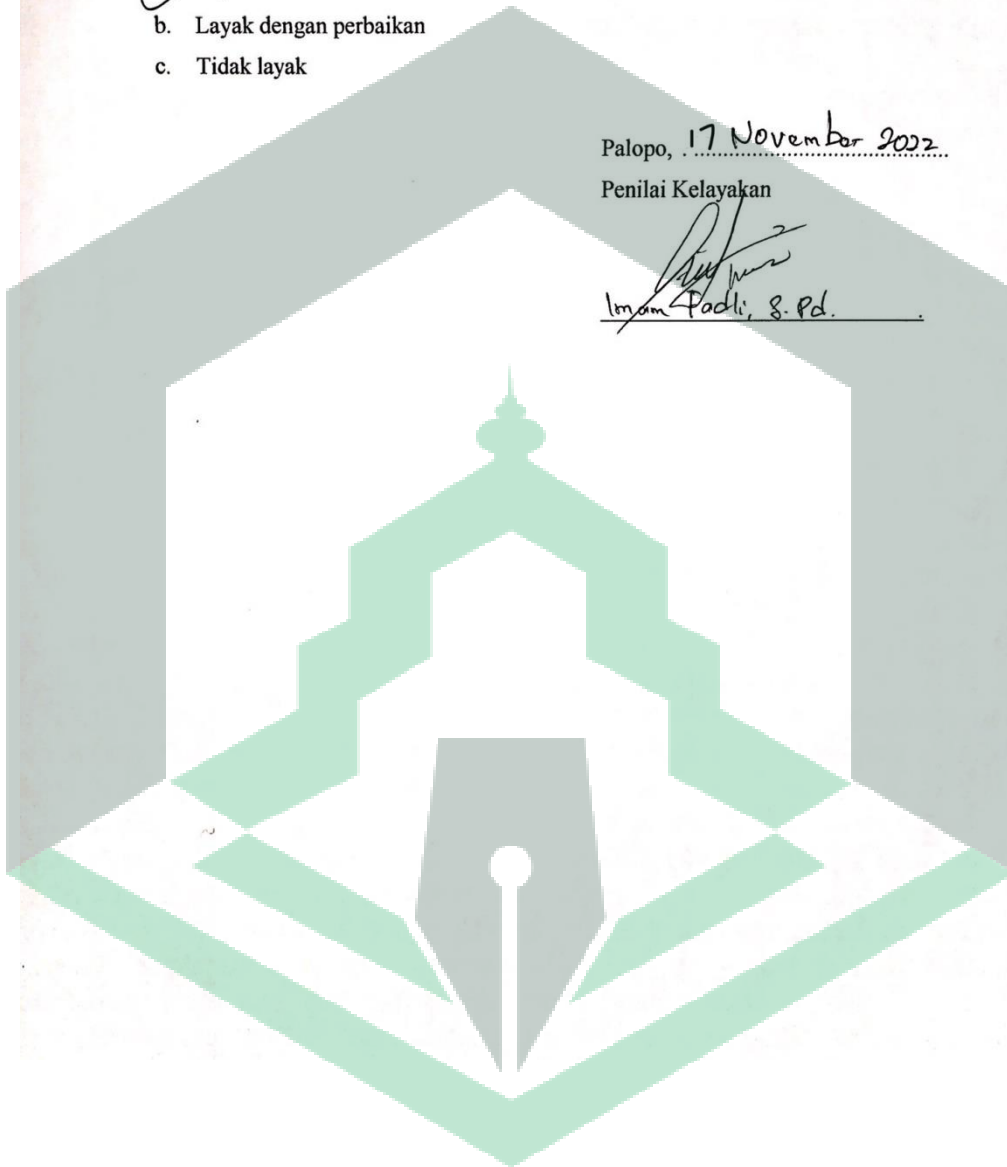
Secara umum, pendapat Bapak/Ibu terhadap *Taboo Game Cards* yang dikembangkan:

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

Palopo, 17 November 2022

Penilai Kelayakan


Imam Padli, S.Pd.





APPENDIX 8
QUESTIONNAIRE OF
STUDENTS' PERCEPTIONS

KUESIONER EVALUASI UNTUK PENGGUNA (SISWA)

Development of Taboo Game Cards As an Alternative Medium for Learning
Speaking At Ninth Grade of SMPN 8 Palopo

A. Data Responden

Nama:

Usia:

Jenis kelamin:

B. tabel evaluasi

Istilah tabel berikut dengan memberikan tanda centang (✓) pada kolom yang tersedia

Keterangan:

5: sangat layak

4: layak

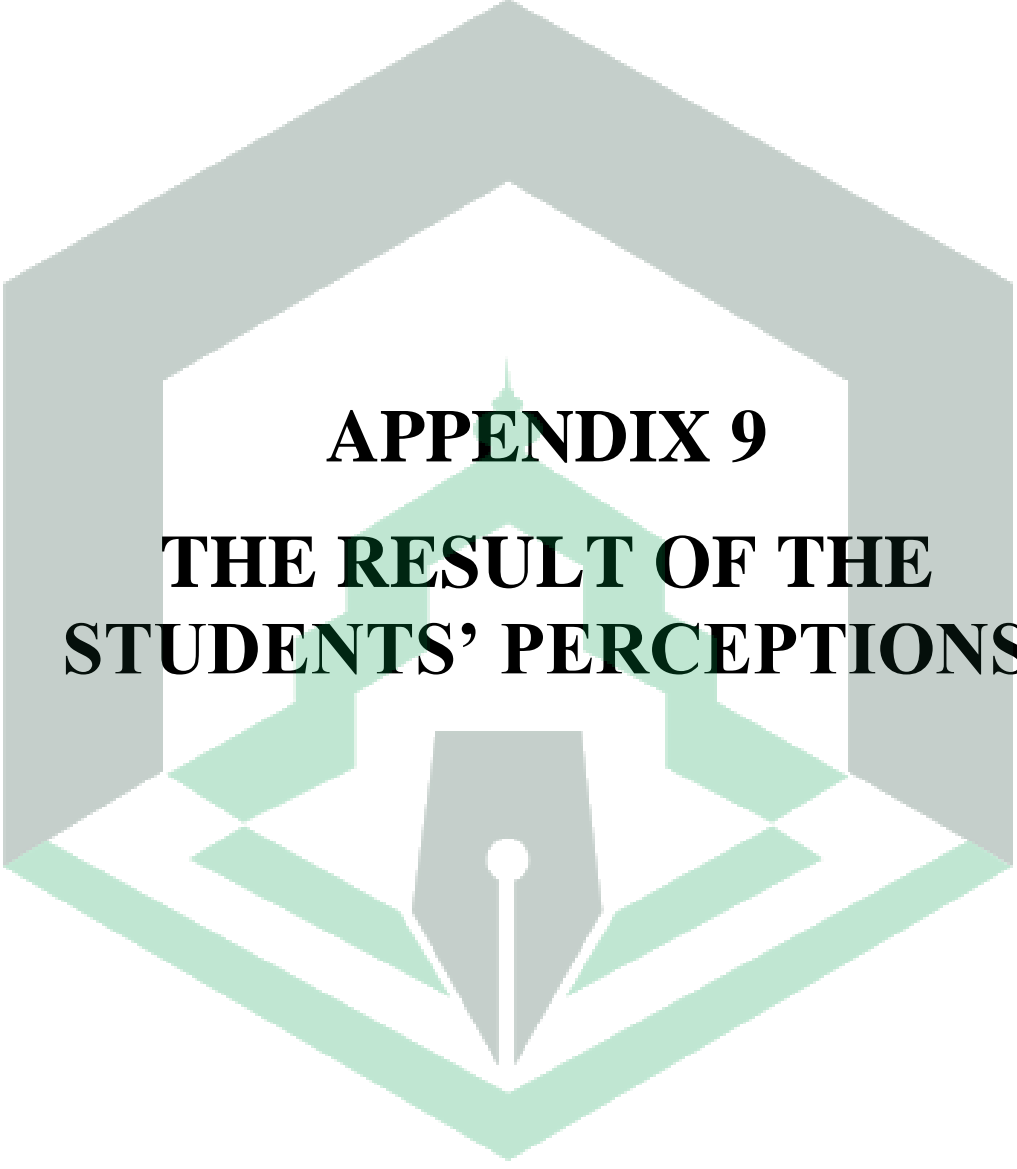
3: cukup layak

2: kurang layak

1: tidak layak

no	pertanyaan	1	2	3	4	5
1.	Kosakata yang disajikan sesuai dengan pemula					
2.	kosakata sesuai dengan kebutuhan siswa kelas 7 SMPN 8 Palopo					
3.	Kosakata yang disajikan mampu membantu siswa dalam belajar speaking					

4.	Input kosakata keseluruhan jelas dan dapat dipahami					
5.	Kosakata kartu permainan tabu secara keseluruhan beragam					
6.	Kartu permainan tabu mendorong siswa untuk lebih aktif belajar berbicara bahasa inggris					
7.	Desain kartu tabu menarik					
8.	Warna kartu permainan tabu menarik dan sesuai dengan keinginan siswa					
9.	Pemilihan gambar pada sampul packaging menarik					
10.	Ukuran kartu permainan tabu sudah sesuai dengan keinginan siswa .					
Masukan Lain :						



APPENDIX 9
THE RESULT OF THE
STUDENTS' PERCEPTIONS

KUESIONER EVALUASI UNTUK PENGGUNA (SISWA)

A. Data Responden

Nama : *Novita Aurel*

Usia : *11*

Jenis kelamin : *Perempuan*

B. tabel evaluasi

Istilah tabel berikut dengan memberikan tanda centang (✓) pada kolom yang tersedia

Keterangan:

5 : sangat layak

4 : layak

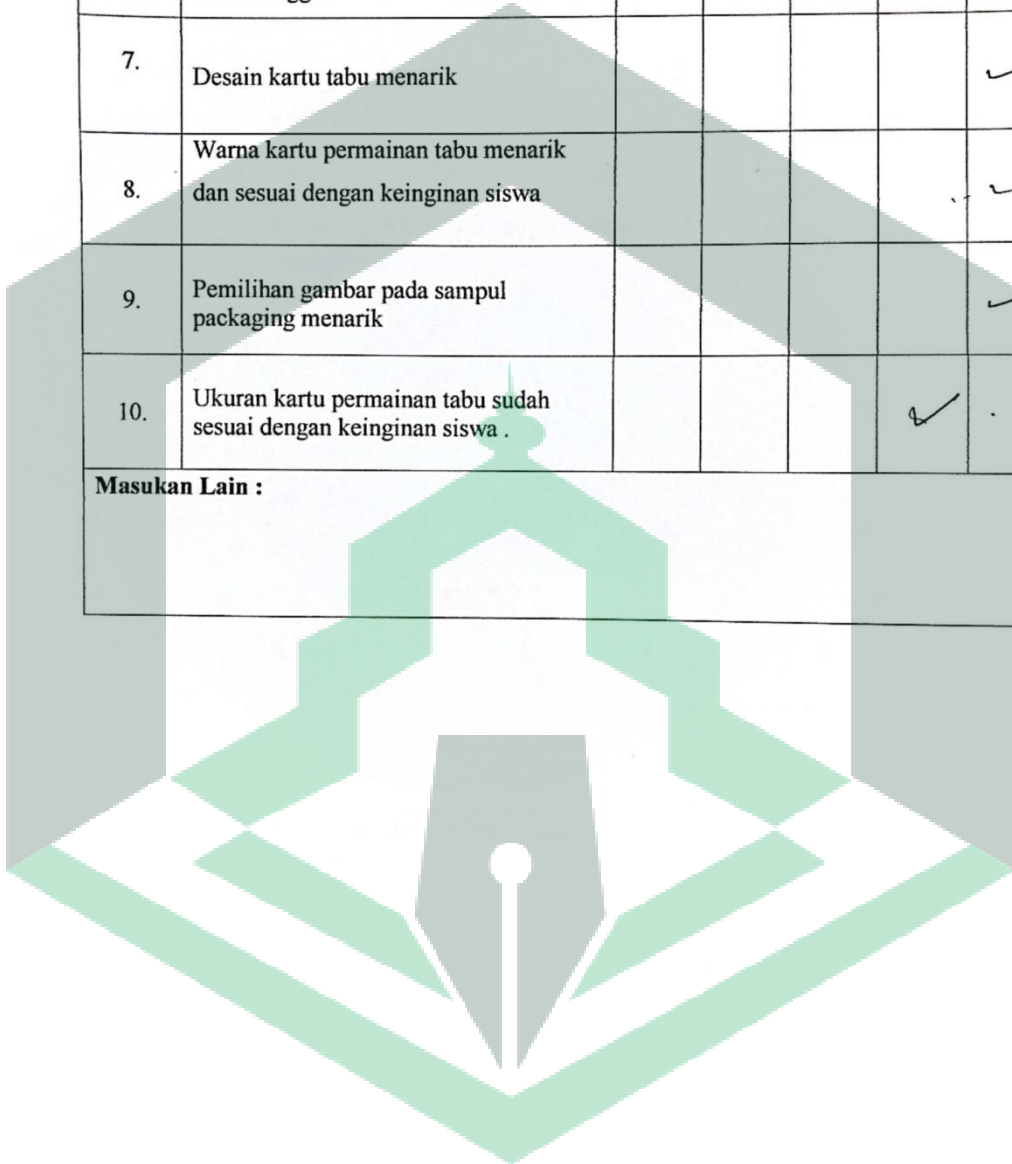
3 : cukup layak

2 : kurang layak

1 : tidak layak

no	pertanyaan	1	2	3	4	5
1.	Kosakata yang disajikan sesuai dengan pemula				✓	
2.	kosakata sesuai dengan kebutuhan siswa kelas 7 SMPN 8 Palopo				✓	
3.	Kosakata yang disajikan mampu membantu siswa dalam belajar speaking				✓	
4.	Input kosakata keseluruhan jelas dan dapat dipahami					✓
5.	Kosakata kartu permainan tabu secara keseluruhan beragam					✓

6.	Kartu permainan tabu mendorong siswa untuk lebih aktif belajar berbicara bahasa inggris				✓	
7.	Desain kartu tabu menarik					✓
8.	Warna kartu permainan tabu menarik dan sesuai dengan keinginan siswa					✓
9.	Pemilihan gambar pada sampul packaging menarik					✓
10.	Ukuran kartu permainan tabu sudah sesuai dengan keinginan siswa .				✓	
Masukan Lain :						



KUESIONER EVALUASI UNTUK PENGGUNA (SISWA)

A. Data Responden

Nama : Ricar Leonel S.

Usia : 12

Jenis kelamin : Laki-laki

B. tabel evaluasi

Istilah tabel berikut dengan memberikan tanda centang (✓) pada kolom yang tersedia

Keterangan:

5 : sangat layak

4 : layak

3 : cukup layak

2 : kurang layak

1 : tidak layak

no	pertanyaan	1	2	3	4	5
1.	Kosakata yang disajikan sesuai dengan pemula					✓
2.	kosakata sesuai dengan kebutuhan siswa kelas 7 SMPN 8 Palopo					✓
3.	Kosakata yang disajikan mampu membantu siswa dalam belajar speaking				✓	
4.	Input kosakata keseluruhan jelas dan dapat dipahami					✓
5.	Kosakata kartu permainan tabu secara keseluruhan beragam					✓

7

6.	Kartu permainan tabu mendorong siswa untuk lebih aktif belajar berbicara bahasa inggris					✓	
7.	Desain kartu tabu menarik						✓
8.	Warna kartu permainan tabu menarik dan sesuai dengan keinginan siswa						✓
9.	Pemilihan gambar pada sampul packaging menarik						✓
10.	Ukuran kartu permainan tabu sudah sesuai dengan keinginan siswa .					✓	
Masukan Lain :							

KUESIONER EVALUASI UNTUK PENGGUNA (SISWA)

A. Data Responden

Nama : ~~Ad~~ Ananda mutiara putri

Usia : 12

Jenis kelamin : Perempuan

B. tabel evaluasi

Isilah tabel berikut dengan memberikan tanda centang (✓) pada kolom yang tersedia

Keterangan:

5 : sangat layak

4 : layak

3 : cukup layak

2 : kurang layak

1 : tidak layak

no	pertanyaan	1	2	3	4	5
1.	Kosakata yang disajikan sesuai dengan pemula					✓
2.	kosakata sesuai dengan kebutuhan siswa kelas 7 SMPN 8 Palopo				✓	
3.	Kosakata yang disajikan mampu membantu siswa dalam belajar speaking				✓	
4.	Input kosakata keseluruhan jelas dan dapat dipahami					✓
5.	Kosakata kartu permainan tabu secara keseluruhan beragam					✓

6.	Kartu permainan tabu mendorong siswa untuk lebih aktif belajar berbicara bahasa inggris				✓	
7.	Desain kartu tabu menarik					✓
8.	Warna kartu permainan tabu menarik dan sesuai dengan keinginan siswa				✓	
9.	Pemilihan gambar pada sampul packaging menarik					✓
10.	Ukuran kartu permainan tabu sudah sesuai dengan keinginan siswa .				✓	
Masukan Lain :						

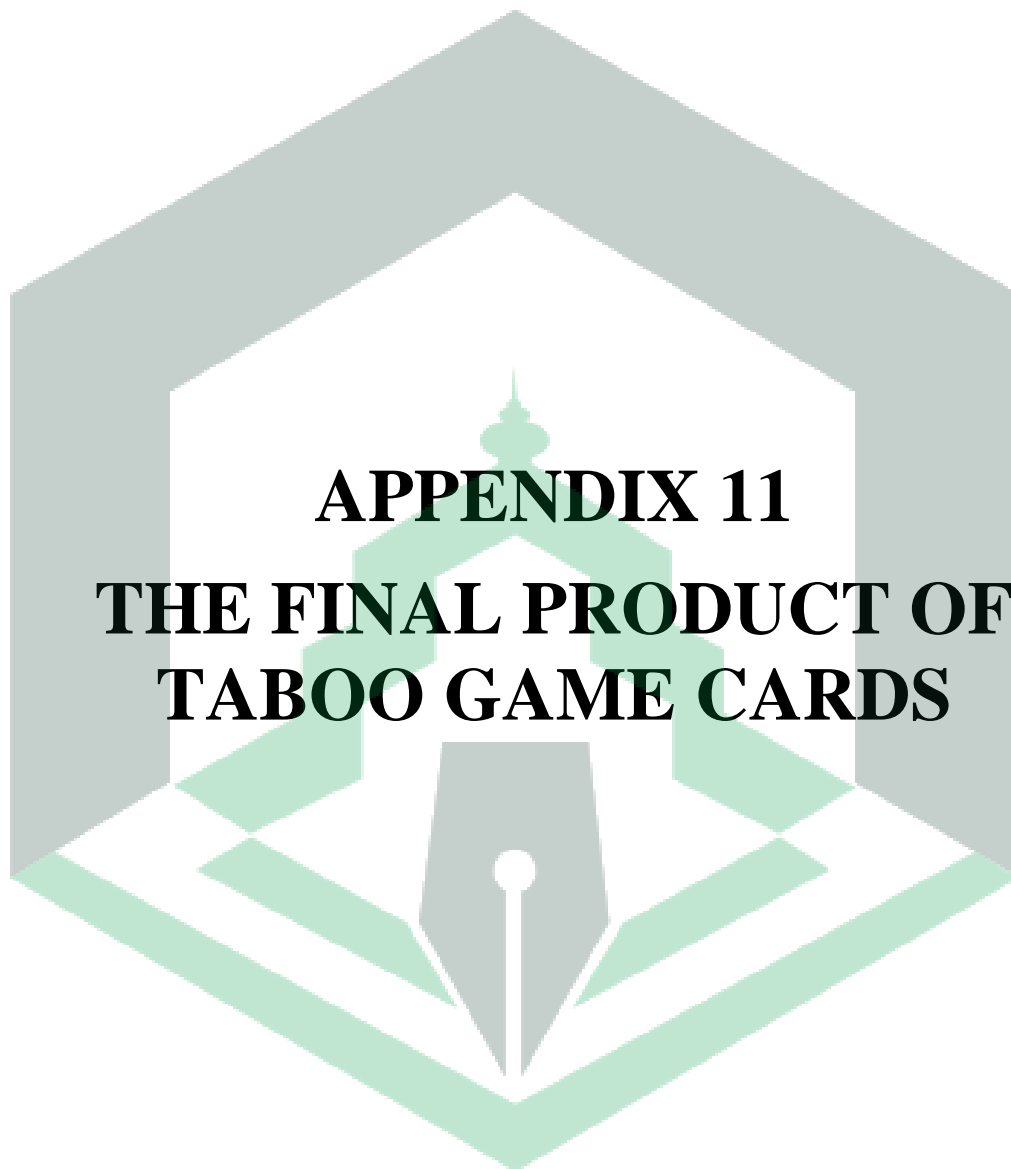


APPENDIX 10
THE LIST OF THE
VOCABULARIES ON THE
TABOO GAME CARDS

**List of the Vocabularies About Things in School Used on the Taboo Game
Cards**

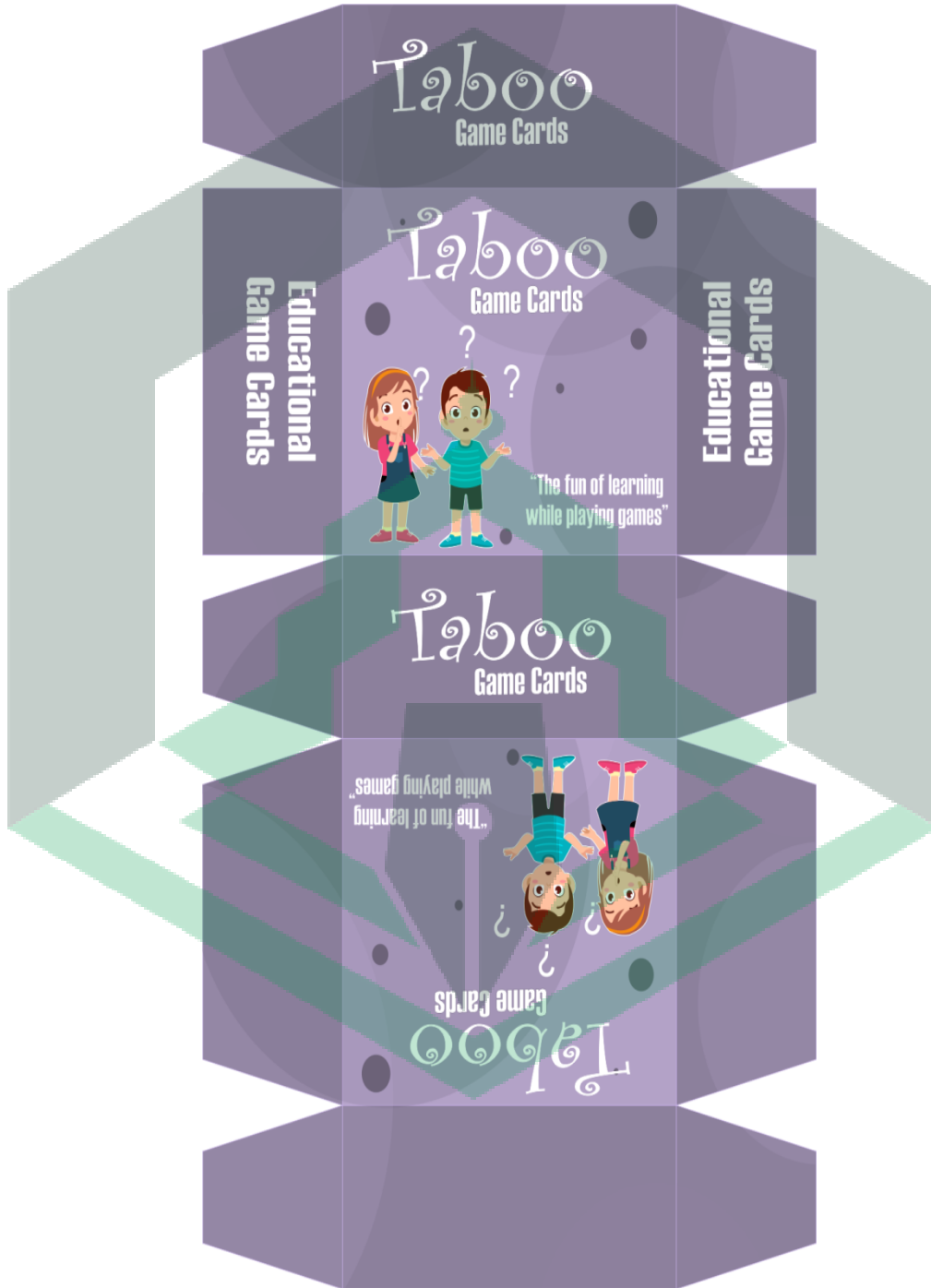
No.	Vocabularies	Taboo Words
1.	Headmaster	<ul style="list-style-type: none"> • Fat • Leader • Job
2.	Teacher	<ul style="list-style-type: none"> • Teaching • Grumpy • Subjects
3.	Student	<ul style="list-style-type: none"> • Study • Book • Homework
4.	Security	<ul style="list-style-type: none"> • Gate • Police • Fierce
5.	Staff	<ul style="list-style-type: none"> • Computer • Administration • Letter
6.	Bird	<ul style="list-style-type: none"> • Animal • Sky • Creature
7.	Cat	<ul style="list-style-type: none"> • Fur • Cute • Meow
8.	Chicken	<ul style="list-style-type: none"> • Animal • Egg • Farm
9.	Ant	<ul style="list-style-type: none"> • Black • Sugar • Tree
10.	Mosquito	<ul style="list-style-type: none"> • Fly • Itchy • Small

11.	Butterfly	<ul style="list-style-type: none"> • Fly • Beautiful • Wings
12.	Grass	<ul style="list-style-type: none"> • Green • Leaf • Field
13.	Tree	<ul style="list-style-type: none"> • Green • Leaf • Tall
14.	Flower	<ul style="list-style-type: none"> • Colorful • Smell • Garden
15.	Motorcycle	<ul style="list-style-type: none"> • Helmet • Yamaha • Honda
16.	Chair	<ul style="list-style-type: none"> • Table • Brown • Sit
17.	Whiteboard	<ul style="list-style-type: none"> • Write • Teacher • Wall
18.	Table	<ul style="list-style-type: none"> • Book • Bag • Rectangular
19.	Book	<ul style="list-style-type: none"> • White • Pen • Bag
20.	Pen	<ul style="list-style-type: none"> • Hold • School • Student
21.	Window	<ul style="list-style-type: none"> • Door • Wind • Wood



APPENDIX 11
THE FINAL PRODUCT OF
TABOO GAME CARDS

Packaging



Back of The Card



Front of The Card

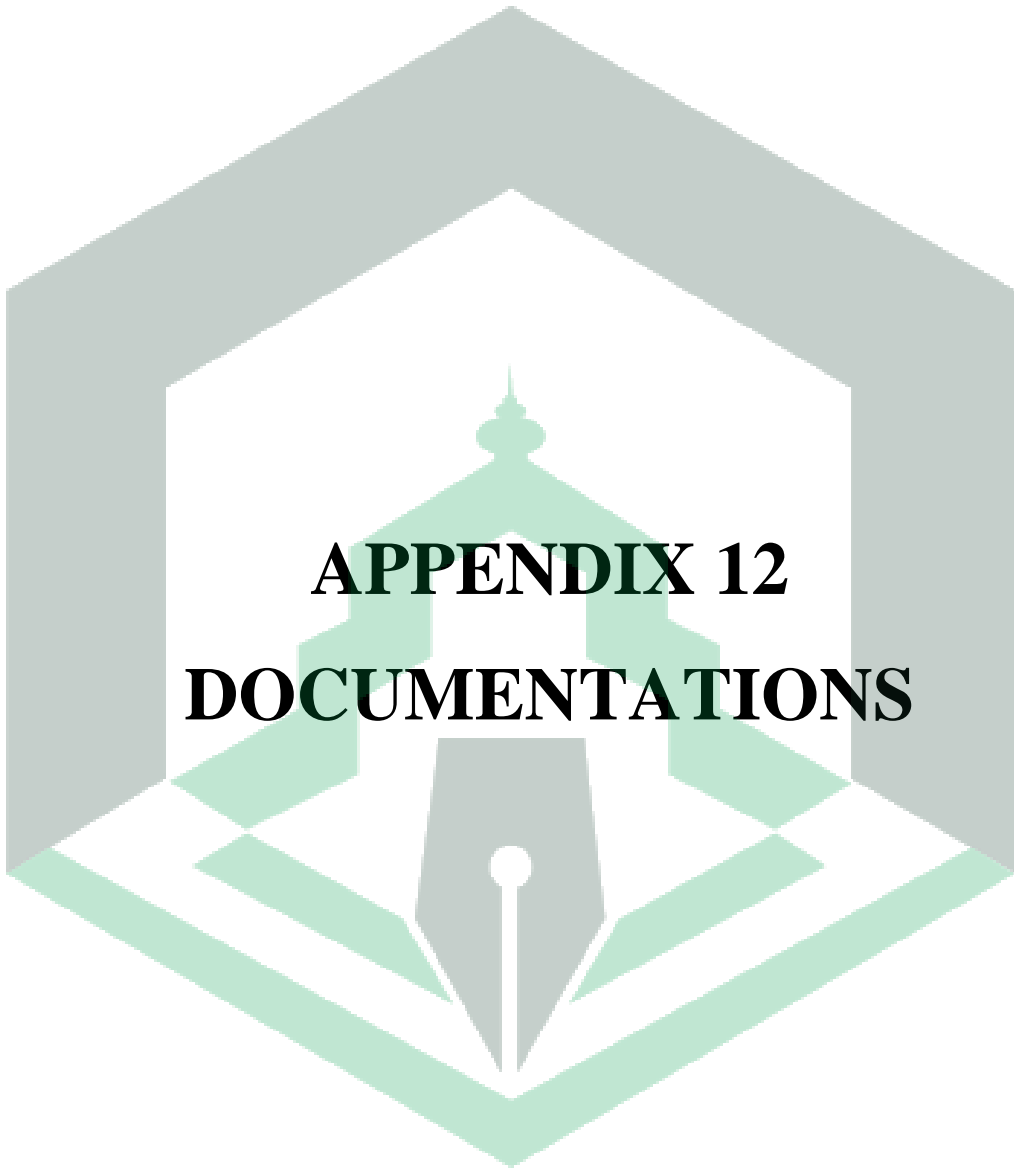
Butterfly

Taboo Words:

Fly

Beautiful

Wings



APPENDIX 12
DOCUMENTATIONS

Need analysis in Oktober 2022



Interview teacher in Oktober 2022



Student's Perceptions in November 2022





APPENDIX 13
SURAT KETERANGAN
TELAH MENELITI



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



SURAT KETERANGAN PENELITIAN

Nomor: 421.3/140/SMPN.8/XI/2022

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

Nama : NINA SARMILA
Tempat / Tgl Lahir : Samarinda, 15 Agustus 2000
NIM : 1802020103
Jenis Kelamin : Perempuan
Pekerjaan : Mahasiswi
Program Studi : Pendidikan Bahasa Inggris
Alamat : Mancani

Adalah benar telah melaksanakan penelitian di Sekolah Menengah Pertama Negeri 8 Palopo pada tanggal 18 Oktober S.D 17 November 2022, untuk kepentingan penulisan Skripsi dengan judul **“Development Of Taboo Game Cards Props As An Alternative Medium For Learning Speaking At Seventh Grade Of SMPN 8 Palopo”**.

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

Palopo, 17 Nopember 2022

a.n Kepala Sekolah,

Kepala Urusan Kurikulum



NIP. 19680723 199703 1 002