

**IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH OBSERVE AND  
REMEMBER GAME AT THE SEVENTH GRADE OF SMPN 2 PALOPO**



**IAIN PALOPO**

**A THESIS**

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

**HELMA**

**REG.NUM: 15.02.02.0058**

**ENGLISH STUDY PROGRAM  
TARBIYAH AND TEACHERS TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO  
2020**

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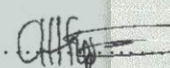

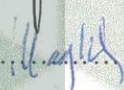

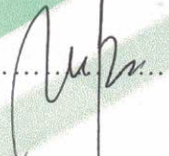
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2020**

## THESIS APPROVAL

This thesis, entitled “**IMPROVING STUDENTS’ VOCABULARY MASTERY THROUGH OBSERVED AND REMEMBERED GAME AT THE SEVENTH GRADE SMPN 2 PALOPO**” written by **HELMA, Reg. Number 15.0202.0058**, 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 **Tuesday, December 8<sup>th</sup> 2020 M**, coincided with **Rabiulakhir 23<sup>rd</sup> 1442 H**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

**Palopo, February 10<sup>th</sup>, 2021 M**  
**Jumadil Akhir 28<sup>th</sup> 1442 H**

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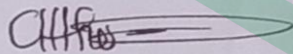
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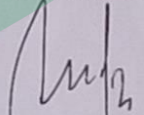
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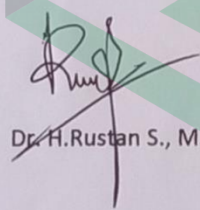
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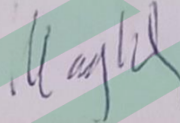
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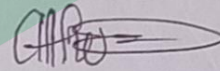
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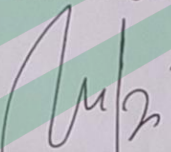
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
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maka naskah skripsi tersebut dinyatakan sudah memenuhi syarat-syarat akademik dan layak diajukan untuk diujikan pada ujian munaqasyah.

Demikian disampaikan untuk proses selanjutnya. wassalamu 'alaikum wr. wb.

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
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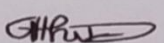
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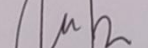
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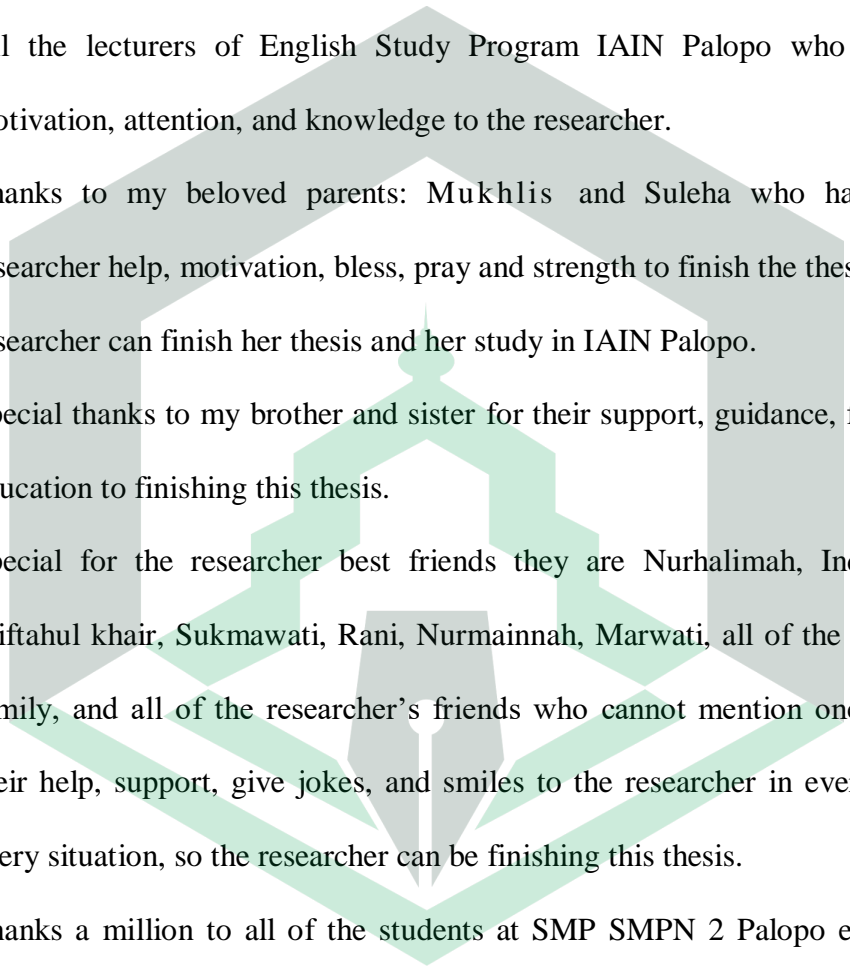
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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The researcher hopes this thesis can give some values to the students of English Department and English teachers and the readers especially improving the teaching-learning of vocabulary. The researcher admits that this thesis is not perfect



so that the researcher will accept suggestions from the readers to make better. The researcher hopes that this thesis would be beneficial to everyone.

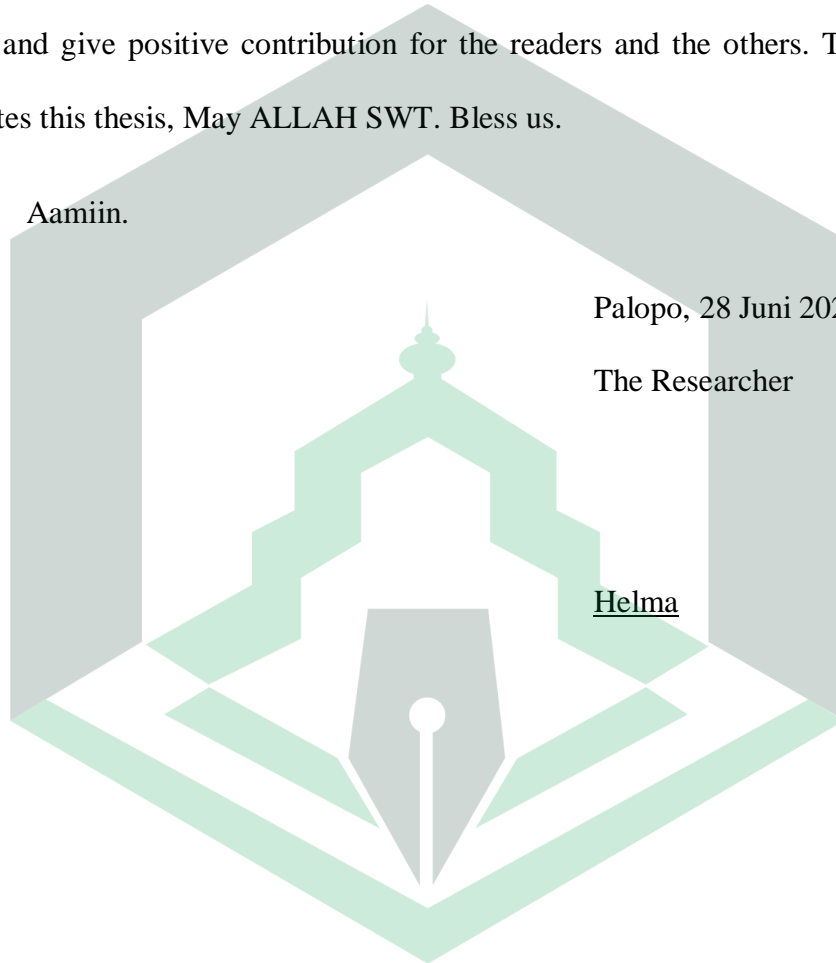
Finally, the researcher pray to the God, Allah SWT gives regard to all of the people who have helped the researcher and the researcher hopes this thesis can be useful and give positive contribution for the readers and the others. The researcher dedicates this thesis, May ALLAH SWT. Bless us.

Aamiin.

Palopo, 28 Juni 2020

The Researcher

Helma



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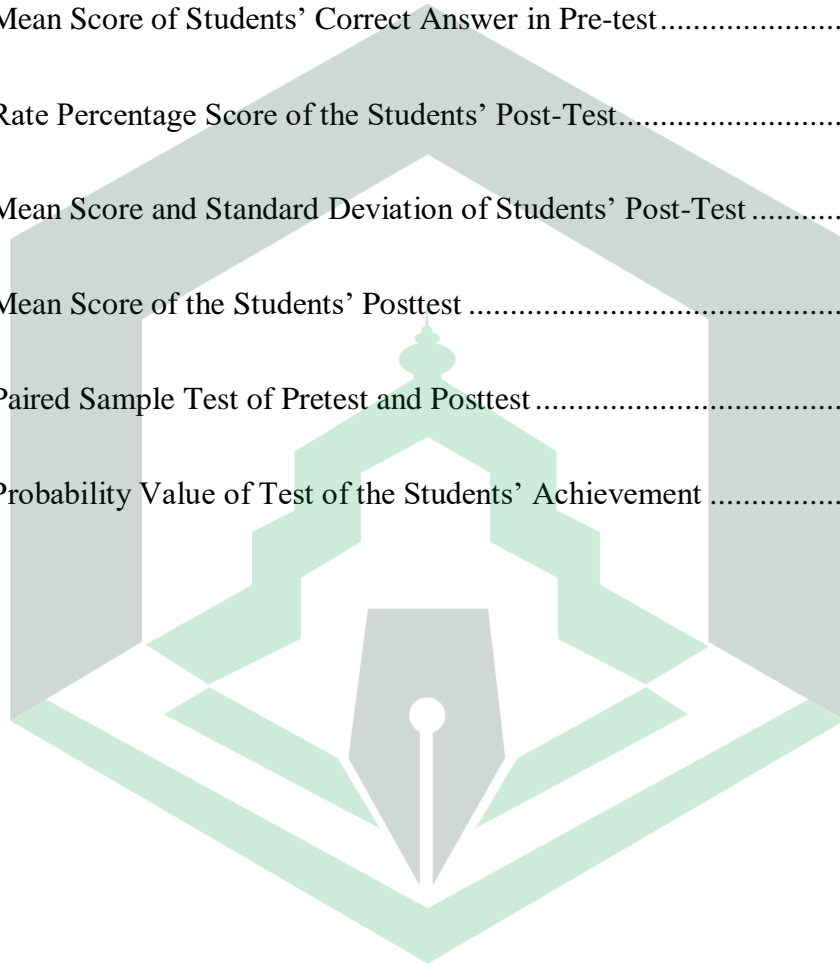
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## ABSTRACT

**Helma, 2020. Improving Students` Vocabulary Mastery Through Observe and Remember Game At The Seventh Grade SMPN 2 Palopo. "Thesis, English Study Program Educational Department in State Islamic Institute (IAIN) Palopo. Consultants: Wahibah, S.Ag., M.Hum ,and Jufriadi,S,S.,M.d**

This thesis is about Improving Students Mastery Vocabulary Through Observe and Remember Game at the Seventh Grade SMPN 2 Palopo. The problem statement of this thesis: Is the use of Observe and Remember game effective to improve the students' vocabulary at the seventh grade SMPN 2 Palopo? This the objective of the research: To find out whether or not the use of Observe and Remember game is effective to improve students' vocabulary in the seventh grade SMPN 2 Palopo.

This research applied pre-experimental. The population of this research was the seventh-grade students of SMPN 2 Palopo. The population there is only one class consist of 30 students.and the taking sample technique is total sampling. The instrument of the research was a vocabulary test. The pretest was given to know basic ability of the students' vocabulary and the posttest given to know the students' improvement in students' vocabulary after given the treatment, and the research used observe and remember game. Then the test was calculated and analyzed using SPSS 20.

The researcher can conclude that using Observe and Remember game is effective to improving students' vocabulary at the seventh grade SMPN 2 Palopo. It was proven by a significant difference between the students' mean score of pretest and posttest. In pretest, the students' mean score is 51.00 and the students' score in posttest is 92.33.

Observe and remember game can improve students'vocabulary because students are active in learning English. Besides, that using the game can improve communication between students and teacher when leaning process.

**Key Words:** *Observe and Remember Game, Vocabulary, teaching English at SMPN 2 Palopo.*

## CHAPTER I

### INTRODUCTION

#### A. Background

In English, there are some skills and the basics of a foreign language are mainly in improving the development of English in the form of vocabulary. Whereby having vocabulary can help to make English conversation. So the talk we can run smoothly with the mastery of vocabulary in stages. A vocabulary is a set of words that are instrumental in English in forming a sentence, which expresses his thoughts and feelings about the content perfectly, whether oral or written.

Vocabulary is one way to improve English skill and talking about English definitely require vocabulary. Students will not be proficient in English if they do not master a lot of vocabulary. English without vocabulary students cannot read, write, speak, and listen to English conversation.

According to Martin Manser, generally, the language skills are listening, speaking; reading as well as writing and its components consist of grammar, vocabulary, and pronunciation. Vocabulary is a language center and of critical importance to the typical language learner. Lack of vocabulary will result in lack of meaning full communication

Vocabulary is one of the language elements the need to be acquired by English learners. Vocabulary is very important to learn language because people can't not communicate without enough vocabulary.

Vocabulary is one more important because it can understand everything that wants to be communicated and knows the fundamental principles, whether in general or individual situations. But from pre-survey did on 14<sup>th</sup> September 2019 at Seventh grade SMPN 2 Palopo with total students is 30 students. The problem I got was the lack of interest of students in learning English especially, in vocabulary. Because the teacher only explains the material and then assigns the task. How to teach it without using games or media. So, students are lazy to learn things like that will not be able to improve learning English.

Therefore the researcher is interested in conducting a research entitled "**Improving students' vocabulary through Observer and Remember game at the seventh grade of SMPN 2 PALOPO?**"

## **B. Problem Statement**

Based on the background of this research, the researcher proposes the problem statement is does the use of Observe and Remember game significantly improve students' vocabulary at the seventh grade SMPN 2 Palopo?



### **C. Object of the Research**

The objective of the research is: To find out whether or not the use of Observe and Remember the game is effective to increase students' vocabulary at the Seventh grade of SMPN 2 Palopo.

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

The result gives beneficial theoretically and practically to the field of teaching. In theoretically, it can a new experience in learning vocabulary for students, because in this research they learned by using Observe and Remember game. Using game make the students more focused because of their high curiosity. It attracted students to learn vocabulary. It is expected that the findings of the research will broaden knowledge on vocabulary and provide us new thought importance of vocabulary.

This research will be expected to be useful information for many people in the learning process, such as:

1. This research is expected to add information about teaching in the classroom
2. This research is expected to increase students' learning interest in learning English and make students interested to speak English.
3. This research is expected to do more complex research.

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

By discipline, in this research under apply English language teaching. By activity, this research will use Observe and Remember the game in teaching students' vocabulary especially in SMPN 2Palopo. And By content, on these content

researcher will teach students about vocabulary related to the noun (things and animals) to reach a learning target.

#### **F. Definition of Terms**

Based on the title is “Improving students vocabulary through Observe And Remember at seventh grade SMPN 2 Palopo”. The researcher give a definition as follow:

1. Vocabulary is a component of a language that maintains all of the information about the meaning and using words in a language.
2. Observe and Remember the game is a game that comes from Kim's (keep in mind) game. This game is a good way to testability of the students in observing and recall their moment during learning, especially regarding English vocabulary.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

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

There are some researchers who have conducted previous research aimed at improving students' vocabulary mastery. Those are:

1. Baraqih Husni (2016) entitled the Implementation Of Observe And Remember Game To Improve Students' Vocabulary Mastery At Seventh Grade Of MTs S. Al-Washliyah Tembung. The researcher uses Classroom Action Research. The instrument of collecting data was interview, observation sheet, diary notes, and photography evidence. And also, the data were analyzed from students' scores in the pre-test and post-tests. So, based on the data in this study showed that there was a significant improvement of students' vocabulary mastery by using observe and remember games.

The implementation of observing and remember games in improving students' vocabulary mastery could affect students' achievement in vocabulary mastery. Their motivation, enthusiasm, and interest in the learning activity were increase. Then, it can be concluded that the

implementation of observing and remember the game was effective to improve the students' interest in the learning-teaching process.<sup>1</sup>

2. Ruwaida Nusa Putri (2017) entitled the Application of Observe and remember Games in Improving Students' Achievement in Vocabulary at The Seventh Grade of MTs Islamiyah Medan. This study used classroom action research. This study used interview and observation sheet as the instrument. The tests were given to the students in the form of a pre-test, and two post-test.

The subjects of this study consisted of 22 students in VII-3. The result of this research showed that there was a significant improvement in students' vocabulary mastery. It can be seen from the mean score of pre-test and post-test, there was significant improvement. And the results of observation and interview showed that the students were motivated in the teaching-learning process during the implementation of observing and remember games. So this game is effective to use in the teaching and learning processes<sup>2</sup>.

3. Besse Kartika. 2014 in this research "Teaching vocabulary through snakes and ladders board game at the seventh year of SMPN Bajo" Having analyzed the data, it was found out that the students' vocabulary through

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<sup>1</sup>BaraqihHusni. 2016. "The Implementation Of Observe And Remember Game To Improve Students' Vocabulary Mastery At Seventh Grade Of MTs S. Al-WashliyahTembung.  
<http://repository.uinsu.ac.id/2697/1/skripsi%20ruwaida%20nusa.pdf>

<sup>2</sup>Ruwaida Nusa Putri. 2017 in this research "The Application of Observe and remember Games in Improving Students' Achievement in Vocabulary at The Seventh Grade of MTs Islamiyah Medan.



snakes and ladders board game in the seventh year of SMPN 2 Bajo. There was a significant difference between the result of the pre-test and post-test. It means the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. So it can be said that teaching vocabulary through snake and ladders board game is effective in the seventh year of SMPN 2 Bajo.

4. From all types of research above, I can conclude that the difference between the types of previous research and the research I took are; previous studies using class action methods. While my research uses the pre-experimental method. And have similarities using observe and remember the game.<sup>3</sup>

## **B. Vocabulary**

### **1. Definition of Vocabulary**

Vocabulary has been recognized as one of the most important matters in learning the language. The mastering of a language appears impossible without the vocabulary reinforcement. Herewith the discussions related to vocabulary covering the definition of vocabulary, types of vocabulary, the importance of vocabularies, and how to learn it.

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<sup>3</sup>BesseKartika. 2014 in this research "*Teaching vocabulary through snakes and ladders board game at the seventh year of SMPN Bajo*"

Vocabulary is a series of words within a language that are familiar to that person. A vocabulary typically develops with age, and servers are also useful and fundamental for communication and gaining knowledge.<sup>4</sup>

There are some definitions which endeavor to describe the meaning vocabulary. The writers order to make try to define vocabulary in different ways. They do this to clear the position of vocabulary in the language.

Vocabulary is the total number of words in the language, the word knows to a person: the of a here year old. Last of a word which meaning. Especially at the back of for teaching a foreign language<sup>5</sup>

Micheal h. Long and Richard said that the vocabulary as an essential component of all uses of language because it would be impossible to learn a language without vocabulary or words.<sup>6</sup>

Jeremy harmer states that vocabulary was seen as incidental to the main purpose of language teaching, namely the acquisition of grammatical knowledge about the language.

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<sup>4</sup>[Http://En.Wikipedia.Org/Wiki/Vocabulary#Knowing And A Word](http://En.Wikipedia.Org/Wiki/Vocabulary#Knowing_And_A_Word). Accessed On Januari 29, 2012

<sup>5</sup> Oxford Learner's Pocket Dictionary New Edition 1995

<sup>6</sup> Michel H Long And Richard. Methology In TESOL : A Book Of Reading. New York Harper & Row Publisher In 1987. P.305,

## 2. Kind of Vocabulary

Nation (2001) states, that there are some kinds of vocabulary such as perceptive and productive vocabulary. Receptive vocabulary refers to the words that learners recognize and understand but the learners can not use the words. It is used in listening or reading skills. Productive vocabulary is used actively in both speaking and writing. A person's listening vocabulary is generally larger than his speaking vocabulary, while his reading vocabulary is relatively larger than his written vocabulary.

Therefore it can be concluded that vocabulary can be presented in four units. They are listening vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary. Reading vocabulary is words found by the learners while reading. Whereas, listening vocabulary are words that people hear and understand when they are talking to others or listening to radio and television. Speaking vocabulary includes words that people use in their daily lives and conversations. Final writing vocabulary consisting of words used by people in writing essays, reports etc.<sup>7</sup>

There are four kinds of vocabulary in the text (Nation 2001):

- a High-frequency words.
- b Academic words
- c Technical words
- d Low-frequency word

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<sup>7</sup>Nation (2001), *Teaching vocabulary*, Asian EFL Journal. Volume 7

### 3. Types of Vocabulary.

Vocabulary can be divided into two groups: passive vocabulary and active vocabulary. Passive vocabulary contains all the words that you understand when you read or listen. Active vocabulary is all the words you understand.

In detail, the vocabulary is divided into four types:

- 1) Reading vocabulary, a person who is literate has all the words they can recognize when reading. This is generally the largest type of vocabulary simply because readers tend to be more exposed to words by reading than by listening.
- 2) Listening vocabulary, a person's listening vocabulary is words that they can recognize when listening to a speech. People can still understand words they don't know before using cues such as tone, gestures, discussion topics, and social context of the conversation.
- 3) Speaking vocabulary, a person's vocabulary is all the words they use in speech. This may be part of the listening vocabulary. Because of the spontaneous nature of speech, words are often misused. This abuse, although slight and unintentional, can be compensated by facial expressions and tone of voice.
- 4) Writing vocabulary, words are used in various forms of writing from formal essays to social media feeds. Many of the written words are not commonly

appear in the speech. Authors generally use a limited set of words when communicating.<sup>8</sup>

#### 4. The Importance of Vocabulary

Vocabulary is one of the elements of language that is integrated into communicative expressions. Krashen in Nunan (1991:117) states that “vocabulary is important, This has come about partly of vocabularies as a result of the development of communicative approaches to language teaching and partly through the stimulus of comprehension based methods such as the natural approaches”.<sup>9</sup>

According to Hornby (1987) states that vocabulary is building block to build the language. It means we have a certain vocabulary, we can also practice the language of our daily life. Vocabulary is one aspect of language that has an important role in mastering spoken and written English, consisting of vocabulary, therefore, without vocabulary, the students cannot communicate properly.<sup>10</sup>

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<sup>8</sup>[https://en.wikipedia.org/wiki/Vocabulary#Types\\_of\\_vocabulary](https://en.wikipedia.org/wiki/Vocabulary#Types_of_vocabulary)

<sup>9</sup>Nunan David. 1991. *Language Teaching Methodology a Text Book for Teacher*. Prentice Hall: New York.

<sup>10</sup> Hornby, AS. (1987). *The Advanced Learner's Dictionary of Current English*.



## 5. Techniques on Teaching Vocabulary

There is some technique on teaching vocabulary, according to harmer said that there is three-technique that designed to teach vocabulary,<sup>11</sup> they are:

### a) Presentation

Not all vocabulary can be learned through interaction technique and invention, even if such techniques are possible. However, they are not always effective. There are many occasions when some form of presentation and or explanation is the best way to bring new words in the class. We will look at some examples: pictures, mimics, action, and gesture, etc.

### b) Discovery

Some of the students will using a dictionary and may know their words through doing the matching tasks to a more complex understanding of connotation and context.

### c) Practice

Using new words which are known in real communication so, it will not be forgotten easily.

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<sup>11</sup> Harmer Jeremy, *The Practice of English Language Teaching, New Edition*, ( New York: Longman 1991).p.161-162

## C. Part of Speech

### 1. Function Words (Grammatical Words)

Grammatical words are words that have little lexical meaning or have ambiguous meanings, but function to express grammatical relationships with other words in a sentence, or determine the speaker's attitude or mood.<sup>12</sup>

#### a. Prepositions

Prepositions are words, usually small, which usually shows information about direction, location, or time. There are only a few prepositions in English. Some commonly used examples are at, from, in, on, and to.<sup>13</sup>

There are some examples of words or phrases introduces as object of the preposition.

- They would be swimming *at* the pool yesterday.
- Look at the ball *under* the table.
- She left *without* my permission.

#### b. Conjunctions

Conjunctions are words that connect individual words, groups of words, or entire clauses.

For example:

- Kojo went *to* the market.

<sup>12</sup>Scott Thornburg, Op.cit, p.4

<sup>13</sup>Evelyn, P. Altenberg and Robert M. Vago, English Grammar: Understanding the Basic, (UK: Cambridge University Press, 2010), p.65

- You will have to take the train *or* rent a car.<sup>14</sup>

c. Determiners

Determiners are indefinite articles, definite articles, demonstratives, possessives, and quantifiers.

Example: the, a, an, etc.

d. Pronoun

A pronoun is a word used in place of a noun phrase.<sup>15</sup> Pronouns can be used instead of nouns, and pronouns operate like nouns in sentences. It's important to remember, however, to use pronouns carefully. Often, the authors make the mistake of referring to nouns with pronouns without first providing and introducing actual nouns replaced. This creates confusion for readers since it's then not clear who or what a pronoun is referring to. Then, also, after being introduced, the noun should be mentioned again here and there throughout the paragraph to remind readers about the name or title of a noun even though it was just a common noun, such as "philosophy student" or "kitten."<sup>16</sup>

Grammar classifies pronouns into several types, including the personal pronoun, the demonstrative pronoun, the interrogative pronoun, the indefinite

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<sup>14</sup>Ed, Swick, English Verbs & Essential of Grammar for ESL Learners, (United States: The McGraw-Hill Companies, 2010), p.113

<sup>15</sup>SitiZubaidah and Asrina Sari, Contrastive and Error Analysis, (Medan: CV. GemilangUtama, 2016), p.142

<sup>16</sup>Minneapolis, Grammar Handbook, (Capella University, 2001), p.5

pronoun, the relative pronoun, the reflexive pronoun, and the intensive pronoun.<sup>17</sup>

e. Auxiliary verb

An auxiliary verb helps the main verb.<sup>18</sup> Together, the main verb and at least one helping verb form a verb phrase.

f. Interjection

An interjection is a part of speech that is more commonly used in informal than in formal writing or speech. Basically, the function of an interjection is to express a sudden emotion or feeling. They can express various emotions such as excitement, joy, surprise, or disgust.<sup>19</sup> Interjections can come in the form of a single word, a phrase, or even a short clause. Aside from that, they are usually (but not always) placed at the beginning of a sentence. The importance of interjections lies in the fact that they can convey feelings that are sometimes ignored in sentences.

## 2. Content Words (lexical word )

Lexical words are words that carry the content or the meaning of a sentence and are open-class words.

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<sup>17</sup>RahmahFirtiani, Op.cit, p.27

<sup>18</sup>Frankurt International School , "Auxiliary Verb.",2018

<sup>19</sup>Felix K. Ameka, Interjections, Research Gate, 2006, retrieved from ([http://www.researchgate.net/publications/289752120\\_interjection](http://www.researchgate.net/publications/289752120_interjection)), accessed on 10th, October, 2018 at 19.23

## a. Nouns

The noun is that it describes a person, place, or thing. In fact, we use nouns to express a range of additional meanings such as concept, organizations, qualities, communities, sensations, and events. Nouns convey a substantial proportion in most texts.<sup>20</sup>

### 1) Types of Noun

#### a) Countable and Uncountable Noun

Countable Noun is a type of noun that can be counted and has a number. Example:

- Sugar, oil, water, sand

If you use media, then the uncountable noun can be calculated. Example:

- A glass of juice, A bottle of water, A glass of tea, A sack of sand

#### b) Proper Noun and Common Noun

A proper noun is a type of noun in a very specific classification (usually using capital letters in the initial letters) Example:

- Gramedia, Jakarta, Jogjakarta, Indonesia

A common noun is a type of noun whose classification is very general or general. Example:

- City, shop, market, town

#### c) Concrete Noun and Abstract Noun

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<sup>20</sup>Martin Parrott, Grammar for English Language Teachers, (UK: Cambridge University Press, 2000), 1st ed, p.7

An abstract noun is a noun that cannot be observed with the five senses. Example:

- Love, hate, romance, feel, idea

Concrete Noun is a noun that can be observed with the five senses. Example:

- Book, school, house, bread, people

#### d) Collective Noun

A collective noun is a noun consisting of group names. Example:

- Class, Team, bucket, pair

#### b. Verbs

Verb is the most important part of the sentence. The verb emphasizes something about the subject of the sentence and expresses the action, event, or state of being. Verbs are a critical element of the predicate of a sentence. When verbs are used together with auxiliaries, they are called compound verbs. In particular, aids can be used with verbs to make many forms of words available in English.

- She *goes* to school by bus.
- He *bites* a piece of cakes.
- He drinks a glass of water.



### c. Adjectives

There are several definitions of adjectives. Adjectives are words that meet noun requirements; it adds to its meaning but limits its application, e.g. new book; black sheep. Adjectives state the property of an entity. In sentences, adjectives perform attribute (additional) and predictive functions. Of the two, more typical functions are attributes because predictive functions can also be performed by other parts of the conversation.<sup>21</sup>

Heiner Schenke states that adjectives are words that provide more information about a noun.<sup>22</sup>

C.E. Eckersley states that adjective is a word that tells us what a thing is like; words that are added to a noun to make our meaning fuller or more exact.<sup>23</sup> Adjectives remain invariant in form, no matter what position they occupy in a sentence.

For example:

- The glass is *full* of water.
- She is *beautiful*.<sup>24</sup>

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<sup>21</sup>Laimutis, Valeika and JaninaBuitkiene, An Introductory Course in Theoretical English Grammar, (Pilnius Pedagogical University, 2003), p.116

<sup>22</sup>Heiner, Schenke and Karen Seago, Basic German: A Grammar and Workbook, (London and New York: Routledge, Taylor & Francis Group, 2005), p.143

<sup>23</sup>C.E. Eckersley, Op.cit, p.34

<sup>24</sup>Marianne, Celce-Murcia & Dianne Larsen-Freeman, The Grammar Book: An ESL/EFL Teachers' Course, (United States of America: Heinle&Heinle Publishers, 1999), p.381

Evelyn states that an adjective is a word that refers to a characteristic of a noun. If you can put a word between the and a noun (like a boy, or idea), then that word is an adjective.<sup>25</sup>

d. Adverbs

An adverb can modify a verb, an adjective, another adverb, a phrase, or a clause. An adverb indicates manner, time, place, cause, or degree and answers questions such as how, when, where, and how much.

- Could you speak *slowly*, please?
- He runs *very* fast.
- These shoes are *too* big for me.<sup>26</sup>

## D. The Study of Observe and Remember

### 1. Observe

According to Drs. Muhibbin Syah, M. Ed states that Observers means the process of receiving, interpreting, and giving meaning to stimuli that enter through the senses such as the eyes and ears.

Thanks to the learning experience of a student will be able to achieve true and objective observation before reaching understanding. Because the object of observation seems to convey a message, for example seeing a TV set contains an invitation to turn on the plane so that an image appears on the screen and the sound of people talking. Especially the nature of

<sup>25</sup>Evelyn, P. Altenberg and Robert M. Vago, Op.cit, p.5

<sup>26</sup>RahmahFirtiani, Op.cit, p.86

structured and containing meaning shows the reality, that humans themselves help create their own world of observation. What is observed and the way it is observed also depends on a person's experiences, concerns, feelings, desires, and expectations.

So the world of observation in addition to containing elements of objectivity also contains elements of subjectivity. The element of subjectivity in observation makes it possible to learn.

## **2. Remember**

Remembering is human behavior that is always obtained from past experiences that he remembers. Remembering can be defined as present knowledge about past experience.

- a. Remembering can occur in several forms. The simplest form is to remember something when something is worn on the senses. This form is called cognition. For example, it remembers the faces of friends, musical compositions, paintings, and so on.
- b. The more difficult form of remembering is recall. We recall something when we realize that we have experienced something in the past, without wearing something on our senses. For example, we recall the name of a book that we finished reading last week.
- c. Even more difficult is to remember correctly enough to produce material that has been studied. For example, you recognize

(recognition) a song and remember that you have studied the song (recall), but did you sing it again (reproduction)?

- d. 4. The fourth form of remembering is to perform (performance) habits that are very automatic.<sup>27</sup>.

## E. Game

### 1. Definition of Game

Sudono (2000: 1) states that the game is an activity that is carried out with or without using a tool that generates the sense or provide information, give pleasure as well as give the imagination of the child.

According to Lewis and Leroad in Sudono (2000: 4) states that a fun activity that has rules and attended by students, individuals and groups that compete and interact to achieve a certain goal. That goal if it means learning to do with the goal of achieving the learning objective.

Mayke S. Tedjasputra (2001: 1) states that playing ia fun activities and a requirement that is inherent in the child. Through the game can be utilized for the development of the physical, motor, intelligence, and emotional. They are meant to be enjoyed wherever they are played can<sup>28</sup> The game is very motivating because this game is fun and interesting. They can be used

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<sup>27</sup><http://makalahpendidikanislamlengkap.blogspot.com/2015/11/pengamatan-dan-tanggapan-dalam.html>

<sup>28</sup>Risnawaty, *Using Sequence Word Games to Improve the Students Vocabulary*, (Muhammadiyah University Makassar, 2010),p.12

to provide training in all language skills and are used to practice various types of communication.<sup>29</sup>

Game is a system in which players engage in artificial conflict, defined by rules, those result in a quantifiable outcome.<sup>30</sup>

## 2. Type of Language Game

It was explained in the game for language learning books that there are four types of games. They are class games, individual games, couple work games, and group work games.<sup>31</sup> This means that it is a key value in ensuring that every student has the optimal opportunity for oral practice in using language, and that also allows students to interact with each other.

Jill Hadfield “divided games into two kinds”, those are:

- a. Competitive games, in which players or team race to be the first to reach the goal.
- b. Co-operative games, in which players or teams work together towards a common goal.<sup>32</sup>

From the explanation above, it can be concluded that the game can be played by one or more people whose players must be the winner or reach the goal quickly too. Then, the game can also be played by teams, group

<sup>29</sup>Aydan Ersoz, [Http://www. Tflgames.com/why.Html](http://www.Tflgames.com/why.Html), (Accessed on April 2012)

<sup>30</sup> Katie Salen, Eric Zimmerman, Game-Wikipedia, the free Encyclopedia, [Http://mywebsearch.Com/mywebsearch/ GGmain.jhtml](http://mywebsearch.Com/mywebsearch/GGmain.jhtml) (Accessed on mei 2012)

<sup>31</sup>Andrew Wright, David Betteridge and Michael Buckby, *Games for Language Learning*. (Cambridge University Press 2006).p .1

<sup>32</sup>Jill Hadfield. *Advanced Communication Games*, (Longman, 1987).P.iii

work, individuals, and partner work, so they must compete with each other.

### **3. The Advantages of Using Games**

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

- a. Games are a welcome break from the usual routine of the language class,
- b. Games are motivating and challenging.
- c. Learning a language requires a lot of effort. Games help students to make and maintain the learning effort.
- d. Games provide language training in various skills, speaking, writing, listening, and reading.
- e. They encourage students to interact and communicate. They create a meaningful context for language use.

### **4. Teaching Vocabulary through Observe and Remember Game**

In doing this strategy a teacher needs to prepare material, instructional media, and lesson plan.

- a. Material

A teacher needs to provide a new vocabulary that will be sought by students. A teacher can give 10-15 new words in one meeting.

In general, new vocabulary is included in noun vocabulary because it will allow students to have fun and motivate students that English is not a difficult subject. Thornburry (2002) stated that “the students must



know about 20,000 words in a year because the students need it to comprehend a text”.

b. Instructional Media

Learning media are media use in learning, including teaching aids and learning resources. This media is useful for a teacher as a tool that helps a teacher in the learning process. The media in observing and remembering vocabulary strategies is simple. A teacher simply puts down a few objects and then the teacher's instructions for students to take a pencil and paper and start writing the names of objects that have been observed in English.

c. Lesson Plan

This lesson plan is useful for teachers to make the teaching and learning process run well and systematically. In this RPP there are competency standards, basic competencies, indicators, learning objectives, materials, methods, activities, and evaluations. After this, a teacher makes a procedure for implementing the Vocabulary and Remember Games.

## **F. Observe And remember**

### **1. Definition Observe And Remember**

Observe and remember game is a game that originated from Kim's strategy. This game is a good way to test students' ability to observe and recall when they learn especially about English vocabulary. The game develops a

person's capacity to observe and remember details. So, the researcher uses this game to increase the student's vocabulary mastery.

Kucan in Dixon (2002) states that vocabulary strategy is the strategy encourages students to expand their understanding of key vocabulary terms.<sup>33</sup>

According to Rini, Ayu 2006 states that Observe and Remember games are one type of vocabulary game that aims to test ability to observe and remember vocabulary. This game can be used for all levels; elementary, intermediate, and do not require media or items that are hard to find. In many kinds of literature, these games are very easy to apply to improve the learners' mastery.<sup>34</sup>

The short version to play this game is that we can only put a lot of things on the table for someone to learn and then after a few minutes or seconds, cover it up. They must remember as many objects as possible and as much detail as possible about each object. The more you play this game, the more detailed you can get, and the more objects you can put there. This is a fantastic game that you can play with your children or your team to make it better at paying attention and remembering.<sup>35</sup> This game is very good because it will be very useful in our daily lives, will improve our brain function and will make children not bored.

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<sup>33</sup>InztaHariadi and Zainuddin Amir, Teaching English Vocabulary Through K.I.M (Key Word, Information, and Memory Clue) Vocabulary Strategy In Junior High School, (English Department Faculty of Languages and Arts State University of Padang, 2014), p. 114

<sup>34</sup>Rini, Ayu, 2006. Excellent English Games, Jakarta; KesaintBlane

<sup>35</sup> Gordon's Party Piece. Observation Games: Kim's Game. Retrieved from <http://www.disbelieving.com/planparty/games/gameso.html>. Accessed on 25/12/2016 at 20:48.

## **2. Advantages and Disadvantages of Observe and Remember**

### **a The Advantages of Observe and Remember**

This game will give many advantages for teacher and the students. This method will give many advantages:

- 1) Through using observe and remember students can learn English.
- 2) Even the students feel shy but they can participate positively.
- 3) It will make the classroom more live in English practice.
- 4) Make the warm and happy.

### **b. The Disadvantages of Using Observe and Remember**

Disadvantage of Observe and Remember games according to Dewi Hasanah, such as:

- 1) Students need a lots of vocabulary
- 2) Students who struggle to try to translate the sentence in to English.
- 3) Students need to think hard.<sup>36</sup>

## **3. Concept of Teaching and Learning Vocabulary through Observe and Remember**

The importance of vocabulary in learning English is to enable students to have meaning of words that actually works. This means that students can increase students' vocabulary enrichment. Teaching vocabulary through

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<sup>36</sup> DewiHasanah, Op.Cit, p.24

observing and remembering games makes teaching and learning more enjoyable for students and teachers.

Observe and remember games can be a useful game for teaching nouns around us because the teacher can use things in class, in the park, in the library, and anywhere. By using objects and pictures given in class, students will remember very well the new words they can get.

In addition, direct presentations are also a very effective way for vocabulary teaching. The teacher uses pictures, objects, to teach some vocabulary. This is an activity that will be carried out in observing and remembering the game. Even better, ask students to close their eyes when they don't expect to play. This is where the training becomes good. The teacher can do this in class, in the cafeteria, in the field, in the park, or anywhere. Ask them to close their eyes and start mentioning the things they observe - when they don't know they are playing it will amaze teachers and students how little of the world really cares if students do it this way. It will also amaze the teacher and student how many times this skill will be useful after students develop it. By playing the game without notice, the teacher trains students to not only become better at remembering things, but also the teacher trains students to always pay attention to things.<sup>37</sup>

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<sup>37</sup>Graywolf Survival, op. cit. Accessed on 25/12/2016 21:20

#### **4. Implementation of Observe and remember Vocabulary Games**

##### **a. Pre –Teaching**

In this section, a teacher starts a meeting in class. Usually, this stage is only about ten minutes. For the first time, a teacher checks the readiness of students and classrooms, the teacher welcomes students, checks student attendance, and carries out perceptions and motivations at this stage. Apperception means activities that emphasize recalling what students have learned in previous meetings. If not, motivation means students are motivated to follow the lessons to come.

After a teacher asked a few students. A teacher corrects and summarizes students' answers about the last lesson. Then, a teacher activates students' background knowledge by asking questions about their experience of vocabulary. The teacher can show some pictures and ask a few questions.

##### **b. Whilst Teaching**

In temporary teaching activities are the main activities where lessons are introduced, delivered and practiced. This stage is divided into three stages: observing, memorizing, and experimenting.

##### **1) Observing**

The teacher gives, introduces, and explains about observe and remember vocabulary strategies, then giving several models students.

The teacher collects various small objects that are easily identified by pencil crates, erasers, rulers, pens, books, spoons, buttons, glue or anything that of course matches the level of the students' language. Place objects on the table in front of the class.

The teacher asks students to look first and then a teacher explains how to find the meaning of the word above.

c. Memorizing

Students are asked to come forward and observe these objects of course with a time limit, for example students are limited to observing these objects for 2 minutes, then the students are required to sit back. Instructions for students to pick up a pencil, a paper, and start write down names of objects that have been observed in English. When students sit near the object observed with cloth or whatever the student does not see the object. Limit the time when students write objects that have been observed for example for 5 minutes.

After the allotted time to write these objects runs out, students were asked again to move forward to provide the names of the object and its mention one by one. Students most write and mention object scorrectly are the winner. Then, a teacher will do the next stage of this activity.

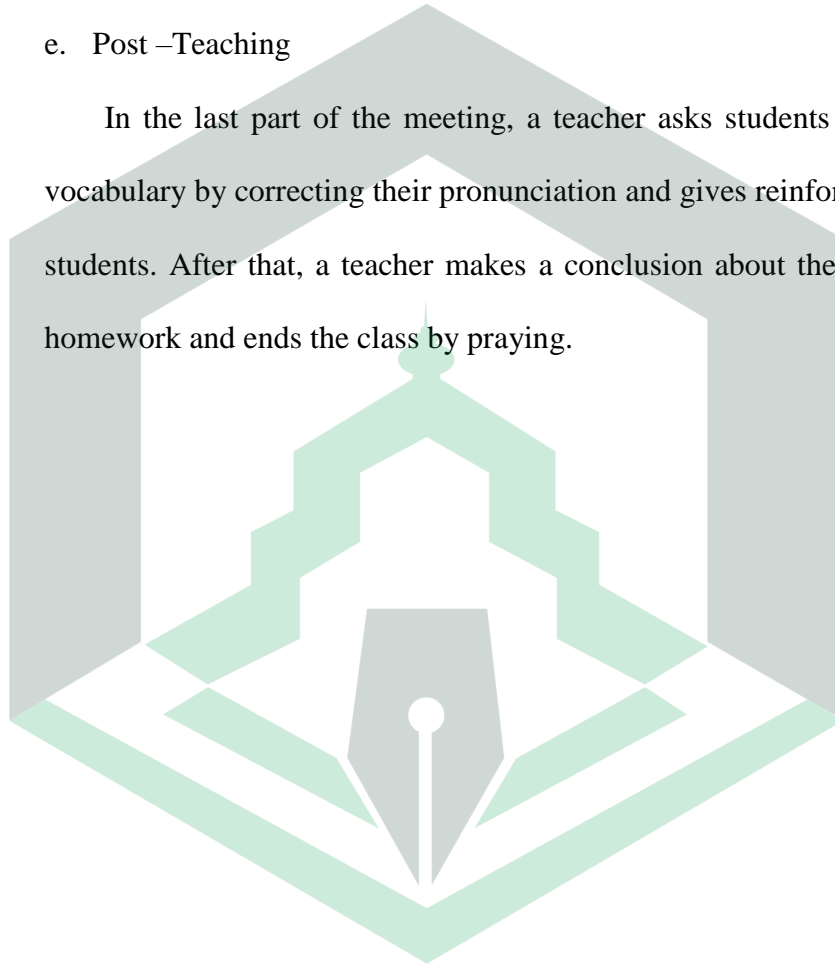


d. Experimenting

As the students finish their job, the teacher and students discuss whether their answers are true or false. The teacher tells the correct answer and students check their friend's answer.

e. Post –Teaching

In the last part of the meeting, a teacher asks students to pronounce vocabulary by correcting their pronunciation and gives reinforcement to the students. After that, a teacher makes a conclusion about the lesson, gives homework and ends the class by praying.



### G. Theoretical framework

In this concept of framework researcher will do some steps in completing the research phase from Vocabulary, experimental method and jumbled letters game.

Under this is the design there will be a researcher in the class.

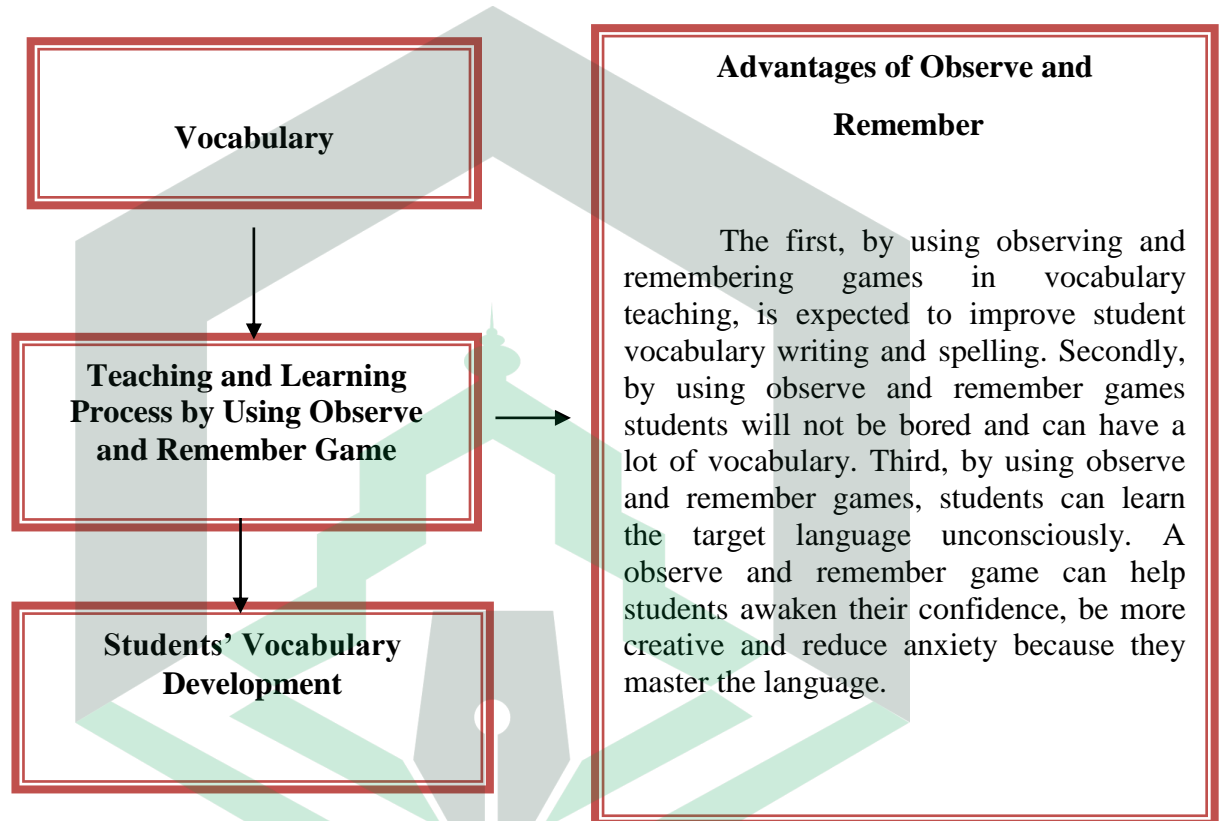


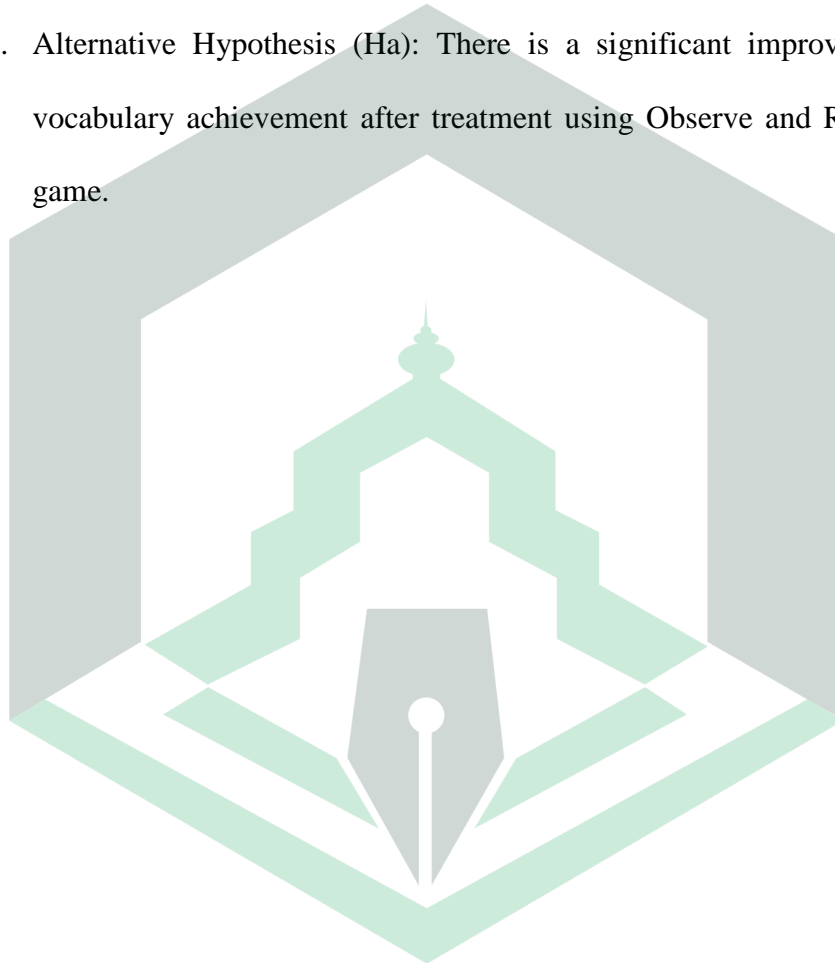
Figure 2.1 Theoretical framework

### H. Hypothesis

First letter Only Game is an effective way in improving students' vocabulary through Observe and Remember game at seventh grade of SMPN 2 Palopo.

The statistic hypothesis of this research is given as follows:

1. Null hypothesis ( $H_0$ ): There is no significant improvement in the vocabulary achievement after the treatment using Observe and Remember the game.
2. Alternative Hypothesis ( $H_a$ ): There is a significant improvement in the vocabulary achievement after treatment using Observe and Remember the game.



## CHAPTER III

### RESEARCH METHOD

#### A. Research Method and Design

In this research, the writer used the pre-experimental method. This method was used to know the effectiveness of Observe and Remember Game in teaching vocabulary at the seventh grade of SMPN 2 Palopo. The formula of the research design was illustrated below:

PRE-TEST	TREATMENT	POST-TEST
O1	X	O2

O1 = Pre-test

X = Treatment

O2= Post Test

#### B. Variable

There were two variables in this research, namely:

1. Observe and remember as an independent variables. This game is a good way to test the ability of the student in observing and recall their moment learn especially regarding English vocabulary.

2. Students' vocabulary as the dependent variable. The ability of students in English is different, especially, in speaking and writing. If the students have not vocabulary, the students will be difficult to understand to the learner about English. To improve students vocabulary can use the Observe and Remember Game to teach students and to improve their vocabulary.

### **C. Population and Sample**

#### **1 Population**

The population on this research is the seventh-grade students of SMPN 2 Palopo in 2019/2020 academic year. The total population of 248 students from eight classes.

#### **2 Sample**

Because of the population of 248 students from eight classes, researchers only chose 1 class, namely seventh grade D to become respondents in this study. There were 30 (17 female and 14 male) samples in SMPN 2 Palopo.

### **D. Instrument of the Research**

In this study, researchers used a vocabulary test. The tests are pre-test and post-test. The purpose of the vocabulary test is to find out the level of student vocabulary. The number of tests is 20 items. The forms of the test match picture with words.

### **E. Procedure of Collecting Data**

The data will collect through the following procedures:

#### **1. Pre-test**

This part namely pre-test was given before the researcher gave the treatment. This part, the researcher was going to give the test which was consisting of speaking assessment. This test was to measure the students' vocabulary before applying to Observe and Remember.

## 2. Treatment

After the pre-test, the researcher treats students through the game of observing and remembering. Each meeting has a different material. The material is objects and images, the objects generated the print. There are four meetings in this treatment, the step of game.

1. The first meeting on 05<sup>th</sup> February 2020:
  - a. The researcher introduced vocabulary particularly part of speech.
  - b. The researcher introduced the game.
  - c. The researcher explained the rules of playing this game.
  - d. Students sat according to the group, then, the students were welcomed to observe one by one the objects provided by researcher into 2 minutes.  
(Noun thing: in the classroom)
  - e. After that the players were invited to set for a moment so they can discuss with their group member with the time provided by researchers for 5 minutes.
  - f. A few moments later the thinking time is up, participants were asked to write down whatever objects they have seen on the paper. Then collected on the table or in researcher.

- g. The game ends when there are students left as winners.
  - h. The researcher wrote vocabulary in the whiteboard that they did not write.
  - i. Each student in one group was asked to mention the vocabulary on the objects indicated. For example, the researcher showed an eraser, and says “What is this?” And every student in the group was asked to name the item.
  - j. And the winner of this game is the one who writes the most objects provided by the researcher correctly.
  - k. The match ends when there is a winner.
  - l. The winner got a prize.
2. The second meeting 07<sup>th</sup> February 2020:
- a. The researcher introduced particularly part of speech.
  - b. The researcher introduced the game.
  - c. The researcher explained again the rules of playing game.
  - d. Students sat according to the group, then, the students were welcomed to observe one by one the objects provided by researchers with the time given by researchers for 2 minutes. (Noun animals)
  - e. After that the players were invited to set for a moment so they can discuss with their group member with the time provided by researchers for 5 minutes.



- f. A few moments later the thinking time is up, participants were asked to write down whatever objects they have seen on the paper. Then collected on the table or in researchers.
  - g. The game ends when there were students left as winners.
  - h. The researcher wrote vocabulary in the whiteboard that they did not write.
  - i. Each student in one group was asked to mention the vocabulary on the objects indicated. For example, the researcher showed an eraser, and says “What is this?” And every student in the group was asked to name the item.
  - j. And the winner of this game is the one who wrote the most objects provided by the researcher correctly.
  - k. The match ends when there was a winner.
  - l. The winner got a prize.
3. The third meeting 12<sup>th</sup> February 2020:
- a. Students sat according to the group. Then, the students were welcomed to observe one by one the objects provided by researcher with the time given by researcher for 2 minutes. (Noun thing, in the kitchen).
  - b. After that the players were invited to set for a moment so they can discuss with their group member with the time provided by researcher for 5 minutes.

- c. A few moments later the thinking time is up, participants were asked to write down whatever objects they have seen on the paper. Then collected on the table or in researcher.
  - d. The game ends when there were students left as winners.
  - e. The researcher wrote vocabulary in the whiteboard that they did not write.
  - f. Each student in one group was asked to mention the vocabulary on the objects indicated. For example, the researcher showed an eraser, and says “What is this?” And every student in the group was asked to name the item.
  - g. And the winner of this game is the one who wrote the most objects provided by the researcher correctly.
  - h. The match ends when there was a winner.
  - i. The winner got a prize.
4. The fourth meeting 14<sup>th</sup> February 2020:
- a. Students sat according to the group. Then, the students were welcomed to observe one by one the objects provided by researcher with the time given by researcher for 2 minutes. (Noun thing, in the bathroom).
  - b. After that the players were invited to set for a moment so they can discuss with their group member with the time provided by researcher for 5 minutes.

- c. A few moments later the thinking time is up, participants were asked to write down whatever objects they have seen on the paper. Then collected on the table or in researcher.
  - d. The game ends when there were students left as winners.
  - e. The researcher wrote vocabulary in the whiteboard that they did not write.
  - f. Each student in one group was asked to mention the vocabulary on the objects indicated. For example, the researcher showed an eraser, and says “What is this?” And every student in the group was asked to name the item.
  - g. And the winner of this game is the one who wrote the most objects provided by the researcher correctly.
  - h. The match ends when there was a winner.
  - i. The winner got a prize.
5. The fifth meeting 19<sup>th</sup> February 2020:
- a. Students sat according to the group. Then, students were welcomed to observe one by one the objects provided by researcher with the time given by researcher for 2 minutes. (Noun animals)
  - b. After that the players were invited to set for a moment so they can discuss with their group member with the time provided by researchers for 5 minutes.

- c. A few moments later the thinking time is up, participants were asked to write down whatever objects they have seen on the paper. Then collected on the table or in researcher.
  - d. The game ends when there were students left as winners.
  - e. The researcher wrote vocabulary in the whiteboard that they did not write.
  - f. Each student in one group was asked to mention the vocabulary on the objects indicated. For example, the researcher showed an eraser, and says “What is this?” And every student in the group was asked to name the item.
  - g. And the winner of this game is the one who wrote the most objects provided by the researcher correctly.
  - h. The match ends when there was a winner.
  - i. The winner got a prize.
6. The six meeting 21<sup>th</sup> February 2020:
- a. Students sat according to the group. Then students were welcomed to observe one by one the objects provided by researcher with the time given by researcher for 2 minutes. (Noun thing, in the bedroom)
  - b. After that the players were invited to set for a moment so they can discuss with their group member with the time provided by researcher for 5 minutes.

- c. A few moments later the thinking time is up, participants were asked to write down whatever objects they have seen on the paper. Then collected on the table or in researcher.
- d. The game ends when there were students left as winners.
- e. The researcher wrote vocabulary in the whiteboard that they did not write.
- f. Each student in one group was asked to mention the vocabulary on the objects indicated. For example, the researcher showed an eraser, and says “What is this?” And every student in the group was asked to name the item.
- g. And the winner of this game is the one who wrote the most objects provided by the researcher correctly.
- h. The match ends when there was a winner.
- i. The winner got a prize.

### **3. Post-test**

After giving the treatment, the researcher will give post-test to know the result of the students' vocabulary after teaching by using observe and remember.

### **4. Technique of Analysis Data**

Before analyzing the data, the researcher will collect the data and analyze them by using procedures as follows:

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

$$\text{Score} = \frac{\text{student's correct answer total number}}{\text{total number}} \times 100$$

c. Classifying the students' scores based on the following classification:

1. 81 to 100 are classified as very good
2. 61 to 80 is classified as good
3. 41 to 60 are classified as fair
4. 21 to 40 are classified as poor
5. 1 to 20 is classified as very poor<sup>38</sup>

d. Calculating the rate percentage of students score by using the following formula:

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

Where:

P= percentage

F= frequency

N= total sample

e. Calculating the mean score, standard deviation, frequency table, and test between vocabulary achievement of the pre-experimental by using SPSS 20 for windows evaluation.

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<sup>38</sup>Muhammad Kasiran, *Teknik analisis item' Teshasilbelajardancaramenghitung Validity and Reabsility*.(Surabaya: Usaha nasional, 1948).

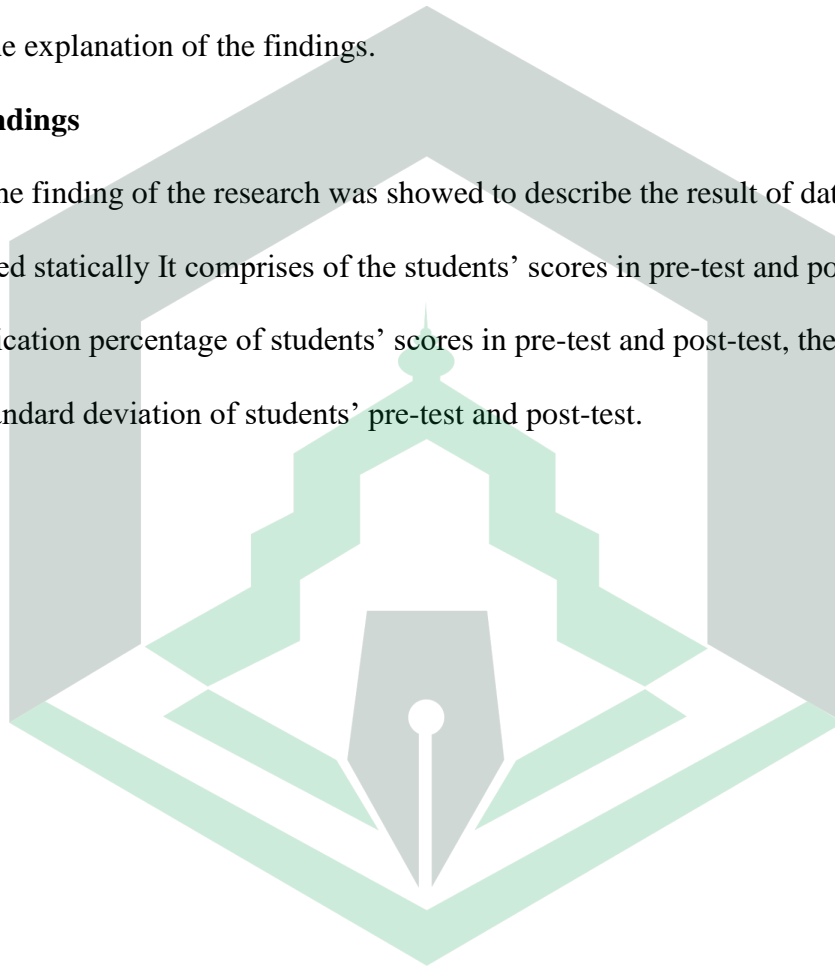
## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

This chapter consists of two parts, the first is the finding and the second is discussion. The finding deal with the result of data analysis and the discussion deals with the explanation of the findings.

#### **A. Findings**

The finding of the research was showed to describe the result of data that analyzed statically It comprises of the students' scores in pre-test and post-test, classification percentage of students' scores in pre-test and post-test, the mean score and standard deviation of students' pre-test and post-test.



### 1. The Score of Students' Pretest and Posttest

Table 4.1 the score of students' pretest and posttest

Respondent	Pretest	Posttest
R1	25	90
R2	55	90
R3	35	85
R4	30	100
R5	45	100
R6	45	100
R7	60	70
R8	55	100
R9	50	100
R10	25	100
R11	55	90
R12	55	100
R13	75	100
R14	55	100
R15	60	90
R16	40	90
R17	55	90
R18	55	100
R19	25	55
R20	60	65
R21	80	100
R22	55	80
R23	80	100
R24	35	85
R25	55	90
R26	45	100
R27	30	100
R28	75	100
R29	50	100
R30	65	100



Table 4.1 shows that there is a difference between the score of the students' pre-test and score of the student post-test. Because when the students did the pretest, the researcher not yet gave the treatment to the students. And, why the score of the students' posttest was higher because the researcher already gave the treatment to the students. And most students answer vocabulary about nouns. That happens because according to students nouns are easier rather than adjective and verb.

### 1. The Rate Percentage of the Students' Pretest

Table 4.2 the Rate Percentage Score of the students' pre-test

Classification	Score	Frequency	Percentage
Very good	80-100	0	0%
Good	61-80	5	17%
Fair	41-60	17	56%
Poor	21-40	8	27%
Very poor	1-20	0	0%
Total		30	100%

Table 4.2 shows there were 5 (17%) students' got a good score, 17 (56%) students' got the core of a fair, 8 (27%) students got a poor score and there was no student got a very good and a very poor score.

## 2. 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	25	80	51.00	15.614
Valid N (listwise)	30				

Table 4.3 shows that the highest score of students was 25 and the lowest score was 80. Besides, it also indicates that the mean score of students' pre-test was 51.00., the mean score of students' and the standard deviation of pre-test was 15.614

## 4. The Rate Percentage of the Students' Posttest

Table 4.4 the Rate Percentage Score of the Students' Post-Test

Classification	Score	Frequency	Percentage
Very good	80-100	26	87%
Good	61-80	3	10%
Fair	41-60	1	3%
Poor	21-40	0	0
Very Poor	1-20	0	0
Total		30	100%

Table 4.4 shows there were 26 (87%) students got a very good score, 3 (10%) students got a good score, 1 (3%) students got a fair score and there was no students got a poor and a very poor score.

### 5. The Mean Score and Standard Deviation of the Students' Posttest

Table 4.5 the Mean Score and Standard Deviation of Students' Post-Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	30	55	100	92.33	11.651
Valid N (listwise)	30				

Table 4.5 shows that the highest score of the students was 100 and the lowest score was 55. Besides, it also indicates that the mean score of students in the post-test was 92.33 and the standard deviation was 11.651.

### 6. The Mean Score and Standard Deviation of Pretest and Posttest

Table 4.6 the mean score of the students' posttest

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
Pretest	51.00	30	15.614	2.851
Posttest	92.33	30	11.651	2.127

Table 4.6 shows the mean score of the students pre-test was 51.00 and the mean score of post-test was 92.33. Standard deviation of pretest was 15.614 and the

standard deviation of posttest was 11.651. It means the use of stand up sequences game improved the student's vocabulary.

## 7. The Paired Samples Test of Pretest and Posttest

Table 4.7 the paired sample test of pretest and posttest

Paired Samples Test								
Paired Differences			95% Confidence Interval of the Difference			T	Df	Sig. (2tailed)
Mean	Deviation	Std. Error	Lower	Upper				
Pai Pretest								
r 1 -	-41.333	17.416	3.180	-47.837	-34.830	-12.999	29	.000
Posttest								

The hypothesis was tasted by using SPSS 20. In this case, the writer used t-test (testing of significance) for paired sample t-test, that is a test to know the significance difference between the result of students' mean score in pretest and posttest.

## 8. The Probability Value of test of the Students' Achievement

Table 4.8 the Probability Value of Test of the Students' Achievement

Variable	P-Value	( $\alpha$ )
X2 - X1	0.00	0.05

Assuming that the level of significance ( $\alpha$ ) = 0.05, the only thing which is needed; the degree of freedom (df) = N - 1, where df = 34, than the t-test is presented in the following table.

## B. Discussion

Observe and Remember game is an appropriated strategy applied in the classroom in teaching vocabulary. This strategy is helpful to increase students' interest and enjoying in learning which make them more involves in their vocabulary mastery.

In this section, the researcher takes 3 students as representations that have difference abilities, namely students R23, R15, and R19. From these three students, there are differences in the comparison of vocabulary mastery in observe and remember game, namely high, medium and low in the experimental class.

The first student is the student (R23), the study found that students can answer the pretest. Because he easy to memorize the vocabulary and he is understand to instruction. After researcher provide treatment, he got a score 80 in the pretest and after giving treatment, students got 100 scores in the posttest.

The second student is a student (R15) students have a moderate ability to answer the questions. After research provides treatment about Observe and Remember game these students were interested, enjoy, and have the motivation to learn English especially vocabulary. After that, before the researcher gave treatment, she got a score of 60 in pretest and after giving treatment the student got 90 scores in the posttest.

The third student is a student (R19) this student has a different comparison between the two students above. Because he has a very low level student R23 and

R15, he lazy to answer the questions because, he not understood, he was lack of vocabulary and he said English is very difficult. Before the researcher gave treatment he got 25 scores in the pretest and after giving treatment, students got 55 score in the posttest.

Teaching vocabulary through observe and remember games makes the teaching and learning process a more enjoyable and productive place for both students and teacher. Observe and remember game can be a useful game to teaching the nouns around us because the teacher can use the things in the class, in the garden, in the library and in any places. By using the objects and pictures given in the class, the learners will remember strongly the new words that they can get.

In this study, there was the previous researcher; The first Baraqih Husni. 2016 this research “ The Implementation Of Observe And Remember Game To Improve Students’ Vocabulary Mastery At Seventh Grade Of MTs S. Al-Washliyah Tembung. The difference between Baraqih Husni research and this research is the classroom action research (CAR) instrument. The similarity between Baraqih Husni research and this research is to improve students’ vocabulary abilities.

The second research is Ruwaida Nusa Putri. 2017 in this research ” The Application of Observe and remember Games in Improving Students’ Achievement in Vocabulary at The Seventh Grade of MTs Islamiyah Medan.

The difference between Ruwaida Nusa Putri research and this research is the classroom action research (CAR) instrument. The similarity between Ruwaida Nusa Putri research and this research is to improve students' vocabulary abilities.

The last research is Besse Kartika. 2014 in this research "Teaching vocabulary through snakes and ladders board game at the seventh year of SMPN Bajo. The difference between Besse Kartika research and this research is the games. The similarity between Besse Kartika research and this research is to improve students' vocabulary abilities.

Moreover, it was perceived that the learners were more eager and interested learning English, especially for the implementation of the Observe and Remember Game in the students' classroom, it was proved that this method influenced the learners' motivation to study English comfortably. However, it was not denied that there also some weaknesses found in implementing this method. Therefore, the creative and good preparation of every teacher is very essential during the process of implementing this method.

In summary, the researcher asserts that Observe and Remember Game is important to be applied in teaching vocabulary especially for those and they want to learn it. Observe and Remember Game makes people easy to learn about vocabulary in further discussion.

From the results of previous studies, researchers found that using games can improve the students' vocabulary.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

The discussion in this chapter indicates conclusions and some of the suggestions related to the finding and the application of the research.

#### A. Conclusions

The researcher concluded the Observe and Remember Game improve students' vocabulary at the seventh grade SMPN 2 Palopo. It could be proven by the students' result of the mean score in the pretest of pretest experimental was 51.00 and the mean score of the students in the posttest was 92.33. After giving treatment to the students and based on the result of data analysis or the finding, the researcher found that the  $p$ -Value was 0.00 and the alpha was 0.05, therefore  $p < \alpha$  ( $0.00 < 0.05$ ). It evidenced that the null hypothesis ( $H_0$ ) was an alternative hypothesis ( $H_a$ ) was accepted.

#### B. Suggestions

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

##### 1. Suggestion for the Teacher

In the teaching and learning process, the researcher suggests the English teacher teach the students more innovative and creative. The teacher should be active to involve the students' achievement, especially in vocabulary. The researcher also hoped the teacher can use the Observe and



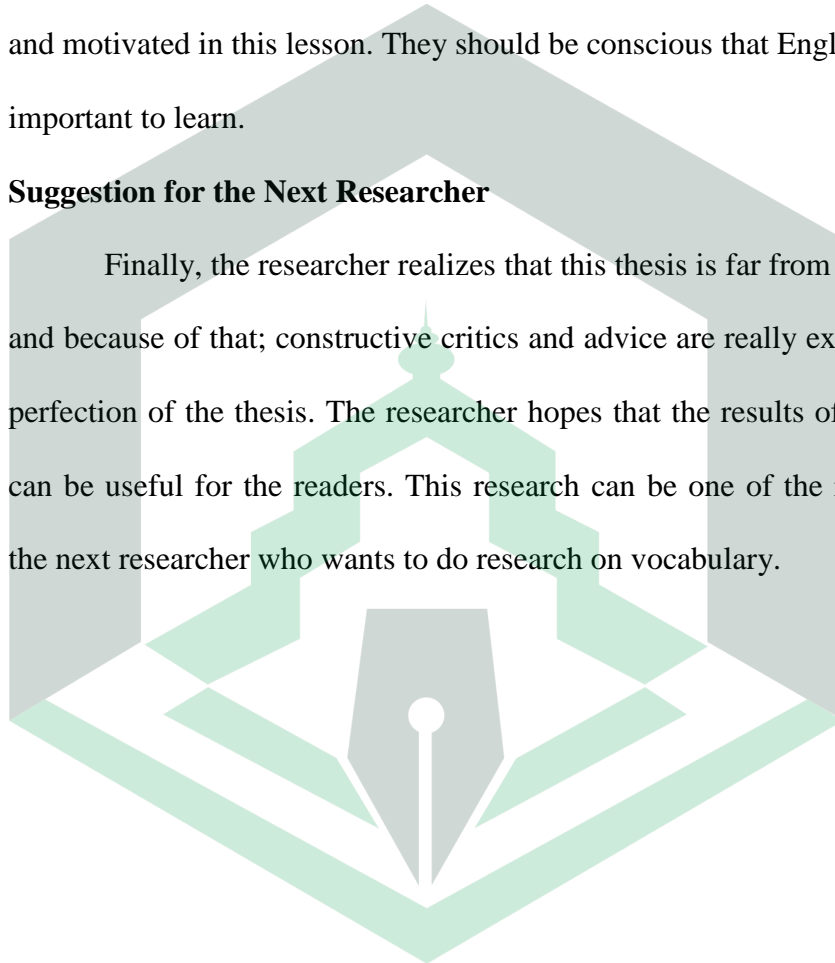
Remember Game as an alternative game in teaching vocabulary to make the students more fun and enjoyable in teaching vocabulary.

## **2. Suggestion for the Students**

In the English lesson, the researcher hoped that the students interested and motivated in this lesson. They should be conscious that English was important to learn.

## **3. Suggestion for the Next Researcher**

Finally, the researcher realizes that this thesis is far from being perfect, and because of that; constructive critics and advice are really expected for the perfection of the thesis. The researcher hopes that the results of this research can be useful for the readers. This research can be one of the references for the next researcher who wants to do research on vocabulary.



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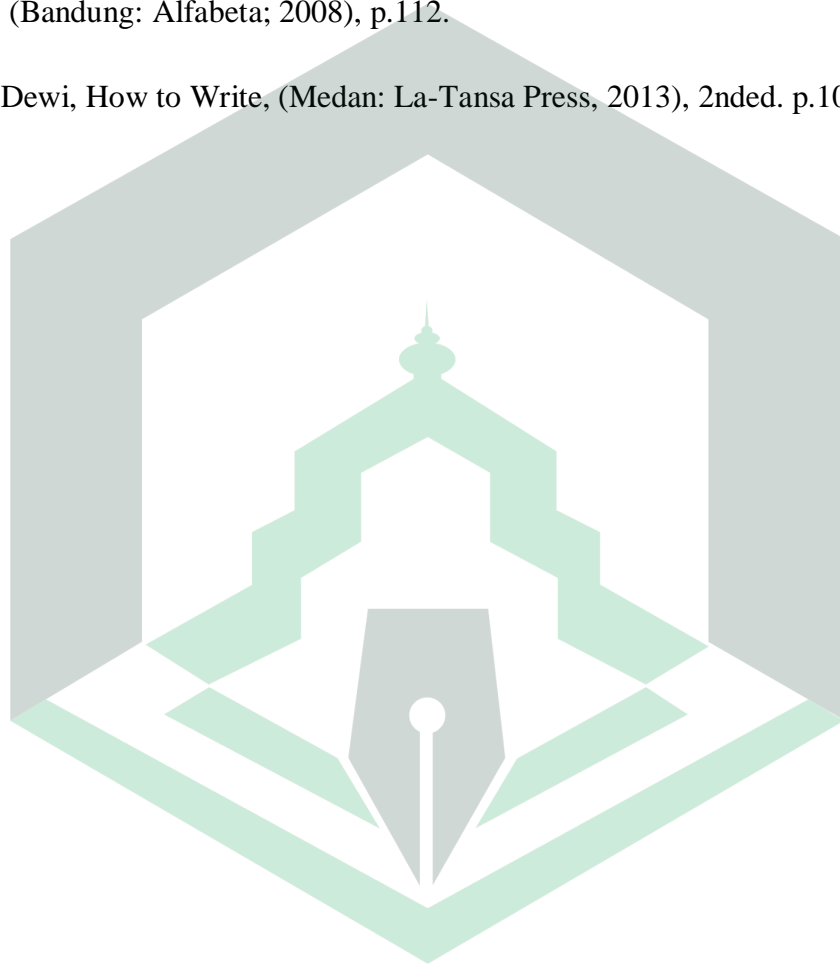
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## LESSON PLAN

### Rencana Pelaksanaan Pembelajaran

(RPP)

**Sekolah** : SMP Negeri 2 Palopo  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Seemester** : VII  
**Alokasi Waktu** : 2x 40 menit  
**Keterampilan** : Vocabulary

#### A. Kompetensi inti

- **KI1 dan KI2** : Menghargai Dan Menghayati Ajaran agama yang di anutnya serta manghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat, dan lingkungan alam sekitar, bangsa Negara, dan kawasan regional.
- **KI3**: Memahami dan menerapkan pengetahuan faktual, konseptual, procedural, dan metakognitif pada tingkat tegnis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, tehnologi, seni, budayadengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- **KI4**: Menunjukan keterampilan menalar, mengolah, dan megkaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif dalam ranah kongret dan rana absrak sesuai dengan yang di pelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori

#### B. Kompetensi dasar dan indicator pencapaian kompetensi

Kompetensi dasar	Indikator
3.1 Mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulisan yang melibatkan tindakan member dan meminta informasi terkait kata kata benda yang ada di sekitar kita.	<ul style="list-style-type: none"> <li>• Mengidentifikasi pengertian kosa kata (vocabulary)</li> <li>• Mengidentifikasi types of vocabulary (kosa kata )</li> <li>• Mengidentifikasi tujuan kosa kata (vocabulary)</li> </ul>
4.1 Menyusun teks interaksi transaksional lisan dan tulisan sangat pendek dan sederhana yang melibatkan tindakan member dan meminta informasi terkait nama nama benda yang ada di sekitar dengan fungsi social, struktur teks dan unsur ke bahasaan yang benar dan sesuai konteks.	<ul style="list-style-type: none"> <li>• Menyebutkan pengertian kosa kata (vocabulary)</li> <li>• Menyebutkan bagian bagian dari kosa kata (vocabulary)</li> <li>• Menyebutkan tujuan kosa kata (vocabulary)</li> </ul>

#### C. Tujuan Pembelajaran

- Siswa dapat meningkatkan kosa kata.
- Siswa dapat menyebutkan kosa kata dengan percaya diri.
- Siswa dapat menggunakan kosa kata dalam berinteraksi.

#### D. Materi Pembelajaran

- Menjelaskan tentang pengertian vocabulary.

- Menjelaskan tentang tujuan vocabulary
- Menjelaskan jenis jenis vocabulary
- Memberikan contoh bagaimana cara memainkan Observe and Remember

#### E. Karakter siswa yang diharapkan

- Dapat dipercaya, tekun, tanggung jawab, berani, rasa hormat dan perhatian, serta ketulusan.

#### F. Metode Pembelajaran

- Game
- Using Observe and Remember to teach vocabulary

#### G. Materi Pokok

Kosa kata adalah suatu komponen kemahiran bahasa dan menyediakan banyak dasar untuk seberapa baik siswa dapat practice dengan baik, berbicara, mendengarkan, membaca, dan menulis.

Kata benda (noun) adalah kata yang berfungsi untuk nama. Jenis kata ini dapat digunakan untuk menunjukkan nama seseorang, hewan, hari, tempat, benda, dan lain sebagainya.

#### H. Sumber Belajar

- Buku yang relevan
- Kamus
- Whiteboard, and spidol

## I. Langkah Pembelajaran

Kegiatan dan Langkah Pembelajaran	Waktu
<p>A. Kegiatan Awal</p> <ol style="list-style-type: none"><li>Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran.</li><li>Memeriksa kehadiran peserta didik sebagai sikap disiplin</li><li>Greeting ( memberi salam dan saling tegur sapa)</li><li>Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.</li></ol> <p>B. Kegiatan Inti</p> <ol style="list-style-type: none"><li>Guru membagi siswa menjadi 8 kelompok dan masing-masing kelompok terdiri dari 4 anggota, di mana setiap kelompok memiliki nama kelompok sendiri.</li><li>setiap kelompok mendapatkan kosa kata untuk game (Obsere and Remember ) game yang akan mereka kerjakan.</li><li>Guru menjelaskan kepada siswa tentang Pencarian kosa kata di game (Observe and Remember ) yang akan mereka kerjakan</li><li>Guru menjelaskan tentang kosa kata benda (things, in the classroom)</li><li>Guru mulai mengajar ketika anggota kelompok siap, setiap kelompok diminta untuk mengamati 20 kosa kata yang sudah disiapkan guru dalam waktu 5 menit.</li></ol>	<p>25 menit</p> <p>40 menit</p>



<p>f. Guru memberikan instruksi untuk memulai pencarian kosa kata dalam game Observe and Remember</p> <p>g. siswa harus menemukan arti dari kosakata yang mereka temukan</p> <p>h. Setelah selesai, para pemain dipersilahkan duduk sejenak sehingga mereka dapat berdiskusi dengan team sekelompoknya dengan waktu yang sudah di sediakan oleh guru selama 5 menit</p> <p>i. penilaian dilihat dari kecepatan penyelesaian masalah dan keakuratan maknanya.</p> <p>j. kemudian pada akhir materi, guru memberikan hadiah kepada siswa yang dapat paling banyak kosa kata dari permainan Observe and Remember .</p>	
<p>C. Kegiatan Penutup</p> <ol style="list-style-type: none"> <li>1. Siswa diminta untuk mengumpulkan hasil kerjanya.</li> <li>2. Memberikan penilaian atas kerja mereka</li> <li>3. Guru memberikan sedikit catatan.</li> <li>4. Dan menutup pelajaran untuk hari ini.</li> </ol>	15 menit

## J. Penilaian

- Teknik: Pengamatan langsung
- Bentuk: ketepatan dalam mengamati serta mengingat menyelesaikan kosa kata yang di berikan.

Senin, 6 januari 2020

Mengetahui,

Guru Mapel Bahasa Inggris,

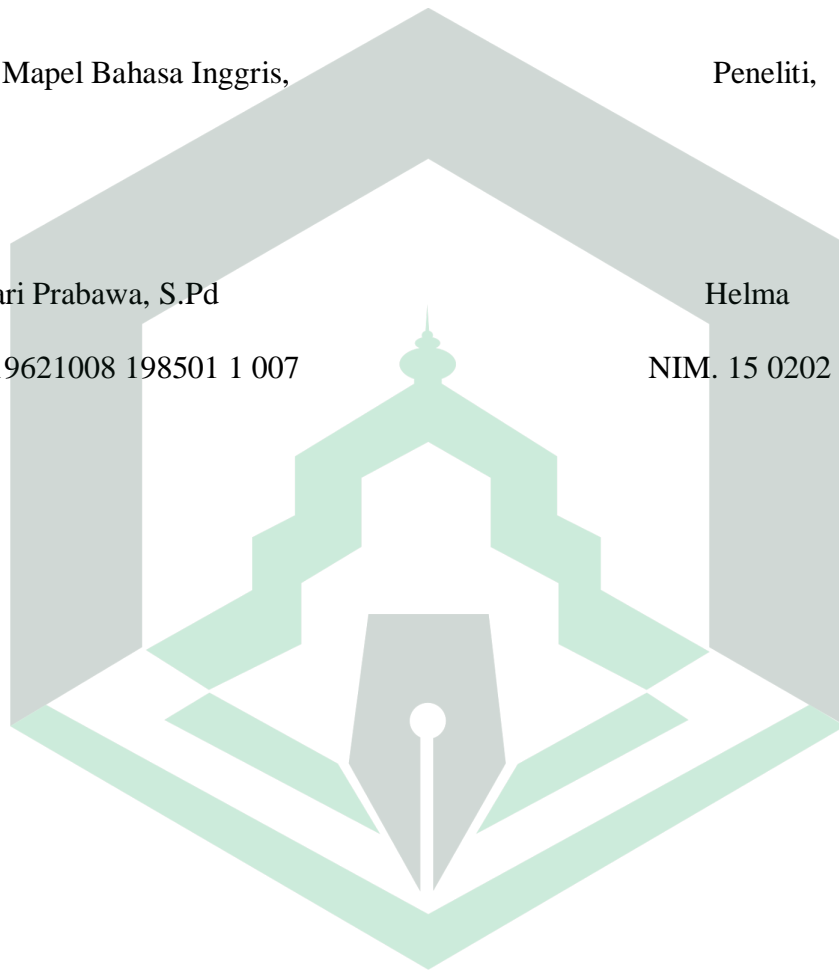
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Hari Prabawa, S.Pd

Helma

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NIM. 15 0202 0058



## LESSON PLAN

### Rencana Pelaksanaan Pembelajaran

(RPP)

Sekolah : SMP Negeri 2 Palopo  
Mata Pelajaran : Bahasa Inggris  
Kelas/Seemester : VII  
Alokasi Waktu : 2x 40 menit  
Keterampilan : Vocabulary

#### K. Kompetensi inti

- **KI1 dan KI2** : Menghargai Dan Menghayati Ajaran agama yang di anutnya serta manghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat, dan lingkungan alam sekitar, bangsa Negara, dan kawasan regional.
- **KI3**: Memahami dan menerapkan pengetahuan faktual, konseptual, procedural, dan metakognitif pada tingkat tegnis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, tehnologi, seni, budayadengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- **KI4**: Menunjukan keterampilan menalar, mengolah, dan megkaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif dalam ranah kongret dan rana abstrak sesuai dengan yang di pelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori

L. Kompetensi dasar dan indikator pencapaian kompetensi

Kompetensi dasar	Indikator
3.2 Mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulisan yang melibatkan tindakan member dan meminta informasi terkait kata kata benda yang ada di sekitar kita.	<ul style="list-style-type: none"><li>• Mengidentifikasi pengertian noun</li><li>• Mengidentifikasi types of noun</li><li>• Menjelaskan pengertian masing-masing dari type of noun</li></ul>
4.2 Menyusun teks interaksi transaksional lisan dan tulisan sangat pendek dan sederhana yang melibatkan tindakan member dan meminta informasi terkait nama nama benda yang ada di sekitar dengan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.	<ul style="list-style-type: none"><li>• Menyebutkan pengertian common noun</li><li>• Menyebutkan 10 bagian bagian common noun</li><li>• Menyebutkan Contoh common noun (animals)</li></ul>

M. Tujuan Pembelajaran

- Siswa dapat meningkatkan kosa kata.
- Siswa dapat menyebutkan kosa kata dengan percaya diri.
- Siswa dapat menggunakan kosa kata dalam berinteraksi.

N. Materi Pembelajaran

- Menjelaskan tentang pengertian vocabulary.
- Menjelaskan tentang tujuan vocabulary
- Menjelaskan jenis jenis vocabulary
- Memberikan contoh bagaimana cara memainkan Observe and Remember

O. Karakter siswa yang diharapkan

- Dapat dipercaya, tekun, tanggung jawab, berani, rasa hormat dan perhatian, serta ketulusan.

P. Metode Pembelajaran

- game
- Using Observe and Remember to teach vocabulary

Q. Materi Pokok

Kosa kata adalah suatu komponen kemahiran bahasa dan menyediakan banyak dasar untuk seberapa baik siswa dapat practice dengan baik, berbicara, mendengarkan, membaca, dan menulis.

Kata benda (noun) adalah kata yang berfungsi untuk nama. Jenis kata ini dapat digunakan untuk menunjukkan nama seseorang, hewan, hari, tempat, benda, dan lain sebagainya.

R. Sumber Belajar

- Buku yang relevan
- Kamus
- Whiteboard, and spidol

S. Langkah Pembelajaran

Kegiatan dan Langkah Pembelajaran	Waktu
-----------------------------------	-------

#### D. Kegiatan Awal

- e. Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran.
- f. Memeriksa kehadiran peserta didik sebagai sikap disiplin
- g. Greeting ( memberi salam dan saling tegur sapa)
- h. Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

25 menit

#### E. Kegiatan Inti

- k. Guru membagi siswa menjadi 8 kelompok dan masing-masing kelompok terdiri dari 4 anggota, di mana setiap kelompok memiliki nama kelompok sendiri.
- l. Setiap kelompok mendapatkan kosa kata untuk game (Observe and Remember ) game yang akan mereka kerjakan.
- m. Guru menjelaskan kepada siswa tentang Pencarian kosa kata di game (Observe and Remember ) yang akan mereka kerjakan
- n. Guru menjelaskan tentang kosa kata benda (animals )
- o. Guru mulai mengajar ketika anggota kelompok siap, setiap kelompok diminta untuk mengamati 20 kata kosa kata yang sudah disiapkan dalam waktu 5 menit.
- p. Guru memberikan instruksi untuk memulai pencarian kosa kata dalam game Observe and Remember.
- q. Siswa harus menemukan arti dari kosakata yang mereka cari

40 menit

<p>r. Setelah selesai, para pemain dipersilahkan duduk sejenak sehingga mereka dapat berdiskusi dengan teman sekelompoknya dengan waktu yang sudah disediakan oleh guru selama 5 menit</p> <p>s. Penilaian dilihat dari kecepatan penyelesaian masalah dan keakuratan maknanya</p> <p>t. Kemudian pada akhir materi, guru memberikan hadiah chocolates kepada siswa yang mendapatkan paling banyak kosa kata dari permainan Observe and Remember .</p>	
<p>F. Kegiatan Penutup</p> <p>5. Siswa diminta untuk mengumpulkan hasil kerjanya.</p> <p>6. Memberikan penilaian atas kerja mereka</p> <p>7. Guru memberikan sedikit catatan.</p> <p>8. Dan menutup pelajaran untuk hari ini.</p>	15 menit

#### T. Penilaian

- Teknik: Pengamatan langsung
- Bentuk: ketepatan dalam mengamati serta mengingat dan menyelesaikan kosa kata yang diberikan.

Senin, 6 januari 2020

Mengetahui,

Guru Mapel Bahasa Inggris,

Peneliti,

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## APPENDIX

### Rencana Pelaksanaan Pembelajaran

(RPP)

**Sekolah** : SMP Negeri 2 Palopo  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Seemester** : VII  
**Alokasi Waktu** : 2x 40 menit  
**Keterampilan** : Vocabulary

#### U. Kompetensi inti

- **KI1 dan KI2** : Menghargai Dan Menghayati Ajaran agama yang di anutnya serta manghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat, dan lingkungan alam sekitar, bangsa Negara, dan kawasan regional.
- **KI3**: Memahami dan menerapkan pengetahuan faktual, konseptual, procedural, dan metakognitif pada tingkat tegnis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, tehnologi, seni, budayadengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- **KI4**: Menunjukan keterampilan menalar, mengolah, dan megkaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif dalam ranah kongret dan rana absrak sesuai dengan yang di pelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori

#### V. Kompetensi dasar dan indicator pencapaian kompetensi

Kompetensi dasar	Indikator
3.3 Mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulisan yang melibatkan tindakan member dan meminta informasi terkait kata kata benda yang ada di sekitar kita.	<ul style="list-style-type: none"> <li>• Mengidentifikasi pengertian conjunctions</li> <li>• Mengidentifikasi types of conjunctions</li> <li>• Mengidentifikasi pengertian masing-masing dari types of conjunctions</li> </ul>
4.3 Menyusun teks interaksi transaksional lisan dan tulisan sangat pendek dan sederhana yang melibatkan tindakan member dan meminta informasi terkait nama nama benda yang ada di sekitar dengan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.	<ul style="list-style-type: none"> <li>• Menyebutkan tujuan dari conjunctions</li> <li>• Menyebutkan bagian bagian dari conjunctions</li> <li>• Menyebutkan contoh conjunctions</li> </ul>

#### W. Tujuan Pembelajaran

- Siswa dapat meningkatkan kosa kata.
- Siswa dapat menyebutkan kosa kata dengan percaya diri.
- Siswa dapat menggunakan kosa kata dalam berinteraksi.

#### X. Materi Pembelajaran

- Menjelaskan tentang pengertian vocabulary.

- Menjelaskan tentang tujuan vocabulary
- Menjelaskan jenis jenis vocabulary
- Memberikan contoh bagaimana cara memainkan Observe and Remember

#### Y. Karakter siswa yang diharapkan

- Dapat dipercaya, tekun, tanggung jawab, berani, rasa hormat dan perhatian, serta ketulusan.

#### Z. Metode Pembelajaran

- Game
- Using Observe and Remember to teach vocabulary

#### AA. Materi Pokok

Kosa kata adalah suatu komponen kemahiran bahasa dan menyediakan banyak dasar untuk seberapa baik siswa dapat practice dengan baik, berbicara, mendengarkan, membaca, dan menulis.

Kata benda (noun) adalah kata yang berfungsi untuk nama. Jenis kata ini dapat digunakan untuk menunjukkan nama seseorang, hewan, hari, tempat, benda, dan lain sebagainya.

#### BB. Sumber Belajar

- Buku yang relevan
- Kamus
- Whiteboard, and spidol

#### CC. Langkah Pembelajaran

Kegiatan dan Langkah Pembelajaran	Waktu
-----------------------------------	-------

### G. Kegiatan Awal

- i. Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran.
- j. Memeriksa kehadiran peserta didik sebagai sikap disiplin
- k. Greeting ( memberi salam dan saling tegur sapa)
- l. Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

25 menit

### H. Kegiatan Inti

- u. Guru membagi siswa menjadi 8 kelompok dan masing-masing kelompok terdiri dari 4 anggota, di mana setiap kelompok memiliki nama kelompok sendiri.
- v. setiap kelompok mendapatkan kosa kata untuk game (Observe and Remember ) game yang akan mereka kerjakan.
- w. Guru menjelaskan kepada siswa tentang Pencarian kosa kata di game (Observe and Remember ) yang akan mereka kerjakan.
- x. Guru menjelaskan tentang kosa kata benda yang adadi dalam dapur ( thing, in the kitchen )
- y. Guru mulai mengajar ketika anggota kelompok siap, setiap kelompok diminta untuk mengamati 20 kata kosa kata yang sudah disiapkan dalam waktu 5 menit.
- z. Guru memberikan instruksi untuk memulai pencarian kosa kata dalam game Observe and Remember.

40 menit

<p>aa. siswa harus menemukan arti dari kosakata yang mereka cari</p> <p>bb. Setelah selesai, para pemain dipersilahkan duduk sejenak sehingga mereka dapat berdiskusi dengan teman sekelompoknya dengan waktu yang sudah disediakan oleh guru selama 5 menit</p> <p>penilaian dilihat dari kecepatan penyelesaian masalah dan keakuratan maknanya</p> <p>cc. penilaian dilihat dari kecepatan penyelesaian masalah dan keakuratan maknanya</p> <p>dd. kemudian pada akhir materi, guru memberikan hadiah chocolates kepada siswa yang mendapatkan paling banyak kosakata dari permainan Observe and Remember.</p> <p>I. Kegiatan Penutup</p> <p>9. Siswa diminta untuk mengumpulkan hasil kerjanya.</p> <p>10. Memberikan penilaian atas kerja mereka</p> <p>11. Guru memberikan sedikit catatan.</p> <p>12. Dan menutup pelajaran untuk hari ini.</p>	<p>15 menit</p>
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#### DD. Penilaian

- Teknik: Pengamatan langsung
- Bentuk: ketepatan dalam mengamati serta mengingat dan menyelesaikan kosakata yang diberikan.

Senin, 6 Januari 2020

Mengetahui,

Guru Mapel Bahasa Inggris,

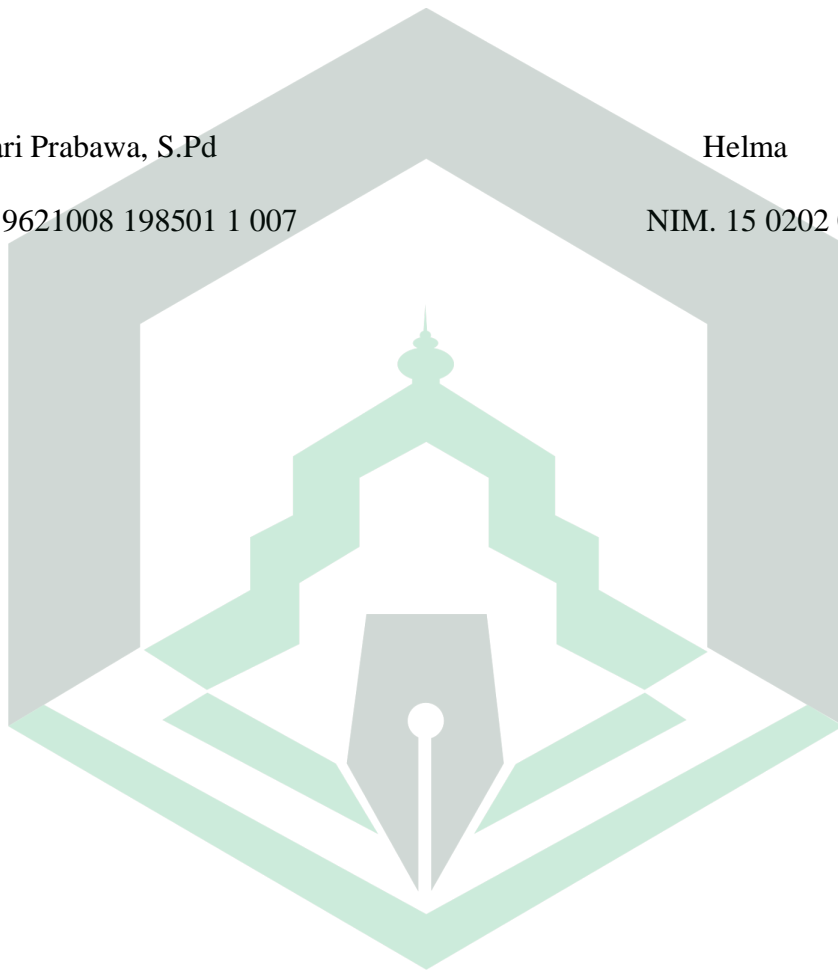
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## APPENDIX

### Rencana Pelaksanaan Pembelajaran

(RPP)

**Sekolah** : SMP Negeri 2 Palopo  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Seemester** : VII  
**Alokasi Waktu** : 2x 40 menit  
**Keterampilan** : Vocabulary

#### EE. Kompetensi inti

- **KI1 dan KI2** : Menghargai Dan Menghayati Ajaran agama yang di anutnya serta manghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat, dan lingkungan alam sekitar, bangsa Negara, dan kawasan regional.
- **KI3**: Memahami dan menerapkan pengetahuan faktual, konseptual, procedural, dan metakognitif pada tingkat tegnis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, tehnologi, seni, budayadengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- **KI4**: Menunjukan keterampilan menalar, mengolah, dan megkaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif dalam ranah kongret dan rana absrak sesuai dengan yang di pelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori

#### FF. Kompetensi dasar dan indicator pencapaian kompetensi

Kompetensi dasar	Indikator
3.4 Mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulisan yang melibatkan tindakan member dan meminta informasi terkait kata kata benda yang ada di sekitar kita.	<ul style="list-style-type: none"> <li>• Mengidentifikasi pengertian adjective</li> <li>• Mengidentivikasi jenis jenis adjective</li> <li>• Mengidentifikasi contoh adjective</li> </ul>
4.4 Menyusun teks interaksi transaksional lisan dan tulisan sangat pendek dan sederhana yang melibatkan tindakan member dan meminta informasi terkait nama nama benda yang ada di sekitar dengan fungsi social, struktur teks dan unsur ke bahasaan yang benar dan sesuai konteks.	<ul style="list-style-type: none"> <li>• Menyebutkan pengertian quality of adjective</li> <li>• Menyebutkan bagian bagian quality of adjective</li> <li>• Menyebutkan contoh quality of adjective</li> </ul>

GG. Tujuan Pembelajaran

- Siswa dapat meningkatkan kosa kata.
- Siswa dapat menyebutkan kosa kata dengan percaya diri.
- Siswa dapat menggunakan kosa kata dalam berinteraksi.

HH. Materi Pembelajaran

- Menjelaskan tentang pengertian vocabulary.



- Menjelaskan tentang tujuan vocabulary
- Menjelaskan jenis jenis vocabulary
- Memberikan contoh bagaimana cara memainkan Observe and Remember

## II. Karakter siswa yang diharapkan

- Dapat dipercaya, tekun, tanggung jawab, berani, rasa hormat dan perhatian, serta ketulusan.

## JJ. Metode Pembelajaran

- Game
- Using Observer and Remember to teach vocabulary

## KK. Materi Pokok

Kosa kata adalah suatu komponen kemahiran bahasa dan menyediakan banyak dasar untuk seberapa baik siswa dapat practice dengan baik, berbicara, mendengarkan, membaca, dan menulis.

Kata benda (noun) adalah kata yang berfungsi untuk nama. Jenis kata ini dapat digunakan untuk menunjukkan nama seseorang, hewan, hari, tempat, benda, dan lain sebagainya.

## LL. Sumber Belajar

- Buku yang relevan
- Kamus
- Whiteboard, and spidol

## MM. Langkah Pembelajaran

Kegiatan dan Langkah Pembelajaran	Waktu
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J. Kegiatan Awal

- m. Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran.
- n. Memeriksa kehadiran peserta didik sebagai sikap disiplin
- o. Greeting ( memberi salam dan saling tegur sapa)
- p. Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

25 menit

K. Kegiatan Inti

- ee. Guru membagi siswa menjadi 8 kelompok dan masing-masing kelompok terdiri dari 4 anggota, di mana setiap kelompok memiliki nama kelompok sendiri.
- ff. Setiap kelompok mendapatkan kosa kata untuk game (Observe and Remember ) game yang akan mereka kerjakan.
- gg. Guru menjelaskan kepada siswa tentang Pencarian kosa kata di game (Observe and Remember ) yang akan mereka kerjakan
- hh. Guru menjelaskan tentang kosa kata benda (thing, in the bathroom)
- ii. Guru mulai mengajar ketika anggota kelompok siap, setiap kelompok diminta untuk mengamati 20 kata kosa kata yang sudah disiapkan dalam waktu 5 menit..
- jj. Guru memberikan instruksi untuk memulai pencarian kosa kata dalam game Observe and Remember.

40 menit

<p>kk. siswa harus menemukan arti dari kosakata yang mereka cari</p> <p>ll. Setelah selesai, para pemain dipersilahkan duduk sejenak sehingga mereka dapat berdiskusi dengan teman sekelompoknya dengan waktu yang sudah di sediakan oleh guru selama 5 menit.</p> <p>mm. penilaian dilihat dari kecepatan penyelesaian masalah dan keakuratan maknanya.</p> <p>nn. kemudian pada akhir materi, guru memberikan hadiah chocolates kepada siswa yang mendapatkan paling banyak kosa kata dari permainan Observe and Remember .</p> <p>L. Kegiatan Penutup</p> <p>13. Siswa diminta untuk mengumpulkan hasil kerjanya.</p> <p>14. Memberikan penilaian atas kerja mereka</p> <p>15. Guru memberikan sedikit catatan.</p> <p>16. Dan menutup pelajaran untuk hari ini.</p>	15 menit
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#### NN. Penilaian

- Teknik: Pengamatan langsung
- Bentuk: ketepatan dalam mengamati serta mengingat dan menyelesaikan kosa kata yang di berikan.

Senin, 6 januari 2020

Mengetahui,

Guru Mapel Bahasa Inggris,

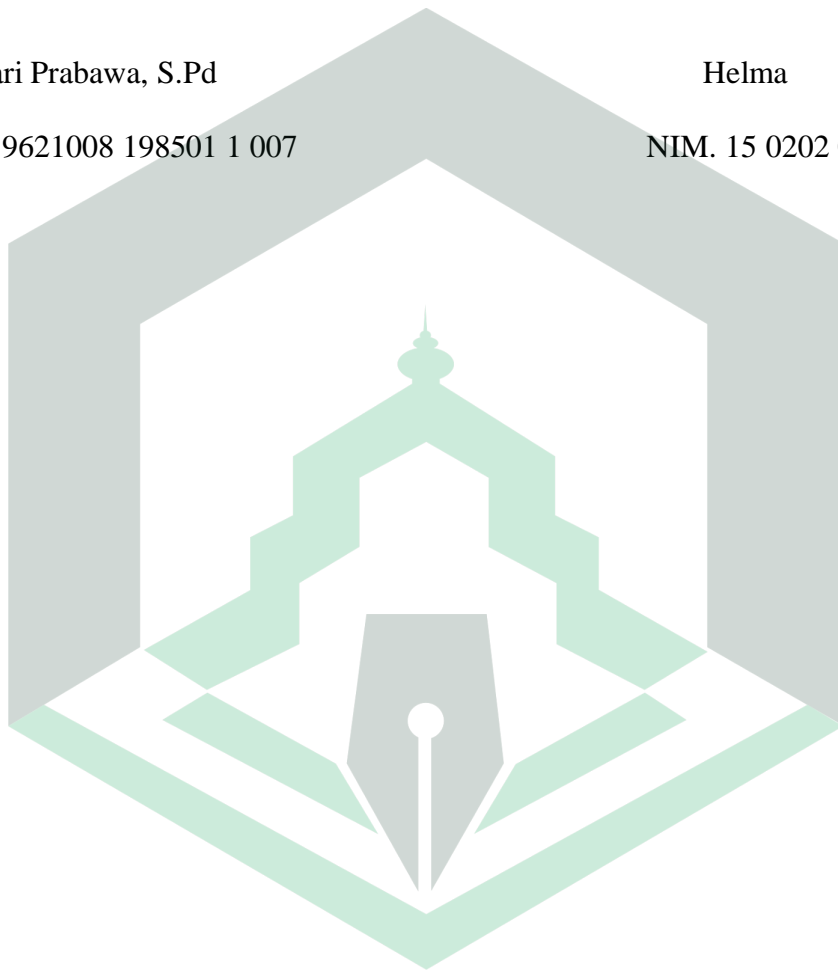
Peneliti,

Hari Prabawa, S.Pd

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## APPENDIX

### Rencana Pelaksanaan Pembelajaran

(RPP)

Sekolah : SMP Negeri 2 Palopo  
Mata Pelajaran : Bahasa Inggris  
Kelas/Seemester : VII  
Alokasi Waktu : 2x 40 menit  
Keterampilan : Vocabulary

#### OO. Kompetensi inti

- **KI1 dan KI2** : Menghargai Dan Menghayati Ajaran agama yang di anutnya serta manghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat, dan lingkungan alam sekitar, bangsa Negara, dan kawasan regional.
- **KI3**: Memahami dan menerapkan pengetahuan faktual, konseptual, procedural, dan metakognitif pada tingkat tegnis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, tehnologi, seni, budayadengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- **KI4**: Menunjukan keterampilan menalar, mengolah, dan megkaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif dalam ranah kongret dan rana absrak sesuai dengan yang di pelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori

PP. Kompetensi dasar dan indicator pencapaian kompetensi

Kompetensi dasar	Indikator
3.5 Mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulisan yang melibatkan tindakan member dan meminta informasi terkait kata kata benda yang ada di sekitar kita.	<ul style="list-style-type: none"> <li>• Mengidentifikasi pengertian verb</li> <li>• Mengidentifikasi jenis jenis verb</li> </ul>
4.5 Menyusun teks interaksi transaksional lisan dan tulisan sangat pendek dan sederhana yang melibatkan tindakan member dan meminta informasi terkait nama nama benda yang ada di sekitar dengan fungsi social, struktur teks dan unsur ke bahasaan yang benar dan sesuai konteks.	<ul style="list-style-type: none"> <li>• Menyebutkan pengertian quality of verb</li> <li>• Menyebutkan bagian bagian quality of verb</li> <li>• Menyebutkan contoh quality of verb</li> </ul>

QQ. Tujuan Pembelajaran

- Siswa dapat meningkatkan kosa kata.
- Siswa dapat menyebutkan kosa kata dengan percaya diri.
- Siswa dapat menggunakan kosa kata dalam berinteraksi.

RR. Materi Pembelajaran

- Menjelaskan tentang pengertian vocabulary.

- Menjelaskan tentang tujuan vocabulary
- Menjelaskan jenis jenis vocabulary
- Memberikan contoh bagaimana cara memainkan Observe and Remember

#### SS. Karakter siswa yang diharapkan

- Dapat dipercaya, tekun, tanggung jawab, berani, rasa hormat dan perhatian, serta ketulusan.

#### TT. Metode Pembelajaran

- Game
- Using Observe and Remember to teach vocabulary

#### UU. Materi Pokok

Kosa kata adalah suatu komponen kemahiran bahasa dan menyediakan banyak dasar untuk seberapa baik siswa dapat practice dengan baik, berbicara, mendengarkan, membaca, dan menulis.

Kata benda (noun) adalah kata yang berfungsi untuk nama. Jenis kata ini dapat digunakan untuk menunjukkan nama seseorang, hewan, hari, tempat, benda, dan lain sebagainya.

#### VV. Sumber Belajar

- Buku yang relevan
- Kamus
- Whiteboard, and spidol

#### WW. Langkah Pembelajaran

Kegiatan dan Langkah Pembelajaran	Waktu
-----------------------------------	-------

M. Kegiatan Awal

- q. Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran.
- r. Memeriksa kehadiran peserta didik sebagai sikap disiplin
- s. Greeting ( memberi salam dan saling tegur sapa)
- t. Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

25 menit

N. Kegiatan Inti

- oo. Guru membagi siswa menjadi 8 kelompok dan masing-masing kelompok terdiri dari 4 anggota, di mana setiap kelompok memiliki nama kelompok sendiri.
- pp. Setiap kelompok mendapatkan kosa kata untuk game (Observe and Remember ) game yang akan mereka kerjakan.
- qq. Guru menjelaskan kepada siswa tentang Pencarian kosa kata di game (Observe and Remember ) yang akan mereka kerjakan.
- rr. Guru menjelaskan tentang kosa kata benda (animals )
- ss. Guru mulai mengajar ketika anggota kelompok siap, setiap kelompok diminta untuk mengamati 20 kata kosa kata yang sudah disiapkan dalam waktu 5 menit.
- tt. Guru memberikan instruksi untuk memulai pencarian kosa kata dalam game Observe and Remember.
- uu. siswa harus menemukan arti dari kosakata yang mereka cari

40 menit



<p>vv. Setelah selesai, para pemain dipersilahkan duduk sejenak sehingga mereka dapat berdiskusi dengan teman sekelompoknya dengan waktu yang sudah disediakan oleh guru selama 5 menit</p> <p>ww. Penilaian dilihat dari kecepatan penyelesaian masalah dan keakuratan maknanya</p> <p>xx. Kemudian pada akhir materi, guru memberikan hadiah kepada siswa yang mendapatkan paling banyak kosa kata dari permainan Observe and Remember .</p> <p>O. Kegiatan Penutup</p> <p>17. Siswa diminta untuk mengumpulkan hasil kerjanya.</p> <p>18. Memberikan penilaian atas kerja mereka</p> <p>19. Guru memberikan sedikit catatan.</p> <p>20. Dan menutup pelajaran untuk hari ini.</p>	15 menit
--	----------

## XX. Penilaian

- Teknik: Pengamatan langsung
- Bentuk: ketepatan dalam mengamati serta mengingat dan menyelesaikan kosa kata yang diberikan.

Senin, 6 januari 2020

Mengetahui,

Guru Mapel Bahasa Inggris,

Peneliti,

Hari Prabawa, S.Pd

Helma

NIP.19621008 198501 1 007

NIM. 15 0202 0058



## APPENDIX

### Rencana Pelaksanaan Pembelajaran

(RPP)

**Sekolah** : SMP Negeri 2 Palopo  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Seemester** : VII  
**Alokasi Waktu** : 2x 40 menit  
**Keterampilan** : Vocabulary

YY. Kompetensi inti

- **KI1 dan KI2** : Menghargai Dan Menghayati Ajaran agama yang di anutnya serta manghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat, dan lingkungan alam sekitar, bangsa Negara, dan kawasan regional.
- **KI3**: Memahami dan menerapkan pengetahuan faktual, konseptual, procedural, dan metakognitif pada tingkat tegnis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, tehnologi, seni, budayadengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- **KI4**: Menunjukan keterampilan menalar, mengolah, dan megkaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif dalam ranah kongret dan rana absrak sesuai dengan yang di pelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori

ZZ. Kompetensi dasar dan indicator pencapaian kompetensi

Kompetensi dasar	Indikator
3.6 Mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulisan yang melibatkan tindakan member dan meminta informasi terkait kata kata benda yang ada di sekitar kita.	<ul style="list-style-type: none"> <li>• Mengidentifikasi pengertian adverb</li> <li>• Mengidentifikasi pengertian adverb</li> <li>• Mengidentifikasi jenis jenis adverb</li> </ul>
4.6 Menyusun teks interaksi transaksional lisan dan tulisan sangat pendek dan sederhana yang melibatkan tindakan member dan meminta informasi terkait nama nama benda yang ada di sekitar dengan fungsi social, struktur teks dan unsur ke bahasaan yang benar dan sesuai konteks.	<ul style="list-style-type: none"> <li>• Menyebutkan pengertian quality adverb</li> <li>• Menyebutkan contoh quality adverb</li> </ul>

#### AAA. Tujuan Pembelajaran

- Siswa dapat meningkatkan kosa kata.
- Siswa dapat menyebutkan kosa kata dengan percaya diri.
- Siswa dapat menggunakan kosa kata dalam berinteraksi.

#### BBB. Materi Pembelajaran

- Menjelaskan tentang pengertian vocabulary.

- Menjelaskan tentang tujuan vocabulary
- Menjelaskan jenis jenis vocabulary
- Memberikan contoh bagaimana cara memainkan Observe and Remember

CCC. Karakter siswa yang diharapkan

- Dapat dipercaya, tekun, tanggung jawab, berani, rasa hormat dan perhatian, serta ketulusan.

DDD. Metode Pembelajaran

- Game
- Using Observe and Remember to teach vocabulary

EEE. Materi Pokok

Kosa kata adalah suatu komponen kemahiran bahasa dan menyediakan banyak dasar untuk seberapa baik siswa dapat practice dengan baik, berbicara, mendengarkan, membaca, dan menulis.

Kata benda (noun) adalah kata yang berfungsi untuk nama. Jenis kata ini dapat digunakan untuk menunjukkan nama seseorang, hewan, hari, tempat, benda, dan lain sebagainya.

FFF. Sumber Belajar

- Buku yang relevan
- Kamus
- Whiteboard, and spidol

GGG. Langkah Pembelajaran

Kegiatan dan Langkah Pembelajaran	Waktu
-----------------------------------	-------

P. Kegiatan Awal

- u. Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran.
- v. Memeriksa kehadiran peserta didik sebagai sikap disiplin
- w. Greeting ( memberi salam dan saling tegur sapa)
- x. Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

25 menit

Q. Kegiatan Inti

- yy. Guru membagi siswa menjadi 8 kelompok dan masing-masing kelompok terdiri dari 4 anggota, di mana setiap kelompok memiliki nama kelompok sendiri.
- zz. Setiap kelompok mendapatkan kosa kata untuk game (Observe and Remember ) game yang akan mereka kerjakan
- aaa. Guru menjelaskan kepada siswa tentang Pencarian kosa kata di game (Observe and Remember ) yang akan mereka kerjakan
- bbb. Guru menjelaskan tentang kosa kata benda ( thing, in the bedroom)
- ccc. Guru mulai mengajar ketika anggota kelompok siap, setiap kelompok diminta untuk mengamati 20 kata kosa kata yang sudah disiapkan dalam waktu 5 menit.
- ddd. Guru memberikan instruksi untuk memulai pencarian

40 menit

<p>kosa kata dalam game Observe and Remember</p> <p>eee. Siswa harus menemukan arti dari kosakata yang mereka cari</p> <p>fff. Setelah selesai, para pemain dipersilahkan duduk sejenak sehingga mereka dapat berdiskusi dengan teman sekelompoknya dengan waktu yang sudah disediakan oleh guru selama 5 menit</p> <p>ggg. Penilaian dilihat dari kecepatan penyelesaian masalah dan keakuratan maknanya</p> <p>hhh. Kemudian pada akhir materi, guru memberikan hadiah kepada siswa yang mendapatkan paling banyak kosa kata dari permainan Observe and Remember.</p> <p>R. Kegiatan Penutup</p> <ol style="list-style-type: none"> <li>21. Siswa diminta untuk mengumpulkan hasil kerjanya.</li> <li>22. Memberikan penilaian atas kerja mereka</li> <li>23. Guru memberikan sedikit catatan.</li> <li>24. Dan menutup pelajaran untuk hari ini.</li> </ol>	<p>15 menit</p>
--	-----------------

#### HHH. Penilaian

- Teknik: Pengamatan langsung
- Bentuk: ketepatan dalam mengamati serta mengingat dan menyelesaikan kosa kata yang diberikan

Senin, 6 januari 2020

Mengetahui,

Guru Mapel Bahasa Inggris,

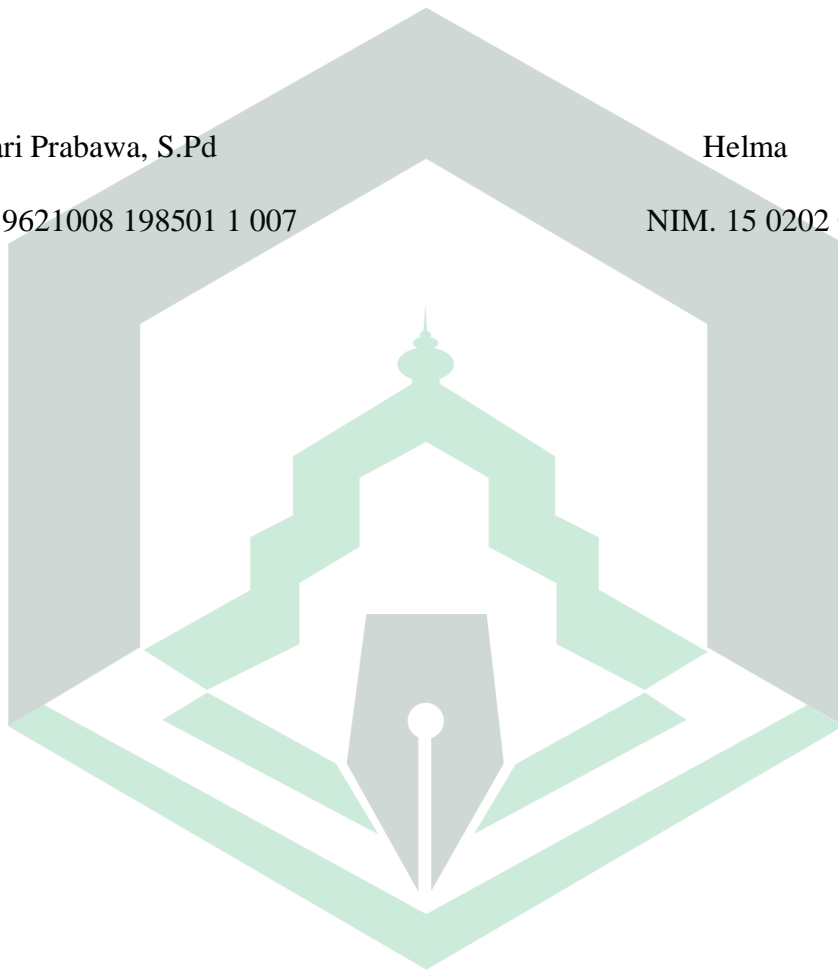
Peneliti,

Hari Prabawa, S.Pd

Helma

NIP.19621008 198501 1 007

NIM. 15 0202 0058





## 1. The Score of Students' Pretest and Posttest

Table 4.1 the score of students' pretest and posttest

Respondent	Pretest	Posttest
R1	25	90
R2	55	90
R3	35	85
R4	30	100
R5	45	100
R6	45	100
R7	60	70
R8	55	100
R9	50	100
R10	25	100
R11	55	90
R12	55	100
R13	75	100
R14	55	100
R15	60	90
R16	40	90
R17	55	90
R18	55	100
R19	25	55

R20	60	65
R21	80	100
R22	55	80
R23	80	100
R24	35	85
R25	55	90
R26	45	100
R27	30	100
R28	75	100
R29	50	100
R30	65	100

## 2. The Mean Score and Standard Deviation of Pretest and Posttest

Table 4.2 the mean score of the students' posttest and pretest

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
Pretest	51.00	30	15.614	2.851
Posttest	92.33	30	11.651	2.127

### 3. The Probability Value of test of the Students' Achievement

Table 4.3 the Probability Value of Test of the Students' Achievement

Variable	P-Value	( $\alpha$ )
X2 - X1	0.00	0.05

### 4. The Paired Samples Test of Pretest and Posttest

Table 4 the paired sample test of pretest and posttest

Paired Samples Test								
Paired Differences								
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	Df	Sig. (2tailed)
				Lower	Upper			
Pair 1: Pretest - Posttest	-41.333	17.416	3.180	-47.837	-34.830	-12.999	29	.000

#### 4. The Probability Value of test of the Students' Achievement

Table 8 the Probability Value of Test of the Students' Achievement

Variable	P-Value	( $\alpha$ )
X2 - X1	0.00	0.05

#### 5. The researcher when explaining how pre-test works



#### 6. The students when did Pre-test



**7. Researcher explain about how to play the game observe and remember game**



**8. The students when did Post-test**



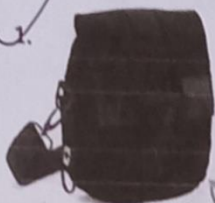




Nama = Sisi Qumairah Syam

Kelas = VIBD


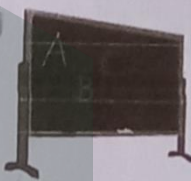



# VOCABULARY TEST

(Pretest)

Match the picture on the left side to the word on the right side!

1.  2.  3.  4.  5. 

CUPBOARD  
CRAB  
SNAKE  
CHAIR  
BAG  
TIGER  
TURTLE  
CLOCK  
ELEPHANT  
BLACKBOARD

6.  7.  8.  9.  10. 

Arrows indicate the following matches:  
1. Backpack to BAG  
2. Elephant to ELEPHANT  
3. Cupboard to CUPBOARD  
4. Snake to SNAKE  
5. Clock to CLOCK  
6. Tiger to TIGER  
7. Blackboard to BLACKBOARD  
8. Crab to CRAB  
9. Chair to CHAIR  
10. Turtle to TURTLE

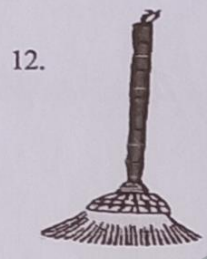
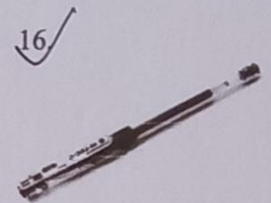
16: ✓  
9: ✗





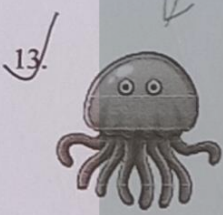
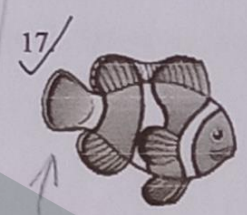
JELLYFISH

ERASER



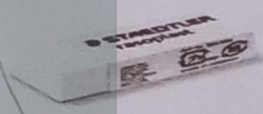
PENCIL

TIGER / *Lion*



SHRIMP

PEN



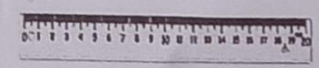
BUTTERFLY

RULER



BROOM

FISH






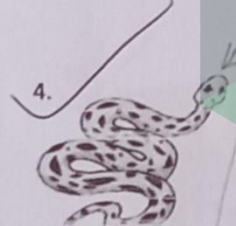
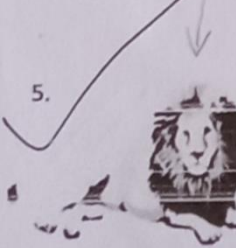
Nama = sisi Qumairah Syam

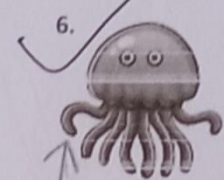

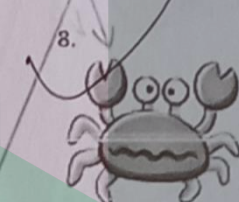
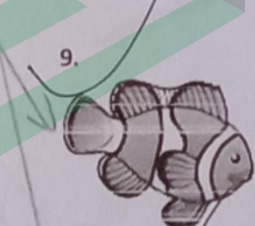
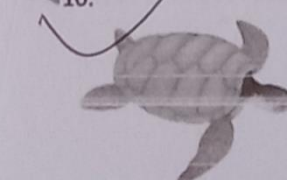
Kelas = VII.D

### VOCABULARY TEST

(Posttest)

Match the picture on the left side to the word on the right side!

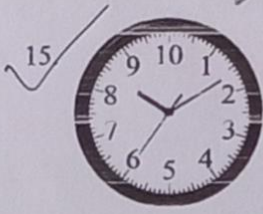
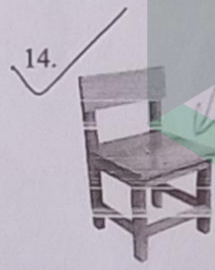
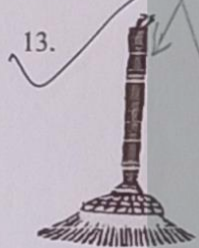
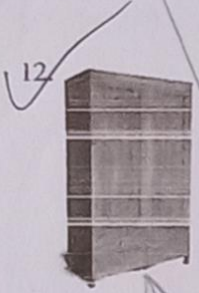
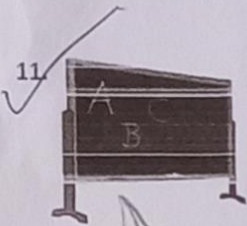
1.  2.  3.  4.  5. 

6.  7.  8.  9.  10. 

CRAB  
BUTTERFLY  
LION  
TURTLE  
SNAKE  
FISH  
ELEPHANT  
SHRIMP  
JELLYFISH  
TIGER

20  
0 x





ERASER

BROOM

PENCIL

CHAIR

BAG

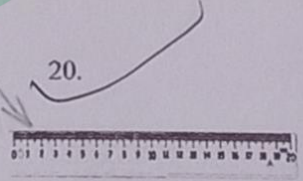
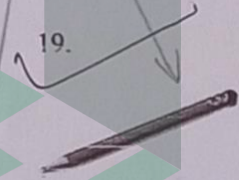
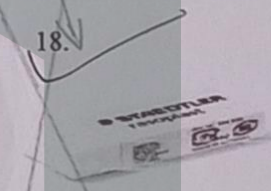
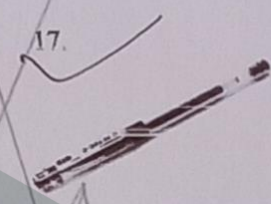
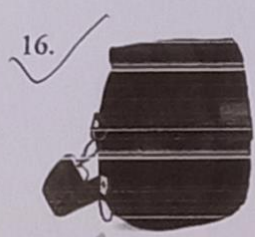
BLACKBOARD

CLOCK

RULER

CUPBOARD

PEN

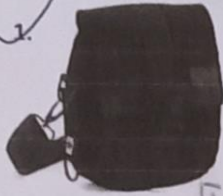



NAMA: ZAHRA SALSABILAH  
: V.II.D


### VOCABULARY TEST


(Pretest)


Match the picture on the left side to the word on the right side!

1. 

2. 

3. 

4. 

5. 

CUPBOARD

CRAB

SNAKE

CHAIR

BAG


TIGER

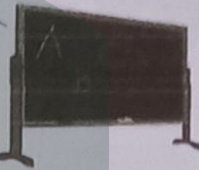
TURTLE


CLOCK


ELEPHANT


BLACKBOARD

6. 

7. 

8. 

9. 

10. 

13 ✓  
7 X





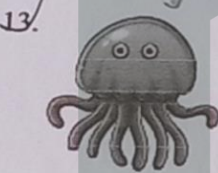
JELLYFISH

ERASER



PENCIL

TIGER / Lion



SHRIMP

PEN



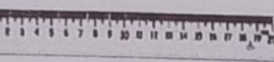
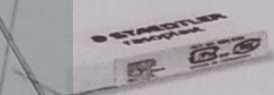
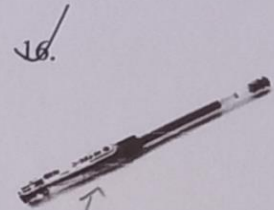
BUTTERFLY

RULER



BROOM

FISH





1  
Nama: ZAHIRA SALSABILLAH  
VII.D


VOCABULARY TEST

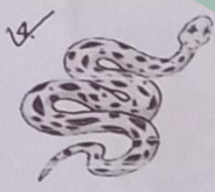
(Posttest)


Match the picture on the left side to the word on the right side!


1.  CRAB


2.  BUTTERFLY


3.  LION

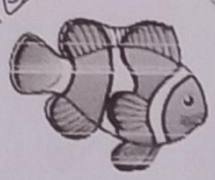
4.  TURTLE


5.  SNAKE

6.  FISH

7.  ELEPHANT

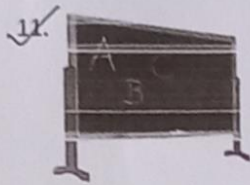
8.  SHRIMP

9.  JELLYFISH

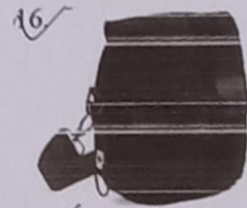
10.  TIGER

20 ✓  
0 x

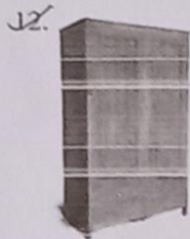




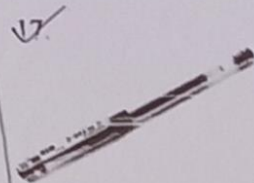
ERASER



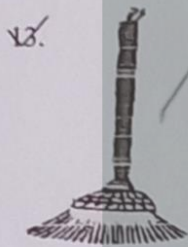
BROOM



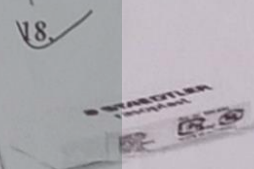
PENCIL



CHAIR



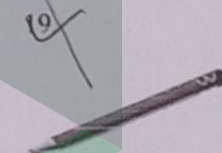
BAG



BLACKBOARD



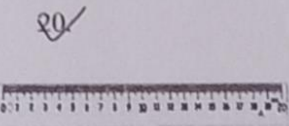
CLOCK



RULER



CUPBOARD



PEN



**INSTITUT AGAMA ISLAM NEGERI PALOPO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

Jl. Agatis, Balandai, Kota Palopo, Sulawesi Selatan 91914. Telp. 0471-22076  
Website: pbi.iainpalopo.ac.id. E-mail: pbi@iainpalopo.ac.id.

**SURAT KETERANGAN**

Yang bertandatangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama : Helma  
NIM : 15 0202 0058  
Semester : X (Sepuluh)  
Program Studi : Pendidikan Bahasa Inggris  
Keperluan : Ujian Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity* 25 %. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 19 Juli 2020

Mengetahui,  
Ketua Prodi,

Admin Turnitin PBI,

Amalia Yahya, S.E., M.Hum.  
NIP 197710132005012006

Muhammad Iksan, S.Pd., M.Pd.  
NIP 198603272018011001





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI PALOPO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**  
Jl. AgatisKel Balandai Kec. Bara 91914 Kota Palopo  
Email: FTIK@iainpalopo.ac.id Web: ftik-iainpalopo.ac.id

### **Surat Keterangan Bebas Mata Kuliah**

Sehubungan dengan selesainya “Mata Kuliah Mahasiswa” sebagai salah satu prasyarat utama untuk mengikuti Ujian Munaqasyah, maka kami menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Helma

Nim : 15 0202 0058


Prodi : Pendidikan Bahasa Inggris

Telah menyelesaikan seluruh mata kuliah mulai dari semester I sampai dengan semester VIII

Demikianlah surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 06 Maret 2020

Ketua Prodi  
Pendidikan Bahasa Inggris

  
Amalia Yahya, S.E., M.Hum  
NIP.19771013 200501 2 006





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI PALOPO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**  
Jl. AgatisKel Balandai Kec.Bara 91914 Kota Palopo

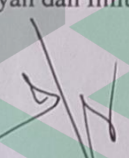
**SURAT KETERANGAN**

Yang bertanda tangan di bawah ini menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan


Nama : Helma  
Nim : 15 0202 0058  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan  
Alamat / No. HP : Desa Makitta Kec Malangke Kab. Luwu Utara  
082 188 911 575

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

a.n. Dekan  
Wakil Dekan I  
Fak. Tarbiyah dan Ilmu Keguruan

  
**Dr. Munir Yusuf, M.Pd**  
**NIP. 19740602 199903 1 003**

Palopo, 06 Maret 2020  
Ketua Prodi  
Pendidikan Bahasa Inggris

  
**Amalia Yahya, S.E., M.Hum**  
**NIP. 19771013 200501 2006**

Mhs ybs dapat baca Al-Qur'an tetapi  
masih harus belajar lagi





**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 : 87/IP/DPMPSTP/1/2020

**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 : HELMA  
Jenis Kelamin : Perempuan  
Alamat : Jl. Dr. Ratulangi Kota Palopo  
Pekerjaan : Mahasiswa  
NIM : 15 0202 0058

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

**IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH OBSERVER AND REMEMBER GAME AT THE SEVENTH GRADE SMP NEGERI 2 PALOPO**

Lokasi Penelitian : SMP NEGERI 2 PALOPO  
Lamanya Penelitian : 30 Januari 2020 s.d. 30 Maret 2020

**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 : 31 Januari 2020  
a.n. Kepala Dinas Penanaman Modal dan PTSP  
Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

**ANDI 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 NEGERI 2 PALOPO**



Alamat : Jalan A.Simpurusiang No. 12, Telp. 0471 - 21174, Email : [smpndua\\_palopo@yahoo.com](mailto:smpndua_palopo@yahoo.com)

**KETERANGAN PENELITIAN**

NOMOR : 421.3 / 120 / SMP.02 / III / 2020

Yang bertanda tangan di bawah ini :

Nama : **SUWARNITA SAGO GANI, SE., MM**  
NIP : 19781011 200502 2 009  
Jabatan : Kepala SMP Neg. 2 Palopo  
Alamat : Jl. A. Simpursiang No. 12

Dengan ini menyatakan bahwa mahasiswa yang tersebut namanya di bawah ini :

Nama : **HELMA**  
NIM : 15 0202 0058  
Tempat / Tgl lahir : Makitta, 14 Mei 1996  
Jenis Kelamin : Perempuan  
Program Studi : Pendidikan Bahasa Inggris  
Jenjang Program : Strata Satu ( S. I )

Benar telah melaksanakan Penelitian di SMP Neg. 2 Palopo dalam rangka Penyusunan Skripsi sebagai Mahasiswa pada Institut Agama Islam Negeri (IAIN) Palopo " *IMPROVING STUDENTS VOCABULARY MASTERY THROUGH OBSERVE AND REMEMBER GAME AT THE SEVENTH GRADE SMP NEGERI 2 PALOPO*" Mulai pada Tanggal 30 Januari s/d 30 Maret 2020.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 13 Maret 2020

Kepala SMP Neg. 2 Palopo



**SUWARNITA SAGO GANI, SE., MM**

NIP. 19781011 200502 2 009