MASTERING VOCABULARY BY USING RUSTAN FINGER GAMES AT SECOND GRADE OF SMP IT AL-HAFIDZ

A Thesis

Presented as Partial Fulfilment for the Attainment of S.Pd. Degree in English Education Study Program Tarbiyah and Teacher Training FacultyState Islamic Institute of Palopo

IAIN PALOPO

Proposed By:

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

TARBIYAH AND TEACHER TRAINING FACULTY

STATE ISLAMIC INSTITUTE OF PALOPO

2022

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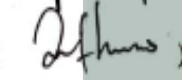
STATE ISLAMIC INSTITUTE OF PALOPO

2022

THESIS APPROVAL

This thesis entitles **"Mastering Vocabulary By Using Rustan Finger Games At Second Grade of Students of SMPIT Al-Hafizh Palopo"**, which is written by **Nurfadillah**, Reg. Nim 18 0202 0134, English Language Education Study Program of Palopo and has been examined and defended in **Munaqasyah** session which is carried out on, August 23th 2022. Coincided with Zulkaidah 17th 1443 H, it is authorized and acceptable as fulfillment for undergraduate degree in English Language Education Study Program.

Palopo, August 22th 2022

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Judul   : Mastering Vocabulary By Using Rustan Finger Games At Second Grade Of SMP IT AL-Hafidz

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STATEMENT OF AUTHENTICITY

I, who undersigned below:

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Stating exactly that:

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In the end, this statement is made truthfully and to be used in accordance with its purpose.

Palopo, 22thAugust 2022
Regards,

METERAI
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ACKNOWLEDGMENTS
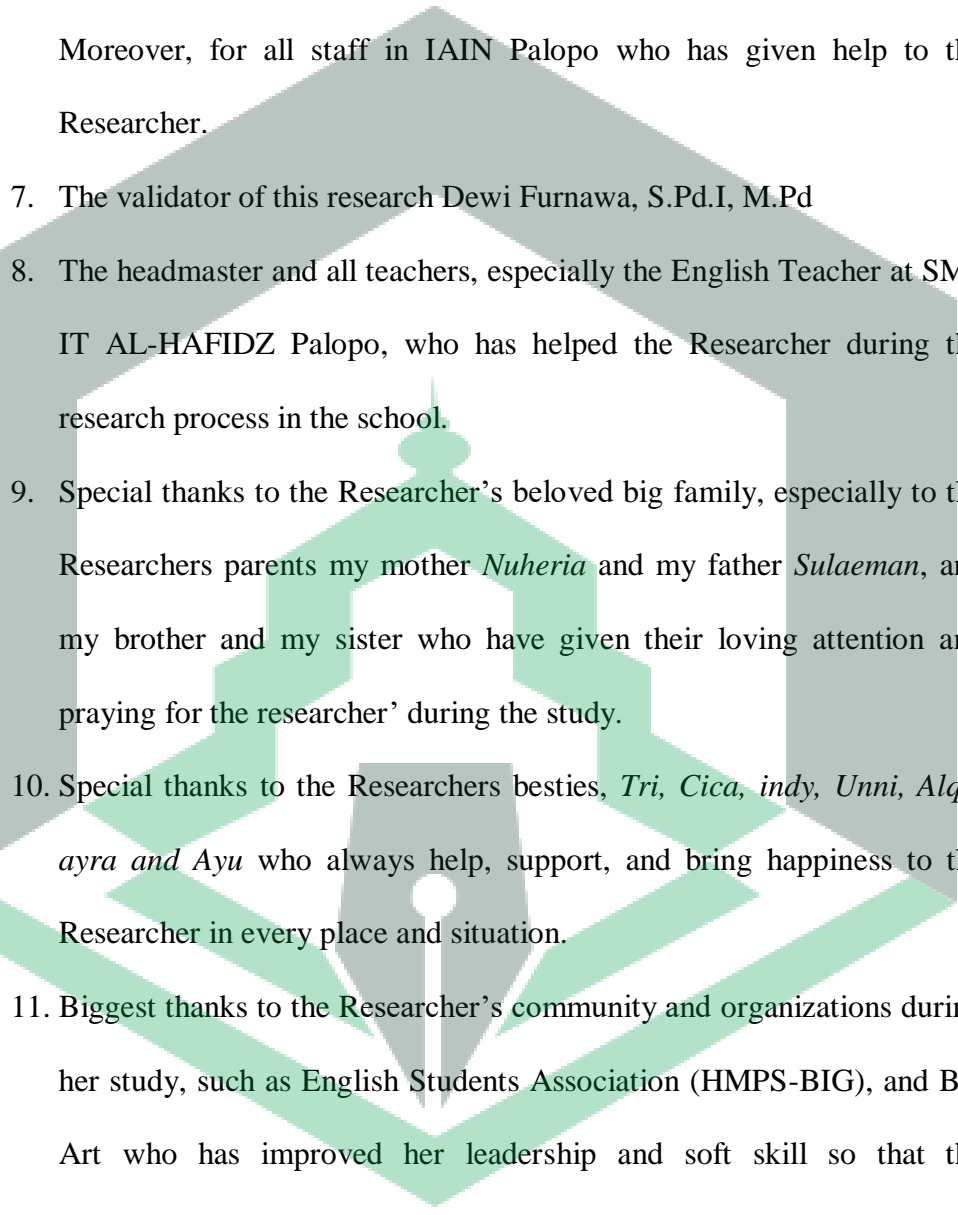
بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيْم

الْـحَمْدُ للهِ وَالصَّلَاةُ وَالسَّلَامُ عَلَى رَسُوْلِ اللهِ وَعَلَى آلِهِ وَصَحْبِهِ وَمَنْ وَالاَهَ ، أَمَّا بَعْدُ

Alhamdulillah Rabbil Alamin, all praises to Allah SWT, who has given us mercies and blessings so that the Researcher could finish this thesis which is entitled *"Mastering Vocabulary by Using Rustan Finger Games at Second Grade of SMP IT AL-HAFIDZ Palopo"*. in our prophet Muhammad SAW, for safety and peace be upon him.

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The researcher hopes this thesis can give some value to the students of the English Department, English teachers, and readers. The researcher admits that this thesis is not perfect so the researcher will accept suggestions from the readers to improve it. The researcher hopes this thesis will benefit everyone.

Finally, the researcher prays that Allah SWT may bless all of the people who have helped the researcher, and the researcher hopes this thesis can be helpful and give a positive contribution to the readers and others The researcher dedicates this thesis.

Palopo, 1st July 2022

Nurfadillah

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ABSTRACT

Nurfadillah, 2018. *"Mastering Vocabulary by Using Rustan Finger Games At Second Grade of SMP IT AL-HAFIDZ"* a Thesis English Educational Study Program Tarbiyah And Teacher Training Faculty State Islamic Institute Of Palopo. Supervised by Dr. H. Rustan S., M.Hum and Syamsudarni, S.Pd.I.,M.Pd

This thesis is about Mastering Vocabulary by Using Rustan Finger Games in Second Grade of SMPIT AL-HAFIDZ. Is learning Rustan Finger Games can improve the English Vocabulary of students in the second grade of SMP IT AL HAFIDZ? . Researcher used Pre-experimental Method. The purpose of this studyis to determine whether using the Rustan Finger Games in teaching can improve English Vocabulary. This study used purposive sampling with 9 students. The researcher gave Pretest and pro-test to students the test. Data were analyzed using SPSS 22. The researcher collected data by giving Vocabulary tests on Pre-test and post-test. The mean score on the pre-test was lower than the mean score on the post-test ($20.00 < 40.33$). The researcher got the result of the t-test -8.151. The results of the study concluded that the use of the Rustan Finger Games technique was effective in improving vocabulary for students.

Keyword : Rustan Finger Game, Vocabulary

CHAPTER I

INTRODUCTION

A. Background

Vocabulary is generally considered the basic communication tool. A vocabulary serves as a useful and fundamental tool for communication, and acquiring an extensive vocabulary is one of the largest challenges in learning a second language. Therefore, one must know a lot of vocabulary. The students need to master a lot of vocabulary to achieve the language skill, and One can also use the English language effectively if they have the good vocabulary (Pravin, 2012)[1]

In English communication requires vocabulary so that communication can run smoothly and be understood. But if lack English vocabulary, communication will be difficult. Therefore, Vocabulary is the most basic learning in English. Vocabulary is very important for students to know because without vocabulary, students will not be able to mastery the skill in English. Learning vocabulary is the fundamental step in learning a foreign language (Basoglu & Akdemir).[2] So, to learn a foreign language, the students must have a lot of vocabulary so that, the students can learn the foreign language very well.

In the case of the approach used in teaching, one of them is teaching media in a teaching and learning process where students are mentally

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[1] Sheila Wijayanti, ''*Students' Vocabulary Achievement in Grade VII A at SMPN 7 Jember by Using Visual Media*'',2012, p 328.
[2] Aidah Abdul Karim, "*Addressing Foreign Language Learning with Facebook''*, 2016.

active in building their knowledge based on the cognitive structure they already have. More educators act as a facilitator and provide learning. One of the effective learning media for students, especially for junior high school is games. Many Methodology language teaching experts also agree that playing games is a good way to learn vocabulary, especially learning in class. With the use of games, teachers can create various contexts in which students must use language to communicate, exchange information, and express their own language opinions (Wright, Betteridge and Buckby[1]. Huang (1996: 1) came to the conclusion that learning through games can promote certain psychological operations and intellectual factors that can facilitate communication increase self-esteem, motivation and spontaneity, strengthen learning, improve intonation and build confidence[2]. Based on the research of these experts, it can be concluded that game-based learning is very influential for the learning process for students, there are many benefits, one of which is learning can attract students' attention so that students become more active in the classroom.

There are many types of games in learning, one of which is Rustan Finger Games, this game belongs to the category of learning-based games. Game-based learning aims to help simplify the learning process, make learning interesting, and even increase the effectiveness of learning, in accordance with the goals of Rustan's finger games.[3] These Rustan finger games were also used as strategies to

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[1] Andrew Wright, David Betteridge, Michael Buckby,*"Games for Language Learning Third Edition"*, 2006

[2] Nguyen Thi Thanh Huyen and Khuat Thi Thu Nga, *Learning Vocabulary Through Games,*2003

[3] Game Based Learning (Pembelajaran Berbasis Game) - WartaGuru.ID

improve vocabulary, which become the an important language component in English. The games-based learning could promote learning vocabulary effectively, studies revealed that games are beneficial in vocabulary learning because they enhance students ability to memorize words, encourage students interaction improve their communicative skills and enhance students motivation, games also can help the teachers to create contexts in which the language is useful and meaningful (Derakhsan and khatir, 2015)[1]. Applying the games made the learners become engaged and interested in learning. Here, the writer would like to know about practical strategies to improve the students Vocabulary by using the Rustan finger games.

Based on observations made in June 2021, researchers chose class VIII SMP IT AL-HAFIDZ. From these observations, the researcher concluded that students' abilities were still low because students still had problems with English vocabulary and lacked student interest in learning vocabulary, the researchers chose the second grade of junior high school because it was also to help students and teachers. Second grade junior high school students will move up to third grade, which requires their language vocabulary to be improved to help and facilitate students in doing exams. for teachers, increasing student vocabulary can facilitate teaching when giving student material, students will find it easier to find English material and more fast because they already know a lot of vocabulary.

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[1] Ali Derakhshan, Elham Davoodi Khatir, *"The Effect of Using Games on English Vocabulary Learning"*, 2015

The researcher used a game-based learning method, namely Rustan's finger game, besides being able to improve students' vocabulary skills, the game also makes the learning atmosphere interesting so that it can attract students' attention to be more active and enjoy learning, especially making it easier to learn vocabular. Therefore, the aim of this research is to explore role learning using Rustan's finger play in teaching English Vocabulary. In particular, this study seeks whether the use of Rustan's finger games in teaching can increase vocabulary and can attract students' interest in learning English vocabulary using Rustan's Finger Games.

Due to the research objectives, this research will focus on role learning using Rustan Finger Games to improve English Vocabulary. Based on the explanation above the researcher raised the title *Mastering Vocabulary By Using Rustan Finger Games in the second grade of SMP IT AL-HAFIDZ*.

B. Problem Statement

Based on the description above, the researcher formulated the research question as follows:

1. Does the use Rustan Finger Games can improve the English Vocabulary of students in the second grade of SMP IT AL-HAFIDZ?

C. Objective of the research

Based on the research question above, the researcher states the objectives of the research as follows :

1. To determine weather or not the use Rustan Finger Games in teaching can improve English Vocabulary.

D. Significance of the research

      The results of the research are expected to be useful for the readers. This research is expected to be a reference for further researchers, especially in teaching English Vocabulary by using Rustan finger games.

E. Scope of the Research

      There are two significances of this research, namely :

1. Theoretically

   a. This research is expected to give contribution to the English subject, especially in improving Vocabulary students.

   b. This research is expected to increase the English learning media for developing students' interest in Vocabulary learning.

   c. The researcher is expected the result of the research is can be a reference for further research.

2. Practically

   a. The game can be the efficient learning media for the teacher in teaching Vocabulary

   b. The students can interested in Vocabulary English more and developing vocabulary.

c. This research is expected to become the effective resource potential in order to Vocabulary students'.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

The researcher found some related researchesthat use s games in teaching as follows:

1. To make lectures more engaging, Feruzakhidirovna shukurova performed research on the benefits of employing games to teach English. The study aims to improve pupils' language and vocabulary abilities. Children can improve their agility, resourcefulness, and memory by playing games. In this study, these interactive strategies are used. The results of the observations show that English lessons are more valuable and meaningful, and that active activities intended to promote students' critical thinking can help students accomplish the lesson's goals.[1]

The different between the two research is, Feruzakhidirovna shukurova research focus in the benefits of employing games to teach English. While, this research focus in Improve students vocabulary used game.

2. Yasmin Shabaneh and Mohammed Farah, conducted a research the study aims to figure out the efficiency of games inside classrooms and to answer the research

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[1] Feruza khidirovna shukurova,"*The Role Of The Games in Teaching English Language"*,2021,p 160.

questions. The objective of the research is to the first semester of 2018/2019 , in which 20 participants were enrolled. This researchers collected data using pretest, posttest and class observation. Based on the result the observation, the research revealed the efficiency of utilizing games in the educational process. Accordingly games help students to retain unfamiliar vocabulary, to associate new information with their surroundings and develop their language and communicative skills.[1]

The different between Yasmin Shabaneh and Mohammed Farah research and in this the research focus, Yasmin Shabaneh and Mohammed Farah research focus in the first semester of 2018/2019 and this study used more than one game instrument to find out which game model the students prefer. While this research focused on junior high school and used only one playing instrument and no more.

3. Vilda Ayu Nurvitria Sari, conducted a research the study aims to find out whether by using Guessing Game could influence the students Vocabulary mastery. The objective of the research is the seventh grade of MTS N 1 East Lampung, the researcher To collected the data the research used test, observasion and documentation, to got the students' score the research used written test in multiple choice. Based on the result the observation, Guessing Game is one of the strategy that can help the students to mastery the vocabulary. Guessing Game can influence toward students' vocabulary mastery at the seventh grade of MTs N 1 East Lampung. It was proved by the data indicated "X2 $_{Observed}$" = 24,36 was

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[1] Yasmin Shabaneh and Mohammed Farah , *"The Effect of Games on Vocabulary Retention"*, 2019 .

higher than "X2 $_{Table}$" = 5,991 (5%), and 9,210 (1%) that $t_{observed}$ = 10,947 was higher than t_{table} = 2.0452 (5%), and 2.4.62 (1%)[1]

The different between Vilda Ayu Nurvitria Sari research and in this the research focus, Vilda Ayu Nurvitria Sari research focus in the seventh grade of MTS N 1 East Lampun and used guessing game instruments. While this research used the rustan finger game with the second grade junior high school.

4. Nurul Yuniarti, conducted a research aims to measure the effectiveness of carrom games in building up students Vocabulary. The objective of the research is the second grade students of SMPN 2 Palopo, in which 30 participants were enrolled. This researcher design used was a quasi experimental design. based on the result the observation, this research using carrom games was effective in building up students vocabulary, it was proved by the calculation of the data after using carrom games on teaching vocabulary, the mean score of experimental group and control group increased. The mean score of experimental group was 66,4 for pretest and 85,3 for posttest. While, the mean score of control group was 66,5 for pretest and 78,5 for posttest.[2]

The different between Nurul Yuniarti research and in this the research focus, Nurul Yuniarti focus in the researcher design used was a quasi experimental design and used carrom games, while this Researcher used Pre-Experimental design and used the Rustan Finger Games.

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[1] Vilda Ayu Nurfitria Sari, *"The Influence of Guessing Game Toward Student Vocabulary Mastery at Seventh East Lampung"*, 2018.

[2] Nurul Yurianti, *"Building up Students Vocabulary Through Carrom Games At The Second Grade Students of SMPN 2 Palopo"*, 2018.

5. Ari Tri Mustiarini, conducted a research aims to find out the observation was used to get information about the effect of the use of gamification in learning vocabulary and the student's perception toward the use of game in learning vocabulary. The objective of the research is a junior high school in Cibinong, in which 5 students (as the respondents). The method used is observation and interviews as the instruments. Based on observations and interviews the activities of students in learning to use guessing pictures games get good result. The results of the study of English vocabulary for students through a picture guessing game to increase new vocabulary and students enthusiasm for learning. The application of vocabulary by using games will make students active in learning vocabulary.[1]

The defferent between Ari Tri Mustiarini research and this research focus, Ari Tri Mustiarini focus in the Junior high school in which 5 students as the Respondents, used interviews as the instruments and used pictures games. While in this research focus in the second grade of Junior high scool in which 9 students as the respondets, used vocabulary test as the instrument and used Rustan finger Games.

6. Nurfitri, conducted a research aimed to know whether concept mapping strategy can increase the students vocabulary mastery. The objective of this research is VII B class which is consisted of 20 students. The design in this research was pre-experimental with pre-test and post-test design. The result of the study this research was indicated that there was improvement of the students

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[1] Ari Tri Widiarini,*" Investigation of Gamifacation in Learning Vocabulary at junior high scool cibinong",*2019.

vocabulary mastery. It was indicated by the students mean score of post-test (1,88) was greater than pre-test (3,27).[1]

The different between Nurfitri research and in this research focus, Nurfitri focus in VII B junior high school and used concept mapping strategy. While this research focus in VIII junior high school and used game to improve vocabulary.

7. Hasmar Husein, conducted a research to investigate how the use of linking words game can improve students Vocabulary mastery. It applied Classroom Action Research (CAR) method the respondent of this research was seventh grade students of SMPN 15 Bengkulu especially VII D which consisted of 26 students. Based on the result of data analysis there was improvements on students vocabulary achievment average scrore in pre-assessment , cycle 1, cycle II , cycle III. The average score in pre-assessment was 41,15, cycle 1 was 55,11, cycle II was 65,50 and the last in the cycle III was 77,69.[2]

The differnt between Hasmar Husein and in this research focus, Hasmar Husein focus in investigate how to used of lingking words game can improve students vocabulary, it applied Action Research (CAR) method. While, in this research focus in improve students vocabulary used Rustan Finger Games, it applied pre-experimental method.

8. Andi Tenri Wulandari, conducted a research aimed to know whether the use of Word Clap Game gave effect or not for the students in learning vocabulary. The

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[1] Nurfitri, "Increasing Mastery of The First Year Students of SMP Negeri 3 Pamboang Through Concept Mapping Strategy", 2018

[2] Hasmar Husein, *"Using Lingking Words Game to Increase Students Vocabulary Matery,"* 2019

researcher used a pre-experimental research with one group pretest and post-test design. The objective of the research is seventh grade students of SMPN 1 Kajuara consist of 8 classes, the number of sample were 20 students in class 7C and the sample was taken by using purposive sampling technique. Based on the result the research findings showed that the seventh grade students of SMPN 1 Kajuara had poor score in pretest. After treatment, their vocabulary mastery increased significantly. The students mean 41,75 in pretest and become 76,10 in posttest. It was concluded that the use of Word Clap Game was effective to improve the students Vocabulary.[1]

The different between Andi Tenri Wulandari research and in this research focus, Andi Tenri Wulandari focus in used Word Clap game, The objective of the research is seventh grade students. while, in this research focus in the second grade junior high used Rustan Finger Games.

9. Nuryati, conducted a research aimed to find out whether or not students vocabulary improve using Word Cross Game at the first grade SMA Muhammadiyah 4 Makassar. The researcher applied Pre-Experimental research design. The objective of the res earch is the first grade students SMA Muhammadiyah 4 Makassar, The sample was decided by total sampling technique and the total number of sample was 20. Based on the result of this research also shows that the word Cross Game was effective, it was proved by the score of noun

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[1] Andi Tenri Wulandari, *"The Effect of Word Clap Game in Learning Vocabulary",* 2021.

had improved (29,63%) from the mean score of pre-test (58,88) to post-test (76,33).[1]

The different between the two research is the use of games, Nuryati used Word Cross Game at first SMA Muhammadiyah 4 Makassar and in this research used Rustan Finger Game at Second Grade of Junior high School.

10. Citra Widyastuti, conducted a research was to find out whether the use of Hangaroo Game is effective to improve students vocabulary at the eighth grade of SMPN 1 Bosso. This research applied pre-experimental, the objective of the research is eighth grade students consisted of 23 students. the sampling technique in this research was total sampling. The instrumen of the reseacrh was vocabulary test. The data analyzed by using SPSS 22. Based on the result of this research showed that the use of Hangaroo game improve students vocabulary at the eighth grade SMPN 1 Bosso. The students result of the mean score in pretest was lowest than the mean score in the posttest (36.4783<51.6957).[2]

The different between the two research is the use of games, Citra Widyastuti used Hangoroo Game, the objective of the research is eighth grade and in this research used Rustan Finger Game at the second grade of junior high school.

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[1] Nuryati, *"The Use of Word Cross Game to Improve Students Vocabulary In SMA Muhammadiyah 4 Makassar",* 2021.

[2] Citra Widyastuti, *"The Use of Hangoroo Game to Improve Students Vocabulary Mastery at the Eighth Grade of SMPN 1 Bosso",* Thesis English Education Study Program in the State Islamic Studies (IAIN) Palopo,2020

According to the research above, the researcher writes that there are many benefits of playing games in learning. For example, passive students can be active and confident during learning. one of the games that have these indicators and can be used is the Rustan Figer Games, because this game is fun and can make students active in class while understanding learning.

B. Some pertinent ideas

a. Definition of Vocabulary

In learning English, Vocabulary is one of the language components that playan important role because by mastering vocabulary the students can produce many sentences easily, either in the spoken or written form.[1] Based on the definition it is said that vocabulary in learning english is very important because vocabulary is a basic component in english to be able to make sentences or spoken, it takes a lot of vocabulary to make it easier, especially for beginners in learning english.

According to Al Qahtani, vocabulary knowledge is a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication.[2] Based on the definition of Al Qahtani vocabulary is a tool for a second language in communicating with others, if the lack of vocabulay will be an obstacle to communicate in a second language so that vocabulary is needed.

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[1] Sheila Wijayanti,"students' *vocabulary achievement in grade VII A at SMPN 7 Jember by Using Visual Media*",2018. p 328.

[2] Rizky Ayu Wulandari ,Rodhiana Eka Lestari,Siti Laras Utami,"*The Effectiveness of Webtoon for EFL Students in Mastering Vocabulary*,2019.

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Vocabulary is central to English language teaching. Students cannot understand others or express their ideas without sufficient vocabulary.[1] From the definition, students must be able to know vocabulary in order to express or issue their ideas using english well. The experience of most language teachers shows that the single, biggest component of any language is vocabulary.[2]

Based on those definitions above, the researcher concludes that vocabulary is one of the most important language components because mastering vocabulary will facilitate communication in English and vocabulary is the center of language. The more known words, the greater the ability to understand what is heard and read and the ability to pronounce or writte.

b. Types of Vocabulary

In learning vocabulary some types are always used by the learners as follow:

1. Reading vocabulary

   A person'sreading vocabulary is all the words that can be recognized while reading.Reading grows and develops vocabulary.The words learned while reading a text are called reading vocabulary.

2. Listening vocabulary

   A person's listening vocabulary is all the words that can be recognized while listening.Listening vocabulary comprises words that is is understand through hearing.

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[1] Lessard-Clouston, Michael. *Teaching Vocabulary*. TESOL International Association. 1925 Ballenger Avenue Suite 550, Alexandria, VA 22314, 2013.

[2] McCarthy, Michael. *Vocabulary*. Oxford University Press, 1990.

3. Writing vocabulary

A person's writing vocabulary is all the words that can be employ in writing, Words we recoup while expressing ourselves through writing are termed as writing vocabulary.

4. Speaking vocabulary

A person's speaking vocabulary is all the words that can use in speech. Speaking vocabulary consist of words that speak.[1]

c. The principles of learning and teaching vocabulary

When examining students' skill levels and guessing techniques, Schouten-van Parreren discovers that it can be challenging for students with restricted word knowledge to generalize from previously learned terms to new words.

According to stoffer , including strategies involving authentic language use, strategies used for self-motivation, strategies used to organize words, strategies used to create mental linkages, memory strategies, strategies involving creative activities, strategies involving physical activity, strategies used to overcome anxiety and auditory strategies.

Tinger believed semantic mapping, and grouping of words are very beneficial for classroom activities to increase learners' recall of words and mentioned the phases of semantic mapping as "introducing the topic, brainstorming, categorization, personalizing the map, postassessment synthesis."[2]

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[1] Nurindah, "*Improving Student's Vocabulary Through Rustan Finger Games of Eight Grade at SMPN 5 Palopo*" (Thesis IAIN Palopo, 2020).

[2] Fahime Farjami Nader Assadi Aindinlou, "*Analysis of the Impediments to English Vocabulary learning and Teaching*" 2013, p.2.

In learning, and teaching vocabulary there are some principles:

1   purpose; should know the purposeof the words taught.

2   Quantity; the number of new words, which students must process and learn, should be clear.

3   Requared; selecting the words that the teacher presents to students is necessary.The selection process is based on the course objectives and individual lesson objectives.

4   Exposure to frequency and repetition requires a certain number of repetitions until there is evidence that the student is learning the target words.

5   Meaningful presentation; in presenting a vocabulary lesson, students' should have a clear and specific understanding of what the words refer to or indicate.The presentation must be meaningful and unambiguous.

6   Situation presentation; how to present foreign words or words can be presented as a medium in teaching vocabulary.[1]

   d.   The importance of vocabulary

Before learning the four fundamental language skills, pupils must master the importance of vocabulary. Therefore, pupils must acquire vocabulary before studying grammar. The development of one's vocabulary is crucial to language mastery. Additionally, acquiring a sufficient vocabulary is crucial for effective

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[1] Nurindah, "*Improving Student's Vocabulary Through Rustan Finger Games of Eight Grade at SMPN 5 Palopo"* (Thesis IAIN Palopo, 2020).p.12

language use since, without itlanguage learners would be unable to employ the structures and functions they have acquired for clear communication.[1]

According to Norqulova Sarvinoz's findings, a learner with a small vocabulary won't be proficient in all facets of the language. Numerous students still struggle to read their English textbooks. Their inadequate vocabulary is primarily blamedfor their inability to read in-depth texts. A thorough comprehension of vocabulary instruction is nevertheless not ideal for assisting students' learning. Additionally, some issues with expanding students' vocabulary are also mentioned. In addition, concerns like what to teach and how to teach are addressed.[2]

C. The concept of show game

1. Definition of games

The majority of definitions of game-based learning focus on the fact that it is a specific kind of game with predetermined learning objectives. According to him, the description of the theory put forward by Plass, Perlin, and Nordlinger is that the process of designing games for learning entails juggling the desire to emphasize gameplay with the necessity to cover a subject matter.[3]

According to Weirus, it is clear that students remember things faster and better in the easy, relaxed atmosphere created by using games, the hypothesis students who are taught vocabulary through memory games technique would

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[1] Musurmunuva, Durdona.*" The Teaching of Vocabulary"*, 2021, 5.10.
[2] Norqulova Sarvinos Normurod Qizi, *"The Teaching of Vocabulary",* 2021.5.10.
[3] Jan L. Plass, *"Foundations of Game-Based Learnng"*, 2015, p. 259.

show a significantly higher improvement in their vocabulary learning than those who are taught vocabulary through the traditional method [1]. Besides, Rustan Finger games are simple to make, easy to carry around, and take little room to store. Games improve student's motivation in learning English.

Games also make the usual practice more interesting and help them practice vocabulary they know. Communication in the classroom also increased because of the use of games. The reason is, that games lead the vocabulary practice to a communicative situation. With the use of Rustan Finger games, it will be easier to practice the vocabulary, and it will also boost their creativity. The disadvantages of using games can be solved by forming students into a small group and clearly giving the instruction of the game.
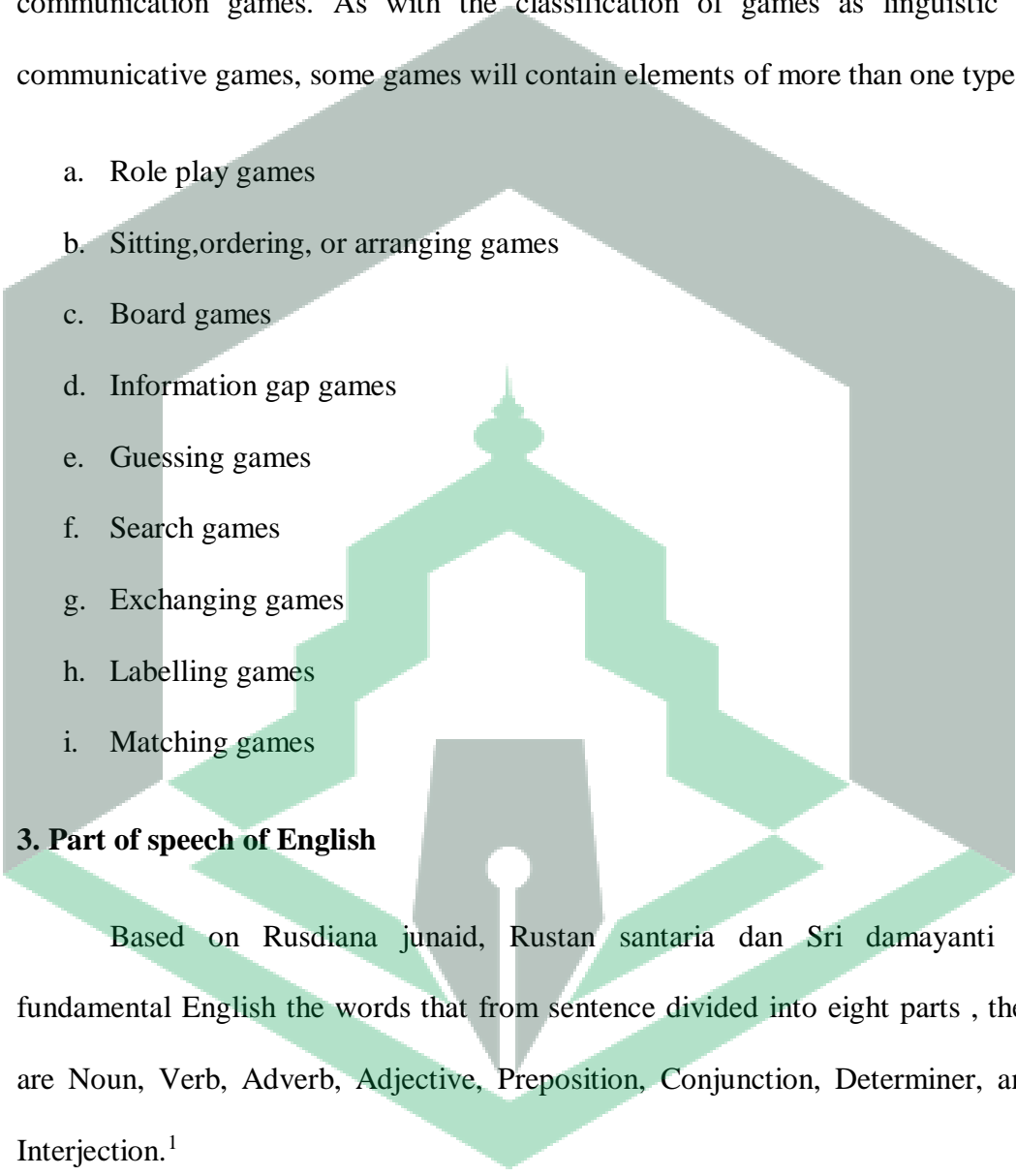
Furthemore, games have several benefits or advantages for teaching and learning as follows:

a. Games help and encourage students to build their interests.
b. Games also help the teachers create contexts in which language becomes meaningful.
c. Games help students to learn and hang on to new words more easily
d. Games usually involve friendly competition and keep students interested in learning the language.

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[1] Souheila Akachat, Khadidja Zaidi, *"The Effect of memory Games on Enchancing students vocabulary learning"*, 2014.

2. Types of language Games

Hadfield classifiedtwo types of games, that is linguistic games and communication games. As with the classification of games as linguistic or communicative games, some games will contain elements of more than one type.

a. Role play games

b. Sitting,ordering, or arranging games

c. Board games

d. Information gap games

e. Guessing games

f. Search games

g. Exchanging games

h. Labelling games

i. Matching games

3. Part of speech of English

Based on Rusdiana junaid, Rustan santaria dan Sri damayanti in fundamental English the words that from sentence divided into eight parts , they are Noun, Verb, Adverb, Adjective, Preposition, Conjunction, Determiner, and Interjection.[1]

a. Noun

The noun is a word used foranimal, person, day, plant, idea, name of the object or things that are dammed.

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[1] Rusdiana junaid, Rustan santaria dan Sri damayanti, "*Fundamental English*", 2020

Example:

- Dilla (name of person)
- Cat (name of animal)
- Sunflower (name of a flower)

b. Adverbs

Adverbs explain when and how many times and discuss how to make or play occurs.

Example :

- I went to mata buntu by a car yesterday

c. Verb

The verb is a word used to indicate the action or state of a subject.

Example:

- He is riding a bicycle

d. Adjective

The adjective is the word used to explain nature and add meaning to an object or pronoun.

Example :

- This pencil
- My pen
- Small flower garden

e. Preposition

The preposition is the word used to indicate the relationship between pronouns and other words in a sentence. The word that is placed

before pronouns with other parts of the sentence.This serves to indicate direction, position and time.

Example :

- I live in sorowako

- The studies in IAIN Palopo

f. Conjunction

The conjunction is words that connect words to words, part of the sentence with other sentences in a paragraph or discourse or text. The conjunction is not variable. That is, they do not change either plural or have a type such as noun or pronoun.

Example :

- You and e are friends

Dilla and cica are beautiful girls, but they are arrogant

g. Determiners

Determiners are words placed in front of nouns that function as markers that clarify the meaning of the noun. For example, the word "people" which means "people" , if added "these" in front of them "these people", it will be easier to know or understand which people are meant, and if it is placed "a lot of people" , then we know that what is meant is "people" which are numerous.

The kind of Determiners :

- Articles (a, an, the) devided into two :

1. definite articles : the   2. Indenfinite articles : a, an

- possessive determines : my, your, his, her, its, our, they are, dilla's

  ▪ For example his house is near my campus

  ▪ Your dictionary is on dilla's table

h. Interjection

   The interjection is a spontaneous speech intended to express or express a feeling/thought that suddenly feels or appears, like feelings of surprise, pleasure, pain, sadness, enthusiasm, laughter, ridicule, impatience and so on. An exclamation mark follows interaction.

   An interjection is a word or phrase that expresses a strong feeling or emotion.

   Example of word : ohh!, wow!, great!, help!, hey!.

   Example sentence: help me! , please..

D. The implementation of Rustan Finger Games

   a) The Definition of Rustan Finger Games

   Rustan Finger Game is a game carried out according to the rules of playing fingers in teaching and learning the forms, concepts, and functions of a language vocabulary (e.g. the eight parts of speech of english) with the participants in direct and indirect opposition to each other.[1]

   Rustan Finger Game as a game learning media that can improve communication and attitudes, especially passive in the whole teaching and learning process and also make students more creative to increase their vocabulary. Rustan finger game is a medium that can be used to explain lessons

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[1] Nurhul Amaliah Baharuddin, *"Vocabulary Mastery By Using Rustan Finger Game At The Eighth grade Students of SMPN 8 Palopo",* 2018

about part of speech in english. For example, in the lessons oh parts of speech, nouns, verbs, adjectives, adverbs, prepositions, conjunctions, determiner, and interjections, then students mention the vocabulary related to the eighth part of speech, especially those being studied. Rustan Finger Game is an effective tool for teaching vocabulary.

b) How to play Rustan Finger Game

1. Each Part of Speech word group has a number from 1 to 8, and cannot be shuffled. That is :

a. Naon :   b. Verb :   c. Adverb :

1   2   3

d. adjective :   e. preposition :   f. conjuction :

4   5   6

g. determiners :   h. Interjection :

7   8
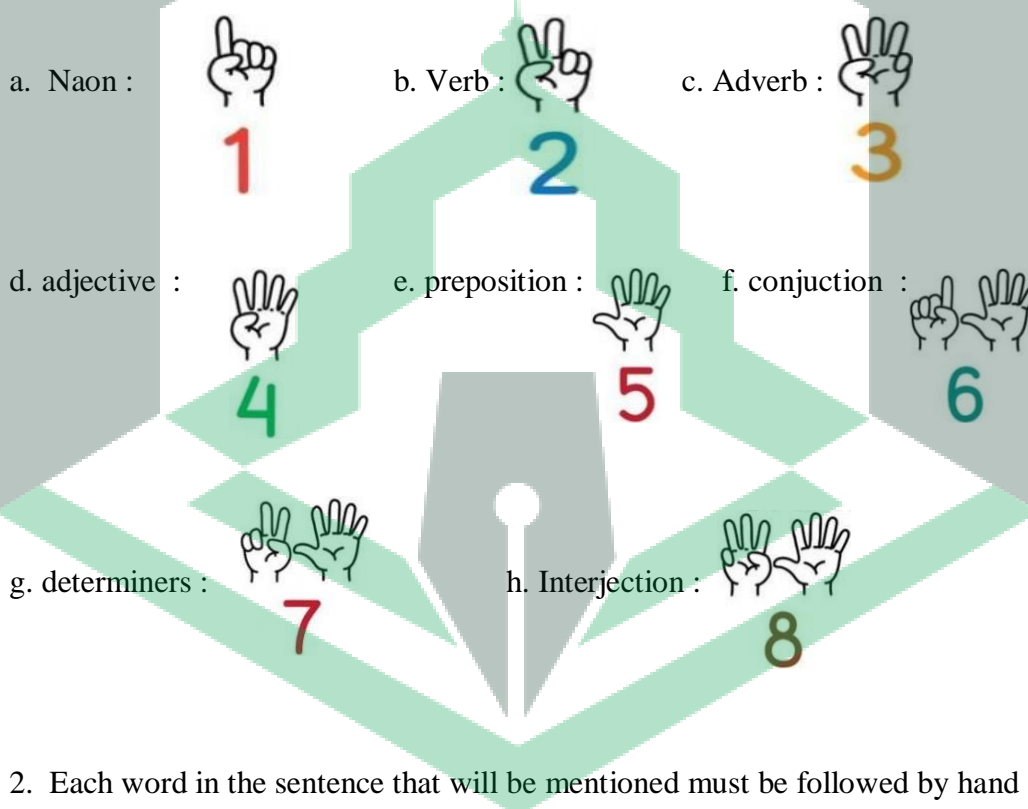
2. Each word in the sentence that will be mentioned must be followed by hand movements according to the part of speech word group, for example:

-   She eats pizza at the restaurant now (accompanied by hand movements)
    1   2   1   5   3   3

-   The teacher teaches english today (accompanied by hand movements)
        1   2   1   3

c) Teaching vocabulary using Rustan Finger Games

the rules of procedure of the game:

1 The researcher explained and introduced the Rustan Finger Game

2 The researcher asked the students about the topic material and wrote the material in the whiteboard.

3 The researcher explained the material in the whiteboard

4 The researcher asked the students to mention vocabulary connected the material and wrote of vocabulary in the whiteboard.

5 The researcher pronounced the vocabulary one by one and the students Followed.

6 The researcher gave the chance to the students to understand the material and ask question.

7 The researcher devided into 2 group.

8 The researcher gave of the sentence in the whiteboard and then the students race raise hand to apply Rustan Finger Game.

9 The students will play Rustan Finger Game to practice their vocabulary.

10 The researcher gave procedure to apply the Rustan Finger Game :

a. Make sure all of the learners or participants have learned the 8 parts of speech.

b. The learners to compete each other by performing their mastery of the 8 parts of speech

c. Prepare an observer or observers to count the game players gained points

d. Count together with the observer the points gained by game players.

e. Determine the winner or the best game player or the biggest gained

ponts.

E. Theoretical framework

The vocabulary used in the English language is crucial. More vocabulary will make it simpler for students to communicate their thoughts, feelings, and emotions. Without vocabulary, students will struggle to learn English. This implies that studying vocabulary is crucial to learning English.

The Rustan Finger Game is one of the best games for piquing students' interest in vocabulary learning and teaching English vocabulary. It can also help students understand the words given and can be used by students to hone their concentration and memorization skills. Students learn words through memorization in this game, but they also learn public speaking skills. Additionally, students increase their vocabulary and have the opportunity to practice speaking and understanding complex sentences. The researcher will study the Rustan Finger game's effectiveness in teaching vocabulary to raise awareness among students and English teachers.

Vocabulary will be taught through research in an experimental class. Rustic finger games are being used by the researcher to teach vocabulary. One of the challenges of learning English, particularly for SMPIT AL-Hafizh in second grade, is vocabulary. One approach to teaching vocabulary is through playing the Rustan Finger game. The vocabulary is a dependent variable, while the Rustan

finger game is an independent variable. This game improves the pupils' vocabulary.

Vocabulary acquisition requires a procedure. The learner should be in an effective state of acquiring vocabulary mastery to make an effective process. Thornbury added that these circumstances should aid students in picking up a wide variety of vocabulary to utilize in understanding and producing language. Moreover, it can build techniques for coping with gaps in words, including coping with unknown words, or unfamiliar applications of unknown words.

Chart 3.1 Conceptual framework

OUTPUT	←	PROCESS	←	INPUT

Teaching Vocabulary

Rustan Finger Game

Students's Achievement

Part of speech

1.Noun

2.Verb

3.Adverb

4.Adjective

5.Preposition

6.Conjunction

7.Determiner

8.Interjection
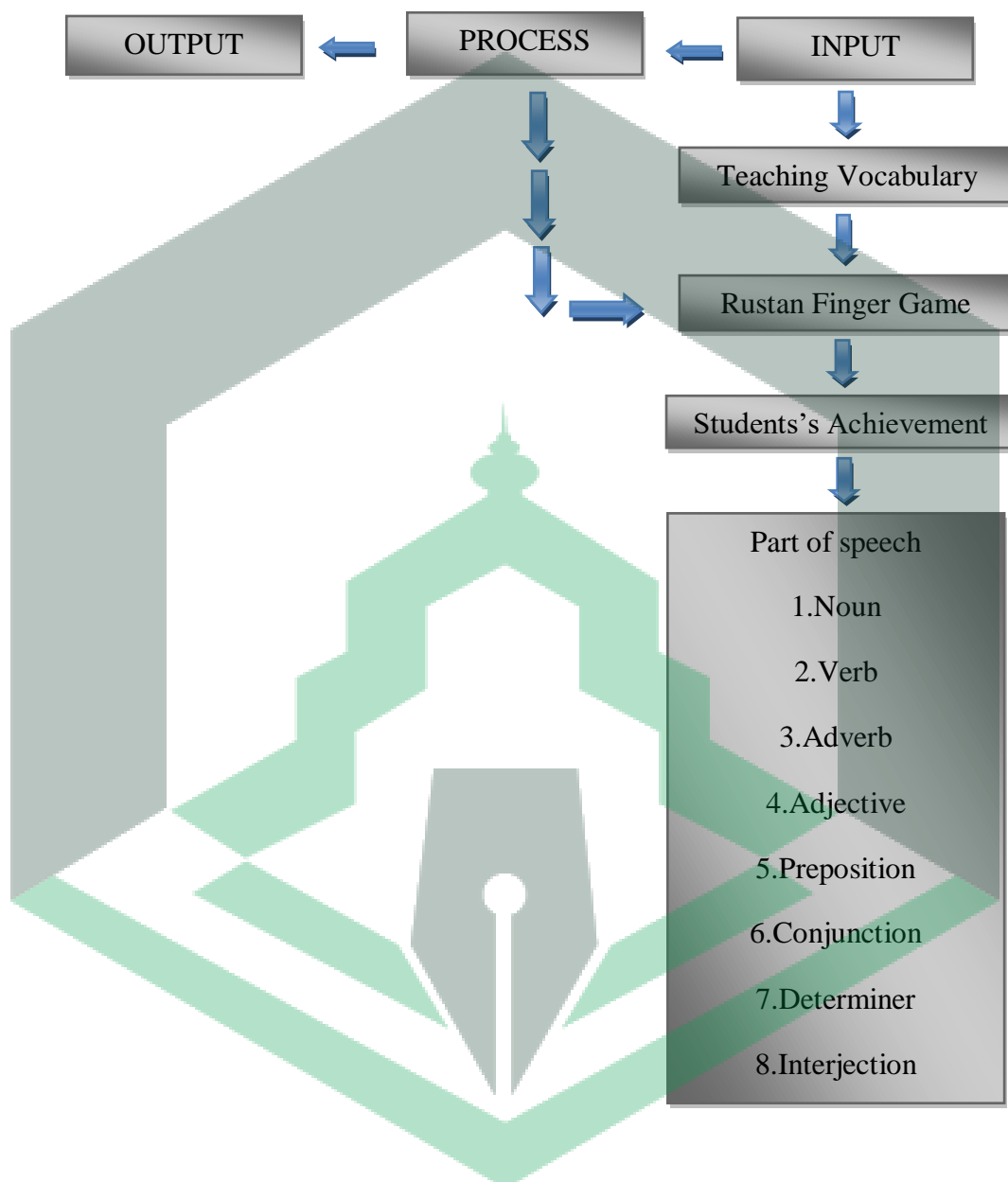
based on the statement, the research focuses on improving vocabulary by Rustan finger game. In this research, the students will be given a pretest to know the improving vocabulary of the students in English before being given treatment as a process of learning vocabulary by rustan finger game. After conducting both

items, the research gives posttest to know whether there is any significant development to the students or the output after giving treatment.

F. Hypothesis

Based in the review above, the researcher made the hypothesis as follows:

a. H_1 = the use of Rustan Finger Game is effective in improving

student'svocabulary at the second grade of SMPIT AL-Hafidz Palopo

b. H_0 = the use of the Rustan Finger Game is not effective in improving

students' vocabulary at the second grade of SMPIT AL-Hafidz Palopo
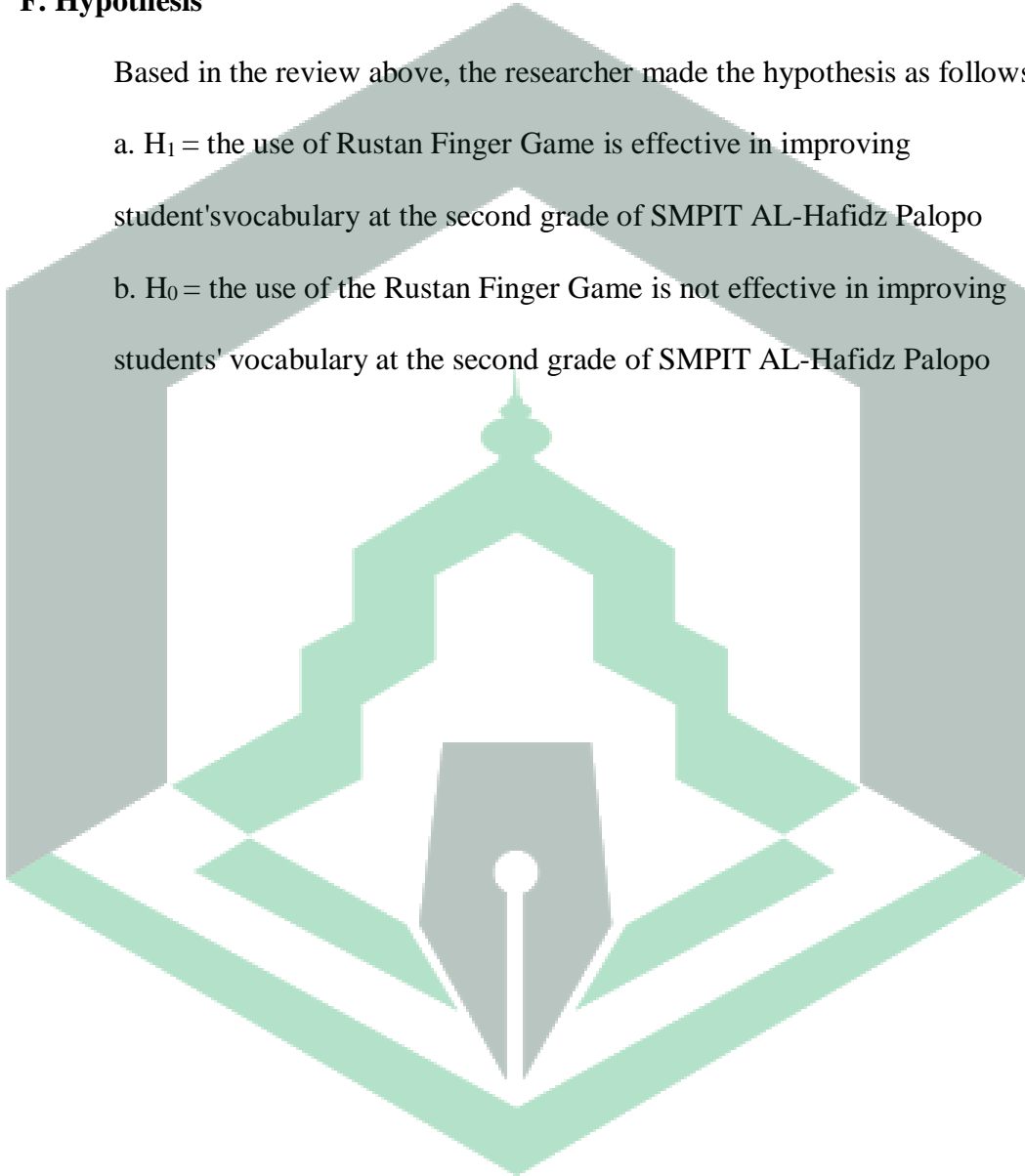
BAB III

RESEARCH METHOD

A. Method

This research appliedthe pre-experimental method. The pre-experimental method is the simplest form of research design. In a pre-experimental, a single group or multiple groups are observed after some agent or treatment presumed to cause change. The pre-experimental group give pre-test, treatment, and post-test.

B. Research Design

Researcher applied pre-test and post-test designs. It aimed to find out whether the use of a Rustan Finger Game can be effective in improving vocabulary of the students or not. The design is written as follows:

Tabel 3.1 The design of this research is described as follows:

O_1	X	O_2

Notes :

O_1 = Pre-test

X = treatment

O_2 = post-test

C. Population and Sampel

1 Population

The population of this research was the second-grade students of SMP IT AL-HAFIDZ. The total population are 12 students.

2 Sample

The sample was only one class, namely VIII SMP, with 9 students. The sampling technique in this research that's is observation. The researcher took class VIII SMP because the students' vocabulary was lack and the problem of the class VIII SMP was in accordance with the title of the researcher.

D. Instrumen of the research

The Instrumentof the research is the Vocabulary test. The kind of test is a vocabulary test where the test consists of pre-test and post-test. At the same time, the post-test is used to measure the student's vocabulary after the Rustan finger game treatments. In the vocabulary test table used, in the table,students write down the vocabulary they know with the meaning.

E. Procedure of Collection Data

To collect the data, the researcher would use some procedures as follow:

1. **Pretest**

Before doing treatment, giving some explanation Rustan finger game, the researcher gave the pretest to the students to know and to identify the vocabulary students,used Vocabulary test.

2. **Treatment**

In treatments, The researcher acted simultaneously as the teacher and the used of Rutan finger game. Each meeting has different material. Part of speech consists of Noun, Verb, Adjectives, Adverb, Preposition, Conjunction determiners, and Interjection. The were four meetings in this treatment. The following step were:

1) The first meeting

    a. The teacher teaches part of speech

    b. The teacher gives an example of a class of nouns and verbs.

    c. The teacher asks students to look for examples of noun and verb classes and then write them on the blackboard.

    d. The teacher practices to the students how to play the rustan finger game.

    e. Students can name the classes of nouns and verbs by using the Rustan Finger Game.

2) The second meeting

    a. The teacher teaches part of speech

    b. The teacher gives an example of a class of adverb and adjective.

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c. The teacher asks students to look for examples of adverb and adjective classes and then write them on the blackboard.

d. The teacher practices to the students how to play the rustan finger game.

e. Students can name the classes of adverb and adjective by using the Rustan Finger Game.

3) The third meeting

a. The teacher teaches part of speech

b. The teacher gives an example of a class of preposition and conjuction.

c. The teacher asks students to look for examples of preposition and conjuction classes and then write them on the blackboard.

d. The teacher practices to the students how to play the rustan finger game.

e. Students can name the classes of preposition and conjuction by using the Rustan Finger Game.

4) The fourth meeting

a. The teacher teaches part of the spech

b. The teacher gives an example of a class of determiner and interjection.

c. The teacher asks students to look for examples of determiner and interjection classes and then write them on the blackboard.

d. The teacher practices to the students how to play the rustan finger game.

e. Students can name the classes of determiner and interjection by using the Rustan Finger Game.

5) The fifth meeting

a. The teacher teaches part of the spech

b. The teacher gives an example of a class of noun, verb, adverb, adjective, preposition, conjuction, determiners, interjections.

c. The teacher asks students to look for examples of noun, verb, adverb, adjective, preposition, conjuction, determiners, interjections classes and then write them on the blackboard.

d. The teacher practices to the students how to play the rustan finger game.

e. Students can name the classes of noun, verb, adverb, adjective, preposition, conjuction, determiners, and interjections by using the Rustan Finger Game.

3. Posttest

After doing treatments, the researcher gave a posttest to know and to identify the students Vocabulary. After giving treatment, I used a Vocabulary test.

E. Technique of Data Analysis

To analyze the data, the researcher collected the data and analyzed it by using procedures as follows:

1) Analyzing the raw data of pre-test each of the students got the wrong answer got 0, and the correct answer got 1.

2) The researcher used the following formula to compute the frequency of the rate percentage:

$$p = \frac{f}{n} \times 100$$

Where :

P = Percentage

F = Frequency

N = the number of samples (total respondents)[1]

3) Tabel 3.2 Score or the test was classified into criteria as follows:

No	Score	Classification
1	50-41	Excellent
2	40-31	Very Good
3	30-21	Good
4	20-10	Poor
5	1-10	Very Poor

4) Using SPSS version 22, compute the mean and standard deviation of students, the paired sample statistic, the paired sample correlation of pre-test and post-test, and the paired sample test.

5) Criteria of hypothesis acceptability[2]

If= $t_0 \geq t_t$ it means that the null hypotheses is rejected

If= $t_0 \leq t_t$ it means that the null hypotheses is accept

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[1] Ridwan, Dasar-Dasar Statistika (Bandung: Alfabeta,2003),41.
[2] Sudijono, A. (2021). *Pengantar statistik pendidikan*.

BAB IV

FINDINGS AND DISCUSSION

A.Findings

The finding shows the result of the data that have been analyzed statistically and tabulating the data. It compares the students' scores in pre-test and post-test, the classification percentage of students' scores in pretest and posttest, and the mean score and standard deviation of the students' pretest and posttest.

1.The analysis of student's vocabulary scores in pretest and posttest

a. Pre-test

In this section, the researcher shows the students' correct answers in the pretest,the mean and the standard deviation of the students and the percentage of student vocabulary scores on the pretest. The researchers present it in table 4.1 and calculate the score using SPPS 22. For more details, researcher shows the student's correct answer scores in the pre-test. These are tabulated as follows:

Table 4.1 students correct answers in Pretest

No	Sample	Students correct answer	Pre-test Score	classification
1	S1	19	19	Poor
2	S2	21	21	Good
3	S3	20	20	Poor
4	S4	33	33	Good
5	S5	16	16	Poor
6	S6	19	19	Poor

7	S7	24	24	Good
8	S8	20	20	Poor
9	S9	8	8	Very poor

Displays the results of the student's pre-test score before being given treatment by the researcher.Show that one student got the very poorand five students got poor. Furthermore, three students got good.

The researcher measured it using SPPS 22 to measure the mean score of students correct answers. these results can be seen in the descriptive statistical table, which will be shown in table 4.2 :

Table 4.2 the mean score of students' correct answers in Pre-test

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	9	8	33	20.00	6.595
Valid N (list wise)	9				

This shows that the highest score is 33 and the lowest is 8. Besides, it also indicates that the mean score of the students in the pre-test is 20, and the standard deviation is 6 595.

Table 4.3 The rating percentage score of the students' correct answer in Pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	50-41	-	0%
2	Good	40-31	3	33%
3	Pair	30-21	-	0%
4	Poor	20-10	5	56%

5	Very Poor	1-10	1	11%
	Total		9	100%

Based on the rate percentage of students scoring in the pre-test above, the researcher found that there were 3 students (33%) who got good, 5 students (56%) got poor1 student (11%) got very poor. The data above, it can be seen on the table above that only 3 students got good that indicated the vocabulary of the students still low.

b. Post test

The researcher shows the students complete scores students vocabulary in the post-test. The tabulation of student's scores in the post-test can be seen in the table.

Table 4.4 students corect answer in Post-test

No	Sample	Students correct answer	Pre test Score	Classification
1	S1	35	35	Good
2	S2	37	37	Good
3	S3	41	41	Excellent
4	S4	45	45	Excellent
5	S5	35	35	Good
6	S6	45	45	Excellent
7	S7	45	45	Excellent
8	S8	35	35	Good
9	S9	45	45	Excellent

On the other side, the researchers formulated scores for students'vocabulary, which was treated by using Rustan Finger Games as a method-learning. For the post-test, the researcher presents the students complete score in vocabulary (student's correct answers) and used SPSS 22 to ensure the mean score of the right answers for the students. The table indicates that four students received agood score, and five received anexcellent score. The findings are summarized in Table 4.4

The mean, standard deviation, and the rate percentage of students' vocbulary score. The data were presented in tables, and the score was calculated using SPSS 22.

Table 4.5 the mean score correct answer in post-test

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	9	35	45	40.33	4.796
Valid N (list wise)	9				

Besides the standard deviation of 4.796, the students score of correct response after treatment using Rustan Finger Games was also written down by the researcher and provided in the form of table rate percentage scores. Table 4.5 show this. Table 4.5 shows that the highest score of students is 45 and the lowest is 35.

4.6 Table the rating percentage score of the students correct answer in Post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	50-41	5	56%

2	Good	40-31	4	45%
3	Pair	30-21	-	0%
4	Poor	20-10	-	0%
5	Very Poor	1-10	-	0%
	Total		9	100%

Based on the percentage of students scoring in the post-test above, the researcher found that5 (45%) students got excellent and good there were 4 students (35%). The other showed that none of the students got fair, poor and very poor. The data above it can be seenin the table above there is an increase in the student's vocabulary .

2. The comparison of students' vocabulary in pre-test and post-test

Besides showing the mean score in the student's vocabulary subject, this research will also present the total mean score and standard of deviation. The research use SPSS 22 analysis to determine if the pre-test and post-test were substantially different and the acceptability of the research hypothesis. The outcome is presented in the form of table 4.7 of paired sample statistics and correlation. In addition, there are paired sample tests. The result is provided in the following tables:

Table 4.7 Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	20.00	9	6.595	2.198
	Posttest	40.33	9	4.796	1.599

Show the mean score of the student's pretest was 20.00, and the mean post-test was 40.33. the standard deviation of the pretest was 6.595, and the standard deviation of the posttest was 4.796. It concluded that after using Rustan Finger Games, the students' scores improved from 20,00 to 40.33.

Table 4.8 Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	9	.166	**.670**

Paired samples Table 4.8. The correlation of the students' vocabulary before and after treatment is 166, according to the pre-test and post-test correlations presented above. It means there was a significant relationship between students' Vocabulary and descriptive text before and after treatment.

Table 4.9 Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest – Posttest	-20.333	7.483	2.494	-26.086	-14.581	-8.151	8	**.000**

According to table 4.9, the paired sample test showed t0 (count) = 8.151 and df (degree of freedom) = 8. Based on the table distribution of tt (table) 2,306, a standard of significant 0,05 with adegree of freedom (df)= 8. Based on the analysis result, the researcher concluded that t0 (count) was higher than tt(table).

$$8.151 > 2{,}306$$

Based on the result t0 (count)> tt (table), the H_0 hypothesis was rejected, and the H_1 hypothesis was automatically accepted. The using Rustan Finger Games was effective in improving Vocabulary in class VIII at SMP IT AL-HAFIDZ Palopo.

B. Discussion

The researcher discovered that using Rustan Finger Games effectively increases students' vocabulary based on the findings of the study as mentioned above. The examination of the data revealed that students' mean pre-test scores were 20.00 and their mean post-test scores were 40.33. The researcher also obtained data from a t-test of -8.151, indicating that playing Rustan Finger Games in Vocabulary can help students' vocabulary.

The researcher concludes that one of the key things that the instructor should focus on is understanding the students' potential, particularly in vocabulary. Teachers can therefore employ one of these methods when instructing students, particularly when teaching language.

According to data gathered, using Rustan Finger Games to teach vocabulary can help students' vocabulary. Additionally, using Rustan Finger Games can help students learn more. The students' performance on each focus-related component serves as proof of this.

A number of student flaws in this procedure were evident in the pretest that they completed, including a lack of vocabulary that caused the students to be confused throughout the pretest. Similarly, the students' weaknesses were less

pronounced on the posttest. After receiving treatment, students attempted to be more engaged in class and improve their vocabulary on the final exam based on the administered Rustan Finger Games. Most students improved their performance, as evidenced by their posttest results.

The investigation led the researcher to conclude that vocabulary instruction using the Rustan Finger Game resulted in a statistically significant difference between the pretest and posttest. In other words, employing the Rustan Finger Game to teach vocabulary could help children learn more.

According to Huyen and Nga, "vocabulary plays an important role in learning foreign languages because it is one factor that unites these four skills. The Rustan Finger Games was a comprehensive set that could teach pupils vocabulary and spelling. Additionally, Rustan Finger Games are excellent for helping pupils develop their vocabulary.[1]

The investigation led the researcher to conclude that vocabulary instruction using the Rustan Finger Game resulted in a statistically significant difference between the pretest and posttest. In other words, employing the Rustan Finger Game to teach vocabulary could help children learn more.

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[1] Rustan Santaria *"Rustan Finger Games",* 2018

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher concluded that using Rustan Finger Games as a learning method effectively improved students' vocabulary in class VIII at SMP IT AL-HAFIDZ palopo. This method makes students interested in learning and pays close attention to the material. Result of this research, the researcher obtained that the data t_0 (count) = 8.151 , t_t (table) =2,306, and df (degree of freedom) = 8. the significant value =0.00 (p<0.05) . On the pre-test , the mean score of students was 20.00, and post-test the mean score of students was 40.33. It means the null hypothesis (h_0) is rejected, and the alternative hypothesis is accepted (H_1). The results of the pre-test and post-test experienced have significant changes.

B. Suggestion

Success in teaching depends not only on the lesson program but, more importantly, how the teacher presents the lesson and uses various methods to make the class livelier and more fun. This method also helps teachers and provides many opportunities for students to be active in the teaching and learning. The researcher's suggestions for teachers and students as follow :

1) For teachers, so that the results of this research can be used as a reference that the use of Rustan Finger Games as a learning method can improve student's

vocabulary and become an alternative to improve classroom management in the learning processs

2) For students, class VIII SMP IT AL-HAFIDZ palolo research is expected to stimulate their motivation in learning English, especially in student's vocabulary, and they are not afraid to make mistakes.

3) For future researchers, the researcher hopes to complete and improve this research because the Rustan Finger Games are very interesting as a method of learning and suggestion for further research will use it. In addition, for the next researchers, before deciding on the thesis title, it should be observed before and they find out what the students need in terms such as learning method. After obtaining what students need, a researcher can determine a thesis title based on curriculum and syllabus.

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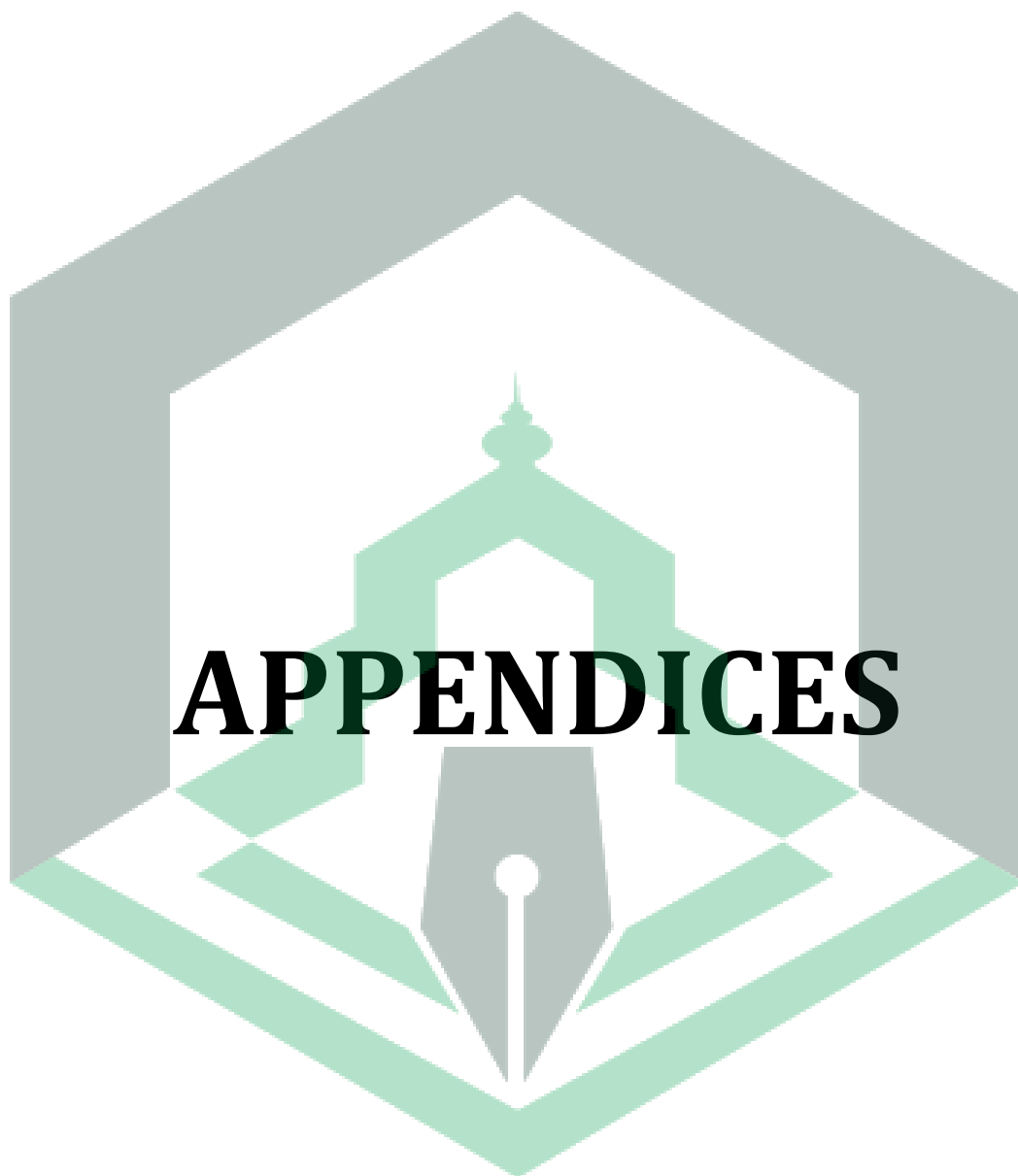
APPENDICES

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

ASLI

IZIN PENELITIAN
NOMOR : 276/IP/DPMPTSP/III/2022

DASAR HUKUM :

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

MEMBERIKAN IZIN KEPADA

Nama	:	NURFADILLAH
Jenis Kelamin	:	Perempuan
Alamat	:	Jl. Balandai Kota Palopo
Pekerjaan	:	Mahasiswa
NIM	:	18 0202 0134

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

MASTERING VOCABULARY BY USING RUSTAN FINGER GAMES AT SECOND GRADE OF SMP IT AL-HAFIZH

Lokasi Penelitian	:	SMP IT AL-HAFIZH PALOPO
Lamanya Penelitian	:	24 Maret 2022 s/d 24 Juni 2022

DENGAN KETENTUAN SEBAGAI BERIKUT :

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

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 24 Maret 2022
plt. Kepala Dinas Penanaman Modal dan PTSP

MUH. IHSAN ASHARUDDIN, S.STP, M.Si
Pangkat : Pembina Tk.I
NIP : 19780611 199612 1 001

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. Instasi terkait tempat dilaksanakan penelitian

SMP ISLAM TERPADU AL-HAFIZH
YAYASAN AL-HAFIZH KOTA PALOPO
Sekretariat: Jl. MerpatiV No. 414 Perumnas, Kel. Rampoang, Kec. Bara, Kota Palopo

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN
Nomor : 421.3/067/ SMPIT/PLP/I/2022

Yang bertanda tangan dibawah ini:

Nama   : Baiq Budiati S.Pd.I

pekerjaan   : Kepala Sekolah

Unit kerja   : SMPIT AL-HAFIZH PALOPO

Alamat   : Jl. Merpati V No. 414 perumnas, kel. Rampoang, Kec. Bara, Kota palopo

Dengan ini menerangkan :

Nama   : Nurfadillah

NIM   : 18 0202 0134

Pekerjaan   : Mahasiswa

Fakultas/ jurusan : FTIK/ Pendidikan Bahasa Inggris

Universitas   : IAIN Palopo

Alamat   : Jl. Balandai, Kota Palopo

Yang bersangkutan telah selesai melakukan penelitian di SMPIT Al-Hafizh Palopo dari tanggal 15 Juni 2022 sampai dengan tanggal 14 Juli 2022 dengan judul **"MASTERING VOCABULARY BY USING RUSTAN FINGER GAMES AT SECOND GRADE OF SMPIT AL-HAFIZH"** Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 14 Juli 2022

Kepala sekolah

Baiq Budiati S.Pd.I

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama   : Dewi Furnawa, S.Pd. I., M.Pd

Jabatan/Pekerjaan : Dosen

Instansi Asal   : IAIN Palopo

Menyatakan bahwa soal *pre-test* dengan judul:

Mastering Vocabulary By Using Rustan Finger Games at Second Grade of SMP IT AL-HAFIDZ

Dari mahasiswa :

Nama   : Nurfadillah

Program Studi   : Pendidikan Bahasa Inggris

NIM   : 18 0202 0134

(sudah siap/belum siap) dipergunakan untuk penelitian dengan menambahkan saran sebagai berikut :

1. lengkapi dengan petunjuk pengerjaan soal.
2. lengkapi nama & nim (sampel penelitian)
3. lengkapi dgn jenis test apa (judulnya)
4. Tambahkan referensi u/ rubrik penilaian.

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

Palopo,

Validator,

Dewi Furwana, M.Pd.

NIP 19870831 201503 2 006

Appendix 1 : Pre-Test paper

PRE-TEST OF VOCABULARY
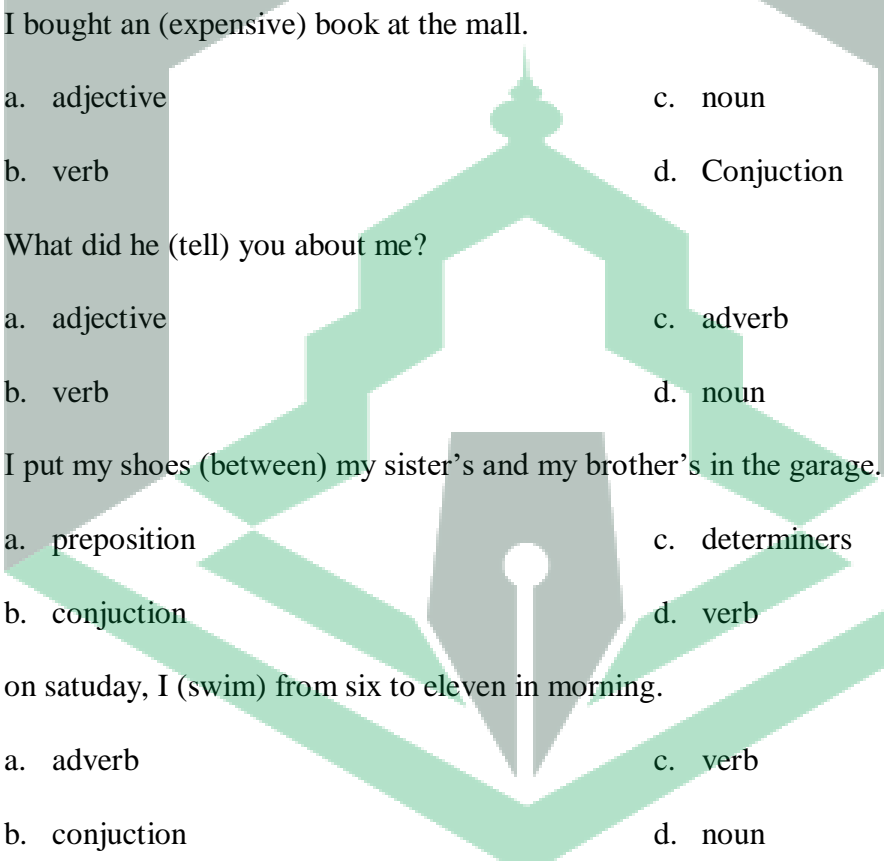
Name :

Class :

Time : 60 minutes

Direction:

A. Choose one answer from the choices below by paying attention to the questions in brackets !

1. I bought an (expensive) book at the mall.

   a. adjective   c. noun

   b. verb   d. Conjuction

2. What did he (tell) you about me?

   a. adjective   c. adverb

   b. verb   d. noun

3. I put my shoes (between) my sister's and my brother's in the garage.

   a. preposition   c. determiners

   b. conjuction   d. verb

4. on satuday, I (swim) from six to eleven in morning.

   a. adverb   c. verb

   b. conjuction   d. noun

5. I Haven't finished my project (because) I am very busy.

   a. conjuction   c. preposition

   b. verb   d. adverb

6. he is (smart) , but is he professsional?

   a. adverb   b. preposition

c. verb
d. adjective

7. she was the best students (in) this university.

a. adjective
c. conjuction
b. verb
d. preposition

8. I was born in (korea).

a. adverb
c. pronoun
b. noun
d. adjective

9. can we go out this creepy (house) now?

a. noun
c. verb
b. adjective
d. preposition

10. I'd like to bike (for) commuting to office downtown.

a. adverb
c. preposition
b. conjuction
d. verb

11. Daisy is angry (because) her brother broke her computer.

a. interjection
c. Preposition
b. noun
d. conjuction

12. (wow !!) this house is so big and beautiful.

a. interjection
c. preposition
b. determiners
d. conjuction

13. helena.. faster (please!!).

a. determiners
c. conjuction
b. interjection
d. adverb

14. you can't go (now).

a. preposition
c. adverb
b. determiners
d. verb

15. what will you do (tomorrow)?

    a. verb

    c. preposition

    b. determiners

    d. adverb

16. give me (the) spoon, i want to take some sugar.

    a. conjuction

    c. preposition

    b. determiners

    d. adjective

17. I found (an) ant on my meal, how could it happen?

    a. determiners

    c. adjective

    b. preposition

    d. conjuction

18. cica is my (best) friend.

    a. adjective

    c. interjection

    b. noun

    d. verb

19. I like (playing) jazz music.

    a. adverb

    c. noun

    b. verb

    d. adjective

20. dilla cooked (chicken) soup, but that was not delicious ...

    a. adjective

    c. noun

    b. verb

    d. adverb

1. **The pen** is expensive.

    a. determiners
    c. noun

    b. preposition
    d. conjuction

2. I have to be **diligent**.

    a. adverb
    c. adjective

    b. preposition
    d. verb

3. my **shirt** is different from ali's.

    a. adjective
    c. verb

    b. adverb
    d. noun

4. dont't write a letter, **please!!** .

    a. interjection
    c. adjective

    b. determiners
    d. noun

5. he will be **an author**.

    a. conjuction
    c. adjective

    b. determiners
    d. noun

6. michael is my **best** friend.

    a. verb
    c. noun

    b. adjective
    d. conjuction

7. **john** is the new manager.

    a. noun
    c. jonjuction

    b. verb
    d. preposition

8. you **work** at home today.

    a. verb
    c. adverb

    b. adjective
    d. verb

9. many people wabt to be rich and **happy.**

   a. noun

   b. adjective

   c. interjection

   d. verb

10. he arrived at school shortly **before** the rain fell.

    a. adjective

    b. verb

    c. conjuction

    d. determiner

11. it's raining **outside**.

    a. conjuction

    b. preposition

    c. adverb

    d. verb

12. **tomorrow** we will party at dilla's house.

    a. intejection

    b. verb

    c. adjective

    d. adverb

13. dinda **and** riko will visit their grandfather next week.

    a. conjuction

    b. determiner

    c. Adjective

    d. verb

14. he should choose where he will spend the holiday, Bali **or** Surabaya.

    a. verb

    b. conjuction

    c. adjective

    d. noun

15. **ahaa!!** I got an idea .

    a. determiners

    b. interjection

    c. conjuction

    d. adjective

16. **Wow!!** You look so beautiful in that outfit.

    a. conjuction

    b. preposition

    c. adverb

    d. interjection

17. let's meet mother **at** the market.

   a. preposition   c. adjective

   b. verb   d. noun

18. I always sit **beside** vira in the class.

   a. interjection   c. noun

   b. verb   d. preposition

19. He **makes** me jealous.

   a. cojuction   c. verb

   b. adverb   d. preposition

20. She **write** the articles every night.

   a. adverb

   b. verb

   c. adjective

   d. noun
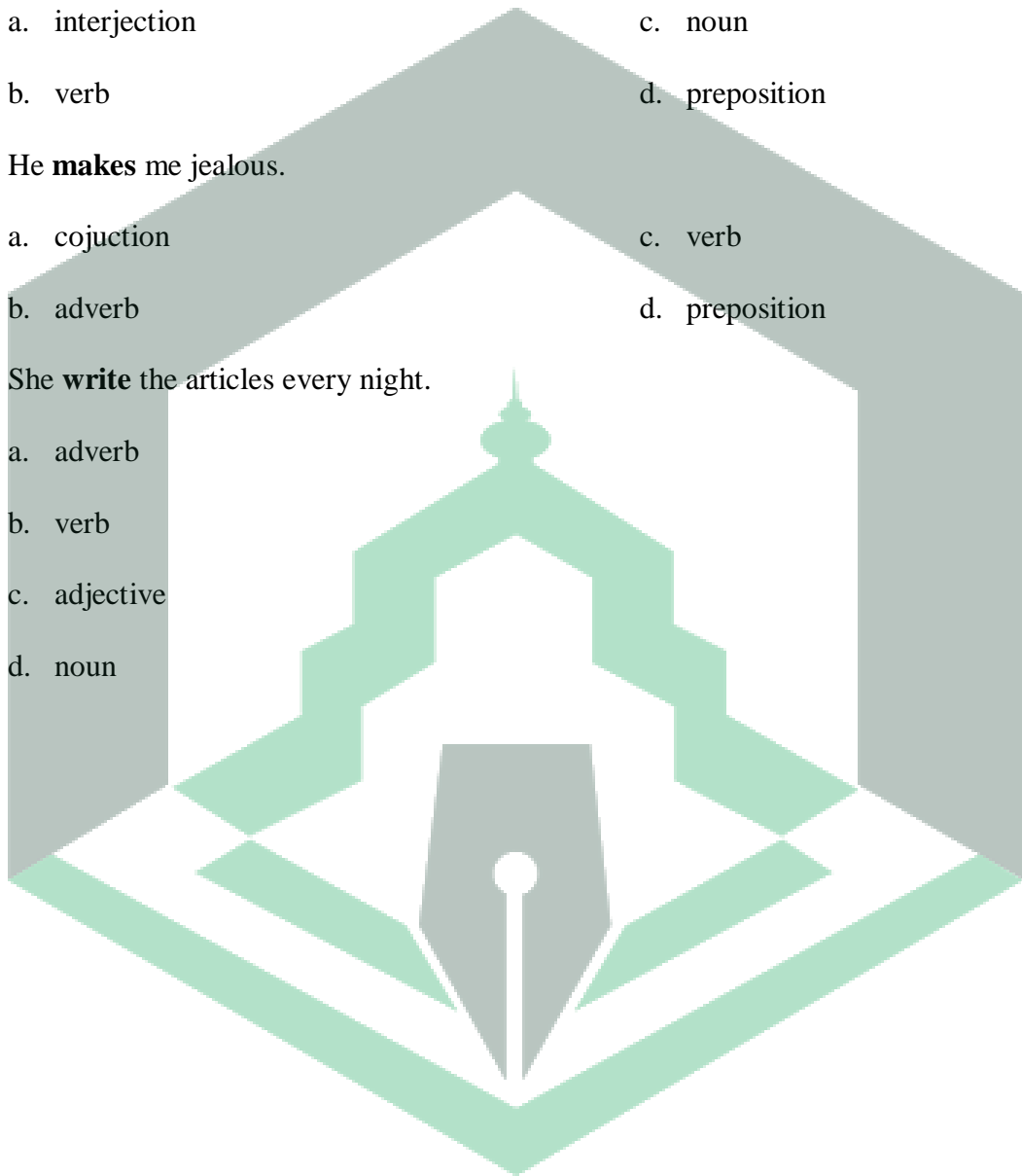
SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama   : Dewi Furnawa, S.Pd. I., M.Pd

Jabatan/Pekerjaan   : Dosen

Instansi Asal   : IAIN Palopo

Menyatakan bahwa soal *post-test* dengan judul:

Mastering Vocabulary By Using Rustan Finger Games at Second Grade of SMP IT AL-HAFIDZ

Dari mahasiswa:

Nama   : Nurfadillah

Program Studi   : Pendidikan Bahasa Inggris

NIM   : 18 0202 0134

(sudah siap/belum siap) dipergunakan untuk penelitian dengan menambahkan saran sebagai berikut :

1. lengkapi dgn petunjuk pengerjaan soal.
2. lengkapi nama & nim (sampel penelitian)
3. lengkapi dgn jenis test apa (judulnya)
4. Tambahkan referensi u/ rubrik penilaian

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

Palopo, 14 Jun 2022

Validator

Dewi Furwana, M.Pd.

NIP 19870831 201503 2 006

POST-TEST OF VOCABULARY

Name :

Class :

Time : 60 minutes

Direction:

Choose one answer from the choices below by paying attention to the questions in brackets !

1. I bought an (expensive) book at the mall.

   e. adjective   g. noun

   f. verb   h. Conjuction

2. What did he (tell) you about me?

   e. adjective   g. adverb

   f. verb   h. noun

3. I put my shoes (between) my sister's and my brother's in the garage.

   e. preposition   g. determiners

   f. conjuction   h. verb

4. on satuday, I (swim) from six to eleven in morning.

   e. adverb   g. verb

   f. conjuction   h. noun

5. I Haven't finished my project (because) I am very busy.

   e. conjuction   g. preposition

   f. verb   h. adverb

6. he is (smart) , but is he professsional?

   e. adverb   g. verb

   f. preposition   h. adjective

7. she was the best students (in) this university.

    e. adjective   g. conjuction

    f. verb   h. preposition

8. I was born in (korea).

    e. adverb   g. pronoun

    f. noun   h. adjective

9. can we go out this creepy (house) now?

    e. noun   g. verb

    f. adjective   h. preposition

10. I'd like to bike (for) commuting to office downtown.

    e. adverb   g. preposition

    f. conjuction   h. verb

11. Daisy is angry (because) her brother broke her computer.

    e. interjection   g. Preposition

    f. noun   h. conjuction

12. (wow !!) this house is so big and beautiful.

    e. interjection   g. preposition

    f. determiners   h. conjuction

13. helena.. faster (please!!).

    e. determiners   g. conjuction

    f. interjection   h. adverb

14. you can't go (now).

    e. preposition   g. adverb

    f. determiners   h. verb

15. what will you do (tomorrow)?

e. verb

g. preposition

f. determiners

h. adverb

16. give me (the) spoon, i want to take some sugar.

e. conjuction

g. preposition

f. determiners

h. adjective

17. I found (an) ant on my meal, how could it happen?

e. determiners

g. adjective

f. preposition

h. conjuction

18. cica is my (best) friend.

e. adjective

g. interjection

f. noun

h. verb

19. I like (playing) jazz music.

e. adverb

g. noun

f. verb

h. adjective

20. dilla cooked (chicken) soup, but that was not delicious ...

e. adjective

g. noun

f. verb

h. adverb

21. **The pen** is expensive.

e. determiners

g. noun

f. preposition

h. conjuction

22. I have to be **diligent**.

e. adverb

f. preposition

g. adjective   h. verb

23. my **shirt** is different from ali's.

    e. adjective   g. verb

    f. adverb   h. noun

24. dont't write a letter, **please!!** .
    e. interjection   g. adjective

    f. determiners   h. noun

25. he will be **an author**.

    e. conjuction   g. adjective

    f. determiners   h. noun

26. michael is my **best** friend.

    e. verb   g. noun

    f. adjective   h. conjuction

27. **john** is the new manager.

    e. noun   g. jonjuction

    f. verb   h. preposition

28. you **work** at home today.

    e. verb   g. adverb

    f. adjective   h. verb

29. many people wabt to be rich and **happy.**

    e. noun   h. verb

    f. adjective

    g. interjection

30. he arrived at school shortly **before** the rain fell.

    e. adjective   g. conjuction

    f. verb   h. determiner

31. it's raining **outside**.

    e. conjuction   g. adverb

    f. preposition   h. verb

32. **tomorrow** we will party at dilla's house.

    e. intejection   g. adjective

    f. verb   h. adverb

33. dinda **and** riko will visit their grandfather next week.

    e. conjuction   g. Adjective

    f. determiner   h. verb

34. he should choose where he will spend the holiday, Bali **or** Surabaya.

    e. verb   g. adjective

    f. conjuction   h. noun

35. **ahaa!!** I got an idea .

    e. determiners   g. conjuction

    f. interjection   h. adjective

36. **Wow!!** You look so beautiful in that outfit.

    e. conjuction   g. adverb

    f. preposition   h. interjection

37. let's meet mother **at** the market.

    e. preposition   g. adjective

    f. verb   h. noun

38. I always sit **beside** vira in the class.

    e. interjection   g. noun

    f. verb   h. preposition

39. He **makes** me jealous.

e. cojuction

f. adverb

g. verb

h. preposition

40. She **write** the articles every night.

    e. adverb

    f. verb

    g. adjective

    h. noun

Rencana Pelaksanaan Pembelajaran

Sekolah   : **SMP AL-HAFIDZ**

Mata pelajaran   : **Bahasa Inggris**

Tema   : **Vocabulary**

Alokasi waktu   : **60 menit (1th meeting)**

Standar Kompetensi

- Mengetahui dan memahami kosa kata dalam bahasa inggris yang berkaitan dengan noun, verb, adverb, adjective, preposition, conjuction, determiners, interjections, melalui permainan Rustan Finger Games.

Indikator

- Memahami makna kosa kata dalam bahasa inggris yang berkaitan dengan Noun and verb.

    1. **Tujuan pembelajaran**
        o Mampu mengetahui part of speech
        o Dapat mengetahui contoh noun dan verb didalam kalimat.
        o Mengaplikasikan Rustan Finger Game
    2. **Nilai karakter**
        Disiplin, kerja keras dan mandiri.
    3. **Materi pembelajaran**
        ➢ Part of speech
            Part of speech adalah kelas-kelas kata yang digunakan dalam pembentukan suatu kalimat.

        ➢ Contoh kata noun :
            • Student (siswa)
            • School (sekolah)
            • Pen (pulpen)
            • Month (bulan)
            • Chair (kursi)
        ➢ Contoh kata Verb :
            • Read (membaca)
            • Pay (membayar)
            • Sweep (menyapu)

- Teach (mengajar)
- Write (menulis)

Kegiatan Pendahuluan 5 menit
Mengucapkan salam dan berdoa Mengecek kehadiran siwa guru menanyakan pembelajaran sebelumnya dan menghubungkan materi selanjutnya
Kegiatan inti 45 menit
Guru mengajarkan part of spech Guru memberikan contoh-contoh kelas kata Noun dan Verb. Guru meminta siswa untuk mencari contoh kelas kata noun dan verb lalu menuliskannya di papan tulis. Guru memperaktikan kepada siswa cara bermain rustan finger game. siswa dapat menyebutkan kelas kata noun dan verb menggunakan Rustan Finger Game.
Kegiatan penutup 10 menit
Guru memberikan kesempatan kepada siswa untuk bertanya. Guru dan siswa bersama-sama menyimpulkan materi pembelajaran. Guru menutup pembelajaran.

1 Penilain

Teknik penilain

No	Aspek yang Dinilai	Skor					Keterangan
		1 1-10	2 11-20	3 21-30	4 31-40	5 41-50	
1	Vocabulary(kosakata)						

2 Media , alat dan bahan sumber belajar

Media/Alat : spidol dan papan tulis

Sumber belajar : kamus bahasa inggris

Rencana Pelaksanaan Pembelajaran

Sekolah	**: SMP AL-HAFIDZ**
Mata pelajaran	**: Bahasa Inggris**
Tema	**: Vocabulary**
Alokasi waktu	**: 60 menit (2nd meeting)**

Standar Kompetensi

- Mengetahui dan memahami kosa kata dalam bahasa inggris yang berkaitan dengan noun, verb, adverb, adjective, preposition, conjuction, determiners, interjections, melalui permainan Rustan Finger Games.

Indikator

- Memahami makna kosa kata dalam bahasa inggris yang berkaitan dengan adverb dan adjective.

    4. **Tujuan pembelajaran**
        o Mampu mengetahui part of speech
        o Dapat mengetahui contoh adverb dan adjective didalam kalimat.
        o Mengaplikasikan Rustan Finger Game
    5. **Nilai karakter**
        Disiplin, kerja keras dan mandiri.
    6. **Materi pembelajaran**
        ➢ Part of speech
        Part of speech adalah kelas-kelas kata yang digunakan dalam pembentukan suatu kalimat.

        ➢ Contoh kata adverb :
            • Tonight (malam ini)
            • Tomorrow (besok)
            • Last week (minggu lalu)
            • Now (sekarang)
            • Every month (setiap bulan)
        ➢ Contoh kata adjective :
            • Diligent (rajin)
            • Funny (lucu)
            • Honest (jujur)
            • Hungry (lapar)

- Young (muda)

Kegiatan Pendahuluan 5 menit
1.Mengucapkan salam dan berdoa 2.Mengecek kehadiran siwa 3. guru menanyakan pembelajaran sebelumnya dan menghubungkan materi selanjutnya
Kegiatan inti 45 menit
Guru mengajarkan part of spech Guru memberikan contoh-contoh kelas kata adverb dan adjective. Guru meminta siswa untuk mencari contoh kelas kata adverb dan adjective lalu menuliskannya di papan tulis. Guru memperaktikan kepada siswa cara bermain rustan finger game. siswa dapat menyebutkan kelas kata adverb dan adjective menggunakan Rustan Finger Game.
Kegiatan penutup 10 menit
Guru memberikan kesempatan kepada siswa untuk bertanya. Guru dan siswa bersama-sama menyimpulkan materi pembelajaran. Guru menutup pembelajaran.

3   Penilaian
   Teknik penilaian

No	Aspek yang Dinilai	Skor					Keterangan
		1 1-10	2 11-20	3 21-30	4 31-40	5 41-50	
1	Vocabulary(kosakata)						

4   Media , alat dan bahan sumber belajar
      Media/Alat   : spidol dan papan tulis
      Sumber belajar   : kamus bahasa inggris

Rencana Pelaksanaan Pembelajaran

Sekolah   **: SMP AL-HAFIDZ**

Mata pelajaran   **: Bahasa Inggris**

Tema   **: vocabulary**

Alokasi waktu   **: 60 menit (3rd meeting)**

Standar Kompetensi

- Mengetahui dan memahami kosa kata dalam bahasa inggris yang berkaitan dengan noun, verb, adverb, adjective, preposition, conjuction, determiners, interjections, melalui permainan Rustan Finger Games.

Indikator

- Memahami makna kosa kata dalam bahasa inggris yang berkaitan dengan preposition and conjuction.

  7. Tujuan pembelajaran
   o Mampu mengetahui part of speech
   o Dapat mengetahui contoh preposition dan conjuction didalam kalimat.
   o Mengaplikasikan Rustan Finger Game

  8. Nilai karakter
   Disiplin, kerja keras dan mandiri.

  9. Materi pembelajaran
   ➤ Part of speech
   Part of speech adalah kelas-kelas kata yang digunakan dalam pembentukan suatu kalimat.

   ➤ Contoh kata preposition :
   - Between (diantara)
   - After (setelah)
   - On (diatas)
   - At (di/pada)
   - Beside (disamping)
   ➤ Contoh kata conjuction
   - And (dan)
   - But (tapi)
   - Or (atau)
   - So (jadi)

- After (setelah)

Kegiatan Pendahuluan 5 menit
Mengucapkan salam dan berdoa
Mengecek kehadiran siwa
guru menanyakan pembelajaran sebelumnya dan menghubungkan materi selanjutnya
Kegiatan inti 45 menit
Guru mengajarkan part of spech
Guru memberikan contoh-contoh kelas kata preposition dan conjuction.
Guru meminta siswa untuk mencari contoh kelas kata preposition dan conjuction lalu menuliskannya di papan tulis.
Guru memperaktikan kepada siswa cara bermain rustan finger game.
siswa dapat menyebutkan kelas kata preposition dan conjuction menggunakan Rustan Finger Game.
Kegiatan penutup 10 menit
Guru memberikan kesempatan kepada siswa untuk bertanya.
Guru dan siswa bersama-sama menyimpulkan materi pembelajaran.
Guru menutup pembelajaran.

5   Penilain
Teknik penilaian

No	Aspek yang Dinilai	Skor					Keterangan
		1 1-10	2 11-20	3 21-30	4 31-40	5 41-50	
1	Vocabulary(kosakata)						

6   Media , alat dan bahan sumber belajar
Media/Alat   : spidol dan papan tulis
Sumber belajar   : kamus bahasa inggris

Rencana Pelaksanaan Pembelajaran

Sekolah : SMP AL-HAFIDZ

Mata pelajaran : Bahasa Inggris

Tema : Vocabulary

Alokasi waktu : 60 menit (4th meeting)

Standar Kompetensi

- Mengetahui dan memahami kosa kata dalam bahasa inggris yang berkaitan dengan noun, verb, adverb, adjective, preposition, conjuction, determiners, interjections, melalui permainan Rustan Finger Games.

Indikator

- Memahami makna kosa kata dalam bahasa inggris yang berkaitan dengan determiners dan interjections.

   10. Tujuan pembelajaran
   o Mampu mengetahui part of speech
   o Dapat mengetahui contoh determiners dan interjections didalam kalimat.
   o Mengaplikasikan Rustan Finger Game

   11. Nilai karakter
   Disiplin, kerja keras dan mandiri.

   12. Materi pembelajaran
   ➢ Part of speech
   Part of speech adalah kelas-kelas kata yang digunakan dalam pembentukan suatu kalimat.

   ➢ Contoh kata determiners :
   - The book (buku)
   - A fish (seekor ikan)
   - An ant (seekor semut)
   - This teacher (guru ini)
   - Those girl (gadis itu)
   ➢ Contoh kata interjections :
   - Hi !! (haii !!)
   - Wow !! (waw !!)
   - Bravo !! (bagus !!)
   - Help !! (tolong)

- Sure!! (tentu!!)

Kegiatan Pendahuluan 5 menit
Mengucapkan salam dan berdoa
Mengecek kehadiran siwa
guru menanyakan pembelajaran sebelumnya dan menghubungkan materi selanjutnya
Kegiatan inti 45 menit
Guru mengajarkan part of spech
Guru memberikan contoh-contoh kelas kata determiner dan interjection.
Guru meminta siswa untuk mencari contoh kelas kata determiner dan interjection lalu menuliskannya dipapan tulis.
Guru memperaktikan kepada siswa cara bermain rustan finger game.
siswa dapat menyebutkan kelas kata determiner dan interjection menggunakan Rustan Finger Game.
Kegiatan penutup 10 menit
Guru memberikan kesempatan kepada siswa untuk bertanya.
Guru dan siswa bersama-sama menyimpulkan materi pembelajaran.
Guru menutup pembelajaran.

7   Penilaian
Teknik penilaian

No	Aspek yang Dinilai	Skor					Keterangan
		1 **1-10**	**2** **11-20**	**3** **21-30**	**4** **31-40**	**5** **41-50**	
1	Vocabulary(kosakata)						

8   Media , alat dan bahan sumber belajar
Media/Alat   : spidol dan papan tulis
Sumber belajar   : kamus bahasa inggris

Rencana Pelaksanaan Pembelajaran

Sekolah : SMP AL-HAFIDZ

Mata pelajaran : Bahasa Inggris

Tema : Vocabulary

Alokasi waktu : 60 menit (5th meeting)

Standar Kompetensi

- Mengetahui dan memahami kosa kata dalam bahasa inggris yang berkaitan dengan noun, verb, adverb, adjective, preposition, conjuction, determiners, interjections, melalui permainan Rustan Finger Games.

Indikator

13. Memahami makna kosa kata dalam bahasa inggris yang berkaitan dengan noun, verb, adverb, adjective, preposition, conjuction, determiners, interjections

14. **Tujuan pembelajaran**
    o Mampu mengetahui part of speech
    o Dapat mengetahui contoh noun, verb, adverb, adjective, preposition, conjuction, determiners, interjections didalam kalimat.
    o Mengaplikasikan Rustan Finger Game

15. **Nilai karakter**
    Disiplin, kerja keras dan mandiri.

16. **Materi pembelajaran**
    ➢ Part of speech
    Part of speech adalah kelas-kelas kata yang digunakan dalam pembentukan suatu kalimat.

    ➢ Contoh kata noun :
    - Student (siswa)
    - School (sekolah)
    - Pen (pulpen)
    - Month (bulan)
    - Chair (kursi)
    ➢ Contoh kata Verb :
    - Read (membaca)
    - Pay (membayar)

- Sweep (menyapu)
- Teach (mengajar)
- Write (menulis

➢ Contoh kata adverb :
  - Tonight (malam ini)
  - Tomorrow (besok)
  - Last week (minggu lalu)
  - Now (sekarang)
  - Outside (di luar)

➢ Contoh kata adjective :
  - Diligent (rajin)
  - Funny (lucu)
  - Honest (jujur)
  - Hungry (lapar)
  - Young (muda)

➢ Contoh kata preposition :
  - Between (diantara)
  - After (setelah)
  - On (diatas)
  - At (di/pada)
  - Beside (disamping)

➢ Contoh kata conjuction
  - And (dan)
  - But (tapi)
  - Or (atau)
  - So (jadi)
  - After (setelah)

➢ Contoh kata determiners :
  - The book (buku)
  - A fish (seekor ikan)
  - An ant (seekor semut)
  - This teacher (guru ini)
  - Those girl (gadis itu)

➢ Contoh kata interjections :
  - Hi !! (haii !!)
  - Wow !! (waw !!)
  - Bravo !! (bagus !!)
  - Help !! (tolong)

- Sure!! (tentu!!)

Kegiatan Pendahuluan 5 menit
Mengucapkan salam dan berdoa
Mengecek kehadiran siwa
guru menanyakan pembelajaran sebelumnya dan menghubungkan materi selanjutnya

Kegiatan inti 45 menit
Guru mengajarkan part of spech
Guru memberikan contoh-contoh kelas kata noun, verb, adverb, adjective, preposition, conjuction, determiners, interjections.
Guru meminta siswa untuk mencari contoh kelas kata noun, verb, adverb, adjective, preposition, conjuction, determiners, interjections.
Guru memperaktikan kepada siswa cara bermain rustan finger game.
siswa dapat menyebutkan kelas kata yang diajarkan menggunakan Rustan Finger Game.

Kegiatan penutup 10 menit
Guru memberikan kesempatan kepada siswa untuk bertanya.
Guru dan siswa bersama-sama menyimpulkan materi pembelajaran.
Guru menutup pembelajaran.

9   Penilaian
Teknik penilaian

No	Aspek yang Dinilai	Skor					Keterangan
		1 1-10	2 11-20	3 21-30	4 31-40	5 41-50	
1	Vocabulary(kosakata)						

10 Media , alat dan bahan sumber belajar
Media/Alat   : spidol dan papan tulis
Sumber belajar   : kamus bahasa inggris

Appendix 4 : Documentation

1. Giving Pre-Test

2. Giving Treatment

a. Researcher explain Noun and Verb

b. Researcher explain Adverb and Adjective

c. Researcher explain Preposition and Conjunction

d. Researcher explain Determiner and Interjection

e. Treatment Rustan Finger Games

1.

3. Giving Post-Test

4. studens playing Rustan Finger Games

Group 1

Group 2