IMPROVING STUDENTS' VOCABULARY MASTERY
USING BATTLEGROUP GAME AT
SMP NEGERI 6 MALANGKE

A Thesis

Submitted to the English Education Program Tarbiyah and Teachers Training
Faculty of State Islamic of Palopo as Partial Fulfillment of Requirements
for Degree of Sarjana Pendidikan (S.Pd) In English Language Education

Written by:

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE ISLAMIC INSTITUTE OF PALOPO
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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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2022

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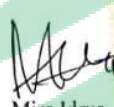Menyatakan dengan sebenar-benarnya bahwa:

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16 0202 0034

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THESIS APPROVAL

This thesis entitled **"Improving Student's Vocabulary Mastery using Battle group game at SMPN 6 Malangke"** Which is written by **Mira Idrus, Reg. Number. 16.0202.0034**, S1 English Language Study Program of Tarbiyah and Teacher Training Faculty of Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in Munaqasyah session which is carried out on **Friday, 25th of November 2022**, it is authorized and acceptable as partial fulfillment for S.Pd. degree in English language teaching.

Monday, 28th of November 2022

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اَلْحَمْدُ لِلّهِ رَبِّ الْعلَمِيْنَ، وَالصَّلاةُ وَالسَّلامُ عَلَى أَشْرَفِ الاَنْبِيَاءِ وَالْمُرْسَلِيْنَوَعَلَى اِلِهِ وَأَصْحَابِه

جْمَعِيْنَاَمَّابَعْد۞

The author's gratitude goes to Allah SWT. Who has bestowed grace, guidance, physical and spiritual, so that the researcher can finish writing this thesis with the title **"Improving Students' Vocabulary Mastery Using Battle Group Game at SMPN 6 Malangke"**.

Shalawat and greetings to the Prophet Muhammad SAW. This thesis is prepared as a requirement that must complete obtaining a bachelor's degree in English education at the State Islamic Institute of Palopo, the writing of this thesis can be achieved thanks to the help, guidance, and encouragement from many parties. However, writing this thesis is still far from perfect. Perfect. Therefore, the researcher expresses her infinite gratitude with full sincerity and sincerity, to:

1. Prof. Dr Abdul Pirol, M.Ag., as the Rector of IAIN Palopo.

2. Dr Nurdin Kaso, M.Pd., is the Dean of the Faculty of Tarbiyah and Teacher Training at IAIN Palopo along with Deputy Deans I, II, and III of Tarbiyah and Teacher Training Faculty of IAIN Palopo.

10. Students of SMPN 6 Malangke have collaborated with the researcher to complete this research.
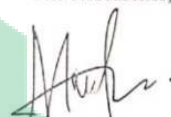
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Hopefully, all the people mentioned above are worth worshipping and getting a reward from Allah SWT. Aamiin.

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The Researcher,

Mira Idrus
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ABSTRACT

Mira Idrus, 2022. "Improving Student's Vocabulary Mastery Using Battle Group Game At SMPN 6 Malangke". A Thesis of the English Department of Tarbiyah and Teacher Training Faculty for State College of Islamic Institute (IAIN) Palopo. Supervised by the consultant (I) Amalia Yahya. S.E., M.Hum, and consultant (II) Muhammad Iksan, S.Pd., M.Pd.

The research about improving students' vocabulary mastery using battle group game at SMPN 6 Malangke. This research used classroom action research (CAR). The research subject was VIII A grade junior high school students 6 Malangke. The research procedure used two cycles, cycle I and cycle II, and every cycle had fourth steps, namely planning, action, observation, and reflection. The result the research found that the effective way in using battle group game to improve the students' vocabulary there are several effective ways that can be used the media namely researcher forms the students in groups and gives the name to each group and name each group according to the theme being taught and researcher explained to the students about the purpose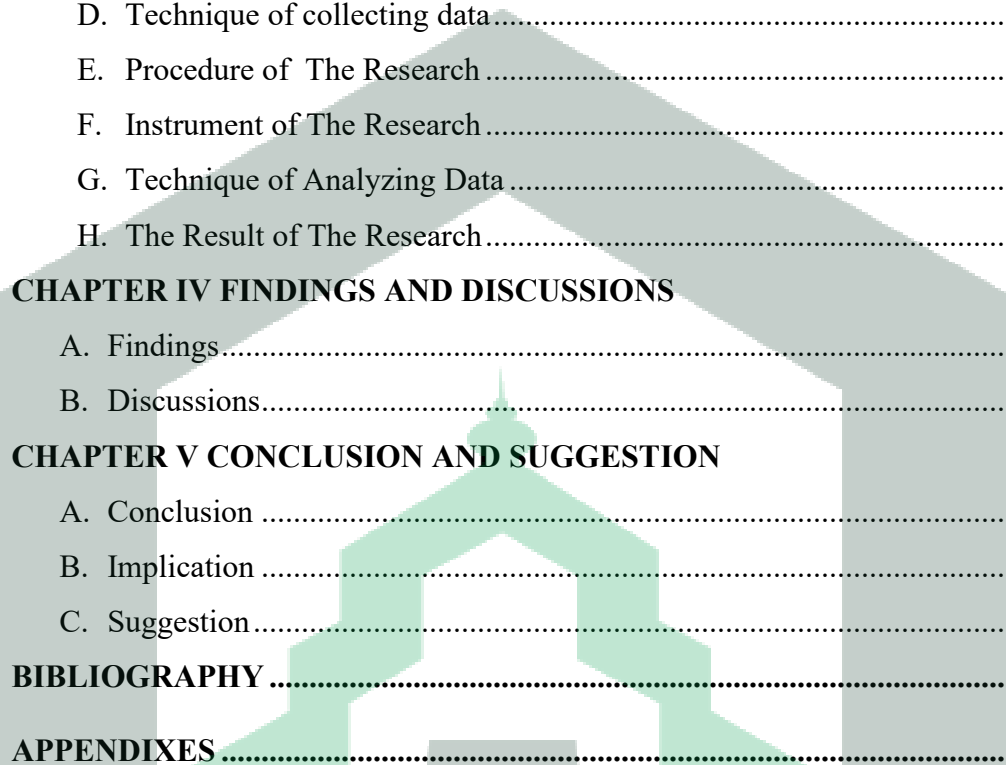 of learning after that the students are given textbooks and a list of vocabulary in the application of battle group game learning media, then the researcher gave an instruction to each group to work together to find and classify vocabulary in English related to the theme/topics being taught using battle group game, the researcher asked each group to apply the battle group game in learning, where students will guess the meaning of the word mentioned by the group leader, the researcher with the students discuss the result of group work and after that each students was asked to record the vocabulary that had been grouped. The researcher concludes that using the battle group game improves students' vocabulary mastery.

Keywords: vocabulary mastery, battle group game, classroom action research

CHAPTER I

INTRODUCTION

A. Background

Vocabulary is one of the factors that support students in mastering language skills. The students listen, speak, read, and write. In listening, students may need help understanding the conversation. In speaking, students can only communicate well with vocabulary; in reading, students may need help understanding the text. Students may not write their ideas in writing, which is caused by students not mastering vocabulary. Vocabulary is important in a language because it is one language component in English. Vocabulary is very important in communicating. People especially communicate using words. The people encounter words. If a student wants to communicate in a certain language, the student must know the language's vocabulary. The students will discover vocabulary while studying reading, pronunciation, structure, and creating dialogue. There are always vocabulary items that must be studied in all English language learning books besides reading, structure, dialogue, and pronunciation.

From the above statement, students must have sufficient vocabulary to understand English text well. Vocabulary will benefit all language skills.[1] A student who needs more vocabulary will find it difficult in the language learning process and

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[1] Richar and Rodger, *Approaches and methods in language teaching*. (Australia: Cambridge university press, 1987) 7.

have little success developing the student's other languages. A sufficient vocabulary of foreign languages makes it easier for students to learn all language skills, such as speaking, reading, writing and listening. Burton (1982), In teaching foreign language,es, vocabulary has long been an area that has not been neglected[2]. Linda (1990) stated that vocabulary is the most important thing to master in foreign language learning and cannot be ignored[3]. And when a student has a lot of vocabulary, the student will not find difficulties in learning languages. From the above definition, vocabulary is the most important factor in teaching and learning English as a foreign language, even in all languages. Thus, the teacher must have a good method to easily make students interested in learning English vocabulary.

When the researcher conducted a pre-observation at the SMPN 6th Malangke, the researcher found that students still faced many difficulties speaking English. The students have difficulty expressing ideas and opinions verbally because students do not have vocabulary, lack grammar, and still have difficulty saying certain English words.[4] To overcome the lack of vocabulary experienced by students, the researcher tried to make activities more effective for students. And effective for improving vocabulary. The researcher would improve students' vocabulary mastery skills.

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[2] Burton, Mastering English language. (New York: 1982) 98.
[3] Linda, *Teaching and learning Vocabulary*. (New York:1990)
[4] Interview with the learner's especially of SMPN 6 Malangke, at Malangke Village In North Luwu Regency, 2021

Therefore, in this study, the researcher offered a game as a medium for teaching English.

The game that researchers use is the Battle group game. Battlegroup game is an interesting activity for students because the students can learn through play. A battle group game is where students are divided into five groups, each with one leader. The leader is in charge of mentioning vocabulary in Indonesian then the first member will mention the meaning of the word in English. Continuing, the leader mentions another word; then the second member will answer it in English, and so on, until the member can no longer answer. And if a member cannot answer the word mentioned by the leader, then the game will be thrown to the opponent on condition that the opponent and leader must answer the meaning of the word mentioned by the group leader. With this group battle game, students will develop vocabulary in English by grouping words according to word types. This positively increase in students' active participation, confidence, and skills in vocabulary mastery. In short, it can be explained that teaching and learning strategies create good and pleasant conditions and reduce boredom and pressure from the learning process.

B. Research Question

Based on the background of the problem presented earlier, the research question is formulated as follows:

"What is the effective way to improve students' vocabulary mastery using battle group games at SMPN 6 Malangke?"

C. Research Objective

The researcher aims to find out an effective way to improve students' vocabulary mastery using battle group game at SMPN 6 Malangke.

D. Research Significances

The expected benefits of this research are as follows:

1. Theoretical

   a. The result can be used as a reference for those who want to conduct research in teaching English by using a battle group game.

   b. The study can give a broader point of view for teacher in teaching English.

2. Practical

   a. For teachers, this research can help teachers to improve students' vocabulary skills.

   b. For students, this research can help students find easy ways to learn English specially to improve vocabulary mastery.

E. Research Scope

This research focuses on using battle group game to improve students' vocabulary in speaking skills for eighth-grade students of SMPN 6 Malangke. The vocabulary targets are mainly fifty nouns, fifty adjectives, and fifty verbs, and vocabulary materials in speaking skills focus on daily activities.

F. Operational Definition of Terms

To make a general understanding of this research objective, the researcher hopes that:

1. Vocabulary is all words contained in one language, the wealth of words owned by a speaker or writer, and a list of data filled like a dictionary accompanied by a brief and practical explanation.

2. Battle group games are a form of learning media that can be used for vocabulary learning in speaking skills.

3. Speaking is one of the most significant achievements of human culture. This allows it to be used to convey information and stories outside of the immediate moment.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

This previous related research finding has become one of the references used by the researcher to enrich the theory used in studying research. From this previous related research finding, the researchers did not find research with the same title as the research title undertaken by the researcher. However, researchers raised several studies as references in enriching the study material in research researchers. The following are previous studies related to research conducted by the researcher.

Zahro (2019) wrote a thesis entitled "Differences in the Effectiveness of Using Flashcard Media on the Mastery of English Vocabulary for Class IV Students at MI Ma'ahadul Muta'allimin Sekaralas Widodaren Ngawi 2018/2019 Academic Year". The results showed that using flashcard media can improve the mastery of English vocabulary and student learning outcomes. This is indicated by the mastery of English vocabulary for fourth-grade students who do not use flashcard media has an average value of 74.44, and the fourth-grade students' mastery of English vocabulary using flashcard media, has an average value of 84.89.[5]

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[5] Zahro, Siti Nur (2019) "*Differences in the Effectiveness of Using Flashcard Media on the Mastery of English Vocabulary for Class IV Students at MI Ma'ahadul Muta'allimin Sekaralas Widodaren Ngawi 2018/2019.*

Meidianty (2014) wrote a thesis entitled "Improving English Vocabulary Mastery by Using Hangnam Game Method to Students of Class VIIIB in SMPN 4 Taming Layang in the Academic year 2014". The data revealed that (1) the vocabulary skill had risen 3,5% from the first cycle of research which was 70%, then became 73,5% in the second cycle. The percentage of study achievement reached the maximum percentage at the passing criteria, a score above 61. (2) the quality of the teacher's activity had risen by 7%, 71% in the first cycle, then 78% in the second cycle. (3) the student's activeness in a study at the very active criteria had risen by 9%, which was 41% in the first cycle, then became 50% in the second cycle, and for the active criteria had risen by 1%, which was 37% in the first cycle then became 38% in the second cycle. Meanwhile, enough active criteria went down by 1% from 13% in the first cycle to 12% in the second cycle. The percentage reached zero percent for the less active criteria in the second cycle.[6]

Surini (2019) wrote a thesis entitled "Efforts to Improve Mastery of English Vocabulary through Card Learning Media at MAN 1 Gunungkidul Academic Year 2018/2019." The research results show that the 'Card Game Media' can increase students' vocabulary learning outcomes. The highest score in cycle I is 100, and the lowest in cycle I is 50. In cycle II, the highest score is 100, and the lowest score is 50, so in cycle I and cycle II, the result is the same. The average score in cycle I is 75 and

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[6] Winda Meidianty. (2014), *improving english vocabulary mastery by using hangman Game method to students of class viiib in smpn 4 tamiang Layang in academic year 2013-2014.*

in cycle II is 85.94, so there is an increased score in the average score of 10.94. The classical completeness of cycle I is 80%, while in cycle II is 93.75%; there is an increase in classical completeness of 3.75%.[7]

Julia (2020), "Improving Students' Ability on Understanding and Mastery of English Vocabulary through Games in class XI IS 2 SMAN Negeri 1 Banda Aceh. From the results of the analysis, it was found that student learning achievement had increased from cycle I to II, namely, cycle I (25%), cycle II (35%), cycle III (40%), and cycle IV (45%). Game model learning can have a positive effect on student motivation in class XI IS 1, and this learning model can be used as an alternative for learning English subjects.[8]

From some of the studies above, there are similarities with the research that the researcher will examine, namely learning by using games that are used as learning media to improve students' mastery of English vocabulary. However, the media used by researchers is a Battlegroup game which is different from the games used in previous studies. Other research locations will undoubtedly produce various studies. So, this research will be further of earlier studies.

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[7] Surini. 2019. *Upaya Meningkatkan Penguasaan Kosakata Bahasa Inggris melalui Media Pembelajaran Kartu di MAN 1 Gunungkidul Tahun Ajaran 2018/2019.* Jurnal Pendidikan Madrasah.

[8] Julia (2020), "*Improving Students' Ability on Understanding and Mastery of English Vocabulary through Games in class XI IS 2 SMAN Negeri 1 Banda Aceh*". Journal kinerja pendidikan (JKK)

B. Some Pertinent Ideas

1. Definition of Vocabulary

Language learning cannot be separated from vocabulary learning. Vocabulary supports speakers in expressing their opinions, ideas, and feelings in communication. Vocabulary is the essential language component because it affects four language skills, namely listening, speaking, reading, and writing. Vocabulary is a list of words or phrases of a language that has a meaning and function in a language which is used by a person to communicate with the other person.[9]Marianne (2001: 285) related to the importance of vocabulary learning is the center of language acquisition, whether first, second, or foreign. [10]Vocabulary is not a developmental skill or one that can be seen as fully mastered according to Elfrieda H.Kamil, Michael L.Kamil. The expansion and elaboration of vocabulary is a lifetime process. [11]Jim (1994: 74), vocabulary is a potent bearer of meaning. [12]A learner, recognizing the communicative power of vocabulary, can naturally aim to gain knowledge about a large number of words. (Oxford dictionary 2008: 495), Vocabulary is all words that

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[9] Amalia yahya, "*Teaching English Vocabulary Through Think Talk Write Method*," Journal Of Langauge Teaching And Learning, Linguistics And Literature7, No.1 (June 2019) : 3, https://scholar.google.co.id

[10] Marianne Celc e-Murcia, (2001), *Teaching English as a Second or Foreign Language*, USA: Heinle & Heinle, p. 285

[11] Elfrieda H. Hiebert, Michael L. Kamil, *teaching and learning vocabulary*: Bringing Research to Practice, (Lawrence Erlbaum Associates: London, 2005), 2.

[12] Jim Scrivener, (1194), *Learning Teaching, English: Heinemann Publishers Oxford*, p. 74.

are known or used by someone. [13]In addition, Averil (2006: 1) states that vocabulary is the central part of vocabulary language. [14] The more words students know well and can use, the more meaning they can communicate in various situations. The definition of vocabulary is quite clear. That is, almost in the case of human life, they use a series of words. The use of words itself is distinguished according to the field, person, class, or profession. This means that beggars use a string of words to ask for money from the rich, and the teacher also operates a collection of words when their students rule. The author believes that vocabulary is a critical aspect of language in language learning because vocabulary contains the meaning used in communication. However, Indonesian students still need to gain English vocabulary.

Vocabulary Mastery is comprehensive knowledge or use of a subject or instrument. Mastery comes from the word 'master,' which means to be skilled or proficient in the service to get complete knowledge through understanding. William Collins (1979), Mastery of Vocabulary is competence in knowing words and meanings. [15]Norbert Schmitt (2000), Nation proposes the following list of various types of knowledge that must be mastered by someone to know a word:[16]

1. the meaning of the word

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[13] Oxford Dictionary, (2008), *Oxford Learner's Pocket Dictionary*, New York: Oxford University Press, p. 495

[14] Averil.Coxhead, (2006), *Essentials of Teaching Academic Vocabulary*, USA: Houghton Mifflin Company, p. 1.

[15] William Collins, (1979), *Webster's New Twentieth Century Dictionary*, America: The United States of America, p. 604

[16] Norbert Schmitt, (2000), *Vocabulary in Language Teaching*, New York: Cambridge University Press. p. 5.

2. the written form of the word

3. the spoken word form

4. word grammar behavior

5. collocation of words

6. list of words

7. word association

8. word frequency

Vocabulary mastery is the competence or complete knowledge of a list or set of words that make up a language that can be used by certain people, classes, and professions. Vocabulary mastery is one component for mastering English as a foreign language at primary, intermediate, and advanced levels. In learning the four language skills, vocabulary is one of the essential components that must be mastered. It makes sense, given that all four language skills require knowledge of words because they will not get anything without vocabulary. The greater the students master the speech, the better they do their language. By having a vocabulary that is too limited, students will have difficulty in mastering reading and other skills. [17]Anita Yuliana Siregar (2013).

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[17] Anita Yuliana Siregar, (2013), *Improving Students' Vocabulary Mastery Through Crossword Puzzle*, North Sumatera: English Department of Education State Institute for Islamic Studies, p. 11.

2. Language Games

Hornby (1995: 486) defines the game as an activity that you do for fun. [18]Richard and Schmidt (2002: 580) argue that games are organized activities that usually have the following characteristics such as specific tasks or objectives, set of rules, competition between players, and communication between players with spoken or written language. [19]Byrne in Deesri (2002: 1) provides the definition of the game as a form of the game that is governed by rules. The game must be enjoyed and enjoyable. The game is not just a distraction, a break from routine activities, but a way for learners to use the language during the game. [20]Likewise, Jill Hadfield in Deesri (2002: 1) defines the game as "an activity with rules, goals, and elements of pleasure." [21]Deesri (2002: 2) adds that games involve many factors: rules, competition, relaxation, and learning, specifically. Here the teachers know that the game is not a mess maker if teachers can implement and run it directly according to the rules.[22]

Language games are games that are used in teaching and learning activities to make students easy in learning English. The emphasis is on successful communication

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[18] Hornby. 1995. *Advance Learner's Dictionary*. New York: Oxford University Press.

[19] Richard, J. C. and Schmidt, R. 2002. *Longman Dictionary of Language Teaching and Applied* Linguistic (3th Ed.). London: Pearson Education Limited.

[20] Byrne in Deesri (2002: 1)

[21] Likewise, Jill Hadfield in Deesri (2002: 1)

[22] Deesri, A. 2002. *Games in the ESL and EFL Class. Khon Kaen*, Thailand: The Internet TESL Journal, Vol.VIII, No.9. Retrieved January 23, 2014, from (http://iteslj.org/Techniques/Deesri-Games.html)

rather than concrete language. Games are a very effective way to motivate students in class.

The most important thing is that the game is fun.

Learning languages is hard work. Efforts are needed all the time and must be sustained over a long period of time. Games help and encourage many students to maintain student's interests and work.

The game also helps the teacher to create a context in which language is valuable and meaningful. Students who want to take part and do so must understand what others are saying or writing, and students must speak or write to express students own views or provide information.

3. Battle Group game

    Game Battle Group is an exciting activity for students because the students can learn through play. A battlegroup game is a game where students are divided into five groups, and each group has one leader. The leader is in charge of mentioning vocabulary in Indonesian then the first member will say the meaning of the word in English. Continuing again, the leader mentions another word. Then the second member will answer it in English, and so on, until the member can no longer reply. And if a member cannot answer the meaning of the word mentioned by the leader, then the game will be thrown to the opponent on the condition that the opponent and leader must answer the meaning of the word said by the group leader.

There are many ways to teach new words, and the teacher needs to learn various techniques because some methods will work better with certain types of terms than others. Actually, in this game, there are several procedures that must be followed.

1. Students are divided into groups.

2. Each group elects one person to be the chairman.

3. Members listen and answer (translate) the words spoken by the chairman.

4. The chairman continues the game by mentioning other words and being answered by the next member.

5. If their answer is wrong. Then the game will be thrown into the opposing group.

6. To get a chance to play, the negative group must answer correctly.

7. The teacher knows the winner by counting the points of the word answered.

This game has three rounds. The first and second rounds have the same activity. Each student competes to win the game. But in the third round, students work in groups and try to win the game together

C. Theoretical framework

The definition of vocabulary is quite clear. That is, almost in the case of human life, people use a series of words. The use of words itself is distinguished according to the field, person, class, or profession. This means that beggars use a string of words to ask for money from the rich, and the teacher also uses a collection

of words when their students rule. The researcher believes that vocabulary is a critical aspect of language in language learning because vocabulary contains the meaning used in communication.

In this case, this method can improve student vocabulary. Students will be more active in the learning process because this is a teaching method in the form of a game, and students will be happy with learning. If teachers use this method, students' vocabulary knowledge will increase little by little because students like to learn if there is a game that makes students' brains unconsciously do what students want. As we know, everyone likes games.

The game design aims to improve the vocabulary, and relationships of children, because, now, children tend to play alone with gadgets, which causes children to be individualistic and not communicate and connect with others, including students' own families.

D. Hypothesis of Action

The hypothesis proposed in this study has the following formula: This research method is intended to meet the needs of students in improving vocabulary, using a game called group fighting where students are asked to the group so that there is a collaboration between team leaders and members to share their knowledge. Knowledge and teaching English vocabulary can improve students' vocabulary mastery, and improve students' vocabulary in eighth-grade students of SMPN 6 Malangke.

CHAPTER III

RESEARCH METHODS

A. The setting of The Research

The research was conducted at SMPN 6 Malangke which is located in Takkalala Village, Malangke District, north Luwu Regency. The school consists of five classes, namely grade seven with one class, grade eight with two classes, and nine classes with two classes.

B. The Subject of The Research

The subject of this action research was VIII grade students of SMP Negeri 6 Malangke. The number of students in class VIII A is 19 students. Consist of 8 male students and 11 female students.

C. Design of The Research

This research was conducted by applying Classroom Action Research (CAR). Classroom action research studies actions taken by teachers in class that require interaction between teachers, students, and researchers. Looking for the obstacles students have in learning English, the students aim to improve their English vocabulary.

Who carried out this classroom action research in two cycles to see the use of the Battlegroup game to improve vocabulary mastery in students in class VIII.

1. Cycle I

a. Planning

This plan is structured so that the implementation of the actions to be carried out can run according to what is expected. The action planning includes:

1) Following the selected material, we are creating a competency table containing SK and KD.

2) We are creating a learning process scenario as a Learning Implementation Plan (RPP) guide for implementing learning using the Game Battlegroup.

3) Making Activity Sheets

4) They are making research instruments (Questionnaire, Vocabulary test, and observation of learning suitability with lesson plans).

5) Prepare learning media in the form of Battlegroup games.

6) Determine the criteria for the success of learning improvement in research with learning success if the percentage of student learning motivation reaches at least 50% of the total students of class VIII and if 50% of all students have reached the minimum completeness criteria (KKM), namely 75 and the score is in the medium category.

b. Action

Implementing the action is in the form of implementing the Lesson plan, namely RPP. The lesson plan (RPP) is prepared, and the activities in it use the

application of the Battlegroup game as a learning medium to improve students' mastery of English vocabulary.

Implementation of learning activities begins with a pre-test to determine the extent of the student's initial knowledge of the material to be studied. Then proceed with the delivery of learning objectives and the delivery material. Students are divided into four groups to discuss in groups working on the Activity Sheet. Then the teacher reviews the material that has been delivered and starts the lesson using the Battlegroup game. After the gameplay, the winning team is awarded based on the most points earned. At the end of the task, the researcher gave a post-test to students to find out the extent of students knowledge after carrying out learning activities with the Battlegroup game. Students were given a questionnaire to find student responses in vocabulary learning using the battle group game.

c. Observation

Observers, namely the English teacher, made observations. The observer is in charge of observing the implementation of the action to determine the suitability of the application of the Battlegroup game in learning carried out with the lesson plan (RPP) that has been made.

d. Reflection

Reflection is carried out by discussing the implementation of the action with the results of observations that have been made to determine the shortcomings and weaknesses of learning activities with the application of the Battlegroup game carried

out in cycle I. The failings and weaknesses found are then discussed with the subject teacher to determine whether the results have reached the indicators. Success has been established. If not, the teacher and researcher will improve the learning process that has been carried out so that they can make improvements in cycle II.

2. Cycle II

a. Planning

The action planning in cycle II is based on the reflection results in cycle I. The action planning in cycle II includes:

1) Make a Lesson Plan (RPP) cycle II.

2) They are making Activity Sheets for cycle II.

3) Make research instruments (Questionnaire, Vocabulary test, and observation sheet of learning suitability with lesson plans).

4) Prepare learning media in the form of a Battlegroup game.

b. Action

As in cycle I, the implementation of the action is in the form of implementing the Lesson plan, namely RPP. The lesson plan (RPP) is prepared, and the activities use the Battlegroup game application as a learning medium to improve students' mastery of English vocabulary.

Implementation of learning activities begins with a pre-test to determine the extent of the student's initial knowledge of the material to be studied, then proceed with learning objectives and material delivery. Students are divided into four groups

to discuss in groups working on the Activity Sheet. Then the teacher reviews the material that has been delivered and starts the lesson using the Battlegroup game. After the gameplay, the winning team is awarded based on the most points earned. At the end of the task, the researcher gave a post-test to students to find out the extent of students knowledge after carrying out learning activities with the Battlegroup game. Students were given a questionnaire to find student responses in vocabulary learning using the battle group game.

c.   Observation

Observers, namely the English teacher, made observations. The observer is in charge of observing the implementation of the action to determine the suitability of the application of the Battlegroup game in learning carried out with the lesson plan (RPP) that has been made.

d.   Reflection

Reflections carried out in cycle II are used to compare the processes I and II results, which aim to determine the increase in students' mastery of English vocabulary. If in cycle II the results have been achieved following the specified success indicators, the cycle is terminated.

D.   The technique of Collecting Data

1.   Observation

The observation in question is the researcher is directly involved in the field to see immediate problems or activities.

2. Interview

The researcher asks the teacher to know students' difficulties in English vocabulary.

3. Test

This test aims to determine student mastery of vocabulary.

E. The procedure of The Research

The first cycle is in the classroom based on research consisting of planning, action, observation, reflection.

1. Planning

Before conducting action research, researchers need preparations such as: preparing a media instrument for Battlegroup games during the learning process.

2. Action

During the action, the researcher forms students into groups and names each group according to the teaching theme. And then, the researcher explains the purpose and gives instructions to each group to find and mention vocabulary in English according to the prepared article. After that, the researcher discussed group work results, and the teacher then asked the group to find meaning in Indonesian from the English vocabulary mentioned to each group.

3. Observations

The situation of the learning and teaching process when students use Battlegroup games is as follows: students listen attentively to the explanation of the

use of Battlegroup game media, and each student in the group participates in finding vocabulary. Next, the observation process, namely giving a questionnaire, then passing a vocabulary test that aims to determine the students' vocabulary mastery, and the last is making observations to determine the vocabulary mastery of students and observing student motivation and participation during the application of the Battlegroup game.

4. Reflection

This phase aims to reflect or evaluate the three previous steps. This is done based on data collected to assess to complete the next cycle.

F. Instrument of The Research

The instrument used in this study

1. Questionnaire

This questionnaire aims to determine student responses in learning vocabulary using the Battlegroup game: The researcher gave a pre-test to learn the students' language before treatment. The students were given 45 minutes to do the test. After that, they modified the trial into two vocabulary tests: translating English into Indonesian and Indonesian into English. After the treatment, the students were given a post-test in the last meeting, which aimed to know the students' vocabulary after treatment. Again, the students were given 45 minutes to do the test and modified the test into multiple choice.

2. Vocabulary test

This test aims to determine student mastery of vocabulary in the pre-test, which modified the trial into two kinds of vocabulary tests: translating English into Indonesian and Indonesian into English. And in the post-test, the test changed to multiple choice.

3. Observations

It will be helpful to observe student motivation and participation during the application of the Battle game.

G. The technique of Analyzing Data

The percentage technique was used to descriptively analyze the test result, which who collected in each observation in each cycle:

1. The formula for counted a student's correct answer test score will be the following:

$$\text{score} = \frac{total\ correct\ answer}{total\ test\ item} \text{ X } 100$$

2. The following classification of used to determine the students level:

    a. $\leq 49\%$ = Fail

    b.   50-59% = Less

    c.   60-69% = Enough

    d.   70-79% = Good

    e.   80-100% = Very good

Table 3.1

Percentage of Game Battle group learning implementation

No	Percentage (%)	Category
1	$80 < X \leq 100$	Very good
2	$70 < X \leq 79$	good
3	$60 < X \leq 69$	Enough
4	$50 < X \leq 59$	less
5	≤ 49	fail

3. The formula for determining the mean score:

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

Where :

x =mean score

$\sum x$ = total score

N = total respondents

H. The result of the research

The success indicator in this classroom action research is if the percentage of student motivation and learning participation reaches a minimum of 50% of the total students of class VIII and if 50% of all students have reached the minimum completeness criteria (KKM), namely 75.

BAB IV

FINDINGS AND DISCUSSIONS

A. Findings

1. The results of Interview/ condition of the class

In the first step before research, the researcher did observation and got some about the students' condition in the class and which students' problems. As a result, the researcher learned that they are Less practice in speaking and students are not interested in studying. It means the students need a new technique to improve their speaking ability.

2. Description of the Result of the first cycle

In cycle 1, there were four meetings, where three sessions in the learning process and one meeting evaluation at the end of the cycle, several steps were taken in the first based on the classroom action research procedure as follows:

1. Planning

To conduct action research, different things have been made and applied previously: making lesson plans using the media battle group game in teaching vocabulary about nouns, verbs, and adjectives. Make Game Battlegroup that students will use. And make evaluation tests based on the material that has been conducted.

2. Action

The cycle 1 section held four – meetings. For the first meeting, the steps can be explained as follows:

a. The researcher started the activities by greeting them before beginning the process of teaching and learning.

b. The researcher communicated the learning objectives that have taken place.

c. The researcher explains the material to be taught, starting from the verb material. Before explaining the verb, the researcher first tries to explore the learner's knowledge of the vocabulary verb.

d. After explaining the materials, the researcher divides the learner's into three groups.

e. The researcher explains what to do when learners are asked to collect vocabulary according to the theme taught by using the Battlegroup game.

f. The researcher explains the procedure for using the Battlegroup game.

g. After explaining the procedure for using media games, the researcher gave the theme to be taught and appointed a leader for each group. After that, the students were given 15 minutes to play by collecting vocabulary according to what was taught.

In the second meeting, the steps were the same as in the first meeting, but who taught the noun material at the second meeting? After explaining the material about nouns, the researcher divided the students into three groups and applied the battle group game as a medium to collect vocabulary according to the teaching theme after explaining the procedure for using the media.

In the third meeting, the steps were the same as the first and second meetings, but at the third meeting, what taught adjectives.

After giving the material for three days, the students were given a test on the fourth day to determine the extent of the learner's vocabulary mastery.

Table 4.1

The result of students test in cycle I

NO	RESPONDENT	SCORE
1	R1	50
2	R2	43
3	R3	52
4	R4	25
5	R5	29.33
6	R6	43
7	R7	45
8	R8	45
9	R9	50
10	R10	80
11	R11	45
12	R12	25
13	R13	40
14	R14	43.33
15	R15	25
16	R16	40
17	R17	43

18	R18	60
19	R19	72
		855.66
	MEAN SCORE	45.03

The mean score of cycle's students vocabulary test

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

$$= \frac{855,66}{19}$$

$$= 45,03$$

The table above showed that the highest score was 80 and the lowest score was 25. If the value of students learning outcomes in cycle 1 is grouped into five categories, then the students learning outcomes are as follows:

Table 4.2

Category Percentage of learning implementation

In cycle I

NO	Score	Category	Frequency	Percentage
1	80-100	Very good	1	5,26 %
2	70-79	Good	1	5,26%
3	60-69	Enough	1	5,26%
4	50-59	Less	3	15,80%
5	0-49	Fail	13	68,42%
Total			19	100%

Based on the table, out of 19 students who took the test in the first cycle, one student received an excellent category, one student received a suitable variety, one

student received a grade that included enough variety, three students received a degree that had the less type, and 13 students received scores that formed in the failure category.

3. Observation

The following data were obtained based on the observation made by the researcher through the cycle one teaching and learning process:

1. The students needed to be more focused when the researcher explained the material.

2. Some students are busy with other activities when the learning process takes place.

3. When the researcher divided the students into groups, the conditions became noisy, as well as when who distributed the learning media.

4. When the students are divided into groups, in the group, some are actively working with group members, and some are not active.

5. A few students need help understanding the new words on the secret card media.

The researcher shows the student's activeness based on the student vocabulary evaluation results:

Table 4.3

The result observation student activeness in cycle 1

NO	Students Name	Activeness			
		Very Active	Active	Less Active	Passive
1	R1		√		
2	R2			√	
3	R3	√			
4	R4			√	
5	R5			√	
6	R6			√	
7	R7		√		
8	R8		√		
9	R9	√			
10	R10	√			
11	R11		√		
12	R12			√	
13	R13			√	
14	R14		√		
15	R15			√	
16	R16			√	
17	R17		√		
18	R18	√			
19	R19	√			
		5	6	8	

The student activity was obtained using observation sheets from each cycle meeting, and the participation or motivation of students in learning English to increase vocabulary using battle group games was evaluated using observation sheets. Where :

1) Very active, the students as responsive and fully participate in all activities in the teaching process.

2) Active in the learning process, active learning is the student's response to the material taught by using the vocabulary through battle group games and media.

3) Although the students are less active, they pay attention and give responses. When students are divided into groups to classify vocabulary using battle group games, they are inactive students in each group.

4. Reflection

The implementation of learning in cycle 1 aims to improve the student's vocabulary skills by using battle group games. However, when they first carried out learning with battle group games, some students still looked less focused and less interested because they were still unfamiliar with using the games.

When the researcher explains the material being taught, some students do not focus on what the researcher says and only focus on their activities. As well as when students are divided into groups and given the task of grouping vocabulary according to the themes taught using battle group games, there are still some students who are less active in the group. Seeing this situation, the researcher then provides direction

and motivation to the students so that they want to focus more on the explanation given by the researcher and when in groups, to focus more on the group. Back to the goal of the researcher using battle group games to improve students' vocabulary skills, the researcher concluded that in cycle I, the implementation of learning using battle group games could be pretty good. However, the results obtained still need to be improved. This underlies the researcher to continue to cycle II because if the researcher only reaches cycle I, then this research is declared unsuccessful because it does not achieve predetermined goals.

Cycle II
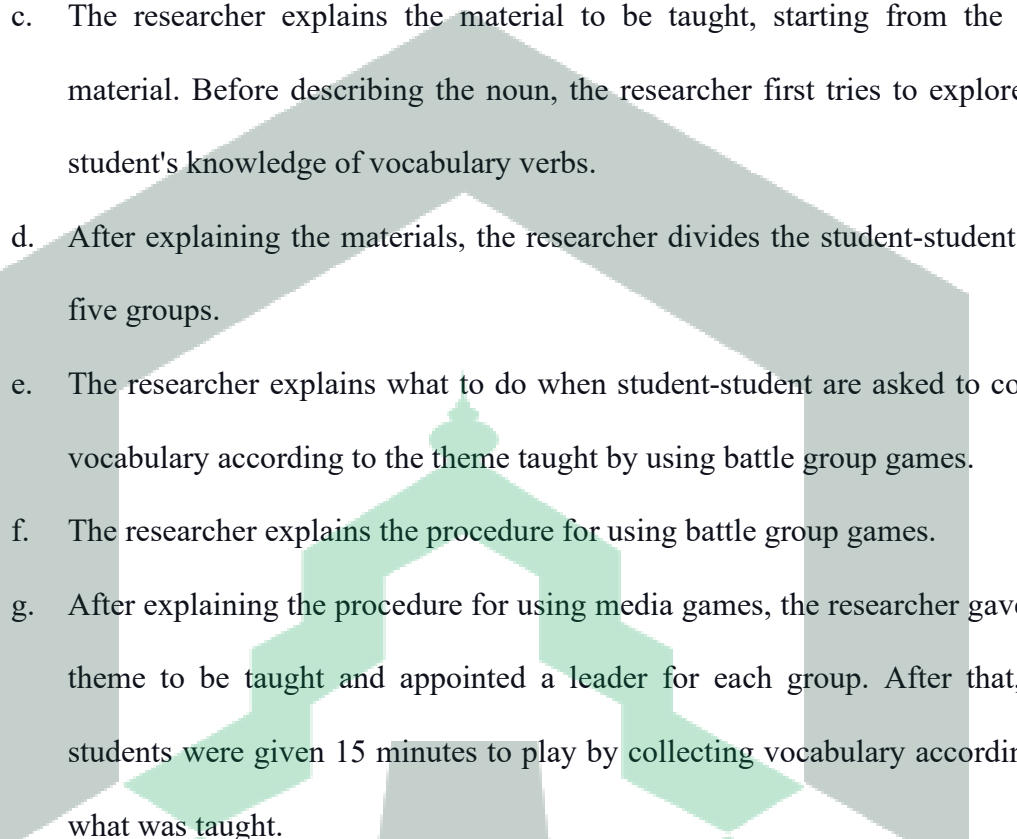
Cycle II was for four meetings, three of them were face-to-face, and one of them was an evaluation at the end of the cycle. The objective of cycle II is to repeat the activities in cycle I by improving the ways considered lacking in cycle 1.

1. Planning

To carry out the action research required different that had been created and developed previously, namely: making lesson plans using battle group games to teach vocabulary about nouns, verbs, and adjectives. Prepare battle group games that will be used for students. And make evaluation tests based on the material that has been taught.

2. Action

The second cycle action was for three times. The lesson plans that have been prepared previously have been used to carry out the learning activities.

a. The researcher started the activities by greeting them before beginning the process of teaching and learning.

b. The researcher communicated the learning objectives that have taken place.

c. The researcher explains the material to be taught, starting from the verb material. Before describing the noun, the researcher first tries to explore the student's knowledge of vocabulary verbs.

d. After explaining the materials, the researcher divides the student-student into five groups.

e. The researcher explains what to do when student-student are asked to collect vocabulary according to the theme taught by using battle group games.

f. The researcher explains the procedure for using battle group games.

g. After explaining the procedure for using media games, the researcher gave the theme to be taught and appointed a leader for each group. After that, the students were given 15 minutes to play by collecting vocabulary according to what was taught.

In the second meeting, the steps were the same as in the first meeting, but adjectives were taught at the second meeting. After explaining the noun material, the researcher divided the students into five groups and gave the media battle group games to collect vocabulary according to the theme taught after explaining the procedure for using the games.

In the third meeting, the steps were the same as the first and second meetings, but at the third meeting, verbs were taught.

After being given the material for three days, on the fourth day, students were given a test to determine how far the student's vocabulary mastery was.

Table 4.4

The result of students test in cycle 2

NO	RESPONDENT	SCORE
1	R1	95
2	R2	90
3	R3	92
4	R4	80
5	R5	79
6	R6	85
7	R7	90
8	R8	90
9	R9	95
10	R10	97
11	R11	93
12	R12	85
13	R13	89
14	R14	90
15	R15	80
16	R16	90
17	R17	90

18	R18	95
19	R19	96
		1.701
	MEAN SCORE	89.52

The mean score of the students vocabulary test of cycle II

$$x = \frac{\Sigma x}{N}$$

$$= \frac{1.701}{19}$$

$$= 89.52$$

The highest score was 96, and the lowest score was 79, as in the table above. If the value of students learning outcomes in cycle I is divided into five categories, the following are students learning out comes:

Table 4.5

Category test cycle II

No	Score	Category	Frequency	Percentage
1	80-100	Very good	18	94,74%
2	70-79	Good	1	5,26%
3	60-69	Enough	0	0%
4	50-59	Less	0	0%

5	0-49	Fail	0	0%
Total			19	100%

Based on the table, out to 19 students who took the test in the second cycle, 18 students received a very good category, 1 student who got a grade including good categories, 0 student received a grade that included the category enough, 0 student received a grade that included the less category, and 0 student received a grade that included the failure categories.

3. Observation

The result of observation from cycle II showed that student experienced an increased in the learning process, this could be seen from the enthusiasm of students to complete the given and also focus on when the researcher explains the material being taught, this was because students were increasingly getting used to the media used. researcher and supported by providing motivation, although when in the group there were still some who were not active with the group but it was much better than before. The result of the implementation of cycle II can be seen in the table below:

Table 4.6

The result observation student activeness in cycle II

NO	Students Name	Very Active	Active	Less Active	Passive
		Activeness			
1	R1	√			

		10	8	1
2	R2		√	
3	R3	√		
4	R4		√	
5	R5			√
6	R6		√	
7	R7		√	
8	R8	√		
9	R9	√		
10	R10	√		
11	R11	√		
12	R12		√	
13	R13		√	
14	R14	√		
15	R15		√	
16	R16		√	
17	R17	√		
18	R18	√		
19	R19	√		
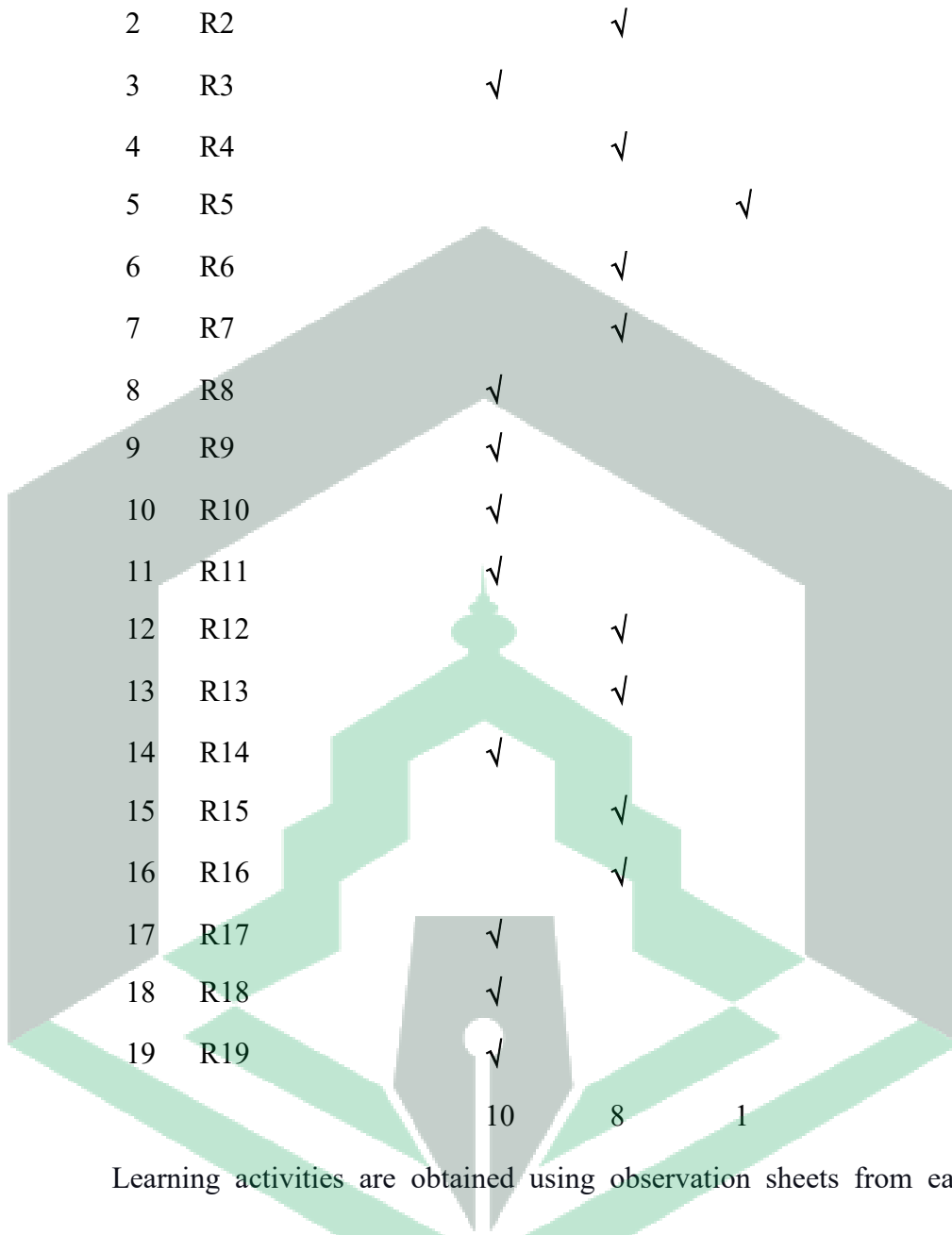
Learning activities are obtained using observation sheets from each cycle meeting; observation sheets are used to determine students' participation or motivation in learning English to improve vocabulary by using battle group games. Where :

1). Very active, the students as responsive and fully participate in all activities in the teaching process.

2). Active, the student responds to the material taught using vocabulary through battle group games in the learning process.

3). Less active, the students pay attention and give responses, and when students are divided into groups to classify vocabulary using battle group games, they are inactive students in each group.

4. Reflection

In the implementation of cycle II, students have begun to understand, comprehend and become familiar with using battle group games by researchers. The researcher's use of battle group games to improve student vocabulary can be said to be successful. This can be seen from the results of calculating students learning outcomes by giving the test to students.

B. Discussion

The results of interviews with students at SMPN 6 Malangke found that problems faced by students in learning English lessons, including difficulties in interpreting English words, reading English vocabulary, and understanding English vocabulary. The researcher offers a solution based on the problems above, namely by using a battle group game to increase vocabulary in students' speaking skills at SMPN 6 Malangke. Improved students learning outcomes indicate the success of the research.

The result of the research found that The effective ways of using the media, namely researcher forms the students in groups and gives the name to each group and names each group according to the theme being taught. The researcher explains the learning objectives of the students. After that, the learners were given worksheets and applied the battle group games. The researcher then instructed each group to use battle group games to find and classify vocabulary in English related to the theme/topics being taught. The researcher asked each group to find the meaning of Indonesia from the English vocabulary, and the researcher and the participant's students discussed the result of the group work. After that, each student was asked to record the speech that had been grouped.

Based on the results of the evaluation of the student in the first cycle test, the highest score of students was 82, and the lowest score was 25. Based on observing the student activities in the class, the researcher saw students' weaknesses. Some students could have focused, while others were busy with other activities. When the students were divided into several groups, the condition became noisy during the learning process, and some students needed help understanding the new words in this learning. In the cycle that had not been successful, what can see that the learning process of students and students' scores test was low. While in cycle II, the highest score from students' vocabulary test was 97, and the lowest score was 79. The researcher also saw the progress and enthusiasm of the students in learning English vocabulary. Students experience improvement in the learning process; this can be

seen in the spirit of students completing the tasks given and focusing when researchers explain the material being taught. In cycle II, the researcher concluded that after what took action, there was an increase in student vocabulary in these subjects.

The implementation stages of the cycle I and cycle II are similar. The differences only lie when students are divided into groups and the number of students in groups. In the first cycle, the students were split into groups who had explained one material. Still, in the second cycle, the students were divided into groups after all material described in this study discussed three vocabulary materials: adjectives, verbs, and nouns. In the first cycle, the students were only divided into three groups, each with six students, because the number of students in this research was only nineteen. Before being divided into groups, students are allowed to remember and understand the material taught. If something has yet to be understood, it will be explained again. Besides that, students are also motivated to want to focus and be active in their group after being divided into groups.

This research is in line with Winda Meidianty, explaining that by using the game's method, students in groups will try to be actively and communicatively involved with their groups to complete the teacher's assignments quickly and students can generate motivation to improve vocabulary skills to reach the maximum percentage on the criteria for completeness scores above grades average. Furthermore, as stated by Julia (2020), learning game models can have a positive

effect on students learning motivation, where students become more active, and students are more confident in-class activities.

Based on the researcher's findings, the researcher concluded above that there were differences and similarities between the previous research and the researcher's research. The resemblance is focused on vocabulary to determine student vocabulary achievement. The difference lies in the primary material or media, which in this study only focuses on nouns, adjectives, and verbs.

Based on these results, students learning achievement is better using Battlegroup games. Besides that, student's enthusiasm for learning in learning increases. Research has found the application of effective ways to teach vocabulary through battle group games. Students are happy and enjoy the class. Students are easier to understand the material.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis of the findings and discussion in the previous chapter, the researcher concludes that there is an effective way to use battle group games to increase students' vocabulary. Namely, the researcher forms students into groups and gives each one a name. Groups and name each group according to the theme being taught, and the researcher explains to the students about the learning objectives. After that, the students are given student worksheet, and the researcher instructs each group to use the Battle group game. To find and classify vocabulary related to the theme/topic being taught, the researcher asked each group to find the Indonesian meaning of the English vocabulary. The researcher and the students discussed the results of group work, and after that, each participant Was asked to record the vocabulary that had been grouped.

B. Implication

There are several implications for the results of this study. The consequences of the action are presented below.

The implementation of learning English vocabulary using the Battle group game in this study has a positive influence. Namely, it can increase students' vocabulary and motivation to learn English vocabulary. Feedback on learners' pronunciation helps them master the new language well n pronunciation terms.

The application of asking students to work in groups helps students to increase their confidence and willingness to be actively involved in the teaching and learning process. Giving students practice in collecting vocabulary using Battle group games allows students to memorize new vocabulary and understanding.

Implementing vocabulary learning actions using Battle group games can improve students' vocabulary skills. Battle group games can also be used as a medium to make students more active, especially when working with groups. This implication is that the action of learning by using the game Battle group can be used as a variety of learning media by English teachers.

C. Suggestion

The researcher would like to suggest the following English teacher based on the result of the data analysis and conclusion:

1. For teacher

   a) The teacher should be able to use an appropriate method, technique, or media to teach the students that learning English is tedious but fun and exciting.

   b) The teaching-learning process can be fun, enjoyable, and engaging. They should be flexible and understand the student needs.

   c) Battle group games should be considered as an alternative media to teaching vocabulary in the classroom and may be effective in improving student vocabulary.

2. For students

a) Students should try to contribute ideas and active participants in the class learning process.

b) The students should be more interested in English and heed the teacher's explanation. Therefore, they could catch the material given by the teacher.

c) Students should also have high motivation to learn English, especially vocabulary, because vocabulary is the most essential and fundamental part of the language.

3. For another researcher

Hopefully, it will be an improvement for subsequent research. Many sectors of vocabulary teaching were possible to optimize. They can make this research a reference for other researchers in the same field.
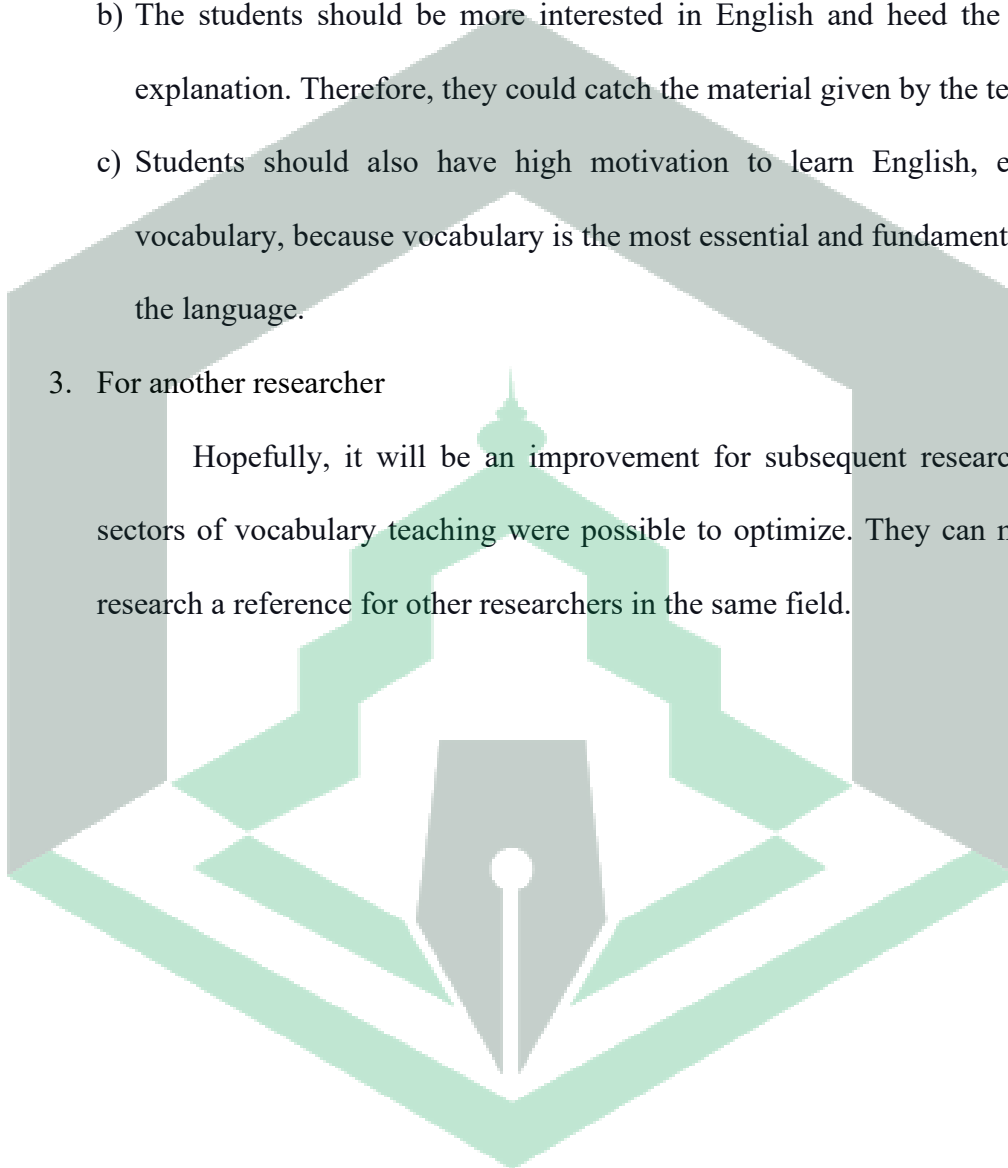
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APPENDIXES
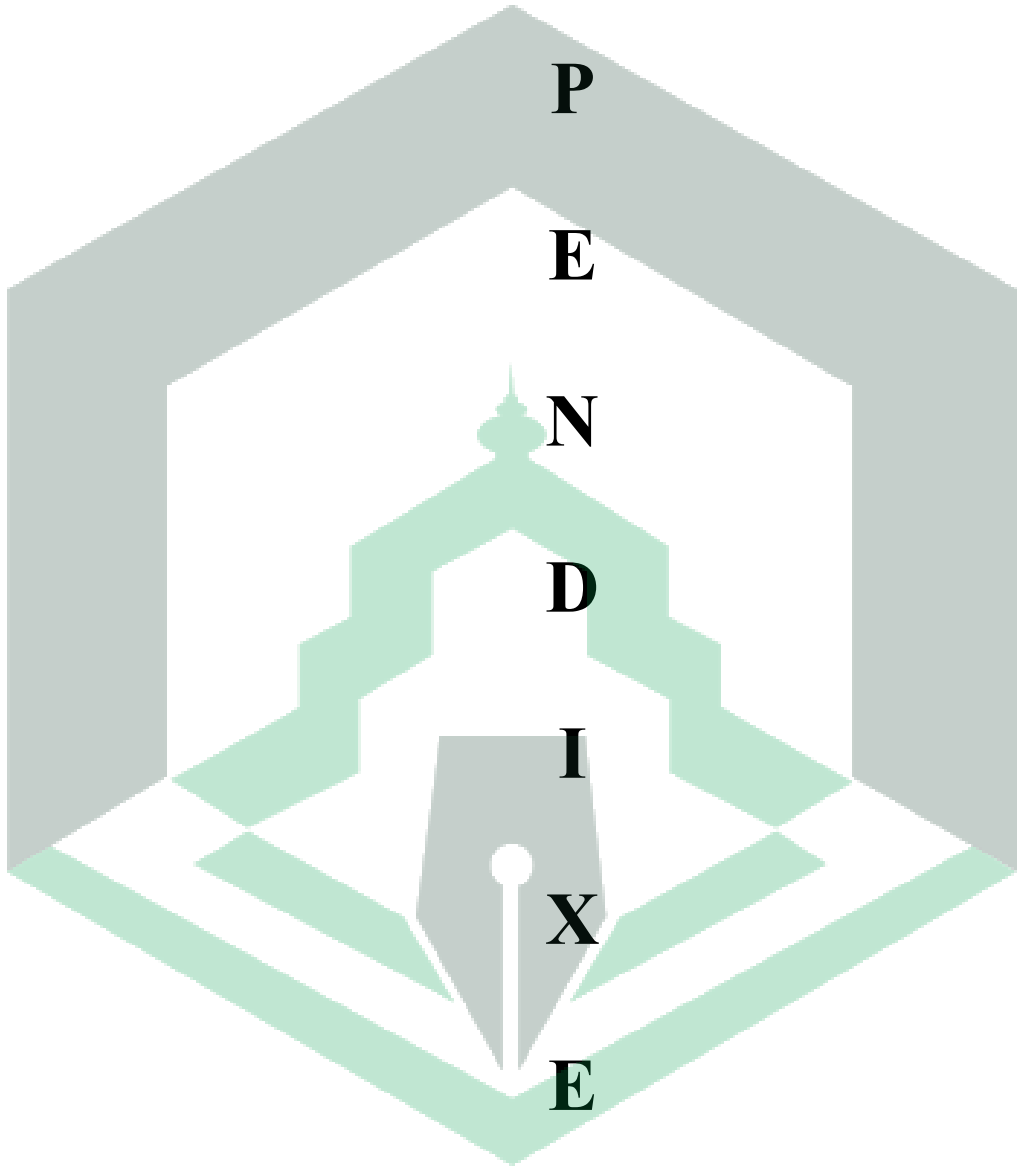
QUESTIONNAIRE

Name :

Class :

Jawablah pertanyaan berikut dengan Ya / Tidak berdasarkan pilihan anda.

1. Apakah anda tertarik belajar bahasa inggris?

2. Apakah anda tertarik dengan pembelajaran bahasa inggris khususnya vocabulary dengan menggunakan games? jelaskan alasan anda !

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP) CYCLE 1

Nama Guru   : Mira Idrus

Nama Tempat   : Rampoang village in Luwu-Utara Regency

Umur   : 13 – 15 Tahun

Alokasi Waktu : 2 x 45 menit

Tujuan: "Memperkenalkan game Battle group sebagai media pembelajaran dalam pengajaran kosakata"

Tujuan Pembelajaran: Pada akhir pembelajaran siswa dapat:

- Siswa mampu mengelompokkan kosakata sesuai dengan tema yang diberikan
- Siswa mampu berkomunikasi dengan menggunkan kosakata yang telah diajarkan

Tahapan	Teknik/kegiatan	Waktu	Bahan	Komentar
I. Pembukaan	❖ Salam • Teacher memberikan salam kepada siswa. • Teacher mengajak peserta didik berdoa menurut agama dan keyakinan masing-	7 mnt	Papan tulis Spidol	Beberapa siswa mungkin datang terlambat.

50

masing
- Teacher mengecek kehadiran siswa

❖ Pengenalan materi
- Teacher mengatakan,"Hari ini, kita akan belajar tentang vocabulary.
- Teacher menjelaskan materi kepada siswa
- Teacher menjelaskan cara pengaplikasian dan aturan permainan Battle group kepada siswa dengan mempraktekkan langsung didepan siswa.
- Teacher membagi siswa kedalam beberapa kelompok dan memberikan nama kepada setiap kelompok sesuai dengan tema yang diajarkan.
- Teacher memilih nama kelompok dan ketua untuk masing-masing kelompok.

II. Penyajian

10 mnt

uku tulis

ulpen

...lam pengaplikasian game battle group media yang digunakan siswa mungkin lebih muda. Siswa menyiapkan buku catatan kosakata yang terkait dengan tema yang di ajarkan.

III. Praktek

- Setiap ketua kelompok memberi intruksi kepada setiap anggotanya untuk membuat barisan sesuai urutan yang telah disepakati.
- Ketua kelompok menyebutkan 1 kata bahasa Indonesia, untuk memulai permainan.
- Anggota kelompok menjawab arti kata yang disebutkan ketua kelompok dengan bahasa

20 mnt

uku tulis

ulpen

...a teacher telah memonitor kelas saat siswa melakukan latihan ini dan melihat

51

inggris.

- Kelompok lain atau group lawan berkesempatan merebut kesempatan bermain apabila kelompok tidak menjawab atau jawaban mereka salah.
- Setiap kelompok berkerja sama untuk menjawab setiap arti kosakata yang disebutkan.
- Setiap kelompok mencatat setiap kosakata yang telah dijawab denan benar oleh masing-masing kelompok.

bahwa sebagian siswa dapat mengartikan kosakata dengan benar maka teacher tidak perlu membiarkan siswa berlama lama dalam mengelompokan kosakata sehingga dapat menghemat lebih banyak waktu untuk berlatih praktik speaking dengan menggunakan kosakata yang telah di kelompokkan.

| IV. Produksi | Siswa mencatat dan mengelompokkan kosa kata yang telah dijawab. Siswa membacakan setiap kata yang telah dijawab dengan benar. | 15 mnt |

- Setiap siswa praktik speaking dengan menggukan bantuan kosakata yang telah di tulis .
- Setiap siswa bekerja sama dengan cara aktif dalam kelompok masing-masing.
- Siswa mampu menjawab 50 Text kosa kata dengan benar.
- Teacher memuji semua siswa karena telah bekerja sangat keras.
- Teacher meminta beberapa siswa untuk meringkas apa yang telah mereka pelajari.

V. Penutup

Teacher: Apa yang Anda pelajari dari saya 3 mnt hari ini?
- Teacher meminta Siswa untuk melakukan latihan dirumah sebagai pekerjaan rumah.
- Teacher mengucapkan "Salam" kepada Siswa.

Ucapan:

- Pelajaran direncanakan selama 54 menit, dan beberapa kegiatan mungkin memakan waktu lebih atau kurang dari perkiraan waktu.
- Rencana pelajaran ini dapat berubah karena keadaan yang tidak terduga.

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP) CYCLE 2

Nama Guru   **:** Mira Idrus

Nama Tempat   **:** Rampoang village in Luwu-Utara Regency

Umur   **:** 13 – 15 Tahun

Alokasi Waktu   **:** 2 x 45 menit

Tujuan: "Memperkenalkan game Battle group sebagai media pembelajaran dalam pengajaran kosakata"

Tujuan Pembelajaran: Pada akhir pembelajaran siswa dapat:

- Siswa mampu mengelompokkan kosakata sesuai dengan tema yang diberikan
- Siswa mampu berkomunikasi dengan menggunkan kosakata yang telah diajarkan

Tahapan	Teknik/kegiatan	Waktu	Bahan	Komentar
I. Pembukaan	❖ Salam • Teacher memberikan salam kepada siswa. • Teacher mengajak peserta didik berdoa menurut agama dan keyakinan masing-	7 mnt	Papan tulis Spidol	Beberapa siswa mungkin datang terlambat.

54

masing
- Teacher mengecek kehadiran siswa

❖ Pengenalan materi
- Teacher mengatakan,"Hari ini, kita akan belajar tentang vocabulary.

	- Teacher menjelaskan materi kepada siswa - Teacher menjelaskan cara pengaplikasian dan aturan permainan Battle group kepada siswa dengan mempraktekkan langsung didepan siswa. - Teacher membagi siswa kedalam beberapa kelompok dan memberikan nama kepada setiap kelompok sesuai dengan tema yang diajarkan. - Teacher memilih nama kelompok dan ketua untuk masing-masing kelompok.			…lam pengaplikasian game battle group media yang digunakan siswa mungkin lebih muda. Siswa menyiapkan buku catatan kosakata yang terkait dengan tema yang di ajarkan.
II. Penyajian		10 mnt	…uku tulis …ulpen	
III. Praktek	- Setiap ketua kelompok memberi intruksi kepada setiap anggotanya untuk membuat barisan sesuai urutan yang telah disepakati. - Ketua kelompok menyebutkan 1 kata bahasa Indonesia, untuk memulai permainan. - Anggota kelompok menjawab arti kata yang disebutkan ketua kelompok dengan bahasa	20 mnt	…uku tulis …ulpen	…a teacher telah memonitor kelas saat siswa melakukan latihan ini dan melihat

55

inggris.

- Kelompok lain atau group lawan berkesempatan merebut kesempatan bermain apabila kelompok tidak menjawab atau jawaban mereka salah.
- Setiap kelompok berkerja sama untuk menjawab setiap arti kosakata yang disebutkan.
- Setiap kelompok mencatat setiap kosakata yang telah dijawab denan benar oleh masing-masing kelompok.

bahwa sebagian siswa dapat mengartikan kosakata dengan benar maka teacher tidak perlu membiarkan siswa berlama lama dalam mengelompokan kosakata sehingga dapat menghemat lebih banyak waktu untuk berlatih praktik speaking dengan menggunakan kosakata yang telah di kelompokkan.

IV. Produksi

- Siswa mencatat dan mengelompokkan kosa kata yang telah dijawab.
- Siswa membacakan setiap kata yang telah dijawab dengan benar.

15 mnt

- Setiap siswa praktik speaking dengan menggukan bantuan kosakata yang telah di tulis .
- Setiap siswa bekerja sama dengan cara aktif dalam kelompok masing-masing.
- Siswa mampu menjawab 50 Text kosa kata dengan benar.
- Teacher memuji semua siswa karena telah bekerja sangat keras.
- Teacher meminta beberapa siswa untuk meringkas apa yang telah mereka pelajari.

V. Penutup

Teacher: Apa yang Anda pelajari dari saya hari ini? 3 mnt

- Teacher meminta Siswa untuk melakukan latihan dirumah sebagai pekerjaan rumah.
- Teacher mengucapkan "Salam" kepada Siswa.

Ucapan:

- Pelajaran direncanakan selama 54 menit, dan beberapa kegiatan mungkin memakan waktu lebih atau kurang dari perkiraan waktu.
- Rencana pelajaran ini dapat berubah karena keadaan yang tidak terduga.

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LIST OF VOCABULARY

NO.	KosaKata	Arti
1	Absent	Tidak hadir
2	Afraid	Takut
3	Alive	Hidup
4	Always	Selalu
5	Angry	Marah
6	Big	Besar
7	Blackboard	Papapn tulis
8	Brave	Berani
9	Bright	Cerdik
10	Busy	Sibuk
11	Careful	Berhati-hati
12	Classmate	Teman kelas
13	Clever	Pintar
14	Coy	Malu-malu kucing
15	Carrot	Wortel
16	Cat	Kucing
17	Diligent	Rajin
18	Gate	Gerbang
19	Excited	Tertarik
20	Friendly	Ramah

21	Funny	Lucu
22	Gentle	Baik hati
23	Far	Jauh
24	Handsome	Ganteng
25	Healthy	Sehat
26	Honest	Jujur
27	Jealous	Cemburu
28	Late	Terlambat
29	Lazy	Malas
30	Lucky	Beruntung
31	Naughty	Nakal
32	Nervous	Gugup
33	Patient	Sabar
34	Polite	Sopan
35	Responsible	Bertanggung jawab
36	Sad	Sedih
37	Seriuos	Sungguh-sungguh
38	Shy	Malu
39	Sick	Sakit
40	Sleepy	Mengantuk
41	Sorry	Menyesal
42	Talkactive	Banyak bicara

43	Young	Muda
44	Clean	Bersih
45	Together	Bersama
46	Correct	Benar
47	Dangerous	Berbahaya
48	Dirty	Kotor
49	Rapid	Cepat
50	Strong	Kuat
51	Wrong	Salah
52	Chairman	Ketua
53	Farmer	Petani
54	Fisherman	Nelayan
55	Headmaster	Kepala sekolah
56	Leader	Pemimpin
57	Member	Anggota
58	Parent	Orang Tua
59	Student	Pelajar
60	Teacher	Guru
61	Party	Pesta
62	Bag	Tas
63	Bicycle	Sepeda
64	Broom	Sapu

65	Rabbit	Kelinci
66	Clock	Jam
67	Dictionary	Kamus
68	Eraser	Penghapus
69	Fan	Kipas
70	Floor	Lantai
71	Transportation	Angkutan
72	Little	Sedikit
73	Pen	Pulpen
74	Mouse	Tikus
75	Kite	Layang-layang
76	Ruler	Penggaris
77	Ship	Kapal
78	Table	Meja
79	Tree	Pohon
80	True	Benar
81	Cake	Kue
82	Uniform	Seragam
83	Chicken	Ayam
84	Learning	Belajar
85	East	Timur
86	Brain	Otak

87	Food	Makanan
88	Fruit	Buah
89	Vegetable	Sayur
90	Advice	Nasihat
91	Blood	Darah
92	Fire	Api
93	Glue	Lem
94	Money	Uang
95	News	Berita
96	Shoes shop	Toko Sepatu
97	Time	Waktu
98	Water	Air
99	Work	Pekerjaan
100	Clothes	Pakaian
101	Pants	Celana
102	People	Orang
103	Nose	Hidung
104	Scissors	Gunting
105	Shoes	Sepatu
106	Smell	Mencium
107	Socks	Kaos kaki
108	Kitchen	Dapur

109	Welcome	Selamat datang
111	Window	jendela
112	Speak	Bicara
113	Bedroom	Kamar tidur
114	Bookstore	Toko buku
115	Bridge	Jembatan
116	Cafetaria	Kantin
117	Cave	Gua
118	City	Kota
119	Classroom	Ruang Kelas
120	Garden	Kebun
121	Hospital	Rumah sakit
122	House	Rumah
123	Library	Perpustakaan
124	Market	Pasar
125	Mosque	Masjid
126	Park	Taman
127	School	Sekolah
128	Square	Lapangan
129	Street	Jalan
130	Village	Desa
131	Age	Umur

132	Invite	Mengundang
133	Background	Latar belakang
134	Birth	Kelahiran
135	Difference	Perbedaan
136	Difficulty	Kesulitan
137	Distance	Jarak
138	End	Akhir
139	Enemy	Musuh
140	Example	Contoh
141	Greeting	Salam
142	History	Cerita
143	Homework	Pekerjaan rumah
144	Return	Kembali
145	Neighbor	Tetangga
146	Reading	Membaca
147	Sentence	Kalimat
148	Spelleing	Ejaan
149	Tittle	Judul
150	Writing	Tulisan
151	Accept	Menerima
152	Accompany	Menemani
153	Add	Menambahkan

154	Agree	Setuju
155	Announce	Mengumumkan
156	Believe	Percaya
157	Wrong	Salah
158	Run	Lari
159	Close	Menutup
160	Question	Pertanyaan
161	Copy	Menyalin
162	Repeat	Mengulang
163	Educate	Mendidik
164	Enjoy	Menikmati
165	Fail	Gagal
166	Finish	Menyelesaikan
167	Graduate	Tamat
168	Discuss	Diskusi
169	Hate	Membenci
170	Help	Menolong
171	Excuse	Permisi
172	Introduce	Memperkenalkan
173	Invite	Mengundang
174	Join	Ikut
175	Judge	Mengadili
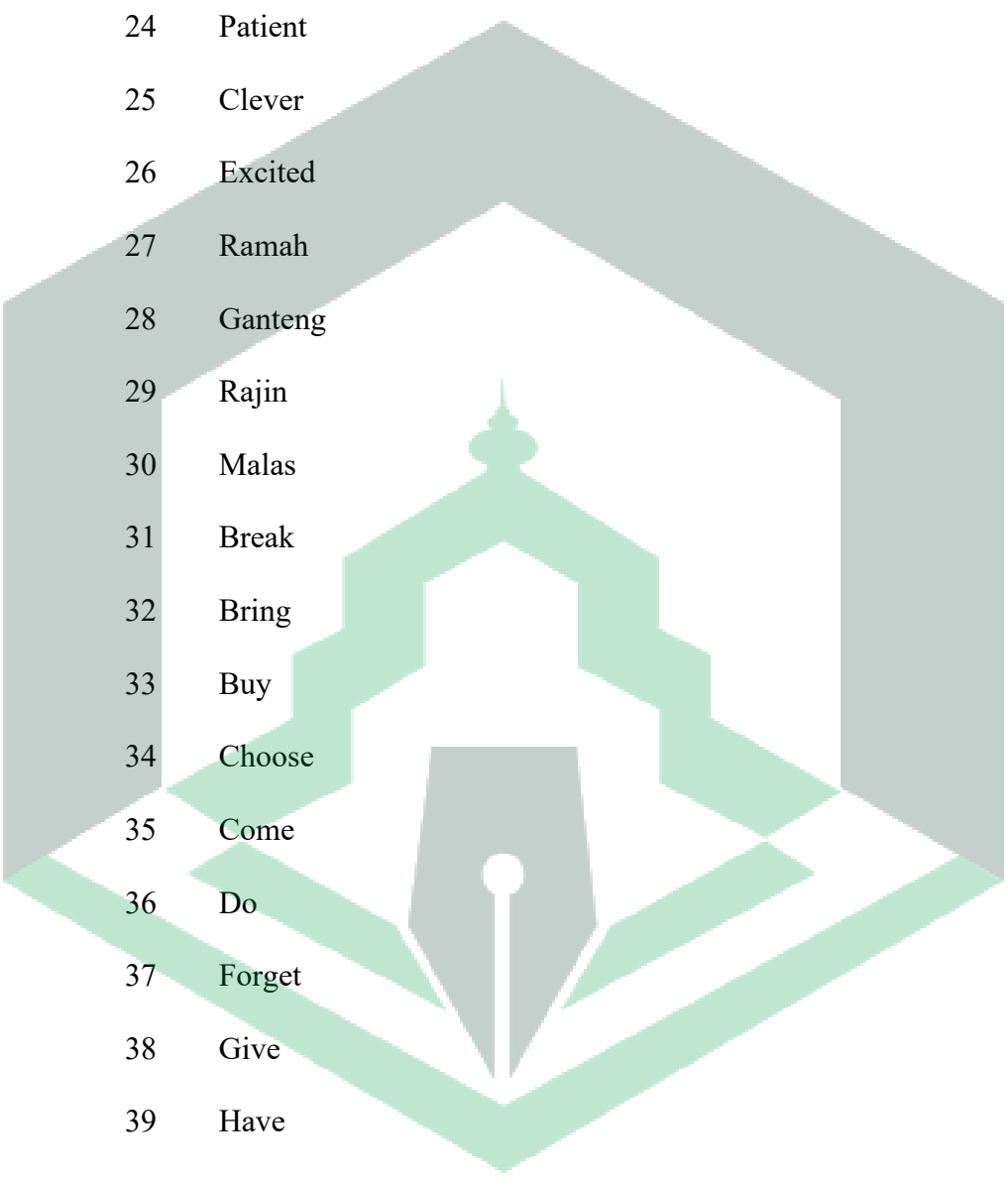
176	Jump	Melompat
177	Knock	Mengetuk
178	Laugh	Ketawa
179	Like	Suka
180	Listen	Mendengarkan
181	Live	Tinggal
182	Process	Proses
183	Miss	Kehilangan
184	Activities	Kegiatan
185	Need	Membutuhkan
186	Open	Membuka
187	Pray	Shalat/ berdoa
188	Prepare	Menyiapkan
189	Promise	Berjanji
190	Raise	Mengangkat
191	Remove	Memindahkan
192	Share	Membagi
193	Study	Belajar
194	Talk	Berbicara
195	Test	Menguji
196	Giant	Raksasa
197	Try	Mencoba/ berusaha

198	Use	Memakai
199	Wait	Menunggu
200	Want	Congratulation

PRE-TEST

NO	KOSA KATA	INDO-INGGRIS
1	Farmer	
2	Fisherman	
3	Headmaster	
4	Leader	
5	Member	
6	Parent	
7	Student	
8	Teacher	
9	Party	
10	Bag	
11	Bicycle	
12	Sapu	
13	Kelinci	
14	Jam	
15	Kamus	
16	Selalu	
17	Marah	
18	Besar	
19	Far	
20	Brave	

21	Responsible
22	Busy
23	Careful
24	Patient
25	Clever
26	Excited
27	Ramah
28	Ganteng
29	Rajin
30	Malas
31	Break
32	Bring
33	Buy
34	Choose
35	Come
36	Do
37	Forget
38	Give
39	Have
40	Hear
41	Mengetahui
42	Membuat
43	Bertemu

44   Membayar

45   Membaca

46   Lari

47   Mengatakan / Bilang

48   Melihat

49   Mengirim

50   Menyanyi
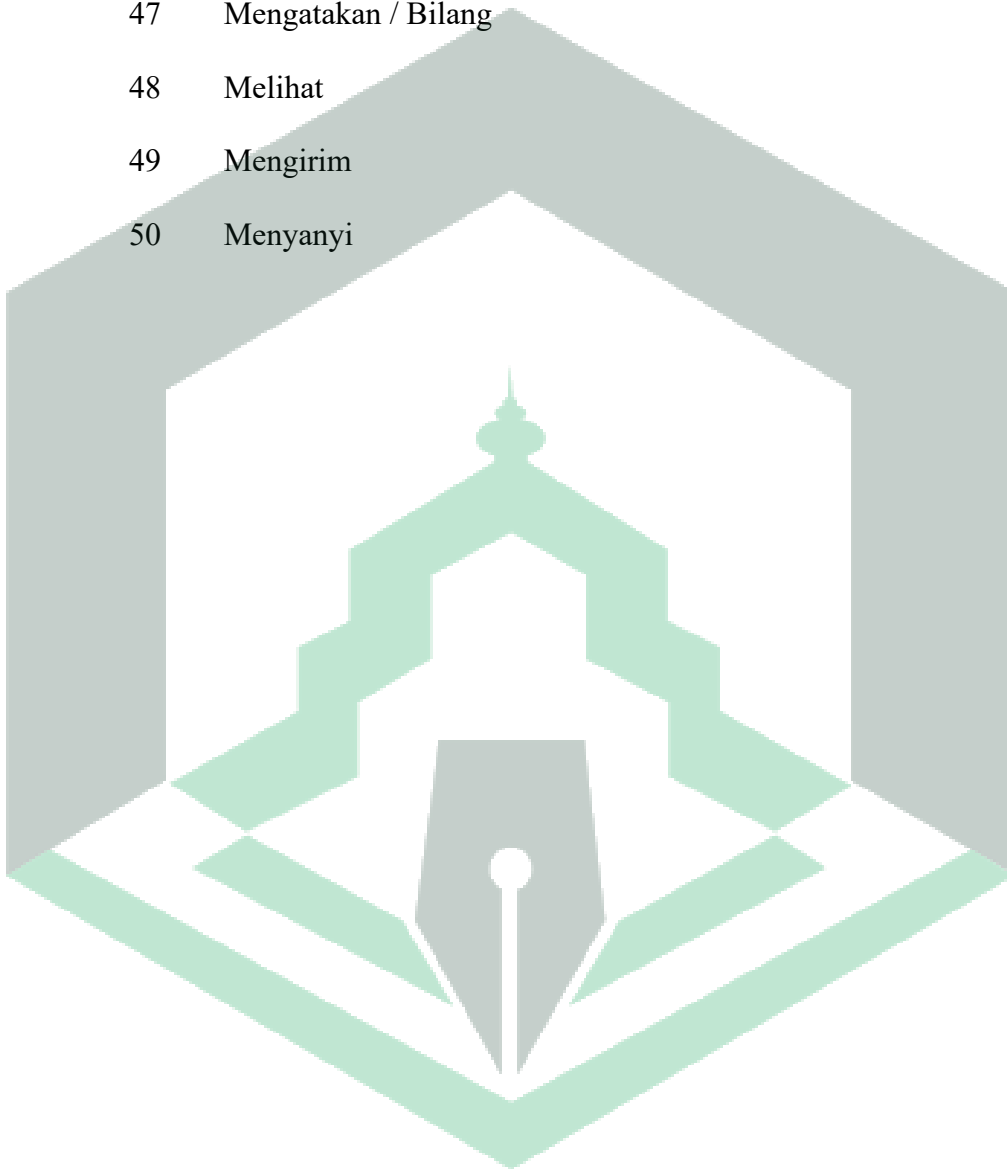
POST-TEST

Name :

Class :

1. Choose the correct meaning of the word (Bersama)
   (Pilihlah arti kata yang benar dari kata "Bersama")
   a. Other   c. Together
   b. They   d. There
2. Choose the correct meaning of the word (Pesta)
   (Pilihlah arti kata yang benar dari kata "Pesta")
   a. Fun   c. Part
   b. Run   d. Party
3. Salah satu perlengkapan yang harus ada dikelas adalah….
   a. Blackboard   c. Transportation
   b. Car   d. Cafe
4. Antonym of Open ?
   (Lawan kata dari Open adalah)
   a. Clear   c. Up
   b. Close   d. Fun
5. How many Rabbit can you see in the picture ?
   (Berapa jumlah kelinci yang ada digambar)

   a. 1   c. 3
   b. 2   d. 5
6. Alat yang digunakan untuk bepergian disebut ?
   a. Table   c. Bag
   b. House   d. Transportation
7. Synonym of Little ?
   (Sinonim dari kata Little adalah)
   a. Small   c. Big
   b. Thin   d. Giant
8. Mr. Tae   : Good morning.

Studen   : Good morning sir.

The underline speech is an expression of ?

a. Goshting   c. Great

b. Greeting   d. Congratulation

9. Makanan apa yang dimakan kelinci ?

a. Fish   c. Carrot

b. Aple   d. Banana

10. Suga   : What this is ? (apa ini)

    Agus   : This is a….(ini adalah)

a. Mouse   c. Rabbit

b. Horse   d. Cat

11. Jimin   : What this is? (apa ini)

    JK   : This is a (ini adalah)

a. Mise   c. Tiger

b. Cat   d. Duck

12. Pilihlah kata yang tepat untuk melengkapi kalimat berikut…

    My _____ Fly in to the sky (…..ku terbang ke angkasa)

a. Table   c. Chair

b. Kite   d. Door

13. Pilihlah kalimat yang tepat untuk melengkapi percakapan berikut…

    Joon   : ___ __ ___ ___

    Hoseok   : Nice to meet you too

a. Hello !   c. Nice to meet you

b. Good morning   d. What is your name?

14. Synonym of True ?

(Sinonim dari kata True adalah)

a. Never   c. Wrong

b. Always   d. Correct

15. Antonym of Lazy ?

(Antonim dari kata Lazy adalah)

a. Diligent   c. Beautiful

b. Cleaver   d. Crazy

16. Arti kata dari Teacher adalah

a. Siswa   c. Anak

b. Guru   d. Mama

17. Arti kata dari Dictionary adalah

a. Kalender   c. Kamus

b. Sepatu   d. Tas

18. Gambar berikut termasuk bagian dari ?

a. Transportation   c. Cafe

b. Badroom   d. Uniform

19. Pilihlah kata yang tepat untuk menjelaskan keadaan dalam gambar berikut…

a. Learning   c. Sleep

b. Lunch   d. Sleeping

20. Menggunakan in English ?

(Bahasa Inggris dari "Menggunakan")

a. Use   c. Goes

b. Go   d. Come

21. Choose the correct meaning of the word Sibuk ?

(Pilihlah arti kata yang tepat dari kata "Sibuk")

a. Lazy   c. Crazy

b. Busy   d. Bus

22. Jihn   : you look so tired… did you walk ? (Kamu kelihatan sangat lelah…

RM   : I think, more than 5 kilometres. (saya fikir, lebih dari 5 km)
a. How far   c. How long
b. How big   d. How many

23. My father _____ this newspaper last night.
(Ayahku…..koran itu tadi malam)
Pilihlah kata yang tepat untuk melengkapi kalimat di atas.
a. Read   c. Learn
b. Write   d. Learning

24. The sun rises in the___ ?
(Matahari terbit disebelah?)
a. East   c. South
b. West   d. North

25. I think with…
(Saya berfikir dengan…)
a. Hair   c. Nose
b. Brain   d. Eyes

26. I buy shoes in the…
(Saya membeli sepatu di…)
a. Cafe   c. Shoes shop
b. Hotel   d. Library

27. Elephant has long….
(Gajah memiliki ….yang Panjang)
a. Hair   c. Eyes
b. Ears   d. Nose

28. I smell with…
(Saya mencium bau dengan…)
a. Nose   c. Legs
b. Eye   d. Hand

29. I cook in the…
(Saya memasak di…)
a. School   c. Toilet
b. Kitchen   d. Badroom

30. Pintu gerbang in English is…
(Bahasa Inggris dari "Pintu gerbang")
a. Door   c. Windaw
b. Gate   d. Flaw

31. I read many books in the…
(Saya membaca banyak buku di….)
a. Library   c. Toilet
b. Market   d. Cafe

32. Selamat datang in English ?

(Bahasa Inggris dari "Selamat datang")

a. Well   c. Wall

b. Welcome   d. Walk

33. Jendela in English ?

(Bahasa Inggris dari "Jendela")

a. Walk   c. Window

b. Wall   d. Wind

34. Teman kelas in English ?

(Bahasa Inggris dari "Teman kelas")

a. Chair   c. Teacher

b. Class   d. Classmate

35. Bicara in English ?

(Bahasa Inggris dari "Bicara")

a. Speak   c. Write

b. Listen   d. Read

36. Undang in English ?

(Bahasa Inggris dari "Undang")

a. Come   c. Welcome

b. Invite   d. Walk

37. Synonym of Return ?

(Persamaan kata dari "Return")

a. Go   c. Back

b. Stop   d. Black

38. Antonym of Wrong ?

(Lawan kata dari "Wrong")

a. Where   c. Stop

b. Who   d. Correct

39. Synonym of Big ?

(Persamaan kata dari "Big")

a. Giant   c. Little

b. Small   d. Tiny
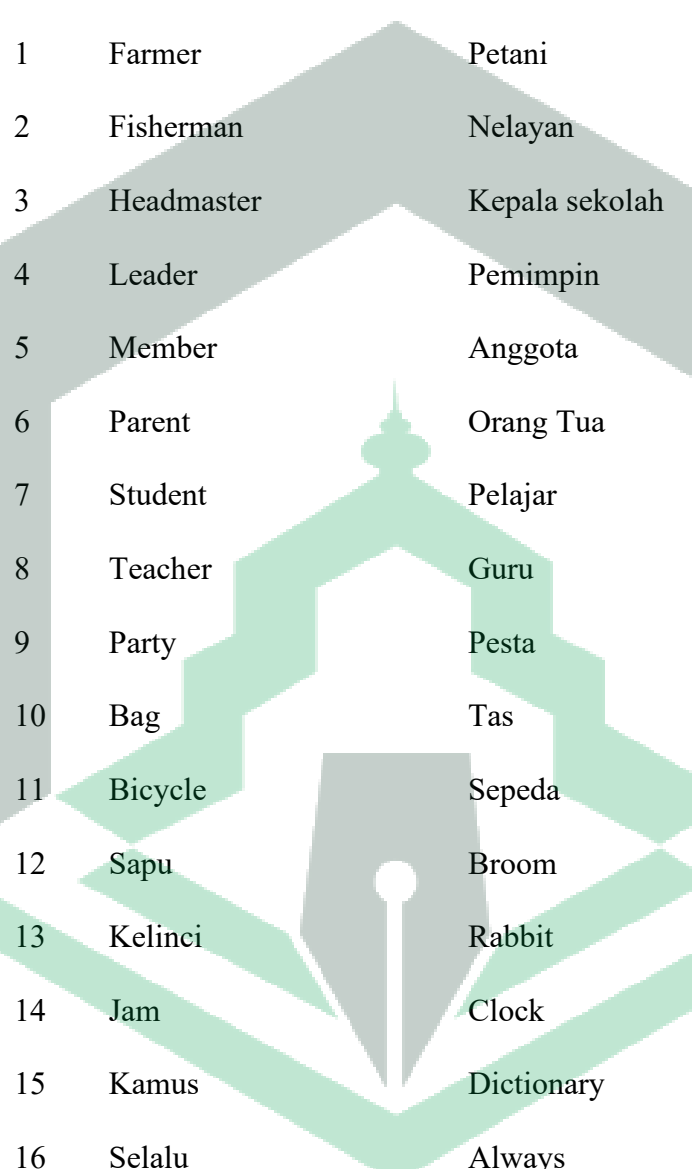
40. Antonym of "Always" ?

(Lawan kata dari "Always")

a. Come   c. Repeat

b. Never   d. Go

41. I run with ?

(aku berlari dengan)

a. Hand   c. Legs

b. Nose   d. Head

42. Pertanyaan in Englis ?
    (Bahasa Inggris dari kata "Pertanyaan")
    a. Answer   c. Discuss
    b. Discussion   d. Question
43. Mengulang in English ?
    (Bahasa Inggris dari kata "Mengulang")
    a. Repeat   c. Go
    b. Cut   d. Goes
44. Diskusi in English ?
    (Bahasa Inggris dari kata "Diskusi")
    a. Question   c. Excuse
    b. Discuss   d. Different
45. Permisi in English ?
    (Bahasa Inggris dari kata "Permisi")
    a. Introduce   c. Excuse
    b. Discuss   d. Cut
46. Sulit in English ?
    (Bahasa Inggris dari kata "Sulit")
    a. Differ   c. Discuss
    b. Different   d. Difficult
47. Memperkenalkan in English ?
    (Bahasa Inggris dari kata "memperkenalkan")
    a. Introduce   c. Excuse
    b. Activities   d. Question
48. Proses in English ?
    (Bahasa Inggris dari kata "Proses")
    a. Introduce   c. Position
    b. Process   d. discuss
49. Kegiatan in English ?
    (Bahasa Inggris dari kata "Kegiatan")
    a. Congratulation   c. Activities
    b. Position   d. Pollution
50. Selamat In English ?
    (Bahasa Inggris dari kata "Selamat")
    a. Good Morning   c. Position
    b. Morning   d. Congratulation

ANSWER KEY

PRE-TEST

NO	KOSA KATA	INDO-INGGRIS
1	Farmer	Petani
2	Fisherman	Nelayan
3	Headmaster	Kepala sekolah
4	Leader	Pemimpin
5	Member	Anggota
6	Parent	Orang Tua
7	Student	Pelajar
8	Teacher	Guru
9	Party	Pesta
10	Bag	Tas
11	Bicycle	Sepeda
12	Sapu	Broom
13	Kelinci	Rabbit
14	Jam	Clock
15	Kamus	Dictionary
16	Selalu	Always
17	Marah	Angry
18	Besar	Big
19	Far	Jauh

20	Brave	Berani
21	Responsible	Bertanggung jawab
22	Busy	Sibuk
23	Careful	Berhati-hati
24	Patient	Sabar
25	Clever	Pintar
26	Excited	Tertarik
27	Ramah	Friendly
28	Ganteng	Handsome
29	Rajin	Diligent
30	Malas	Lazy
31	Break	Merusak
32	Bring	Membawa
33	Buy	Membeli
34	Choose	Memilih
35	Come	Datang
36	Do	Mengerjakan
37	Forget	Lupa
38	Give	Memberi
39	Have	Mempunyai
40	Hear	Mendengar
41	Mengetahui	Know
42	Membuat	Make

43	Bertemu	Meet
44	Membayar	Pay
45	Membaca	Read
46	Lari	Run
47	Mengatakan / Bilang	Say
48	Melihat	See
49	Mengirim	Send
50	Menyanyi	Sing
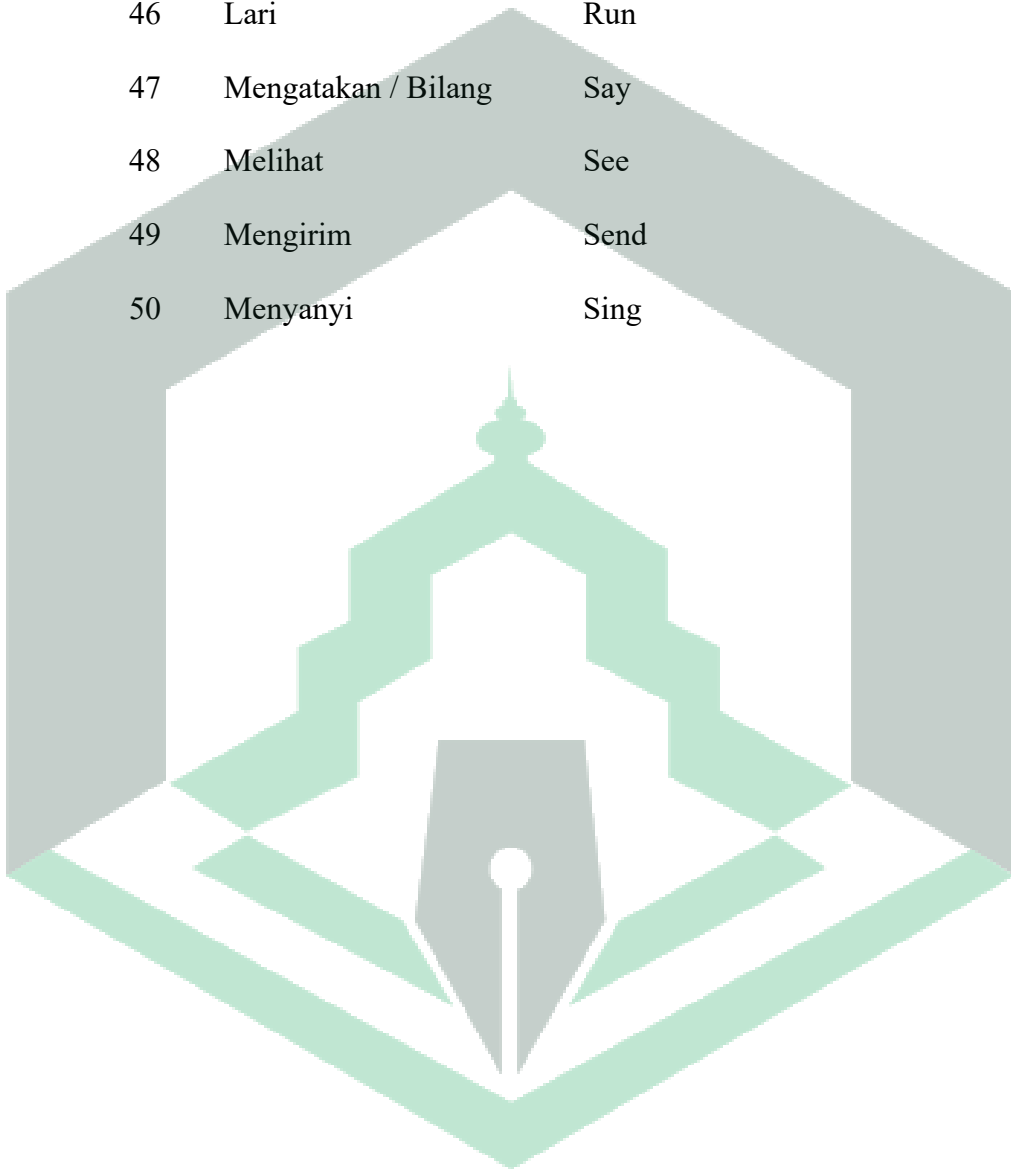
POST-TEST

51. Choose the correct meaning of the word (Bersama)
(Pilihlah arti kata yang benar dari kata "Bersama")
c. Other   c. Together
d. They   d. There

52. Choose the correct meaning of the word (Pesta)
(Pilihlah arti kata yang benar dari kata "Pesta")
c. Fun   c. Part
d. Run   d. Party

53. Salah satu perlengkapan yang harus ada dikelas adalah….
c. Blackboard   c. Transportation
d. Car   d. Cafe

54. Antonym of Open ?
(Lawan kata dari Open adalah)
c. Clear   c. Up
d. Close   d. Fun

55. How many Rabbit can you see in the picture ?
(Berapa jumlah kelinci yang ada digambar)

c. 1   c. 3
d. 2   d. 5

56. Alat yang digunakan untuk bepergian disebut ?
c. Table   c. Bag
d. House   d. Transportation

57. Synonym of Little ?
(Sinonim dari kata Little adalah)
c. Small   c. Big
d. Thin   d. Giant

58. Mr. Tae   : Good morning.
Studen   : Good morning sir.
The underline speech is an expression of ?
c. Goshting   c. Great
d. Greeting   d. Congratulation

59. Makanan apa yang dimakan kelinci ?

80

c. Fish   c. Carrot

d. Aple   d. Banana

60. Suga : What this is ? (apa ini)

  Agus : This is a….(ini adalah)

c. Mouse   c. Rabbit

d. Horse   d. Cat

61. Jimin : What this is? (apa ini)

  JK : This is a (ini adalah)

c. Mise   c. Tiger

d. Cat   d. Duck

62. Pilihlah kata yang tepat untuk melengkapi kalimat berikut…

  My _____ Fly in to the sky (…..ku terbang ke angkasa)

  c. Table   c. Chair

  d. Kite   d. Door

63. Pilihlah kalimat yang tepat untuk melengkapi percakapan berikut…

  Joon   : ___ __ ___ ___

  Hoseok : Nice to meet you too

  c. Hello !   c. Nice to meet you

  d. Good morning d. What is your name?

64. Synonym of True ?

  (Sinonim dari kata True adalah)

  c. Never   c. Wrong

  d. Always   d. Correct

65. Antonym of Lazy ?

81

(Antonim dari kata Lazy adalah)

c. <mark>Diligent</mark>   c. Beautiful

d. Cleaver   d. Crazy

66. Arti kata dari Teacher adalah

c. Siswa   c. Anak

d. <mark>Guru</mark>   d. Mama

67. Arti kata dari Dictionary adalah

c. Kalender   c. <mark>Kamus</mark>

d. Sepatu   d. Tas

68. Gambar berikut termasuk bagian dari ?

c. Transportation   c. Cafe

d. Badroom   d. <mark>Uniform</mark>

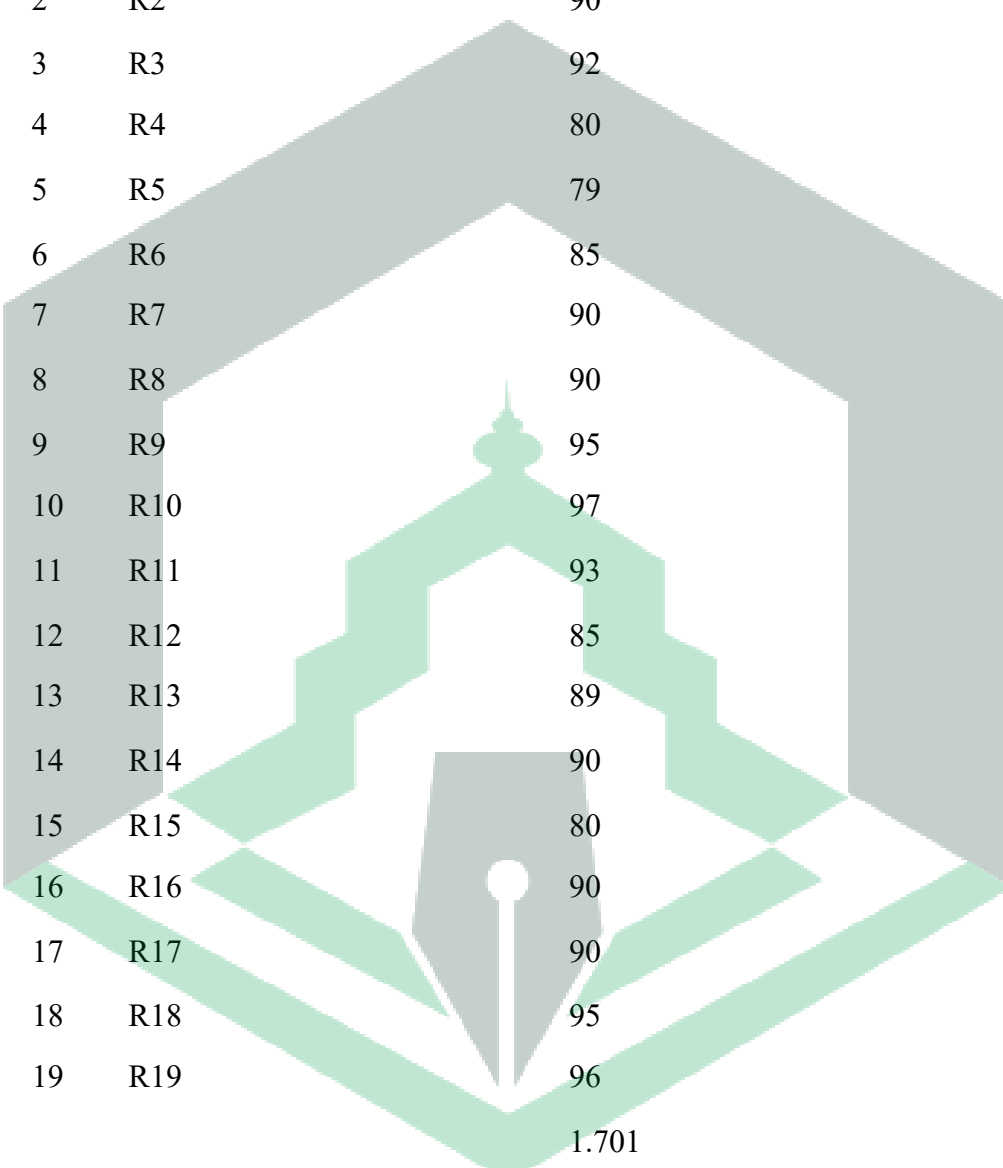69. Pilihlah kata yang tepat untuk menjelaskan keadaan dalam gambar berikut…

c. <mark>Learning</mark>   c. Sleep

d. Lunch   d. Sleeping

70. Menggunakan in English ?

(Bahasa Inggris dari "Menggunakan")

c. <mark>Use</mark>   c. Goes

d. Go   d. Come

71. Choose the correct meaning of the word Sibuk ?

(Pilihlah arti kata yang tepat dari kata "Sibuk")

c. Lazy   c. Crazy

d. <mark>Busy</mark>   d. Bus

72. Jihn   : you look so tired… did you walk ? (Kamu kelihatan sangat lelah…

RM   : I think, more than 5 kilometres. (saya fikir, lebih dari 5 km)

c. <mark>How far</mark>   c. How long

d. How big   d. How many

73. My father _____ this newspaper last night.

(Ayahku…..koran itu tadi malam)

Pilihlah kata yang tepat untuk melengkapi kalimat di atas.

c. Read   c. Learn

d. Write   d. Learning

74. The sun rises in the___ ?

(Matahari terbit disebelah?)

c. East   c. South

d. West   d. North

75. I think with…

(Saya berfikir dengan…)

c. Hair   c. Nose

d. Brain   d. Eyes

76. I buy shoes in the…

(Saya membeli sepatu di…)

c. Cafe   c. Shoes shop

d. Hotel   d. Library

77. Elephant has long….

(Gajah memiliki ….yang Panjang)

c. Hair   c. Eyes

d. Ears   d. Nose

78. I smell with…

(Saya mencium bau dengan…)

c. Nose   c. Legs

d. Eye   d. Hand

79. I cook in the…

(Saya memasak di…)

c. School   c. Toilet

d. Kitchen   d. Badroom

80. Pintu gerbang in English is…

(Bahasa Inggris dari "Pintu gerbang")

c. Door   c. Windaw

d. Gate   d. Flaw

81. I read many books in the…

(Saya membaca banyak buku di….)

c. Library   c. Toilet

d. Market   d. Cafe

82. Selamat datang in English ?

(Bahasa Inggris dari "Selamat datang")

c. Well   c. Wall

d. Welcome   d. Walk

83. Jendela in English ?

(Bahasa Inggris dari "Jendela")

     c. Walk   c. Window

     d. Wall   d. Wind

84. Teman kelas in English ?

(Bahasa Inggris dari "Teman kelas")

     c. Chair   c. Teacher

     d. Class   d. Classmate

85. Bicara in English ?

(Bahasa Inggris dari "Bicara")

     c. Speak   c. Write

     d. Listen   d. Read

86. Undang in English ?

(Bahasa Inggris dari "Undang")

     c. Come   c. Welcome

     d. Invite   d. Walk

87. Synonym of Return ?

(Persamaan kata dari "Return")

     c. Go   c. Back

     d. Stop   d. Black

88. Antonym of Wrong ?

(Lawan kata dari "Wrong")

     c. Where   c. Stop

     d. Who   d. Correct

89. Synonym of Big ?

(Persamaan kata dari "Big")

     c. Giant   c. Little

     d. Small   d. Tiny

90. Antonym of "Always" ?

(Lawan kata dari "Always")

     c. Come   c. Repeat

     d. Never   d. Go

91. I run with ?

(aku berlari dengan)

     c. Hand   c. Legs

     d. Nose   d. Head

92. Pertanyaan in Englis ?

(Bahasa Inggris dari kata "Pertanyaan")

c. Answer c. Discuss
d. Discussion d. Question

93. Mengulang in English ?
(Bahasa Inggris dari kata "Mengulang")
c. Repeat c. Go
d. Cut d. Goes

94. Diskusi in English ?
(Bahasa Inggris dari kata "Diskusi")
c. Question c. Excuse
d. Discuss d. Different

95. Permisi in English ?
(Bahasa Inggris dari kata "Permisi")
c. Introduce c. Excuse
d. Discuss d. Cut

96. Sulit in English ?
(Bahasa Inggris dari kata "Sulit")
c. Differ c. Discuss
d. Different d. Difficult

97. Memperkenalkan in English ?
(Bahasa Inggris dari kata "memperkenalkan")
c. Introduce c. Excuse
d. Activities d. Question

98. Proses in English ?
(Bahasa Inggris dari kata "Proses")
c. Introduce c. Position
d. Process d. discuss

99. Kegiatan in English ?
(Bahasa Inggris dari kata "Kegiatan")
c. Congratulation c. Activities
d. Position d. Pollution

100.   Selamat In English ?
(Bahasa Inggris dari kata "Selamat")
c. Good Morning c. Position
d. Morning d. Congratulation
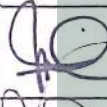
DAFTAR NILAI SISWA

NO	RESPONDENT	SCORE
1	R1	95
2	R2	90
3	R3	92
4	R4	80
5	R5	79
6	R6	85
7	R7	90
8	R8	90
9	R9	95
10	R10	97
11	R11	93
12	R12	85
13	R13	89
14	R14	90
15	R15	80
16	R16	90
17	R17	90
18	R18	95
19	R19	96
		1.701
	MEAN SCORE	89.52

NOTA KONSULTASI

DAFTAR KONSULTASI PEMBIMBING

NO	HARI TGL	MATERI KONSULTASI	PARAF DOSEN
1	17/12/19	Background etc Previous studies	
2	28/9/20	Acc to Seminar	
3	12/10/20	Rp	
4	16/2/21	PPP, Questionary	
5	07/9/21	Bahan ajar + alat bantu mengajar	
6	08/9/21	Vocabulary test	
7			
8			
9			
10			

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DAFTAR KONSULTASI PEMBIMBING

NO	HARI TGL	MATERI KONSULTASI	PARAF DOSEN
1	19/8/20	- Background - previous research findings - Research problem and objectives	
2	27/8/20	- previous research findings - Method	
3	3/9/20		
4	9/5/20	ACC to seminar	
5	26/4/21	siklus 1	
6			
7			
8			
9			
10			

HALAMAN PERSETUJUAN PEMBIMBING

Setelah menelaah dengan seksama skripsi yang berjudul: *Improving Students Vocabulary Mastery In Speaking Skill Using Battle Group Game At SMP Negeri 6 Satap Malangke.*

Yang ditulis oleh :

      Nama   : Mira Idrus

      NIM   : 16 0202 0034

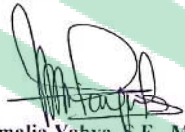   Fakultas   : Tarbiyah dan Ilmu Keguruan

      Program studi : Pendidikan Bahasa Inggris

Menyatakan bahwa skripsi tersebut telah memenuhi syarat-syarat akademik dan layak untuk diajukan pada ujian/seminar hasil penelitian.

Demikian persetujuan ini dibuat untuk proses selanjutnya.

Pembimbing I   Pembimbing II

Amalia Yahya, S.E., M.Hum.   **Muhammad Iksan, S.Pd., M.Pd.**
NIP. 19771013 200501 2 006   NIP. 19860327 201801 1 001

Tanggal: 19 April 2022   Tanggal: 19 April 2022

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NOTA DINAS PEMBIMBING

Lamp :-

Hal : skripsi an. *Mira Idrus*

Kepada Yth.

Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo

Di

Palopo

Assalamu'alaikum wr.wb.

Setelah melakukan bimbingan, baik dari segi isi, bahasa maupun teknik penulisan terhadap skripsi mahasiswa tersebut dibawah ini:

Nama : Mira Idrus

NIM : 16 0202 0034

Fakultas : Tarbiyah dan Ilmu Keguruan

Program studi : Pendidikan Bahasa Inggris

Menyatakan bahwa skripsi tersebut telah memenuhi syarat-syarat akademik dan layak untuk diajukan pada ujian/seminar hasil penelitian.

Demikian disampaikan untuk proses selanjutnya.

Wassalamu'alaikum wr.wb.

Pembimbing I

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

Tanggal: 19 APril 2022

Pembimbing II

Muhammad Iksan, S.Pd., M.Pd.
NIP. 19860327 201801 1 001

Tanggal: 19 APril 2022

v

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Nomor   : 2054 /In.19/FTIK/HM.01/11/2021   Palopo, 01 Nopember 2021
Lampiran   : -
Perihal   : *Permohonan Surat Izin Penelitian*

Yth. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu

    Satu Pintu Kab. Luwu Utara

di –

    Masamba

Assalamu Alaikum Wr. Wb.

Dengan hormat, kami sampaikan bahwa mahasiswa (i) kami, yaitu :

Nama	:	Mira Idrus
NIM	:	16 0202 0034
Program Studi	:	Pendidikan Bahasa Inggris
Semester	:	XI (Sebelas)
Tahun Akademik	:	2021/2022

akan melaksanakan penelitian dalam rangka penulisan skripsi pada lokasi SMP Negeri 6 Malangke dengan judul: **"Improving Students Vocabulary Mastery in Speaking Skill Using Battle Group Game at SMP Negeri 6 Malangke".** Untuk itu kami mohon kiranya Bapak/Ibu berkenan menerbitkan Surat Izin Penelitian.

Demikian surat permohonan ini kami ajukan,atas perhatian dan kerjasamanya kami ucapkan banyak terima kasih.

Wassalamu Alaikum Wr. Wb.

Dekan,

Dr. Nurdin K, M.Pd.
NIP19681231 199903 1 014

PEMERINTAH KABUPATEN LUWU UTARA
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
(DPMPTSP)

Jalan Simpurusiang Kantor Gabungan Dinas No.27 Telp/Fax 0473-21536 Kode Pos 92961 Masamba

SURAT KETERANGAN PENELITIAN
Nomor : 18801/01300/SKP/DPMPTSP/XI/2021

Membaca : Permohonan Surat Keterangan Penelitian an. Mira Idrus beserta lampirannya.

Menimbang : Rekomendasi Badan Kesatuan Bangsa dan Politik Kabupaten Luwu Utara Nomor 070/358/XI/Bakesbangpol/2021 Tanggal 10 November 2021

Mengingat :
1. Undang-Undang Nomor 39 Tahun 2008 tentang Kementrian Negara;
2. Undang-Undang Nomor 23 Tahun 2014 tentang Pemerintahan Daerah;
3. Peraturan Pemerintah Nomor 12 Tahun 2007 tentang Pembinaan dan Pengawasan Penyelenggaraan Pemerintah Daerah;
4. Peraturan Presiden Nomor 97 Tahun 2014 tentang Penyelenggaraan Pelayanan Terpadu Satu Pintu;
5. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 3 tahun 2018 tentang Penerbitan Surat Keterangan Penelitian;
6. Peraturan Bupati Nomor 17 Tahun 2020 tentang Perubahan Kedua atas Peraturan Bupati Luwu Utara Nomor 11 Tahun 2018 tentang Pelimpahan Kewenangan Perizinan, Non Perizinan dan Penanaman Modal Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

MEMUTUSKAN

Menetapkan : Memberikan Surat Keterangan Penelitian Kepada :

Nama : Mira Idrus
Nomor Telepon : 082154354352
Alamat : Dsn. Rampoang, Desa Takkalala Kecamatan Malangke, Kab. Luwu Utara Provinsi Sulawesi Selatan
Sekolah / Instansi : Institut Agama Islam Negeri (IAIN) Palopo
Judul Penelitian : Improving Students Vocabulary Mastery In Speaking Skill Using Battle Group Game at SMP Negeri 6 Malangke
Lokasi Penelitian : SMPN 6 Malangke, Desa Takkalala Kecamatan Malangke, Kab. Luwu Utara Provinsi Sulawesi Selatan

Dengan ketentuan sebagai berikut
1. Surat Keterangan Penelitian ini mulai berlaku pada tanggal 15 November s/d 16 November 2021
2. Mematuhi semua peraturan Perundang-Undangan yang berlaku.
3. Surat Keterangan Penelitian ini dicabut kembali dan dinyatakan tidak berlaku apabila pemegang surat ini tidak mematuhi ketentuan peraturan perundang-undangan yang berlaku.

Surat Keterangan Penelitian ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya dan batal dengan sendirinya jika bertentangan dengan tujuan dan/atau ketentuan berlaku.

Diterbitkan di : Masamba
Pada Tanggal : 10 November 2021

KEPALA DINAS

AHMAD YANI, ST
NIP. 19660319980 31007

Retribusi : Rp. 0,00
No. Seri : 18801

DPMPTSP
www.dpmptsp.luwuutara.go.id

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SURAT KETERANGAN PENELITIAN
· NO. 421.3 / 045   / UPT SMPN.6-MLK/ LU / XI / 2021

Yang bertanda tangan di bawah ini Kepala UPT SMP Negeri 6 Satap Malangke dengan ini menerangkan bahwa :

Nama   : MIRA IDRUS

Tempat Tanggal Lahir   : Rampoang, 20 April 1998

NIM   : 1602020034

Pekerjaan   : Mahasiswa

Fakultas/ Prodi   : Fakultas Tarbiyah dan Ilmu Keguruan Jurusan Pendidikan IAIN Palopo.

Adalah benar telah melaksanakan penelitian di UPT SMP Negeri 6 Satap Malangke untuk kepentingan penulisan skripsi pada tanggal 15 November sampai dengan 16 November 2021 dengan judul *"Improving Students Vocabulary Mastery in Speaking Skill Using Battle Group Game at SMP Negeri 6 Satap Malangke"* di Kelas VIIIA UPT SMP Negeri 6 Satap Malangke Kabupaten Luwu Utara".

Demikian surat keterangan ini dibuatuntuk dapat dipergunakan sebagaimana mestinya.

Rampoang, 22 November 2021

Kepala UPT

HUSNAYANI, S.Ag
NIP. 19750727 200312 2 010

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SURAT KEPUTUSAN
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI PALOPO
NOMOR 265 TAHUN 2019
TENTANG
PENGANGKATAN TIM DOSEN PEMBIMBING PENULISAN SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALOPO

Menimbang	:	a. Bahwa demi kelancaran proses penyusunan dan penulisan skripsi bagi mahasiswa strata S1, maka dipandang perlu dibentuk Tim Pembimbing Penyusunan dan penulisan skripsi.
		b. Bahwa untuk menjamin terlaksananya tugas Tim Dosen Pembimbing sebagaimana dimaksud dalam butir a di atas perlu ditetapkan melalui surat Keputusan Dekan.
Mengingat	:	1. Undang-Undang RI Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
		2. Undang-Undang RI Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
		3. Peraturan Pemerintah Nomor 4 Tahun 2014 tentang Penyelenggaraan Pendidikan dan Pengelolaan Perguruan Tinggi;
		4. Peraturan Presiden RI Nomor 141 Tahun 2014 tentang Perubahan STAIN Palopo Menjadi IAIN Palopo;
		5. Peraturan Menteri Agama RI Nomor 5 Tahun 2015 tentang Organisasi dan Tata Kerja IAIN Palopo;

MEMUTUSKAN

Menetapkan	:	KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN PALOPO TENTANG PENGANGKATAN TIM DOSEN PEMBIMBING PENYUSUNAN DAN PENULISAN SKRIPSI MAHASISWA PROGRAM S1 INSTITUT AGAMA ISLAM NEGERI PALOPO
Kesatu	:	Mengangkat mereka yang tersebut namanya pada lampiran surat keputusan ini sebagaimana yang tersebut pada alinea pertama huruf (a) di atas;
Kedua	:	Tugas Tim Dosen Pembimbing Penyusunan dan Penulisan Skripsi adalah : membimbing, mengarahkan, mengoreksi, serta memantau penyusunan dan penulisan skripsi mahasiswa berdasarkan panduan penyusunan skripsi dan pedoman akademik yang ditetapkan pada Institut Agama Islam Negeri Palopo.
Ketiga	:	Pembimbing Skripsi juga bertugas selaku penguji Mahasiswa yang dibimbing pada seminar hasil penelitian dan ujian Munaqasyah Skripsi.
Keempat	:	Segala biaya yang timbul sebagai akibat ditetapkannya Surat Keputusan ini dibebankan kepada DIPA IAIN PALOPO TAHUN 2019.
Kelima	:	Surat Keputusan ini berlaku sejak tanggal di tetapkannya dan berakhir setelah kegiatan pembimbingan atau penulisan skripsi mahasiswa selesai, dan akan diadakan perbaikan seperlunya jika terdapat kekeliruan didalamnya.
Keenam	:	Surat Keputusan ini disampaikan kepada yang bersangkutan untuk dilaksanakan sebagaimana mestinya

Ditetapkan di : Palopo
Pada Tanggal : 17 September 2019

Dekan,

Nurdin K

Tembusan :
1. Rektor
2. Ketua Prodi
3. Pertinggal

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I   Nama Mahasiswa   :   Mira Idrus

    NIM   :   16 0202 0034

    Program Studi   :   Pendidikan Bahasa Inggris

II   Judul Skripsi   :   **Improving the English Vocabulary Through the Use Battle Groups Games at the Seventh Grade Students of SMPN 6 Malangke**

III   Tim Dosen Pembimbing   :

    A. Pembimbing Utama (I)   : Amalia Yahya, S.E., M.Hum.

    B. Pembantu Pembimbing (II)   : Muhammad Iksan, S.Pd., M.Pd.

Palopo, 17 September 2019
Dekan

Nurdin K

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. Agatis Kel.Balandai Kec.Bara 91914 Kota Palopo
Email:pbi.ftik@gmail.com

Nomor : 276/ In.19/FTIK/PBI/10/2020   Palopo, 12 Oktoober 2020

Lamp. : -
Hal   : *Undangan Ujian Seminar Proposal*

Kepada
Yth. Bapak / Ibu Dosen Pembimbing dan Penguji
di Tempat

Assalamu 'Alaikum Warahmatullahi Wabarakatuh
Dengan hormat, sehubungan dengan pelaksanaan ujian seminar proposal mahasiswa:

Nama	:	Mira Idrus
NIM	:	16 0202 0034
Judul Skripsi	:	Improving Students English Vocabulary Mastery Using Battle Group Game at SMPN 6 Malangke

Maka kami memohon kesediaan Bapak / ibu untuk hadir menjadi Penguji pada pelaksanaan ujian seminar proposal tersebut, yang In syaa Allah akan dilaksanakan pada:

Hari / Tanggal	:	Rabu / 12 Oktober 2020
Waktu	:	10.30 – 11.00 WITA
Tempat	:	Kediaman masing – masing

Ketua Sidang   : Muhammad Iksan, M.Pd

Tim Penguji   : Amalia Yahya, S.E., M.Hum
                              Muhammad Iksan, M.Pd

Demikian undangan ini disampaikan, atas perkenan Bapak/Ibu diucapkan terima kasih.

Wassalamu 'Alaikum Warahmatullahi Wabarakatuh

Ketua Program Studi

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

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SURAT KEPUTUSAN
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI PALOPO
NOMOR : 0595 TAHUN 2022
TENTANG
PENGANGKATAN TIM DOSEN PENGUJI SKRIPSI MAHASISWA PROGRAM S1

DENGAN RAHMAT TUHAN YANG MAHA ESA
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALOPO

Menimbang	a	bahwa demi kelancaran proses Pengujian Skripsi bagi mahasiswa Program S1, maka dipandang perlu dibentuk Tim Penguji Skripsi;
	b	bahwa untuk menjamin terlaksananya tugas Tim Dosen Penguji Skripsi, sebagaimana dimaksud dalam butir a di atas, maka perlu ditetapkan melalui Surat Keputusan Dekan;
	c	bahwa yang tercantum namanya dalam Surat Keputusan ini dianggap memenuhi syarat untuk diangkat sebagai dosen Penguji Skripsi;
Mengingat	1	Undang-Undang RI Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
	2	Undang-Undang RI Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
	3	Peraturan Pemerintah Nomor 4 Tahun 2014 tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
	4	Peraturan Presiden RI Nomor 141 Tahun 2014 tentang Perubahan STAIN Palopo menjadi IAIN Palopo;
	5	Peraturan Menteri Agama RI Nomor 5 Tahun 2015 tentang Organisasi dan Tata Kerja IAIN Palopo.

MEMUTUSKAN

Menetapkan	KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN PALOPO TENTANG PENGANGKATAN TIM DOSEN PENGUJI SKRIPSI MAHASISWA PROGRAM S1
Kesatu	Mengangkat mereka yang tersebut namanya pada lampiran Surat Keputusan ini sebagaimana Pemberian Kuasa dan Pendelegasian Wewenang Menandatangani Surat Penetapan Ketua Sidang, Dosen Pembimbing dan Dosen Penguji Skripsi;
Kedua	1 Tugas Ketua Sidang adalah memimpin sidang dan mewakili Pimpinan Fakultas untuk melakukan Yudisium;
	2 Tugas Tim Dosen Penguji Skripsi adalah mengoreksi, mengarahkan, menilai/mengevaluasi dan menguji kompetensi dan kemampuan mahasiswa berdasarkan Skripsi yang diajukan serta memberi dan menyampaikan hasil keputusan atas pelaksanaan Ujian Skripsi mahasiswa berdasarkan pertimbangan tingkat penguasaan dan kualitas penulisan karya ilmiah dalam bentuk Skripsi;
Ketiga	Surat Keputusan ini berlaku pada Ujian Seminar Hasil dan Ujian Munaqasyah Skripsi;
Keempat	Segala biaya yang timbul sebagai akibat ditetapkannya Surat Keputusan ini dibebankan kepada DIPA IAIN Palopo Tahun Anggaran 2022;
Kelima	Surat Keputusan ini berlaku sejak tanggal ditetapkannya dan berakhir setelah kegiatan Pengujian Skripsi selesai, dan akan diadakan perbaikan seperlunya jika terdapat kekeliruan di dalamnya;
Keenam	Surat Keputusan ini disampaikan kepada yang bersangkutan untuk dilaksanakan sebagaimana mestinya

Ditetapkan di   : Palopo
Pada Tanggal   : 28 April 2022

Dekan,

Nurdin K

Tembusan
1   Rektor IAIN Palopo di Palopo;
2   Ketua Prodi Pendidikan Bahasa Inggris FTIK di Palopo;
3   Arsip

I. Nama Mahasiswa : Mira Idrus
   NIM : 16 0202 0034
   Fakultas : Tarbiyah dan Ilmu Keguruan
   Program Studi : Pendidikan Bahasa Inggris

II. Judul Skripsi : **Improving Students Vocabulary Mastery in Speaking Skill Using Battle Group Game at SMP Negeri 6 Malangke**

III. Tim Dosen Penguji :
   Ketua Sidang : Muhammad Iksan, S.Pd., M.Pd.
   Penguji (I) : H. Madehang, S.Ag., M.Pd.
   Penguji (II) : Andi Tenrisanna Syam, M.Pd.
   Pembimbing (I) : Amalia Yahya, SE., M.Hum.
   Pembimbing (II) : Muhammad Iksan, S.Pd., M.Pd.

Dekan,

Nurdin K

Nomor : : 1294 /In.19/FTIK/PBI/PP.00.9/05/2021   Palopo, 23 Mei 2022
Lamp. : 1 (satu) lembar
Hal : ***Undangan Ujian Seminar Hasil***

Kepada
Yth. Bapak/Ibu Dosen Pembimbing dan Penguji
di-

      Tempat

Assalamu 'alaikum Wr. Wb

Dengan hormat, sehubungan dengan pelaksanaan Seminar Hasil Penelitian mahasiswa:

Nama : Mira Idrus
Nim : 16 0202 0034
Judul Skripsi : Improving Students Vocabulary Mastery in Speaking Skill Using Battle Group
at SMPN 6 Malangke

Maka kami memohon kesediaan Bapak/Ibu untuk menjadi Penguji pada Pelaksanaan Seminar

Hasil Penelitian tersebut. Insya Allah akan dilaksanakan pada:

Hari/Tanggal : Jumat, 03 Juni 2022
Pukul : 09.00
Tempat : Prodi BIG
Link Ujian : meet.google.com/xhi-ogva-iwq
Tim Penguji:

      Ketua Sidang : Muhammad Iksan, M.Pd
      Pembimbing I : Amalia Yahya, S.E., M.Hum
      Pembimbing II : Muhammad Iksan, M.Pd
      Penguji I : Madehang, S.Ag., M.Pd
      Penguji II : Andi Tenrisanna Syam, S.Pd., M.Pd

Demikian undangan ini disampaikan, atas perkenaan Bapak/Ibu diucapkan terima kasih.

Wassalamu 'alaikum Wr. Wb

                        Ketua Prodi

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

Nomor : 2123In.19/FTIK/PBI/PP.00.9/11/2022   Palopo, 24 November 2022
Lamp. : 1 (satu) lembar
Hal   : *Undangan Ujian Munaqasyah*

Kepada
Yth. Bapak/Ibu Dosen Pembimbing dan Penguji
di-

        Tempat

Assalamu 'alaikum Wr. Wb

Dengan hormat, sehubungan dengan pelaksanaan Ujian Munaqasyah mahasiswa:

Nama   : Mira Idrus
Nim   : 16 0202 0034
Judul Skripsi : Improving Students' Vocabulary Mastery to Speaking Skills Using Battle Group
                Games at SMPN 6 Malangke

Maka kami memohon kesediaan Bapak/Ibu untuk menjadi Penguji pada Pelaksanaan Ujian
Munaqasyah tersebut. Insya Allah akan dilaksanakan pada:

Hari/Tanggal : Jumat, 25 November 2022

Pukul   : 09.00

Tempat   : Ruang Prodi

Tim Penguji   :

              Ketua Sidang   : Amalia Yahya, S.E., M.Hum
              Pembimbing I   : Amalia Yahya, S.E., M.Hum
              Pembimbing II   Muhammad Iksan, M.Pd
              Penguji I   : Madehang, S.Ag., M.Pd
              Penguji II   : Andi Tenrisanna Syam, S.Pd., M.Pd

Demikian undangan ini disampaikan, atas perkenaan Bapak/Ibu diucapkan terima kasih.

Wassalamu 'alaikum Wr. Wb

                                        Ketua Prodi
                                        Pendidikan Bahasa Inggris

                                        Amalia Yahya, S.E., M.Hum
                                        NIP 18771013 200501 2 006

CURRICULUM VITAE

The researcher, Mira Idrus, was born April 20th, 1998 in Rampoang, kecamatan Malangke, Kabupaten Luwu-utara. She is the third child from marriage of his parents, Idrus and Tenri Sanna. She has five sisters and one brother.

The researcher finished her study at SDN 135 Rampoang in 2010 and then she continued her study at SMPN 6 Malangke and finished in 2013. And then she keep going to continued his education at SMAN 1 Malangke and finished in 2016. In 2016 she tried to continued her study at the State Islamic Institute (IAIN) Palopo and chose English Study Program of Tarbiyah and Teacher Training Faculty at the State Islamic Institute (IAIN) Palopo.

In the end of her study IAIN Palopo, she wrote a thesis entitle "Improving students' vocabulary mastery in speaking skill using battle group game at SMPN 6 Malangke Academic Year 2022".

E-mail: mihraidrus20@gmail.com