

USING BOARD RACE GAME TO DEVELOP STUDENTS'  
VOCABULARY AT THE EIGHT GRADE  
OF MTs. SATU ATAP DATOK SULAIMAN PALOPO



IAIN PALOPO

A THESIS

*Submitted as a Part of the Requirements For S.Pd. Degree  
In English Language Education Study Program*

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

2019

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Written by

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

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STATE ISLAMIC INSTITUTE OF PALOPO

2019

### THESIS APPROVAL

This thesis, entitled "Using Board Race Game To Develop Students Vocabulary At The Eighth Grade Of MTs Satu Atap Datok Sulaiman" written by **Rahmawati, Reg. Number 15.02.02.0114**, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Wednesday, September 18<sup>th</sup> 2019 M**, coincided with **Muharram 18<sup>th</sup> 1441 H**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

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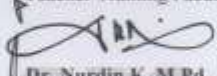
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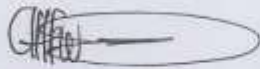
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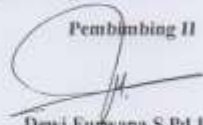
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## TABLE OF CONTENTS

<b>TITLE PAGE .....</b>	<b>.....</b>
<b>THESIS APPROVAL .....</b>	<b>.....</b>
<b>PRONOUNCEMENT.....</b>	<b>i</b>
<b>CONSULTANT APPROVAL.....</b>	<b>ii</b>
<b>NOTA DINAS PEMBIMBING.....</b>	<b>iii</b>
<b>ACKNOWLEDGMENT.....</b>	<b>v</b>
<b>TABLE OF CONTENTS .....</b>	<b>viii</b>
<b>LIST OF TABLE .....</b>	<b>xi</b>
<b>LIST OF FIGURE .....</b>	<b>xiii</b>
<b>ABSTRACT.....</b>	<b>xiv</b>
<b>CHAPTER I: INTRODUCTION .....</b>	<b>1</b>
A. Background.....	1
B. Problem Statement .....	2
C. Objective of the research.....	3
D. Significance of the research .....	3
E. Scope of the research.....	4
F. Operational definition.....	4
 <b>CHAPTER II:REVIEW OF RELATED LITERATURE</b>	
A. Previous of Related Research Findings .....	5
B. Some Pertinent Ideas .....	6
1. Definition of Vocabulary .....	6
2. Part of Speech .....	7
3. How to Learn Vocabulary .....	15
4. The Importance of vocabulary .....	16
5. The ways to Learn Vocabulary .....	17
6. The use Game For Teaching Vocabulary.....	20
1. Game.....	21
a. Definition of Game .....	22

b. Types of Game .....	25
2. The Concept of Board Race Game.....	33
a. Definition of Board Race Game.....	33
b. Board Race Preparation.....	35
C. Conceptual Framework.....	36
D. Hypotheses.....	37

### **CHAPTER III RESEARCH METHOD**

A. Research Design.....	38
B. Variable of the Research .....	39
C. Operational Variable .....	39
D. Population and sample .....	40
E. Instrument of the research.....	40
F. Procedure In Collecting Data .....	41
G. Technique of Data analysis .....	45

### **CHAPTER IV FINDINGS AND DISCUSSION**

A. Findings .....	46
1. The analysis students' pretest score.....	46
a. The students' pretest score of experimental class and control class .....	47
b. The students' scoring classification of students' of Experimental and control class .....	48

c. The mean score and standard deviation of students' pretest in experimental and control class .....	59
d. The calculation of t-test pretest of experimental class and control class.....	50
2. The analysis students' posttest score .....	51
a. The students' posttest score of experimental class and control class .....	51
b. The students' scoring classification of students' of experimental and control class .....	53
c. The mean score and standard deviation of students' posttest in experimental and control class .....	54
d. The calculating of t-test posttest of experimental class and control class.....	55
B. Discussion .....	56

## **CHAPTER V CONCLUSSION AND SUGGESTION .....62**

a. Conclusion .....	62
b. Suggestion.....	63

## **BIBLIOGRAPHY .....**

## LIST OF TABLE

Table 4.1 The Students' Pretest Result in Experimental Class.....	47
Table 4.2 Frequency and Percentage of students' pretest in Experimental and Control Class.....	49
Table 4.3 The Mean Score and Standard Deviation of Students' Pretest in Experimental and control class .....	50
Table 4.4 Paired Sample Statistic.....	51
Table 4.5 The Paired Sample Test of Pretest in control and experiment Class.....	51
Table 4.6 The Students' posttest Result in Control class.....	52
Table 4.7 Frequency and Percentage of students' posttest in Experimental and Control Class.....	54
Table 4.8 The Mean Score Standard Deviation of Students' Posttest in Experimental and Control Class .....	55
Table 4.9 Paired Samples Statistic .....	56
Table 4.10 The Paired Sample test of posttest in Control Class and Experiment Class .....	57

## **LIST OF FIGURE**

Figure 2.1 Conceptual Framework.....	35
Figure 3.1 Research Design .....	38



## **ABSTRACT**

**Rahmawati, 2019. Using Board Race Game To Develop Students' Vocabulary At The Eight Grade Students Of Mts. Satu Atap Datok Sulaiman Palopo. English Study Program Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies (IAIN) Palopo. Under the supervisors (1) Wahibah, S. Ag., M. Hum (2) Dewi Furwana, S.Pd.I, M.Pd**

*Key Word: Vocabulary and Board race Game.*

The thesis deal with using board race game to develop students vocabulary at the eighth grade students of MTs. Satu Atap Datok Sulaiman Palopo. The problem statement of this thesis : Does the use board race game develop students vocabulary at the eight grade students of MTs. Satu Atap Datok Sulaiman Palopo. The objective of the research was to find out whether or not board race game develop students vocabulary at the eight grade of MTs. Satu Atap Datok Sulaiman Palopo.

This research used quasi-experimental. The research was carried out in two classes, experimental class and control class. The population of this research was the eighth grade students of MTs Satu Atap Datok Sulaiman Palopo. The number of population was 40 students. The samples of this research Class VIII A consisted of 20 students as experimental class and Class VIII B consisted of 20 students as control class. The sampling technique in this research was purposive sampling. The instrument of this research was vocabulary test. The writer gave pretest and posttest to the students. The data was analyzed by using SPSS 20.

The result of this research showed that the use of Board Race game can develop students' vocabulary. It could be seen from the result of calculation that the students' score in experimental class was lower than students' score in control class. The mean score of pretest in experimental class was lower than the mean score in control class ( $67.8 < 68.05$ ). The mean score of posttest in experimental class was higher than the mean score in control class ( $88.05 > 782.5$ ). As a result, there was significant difference between the students' who were taught by using board race and those who are not taught by using board race. Based on the the result of this research. The researcher concluded that the board race game can the develop students' vocabulary.

## CHAPTER I

### INTRODUCTION

#### ***A. Background***

As we know in the world, there are many languages. One of them is English. This language is the most important one in the world. It is not only as an international communication means but also to access the science and technology. In Indonesia, English is very important for students of all levels to master in order to be able to communicate with other people from foreign countries. In term of English teaching, one of the language aspects taught is vocabulary, vocabulary is all the words a person know or uses. <sup>1</sup>

A language will be effective in our self if our language skill improves and the students language skill will improve if vocabulary cognitive improves. There the students must attempt to increase vocabulary. <sup>2</sup>

Vocabulary is necessary to give students something to hang on when learning got data structures. Students need to learn how to memorize vocabulary in the sentence and their daily. Vocabulary an important point in learning a language, because it is main part to writing, speaking, reading, and listening. It makes easy us to translate some word, Into English or Indonesian and also the more could speak with other. The researcher interested to develop the students' upgrade MTs. Satu atap Datok Sulaiman Palopo. because before doing the research, the researcher did observation by interviewing with the students MTS.

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<sup>1</sup>Martin H. Mansur, *Oxford Learner's pocket Dictionary*, ( New Ed; New York: Oxford University press, 1980) , P. 482

<sup>2</sup>Henry Tarigan, *pengajaran Kosa Kata*, ( cet 5 ; Bandung, 1934) , P. 14.

Satu atap Datok Sulaiman Palopo. From the interviewing , the researcher that the students' ability in vocabulary was low. It is proven that most of them not mastering or know some of the vocabulary given, they said "they are rather difficult in learning English because they have skill in English is limited, they do not have many vocabulary. There was no innovative media or game which could refresh students' mind to do activities in English learning process.

The problems, the lack of students' vocabulary is influenced by several factors among them such as the lack of reading because of the lack of interest in reading , and therefore to Increase the vocabulary of students teachers have to use games or media accurate and interesting.

Based on the background that has been made above, the research was conducted to develop in vocabulary students to use Board race game, Board race game is one of the develop of board race game as a common game which can be played by using board, table or floor, Board race game is a fun way for students to practice their English while enjoying some competition .

This research demonstrated eighth grade of MTs. Satu Atap Datok Sulaiman Palopo entitled " Using of Board Race Game to Develop Students' Vocabulary at The Eighth Grade of MTs. Satu Atap Datok Sulaiman Palopo "

## ***B. Problem Statement***

Based on the background that has been explained above, the researcher formulates problem statements as follow: Does the use of board race game develop students' vocabulary at the eight grade students of MTS. Satu Atap Datok Sulaiman Palopo ?

### ***C. Objective of the Research***

Based on the problem statement previously, the objective of the research is to find out whether or not board race game develop students' vocabulary at the MTs. Satu Atap Datok Sulaiman Palopo.

### ***D. Significance of the Research***

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

#### **1. Theoretically Contribution :**

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

#### **2. Practically Contribution:**

##### **a. For the Teachers**

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

b. For the students

The technique of this research hopefully can help students to develop their vocabulary ability in Board race game at the eighth grade students Of MTs. Satu atap Datok Sulaiman Palopo.

### ***E. Scope of the Research***

The scope of the research will focus on several aspect, namely: By discipline, this research under apply English Language Teaching. By activity, the researcher will use board race game to develop students' vocabulary. By content The research focuses on the study of content words : Noun, Adjective, and Verb.

### ***F. Operational Definition***

Avoiding misunderstanding, the key term of the research is define as follows :

1. Vocabulary is the word that a person knows or uses, all the words in a language, list of words with their meanings, especially in a book for learning in foreign language.<sup>3</sup>
2. Game is a set of activities involving on or more players, game is an activity which is rules and can create enjoyment.
3. Board race game is a fun game that is used for revising vocabulary whether it be words from the lesson you've just taught or words from a lesson you taught last week. Board race game is a fun way for students to practice their English while enjoying some competition.

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<sup>3</sup>John Eastwood, oxford Learner's pocket Dictionary, ( New York : Oxford University Press, 2005), P. 15

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### ***A. Previous of Related Research findings***

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

a. The researcher, Irma Nur Hidayati. “Improving English writing skill through Board Race Games for grade X Students in Semester 1 of SMA Negeri Pengasih in the Academic year of 2014/2015“ She found that used of board race game in teaching writing skill, it can be seen that students could apply writing conversions well, students enthusiastic learning through the board race games. <sup>4</sup>

2. Sukma Pratiwi Santoso “The implementation of board race game to improve students’ ability in memorizing countable noun vocabulary at eight of Mts. Al-washliyah tembung academic year 2018/2019” She found that used of race to board game in teaching vocabulary, the students were more active, comfortable and enjoyed teaching learning process. <sup>5</sup>

3. Fitri Palupi Kusumawati in “ Board race to boost students’Vocabulary mastery at Civil Engineering study program in Muhamadiyah University of metro academic year 2017/2018” She found that Board race becomes one of suitable

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<sup>4</sup>Irma Nur Hidayati (2014/2015) Improving English writing skill through Board race Games for grade X Students in Semester 1 of SMA Negeri Pengasih in the Academic year of 2014/2015. Accessed on oktober 18

<sup>5</sup>Sukma Pratiwi Santoso (2018) The implementation of board race game to improve students ability in memorizing countable noun vocabulary at eight of Mts. Al-washliyah tembung 2018. Accssed on oktober 18

games to increase students motivation in learning vocabulary, and board games is fun away for students to practice their English while enjoying some competition.<sup>6</sup>

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

## **B. *Some Pertient Ideas***

### **a. *Definition of Vocabulary***

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

According to Kasihani, Vocabulary is a pile of word owned by a language and gives meaning if we use the language.<sup>7</sup> Vocabulary is all the words that a person knows or uses, all the words in a language, list of words with their meanings, especially in a book for learning a foreign language.

In dictionary of Education definition of vocabulary is one of the components of language and that no language exists without words. Words are signs or symbols for ideas. There are means by which people exchange their

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<sup>6</sup>Fitri palupi Kusumawati “ Board race to boost students vocabulary mastery at civil engineering study program in muhamadiyah university of metro academic year 2017/2018. Accessed on oktober 2018

<sup>7</sup>Kasihani, *English for young learners* (1<sup>st</sup> Print; Jakarta : Bumi aksara, 2007) p. 43

thought. The more ideas we should have so we can communicate the ideas more effectively.<sup>8</sup>

Vocabulary is a list or collection of words arranged in alphabetical order and explained ; a dictionary or lexicon, either of a whole language , a single work or author, a branch of science, or the like ; a word-book.<sup>9</sup>

#### **b. Part of Speech**

Part of speech in English are very important because each part has function in making phrase, clause or sentence. Part of speech are also called word classes.

#### **a. Noun**

According to Marcella Frank in his book, the noun is one of the most important parts of speech. Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence. In addition, it may function as the chief or “ head” word in many structures of modification.<sup>10</sup> Rudy Hariyono states that noun is word that used to show the name of people, place , animal , or the name of the things<sup>11</sup> While fuad Mas’ud states that noun is word that show people, thing, place, plan, animal, idea etcetera.<sup>12</sup>

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<sup>8</sup>Pieter A. Napa, *Vocabulary Development Skill*, ( cet ; Yogyakarta : Kansius, 1991). P. 6

<sup>9</sup>Brain Quote, Defenition of vocabulary, On line <http://www.brainyquote.com/words/vo/vocabulary237882>. Html Vocabulary. Accessesd on November 2018

<sup>7</sup>Marcella frank, *Modren English A practical references Guide* ( Prentice-hall, inc. Englewood Cliffs, New Jersey, 1972, ) p. 6

<sup>11</sup>Rudy Hariyono, *Complete English Grammar*, 2002. P 11

<sup>12</sup>Fuad Mas’ud, *Essential Of English Grammar*. ( 3<sup>rd</sup> Ed.; Yogyakarta : BPFE, 2005), P.



There are five kinds of noun, they are :

1. Abstract and concrete nouns

a) Abstract noun is noun that cannot be groped with the five senses.

Examples: Honesty, health, freedom, happiness, wisdom, etc.

b) Concrete nouns is name of people, place , or things etcetera that can be caught with the five sense.

Examples: Chair, car, bread, perfume, people, etc.

2. Common noun is noun that show type, class from things, place etcetera :

Examples : Book, tool, invention, bread, city, etc.

3. Proper noun is the name of people, place etcetera special for just it.

Propernouns always use capital letter.

Examples : Amir, Yogyakarta, Indonesia, Australia, etc.

4. Collective noun is name of group or corps that assumed as one unit or gathering a number of its member.

Examples : A team, A convoy, A committee, A troop, etc.

5. Material noun is name that show noun where it happened namely it does not make from people.

Examples : Gold, water, fish, blood, etc <sup>13</sup>

## **b. Pronoun**

Pronoun is a word a part of speech substitutable for a noun and marked for a person (like the cat, peter's self, the family's), the word pronoun can also be used for a determiner when this ' includes' the meaning of following noun which has

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<sup>13</sup>Fuad Mas'ud, Essential Of English Grammar, ( 3<sup>rd</sup> Ed, ; Yogyakarta : BPF, 2005) P, 44

been let out. ‘which bottle would you like?’ - ‘ I’ll take both.’ ( both stands for both bottles, and we can say that is used as a pronoun).

### **c. Adjectives**

Adjective is the word that used to give characteristic of a thing. <sup>14</sup> it is put before noun. There are eight kinds of adjective, they are :

#### **1) Descriptive Adjective**

Descriptive adjective is adjective that explain noun condition or someone’s characteristic,

Examples: Big, small, tall, wet, etc.

#### **2) Numeral adjective**

Numeral adjective is adjective that indicate or show the quantity of something, it is divided into there types, they are cardinal number , ordinal number , and fraction.

#### **3) Quantitative adjective**

Quantitative adjective is objective which indicate the number of something, or adjective which indicate how much/ many things that we mean, they are many, much, a lot of, a great many, a great deal of, few, little, a little, etc.

#### **4) Demonstrative adjective**

Demonstrative adjective is adjective used to show something animals or people that we mean. There are two kinds of demonstrative adjective, they are definite demonstrative adjective and indefinite demonstrative adjective.

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<sup>14</sup>Rudy Hariyono, Complete English Grammar, 2002 p , 40

#### 5) Proper Adjective

Proper adjective is adjective which is used to indicate proper noun. Generally, it is begun by capital letter, for example the name of country.

#### 6) Interrogative adjective

Interrogative adjective is adjective which is used as question. It used to ask noun.

Examples:

*What good it his?*

*Which book do you mean?*

*Whose car is that ?*

#### 7) Possessive adjective

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

#### 8) Distribute adjective

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

### **d. Verb**

The verb is the most complex part of speech. Its varying arrangements with nouns determine the different kinds of sentences-statements, questions, commands, Exclamations. <sup>15</sup> Verb is word that show a job, act, behavior, or

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<sup>15</sup>Marcella Frank, modern English A practical References Guide, 1972. P47

activity. In English grammar, verb can be grouped to become some classes, they are<sup>16</sup>

1. Infinitive verb

Infinitive Verb divided into two kinds, they are:

a) Infinitives with to.

Examples: to buy, to cry, to make, to go, etc.

b) Infinitives without to

Examples: Drive, sleep, kill, speak, learn, etc.

2. Regular and irregular verb

Regular verb is the change of verb that follows the normal form, by adding “d” or “ed” to be past tense and past participle.

Examples:

<b>Infinitive</b>	<b>Past Tense</b>	<b>Past participle</b>
Help	Helped	Helped
Want	Wanted	Wanted
Answer	Answered	Answered
Call	Called	Called

Irregular verb is change of verb that does not follow rule, therefore it must be memorized well.

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<sup>16</sup>Rudy Hariyono, Complete English Grammar, 2002 P. 72

Examples:

<b>Infinitive</b>	<b>Past Tense</b>	<b>Past Participle</b>
Arise	Arose	Arisen
Awake	Awoke	Awoken
Beat	Beat	Beaten
Buy	Bought	Bought

### 3. Transitive and intransitive verb

Transitive verb is the word that needs object to complete the meaning. The other words it cannot stand without noun and pronoun as object.

Examples: She makes a cake, I have bought a book.

Intransitive verb is the verb does not need an object because it has complete meaning and its verb always active verb.

Examples: Go, sit, fall, cry, etc.

### 4. Full verb, Auxiliary and linking verb

a) Full verb is verb that used to state an activity or action. It can stand by itself and has complete meaning without *to*.

Examples: Say, see, sing, watch, etc.

b) Auxiliary Verb is the verb, which help other to for complete structure. It cannot stand by itself it needs other verbs especially full verb.

Examples:

To be ( am, is, are, be, being, been )

Do, Does, did

Have, Has, had.

Modal auxiliary (may, might, must, have to, had to, need to, would, shall, should, ought to, dare).

c) Linking verb is verb that functions to connect between subjects with pronoun or adjective that explains the subject.

Examples: Appear, become, feel, get, etc.

#### **e. Adverb**

Adverb is a part of speech without inflection, in modification of or in addition to a verb, adjective, clause, sentence, or other adverb. There are very many kinds of adverb with different functions.

1. Adverb of Manner, Example: She started compete *fairly*.
2. Adverb of Time, Example: Let's begin to work *now*.
3. Adverb of Place, Example: She always *looks down*.
4. Adverb of Frequency, Example: I *often* forget her name
5. Adverb of certainty, Example: It will *probably* rain tonight.
6. Adverb of degree, Example: She is *very* beautiful
7. Interrogative Adverb, Example: Where are you going tonight ?
8. Conjunction Adverb, Example: My friend mark doesn't enjoy school. *Still*, he's working hard at getting good grades

#### **f. Preposition**

Preposition is a part of speech placed before other words in composition and in syntax.

Example : Is sleeping *on* the floor good for my back ?

### **g. Conjunction**

Conjunction is a part of speech binding together the discourse and filling gaps in its interpretation.

1. Coordinate conjunction ( and, but, yet)

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

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

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

3. Subordinate conjunction ( after, although, when)

Example : Jane began her work *after* her friend had gone.

4. Adverbial conjunction ( however, hence, then )

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

### **h. Interjection**

Interjection is a part of speech expressing emotion alone.<sup>17</sup>

Example : Hey ! Look at me !

### **Example the word category in sentence, parts of speech by rustan's finger**

Explanation :

1: Noun

2: Verb

3: Adjective

4: Adverb

5: Preposition

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<sup>17</sup>English club. Part of speech. Online : [www.EnglishClub.com](http://www.EnglishClub.com). Accessed. On 30<sup>th</sup> of January 2019.

6: Conjunction

7: Determiner

8: Interjection

1 . She was angry at me yesterday

(1) (2) (3) (5) (1) (4)

2 . He saw some beautiful picture

(1) (2) (7) (3) (1)

3 . Rahma and sary are beautiful girls

(1) (6) (1) 2) (3) (1)

4. My family and I want to go to London from Indonesia by plane

(7) (1) (6) (1) (2) (5) (2) (5) (1) (5) (1) (5) (1)

5. Oh! I'm sorry to hear that

(8) (1) (2) (5) (2) (6)

**c. How to Learn Vocabulary**

To get success in learning we must find out how the way learners vocabulary well. According to Wilga said "there are five ways to learn vocabulary as follow":

1. Students need to learn how to commit vocabulary to long term memory thisdoes not necessarily mean "memorizing". Although some students may find this activity suit their learning style.
2. Students must learn to discriminate variation in distribution and new boundaries of meaning. The teacher may give explanation of contrast with native language distribution, demonstrate schematically the distribution of



meaning of apparently comparable words, or promoted activity which requires for success that these boundaries be respected , Students do not always realize that words are constructed of morphemes which share the burden of the meaning among them.

3. Students should learn to penetrate disguises with language the some family or from areas where there has been considerable alternative there are many borrowed words and cognates.
4. Students will learn how to discover new words from themselves.If students are not to become discovered, they need to learn that vocabulary is elastic and that they can make much of the little they know by paraphrase, circum location, and definition as they gradually build up a more precise and varied lexicon.
5. Students must learn how to augment their own vocabulary steadily and systematically. They will begin early to keep individual list of new words they encounter, words that interest them, and problem words which are continually, ripping them up.

**d. The Importance of vocabulary**

Learning vocabulary is a very important part of learning a language. The more words you know, the more you will be able to understand what you hear and read; and the better you will be able to say what you want to when speaking or writing.

Vocabulary is critical to reading success for there reasons:

- a. Comprehension improves when you know what the words mean. Since comprehension is the ultimate goal of reading, you cannot overestimate the importance of vocabulary development.
- b. Words are the currency of communication. A robust vocabulary improves all areas of communication- listening, speaking, reading, and writing.
- c. How many times have you asked your students or your own children to “Use your words’? when children and adolescents improve their vocabulary, their academic and social confidence improve, too.

**e. The Ways to Learn Vocabulary**

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

These are some ways to learn vocabulary:

- a. Students need to learn how to commit vocabulary to long learn memory.
- b. Students must learn to discriminate variations in distribution and new bounds of meaning.
- c. Students do not always realize that words as constructed of morphemes which share the burden of meaning among them.
- d. Students should learn to penetrate disguise.
- e. Students must learn how to discover new words for themselves.
- f. If they are not become discouraged, they need to learn that vocabulary is elastic and they can make much of the little they know by paraphrase, circumlocution and definition.

g. They must learn how to augment their own vocabulary steady and systematically.<sup>18</sup>

There are two criteria used determine which words to be taught :

1. Frequency is the common principle of vocabulary selection. We have to decide which words we should teach on the basis of how frequently are used by speaker of the language. The words which are most commonly use are the ones we should teach first.
2. Coverage, a word which covers more things is more useful than it only has specific meaning.<sup>19</sup>

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

1. *Look for Contextual Clues to the meaning of Unknown words as you read*

The research team spent years investigating whales, dolphins,..., and other marine mammals.

From the information in the sentence, you can not deduce that the missing word must be another example of marine mammals. Being able to determine the meaning of unknown words from contextual clues can be used to expand your vocabulary, and you see how and when word is used as well as understanding is meaning.

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<sup>18</sup>Wilga M. Rivers, *Teaching Foreign Language Skills*, (Chicago and London : The University of Chicago press, 1981), P. 464

<sup>19</sup>Jeremy Harmer, *The practice of English Language Teaching*. ( London: Longman Group, 1991) P. 159

2. *Notice the grammatical Function of words as you read*

Recognizing the relationship in meaning and the difference in grammatical function among *attraction*: Noun, *attract*: verb, *attractive*:

Adjective, and *attractively*: adverb, will help you expand your vocabulary quickly. If you that persuasion is a noun, when you are reading, you should be able to guess that *persuade* is verb, *persuasive* is an adjective, and *persuasively* is an adverb. Also, you should learn the there principle parts of verbs : the simple form, the pasr from, and the past participle from.

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

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

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

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

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

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

Each individual has a preferred learning style, you must find the best way for you to review and practice new vocabulary. In the following exercise, you will experiment with several different study systems. As long as it is you who decides, from your extensive reading, what new words you wish to add to your active vocabulary, any study system will do. You should not, however, rely on someone else's list of words and definitions. Develop your own lists and your own system. Attempt to use the new words that you choose in both speaking and writing, thus expanding your active English vocabulary. Remember, however, that the average English native speaker has a passive vocabulary. Even if you do not find opportunities to use many of the new words you encounter, intelligent extensive reading will help develop your passive vocabulary as well as, or even more than, your active vocabulary.<sup>20</sup>

f. **The Use Game for Teaching Vocabulary**

Ghada Sari states that language learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce, and manipulate the target language. Games have proven to have advantages and effectiveness in learning vocabulary in various ways: Games bring in relaxation

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<sup>20</sup>Carol King & Nancy Stanley, *Building Skill for the TOEFL*, (London and Abingdon : Heinle and Heinle Publishers, 1983), P 315.

and fun for students, thus help them learn and retain new words more easily. Games usually involve friendly competition and they keep learners interested. Vocabulary games bring real world context into the classroom and enhance students' use of English in a flexible, communicative way. Games are highly motivating and they give students more opportunity to express their opinions and feelings. Games add diversion to the regular classroom activities, “break the ice“, but they are also used to introduce new ideas.<sup>21</sup>

Games is activity that you do to have some fun,( Hornby; 1995;486). Games can make the students more focus learning, because they do not feel that are forced to learn. Games can lower anxiety, thus making the acquisition of input more likely.

(Hansen; 1994;118), They also enable learners to acquire new experiences within a foreign language which are not always possible during typical lesson. Games can be media that will give many advantages for teacher and the students either.

Learning vocabulary through games is one effective and interesting way that can be applied in any classroom. The result of this research suggest that games are used not only for more fun during learning process, but more importantly for the useful presenting, practice and review of vocabulary to develop learners' communicative competence.

Games can help the teachers to create contexts in which the language is useful and meaningful. In the whole process of teaching and learning by games

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<sup>21</sup>Ghada Sari, prepared Using Games For Teaching Vocabulary, An article the internet Available Online, Accessed on 12<sup>th</sup> January 2019.

the students can take part widely and open-mindedly. To win the games each students or group should competitively answer the question addressed by the teacher or other students or groups. In order to do so they must understand what the teacher or others are saying or have written, and they must speak or write in order to express their own point of view or give information. <sup>22</sup> One of the best ways to teaching vocabulary is through games. Games can help the teachers to create contexts in which the language is useful and meaningful, games have many advantages for children, such as game bring relaxation and fun for students, this help them learn and retain new words more easily.

### **1. *Game***

#### **a. Definition of Game**

Game is a structured form of play, usually undertaken for enjoyment and sometimes used as an educational tool, Games are distinct from work, which is usually carried out for remuneration, and from art, which is more often an expression of aesthetic or ideological elements. However, the distinction is not clear-cut, and many games are also considered to be work (such as professional players of spectator sports or games) or art (such as jigsaw puzzles or games involving an artistic layout such as Mahjong, solitaire, or some video games). <sup>23</sup>

Manser (1991:171) says that game is form of play. After looking at some definition, the writer concludes that the game is a technique in teaching second language it can be play that make us enjoy naturally and learning will be easily

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<sup>22</sup>Saverius Kaka, Teaching English Vocabulary By Games  
<http://verykaka.wordpress.com/2008/05/28/teach-english-vocabulary-by-games> (Accessed on 2<sup>nd</sup> january 2019.

<sup>23</sup>"Definition of GAME". *www.merriam-webster.com*. Retrieved May 7, 2017

and effective, it is accordingly with early and receptive age. In most games, the rules are more significant than components. But there are games where these roles are reversed: where the components are significant and the rules not very important at all. Usually, these are action games like looping louie. The components are the hardware, the rules are the software. Both define the game. Both can exist independently from each other, but separately are not a game. Archeology finds ancient game boards and game pieces, but no one knows what rules these ancients used to play their games, We will never know how these games were played.<sup>24</sup>

Carner in Tangguk, provides some reasons for you sing games in language teaching as follow:

1. Game can be used to change the phase of the lesson and so maintain the learners motivation.
2. Game can be used to punctuate long formal teaching units and review students energy before returning to more formal learning.
3. Game can give hidden practice of specific language point without students being aware of this.
4. Game can change the rolls of the teacher from the formal instructor to manager or organize of activities the students enjoying participate in this is consider use full reducing teacher students distance conflict.
5. Game can and increase students communication and also produce the domination of the teacher.

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<sup>24</sup>Definition of game. Manser ( 1991-1997) accessed on November 18



6. Game can act as testing mechanism, in sens that it can expose weakness and the needs for remedial works<sup>25</sup>

And there are some roles of game to know especially, in education term. According to byrene, game can do this in to main whys :

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

2. They can be used to provide the learners with opportunities to use language rather than simply practice it. That is, they are concerned with fluency rather than accuracy.<sup>26</sup>

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

There are many advantages of using games in the classroom, as follow :

- a . Games are a welcome break from the usual routine of the language class.
- b. They are motivating and challenging.
- c. Learning a language requires a get deal of effort. Games help students to make and sustain the effort of learning.
- d. Games provide language practice in the various Skill- Speaking, writing, listening, and reading.
- e. They encourage students to interact and communicate.

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<sup>25</sup>Tanggak, “ *The use of pyramid game and teching vocabulary*” Thesis S1 ( Makassar FBS UNM, 1991) P. 16 Unpublished

<sup>26</sup>While byrene, *Teaching oral English*, ( New Edition: London Longman, 1986) P. 100

f. They create a meaningful context for language use.<sup>27</sup>

## **b. Types of Game**

There are 10 Best ESL Games for English Teachers Abroad, All structure have different functions. Some are designed to produce master of high consensus content, others to produce thinking skills, and yet others foster communication skills<sup>28</sup>.

### **1. Board Race**

There isn't an EFL teacher I know who doesn't use this game in the classroom. Board Race is a fun game that is used for revising vocabulary, whether it be words from the lesson you've just taught or words from a lesson you taught last week. It can also be used at the start of the class to get students active. It is a great way of testing what your students already know about the subject you're about to teach.

#### **Steps:**

This is best played with 6 students or more - the more, the better. and used it in classes ranging from 7-25 years of age and it's worked well in all age groups. Here's a step by step explanation:

- a. Split the class into two teams and give each team a colored marker.
- b. If you have a very large class, it may be better to split the students into teams of 3 or
- c. Draw a line down the middle of the board and write a topic at the top.

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<sup>27</sup>Wikipedia, Game Online. <http://wikipedia.org/wiki/game>, 2011 ( November 22<sup>nd</sup> 2018)

<sup>28</sup>Emma Lander Go Overseas writerpublished in October 2013; we redesigned and updated this article in May 2018.

- d. The students must then write as many words as you require related to the topic in the form of a relay race.
- e. Each team wins one point for each correct word. Any words that are unreadable or misspelled are not counted.

## **2. Call My Bluff / Two Truths and A Lie**

Call My Bluff is a fun game which is perfect at the start of term as a 'getting to know you' kind of game. It is also a brilliant ice breaker between students if you teach classes who do not know one another -- and especially essential if you are teaching a small class size.

The game is excellent for practicing speaking skills, though make sure you save a time for after the game to comment on any mistakes students may have made during the game. (I generally like to reserve this for after the game, so you don't disrupt their fluency by correcting them as they speak).

With older groups you can have some real fun and you might be surprised what you'll learn about some of your students when playing this particular EFL game.

### **Steps:**

- a. Write 3 statements about yourself on the board, two of which should be lies and one which should be true.
- b. Allow your students to ask you questions about each statement and then guess which one is the truth. You might want to practice your poker face before starting this game!
- c. If they guess correctly then they win.

- d. **Extension:** Give students time to write their own two truths and one lie.
- e. Pair them up and have them play again, this time with their list, with their new partner. If you want to really extend the game and give students even more time to practice their speaking/listening skills, rotate partners every five minutes.
- f. Bring the whole class back together and have students announce one new thing they learned about another student as a recap.

### **3. Simon Says**

This is an excellent game for young learners. Whether you're waking them up on a Monday morning or sending them home on a Friday afternoon, this one is bound to get them excited and wanting more. The only danger I have found with this game is that students never want to stop playing it.

#### **Steps:**

Stand in front of the class (you are Simon for the duration of this game).

- a. Do an action and say Simon Says [action]. The students must copy what you do.
- b. Repeat this process choosing different actions - you can be as silly as you like and the sillier you are the more the children will love you for it.
- c. Then do an action but this time say only the action and omit 'Simon Says'.  
Whoever does the action this time is out and must sit down.
- d. The winner is the last student standing.
- e. To make it harder, speed up the actions. Reward children for good behavior by allowing them to play the part of Simon.

#### **4. Word Jumble**

This is a great game to encourage team work and bring a sense of competition to the classroom. No matter how old we are, we all love a good competition and this game works wonders with all age groups. It is perfect for practicing tenses, word order, reading & writing skills and grammar.

##### **Steps:**

This game requires some planning before the lesson.

- a. Write out a number of sentences, using different colors for each sentence. I suggest having 3-5 sentences for each team.
- b. Cut up the sentences so you have a handful of words.
- c. Put each sentence into hats, cups or any objects you can find, keeping each separate.
- d. Split your class into teams of 2, 3, or 4. You can have as many teams as you want but remember to have enough sentences to go around.
- e. Teams must now put their sentences in the correct order.
- f. The winning team is the first team to have all sentences correctly ordered.

#### **5. Hangman**

This classic game is a favorite for all students but it can get boring quite quickly. This game is best used for 5 minutes at the start to warm the class up or 5 minutes at the end if you've got some time left over. It works no matter how many students are in the class.

##### **Steps:**

- a. In case you've never played, here's a quick rundown.

- b. Think of a word and write the number of letters on the board using dashes to show many letters there are.
- c. Ask students to suggest a letter. If it appears in the word, write it in all of the correct spaces. If the letter does not appear in the word, write it off to the side and begin drawing the image of a hanging man.
- d. Continue until the students guess the word correctly (they win) or you complete the diagram (you win)

## **6. Pictionary**

This is another game that works well with any age group; children love it because they can get creative in the classroom, teenagers love it because it doesn't feel like they're learning, and adults love it because it's a break from the monotony of learning a new language - even though they'll be learning as they play.

Pictionary can help students practice their vocabulary and it tests to see if they're remembering the words you've been teaching.

### **Steps:**

Before the class starts, prepare a bunch of words and put them in a bag.

- a. Split the class into teams of 2 and draw a line down the middle of the board.
- b. Give one team member from each team a pen and ask them to choose a word from the bag.
- c. Tell the students to draw the word as a picture on the board and encourage their team to guess the word.
- d. The first team to shout the correct answer gets a point.

- e. The student who has completed drawing should then nominate someone else to draw for their team.
- f. Repeat this until all the words are gone - make sure you have enough words that each student gets to draw at least once!

## **7. The Mime**

Miming is an excellent way for students to practice their tenses and their verbs. It's also great for teachers with minimal resources or planning time, or teachers who want to break up a longer lesson with something more interactive. It's adaptable to almost any language point that you might be focusing on.

This game works with any age group, although you will find that adults tire of this far quicker than children. To keep them engaged, relate what they will be miming to your groups' personal interests as best as possible.

### **Steps:**

- a. Before the class, write out some actions - like washing the dishes - and put them in a bag.
- b. Split the class into two teams.
- c. Bring one student from each team to the front of the class and one of them choose an action from the bag.
- d. Have both students mime the action to their team.
- e. The first team to shout the correct answer wins a point.
- f. Repeat this until all students have mimed at least one action.

## **8. Hot Seat**

This is one of my students' favorite games and is always at the top of the list when I ask them what they want to play. I have never used this while teaching ESL to adults, but I imagine it would work well.

Hot Seat allows students to build their vocabulary and encourages competition in the classroom. They are also able to practice their speaking and listening skills and it can be used for any level of learner.

### **Steps:**

- a. Split the class into 2 teams, or more if you have a large class.
- b. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them.
- c. Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.
- d. Continue until each team member has described a word to the student in the Hot Seat.

## **9. Where Shall I Go?**

This game is used to test prepositions of movement and should be played after this subject has been taught in the classroom. This game is so much fun but it can be a little bit dangerous since you'll be having one student in each pair be blindfolded while the other directs them. So make sure to keep *your* eyes open!



**Steps:**

- a. Before the students arrive, turn your classroom into a maze by rearranging it.  
It's great if you can do this outside, but otherwise push tables and chairs together and move furniture to make your maze.
- b. When your students arrive, put them in pairs outside the classroom. Blindfold one student from each pair.
- c. Allow pairs to enter the classroom one at a time; the blindfolded student should be led through the maze by their partner. The students must use directions such as step over, go under, go up, and go down to lead their partner to the end of the maze.

**10. What's My Problem?**

This is a brilliant EFL game to practice giving advice. It should be played after the 'giving advice' vocabulary lesson has taken place. It is a great way for students to see what they have remembered and what needs reviewing. This game works well with any age group, just adapt it to fit the age you're working with.

**Steps:**

- a. Write ailments or problems related to your most recent lesson on post-it notes and stick one post-it note on each student's back.
- b. The students must mingle and ask for advice from other students to solve their problem.
- c. Students should be able to guess their problem based on the advice they get from their peers.

- d. Use more complicated or obscure problems to make the game more interesting for older students. For lower levels and younger students, announce a category or reference a recent lesson, like "Health", to help them along.

These games will keep your students engaged and happy as they learn! Remember, these are just ten on the hundreds of different EFL games that you can play with your students. As you get more confident in the classroom, you can start putting your own spin on games and eventually make up your own.

Whatever the age of your students, they're guaranteed to love playing EFL games in the classroom. An EFL classroom should be fun, active and challenging and these games are sure to get you heading in the right direction.

## ***2. The concept of Board Race Game***

### **a. Definition of Board Race Game**

Board Race is a fun game that is used for revising vocabulary, whether it be words from the lesson you've just taught or words from a lesson you taught last week. It can also be used at the start of the class to get students active. It is a great way of testing what your students already know about the subject you're about to teach<sup>29</sup>. The Board race ESL Game is a fun way to get your class up and out of their seats. The activity can be used with young the students as well as with adults, depending on your classroom size. All you need are two markers, free space to move in the class and board to write on.<sup>30</sup>

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<sup>29</sup>EFL teaching Recipes BOARD RACE IN: ALL  
GES&LEVELS|ALLTYPES|ELEMANTARY |RECIPE Accessed on Desember 2018

<sup>30</sup>ESL EXPAT Resources for Teaching English Abroad January 21, 2016. Accessed on Desember 2018

Board race game can be defined as a something or an instruments that is used to attract students motivation to follow the teaching and learning process because board race game can make the students more focus in learning, because they do not feel that they are forced to learn.<sup>31</sup>

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

One of game in teaching vocabulary is Board race game. The effort of the linguist has strong basic because the learner entertained with their everyday life, give chances to the students to more active in the class because Board race game as method in teaching vocabulary is very effective and more interesting, the students will be memorizes the vocabulary and, the enjoying learning process.

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

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<sup>31</sup>Hornby A.S., Oxford Learner's of Dictionary of Current English, ( London : Oxford University press, 1995) P. 486

## **b. Board Race Game Preparation**

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

### **1. Board Race Game guidelines**

The goal of a board race game is to have team or group “ Race” from one end of the classroom to the board at the other end of the classroom and write the answer to a question on the board. The first person to finish writing the correct answer scores a point. First, to start the board race, explain to the class the purpose of the game, you may want to diagram on the board to demonstrate it. Pick a couple or group from the class to “ Race” against each other.

### **Steps of Board Race Game**

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

- a. Split the class into two teams an give each team colored marker.
- b. If you have a very large class, it may be better to split the students into teams of 3 or 4.
- c. Draw a line down the middle of the board and write a topic at the top.
- d. The students must then write as many words as you require related to the topic in the from of a relay race.
- e. Each team wins one point for each correct word. Any words that are unreadable or misspelled are not counted.<sup>32</sup>

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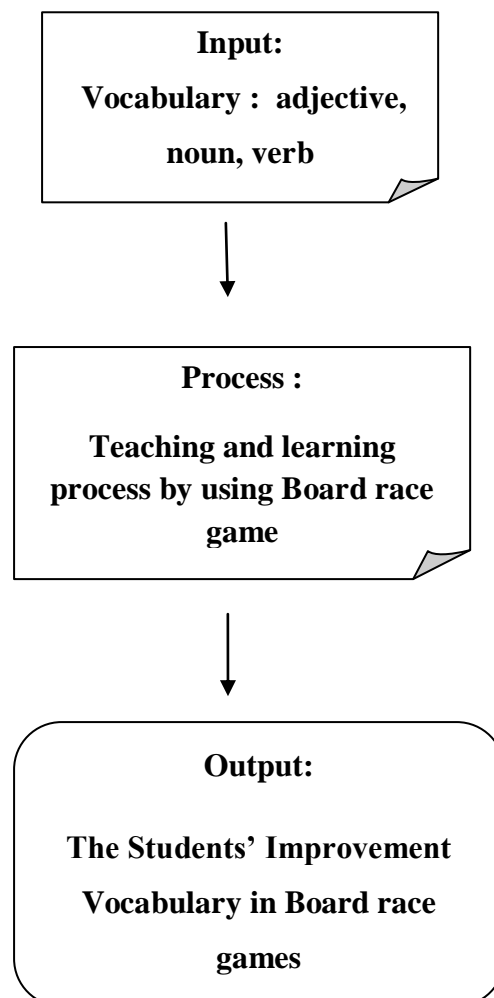
<sup>32</sup>Ibid p

### **c. The Advantages of Board Race game**

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

1. Board Race game is the most important reasons for using games is they are very FUN.
2. Board Race game can add variety to the range of learning situations.
3. Board Race game, can increase students communication and to practice their English while enjoying some competition.

### **C. Conceptual Framework**



Based on the conceptual above, it showed that the problem of this research was students got difficulties to understand Vocabulary. based on the problem, the researcher used Board Race game to solve the problem. Board race Games was kind of games learning to help the students in Vocabulary. The students were divided into a group of 4 or 5 students. Then, the researcher will give the material of Vocabulary ability in a Board race, and before that the researcher explain about the board race and purpose to the students. And then the researcher ask the students discussion in the team work, then the teacher write the topic on the board. The procedure of this game was the students responds by group/team.

#### **D. Hypotheses**

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

- a.  $H_1$  : The use of board race game is effective to develop students' vocabulary.
- b.  $H_0$  : The use of board race is not effective to develop students' vocabulary.

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

## CHAPTER III

### RESEARCH METHOD

#### ***A. Research Design***

This research was apply a quasi experimental research design. Quasi experimental is involvetwo groups of students with pre-test and post-test design. According to Ary et al, quasi experimental is experiment research design that has lack randomization of group.<sup>33</sup> Quasi experimental needed two similar groups as the sample of the research. As Latief states that quasi experimental research is the research which takes sample from two different classes in the same grades which has similarity.<sup>34</sup> The classes are experimental group and control group.<sup>35</sup>

The experimental group is the group who teach vocabulary using of board race game. In other hand, the control group is the group who are not teach vocabulary using of board race game .

The researcher will use nonrandomized pre-test and post-test in both of groups namely experimental and control group. Both of groups will give pre-test to measure the score of students before the treatment is give (Y1 and Y2). The treatment will give for experiment only (X). Post-test will give for both of groups to measure the score of students after the treatment is give (Y1 and Y2). The scheme of this model is:<sup>36</sup>

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<sup>33</sup>Donald Ary, Jacobs, LC, and Razavieh, *An Introduction to Research in Education: Third Edition* (New York: CBS College Publishing, 1985) 302.

<sup>34</sup>M. Adnan Latief, *Tanya JawabMetodePenelitianPembelajaranBahasa*(Malang: UNM Press, 2010) 120.

<sup>35</sup>Ibid 121-171.

<sup>36</sup>DonalAry. Lucy Cheser Jacobs, Chris Sorensen, and AsgharRazavieh, *Introduction to Research in Education Ceight*, Canada: Wadsworth Engage Learning, 2010, p. 316.

**Figure 3.1 *Research Design***

<b>Group</b>	<b>Pre-test</b>	<b>Treatment</b>	<b>Post-test</b>
E	$Y_1$	X	$Y_2$
C	$Y_1$	—	$Y_2$

Where:

E : Experimental Group

C : Control Group

X : Treatment

$Y_1$  : Pre-test

$Y_2$  : Post-test

### **B. *Variable of the Research***

In this research, there are two categories of variables, namely :

#### **1. Dependent Variable**

Dependent variable is improvement of students' vocabulary.

#### **2. Independent Variable**

The independent variable is board Race game.

### **C. *Operational Variable***

Based on the title Using Board race to develop students vocabulary of the eighth grade students at MTs. Satu Atap Datok Sulaiman Palopo.



The researcher give definition as follow:

1. Board Race is a fun game that is used for revising vocabulary, whether it be words from the lesson you've just taught or words from a lesson you taught last week. It can also be used at the start of the class to get students active. It is a great way of testing what your students already know about the subject you're about to teach.
2. Students vocabulary is the writing proficiency that produced by the students of MTs Satu Atap Datok Sulaiman Palopo specially at the eighth grade students.

#### ***D. Population and Sample***

##### **1. Population**

The population of this research is eighth grade student's of MTs Satu Atap Datok Sulaiman Palopo in 2018/2019 academic year. The total population students 40 from 2 classes, there are class A and B.

##### **2. Sample**

The researcher would apply purposive sampling technique. In this case, the researcher takes two classes, namely class A and B of the eighth grade student's of MTs. Satu Atap Datok Sulaiman Palopo as the sample. Both of classes would be divided into two groups, they are Experimental Class and Control Class that consist of 20 students for each class.

### ***E. Instrument of the Research***

The instrument of this research is test of vocabulary test which consisting of Adjective, noun , and verb. They are multiple choice test, matching words, translate and classify words and translating words. Multiple choice consist of 10 items from number 1-10, matching words consist of 5 items from number 11-15, translate and classify words consist of 5 items from number 16-20, translating word consist of 10 items from number 21-30. Time to do the test is 30 minutes.

### ***F. Procedure In Collecting Data***

#### **1. Pre –test**

The research gave pre-test which aim to know and to identity the students' prior knowledge of vocabulary. The researcher gave test multiple choice, matching words, translate and classify words and translating words .The researcher explained to the students the way how to answer the question as well as time need to answer it.

#### **2. Treatment**

##### **a. The Treatment of Experimental Class**

The treatment in this research was given treatment to the students for sixth meetings. The steps on the treatment is described as follows :

- 1) The first meeting, the researcher was taught the students about the part of speech, especially noun, adjective, and verb and introduce about board race game, then the researcher was explain about the steps and roles board race game after that practice board race game in test vocabulary about

noun, focus on "things around the school" this is steps explanation board race games :

- a. Split the class into two teams and gave each team a colored marker.
- b. Draw a line down the middle of the board and write a topic "Thing around school" at the top.
- c. The students must then write as many words as you require related to the topic in the form of a relay race.
- d. Each team wins one point for each correct word. Any words that are unreadable or misspelled are not counted.

2) The second meeting, the researcher would give test vocabulary about noun through board race game, focus on animal.this is steps explanation board race games :

- a. Split the class into two teams and gave each team a colored marker.
- b. Draw a line down the middle of the board and write a topic "Animal "at the top.
- c. The students must then write as many words as you require related to the topic in the form of a relay race.
- d. Each team wins one point for each correct word. Any words that are unreadable or misspelled are not counted.

3) The third meeting, the researcher would give test vocabulary about adjective through board race game, focus on positive personality. this is steps through board race games :

- a. Split the class into two teams and gave each team a colored marker.

- b. Draw a line down the middle of the board and write a topic ” Positive personality “at the top.
- c. The students must then write as many words as you require related to the topic in the form of a relay race.
- d. Each team wins one point for each correct word. Any words that are unreadable or misspelled are not counted.

4) The fourth meeting, the researcher would give test vocabulary about adjective through board race game, focus on negative personality. this is steps through board race games :

- a. Split the class into two teams and gave each team a colored marker.
- b. Draw a line down the middle of the board and write a topic ” Negative Personality “at the top.
- c. The students must then write as many words as you require related to the topic in the form of a relay race.
- d. Each team wins one point for each correct word. Any words that are unreadable or misspelled are not counted.

5) The fifth meeting, the researcher would give test vocabulary about verb through board race game, focus on daily activity at home, this is steps through board race games :

- a. Split the class into two teams and gave each team a colored marker.
- b. Draw a line down the middle of the board and write a topic ” Daily activity at home “at the top.

- c. The students must then write as many words as you require related to the topic in the form of a relay race.
  - d. Each team wins one point for each correct word. Any words that are unreadable or misspelled are not counted.
- 6) The sixth meeting, the researcher would give test vocabulary about verb through board race game, focus on daily activity at school, this is steps through board race games :
- a. Split the class into two teams and gave each team a colored marker.
  - b. Draw a line down the middle of the board and write a topic " Daily activity at school "at the top.
  - c. The students must then write as many words as you require related to the topic in the form of a relay race.
  - d. Each team wins one point for each correct word. Any words that are unreadable or misspelled are not counted.
- 7) The seventh meeting, the researcher asked the students about vocabulary and review about noun, adjective and verb after that the researcher announced a high group score.

#### **b. The Teaching Procedure of Control Class**

The steps on teaching vocabulary in control class described as follow :

- 1) Explained about vocabulary, types, and give examples
- 2) Assigns students to write vocabulary about adjective, noun, and verb.
- 3) Researcher asked the students to write the answer on the board.
- 4) Gave students ( checked students assignment and returned to students )

### 3. Post-test

After giving treatment, the researcher gave post-test took 30 minutes. The researcher gave post-test which aimed to know and to identify the students' prior knowledge of vocabulary. The researcher gave test multiple-choice, matching words, translate and classify words and translating words . The researcher explained to the students the ways to answer the question as well as time need to answer it.

### G. Technique of Data Analysis

#### 1. Scoring Classification

Looking for students score, by using the following formula :

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

#### 2. The score is classified into criteria interpretation score s follows<sup>37</sup>:

A	90-100	Excellent
B	80-89	Good
C	70-79	Adequate
D	60-69	Inadequate/ unsatisfactory
E	Below 60	Failing/ Unacceptable.

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<sup>37</sup>H. Douglas Brown Language Assesment Principle and classroom practices( Sanfransisco, California Person Longman) , ( 2003) P 287

3. Calculating the mean score, finding out the standard deviation of the pre-test and post-test computing the frequency and the rate percentage of the students score by using SPSS 20.

4. Hypotheses

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

c.  $H_1$  : The use of board race game is effective to develop students' vocabulary.

d.  $H_0$  : The use of board race is not effective to develop students' vocabulary.

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

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### ***A. Findings***

The researcher achieved the data in form of score. The score were derived from the test. There were pretest and posttest. The pretest was held in 24<sup>th</sup> July, 2019. Before giving the pretest, the researcher did the treatment to experimental group (VIII A). The treatment was held 25<sup>th</sup> July to 2<sup>nd</sup> August 2019. The last posttest held in 03<sup>th</sup> August, 2019. The researcher will discuss the findings the students' vocabulary between the experimental group were given the treatment and control group were not given the treatment.

#### **1. The Analysis of Students' Pretest Score**

In the following analysis, it would be presented research findings. The score of students' pretest was collected. The researcher discussed the findings of the students' vocabulary between the experimental class were given the treatment and control group were not given the treatment.

#### **a. The Students' Pretest Score of Experimental Class and Control Class**

The pretest was conducted in order to measure the students' vocabulary in experimental control group before giving treatment by using Board Race games in for experimental group and without Board race in control group. The following are description of the students' pretest score in experimental and control class.



**Tabel 4.1**

**The Students' Pretest Score of Experimental and Control Class**

Respondent	Pretest of Experimental Class	Pretest of Control Class
R1	60	72
R2	65	80
R3	80	80
R4	78	60
R5	80	64
R6	54	40
R7	56	60
R8	72	73
R9	80	80
R10	65	60
R11	70	64
R12	72	70
R13	56	56
R14	80	70
R15	70	72
R16	70	80
R17	48	64
R18	80	64
R19	60	72
R20	60	80

Based on the table showed that the data result indicates that the students' pretest score of experimental and control group. The data of pretest score of experimental group showed that 5 students achieved score 80, 1 student achieved score 78, 2 students achieved score 72, 3 students achieved score 70, 2 students achieved score 65, 3 students achieved score 60, 2 students achieved score 56, 1 student achieved score 54, and 1 student achieved score 54. While the data pretest of control group showed, 5 students achieved score 80, 1 student achieved score

73, 3 students achieved score 72, 4 students achieved score 64, 2 students achieved score 60, 1 student achieved score 56, and 1 student achieved score 40.

Based on the data in chart 4.1 above, showed that the highest and lowest scores of pretest in experimental and control class. The highest score of pretest of experimental class was 80 and lowest score was 48. While the highest score of pretest of control group was 80 and the lowest score was 40.

#### **b. The Students' Scoring Classification of students' Pretest of Experimental and Control Class**

The following table was the data achieved from the experimental and control group before giving treatment.

**Table 4.2**  
**Frequency and Percentage of Students' pretest of Experimental Class and Control Class**

No	Classification	Score	Pretest of Experimental Class		Pretest of Control Class	
			Frequency	Percentage		
1	Excellent	<b>90-100</b>	<b>0</b>	<b>0%</b>	<b>0</b>	Excellent
2	Good	<b>80-89</b>	<b>5</b>	<b>25%</b>	<b>5</b>	Good
3	Adequate	<b>70-79</b>	<b>6</b>	<b>30%</b>	<b>7</b>	Adequate
4	Inadequate	<b>60-69</b>	<b>5</b>	<b>25%</b>	<b>8</b>	Inadequate
5	Failing	<b>Below60</b>	<b>4</b>	<b>20%</b>	<b>0</b>	Failing
<b>Total</b>			<b>20</b>	<b>100%</b>	<b>20</b>	<b>100%</b>

Table 4.2 showed that data of pretest in experimental and control group. The data pretest of experimental group were 5 students ( 25 % ) in good classification, 6 students ( 30 % ), in adequate classification , 5 students ( 25 % ) in inadequate classification, and 4 students ( 20% ) in failing classification. While the data pretest of control group were 5 students ( 25 % ) in good classification , 7 students ( 35 % ) in adequate classification , 8 students ( 40 % ) in inadequate , 0 students ( 0% ) in failing classification and none students of both classes are classified in excellent.

**c. The Mean Score and Standard Deviation of Students' Pretest in Experimental and Control Class**

In this part, the researcher described the mean score and standard deviation in order. To compare a mean score of pretest in experimental group and control group before giving treatment.

**Table 4.3**  
**The Mean Score and Standard Deviation of Students' Pretest in**  
**Experimental and Control Class**  
**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Experimental Class	20	48.00	80.00	67.8000	10.14941
Pretest Control Class	20	40.00	80.00	68.0500	10.22111
Valid N (listwise)	20				

Table 4.3 showed there was a difference between the mean score of pretest in experimental and control class. The mean score of pretest in experimental group was 67,8 and control group was 68,0. It mean score of pretest in

experimental group was lower than the mean score in control group ( $67,8 < 68,0$ ).

The standard deviation of pretest in experimental group was lower than the standard deviation in control group ( $10,14 < 10,22$ ).

#### **d. The Calculation of t-test Pretest of Experimental class and Control Class**

In this part, the researcher described the calculation of t-test paired samples statistic and paired samples t-test of pretest in experimental class and control class before giving treatment.

**Table 4.4**  
**Paired Samples Statistic**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest Control	67.8000	20	10.14941	2.26948
	Pretest Experiment	68.0500	20	10.22111	2.28551

The table 4.4 described the statistical result of the experimental class and control class. From the class of the table above, N was the total of the subject data which was 20 from class experimental group and 20 from control class. It could be seen that between pretest of experimental and control group is significantly different. The mean that acquired by the experimental class was 68,0500 while the mean score of control class was 6,8000. Further the statistical hypothesis of the research was described in the table below:

**Table 4.5**  
**The Paired Sample Test of Pretest in Control and Experimental Class**

Paired Samples Test									
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest	-			-		- .098	19	.923
	Control - Pretest Experiment	.25000	11.43805	2.55763	5.60317	5.10317			

Based on the result of data analysis as summarized in Table 4.5 above in pretest of control and experimental group, the researcher found that the Probability Value is higher than alpha ( $\alpha$ ) ( $0.923 > 0.05$ ) which means that there is no significant difference in pretest of both class.

## 2. The Analysis of Students' Posttest Score

### a. The Students' Posttest Score of Control and experimental Class

The posttest was conducted after giving treatment in order to find out the influence of Board Race games toward students' vocabulary in experimental and control class. The following were the description of the students' posttest score in the experimental and control class.

**Tabel 4.6**  
**The Students' Posttest Score of Experimental and Control Class**

Respondent	Posttest of Experimental Class	Posttest of Control Class
R1	88	80
R2	84	76
R3	96	80
R4	85	92
R5	96	76
R6	80	80
R7	85	76
R8	88	90
R9	88	82
R10	84	80
R11	85	80
R12	96	90
R13	84	80
R14	96	76
R15	92	76
R16	92	85
R17	86	76
R18	96	76
R19	80	85
R20	80	76

Based on the description in table 4.6, showed that the data result indicates that the students posttest score of experimental and control class. The data of posttest score of experimental group showed that 5 students achieved score 96, 2 students achieved score 92, 3 students achieved score 88, 1 student achieved score 86, 2 students achieved score 85, 3 students achieved score 84, and 3 students achieved score 80. While the data posttest in control class shows, 1 student achieved score 92, 1 student achieved score 90, 2 students achieved score 85, 1

student achieved score 82,6 student achieved score 80, and 7student achieved score 76.

Showed that the highest and the lowest score of posttest in experimental and control class. The highest score of posttest of experimental class was 96 and lowest score was 80. While the highest score of posttest of control class was 92 and the lowest score was 76.

#### **b. Scoring Classification of Students' Posttest Experimental Class and Control Class**

The following table was the data achieved from the experimental and control class group after giving treatment.

**Table 4.7**  
**Frequency and Percentage of Students' posttest of Experimental Class and Control Class**

<b>No</b>	<b>Classification</b>	<b>Score</b>	<b>Posttest of Experimental Class</b>		<b>Posttest of Control Class</b>	
			<b>Frequency</b>	<b>Percentage</b>	<b>Frequency</b>	<b>Percentage</b>
1	Excellent	<b>90-100</b>	<b>7</b>	<b>35%</b>	<b>3</b>	<b>15%</b>
2	Good	<b>80-89</b>	<b>13</b>	<b>65%</b>	<b>9</b>	<b>45%</b>
3	Adequate	<b>70-79</b>	<b>0</b>	<b>0%</b>	<b>8</b>	<b>40%</b>
4	Inadequate	<b>60-69</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>
5	Failing	<b>Below60</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>
<b>Total</b>			<b>20</b>	<b>100%</b>	<b>20</b>	<b>100%</b>

Table 4.7 showed that the data of posttest in experimental and control class. The data posttest of experimental class were 7 students (35%) in excellent classification, 13 students (65%) in good classification and none students achieved adequate, inadequate, and failing classification. While the data posttest of control class were 3 students (15%) in excellent classification, 9 students (45%) in good classification, 8 students (40 %) in adequate classification and none students achieved inadequate and failing classification.

**c. The Mean Score and Standard Deviation of Students' Posttest in Experimental and Control Class**

In this part, the researcher described the mean score and standard and deviation in order to compare a mean score of posttest in experimental class and control class after giving treatment.

**Table 4.8**  
**The Mean Score and Standard Deviation of Students' posttest**  
**in Experimental and Control Class**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Posttest Experimental	20	80.00	96.00	88.0500	5.72598
Posttest Control	20	76.00	92.00	80.6000	5.22544
Valid N (listwise)	20				

Table 4.8 showed that there was a difference between the mean score of posttest in experimental and control class. The mean score of posttest in experimental was 88,05 and control class was 80,60. It mean score of posttest in experimental class was higher than the mean score in control class ( $88,05 > 80,60$ ). The standard



deviation of posttest in experimental class was lower than the standard deviation in control class ( $5,72 < 5,22$ ).

#### **d. The Calculation of t-test Pretest of Experimental class and Control Class**

In this part, the researcher described the calculation of t -test paired samples statistic and paired samples t-test of pretest in experimental class and control class after giving treatment.

**Table 4.9**  
**Paired Samples Statistic**

<b>Paired Samples Statistics</b>				
	Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest Experimental	20	5.72598	1.28037
	Posttest Control	20	5.22544	1.16844

The table 4.9 described the statistical result of the posttest experimental class and control class. From the group of the table above, N was the total of the subject data which was 20 from class experimental class and 20 from control class. It could be seen that between posttest of experimental and control class is significantly different. The mean that acquire by the experimental group was 88.0500 while the mean score of control group was 88.6000 Further the statistical hypothesis of the research was described in the table below:

**Table 4.10**  
**The Paired Sample test of Posttest in Control Class and Experimental Class**

Paired Samples Test								
	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Posttest Experimental - Posttest Control	7.45000	7.89053	1.76438	3.75712	11.14288	4.222	19	.000

Based on the result of data analysis as summarized in Table 4.10 above in posttest of control class and experimental class, the researcher found that the Probability Value is lower than alpha ( $\alpha$ ) ( $0.000 < 0,05$ ) which means that there is significant difference in posttest of both class. Thus, Board race game was effective to develop students' vocabulary.

### **B. Discussion**

This research used quasi Experimental that consist of two groups they are experimental class and control class. Both of classes have been given pre-test and post-test. In this study, the researcher applied noun, adjective, and verb to teach vocabulary of the eighth grade at MTs Satu Atap Datok SulaimanPalopo. In

experimental class has been given treatment that was teaching vocabulary using board race while in control class has been given treatment that was teaching vocabulary without using board race or used conventional teaching.

There were four items of vocabulary test that were used by the researcher namely multiple choice, matching words, translate and classify words and translating words. Based on thematic question teach Noun, adjective, and verb. In part A (multiple choice) The students get difficult to answer question number 4, 5, and 8 because they don't understand some words in sentences namely : clown, lunch, and lend, in other number ( 7 and 10 ) the students' answer were wrong because, the students difficult to understand the meaning namely : dentist, and bicycle. In part B( matching words) was the easier question because the word was familiar. In part C( specify type ) the students difficulties in this distinguish word classes the number 17 and 18, such as the words fat and nose. And part D ( translate word into English ) the students' answer were spelling error because, the students know the answer, but they do not know how to write the word well. In the posttest, the researcher gave test vocabulary which had different content with pretest. Posttest done after giving six times the treatment to the students to get knows the score in posttest and develop students' vocabulary. Based on the students' score in pretest, for both experimental and control class have a little different significant before giving treatment. Students' score of both classes in posttest have significantly difference.

Table 4.2 showed that data of pretest in experimental and control class. The data pretest of experimental group were 5 students in good classification, 6 students, in adequate classification, 5 students in inadequate classification, and 4 student in failing classification. While the data pretest of control group were 5 students in good classification, 7 students in adequate classification, 8 students in inadequate, none students in failing classification and none students of both classes are classified in excellent. And Table 4.7 showed that the data of posttest in experimental and control class. The data posttest of experimental class were 7 students in excellent classification, 13 students in good classification and none students achieved adequate, inadequate, and failing classification. While the data posttest of control class were 3 students in excellent classification, 9 students in good classification, 8 students in adequate classification and none students achieved inadequate and failing classification. In addition, from the Board race activity, there some advantages they are Board race game is the most important reasons for using games is they are very fun, Board Race game can add variety to the range of learning situations, and Board Race game, can increase students communication and to practice their English while enjoying some competition.

Based on explanations of the previous research above, the result of pretest before Board Race games was implemented was lower than after board race games was implemented. After getting the treatment and posttest, it was found that there were significant differences between the experimental class and control class. It can be seen from table 4.10 that sig. ( 2- tailed ) the score was 0,000 smaller than 0,05. Therefore, it could be seen that  $p < ( 0,000 < 0,05 )$  which mean

$H_0$  is rejected and  $H_1$  is accepted. It means, using Board Race games is effective to develop students' vocabulary.

In this case, game could attract the students in learning vocabulary. Based on the research that had been conducted, during this research teaching vocabulary by using board race game could make the students more motivated to learn, They enjoyed and they were enthusiastic in learning teaching process. Lee argues that if board race games are aligned with the national curriculum and matched with specific learning objectives, implementing board race games can be effective and meaningful teaching tool when players learn and generate chunks of language from the games. Learners can practice all the language skill among the players. This skill a learning environment that incorporates the element of cooperative learning, competition, excitement, curiosity, and creativity.<sup>38</sup>

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<sup>38</sup> Yong Mei Fung, Effects of Board Race Game on speaking ability of Low- proficiency ESL Learners, Vol. 5 No.3, 2016. P262

## **CHAPTER V**

### **CONCLUSSION AND SUGGESTION**

#### ***A. Conclusion***

The result of this research found that there is a significant effect to Board Race game in teaching vocabulary. In other word, using Board Race game can develop students' vocabulary. After presenting and analyzing data in the previous chapter, the researcher accomplishes to the conclusion as follow: there was a significance influence using Board Race game to increase students' vocabulary. That is, Board Race game can give a significant influence toward students' vocabulary. It was supported by the scores achieved by the students in which they got high after the researcher gave the treatment Board Race game as a strategy for teaching vocabulary. The significant can be seeing from the researcher found that the Probability Value is lower than alpha ( $\alpha$ ) ( $0.000 < 0.05$ ) which means that there is significant difference in posttest of both class. Thus, Board Racegame was effective to develop students' vocabulary.

#### ***B. Suggestion***

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

1. Suggestion for the teacher
  - a) The teacher should realize the technique using in teaching learning is an important thing that can improve students' motivation in learning. The

researcher a recommended to use Board Race game in teaching vocabulary in order to make students easier in understanding vocabulary.

- b) The teacher should give that the instruction clearly when using games as strategy in teaching English. So, it makes students understand how to play the games.

## 2. Suggestion for the students

- a) The students also can use Board Race game with their friend or their teacher in other lesson with different rules.
- b) The students have to use the alternative way to help students in understanding the vocabulary such as Board Race game because the effectiveness of using Board Race game has been evidenced

## 3. Suggestion for the next researcher

In this research, the researcher used Board Race game to teach students of junior high school, especially in teaching vocabulary (Noun, Adjective, and Verb). Further the researcher can conduct this strategy on this strategy on different level students and different of material.

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# **A P P E N D I X E S**

## **RENCANA PELAKSANAAN PEMBELAJARAN**

**( RPP 1 )**

**Nama sekolah : MTs. Satu Atap. Datok Sulaiman Palopo**

**Mata pelajaran: Bahasa Inggris**

**Kelas/Semester : VIII (Delapan)**

**Pertemuan : 1 (Experimen Class )**

**Aloksi Waktu : 2 X 45 menit**

**Tahun Ajaran : 2019/2020**

**Standar Kompetensi :** Berkomunikasi dengan bahasa inggris melalui pengayaan kosakata.

**Kompetensi Dasar :** Mengidentifikasi dan mengetahui tentang kosakata

**Indikator :** 1. Mengidentifikasi kosa kata yakni, Noun, Adjective, verb

2. Dapat mengetahui cirri-ciri kosakata  
Noun, Adjective, verb

**Tujuan Pembelajaran :** Siswa dapat menghafal cirri-ciri kosakata noun adjective, verb

dalam bahasa inggris melalui board race game.

**Materi Pembelajaran : Noun (Things around the school)**

**Metode pembelajaran:** 1. Board Race games

2. Vocabulary

**Langkah-langkah Pembelajaran :**

1. Kegiatan pendahuluan

a. Salam dan doa

b. Mengajukan pertanyaan

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

2. Kegiatan inti

- ✓ peneliti mengajarkan siswa tentang Part of speech, terutama focus kata sifat, kata benda, dan kata kerja dan memperkenalkan tentang board race.
- ✓ peneliti menjelaskan tentang langkah-langkah dan cara permainan board race
- ✓ Siswa menerapkan board race game dengan membagi 2 kelompok yang terdiri dari beberapa orang dan masing-masing di beri spidol
- ✓ Peneliti menggambar garis di tengah papan dan menulis topic di atas.

- ✓ Siswa kemudian berlomba ke papan dan menulis kosakata sebanyak mungkin sesuai dengan topic yang di tulis oleh peneliti di papan.
  - ✓ Setiap kelompok memenangkan satu poin untuk setiap kata yang benar, dan setiap kata yang tidak dapat di baca atau salah eja tidak di hitung dan tidak mendapatkan poin.
3. Kegiatan penutup
- a. Menanyakan kesulitan siswa selama pembelajaran
  - b. Menyimpulkan materi pembelajaran

**Sumber belajar:** 1. Dasar-dasar penguasaan Bahasa Inggris dan buku pedoman yang

Relevan.

2. Kamus

**Materi Pembelajaran :**

- a. Menjelaskan tentang pembelajaran kosakata dan macam-macam kosakata.
- b. Mengetahui tentang pembelajaran kosakata.

**Penilaian** : Tertulis

Palopo, ..... 2019

Researcher

Rahmawati

15 0202 0114

## **RENCANA PELAKSANAAN PEMBELAJARAN**

**( RPP 2 )**

**Nama sekolah : MTs. Satu Atap. Datok Sulaiman Palopo**

**Mata pelajaran: Bahasa Inggris**

**Kelas/Semester : VIII (Delapan)**

**Pertemuan : 2 (Experimen Class )**

**Aloksi Waktu: 2 X 45 menit**

**Tahun Ajaran : 2019/2020**

**Standar Kompetensi :** Berkomunikasi dengan bahasa inggris melalui pengayaan kosakata.

**Kompetensi Dasar :** Mengidentifikasi dan mengetahui tentang kosakata

**Indikator :** 1. Mengidentifikasi kosa kata yakni, Noun, Adjective, verb

2. Dapat mengetahui cirri-ciri kosakata  
Noun, Adjective, verb

**Tujuan Pembelajaran :** Siswa dapat menghafal cirri-ciri kosakata noun adjective, verb

dalam bahasa inggris melalui board race game.

**Materi Pembelajaran : Noun ( Animal )**

**Metode pembelajaran:** 1. Board Race games

2. Vocabulary

**Langkah-langkah Pembelajaran :**

3. Kegiatan pendahuluan



c. Salam dan doa

d. Mengajukan pertanyaan

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

4. Kegiatan inti

- ✓ peneliti mengajarkan siswa tentang Part of speech, terutama focus kata sifat, kata benda, dan kata kerja dan memperkenalkan tentang board race.
- ✓ peneliti menjelaskan tentang langkah-langkah dan cara permainan board race
- ✓ Siswa menerapkan board race game dengan membagi 2 kelompok yang terdiri dari beberapa orang dan masing-masing di beri spidol
- ✓ Peneliti menggambar garis di tengah papan dan menulis topic di atas.

- ✓ Siswa kemudian berlomba ke papan dan menulis kosakata sebanyak mungkin sesuai dengan topic yang di tulis oleh peneliti di papan.
  - ✓ Setiap kelompok memenangkan satu poin untuk setiap kata yang benar, dan setiap kata yang tidak dapat di baca atau salah eja tidak di hitung dan tidak mendapatkan poin.
4. Kegiatan penutup
- c. Menanyakan kesulitan siswa selama pembelajaran
  - d. Menyimpulkan materi pembelajaran

**Sumber belajar:** 1. Dasar-dasar penguasaan Bahasa Inggris dan buku pedoman yang

Relevan.

2. Kamus

**Materi Pembelajaran :**

- c. Menjelaskan tentang pembelajaran kosakata dan macam-macam kosakata.
- d. Mengetahui tentang pembelajaran kosakata.

**Penilaian** : Tertulis

Palopo, ..... 2019

Researcher

Rahmawati

15 0202 0114

## **RENCANA PELAKSANAAN PEMBELAJARAN**

**( RPP 3 )**

**Nama sekolah : MTs. Satu Atap. Datok Sulaiman Palopo**

**Mata pelajaran: Bahasa Inggris**

**Kelas/Semester : VIII (Delapan)**

**Pertemuan : 3 (Experimen Class )**

**Aloksi Waktu: 2 X 45 menit**

**Tahun Ajaran : 2019/2020**

**Standar Kompetensi :** Berkomunikasi dengan bahasa inggris melalui pengayaan kosakata.

**Kompetensi Dasar :** Mengidentifikasi dan mengetahui tentang kosakata

**Indikator : 1. Mengidentifikasi kosa kata yakni, Noun, Adjective, verb**

**2. Dapat mengetahui cirri-ciri kosakata Noun, Adjective, verb**

**Tujuan Pembelajaran :** Siswa dapat menghafal cirri-ciri kosakata noun adjective, verb

**dalam bahasa inggris melalui board race game.**

**Materi Pembelajaran : Adjective ( Positive Personality)**

**Metode pembelajaran: 1. Board Race games**

**2. Vocabulary**

**Langkah-langkah Pembelajaran :**

**5. Kegiatan pendahuluan**

**e. Salam dan doa**

f. Mengajukan pertanyaan

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

6. Kegiatan inti

- ✓ peneliti mengajarkan siswa tentang Part of speech, terutama focus kata sifat, kata benda, dan kata kerja dan memperkenalkan tentang board race.
- ✓ peneliti menjelaskan tentang langkah-langkah dan cara permainan board race
- ✓ Siswa menerapkan board race game dengan membagi 2 kelompok yang terdiri dari beberapa orang dan masing-masing di beri spidol
- ✓ Peneliti menggambar garis di tengah papan dan menulis topic di atas.
- ✓ Siswa kemudian berlomba ke papan dan menulis kosakata sebanyak mungkin sesuai dengan topic yang di tulis oleh peneliti di papan.

- ✓ Setiap kelompok memenangkan satu poin untuk setiap kata yang benar, dan setiap kata yang tidak dapat di baca atau salah eja tidak di hitung dan tidak mendapatkan poin.

5. Kegiatan penutup

- e. Menanyakan kesulitan siswa selama pembelajaran
- f. Menyimpulkan materi pembelajaran

**Sumber belajar:** 1. Dasar-dasar penguasaan Bahasa Inggris dan buku pedoman yang

Relevan.

2. Kamus

**Materi Pembelajaran :**

- e. Menjelaskan tentang pembelajaran kosakata dan macam-macam kosakata.
- f. Mengetahui tentang pembelajaran kosakata.

**Penilaian** : Tertulis

Palopo, ..... 2019

Researcher

Rahmawati

15 0202 0114

## **RENCANA PELAKSANAAN PEMBELAJARAN**

**( RPP 4)**

**Nama sekolah : MTs. Satu Atap. Datok Sulaiman Palopo**

**Mata pelajaran: Bahasa Inggris**

**Kelas/Semester : VIII (Delapan)**

**Pertemuan : 4 (Experimen Class )**

**Aloksi Waktu : 2 X 45 menit**

**Tahun Ajaran : 2019/2020**

**Standar Kompetensi :** Berkomunikasi dengan bahasa inggris melalui pengayaan kosakata.

**Kompetensi Dasar :** Mengidentifikasi dan mengetahui tentang kosakata

**Indikator :** 1. Mengidentifikasi kosa kata yakni, Noun, Adjective, verb

2. Dapat mengetahui cirri-ciri kosakata  
Noun, Adjective, verb

**Tujuan Pembelajaran :** Siswa dapat menghafal cirri-ciri kosakata noun adjective, verb

dalam bahasa inggris melalui board race game.

**Materi Pembelajaran : Adjective ( Negative Personality)**

**Metode pembelajaran:** 1. Board Race games

2. Vocabulary

**Langkah-langkah Pembelajaran :**

7. Kegiatan pendahuluan

g. Salam dan doa

h. Mengajukan pertanyaan

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

#### 8. Kegiatan inti

- ✓ peneliti mengajarkan siswa tentang Part of speech, terutama focus kata sifat, kata benda, dan kata kerja dan memperkenalkan tentang board race.
- ✓ peneliti menjelaskan tentang langkah-langkah dan cara permainan board race
- ✓ Siswa menerapkan board race game dengan membagi 2 kelompok yang terdiri dari beberapa orang dan masing-masing di beri spidol
- ✓ Peneliti menggambar garis di tengah papan dan menulis topic di atas.
- ✓ Siswa kemudian berlomba ke papan dan menulis kosakata sebanyak mungkin sesuai dengan topic yang di tulis oleh peneliti di papan.



- ✓ Setiap kelompok memenangkan satu poin untuk setiap kata yang benar, dan setiap kata yang tidak dapat di baca atau salah eja tidak di hitung dan tidak mendapatkan poin.

6. Kegiatan penutup

- g. Menanyakan kesulitan siswa selama pembelajaran
- h. Menyimpulkan materi pembelajaran

**Sumber belajar:** 1. Dasar-dasar penguasaan Bahasa Inggris dan buku pedoman yang

Relevan.

2. Kamus

**Materi Pembelajaran :**

- g. Menjelaskan tentang pembelajaran kosakata dan macam-macam kosakata.
- h. Mengetahui tentang pembelajaran kosakata.

**Penilaian** : Tertulis

Palopo, ..... 2019

Researcher

Rahmawati

15 0202 0114

## **RENCANA PELAKSANAAN PEMBELAJARAN**

**( RPP 5 )**

**Nama sekolah : MTs. Satu Atap. Datok Sulaiman Palopo**

**Mata pelajaran: Bahasa Inggris**

**Kelas/Semester : VIII (Delapan)**

**Pertemuan : 5 (Experimen Class )**

**Aloksi Waktu: 2 X 45 menit**

**Tahun Ajaran : 2019/2020**

**Standar Kompetensi :** Berkomunikasi dengan bahasa inggris melalui pengayaan kosakata.

**Kompetensi Dasar :** Mengidentifikasi dan mengetahui tentang kosakata

**Indikator :** 1. Mengidentifikasi kosa kata yakni, Noun, Adjective, verb

2. Dapat mengetahui cirri-ciri kosakata  
Noun, Adjective, verb

**Tujuan Pembelajaran :** Siswa dapat menghafal cirri-ciri kosakata noun adjective, verb

dalam bahasa inggris melalui board race game.

**Materi Pembelajaran : Verb ( Daily activity at home)**

**Metode pembelajaran:** 1. Board Race games

2. Vocabulary

**Langkah-langkah Pembelajaran :**

9. Kegiatan pendahuluan

i. Salam dan doa

j. Mengajukan pertanyaan

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

#### 10. Kegiatan inti

- ✓ peneliti mengajarkan siswa tentang Part of speech, terutama focus kata sifat, kata benda, dan kata kerja dan memperkenalkan tentang board race.
- ✓ peneliti menjelaskan tentang langkah-langkah dan cara permainan board race
- ✓ Siswa menerapkan board race game dengan membagi 2 kelompok yang terdiri dari beberapa orang dan masing-masing di beri spidol
- ✓ Peneliti menggambar garis di tengah papan dan menulis topic di atas.
- ✓ Siswa kemudian berlomba ke papan dan menulis kosakata sebanyak mungkin sesuai dengan topic yang di tulis oleh peneliti di papan.

- ✓ Setiap kelompok memenangkan satu poin untuk setiap kata yang benar, dan setiap kata yang tidak dapat di baca atau salah eja tidak di hitung dan tidak mendapatkan poin.

7. Kegiatan penutup

- i. Menanyakan kesulitan siswa selama pembelajaran
- j. Menyimpulkan materi pembelajaran

**Sumber belajar:** 1. Dasar-dasar pengusaan Bahasa Inggris dan buku pedoman yang

Relevan.

2. Kamus

**Materi Pembelajaran :**

- i. Menjelaskan tentang pembelajaran kosa kata dan macam-macam kosakata.
- j. Mengetahui tentang pembelajaran kosakata.

**Penilaian** : Tertulis

Palopo, ..... 2019

Researcher

Rahmawati

15 0202 0114



## **RENCANA PELAKSANAAN PEMBELAJARAN**

**( RPP 6 )**

**Nama sekolah : MTs. Satu Atap. Datok Sulaiman Palopo**

**Mata pelajaran: Bahasa Inggris**

**Kelas/Semester : VIII (Delapan)**

**Pertemuan : 6(Experimen Class )**

**Aloksi Waktu : 2 X 45 menit**

**Tahun Ajaran : 2019/2020**

**Standar Kompetensi :** Berkomunikasi dengan bahasa inggris melalui pengayaan kosakata.

**Kompetensi Dasar :** Mengidentifikasi dan mengetahui tentang kosakata

**Indikator :** 1. Mengidentifikasi kosa kata yakni, Noun, Adjective, verb

2. Dapat mengetahui cirri-ciri kosakata  
Noun, Adjective, verb

**Tujuan Pembelajaran :** Siswa dapat menghafal cirri-ciri kosakata noun adjective, verb

dalam bahasa inggris melalui board race game.

**Materi Pembelajaran : Verb ( Daily activity at school)**

**Metode pembelajaran:** 1. Board Race games

2. Vocabulary

**Langkah-langkah Pembelajaran :**

11. Kegiatan pendahuluan

k. Salam dan doa

## 1. Mengajukan pertanyaan

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

## 12. Kegiatan inti

- ✓ peneliti mengajarkan siswa tentang Part of speech, terutama focus kata sifat, kata benda, dan kata kerja dan memperkenalkan tentang board race.
- ✓ peneliti menjelaskan tentang langkah-langkah dan cara permainan board race
- ✓ Siswa menerapkan board race game dengan membagi 2 kelompok yang terdiri dari beberapa orang dan masing-masing di beri spidol
- ✓ Peneliti menggambar garis di tengah papan dan menulis topic di atas.
- ✓ Siswa kemudian berlomba ke papan dan menulis kosakata sebanyak mungkin sesuai dengan topic yang di tulis oleh peneliti di papan.

- ✓ Setiap kelompok memenangkan satu poin untuk setiap kata yang benar, dan setiap kata yang tidak dapat di baca atau salah eja tidak di hitung dan tidak mendapatkan poin.

8. Kegiatan penutup

- k. Menanyakan kesulitan siswa selama pembelajaran
- l. Menyimpulkan materi pembelajaran

**Sumber belajar:** 1. Dasar-dasar penguasaan Bahasa Inggris dan buku pedoman yang

Relevan.

2. Kamus

**Materi Pembelajaran :**

- k. Menjelaskan tentang pembelajaran kosakata dan macam-macam kosakata.
- l. Mengetahui tentang pembelajaran kosakata.

**Penilaian** : Tertulis

Palopo, ..... 2019

Researcher

Rahmawati

15 0202 0114



Name :

Class :

### **Pre - Test**

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

- 1) A school is the place where students ... with their teachers.  
A. teach  
B. work  
C. play  
D. study
- 2) Bunga is celebrating her birthday.  
Now Bunga feels .....  
A. happy  
B. easy  
C. angry  
D. hungry
- 3) Intan : Amir, your new shoes are good and really fit in your ..... . You look charming and cool.  
Amir: Thank you Nita.  
A. body  
B. feet  
C. finger  
D. hand
- 4) There is a clown in my friend's birthday party. He is very ... . He makes all children laugh and happy.  
A. angry  
B. noisy  
C. funny  
D. quiet
- 5) My little sister and brother are very hungry, so I ..... lunch for them.  
A. prepare  
B. wear  
C. throw  
D. kick

- 6) Thomas ..... the competition in a National Olimpiade. He looks very happy.  
 A. jumped  
 B. lost  
 C. celebrated  
 D. won
- 7) My younger brother went to dentist two days ago because his ..... were in pain.  
 A. teeth  
 B. ears  
 C. hands  
 D. fingers
- 8) Fena : Can you lend me a hand?  
 Rissa : Yes, of course. What can I help you?  
 Fena: Please, ..... these textbooks to my office.  
 Rissa : Yes sure, Sir.  
 A. put  
 B. give  
 C. bring  
 D. read
- 9) The exam was too ..... for her. She got an A!  
 A. easy  
 B. expensive  
 C. difficult  
 D. high
- 10) Tina's bicycle is broken. Tina is really ..... now.  
 A. charm  
 B. happy  
 C. sad  
 D. confused

**B. Matching Words**

11. Tomato	a. Sendok
12. spoon	b. Mahkota
13. Crown	c. Tomat
14. Busy	d. Beruang
15. Bear	e. sibuk

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

16. Makan = ..... ( noun, adjective, verb)

17. Gemuk = ..... ( noun, adjective, verb)

18. Hidung = ..... ( noun, adjective, verb)

19. Cat = ..... ( noun, adjective, verb)

20. Motor = ..... ( noun, adjective, verb)

**Note the words below and translate them into English !**

21. Perawat =

22. Guru =

23. Bahagia =

24. marah =

25. Menyanyi =

**Nama :**

**Kelas :**

**Post - Test**

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

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

A. won

C. jumped

B. lost

D. celebrated

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

A. hands

C. teeth

B. fingers

D. ears

3) A : Can you help me?

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

A : Please, ..... this bag to my room.

B : Yes, Sir.

A. bring

C. give

B. help

D. Has

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

A. difficult

C. expensive

B. easy

D. High

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

A. confuse

B. sad

D. charm

C. happy

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

A. teach

C. make

B. play

D. work

7) Luna is celebrating her birthday.

Now Luna feels .....

A. angry

C. easy

B. dusty

D. happy

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

Adi : Thank you.

A. finger

C. hand

B. lip

D. feet

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

A. funny

C. noisy

B. quiet

D. disgusting

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

A. prepare

C. kick

B. walk

D. wear

## **B. Matching Words**

11. Bridge	a. Menangis
12. Notebook	b. Elang
13. Eagle	c. Makan
14. Eat	d. Buku catatan
15. Cry	e. jembatan

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

16. Sikat = ..... ( noun, Adjective, verb)
17. Sakit = ..... ( noun, Adjective, verb)
18. Mobil = ..... ( noun, Adjective, verb)
19. Head = ..... ( noun, Adjective, verb)
20. Mengirim = ..... ( noun, Adjective, verb)

**D. Note the words below and translate them into English !**

21. Bayi =
22. Polisi =
23. Sibuk =
24. Lapar =
25. Memasak=

## Documentation











### CATATAN HASIL KOREKSI SEMINAR HASIL

Nama : Rahmawati  
NIM : 15 0202 0114  
Jurusan/Program Studi : Tarbiyah / Pendidikan Bahasa Inggris  
Hari/Tanggal : Jumat / 06 September 2019  
Judul Skripsi : Using of Board Race Game to Develop Students Vocabulary of the Eight Grade Students at MTs Satu Atap Datuk Sulaiman Palopo

1. Make sure you master the points of speech.
2. Make clear the contribution of this research.
3. Make clear the application of this research.
4. Make clear the distinction of your research and research of other ones before.
5. Please apply the word category in sentences.
6. Pay attention on grammatical correctness.

Pembimbing/Penguji,

R. S. E.

Rustan

NIP.

### CATATAN HASIL KOREKSI SEMINAR HASIL

Nama : Rahmawati  
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the Eight Grade Students at MTs Satu Atap Datuk Sulaiman  
Palopo

- Abstract
- Sragamkan spasi di memulainya paragraf
- Understand well about part of speech
- Treatme-

Pembimbing/Penguji,



wahibah  
NIP.

### CATATAN HASIL KOREKSI UJIAN SKRIPSI

Nama : Rahmawati  
NIM : 15 0202 0114  
Jurusan/Program Studi : Ilmu Keguru / Pendidikan Bahasa Inggris  
Hari/Tanggal Ujian : Rabu / 18 September 2019  
Judul Skripsi : Using of Board Race Game to Develop Students  
Vocabulary of the Eight Grade Students at MTs Satu Atap  
Datuk Sulaiman Palopo

1. Misspelling:
2. Improve your pronunciation:  
- important
3. Discussion: ~~terlalu panjang~~ Terlalu panjang seperti di  
previous studies.
4. Difficulties in applying the game

Pembimbing/Penguji,



wahibah

NIP.



## **CURRICULUM VITAE**



**RAHMAWATI**, was born on 24<sup>th</sup> January 1997 in Palopo, as the one child from the happy and simple family. Her Father's name is M. Idris and her mother's name is Hasnatang. She has one brother ( Muh. Riskan) and two sisters ( Nirmawati and Dewi Mutia) who lways give support her studying.

She was starting her studying at the elementary school Num, 34 Bara Palopo in 2003 and graduated in 2009 and continued it in Mts. Satu Atap. Datok Sulaiman Palopo, in 2012 she graduated it and then continued her studying in Senior high school 2 palopo and she graduated in 2015. After that, She continued her studying at the State Institute For Islamic Studies ( IAIN) Palopo and taking English Department because English was her favorite subject. In 2019 She finished her studying at the StateInstitute For Islamic Studies ( IAIN) Palopo.