

**IMPROVING STUDENTS' VOCABULARY BY USING JENGA  
GAME AT THE EIGHTH GRADE OF SMPN 2 LAMASI**

*A THESIS*

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



**IAIN PALOPO**

**Composed By:**

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

**2023**

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TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO**



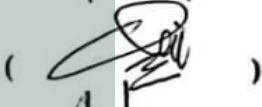
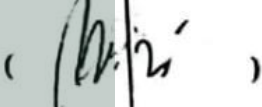
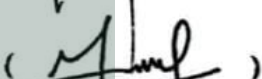
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This thesis entitled *Improving Students' Vocabulary by Using Jenga Game at the Eighth Grade of SMPN 2 Lamasi*, which is written by Nurmila Sari Amiruddin K., Registration Number 1602020156, the student of English Language Education Study Program of Education and Teacher Training Faculty at State Islamic Institute of Palopo has been examined in Thesis Examination/*Munaqasyah* which was carried out on Thursday, 31<sup>st</sup> August 2023/Shafar 14<sup>th</sup> 1445 H. It has been approved by the examiners as requirement to pursue the title of *Sarjana Pendidikan (S.Pd)*.



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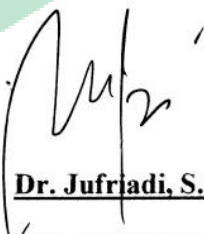
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## STATEMENT OF ORIGINALITY

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Palopo, 31<sup>st</sup> July 2023

The Researcher



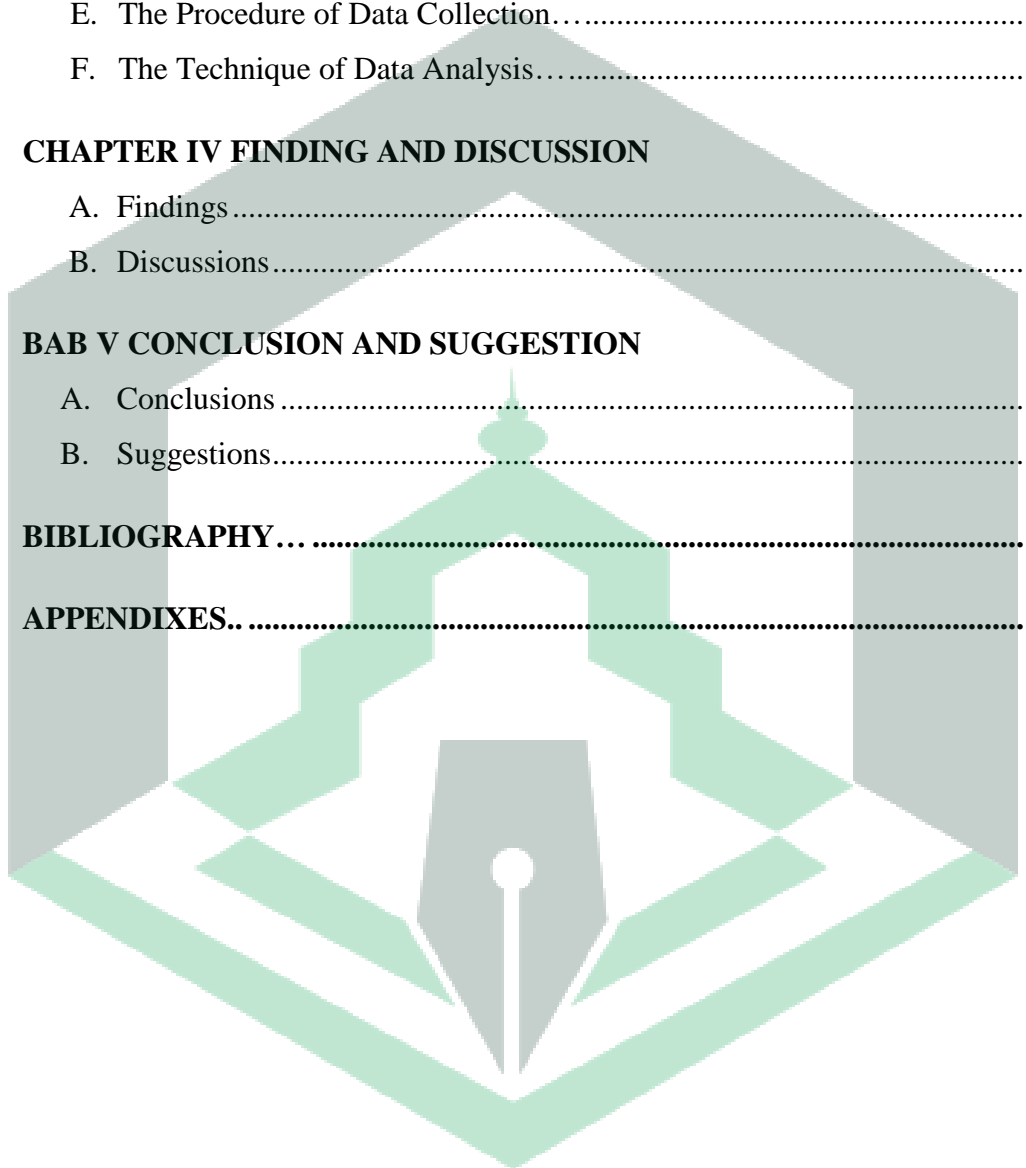
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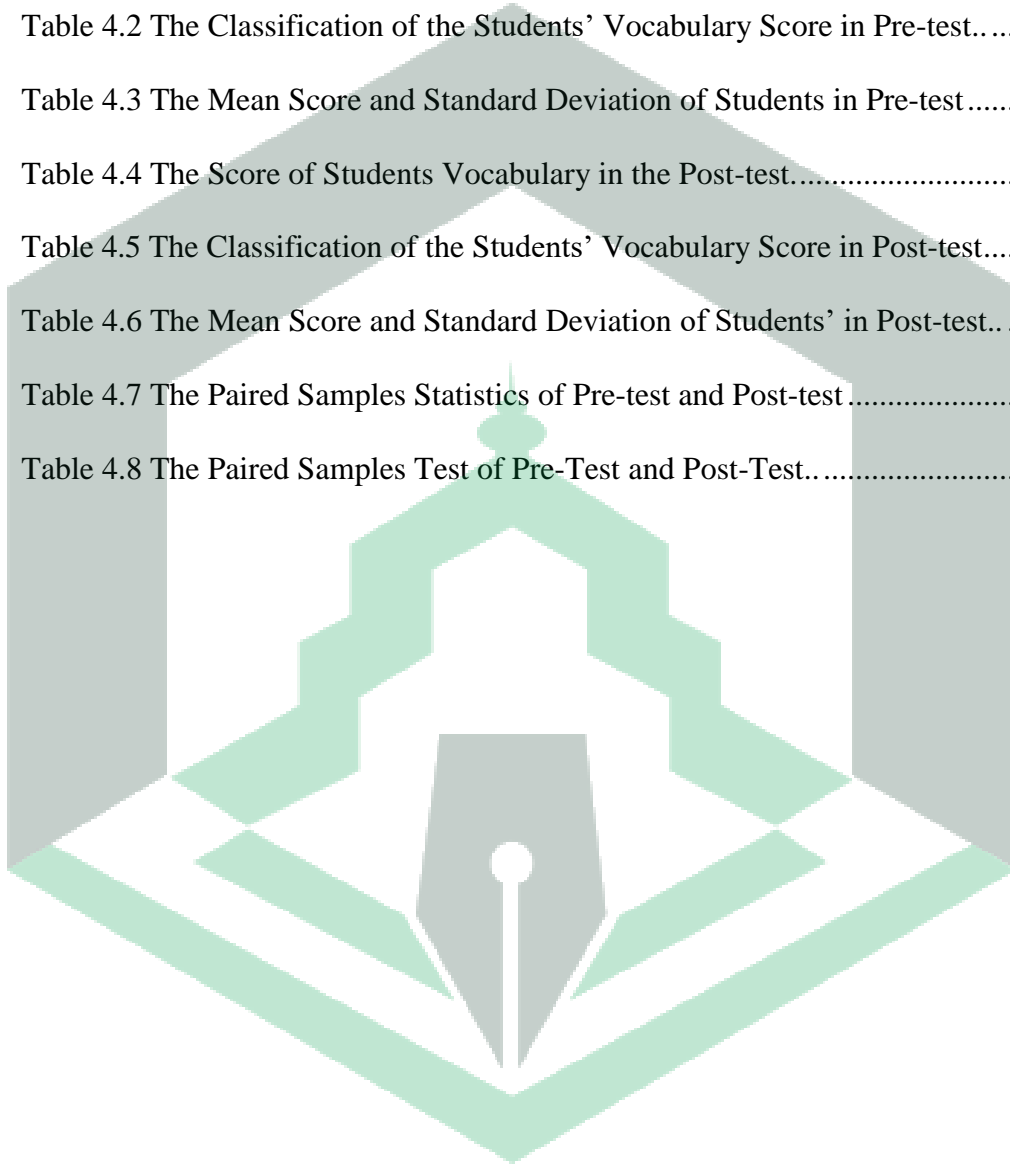
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## ABSTRACT

**Nurmila Sari Amiruddin K, 2023. "Improving Students' Vocabulary by Using Jenga Game at the Eighth Grade of SMPN 2 Lamasi". Thesis English Language Education Study Program in the State Islamic Studies (IAIN) Palopo. Supervised by: (1) Dr. Jufriadi, S.S., M.Pd (2) Muhammad Iksan, S.Pd., M.Pd.**

This thesis aims to improve students' vocabulary by using the Jenga game at the eighth grade of SMPN 2 Lamasi. The research question of this research was is the use of the Jenga game can improve students' vocabulary at the eighth grade of SMPN 2 Lamasi. The objective of this research was to find out whether the use of significant contributions finish students in the Jenga game is effective to iin improving students' vocabulary at the eighth grade of SMPN 2 Lamasi. This research applied pre-experimental. The population in this research was the eighth-grade students of SMPN 2 Lamasi. This research was conducted in one class of 30 students. The sample of this research is 30 students. The sampling technique in this research was total sampling. The instrument of the research was a vocabulary test. The researcher gave pre-test and post-test to students. The data was analyzed by using SPSS 22. The results of this research showed that the use of the Jenga game is effective to improving students' vocabulary at the eighth grade of SMPN 2 Lamasi. The students' result of the mean score in the pre-test was lower than the mean score in the post-test ( $54.97 < 70.10$ ). The researcher found that the p-value was 0.00 and the alpha was 0.05, therefore  $p < \alpha$  ( $0.00 < 0.05$ ). Thus, the researcher concluded that the use of the Jenga game can improve the students' vocabulary.

**Keywords: *Improve Vocabulary, Jenga Game, Pre-experimental Design***

# CHAPTER I

## INTRODUCTION

### A. Background

Vocabulary is one of the elements of language and is all about words or a special set of words you are trying to learn. Vocabulary is very important in language. When we learn the language it means that we learn the words of the language. Vocabulary is knowledge of the meaning of words”.<sup>1</sup> It means that vocabulary is very important to understanding in conversation.

Vocabulary is one of the English sub-skills that is very important to be taught to students. Without grammar very little can be conveyed, without vocabulary, nothing can be conveyed.<sup>2</sup> It means that students will improve much if they learn more vocabulary, but even if students' grammar is excellent, they cannot communicate well. In other words, the first thing that has to be mastered by students in learning a language is vocabulary.

In language learning, English vocabulary plays a very important role in gaining, understanding, and enhancing the process of knowledge. To communicate well, students should acquire an adequate number of words and know how to use them accurately.

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<sup>1</sup> Elfrida H. Hiebert, Michael L. Kamil, *Teaching and Learning Vocabulary*, (Mahwa, New Jersey : Lawrence Erlbaum associates, inc, 2006).

<sup>2</sup> Thornbury, Scott, *How to Teach Vocabulary*, (New York: Pearson Education. Chicago Style 2002).

Before doing the research, the researcher did observation by interviewing the teacher and students of SMPN 2 Lamasi. From the observation, the researcher found some problems with students' vocabulary. The teacher said that "the students of SMPN 2 Lamasi are still low in learning English, especially in vocabulary, students do not have much vocabulary and are lazy to memorize vocabulary". It is proven that most of the students did not know the vocabulary which is given by the teacher. Besides that, the researcher interviewed some students, and the students said they were not interested in learning English because they were not understood and did not have much vocabulary.

To solve this problem, a teacher should help students learn vocabulary by using media to conduct teaching and learning processes in the class. The teacher has to look for ways that can be used to make students interested in learning English. One of them is by using the game, the students agreed to enjoy and pleasure in learning English vocabulary, which can motivate the students to learn, can increase the quantity of teaching and learning.

Based on the explanation above, the researcher is researching with the title "Improving Students' Vocabulary by Using Jenga Game at The Eighth Grade of SMPN 2 Lamasi".

### **B. Problem Statement**

Based on the explanation in the background above, the researcher formulates the problem statement as follows: Is the use of the Jenga game effective in improving students' vocabulary at the Eighth Grade of SMPN 2 Lamasi?



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

Based on the problem statement above, the objective of the research is: To find out whether or not the Jenga game is effective in improving students' vocabulary at the Eighth Grade of SMPN 2 Lamasi.

### **D. Significances of the Research**

It is expected that this research can contribute some significant progress in teaching vocabulary. The significance of this research is

1. Theoretically Contribution: For the students in general, the research could enhance the students' motivation and improve the student's vocabulary mastery.
2. Practically Contribution:
  - For teachers, the research gives input in enriching their teaching media to be implemented in the classroom,
  - For the school, the research will enrich teaching media in school,
  - For the researcher, the research could bring a better understanding of improving students' vocabulary mastery and give practical contributions to improve students' vocabulary mastery using the Jenga game,
  - For another researcher, the research could be a kind of reference to conduct the same type of research.

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

In this case, the research focuses on improving students' vocabulary mastery through the Jenga game in the eighth grade. The study was conducted in one of the junior high school. The location of this research was junior high school 2 Lamasi. This research focuses on teaching the vocabulary of noun, verb, and adjective.

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

To specify the topic of the research, the researcher provides some definitions of the terms related to the research. These are the definitions of some terms which are related to the research:

1. Vocabulary is a set of words known to a person or other entity or part of a specific language. Vocabulary words in a language that can be used in communication.
2. Jenga is a game of physical skill created by British board game designer and author Leslie Scott, and currently marketed by Hasbro. Players take turns removing one block at a time from a tower constructed of 54 blocks. Each block removed is then placed on top of the tower, creating a progressively more unstable structure.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Research

Many studies have been performed by the researcher related to the use of strategies, approaches, methods, techniques, or media, in motivating the learner to learn English vocabulary. Some of them were mentioned as follows:

Fanny Studied “Teaching Speaking Using Jenga Games to Senior High School Sidoarjo” This study aims to describe how the teachers teach speaking using Jenga Games in the class, to describe how students progress and respond to speaking to describe the historical place in teaching speaking. This study used the descriptive qualitative method. The data were taken from the tenth-grade students of SMA Al-Fattah Sidoarjo, class X MIPA with 30 students. The data collection technique used observation field notes, observation checklists, and questionnaires. From the observations, the researcher could say that the implementation of Teaching Speaking Using the Jenga Game is the first, the teacher provides several pictures of adjectives used to describe places. Second, the teacher asked students to explain the pictures in pairs, and then they presented their descriptions in front of the class and gave feedback. Therefore, all students directly understood and corrected their mistakes. Based on the questionnaire there was 65% of students answered "YES". This means that the students feel enthusiastic and enjoy speaking English, especially in the

Implementation of Teaching Speaking Using Jenga Games. It could be said that teaching speaking using Jenga Games to describe historical places in the class was enthusiastic.<sup>3</sup>

Theresia, Sari, and Aisyah Explored “Development of Accounting Jenga as a Learning Media to Improve Students Motivation”. This study aims to develop Accounting Jenga as a learning media in Accounting Equations for students of class XI IPS 1 SMA Negeri 1 Prambanan Klaten, measure the feasibility of Accounting Jenga based on the assessments from material experts, media experts, subject practitioners, students' responses, and measuring the increase in student motivation in class XI IPS 1 after using Jenga Accounting. This research was a research and development (R&D) adapting of the ADDIE model by Dick and Carry. Jenga Accounting is assessed for feasibility by material experts, media experts, and learning practitioners. The product was implemented on 7 students of class XI IPS 3 in small group trials and 29 students of class XI IPS 2 in field trials. The measurement of student motivation was carried out on 32 students of class XI IPS 1. The data collection technique used a questionnaire. The data obtained were analyzed descriptively qualitatively and quantitatively. The results showed: (1) the five stages of Jenga Accounting development were Analysis, Design, Development, Implementation, and Evaluation, (2) the average score of the Material Expert was 4.83 classified as Very Eligible, and (2) the average score of Media Experts is 4.27

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<sup>3</sup> Fanny Indriyanti, ‘Teaching Speaking Using Jenga Games to Senior High School Sidoarjo’, 2020.

classified as Very Eligible, and (3) the average score of Learning Practitioners is 4.93 classified as Very Eligible. Based on student responses, the average score in the small group trial was 4.51 classified as Very Eligible, and in the field trial was 4.26, classified as Very Eligible. Students' learning motivation increased by 6.62% from 73.02% to 79.32%. In the paired t-test, the t count is 5.287 with sig. 0.000 which indicates that the increase is significant. So it can be concluded that the development of Jenga Accounting can increase students' learning motivation.<sup>4</sup>

Elza in her thesis: “The application of Jenga game techniques in the learning German-speaking”. Speaking skill is the most concrete and visible evidence from someone who learns German. In learning German speaking skills, there are several difficulties that they have to overcome. To overcome those hurdles, one of the many innovations is to apply the techniques of the Jenga game to learning German-speaking. The Jenga game is a block-building game that can be played by a group, and with some modification, the Jenga game could be used in learning German speaking. The purposes of this research are to discover: 1) the speaking skills of the learners before and after the application of Jenga game techniques; and 2) the effectiveness of Jenga game techniques in learning German speaking. This research uses quasi-experiment research methods without controlled class. All students of SMAN 19 Banding who learn German are the population for this experiment and the 30 students of X IPS 3 class are chosen as the research samples. The instruments used

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<sup>4</sup> Theresia Lindha, Widya Sari, and Mimin Nur Aisyah, ‘*Development of Accounting Jenga as A Learning Media to Improve Students Motivation*’, Jurnal Pendidikan Akuntansi Indonesia, 2017.

in this experiment are in the form of interviews with “sich vorstellen” as the theme and the applied treatments are the Jenga game techniques. The result shows that the students’ German speaking skills have significantly improved after the application of Jenga game techniques, from the average score for the pretest being 52 to 82 the in post-test. Thus, it can be said that Jenga game techniques are effective in improving German-speaking speaking skills and could be used as an alternative to learning German speaking.<sup>5</sup>

Sahathevan and Yamat Studied “Learning Simple Sentence Construction Using Colorful Jenga Blocks” Primary school Malaysian pupils are generally still weak in simple sentence construction. Hence, this quasi-experimental study was conducted among 5 Year 3 pupils in Sub is, Sarawak to test their competency in constructing simple sentences before and after learning using colorful Jenga blocks. Besides, it also aims to investigate how the colorful Jenga blocks help pupils construct simple sentences with correct grammar. 6 dissimilar word classes which are represented by 6 different colors of Jenga blocks were introduced to the pupils. They were taught to construct simple sentences using 4 different sentence patterns. The intervention was carried out within 8 writing lessons with a duration of 1 hour for each lesson. The data collection methods used in this study were pre-test, post-test, and semi-structured interviews. The test scores were analyzed using descriptive analysis whereas the semi-structured interview transcriptions were analyzed using thematic

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<sup>5</sup> Elza Nurfaizah, ‘Penerapan Teknik Permainan Jenga Dalam Pembelajaran Berbicara Bahasa Jerman’, 2019.

analysis. The findings revealed that all 5 pupils have shown increments in their test scores after learning using colorful Jenga blocks. Alternatively, thematic analysis of the interview transcriptions identifies 5 subthemes that explain how the intervention assists pupils. The 5 subthemes are: fun and interesting, colorful, easier, understanding and remembering sentence patterns or grammar rules, and increased vocabulary. This study has impacted pupils positively and transformed their perception of English writing lessons.<sup>6</sup>

According to the research, there were some similarities and differences between their research and this research. The similarity of their research is that is, both use Jenga games as a learning method. The difference in their research that is, the first research focused on teaching speaking, the second research used R&D (Research and Development) research methods, the third research focused on techniques in learning German, and the fourth found that the Jenga game allowed students to learn English simple sentence construction optimally.

## **B. Literature Review**

### **1. Definition of vocabulary**

Vocabulary important part of learning a language because language is essentially a set of vocabulary. In the course of language learning, vocabulary takes a fundamental role in mastering English as a foreign language. There are some

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<sup>6</sup> Evie Nisha Sahathevan and Hamidah Yamat, '*Learning Simple Sentence Construction Using Colourful Jenga Blocks*', International Journal of Academic Research in Progressive Education and Development, 2020.



definitions of vocabulary proposed by some experts. There is some definition of vocabulary proposed by some experts.

Vocabulary is the core component of a person's proficiency in language and is the basis for how well the learner speaks, listens and writes. This means that the first thing we should learn in language learning is vocabulary because vocabulary can facilitate the process of achieving language learning goals. That is, vocabulary is the main element in communication. Language learners must master a lot of vocabulary to be able to use language both orally and in writing.

The main resource in a language is vocabulary. In language terms, the development of words, their meanings, and the relationships between them would be covered by the term vocabulary. Vocabulary has an important role in language teaching and communication. So a person cannot possibly communicate without words.<sup>7</sup>

Based on the above statement, the researcher concluded that vocabulary is the words in a language that can be used in communication. Vocabulary plays an important role in improving students' ability to speak English. Without having enough vocabulary, students will have difficulties in communicating so that students will find it difficult to ask questions or express their opinions. Therefore, English teachers need to help their students in mastering vocabulary.

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<sup>7</sup> Baki Ozen, 'Teaching Vocabulary Through Poetry in an EFL Classrome', *International Online Journal of Primary Education*, 2012.

## 2. Kinds of vocabulary

The proposed words take two forms, First, oral vocabulary is a set of words whose meaning we know when we speak or read orally. Second, written vocabulary consists of words whose meaning is known when we write or read silently. They also defined knowledge of words as also coming in at least two forms as follows:

a) Productive vocabulary Productive vocabulary is a set of words that one can use when writing or speaking. These are words that are well-known, familiar, and frequently used.

b) Receptive or recognition vocabulary is the set of words that one can use to make meaning when listening or reading. These are words that are often less familiar to students and used less frequently. Individuals may be able to assign meaning to these words, although they may not know the subtleties of the differences. Typically, these words are also words that are not used spontaneously. However, when individuals encounter these words, they recognize them, albeit imperfectly.<sup>8</sup>

vocabulary divided into five parts, there are:

a) Active vocabulary refers to the number of words used by a person compared to the number he/she can understand

b) Active vocabulary refers to the words and idiomatic expressions necessary for minimal use and working knowledge of a language,

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<sup>8</sup> Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice*, *Teaching and Learning Vocabulary: Bringing Research to Practice*, 2005.

- c) Passive vocabulary refers to the number of words understood by a child compared to the number of words used,
- d) Vocabulary growth refers to the number of words a child has from the speed of development which depends on intelligence and language environment,
- e) Vocabulary test refers to the number of words which sometimes requires a psychological test to find out the backlog of words a person understands.<sup>9</sup>

Vocabulary is divided into two categories: active vocabulary and passive vocabulary. Active vocabulary is words that can be used by a person, and passive vocabulary is words that can be understood but not used. From the definitions above, it can be concluded that receptive vocabulary has the same meaning as passive vocabulary which is only known by someone without using it to communicate or write something. Productive vocabulary has the same meaning as active vocabulary, which is vocabulary that people know and usually use to communicate or write something.

He also said that: "Vocabulary is divided into function words and content words. Function words are a closed class; we cannot add prepositions or modal auxiliaries or other language structure words. On the other hand, content words can be added at any time as science advances which makes new words and communication about new discoveries important. This means that to have good

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<sup>9</sup> Kasim K, *Teaching English Vocabulary for Young Learners by Using Classroom Simulation Games* (Makassar: Thesis FBS UNM Makassar, 2001)

English, one must not only master grammar but also vocabulary so one must recognize both.

Vocabulary was classified into six types:

#### 1) Word Classes

Word classes are groups of words in a language unit that are categorized in terms of form, function, and meaning in the grammar system. Word classes are divided into eight classes, namely nouns, pronouns, verbs, adverbs, adjectives, prepositions, and determiners.

#### 2) Word Families

Word families consist of basic words plus the most common inflections and derivations. There are many types of words for word families: endings, prefixes, and affixes.

#### 3) Word Formation

Word formation is the creation of a new word by combining, truncating, summarizing, and borrowing from another word that changes the word form of its origin. There are many types of word formation: compounding, fusion, alteration, and decapitation.

#### 4) Multi-word Units

A multi-word unit is a lexical unit formed by two or more words to produce a new concept. There are two types of multi-word units: phrasal verbs, and dioms.

### 5) Collocations

Collocation is the alignment of certain words with other words or words whose frequency is greater than coincidence.

### 6) Word Meanings

There are three kinds of word meanings: synonyms, antonyms, homonyms.<sup>10</sup>

From the explanation above, it can be concluded that there are many types of vocabulary that must be known. Therefore, the more vocabulary students know, the easier it is for students to understand the parts of the vocabulary.

### 3. Teaching of vocabulary

Vocabulary teaching is not an easy thing to do. Some people think that teaching vocabulary is a waste of time because the number of vocabulary words is unlimited. In fact, English teachers should teach English vocabulary first before teaching other aspects of English, such as grammar, speaking, reading and writing. If students know more vocabulary, it will be easier for them to learn other aspects of English.

Learning a language is not only preparing as much material as possible, but also providing training to students on how to use the language that has been taught actively, both orally and in writing. Many definitions of the purpose of vocabulary learning can be found by experts. Furthermore, learning foreign language vocabulary provides several challenges for learners. Depending on the teaching objectives, a teacher is required to know which words to teach.

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<sup>10</sup> Thornbury, S. *How to Teach Vocabulary*.,(Pearson Education Limited. London: Longman 2002).

In learning a new language, learners will apply as many strategies as possible to master the target language in the shortest time possible. Most of the strategies practiced are usually focused on mastering vocabulary because vocabulary is the smallest unit that learners need to know in order to use the target language properly.<sup>11</sup>

#### 4. The importance of vocabulary

Vocabulary is a collection of words in a language that is recognized by certain people. Everyone has a unique and sometimes unnoticed vocabulary because vocabulary tends to evolve with age and grow and develop over time. Vocabulary is usually defined as words that are known and used by certain people, but learning vocabulary is not as simple as you might think.

Vocabulary is very important because having a wide vocabulary will help us to express ourselves clearly and communicate well. To keep our vocabulary organized and growing, we should read, play word games, or even set ourselves a goal to learn foreign or unknown vocabulary every day.

### **C. The Definition of Game**

#### 1. The Definition of Game

Games are organized activities that usually have four properties. The four traits are a specific task or goal, a set of rules, competition between players, and

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<sup>11</sup> Ngan-ha, Christine Szeto, *The Relationship between Vocabulary Development and Reading and Vocabulary Learning Strategies*, 2007.

communication between players can be oral or written.<sup>12</sup> In addition, games can also help you to maximize every learning potential.

Based on these opinions, it can be concluded that learning can be done by using games to provide learning materials and assessments in ways that are interesting to students so that they can help maximize the learning potential of each student. Games are learning techniques that present subject matter in a playful atmosphere. Students are expected to follow the agreed game rules to achieve learning objectives. Thus students feel happy in the learning process, without feeling that they have done the learning process.

## 2. The definition of Jenga game

Jenga, a game advertised as fun, is a stacking toy that can facilitate social interaction at conferences and business meetings. Debuting in the United States in 1987, it takes its name from the Swahili word for "to build". A challenge to players' patience and dexterity, this Milton Bradley product, still available from the Hasbro division, is for ages eight and above. One or more players take alder wood blocks from a stack positioned three across, then deftly place them on top of the structure in the hope that it will not collapse. This literal deconstruction exercise for budding architects consists of fifty-four three-inch rectangular wooden blocks. With skill, this structure can stand upright despite being riddled with holes.

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<sup>12</sup> Jack C. Richards and Richard Schmidt, *Longman Dictionary Of Language Teaching and Applied Linguistics*, Fourth Edition, (Great Britain: Pearson Education Limited, 2010).



In 1999, Pavilion, the Toys R Us brand of Geoffrey, Inc, offered the Tumbling Tower. This is a Jenga variant for two or more players that contains forty-eight wooden blocks and a die. The players remove the wooden blocks. In 2002, Mattel introduced UNO Stacko for two to ten players "based on" the UNO card game. The blocks, like those in Jenga, are stackable and removable.<sup>13</sup>

Jenga is a game of physical and mental skill that consists of 54 wooden blocks. The game is similar to the Uno Stacko game where the goal is to continuously stack the tower of blocks higher until it collapses.<sup>14</sup> Three blocks are arranged in a row into one layer. The next layer is arranged crosswise. This is done continuously until all the layers are arranged into a tower. The game can be played by two or more people. With one hand, the player gets a turn to pick up a block of the tower without making it collapse, then the block must be placed again at the top end of the Jenga tower.

### 3. Teaching vocabulary using Jenga game

There are various kinds of games, one of which is the Jenga game. Jenga is a game that consists of 54 wooden blocks arranged in such a way that it becomes a Jenga tower. The Jenga game is suitable for children aged eight years to adults.<sup>15</sup> She also said, "To be able to play the game of Jenga, it requires physical ability, brain ability, and mental ability. Physically, playing Jenga requires the ability to pick up the blocks without the Jenga tower collapsing. The ability to strategize, accuracy in

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<sup>13</sup> Frank Hoffmann, Frederick J Augustyn, Jr, Martin J Manning, *Dictionary of Toys and Games in American Popular Culture*.

<sup>14</sup> *Uno Stacko Rules* <<https://www.unorules.com/uno-stacko/>>

<sup>15</sup> Ulfi Kholidiyah, 'Hubungan Antara Intensitas Bermain Game Online Dengan Kecerdasan Emosi', *Undefined*, 2013.

determining which blocks can be taken easily with limited time, and also improve concentration, shows that brain skills are needed in playing the Jenga game. While mental skills are needed by the players to control emotions in order to play calmly and carefully, so that it is not easy to make the Jenga tower collapse. These three skills are interrelated with each other.

However, mental skills are the most dominant. Mental skills are a person's ability to motivate themselves, resilience in the face of failure, control emotions and satisfaction, and also control their soul well". From some descriptions of the research results above, it can be concluded that the use of Jenga game media can be implemented in all types of learning materials. The effectiveness depends on the teacher's creativity in modifying the game to make learning activities more meaningful, including vocabulary learning.

#### 4. The Advantage and Disadvantage of Using Jenga Game

According to Prasetiawati (2018), the advantage and disadvantage of using Jenga game as follows:

##### a. The advantage

- Improve students' memory of the vocabulary they have learned because students directly practice writing and pronouncing vocabulary by answering questions.
- Creating fun classroom conditions because learning while playing so that it can motivate students to learn.
- Students can be directly involved actively to play the Jenga game media.

- Train students' cooperation with their groups in answering the questions they get.
- b. The disadvantage
  - The class that is less controlled due to lack of supervision from the teacher.<sup>16</sup>

#### **D. Theoretical Framework**

Vocabulary is very important in improving English language skills. If students have a lot of vocabulary, it will be easier for them to express their ideas, feelings, emotions, etc. Without vocabulary, students will have difficulty learning English. Without vocabulary, students will have difficulty in learning English. This means that vocabulary is very important in the process of learning English.

Jenga game can be one of the alternatives to help students in vocabulary learning. With games, students can learn vocabulary in an interesting way so that it is hoped that later students will develop an interest in memorizing vocabulary and applying it to sentences. Games as one of the learning media are highly recommended by psychologists because they are very beneficial for the cognitive development and creativity of students. Games can be used to improve students' mastery in vocabulary learning because games applied in learning can overcome students' boredom when participating in the teaching and learning process.

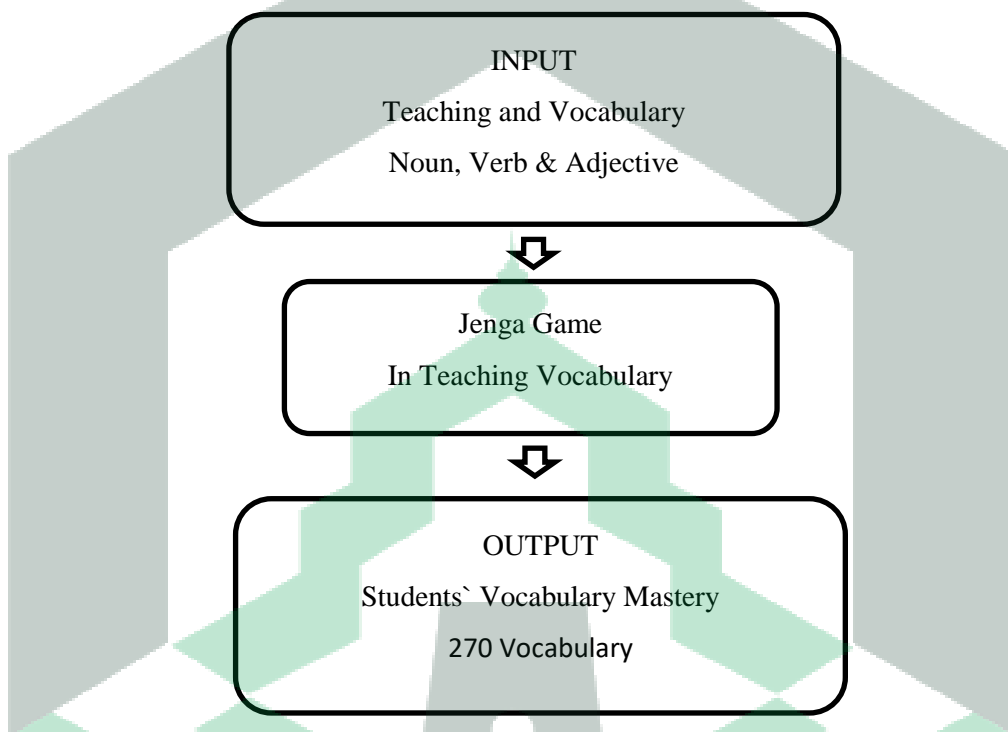
Based on the above statement, this study focuses on improving students' vocabulary by using Jenga game. In this study, students will be given a pre-test to

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<sup>16</sup> Virgadi, Fitriani. 'Peningkatan Kosakata Bahasa Jepang Melalui Permainan Uno Stacko (Penelitian Eksperimen pada Siswa Kelas XI SMA Muhammadiyah 1 Pekanbaru)', 2018.

determine the level of students' vocabulary in English before being given the treatment. After conducting both items, the research comes to the last item by giving a post-test to find out whether there is a significant development for students after being given treatment or not.

The conceptual framework in this research is shown in the diagram:



The conceptual framework shows the researcher's process in using the Jenga game to improve students' vocabulary. Learning by using Jenga game is interesting and student-centered. Students not only memorize the vocabulary given by the teacher, but students also play an active role in using a game that requires students to be more active in memorizing vocabulary by answering questions contained in Jenga blocks.

By using the Jenga game, students can memorize the vocabulary that has been seen on the blocks and remember it directly so that students can master the learning material and improve the memory of the vocabulary that has been learned. In addition, one of the advantages of the Jenga game is that it can create a fun learning atmosphere. This media is very practical and easy to use by students.

Jenga game is an effective way to teach vocabulary to students. It can support students to be interested in English teaching and bring positive attitudes, such as a sense of interest in the language they are learning. The Jenga game can develop their linguistic skills, especially in writing, pronunciation and concentration. Students will naturally compete with each other, students can share experiences and create cooperation among them. So, Jenga game will be more effective to teach vocabulary in learning English.

In this study, the researcher used the pre-experiment method. This study aims to improve student's vocabulary through Jenga game. In teaching and learning activities, many factors can improve students' vocabulary, one of which is by using the Jenga game. The result of this study is that students can improve their vocabulary ability about noun, verb, and adjective. In addition, there was a significant increase in students' vocabulary.

## **E. Hypothesis**

To test the hypothesis, this study uses a statistical hypothesis formulated as follows:

$H_0$ : The use of Jenga game is not effective to improve students' vocabulary at the eighth grade in SMPN 2 Lamasi.

$H_1$ : The use of the Jenga game is effective to improve students' vocabulary at the eighth grade in SMPN 2 Lamasi.



## CHAPTER III

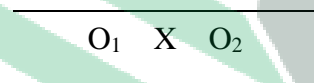
### METHOD OF THE RESEARCH

#### **A. Research Method**

This research method is experimental research. Experimentation is the simplest research design. Experimentation is defined as a method used to find certain combinations under controlled conditions. So experimental research is research that discusses whether or not there is an effect of something on the subject under study. In other words, experimental research evaluates whether there is a causal relationship. The experimental group will be given a pre-test, treatment, and post-test.

#### **B. Research Design**

The researcher applied a pre-test and post-test design. This is the most effective way to find out whether the use of Jenga game is effective in improving students' vocabulary or not. The researcher only compared the scores of the pre-test and post-test, where the first was before using the Jenga game and the second after using the Jenga game. This study can be designed as follows:



Where:

O<sub>1</sub>: Pre-test

X: Treatment

O<sub>2</sub>: Post-test



The effectiveness or influence of the independent variable on the dependent variable is seen from the difference in Pre-test (O1) and Post-test (O2) scores. If there is a difference between the Pre-test and Post-test scores, where the Post-test score is significantly higher than the Pre-test score, it can be concluded that the treatment given has an effect or is effective on changes that occur in the dependent variable.<sup>17</sup>

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

#### **1. Population**

In this study, researchers took VIII grade students of SMPN 2 Lamasi as the population, of which the total population was 125 students.

#### **2. Sample**

The researcher took 1 class VIII consisting of 30 students to be the sample. The reason why the researcher took this class was because the students in this class were lacking in vocabulary skills. The sampling technique in this study was purposive sampling. The researcher believes that the sample can represent the population.

### **D. Instrument of the research**

The instrument in this study was a vocabulary test. The purpose of the vocabulary test was to determine the students' vocabulary level consisting of 30 questions. This test consists of multiple choice matching words, translating, and classifying words, multiple choice consists of 15 questions, matching words consists of 10 questions, and translating and classifying words consists of 5 questions.

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<sup>17</sup> Sugiyono, *Metode Penelitian Pendidikan*, (Alfabeta, Bandung 2011).

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

The data collection procedure is described below:

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

Before using the Jenga game, the researcher gave a pre-test to the students to find out the student's knowledge of vocabulary. In this case, the researcher asked the students to answer the vocabulary test individually. The researcher distributed the vocabulary test consisting of 30 questions and the students collected the pre-test results after doing it.

### **2. Treatment**

The researcher took several steps, the steps are as follows:

#### **1) First meeting**

In the first meeting, the researcher introduced the Jenga game and explained the material relevant to the topic. Then, the researcher provided a vocabulary list with the topic "Nouns (Objects around the school)" for each group.

#### **2) Second Meeting**

In the second meeting, the researcher explained the materials relevant to the topic. Then, the researcher provided a vocabulary list with the topic "Nouns (Animals)" for each group.

#### **3) Third Meeting**

In the third meeting, the researcher explained the relevant material to the topic. Then, the researcher provided a vocabulary list with the topic "Adjectives" for each group.

#### 4) Fourth Meeting

In the fourth meeting, the researcher explains the relevant material to the topic. Then, the researcher provided a vocabulary list with the topic "Adjectives" for each group.

#### 5) Fifth Meeting

In the fifth meeting, the researcher explains the material relevant to the topic. Then, the researcher provided a vocabulary list with the topic "Verbs" for each group.

The treatment steps in each meeting are:

1. Divide the class into 5 teams
2. Draw a line on the whiteboard into five sections and write down the topic to be covered
3. Students must then memorize as many words as possible that relate to the topic
4. The researcher gives 15 minutes for students to understand the vocabulary with their team
5. Each team sends one person in their group to take 1 block of Jenga game
6. Students will get a question based on the block taken
7. Each team will get one point for each correct word.
8. The team that collects the most points is the winner.

## Post-test

After giving the treatment, the researcher gave a post-test. The researcher gave a post-test to identify students' vocabulary after being given the treatment. The researcher gave multiple choice questions, matching words, translating and classifying words. The researcher explained to the students how to answer the questions and the time needed to answer them. Then the results of the pre-test and post-test were calculated to measure whether the Jenga game could increase students' vocabulary or not.

## F. The Technique of Data Analysis

After the researcher collects the data, the researcher then analyzes the data to achieve the research objectives that have been set using the procedure:

1. The scores were converted to a set of cores maximum of 100, using the following formula:

$$\text{Students score} = \frac{\text{he total of the students' correct answer}}{\text{total number}} \times 100$$

2. Converting the scores of the students into values

3. Classifying the score of the students into the following score classification as follows:<sup>18</sup>

**Table 3.1 The classification score for the test**

Percentage	Criteria
95 -100	Excellent
86-95	Very Good
76 -85	Good
66 -75	Fair Good
56 -65	Fair
36-55	Poor
0-35	Very poor.

4. Calculating the mean value, standard deviation, frequency table, and experimental vocabulary achievement test by using SPSS 22 for Windows evaluation.

<sup>18</sup>Suharsimi Arikunto, *Prosedur Penelitian : Suatu Pendekatan Praktis*, (Jakarta: Rineka Cipta, 1998)

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

In this research, the researcher collected data by giving tests. The researcher took all the data related to the teaching of vocabulary mastery in eighth grade students at SMPN 2 Lamasi in order to make the description more precise and easier to understand. The researcher will describe the students' vocabulary test results between the pretest that was not treated and the posttest that was treated.

##### **1. The Analysis of Students' Scores in the Pretest**

###### **a. The Students' Pre-Test Score**

In this section, the researcher displays the data in tabular form and calculates the scores using the SPSS 22 program. Then, the researcher displays the complete score of the students' vocabulary test in the Pre-Test. The tabulation of students' scores in the Pre-Test can be seen in Table 4.1.

**Table 4.1 The Score of Students Vocabulary in the Pre-test**

No	Students	Correct answer	Score
1.	Student 1	9	30
2.	Student 2	9	30
3.	Student 3	21	70
4.	Student 4	13	43
5.	Student 5	21	70
6.	Student 6	15	50
7.	Student 7	21	70
8.	Student 8	22	73
9.	Student 9	19	63
10.	Student 10	17	57
11.	Student 11	21	70
12.	Student 12	10	33
13.	Student 13	24	84
14.	Student 14	17	57
15.	Student 15	22	73
16.	Student 16	4	13
17.	Student 17	21	70
18.	Student 18	10	33
19.	Student 19	18	60
20.	Student 20	22	73
21.	Student 21	24	80
22.	Student 22	15	50
23.	Student 23	15	50
24.	Student 24	17	57
25.	Student 25	21	20
26.	Student 26	19	63
27.	Student 27	17	57
28.	Student 28	7	23
29.	Student 29	23	77
30.	Student 30	15	50

The table shows the results of students' vocabulary scores in the pretest. The pretest score data shows that one student scored 84, one student scored 80, one student scored 77, three students scored 73, five students scored 70, two students scored 63, one student scored 60, four students scored 57, four students scored 50, one student scored 43, two students scored 33, two students scored 30, one student scored 30, one student scored 23, one student scored 20, and one student scored 13. The data in graph 4.1 above shows that the lowest score was 13 obtained by one student. In addition, the highest score is 84, one student got it.

#### **b. The Students' Scoring Classification of the students' Pre-test**

The following table is the data obtained from the pre-test before treatment.

**Table 4.2 The Classification of the Students' Vocabulary Score in Pre-test**

No	Classification	Score	Frequency	Percentage
1	Excellent	95-100	0	0%
2	Very Good	86-94	0	0%
3	Good	76-85	3	10.0%
4	Fair Good	66-75	8	26.7%
5	Fair	56-65	7	23.3%
6	Poor	36-55	5	16.7%
7	Very Poor	0-35	7	23.3%

Table 4.2 shows the student scores in the pre-test frequency. This shows that there are no (0%) students who are in the very good and excellent classifications, 3 (10.0%) students in the good classification, 8 (26.7%) students in the good enough classification, 7 (32.3%) students in the fair classification, 5 (16.7%) students in the



poor classification, and 7 (23.3%) students in the very poor classification, and 1 (4%) student in the very poor classification.

### c. The Mean Score and Standard Deviation of Students' in Pre-test

In this section, after classifying the students' vocabulary scores, the students' mean and deviation scores can be seen in the following table.

**Table 4.3 The Mean Score and Standard Deviation of Students in Pre-test**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	30	13	84	54.97	19.200
Valid N (listwise)	30				

From Table 4.3, it can be seen that the highest score of students is 84 and the lowest score is 13. In addition, it shows that the mean score of students' vocabulary in the pre-test is 54.97 and the standard deviation of error is 19.200.

## 2. The Analysis of Students' Vocabulary Scores in the Post-test

### a. The Students' Post-test Score

The post-test was conducted after the treatment to determine the effect of Jenga game on students' vocabulary mastery. The following is a description of students' post-test scores.

**Table 4.4 The Score of Students Vocabulary in the Post-test**

No	Students	Correct answer	Score
1.	Student 1	13	43
2.	Student 2	18	60
3.	Student 3	24	80
4.	Student 4	17	57
5.	Student 5	22	73
6.	Student 6	23	77
7.	Student 7	23	77
8.	Student 8	25	83
9.	Student 9	21	70
10.	Student 10	21	70
11.	Student 11	24	80
12.	Student 12	17	57
13.	Student 13	27	90
14.	Student 14	18	60
15.	Student 15	23	77
16.	Student 16	15	50
17.	Student 17	22	73
18.	Student 18	22	73
19.	Student 19	22	73
20.	Student 20	26	87
21.	Student 21	29	97
22.	Student 22	18	60
23.	Student 23	19	63
24.	Student 24	17	57
25.	Student 25	22	73
26.	Student 26	20	67
27.	Student 27	19	63
28.	Student 28	15	50
29.	Student 29	27	90
30.	Student 30	22	73

Based on the table, it can be seen that the results of student post-test score data show that one student scored 97, two students scored 90, one student scored 87, one student scored 83, two students scored 80, three students scored 77, six students scored 73, two students scored 70, one student scored 67, two students scored 63, three students scored 60, three students scored 57, two students scored 50, and one student scored 43. Based on the data in graph 4.4 above, it can be seen that the highest and lowest scores in the post-test were 97 and the lowest score was 43.

#### **b. The Students' Scoring Classification of the students' Post-test**

The following table shows the data obtained from the post-test after treatment.

**Table 4.5 The Classification of the Students' Vocabulary Score in Post-test**

No	Classification	Score	Frequency	Percentage
1	Excellent	95-100	1	3.3%
2	Very Good	86-94	3	10.0%
3	Good	76-85	6	20.0%
4	Fair Good	66-75	9	30.0%
5	Fair	56-65	8	26.7%
6	Poor	36-55	3	10.0%
7	Very Poor	0-35	0	0%

Table 4.5 shows the post-test group data. The post-test data for the control group contained 1 (3.3%) student in the excellent classification, 3 (10.0%) students in the very good classification, 6 (20.0%) students in the good classification, 9 (30.0%) students in the fair classification, 8 (26.7%) students in the fair classification, 3

(10.0%) students in the poor classification, and no (0%) students in the very poor classification.

### c. The Mean Score and Standard Deviation of Students' in Post-test

In this section, the researcher describes the mean value and standard deviation to compare the mean value on the post-test after treatment.

**Table 4.6 The Mean Score and Standard Deviation of Students' in Post-test**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	30	43	97	70.10	12.906
Valid N (listwise)	30				

From Table 4.6, it can be seen that the highest score of students is 97 and the lowest score is 43. In addition, it also shows that the average value of students' vocabulary on the Post-Test is 70.10 and the standard deviation error is 12.906.

### d. The Calculation Between Pre-test and Post-test

In addition to showing the mean scores on students' vocabulary subjects, this study will also present the scores of students' results on the Pre-test and Post-test, the total mean score, and the standard deviation of the Pre-test and Post-test, then compare the two. The results are presented in descriptive statistics, which can be seen in Tables 4.7 and 4.8.

**Table 4.7 The Paired Samples Statistics of Pre-test and Post-test**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	30	13	84	54.97	19.200
Posttest	30	43	97	70.10	12.906
Valid N (listwise)	30				

Table 4.7 explains the statistical results of the pre-test and post-test. From the table above, N is the number of subject data, which is 30 from the pre-test and 30 from the post-test. It can be seen that the post-test is significantly different. The average obtained by the pre-test group was 54.97 while the average score of the post-test group was 70.10. Further statistical theses of the study are described in the table below:

**Table 4.8 The Paired Samples Test of Pre-test and Post-test**

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-15.133	12.492	2.281	-19.798	-10.469	-6.635	29	.000

Table 4.8 above in the pre-test and post-test, the researcher found a significant difference between the average scores of students in the pre-test and post-test. The probability value is smaller than alpha ( $\alpha$ ) ( $0.00 < 0.05$ ) meaning that the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected. So, the conclusion is that there is a difference in vocabulary teaching before and after using

the Jenga game. Therefore, the researcher concluded that Jenga game is effective to improve students' vocabulary at the eighth grade of SMPN 2 Lamasi.

## **B. Discussion**

In light of the findings, the researcher presents a discussion of the data provided to the students. This section describes the students' improvement in vocabulary instruction using the Jenga game. The researcher's findings on students' scores in the experimental class pre-test and post-test results.

In general, just like any other game, jenga can provide a fun activity. Students can become active in the learning process. With a few changes, the researcher conducted this jenga game to improve students' vocabulary at SMPN 2 Lamasi.

In this game, the researcher divides the students into 5 groups and each group will be given a list of vocabulary related to the topic. The researcher gave 15 minutes for students to understand the vocabulary with their respective groups. After the time is up, each group sends one person in the group to take 1 block of the Jenga game and will get a question based on the block taken. Each group gets one point for each correct word, but if the student cannot answer the question, it will be given to another group who can answer it. In this game, if a student drops a block then the group has to say 10 vocabulary words and translate them. The team that collects the most points is the winner.

Based on the research that has been conducted, the researcher found that the Jenga game in teaching vocabulary can train students to think quickly and make students motivated, fun and enthusiastic to guess words. And even when the lesson

time was over the students asked the researcher to give extra time to play the jenga game again.

The researcher found that the test given to students can improve their vocabulary mastery from the research results. The average score of the students' test results proved this. This study used pre-experimental which consisted of two groups, namely pre-test and post-test. In this study, researchers presented nouns, adjectives, and verbs to teach vocabulary at SMPN 2 Lamasi. Pre-test, before giving treatment or using conventional teaching, while in post-test, after giving treatment or after giving vocabulary teaching by using Jenga game.

The researcher took 3 students as representatives who had different abilities. They are students A, B, and C. The first student (student A) answered 4 questions correctly in the pre-test and 15 questions correctly in the post-test. The second student (student B) before being treated answered 24 questions correctly in the pre-test and 29 questions correctly in the post-test. The third student (student C) before being treated, only answered 10 questions correctly in the pre-test, and after being treated answered 22 questions correctly in the post-test. All three students answered most of the questions about nouns in the pre-test. When compared to the post-test, students experienced an improvement where students not only answered questions correctly about nouns but also answered questions correctly about adjectives and verbs.

It has been discussed in Chapter II that the Jenga game in the learning process uses a grouping system and requires good cooperation between students so that students can improve their vocabulary. Fanny said that the teaching using Jenga game

to describe historical places in her class was very enthusiastic by the students.<sup>19</sup> Theresia, Sari, and Aisyah said that the development of Accounting Jenga can increase student learning motivation in the classroom.<sup>20</sup> Elza said that the Jenga game technique is effective in improving students' German language skills, and can be used as an alternative in learning German.<sup>21</sup> Sahathevan and Yamat said that the research using the Jenga game had a positive impact on the students and changed their perception of English writing lessons.<sup>22</sup>

In line with the above research, the implementation of Jenga game in this research shows that Jenga game can increase students' learning motivation, improve students' cognitive ability or knowledge, encourage students to be more active in learning activities, and improve social skills. Vocabulary teaching using Jenga game in SMPN 2 Lamasi can improve students' vocabulary scores. Therefore, it can be said that playing Jenga in vocabulary learning has solved students' vocabulary problems and improved students' vocabulary for eighth grade students of SMPN 2 Lamasi.

In this research, the vocabulary test was given to students who still have basic English in the eighth grade at SMPN 2 Lamasi. In addition, after conducting this study, the researcher also found some problems in this class such as:

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<sup>19</sup> Fanny Indriyanti, *Teaching Speaking Using Jenga Games to Senior High School Sidoarjo*, 2020.

<sup>20</sup> Theresia Lindha, Widya Sari, and Mimin Nur Aisyah, 'Development of Accounting Jenga as A Learning Media to Improve Students Motivation', *Jurnal Pendidikan Akuntansi Indonesia*, 2017

<sup>21</sup> Elza Nurfaizah, *Penerapan Teknik Permainan Jenga Dalam Pembelajaran Berbicara Bahasa Jerman*, 2019.

<sup>22</sup> Evie Nisha Sahathevan and Hamidah Yamat, *Learning Simple Sentence Construction Using Colourful Jenga Blocks*, *International Journal of Academic Research in Progressive Education and Development*, 2020



1. Students still have difficulty in answering questions about vocabulary (noun, verb and adjective) because students only know a few vocabulary words. For vocabulary teaching, teachers need to teach new words to students through various effective and interesting vocabulary learning methods. The limitations of students having dictionaries where only a few students have dictionaries and it makes the teaching process in class less effective and students experience difficulties and take a long time to find words in the dictionary. Teachers can ask students to have their dictionary to facilitate learning English in class.
2. Some students are late for class because they come late to school. In this case, the teacher's firmness in enforcing the rules is very important. If one day the teacher does not follow the agreed rules, then the students will break them again.
3. There were problems in classroom management, some students were noisy, disturbed their friends, and also did not listen to what was conveyed by the researcher. Teachers certainly need to have the right strategy to deal with students if they are noisy in class such as asking students to re-explain the material presented by the teacher.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the results of the research and discussion, the researcher concluded that the use of Jenga game can improve students' vocabulary at SMPN 2 Lamasi. After the treatment was conducted, there was an effect of using Jenga game on students' vocabulary improvement. This means that Jenga game can influence students' vocabulary. This is supported by the high scores obtained by students after being treated with Jenga game as a vocabulary teaching strategy. There is a difference between the pre-test and post-test. Thus, the game can be concluded that Jenga is effective to develop students' vocabulary.

#### B. Suggestion

Based on the research results, the researcher wants to give some suggestions.

##### 1. For the teachers

Teachers can use this game as a learning media because it can contribute to the learning process by making students remember a lot of vocabulary that has been taught before. The obstacles faced are the uncontrollable classroom situation, and arranging the Jenga blocks takes quite a long time. So, the teacher must control the time and students' activities so that the class is always conducive and the activities run well.

## 2. For the students

This research is expected to contribute to students as a learning media, especially to improve students' ability in English, students need to know about vocabulary and one way that can be done to improve vocabulary mastery is through various kinds of methods and other learning media that are effective and interesting for students such as the Jenga game.

## 3. For the next researcher

In this research, the researcher used the Jenga game to teach junior high school students. Future researchers can apply this strategy to students with different levels and different materials. This study is expected to contribute to educational research, especially to find out the use of Jenga game on students' vocabulary mastery. This study is expected to complement previous research that can be used by other researchers to conduct further research related to several techniques or games in students' vocabulary mastery.

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**A**

**P**

**P**

**E**

**N**

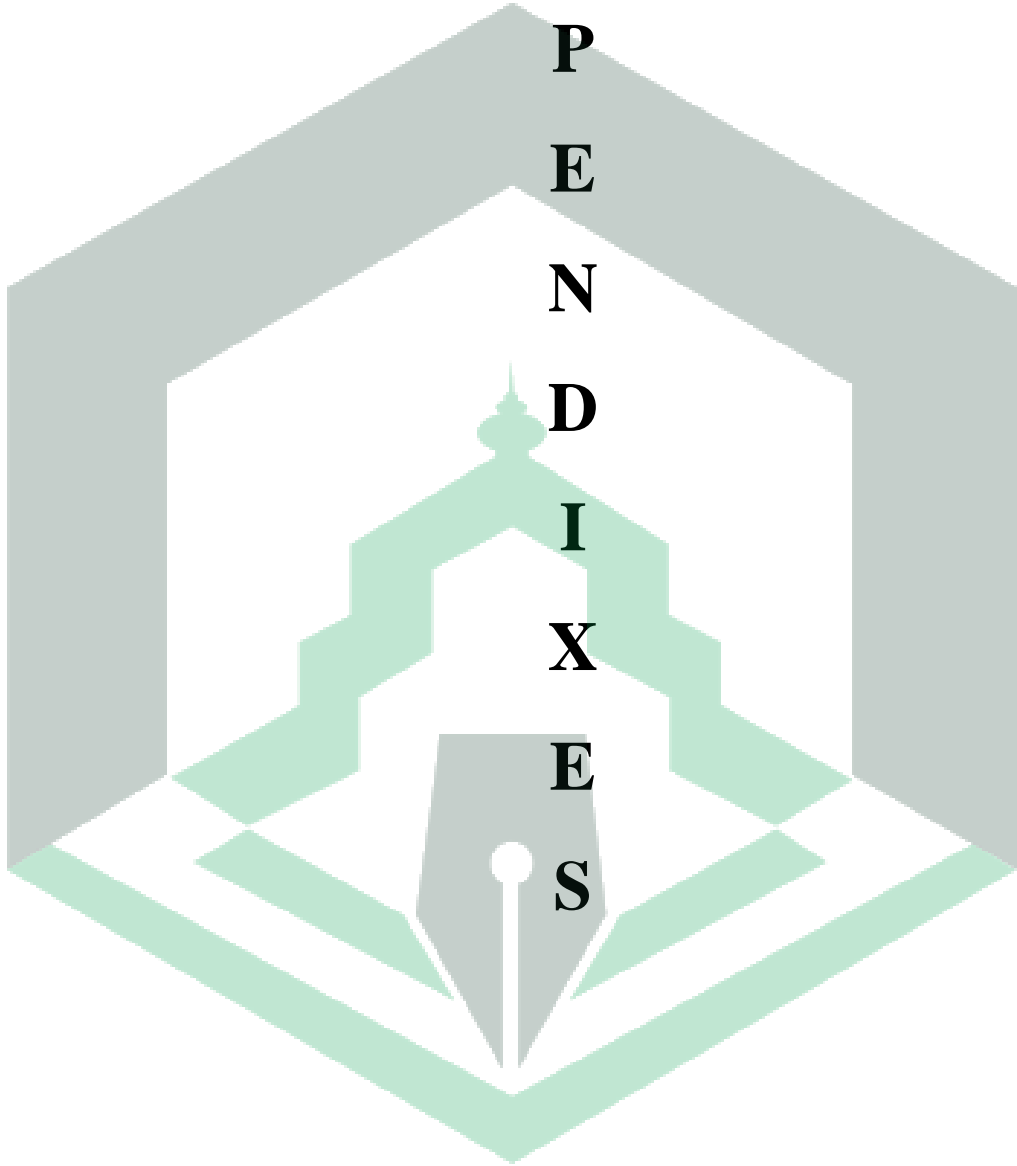
**D**

**I**

**X**

**E**

**S**



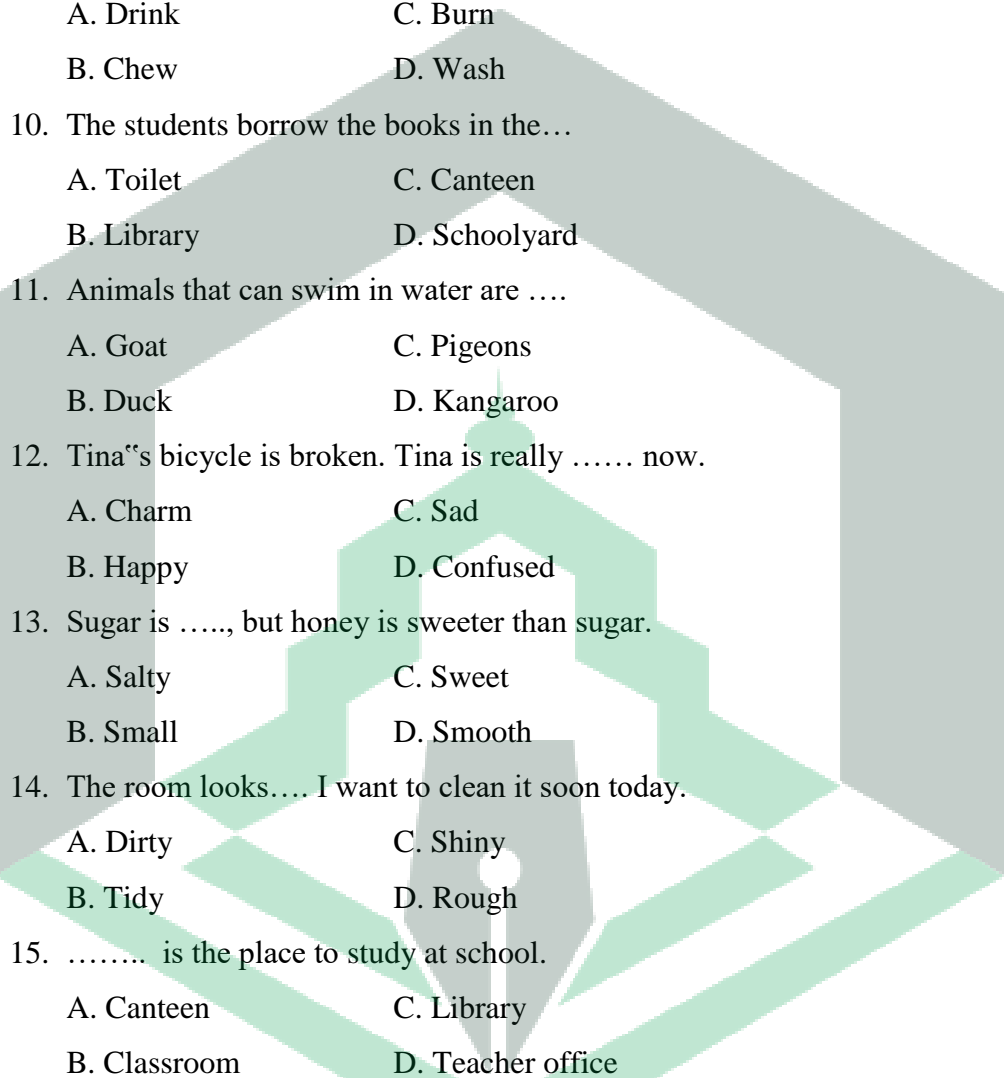
Name :

Class :

**Pre – Test**

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

1. We need ..... to bring our school books.  
A. Uniform                      C. Pencil case  
B. Bag                              D. Wallet
2. A school is the place where students ..... with their teachers.  
A. Teach                          C. Play  
B. Work                            D. Study
3. The animals below that like to eat nuts and bananas are ....  
A. Chicken                        C. Goose  
B. Monkey                        D. Goat
4. My pet likes to eat so it is very...  
A. Thin                              C. Funny  
B. Short                             D. Fat
5. The students are sitting on the .....  
A. Table                            C. Chair  
B. Flag                              D. Pen
6. There is a clown in my friend's birthday party. He is very ..... He makes all children laugh and happy.  
A. Angry                          C. Funny  
B. Noisy                            D. Quiet
7. My little sister and brother are very hungry, so I ..... lunch for them.  
A. Prepare                        C. Throw  
B. Wear                             D. Kick

- 
8. These animals live on land and in water and like to eat insects. This animal is ....
- A. Frog
  - B. Grasshopper
  - C. Mosquito
  - D. Snake
9. Before cooking or eating certain fruits and vegetables, some people ..... them.
- A. Drink
  - B. Chew
  - C. Burn
  - D. Wash
10. The students borrow the books in the...
- A. Toilet
  - B. Library
  - C. Canteen
  - D. Schoolyard
11. Animals that can swim in water are ....
- A. Goat
  - B. Duck
  - C. Pigeons
  - D. Kangaroo
12. Tina's bicycle is broken. Tina is really ..... now.
- A. Charm
  - B. Happy
  - C. Sad
  - D. Confused
13. Sugar is ....., but honey is sweeter than sugar.
- A. Salty
  - B. Small
  - C. Sweet
  - D. Smooth
14. The room looks.... I want to clean it soon today.
- A. Dirty
  - B. Tidy
  - C. Shiny
  - D. Rough
15. .... is the place to study at school.
- A. Canteen
  - B. Classroom
  - C. Library
  - D. Teacher office



### B. Matching Words

16. Bag	•	•	a. Sapi
17. Cook	•	•	b. Imut
18. Angry	•	•	c. Senang
19. Happy	•	•	d. Memasak
20. Cat	•	•	e. Tas
21. Cut	•	•	f. Marah
22. Cow	•	•	g. Buku
23. Cute	•	•	h. Memotong
24. Eat	•	•	i. Kucing
25. Book	•	•	j. Makan

### C. Translate into Indonesia and specify what type of words below are included!

26. Write = ( Noun, Adjective, Verb)
27. Dirty = ( Noun, Adjective, Verb)
28. Bird = ( Noun, Adjective, Verb)
29. Table = ( Noun, Adjective, Verb)
30. Hungry = ( Noun, Adjective, Verb)

Name :

Class :

**Post - Test**

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

1. There are pencil, pen, eraser and sharpener in the .....  
A. Pencil case                      C. Toilet  
B. Kitchen                              D. Book
2. This animal has four legs, but the front legs are shorter than the back ones. It hops with its back legs. It has pocket on its belly and it put its babies in it. This animal is ...  
A. Crocodile                      C. Deer  
B. Donkey                              D. Kangaroo
3. Minho : Can you help me?  
Luna : Yes, of course. What can I do for you?  
Minho : Please, ..... this bag to my room.  
Luna : Yes, Sir.  
A. Bring                              C. Help  
B. Give                                  D. Has
4. Felix : French Fries and fried chicken are my favorite foods.  
Hendry : Yes, I like them too. These French Fries and fried chicken are very ....  
A. Salty                                  C. Delicious  
B. Sour                                  D. Bitter
5. This exercise was too ..... for me. I got score 100.  
A. Difficult                              C. Easy  
B. Expensive                          D. High
6. Diana's barbie is broken. Diana is very ..... now.  
A. Confuse                              C. Charm  
B. Sad                                      D. Happy

7. My Mother is watching .... Now  
A. A Magazine                      C. A Newspaper  
B. A TV                                D. A Radio
8. Luna is celebrating her birthday. Now Luna feels .....
- A. Angry                                C. Dusty  
B. Easy                                 D. Happy
9. My Mother is ..... in the kitchen  
A. Folding                            C. Cooking  
B. Sleeping                          D. Ironing
10. The clown is so ..... He makes all kids laugh and happy.  
A. Funny                                C. Quiet  
B. Noisy                                D. Disgusting
11. I am so hungry. So, I ..... a meal.  
A. Prepare                            C. Walk  
B. Kick                                 D. Wear
12. This animal usually lives in the desert and has a hump on its back. This animal is  
....  
A. Giraffe                              C. Deer  
B. Zebra                                D. Camel
13. Before entering someone's house, we need to take off our ..... outside.  
A. Bags                                 C. Clothes  
B. Shoes                                D. Caps
14. Liliy does not .... a letter for you  
A. Cook                                 C. Read  
B. Walk                                 D. Write
15. Jeni .... a book.  
A. Swimming                         C. Fishing  
B. Reading                            D. Listening

## B. Matching Words

16. Lazy	•	•	a. Beruang
17. Bear	•	•	b. Berbahaya
18. Notebook	•	•	c. Peduli
19. Care	•	•	d. Minum
20. Amazing	•	•	e. Lem
21. Cry	•	•	f. Buku catatan
22. Dangerous	•	•	g. Kambing
23. Goat	•	•	h. Malas
24. Drink	•	•	i. Menangis
25. Glue	•	•	j. Menakjubkan

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

26. Sakit = ( Noun, Adjective, Verb)
27. Hijau = ( Noun, Adjective, Verb)
28. Membaca = ( Noun, Adjective, Verb)
29. Laptop = ( Noun, Adjective, Verb)
30. Kuda = ( Noun, Adjective, Verb)

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Sekolah : SMPN 2 Lamasi

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/ Ganjil

### **A. Tujuan Pembelajaran**

Pada saat mengimplementasikan siswa diharapkan mampu memahami, mengetahui, membedakan vocabulary berdasarkan Part of Speech khususnya Noun, Adjective, dan Verb dan memiliki keterampilan melakukan baik secara lisan dan tulisan tentang vocabulary yang ditemukan dalam permainan Jenga.

### **B. Materi dan Strategi Pembelajaran**

#### **1. Materi Pembelajaran**

Guru menyampaikan materi mengenai permainan Jenga dan siswa memahami dan mengidentifikasi materi tersebut. Kemudian siswa di arahkan untuk memulai permainan Jenga, mereka di bagi dalam 5 group dan masing-masing group berjumlah 6 orang. Dalam permainan guru meminta siswa menghafal sebanyak mungkin kosakata yang berhubungan dengan topik. setiap group memilih satu perwakilan di setiap babak untuk mengambil salah satu balok yang telah ditumpuk kemudian menyebut dan menuliskan terjemahannya.

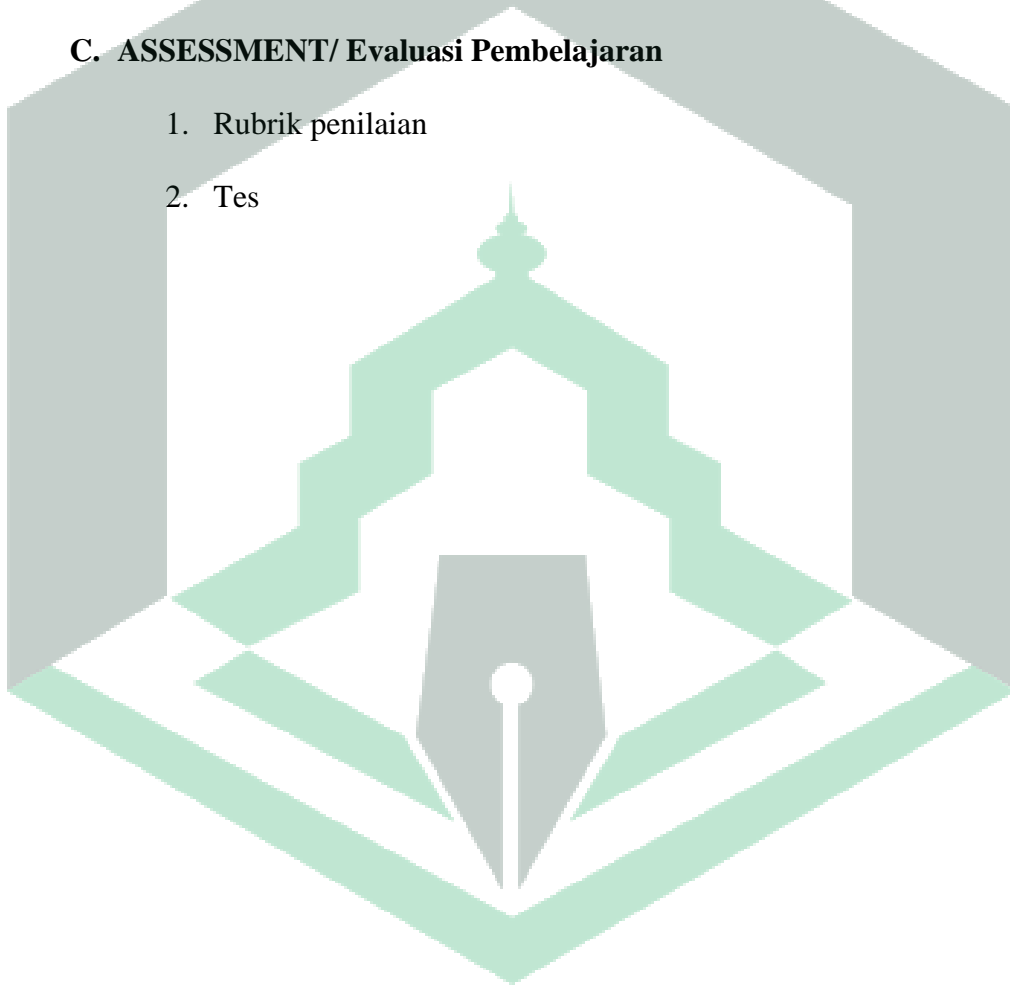
#### **2. Strategi Pembelajaran**

a. Teori : Constructivism

- b. Pendekatan : Constructivist Approach
- c. Model : Project Based-Learning
- d. Metode : Diskusi, presentasi, Tanya Jawab
- e. Teknik : Presentasi
- f. Perangkat : RPP, Kamus, ,Buku, Jenga Game
- g. Moda : Offline

### **C. ASSESSMENT/ Evaluasi Pembelajaran**

1. Rubrik penilaian
2. Tes



## DOCUMENTATIONS













Name: Hardita Sangkung

Class:  $\sqrt{111}$  2.

**Pre - Test**

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

1. We need ..... to bring our school books.  
A. Uniform                       Pencil case  
B. Bag                              D. Wallet
2. A school is the place where students ..... with their teachers.  
A. Teach                          Play  
B. Work                          D. Study
3. The animals below that like to eat nuts and bananas are .... ✓  
A. Chicken                      C. Goose  
 Monkey                         D. Goat
4. My pet likes to eat so it is very....  
A. Thin                            C. Funny  
 Short                             D. Fat
5. The students are sitting on the ..... ✓  
 Table                              Chair  
B. Flag                            D. Pen
6. There is a clown in my friend's birthday party. He is very ..... He makes all children laugh and happy.  
A. Angry                         C. Funny  
 Noisy                             D. Quiet
7. My little sister and brother are very hungry, so I ..... lunch for them.  
A. Prepare                        C. Throw  
 Wear                              D. Kick

8. These animals live on land and in water and like to eat insects. This animal is ....
- A. Frog  
 B. Grasshopper  
C. Mosquito  
D. Snake
9. Before cooking or eating certain fruits and vegetables, some people ..... them.
- A. Drink  
B. Chew  
C. Burn  
D. Wash
10. The students borrow the books in the .... ✓
- A. Toilet  
 B. Library  
C. Canteen  
D. School yard
11. Animals that can swim in water are .... ✓
- A. Goat  
 B. Duck  
C. Pigeons  
D. Kangaroo
12. Tina's bicycle is broken. Tina is really ..... now.
- A. Charm  
 B. Happy  
C. Sad  
D. Confused
13. Sugar is ..... , but honey is sweeter than sugar.
- A. Salty  
 B. Small  
C. Sweet  
D. Smooth
14. The room looks.... I want to clean it soon today.
- A. Dirty  
B. Tidy  
C. Shiny  
 D. Rough
15. .... is the place to study at school.
- A. Canteen  
B. Classroom  
C. Library  
 D. Teacher office



### B. Matching Words

16. Bag	•	•	a. Sapi
17. Cook	•	•	b. Imut
18. Angry	•	•	c. Senang
19. Happy	•	•	d. Memasak
20. Cat	•	•	e. Tas
21. Cut	•	•	f. Marah
22. Cow	•	•	g. Buku
23. Cute	•	•	h. Memotong
24. Eat	•	•	i. Kucing
25. Book	•	•	j. Makan

### C. Translate into Indonesia and specify what type of words below are included !

26. Write = ( Noun, Adjective, Verb)  
27. Dirty = ( Noun, Adjective, Verb)  
28. Bird = ( Noun, Adjective, Verb)  
29. Table = ( Noun, Adjective, Verb)  
30. Hungry = ( Noun, Adjective, Verb)

$$\frac{1}{30} \times 100 = 3.33$$

Name : NADIFA ANASTASYA

Class : VIII.2

Pre - Test

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

1. We need ..... to bring our school books. ✓  
A. Uniform                      C. Pencil case  
 B. Bag                              D. Wallet
2. A school is the place where students ..... with their teachers. ✓  
A. Teach                          C. Play  
B. Work                             Study
3. The animals below that like to eat nuts and bananas are .... ✓  
A. Chicken                        C. Goose  
 B. Monkey                        D. Goat
4. My pet likes to eat so it is very.... ✓  
A. Thin                              C. Funny  
B. Short                              Fat
5. The students are sitting on the ..... ✓  
A. Table                             Chair  
B. Flag                              D. Pen
6. There is a clown in my friend's birthday party. He is very ..... He makes all ✓  
children laugh and happy.  
A. Angry                           Funny  
B. Noisy                            D. Quiet
7. My little sister and brother are very hungry, so I ..... lunch for them.  
A. Prepare                        C. Throw  
 B. Wear                              D. Kick



8. These animals live on land and in water and like to eat insects. This animal is .... ✓  
 A. Frog                      C. Mosquito  
B. Grasshopper              D. Snake
9. Before cooking or eating certain fruits and vegetables, some people ..... them. ✓  
A. Drink                      C. Burn  
B. Chew                       D. Wash
10. The students borrow the books in the .... ✓  
A. Toilet                      C. Canteen  
 B. Library                      D. School yard
11. Animals that can swim in water are .... ✓  
A. Goat                      C. Pigeons  
 B. Duck                      D. Kangaroo
12. Tina's bicycle is broken. Tina is really ..... now. ✓  
A. Charm                       B. Sad  
C. Happy                      D. Confused
13. Sugar is ..... , but honey is sweeter than sugar. ✓  
A. Salty                       B. Sweet  
C. Small                      D. Smooth
14. The room looks.... I want to clean it soon today. ✓  
 A. Dirty                      C. Shiny  
B. Tidy                      D. Rough
15. .... is the place to study at school. ✓  
A. Canteen                      C. Library  
 B. Classroom                      D. Teacher office

**B. Matching Words**

16. Bag		a. Sapi
17. Cook		b. Imut
18. Angry		c. Senang
19. Happy		d. Memasak
20. Cat		e. Tas
21. Cut		f. Marah
22. Cow		g. Buku
23. Cute		h. Memotong
24. Eat		i. Kucing
25. Book		j. Makan

1  
 2  
 3  
 4  
 5  
 6  
 7  
 8  
 9  
 10

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

26. Write = **Menulis** ( Noun, Adjective, Verb)  
 27. Dirty = **Kotor** ( Noun, Adjective, Verb)  
 28. Bird = **Burung** ( Noun, Adjective, Verb)  
 29. Table = **Meja** ( Noun, Adjective, Verb)  
 30. Hungry = **Lapar** ( Noun, Adjective, Verb)

$$\frac{29}{36} \times 100 = 80$$



Name : Carrick Candy

Class : 8.2

Pre - Test

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

1. We need ..... to bring our school books. ✓  
A. Uniform                      C. Pencil case  
 B. Bag                              D. Wallet
2. A school is the place where students ..... with their teachers.  
 A. Teach                              C. Play  
B. Work                              D. Study
3. The animals below that like to eat nuts and bananas are .... ✓  
A. Chicken                              C. Goose  
 B. Monkey                              D. Goat
4. My pet likes to eat so it is very....  
A. Thin                                       B. Funny  
B. Short                                      D. Fat
5. The students are sitting on the ..... ✓  
A. Table                                       B. Chair  
B. Flag                                      D. Pen
6. There is a clown in my friend's birthday party. He is very ..... He makes all children laugh and happy.  
A. Angry                                      C. Funny  
 B. Noisy                                      D. Quiet
7. My little sister and brother are very hungry, so I ..... lunch for them.  
A. Prepare                                      C. Throw  
 B. Wear                                      D. Kick

8. These animals live on land and in water and like to eat insects: This animal is ....
- A. Frog                      C. Mosquito  
B. Grasshopper            ~~B~~. Snake
9. Before cooking or eating certain fruits and vegetables, some people ..... them.
- ~~A~~. Drink                      C. Burn  
B. Chew                        D. Wash
10. The students borrow the books in the .... ✓
- A. Toilet                      C. Canteen  
~~B~~. Library                      D. School yard
11. Animals that can swim in water are ....
- A. Goat                        ~~B~~. Pigeons  
B. Duck                        D. Kangaroo
12. Tina's bicycle is broken. Tina is really ..... now.
- ~~A~~. Charm                      C. Sad  
B. Happy                        D. Confused
13. Sugar is ..... , but honey is sweeter than sugar.
- A. Salty                        C. Sweet  
~~B~~. Small                        D. Smooth
14. The room looks.... I want to clean it soon today.
- A. Dirty                        C. Shiny  
B. Tidy                         ~~B~~. Rough
15. .... is the place to study at school.
- A. Canteen                      C. Library  
B. Classroom                 ~~B~~. Teacher office



**B. Matching Words**

16. Bag		a. Sapi	
17. Cook		b. Imut	✓
18. Angry		c. Senang	✓
19. Happy		d. Memasak	
20. Cat		e. Tas	✓
21. Cut		f. Marah	✓
22. Cow		g. Buku	✓
23. Cute		h. Memotong	✓
24. Eat		i. Kucing	✓
25. Book		j. Makan	

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

26. Write = (Noun, Adjective, Verb)
27. Dirty = (Noun, Adjective, Verb)
28. Bird = (Noun, Adjective, Verb)
29. Table = (Noun, Adjective, Verb)
30. Hungry = (Noun, Adjective, Verb)

$$\frac{10}{30} \times 100 = 33$$

Name : Hardita Sangkung

Class :  $\sqrt{111}$  2.

**Post - Test**

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

1. There are pencil, pen, eraser and sharpener in the ..... ✓  
 A. Pencil case                      C. Toilet  
 B. Kitchen                              D. Book
2. This animal has four legs, but the front legs are shorter than the back ones. It hops with its back legs. It has pocket on its belly and it put its babies in it. This animal is ...  
 A. Crocodile                              C. Deer  
 B. Donkey                                  D. Kangaroo
3. Minho : Can you help me?  
Luna : Yes, of course. What can I do for you?  
Minho : Please, ..... this bag to my room.  
Luna : Yes, Sir.  
 A. Bring                                       B. Help  
 C. Give                                        D. Has
4. Felix : French Fries and fried chicken are my favorite foods.  
Hendry : Yes, I like them too. These French Fries and fried chicken are very ...  
 A. Salty                                      C. Delicious  
 B. Sour                                        D. Bitter
5. This exercise was too ..... for me. I got score 100.  
 A. Difficult                                  C. Easy  
 B. Expensive                                 D. High
6. Diana's barbie is broken. Diana is very ..... now. ✓  
 A. Confuse                                  C. Charm  
 B. Sad                                         D. Happy



7. My Mother is watching .... Now ✓  
A. A Magazine                      C. A Newspaper  
 A TV                                       A Radio
8. Luna is celebrating her birthday. Now Luna feels .....  
A. Angry                                      C. Dusty  
B. Easy                                       Happy
9. My Mother is ..... in the kitchen  
A. Folding                                       Cooking  
B. Sleeping                                      D. Ironing
10. The clown is so ..... He makes all kids laugh and happy. ✓  
 Funny                                      C. Quiet  
B. Noisy                                      D. Disgusting
11. I am so hungry. So, I ..... a meal .  
A. Prepare                                      C. Walk  
B. Kick                                       Wear
12. This animal usually lives in the desert and has a hump on its back. This animal is ✓  
....  
A. Giraffe                                       Deer  
B. Zebra                                       Camel
13. Before entering someone's house, we need to take off our ..... outside. ✓  
A. Bags                                      C. Clothes  
 Shoes                                      D. Caps
14. Liliy does not .... a letter for you ✓  
A. Cook                                      C. Read  
B. Walk                                       Write
15. Jeni .... a book. ✓  
A. Swimming                                      C. Fishing  
 Reading                                      D. Listening

**B. Matching Words**

16. Lazy		a. Beruang
17. Bear		b. Berbahaya
18. Notebook		c. Peduli
19. Care		d. Minum
20. Amazing		e. Lem
21. Cry		f. Buku catatan
22. Dangerous		g. Kambing
23. Goat		h. Malas
24. Drink		i. Menangis
25. Glue		j. Menakjubkan

55 5555 55

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

26. Sakit = ( Noun, Adjective, Verb)  
 27. Hijau = ( Noun, Adjective, Verb)  
 28. Membaca = ( Noun, Adjective, Verb)  
 29. Laptop = ( Noun, Adjective, Verb)  
 30. Kuda = ( Noun, Adjective, Verb)

$$\frac{15}{30} \times 100 = 50$$



Name : **NADIFA ANASTASYA**

Class : **VIII . 2**

**Post - Test**

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

1. There are pencil, pen, eraser and sharpener in the ..... ✓  
 A. Pencil case                      C. Toilet  
B. Kitchen                              D. Book
2. This animal has four legs, but the front legs are shorter than the back ones. It hops with its back legs. It has pocket on its belly and it put its babies in it. This animal is ... ✓  
A. Crocodile                              C. Deer  
B. Donkey                                  D. Kangaroo
3. Minho : Can you help me?  
Luna : Yes, of course. What can I do for you? ✓  
Minho : Please, ..... this bag to my room.  
Luna : Yes, Sir.  
 A. Bring                                      C. Help  
B. Give                                        D. Has
4. Felix : French Fries and fried chicken are my favorite foods.  
Hendry : Yes, I like them too. These French Fries and fried chicken are very ... . ✓  
A. Salty                                       D. Delicious  
B. Sour                                        D. Bitter
5. This exercise was too ..... for me. I got score 100. ✓  
A. Difficult                                  D. Easy  
B. Expensive                                D. High
6. Diana's barbie is broken. Diana is very ..... now. ✓  
A. Confuse                                 C. Charm  
 D. Sad                                        D. Happy

7. My Mother is watching .... Now ✓  
A. A Magazine                      C. A Newspaper  
~~X~~ A TV                                      D. A Radio
8. Luna is celebrating her birthday. Now Luna feels ..... ✓  
A. Angry                                      C. Dusty  
B. Easy                                      ~~X~~ Happy
9. My Mother is ..... in the kitchen ✓  
A. Folding                                      ~~X~~ Cooking  
B. Sleeping                                      D. Ironing
10. The clown is so ..... He makes all kids laugh and happy. ✓  
~~X~~ Funny                                      C. Quiet  
B. Noisy                                      D. Disgusting
11. I am so hungry. So, I ..... a meal . ✓  
~~X~~ Prepare                                      C. Walk  
B. Kick                                      D. Wear
12. This animal usually lives in the desert and has a hump on its back. This animal is ..... ✓  
A. Giraffe                                      C. Deer  
B. Zebra                                      ~~X~~ Camel
13. Before entering someone's house, we need to take off our ..... outside. ✓  
A. Bags                                      C. Clothes  
~~X~~ Shoes                                      D. Caps
14. Liliy does not .... a letter for you ✓  
A. Cook                                      C. Read  
B. Wallk                                      ~~X~~ Write
15. Jeni .... a book. ✓  
A. Swimming                                      C. Fishing  
~~X~~ Reading                                      D. Listening



**B. Matching Words**

16. Lazy	•	a. Beruang	✓
17. Bear	•	b. Berbahaya	✓
18. Notebook	•	c. Peduli	✓
19. Care	•	d. Minum	✓
20. Amazing	•	e. Lem	✓
21. Cry	•	f. Buku catatan	✓
22. Dangerous	•	g. Kambing	✓
23. Goat	•	h. Malas	✓
24. Drink	•	i. Menangis	✓
25. Glue	•	j. Menakjubkan	✓

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

26. Sakit	= <u>Sick</u>	(Noun, <u>Adjective</u> , Verb)	✓
27. Hijau	= <u>Green</u>	( <u>Noun</u> , Adjective, Verb)	
28. Membaca	= <u>Read</u>	(Noun, Adjective, <u>Verb</u> )	✓
29. Laptop	= <u>Laptop</u>	( <u>Noun</u> , Adjective, Verb)	✓
30. Kuda	= <u>Horuse</u>	( <u>Noun</u> , Adjective, Verb)	✓

$$\frac{29}{30} \times 100 = 97$$

Name : Carrick Candy

Class : 8.2

Post - Test

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

1. There are pencil, pen, eraser and sharpener in the ..... ✓  
 A. Pencil case                      C. Toilet  
B. Kitchen                              D. Book
2. This animal has four legs, but the front legs are shorter than the back ones. It hops with its back legs. It has pocket on its belly and it put its babies in it. This animal is ...  
A. Crocodile                       C. Deer  
B. Donkey                              D. Kangaroo
3. Minho : Can you help me?  
Luna : Yes, of course. What can I do for you?  
Minho : Please, ..... this bag to my room.  
Luna : Yes, Sir.  
A. Bring                               C. Help  
B. Give                                  D. Has
4. Felix : French Fries and fried chicken are my favorite foods.  
Hendry : Yes, I like them too. These French Fries and fried chicken are very .... ✓  
A. Salty                               C. Delicious  
B. Sour                                  D. Bitter
5. This exercise was too ..... for me. I got score 100.  
A. Difficult                              C. Easy  
B. Expensive                           D. High
6. Diana"s barbie is broken. Diana is very ..... now. ✓  
 A. Confuse                              C. Charm  
 B. Sad                                      D. Happy



7. My Mother is watching .... Now ✓  
A. A Magazine C. A Newspaper  
~~X~~ A TV D. A Radio
8. Luna is celebrating her birthday. Now Luna feels ..... ✓  
A. Angry C. Dusty  
B. Easy ~~X~~ Happy
9. My Mother is ..... in the kitchen ✓  
A. Folding ~~X~~ Cooking  
B. Sleeping ~~X~~ Ironing
10. The clown is so ..... He makes all kids laugh and happy.  
A. Funny C. Quiet  
B. Noisy ~~X~~ Disgusting
11. I am so hungry. So, I ..... a meal .  
A. Prepare C. Walk  
B. Kick ~~X~~ Wear
12. This animal usually lives in the desert and has a hump on its back. This animal is  
....  
~~X~~ Giraffe C. Deer  
B. Zebra D. Camel
13. Before entering someone's house, we need to take off our ..... outside.  
A. Bags C. Clothes  
B. Shoes ~~X~~ Caps
14. Liliy does not ..... a letter for you  
A. Cook ~~X~~ Read  
B. Wallk D. Write
15. Jeni .... a book. ✓  
A. Swimming C. Fishing  
~~X~~ Reading D. Listening

**B. Matching Words**

16. Lazy	•	a. Beruang
17. Bear	•	b. Berbahaya
18. Notebook	•	c. Peduli
19. Care	•	d. Minum
20. Amazing	•	e. Lem
21. Cry	•	f. Buku catatan
22. Dangerous	•	g. Kambing
23. Goat	•	h. Malas
24. Drink	•	i. Menangis
25. Glue	•	j. Menakutkan

✓  
✓  
✓  
✓  
✓  
✓  
✓  
✓  
✓  
✓  
✓

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

- 26. Sakit = ~~Sick~~ sic (Noun, Adjective, Verb) ✓
- 27. Hijau = Green (~~Noun, Adjective~~, Verb) ✓
- 28. Membaca = Read (Noun, Adjective, Verb) ✓
- 29. Laptop = laptop (Noun, Adjective, Verb) ✓
- 30. Kuda = Hourse (Noun, Adjective, Verb) ✓

$$\frac{22}{30} \times 100 = 73$$





**PEMERINTAH KABUPATEN LUWU**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Alamat: Jl. Opu Daeng Risaju No. 1, Belopa Telpn : (0471) 3314115

Nomor : 028/PENELITIAN/19.09/DPMPSTSP/II/2023  
Lamp : -  
Sifat : Biasa  
Perihal : **Permohonan Surat Izin Penelitian**

Kepada  
Yth. Ka. SMPN 2 Lamasi  
di -  
Tempat

Berdasarkan Surat Dekan Institut Agama Islam Negeri Palopo : 0047/IN.19/FTIK/HM.01/01/2023 tanggal 11 Januari 2023 tentang permohonan Izin Penelitian.

Dengan ini disampaikan kepada saudara (i) bahwa yang tersebut di bawah ini :

Nama : Nurmila Sari Amiruddin K  
Tempat/Tgl Lahir : Lamasi / 24 Mei 1998  
Nim : 16 0202 0156  
Jurusan : Pendidikan Bahasa Inggris  
Alamat : Dsn. Salu Jambu  
Desa Padang Kalua  
Kecamatan Lamasi

Bermaksud akan mengadakan penelitian di daerah/instansi Saudara (i) dalam rangka penyusunan "Skripsi" dengan judul :

**IMPROVING STUDENTS VOCABULARY BY USING JENGE GAME AT THE EIGHTH GRADE OF SMPN 2 LAMASI**

Yang akan dilaksanakan di **SMPN 2 LAMASI**, pada tanggal **18 Januari 2023 s/d 18 Februari 2023**

Sehubungan hal tersebut di atas pada prinsipnya kami dapat menyetujui kegiatan dimaksud dengan ketentuan sbb :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan harus melaporkan kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
2. Penelitian tidak menyimpang dari izin yang diberikan.
3. Mentaati semua peraturan perundang-undangan yang berlaku.
4. Menyerahkan 1 (satu) exemplar copy hasil penelitian kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin tidak mentaati ketentuan-ketentuan tersebut di atas.



1 2 0 2 3 1 9 3 1 5 0 0 0 2 8



Diterbitkan di Kabupaten Luwu  
Pada tanggal : 18 Januari 2023  
Kepala Dinas



**Drs. ANDI BASO TENRIESA, MPA, M.Si**  
Pangkat : Pembina Utama Muda IV/c  
NIP : 19661231 199203 1 091

**Tembusan :**

1. Bupati Luwu (sebagai Laporan) di Belopa;
2. Kepala Kesbangpol dan Linmas Kab. Luwu di Belopa;
3. Dekan Institut Agama Islam Negeri Palopo;
4. Mahasiswa (i) Nurmila Sari Amiruddin K;
5. Arsip.





**PEMERINTAH KABUPATEN LUWU**  
**DINAS PENDIDIKAN DAN KEBUDAYAAN**  
**SMP NEGERI 2 LAMASI**

Alamat : Batusitanduk, Poros Palopo – Masamba Km. 21 (91952) Telp/ 0471-3315198

**SURAT KETERANGAN**

Nomor : 013/DIKBUD/SMP.02/TU/II/2023

Yang bertanda tangan dibawah ini, Kepala SMP Negeri 2 Lamasi menerangkan bahwa :

Nama : NURMILA SARI AMIRUDDIN K  
N I M : 1602020156  
Tempat/Tanggal Lahir : Lamasi, 24 Mei 1998  
Fakultas : FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Program Studi : PENDIDIKAN BAHASA INGGRIS

Yang tersebut namanya diatas telah selesai melaksanakan penelitian Tanggal 18 Januari 2023 s/d 18 Februari 2023, berdasarkan Surat Permohonan Izin Penelitian Institut Agama Islam Negeri Palopo

Nomor : 0047/IN.19/FTIK/HM. Tanggal 01 Januari 2023

Demikian Surat Keterangan ini kami buat untuk digunakan sebagaimana mestinya.

Batusitanduk, 20 Februari 2023

Kepala Sekolah,



**SAHRUNA, S.Pd**

NIP. 196512311989031132



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PALOPO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS  
Jl. Agatis Kel Balandi Kec. Bara 91914 Kota Palopo  
Email: pbi@iainpalopo.ac.id

## SURAT KETERANGAN

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

Nama : Nurmila Sari Amiruddin K.  
Nim : 16 0202 015  
Program Studi : Pendidikan Bahasa Inggris  
Alamat : Dusun Salu jambu, Desa Padang kalua, Kec Lamasi  
No. Telpon/HP : 085 212 500 804  
Email : Nurmilasariamiruddink@gmail.com

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

Palopo, 19 Oktober 2022

Ketua Program Studi

a.n. Dekan

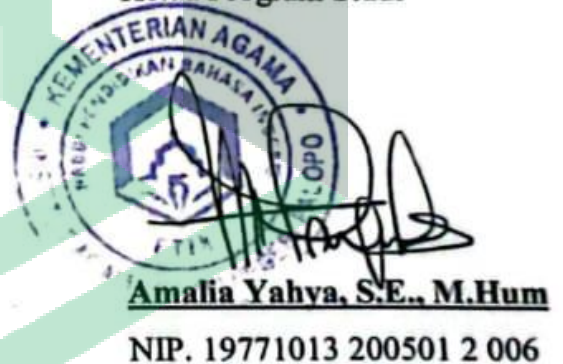
Wakil dekan III

Fakultas Tarbiyah dan Ilmu Keguruan



Dra. Hj. Nursvamsi, M.Pd.I

NIP. 19630710 199503 2 001



Amalia Yahya, S.E., M.Hum

NIP. 19771013 200501 2 006



Lancar Mengaji



Bisa mengaji, tapi belum lancar





## **Surat Keterangan Bebas Mata Kuliah**

Sehubungan dengan selesainya “Mata Kuliah Mahasiswa” sebagai salah satu prasyarat utama untuk Penurunan Uang Kuliah Tunggal (UKT), maka kami menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Nurmila Sari Amiruddin K.

Nim : 16 0202 0156

Prodi : Pendidikan Bahasa Inggris

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

Demikianlah surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 9 Februari 2021

Ketua Prodi  
Pendidikan Bahasa Inggris

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



## CURRICULUM VITAE



**Nurmila Sari Amiruddin K**, was born in Lamasi, on 24<sup>th</sup> May 1998. She is the fourth child from the sixth sibling in her family. Her father's name is Amiruddin Kasau and her mother's name is Nismawati.

She started her studies at the Elementry School SDN 104 Wiwitan in 2004, graduated in 2010, continued her studies at Junior High School SMPN 2 Lamasi graduated in 2013, and continued her studies at Vocational High School SMKN 2 Walenrang taking Computer Network Engineering and graduated in 2016. After that, she continued her studies at the State Islamic Institute of Palopo in 2016 taking English Department.

