IMPROVING STUDENTS' VOCABULARY IN DESCRIPTIVE TEXT USING RUSTAN FINGER GAMES AT THE TENTH-GRADE STUDENTS OF SMA NEGERI 4 PALOPO

A Thesis

Submitted as Partial Fulfillment for the Attainment of S.Pd Degree in English Education Study Program Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo



Composed by:

ANDI SUCI RAHMADANI 19 0202 0001

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

2024

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Andi Suci Rahmadani

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ABSTRACT

Andi Suci Rahmadani, 2024, "Improving Students' Vocabulary in Descriptive Text using Rustan Finger Games at The Tenth Grade Students' of SMAN 04 Palopo". A thesis of English Language Education Research Program of Education and Teacher Training Faculty. The State Islamic Institute of Palopo. Supervised by the consultant (I) Prof. Dr. H. Rustan S, M.Hum, and consultant (II) Andi Tenrisanna Syam, S.Pd., M.Pd.

The purpose of this research is to determine whether Rustan Finger Games could improve the vocabulary of tenth-grade students at SMP Negeri 4 Palopo. The research question for this research is: "Is the use of Rustan Finger Games effective to improve the students' vocabulary at SMA Negeri 4 Palopo?". Based on the description, the research objective is to find out whether the use of Rustan Finger Games is effective to improve students' vocabulary at SMA Negeri 4 Palopo. The research involved 14 students as the research sample through purposive sampling. This research employed a pre-experimental design and used a one-group pre-test and post-test. The researcher used pre-test and post-test to collect data and analyzed it using SPSS 26. The findings showed significant differences between the pre-test and post-test scores, with the average pre-test score being 41.79 and the average post-test score rising to 81.07. The researcher used SPSS 26 to test the hypothesis by conducting a paired sample t-test. The value of Tc (t-count) is 22.747, with the df (degree of freedom) value of 13. The significant value 0.05 on df (degree of freedom) value 13 is 2.160, which means the data stated that the value of Tc (t-count) is higher than the value of Tt (t-table), as follows 22.747>2.160. The result from the t-test showed that the significance value is 0.001, which is smaller than the P value standard 0.05 (0.001 < 0.05). On the other hand, hypothesis alternative (H1) is accepted, and hypothesis null (Ho) is rejected. Based on these results, the researcher concluded that Rustan Finger Games effectively enhanced students' vocabulary.

Keywords: Descriptive Text, Vocabulary, Rustan Finger Games.

CHAPTER I

INTRODUCTION

A. Background

Vocabulary is crucial because it forms the foundation for mastering sentence construction and other language skills.¹ It plays a key role in all areas of language, including listening, speaking, reading, and writing. Essentially, having a strong vocabulary is essential for effective communication in any language.² While grammar allows us to convey some meaning, it's vocabulary that enables full expression. This means that a person's limited vocabulary is closely tied to their language abilities. In other words, those with a smaller vocabulary are likely to have weaker language skills.

In English, effective communication relies on having a good vocabulary to ensure the message is clear and easily understood. Without sufficient vocabulary, communication becomes challenging.³ This is why vocabulary is the foundation of learning English. It is crucial for students to build their vocabulary, as without it, they cannot fully master the language skills. Learning vocabulary is the first step in acquiring any foreign language.⁴ Therefore, to learn a foreign language effectively, students need to expand their vocabulary to improve their proficiency.

¹ Scott Thornbury, "How to Teach Vocabulary," First (England: Pearson Education Limited, 2002), p, 9.

² Nurul Annisa, Andi Tenrisanna Syam, And Masruddin, "Teaching Vocabulary Through Round Robin Brainstorming Technique," *English Education Journal*, 2022, Https://Doi.Org/Https://Doi.Org/10.24815/Eej.V13i1.22320.

³ Nurfadillah, "Mastering Vocabulary By Using Rustan Finger Games At Second Grade of SMP IT AL-HAFIDZ" (2022).

⁴ Ö. Basoglu, E. B., & Akdemir, "A Comparison of Undergraduate Students' English Vocabulary Learning: Using Mobile Phones and Flash Cards.," *The Turkish Online Journal of Educational Technology* 9 (2010): 1–7.

Based on pre-observations at SMA Negeri 4 Palopo, the researcher found that the teacher often struggle to motivate tenth-grade students who lack interest in learning English and face difficulties in expanding their vocabulary. Additionally, the process of memorizing new words can feel repetitive and boring, making it even harder for them to engage and build their vocabulary. Based on observation the teacher use monotonous learning media, such as only giving students vocabulary in reading books, and simply providing an explanation of the material. In conclusion, the selection of teaching methods and media by educators can significantly influence students' engagement in learning. Teaching vocabulary, with its complexities of meaning, form, and usage, presents a challenge for teachers. As a result, it is essential for educators to choose effective approaches for teaching vocabulary in the classroom.

One way to teach English especially in vocabulary is to present material using media. The media will make the teaching and learning process exciting and enjoyable. One practical learning media for students is games. Games help students improve their problem-solving skills and promote critical thinking. In addition, games can motivate struggling students to participate in class and learn more effectively.⁵ In this research, the learning media that the researcher use Rustan Finger Games.

Rustan Finger Games focus on vocabulary learning, where the greater a person's vocabulary will help in their English skills ability. Apart from that, this game also makes the learning atmosphere interesting, attracting students' attention

⁵ Umaralieva Munojat Mashrabovna, "Using The Game Method in Teaching English to International Scientific-Practical Conference," *International Scientific-Practical Conference*, 2023.

to be more active and enjoy learning. Therefore, vocabulary enrichment is needed to improve reading comprehension performance.⁶ Without a strong vocabulary, students struggle to express themselves clearly, which is especially evident when students face difficulties in understanding words and their meanings, as observed in SMAN 4 Palopo. As observed in the tenth-grade syllabus there is descriptive text. In this context, descriptive text, offer detailed descriptions of people, places, and events, which naturally exposes to a wide variety of words. These words are essential for helping students enrich their vocabulary and express themselves more precisely. Additionally, descriptive texts provide students with an opportunity to see how words are used in context, which is crucial for vocabulary retention.⁷ This research aims to explore learning using Rustan Finger Games and the effect of this method on students' vocabulary. Specifically, this research aims to determine whether vocabulary learning using Rustan Finger Games can help improve students' vocabulary.

Based on the background of the problems, the researcher conducted research entitled "Improving Students' Vocabulary in Descriptive Text Using Rustan Finger Games at the Tenth Grade Students of SMA Negeri 4 Palopo."

B. Research Question

Based on the explanation of the background, the research formulates the problem statement: Is the use of Rustan Finger Games effective to improve the students' vocabulary at SMA Negeri 4 Palopo?

⁶ David Hotmagasi Manihuruk, "The Correlation between EFL Students' Vocabulary Knowledge and Reading Comprehension," *JET (Journal of English Teaching)* 6, no. 1 (2020): 86–95, https://doi.org/10.33541/jet.v6i1.1264.

⁷ I. S.P. Nation, *Learning Vocabulary in Another Language*, *Learning Vocabulary in Another Language*, 2013, https://doi.org/10.1016/s0889-4906(02)00014-5.

C. Research Objective

The research objective was to find out whether the use of Rustan Finger Games are effective to improve students' students' vocabulary at SMA Negeri 4 Palopo.

D. Research Significance

For theoretical contribution, this research was expected to support the previous studies and to give information about improving students' vocabulary in descriptive text using Rustan Finger Games. Practically, this research was expected to inform teachers about an effective technique for improving students' students' vocabulary, especially in descriptive text. This research would provide beneficial information for the students to improve their students' vocabulary, especially in descriptive text.

E. Research Scope

The research scope is limited to improving students' vocabulary of nouns, verbs, adverbs, adjectives, prepositions, conjunctions, and determiners in descriptive text at the tenth grade at SMA Negeri 4 Palopo using the Rustan Finger Games.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research

The researcher found some related research that uses a game in teaching as follows:

First is Nurfadillah's research, *"Mastering Vocabulary by Using Rustan Finger Games."* The research is focused on the second-grade students of SMP IT Al-Hafidz in the academic year 2022. The researcher gave students pre-tests and post-tests that used Rustan Finger Games as a learning method to improve student vocabulary effectively. This game makes students interested in learning and paying close attention to the material.⁸

The similarity of this research is that both use Rustan Finger Games. The difference in this research is that it improved students' vocabulary while the researcher focused on used descriptive text Rustan Finger Games.

Second, Nurindah's research title is "Improving Student's Vocabulary Through Rustan Finger Games." The research was conducted on SMP Negeri 5 Palopo eighth-grade students in 2020. This research used a pre-experimental design by comparing the pre-test and post-test to determine the effectiveness of using Rustan Finger Games to improve students' vocabulary. The research results show the use of Rustan Finger Games in increasing students` vocabulary. It is

⁸ Nurfadillah, "Mastering Vocabulary By Using Rustan Finger Games At Second Grade of SMP IT AL-HAFIDZ."

proved by the significance of different scores from the pre-test with a range of scores of (75.4400) to the post-test range of scores of (82.6000).⁹

The difference between this research and Nurindah's research is that Nurindah's research is focused on used descriptive text. The text used in the previous research is not specific, while this research specifically uses descriptive text.

Third, Nurhul Amaliah Baharuddin's research title is *"Vocabulary Mastery by Using Rustan Finger Games."* The research was conducted on eighth-grade students of SMP Negeri 8 Palopo in 2018, using a vocabulary test as an instrument.¹⁰ The researcher concluded that the Rustan Finger Games can increase students' vocabulary. There were two differences: this research used quasi-experimental methods, while the researcher used a pre-experimental method, and this research used total sampling as a sampling technique, while the researcher used purposive sampling.

Fourth, Nurmala Sari Amiruddin K., with the research entitled "Improving Vocabulary Mastery Using Rustan Finger Games." The research was conducted at SMP Negeri 2 Palopo in the academic year 2023.¹¹ Some differences between this research and Nurmala's research were that Nurmala's not used specific text, while in this research it specifically uses descriptive text, and previous research used all types of part of speech. In contrast, this research only focuses on several parts of

⁹ Nurindah, "Improving Students Vocabulary Through Rustan Finger Games of Eight Grade at SMPN 5 Palopo" (2020).

¹⁰ Nurhul Amaliah Baharuddin, "Vocabulary Mastery by Using Rustan Finger Games at the Eighth Grade Students of SMPN 08 PALOPO" (2018).

¹¹ Nurmala Sari Amiruddin K., "Improving Vocabulary Mastery Using Rustan Finger Games for The Eighth Grade Students of SMP NEGERI 2 LAMASI" (2023).

speech: nouns, verbs, adverbs, adjectives, prepositions, conjunctions, and determiners.

B. Some Pertinent Ideas

1. Concept of vocabulary

a. Definition of vocabulary

Vocabulary is an essential aspect of teaching and learning a foreign language. Vocabulary is one of the components of language, and no language exists without words. Harmer explained that vocabulary plays a vital role in language. It can be compared to the organs and flesh that give life and meaning, while the structure of the language acts as its framework.¹² Words were signs or symbols of ideas. The more words we learn, the more ideas we have to communicate those ideas more effectively. Vocabulary is a list of words or phases of a language that have meaning and function in a language a person uses to communicate with others.¹³ Meanwhile, the word vocabulary has many meanings. Vocabulary is a powerful carrier of meaning. Several experts can find many definitions of vocabulary, but the writer only chooses several that are important to discuss.

Vocabulary is essential in language learning because learning a language with vocabulary or words is only possible.¹⁴ Vocabulary is the most important language component because it affects the four language skills: listening, speaking, reading, and writing. Vocabulary learning is central to language acquisition, whether the

¹² Jeremy Harmer, "The Practice of English Language Teaching" (New York: Longman Publishing, 1991), p,153.

¹³ Amalia Yahya, "Teaching English Vocabulary Through Think Talk Write Method," *Journal of Language Teaching and Learning, Linguistics and Literature* 1, no. 7 (2019): p, 3, https://doi.org/https://doi.org/https://doi.org/10.24256/ideas.v71.733.

¹⁴ Wilga, "Teaching Foreign Language Skill," Cet II; London: University Chicago Press, 1981, p,462.

language is first, second, or foreign.¹⁵ Vocabulary is defined as the words we are taught in a foreign language. However, a new vocabulary item may be more than a single word: for example, post office and mother-in-law, two or three words expressing a single idea.¹⁶ David Nunan states, "It is true that vocabulary is the word itself, but in terms, their meanings were different."¹⁷

Based on the definition above, the researcher concludes that vocabulary is an aspect of learning English that consists of a collection of words and phrases arranged sequentially and accompanied by a translation. Vocabulary is also very important to encourage students' ability in English.

- b. Types of Vocabulary
 - 1) Reading Vocabulary

This refers to the words that learners can recognize and understand when they read. It's crucial for comprehension, as a strong reading vocabulary helps students make sense of texts and identify the meaning of unknown words through context. A well-developed reading vocabulary often surpasses productive vocabulary because learners may understand more words in texts than they use in speech.

2) Listening vocabulary

Similar to reading vocabulary, listening vocabulary refers to the words learners can understand when they hear them. This includes words used in

¹⁵ Marianne Celc e-Murcia, "Teaching English as a Second or Foreign Language" (USA: Heinle & Heinle, 2001), p, 285.

¹⁶ Penny Ur, "A Course in Language Teaching," First (Cambridge: Cambridge University Press, 1996), p,60.

¹⁷ David Nunan, "Language Teaching Methodology, A Test Book for Teacher," in *1* (New York: Prentice Hall International English language teaching, 1991), p, 121.

everyday conversation, media, and academic lectures. Effective listening skills often depend on the breadth of a learner's listening vocabulary.

3) Writing Vocabulary

This type of vocabulary involves the words that learners can use effectively in writing. It includes both high-frequency words and more sophisticated, academic, or formal terms used in various writing tasks. A rich writing vocabulary enables students to express ideas clearly and accurately in written form.

4) Speaking Vocabulary

This refers to the vocabulary that learners can use actively in speaking. Speaking vocabulary tends to be more limited compared to reading vocabulary because it involves real-time production of language. Effective speaking requires not only a broad vocabulary but also the ability to recall and use words quickly and appropriately in conversation.¹⁸

Scott Thornbury also divided vocabulary into six types there are:¹⁹

1) Word Classes

Word classes refer to the categorization of words in English based on their grammatical functions in a sentence. Each word has a specific role that contributes to the sentence structure and meaning. This category is often referred to as parts of speech and includes elements such as nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and determiners.

2) Word Families

¹⁸ Norbert Schmitt, "Vocabulary in Language Teaching," in *1*, First (Cambridge: Cambridge University Press, 2002), p, 17.

¹⁹ Scott Thornbury, "How to Teach Vocabulary."

Word families refer to groups of words that share the same root word but change form through the addition of prefixes or suffixes. Words within the same family are semantically related, even though they may serve different functions or usages. For example, the root word happy has derivatives like happiness and unhappy. Learning word families helps learners recognize patterns in word formation, which is essential for systematically expanding vocabulary and comprehending complex texts.

3) Word Formation

Word formation is the process of creating new words by modifying exist ones or combining words. This involves techniques such as affixation (adding prefixes and suffixes), compounding (joining two words to form one), blending (merging parts of two words), clipping (shortening longer words), and conversion (changing the word's function without altering its form). By understanding word formation processes, learners can identify relationships between different words and infer the meaning of new words in various contexts.

4) Multi-Word Units

Multi-word units are combinations of two or more words that function as a single unit of meaning. These phrases often have meanings that cannot be derived from the individual words alone. Multi-word units include types such as phrasal verbs (look after), idioms (spill the beans), and fixed expressions (at the end of the day). Mastering these units is crucial for understanding commonly used expressions in English and enhancing fluency.

5) Collocations

Collocations are combinations of words that naturally appear together in a specific language and sound natural to native speakers. These combinations typically follow patterns such as verb + noun (make a decision), adjective + noun (strong coffee), or adverb + verb (fully understand). Learning collocations provides learners with guidance on how words are naturally used, helping them avoid errors in speaking and writing.

6) Homonyms

Homonyms are words that share the same pronunciation or spelling but have different meanings. Understanding homonyms helps learners distinguish meanings in various contexts, preventing misunderstandings. There are three main types:

- a) Homophones are words with the same pronunciation but different spellings and meanings, such as to, two, and too.
- b) Homographs are words with the same spelling but different pronunciations and meanings, such as lead (to guide) and lead (a metal).
- c) True Homonyms are words with the same spelling and pronunciation but different meanings, such as bank (a river's edge) and bank (a financial institution).
- c. The principles of learning and teaching vocabulary

Nation divided principles in the teaching vocabulary in six principles there are:²⁰

1. Keeping teaching simple and clear without any complicated explanations

²⁰ Paul Nation, "Teaching Vocabulary," Asian EFL Journal, 2005.

- Connecting new lessons to existing knowledge by showing patterns or similarities
- 3. Presenting information both orally and in writing
- 4. Focusing on words that students are somewhat familiar with
- 5. Informing students when a word is commonly used and should be remembered for future reference
- 6. Not introducing related words that are not well known, such as synonyms, antonyms, or words in the same lexical group.

According to Allen teaching vocabulary lesson in this way teacher become aware of five facts:²¹

- Foreign words for common things and people are important to teach, but we can't expect most students to learn them easily
- Teaching these words takes special skills because students often think that the words in their own language for familiar things and people are all they need
- 3. Students are likely to feel that foreign words for familiar things are unnecessary, especially if they don't use the foreign language outside of class
- 4. When a student doesn't feel the need to learn something, the teacher needs to help them see why it's important

²¹ Virginia French Allen, "Techniques in Teaching Vocabulary," First (England, 1983), p,

2. To make students feel that they need to learn a foreign word, it's not enough to just say, "Here's a word to learn," "This is what it means," or "You'll need this word someday."

3. Descriptive text

Descriptive text is written to explain something, a person, or a place. It describes much information about an object, which is about the parts, qualities, and characteristics of an object or the described setting.²² Descriptive text aims to provide clear details about how something or someone looks and descriptive text also tells the reader what the object is, or what the object does.²³ The basic structures of descriptive text were as follows:

- Introduction: a description of something, a person, or a location.
- 2) Description: The parts, traits, and attributes of the things.

The descriptive text uses the relational verbs "to be" and "have/had." Example:

- Dion had short hair
- Raina is beautiful

Based on several definitions above, the researcher concludes that descriptive text presents information about a particular person, animal, thing, or place. The syllabus in senior high school, especially for tenth-grade students,

²² Walidah Sofyan Siregar and Eka Sustri Harida, "Students' Reading Comprehension in Descriptive Text," *English Education : English Journal for Teaching and Learning* 9 (2021).

²³ Dewi Furwana and Andi Tenrisanna Syam, "Improving Students' Writing Skill on Descriptive Text by Estafet Strategy of The Eleventh Year Students of Sma 4 Palopo," *Journal of Language Teaching and Learning, Linguistics and Literature* 7 (2019): p, 2.

included genres like descriptive text, and the researcher uses the material only in descriptive text.

The generic structures of descriptive text consist of two, they were:²⁴

a. Identification

Identification is the first part of a descriptive text that serves to introduce or identify the subject to be explained further. In this section, the author provides basic information that is sufficient to recognize or understand what is being discussed. Usually, Identification mentions the name or category of the subject, as well as relevant general information so that the reader can begin to imagine the subject being described. The object to be described in the descriptive text needs to be introduced.

b. Description

Description is the second part of a descriptive text that provides further details about the subject that has been introduced in the Identification section. In this section, the author explains various aspects or characteristics of the subject in more depth. Description aims to provide a more complete and in-depth picture so that readers can imagine or feel the subject more vividly. It presents the object's details, such as its parts, physical appearance, and characteristics, and explains the object in detail.

c. Part of Speech

²⁴ Linda Gerot and Peter Wignell, "Making Sense of Functional Grammar" (Sydney, Australia: Gerd Stabler, 1994), p, 215.

According to Rusdiana Junaid, Rustan Santaria, and Sri Damayanti in Fundamental English, words in a sentence are categorized into eight parts: noun, verb, adverb, adjective, preposition, conjunction, determiner, and interjection.²⁵

1) Noun

Noun refers to words that name a person, place, thing, idea, or concept. Nouns are essential in constructing sentences because they often serve as the subject or object, providing clarity about what or who is being discussed.

Examples:

- Tasya (name of a person)
- Rabbit (name of an animal)
- Rose (name of a flower)
- 2) Verb

A verb is a word used to describe an action, an event, or a state of being. It is the most essential part of a sentence because it tells us what the subject does, what happens, or what the subject is.

Example:

- He is driving a car
- Kezia eats a cake
- They go to school.
- 3) Adverb

²⁵ Rusdiana Junaid, Rustan Santaria, and Sri Damayanti, "Fundamental English : Dasar-Dasar Penguasaan Bahasa Inggris" (Malang: Intimedia, 2014), p, 59.

Adverbs describe when and how often and discuss how to make or play. Adverbs provide more information about how, when, where, or to what extent an action is performed, or the degree of a quality or condition.

Example:

- She runs quickly
- He will leave tomorrow
- The kids are playing outside.

4) Adjective

Adjective is a word that modifies or describes a noun or pronoun, providing more detail about its qualities, appearance, quantity, or state. Adjectives were words used to describe nature and add meaning to an object or pronoun

Example:

- The blue sky is beautiful
 - I have three books
 - This book is better than that one.
- 5) Preposition

Preposition is a word that shows the relationship between a noun (or pronoun) and another word in the sentence. Prepositions indicate how something is positioned in time or space, or the relationship between the noun and other elements of the sentence They are words placed before pronouns with other parts of the sentence. Prepositions serve to indicate direction, position, and time. Example:

- I live in Belopa
- The car is parked in front of the house
- She arrived at 4 PM.
- 6) Conjunction

Conjunction is a word that connects words, phrases, clauses, or sentences. Conjunctions help to establish relationships between different parts of a sentence, making the text smoother and more cohesive. They are essential for combining ideas, actions, or elements within sentences. The conjunction is invariable. They do not change plural forms or have types such as nouns or pronouns.

Example:

- I want a pizza and a burger
- Putri and Chusnul were beautiful girls, and they were kind
 - She likes to read, but he prefers to watch movies.

7) Determiners

A determiner is a word that appears before a noun to provide additional information and clarify its meaning. For example, the word "car" refers to a car in general, but when "this" is added in front of it to become "this car," it makes it clearer which car is being referred to. Similarly, saying "many cars" indicates that the noun refers to a greater number of cars. Determiners include articles (a, an, the), possessive determiners (my, your, his, her, its, our, their, Kezia's), demonstrative determiners (this, that, these, those), and quantifiers (some, any, many, few). Other examples include "each student," "both books" and "several apples." Determiners help to limit or clarify the meaning of a noun, making the sentence more specific and easier to understand.

8) Interjection

An interjection is a word or sound used to express emotions or reactions directly, such as surprise, happiness, frustration, pleasure, enthusiasm, sadness. Examples include "Wow!" (surprise), "Yay!" (happiness), and "Ugh!" (disgust). Interjections are often followed by an exclamation mark and are used in informal speech or writing to emphasize feelings or spontaneous reactions.

Example:

- Wow! That was an amazing performance!
- Ugh! This traffic is so frustrating!
 - Yay! We won the game!
- 4. The implementation of Rustan Finger Games
 - a. Definition of game

Game is a word derived from the English language, meaning games. Most definitions of game-based learning focus on the fact that it is a specific kind of game with predetermined learning objectives.²⁶ A game is any form of playful competition whose outcome is determined by physical skill, strategy, or chance employed singly or in combination. It is a form of

²⁶ Citra Widyastuti, Amalia Yahya, and Magfirah Thayyib, "Using Customized Hangaroo Game for Vocabulary Teaching at SMPN 1 Bosso," *Journal of Language Teaching and Learning, Linguistics and Literature* 9, no. 1 (2021): 111, https://doi.org/10.24256/ideas.v8i2.1660.

play that has a goal and structure. Using games could increase students' engagement, interaction, and enthusiasm.

Using games in teaching helped students trust their abilities and skills, increasing learners' enthusiasm and motivation to learn.²⁷ Besides, Rustan Finger Games were easy to make, carried around, and took up little space to play. Games increase students' motivation to learn English.

A game can help teachers create a context in which the language is valuable and meaningful. Students who want to participate and do so must understand what others are saying or writing, and they must speak or write to express their point of view or the information provided. Games also make the familiar exercises more exciting and help them practice the vocabulary they know. Games were highly motivating because they were funny and interesting; they can be used to practice all language skills and various types of communication. Communication in the classroom also increased the students' reason that games direct vocabulary exercises to communicative situations.

In English language teaching, games allow students to practice and internalize vocabulary, grammar, and structures extensively. They can do this through repeated exposure to the target grammar, as students were often more motivated to play games than do deskwork. The disadvantages of using games can be overcome by forming students into small groups and providing explicit game instruction.

²⁷ Saddam Riad Kobari, Fayez Mahamid, and Mohamed Shaheen, "The Effect of Using Educational Mapping as a Game in Teaching English Language on University Students' Motivation," *Journal of Culture and Values in Education*, 2023.

From the definition of the game above, it can be concluded that a game is a game that is played by interacting or face-to-face using images, media, or video.

b. Definition of Rustan Finger Games

Rustan's Finger is a game conducted according to the rules of playing fingers to teach and learn a language's concept form and vocabulary function. This method uses eight fingers to represent the eight parts of speech (noun, verb, adjective, adverb, preposition, conjunction, determiners, and interjection).²⁸

Rustan Finger Games is an educational tool that enhances communication and attitudes, particularly in a passive manner, throughout the teaching and learning process. It encourages creativity among students and helps expand their vocabulary. This method introduces a new approach to teaching vocabulary, utilizing numeric finger representations to assist learners in understanding word meanings, while also encouraging actions and expressions during the learning process.

Rustan Finger Games serves as a medium to teach various parts of speech in English. For instance, during lessons on nouns, verbs, adjectives, adverbs, prepositions, conjunctions, determiners, and interjections, students are encouraged to identify vocabulary related to the specific parts of speech being studied. This method proves to be an effective tool for improving students' abilities.

²⁸ Nurindah, "Improving Students Vocabulary Through Rustan Finger Games of Eight Grade at SMPN 5 Palopo."

Rustan Finger Games also incorporates various learning styles to enhance the teaching and learning experience. It caters to visual learners by using finger representations and numeric symbols to illustrate the meaning of words, making abstract concepts more tangible. For auditory learners, the games encourage verbal interactions, where students say the words aloud, helping reinforce vocabulary retention through sound. Kinesthetic learners benefit from the physical aspect of the game, where students use their hands to represent different words or actions, creating an engaging, hands-on learning environment. Additionally, it fosters social learning, as students often work together in groups, discussing and practicing words related to different parts of speech, which enhances collaborative learning. By addressing multiple learning styles, Rustan Finger Games provides a comprehensive and dynamic approach to vocabulary acquisition.

- c. How to play Rustan Finger Games
 - Each part of the Speech word group had a number from 1 to 8 and could not be shuffled. There were:


e) Preposition :	f) Conjunction :
5 five	
g) Determiners :	h) Interjection :
Z V	eight

- 2) Each word in the sentence that was mentioned must be followed by hand movements according to the part of the speech word group.Examples:
 - a) <u>He drinks coffee at the café now (accompanied by hand movements)</u> 1 2 1 5 3 3
 - b) <u>The lecturer teaches English today (accompanied by hand movements)</u> 1 2 1 3
- d. Teaching vocabulary by Rustan Finger Games

Rules of procedures games Rustan Finger Games were:

- 1) The researcher explained and introduced the Rustan Finger Games.
- The researcher asked the students about the topic material and wrote the material on the whiteboard.
- 3) The researcher explained the material in the whiteboard
- 4) The researcher asked the students to mention vocabulary connected to the material and write the vocabulary on the whiteboard.
- 5) The researcher pronounced the vocabulary one by one, and the students followed.
- 6) The researcher allowed the students to understand the material and ask questions.
- 7) The researcher divided into two groups.

- The researcher wrote the sentences on the whiteboard, and then the students raced to raise their hands to apply the Rustan Finger Games.
- The students will play Rustan Finger Games to practice their vocabulary.
- 10) The researcher gave the procedure to apply the Rustan Finger Games:
 - a) Ensure all learners or participants have learned the eight parts of speech.
 - b) The learners compete with each other by performing their mastery of the eight parts of speech.
 - c) Prepare an observer or observer to count the game players' points gained.
 - d) Count together with the observer the points gained by game players.
 - e) Determine the winner, the best game player, or the biggest gained points.²⁹

C. Conceptual Framework

This research used Rustan Finger Games to improve students' vocabulary in descriptive text. It also used pre-and post-tests to assess students' vocabulary.

A pre-test was given to students before treatment. The researcher then assigned students treatment to determine the effect of the method to be tested.

²⁹ Andrew Wright, David Betteridge, and Michael Buckby, *Games for Language Learning* (Cambridge University Press, 2006).

After providing treatment in five meetings to students, the researcher offered a post-test to check their vocabulary. After that, the data from the pre-test and post-test were analyzed using SPSS 26. From the text results, the researcher can see whether students' reading comprehension improved after treatment or whether there was no improvement in focus.



D. Hypothesis

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

- H1 = Using Rustan Finger Games to improve students' vocabulary in descriptive text at the tenth grade of SMA Negeri 4 Palopo.
- H0 = Using Rustan Finger Games does not improve students' vocabulary in descriptive text at the tenth grade of SMA Negeri 4 Palopo.



CHAPTER III

RESEARCH METHOD

A. Research Design

This research applied the pre-experimental method, which is the most basic type of research design. This research applied the pre-experimental method of research methodology. The pre-experimental method was the most basic type of research design.³⁰ Pre-experimental design is the most appropriate research design for scientific research.³¹ The researcher selected this research design because it is suitable for addressing the research problem, utilizing experimental methods to determine the effects of deliberate interventions. A pre-experimental method involved observing one or more groups after applying a treatment thought to cause changes. The pre-experimental group conducted a pre-test (O1), treatment (X), and post-test (O2).

The design was illustrated as follows:

Table 3.1 The Design of This Research

PRE-TEST	TREATMENT	POST-TEST
O1	X	O ₂

Where:

O1 = Pre-test

³⁰ Nurfadillah, "Mastering Vocabulary By Using Rustan Finger Games At Second Grade of SMP IT AL-HAFIDZ."

³¹ Rustan Santaria, Konsep Dasar Metodologi Penelitian Paduan Praktis Penyelesaian Studi, 1st ed. (Palopo-Sulawesi Selatan: Laskar Perubahan, 2016).

X = Treatment

 $O2 = Post-test^{32}$

B. Research Variable

The variable of this research consisted of two variables, namely

- 1. The independent variable: Rustan Finger Games.
- The dependent variable: Students' vocabulary in descriptive text at SMA Negeri 4 Palopo.

C. Population and Sample

1. Population

The population of this research was 32 students from class X of SMA Negeri 4 Palopo in the academic year 2024/2025.

2. Sample

This research implemented purposive sampling. The researcher used 14 students from class X SMA Negeri 4 Palopo in the academic year 2024/2025 as a sample. The researcher chose them because they needed to achieve vocabulary.

D. Research Instrument

This research's instruments were as follows:

1. Pre-test

Before applying the Rustan Finger Games, the researcher gave the students a pre-test to determine their vocabulary. The multiple-choice test consisted of 20 questions and took about 30 minutes to complete.

³² Prof. Dr. Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan Kombinasi (Mixed Methods)*, 4th ed. (Bandung: Alfabeta, 2014).

2. Post-test

After the treatment was completed, students were given a post-test to see whether there was an improvement in their vocabulary after implementing the Rustan Finger Games by giving the multiple-choice test consisting of 20 questions, which took about 30 minutes to complete.

E. Validity and Reliability of Instrument

Before collecting data, the researcher validated the instruments used. Research can only be continued if the instrument is valid, so researchers must validate their instruments first. The validator who validated the instrument was one of the lecturers at IAIN Palopo, Ermawati, S.Pd.I., M.Hum. The questionnaire is in the form of a checklist containing statements to assess the suitability of the instrument. However, the instrument can be used after validation to collect data.

F. The Procedure for Collecting Data

The following description of the collection procedure used in this research:

1. Pre-test

The researcher gave students a pre-test to determine their vocabulary, especially in descriptive text. The researcher asked students to read a descriptive text about a place. After that, they were asked to answer multiple choice questions totaling 20 points depending on the student's vocabulary. The researcher gave students 30 minutes to complete the pre-test before reviewing the pre-test results that the students had achieved. The aim was to determine students' vocabulary before being given treatment.

2. Treatment

After giving the pre-test to students, the researcher provided treatment. In the treatment, the researcher carried out teaching and learning activities with students in the class 5 times, apart from the pre-test and post-test. The following were the treatment procedures:

a. The first meeting

Opening:

- 1) The class opened by praying together.
- 2) The researcher checked the students' attendance.

3) The researcher provided a game as an icebreaker before class started.

- The researcher introduced herself, explained the research to the students, and tutored them for the next four meetings.
- 2) At the first meeting, the researcher explained descriptive text material about animals to students.
- The researcher explained to students the parts of speech, especially nouns and verbs.
- 4) The researcher introduced and explained Rustan Finger Games and their connection to parts of speech designation. In the game, each finger had a specific role. On the right hand, the thumb represented Nouns, Point finger represented Verbs, the middle finger represented Adjectives, the ring finger represented Adverbs, and the little represented Prepositions. Meanwhile, on the left hand, the thumb represented Conjunctions, the

Point finger represented Determiners, and the middle finger represented Interjections. It was consistently throughout each gameplay of Rustan Finger Game.

- 5) The researcher played the Rustan Finger Games, in which students were presented with parts of speech and emphasized the right thumb finger for nouns and the right Point finger for verbs, and students practice repeatedly.
- 6) The researcher provided students with evaluations in which students were asked to look for nouns and verbs in the descriptive paragraph of the text provided.

Closing:

- The researcher provided feedback on the evaluation given and the learning that had been provided.
- 2) The researcher closed the lesson.

b. The second meeting

Opening:

- 1) The class was opened by praying together.
- 2) The researcher checked the students' attendance.
- 3) The researcher provided a game as an icebreaker before class started.

- 1) The researcher explained descriptive text material about food to the students.
- 2) The researcher explained to students the parts of speech, especially adjectives and adverbs.

- The researcher then played the Rustan Finger Games. In the Rustan Finger Games, students were played regarding parts of speech.
- 4) The researcher played the Rustan Finger Games, in which students were presented with parts of speech and emphasized the right middle finger for adjectives and the right ring finger for adverbs, and students practice repeatedly
- 5) The researcher provided students with evaluations in which students were asked to look for adverbs and adjectives in the descriptive paragraph of the text provided.

- The researcher provided feedback on the evaluation given and the learning that had been provided.
- 2) The researcher closed the lesson.

c. The third meeting

Opening:

- 1) The class was opened by praying together.
- 2) The researcher checked the students' attendance.
- 3) The researcher provided a game as an icebreaker before class started.

- The researcher explained descriptive text material about the place to students.
- The researcher explained to students the parts of speech, especially in conjunction and prepositions.

- The researcher then played the Rustan Finger Games. In the Rustan Finger Games, students were explained regarding parts of speech.
- 4) The researcher played the Rustan Finger Games, in which students were presented with parts of speech and emphasized the right little finger for prepositions and the left thumb finger for conjunctions, and students practice repeatedly
- 5) The researcher provided students with evaluations in which students were asked to look for conjunctions and prepositions in the descriptive paragraph of the text provided.

- The researcher provided feedback on the evaluation given and the learning that had been provided.
- 2) The researcher closed the lesson.

d. The Fourth meeting

Opening:

- 1) The class was opened by praying together.
- 2) The researcher checked the students' attendance.
- 3) The researcher provided a game as an icebreaker before class started.

- 1) The researcher explained descriptive text material of person to students.
- The researcher explained to students the parts of speech, especially determiners and interjections.

- The researcher then played the Rustan Finger Games. In the Rustan Finger Games, students were explained regarding parts of speech.
- 4) The researcher played the Rustan Finger Games, in which students were presented with parts of speech and emphasized the left point finger for determiners and the left middle finger for interjections, and students practice repeatedly
- 5) The researcher provided students with evaluations, in which students were asked to look for determiners in the descriptive paragraph of the text provided.

- The researcher provided feedback on the evaluation given and the learning that had been provided.
- 2) The researcher closed the lesson.

e. The fifth meeting

Opening:

- 1) The class was opened by praying together.
- 2) The researcher checks the students' attendance.
- 3) The researcher provided a game as an icebreaker before class started.

- 1) The researcher explained descriptive text material of flower to students.
- 2) The researcher explained to students regarding the parts of speech that were part of the text.

- The researcher then plays the Rustan Finger Games. In the Rustan Finger Games, students were explained regarding parts of speech.
- 4) The researcher played the Rustan Finger Games, in which students were presented with parts of speech and emphasized the right thumb for nouns, right point finger for verbs, right middle finger for adjectives, right ring finger for adverbs, and right little for prepositions, left thumb for conjunctions, left point finger for determiners, and students practice repeatedly.
- 5) The researcher provided students with evaluations in which students were asked to look for nouns, verbs, adverbs, adjectives, prepositions, conjunctions, and determiners in the descriptive paragraph of the text provided.

- The researcher provided feedback on the evaluation given and the learning that had been provided.
- 2) The researcher closed the lesson.
- 3. Post-test

After carrying out all the treatments, the final step was the post-test. The researcher asked students to read descriptive texts about the place. Then, they were asked to answer multiple-choice questions totaling 20 points depending on the student's vocabulary. This test took 30 minutes and was implemented to determine the improvement in students' vocabulary after receiving treatment through Rustan Finger Games.

G. Technique of Data Analysis

The data collected was used to determine whether the Pre-Experimental Research obtained good results in improving vocabulary for tenth grades at SMA Negeri 4 Palopo.

After collecting data, the next step was analyzing the data. The data used were the results of the pre-test and post-test. The data analysis technique involved several steps, which were explained as follows:

1. Scoring the student's correct answer by using the following formula:

$$Score = \frac{Total \ correct \ answer}{Total \ test \ items} \times 100$$

2. Classification of the student's scores based on the following classification:³³

	Table 5.2 The Classi	incution of Score
No.	Score	Classification
1.	93-100	Very good
2.	84-92	Good
3.	75-83	Fair
4.	<75	Poor

Table 3.2 The Classification of Score

3. Calculated the rate percentage of students' scores by using the following formula:

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

Note:

P = Percentage

³³ Kementerian Pendidikan dan Kebudayaan, "Panduan Penilaian Oleh Pendidik Dan Satuan Pendidikan SMA," 2017.

F = Frequency

 $N = Number of samples^{34}$

4. Student mean scores and standard deviation

Looking for the mean score and standard deviation, the researcher used SPSS 26.



³⁴ M.B.A. Dr. Riduwan, *Dasar-Dasar Statistika*, 17th ed. (Alfabeta, 2023).

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings showed the results of the data that had been analyzed statistically and tabulated. It compared the students' scores in pre-test and post-test, the classification percentage of students' scores in pre-test and post-test, and the mean score and standard deviation of the students' pre-test and post-test.

1. The analysis of student's scores in the pre-test

In this section, the researcher displayed the total score of students' ability on the pre-test, the mean and standard deviation of the students' pre-test scores, and the percentage of students' pre-test scores. The researcher presented them in tables and used SPSS 26 to calculate the score.

NO.	Students	Students Correct Answer	Scoring of Students	Category
1	S 1	8	40	Poor
2	S2	4	20	Poor
3	S3	8	40	Poor
4	S 4	8	40	Poor
5	S5	11	55	Poor
6	S 6	9	45	Poor
7	S 7	8	40	Poor
8	S 8	8	40	Poor
9	S 9	7	35	Poor
10	S 10	9	45	Poor
11	S11	12	60	Poor
12	S12	10	50	Poor
13	S13	6	30	Poor
14	S14	9	45	Poor

Table 4.1 The Students' Correct Answers in Pre-test

Table 4.1 displays the students' pre-test scores. It was found that the pretest showed scores of all of the students who got poor. The researcher measured it using SPPS 26 to measure the mean score of students' correct answers. These results can be seen in the descriptive statistical table, which is shown in Table 4.2:

Table 4.2 The Mean Score of Students' in Pre-Test

		Ν	Minimum	Maximum	Mean	Std. Deviation
1	Pre-test	14	20	60	41.79	9.924
	Valid N	14				
	(listwise)					

The results demonstrate that the highest score achieved is 60, while the lowest is 20; furthermore, the average pre-test score of the students is 41.79, with a standard deviation of 9.924.

No	Classification	Score	Frequency	Percentage
1	Very Good	93-100	-	0%
2	Good	84-92	-	0%
3	Fair	75-83	-	0%
4	Poor	0-75	14	100%
		Total	14	100%

Table 4.3 The Rate Percentage Score of Students' in Pre-Test

Based on the percentage of students scoring in the pre-test above, the researcher found that no one student got very good, good, or fair scores. At the same time, 14 students (100%) got poor scores, which indicated that the student's vocabulary was still low.

2. The analysis of students' scores in the post-test

In this section, the researcher displayed the total score of students' ability on the post-test, the mean and standard deviation of the students' pre-test scores, and the percentage of students' pre-test scores. The researcher presented them in tables and used SPSS 26 to calculate the score.

	Students	Students Correct	Scoring of	Category
NO.		Answer	Students	
1	S1	17	85	Good
2	S2	14	70	Poor
3	S3	16	80	Fair
4	S4	15	75	Fair
5	S5	30	80	Fair
6	S 6	16	80	Fair
7	S7	17	85	Good
8	S8	16	80	Fair
9	S9	15	75	Fair
10	S10	17	85	Good
11	S11	18	90	Good
12	S12	16	80	Fair
13	S13	55	90	Good
14	S14	16	80	Fair

Table 4.4 The Students Correct Answers in Post-test

Table 4.4 summarizes the students' overall post-test scores. It is observed that eight students earned a fair score, five students attained a good score, and one student received a poor score. The mean score reflecting the students' performance is calculated using SPSS 26, and the results are presented in the descriptive table below:

Table 4.5 The Mean Score Of Students' Correct Answers In The Post-Test

	Ν	Minimum	Maximum	Mean	Std. Deviation
Post-Test	14	70	90	81.07	5.609
Valid N (list wise	14				

The results demonstrate that the highest score achieved is 90, while the lowest is 70. Furthermore, the average pre-test score of the students is 81.07, with a standard deviation of 5.609.

No	Classification	Score	Frequency	Percentage
1	Very Good	93-100	-	0%
2	Good	84-92	5	36%
3	Fair	75-83	8	57%
4	Poor	0-75	1	7%
		Total	14	100%

4.6 Table The Rate Percentage Score of Students in The Post- test

Based on the percentage of students scoring in the post-test above, the researcher found that 5 (36%) students got good, fair there were eight students (57%), and poor there is 1 (7%) student. The other showed that none of the students got very good. The data above shows that there is an increase in the student's vocabulary after using Rustan Finger Games.

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

This research shows the vocabulary test mean scores as well as the overall

mean scores and standard deviations from the pre-test and post-test and compares the two. The results were presented in the paired samples statistics table.

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

	Ν	Minimum	Maximum	Mean	Std. Deviation
Pre-test	14	20	60	41.79	9.924
Post-test	14	70	90	81.07	5.609
Valid N (listwise)	14				

Table 4.7 presents the statistical results of the pre-test and post-test. The mean score for the pre-test is 41.79, while the mean score for the post-test is 81.07. The pre-test group had a standard deviation of 9.924, compared to 5.609 for the post-test group. Based on these data, the difference between the pre-test and post-test scores is quite substantial, suggesting that Rustan Finger Games can enhance students' vocabulary.

	Table 4.8 The l	Paired Samples Correlati	ons
	N	Correlation	Sig.
Pair 1	14	.792	.001
Pre-test &Post-test			

Table 4.8 shows the paired samples correlation of .792 between the students' vocabulary scores before and after the treatment, as reflected in the pretest and post-test results. The results suggest a significant relationship between students' vocabulary and their performance in descriptive text both before and after the treatment.

Paired Differences								
Ν	Mean	Std. Deviati on	Std. Error Mean	95 Confi Interva Diffe Lower	dence l of the	t	Df	Si g. (2 - tailed)
Pair 1 Pre-Test – -39 Post- Test	9.286	6.462	1.727	-43.017	-35.555	-22.747	13	.000

Table 4.9 The Paired Samples Test

The researcher used SPSS 26 to test the hypothesis by conducting a paired sample t-test; based on the table above, the students' mean score increased from the pre-test (41.79) to the post-test (81.07). The value of T_c (t-_{count}) is 22.747, with the df (degree of freedom) value of 13. The significant value 0.05 on df (degree of freedom) value 13 is 2.160, which means the data stated that the value of T_c (t-_{count}) is higher than the value of T_t (t-_{table}), as follows 22.747>2.160. Based on the result of a hypothetical test, a t-test was used to establish the difference between pre-test and post-test scores. The result from the t-test in this research showed that the significance value is 0.001, which is smaller than the P value standard 0.05 (0.001 < 0.05). On the other hand, hypothesis alternative (H₁) is accepted, and hypothesis null (Ho) is rejected. Therefore, it can be concluded that there is a significant difference in vocabulary instruction before and after implementing the Rustan Finger Games. The researcher concluded that the game effectively improved vocabulary among the tenth-grade students of SMA Negeri 4 Palopo.

B. Discussion

This research aimed to examine the effectiveness of using Rustan Finger Games as a teaching media to improve vocabulary of 10th-grade students at SMA Negeri 4 Palopo. It examined improving vocabulary by using Rustan Finger Games because it had been revealed that games can be advantageous in teaching the English language. According to the research conducted by Wahidin, Santaria, and Jufriadi, games can serve as an effective solution to alleviate feelings of boredom that students often experience while studying vocabulary.³⁵ By incorporating interactive and engaging activities, games create a more dynamic learning environment, making the process of acquiring new words more enjoyable and stimulating for students. Using games is also one of the most fashionable techniques in teaching vocabulary.³⁶ Based on the research results, there was a significant improvement in the student's vocabulary ability after they were given the treatment using Rustan Finger Games.

In gathering the data for this research, the researcher implemented several procedures, detailed as follows: students initially took a pre-test to assess their vocabulary comprehension. During the pre-test, students were required to complete vocabulary assessments based on multiple-choice questions involving noun, verb adjective, adverb, conjunction, preposition, and determiner. Out of 20 questions in the pre-test, the researcher found that all of the students got poor scores in pre-test.

³⁵ Wahidin, Rustan Santaria, and Jufriadi, "The Effect of Anagram Game on Students' Vocabulary at the Tenth Grade of Senior High School 4 Palopo," *Jurnal Sinestesia* 13, no. 2 (2023): 2023, https://sinestesia.pustaka.my.id/journal/article/view/537.

³⁶ Citra Widyastuti, Amalia Yahya, and Magfirah Thayyib, "Using Customized Hangaroo Game for Vocabulary Teaching at SMPN 1 Bosso," *Journal of Language Teaching and Learning, Linguistics and Literature* 9 (2020): 110.

Subsequently, they engaged in learning part of speech to enhance their vocabulary through Rustan Finger games. In the treatment, researchers conducted five treatments. At the first meeting, the topic taught was about animals, in the second meeting the topic was about food, in the third meeting the topic was about places, in the fourth meeting the topic was about people, and in the fifth meeting the topic taught was about flowers. The last stage was the post-test, where there were 20 multiple-choice questions consisting of parts of speech similar to the pre-test but with different questions.

In the pre-test stage, the results showed that most students had relatively low vocabulary skills and had increased on the post-test. It can be seen from the results of the average student scores calculated using SPSS 26, where the pre-test score was 41.79 and the post-test score was 81.07. The researcher used SPSS 26 to test the hypothesis by conducting a paired sample t-test; based on the calculation, the student's mean score was increased from the pre-test (41.79) to the post-test (81.07). Based on the result of a hypothetical test used, a t-test was used to establish the difference between pre-test and post-test scores. The result from the t-test in this research showed that the significance value is 0.001, which is smaller than the P value standard 0.05 (0.001 < 0.05). On the other hand, hypothesis alternative (H1) was accepted, and hypothesis null (Ho) was rejected. After several sessions of treatment, the students showed significant improvement in their vocabulary comprehension, as demonstrated in the post-test results. Therefore, it can be concluded that there was a significant difference in vocabulary instruction before and after implementing the Rustan Finger Games.

This improvement indicated that Rustan Finger Games successfully stimulated the students' active participation and engagement in the learning process. This medium allows students to learn vocabulary more interactively and enjoyably, enhancing their memory retention and vocabulary mastery. The use of taught media that involves movement and games has been proven to increase student participation and learning outcomes, especially in language learning.³⁷ Rustan Finger Games incorporates kinesthetic elements in the learning process, which not only helps students understand the material but also strengthens their memory through physical engagement. Moreover, kinesthetic learning significantly enhanced students' motivation. Through physical activities and hands-on experiences, students became more engaged and excited about the learning process. This dynamic and interactive approach alleviated boredom and monotony, replacing them with enthusiasm and a sense of accomplishment. Consequently, students were more eager to participate in class and demonstrated a greater interest in the learning materials. This kinesthetic learning stated in Morgan's research showed that kinesthetic learning, which involved physical movement and hands-on experience, had a significant positive impact on the learning process. By facilitating active interaction and exploration, kinesthetic learning not only increased student engagement but also stimulated creativity and problem-solving.³⁸ This approach allowed students to learn in a more enjoyable and meaningful way, thereby increasing comprehension and retention of

³⁷ Kasihani K.E Suyanto, *English for Young Learners* (Jakarta: PT. Bumi Aksara, 2007).

³⁸ Hani Morgan, "Howard Gardner's Multiple Intelligences Theory And His Ideas On Promoting Creativity," In F. Reisman (Ed.), Celebrating Giants and Trailblazers: A-Z of Who is Who in Creativity Research and Related Fields, 2021, 124–41.

information.

The findings of this research align with theories of active and kinesthetic learning. According to Jensen, active learning that involves physical movement and student participation can stimulate the brain to learn more effectively and improve memory retention.³⁹ By using kinesthetic methods such as Rustan Finger Games, students were not passively receiving information. However, they were actively involved in the learning process, which enhanced their understanding and retention of new vocabulary.

The results of this research align with earlier studies, but there are a few discrepancies. The results of this research are similar to those of Nurfadillah's⁴⁰ and Nurindah's⁴¹ research because the studies focus on using Rustan Finger Games. Apart from that, this research had several differences and also included novelty from the previous study, including the following: 1) The text used in this research was descriptive. 2) In this research, the researcher specifically targeted vocabulary on part of speech of Noun, Verb, Adjective, Adverb, Preposition, Conjunction, and Determiner improvement.

However, there were some limitations to this research, such as the relatively short treatment duration and the limited sample scope, which was confined to one school. Therefore, further research was needed to examine the effectiveness of this medium at different educational levels or with a larger group

³⁹ Eric Jensen, *Teaching with the Brain in Mind* (Association for Supervision and Curriculum Development, 2005).

⁴⁰ Nurfadillah, "Mastering Vocabulary By Using Rustan Finger Games At Second Grade of SMP IT AL-HAFIDZ."

⁴¹ Nurindah, "Improving Students Vocabulary Through Rustan Finger Games of Eight Grade at SMPN 5 Palopo."

of students to find out to what extent this media can be used for various levels of students to find out to what extent this media can be used for various levels of students. As noted by Mayer, in his work, stated that educational media play a crucial role in enhancing learning experiences across all levels of education. Effective use of diverse instructional media can facilitate deeper understanding and retention of information, making it essential to evaluate their efficacy in various educational contexts.⁴²

This research also applied the principles of teaching vocabulary in conjunction with Rustan Finger games.⁴³ The relationship between the two concepts lies in how Rustan Finger Games can serve as an effective method for teaching vocabulary by integrating key principles of vocabulary instruction. In these games, students are encouraged to perform hand movements relevant to the words being learned, which provides a physical context that helps facilitate understanding. For example, when teaching vocabulary related to daily activities, hand movements can represent those actions, making the learning experience more engaging. Additionally, Rustan Finger Games offer opportunities for repetition and practice, as students repeatedly listen to and perform the vocabulary through body movements. This repetition helps reinforce memory of newly learned words. Moreover, the finger or hand movements act as a visual tool, linking each word to a specific physical action, which strengthens the association between the word and its meaning in an enjoyable and memorable way. Finally, Rustan Finger Games can be introduced gradually, starting with

⁴² Richard Mayer, *Multimedia Learning*, 3rd ed. (New York: Cambridge University Press, n.d.), https://doi.org/10.1017/9781316941355.

⁴³ Nation, "Teaching Vocabulary."

simple movements and progressing to more complex ones, allowing students to learn vocabulary step by step, thus improving their ability to recognize and use new words.

Acknowledging the diversity in students' vocabulary through pre-tests allows for tailored instruction. Understanding the reasons for vocabulary whether for information, enjoyment, or analysis further increase engagement. This research shows that integrating these principles with Rustan Finger games results in measurable improvements in students' vocabulary. Overall, this research concluded that Rustan Finger Games is an effective medium for improving students' vocabulary, particularly in descriptive texts, and it is recommended for broader use in English language teaching.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher concluded that using Rustan Finger Games as a learning method effectively improved students' vocabulary in class X at SMA Negeri 4 Palopo. Rustan Finger Games incorporates kinesthetic learning principle, which utilizes physical movement in the learning process. Through activities involving fingers students participate more actively in the learning process, thereby increasing strengthens their memory through physical engagement, and provides interesting new experiences for students. Rustan Finger Game also has a positive impact on students' learning motivation. A dynamic and interesting approach can reduce boredom, increase active participation, and create a more enjoyable and meaningful learning atmosphere. The researcher concluded that the game effectively improved vocabulary among the tenth-grade students of SMA Negeri 4 Palopo.

B. Suggestion

The researcher would like to present some suggestions, based on the research findings, for the English teachers, the students, and the next researcher.

1. For the English teacher

Teachers were advised to implement interactive teaching methods,

such as Rustan Finger Games, in vocabulary instruction. This method can create an engaging learning environment and enhance student participation. Combining this approach with other strategies, such as group discussions, is recommended for better results.

2. For the students

Students should actively participate in learning activities, such as Rustan Finger Games, to improve their understanding and retention of vocabulary. Practicing new vocabulary in reading and writing contexts will help reinforce their mastery.

3. For the next researcher

This research opens opportunities for further research on the effectiveness of Rustan Finger Games in different language skills. Researchers were encouraged to use larger samples and explore the integration of this method with other teaching techniques and its impact on students' learning styles.

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Appendix 1 : Surat Izin Meneliti

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Appendix 2 : Surat Keterangan Selesai Meneliti

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Appendix 3 : Lembar Validasi

L	EMBA	R VALIDASI INSTRUMEN EVALUASI U	NTUI	K VO	CABU	LARY	TEST		
USIN	Idul Skripsi: IMPROVING STUDENTS' READING SKILL IN DESCRIPTIVE SING RUSTAN FINGER GAMES AT THE TENTH GRADE STUDENTS OF EGERI 4 PALOPO								
		Pengisian							
1.	Bapal aspek	x/Ibu diminta untuk memvalidasi item yang t pendahuluan, isi, dan bahasa.	ertua	ng da	lam as	spek y	ang meli		
2.	Berila	ah tanda (✓) pada kolom angka yang sesuai den	gan p	enilai	an yan	g And	a berikar		
		nan skala penilaian adalah sebagai berikut:							
	1: Tio	lak layak							
	2: Ku	rang layak							
	3: Cu	kup layak							
	4: La								
	4: La								
4.	4: La 5: Sa	yak	in sara	an-sar	an per	baikan	pada ba		
4.	4: La 5: Sa Bapal	yak ngat layak							
	4: La 5: Sa Bapal akhir	yak ngat layak k/Ibu dimohon kesediaannya untuk memberika							
	4: La 5: Sa Bapal akhir	yak ngat layak k/Ibu dimohon kesediaannya untuk memberika lembar ini atau langsung pada naskah yang dis		in pad		ar pen			
	4: La 5: Sa Bapal akhir enilaian	yak ngat layak k/Ibu dimohon kesediaannya untuk memberika lembar ini atau langsung pada naskah yang dis 1 Kelayakan		in pad	a lemb	ar pen			
	4: La 5: Sa Bapal akhir enilaian No	yak ngat layak k/Ibu dimohon kesediaannya untuk memberika lembar ini atau langsung pada naskah yang dis n Kelayakan Uraian	ertaka	in pad Kel	a lemb ayakar	ar pen	ilaian ini		
	4: La 5: Sa Bapal akhir milaian No I	yak ngat layak k/Ibu dimohon kesediaannya untuk memberika lembar ini atau langsung pada naskah yang dis n Kelayakan Uraian Aspek Pendahuluan	ertaka	in pad Kel	a lemb ayakar 3	ar pen	ilaian ini		
	4: La 5: Sa Bapal akhir enilaian No I a	yak ngat layak k/Ibu dimohon kesediaannya untuk memberika lembar ini atau langsung pada naskah yang dis n Kelayakan Uraian Aspek Pendahuluan Tujuan instrument dinyatakan dengan jelas. Petunjuk pengisian instrument mudah	ertaka	in pad Kel	a lemb ayakar 3 1	ar pen	ilaian ini		
	4: La, 5: Sa Bapal akhir enilaian No I a b	yak ngat layak k/Ibu dimohon kesediaannya untuk memberika lembar ini atau langsung pada naskah yang dis Kelayakan Uraian Aspek Pendahuluan Tujuan instrument dinyatakan dengan jelas. Petunjuk pengisian instrument mudah Dipahami	1 1	Kel	a lemb ayakar 3 1	ar pen	5		

d	Butir-butir instrument mencakup data yang berhubungan dengan cakupan isi materi memadai.				~	
Ш	Aspek Bahasa	1	2	3	4	5
a	Butir-butir instrument dirumuskan dalam bahasa Inggris yang baik dan benar.				~	
b	Butir-butir instrument dirumuskan dalam bahasa Inggris yang efektif.				1	
c	Butir-butir kuesioner dirumuskan dalam bahasa Inggris yang efisien.				V	
d	Butir-butir kuesioner menggunakan bahasa yang mudah dipahami dan tidak menimbulkan penafsiran ganda.				1	

C. Komentar Tar

D. Saran Tambabtan Michiki Pada tesnya.

E. Kesimpulan

Instrumen kuesioner ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan

Dapat digunakan
 Dapat digunakan dengan perbaikan sesuai saan yan diberikan

......

Palopo, 7 Agushes 2024 Penilai Kelayakan

FR. u-u Mr Ermawati, S.Pd.I., M.Hum NIP: 199111172020122019

Appendix 4 ; Lesson Plan

CLASS/LEVEL	The Tenth Grade/Senior high school				
	The Tenth Grade/Senior Ingli School				
TOPIC	Animal				
OBJECTIVES	Students will be able to understand part				
	of speech especially noun and verb				
VOCABULARIES	Lion, climb, run, tree, eat, mouse, bite, fly.				
MATERIALS	Rustan Finger Games				
TIME	90 minute				
POTENTIAL PROBLEM	1. Lack of vocabulary				
	2. Lack of motivation				
	3. Do not understand part of speech				

PPP LESSON PLAN TREATMENT 1

Present: Get SS ready to discuss the topic (activate background knowledge). Review language, and if needed, teach a new language.

	Present Activ	ities		Int	eraction		Time
The tog The attention The tog	and Introduct e class will be ether. e teacher chect endance. e teacher as dent's condition	open b ks the ks a'	oy praying		T-Ss	7	minutes
Attention	Grabber:						
ple	the teacher ease, the stud tention, attentio	ents	must say		T-Ss	7	minutes

Practice: Create a few practice activities using the new language. Try to increase SST and decrease TTT. Remember, S-S interactions are significant.

	Practice Activities	Interaction	Time
•	The researcher explains to the		
	students about descriptive text.		
•	The researcher introduces part of		
	speech (noun and verb).		
•	The researcher then explains the noun		
	and verb in the descriptive text on the		
	whiteboard while using Rustan Finger		
	Games, and the students will be	T-Ts	45 Minutes
1	presented Rustan Finger Games with		
	parts of speech.		
•	After that the researcher will give the		
	students a paper containing a		
	descriptive text with the topic is		
	animal.		
•	The students will identify noun and		
	verb in descriptive text according to		
	the researcher instructions using		
	Rustan Finger Games.		

Produce: Production activities allow students to use new vocabulary to construct new dialogues and conversations.

Production Activities	Interaction	Time
Students can identify the correct noun	STT	30 minutes
and verb in the descriptive text		

CLASS/LEVEL	The Tenth Grade/Senior high school
ТОРІС	Food
OBJECTIVES	Students will be able to understand part of speech especially in adjective and adverb
VOCABULARIES	Delicious, sweet, favorite, fried, hot, cold, every morning
MATERIALS	Rustan Finger Games
TIME	90 minute
POTENTIAL PROBLEM	1. Lack of vocabulary
	2. Lack of motivation
	3. Do not understand part of speech

Present: Get SS ready to discuss the topic (activate background knowledge). Review language, and if needed, teach a new language.

	Present Activ	vities		Inter	action		Time
Greetings	and Introduct	tion Self					
• The	e class will be	open by pra	aying				
tog	ether.						
• The	e teacher chec	ks the stud	lents'	T·	Ss	7	minutes
atte	endance.						
• The	e teacher as	sks about	the				
stu	dent's conditior	1.					
Attention	Grabber:						
• If	the teacher	says atter	ntion,				
ple	ease, the stud	lents must	say	T·	Ss	7	minutes
"at	tention, attentio	on, attention	ı."				

Practice: Create a few practice activities using the new language. Try to increase SST and decrease TTT. Remember, S-S interactions are significant.

	Practice Activities	Interaction	Time
•	The researcher explains to the		
	students about descriptive text.		
•	The researcher introduces part of		
	speech (adverb and adjective).		
•	The researcher then explains the		
	adverb and adjective in the descriptive		
	text on the whiteboard while using		
	Rustan Finger Games, and the		
	students will be presented Rustan		
	Finger Games with parts of speech.	T-Ts	45 Minutes
•	After that the researcher will give the		
	students a paper containing a		
	descriptive text with the topic is food.		
•	The students will identify noun and		
	verb in descriptive text according to		
	the researcher instructions using		
	Rustan Finger Games.		

Produce: Production activities allow students to use new vocabulary to construct new dialogues and conversations.

Production Activities	Interaction	Time
Students can identify the correct noun and verb in descriptive text.	STT	30 minutes

CLASS/LEVEL	The Tenth Grade/Elementary
ΤΟΡΙΟ	Place
OBJECTIVES	Students will be able to understand part of speech especially in preposition and conjunction
VOCABULARIES	Between, beside, on, at, and, or ,but, for
MATERIALS	Rustan Finger Games
TIME	90 minute
POTENTIAL PROBLEM	1. Lack of vocabulary
	2. Lack of motivation
	3. Do not understand part of speech

Present: Get SS ready to discuss the topic (activate background knowledge). Review language, and if needed, teach a new language.

	Present Activities	Interaction	Time
Greetings	and Introduction Self		
• The	e class will be open by praying		
tog	ether.		
• The	e teacher checks the students'	T-Ss	7 minutes
atte	endance.		
• The	e teacher asks about the		
stu	dent's condition.		
Attention	Grabber:		
• If	the teacher says attention,		
ple	ease, the students must say	T-Ss	7 minutes
"at	tention, attention, attention."		

Practice: Create a few practice activities using the new language. Try to increase SST and decrease TTT. Remember, S-S interactions are significant.

Practice Activities	Interaction Time
• The researcher explains to the students	
about descriptive text.	
• The researcher introduces part of	
speech (preposition and conjunction).	
• The researcher then explains the	
conjunction and preposition in the	
descriptive text on the whiteboard	
while using Rustan Finger Games, and	
the students will be presented Rustan	
Finger Games with parts of speech.	T-Ts 45 Minutes
• After that the researcher will give the	
students a paper containing a	
descriptive text with the topic is food.	
• The students will identify preposition	
and conjunction in descriptive text	
according to the researcher	
instructions using Rustan Finger	
Games	

Produce: Production activities allow students to use new vocabulary to construct new dialogues and conversations.

Production Activities	Interaction	Time
Students can identify the correct conjunction and preposition in descriptive text	STT	30 minutes

CLASS/LEVEL	The Tenth Grade/Senior high school
TOPIC	Person
OBJECTIVES	Students will be able to understand part of speech especially in determiner and interjection.
VOCABULARIES	She, he, her, they, caca`s, a, an, the, pretty!, amazing!.
MATERIALS	Rustan Finger Games
TIME	90 minute
POTENTIAL PROBLEM	1. Lack of vocabulary
	2. Lack of motivation
	3. Do not understand part of speech

PPP LESSON PLAN TREATMENT 4

Present: Get SS ready to discuss the topic (activate background knowledge).Review language, and if needed, teach a new language.

	Present Activitie	s	Interactio	on Time
Greetings	and Introduction	Self		
• The	class will be ope	n by praying		
toge	ether.			
• The	teacher checks	the students'	T-Ss	7 minutes
atte	ndance.			
• The	e teacher asks	about the		
stuc	lent's condition.			
Attention	Grabber:			
• If	the teacher say	s attention,		
plea	ase, the students	s must say	T-Ss	7 minutes
"att	tention, attention, a	attention."		

Practice: Create a few practice activities using the new language. Try to increase SST and decrease TTT. Remember, S-S interactions are significant.

	Practice Activities	Interaction	Time
•	The researcher explains to the		
	students about descriptive text.		
•	The researcher introduces part of		
	speech (determiner and interjection).		
•	The researcher then explains the		
	determiner and interjection in the		
	descriptive text on the whiteboard		
	while using Rustan Finger Games,		
1	and the students will be presented		
	Rustan Finger Games with parts of		
	speech.	T-Ts	45 Minutes
•	After that the researcher will give the		
	students a paper containing a		
	descriptive text with the topic is		
	person.		
•	The students will determiner and		
	interjection in descriptive text		
	according to the researcher		
	instructions using Rustan Finger		
	Games.		

Produce: Production activities allow students to use new vocabulary to construct new dialogues and conversations.

Production Activities	Interaction	Time
Students can identify the correct	STT	30 minutes
determiners and interjection in descriptive text		

PPP LESSON PLAN TREATMENT 5

CLASS/LEVEL	The Tenth Grade/Senior high school
TOPIC	Flower
OBJECTIVES	Students will be able to understand part of speech
VOCABULARIES	Bee, bite, every night, good, and, in, her, a, an, amazing!.
MATERIALS	Rustan Finger Games
TIME	90 minute
POTENTIAL PROBLEM	1. Lack of vocabulary
	2. Lack of motivation
	3. Do not understand part of speech

Present: Get SS ready to discuss the topic (activate background knowledge). Review language, and if needed, teach a new language.

	Present Activities		Interaction	Time
The tog The attention of the tog	and Introduction Se e class will be open b gether. e teacher checks the endance. e teacher asks al dent's condition.	by praying students'	T-Ss	7 minutes
• If	Grabber: the teacher says ease, the students t ttention, attention, atte	must say	T-Ss	7 minutes

Practice: Create a few practice activities using the new language. Try to increase SST and decrease TTT. Remember, S-S interactions are significant.

	Practice Activities	Interaction	Time
•	The researcher explains to the students		
	about descriptive text.		
•	The researcher introduces part of		
	speech (noun, verb, adverb, adjective,		
	preposition, conjunction, interjection,		
	and determine).		
•	The researcher then explains the adverb		
	and adjective in the descriptive text on		
	the whiteboard while using Rustan	T-Ts	45 Minutes
	Finger Games, and the students will be		
presented Rustan Finger Games with			
parts of speech.			
• After that the researcher will give the			
	students a paper containing a		
	descriptive text with the topic is place.		
•	The students will identify noun and		
	verb in descriptive text according to the		
	researcher instructions using Rustan		
	Finger Games.		

Produce: Production activities allow students to use new vocabulary to construct new dialogues and conversations.

Production Activities	Interaction	Time
Students can identify the correct part of speech in the descriptive text	STT	30 minutes

Appendix 5 : Instrument for treatment

Instrument meeting 1

Name :

Class :

Read the text below then identify 10 nouns and 10 verbs that you find in the text, then translate the words into Indonesian.



Luna is my pet cat. She is small but very active. Her fur is gray and feels soft like velvet. Luna has bright green eyes that are always curious. Even though she is independent, she loves sitting on my lap every evening and purring softly.

Luna enjoys playing a lot. She often chases small balls or plays with strings. She likes sitting by the window, watching birds and squirrels outside. When she's hungry, she gently nudges me and meows softly.

Although she seems calm, Luna is a skilled hunter. Sometimes, she brings small "gifts" from the garden. Luna's presence always makes me feel comfortable.

Put your answer below!	
NOUNS	VERBS
1. Cat : Kucing	1. Playing : Bermain
2.	2.
3.	3.
4.	4.

Read the text below then identify 10 adjectives and 10 adverbs that you find in the text, then translate the words into Indonesian.

Crispy Fried Chicken



The crispy fried chicken rests on a plate, exuding a strong and inviting aroma. Its skin is golden brown, evenly coated, and visibly crunchy. The tender and juicy meat inside contrasts perfectly with the crispness of the outer layer.

The chicken is seasoned with a blend of spices, resulting in a slightly spicy and savory flavor. Freshly fried, the dish remains warm, with its rich flavor enhanced by the high-heat cooking process. Garnished with a tangy dipping sauce on the side, the fried chicken looks both appealing and satisfying.

Put your answer below!	
ADJECTIVES	ADVERBS
1.	1.
2.	2.

3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

Instrument meeting 3

Name :

Class :

Read the text below then identify 10 prepositions and 10 conjunctions that you find in the text, then translate the words into Indonesian.



Lake Toba, in North Sumatra, is the largest volcanic lake in the world. With its clear water and green hills, it is ideal for relaxing and exploring. Visitors come for swimming, fishing, or enjoying the scenery.

Around the lake, there are traditional villages to visit and unique traditions to learn. Although the lake is peaceful, it is also full of life. Beside the main lake, smaller lakes add to its charm.

Since the lake is so large, it offers activities for everyone. Whether relaxing by the water or hiking through lush forests, Lake Toba remains a favorite destination for travelers from everywhere.

Put your answer below!



Read the text below then identify 10 determiners that you find in the text, then translate the words into Indonesian.

A Dedicated Teacher



Mrs. Linda is an extraordinary teacher at a small school in the countryside. Her passion for teaching inspires all her students. Every morning, she prepares her lessons with great care and ensures each child gets the attention they need.

This teacher believes that education is the key to a brighter future. Her classroom is filled with books, charts, and other learning materials. Each of her students respects her for her dedication and kindness.

On weekends, Mrs. Linda often visits her students' homes to understand their struggles better. She believes every child deserves the chance to succeed, regardless of their background.

Put your answer below!



Read the text below then identify the part of speech that you find in the text, then translate the words into Indonesian.



A rose is a beautiful flower. It has soft petals and a nice smell. Roses come in many colors like red, pink, yellow, and white. Each rose looks special and pretty.

In the garden, roses grow well under the sunlight. They move gently when the wind blows. People love roses because they are perfect for gifts, decorations, or just to make someone happy.

Even though roses are beautiful, they have thorns to protect themselves. Taking care of roses is important, such as watering them regularly and cutting off old branches. Whether planted in pots or in a garden, roses make any place look brighter and more cheerful. They are truly one of nature's most amazing creations. Taking care of roses is important to keep them blooming and healthy. Roses make any place look bright and lovely

Put your answer below!		
NOUNS	V	TERBS
1.	1.	
2.	2.	
3.	3.	
4.	4.	
5.	5.	
6.	6.	
7.	7.	
8.	8.	
9.	9.	
10.	10	0.
ADJECTIVES	А	DVERBS
1.	1.	
2.	2.	
2. 3.	3.	
4.	4.	
5.	5.	
6.	6.	
7.	7.	
8.	8.	
9.	9.	
10.	10	0.
PREPOSITIONS	CONJUNCTIO	ONS DETERMINERS
1.	1.	1.
2.	2	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.
10.	10.	10.

Appendix 6 : Research Instrument (Pre-test) Pre test

Name:....

Class:....

Instruction :

Read the text carefully and answer the following questions by crossing (X) the answer you think is correct. You have 30 minutes to do this test.

Text 1

Red Island



Red Island is one of awesome 'hidden' gems that Indonesia has. It is still virgin with many trees. It has a vast white sandy beach stretching for miles, featuring the island in the middle of the bay. Not only sandy beach, there are also great scenery with many amazing tremendous rocks and sunset.

Moreover, the constant and huge waves invite surfers to have an enjoyable surfing and experience the mystical feeling of surfing next to this gigantic "red island" rock in the middle of waves though it is very forgiving beach break. It takes 3 hours from Banyuwangi to reach this place or about 1 hour from Purwoharjo.

(Source by: Modul Pembelajaran SMA Bahasa inggris Kelas X, 2020)

A. Read the text carefully and answer the questions based on the text.

Questions:

- 1. The word "awesome" in line 1 refers to...
 - a. Verb
 - b. Adverb
- 2. The word "is" in line 1 refers to…
 - a. Noun
 - b. Verb

c. Adverb

c. Noun

d. Adjective

- d. Preposition
- 3. The word "featuring" in line 2 refers to...

	a.	Verb	с	. (Conjunction
	b.	Determine		d	. Adjective
4.	The w	ord "with" in line 2 refer	rs to		
	a.	Verb		c.	Noun
	b.	Preposition		d	. Conjunction
5.	The w	ord "tremendous" in line	e 4 refers to		
	a.	Adjective		C.	Preposition
	b.	Interjection		d	Noun
6.	In the	sentence "not only sand	y beach" the adje	ectiv	ve is in the word
	a.	Not		c.	Sandy
	b.	Only		d	. Beach
7.	In the	sentence "It takes 3 he	ours from Bany	uwa	ngi" the determiners is in the
	word.				
	a.	It		c.	From
	b.	3 hours		d	. Banyuwangi
8.	In the	sentence "rock in the r	niddle of waves	the	ough it is very forgiving beach
	break'	the adverb is in the wor	·d		
	a.	Waves		c.	Rock
	b.	Very		d	. Forgiving
9.	In the	sentence "the island in	the middle of	the	bay" the preposition is in the
	word.				
	a.	Island		c.	Middle
	b.	In		d	Bay
10	. In the	sentences "the constant	and huge waves	inv	ite surfers to have an enjoyable
	surfing	g" the conjunction is in t	he word		
	a.	Constant		c.	And
	b.	Have		d	. Surfers

Derawan Island



Derawan Island is a favorite place for exploring marine life. There are many rare animals such as the green turtle, the scarlet turtle, star fruit turtle and sea cow. The place is also home to many rare species of marine plants and coral reef. It is also a good place for scuba diving, pearl diving, fishing, swimming and other water sports.

It is located just away from the mainland of East Kalimantan in the district of Berau, the Derawan archipelago comprises 31 islands, most well-known among these are the islands of Derawan, Maratua, Sangalaki and Kakaban. Here is Indonesia's largest nesting site of the rare and endangered giant green turtles and hawksbill turtles, where one can daily watch turtles lay their eggs in the sand or swim to sea with the turtles. The best time to visit this fascinating island is during the months of September and March, when temperatures are much cooler-in the vicinity of 27°C with pleasant sea breezes.

(Source by: Modul Pembelajaran SMA Bahasa inggris Kelas X, 2020)



Text 2

5.	The wo	ord "for" in line 4	refers to				
	a.	Conjunction			c.	Verb	
	b.	Noun			d.	Adverb	
6.	the not	in is in the word.		om the main		l of East Kalimantan"	
	a.	From				Of .	
-		Is				East Kalimantan	
7.				-		islands of Derawan,	
	Maratu		Kakaban" the deter	miner is in t			
	a.	These			c.	Are	
	b.	Islands			d.	Derawan	
8.	In the	sentence "Here	e is Indonesia's la	argest nesti	ng s	site of the rare and	
	endang	gered giant green	turtles and hawksbi	ll turtles" the	e adv	verb is in the word	
	a.	And			c.	Here	
	b.	Hawksbill turtle	es 💧		d.	Is	
9.	In the	sentence ". The	best time to visit	this fascina	ating	g island is during the	
	months	s of September ar	nd March" the verb	is in the wor	d		
	a.	This			c.	Best	
	b.	September			d. V	visit	
10.	In the	sentence "When	temperatures are mu	ich cooler-ir	n the	vicinity of 27°C with	
	pleasa	nt sea breezes" th	e determiner is in th	e word			
	a.	Of			c.	With	
	b.	Much			d.	Are	

Appendix 7 : Research Instrument (Post-Test)

Post test

Name:.....

Class:....

Instruction :

Read the text carefully and answer the following questions by crossing (X) the answer you think is correct. You have 30 minutes to do this test.

Text 1



Komodo island is located between Sumbawa and Flores, along western Nusa Tenggara Timur, and is popular for the presence of giant Monitor Lizards known as Komodo Dragons. The island is arid, rugged and barren and forms a part of the Komodo National Park and Marine Reserve. Aerial views prove that it is inarguably, among the most beautiful places in Indonesia.

The best time to visit the park is always the dry season, which runs from April to December. Besides spotting endangered Komodo dragons, a range of activities can be enjoyed at the Komodo National Park such as go for kayaking, diving, trekking or the guided island tours.

Around Komodo Island can be relatively easy, but to get to Komodo, you first need to travel to Bali and then to Labuan Bajo by either plane or boat, and finally to Komodo Island by boat.

(Source by: Modul Pembelajaran SMA Bahasa inggris Kelas X, 2020)

A. Read the text carefully and answer the questions based on the text.

Questions:

- 1. The word "komodo island" in line 1 refers to...
 - a. Verb c. Noun
 - b. Adverb d. Adjective

2.	The w	ord "located" in line 1	refers to	
	a.	Noun	c. Adverb	
	b.	Verb	d. Preposition	
3.	The w	ord "between" in line	1 refers to	
	a.	Preposition	c. Conjunction	
	b.	Determiner	d. Adjective	
4.	The w	ord "popular" in line 2	refers to	
	a.	Verb	c. Adjective	
	b.	Preposition	d. Conjunction	
5.	The w	ord "and" in line 4 refe	ers to	
	a.	Adjective	c. Preposition	
	b.	Interjection	d. Conjunction	
6.	In the	sentence "The best tin	ne to visit the park is always the dry seaso	n" the
	adverb	is in the word		
	a.	Best	c. Visit	
	b.	Always	d. Park	
7.	In the	sentence "a range	of activities can be enjoyed at the Ko	modo
	Natio	nal Park" the determine	ers is in the word	
	a.	Enjoyed	c. Activities	
	b.	At	d. The	
8.	In the	sentence "which runs	from April to December." the preposition is	in the
	word.			
	a.	То	c. Runs	
	b.	April	d. December	
9.	In the	sentence "the best tim	ne to visit the park is always the dry seaso	n" the
	Verb i	s in the word		
	a.	Park	c. Dry season	
	b.	Visit	d. Always	
10	. In the	sentences "you first ne	eed to travel to Bali and then to Labuan B	ajo by
		-	njunction is in the word	-
	a.	Either	c. Boat	

b. Plane d. Labuan Bajo

Petruk Cave



Petruk Cave is one of the leading tourist attractions in Kebumen, Central Java. The cave is located in Dukuh Mandayana Candirenggo village, Ayah District, Kebumen Regency. In the Petruk Cave there is no lighting that illuminates the cave. It is still very natural cave so that Petruk Cave is very dark to be entered. The name is taken from the Punokawan of puppet characters that is Petruk. The cave named Petruk cave because the length of it is like the petruk's nose.

In the cave there are three floors, the first is a basic cave, Hindu cave and Petruk. The base cave is a short cave, which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor.

Inside Petruk there are so many stalactites and stalagmites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach or waterfall located near the end of the cave.

(Source by: Modul Pembelajaran SMA Bahasa inggris Kelas X, 2020)

B. Read the text 2 carefully and answer the questions based on the text.

Questions:

- 1. The word "Petruk Cave" in line 1 refers to...
 - a. Verb
 - b. Noun
- 2. The word "in" in line 1 refers to...
 - a. Verb
 - b. Conjunction
- 3. The word "it" it line 3 refers to...
 - a. Adjective
 - b. Verb

- c. Determiner
- d. Adjective
- c. Determiner
- d. Preposition
- c. Conjunction
- d. Determiner

4. The word "taken" in line 4 refers to	
a. Verb	c. Adjective
b. Preposition	d. Noun
5. The word "from" in line 4 refers to	
a. Conjunction	c. Verb
b. Noun	d. Adverb
 In the sentence "which is just 100 meters away" the a. Which 	adverb is in the word c. Just
b. Away	d. Is
7. In the sentence "It is still very natural cave so that	Petruk Cave is very dark to be
entered" the adjective is in the word	
a. So	c. Dark
b. Entered	d. Petruk cave
8. In the sentence "The cave named Petruk cave beca	ause the length of it is like the
petruk's nose." the conjunction is in the word	
a. Because	c. Petruk's nose
b. Named	d. Length
9. In the sentence "the cave is used for tourist attraction	ons" the verb is in the word
a. For	c. Tourist
b. Used	d. Cave
10. In the sentence "inside Petruk there are so many sta	alactites and stalagmites which
are really awesome" the preposition is in the word.	
a. Awesome	c. Inside
b. Stalactites	d. Stalagmites

Appendix 8 : Students Pre-Test Result



such as the g many rare sp diving, fishin It is l Derawan arc Derawan, Ma and endanger their eggs in	reen turtle, the sc ecies of marine p g, swimming and located just away hipelago compris aratua, Sangalaki red giant green tu the sand or swim	arlet turtle, star fruit turtle a lants and coral reef. It is al other water sports. from the mainland of East ses 31 islands, most well-k and Kakaban. Here is Indo urtles and hawksbill turtles, to sea with the turtles. The	an Isc K n on V	rine life. There are many rare animated sea cow. The place is also home of a good place for scuba diving, per alimantan in the district of Berau, to own among these are the islands besia's largest nesting site of the restrict one can daily watch turtles I est time to visit this fascinating islateratures are much cooler-in the vicin.
		Derawan Island		
Text 2	nave	d.		Surfers
	Constant Have			And
		n is in the word		
			nv	ite surfers to have an enjoyable
1	In			Bay
	Island			
				the preposition is in the word
	Very			Forgiving
	Waves			Rock
	verb is in the wor		gil	in is very torgiving beach break
100 C # 1	52 7 5 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7	d the middle of waves thous		Banyuwangi it is very forgiving beach break"
Xa	It 3 hours			From
				the determiners is in the word
	Only			Beach
	Not	×	2	Sandy
J. In the s	sentence "not onl	y sandy beach" the adjecti		
/	Interjection			Noun
X	Adjective	c		Preposition
v .				

Questions:	
V. The word "exploring" in line 1 refers	to
X Verb	c. Noun
/ b. Adverb	d. Adjective
2. The word "rare" in line 1 refers to	
a. Verb	c. Determine
/ b. Conjunction	K Adjective
. The word "such as" in line 2 refers to.	
a. Adjective	X Conjunction
b. Determiner	d. Preposition
A. The word "of" in line 3 refers to	
a. Verb	c. Adjective
Y Preposition	dNoun
5/ The word "for" in line 4 refers to	
X Conjunction	c. Verb
/ b. Noun	d. Adverb
noun is in the word	ay from the mainland of East Kalimantan" the
a. From	c. Of
b. Is	🗶 East Kalimantan
Sangalaki and Kakaban" the determin	nong these are the islands of Derawan, Maratua,
X These	
b. Islands	c. Are
1	d. Derawan largest nesting site of the rare and endangered
giant green turtles and hawksbill turtle	
a. And	c. Here
b. Hawksbill turtles	X Is
	it this fascinating island is during the months of
September and March" the verb is in t	
a. This	c. Best
b. September	X Visit
	are much cooler-in the vicinity of 27°C with
pleasant sea breezes" the determiner is	
a. Of	c. With
b. Much	X Are

Name: arya Kathi

Pre test



6:8 5:02

Instruction:

Read the text carefully and answer the following questions by crossing (X) the answer you think is correct. You have 30 minutes to do this test.

Text 1

Red Island



Red Island is one of awesome 'hidden' gems that Indonesia has. It is still virgin with many trees. It has a vast white sandy beach stretching for miles, featuring the island in the middle of the bay. Not only sandy beach, there are also great scenery with many amazing tremendous rocks and sunset.

Moreover, the constant and huge waves invite surfers to have an enjoyable surfing and experience the mystical feeling of surfing next to this gigantic "red island" rock in the middle of waves though it is very forgiving beach break. It takes 3 hours from Banyuwangi to reach this place or about 1 hour from Purwoharjo.

(Source by: Modul Pembelajaran SMA Bahasa inggris Kelas X, 2020)

V m 14 1.1	
\checkmark . The word "awesome" in line 1 r	eters to
a Verb	X Noun
b. Adverb	d. Adjective
The word "is" in line 1 refers to	
a. Noun	X Adverb
/ b. Verb	d. Preposition
b. Verb The word "featuring" in line 2 re	efers to
🗶 Verb	c. Conjunction
b. Determine	d. Adjective
4. The word "with" in line 2 refers	to
a. Verb X Preposition	c. Noun
Y Preposition	d. Conjunction

The word "tremendous" in line 4 r	
a. Adjective	X Preposition
, b. Interjection	d. Noun
5. In the sentence "not only sandy be	each" the adjective is in the word
a. Not	c. Sandy
b. Only	K Beach
In the sentence "It takes 3 hours fi	rom Banyuwangi" the determiners is in the word
a. It	c. From
X 3 hours	d. Banyuwangi
	e of waves though it is very forgiving beach break*
the adverb is in the word	
a. Waves	K Rock
/ b. Very	d. Forgiving
9/ In the sentence "the island in the	middle of the bay" the preposition is in the word
a. Island	c. Middle
, X In	d. Bay
1 1	nd huge waves invite surfers to have an enjoyable
1 1 1 1 1 1 1 1 1 1	nd huge waves invite surfers to have an enjoyable
X0. In the sentences "the constant as surfing" the conjunction is in the	

kt 2

Derawan Island



Derawan Island is a favorite place for exploring marine life. There are many rare animals such as the green turtle, the scarlet turtle, star fruit turtle and sea cow. The place is also home to many rare species of marine plants and coral reef. It is also a good place for scuba diving, pearl diving, fishing, swimming and other water sports.

It is located just away from the mainland of East Kalimantan in the district of Berau, the Derawan archipelago comprises 31 islands, most well-known among these are the islands of Derawan, Maratua, Sangalaki and Kakaban. Here is Indonesia's largest nesting site of the rare and endangered giant green turtles and hawksbill turtles, where one can daily watch turtles lay their eggs in the sand or swim to sea with the turtles. The best time to visit this fascinating island is during the months of September and March, when temperatures are much cooler-in the vicinity of 27°C with pleasant sea breezes.

(Source by: Modul Pembelajaran SMA Bahasa inggris Kelas X, 2020)

B. Read the text 2 carefully and answer Ductions:	
The word "exploring" in line 1 refers to	
	c. Noun
Verb	d. Adjective
b. Adverb The word "rare" in line 1 refers to	u. Aujeente
	c. Determine
a. Verb	
b. Conjunction	X. Adjective
5. The word "such as" in line 2 refers to	
a. Adjective	c. Conjunction
4. The word "of" in line 3 refers to	d. Preposition
a. Verb	c. Adjective
Preposition	dNoun
5 The word "for" in line 4 refers to	
X Conjunction	c. Verb
b. Noun	d. Adverb
6. In the sentence "It is located just awa	d. Adverb y from the mainland of East Kalimantan" the
a. From	c. Of
b. Is	East Kalimantan
Y. In the sentence "Most well-known amo	ong these are the islands of Derawan, Maratua,
Sangalaki and Kakaban" the determine	r is in the word
a. These	X Are
b. Islands	d. Derawan
A. In the sentence "Here is Indonesia's 1	argest nesting site of the rare and endangered
giant green turtles and hawksbill turtles	s" the adverb is in the word
a. And	c. Here
b. Hawksbill turtles	XIs
9. In the sentence ". The best time to visit	t this fascinating island is during the months of
September and March" the verb is in th	ie word
	c. Best
b. September	d. Visit
Pleasant see breezes" the dates	are much cooler-in the vicinity of 27°C with
pleasant sea breezes" the determiner is a. Of	
A. Or Much	c. With

Appendix 9 : Students Post-test Results



The word "between" in line 1	
✗ Preposition	c. Conjunction
b. Determiner	d. Adjective
₩. The word "popular" in line 2 m	refers to
a. Verb	🗴 Adjective
b. Preposition	d. Conjunction
5. The word "and" in line 4 refer	rs to
a. Adjective	c. Preposition
b. Interjection	K Conjunction
1. In the sentence "The best tim	me to visit the park is always the dry season" th
adverb is in the word	
a. Best	c. Visit
yc Always	d. Park
$\sqrt{2}$. In the sentence "a range of a	activities can be enjoyed at the Komodo National
Park" the determiners is in the	e word
a. Enjoyed	c. Activities
/ b. At	Ju. The
In the sentence "which runs	from April to December." the preposition is in the
word	
🗙 Το	c. Runs
b. April	d. December
	ne to visit the park is always the dry season" the
/ Verb is in the word	
a. Park	c. Dry season
b. Visit	y≵ Always
	eed to travel to Bali and then to Labuan Bajo by
either plane or boat" the conj	unction is in the word
🗴 Either	c. Boat
b. Plane	d. Labuan bajo

Text 2



Petruk Cave is one of the leading tourist attractions in Kebumen, Central Java. The cave is located in Dukuh Mandayana Candirenggo village, Ayah District, Kebumen Regency. In the Petruk Cave there is no lighting that illuminates the cave. It is still very natural cave so that Petruk Cave is very dark to be entered. The name is taken from the Punokawan of puppet characters that is Petruk. The cave named Petruk cave because the length of it is like the petruk's nose.

In the cave there are three floors, the first is a basic cave, Hindu cave and Petruk. The base cave is a short cave, which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor.

Inside Petruk there are so many pstalactites and stalagmites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach or waterfall located near the end of the cave.

(Source by: Modul Pembelajaran SMA Bahasa inggris Kelas X, 2020)



X	
I The word "taken" in line	
× Verb	c. Adjective
b. Preposition	d. Noun
The word "from" in line 4	refers to
🗴 Conjunction	c. Verb
b, Noun	d. Adverb
A. In the sentence "which is a, Which	just 100 meters away" the adverb is in the word X Just
b. Away	d. Is
V. In the sentence "It is stil	Il very natural cave so that Petruk Cave is very dark to be
entered" the adjective is i	n the word
a. So	🗴 Dark
b. Entered	d. Petruk cave
18/In the sentence "The ca	ve named Petruk cave because the length of it is like the
petruk's nose." the conju	nction is in the word
🗲 Because	c. Petruk's nose
b. Named	d. Length
9/ In the sentence "the cave	is used for tourist attractions" the verb is in the word
a. For	c. Tourist
🗡 Used	d. Cave
	etruk there are so many stalactites and stalagmites which are
really awesome" the prep	
a. Awesome	≪ Inside
b. Stalactites	d. Stalagmites

Bill 75

Name: Arya Kathi

Class: X merdina 1

Instruction :

Read the text carefully and answer the following questions by crossing (X) the answer you think is correct. You have 30 minutes to do this test.

Post test

Text 1



Komodo island is located between Sumbawa and Flores, along western Nusa Tenggara Timur, and is popular for the presence of giant Monitor Lizards known as Komodo Dragons. The island is arid, rugged and barren and forms a part of the Komodo National Park and Marine Reserve. Aerial views prove that it is inarguably, among the most beautiful places in Indonesia.

The best time to visit the park is always the dry season, which runs from April to December. Besides spotting endangered Komodo dragons, a range of activities can be enjoyed at the Komodo National Park such as go for kayaking, diving, trekking or the guided island tours.

Around Komodo Island can be relatively easy, but to get to Komodo, you first need to travel to Bali and then to Labuan Bajo by either plane or boat, and finally to Komodo Island by boat.

(Source by: Modul Pembelajaran SMA Bahasa inggris Kelas X, 2020)

A. Read the text carefully and answer the questions based on the text. Questions:

The word "komodo island" in line 1 refers to ...

- a. Verb
- b. Adverb

- X Noun d. Adjective
- The word "located" in line 1 refers to...
 - a. Noun
 - b. Verb

AdverbPreposition

X Preposition	c. Conjunction
b. Determiner	d. Adjective
The word "popular" in line 2 r	efers to
a. Verb	X. Adjective
b. Preposition	d. Conjunction
The word "and" in line 4 refers	s to
a. Adjective	c. Preposition
b. Interjection	K Conjunction
√ In the sentence "The best tin	ne to visit the park is always the dry season" the
adverb is in the word	
a. Best	c. Visit
🖌 Always	d. Park
X In the sentence "a range of a	activities can be enjoyed at the Komodo National
Park" the determiners is in the	word
a. Enjoyed	c. Activities
, XAt	d. The
In the sentence "which runs	from April to December." the preposition is in the
word	
₩ To	c. Runs
b. April	d. December
9. In the sentence "the best tim	ne to visit the park is always the dry season" the
Verb is in the word	
a. Park	c. Dry season
SK Visit	d. Always
	eed to travel to Bali and then to Labuan Bajo by
either plane or boat" the conj	unction is in the word
a. Either	c. Boat
Y. Plane	d. Labuan bajo

Text 2



Petruk Cave is one of the leading tourist attractions in Kebumen, Central Java. The cave is located in Dukuh Mandayana Candirenggo village, Ayah District, Kebumen Regency. In the Petruk Cave there is no lighting that illuminates the cave. It is still very natural cave so that Petruk Cave is very dark to be entered. The name is taken from the Punokawan of puppet characters that is Petruk. The cave named Petruk cave because the length of it is like the petruk's nose.

In the cave there are three floors, the first is a basic cave, Hindu cave and Petruk. The base cave is a short cave, which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor.

Inside Petruk there are so many pstalactites and stalagmites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach or waterfall located near the end of the cave.

(Source by: Modul Pembelajaran SMA Bahasa inggris Kelas X, 2020)

The word "Petruk Cave" in line 1 refe	ers to
a. Verb	c. Determiner
, 🗴 Noun	d. Adjective
X Noun 2./ The word "in" in line 1 refers to	
a. Verb	c. Determiner
, b. Conjunction	X. Preposition
b. Conjunction The word "it" it line 3 refers to	
a. Adjective	c. Conjunction
b. Verb	X Determiner

1	
The word "taken" in line 4 refers to	
🗙 Verb	c. Adjective
b. Preposition	d. Noun
The word "from" in line 4 refers to	
🖌 Conjunction	c. Verb
b. Noun	d. Adverb
In the sentence "which is just 100 me a. Which	ters away" the adverb is in the word X Just
/ b. Away	d. Is
A. In the sentence "It is still very nature	d. Is ral cave so that Petruk Cave is very dark to be
entered" the adjective is in the word.	
a. So	🖌 Dark
b. Entered	d. Petruk cave
9. In the sentence "The cave named P	Petruk cave because the length of it is like the
petruk's nose." the conjunction is in t	
a. Because	c. Petruk's nose
/ b. Named	Length
In the sentence "the cave is used for t	ourist attractions" the verb is in the word
a. For	c. Tourist
/ 🗡 Used	d. Cave
	re so many stalactites and stalagmites which are
really awesome" the preposition is in	
a. Awesome	Anside
b. Stalactites	d. Stalagmites

Appendix 10 : Documentations Researcher gave Pre-test



Treatments



Researcher gave practice to the students

The students wrote descriptive sentence, identified the parts of speech, and then practiced Rustan Finger Games.





Researcher gave post-test



BIOGRAPHY



Andi Suci Rahmadani, was born on Tanjung uban 03 December 2001. The author is the youngest child, the child of the couple Andi Muslimin. B and Asnawati Abbas. Currently, the writer lives in Bunga Eja, Kamanre sub-district, Luwu district. The writer elementary school was completed in

2013 at SDN 001 Seri Kuala Lobam. Next in the same year studying at SMPN I Belopa until 2016. and after graduating junior high school the author continued at SMAN 7 Luwu. After graduating high school in 2019, the author continued her education at Palopo and majored in the English Education Program of Tarbiyah Teacher Training Faculty of State Islamic Institute of Palopo (IAIN Palopo).