IMPROVING VOCABULARY MASTERY USING RUSTAN FINGER GAME FOR THE EIGHTH-GRADE STUDENTS OF SMP NEGERI 2 LAMASI

A THESIS

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2023

IMPROVING VOCABULARY MASTERY USING RUSTAN FINGER GAME FOR THE EIGHTH-GRADE STUDENTS OF SMP NEGERI 2 LAMASI

A THESIS

Submitted as part of the fulfillment of the requirements for S.Pd. Degree in English Language Education Studies Program of S1 Education and Teacher Training Faculty of the State Institute for Islamic Studies of Palopo.

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2023

THESIS APPROVAL

This thesis entitled Improving Vocabulary Mastery Using Rustan Finger Game for the Eighth-Grade Students of SMP Negeri 2 Lamasi, which is written by Nurmala Sari Amiruddin K, Registration Number 1602020144, 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, 31st August 2023/Shafar 15th 1445 H. It has been approved by the examiners as requirement to pursue the title of *Sarjana Pendidikan* (S.Pd).

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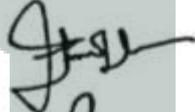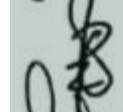
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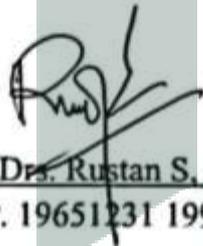
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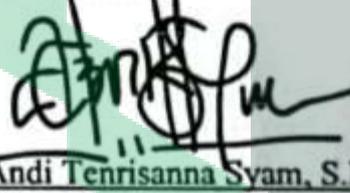
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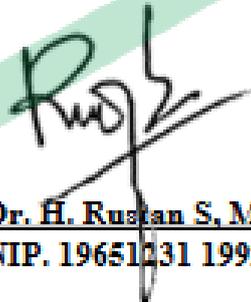
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NOTA DINAS PEMBIMBING

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STATEMENT OF ORIGINALITY

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

Palopo, August 25th 2023

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah Swt, the beneficent, the merciful praise and gratitude are to Allah for giving strength and guidance to the researcher so that this thesis can be finished. Peace and blessing be upon Prophet Muhammad SAW, his family, his relatives, and all his followers.

This thesis is written to fulfill one requirement for the degree of Sarjana Pendidikan (S.Pd) at the Institute State for Islamic Studies (IAIN) Palopo on the title "**Improving Vocabulary Mastery Using Rustan Finger Game For The Eighth-Grade Students of SMP Negeri 2 Lamasi**".

The researcher realized this thesis would only finish effectively with much help from numerous people. That is why the researcher thanks the following people:

1. Dr. Abbas Langaji, M.Ag as the Rector of IAIN Palopo

2. Prof. Dr. Sukirman, M.Pd as the Head of Tarbiyah Department of IAIN Palopo.

3. Dr. Wisran, S.S., M.Pd as the Chief of the English Language Education Study Program.

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Finally, the researcher realizes that this thesis still needs to be revised. Therefore, constructive suggestion is necessary for the progress of the next study. The researcher hopes this research will contribute to the Department of English Education. May God Always bless us and lead us in His right path.

Palopo, 21st Juni 2023

The Researcher

Nurmala Sari Amiruddin K.
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ABSTRACT

Nurmala Sari Amiruddin K., 2023. "Improving Vocabulary Mastery Using Rustan Finger Game for the Eighth-Grade Students of SMP Negeri 2 Lamasi." Thesis, English Language Education Study Program of Education and Teacher Training Faculty. The State Islamic Institute of Palopo. Supervised by: Prof. Dr. H. Rustan S, S.Pd., M.Hum, and Andi Tenrisanna Syam, S.Pd., M.Pd.

The research objective is to find out whether the Rustan Finger Game improves eighth-grade students' vocabulary mastery. The population of this research was the eight-grade students of SMP Negeri 2 Lamasi. The number of them consists 127 from students on eight-grade. The sample of this research consisted of 30 students. This research applied pre-experimental. The technique used in sampling in this study was purposive sampling. while the research instrument used was a vocabulary test. The research method used was pre-experiment with one group pre-test and post-test design. The data was analyzed by using SPSS 22. The result of the research was found that there is a significant difference between the pre-test and post-test. The mean score of the pre-test (46.17) was greater than the mean score of the post-test (73.23). Based on the findings and discussion of the research, the researcher concluded that Rustan Finger Game improves the students' vocabulary mastery.

Keywords: Vocabulary, Rustan Finger Game, Pre-Experimental Design

CHAPTER I

INTRODUCTION

A. Background

Vocabulary is very important because vocabulary learning is the foundation for mastering sentence composition and other language skills. Vocabulary plays an important role in all language skills, including listening, speaking, reading, and writing. In essence, having a strong vocabulary is essential to communicating effectively in a language. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.[1] It means that a person's low vocabulary is closely linked to their language ability. In other words, a person with a limited vocabulary is likely to have lower language skills.

For students, English is a necessary subject to be able to learn knowledge that is around the world and provides an excellent opportunity to be able to compete in the international world. In addition, speaking English is an essential requirement for continuing education abroad. By mastering English, you quickly achieve higher education abroad. This is because when studying abroad, the language of instruction is English. English is a global language,[2] It is the most widespread medium of international communication, which means that if we master English, we can learn from all over the world. Therefore, learning English should start early.

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[1] Scott Thornbury, *How to Teach Vocabulary* (London: Person Education Limited, 2002).
[2] David Crystal, *The Cambridge Encyclopedia of the English Language* (New York: Cambridge University Press, 2000).

Vocabulary is an essential component of learning a language, especially in English. Vocabulary is the core component of language proficiency and provides many bases for good learners to listen, speak, read, and write.[3] It means that without a proportional amount of vocabulary, anyone will get into trouble in their listening, speaking, reading, and writing. Vocabulary is the set of words for which the writer knows the meanings when the writer speaks or reads orally, and print vocabulary consists of those words for which the meaning is known when we write or read.[4] It means that without vocabulary, we cannot say anything, and we cannot express our feelings if we do not know the meaning of the vocabulary.

Based on observation at SMP Negeri 2 Lamasi, the researcher discussed with the English teacher and interviewed several eighth-grade students. The issues identified were: 1.) Teachers face the challenge of motivating students, particularly in eighth grade, who lack interest in learning English and struggle with memorizing and expanding their vocabulary. 2.) Students have difficulty comprehending words and their meanings because lacked vocabulary mastery. They also find increasing their vocabulary tedious as it only involves memorization, which leads to disinterest. It can be concluded that teachers' choice of teaching media and strategies can impact students' interest in learning. The intricacies of mastering word meaning, form, and usage make it a challenging task for teachers. Hence, it is crucial for them to choose the right techniques to teach vocabulary effectively in the classroom. Playing games is one such strategy that

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[3] Jack C Richards and Willy A Renandya, *Methodology In Language Teaching: An Anthology Of Current Practice* (New York: Cambridge University Press, 2002).

[4] Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary : Bringing Research to Practice* (Cambridge: Cambridge University Press, 2005).

can be used to develop students' vocabulary. Therefore, to address the challenges faced by students, the researcher used the Rustan Finger Game.

Games are an essential part of the language learning process, as they provide an interactive and engaging way to learn. They help transform education into live communication by utilizing game technologies, educational games, playful exercises, techniques, and specific lesson organization. Games not only develop language skills but also enhance the communicative, cognitive, and creative skills of the students.. The game is an entertaining, engaging, often challenging activity in which the learners play and usually interact with others.[5] Games can create a positive classroom environment where students and their learning become the center so that they play an active role in learning.

Based on the explanation above, the researcher is researching with the title **"Improving Vocabulary Mastery Using Rustan Finger Game for the Eighth Grade Students of SMP Negeri 2 Lamasi."**

B. Research Question

Based on the background information, the researcher develops the research question: Does playing the Rustan Finger game improve eighth-grade students' vocabulary mastery?

C. Research Objective

Related to the question being researched, the objective of the research is to determine if playing the Rustan Finger Game improves eighth-grade students' vocabulary mastery.

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[5] Andrew Wright David Betteridge Michael Buckby, *Games for LanguageLearning, Third Edition* (New York: Cambridge University Press, 2006).

D. Research Significances

This study has two important points, namely:

1. Theoretically

The results of this study are expected to be useful and can be a source of information for English teachers and learners in finding and determining the right method to teach vocabulary.

2. Practically

The research findings are expected to have a significant impact on both teachers and students at SMP Negeri 2 Lamasi, particularly in the field of English teaching. Teachers can integrate this approach into their teaching methodology, while students can use this information to improve their learning experience. Moreover, the study's outcomes can provide readers with valuable insights.

E. Research Scope

The researcher taught the vocabulary of nouns, verbs, and adjectives to the students using Rustan Finger game.

F. Definition of Terms

In order to avoid any misunderstandings, researchers have to clarify certain terminology. Here are the specific terms:

1. Vocabulary

Vocabulary, usually developing with age, is a useful and fundamental tool for communication and acquiring knowledge. Vocabulary is a core

component of language proficiency and provides much of the basis for how well learners speak, listen, and write.[6]

2. Rustan Finger Game

Rustan Finger Game is a physical and mental competition conducted according to rules of playing fingers in teaching and learning the forms, concepts, and functions of a language vocabulary (e.g., the eight parts of speech of English) with the participants in both direct and indirect opposition to each other.[7]

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[6] Richards and Renandya, *Methodology In Language Teaching: An Anthology Of Current Practice*.

[7] Rustan Santaria, *Rustan Finger Game* (Youtube, 2020), https://youtu.be/eirXGfXTHVk.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

In writing this thesis, researchers found research that is relevant to this research:

Jurasni's "*The Use of Hangman Game to Increase Students' Vocabulary*" used pre-experimental research with one group pre-test and post-test. The result of this research, the writer got students' vocabulary was a significant difference between the mean score of pre-test and post-test. The mean score of the pre-test was 67.2, and the mean score of the post-test was 83.6. Then the improvement of the students' vocabulary could improve by 24.40%. It means that the mean score of the post-test more significant than the mean score of the pre-test. Then the t-test value for vocabulary was 9.7, and the t-table for vocabulary was 2. The t-test was more significant than the t-table or 9.7>2.045. Based on the research findings, the hangman game effectively increases vocabulary in the first grade of MTs Aisyiyah Sungguminasa.[8]

Meutia Utari Ulfah "*Improving Vocabulary Mastery of the Eighth Grade Students of SMP Xaverius 3 Palembang Trough Hypnoteaching*" This research was aimed to find out: whether or not using Hypnoteaching can improve the vocabulary mastery of the eighth-grade students of SMP Xaverius 3 Palembang. The sample of this study was 66 students of SMP Xaverius 3 Palembang, which

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[8] Jurasni, "The Use of Hangman Game to Increase Students' Vocabulary (A Pre Experimental Research at the First Grade of MTs Aisyiyah Sungguminasa)" (Muhammadiyah University Of Makassar, 2019).

was chosen by using purposive sampling. The sample was divided into two groups, that is, experimental and control groups. Each group had 33 students. To collect the data, each group was given a pretest and posttest. The data were analyzed using a t-test and independent sample t-test using SPSS version 23. The significant result was supported by the value of 0.00 (2-tailed), which was lower than 0.05 (0.000 < 0.05). It means the mean difference in the experimental group's pre-test and post-test was significantly different. It can be stated that the null hypothesis (Ho$_2$) was rejected and the alternative hypothesis (Ha$_1$) was accepted. In conclusion, Hypnoteaching effectively improved students' vocabulary and motivated them to learn it.[9]

Nur Hidayat "*Improving Students' Vocabulary Achievement through Word Game*" This study is conducted based on the preliminary study which indicated that the students felt difficulties in learning English because of the lack of vocabulary. The subjects are 38 students who consist of 28 male, and 10 female students at seventh-grade of one of junior high schools in Gresik. This study aims to improve students' vocabulary achievement through word game. The data were collected by interview, observation, questionnaires and test. The data was analyzed using triangulation. The research design of this study was classroom action research which consisted of four steps: planning, acting, observing and reflecting. The results of this study shows that word game can help students to

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[9] Meutia Utari Ulfah, "Improving Vocabulary Mastery Of The Eighth Grade Students Of Smp Xaverius 3 Palembang Trough Hypnoteaching" (Sriwijaya University, 2018).

memorize the vocabularies easier motivate students and make them more interested in learning vocabulary.[10]

Yelia Yelia, Dony Efriza *"The Effectiveness of Online Game on Students Vocabulary Enrichment"* This article tells readers about the effectiveness of using online game on students' English vocabulary enrichment. This is a quasi-experimental research which gives different treatment to experimental class and control class. Online game was used in the experimental class and conventional teaching media was used in the control class. The populations of the study were all the second semester students of non-English Department of the Faculty of Teacher Training and Education, University of Jambi. The samples were taken by using cluster sampling technique. Test and non-test were used as the instruments of collecting data. The results of the study show that: (1) the students who were taught by using online game had better result on English vocabulary enrichment than the students who were taught by using conventional teaching media. (2) The students who were taught by using online game gave positive response to online game as a various media in learning English vocabulary, so this media can motivate the students for learning vocabulary in the class and out of the class.[11]

Hong, et al. *"The Impact of a Hidden Object Game on English Vocabulary Learning and Motivation"* This paper investigates the impact of the classroom uses of a digital hidden object game in which students should match visual objects with their English vocabulary equivalents. The essential features of

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[10] Nur Hidayat et al., "Improving Students' Vocabulary Achievement through Word Game," *JEES (Journal of English Educators Society)*, 2016.

[11] Yelia Yelia and Dony Efriza, "The Effectiveness of Online Game on Students Vocabulary Enrichment," *Proceedings of the 3rd Green Development International Conference (GDIC 2020)*, 2021.

this game are similar to conventional classroom uses of pictures to help learn new English words, so this study investigates whether playing a hidden object game fosters English vocabulary learning and learning motivation. The 57 subjects studying at a junior high school (i.e. seventh-graders) in Taiwan were carefully assigned to form an experimental (N=28) and control group (N=29) and the only teaching variable between the two groups was controlled by the treatment with or without a hidden object game in class. It is revealed that compared with control group, the students in the hidden object game group significantly outperformed regarding vocabulary recognition. However, even though the experimental group also showed relatively higher learning motivation, there was no significant difference between two modes.[12]

According to the researchers, there are some similarities and differences between their research and this research. The similarities between their research are using games to improve vocabulary and using experimental research. The difference from their research is the game used in this study. The researcher used the Rustan Finger Game.

B. The Concept of Vocabulary

1. Definition of vocabulary

Vocabulary is important in learning a language because without vocabulary the learners cannot communicate with other people. The quality of students' language depends on the extent of their vocabulary knowledge. In

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[12] Zeng Wei Hong et al., "The Impact of a Hidden Object Game on English Vocabulary Learning and Motivation," *Journal of Internet Technology*, 2022.

English vocabulary is the basic step in learning English. Increasing your knowledge of vocabulary will make you more fluent in English.

Cameron states vocabulary is one of the language aspects which should be learnt. Learning it is important because in order to be able to speak, write, and listen learners have to know vocabulary first. A person said to know a word if they can recognize its meaning when they see it.[13] Harmer said without grammar very little can be conveyed, without vocabulary nothing can be conveyed.[14] It means that vocabulary is the main element in communication. Language learner has to master many vocabularies in order to be able to use language both in spoken and written.

Based on the research above, they conclude that vocabulary is an essential component of language. Being proficient in vocabulary can greatly enhance communication in English. It's the foundation of language and encompasses all aspects of it. The more words one knows, the easier it becomes to comprehend what is being read or heard and to express oneself effectively through speaking or writing.

2. Kinds of Vocabulary

As a language learner, it's important to understand the different types of vocabulary words in the English language. By learning these categories, you can improve your overall understanding and usage of English words. There are at least 6 types of vocabulary, including:

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[13] Cameron, *Teaching Languages To Young Learners* (Cambridge: Cambridge University Press, 2001).

[14] Jeremy Harmer, *How To Teach English* (London: Harlow: Longman, 2007).

a. Word Classes, this term may be better known in the fields of morphology and syntax, but in English, the term is certainly better known as the part of speech, namely noun, pronoun, verb, adjective, adverb, preposition, conjunction.

b. Word Families, just like the term word classes, are also better known in the field of morphology and syntax, this type of vocabulary discusses affixing or shifting.

c. Word Formation, in English there are several types of formations or combined forms of words.

d. Multi-Word Units, most types of vocabulary are in the form of phrasal verbs and idioms.

e. Collocation is a type of English vocabulary which is defined as two or more words that always have the same meaning or are related.

f. Homonyms are words that have different letters but have the same pronunciation.[15]

3. Types of Vocabulary

When it comes to learning English, you cannot neglect the importance of mastering vocabulary. Having a good grasp of vocabulary is essential as it can be used for various purposes. Vocabulary refers to the list of words and the extent of their knowledge by an individual. There are four primary types of vocabulary.

a. Reading Vocabulary

A literate person's vocabulary is all the words that we can recognize when reading.

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[15] Thornbury, *How to Teach Vocabulary*.

b. Listening Vocabulary

A person's listening vocabulary is all the words that we can recognize when listening to speech.

c. Speaking Vocabulary

A person's speaking vocabulary is all the words that we use in speech.

d. Writing Vocabulary

The words we used in various forms of writing from formal essays to social media feeds.

4. Teaching of Vocabulary

To make the students interested in learning English vocabulary and to be able to communicate in English, it is the teacher's task to create and determine the technique that can be used to teach and improve the student's vocabulary. The students learning depend upon the effectiveness of the teacher's technique.[16]

Teachers should be creative to find good media to help students improve their vocabulary so they will learn easily and actively. There are many techniques that can be used to learn vocabulary, one of which is the Rustan Finger Game. Rustan Finger Game is a physical and mental competition conducted according to the rules of finger play in teaching and learning the form, concept, and function of language vocabulary (e.g. the eight parts of the English language) with participants directly or indirectly opposing each other.[17] This game is very suitable for improving vocabulary mastery because students will not only know

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[16] Ari Indriani, *An Analysis of Learning English Vocabulary through Bulletin Board Picture* (Bandar Lampung: Unpublished Script. Lampung University, 2007).

[17] Santaria, *Rustan Finger Game. https://youtu.be/eirXGfXTHVk*.

the meaning of a word but will also know the form, concept, and function of the vocabulary.

C. The Concept of Game

1. Definition games

Playing games can be a helpful way to learn by analyzing and strategizing with a group of players or individually.[18] Games have rules that determine winners and losers, but they are usually played for non-serious or refreshing purposes. In a game, the player's decisions are important in achieving the goals set by the game's context. According to Clark C. Abt stated that game is an activity that involves a player's decision, trying to achieve a goal "bounded by a particular context" (e.g., constrained by rules).[19]

In the classroom, games can increase student engagement and participation because they are not only fun, but also require active involvement. Katie Salen and Eric Zimmerman define a game is a system in which players engage in an artificial conflict, defined by rules, that produces an outcome.[20] Similarly, Jill Hadfield describes a game is an activity with rules, a goal and an element of fun. One of the most important reasons for using games is simply that they are immensely enjoyable for both teacher and student.[21]

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[18] Agustina C, "Aplikasi Game Pendidikan Berbasis Android Untuk Memperkenalkan Pakaian Adat Indonesia," *JIndonesian Journal on Software Engineering (IJSE)* 15, no. 5 (2015): 33–39.

[19] Clark C. Abt, *Serious Games* (New York: Viking Press, 1970).

[20] Katie Salen and Eric Zimmerman, *Rules of Play: Game Design Fundamentals* (Cambridge: MIT Press, 2004).

[21] Jill Hadfield, *Advanced Communication Games* (London: Addison Wesley Longman Limited, 1996).

According to the benefits of using games in language-learning can be summed up in nine points.

a. Games are learner centered.

b. Games promote communicative competence.

c. Games create a meaningful context for language use.

d. Games increase learning motivation.

e. Games reduce learning anxiety.

f. Games integrate various linguistic skills.

g. Games encourage creative and spontaneous use of language.

h. Games construct a cooperative learning environment.

i. Games foster participatory attitudes of the students.[22]

D. The Concept of Rustan Finger Game

1. Definition of Rustan Finger Game

Rustan Finger Game is a physical and mental competition conducted according to rules of playing fingers in teaching and learning the forms, concept,

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[22] I-Jung Chen, "Using Games to Promote Communicative Skills in Language Learning," *The Internet TESL Journal* XI (2005): no.2.

and functions of a language vocabulary (e.g. the eight parts of speech of English) with the participants in both direct and indirect opposition to each other.[23] where, in its application, students will use their own fingers in playing the game, so that this game, in addition to being fun, will also make them more focused.

2. The procedure of Rustan Finger Game

      Rustan Finger Game can help students in learning vocabulary the will not make students feel bored, here are the techniques that researcher use in the Rustan Finger Game procedure in the classroom:

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

b. Make a spare or some spares and small or large groups of the learners to complete each other by performing their mastery of the 8 parts of speech.

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

d. Count the points gained by game players with the observers.

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

f. Give appreciation or present at least clapping hands. The game is over.[24]

3. The Part of Speech of English

      Part of speech is part of English grammar in the form of a classification of words which are divided into several categories based on their role and function in the structure of a sentence. Based on the Rustan Finger Game, there are 8 parts of speech used, namely: noun, verb, adverb, adjective, prepositions, conjunction, determiner, and interjection.

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[23] Rustan Santaria, *Rustan Finger Game*, 2020, https://youtu.be/eirXGfXTHVk.
[24] Rustan Santaria, *Rustan Finger Game*, 2020, https://youtu.be/eirXGfXTHVk.

a. Noun

A noun is a word that serves to name. This type of word can be used to show the name of a person, animal, plant, day, place, idea, the name of an object or thing that is being denoted and so on.

Example:

- *Fajar* (person name)

- *Latuppa* (place name)

- *Rabbit* (animal name)

- *Rose* (name of a flower)

- *Saturday* (day name)

- *Table* (name of an object)

- *Intelligence* (a materialized thing)

b. Verbs

Verbs are words used to show the action or state of being of a subject.

Example:

- She *goes* to university.

- We *bought* an English dictionary for her birthday present.

Verbs that show the action of the subject, for example: *to buy; to write; to read; to walk; to run;* and so on. While verbs that show the state of being.

c. Adverb

Adverbs are words that explain how, when, how many times and so on a job is done or an event occurs.

Example:

- I went to Labombo Beach *by a motorcycle yesterday*

by a motorcycle: how

yesterday: when it happened (time)

d. Adjective

An adjective is a word used to describe the nature or add meaning to a noun or pronoun. In other words, any word that is used to describe the nature of the noun or pronoun in question.

Example:

- *Large* garden

- *This* pen

- *Woeden* table

- *My* pencil

e. Prepositions

Prepositions are words used to show the relationship between a noun or pronoun and other words in a sentence. Or a word that is placed before a noun or pronoun with other parts of the sentence. This preposition serves to show direction, position and time.

Example:

- My brother jumps *into* the water

- I live *in* Palopo

- They study *in* IAIN Palopo

- University My English book is *on* my desk

f. Conjunctions

A conjunction is a word that connects words with words, parts of sentences with parts of sentences, or connects sentences with other sentences in a paragraph or in a discourse or text. Conjunctions are not variable, meaning that they do not change whether they are plural or plural or have a gender like a noun or pronoun.

Example:

- You *and* me are friends

- Ann and Shanty are beautiful girls, *but* they are arrogant.

g. Determiner

Determiners are words that come before nouns to serve as noun markers and define the noun. For example, the word *'people'* which means 'people', if you add *'these'* in front of it to become *'these people'*, it will be easier to know or understand which *'people'* is meant. And if it says *'a lot of people'*, then we know that it means a lot of *'people'*.

h. Interjections

Interjections are spontaneous utterances that are meant to express or express a sudden feeling or thought; such as surprise, pleasure, pain, sadness, wonder, excitement, reproach, laughter, ridicule, impatience and so on. Interjections are followed by an exclamation mark (!).

In some books, it is stated that interjections are basically not part of speech because they have no grammatical relationship with other words in a sentence structure. Some linguists say that interjections are the oldest type of

words in language, because the earliest forms of language used by humans in communication are interjections.

Example:

- *Oh!*

- *Help!*

- *Darn it!*

- *Well!*

- *Here he comes!*

- *There they are!*[25]

E. Conceptual Framework

      The conceptual framework of the research is shown in the following diagram:

INPUT
Teaching and Learning Vocabulary
Part of Speech

⇩

Rustan Finger Game
In Teaching Vocabulary

⇩

OUTPUT
Students` Vocabulary Mastery
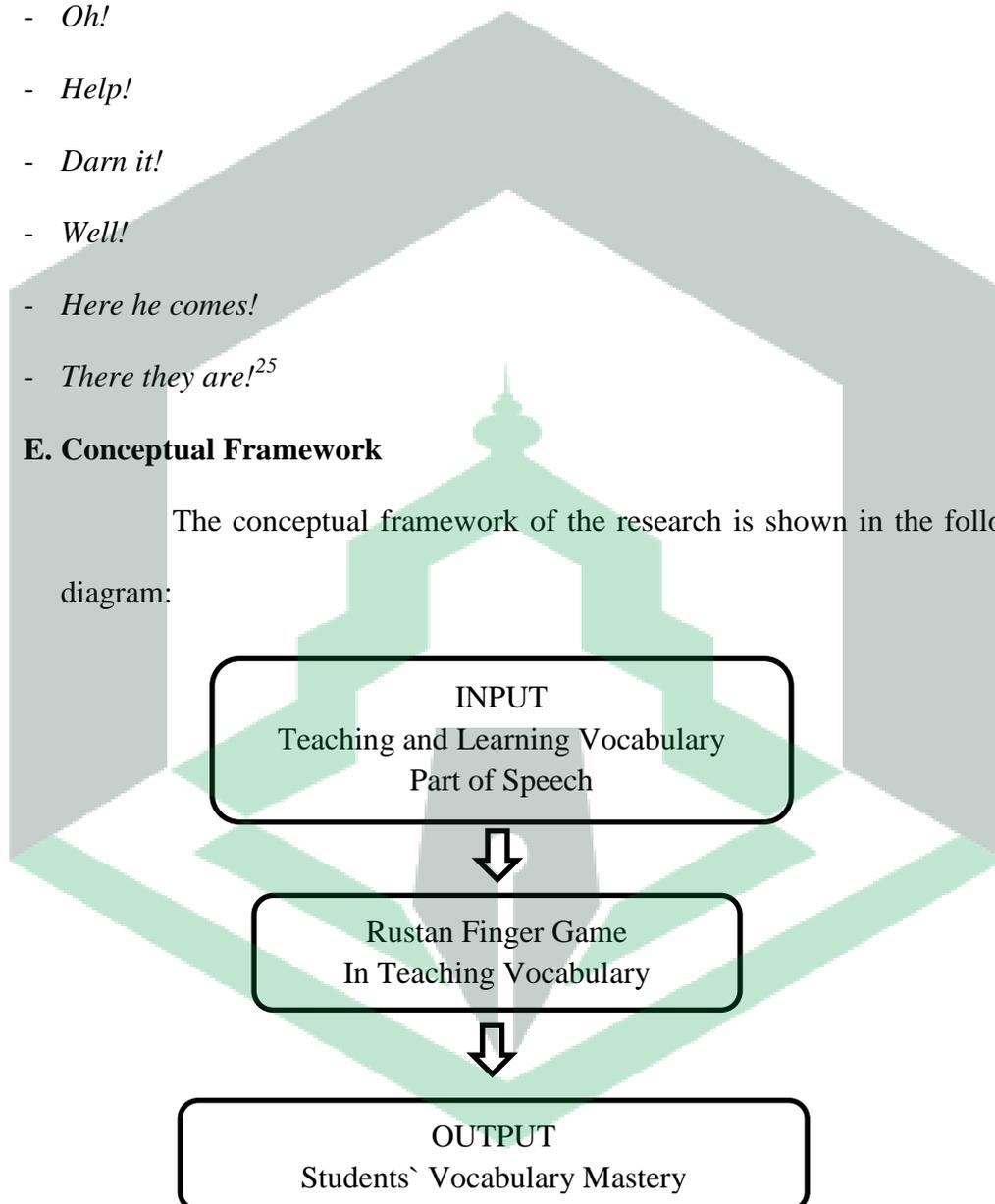
      The conceptual framework shows the researcher's process in utilizing the Rustan Finger Game to enhance students' vocabulary. Rustan Finger Game is a

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[25] Rusdiana Junaid, *Fundamental English* (Malang: Intimedia, 2014).

highly effective method of teaching vocabulary to students. It can help generate interest in learning English and foster positive attitudes towards the language. The game can also aid in the development of students' English skills, as they naturally compete and collaborate with one another. By sharing their experiences, the students can create a sense of cooperation and mutual support. So, Rustan Finger Game is an excellent tool for teaching vocabulary in learning English.

This study uses a pre-experimental method. It aims to increase students' vocabulary through the Rustan Finger Game. In teaching and learning activities, many factors can increase students' vocabulary, one of which is by using the Rustan Finger Game. The output of this research is that students can improve their vocabulary. In addition, there was a significant increase in students' vocabulary.

Vocabulary is one of the obstacles in mastering English, especially for class VIII students at SMP Negeri 2 Lamasi. There are many ways to teach vocabulary. One of them is through Rustan Finger Game. Through this game, the researcher hopes that students' vocabulary can increase.

F. Hypothesis

Based on the literature that has been described previously, to test the hypothesis, this research used statistical hypothesis was formulated as follows:

H_0: Using Rustan Finger Game does not improve the eighth-grade students' vocabulary mastery.

H_1: Using Rustan Finger Game improves the eighth-grade students' vocabulary mastery.

CHAPTER III

RESEARCH METHOD

A. Research Method

The method used in this study was the pre-experimental method. It aimed to find out whether using Rustan Finger Game improved students' vocabulary mastery.

B. Research Design

The pre-experimental method used for the researcher who conduct pre-test, treatment, and post-test.

$$O_1 \quad X \quad O_2$$
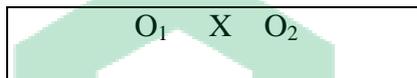
Where:

O_1: Pre-test

X : Treatment

O_2: Post-test[26]

C. Population and Sample

1. Population

The research population consisted of 127 eighth-grade students from SMP Negeri 2 Lamasi.

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[26] Suharsimi Arikunto, *Prosedur Penelitian : Suatu Pendekatan Praktik*, Revisi IV (Jakarta: Rineka Cipta, 1998).p.84

2. Sample

The research sample comprised of 30 students who were selected through total sampling technique. The researcher chose them because they need a higher vocabulary achievement.

D. Research Variables

Variable is an attribute or trait or value of people, objects or activities that have certain variations set by researcher to study and then draw conclusions.

In this study, the researcher used two variables, namely:

i. Independent Variable (X)

It is a variable that affects or is the cause of its change or the emergence of a dependent variable. In this study, the independent variable is the Rustan Finger Game.

j. Dependent Variable (Y)

It is a variable that is influenced by or results from the existence of an independent variable. In this study, the dependent variable is improving vocabulary mastery.[27]

E. Research Instrument

In this research used a vocabulary test. The tests carried out were pre-test and post-test. The number of the pre-test was 30 items. The test consisted of part of speech in multiple-choice questions, translating and grouping based on part of speech, and matching words. Multiple choice consisted of 10 questions,

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[27] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R & D* (Bandung: CV. Alfabeta, 2019).

translating and grouping words consisted of 10 items and matching words consisted of 10 items. The students answered the tests for 30 minutes.

F. Procedure of Data Collection

Here is a clearer description of the data collection procedure:

a. Pre-test

The pre-test was conducted before the treatment. In this case, the researcher asked the students to answer the vocabulary test individually. Then, the students collected their answer sheets after filling them.

b. Treatment

The researcher instructed the students after administering the pre-test. Five meetings were required to complete the treatment. This is a thorough explanation:

1. The researcher gave an introduction to the Rustan Finger Game and went over the information pertinent to nouns and verbs during the first meeting.

2. The researcher reviewed the information pertinent to the subject of adverbs and adjectives during the second meeting.

3. The researcher covered the information pertinent to the subject of conjunctions and prepositions in the third meeting.

4. The researcher covered the information pertinent to the subject of determiners and interjection in the fourth meeting.

5. The researcher covered information pertinent to the part of speech (noun, verb, adverb, adjective, prepositions, conjunction, determiner, and interjection) at the fifth meeting.

The treatment steps in each meeting are:

a. Make sure all of the *learners* or participants have learned the eight parts of speech [of English]

b. Make a spare or some spares and small or large groups of learners to compete with each other by performing their mastery of the eight parts of speech.

c. Prepare an observer or observers to count the game players' gained poi nts.

d. Count the points gained by game players with the observer(s).

e. Determine the winner, best game player, or the most significant gained points.

f. Give appreciation or present at least clapping hands. The game is over.[28]

c. Post-test

The post-test was administered by the researcher following treatment. Its goal was to determine the vocabulary achievement of the pupils following treatment. The post-test would have the same format as the pre-test.

G. Technique of Data Analysis

Before analyzing the data, the researcher collected and analyzed the data using the following procedures:

1. Scoring the raw pre-test and post-test data. Each student's correct answer will receive a score of 1, and if the student's answer is incorrect, a score of 0 will be given.

2. Calculating students' correct answers from the pre-test and post-test.

$$Score = \frac{Total\ correct\ answer}{Total\ test\ items} \times 10$$

3. Student scores will be classified using the percentages below:

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[28] Santaria, *Rustan Finger Game*, 2020.

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

Where :

P = Percentage

F = The cumulative frequency of subjects

N = The number of students

4. Using a classification to determine the level of students, in this case the researcher uses the following classification:

Table 3.1 Score Rubric

Excellent	95-100
Very Good	86-94
Good	76-85
Fair Good	66-75
Fair	56-65
Poor	36-55
Very Poor	0-35[29]

5. SPSS 22 was used to calculate the mean score, standard deviation, frequency table, and test for vocabulary achievement in the pre-experimental group.

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[29] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktis* (Jakarta: Rineka Cipta, 1998).

CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

In this study, the researcher collected all the data from the pre-test and post-test. The research findings present statistically analyzed data that is more precise and easier to comprehend. The results compare the scores of students in the pre-test and post-test, classify the percentage of students' scores in both tests and provide mean and standard scores.

1. The Analysis of Students' Scores in the Pretest

In this section, the researcher presents the classification of students' vocabulary scores in the pre-test, along with the mean score and standard deviation of students. The data is displayed in Table 4.1 and calculated using the SPSS 22 program.

Table 4.1. The Classification of 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	0	0%
4.	Fair Good	66-75	0	0%
5.	Fair	56-65	6	20%
6.	Poor	36-55	22	73,3%
7.	Very Poor	0-35	2	6,7%

Table 4.1. indicates the frequency of scores on the pre-test taken by the students is as follows: 6 students (20%) were classified as having a fair score, 22

students (73.3%) were classified as having a poor score, and 2 students (6.7%) were classified as having a very poor score. However, both classes had students who were classified as having an excellent score.

Table 4.2. The Mean Score and Standard Deviation of Students' Pre-test

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	30	30	63	46.17	8.367
Valid N (listwise)	30				

Based on Table 4.2, the pre-test scores for the student's vocabulary ranged from a high of 63 to a low of 30. From this data, it can be concluded that the mean score for the pre-test was 46.17, with a standard deviation of 8.367.

2. Students' Vocabulary Score in the Post-Test

In this section, the researcher presents the classification of students' vocabulary scores in the post-test, along with the mean score and standard deviation of the students. The researcher has utilized the SPSS 22 program to calculate the scores, and the data has been displayed in the form of a table.

Table 4.3. The Classification of Students' Vocabulary Score in Post-test

No	Classification	Score	Frequency	Percentage
1.	Excellent	95-100	0	0%
2.	Very Good	86-94	1	3.3%
3.	Good	76-85	10	33.3%
4.	Fair Good	66-75	17	56.7%
5.	Fair	56-65	2	6.7%
6.	Poor	36-55	0	0%
7.	Very Poor	0-35	0	0%

Table 4.3 displays the classification of students' vocabulary scores in the post-test. The data for the control group indicated that there was 1 student (3.3%) in the very good classification, 10 students (33.3%) in the good classification, 17 students (56.7%) in the fair good classification, and 2 students (6.7%) in the fair classification.

Table 4.4. The Mean Score and Standard Deviation of Students in Post-Test

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	30	63	87	73.23	6.033
Valid N (listwise)	30				

Table 4.4 displays the results of the student's post-test vocabulary scores. The highest score achieved by a student was 87, while the lowest score obtained was 63. Based on this data, it can be inferred that the average score for the student's vocabulary in the post-test was 73.23, with a standard deviation error of 6.033.

3. The Calculation of t-test Pre-Test and Post-Test

This study shows the vocabulary test mean scores as well as the overall mean scores and standard deviations from the pre- and post-tests, and then compares the two. The results are presented in the paired samples statistics table. This can be seen in the table 4.5.

Table 4.5. The Paired Samples Statistics of Pre-test and Post-test

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	30	30	63	46.17	8.367
Posttest	30	63	87	73.23	6.033
Valid N (listwise)	30				

In this Table 4.5. we can see the statistical results of the pre-test and post-test. The mean score of the pre-test was 46.17, while the post-test mean score was 73.23. The standard deviation of the pre-test group was 8.367, and the post-test group was 6.033. Looking at the data, it can be observed that the difference between the pre-test and post-test scores is quite significant. This means Rustan Finger Games can improve students' vocabulary.

Table 4.6. The Paired Samples Test of Pre-Test and Post-Test

		Paired Differences							Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	Pretest - Posttest	-27.067	3.723	.680	-28.457	-25.677	-39.825	29	.000

The researcher utilized SPSS 22 to test this hypothesis. Specifically, the researcher performed a paired sample t-test (testing of significance), which determines the significance of the difference between the mean scores of students in their pre-test and post-test. This test used to establish whether there is a significant improvement or decline in the students' scores over time.

Based on a statistical analysis with a significance level of 0.05 and a degree of freedom (df) of N-1, where N=30 and df=29, the Probability Value is lower than the alpha (α) value of 0.00<0.05. This means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. Therefore, it

can be concluded that there was a significant difference in vocabulary instruction before and after using the Rustan Finger Game. The researcher concluded that the game can improve students' vocabulary mastery in the eighth-grade at SMP Negeri 2 Lamasi.

B. Discussion

This discussion addresses further arguments and interpretations of the research findings on students' scores of the experimental class's pre-test and post-test results.

In this case, Rustan Finger Game can attract students' interest to learn vocabulary. Rustan Finger Game is an English Teaching Medium or English Teaching and Learning Material that can be used to practice the eight English Parts of Speech by representing the word categories with eight numbers. For preliminary introductory, the teacher may explain the 8 parts of speech and the representation of fingers and numbers.

Game is an activity where players achieve goals by following rules.[30] Games are activities where players achieve a goal by following rules. Games are thus a fun way to and have a clear goal and follow set rules. As players, we strive to strategize and outsmart our opponents while staying within the boundaries of the game. Playing games is a great way to exercise our minds and challenge ourselves while enjoying the experience. Utilization of learning media can also

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[30] Dora Irsa, Rita Wirya Saputra, and Sri Primaini, "Perancangan Aplikasi Game Edukasi Pembelajaran Anak Usia Dini Menggunakan Linear Congruent Method (Lcm) Berbasis Android," *Jurnal Ilmiah Informatika Global*, 2016.

affect student achievement[31]. Student achievement has been shown to be significantly impacted by the use of learning media. In fact, researcher have proven that Rustan Finger Game into the learning process can not only increase student engagement but also improve retention and understanding of the material.

Based on the research that the researcher has conducted, the researcher found that the Rustan Finger Game in teaching vocabulary can make students motivated to learn vocabulary, where students are competing to appear first so that no one takes the sentences they have made; such a race makes them more eager to learn and excitement when playing Rustan Finger Game where all students focus and have fun by saying word by word while moving their fingers according to the instructions of the Rustan Finger Game. Although sometimes students find it difficult to make sentences and distinguish word classes because they do not have a dictionary, they will look for other words and make sentences that they think are easier. This proves that Rustan Finger Game can increase students' creativity in learning vocabulary. Nevertheless, students are expected to have a dictionary because using a dictionary is very necessary so that they can use words they do not master and can easily distinguish the word class.

The researcher gave the same vocabulary test in the pre-test and post-test, but when compared to the pre-test, the students' post-test improved because they not only answered essays and matching questions but also knew the word class, which not only increased students' vocabulary but also allowed them to determine the part of speech.

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[31] Sunarti Sunarti, Selly Rahmawati, and Setia Wardani, "Pengembangan Game Petualangan 'Si Bolang' Sebagai Media Pembelajaran Tematik Untuk Meningkatkan Motivasi Dan Prestasi Belajar Siswa Kelas V Sekolah Dasar," *Jurnal Cakrawala Pendidikan*, 2016.

As discussed in Chapter II about some previous research where previous researcher also used games as a medium to improve grades. In this study, researcher also used games that could improve student scores, where a pleasant classroom atmosphere made students focus more on learning. Rustan finger game is a game that uses fingers in the game that can train learners in functioning their eyes, ears, and fingers simultaneously at the same time to understand the form, meaning, function of each word of the sentence being practiced. In fact, students enjoyed teaching vocabulary using Rustan Finger Gaeme game at SMP Negeri 2 Lamasi. Where students experienced an increase in their vocabulary scores. Therefore, it can be stated that Rustan Finger Game in vocabulary learning has solved students' vocabulary problems and improved students' vocabulary for eighth grade students of SMP Negeri 2 Lamasi.
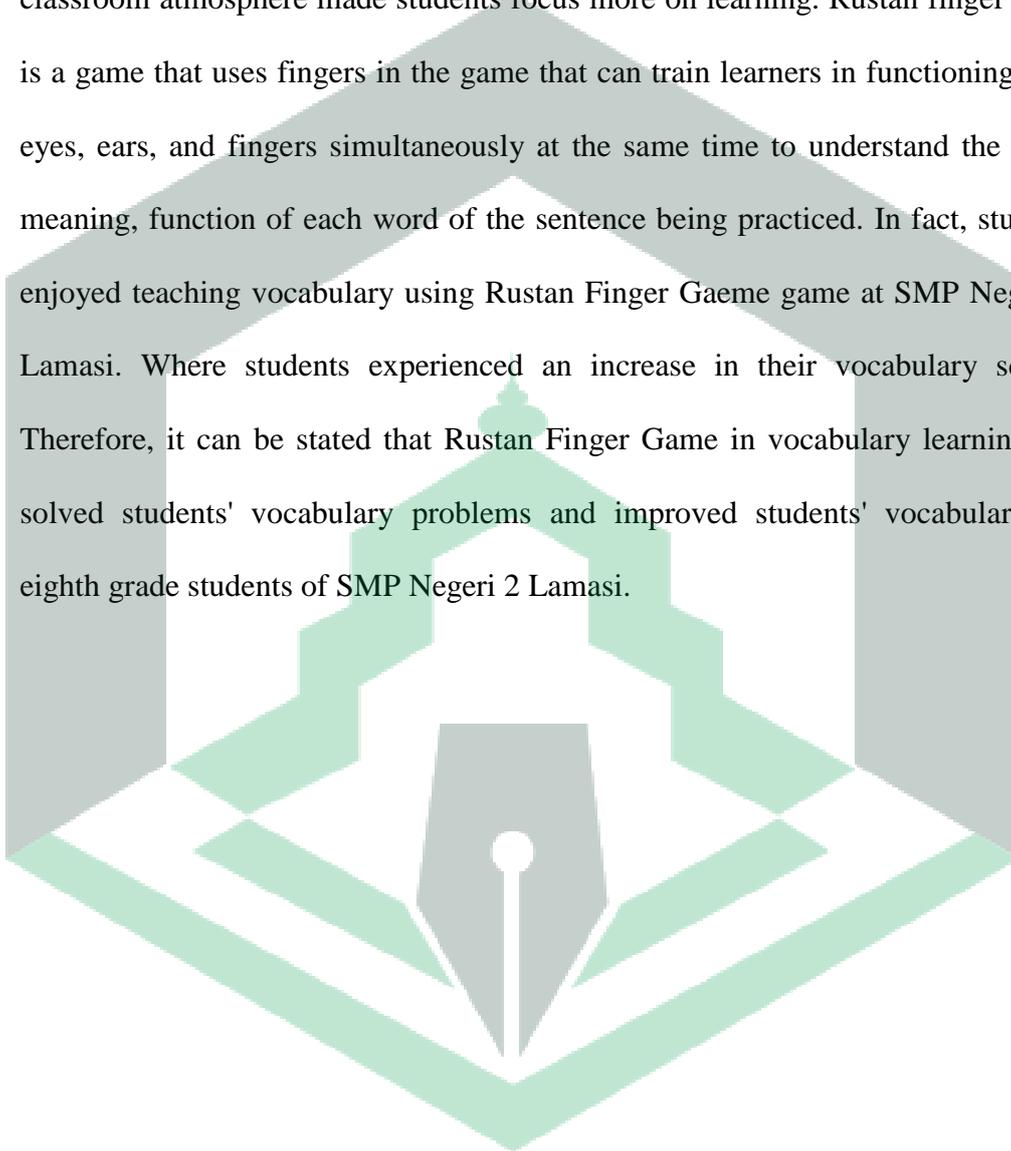
CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research results described in Chapter IV, it can be concluded that the Rustan Finger Game has a significant positive effect on improving the mastery of English vocabulary of eighth-grade students of SMP Negeri 2 Lamasi. The Rustan Finger Game can be an effective technique in teaching vocabulary to students because it is not only fun but also provides a new learning experience. Moreover, it can be played anywhere and anytime as it only requires fingers, making it more engaging for students. Furthermore, teaching vocabulary using Rustan Finger Game can enhance students' understanding of the form, concept, and function of vocabulary in a language. Thus, the Rustan Finger Game significantly affects the mastery of English vocabulary of eighth-grade students at SMP Negeri 2 Lamasi.

B. Suggestion

The researcher will provide some suggestions based on the above findings.

1. For the teacher

Rustan Finger Game can be used in teaching in class. Teachers can immediately do the Rustan finger game easily because it only uses fingers, so teachers don't have to bother preparing media. Teachers can also use other appropriate methods to improve classroom learning. Teachers are expected to be

smarter in finding innovations or using methods that can attract students' interest in teaching so that students are more active when learning.

2. For the students

Continue to increase vocabulary mastery with the Rustan Finger Game method or other methods to improve vocabulary mastery.

3. For the next researcher

Further strengthen the results of this study. It is necessary to conduct similar research with a larger population and use other data collection methods with factors that can increase students' English vocabulary to make the data collected more complex.

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APPENDIXES

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah   : SMP NEGERI 2 Lamasi

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII/ Ganjil

1. Tujuan Pembelajaran

Pada saat mengimplementasikan siswa diharapkan mampu memahami, mengetahui, membedakan vocabulary berdasarkan Part of Speech dan memiliki keterampilan baik secara lisan dan tulisan tentang vocabulary yang ditemukan dalam permainan Rustan Finger Game.

2. Materi dan Strategi Pembelajaran

1. Materi Pembelajaran

Guru menyampaikan materi mengenai permainan Rustan Finger Game dan siswa memahami dan mengidentifikasi materi tersebut. Kemudian siswa di arahkan untuk memulai permainan Rustan Finger Game, mereka di bagi dalam 4 group dan masing-masing group berjumlah 5 orang. Dalam permainan guru memberikan beberapa Part of Speech sesuai dengan urutan Rustan Finger Game. Setelah itu, setiap group mendiskusikan dan, mempresentasikan kepada group yang lain dengan mengunakan permainan Rustan Finger Game.

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

g. Moda   : Offline

3. ASSESSMENT/ Evaluasi Pembelajaran

1. Rubrik penilaian

2. Tes
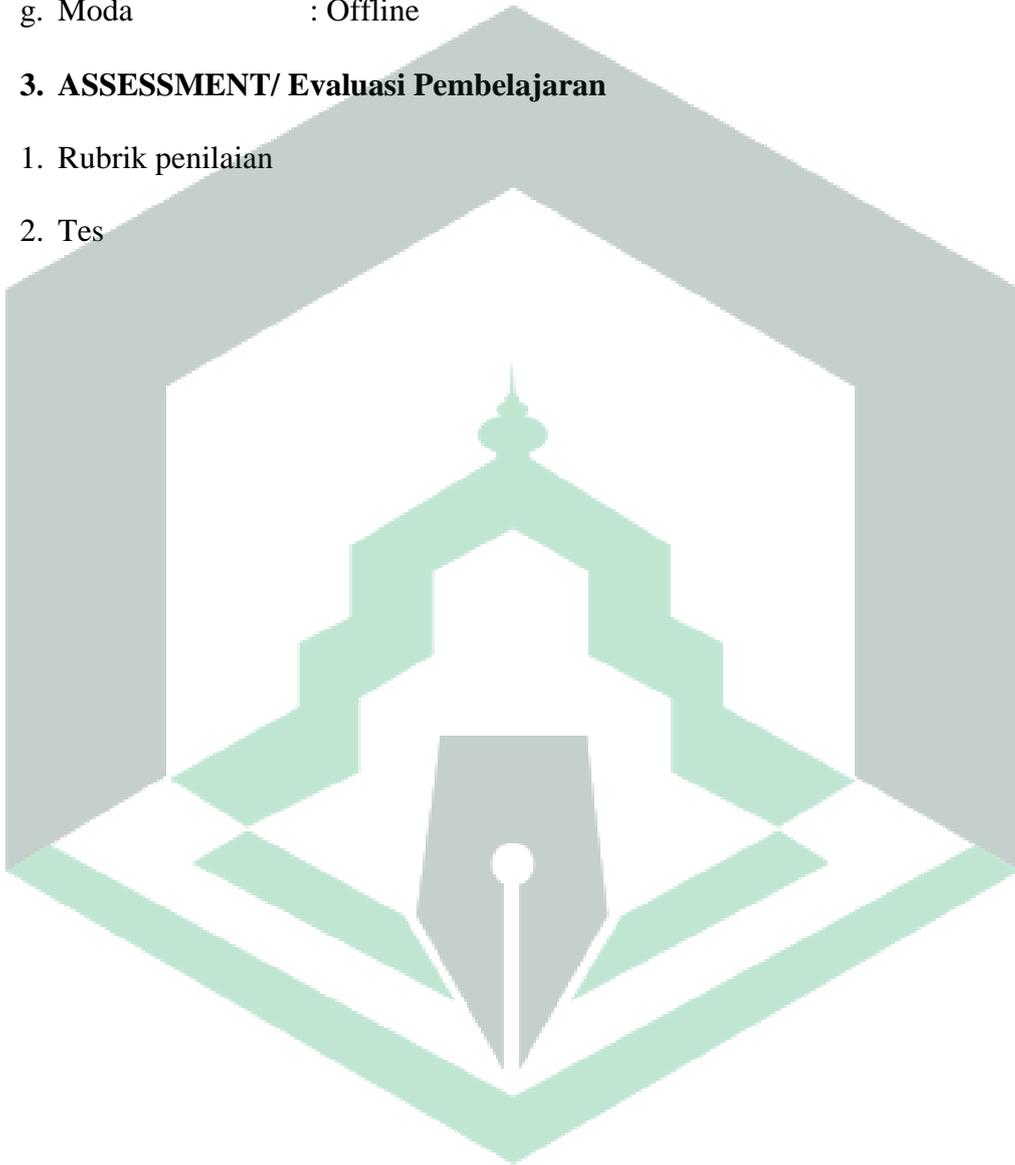
Name :

Class :

Pre-Test

A. Direction : Choose the correct answer from the option A,B,C, or D.

1. This exercise was too ….. for me. I got score 100.

   A. Difficult   C. Easy

   B. Expensive   D. High

2. I went to dentist yesterday because my ….. were in pain.

   A. Hands   C. Fingers

   B. Teeth   D. Ears

3. I am so hungry. So, I …… a meal .

   A. Prepare   C. Walk

   B. Kick   D. Wear

4. The teacher's duty is to ….. the students in the school.

   A. Teach   C. Play

   B. Make   D. Work

5. Tina‛s bicycle is broken. Tina is really …… now

   A. Charm   C. Happy

   B. Confused   D. Sad

6. Cris : Adi, your shoes are so fit in your …… . You look georgeus.

   Felix : Thank you.

   a. Finger   C. Lip

   b. Hand   D. Feet

7. Jay : What do you think about the film ?

    Cris : I think ....

    A. Thank you   C. I like it

    B. You forget it   D. I can't hear you

8. Umin : I think our school is bad.

    Ayen : I don't think so .... our school is good. It has so many achievement.

    A. I think   C. Pardon me

    B. He forgets it.   D. I know it

9. Abin : Can you help me to do my English homework?

    Jun :……. English is my favorite subject.

    Abin : Thank you

    A. No   C. I'd love to, but I dislike English

    B. I'm sorry, I can't D. With pleasure

10. Fani : Can you help me, Andi?

    Andi : Sorry, …….

    A. You're welcome   C. I'm busy myself

    B. You look very busy D. I'm happy you are busy

B. Read the following sentences and decide the word in the bracket belongs to the specify Part of Speech according Rustan Finger Game and Translate Into Indonesia.

Part of Speech according Rustan Finger Game
(1)Noun (2) Verb (3) Adjective (4) Adverb (5) Proposition (6) Conjunction
(7) Determiner (8) Interjection

11. I will go to one of beautiful (islands) in Indonesia this month. (   )

12. I haven't finished my project (because) I am very busy. (   )

13. I don't (believe) him because he has lied to me for many times. (   )

14. Tara cooked (chicken) soup, but that was not delicious. (   )

15. After (taking) a bath, let's go to the campus. (   )

16. Learning (English) is very important for students. (   )

17. I don't know how to fix the (problem). (   )

18. She was the best students (in) this university. (   )

19. He probably loves (you) now. (   )

20. He is (smart), but is he professional?. (   )

C. Matching Words

21. Study	● ●	a. Sepak bola
22. Football	● ●	b. Menangis
23. Laugh	● ●	c. Mencuci
24. Washing	● ●	d. Berusaha
25. Cry	● ●	e. Sekolah
26. School	● ●	f. Makan
27. Canteen	● ●	g. Tertawa
28. Try	● ●	h. Cerita
29. Eat	● ●	i. Belajar
30. Story	● ●	j. Kantin

Name   :

Class   :

Post-Test

A. Direction : Choose the correct answer from the option A,B,C, or D.

1. Mina is celebrating her birthday. Now Luna feels ……

   A. Angry   C. Dusty

   B. Easy   D. Happy

2. The carpet is …… . I want to clean it.

   A. Large   C. Dirty

   B. Shiny   D. Soft

3. Lina …… the match in Olympic Games. She is so sad.

   A. Won   C. Jumped

   B. Lost   D. Celebrated

4. My father always reads ….. every morning

   A. Radio   C. Television

   B. Computer   D. Newspaper

5. The clown is so …….. he makes all kids laugh and happy

   A. Funny   C. Noisy

   B. Quiet   D. Disgusting

6. Lili : Do you have a ….. ?

   Shopkeeper : Yes, we do. The fruit rack is right there.

   A. Persian cat   C. Running shoes

   B. Green apple   D. Drawing book

7. Justin : This fried chicken is my favourite.

   Jay : I like it too. This fried chicken is very …..

   A. Delicious   C. Salty

   B. Bitter   D. Dangerous

8. Cris : Can you help me?

   Felix : Yes, of course. What can I do for you?

   Cris : Please, ….. this bag to my room.

   Felix : Yes, Sir.

   A. Bring   C. Help

   B. Give   D. Has

9. Kathy is a ……. She teaches Math in our class. Every students love her.

   A. Kind teacher   C. Arrogant teacher

   B. Ugly teacher   D. Emotional teacher

10. Mr. Cris : May I have your attention, please?

    Students : ....

    The best response to complete dialogue above is....

    A. Yes, Please   C. Yes, Sir

    B. Yes, Ma'am   D. Thank you

B. Read the following sentences and decide the word in the bracket belongs to the specify Part of Speech according Rustan Finger Game and Translate Into Indonesia.

Part of Speech according Rustan Finger Game
(2)Noun (2) Verb (3) Adjective (4) Adverb (5) Proposition (6) Conjunction (7) Determiner (8) Interjection

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

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

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

14. If we run this program (well), we can get extra bonus from our boss. ( )

15. On Sundays, I (swim) from six to eleven in the morning. ( )

16. I like (playing) jazz music. ( )

17. She drives very (carefully) because she has a traumatic car accident. ( )

18. (We) got a room with very beautiful view here but it is very expensive. ( )

19. Don't try to (approach) him when he is angry. ( )

20. It is (nice) to meet you since we haven't met each other for two months. ( )

C. Matching Words

21. Library	● ●	a. Buku
22. Book	● ●	b. Pekerjaan rumah
23. Lunch	● ●	c. Berenang
24. Homework	● ●	d. Makan siang
25. Funny	● ●	e. Pulau
26. Hair	● ●	f. Perpustakaan
27. Easy	● ●	g. Rambut
28. Swim	● ●	h. Lucu
29. Write	● ●	i. Mudah
30. Island	● ●	j. Menulis

DOCUMENTATIONS

Name : WInDI

Class : VIIL3

Pre-Test

A. Direction : Choose the correct answer from the option A,B,C, or D.

1. This exercise was too ..... for me. I got score 100.

    A. Difficult   ⊠ Easy ✓

    B. Expensive   D. High

2. I went to dentist yesterday because my ..... were in pain.

    ⊠ Hands ✗   C. Fingers

    B. Teeth   D. Ears

3. I am so hungry. So, I ...... a meal .

    A. Prepare   C. Walk

    ⊠ Kick ✗   D. Wear

4. The teacher's duty is to ..... the students in the school.

    A. Teach   C. Play

    B. Make   ⊠ Work ✗

5. Lina's bicycle is broken. Tina is really ...... now

    A. Charm   C. Happy

    B. Confused   ⊠ Sad ✓

6. Cris : Adi, your shoes are so fit in your .... You look georgeus.

    Felix : Thank you.

    A. Finger   C. Lip

    B. Hand   ⊠ Feet ✓

7. Jay : What do you think about the film ?

    Cris : I think ....

A. Thank you   ✗ I like it ✓

B. You forget it   D. I can't hear you

8. Umin : I think our school is bad.

Ayen : I don't think so. .... our school is good. It has so many achievement.

A. I think   C. Pardon me

B. He forgets it.   ✗ I know it ✗

9. Abin : Can you help me to do my English homework?

Lina :……. English is my favorite subject.

Abin : Thank you

A. No   C. I'd love to, but I dislike English

B. I'm sorry, I can't   ✗ With pleasure ✓

10. Felix : Can you help me, Cris?

Cris : Sorry, …….

✗ You're welcome ✗   C. I'm busy myself

B. You look very busy   D. I'm happy you are busy

B. Read the following sentences and decide the word in the bracket belongs to the specify Part of Speech according Rustan Finger Game and Translate Into Indonesia.

Part of Speech according Rustan Finger Game
(1)Noun (2) Verb (3) Adjective (4) Adverb (5) Proposition (6) Conjunction (7) Determiner (8) Interjection

11. I will go to one of beautiful (islands) in Indonesia this month. (1) (Pulau   ) ✓

12. I haven't finished my project (because) I am very busy. ( ) (   )

13. I don't (believe) him because he has lied to me for many times. ( ) (   )

14. Tara (cooked) chicken soup, but that was not delicious. (2) (masak   ) ✓

15. After taking (a) bath, let's go to the campus. (3) (   )

16. Learning (English) is very important for students. ( ) (   )

17. I don't know how to fix the (problem). (   ) (   )

18. She was the best students in this (university). (   ) (   )

19. He probably loves (you) now. (   ) (   )

20. He is (smart), but is he professional?. (   ) (   )

C. Matching Words

21. Study		a. Sepak bola
22. Football		b. Menangis
23. Laugh		c. Mencuci
24. Washing		d. Berusaha
25. Cry		e. Sekolah
26. School		f. Makan
27. Canteen		g. Tertawa
28. Try		h. Cerita
29. Eat		i. Belajar
30. Story		j. Kantin

$$\frac{19}{30} \times 100 = 47$$

Name : MUH RIPAI

Class :

Pre-Test

A. Direction : Choose the correct answer from the option A,B,C, or D.

1. This exercise was too ….. for me. I got score 100.

   A. Difficult   ~~X~~ Easy ✓

   B. Expensive   D. High

2. I went to dentist yesterday because my ….. were in pain.

   A. Hands   ~~X~~ Fingers ✗

   B. Teeth   D. Ears

3. I am so hungry. So, I …… a meal .

   ~~X~~ Prepare   ~~X~~ Walk ✗

   B. Kick   D. Wear

4. The teacher's duty is to ….. the students in the school.

   ~~X~~ Teach ✓   C. Play

   B. Make   D. Work

5. Lina's bicycle is broken. Tina is really …… now

   A. Charm   C. Happy

   B. Confused   ~~X~~ Sad ✓

6. Cris : Adi, your shoes are so fit in your ……. You look georgeus.

   Felix : Thank you.

   A. Finger   C. Lip

   B. Hand   ~~X~~ Feet ✓

7. Jay : What do you think about the film ?

   Cris : I think ………………

~~A.~~ Thank you   ✗   C. I like it

B. You forget it   D. I can't hear you

8. Umin : I think our school is bad.

     Ayen : I don't think so. .... our school is good. It has so many achievement.

     A. I think   C. Pardon me

     B. He forgets it.   ~~D~~. I know it   ✗

9. Abin : Can you help me to do my English homework?

     Lina :……. English is my favorite subject.

     Abin : Thank you

     A. No   ~~C~~. I'd love to, but I dislike English   ✗

     B. I'm sorry, I can't   D. With pleasure

10. Felix : Can you help me, Cris?

     Cris : Sorry, …….

     A. You're welcome   ~~C~~. I'm busy myself   ✓

     B. You look very busy   D. I'm happy you are busy

B. Read the following sentences and decide the word in the bracket belongs to the specify Part of Speech according Rustan Finger Game and Translate Into Indonesia.

> Part of Speech according Rustan Finger Game
> (1)Noun (2) Verb (3) Adjective (4) Adverb (5) Proposition (6) Conjunction (7) Determiner
> (8) Interjection

11. I will go to one of beautiful (islands) in Indonesia this month. (1) (pulau   ) ✓

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

13. I don't (believe) him because he has lied to me for many times. ( ) (   )

14. Tara (cooked) chicken soup, but that was not delicious. (2) (MASAk   ) ✓

15. After taking (a) bath, let's go to the campus. (3) (   )

16. Learning (English) is very important for students. ( ) (   )

17. I don't know how to fix the (problem). ( ) (   )

18. She was the best students in this (university). ( ) (   )

19. He probably loves (you) now. ( ) (   )

20. He is (smart), but is he professional?. ( ) (   )

C. Matching Words

21. Study		a. Sepak bola
22. Football		b. Menangis
23. Laugh		c. Mencuci
24. Washing		d. Berusaha
25. Cry		e. Sekolah
26. School		f. Makan
27. Canteen		g. Tertawa
28. Try		h. Cerita
29. Eat		i. Belajar
30. Story		j. Kantin

$$\frac{13}{30} \times 100 = 43$$

Name : MAWAR OKTAVIA

Class : 8.3 (VIII.3)

Pre-Test

A. Direction : Choose the correct answer from the option A,B,C, or D.

1. This exercise was too ..... for me. I got score 100.

   A. Difficult   C. Easy ✓

   B. Expensive   D. High

2. I went to dentist yesterday because my ..... were in pain.

   A. Hands   C. Fingers

   B. Teeth   D. Ears ✗

3. I am so hungry. So, I ...... a meal .

   A. Prepare ✓   C. Walk

   B. Kick   D. Wear

4. The teacher's duty is to ..... the students in the school.

   A. Teach ✓   C. Play

   B. Make   D. Work

5. Lina's bicycle is broken. Tina is really ...... now

   A. Charm   C. Happy

   B. Confused   D. Sad ✓

6. Cris : Adi, your shoes are so fit in your .... You look georgeus.

   Felix : Thank you.

   A. Finger   C. Lip

   B. Hand   D. Feet ✓

7. Jay : What do you think about the film ?

   Cris : I think ....

2

A. Thank you   ~~C.~~ I like it ✓

B. You forget it   D. I can't hear you

8. Umin : I think our school is bad.

   Ayen : I don't think so. .... our school is good. It has so many achievement.

   A. I think   C. Pardon me

   B. He forgets it.   ~~D.~~ I know it ✗

9. Abin : Can you help me to do my English homework?

   Lina :........ English is my favorite subject.

   Abin : Thank you

   A. No   ~~C.~~ I'd love to, but I dislike English ✗

   B. I'm sorry, I can't   D. With pleasure

10. Felix : Can you help me, Cris?

    Cris : Sorry, ...

    ~~A.~~ You're welcome   C. I'm busy myself ✗

    B. You look very busy   D. I'm happy you are busy

B. Read the following sentences and decide the word in the bracket belongs to the specify Part of Speech according Rustan Finger Game and Translate Into Indonesia.

Part of Speech according Rustan Finger Game
(1)Noun (2) Verb (3) Adjective (4) Adverb (5) Proposition (6) Conjunction (7) Determiner (8) Interjection

11. I will go to one of beautiful (islands) in Indonesia this month. (l) (Pulau   ) ✓

12. I haven't finished my project (because) I am very busy. (   ) (   )

13. I don't (believe) him because he has lied to me for many times. (   ) (   )

14. Tara (cooked) chicken soup, but that was not delicious. (2) (Memasak   ) ✓

15. After taking (a) bath, let's go to the campus. (2) (   )

16. Learning (English) is very important for students. ( ) (   )

17. I don't know how to fix the (problem). ( ) (   )

18. She was the best students in this (university). ( ) (   )

19. He probably loves (you) now. ( ) (**Kamu**   ) ✓

20. He is (smart), but is he professional?. ( ) (   )

C. Matching Words

✓ 21. Study		a. Sepak bola
✓ 22. Football		b. Menangis
✓ 23. Laugh		c. Mencuci
✓ 24. Washing		d. Berusaha
✓ 25. Cry		e. Sekolah
✓ 26. School		f. Makan
✓ 27. Canteen		g. Tertawa
✗ 28. Try		h. Cerita
✓ 29. Eat		i. Belajar
✗ 30. Story		j. Kantin

$$\frac{17}{30} \times 100 = 57$$

Name : KHUMAIRA

Class : 8.3

Pre-Test

A. Direction : Choose the correct answer from the option A,B,C, or D.

1. This exercise was too ….. for me. I got score 100.

   A. Difficult   ~~C~~. Easy ✓

   B. Expensive   D. High

2. I went to dentist yesterday because my ….. were in pain.

   ~~A~~. Hands ✗   C. Fingers

   B. Teeth   D. Ears

3. I am so hungry. So, I …… a meal .

   A. Prepare   C. Walk

   ~~B~~. Kick ✗   D. Wear

4. The teacher's duty is to ….. the students in the school.

   A. Teach   C. Play

   B. Make   ~~D~~. Work ✗

5. Lina's bicycle is broken. Tina is really …… now

   A. Charm   C. Happy

   B. Confused   ~~D~~. Sad ✓

6. Cris : Adi, your shoes are so fit in your …… . You look georgeus.

   Felix : Thank you.

   A. Finger   C. Lip

   B. Hand   ~~D~~. Feet ✓

7. Jay : What do you think about the film ?

   Cris : I think …………………

A. Thank you   ~~C~~. I like it ✓

B. You forget it   D. I can't hear you

8. Umin : I think our school is bad.

    Ayen : I don't think so. .... our school is good. It has so many achievement.

    A. I think   C. Pardon me

    B. He forgets it.   ~~D~~. I know it ✗

9. Abin : Can you help me to do my English homework?

    Lina :........ English is my favorite subject.

    Abin : Thank you

    A. No   C. I'd love to, but I dislike English

    B. I'm sorry, I can't   ~~D~~. With pleasure ✓

10. Felix : Can you help me, Cris?

    Cris : Sorry, ...

    ~~A~~. You're welcome ✗   C. I'm busy myself

    B. You look very busy   D. I'm happy you are busy

B. Read the following sentences and decide the word in the bracket belongs to the specify Part

of Speech according Rustan Finger Game and Translate Into Indonesia.

Part of Speech according Rustan Finger Game
(1)Noun (2) Verb (3) Adjective (4) Adverb (5) Proposition (6) Conjunction (7) Determiner (8) Interjection

11. I will go to one of beautiful (islands) in Indonesia this month. ( ) (   )

12. I haven't finished my project (because) I am very busy. ( ) (   )

13. I don't (believe) him because he has lied to me for many times. (2) (Percaya   ) ✓

14. Tara (cooked) chicken soup, but that was not delicious. ( ) (   )

15. After taking (a) bath, let's go to the campus. ( ) (   )

16. Learning (English) is very important for students. ( ) (   )

17. I don't know how to fix the (problem). ( ) (   )

18. She was the best students in this (university). ( ) (   )

19. He probably loves (you) now. ( ) (   )

20. He is (smart), but is he professional?. ( ) (   )

C. Matching Words

21. Study		a. Sepak bola
22. Football		b. Menangis
23. Laugh		c. Mencuci
24. Washing		d. Berusaha
25. Cry		e. Sekolah
26. School		f. Makan
27. Canteen		g. Tertawa
28. Try		h. Cerita
29. Eat		i. Belajar
30. Story		j. Kantin

$$\frac{12}{30} \times 100 = 40$$

Name : WINDI

Class : VIII.3

Post-Test

A. Direction : Choose the correct answer from the option A,B,C, or D.

1. Mina is celebrating her birthday. Now Luna feels ......

    B. Angry   C. Dusty

    C. Easy   ~~X.~~ Happy

2. The carpet is .... I want to clean it.

    A. Large   C. Dirty

    B. Shiny   ~~X~~ Soft

3. Lina ...... the match in Olympic Games. She is so sad.

    A. Won   C. Jumped

    ~~B~~ Lost   D. Celebrated

4. My father always reads ..... every morning

    A. Radio   C. Television

    B. Computer   ~~X~~ Newspaper

5. The clown is so .... he makes all kids laugh and happy

    ~~A~~ Funny   C. Noisy

    B. Quiet   D. Disgusting

6. Lili : Do you have a ..... ?

    Shopkeeper : Yes, we do. The fruit rack is right there.

    A. Persian cat   C. Running shoes

    ~~B~~ Green apple   D. Drawing book

7. Justin : This fried chicken is my favourite.

    Jay : I like it too. This fried chicken is very .....

A. Delicious   C. Salty

B. Bitter   D. Dangerous

8. Cris : Can you help me?

Felix : Yes, of course. What can I do for you?

Cris : Please, ... this bag to my room.

Felix : Yes, Sir.

A. Bring   C. Help

B. Give   D. Has

9. Kathy is a .... She teaches Math in our class. Every students love her.

A. Kind teacher   C. Arrogant teacher

B. Ugly teacher   D. Emotional teacher

10. Mr. Cris : May I have your attention, please?

Students : ....

The best response to complete dialogue above is....

A. Yes, Please   C. Yes, Sir

B. Yes, Ma'am   D. Thank you

B. Read the following sentences and decide the word in the bracket belongs to the specify

Part of Speech according Rustan Finger Game and translate into Indonesia.

Part of Speech according Rustan Finger Game
(2)Noun (2) Verb (3) Adjective (4) Adverb (5) Proposition (6) Conjunction (7) Determiner (8) Interjection

11. I bought an (expensive) book at the mall. (3) (Mahal .)

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

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

14. If we run this program (well), we can get extra bonus from our boss. ( ) ( )

15. On Sundays, I (swim) from six to eleven in the morning. (2) (Berenang)

16. I like (playing) jazz music. (2) (Bermain)

17. She drives very (carefully) because she has a traumatic car accident. (5) ( )

18. (We) got a room with very beautiful view here but it is very expensive. (1) (Kami)

19. Don't try to (approach) him when he is angry. (7) ( )

20. It is (nice) to meet you since we haven't met each other for two months. ( ) ( )

C. Matching Words

21. Library		a. Buku
22. Book		b. Pekerjaan rumah
23. Lunch		c. Berenang
24. Homework		d. Makan siang
25. Funny		e. Pulau
26. Hair		f. Perpustakaan
27. Easy		g. Rambut
28. Swim		h. Lucu
29. Write		i. Mudah
30. Island		j. Menulis

$\frac{23}{30} \times 100 = 77$

Name : MUH RIFAI

Class :

Post-Test

A. Direction : Choose the correct answer from the option A,B,C, or D.

1. Mina is celebrating her birthday. Now Luna feels ......

    B. Angry   C. Dusty

    C. Easy   ~~D~~. Happy

2. The carpet is .... I want to clean it.

    A. Large   ~~C~~. Dirty

    B. Shiny   D. Soft

3. Lina ...... the match in Olympic Games. She is so sad.

    A. Won   C. Jumped

    B. Lost   ~~D~~. Celebrated

4. My father always reads ..... every morning

    A. Radio   C. Television

    B. Computer   ~~D~~. Newspaper

5. The clown is so .... he makes all kids laugh and happy

    ~~A~~. Funny   C. Noisy

    B. Quiet   D. Disgusting

6. Lili : Do you have a ..... ?

    Shopkeeper : Yes, we do. The fruit rack is right there.

    A. Persian cat   C. Running shoes

    ~~B~~. Green apple   D. Drawing book

7. Justin : This fried chicken is my favourite.

    Jay : I like it too. This fried chicken is very .....

A. Delicious   C. Salty

B. Bitter   D. Dangerous

8. Cris : Can you help me?

Felix : Yes, of course. What can I do for you?

Cris : Please, ….. this bag to my room.

Felix : Yes, Sir.

A. Bring   C. Help

B. Give   D. Has

9. Kathy is a ……. She teaches Math in our class. Every students love her.

A. Kind teacher   C. Arrogant teacher

B. Ugly teacher   D. Emotional teacher

10. Mr. Cris : May I have your attention, please?

Students : ….

The best response to complete dialogue above is....

A. Yes, Please   C. Yes, Sir

B. Yes, Ma'am   D. Thank you

B. Read the following sentences and decide the word in the bracket belongs to the specify

Part of Speech according Rustan Finger Game and translate into Indonesia.

Part of Speech according Rustan Finger Game
(2)Noun (2) Verb (3) Adjective (4) Adverb (5) Proposition (6) Conjunction (7) Determiner (8) Interjection

11. I bought an (expensive) book at the mall. (3) (mahal)

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

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

14. If we run this program (well), we can get extra bonus from our boss. ( ) ( )

15. On Sundays, I (swim) from six to eleven in the morning. (2) (berenang)

16. I like (playing) jazz music. (2) (bermain)

17. She drives very (carefully) because she has a traumatic car accident. (5) ( )

18. (We) got a room with very beautiful view here but it is very expensive. (10) (kami)

19. Don't try to (approach) him when he is angry. (7) ( )

20. It is (nice) to meet you since we haven't met each other for two months. (1) (menyenangkan

C. Matching Words

21. Library		a. Buku
22. Book		b. Pekerjaan rumah
23. Lunch		c. Berenang
24. Homework		d. Makan siang
25. Funny		e. Pulau
26. Hair		f. Perpustakaan
27. Easy		g. Rambut
28. Swim		h. Lucu
29. Write		i. Mudah
30. Island		j. Menulis

23/30 x 100 = 77

Name : MAWAR OKTAVIA

Class : 8.3 (VIII.3)

Post-Test

A. Direction : Choose the correct answer from the option A,B,C, or D.

1. Mina is celebrating her birthday. Now Luna feels ……

   B. Angry   C. Dusty

   C. Easy   ~~D.~~ Happy

2. The carpet is …… . I want to clean it.

   A. Large   ~~C.~~ Dirty

   B. Shiny   D. Soft

3. Lina …… the match in Olympic Games. She is so sad.

   A. Won   C. Jumped

   ~~B.~~ Lost   D. Celebrated

4. My father always reads ….. every morning

   A. Radio   C. Television

   B. Computer   ~~D.~~ Newspaper

5. The clown is so …….. he makes all kids laugh and happy

   ~~A.~~ Funny   C. Noisy

   B. Quiet   D. Disgusting

6. Lili : Do you have a ….. ?

   Shopkeeper : Yes, we do. The fruit rack is right there.

   A. Persian cat   C. Running shoes

   ~~B.~~ Green apple   D. Drawing book

7. Justin : This fried chicken is my favourite.

   Jay : I like it too. This fried chicken is very …..

A. Delicious   C. Salty

B. Bitter   D. Dangerous

8. Cris : Can you help me?

Felix : Yes, of course. What can I do for you?

Cris : Please, ….. this bag to my room.

Felix : Yes, Sir.

A. Bring   C. Help

B. Give   D. Has

9. Kathy is a ……. She teaches Math in our class. Every students love her.

A. Kind teacher   C. Arrogant teacher

B. Ugly teacher   D. Emotional teacher

10. Mr. Cris : May I have your attention, please?

Students : ….

The best response to complete dialogue above is....

A. Yes, Please   C. Yes, Sir

B. Yes, Ma'am   D. Thank you

B. Read the following sentences and decide the word in the bracket belongs to the specify Part of Speech according Rustan Finger Game and translate into Indonesia.

Part of Speech according Rustan Finger Game
(2)Noun (2) Verb (3) Adjective (4) Adverb (5) Proposition (6) Conjunction (7) Determiner (8) Interjection

11. I bought an (expensive) book at the mall. (3) (Mahal .   )

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

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

14. If we run this program (well), we can get extra bonus from our boss. ( ) (   )

15. On Sundays, I (swim) from six to eleven in the morning. (2) (Berenang   )

16. I like (playing) jazz music. (2) (Bermain)

17. She drives very (carefully) because she has a traumatic car accident. (5) ( )

18. (We) got a room with very beautiful view here but it is very expensive. (1) (Kami)

19. Don't try to (approach) him when he is angry. (7) ( )

20. It is (nice) to meet you since we haven't met each other for two months. (1) (Menyenangkan)

C. Matching Words

21. Library		a. Buku
22. Book		b. Pekerjaan rumah
23. Lunch		c. Berenang
24. Homework		d. Makan siang
25. Funny		e. Pulau
26. Hair		f. Perpustakaan
27. Easy		g. Rambut
28. Swim		h. Lucu
29. Write		i. Mudah
30. Island		j. Menulis

$$\frac{25}{30} \times 100 = 83$$

Name : KHUMAIRA

Class : 8.3

Post-Test

A. Direction : Choose the correct answer from the option A,B,C, or D.

1. Mina is celebrating her birthday. Now Luna feels ......

    B. Angry   C. Dusty

    C. Easy   ~~D~~. Happy

2. The carpet is .... I want to clean it.

    A. Large   ~~C~~. Dirty

    B. Shiny   D. Soft

3. Lina ...... the match in Olympic Games. She is so sad.

    A. Won   C. Jumped

    B. Lost   ~~D~~. Celebrated

4. My father always reads ..... every morning

    A. Radio   C. Television

    B. Computer   ~~D~~. Newspaper

5. The clown is so .... he makes all kids laugh and happy

    ~~A~~. Funny   C. Noisy

    B. Quiet   D. Disgusting

6. Lili : Do you have a ..... ?

    Shopkeeper : Yes, we do. The fruit rack is right there.

    A. Persian cat   C. Running shoes

    ~~B~~. Green apple   D. Drawing book

7. Justin : This fried chicken is my favourite.

    Jay : I like it too. This fried chicken is very .....

X. Delicious   C. Salty

B. Bitter   D. Dangerous

8. Cris : Can you help me?

   Felix : Yes, of course. What can I do for you?

   Cris : Please, ... this bag to my room.

   Felix : Yes, Sir.

   A. Bring   X. Help

   B. Give   D. Has

9. Kathy is a .... She teaches Math in our class. Every students love her.

   X. Kind teacher   C. Arrogant teacher

   B. Ugly teacher   D. Emotional teacher

10. Mr. Cris : May I have your attention, please?

    Students : ....

    The best response to complete dialogue above is....

    A. Yes, Please   X. Yes, Sir

    B. Yes, Ma'am   D. Thank you

B. Read the following sentences and decide the word in the bracket belongs to the specify

Part of Speech according Rustan Finger Game and translate into Indonesia.

Part of Speech according Rustan Finger Game
(2)Noun (2) Verb (3) Adjective (4) Adverb (5) Proposition (6) Conjunction (7) Determiner (8) Interjection

11. I bought an (expensive) book at the mall. (3) (Mahal   )

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

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

14. If we run this program (well), we can get extra bonus from our boss. ( ) (   )

15. On Sundays, I (swim) from six to eleven in the morning. (2) (Berenang   )

16. I like (playing) jazz music. (2) (Bermain)

17. She drives very (carefully) because she has a traumatic car accident. (5) (~~Kami~~)

18. (We) got a room with very beautiful view here but it is very expensive. ( ) (Kami)

19. Don't try to (approach) him when he is angry. ( ) ( )

20. It is (nice) to meet you since we haven't met each other for two months. ( ) ( )

C. Matching Words

21. Library		a. Buku
22. Book		b. Pekerjaan rumah
23. Lunch		c. Berenang
24. Homework		d. Makan siang
25. Funny		e. Pulau
26. Hair		f. Perpustakaan
27. Easy		g. Rambut
28. Swim		h. Lucu
29. Write		i. Mudah
30. Island		j. Menulis

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

Nomor : 027/PENELITIAN/19.09/DPMPTSP/I/2023
Lamp : -
Sifat : Biasa
Perihal : *Permohonan Izin Penelitian*

Kepada
Yth. Ka. SMPN 2 Lamasi
di -
Tempat

Berdasarkan Surat Dekan Institut Agama Islam Negeri Palopo : 0050/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 : Nurmala Sari Amiruddin K
Tempat/Tgl Lahir : Lamasi / 24 Mei 1998
Nim : 16 0202 0144
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 MASTERY BY USING RUSTAN FINGER GAME AT THE EIGHTH GRADE OF SMP NEGERI 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) examplar 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 0 2 9

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) Nurmala Sari Amiruddin K;
5. Arsip.

SURAT KETERANGAN
Nomor : 012/DIKBUD/SMP.02/TU/II/2023

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

Nama	:	NURMALA SARI AMIRUDDIN K
N I M	:	16020200144
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 : 0050/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 TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. Agatis Kel.Balandai 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	:	Nurmala Sari Amiruddin K.
Nim	:	16 0202 0144
Program Studi	:	Pendidikan Bahasa Inggris
Alamat	:	Dusun Salu jambu, Desa Padang kalua, Kec Lamasi
No. Telpon/HP	:	082 215 337 517
Email	:	nurmalaamiruddink@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. Nursyamsi, 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

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

Surat Keterangan Bebas Mata Kuliah

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

Nama : Nurmalasari Amiruddin K

Nim   : 16 0202 0144

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, 29 Juli 2021

Ketua Prodi
Pendidikan Bahasa Inggris

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

CURRICULUM VITAE

Nurmala Sari Amiruddin K., was born in Lamasi on 24th Mei 1998. She is the daughter of Amiruddin Kasau and Nismawati, she is the third child from the sixth siblings. She is life in Dsn, Salu Jambu, Kec. Lamasi, Kab. Luwu.

She began her study at elementary school of SD Negeri 104 Wiwitan in 2004 and graduated in 2010. Then, she was study in Junior High School SMP Negeri 2 Lamasi until 2013. And then continued her studying was graduated from Vocational High School SMK Negeri 2 Walenrang in 2016. After that, she continued her study at the State Collage Islamic Studies (IAIN) Palopo in 2016 and taking English Department Student.