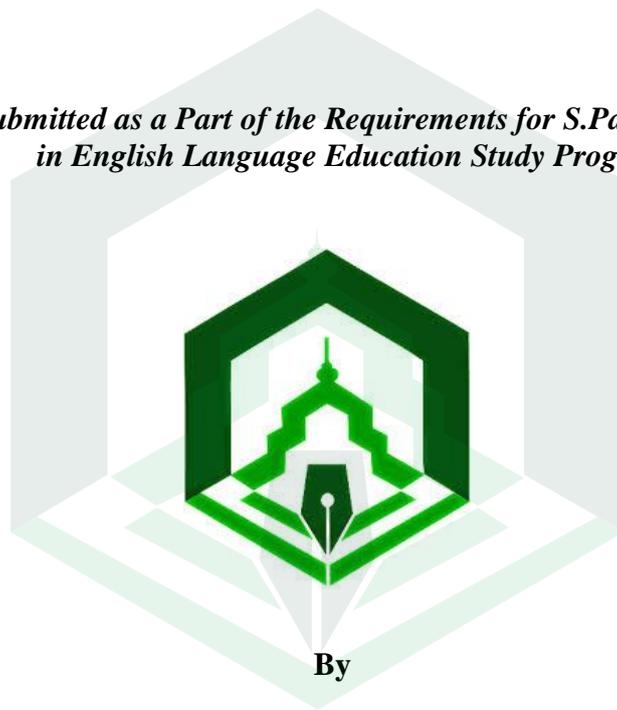


**THE EFFECTIVENESS OF USING RUN TO THE BOARD GAME
IN TEACHING VOCABULARY (AN EXPERIMENTAL
RESEARCH AT THE EIGHTH GRADE OF SMP
MUHAMMADIYAH PALOPO)**

A THESIS

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



By

NURUL MIFTA

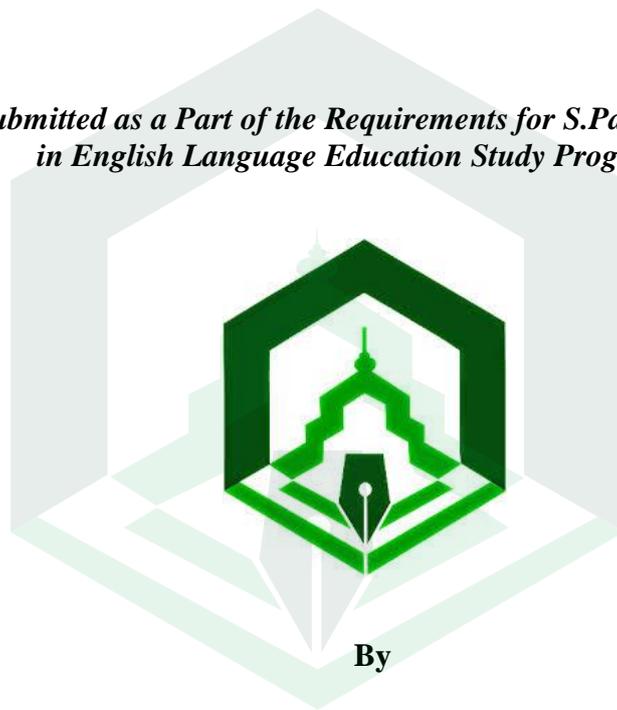
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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2020**

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Supervised By :

- 1. Dr. H. Rustan S., M.Hum**
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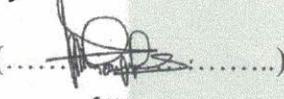
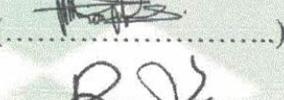
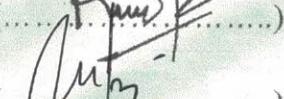
**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2020**

THESIS APPROVAL

This thesis, entitled "The Effectiveness of Using Run to the Board Game in Teaching Vocabulary (An Experimental Research at The Eighth Grade Students' of SMP Muhammadiyah Palopo) written by Nurul Mifta, Reg. Number 15.0202.0125, 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 Friday, March 06th 2020 M, coincided with Rajab 11th 1441 H. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, March 06th, 2020 M
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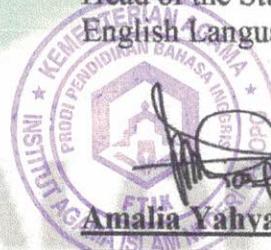
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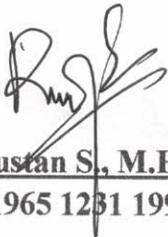
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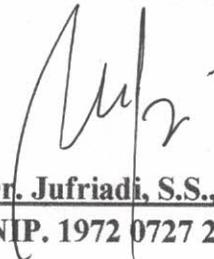
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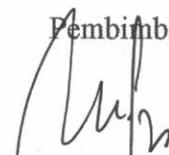
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The researcher realizes that this thesis would not have been complete without support, advice, guidance and comment from many people. Therefore, in this chance, The researcher would like to express special thanks to :

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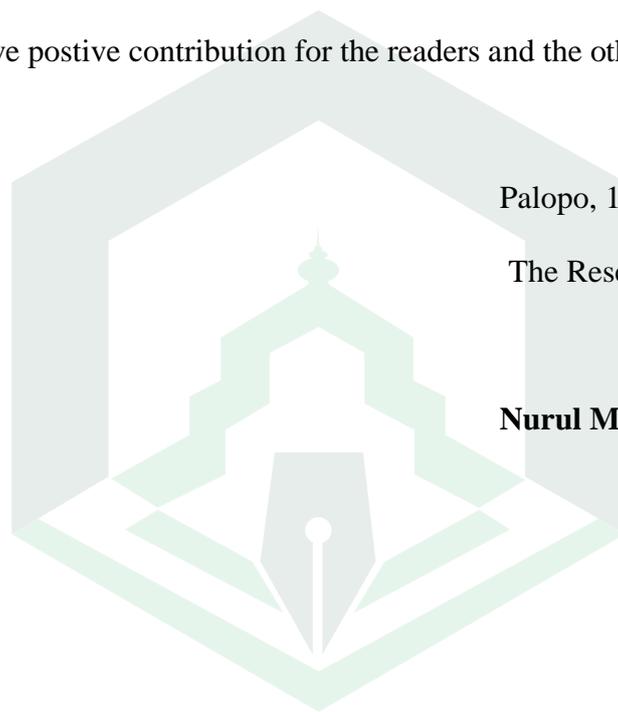
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Finally, the researcher realizes that this thesis is still far from being perfect, therefore, it is really a pleasure for the researcher to receive suggestion and criticism in order to make it better. And the researcher hopes this thesis can be useful and give postive contribution for the readers and the others.



Palopo, 1st Desember 2019

The Researcher

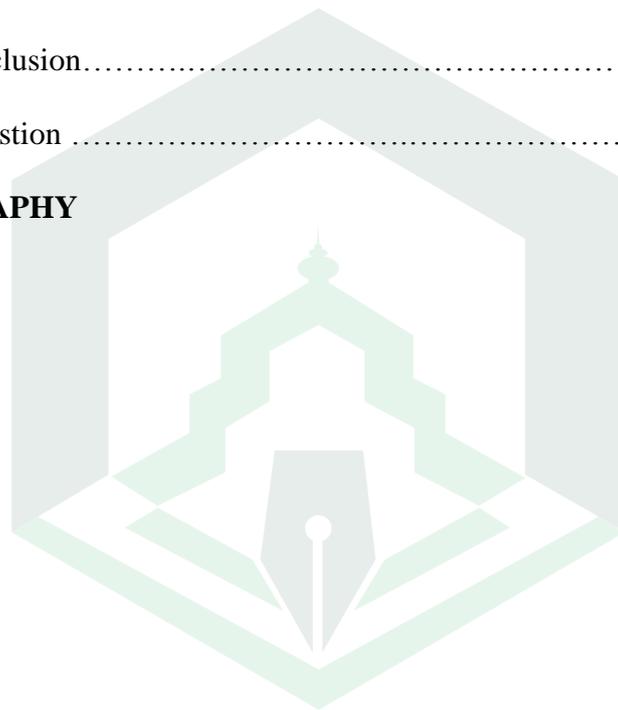
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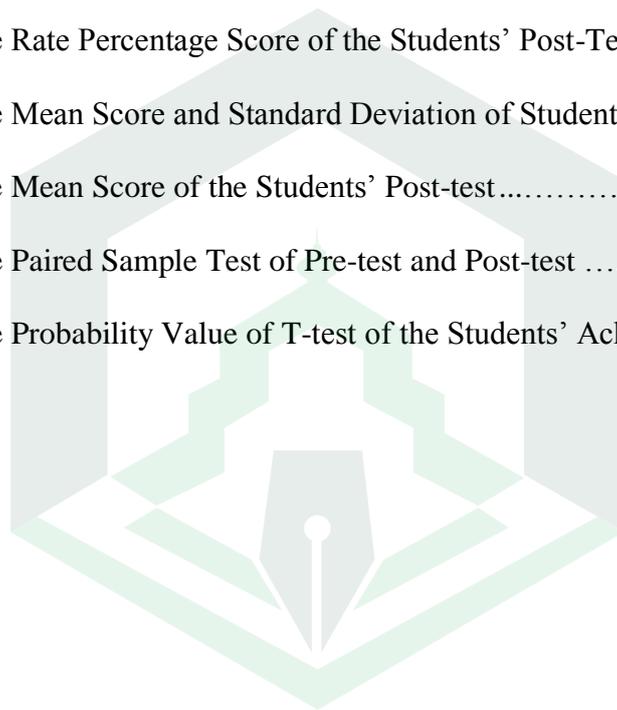
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ABSTRACT

Nurul Mifta, 2020, “*Using Run to the Board Game in Teaching Vocabulary (An Experimental Research on the Eighth Grade of SMP Muhammadiyah Palopo*”. Thesis English Education Study Program. Consultant (1). Dr. H. Rustan S., M.Hum, and (2). Jufriadi, S.S., M.Pd.

This research focuses on using run to the board game in teaching vocabulary at the eighth grade of SMP Muhammadiyah Palopo. There are two research questions in this study: (1) Does Run to the Board Game improve the students' vocabulary at the Eighth Grade of SMP Muhammadiyah Palopo, and (2) What is the students' response to the implementation of Run to the Board Game ?. The objective of this research is to find out whether run to the board game improve the students' vocabulary at the eighth grade students of SMP Muhammadiyah Palopo. In this research, the researcher applied pre-experimental method. The population was the eighth grade of SMP Muhammadiyah Palopo. The sample of this research was one class consisted of 30 students. In collecting the data, the researcher used written test, it was did divided into pre-test and post-test. After giving pre-test and post-test, the researcher analyzed the data using SPSS program version 20. The result of this research shows that the students mean score in the pre-test and post-test. Based on the calculation of the data, after using run to the board game in teaching vocabulary. The mean score of pre-test is lower than the mean score in the post-test ($53.50 < 97.00$). The researcher finds that the p Value is 0.00 and the alpha is 0.05, therefore $p < \alpha$ ($0.00 < 0.05$). The researcher conclude that null hypothesis (H_0) is reject and alternative was hypothesis (H_1) is accept. Which mean, run to the board game can improve the students' vocabulary. Related to the second research question, this study showed that the students have positive response toward the implementation of Run to the Board Game. Run to the Board Game gave benefits for the students in improving their vocabulary skills and also generated a positive learning result of the vocabulary learning process.

Keywords: Run to the Board Game, Teaching Vocabulary.

CHAPTER I

INTRODUCTION

A. Background

Vocabulary is one of the most important necessities for teaching and learning a foreign language. It can use for developing the four skills. Such as listening skills, speaking skills, reading skills, and writing skills. Vocabulary is the main tool for students to use English effectively. The more vocabulary students know the more they can comprehend. Vocabulary is fundamental for comprehension, it such a terrible thing when someone wants to share their opinion but they lack of vocabulary. Moreover, when they read, they have to know all of the words to understand what he or she has just read. A rich vocabulary can improve students' ability and their confidence to communicate with others.

The students sometimes find it difficult to speak English fluently. They usually feel bored to do speaking and writing activities because they keep on using the same expressions and words. Then sometimes when they have their conversation and they do not know the words, they will stop talking because they do not have any ideas to talk. Without a sufficient understanding of words, students can not understand when they talk with others or express their feelings. Those problems must be solved, the students need a good strategy and an easy way to improve their vocabulary ability.

Many students struggle with the English lesson, it is difficult for them to understand the words, and even after they are translated, students will find it

difficult to remember the words. The teacher needs to develop strategies to improve the students' vocabulary. And also students must have the teacher support in learning especially improve the students' vocabulary ability.

Based on the researchers' observation in the eighth grade of SMP Muhammadiyah Palopo January 5th, 2019. And a result of the interview, the teacher stated that the student's English ability is still lacking especially their speaking and writing ability because lack of vocabulary, Then the teacher stated that most of the students did not get enough vocabulary in the previous lesson. Because the teacher is limited by the media in learning process. Then based of the interview of the students, they said that the learning process was bored because the teacher just uses the same method while teaching English. They needed an interesting strategies in teaching and learning process.

There are various techniques to teach vocabulary, especially by using some media such as songs, pictures, videos, movies, games, etc. These techniques are the ways that many people use to improve and master vocabulary.

One of the games that can improve the students' vocabulary is run to the board game. Run to the board is a game in which students have to write the word on the blackboard by following the teacher's instruction. They will enjoy during the class and their vocabulary will increase by itself. They need to memorize a lot of vocabulary to play this game.

In this case, the researcher got the idea to share one of the games and very interesting to do the research of “ The Effectiveness of Using Run to the

Board game in Teaching Vocabulary at the Eighth Grade of SMP Muhammadiyah Palopo.

B. Problem Statement

Based on the explanation above, the researcher formulates the following research questions as follow :

1. Does Run to the Board Game effective to improve the students' vocabulary at the eighth grade of SMP Muhammadiyah Palopo?
2. What is the students' response of the implementation of Run to the Board Game at the eighth grade of SMP Muhammadiyah Palopo ?

C. Objective of the Research

Referring to the formulation of the problem, this research aims to find out whether run to the board game improves the students' vocabulary at the Eighth Grade of SMP Muhammadiyah Palopo or not.

D. Significances of the Research

The finding result of this research is expected to be useful in English learning, especially for the students. It is also expected to solve the students' problems in memorizing vocabulary by using suitable and enjoyable media while learning. Then, the students can use the vocabulary they have learned when they communicate with others. And it is expected to give a piece of new knowledge to the teachers that probably have a similar problem with the researcher.

E. Scope of the Research

This research under the heading of language teaching approach. By activity, this research applies run to the board game to teach vocabulary. The vocabularies which targeted can be mastered by the students are 50 words: 30 nouns, 10 adjectives, and 10 verbs. And focuses on nouns, adjectives, and verbs.



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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

In this thesis, the researcher will describe the related research that has been conducted for the research as follows :

1. Fitri Palupi Kusumawati (2017) on her thesis, “ The Use of Board Race Game Towards Students Vocabulary Mastery At First Semester of Civil Engineering Students in Muhammadiyah of Metro”. The objectives of this study are to find out whether there is a significant influence of using board race games on students’ vocabulary mastery and to find out whether there any positive influence of using board race games towards students’ vocabulary mastery. The research method is quantitative research in terms of quasi-experimental design.¹

The result of the research showed that there is a significant improvement between pre-test and post-test in the experimental class and the control class. The result of calculating indicated that the students’ post-test result of experimental class is better than control class.

There are differences and similarities between this research and the research above. The similarity of the studies is teaching to improve the students’ vocabulary ability. researchers used the same game as teaching media. Then the difference is the subject of this research is different from

¹ Fitri Palupi Kusumawati, ‘Board Race to Boost Students’ Vocabulary Mastery’, December 2017, 15–16.p. 117

the research above. Besides that, the researchers used different types of research. This research uses an experimental design while the researcher above use quasi-experimental.

2. Nisak Jamilatus Sakila (2019), “ The Effectiveness of Using Board Race Game to Enhance Students’ Vocabulary Mastery in Teaching English Concrete Noun at the Eighth Grade Students of SMP Muhammadiyah Plus Salatiga”. This research aims to: (1) find out the effectiveness of board race game to enhance students’ vocabulary mastery in teaching English concrete noun, and (2) to find out the difference of students’ achievement vocabulary mastery after being taught using board race game. This research used a quasi-experimental research design. The result of the post-test scores of the experimental class and control class was different. Even the mean score of post-test have closer result but it still improves the students’ vocabulary ability.²

There are differences and similarities between this research and the research above. The similarity of the studies is teaching to improve the students’ vocabulary ability. researchers use the same game as teaching media. Then the difference is the subject of this research is different from the research above. Besides that, the researchers used different types of research. This research uses a pre-experimental design and the researcher above uses a quasi-experimental design.

² Nisak Jamilatus Sakila, *‘The Effectiveness of Using Board Race Game To Enhance Students ’ Vocabulary Mastery in Teaching English Concrete Noun Teacher Training and Education Faculty State Institute for Islamic Studies (Iain) Salatiga’*, 2020.p. 57

3. Ferrah Romaissah Sara (2017) on her thesis, “Improving Students’ Vocabulary Through “Board Race” Language Game (The case of Second Year LMD Students at Larbi Ben M’Hidi University Oum EL Bouaghi”’. The purpose of this research is to explore the effectiveness of using “Board Race” language game in teaching English vocabulary as a foreign language in Algerian universities. This research above uses a quasi-experimental research design.

Based on the result of this research shows that there is a significant difference between the two groups post-test. Then, the researcher concludes that using “board race” language game in the EFL classroom play a significant improvement in teaching vocabulary.³

Based on the previous studies above, the researcher found that the similarity of the studies is teaching to improve the students’ vocabulary ability, and the difference is the researchers use different ways in their research. Those three researchers use the same game as teaching media. Then the difference is the subject of this research is different from the research above. Besides that, the researchers used different types of research. This research uses a pre-experimental design and the researcher above uses a quasi-experimental research design.

³ Ferrah Romaissah Sara, *‘Improving Students’ Vocabulary through “Board Race” Language Game: The Case of Second Year LMD Students at Larbi Ben M’hidi University Oum EL Bouaghi’*, 2018. p.57

B. Vocabulary

1. Definition of Vocabulary

Vocabulary is all the words that a person knows or uses, all the words in the language, list of words with their meanings especially in a book for learning a foreign language.⁴ According to Linse vocabulary is the collection of words that an individual knows.⁵ Generally, vocabulary is the knowledge of the meanings of words.⁶

According to Krashen and Terrel stated in David Nunan book “ the status of vocabulary has been considerably enhanced. This has come about partly as a result of the development of the communicative approach in language teaching”.⁷ Besides, averil stated that vocabulary is a central part of the language. The more word students know well, the students will easy to communicate with others.⁸

Meanwhile, Nunan (2015) says that vocabulary is useful to keep a word list of the 1.000 most common words on hand and use it as a reference tool. Vocabulary is a foundation or a basis of a language that an individual can use

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⁴ *Oxford Dictionary of English, Oxford Dictionary of English*, 4th edn (New york: Oxford University, 2010) <<https://doi.org/10.1093/acref/9780199571123.001.0001>>.

⁵ Caroline T. Linse and Nunan David, *‘Practical English Language Teaching: Young Learners’* (new york: 121Avenue of the Americas, 2005).p. 121

⁶ Elfrieda H. Hiebert and Michael L. Kamil, *"Teaching and Learning Vocabulary: Bringing Research to Practice, Teaching and Learning Vocabulary: Bringing Research to Practice"* (USA: Lawrence Elbaum Associates, 2005) p.3 <<https://doi.org/10.4324/9781410612922>>.

⁷ David Nunan, *‘Language Teaching Methodology: A Textbook for Teachers’* (New york: Prentice Hall, 1991), p. 117.

⁸ Averil Coxhead, *"Essentials of Teaching Academic Vocabulary"* (USA:Houghton Mifflin Company, 2005) <<http://www.amazon.com>

when writing or speaking, and to assign meaning when listening or reading.⁹ Lessard-Clouston (2013:2) defines vocabulary as the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do.¹⁰ It means vocabulary is not limited only for single words, but also phrases which contain more than two or more words.¹¹

Vocabulary should be integrated into teaching the four skills. So we should learn and memorize the vocabulary because of vocabulary support all of the skills. And even the students have mastered the grammatical form but they limited by the lack of vocabulary, they still could not communicate to the others in the foreign language. Which mean, vocabulary is one of the important factors when people want to communicate with other people.¹² It is difficult to speak English without mastering vocabulary.

Based on the references above, the writer tries to conclude from the definition that vocabulary is very important to learn by everyone who wants to study a foreign language especially English. It is impossible to talk with other people if we lack of vocabulary. By knowing and understand the vocabulary

⁹ Welliam Hamer and Ledy Nur Lely, 'Using Pictionary Game to Increase Learners' Vocabulary Mastery in English Language Instruction', *Journal of English Education Studies*, 2.1 (2019), 43–51 <<https://doi.org/10.30653/005.201921.30>>.

¹⁰ Michael Lessard-Clouston, "Teaching Vocabulary. *English Language Teacher Development Series*" (Alexandria: Tesol International Association, 2013). p.2

¹¹ Rilly Yaumul Akrimah, Flora Nainggolan, and Tuntun Sinaga, 'Teaching Vocabulary Through Pictionary Game to First Grade of SMPN 1 Way Tuba', *UNILA Journal of English Teaching*, 6.6 (2017), p.2.

¹² Dewi Nur Asyiah, 'The Vocabulary Teaching and Vocabulary Learning: Perception, Strategies, and Influences on Students' Vocabulary Mastery, *Jurnal Bahasa Lingua Scientia*, 9.2 (2017), p.294

the people would easy to talk with others and easy to find information in English.

2. Types of Vocabulary

There are two types of vocabulary, they are active and passive vocabulary.¹³ The group of passive vocabulary is usually larger than the one of active vocabulary.¹⁴ Passive vocabulary contains all the words that you understand but is not yet able to use, people understand it when it is heard or read. Meanwhile, active vocabulary is the words that you understand and use in speaking or writing.

Hammer also divides vocabulary into two types, these are :

1. Passive vocabulary refers to words, which the students will recognize when they meet them but they will probably not be able to produce.
2. Active vocabulary refers to the word that the students have learned. And the students able to use the vocabulary.

3. Kinds of Vocabulary

There are many kinds of vocabulary, they are verb, adjective, noun, preposition, adverb, conjunction, interjection. But the writer will only explain 3 kinds of vocabulary which noun, adjective, and verb.

a. Noun

A noun is a part of speech, noun identifies people, places, things, and ideas. Nouns are important in spoken and written language, and noun pretty easy to understand and memorize. Nouns can be categorized as either

¹³ John Read, *"Assessing Vocabulary, Assessing Vocabulary"* (Cambridge UK: Cambridge University Press, 2000), p.154

¹⁴Elfrieda H. Hiebert and Michael L. Kamil, Op.cit.,p.3

common or proper which common nouns name general people, places, things, and ideas, meanwhile proper nouns name specific people, places, things, and ideas. And nouns in English divides into two parts uncountable and countable nouns. There is some example of nouns :

NOUNS		
Nouns (people)	Nouns (place)	Nouns (thing)
Teacher	House	Book
Lawyer	Restaurant	Marker
Student	Market	Chair
Police	School	Fan

b. Adjective

An adjective used to describes, identifies or quantifies a noun or a pronoun. So basically, the main function of an adjective is to modify a noun or a pronoun so that it will become more specific and interesting. Instead of just one word, a group of words with a subject and a verb can also function as an adjective, it is called an adjective clause. There is some example of adjectives:

ADJECTIVES		
Smart	Stupid	Tall

Kind	Lazy	Handsome
Long	Wise	Old
Patient	Beautiful	Short
Talkative	Big	Fat

c. Verb

A verb is a word that indicates activity, either in the form of behavior, actions, and activities, there is also the word that indicates conditions. It is inflected for agreement with the subject, for tense, for voice, for mood or aspect. A verb can be considered as one of the most important parts of a sentence, because the subject and predicate must be in a sentence. There is some example of the verb:

VERBS		
Take	Drink	Wake up
Brush	Eat	Read
Sleep	Build	Cook
Watch	Cut	Wash
Play	Buy	Fall
Study	Help	Put

4. Vocabulary Teaching Strategy.

Vocabulary is very important, it is a key component of language development. The teacher tries to find the creative approach while teaching in the learning and teaching process, Utilizing techniques as communicative games, rapid reading, fluency exercise, and error analysis. They can help students both consciously and subconsciously to practice successful strategies. So for example, when students are playing a guessing game, performing a skit, or even singing songs.¹⁵ The teacher can make vocabulary more fun, exciting and meaningful for the students. The students will have the ability to use the clues in determining the meaning by developing strategies concerning the meaning of new words.¹⁶ Different learners have different methods when attempting to learn a second language, different techniques, different ways, and different methods.¹⁷

The methods for teaching vocabulary :

a. Word cards and word association

Teachers can use devices for vocabulary teachings such as simple flash-cards or word-cards. The teacher writes the English language word on one side of the card and a sentence containing the word, its definition, its synonyms and pronunciation on the other side. Word cards can be an excellent memory aid.

The students can bring the word cards in everywhere.

¹⁵ T. D. Terrell and H. Douglas Brown, "*Principles of Language Learning and Teaching*, ed. by 5th, *Language*" (San Francisco State University Press, 1981), p. 146-147 <<https://doi.org/10.2307/414380>>.

¹⁶ Lidya Efiza Dwi, '*Improving Students ` Vocabulary Mastery Through Pictionary Board Game At Grade IV B of Elementary School 36 Pekanbaru`*, *Al - Ishlah: Jurnal Pendidikan*, 9.2 (2017), p.3

¹⁷ Esra Akdogan, '*Developing Vocabulary in Game Activities and Game Materials`*, *Developing Vocabulary in Game Activities and Game Materials*, January, 2018, p.37

b. Visual technique

Teaching vocabulary becomes easy and enjoyable by using pictures, realia, diagrams, and liberal colour coding for grammatical clarity. Relia means using a variety of real-object brought by the students in the classroom. Students can act out what they read, or associate physical sensation with specific words found in reading passages.¹⁸

c. Brainstorming

The method that the teacher needs to use in teaching vocabulary should be interesting and fun. The way to turn on the introduction of the new English vocabulary can include brainstorming around words in the vocabulary knowledge of students. This keyword should be written up in the middle of the board and the new vocabulary relating to it can be written around it. Use the different colours of pens in writing on a whiteboard to emphasise different types of words.

C. Run to the Board Game

1. Definition of Game

There are many methods and techniques to make English learning and teaching process becomes interesting and enjoyable. One of the strategies is using a game. A game has many benefits for language learning. It offers students a fun-filled and relaxing learning atmosphere.¹⁹

¹⁸ Ersan Sanusi, 'The Techniques of Teaching Vocabulary', *Ittihad Jurnal Kopertis Wilayah XI Kalimantan*, 7.11 (2009), p.6

¹⁹ Arum Nisma Wulanjani, 'The Use of Vocabulary-Games in Improving Children's Vocabulary in English Language Learning', *Transformatika*, 12.1 (2016), p.79

Wright states, "The word 'game' means fun and interesting, often challenging and this activity is carried out where students interact and compete with each other."²⁰ Yen-Hui Wang said in her journal, " teaching English through game-like activities can cheer up the class and make language learning more pleasurable and easier to learn."²¹

2. Definition of Run to the Board Game

Run to the board is an interesting activity for students because they can learn through playing. This is a good way to see how well students remember words learned in previous lessons. The goal of a Run To The Board Game is to have two students "race" and write the words on the board. Students are given a topic and try to write down as many words related to that topic they can.²²

3. The Procedure of Using Run to the Board Game

There are many ways and techniques to teach and improve vocabulary, and in this game, there are some procedures that must be followed :

- a. Group the students into two teams, then give each team a different colour of marker.
- b. Divide the board into two parts, one for each team.
- c. Give the students a topic for example holiday.

²⁰ Andrew Wright, Betteridge David, and Buckby Michael, "*Games for Language Learning*" (Cambridge: Cambridge University Press,p.1.

²¹ Yen-Hui Wang, '*Using Communicative Language Games in Teaching and Learning English in Taiwanese Primary Schools*', *Journal of Engineering Technology and Education*, 7.1 (2010), p.133

²² <https://www.pinterest.com>. Retrieved November 2010.

- d. Instruct one of the students from each team to run to the board and write a word that is related to the topic. Only one word for person.
- e. When one person has written a word, she/he must give the marker to the next player, then run to the board.
- f. After 3 minutes, count all the words. And the team with the most words win.²³

4. Teaching Implementation of Run to the Board Game

Run to the board game is a game that can be used by the teacher or the researcher to improve students' vocabulary skills. There are three steps of implementation of using Run to the board game:

1. Pre-teaching Activity

Pre-teaching activity usually is done at the beginning of the learning and teaching process. Here the teacher or the researcher will explain about the games, and the teacher will check the students about vocabulary, how far the students memorizing the vocabulary. After all, the teacher or the researcher will explain rules which the rules are :

- a. They should not disturb their friend while they play game
- b. They should not cheat the other player

2. Whilst Teaching Activity

In this part, the teacher or the researcher rechecks the preparation of the students. After the game begin the teacher will lead them while playing the

²³ Ferrah Romaissah Sara, *'Improving Students' Vocabulary through "Board Race" Language Game: The Case of Second Year LMD Students at Larbi Ben M'hidi University Oum EL Bouaghi'*, 2018. p.26

game. Here the teacher and the researcher are the facilitators, instructor, and the leader. And the students as the object of the teaching and learning process. The student must follow every instruction related to the game. The students must be calm down while playing the game.

3. Post Teaching Activity

Here, the researcher will check which student understands how to play the game, and ask them several questions in which they get a lot of vocabulary from playing the game or not.

4. Advantages and Disadvantages of Using Run to the Board Game

a. Advantages of using run to the board game

There are some advantages of playing Run to the board game for improving students' vocabulary. They are :

- 1) It is fun and enjoyable for students
- 2) It easy for them to memorize a new word
- 3) It involves friendly competition
- 4) The students more active than teachers

b. Disadvantages of using run to the board game

There are some disadvantages of playing Run to the board game for improving students' vocabulary. They are :

- 1) Because it is teamwork, so the class become so noisy.
- 2) When the students play the game, there are some students do not care about it.

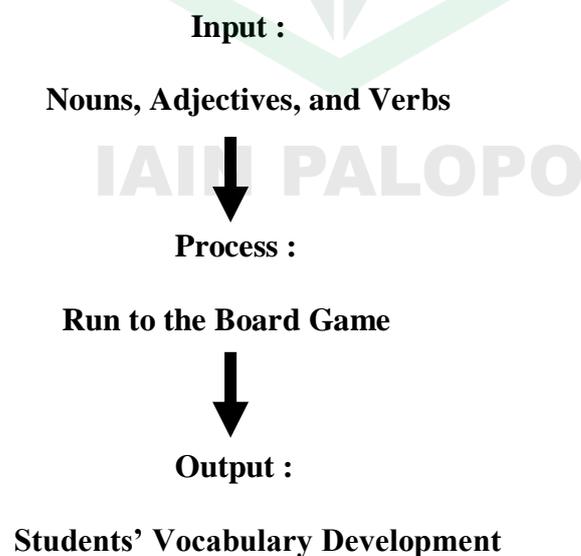
3) If the students still do not understand the procedure of the games

D. Theoretical Framework

Vocabulary is an element that supports the English skills component. If students have more vocabulary, it will make them easily in expressing their ideas. If students lack of vocabulary, students will have problems in learning English. This means that vocabulary is very important in the learning process.

Run to the Board is one of the strategies to use in learning English. The game can improve students' vocabulary ability, comprehension in the word given and it also can be used by students to practice their concentration and their ability in memorizing. From the fact above, the researcher will research ways of Run to the Board in teaching vocabulary, to bring awareness not only to students but also to the teachers about how to teach vocabulary effectively.

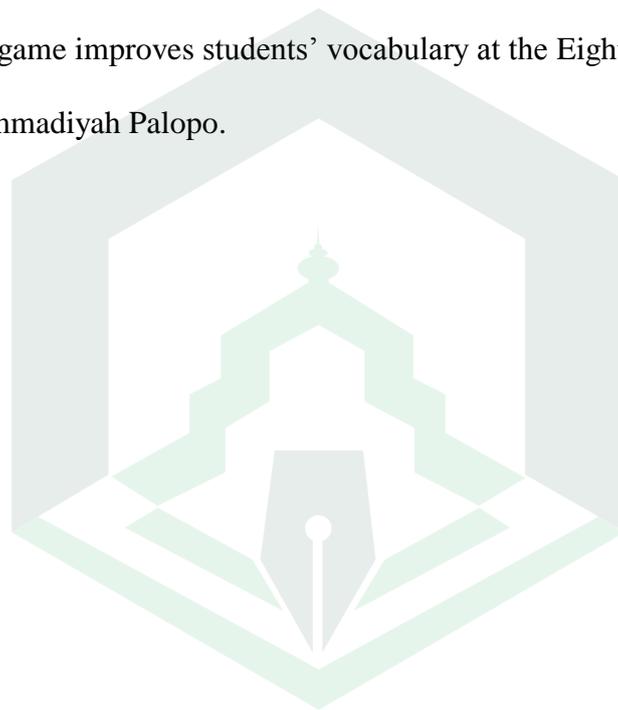
The conceptual framework of this research is:



E. Hypothesis

In this research, the researcher proposes the following hypothesis:

1. Null Hypothesis (H₀): Teaching vocabulary by using Run to the Board game does not improve students' vocabulary at the Eighth Grade of SMP Muhammadiyah Palopo.
2. Alternative Hypothesis (H₁): Teaching vocabulary by using Run to the Board game improves students' vocabulary at the Eighth Grade of SMP Muhammadiyah Palopo.



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BAB III

METHOD OF THE RESEARCH

A. Research Method

1. Research Design

Regarding the main aim of this study that was to investigate the effectiveness of using run to the board games in teaching vocabulary, the study used a quantitative method with a one-group pretest-posttest of pre-experimental design. Kothari (2004) explains that there is no control of extraneous variables which means that this research does not use a control group because this research only used one class of the subject research. This kind of design compares the students' learning achievement before and after the treatment through the pre-test and post-test results. The design of this research was described as follows:²⁴

O1 × O2

O1: *Pre-test*

X : *Treatment*

O2: *Post-test*

²⁴ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Edisi Revisi IV; Jakarta: PT. Rineka Cipta, 1998), p.84.

2. Research Variable

There were two variables of this experimental research. They were the independent variable and dependent variable: Firstly, the independent variable was Run to the Board game, which was the teaching aid that helped the students to enhance their English, especially in vocabulary. Secondly, the dependent variable was the students' vocabulary. This research showed that Run to the Board Game affected the students' vocabulary mastery or not.

B. Population and Sample

The population of this research was the eighth grade students of SMP Muhammadiyah Palopo. The total numbers of the population were 30 students consisted of one class. The researcher used purposive sampling where the researcher would take one class as a sample, which is VIII.A consisted of 30 students. There were 14 boys and 16 girls. They were around fourteen years old. They had the same level of proficiency, they taught by the same teacher.

C. Research Instrument

The instrument of the research was a vocabulary test which is a purpose to know the student's level in vocabulary. The test would give through pre-test and post-test. The pre-test was used to know the students' prior knowledge of vocabulary before treatment. While the post-test was used to measure the students' vocabulary mastery after the Run to the Board treatments. The test was vocabulary which consists of 20 numbers. The forms of the test were multiple-

choice and match the picture with the word. Multiple choices 5 and match picture 15. And the time duration for the pre-test and post-test was 90 minutes.

D. The Procedure of Collecting Data

There were some steps in collecting the data, , they are:

1. Pre-test

before giving a treatment, the researcher gave the pre-test to the experimental class. Then the students answered the vocabulary test. The purpose of the test was to find out the students' prior knowledge of vocabulary. The researcher asked the students to answer the test individually. Then the researcher gave the test consist of 20 numbers. And the time duration of the test was 90 minutes.

2. Treatment

After giving the pre-test, the researcher gave the treatment to the students through run to the board game. Different materials for each meeting. The materials were animal, job, family, human character, and daily activity. The treatment was divided into four steps. The first step, the researcher gave the topic in the whiteboard, the researcher asked the students to mention vocabulary related to the topic. In the second step, the researcher pronounced the words one by one and students repeated the words, then the researcher corrected some students' mistakes, and finally, the researcher explained how to play Run to the Board Game. There were five meetings. The steps were :

a. The first meeting on 21st August 2019 :

- 1) Group the students into two teams, then gave each team the marker.
 - 2) Divided the board into two parts, one for each team.
 - 3) Gave the students the topic “ animal “.
 - 4) Instructed one of the students from each team to run to the board and wrote word that is related to the topic. Only one word for a person.
 - 5) When one person has written a word, she/he must give the marker to the next player, then run to the board.
 - 6) After 3 minutes, count all the words. And the team with the most words win.
 - 7) The researcher pronounced the words one by one and students repeated the words, then the researcher corrected on some students’ mistakes.
- b. The second meeting on 27th August 2019 :
- 1) Group the students into two teams, then gave each team the marker.
 - 2) Divided the board into two parts, one for each team.
 - 3) Gave the students the topic “ family “.
 - 4) Instructed one of the students from each team to run to the board and wrote word that is related to the topic. Only one word for a person.
 - 5) When one person has written a word, she/he must give the marker to the next player, then run to the board.
 - 6) After 3 minutes, count all the words. And the team with the most words win.
 - 7) The researcher pronounced the words one by one and students repeated the words, then the researcher corrected some students’ mistakes.

c. The third meeting on 28th August 2019 :

- 1) Group the students into two teams, then gave each team the marker.
- 2) Divided the board into two parts, one for each team.
- 3) Gave the students the topic “ Daily activity “.
- 4) Instructed one of the students from each team to run to the board and wrote word that is related to the topic. Only one word for a person.
- 5) When one person has written a word, she/he must give the marker to the next player, then run to the board.
- 6) After 3 minutes, count all the words. And the team with the most words win.
- 7) The researcher pronounced the words one by one and students repeated the words, then the researcher corrected some students’ mistakes.

d. The fourth meeting on 3rd September 2019 :

- 1) Group the students into two teams, then gave each team the marker.
- 2) Divided the board into two parts, one for each team.
- 3) Gave the students the topic “ Job “.
- 4) Instructed one of the students from each team to run to the board and wrote word that is related to the topic. Only one word for a person.
- 5) When one person has written a word, she/he must give the marker to the next player, then run to the board.
- 6) After 3 minutes, count all the words. And the team with the most words win.

7) The researcher pronounced the words one by one and students repeated the words, then the researcher corrected some students' mistakes.

e. The fifth meeting on 4th September 2019 :

1) Group the students into two teams, then gave each team the marker.

2) Divided the board into two parts, one for each team.

3) Gave the students the topic " Human character ".

4) Instructed one of the students from each team to run to the board and wrote word that is related to the topic. Only one word for a person.

5) When one person has written a word, she/he must give the marker to the next player, then run to the board.

6) After 3 minutes, count all the words. And the team with the most words win.

7) The researcher pronounced the words one by one and students repeated the words, then the researcher corrected some students' mistakes.

3. Post-test

After the treatment, the researcher gave the post-test to the students, the purpose was to test the students' understanding of vocabulary mastery. The form of post-test the same level as the pre-test.

E. Technique of Data Analysis.

The data collected through the test was analyzed by using the following steps:

a. Analyzing the raw data of pre-test and post-test. Each of the students' correct answers got 1 and the wrong answer got 0.

- b. Raw scores were converted to a set of core maximum of 100, using the following formula:

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

- c. Classifying the score of the students into the following score classification
1. The score 90-100 as excellent classification
 2. The score 80-89 as good classification
 3. The score 70-79 as adequate classification
 4. The score 60-69 as inadequate classification
 5. The score below 60 as failing classification.²⁵
- d. Calculating the mean score and standard deviation between vocabulary achievement of the experimental class by using SPSS 20 for windows evaluation.

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²⁵ H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, Pearson Longman" (California: Pearson Longman, 2003).

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

There are two sections in this part, the first section is about the use of Run to the Board in improving the eighth grade students' vocabulary at SMP Muhammadiyah Palopo by showing the result of data that analyzed statically and tabulating of data. It comprised of the students score in pre-test and post-test, classification percentage of students score in pre-test and post-test, the mean score and standard deviation of students pre-test and post-test. The second is about the implementation of Run to the Board game in teaching vocabulary for the eighth grade students of SMP Muhammadiyah Palopo.

1. The Analysis Students' Vocabulary Score in Pretest and Posttest.

a. Students' Pre-Test Score.

The pre-test was conducted in order to measure the students' vocabulary before giving a treatment by using Run to the Board Game. The researcher shows the complete score of students' vocabulary test (student correct answer) in a pre-test, the mean score and standard deviation of students, and the rate percentage of students' vocabulary test scores in the pre-test. The researcher presents the data in the tables and calculates the score by using SPSS 20 program. Then, the researcher shows the students' complete score.

1) The Tabulation of Students' Score in the Pretest.

Table 4.1 The score of students' vocabulary in Pre-Test.

Respondent	Correct Answer	Score
R1	7	35
R2	13	65
R3	11	55
R4	6	30
R5	7	35
R6	14	70
R7	12	60
R8	12	60
R9	14	70
R10	6	30
R11	9	45
R12	12	60
R13	12	60
R14	10	50
R15	13	65
R16	9	45
R17	10	50
R18	15	75
R19	6	30
R20	11	55
R21	12	60
R22	10	50

R23	13	65
R24	14	70
R25	17	85
R26	11	55
R27	12	60
R28	6	30
R29	6	30
R30	11	55

Table 4.1 shows that the lowest score was 30 there was 4 student got it besides, the highest score was 85 there was 1 student got it.

2) The Rate Percentage of the Students' Pretest.

Table 4.2 The Rate Percentages Score of the Students' correct Answer in Pre-test.

Classification	Score	Frequency	Percentage
Excellent	90-100	-	0%
Good	80-89	1	3,3%
Adequate	70-79	4	13,3%
Inadequate	60-69	9	30%
Failing	Below 60	16	53,3%
Total		30	100%

The table above shows there were 1 (3,3%) students' got a good score, 4 (13,3%) students' got adequate score, 9 (30%) students got inadequate score, 16 (53,3%) students' got failing score and there was not students' got excellent score.

3) The Mean Score and Standard Deviation of the Students' Pretest.

Table 4.3 The mean score of students correct answer in the pre-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	30	30.00	85.00	53.5000	15.03731
Valid N (listwise)	30				

From the table 4.3, it showed that the highest score of students was 85.00 and the lowest score was 30.00 Besides, it also indicates that the mean score of students' pre-test was 53.5000 and the standard deviation error was 15.03731.

b. Students' Post-test Score.

In this section, the researcher shows the complete score of students' vocabulary test (student correct answer) in post-test, the mean score and standard deviation of students, and the rate percentage of students' vocabulary test scores in the post-test. The researcher presents the data in the tables and calculates the score by using SPSS 20 program. Then, the researcher shows the students' complete score vocabulary test in post-test.

4) The Tabulation of Students' Score in the Post-test.

Table 4.4 The score of students' vocabulary in Post-Test.

Respondent	Correct Answer	Score
R1	20	100
R2	20	100
R3	20	100
R4	20	100
R5	18	90
R6	20	100
R7	20	100
R8	20	100
R9	20	100
R10	20	100
R11	20	100
R12	20	100
R13	20	100
R14	20	100
R15	20	100
R16	20	100
R17	20	100
R18	20	100
R19	20	100
R20	17	85

R21	20	100
R22	20	100
R23	17	85
R24	20	100
R25	20	100
R26	20	100
R27	20	100
R28	15	75
R29	15	75
R30	20	100

Table 4.4 shows that the lowest score was 75 there were 2 students who got it. besides, the highest score was 100 there were 25 students got it.

5) The Rate Percentage of the Students' Posttest.

Table 4.5 The Rate Percentage Score of the Students' Post-Test.

Classification	Score	Frequency	Percentage
Excellent	90-100	26	86,6%
Good	80-89	2	6,6%
Adequate	70-79	2	6,6%
Inadequate	60-69	-	0%
Failing	Below 60	-	0%
Total		30	100%

The table 4.5 indicates that students score in the frequency of post-test. It shows that there were 26 of the students (86,6%) who got Excellent and there was 2(6,6%) students got good. The other showed that there were 2 students (6,6%) who got Adequate. It also shows that there was none student (0%) who got Inadequate. There was none student (0%) who got failing.

6) The Mean Score and Standard Deviation of the Students' Posttest

Table 4.6 The Mean Score and Standard Deviation of Students' Post-Test.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	30	75.00	100.00	97.0000	7.26351
Valid N (listwise)	30				

From the table 4.6, it showed that the highest score of the students was 100.00 and the lowest score was 75.00. Besides, it also indicates that the mean score of students in post-test was 97.0000 and the standard deviation error was 7.26351.

7) The Mean Score and Standard Deviation of Pre-test and Post-test

Table 4.7 The mean score of the students' pre-test and post-test

Paired Samples Statistics					
	Mean	N	Std. Deviation	Std. Error Mean	
Pair 1	Pretest	53.5000	30	15.03731	2.74542
	Posttest	97.0000	30	7.26351	1.32613

The table 4.7 showed the mean score of the students' pre-test was 53.5000 and the mean score of the post-test was 97.0000. The standard deviation of the pre-test was 15.03731 and the standard deviation of post-test was 7.26351. It means the use of Run to the Board Game improved the students' vocabulary.

8) The Paired Samples Test of Pre-test and Post-test Table

Table 4.8 The paired sample test of pre-test and post-test

		Paired Samples Test							
		Paired Differences				T	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest -- posttes	-43.50000	14.09023	2.57251	-48.76138	-38.23862	-16.910	29	.000

The hypothesis was tested by using SPSS 20. In this case, the writer used t-test (testing of significance) for paired sample t-test, which is a test to know the significant difference between the result of students' mean scores in pre-test and post-test.

9) The Probability Value of T-test of the Students' Achievement

Table 4.9The Probability Value of t-test of the Students' Achievement

Variable	P-Value	(α)
X2 – X1	0.00	0.05

Assuming that the level of significance (α) = 0.05, the only thing which is needed; the degree of freedom (df) = $N - 1$, where $df = 29$, then the t-test is presented in the following table above.

2. The Students' Response to the Implementation of Run to the Board Game for the Eighth Grade Students' of SMP Muhammadiyah Palopo.

The researcher used the interview to identify the student's response of the implementation of Run To The Board Game. The subjects were students from eighth grade at SMP Muhammadiyah Palopo. They were 30 students. And the researcher gave the interview for 10 students. After the researcher gave the questions in the interview. Then, from the interview, the researcher tried to answer the research question "What is the students' response of the implementation of Run to the Board Game at the eighth grade of SMP Muhammadiyah Palopo". In the interview, the researcher asked whether run to the board game made the students interested. The students answer are:

R1: Yes, I interested in using this game to learn vocabulary, because it is really fun. And I enjoy learning. I never play this game before, and sometimes I am bored to learn because there is no game while learning.
(Iye kak, saya sangat tertarik menggunakan game ini untuk belajar kosa-kata. Karena menyenangkan sekali. Dan menarik sekali. Tidak pernah ka main game ini sebelumnya. Dan kadang bosan sekali karena tidak ada game pada saat belajar.

R2: Yes, I interested to learn English and it is easy for me to memorize the vocabulary by playing this game. I really excited and enjoy the lesson.
(Iye kak, saya tertarik untuk belajar bahasa inggris dan mudah sekali menghafal kosa-kata dengan bermain game ini).

R3: Yes, the game was very interesting, I got new words because it was easier to understand and memorize the vocabulary.

(Iye, permainannya menarik kak, saya dapat banyak kosa kata baru karena mudah dipahami dan dihafal)

R4: Yes, it was fun, I understand and very fun playing while study.

(Iye kak, menyenangkan,saya lebih paham dan sangat seru bermain sambil belajar).

R5: Yes, it was really interesting, I got lots of vocabulary.

(Iye kak, menarik sekali, banyak vocabulary yang saya dapat.

R6: Yes, of course. Because we can play while learning which made us excited to learn.

(Iye kak, pasti. Karena kita bisa bermain sambil belajar dimana membuat kita semangat belajar).

R7 : Interesting, because our teacher never use game when teaching English, so we felt happy to learn through playing game.

(Menarik kak, karena guru kami tidak pernah menggunakan game ketika mengajar, jadi kami sangat senang belajar bahasa inggris melalui game).

R8: Yes, i motivated to memorize a lot of vocabulary, because i really enjoy the game. And i like to play the game.

(Iye kak, bersemangat sekali hafal banyak vocabulary, karena saya sangat senang. Saya sangat suka bermain game).

R9: Yes, memorizing vocabulary became so easy and interesting, it was easy to get new words.

(Iye kak, menghafal jadi lebih mudah dan menarik, mudah untuk dapat kosa kata baru).

R10: Yes, it did not made me feel bored, because the game wa very fun, i enjoy to learn.

(Iye kak, tidak bosan, karena gamenya sangat menyenangkan, saya sangat senang belajar).

From the result of the interview above, it showed that the Run to the Board game was successful to attract the students' attention and to measure the students' interest in learning English. Then, it made the students' motivation increased to learn vocabulary in the class.

It can be concluded that the implementation of run to the board game in learning vocabulary builds a positive learning environment for the students. It can be seen from their interest and enthusiasm in the class while playing this game. According to Domke stated that students have a chance to use their imagination and creativity during activities like games in the classroom. When they enjoy and interest during the lesson, it would be easy for them to understand the lesson.

3. The Description of Learning Process of Using Run the Board Game for the Eighth Grade Students' of SMP Muhammadiyah Palopo.

This part, the researcher will be explained and described the process of using run to the board at the eighth grade students' of SMP Muhammadiyah Palopo:

1. At the first meeting, the researcher explained about how to play run to the board game, then split the class into 2 groups consist of 15 students for each team, then the students played the game after the game is finished the researcher corrected and counted the words that have been written by the students. The topic of the material given was Animal, group 1 wrote 25 words while group 2 wrote 19 words, and group 1 won the match.

2. At the second meeting, the researchers split the class into 2 groups consist of 15 students for each team, then students played the game. After the game is finished the researcher corrected and counted the words that have been written from each team. Topic material provided was Family, group 1 managed to write 14 words while group 2 managed to write 10 words, and group 1 won the match.
3. At the third meeting, the researchers split the class into 2 groups consist of 15 students for each team, then students played the game. After the game is finished, research corrected and counted the words that have been written from each team. The topic given was Daily Activity, group 1 succeeded in writing 14 words while group 2 succeeded in writing 19 words, and group 2 won the match.
4. At the fourth meeting, the researchers split the class into 2 groups consist of 15 students for each team, then the students played the game. After the game is finished, the researcher corrected and counted the words that have been written from each team. The topic material provided was Job, group 1 succeeded in writing 16 words while group 2 succeeded in writing 19 words, and group 1 won the match.
5. At the fifth meeting, the researchers split the class into 2 groups consist of 15 students for each team, then students played the game. After the game was finished the researcher corrected then counted the words that were written from each team. The material given was Human character, group

1 succeeded in writing 18 words while group 2 succeeded in writing 8 words, and group 1 won the match.

Based on the explanation above The students' improvement in mastering vocabulary was increased. They were unconsciously learning and the students' motivation was increased. The students did not feel bored while learning.

B. Discussion

In collecting data, the researcher did some procedures, the procedures as follow: some tests were conducted to collect the data such as pre-test and post-test. Students were given a pre-test to determine their vocabulary. Then, they were given treatment as a vocabulary learning process through Run to the Board game. The researcher gave treatments. The researcher had done five times of treatments. The topics were animal, family, job, daily activity, and human character. Then, post-test, the researcher gave a different vocabulary but the form in the test as in pretest, the post-test was done after giving five treatments to the students, it was done to get students score in post-test and to know the student's vocabulary improvement. The student enjoyed while learning through playing the game. And the obstacles in the classroom it was difficult to organize the students to start the game.

Based on the result of the findings, there are differences between pre-test and post-test. The students' score in post-test is higher than their score in pre-test. It means that there is improvement of students' score from pre-test and post-test after they learn vocabulary through run to the board game. For example, one of

the respondent (The 3rd respondent) in the pre-test. The pre-test consist of 20 questions. The total score of 3rd respondent in the pre-test is 55. While in the post-test, the 3rd respondent's total score was 100. The description of the data in findings showed that there is a significant improvement of students' ability in vocabulary.

Based on the analysis of the data. There are significantly improve the students' vocabulary ability. The use of the game in improving students' vocabulary is effective, according to C. Riedle (2008) emphasizes the advantage of the game in improving students' achievement in vocabulary. Graves (2013) stated that using board race game can develop domains of words and the student easy to practice the words. And according to Kusumawati stated that run to the board game can improve the students' vocabulary mastery, because run to the board game is a fun way for students to practice their English while enjoying some competition. In this research prove that the vocabulary mastery of students' of Smp Muhammadiyah Palopo is improve by using run to the board game as strategy in learning process.

Therefore, the result of the T-test null hypothesis (H_0) is refused and the alternative hypothesis (H_1) is accepted. It means that the treatments had used run to the board game in teaching students vocabulary, so alternative hypothesis (H_1) is accepted. It means that there was a significant difference between pre-test and post-test in teaching students vocabulary through run to the board game. It can be seen that the mean of the post-test is higher than the mean of pre-test. In other words, the students are easier to memorize vocabulary with run to the board game,

They also participate well by giving feedback in the teaching-learning process, the students enjoy and pay their attention while learning.

From the research finding, it can be concluded that using Run to the Board game can motivate students to improve their vocabulary. Run to the board is an interesting activity for students because they can learn through playing. This is a good way to see how well students remember words learned in previous lessons.

In order to know the students' response on the implementation of Run to the Board Game at the eighth grade students of SMP Muhammadiyah Palopo, the researcher use the interview. The result of the interview from the ten students show that the students very interest in learning vocabulary through run to the board game. Since the students were motivated and interested with the use of run to the board game in teaching vocabulary, it could be concluded that it made students had a positive response. Vermons' (1963) theory supported this statement, Vermons' stated that motivates, interests, and desires could affect someone's response. Most of the students gave positive responses to the implementation of run to the board game in learning vocabulary.

In summary, the researcher asserted that Run to the Board Game is important to apply in teaching vocabulary especially for those who never learn vocabulary and they want to learn it.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The researcher concluded that Run to the Board Game improves students' vocabulary at the eighth grade of SMP Muhammadiyah Palopo. It was proven by the result of the research shows that significant improvement between the students' mean score of pre-test and post-test. It evidenced that the hypothesis (H_0) was rejected and the hypothesis (H_1) was accepted. In other words, there was a significant influence of using Run to the Board game in improving students' vocabulary at the eighth grade of SMP Muhammadiyah Palopo.

Based on the research findings, the eighth students perceive that the implementation of Run to the Board game in vocabulary learning could generate their learning motivation. They really interest and enjoy while playing the game so that it was easy for them to understand the lesson. It brings a positive learning environment for the students. In conclusion, Run to the Board game give benefits towards the students' vocabulary mastery.

B. Suggestions

Based on the result of the research, the researcher proposed suggestions as follows:

1. Suggestion for the teacher

The English teacher should realized that they needed the interesting technique in learning process so that it could be improve students' motivation in learning. Especially for the English teacher in SMP Muhammadiyah Palopo can apply Run

to the Board Game in teaching English. The teacher may design the game by using different colour of markers to make it colourfull. And also find another topics that related to the previous lesson to make them easy to memorize every words that have been taught by the teacher.

2. Suggestion for the students

The student should improve their vocabularies, they should practice what they have learned from their teacher everywhere and every time. By applying Run to the board Game in teaching learning process hoped it could make the student's interest in English because of the method was fun and enjoyable.

3. Suggestion for the next researcher

The next researcher who wants to develop this research in the future by using this technique, this method can be used in improving the students' vocabulary mastery, and the researcher can use this research as an additional reference for pertinent research certainly with different variables and condition.

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Appendix 1. The students' achievement in vocabulary test

The score of students' vocabulary in Pre-Test

Responden	Correct Answer	Score
R1	7	35
R2	13	65
R3	11	55
R4	6	30
R5	7	35
R6	14	70
R7	12	60
R8	12	60
R9	14	70
R10	6	30
R11	9	45
R12	12	60
R13	12	60
R14	10	50
R15	13	65
R16	9	45
R17	10	50
R18	15	75
R19	6	30
R20	11	55

R21	12	60
R22	10	50
R23	13	65
R24	14	70
R25	17	85
R26	11	55
R27	12	60
R28	6	30
R29	6	30
R30	11	55

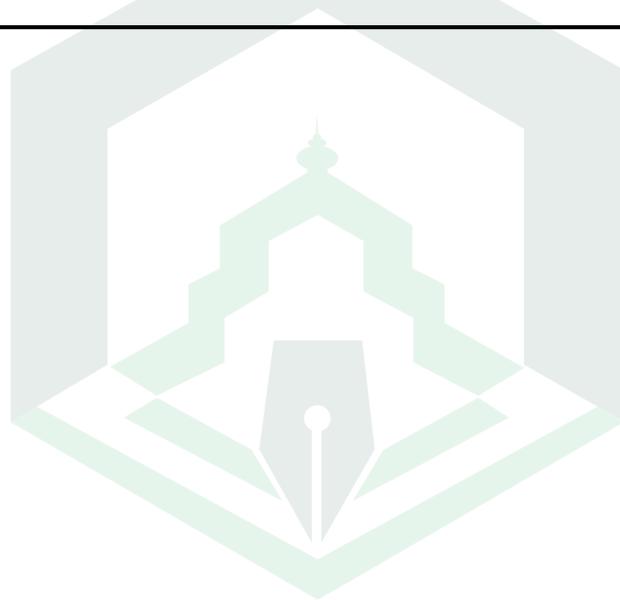


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The score of students' vocabulary in Post-Test

Respondent	Correct Answer	Score
R1	20	100
R2	20	100
R3	20	100
R4	20	100
R5	18	90
R6	20	100
R7	20	100
R8	20	100
R9	20	100
R10	20	100
R11	20	100
R12	20	100
R13	20	100
R14	20	100
R15	20	100
R16	20	100
R17	20	100
R18	20	100
R19	20	100
R20	17	85
R21	20	100
R22	20	100

R23	17	85
R24	20	100
R25	20	100
R26	20	100
R27	20	100
R28	15	75
R29	15	75
R30	20	100



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Appendix 2. Descriptive statistics of pre-test and post-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pretest	30	30.00	85.00	53.5000	15.03731
posttest	30	75.00	100.00	97.0000	7.26351
Valid N (listwise)	30				

Appendix 3. Paired samples statistics of pre-test and post-test

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pretest	53.5000	30	15.03731	2.74542
Pair 1 posttest	97.0000	30	7.26351	1.32613

Appendix 4. Paired samples test of pre-test and post-test

Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest - posttest	-43.50000	14.09023	2.57251	-48.76138	-38.23862	-16.910	29	.000

Appendix 5. lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMP Muhammadiyah Palopo

Mata Pelajaran : Bahasa Inggris

Pertemuan : Pertama

Topic/tema : Noun

Materi : Animals

Kelas / Semester : VIII/Ganjil

Alokasi Waktu : 6 x 40 menit

A. KOMPETENSI INTI

KI 1 : Menghargai dan menghayati ajaran agama yang di anutnya.

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

KI 3 : Memahami instruksi sangat sederhana denan tindakan dalam konteks sekolah.

B. KOMPETENSI DASAR

➤ Memahami dan mengingat setiap kosa-kata baru setelah melakukan permainan Run To The Board Game.

C. TUJUAN PEMBELAJARAN

Setelah mengikuti serangkaian kegiatan pembelajaran , peserta didik dapat:

➤ Terampil memahami , menyatakan , dan menanyakan kosa-kata yang telah diajarkan untuk mengecek pemahaman, menghargai kinerja yang baik dan meminta atau mengungkapkan pendapat serta responnya.

➤ Mengingat kosa-kata yang telah diajarkan dan memahami pengucapan bahasa inggris yang benar.

D. MATERI PEMBELAJARAN

“ Animals ”

No	Animals	Meaning
1	Elephant	Gajah
2	Fish	Ikan
3	Duck	Bebek
4	Chicken	Ayam
5	Butterfly	Kupu-kupu
6	Ant	Semut
7	Tiger	Harimau
8	Lion	Singa
9	Mouse	Tikus
10	Frog	Kodok
12	Lion	Singa
13	Cow	Sapi
14	Camel	Unta
15	Cat	Kucing

E. MEDIA DAN ALAT PEMBELAJARAN

1. White board
2. Spidol
3. Buku tulis
4. Kamus

F. LANGKAH-LANGKAH PEMBELAJARAN

No	Langkah-Langkah Kegiatan Pembelajaran
1.	<p>Pendahuluan (10 menit)</p> <ul style="list-style-type: none">▪ Menyapa peserta didik (greeting)▪ Mempersiapkan kelas oleh leader▪ Mengecek kehadiran siswa▪ Menjelaskan tujuan pembelajaran
2.	<p>Kegiatan inti (60 menit)</p> <ul style="list-style-type: none">▪ Guru menanyakan sampai mana pengetahuan siswa tentang kosa-kata yang berkaitan dengan materi yang akan diajarkan.▪ Guru menjelaskan kepada siswa tentang cara melakukan permainan Run to the Board Game.▪ Guru menyampaikan materi yang akan digunakan dalam proses pembelajaran dalam pertemuan pertama yaitu (Animal).▪ Guru membentuk dua kelompok yang beranggotakan 15 orang siswa.▪ Kemudian memulai permainan▪ Guru menulis topik pada papan tulis dan mengatur waktu permainan selama 3 menit.▪ Kemudian salah satu siswa dari setiap kelompok berlomba untuk menulis satu kata pada papan tulis yang berhubungan dengan topik yang telah dituliskan oleh guru▪ Kemudian siswa bergantian hingga waktu dinyatakan habis▪ Guru memeriksa ulang setiap kata ,memperbaiki dan menghitung jumlah kata yang benar.▪ Guru memberikan penghargaan kepada kelompok yang menulis banyak kosa-kata yang sesuai.
3.	<p>Penutup (10 menit)</p> <ul style="list-style-type: none">▪ Guru meminta siswa untuk mengualng kembali seti▪ Guru menyampaikan materi untuk pertemuan selanjutnya▪ Salam

G. PENILAIAN

Tehnik penilaian : Tes tulis

Bentuk Instrumen : menjawab lembar soal yang diberikan guru

Instrument penilaian

No	Aspek	Diskripsi	Skor
1	Kosa Kata	a. Hamper sempurna	5
		b. Ada kesalahan tapi tidak mengganggu makna	4
		c. Ada beberapa kesalahan dan mengganggu makna	3
		d. Banyak kesalahan dan mengganggu makna	2
		e. Terlalu banyak kesalahan sehingga sulit dipahami	1
2	Pilihan Kata	a. Sangat variatif dan tepat	5
		b. Variatif dan tepat	4
		c. Cukup variatif dan tepat	3
		d. Kurang variatif dan tepat	2
		e. Tidak variatif dan tepat	1

Penentuan nilai : Nilai siswa = $\frac{\text{skor diperoleh}}{\text{skor maksimal}} \times 4$

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMP Muhammadiyah Palopo

Mata Pelajaran : Bahasa Inggris

Pertemuan : Kedua

Topic/tema : Noun

Materi : Family

Kelas / Semester : VIII/Ganjil

Alokasi Waktu : 6 x 40 menit

A. KOMPETENSI INTI

KI 1 : Menghargai dan menghayati ajaran agama yang di anutnya.

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

KI 3 : Memahami instruksi sangat sederhana denan tindakan dalam konteks sekolah.

B. KOMPETENSI DASAR

- Memahami dan mengingat setiap kosa-kata baru setelah melakukan permainan Run To The Board Game.

C. TUJUAN PEMBELAJARAN

Setelah mengikuti serangkaian kegiatan pembelajaran , peserta didik dapat :

- Terampil memahami , menyatakan , dan menanyakan kosa-kata yang telah diajarkan untuk mengecek pemahaman, menghargai kinerja yang baik dan meminta atau mengungkapkan pendapat serta responnya.
- Mengingat kosa-kata yang telah diajarkan dan memahami pengucapan bahasa inggris yang benar.

D. MATERI PEMBELAJARAN

“ Family ”

No	Members of family	meaning
1	Mother	Ibu
2	Father	Ayah
3	Grandfather	Kakek
4	Grandmother	Nenek
5	Sister	Saudara perempuan
6	Brother	Saudara laki-laki
7	Uncle	Paman
8	Aunt	Bibi
9	Nephew	Keponakan laki-laki
10	Niece	Keponakan perempuan
12	Son	Anak laki-laki
13	Daughter	Anak perempuan
14	Cousin	Sepupu
15	Grandchild	Cucu

E. MEDIA DAN ALAT PEMBELAJARAN

1. White board
2. Spidol
3. Buku tulis
4. Kamus

F. LANGKAH-LANGKAH PEMBELAJARAN

No	Langkah-Langkah Kegiatan Pembelajaran
1.	<p>Pendahuluan (10 menit)</p> <ul style="list-style-type: none">▪ Menyapa peserta didik (greeting)▪ Mempersiapkan kelas oleh leader▪ Mengecek kehadiran siswa▪ Menjelaskan tujuan pembelajaran
2.	<p>Kegiatan inti (60 menit)</p> <ul style="list-style-type: none">▪ Guru menanyakan sampai mana pengetahuan siswa tentang kosa-kata yang berkaitan dengan materi yang akan diajarkan.▪ Guru menjelaskan kepada siswa tentang cara melakukan permainan Run to the Board Game.▪ Guru menyampaikan materi yang akan digunakan dalam proses pembelajaran dalam pertemuan pertama yaitu (Family).▪ Guru membentuk dua kelompok yang beranggotakan 15 orang siswa.▪ Kemudian memulai permainan▪ Guru menulis topik pada papan tulis dan mengatur waktu permainan selama 3 menit.▪ Kemudian salah satu siswa dari setiap kelompok berlomba untuk menulis satu kata pada papan tulis yang berhubungan dengan topik yang telah dituliskan oleh guru▪ Kemudian siswa bergantian hingga waktu dinyatakan habis▪ Guru memeriksa ulang setiap kata ,memperbaiki dan menghitung jumlah kata yang benar.▪ Guru memberikan penghargaan kepada kelompok yang menulis banyak kosa-kata yang sesuai.
3.	<p>Penutup (10 menit)</p> <ul style="list-style-type: none">▪ Guru meminta siswa untuk mengualng kembali seti▪ Guru menyampaikan materi untuk pertemuan selanjutnya▪ Salam

G. PENILAIAN

Tehnik penilaian : Tes tulis

Bentuk Instrumen : menjawab lembar soal yang diberikan guru

Instrument penilaian

No	Aspek	Diskripsi	Skor
1	Kosa Kata	a. Hamper sempurna	5
		b. Ada kesalahan tapi tidak mengganggu makna	4
		c. Ada beberapa kesalahan dan mengganggu makna	3
		d. Banyak kesalahan dan mengganggu makna	2
		e. Terlalu banyak kesalahan sehingga sulit dipahami	1
2	Pilihan Kata	a. Sangat variatif dan tepat	5
		b. Variatif dan tepat	4
		c. Cukup variatif dan tepat	3
		d. Kurang variatif dan tepat	2
		e. Tidak variatif dan tepat	1

Penentuan nilai : Nilai siswa = $\frac{\text{skor diperoleh}}{\text{skor maksimal}} \times 4$

IAIN PALOPO

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMP Muhammadiyah Palopo

Mata Pelajaran : Bahasa Inggris

Pertemuan : Ketiga

Topic/tema : Verb

Materi : Daily Activity

Kelas / Semester : VIII/Ganjil

Alokasi Waktu : 6 x 40 menit

A. KOMPETENSI INTI

KI 1 : Menghargai dan menghayati ajaran agama yang di anutnya.

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

KI 3 : Memahami instruksi sangat sederhana denan tindakan dalam konteks sekolah.

B. KOMPETENSI DASAR

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Setelah mengikuti serangkaian kegiatan pembelajaran , peserta didik dapat :

- Terampil memahami , menyatakan , dan menanyakan kosa-kata yang telah diajarkan untuk mengecek pemahaman, menghargai kinerja yang baik dan meminta atau mengungkapkan pendapat serta responnya.
- Mengingat kosa-kata yang telah diajarkan dan memahami pengucapan bahasa inggris yang benar.

D. MATERI PEMBELAJARAN

“ Daily Activity ”

No	Daily Activity	meaning
1	Wake up	Bangun
2	Sleep	Tidur
3	Wash dishes	Cuci piring
4	Cook	Memasak
5	Breakfast	Sarapan
6	Study	Belajar
7	Watch TV	Nonton TV
8	Take a nap	Tidur siang
9	Take a bath	Mandi
10	Take subuh prayer	Sholat subuh
12	Get dress	Berpakaian
13	Luch	Makan siang
14	Do homework	Mengerjakan PR
15	Read holy qur'an	Mengaji

E. MEDIA DAN ALAT PEMBELAJARAN

1. White board
2. Spidol
3. Buku tulis
4. Kamus

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3.	<p>Penutup (10 menit)</p>
	<ul style="list-style-type: none">▪ Guru meminta siswa untuk mengualng kembali seti▪ Guru menyampaikan materi untuk pertemuan selanjutnya▪ Salam

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Bentuk Instrumen : menjawab lembar soal yang diberikan guru

Instrument penilaian

No	Aspek	Diskripsi	Skor
1	Kosa Kata	a. Hamper sempurna	5
		b. Ada kesalahan tapi tidak mengganggu makna	4
		c. Ada beberapa kesalahan dan mengganggu makna	3
		d. Banyak kesalahan dan mengganggu makna	2
		e. Terlalu banyak kesalahan sehingga sulit dipahami	1
2	Pilihan Kata	a. Sangat variatif dan tepat	5
		b. Variatif dan tepat	4
		c. Cukup variatif dan tepat	3
		d. Kurang variatif dan tepat	2
		e. Tidak variatif dan tepat	1

Penentuan nilai : Nilai siswa = $\frac{\text{skor diperoleh}}{\text{skor maksimal}} \times 4$

IAIN PALOPO

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMP Muhammadiyah Palopo

Mata Pelajaran : Bahasa Inggris

Pertemuan : Keempat

Topic/tema : Noun

Materi : Jobs

Kelas / Semester : VIII/Ganjil

Alokasi Waktu : 6 x 40 menit

A. KOMPETENSI INTI

KI 1 : Menghargai dan menghayati ajaran agama yang di anutnya.

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

KI 3 : Memahami instruksi sangat sederhana denan tindakan dalam konteks sekolah.

B. KOMPETENSI DASAR

- Memahami dan mengingat setiap kosa-kata baru setelah melakukan permainan Run To The Board Game.

C. TUJUAN PEMBELAJARAN

Setelah mengikuti serangkaian kegiatan pembelajaran , peserta didik dapat :

- Terampil memahami , menyatakan , dan menanyakan kosa-kata yang telah diajarkan untuk mengecek pemahaman, menghargai kinerja yang baik dan meminta atau mengungkapkan pendapat serta responnya.
- Mengingat kosa-kata yang telah diajarkan dan memahami pengucapan bahasa inggris yang benar.

D. MATERI PEMBELAJARAN

“ Jobs ”

No	Jobs	Meaning
1	Nurse	Perawat
2	Teacher	Guru
3	Doctor	Dokter
4	Chef	Koki
5	Police	Polisi
6	Singer	Penyanyi
7	Army	Tentara
8	Sailor	Penjahit
9	Dancer	Penari
10	Lawyer	Pengacara
12	Judge	Hakim
13	Farmer	Petani
14	Baker	Tukang roti
15	Painter	Pelukis

E. MEDIA DAN ALAT PEMBELAJARAN

1. White board
2. Spidol
3. Buku tulis
4. Kamus

F. LANGKAH-LANGKAH PEMBELAJARAN

No	Langkah-Langkah Kegiatan Pembelajaran
1.	<p>Pendahuluan (10 menit)</p> <ul style="list-style-type: none">▪ Menyapa peserta didik (greeting)▪ Mempersiapkan kelas oleh leader▪ Mengecek kehadiran siswa▪ Menjelaskan tujuan pembelajaran
2.	<p>Kegiatan inti (60 menit)</p> <ul style="list-style-type: none">▪ Guru menanyakan sampai mana pengetahuan siswa tentang kosa-kata yang berkaitan dengan materi yang akan diajarkan.▪ Guru menjelaskan kepada siswa tentang cara melakukan permainan Run to the Board Game.▪ Guru menyampaikan materi yang akan digunakan dalam proses pembelajaran dalam pertemuan pertama yaitu (Job).▪ Guru membentuk dua kelompok yang beranggotakan 15 orang siswa.▪ Kemudian memulai permainan▪ Guru menulis topik pada papan tulis dan mengatur waktu permainan selama 3 menit.▪ Kemudian salah satu siswa dari setiap kelompok berlomba untuk menulis satu kata pada papan tulis yang berhubungan dengan topik yang telah dituliskan oleh guru▪ Kemudian siswa bergantian hingga waktu dinyatakan habis▪ Guru memeriksa ulang setiap kata ,memperbaiki dan menghitung jumlah kata yang benar.▪ Guru memberikan penghargaan kepada kelompok yang menulis banyak kosa-kata yang sesuai.
3.	<p>Penutup (10 menit)</p> <ul style="list-style-type: none">▪ Guru meminta siswa untuk mengualng kembali seti▪ Guru menyampaikan materi untuk pertemuan selanjutnya▪ Salam

G. PENILAIAN

Tehnik penilaian : Tes tulis

Bentuk Instrumen : menjawab lembar soal yang diberikan guru

Instrument penilaian

No	Aspek	Diskripsi	Skor
1	Kosa Kata	a. Hamper sempurna	5
		b. Ada kesalahan tapi tidak mengganggu makna	4
		c. Ada beberapa kesalahan dan mengganggu makna	3
		d. Banyak kesalahan dan mengganggu makna	2
		e. Terlalu banyak kesalahan sehingga sulit dipahami	1
2	Pilihan Kata	f. Sangat variatif dan tepat	5
		g. Variatif dan tepat	4
		h. Cukup variatif dan tepat	3
		i. Kurang variatif dan tepat	2
		j. Tidak variatif dan tepat	1

Penentuan nilai : Nilai siswa = $\frac{\text{skor diperoleh}}{\text{skor maksimal}} \times 4$

IAIN PALOPO

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMP Muhammadiyah Palopo

Mata Pelajaran : Bahasa Inggris

Pertemuan : Kelima

Topic/tema : Adjective

Materi : Human Character

Kelas / Semester : VIII/Ganjil

Alokasi Waktu : 6 x 40 menit

A. KOMPETENSI INTI

KI 1 : Menghargai dan menghayati ajaran agama yang di anutnya.

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

KI 3 : Memahami instruksi sangat sederhana denan tindakan dalam konteks sekolah.

B. KOMPETENSI DASAR

- Memahami dan mengingat setiap kosa-kata baru setelah melakukan permainan Run To The Board Game.

C. TUJUAN PEMBELAJARAN

Setelah mengikuti serangkaian kegiatan pembelajaran , peserta didik dapat :

- Terampil memahami , menyatakan , dan menanyakan kosa-kata yang telah diajarkan untuk mengecek pemahaman, menghargai kinerja yang baik dan meminta atau mengungkapkan pendapat serta responnya.
- Mengingat kosa-kata yang telah diajarkan dan memahami pengucapan bahasa inggris yang benar.

D. MATERI PEMBELAJARAN

“ Human Character ”

No	Human character	meaning
1	Polite	Sopan
2	Talkative	Cerewet
3	Kind	Baik
4	Ignorant	Cuek
5	Friendly	Ramah
6	Humble	Rendah hati
7	Silent	Pendiam
8	Patient	Sabar
9	Stingy	Pelit
10	Greedy	Rakus
12	Diligent	Rajin
13	Lazy	Malas
14	Selfish	Egois
15	Clever	Cerdas

E. MEDIA DAN ALAT PEMBELAJARAN

1. White board
2. Spidol
3. Buku tulis
4. Kamus

F. LANGKAH-LANGKAH PEMBELAJARAN

No	Langkah-Langkah Kegiatan Pembelajaran
1.	<p>Pendahuluan (10 menit)</p> <ul style="list-style-type: none">▪ Menyapa peserta didik (greeting)▪ Mempersiapkan kelas oleh leader▪ Mengecek kehadiran siswa▪ Menjelaskan tujuan pembelajaran
2.	<p>Kegiatan inti (60 menit)</p> <ul style="list-style-type: none">▪ Guru menanyakan sampai mana pengetahuan siswa tentang kosa-kata yang berkaitan dengan materi yang akan diajarkan.▪ Guru menjelaskan kepada siswa tentang cara melakukan permainan Run to the Board Game.▪ Guru menyampaikan materi yang akan digunakan dalam proses pembelajaran dalam pertemuan pertama yaitu (Human character).▪ Guru membentuk dua kelompok yang beranggotakan 15 orang siswa.▪ Kemudian memulai permainan▪ Guru menulis topik pada papan tulis dan mengatur waktu permainan selama 3 menit.▪ Kemudian salah satu siswa dari setiap kelompok berlomba untuk menulis satu kata pada papan tulis yang berhubungan dengan topik yang telah dituliskan oleh guru▪ Kemudian siswa bergantian hingga waktu dinyatakan habis▪ Guru memeriksa ulang setiap kata ,memperbaiki dan menghitung jumlah kata yang benar.▪ Guru memberikan penghargaan kepada kelompok yang menulis banyak kosa-kata yang sesuai.
3.	<p>Penutup (10 menit)</p> <ul style="list-style-type: none">▪ Guru meminta siswa untuk mengulang kembali seti▪ Guru menyampaikan materi untuk pertemuan selanjutnya▪ Salam

G. PENILAIAN

Tehnik penilaian : Tes tulis

Bentuk Instrumen : menjawab lembar soal yang diberikan guru

Instrument penilaian

No	Aspek	Diskripsi	Skor
1	Kosa Kata	a. Hamper sempurna	5
		b. Ada kesalahan tapi tidak mengganggu makna	4
		c. Ada beberapa kesalahan dan mengganggu makna	3
		d. Banyak kesalahan dan mengganggu makna	2
		e. Terlalu banyak kesalahan sehingga sulit dipahami	1
2	Pilihan Kata	a. Sangat variatif dan tepat	5
		b. Variatif dan tepat	4
		c. Cukup variatif dan tepat	3
		d. Kurang variatif dan tepat	2
		e. Tidak variatif dan tepat	1

Penentuan nilai : Nilai siswa = $\frac{\text{skor diperoleh}}{\text{skor maksimal}} \times 4$

Instrument : Terlampir

Palopo

27 juli 2019

Guru Mata Pelajaran
Mahasiswa

IAIN PALOPO

Nurwati,S.Pd.
NIP.19850425200701 2001

Nurul Mifta
NIM. 15 0202 0125

Appendix 6. Instrument of the research

PRE-TEST

A. Answer the question below by giving a cross (x) on a, b, c or d.

Questions no. 1-5

Based on the following pictures, what are their jobs?

1.



- a. He is a reporter.
- b. He is a postman.
- c. He is a soldier.
- d. He is an astronaut.

3.



- a. He is a
- b. He is an
- c. He is an
- d. He is a

2.



- a. He is a pilot.
- lawyer.

4.



- a. He is a

- b. He is an artist.
gardener.
- c. He is a singer.
nurse.
- d. He is a driver.
secretary.

- b. He is a
- c. He is a
- d. He is a

5.



- a. She is a fisherman.
- b. She is a gardener.
- c. She is a soldier.
- d. She is a baker.

B. Matching the words below according to their meaning !

6. Elephant

a. Saudara perempuan

7. Sister

b. Sikat gigi

8. Patient

c. Paman

9. Brush teeth

d. Keponakan laki-laki

10. Ant

e. Sarapan

11. Talkative

f. Semut

12. Kind

g. Baik

13. Uncle

h. Gajah

14. Breakfast

i. Sabar

15. Nephew

j. Cerewet

C. Draw arrow to match the word and picture !

16.



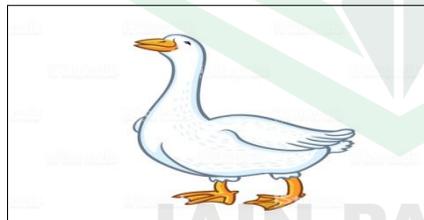
Camel

17.



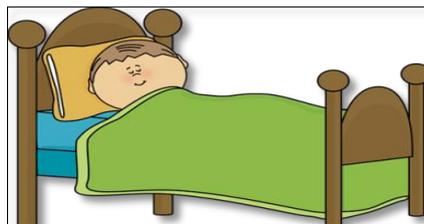
Take a nap

18.



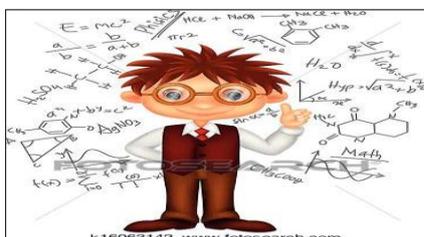
Mother

19.



Smart

20.



Goose

POST-TEST

B. Answer the question below by giving a cross (x) on a, b, c or d.

Questions no. 1-5

Based on the following pictures, what are their jobs?

1.



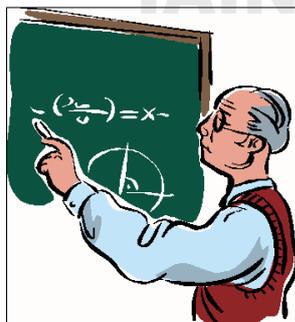
- a. He is a reporter.
singer.
- b. He is an athlete.
police.
- c. He is a soldier.
postman.
- d. He is a chef.
doctor.

3.



- a. He is a
- b. He is a
- c. He is a
- d. He is a

3.



- a. He is a pilot.
lawyer.

4.



- a. He is a

- b. He is an artist.
gardener.
- c. He is a teacher.
singer.
- d. He is a driver.

- b. He is a
- c. He is a
- d. He is a

secretary.

5.



- f. He is a gardener.
- g. He is an army.
- h. He is a baker.

e. He is a dentist.

B. Matching the words below according to their meaning !

- | | | |
|----------------|----------------------|----------------------|
| 6. Grandfather | <input type="text"/> | a. Saudara laki-laki |
| 7. Stupid | <input type="text"/> | b. Kupu-kupu |
| 8. Butterfly | <input type="text"/> | c. Kakek |
| 9. Snake | <input type="text"/> | d. Kucing |
| 10. Cat | <input type="text"/> | e. Menonton TV |
| 11. Study | <input type="text"/> | f. Harimau |
| 12. Watch TV | <input type="text"/> | g. Pintar |
| 13. Brother | | h. Bodoh |

14. Tiger

i. Ular

15. Smart

j. Belajar

C. Draw arrow to match the word and picture !

16.



Sleep

17.



Fish

18.



Grandmother

19.



Duck

20.



Lazy

Appendix 7. The result of students' pre-test and post test

Pre-test

Nama : MUH FAISAL
Kelas : VIII

SOAL PRE-TEST

A. Answer the question below by giving a cross (x) on a, b, c or d.

Questions no. 1-5

Based on the following pictures, what are their jobs?

1. 

a. He is a reporter. ✓
b. He is a postman.
c. He is a soldier.
d. He is an astronaut.

2. 

a. He is a pilot.
b. He is an artist. ✓
c. He is a singer.
d. He is a driver. ✗

3. 

a. He is a singer.
b. He is an actor.
c. He is an athlete.
 d. He is a doctor. ✓

4. 

a. He is a lawyer. ✓
b. He is a gardener.
c. He is a nurse.
d. He is a secretary.

5.



- a. She is a fisherman.
- b. She is a gardener.
- c. She is a soldier.
- d. She is a baker. ✓

B. Matching the words below according to their meaning !

- | | | | |
|----------------|--------------------------------|---|------------------------|
| 6. Elephant | <input type="text" value="H"/> | ✓ | a. Saudara perempuan |
| 7. Sister | <input type="text" value="K"/> | ✓ | b. Sikat gigi |
| 8. Patient | <input type="text" value="I"/> | ✓ | c. Paman |
| 9. Brush teeth | <input type="text" value="B"/> | ✓ | d. Keponakan laki-laki |
| 10. Ant | <input type="text" value="F"/> | ✓ | e. Sarapan |
| 11. Talkative | <input type="text" value="D"/> | * | f. Semut |
| 12. Kind | <input type="text" value="G"/> | ✓ | g. Baik |
| 13. Uncle | <input type="text" value="C"/> | ✓ | h. Gajah |
| 14. Breakfast | <input type="text" value="E"/> | ✓ | i. Sabar |
| 15. Nephew | <input type="text" value="F"/> | + | j. Cerewet |

C. Draw arrow to match the word and picture !

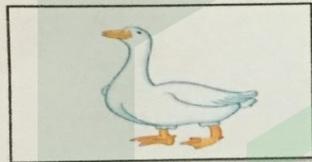
16.



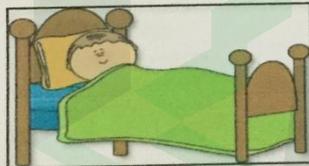
17.



18.



19.



20.



Camel ✓

Take a nap ✓

Mother ✓

Smart ✓

Goose ✓

Nama : muh Rahmat

Kelas : V III

SOAL PRE-TEST

A. Answer the question below by giving a cross (x) on a, b, c or d.

Questions no. 1-5

Based on the following pictures, what are their jobs?

1.



- a. He is a reporter. ✓
- b. He is a postman.
- c. He is a soldier.
- d. He is an astronaut.

2.



- a. He is a pilot.
- b. He is an artist.
- c. He is a singer. ✓
- d. He is a driver.

3.



- a. He is a singer.
- b. He is an actor.
- c. He is an athlete.
- d. He is a doctor. ✓

$$\frac{6}{20} \times 100 = 30$$

4.



- a. He is a lawyer.
- b. He is a gardener.
- c. He is a nurse. ✗
- d. He is a secretary.

5.



- a. She is a fisherman.
- b. She is a gardener.
- c. She is a soldier.
- d. She is a baker. ✓

B. Matching the words below according to their meaning !

- | | | | |
|----------------|--------------------------------|---|------------------------|
| 6. Elephant | <input type="text" value="h"/> | ✓ | a. Saudara perempuan |
| 7. Sister | <input type="text" value="a"/> | ✓ | b. Sikat gigi |
| 8. Patient | <input type="text" value="b"/> | ✗ | c. Paman |
| 9. Brush teeth | <input type="text" value="c"/> | ✗ | d. Keponakan laki-laki |
| 10. Ant | <input type="text" value="g"/> | ✗ | e. Sarapan |
| 11. Talkative | <input type="text" value="e"/> | ✗ | f. Semut |
| 12. Kind | <input type="text" value="i"/> | ✗ | g. Baik |
| 13. Uncle | <input type="text" value="j"/> | ✗ | h. Gajah |
| 14. Breakfast | <input type="text" value="d"/> | ✗ | i. Sabar |
| 15. Nephew | <input type="text" value="f"/> | ✗ | j. Cerewet |

C. Draw arrow to match the word and picture !

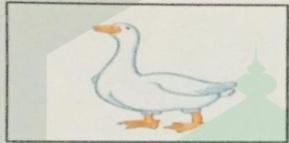
16.



17.



18.



19.



20.



Camel

Take a nap

Mother

Smart

Goose

IAIN PALOPO

Name : Fakhriyatul Jamal

Class : VUI A

SOAL PRE-TEST

A. Answer the question below by giving a cross (x) on a, b, c or d.

Questions no. 1-5

Based on the following pictures, what are their jobs?

1.



- a. He is a reporter.
- b. He is a postman.
- c. He is a soldier.
- d. He is an astronaut.

3.



- a. He is a singer.
- b. He is an actor.
- c. He is an athlete.
- d. He is a doctor.

$\frac{19}{20} \times 100 = 95$

2.



- a. He is a pilot.
- b. He is an artist.
- c. He is a singer.
- d. He is a driver.

4.



- a. He is a lawyer.
- b. He is a gardener.
- c. He is a nurse.
- d. He is a secretary.

5.



- a. She is a fisherman.
- b. She is a gardener.
- c. She is a soldier.
- d. She is a baker.

B. Matching the words below according to their meaning !

- | | | |
|----------------|-----------------------------------|------------------------|
| 6. Elephant | <input type="text" value="h"/> | a. Saudara perempuan |
| 7. Sister | <input type="text" value="a"/> | b. Sikat gigi |
| 8. Patient | <input type="text" value="Flag"/> | c. Paman |
| 9. Brush teeth | <input type="text" value="i"/> | d. Keponakan laki-laki |
| 10. Ant | <input type="text" value="b"/> | e. Sarapan |
| 11. Talkative | <input type="text" value="d"/> | f. Semut |
| 12. Kind | <input type="text" value="ag"/> | g. Baik |
| 13. Uncle | <input type="text" value="c"/> | h. Gajah |
| 14. Breakfast | <input type="text" value="be"/> | i. Sabar |
| 15. Nephew | <input type="text" value="j"/> | j. Cerewet |

C. Draw arrow to match the word and picture !

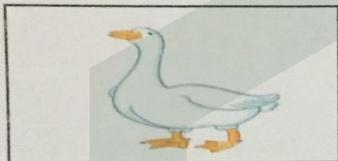
16.



17.



18.



19.



20.



Camel

Take a nap

Mother

Smart

Goose

Post-test

Name : Ilham

Class : VIII

SOAL POST-TEST

A. Answer the question below by giving a cross (x) on a, b, c or d.

Questions no. 1-5

Based on the following pictures, what are their jobs?

1.



- a. He is a reporter.
- b. He is an athlete.
- c. He is a soldier.
- ~~x~~ d. He is a chef. ✓

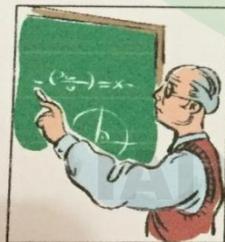
3.



- a. He is a singer.
- ~~x~~ b. He is a police. ✓
- c. He is a postman.
- d. He is a doctor.

10/20 x 100 = 50%

2.



- a. He is a pilot.
- b. He is an artist.
- ~~x~~ c. He is a teacher. ✓
- d. He is a driver.

4.



- a. He is a lawyer.
- b. He is a gardener.
- ~~x~~ c. He is a singer. ✓
- d. He is a secretary.

5.



- a. he is a dentist.
- b. he is a gardener.
- ~~c.~~ he is an army. ✓
- d. he is a baker.

B. Matching the words below according to their meaning !

- | | | | |
|----------------|--------------------------------|---|----------------------|
| 6. Grandfather | <input type="text" value="c"/> | ✓ | a. Saudara laki-laki |
| 7. Stupid | <input type="text" value="h"/> | ✓ | b. Kupu-kupu |
| 8. Butterfly | <input type="text" value="b"/> | ✓ | c. Kakek |
| 9. Snake | <input type="text" value="i"/> | ✓ | d. Kucing |
| 10. Cat | <input type="text" value="d"/> | ✓ | e. Menonton TV |
| 11. Study | <input type="text" value="g"/> | ✗ | f. Harimau |
| 12. Watch TV | <input type="text" value="e"/> | ✓ | g. Pintar |
| 13. Brother | <input type="text" value="a"/> | ✓ | h. Bodoh |
| 14. Tiger | <input type="text" value="f"/> | ✓ | i. Ular |
| 15. Smart | <input type="text" value="j"/> | ✗ | j. Belajar |

C. Draw arrow to match the word and picture !

16.



Sleep

17.



Fish

18.



Grandmother

19.



Duck

20.



Lazy

KIN PALOPO

Name : Mirza

Class :

SOAL POST-TEST

A. Answer the question below by giving a cross (x) on a, b, c or d.

Questions no. 1-5

Based on the following pictures, what are their jobs?

1.



- a. He is a reporter.
- b. He is an athlete.
- c. He is a soldier.
- d. He is a chef. ✓

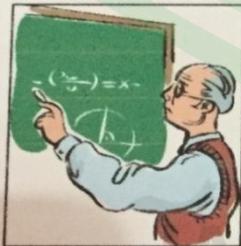
3.



- a. He is a singer.
- b. He is a police. ✓
- c. He is a postman.
- d. He is a doctor.

$\frac{17}{20} \times 100 = 85$

2.



- a. He is a pilot.
- b. He is an artist.
- c. He is a teacher. ✓
- d. He is a driver.

4.



- a. He is a lawyer.
- b. He is a gardener.
- c. He is a singer. ✓
- d. He is a secretary.

5.



- ~~a.~~ he is a dentist. ~~x~~
- b. he is a gardener.
- c. he is an army.
- d. he is a baker.

B. Matching the words below according to their meaning !

- | | | | |
|----------------|--------------------------------|--------------|----------------------|
| 6. Grandfather | <input type="text" value="A"/> | x | a. Saudara laki-laki |
| 7. Stupid | <input type="text" value="H"/> | ✓ | b. Kupu-kupu |
| 8. Butterfly | <input type="text" value="B"/> | ✓ | c. Kakek |
| 9. Snake | <input type="text" value="I"/> | ✓ | d. Kucing |
| 10. Cat | <input type="text" value="D"/> | ✓ | e. Menonton TV |
| 11. Study | <input type="text" value="J"/> | ✓ | f. Harimau |
| 12. Watch TV | <input type="text" value="E"/> | ✓ | g. Pintar |
| 13. Brother | <input type="text" value="C"/> | x | h. Bodoh |
| 14. Tiger | <input type="text" value="F"/> | ✓ | i. Ular |
| 15. Smart | <input type="text" value="G"/> | ✓ | j. Belajar |

C. Draw arrow to match the word and picture !

16.



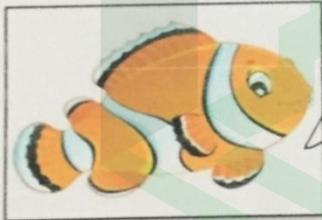
17.



18.



19.



20.



Sleep

Fish

Grandmother

Duck

Lazy

AIN PALOPO

Name : Sofiyati Atifah

Class : VII

SOAL POST-TEST

A. Answer the question below by giving a cross (x) on a, b, c or d.

Questions no. 1-5

Based on the following pictures, what are their jobs?

1.



- a. He is a reporter.
- b. He is an athlete.
- c. He is a soldier.
- d. He is a chef. ✓

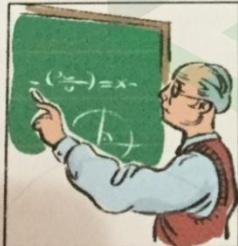
3.



- a. He is a singer.
- b. He is a police. ✓
- c. He is a postman.
- d. He is a doctor.

$\frac{15}{20} \times 100 = 75$

2.



- a. He is a pilot.
- b. He is an artist.
- c. He is a teacher. ✓
- d. He is a driver.

4.



- a. He is a lawyer.
- b. He is a gardener.
- c. He is a singer. ✓
- d. He is a secretary.

5.



- ~~a.~~ he is a dentist. ~~x~~
- b. he is a gardener.
- c. he is an army.
- d. he is a baker.

B. Matching the words below according to their meaning !

- | | | |
|----------------|-----|----------------------|
| 6. Grandfather | A ✓ | a. Saudara laki-laki |
| 7. Stupid | h ✓ | b. Kupu-kupu |
| 8. Butterfly | B ✓ | c. Kakek |
| 9. Snake | i ✓ | d. Kucing |
| 10. Cat | d ✓ | e. Menonton TV |
| 11. Study | j ✓ | f. Harimau |
| 12. Watch TV | e ✓ | g. Pintar |
| 13. Brother | C ✓ | h. Bodoh |
| 14. Tiger | F ✓ | i. Ular |
| 15. Smart | g ✓ | j. Belajar |

C. Draw arrow to match the word and picture !

16.



Sleep

17.



Fish

18.



Grandmother

19.



Duck

20.



Lazy

TAIN PALOPO

Documentation

Pre-test



The researcher gave the students' pretest



The students' were doing the pre-test

Treatment

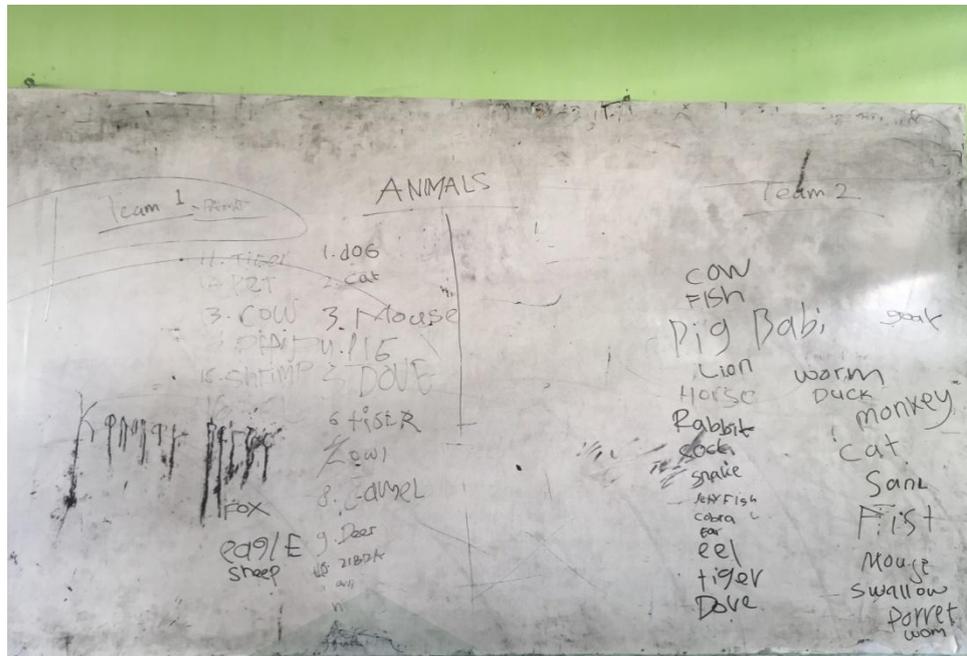
1st meeting



The researcher gave the explanation about the material “animals” and how to play the game



The students played the game, the students wrote the words related to the topic



The words that students had been wrote on the whiteboard

2nd meeting



The researcher explain about the material “ family “



The students play the game, the researcher correct the students vocabulary's result

3rd meeting



The students play the game, the researcher correct the students vocabulary's result. The topic is daily activity.

4th meeting



The students play the game, the researcher correct the students vocabulary's result. The topic is job.

5th meeting



The students play the game, the researcher correct the students vocabulary's result. The topic is human characters.

Post-test



The researcher gave the post-test



The students were doing the post-test



1 2 0 1 9 1 9 0 0 9 1 1 2 1

PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpn : (0471) 326048

ASLI

IZIN PENELITIAN
 NOMOR : 1121/IP/DPMPPTSP/VIII/2019

DASAR HUKUM :

1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan IPTEK;
2. Peraturan Mendagri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian, sebagaimana telah diubah dengan Peraturan Mendagri Nomor 7 Tahun 2014;
3. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
4. Peraturan Walikota Palopo Nomor 22 Tahun 2016 tentang Pendelegasian Wewenang Penyelenggaraan Perizinan dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : NURUL MIFTA
 Jenis Kelamin : Perempuan
 Alamat : Jl. Balandai Kota Palopo
 Pekerjaan : Mahasiswa
 NIM : 15 0202 0125

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

THE EFFECTIVENESS OF USING RUN TO THE BOARD GAME IN TEACHING VOCABULARY (A PRE-EXPERIMENTAL RESEARCH AT THE EIGHTH GRADE OF SMP MUHAMMADIYAH PALOPO)

Lokasi Penelitian : SMP MUHAMMADIYAH PALOPO
 Lamanya Penelitian : 14 Agustus 2019 s.d. 14 September 2019

DENGAN KETENTUAN SEBAGAI BERIKUT :

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

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
 Pada tanggal : 15 Agustus 2019
 a.n. Kepala Dinas Penanaman Modal dan PTSP
 Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

MANDI AGUS MANDASINI, SE, M.AP

Pangkat : Penata
 NIP : 19780805 201001 1 014

Tembusan :

1. Kepala Badan Kesbang Prov. Sul-Sel;
2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instansi terkait tempat dilaksanakan penelitian



PEMERINTAH KOTA PALOPO

DINAS PENDIDIKAN

SMP MUHAMMADIYAH SWASTA (AKREDITASI B) PALOPO



Nss. 2021196205002

Jl. Kh. Ahmad Dahlan No 60 Kota Palopo Sulawesi Selatan

Npsn 40307826

SURAT KETERANGAN

Nomor : 0035/III.4.AU/F/XI/2019

Yang bertanda tangan di bawah in:

Nama : PAONCONGAN, S.Ag.,M.Pd.I
Nip : 19730715 200604 1 013
Jabatan : Kepala Sekolah
Alamat : Jl. Kh. Ahmad Dahlan

Dengan ini menyatakan bahwa mahasiswa namanya tersebut di bawah ini :

Nama : NURUL MIFTA
NIM : 15.0202.0125
Tempat/Tgl. Lahir : Mappedeceng, 01 September 1997
Jenis Kelamin : Perempuan
Program Studi : Bahasa Inggris
Jenjang Program : Strata Satu (S.1)

Benar telah melaksanakan Penelitian di SMP Muhammadiyah Palopo dalam rangka Penyusunan Karya Tulis Ilmiah (Skripsi) sebagai Mahasiswa pada Institut Agama Islam Negeri (IAIN) Palopo dengan Judul Skripsi: ***“THE EFFECTIVENESS OF USING RUN TO THE BOARD GAME IN TEACHING VOCABULARY (A PRE EXPERIMENTAL RESEARCH AT THE EIGHTH GRADE OF SMP MUHAMMADIYAH PALOPO)”***. Mulai pada tanggal 14 Agustus 2019 s.d. 14 September 2019.

Demikian Surat Keterangan ini diberikan dengan sebenar-benarnya kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Palopo, 19 November 2019

Kepala Sekolah



PAONGONGAN, S.Ag.,M.Pd.I

NIP-19730715 200604 1 013

CATATAN HASIL KOREKSI SEMINAR HASIL

Nama : Nurul Mifta
NIM : 15 0202 0125
Jurusan/Program Studi : Ilmu Keguruan / Pendidikan Bahasa Inggris
Hari/Tanggal :
Judul Skripsi : The Effectiveness of Using Run to the Board in Teaching Vocabulary at the Eight Grade of SMP Muhammadiyah Palopo

1. Put resource of the game in terms of video.
2. pay attention on any mistyping/spelling.
3. Fix any construction of sentence those fault to compose.
4. use similarity checker & grammarly assistance.
- 5.

IAIN PALOPO

Pembimbing/Penguji,


Dr. Rusli
NIP.

CATATAN HASIL KOREKSI SEMINAR HASIL

Nama : Nurul Mifta
NIM : 15 0202 0125
Jurusan/Program Studi : Ilmu Keguruan / Pendidikan Bahasa Inggris
Hari/Tanggal :
Judul Skripsi : The Effectiveness of Using Run to the Board in Teaching Vocabulary at the Eight Grade of SMP Muhammadiyah Palopo

Please revise the following items:

1. Check your writing using grammarly application
2. Research Question
3. Previous studies should be focus on Using games on teaching EFL
4. Discussion should be focused on discussing / elaborating or analyze ~~of why~~ the differences between the result of pre test and post test.
5. Conclusion
6. Cover thesis template please see website prodi
7. Pronouncement please see website prodi
8. ~~Ask~~ ^{see} mr. Iksan to check similarity / plagiarism

Pembimbing/Penguji,



NIP.