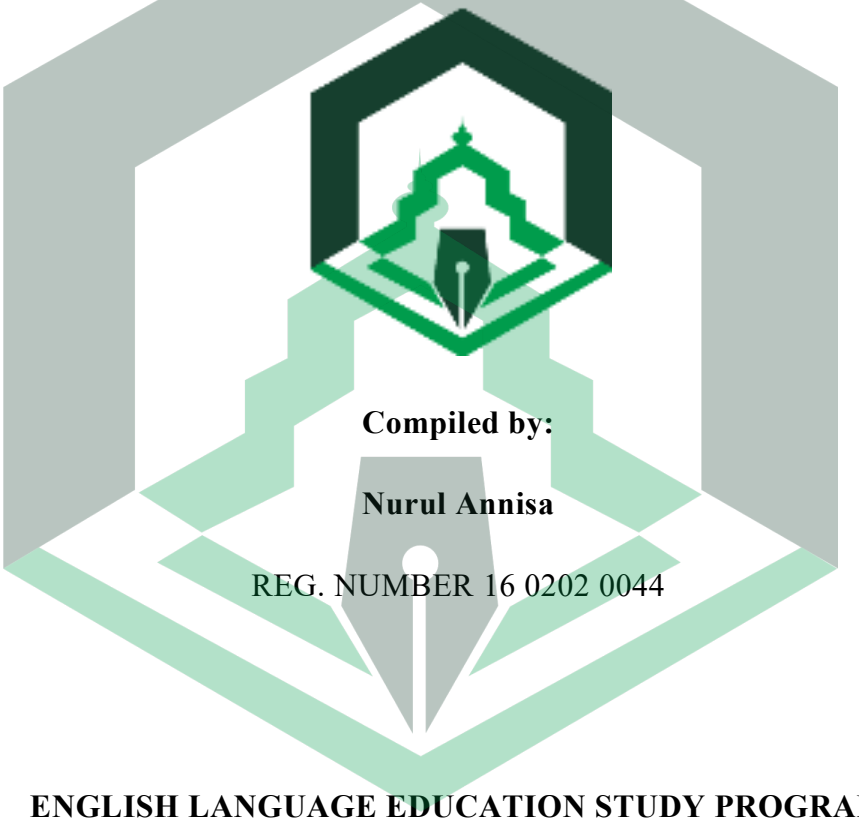
INCREASING STUDENTS' VOCABULARY MASTERY THROUGH ABC FIVE PRINCIPLE GAME AT THE SEVENTH GRADE OF SMPN 01 RONGKONG

A THESIS

Submitted to the Tarbiyah and Teacher Training Faculty of IAIN Palopo
to conduct Skripsi research in the context of completing undergraduate study
at an English Language Education Study Program



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

STATE ISLAMIC INSTITUTE OF PALOPO

2021

THESIS APPROVAL

This thesis entitled **"Increasing Students' Vocabulary Mastery Trough ABC Five Principle Game At The Seventh Grade of SMPN 01 Rongkong"** Which is Written by **Nurul Annnisa, Reg. Number. 16.0202.044,** S1 English Language Study Program of Tarbiyah and Teacher Training Faculty of Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in Munaqasyah session which is carried out **Thursday, 16th of December 2021 M**, coincided with **12th Jumadil Awal 1443 H,** it is authorized and acceptable as partial fulfillment for S.Pd degree in English language teaching.

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14th Ramadan1443 H

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيم

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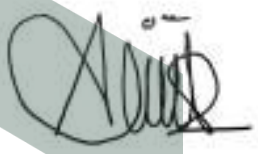
The researcher anticipates that this thesis would be of great value to all readers. Therefore, it can be a charity.

Palopo 30 November 2021



Nurul Annisa

Reg. Num 1602020044

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ABSTRACT

Nurul Annisa, 2021. "*Increasing Student's Vocabulary Mastery Through ABC Five Principle Game At The Seventh Grade of SMPN 01 RONGKONG"*

A Thesis Of English Study Program Tarbiyah and Teacher Training Faculty State Institute For Islamic Studies (IAIN) of Palopo. Under Supervisor (1) Wahibah S.Ag.,M.Hum (2) Dewi Furwana S.Pd.I.,M.Pd.

This research focused on increasing students" vocabulary mastery through ABC five principle game. This research aims to determine whether the increase of students' vocabulary mastery by using the ABC five principle game at SPMN 01 Rongkong can be done. This research used a pre-experimental design. Participants in this research were students of class seventh grade of SMPN 01 Rongkong. The population in this research amounted to 92. The research sample was 15 students of class seventh grade. ABC five principle game is used as a students' data collection technique in the research conducted. The vocabulary test is used as a learning tool. The pre-test is given to determine the basic abilities of the students' vocabulary and the post-test is assigned to find out the students'. They consisted of 100 items then the test was calculated and analyzed using SPSS 20. It proves by the result of the data indicated that there was a significant difference between pre-test and post-test. The mean score in the pre-test was 28.53, and the mean score in the post-test was 72.20. the value of t0 (tcount) was higher than tt (ttable) were 16.112>2.776. It means that the use of the ABC five principle game effectively increases students' vocabulary mastery at the seventh grade of SMPN 01 Rongkong.

Keywords : ABC Five Principle, Vocabulary Mastery, Students

CHAPTER 1

INTRODUCTION

A. Background

بِالْعِلْمِعَ فَعَلَيْهِ الآخِرَةَ أَرَادَ وَنْ ، بِالْعِلْمِ فَعَلَيْهِ الدُّنْيَا أَرَادَنْ

"Whoever wants to want the world, then let him master the knowledge. Whoever wants the afterlife, let him master the knowledge. And whoever wants both (the world and the hereafter), let him master the knowledge." (HR. Ahmad).

One of the important things to learn English is "Vocabulary" because it has a primary role in all language skills. In the teaching and learning process, English is taught four language skills. They are listening, speaking, reading, and writing. To develop the four skills, vocabulary is needed because the function and role of vocabulary are to build up the four language skills. Limited vocabulary mastery inhibits students from developing their language skills. Nunan, as cited by Sofyan, said that stated that vocabulary is one basic component of language, there is not any language that exists without words.[1] So, the students will understand the reading text, they can write some notes, they can speak a language if they can master the vocabulary. Students need the vocabulary to be easy in mastering English.

[1] Sofyan Kamil Darojat, "The Effectiveness of Environmental Mnemonic Technique (EMT) to Improve Students' Vocabulary Mastery in Vocation Highschool" (Muhammadiyah University of Purwokerto, 2016).

Richard and Renandya as cited by Goh Ying Soon and Yee Leong Yeng said that state, "without an extensive vocabulary and strategy for acquiring new vocabulary, learners often achieve less than their potential and maybe discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different contexts, reading or watching television".[2] In other words, by having an extensive vocabulary, the students can use English easily.

The objective of teaching vocabulary for the first grade of junior high school/ Islamic junior high school (SMP/MTs) is to enable students to master vocabulary about functional text and monologue text or paragraph in the form of descriptive and procedure. Moreover, based on Competency Standard – StandarKompetensi (SK) and Basic Competency – Kompetensi Dasar (KD), the first-grade students are expected to be able to express meaningful ideas in terms of functional text and simple short essays in the form of descriptive and procedure to interact with people in their nearest environment. The work of vocabulary is presented in the form of text types, usually known as genres.

Hamzah (2012) states, "there was a significant difference between the students who were taught by using guessing games as a technique of teaching and those who were not, that teaching vocabulary by using guessing game is effective to the fifth-grade students of Elementary School 117 Palembang".

---

[2] Richards Jac C and Willy A. Renandya, *Methodology in Language Teaching; An Anthology of Current Practice*, Cambridge. (New York, 2003).

Based on the result of pre-observation and interview conducted by the researcher with class VII students of SMPN 01 Rongkong on 24 April 2021, it turns out that the difficulty in communicating using English is due to a lack of vocabulary mastery caused by several factors.

According to the explanation above, the researcher intends to conduct a pre-eksperimental research entitled: "Increasing Students' Vocabulary Mastery through ABC five principle game at the seventh grade of SMPN 01 Rongkong".

B. Research Question

In the line of research background, the researcher formulates the research question as follows: Is the use of ABC five principle game effective to increase students' vocabulary mastery through the seventh grade of SMPN 01 Rongkong?

C. Objectives of the Research

This research aims to find out whether or not the use of the ABC five principle game effectively increases students' vocabulary mastery by using the ABC Five Principle game at the seventh grade of SMPN 01 Rongkong.

D. Significance of the Research

The significance of this research is expected to meet both theoretical and practical importance in vocabulary teaching and the learning process.

1) Theoretically, this research aims to provide evidence that there is a significant increase in the students' vocabulary mastery in context to their mastery to comprehend English. Vocabulary mastery has an important role in learning English. The more vocabulary the students own, the more knowledge they can understand. Besides that, vocabulary mastery helps the

students to be able to communicate in English both in oral and written forms.

2) Practically, the result of this research also aims to make the students" aware of the essential role of vocabulary mastery, so that they can evaluate how they have learned vocabulary and decide the effective and efficient technique to be adopted in their upcoming study.

E. Scope of the Research

This research focused on increasing students' vocabulary mastery using ABC five principle game at the seventh-grade students of SMPN 01 Rongkong. The kind of vocabulary used in this research is Noun, the vocabulary target for grade VII is 100 words.

F. Operational Definition

1. Vocabulary is one of the essential language components in studying English.
2. Game is activities with the goal of fun, leisure time, or light exercise.
3. ABC Five Principle Game is a traditional Indonesian game, a word game by guessing the name of an animal noun or an example, animal, fruit, etc.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Relevant Previous Research

Based on the topic of the research, the researcher puts forward the previous studies that are closely related to this research namely:

Elga Febriana 2019. Increasing Language Skills through ABC Traditional Games Five Basics in Thematic Learning in Class 1 Ar-Rahman MI Ma'arif Setono in the 2018/2019 academic year. This research is experimental that includes two cycles. Each cycle consists of 4 stages, namely: planning, implementing, observing, and reflecting. The results showed that using the traditional ABC Five basic game can improve students' language skills in thematic learning in class 1 Ar-Rahman MI Ma'arif Setono in the 2018/2019 academic year.[3]

Eni Winarsih. 2017. Traditional Games" Engkling "For Improve Language Skills, Interaction Social, and Anti-Corruption Education Facilities Elementary School Students Madiun City in the 2016/2017 academic year. The results of This research is an increase in skills language, social interaction, and educational facilities anti-corruption through the traditional game of cranks, this can be seen in language skills indicated by the students' average composing scores amounted

[3] Elga Febriana, "*Increasing Language Skills through ABC Traditional Games Five Basics in Thematic Learning in Class 1 Ar-Rahman MI Ma'arif Setono*" (Institut Agama Islam Negeri Ponorogo, 2019).

to 81.65, and the student's storytelling score of 82.65, both of these values have exceeded the KKM determined which is equal to 80[4].

Muhamad Muzarkasi. 2016. The Application of ABC five Basic Games In Improving Reading Ability Beginning in Class I Students of SDN 1 Kuripan Utara Academic Year 2015/2016. The result of this research is application The optimal traditional ABC five principle game can improve the reading skills of beginning students of SDN Kuripan Utara. Student reading test results are getting increased in cycle II which is 81,8% deep classical completeness. The average reading test scores of the students are 81,2. Similar research carried out by Muhammad Muzarkasi with this research uses the ABC Five game Basic as a learning medium.[5]

From all the previous research above, it can be seen that students' vocabulary skills will increase even with different research methods through games. The teaching and learning program will be more effective using the game method because games can motivate them to learn English in a fun way.

B. Some Pertinent Ideas

1. Vocabulary

Vocabulary is one of the components of language proficiency and provides much of the basis for how well-spoken. According to Penny (1991): the

---

[4] Erni Winarsih, *Ermainan Tradisional "Engkling" Untuk Meningkatkan Ketera mpilan Berbahasa, Interaksi Sosial, Dan Sarana Pendidikan Anti Korupsi Pada Siswa Sekolah Dasar Di Kota Madiun* (Madiun: IKIP PGRI Madiun, 2017).

[5] Muhamad Muzarkasi, "*The Application of ABC Five Basic Games In Improving Reading Ability Beginning in Class I Students of SDN 1 Kuripan Utara Academic"* (2016).

"vocabulary" is the words we teach in foreign languages. "So, if a new language vocabulary is considered a vocabulary if the vocabulary comes from a foreign language Unlike Barnhart interpreted the vocabulary as follows, "stock of words used by people, classes of people, profession, etc or list of words,[6]

Vocabulary represents ideas that are someone communicates. If the vocabulary of someone is limited, an idea that can be expressed is also limited. Thus, if one studies the language for communication purposes, they need to master the vocabulary studied adequately. Vocabulary should not be regarded as along list of words that should be defined and memorized. In contrast, vocabulary should play an integral role in using language that is contextual and meaningful. Allah SWT.

2. Vocabulary Mastery.

Mastering vocabulary is one of the learner's" needs to understand the language. In the English teaching-learning process, mastering vocabulary well can help the students to understand the lesson. Junior high school students,' are expected to master at least the first 1,000 high-frequency words. In addition, according to Nation (2001: 13), high-frequency words are very important because these words cover a very large proportion of the running words in both spoken and written texts. In brief, vocabulary several many vocabularies (words) in a language that contains information about its meaning, form, and

[6] Penny Ur. 1991. A Course in Language Teaching: Practice and Theory. Cambridge University Press

usage in communication. It is the basic knowledge that the students should master first before mastering English.

3. Kinds of Vocabulary

According to Madya (1980: 13-14) "There are two types of vocabulary. They are productive and unproductive vocabulary. The productive vocabulary is the vocabulary made up of words that one uses in speaking and writing. On the other hand, the unproductive vocabulary is composed of words which one understands when one hears or reads them, and does not ordinarily use in one "s speaking and writing or in one "s daily life".

According to Tarigan (1986: 3-4) “There are seven classifications of basic vocabulary”.[7] Basic vocabulary deals with words that have the possibility to can adopt from other languages. They are:

a. Kinship: father, mother, son, daughter, brother, sister, etc.
b. Parts of the body: hand, hair, nose, etc.
c. Pronouns: I, you, we, they, she, etc.
d. Numbers: 1, 2, 3, 4, 5, etc.
e. Verbs: walk, eat, drink, sleep, etc.
f. Adjective: sad, happy, angry, etc.
g. Universal matters: water, land, sun, moon, animals, etc.

4. The Problem of Vocabulary

[7] Henry Guntur Tarigan, Menyimak Sebagai Suatu Keterampilan Berbahasa. (Bandung: Angkasa Bandung, 1986).

There are several strong for which the vocabulary component of language course needs to be carefully planned, Firstly, because different vocabulary gives greatly different return for learning, it is important to make sure that learner has good control of high-frequency words of the language before moving on the less frequent vocabulary. Secondly, most language teaching course makes vocabulary in the course is sequenced. Thirdly, vocabulary learning opportunities and the quality of vocabulary learning can be greatly increased through the careful design of both vocabulary and other skill activities.[8]

5. Teaching Media

a. Media

Heinich, Molenida, and Russell (1993) state that "technology or learning media is the implementation of the learning process in humans".The learning process will be effective when the learning process should make the students feel good and interested in learning. To realize that condition, media can be one way to distribute messages and stimulate students' thoughts, feelings, and desires.

Moreover, Gerlach and Ely (1971) also state that the media outline is a human, material, or event that builds conditions that enable students to acquire knowledge, skills, or attitudes.

b. The Kind of Media

[8] Paul Nation, *New Ways in Teaching Vocabulary,* (Alexandria: TESOL, 1994).

According to Fachurrazy (1992:36) media can be subdivided into three kinds, they are:

1) Visual Media

Visual media are the media that can be watched and touched, for example. Picture, map, miniature, graphic, and poster.

2) Audio Media

Audio media are the media that can listen, and they are used to listen and understand the oral test, for example, radio, cassette, recorder, and tape recorder.

3) Audio-Visual Media

Audiovisual media are the media that can be watched and listened to, for example, TV and media. Many teachers complain about not using media to teach because of the difficulty to making limited time and expensive cos. Substantively, those reasons are not true, because the material is very cheap.

6. Game

a. The Nature of the Game

Wright, Betteridge, and Buckby (1983: 2) stated that young learners and adults are very eager to play the game, although some may not. Thus, the teacher should be able to give reasons for the use of games in language

learning.[9] Herrera and Hotel (1998: vii) state that games can motivate learners to learn language by focusing on cooperative learning in groups or pairs.

b. Advantage of Using Game

According to Ersoz (2000) "Games are highly motivating because they are amusing and motivating". In line with the theory, Lewis (1999) in Mei and Yu-jin (2000) "Games add variation to a lesson and increase motivation by providing and plausible incentive to use the target language".[10] Huyen and Thu Nga (2003) stated that games usually involve friendly competition and keep learners interested and participate actively in the learning activities.[11]

c. Types of Game

According to Jill Hadfield divided games into two kinds, they are:

1) Competitive games, in which players or teams race to be the first to reach the goal.
2) Co-operative games, in which players or teams work together towards a common goal[12].

---

[9] Andrew Wright, David Betteridge, and Michael Buckby, "Games for Language Learning" (1994).

[10] Yin Yong Mei and Jang Yu-jin, *Using Games in an EFL Class for Children* (Daejin University ELT Research Paper, 2000).

[11] Nguyen Thi Thanh Huyen and K huat Thi Thu Nga, *Learning Vocabulary through Games* (Asian EFL Journal, 2003).S

[12] Jill Hadfield, *Advanced Communication Games....*, n.d.

7. Concepts of Game ABC Five Principle

a. Definition of ABC five principle

ABC five principle game is one of the traditional Indonesian games; this game is a form for wordplay by guessing the name of an animal noun or the name of an example, animals, fruit, and others. This game can be played by all people from children to even adults the number of players in this game is free of more than one person but not too many.

b. Procedure Of Using ABC Five Principle Game

They are many ways to teach new words and teachers need to learn a variety of techniques because some methods will work better with a certain type of words than others. In this game, mu must follow some procedures.

1) Specify Categories

Before something, students must prepare a sheet of paper and stationery. Agree with friends, what categories will be used. The most common are usually fruit names, countries, animals, and activists. Then, on the paper make a column that separates these categories.

2) Determine the Initial Letter of the Fill in Category

This stage is carried out like a picture while calling for "Pancasila lima Dasar", and determining how many fingers you want to count. After combining with another friend's fingers, will find the first alphabet that students must write the category. For example, the letter D appears. So,

students must write down the vocabulary categories that have been agreed with the prefix D.

3) Score dormitory

After finishing writing these categories, now is the time to be matched with other friends. If there is no same answer, the score is 100 but, if there is the same, it becomes 50. This keeps repeating, how many times the rotation depends on the player's agreement.

c. **Advantages of Using ABC Five Principle Game**

There are several advantages of using ABC five principle games for students' vocabulary mastery. The advantages include:

1) It does not use a monotonous activity.
2) It is fun for students.
3) It helps them and acquire new words easily.
4) It involves friendly competition and keeps students interested.
5) It serves students to learn pronouncing and spelling words.
6) The student is more active than a teacher.

d. **Disadvantages of Using ABC Five Principle Game**

There are more disadvantages to using ABC five principle games for student vocabulary mastery. The disadvantages include:

1) Needs more preparation for the teacher for time allocation, such as time for dividing a group.
2) The class is noisy.

3) Some students do not care when some students play games.

C. Conceptual Framework

Vocabulary is very important in language. Without vocabulary, we cannot say something if we do not have and memorize vocabulary. Learning vocabulary needs a method to easy learning vocabulary, one of the methods to teach vocabulary through games, especially thought ABC Five Principle game.

ABC five principle game is one of the games that makes students learn with fun and feel enjoy when they accept the lesson in class. Based on the statement above, the researcher focused on Increasing vocabulary mastery through of ABC five principle game in teaching English vocabulary.

The conceptual framework in this researcher as fallaw:

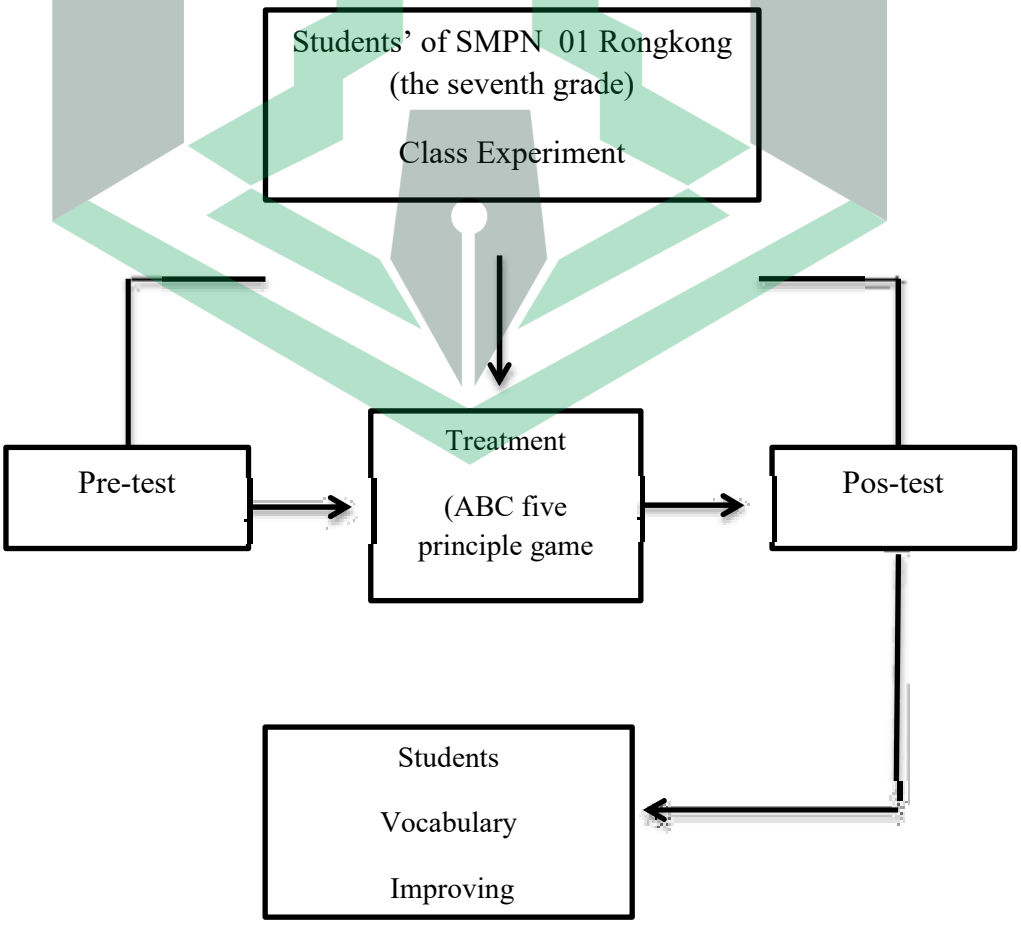


Figure 2.2 Conceptual framework

In conducting this research, the researcher focused on the improvement of vocabulary students'. The scheme above shows the steps of the research in conducting the research. The steps were to start with giving a pre-test, the researcher was allowing improving vocabulary. The next step is giving treatment. In this step, the researcher conducted three meetings in implementing the use of media ABC five principle. The last step is giving a post-test, the researcher was conventionally the vocabulary form.

D. Hypothesis

Based on the review of related literature above, the researcher presents the hypothesis as follow:

1. Alternative Hypothesis (H_1)= The use of ABC effectively increases vocabulary mastery through the seventh grade of SMPN 01 Rongkong.
2. Null Hypothesis (H o) = The use of ABC is ineffective in increasing vocabulary mastery through the seventh grade of SMPN 01 Rongkong.

CHAPTER III

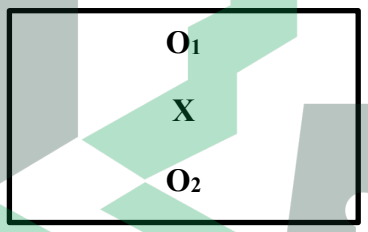
RESEARCH METHOD

A. Method and Design of the Research

In this researcher applied a pre-experimental with pre-test, treatment, and post-test. Is used to knowing and increasing the vocabularies of ABC five principle game at the seventh grade of SMPN 01 Rongkong.

The researcher uses the pre-experimental research method because this research method is very relevant to the title of this research. In addition, students are very limited in participating in this learning process.

This researcher involved one group of students with pre-test and post-test design. This research can be described as follows:



Where :

O_1: Pretest

X: Treatment by using ABC five principle

O_2: Posttest

B. Time and Place of the Research

a. Time

c conducted this research from 26 July to 6 August carried out for 6 meetings, but due to the limited learning activities since the pandemic and the

lack of network access for online learning, the school provided a policy by researching 6 consecutive meetings.

	Sep-oct 2020	Nov 2020	July 2021	August 2021	Sept 2021	Oct 2021	Nov 2021	Dec 2021
Pre-Observation	✓							
Proposal seminar		✓						
Giving Pretest			✓					
Treatment			✓	✓				
Giving Postest				✓				
Result Seminar							✓	
UT								✓

b. Place

The researcher researched SMPN 01 Hongkong. However, due to the COVID-19 pandemic, learning in schools is limited, instead, the teacher gives homework collected on a certain schedule. This limitation of face-to-face learning activities made researchers research home by inviting students from the school while still implementing health protocols.

C. Population and Sample

a. Population

The population of this research is the seventh-grade students of SMPN 01 Rongkong 2020/ 2021. The number of seventh grades is 3 classes totaling 92 students.

b. Sample

The researcher took one class, VII A, as the sample; they have 15 students in the 2020/2021 school year. The sampling technique was purposive sampling. The researcher chose purposive sampling because students' vocabulary skills were still lacking and students were a representative population near the researcher's house.

D. Instrument of the Research

The research instrument is a test that had a purpose to figure out several students' vocabulary mastery. The test would give through pre-test and post-test. The test was vocabulary, consisting of a 50 numbers test for fill in the blank in pre-test and post-test. The pre-test was intended to find out the students' achievement of English vocabulary. In contrast, the post-test was intended to find out the students' vocabulary improvement after the treatment. The content of the pre-test was the same as the content of the post-test.

E. Procedure Of Collecting Data

In collecting data, several steps were taken by the researcher, namely:

1. Giving Pre-Test

The pre-test is given to students before students are taught to use the ABC five principle as a medium in adding vocabulary. This tool is used to measure students' vocabulary before being brought ABC Five principle game.

2. Treatment

a. First meeting

In this meeting, the researcher introduces herself and then tells the students about the purpose of her presence. After that, the researcher explains the material about nouns. The researcher explains vocabulary related to ABC five principle game learning them in. The researcher then divides the students into fourth groups, each of which has fourth students. Then, the researcher prepares several vocabulary words about animals, fruit, objects. The group that can guess the vocabulary in the first clue has a higher score.

How to anticipate problems to avoid the same alphabet common, if the total number of fingers issued by students is more than 26, which means passing the total numbers of alphabets. Then the 27 fingers will start again with the latter A so that the possibility can reduce the chaces of the same latter being found repeatedly.

The material fo the first meeting : Our Indentify (Profesi)

b. Second meeting

Before proceeding to the text treatment, the researcher reviewed the information from the previous meeting. The researcher divided the students into 4 groups consisting of 4 students. The researcher prepared some vocabulary about fruits, animals, objects, and so on. Then the researcher

distributed a sheet of paper containing a column or vocabulary categories. Each group writes vocabulary in the column that has been prepared. The group that writes vocabulary will get a higher score. Students who write less vocabulary will get a predetermined score. Finally, the researcher and students summarize the vocabulary together.

The material the second meeting : Our Pet (Animals)

c. Third meeting

The researcher repeated the learning from the previous meeting at this meeting. The researcher gave a paper containing the vocabulary of nouns to each student, the researcher asked the students to memorize the vocabulary as best they could, they would write the results of their memorization on paper containing the ABC five principle game category column.

The material for the third meeting : Favorite Things (Fruits)

d. Fourth meeting

Before discussing the learning material at the Four meeting, students are welcome to deposit their memorization that has been given at the previous meeting. After finishing, the researcher continued learning by applying the ABC five principle game and again giving new vocabulary that had been summarized to be memorized again by students.

The material for the fourth meeting : Things Around Me (At School)

e. Five meeting

Before discussing the learning material at the five meetings, students are welcome to deposit their memorization that has been given at the previous

meeting. After finishing, the researcher continued learning by applying the ABC five principle game and again giving new vocabulary that had been summarized to be memorized again by students.

The material for the five meeting : Things Around Me (At Home)

f. Six meeting

The researcher repeated the learning from the previous meeting at this meeting. The researcher gave a paper containing the vocabulary of nouns to each student, the researcher asked the students to memorize the vocabulary as best they could, they would write the results of their memorization on paper containing the ABC five principle game category column. In the last activity, the researcher reflected on the learning that j had done.

The material for the six meeting : My Family

3. Post-test

After that, the researcher gave the students a post-test. The post-test is used to determine the results of students' vocabulary by using the ABC five principle method.

F. Validity test

a. From the lectuter Syamsudarni, M.Pd,.M.Ed. in general is good but it would be nice to make varied questions that are interesting and able to attract students so that the process in not boring.

b. Form the teacher Jumidiana, S.Pd. the pre-test and post-test questions have met the requirements and deserve to given by students', but if there

are researchers who want to continue it is better if the questions can be developed in the form of a variation.

G. The Technique of Data Analysis

1. The quantitative data there is the vocabulary test and it was about 50 questions. Scoring the vocabulary test determined that the range from 0-100 by accounting for the correct answer. gave the correct answer 2 while the wrong answer was given 0 and by applying this formula.

$$S = \frac{R}{N} \times 100\ \%$$

S: Score

R: The number of the correct answer

N: The number of question

2. The researcher tries to get the class percentage that passes the minimal mastery level criterion (KKM) considering that English subject gains score 75, adapted from the school agreement at SMPN 1 Rongkong. It uses the formula.

$$P = \frac{F}{N} \times 100\%$$

P: the class percentage

F: total percentage score

N: number of students

Based on the level of mastery of SMPN 1 Rongkong, the student's achievement will be calculated into the following criteria.[13]

Table 1. The Percentage of Students Score

Score	Qualification
81– 100	Very Good
61– 80	Good
41– 60	Fair
21 – 40	Low
0- 20	Very Poor

3. Calculating the mean score, the standards deviation, and the paired sample statistic of pre-test and post-test by using SPSS 20.

H. Criteria of Hypothesis Acceptability

The acceptance of when it is said that that the hypothesis is successful and is said be failed. The acceptance of when it is said that the hypothesis is successful and is said to be failed, namely it said to be successful if an alpha value of more than 0,05 is said to be successful. It said fall when the alpha value is greater ≥ < or equal to 0,055.

t-table ≥ t-count : The rejected H hypothesis

t-count < t-table : Received H1 hypothesis

[13] Piet A. Sahartian, Konsep Dasar Dan Tekhnik Supervisi Pendidikan (Jakarta: Rineka Cipta, 2000), p. 60.

CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

The research findings show the result of the data that have been analyzed statistically. It compares the students' pre-test and post-test scores, 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 Students' Vocabulary Score in Pre-Test

This section shows the classification of the students' vocabulary score in the pre-test, the mean score, and the standard deviation of students. The researcher presents the data in the tables and calculates the score by using SPSS 20 program. The tabulation of students' scores in the pre-test can be seen in table 4.1:

Table 4.1

The Score of Students' Correct Answer in Pre-test

Respondent	Correct Answer	Score
R1	8	16
R2	10	20
R3	10	20
R4	12	24
R5	10	20
R6	8	16
R7	8	16
R8	24	48
R9	24	48
R10	21	42
R11	10	20
R12	8	16
R13	10	20

R14	21	42
R15	12	24

The table above indicates that 4 students received a score of 8. Another students got 10 (5 students), 12 (2 students), 21 (2 students) and 24 (2 students).

Table 4.2

The Mean Score of Students' Correct Answer in Pre-test

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	15	16.00	48.00	26.1333	12.15299
Valid N (listwise)	15				

As shown in table 4.2, the highest student score is 48 and the lowest score is 16. Furthermore, it indicated that the mean score of students' accuracy in the pre-test is 26.13 with a standard deviation error of 12.15.

Table 4.3

The Percentage Score of Students' Vocabulary in the Pre-test

No	Classification	Score	Frequency	Percentage
1.	Very Good	81– 100	-	-
2.	Good	61– 80	-	-
3.	Fair	41– 60	4	26,7%
4.	Low	21 – 40	2	13,3%
5.	Very Poor	0- 20	9	60%
Total			**15**	**100%**

According to table 4.3, the researcher showed that no students got very good and good categories (0%). There were 9 students (60%) who got a very poor score, 2 students (13.3%) got low and 4 students (26.7%) got fair. Based on the data above, it can conclude that the students' vocabulary was still low.

2. The Analysis of Students' Vocabulary Score in Post-Test

Students' scores were evaluated based on their test results. The data can be seen in the following table:

Table 4.4

The Score of Students' Correct Answer in Post-test

Respondent	Correct Answer	Score
R1	30	60
R2	40	80
R3	38	76
R4	40	80
R5	40	80
R6	32	64
R7	32	64
R8	45	90
R9	45	90
R10	40	80
R11	42	84
R12	30	60
R13	40	80
R14	30	60
R15	38	76

The table above indicates that 3 students received a score of 60. Another students got 64 (2 students), 76 (2 students), 80 (5 students), 84 (1 students), and 90 (2 students).

Table 4.5

The Mean Score of Students' Correct Answer in Post-test

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	15	60.00	90.00	74.9333	10.60638
Valid N (listwise)	15				

As shown in table 4.5, the highest students score is 90 and the lowest score is 60. Furthermore, it indicated that the mean score of students' accuracy in the pre-test is 74.93 with a standard deviation error of 10.60.

Table 4.6

The Percentage Score of Students' Vocabulary in the Post-test

No	Classification	Score	Frequency	Percentage
1.	Very Good	81– 100	3	20%
2.	Good	61– 80	10	66.7%
3.	Fair	41– 60	2	13.3%
4.	Low	21 – 40	-	-
5.	Very Poor	0- 20	-	-

Total	**15**	**100%**

According to table 4.6, the researcher showed that no students got very poor and low categories (0%). There were 2 students (13.3%) who got fair categories, 10 students (66.7%) got good and 3 students (20%) got very good.

Aside from that, the researcher will present the overall mean score and standard deviation for both the pre-test and post-test, and compare the two. As shown in the table descriptive statistic, the outcome will be presented as follows:

Table 4.7

The Mean Score and Students' Vocabulary in Pre-test and Post-test

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	15	16.00	48.00	26.1333	12.15299
Posttest	15	60.00	90.00	74.9333	10.60638
Valid N (listwise)	15				

Table 4.7 indicates that the standard deviation in the pre-test was 12.15 and in the post-test was 10.60. It also shows that the mean score of students in the pre-test is 26.13 and the mean score of students in the post-test was 74.93. The table above shows that the mean score of students in the post-test is higher than the mean score of students in the pre-test. It concludes that using ABC five principle games is effective in increasing students' vocabulary mastery.

To know whether the pre-test and post-test were significantly different and the acceptability of this research's hypothesis, the researcher used t_{est} analysis and calculated it by using SPSS 20. c could show the results in the paired sample

statistics, paired-samples correlations, and paired samples test. It presents in the following tables:

Table 4.8

The Paired Sample Statistics of Pre-test and Post-test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	26.1333	15	12.15299	3.13789
	Posttest	74.9333	15	10.60638	2.73855

Table 4.8 is about paired sample statistics of pre-test and post-test above indicates that the value of standard deviation in the pre-test is 12.15 and 10.60 in the post-test. Besides, the standard deviation error in the pre-test was 3.13 and 2.73 in the post-test. The table above also shows that the mean score in the pre-test was 26.13 and in the post-test was 74.93. It concludes that the student's score improved from 26.13 to 74.93.

Table 4.9

The Paired Sample Correlation of Pre-test and Post-test

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	15	.476	.073

Table 4.9 paired sample correlation of pre-test and post-test above presented the correlation of the students' ability before and after treatment .594. It means that there was a significant correlation between students' ability in increasing students' vocabulary mastery by using ABC five principle games before and after treatment.

Table 4.10

The Paired Sample of Pre-test and Post-test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	48.80000	11.73030	3.02875	55.29603	42.30397	16.112	14	.000

From table 4.10 the paired sample, the researcher got the data that t_0 ($_{count}$) = 16.112 and df (degree of freedom) = 14. According to Gay the value of t_t = 2.776.[14] It is the standard of signification 0.05 with a degree of freedom (df) = 14. Based on the result, the researcher concluded that t_0 ($_{count}$) was higher than t_t (t_{table}), $t_0 > t_t$.

16.112> 2.776

Related to the result that ($t_0 > t_t$) the t_{count} was higher than t_{table}. It was concluded that was significantly different in increasing students' vocabulary mastery before and after using ABC five principle games. Because of that, the researcher assumes believed that using ABC five principle games is effective to increase students' vocabulary mastery at the seventh grade of SMPN 01 Rongkong.

B. Discussion

[14] Tigor Hutapea, *Statistik: Teori Dan Aplikasi* (Bandung: Cet 1: (STIE-IBEK), 1995).

The background of this research is the lack of vocabulary so that the researcher gives or proposes an ABC five principle game to increase students' vocabulary, this game is effective for students' so that students do not get bored in the learning process.

This segment presents the development of students in SMPN 01 Rongkong has problems in the vocabulary mastery section this is what causes researchers to offer a new method in teaching English namely by using the ABC five principle game from this application students vocabulary mastery has increased compared to before implementing this ABC five principle game.

The researcher asked students to write vocabulary with its true sense in the pre-test. The research is a vocabulary test that focuses on the nouns in the ABC five principle game based on the thematic topic. Of the fifteen respondents the researcher takes only one example of the pre-test namely :

a. From the fruit, students are only to answer some questions.
   Namely: banana, strawberry, orange, and apple
b. From the animals, the students were only able to answer questions
   Namely: butterfly, cat, and snake
c. From the object, the students were only able to answer questions
   Namely :book,spoon,chair and table

Then the researcher gave the treatment sessions to train the student' vocabulary in answering questions, it is done to assess the improvement in students' vocabulary and to obtain a score on the pre-test. In the post-test, researchers give test vocabulary nouns, a post-test is administered to determine

the post-test score and improve the students' vocabulary. found students' post-test classifications to be very accurate.

Based on the above results, ccan conclude that the post-test improves students' vocabulary through the ABC five principle. Of the fifteen respondents, the researcher takes only one example of pos-test

a. From the fruit, students were able to answer some questions
   Namely: avocado, banana, mango, and watermelon
b. From the animals, the students were able to answer a few questions
   Namely: cat, spider, house, mouse, and dog
c. From the object, the students were able to answer a few questions
   Namely: whiteboard, newspaper, table, and knife

From the discussion above, the teaching vocabulary through ABC five principle game. The researcher found ABC five principle game in the learning and teaching process improves SMPN 01 Rongkong students' vocabulary in the seventh grade. And ABC five principle was one alternative game that encourages Junior High School students' to arrange their vocabulary in English.

In the using ABC five principle game, the teacher should carefully consider the form of the vocabulary that will add in the category of using the ABC five principle game after that the teacher explains the learning objectives, if the teacher has explained everything, the students are divided into several groups of four students each. Furthermore, the teacher asks students about the ABC five principle vocabulary game that they already knew. But before students explain,

the teacher asks questions, then the teacher invites students to discuss learning what they will do later at the next meeting

In this segment, the researcher presented the results of the data analysis and demonstrated some ABC five principle games. The research findings demonstrated that using a growing vocabulary would lead to improved results. A variety of factors can back up the research findings.

After completing the research at SMPN 01 Rongkong with the title of "Increasing Students' Vocabulary Mastery through ABC five principle game at the seventh grade of SMPN 01 Rongkong". The researcher found some advantages in using ABC five principle. So the conclusion of the advantages and disadvantages ABC five principle vocabulary with ABC five principle game that focuses on the Noun.

After analyzing the students' data vocabulary tcount (t0) with a value of (16.112) was found to be higher than the table (tt) with a value (2.776) and degree freedom (pdf) of 14. Since the significance level is 0.05, the null hypothesis (H0) is dismissed and the alternative hypothesis (Ha) is accepted, indicating that the pre-test and post-test results vary significantly.

Combined this study's findings with those of previous studies research found the same result, Muhammad Muzarkasi. 2016. The Application of ABC Five Basic Games In Improving Reading Ability Beginning in Class Students of SDN 1 Kuripan Utara Academic Year 2015/2016. The result of this research is applying the optimal traditional ABC Five Basic game that can improve the reading skills of beginning students of SDN 1 Kuripan Utara. Elga Febriana 2019.

Increasing language skills through ABC Traditional Games Five Basics in Thematic learning in class Ar-Rahman MI Ma'arif Setono in the 2018/2019 Academic year. Each cycle consists of 4 stages, namely: planning, implementing, observing, and reflecting. Eni Winarsih, 2017. Traditional Games" Engkling For Improve Language Skills, Interaction Social, and Anti-Corruption Education Facilities Elementary School Students Medium City in the 2016/2017 academic year. The result of this research is an increase in skills language, social interaction, and educational facilities anti-corruption through the traditional game of cranks, this can be seen in language skills indicated by the students average composing scores amount to 81.65, and the students' storytelling score of 82.65, both of these value have exceeded the KKM determined which is equal to 80.

Based on some of previous studies research, that The use of the Abc five principle games can improve students' vocabulary skills and the use of these games can not only increase students' vocabulary but can also improve students' reading skills, and this game can also attract students' interest because it is done by connecting game lessons so that students feel happy and relax.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

The researcher should conclude that using the ABC five principle game effectively increases vocabulary mastery of the ABC Five principle of seventh grade at SMPN 01 Rongkong based on the findings and discussion in the previous chapter. It can be concluded that there are significant differences in the learning result it can be seen in the pre-test, the students' mean score 16.112. And while the teenagers' mean score in the post-test is 2.776. Based on the data analysis, ca can conclude that using the ABC five principle game effectively increases vocabulary mastery is useful. can prove that the teenager's score in the post-test is higher than the teenagers' score in the pre-test.

B. Suggestion

The success of a teacher is determined not only by the lesson plan but also by how the teacher approaches the lesson and uses different methods to make the class more lively and enjoyable there are several ways in which a researcher can assist an instructor, as well as numerous opportunities for students to participle actively in the teaching and learning process. Teachers, researchers, and subsequent students, as well as the next researcher and students', receive feedback from the researcher as follows :

a. The teacher must be more selecting in choosing the suitable way, of teaching English, especially student vocabulary such that students are

more interested in learning and excited about it. It is recommended that an English teacher who wishes to teach vocabulary use an effective method, as it is an effective way to teach students. Through the inquiry way, the students are given opportunities to work ar share their ideas in groups.

b. The students can memorize more vocabulary and apply how to play ABC five principle games to be more active. This research shows that learning will be more lively, effective, and less boring than discussion. After all, makes it each student are easier to express their ideas. Each student has more roles in the group to be active in the discussion to help their friends to finish the task.

c. This method can be used in teaching vocabulary and reading, hearing writing, and listening skills by the next researcher who wants to continue this researcher in the future using this ABC five principle game and actually, this research can still be developed with advances in technologhy. Some media in the from of traditional game if media in the from of digital game is not a bad idea, in fact, if traditional game brought into a more modern version, it will attract more students'who in recent decades have almost been inperarable from their gadgets.

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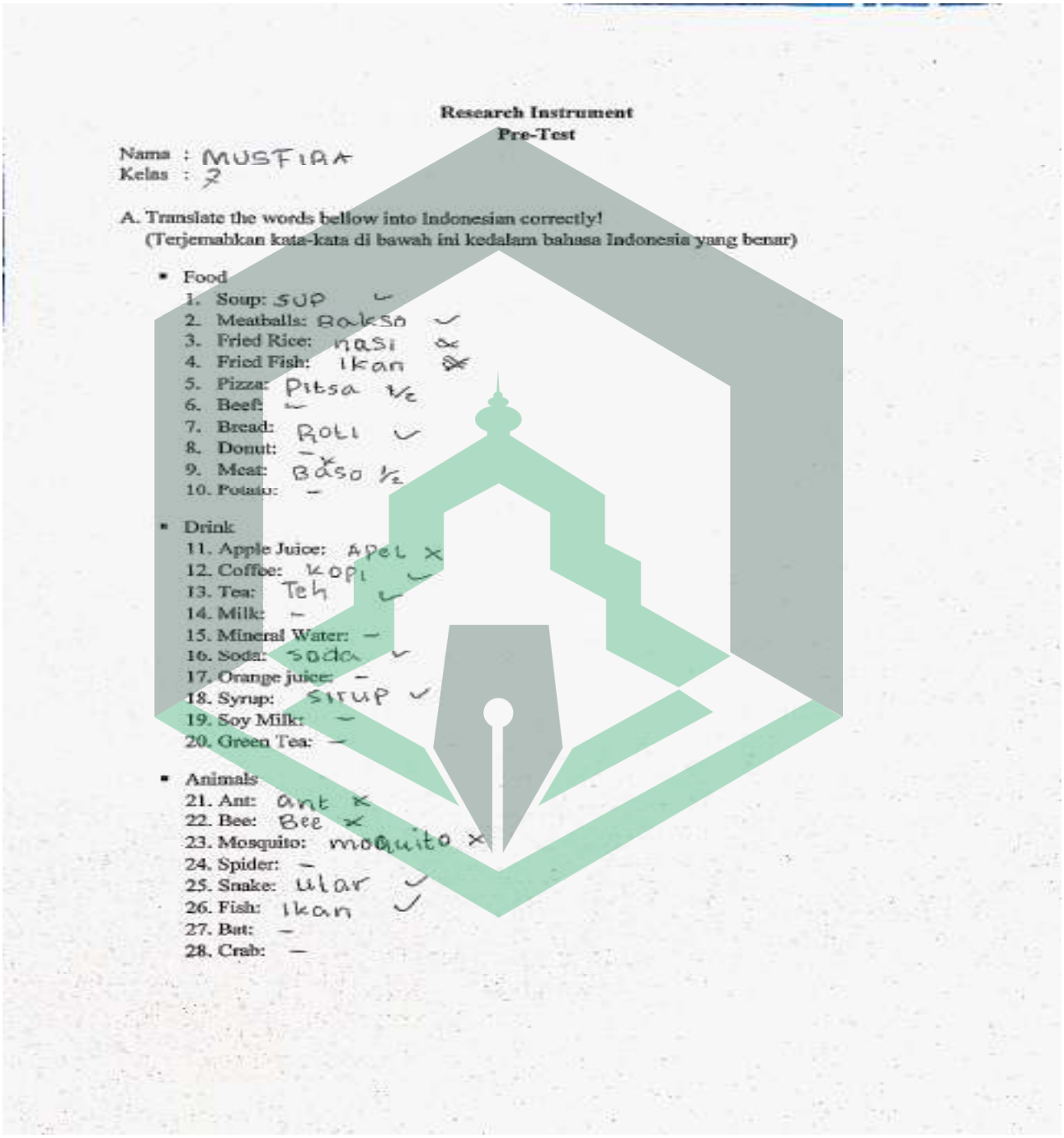
APPENDICES

APPENDICES 1 PRE-TEST AND POST-TEST

Pre – Test



Research Instrument
Pre-Test

Nama : MUSFIRA
Kelas : 2

A. Translate the words bellow into Indonesian correctly!
(Terjemahkan kata-kata di bawah ini kedalam bahasa Indonesia yang benar)

- Food
  1. Soup: SUP ✓
  2. Meatballs: Baksa ✓
  3. Fried Rice: nasi ✓
  4. Fried Fish: Ikan ✓
  5. Pizza: Pitsa ½
  6. Beef: –
  7. Bread: Roti ✓
  8. Donut: – ✗
  9. Meat: Baso ½
  10. Potato: –
- Drink
  11. Apple Juice: Apel ✗
  12. Coffee: Kopi ✓
  13. Tea: Teh ✓
  14. Milk: –
  15. Mineral Water: –
  16. Soda: soda ✓
  17. Orange juice: –
  18. Syrup: Sirup ✓
  19. Soy Milk: –
  20. Green Tea: –
- Animals
  21. Ant: ant ✗
  22. Bee: Bee ✗
  23. Mosquito: mosquito ✗
  24. Spider: –
  25. Snake: Ular ✓
  26. Fish: Ikan ✓
  27. Bat: –
  28. Crab: –

29. Dog: anjing ✓
30. Shark: –

- Object
  31. Chair: –
  32. Lamp: Lampu ✓
  33. Table: meja ✓
  34. White Board: –
  35. Cup Board –
  36. Picture foto ✓
  37. Pencil: Pensil ✓
  38. Glue: –
  39. Pen: pulpen ✓
  40. Picture: Foto ✓

B. Fill The Blank Words Bellow
(Isilah kata-kata kosong di bawah ini)

41. ...–.....(Hiu)
42. ...–..... (Payung)
43. sampo (Sampo)
44. ...–..... (Spidol)
45. ...–..... (Meja)
46. ...–..... (Anggur)
47. ...–..... (Sate)
48. ...–..... (Jus Mangga)
49. ...–..... (Harimau)
50. ...–..... (Bebek)

Post-test

Research Instrument
Post-Test

Nama: Mustika
Kelas : 7

A. Translate the words bellow into Indonesian correctly!
(Terjemahkan kata-kata di bawah ini ke dalam Bahasa Indonesia yang benar)

- Food
  1. Rice: Nasi ✓
  2. Duck: Bebek ✓
  3. Sausage: –
  4. Salad: –
  5. Cheese: keju ✓
  6. Corn: Jagung ✓
  7. Honey: madu ✓
  8. Nuts: –
  9. French fries: –
  10. Tofu: Tahu ✓
- Drink
  11. Water: air ✓
  12. Melon juice: Jus melon ✓
  13. Coconut Ice: es kelapa ✓
  14. Hot Chocolate: –
  15. Durian Ice: es durian ✓
  16. Ice Avocado: es alvokat ✓
  17. Ice Cream: es krim ✓
  18. Tomato Juice: jus tomat ✓
  19. Mango Juice: Jus mangga ✓
  20. Soft Drink: –
- Animals
  21. Tiger : Harimau ✓
  22. Crocodile : Buaya ✓
  23. Eagle : –
  24. Insect : –
  25. Hippo : –
  26. Elephant : gajah ✓
  27. Butterfly : kupu-kupu ✓
  28. Comodo Dragon : naga komodo ✓
  29. Lion : singa ✓
  30. Fox : –

- Object

31. Door: Pintu
32. Cupboard: Lemari
33. Crayon : -
34. Book : Buku
35. Wall : Dinding
36. Window : Jendela
37. Laptop : laptop
38. Floor : Lantai
39. Globe : -
40. Calendar : Kalender

B. Fill the Blank Words Bellow

(Isilah kata-kata kosong di bawah ini)

41. whale (Paus)
42. Helem (Helm)
43. Soap (Sabun)
44. ink (Tinta)
45. - (Vas Bunga)
46. - (Anggur)
47. wallClock (Jam Dinding)
48. Jus strober (Jus Stoberi)
49. whale (Paus)
50. duck (Bebek)

APPENDICES 2 (LESSON PLAN)

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SEKOLAH : **SMPN 01 RONGKONG**

MATA PELAJARAN : **BAHASA INGGRIS**

KELAS/ SEMESTER : **VII/ 1 (WAJIB)**

TEMA/ SUB TEMA : **Describing things or people**

TOPIK : **Our identity (profesi)**

ALOKASI WAKTU : **1 JP X 60'**

Kegiatan pembelajaran

TAHAP	KEGIATAN PEMBELAJARAN	ALOKASI WAKTU
KEGIATAN PENDAHULUAN	• Mengucapkan salam dan berdoa • Menanyakan kondisi siswa • Mengecek kehadiran siswa • Menanyakan kepada siswa apa yang dimaksud dengan profesi Dan contohnya	10 Menit
KEGIATAN INTI	- Guru mengajak siswa bermain tebak-tebakan profesi - Guru meminta siswa duduk melingkar - Siswa menyebutkan kata " pancasila 5 dasar" lalu mengeluarkan beberapa jari mereka dengan jumlah sesuai keinginan masing-masing - Dari jari keseluruhan siswa , mereka akan menghitung	60 Menit

	satu persatu tapi tidak dengan satuan angka melainkan Alphabet sembari bernyanyi. Huruf yang disebutkan dalam jari terakhir akan menjadi inisial profesi yang harus disebutkan siswa Satu persatu - Misalkan jari terakhir adalah huruf d. Maka siswa harus menyebut prifesi yang berawalan huruf D , contoh Dentist, Doctor , dancer dll. - Setiap profesi yang disebutkan akan memperoleh nilai dan bagi yang tidak bisa menjawab akan mendapatkan hukuman - Siswa diminta untuk menuliskan di buku masing-masing tentang profesi yang ada	
KEGIATAN PENUTUP	- Menyimpulkan materi pembelajaran - Menanyakan kepada siswa bagaimana perasaan siswa setelah mengikuti pembelajaran hari ini. - meminta siswa menghafalkan vocabulary baru yang telah mereka temukan pada pembelajaran ini. - Mengucapkan salam	10 Menit

D. MEDIA / ALAT, DAN SUMBER BELAJAR

Media/Alat : spidol, papan tulis, worksheet

Sumber Belajar : Kamus Bahasa Inggris dan internet

E. PENILAIAN

Tekhnik Penilaian

No	Aspek Yang Dinilai	Tekhnik Penilaian	Waktu Penilaian
1.	Pengetahuan	Tes	Individu
2.	Menyelesaikan tugas terstruktur	Tertulis/Penugasan	Individu

Mengetahui ,2021

Guru bidang studi Mahasiswa

Nurul Annisa

NIM.1602020044

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SEKOLAH	:	**SMPN 01 RONGKONG**
MATA PELAJARAN	:	**BAHASA INGGRIS**
KELAS/ SEMESTER	:	**VII/ 1 (WAJIB)**
TEMA/ SUB TEMA	:	**Describing things or people**
TOPIK	:	**Our pets (animal)**
ALOKASI WAKTU	:	**1 JP X 60'**

Kegiatan pembelajaran

TAHAP	KEGIATAN PEMBELAJARAN	ALOKASI WAKTU
KEGIATAN PENDAHULUAN	• Mengucapkan salam dan berdoa • Menanyakan kondisi siswa • Mengecek kehadiran siswa • Menanyakan kepada siswa apakah mereka memiliki hewan peliharaan • Hewan apa yang mereka sukai	10 Menit
	- Guru mengajak siswa bermain tebak-tebakan tentang hewan - Guru meminta siswa duduk melingkar - Siswa menyebutkan kata " pancasila 5 dasar" lalu mengeluarkan beberapa jari mereka dengan jumlah sesuai keinginan masing-masing	60 Menit

KEGIATAN INTI	- Dari jari keseluruhan siswa , mereka akan menghitung satu persatu tapi tidak dengan satuan angka melainkan Alphabet sembari bernyanyi. Huruf yang disebutkan dalam jari terakhir akan menjadi inisial hewan yang harus disebutkan siswa Satu persatu - Misalkan jari terakhir adalah huruf d. Maka siswa harus menyebut prifesi yang berawalan huruf D , contoh Dog, Duck , dolphin dll. - Setiap profesi yang disebutkan akan memperoleh nilai dan bagi yang tidak bisa menjawab akan mendapatkan hukuman - Siswa diminta untuk menuliskan di buku masing-masing tentang animal yang ada	
KEGIATAN PENUTUP	- Menyimpulkan materi pembelajaran - Menanyakan kepada siswa bagaimana perasaan siswa setelah mengikuti pembelajaran hari ini. - meminta siswa menghafalkan vocabulary baru yang telah mereka temukan pada pembelajaran ini. - Mengucapkan salam	10 Menit

D. MEDIA / ALAT, DAN SUMBER BELAJAR

Media/Alat : spidol, papan tulis, worksheet

Sumber Belajar : Kamus Bahasa Inggris dan internet

E. PENILAIAN

Tekhnik Penilaian

No	Aspek Yang Dinilai	Tekhnik Penilaian	Waktu Penilaian
1.	Pengetahuan	Tes	Individu
2.	Menyelesaikan tugas terstruktur	Tertulis/Penugasan	Individu

Mengetahui ,2021

Guru bidang studi Mahasiswa

Nurul Annisa

1602020044

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SEKOLAH : **SMPN 01 RONGKONG**

MATA PELAJARAN : **BAHASA INGGRIS**

KELAS/ SEMESTER : **VII/ 1 (WAJIB)**

TEMA/ SUB TEMA : **Describing things or people**

TOPIK : **favorit things (fruits)**

ALOKASI WAKTU : **1 JP X 60'**

Kegiatan pembelajaran

TAHAP	KEGIATAN PEMBELAJARAN	ALOKASI WAKTU
KEGIATAN PENDAHULUAN	• Mengucapkan salam dan berdoa • Menanyakan kondisi siswa • Mengecek kehadiran siswa • Menanyakan kepada siswa buah apa yang mereka sukai	10 Menit
KEGIATAN INTI	- Guru mengajak siswa bermain tebak-tebakan tentang hewan - Guru meminta siswa duduk melingkar - Siswa menyebutkan kata " pancasila 5 dasar" lalu mengeluarkan beberapa jari mereka dengan jumlah sesuai keinginan masing-masing - Dari jari keseluruhan siswa , mereka akan menghitung satu persatu tapi tidak	60 Menit

	dengan satuan angka melainkan Alphabet sembari bernyanyi. Huruf yang disebutkan dalam jari terakhir akan menjadi inisial buah yang harus disebutkan siswa Satu persatu - Misalkan jari terakhir adalah huruf d. Maka siswa harus menyebut prifesi yang berawalan huruf B , contoh Banana dll. - Setiap profesi yang disebutkan akan memperoleh nilai dan bagi yang tidak bisa menjawab akan mendapatkan hukuman - Siswa diminta untuk menuliskan di buku masing-masing tentang buah-buahan yang ada didunia ini	
KEGIATAN PENUTUP	- Menyimpulkan materi pembelajaran - Menanyakan kepada siswa bagaimana perasaan siswa setelah mengikuti pembelajaran hari ini. - meminta siswa menghafalkan vocabulary baru yang telah mereka temukan pada pembelajaran ini. - Mengucapkan salam	10 Menit

D. MEDIA / ALAT, DAN SUMBER BELAJAR

Media/Alat : spidol, papan tulis, worksheet

Sumber Belajar : Kamus Bahasa Inggris dan internet

E. PENILAIAN

Tekhnik Penilaian

No	Aspek Yang Dinilai	Tekhnik Penilaian	Waktu Penilaian
1.	Pengetahuan	Tes	Individu
2.	Menyelesaikan tugas terstruktur	Tertulis/Penugasan	Individu

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SEKOLAH : **SMPN 01 RONGKONG**

MATA PELAJARAN : **BAHASA INGGRIS**

KELAS/ SEMESTER : **VII/ 1 (WAJIB)**

TEMA/ SUB TEMA : **Describing things or people**

TOPIK : **Things around me (at school)**

ALOKASI WAKTU : **1 JP X 60'**

Kegiatan pembelajaran

TAHAP	KEGIATAN PEMBELAJARAN	ALOKASI WAKTU
KEGIATAN PENDAHULUAN	• Mengucapkan salam dan berdoa • Menanyakan kondisi siswa • Mengecek kehadiran siswa • Guru memegang benda yang berkaitan dengan pembelajaran lalj Menanyakan kepada siswa benda apa yang sedang guru pegang	10 Menit
KEGIATAN INTI	- Guru menyebutkan benda-benda yang ada disekolah - Guru meminta siswa duduk melingkar - Siswa menyebutkan kata " pancasila 5 dasar" lalu mengeluarkan beberapa jari mereka dengan jumlah sesuai keinginan masing-masing - Dari jari keseluruhan siswa , mereka akan menghitung satu persatu tapi tidak	60 Menit

	dengan satuan angka melainkan Alphabet sembari bernyanyi. Huruf yang disebutkan dalam jari terakhir akan menjadi inisial things at school yang harus disebutkan siswa Satu persatu - Misalkan jari terakhir adalah huruf p. Maka siswa harus menyebut things at school yang berawalan huruf p, contoh pen dll. - Setiap things at school yang disebutkan akan memperoleh nilai dan bagi yang tidak bisa menjawab akan mendapatkan hukuman - Siswa diminta untuk menuliskan di buku masing-masing tentang things at school	
KEGIATAN PENUTUP	- Menyimpulkan materi pembelajaran - Menanyakan kepada siswa bagaimana perasaan siswa setelah mengikuti pembelajaran hari ini. - meminta siswa menghafalkan vocabulary baru yang telah mereka temukan pada pembelajaran ini. - Mengucapkan salam	10 Menit

D. MEDIA / ALAT, DAN SUMBER BELAJAR

Media/Alat : spidol, papan tulis, worksheet

Sumber Belajar : Kamus Bahasa Inggris dan internet

E. PENILAIAN

Tekhnik Penilaian

No	Aspek Yang Dinilai	Tekhnik Penilaian	Waktu Penilaian
1.	Pengetahuan	Tes	Individu
2.	Menyelesaikan tugas terstruktur	Tertulis/Penugasan	Individu

Mengetahui ,2021

Guru bidang studi Mahasiswa

Nurul Annisa

1602020044

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SEKOLAH	:	**SMPN 01 RONGKONG**
MATA PELAJARAN	:	**BAHASA INGGRIS**
KELAS/ SEMESTER	:	**VII/ 1 (WAJIB)**
TEMA/ SUB TEMA	:	**Describing things or people**
TOPIK	:	**Things around me (at home)**
ALOKASI WAKTU	:	**1 JP X 60'**

Kegiatan pembelajaran

TAHAP	KEGIATAN PEMBELAJARAN	ALOKASI WAKTU
KEGIATAN PENDAHULUAN	• Mengucapkan salam dan berdoa • Menanyakan kondisi siswa • Mengecek kehadiran siswa • Guru menanyakan benda apa saja yang siswa paling suka di rumah masing-masing	10 Menit
KEGIATAN INTI	- Guru menyebutkan benda-benda yang ada dirumah - Guru meminta siswa duduk melingkar - Siswa menyebutkan kata " pancasila 5 dasar" lalu mengeluarkan beberapa jari mereka dengan jumlah sesuai keinginan masing-masing - Dari jari keseluruhan siswa , mereka akan menghitung satu persatu tapi tidak dengan satuan angka	60 Menit

	melainkan Alphabet sembari bernyanyi. - Huruf yang disebutkan dalam jari terakhir akan menjadi inisial things at home yang harus disebutkan siswa Satu persatu - Misalkan jari terakhir adalah huruf l. Maka siswa harus menyebut things at school yang berawalan huruf L, contoh lamp dll. - Setiap things at home yang disebutkan akan memperoleh nilai dan bagi yang tidak bisa menjawab akan mendapatkan hukuman - Siswa diminta untuk menuliskan di buku masing-masing tentang things at home	
KEGIATAN PENUTUP	- Menyimpulkan materi pembelajaran - Menanyakan kepada siswa bagaimana perasaan siswa setelah mengikuti pembelajaran hari ini. - meminta siswa menghafalkan vocabulary baru yang telah mereka temukan pada pembelajaran ini. - Mengucapkan salam	10 Menit

D. MEDIA / ALAT, DAN SUMBER BELAJAR

Media/Alat : spidol, papan tulis, worksheet

Sumber Belajar : Kamus Bahasa Inggris dan internet

E. PENILAIAN

Tekhnik Penilaian

No	Aspek Yang Dinilai	Tekhnik Penilaian	Waktu Penilaian
1.	Pengetahuan	Tes	Individu
2.	Menyelesaikan tugas terstruktur	Tertulis/Penugasan	Individu

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Nurul Annisa

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SEKOLAH : **SMPN 01 RONGKONG**

MATA PELAJARAN : **BAHASA INGGRIS**

KELAS/ SEMESTER : **VII/ 1 (WAJIB)**

TEMA/ SUB TEMA : **Describing things or people**

TOPIK : **My family**

ALOKASI WAKTU : **1 JP X 60'**

Kegiatan pembelajaran

TAHAP	KEGIATAN PEMBELAJARAN	ALOKASI WAKTU
KEGIATAN PENDAHULUAN	• Mengucapkan salam dan berdoa • Menanyakan kondisi siswa • Mengecek kehadiran siswa • Menanyakan kepada siswa dirumahnya ada siapa saja	10 Menit
KEGIATAN INTI	- Guru menjelaskan materi tentang family - Guru meminta siswa duduk melingkar - Siswa menyebutkan kata " pancasila 5 dasar" lalu mengeluarkan beberapa jari mereka dengan jumlah sesuai keinginan masing-masing - Dari jari keseluruhan siswa , mereka akan menghitung satu persatu tapi tidak dengan satuan angka	60 Menit

	melainkan Alphabet sembari bernyanyi. Huruf yang disebutkan dalam jari terakhir akan menjadi inisial family yang harus disebutkan siswa Satu persatu - Misalkan jari terakhir adalah huruf g. Maka siswa harus menyebut family member yang berawalan huruf g , contoh grandfather dll. - Setiap family member yang disebutkan akan memperoleh nilai dan bagi yang tidak bisa menjawab akan mendapatkan hukuman - Siswa diminta untuk menuliskan di buku masing-masing tentang family member	
KEGIATAN PENUTUP	- Menyimpulkan materi pembelajaran - Menanyakan kepada siswa bagaimana perasaan siswa setelah mengikuti pembelajaran hari ini. - meminta siswa menghafalkan vocabulary baru yang telah mereka temukan pada pembelajaran ini. - Mengucapkan salam	10 Menit

D. MEDIA / ALAT, DAN SUMBER BELAJAR

Media/Alat : spidol, papan tulis, worksheet

Sumber Belajar : Kamus Bahasa Inggris dan internet

E. PENILAIAN

Tekhnik Penilaian

No	Aspek Yang Dinilai	Tekhnik Penilaian	Waktu Penilaian
1.	Pengetahuan	Tes	Individu
2.	Menyelesaikan tugas terstruktur	Tertulis/Penugasan	Individu

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Guru bidang studi Mahasiswa

Nurul Annisa

1602020044

APPENDICES 3 (SCORE OF STUDENTS' PRE-TEST AND POST-TEST)

PRE-TEST

Table 4.1 The score students' vocabulary in pre-test

Respondents	Correct answer	Score
R1	8	16
R2	10	20
R3	10	20
R4	12	24
R5	10	20
R6	8	16
R7	8	16
R8	24	48
R9	24	48
R10	21	42
R11	10	20
R12	8	16
R13	10	20
R14	21	42
R15	12	24

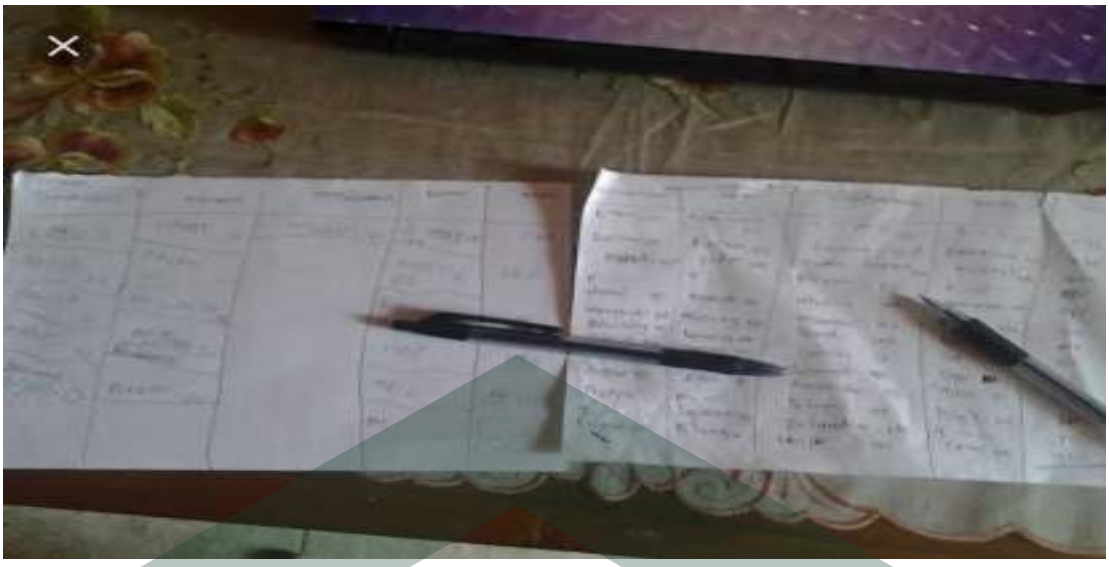
POST-TEST

Table 4.4 Score of the students' vocabulary in the post-test

Respondents	Correct answer	Score
R1	30	60
R2	40	80
R3	38	76
R4	40	80
R5	40	80
R6	32	64
R7	32	64
R8	45	90
R9	45	90
R10	40	80
R11	42	84
R12	30	60
R13	40	80
R14	30	60
R15	38	76

APPENDICES 4

ABC FIVE PRINCIPLE GAME



APPENDICES 5

DOCUMENTATIONS

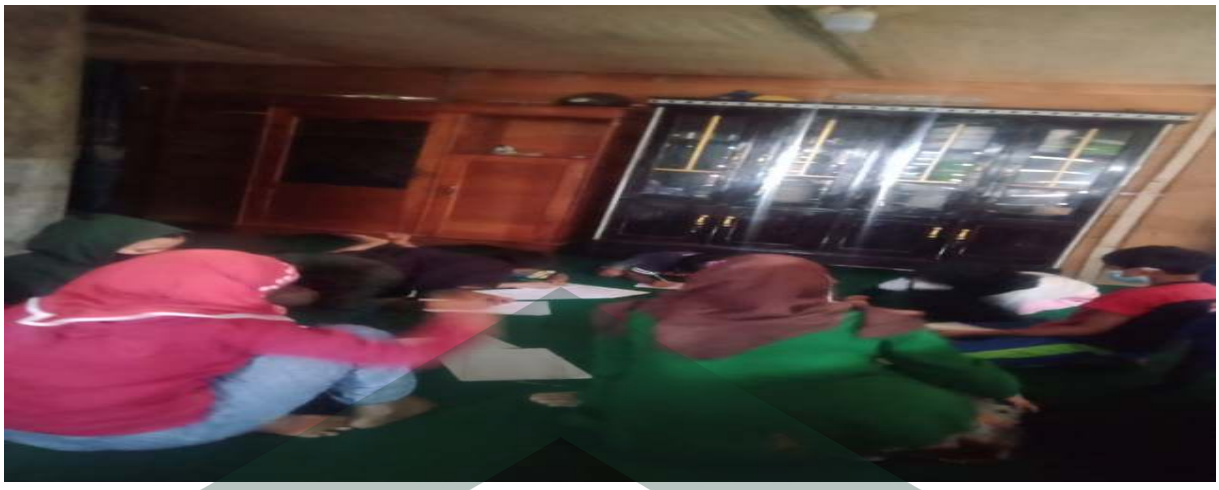
A. Pre-test

In the picture is the researcher gave a pre-test to the students

B. Treatment

in the picture above is the activity of giving treatment to studnts

C. Post-test



in the picture above is the last activity to give a post-test to students

VALIDATOR I (DOSEN)

VALIDATOR I (DOSEN)

Lampiran 3: Lembar validasi

LEMBAR VALIDASI INSTRUMEN MENINGKATKAN KOSAKATA SISWA MELALUI PERMAINAN ABC LIMA DASAR

Penilaian ini dimaksudkan untuk mengumpulkan informasi tentang instrumen validitas yang akan digunakan untuk mengumpulkan data penelitian dalam pengujian validitas meningkatkan kosakata siswa melalui permainan ABC five basic.

PETUNJUK PENGISIAN

1. Melalui lembar penilaian ini Bapak/Ibu dimintai pendapatnya tentang lembar validasi yang telah dibuat untuk mengumpulkan data penelitian.
2. Pendapat yang Bapak/Ibu berikan pada setiap butir pernyataan yang terdapat dalam lembar penilaian instrumen validasi ini akan digunakan sebagai masukan untuk menyempurnakan instrumen yang akan digunakan untuk mengumpulkan data penelitian.
3. Mohon berikan pendapat Bapak/Ibu dengan memberikan tanda #centang (√), pada salah satu kolom angka 1, 2, 3, atau 4, yang mempunyai arti :
    1. TS = Tidak Sesuai
    2. KS = Kurang Sesuai
    3. S = Sesuai
    4. SS = Sangat Sesuai

4. Berikan pula masukan atau saran pada kolom yang telah disediakan.
5. Identitas Bapak/Ibu mohon diisi dengan lengkap

Nama Validator : Syamsudarmi, M.Pd., M.Ed

Instansi : IAIN Palopo

NO.	Aspek Penilaian	Kriteria Penilaian	TS	KS	S	SS
1.	Materi SS=Jika memenuhi semua kriteria S= Jika 1 kriteria tidak terpenuhi KS= jika2 kriteria tidak terpenuhi TS=Jika 3 kriteria tidak terpenuhi SK=Jika 4 kriteria tidak terpenuhi	1. Kelengkapan materi/tema				✓
		2. Relevan dengan isi materi/tema			✓	
		3. Kesesuaian gambar dengan materi atau tema	✓			
		4. Ketepatan tata bahasa			✓	
		5. Kebenaran penulisan kosa kata Bahasa Inggris.				✓
2.	Pembelajaran SS=Jika memenuhi semua kriteria S= Jika 1 kriteria tidak terpenuhi KS= jika2 kriteria tidak terpenuhi TS=Jika 3 kriteria tidak terpenuhi SK=Jika 4 kriteria tidak terpenuhi	6. Menumbuhkan rasa ingin tahu.		✓		✓
		7. Mempermudah belajar kosa kata Bahasa Inggris				✓
		8. Memotivasi siswa untuk belajar				✓
		9. Berpusat pada siswa				✓
		10. Keterlibatan siswa			✓	✓
		11. Keterjalinan komunikasi interaktif antara siswa			✓	

3.	Kepraktisan SS=Jika memenuhi semua kriteria S= Jika 1 kriteria tidak terpenuhi KS= jika2 kriteria tidak terpenuhi TS=Jika 3 kriteria tidak terpenuhi SK=Jika 4 kriteria tidak terpenuhi	12. Mudah digunakan tanpa media lain			✓	
		13. Petunjuk penggunaan mudah dipahami			✓	
		14. Dapat digunakan siswa tanpadidampingi guru/orang tua			✓	
		15. Keunggulan media pembelajaran			✓	
4.	Tampilan SS=Jika memenuhi semua kriteria S= Jika 1 kriteria tidak terpenuhi KS= jika2 kriteria tidak terpenuhi TS=Jika 3 kriteria tidak terpenuhi SK=Jika 4 kriteria tidak terpenuhi	16. Desain menarik		✓		
		17. Tulisan jelas dan mudah dibaca			✓	
		18. Ketepatan pemilihan kata			✓	
		19. Pemilihan bahan			✓	

Saran Dan Masukan

- Secara umum baik, tapi disarankan membuat soal yang lebih berpariasi.
- Soal pre-test dan post-test berbeda.

VALIDATOR II (GURU)

LEMBAR VALIDASI INSTRUMEN MENINGKATKAN KOSAKATA SISWA MELALUI PERMAINAN ABC LIMA DASAR

Penilaian ini dimaksudkan untuk mengumpulkan informasi tentang instrumen validitas yang akan digunakan untuk mengumpulkan data penelitian dalam pengujian validitas meningkatkan kosakata siswa melalui permainan ABC five principle.

PETUNJUK PENGISIAN

1. Melalui lembar penilaian ini Bapak/Ibu dimintai pendapatnya tentang lembar validasi yang telah dibuat untuk mengumpulkan data penelitian.
2. Pendapat yang Bapak/Ibu berikan pada setiap butir pernyataan yang terdapat dalam lembar penilaian instrumen validasi ini akan digunakan sebagai masukan untuk menyempurnakan instrumen yang akan digunakan untuk mengumpulkan data penelitian.
3. Mohon berikan pendapat Bapak/Ibu dengan memberikan tanda #centang (√), pada salah satu kolom angka 1, 2, 3, atau 4, yang mempunyai arti :
    1. TS = Tidak Sesuai
    2. KS = Kurang Sesuai
    3. S = Sesuai
    4. SS = Sangat Sesuai

4. Berikan pula masukan atau saran pada kolom yang telah disediakan.
5. Identitas Bapak/Ibu mohon diisi dengan lengkap

Nama Validator : Jumdiana S.Pd

Instansi : SMPN 01 Rongkong

NO.	Aspek Penilaian	Kriteria Penilaian	TS	KS	S	SS
1.	Materi SS=Jika memenuhi semua kriteria S= Jika 1 kriteria tidak terpenuhi KS= jika2 kriteria tidak terpenuhi TS=Jika 3 kriteria tidak terpenuhi SK=Jika 4 kriteria tidak terpenuhi	1. Kelengkapan materi/tema				✓
		2. Relevan dengan isi materi/tema				✓
		3. Kesesuaian gambar dengan materi atau tema				✓
		4. Ketepatan tata bahasa			✓	
		5. Kebenaran penulisan kosa kata Bahasa Inggris.				✓
2.	Pembelajaran SS=Jika memenuhi semua kriteria S= Jika 1 kriteria tidak terpenuhi KS= jika2 kriteria tidak terpenuhi TS=Jika 3 kriteria tidak terpenuhi SK=Jika 4 kriteria tidak terpenuhi	6. Menumbuhkan rasa ingin tahu.				✓
		7. Mempermudah belajar kosa kata Bahasa Inggris				✓
		8. Memotivasi siswa untuk belajar				✓
		9. Berpusat pada siswa				✓
		10. Keterlibatan siswa				✓
		11. Keterjalinan komunikasi interaktif antara siswa			✓	

3.	Kepraktisan SS=Jika memenuhi semua kriteria S= Jika 1 kriteria tidak terpenuhi KS= jika2 kriteria tidak terpenuhi TS=Jika 3 kriteria tidak terpenuhi SK=Jika 4 kriteria tidak terpenuhi	12. Mudah digunakan tanpa media lain				✓
		13. Petunjuk penggunaan mudah dipahami				✓
		14. Dapat digunakan siswa tanpadidampingi guru/orang tua				✓
		15. Keunggulan media pembelajaran				✓
4.	Tampilan SS=Jika memenuhi semua kriteria S= Jika 1 kriteria tidak terpenuhi KS= jika2 kriteria tidak terpenuhi TS=Jika 3 kriteria tidak terpenuhi SK=Jika 4 kriteria tidak terpenuhi	16. Desain menarik			✓	
		17. Tulisan jelas dan mudah dibaca				✓
		18. Ketepatan pemilihan kata				✓
		19. Pemilihan bahan				✓

Saran Dan Masukan

Keputusan

Petunjuk : Silahkan Bapak/Ibu berikan tanda centang (√) pada kolom A, B atau C. Huruf A, B atau C mempunyai arti sebagai berikut:

A = Layak selanjutnya untuk digunakan untuk penelitian di SMPN 01 Rongkong tanpa revisi

B = Layak selanjutnya untuk digunakan untuk penelitian di SMPN 01 Rongkong dengan revisi

C = Tidak layak digunakan untuk penelitian di SMPN 01 Rongkong tanpa revisi

A	B	C
✓		

Palopo, 02 Desember 2020

Validator II

Jumdiana S.Pd

SURAT KETERANGAN IZIN MENELITI (KESBANG)

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

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

SURAT KETERANGAN PENELITIAN
Nomor : 18108/01150/SKP/DPMPTSP/VII/2021

Membaca : Permohonan Surat Keterangan Penelitian an. Nurul Annisa beserta lampirannya.
Menimbang : Rekomendasi Badan Kesatuan Bangsa dan Politik Kabupaten Luwu Utara Nomor 070/208/VII/Bakesbangpol/2021 Tanggal 22 Juli 2021
Mengingat
1. Undang-Undang Nomor 39 Tahun 2008 tentang Kementrian Negara;
2. Undang-Undang Nomor 23 Tahun 2014 tentang Pemerintahan Daerah;
3. Peraturan Pemerintah Nomor 12 Tahun 2007 tentang Pembinaan dan Pengawasan Penyelenggaraan Pemerintah Daerah;
4. Peraturan Presiden Nomor 97 Tahun 2014 tentang Penyelenggaraan Pelayanan Terpadu Satu Pintu;
5. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 3 tahun 2018 tentang Penerbitan Surat Keterangan Penelitian;
6. Peraturan Bupati Nomor 17 Tahun 2020 tentang Perubahan Kedua atas Peraturan Bupati Luwu Utara Nomor 11 Tahun 2018 tentang Pelimpahan Kewenangan Perizinan, Non Perizinan dan Penanaman Modal Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

MEMUTUSKAN

Menetapkan : Memberikan Surat Keterangan Penelitian Kepada :

Nama	:	Nurul Annisa
Nomor Telepon	:	082329334781
Alamat	:	Dsn. Limbong, Desa Limbong Kecamatan Rongkong, Kab. Luwu Utara Provinsi Sulawesi Selatan
Sekolah / Instansi	:	Institut Agama Islam Negeri (IAIN) Palopo
Judul Penelitian	:	Increasing Students Vocabulary Mastery Through ABC Five Principle Game At The Seventh Grade Of SMPN 01 Rongkong
Lokasi Penelitian	:	SMPN 01 Rongkong, Desa Limbong Kecamatan Rongkong, Kab. Luwu Utara Provinsi Sulawesi Selatan

Dengan ketentuan sebagai berikut
1.Surat Keterangan Penelitian ini mulai berlaku pada tanggal 26 Juli s/d 02 Agustus 2021.
2.Mematuhi semua peraturan Perundang-Undangan yang berlaku.
3.Surat Keterangan Penelitian ini dicabut kembali dan dinyatakan tidak berlaku apabila peneguna surat ini tidak mematuhi ketentuan peraturan perundang-undangan yang berlaku.

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

Diterbitkan di : Masamba
Pada Tanggal : 23 Juli 2021

KEPALA DINAS

AHMAD JANI, ST.
NIP : 19850415199803 1007

Retribusi : Rp. 0,00
No. Seri : 18108

SURAT KETERANGAN SELESAI MENELITI (SEKOLAH)

PEMERINTAH KABUPATEN LUWU UTARA
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMP NEGERI 1 RONGKONG
Alamat : Limbong Desa Limbong Kec Rongkong Kab.Luwu Utara

SURAT KETERANGAN PENELITIAN
Nomor : 421.3/76/UPT SMPN 1/RKG-LU/VIII/2021

Yang bertanda Tangan di bawah ini:

Nama	: **MUHASDIK, S.Pd**
NIP	: 197212312005021003
Pangkat/Gol.	: Pembina/IV.a
Jabatan	: Kepala UPT SMP Negeri 1 Rongkong

Dengan ini menerangkan bahwa :

Nama	: **NURUL ANNISA**
Jenis Kelamin	: Perempuan
Alamat	: Desa Limbong Kec.Rongkong Kab.Luwu Utara Propinsi Sulawesi Selatan
Pekerjaan	: Mahasiswa
NIM	: 1602020044

Bahwa yang bersangkutan benar-benar telah mengadakan penelitian di instansi kami Sehubungan dengan penulisan Skripsi yang berjudul "***Increasing Vocabulary Mastery Through ABC Five Principle Game at the seventh Grade of SMPN 1 Rongkong***".

Demikian keterangan ini diberikan untuk di pergunakan sebagaimana mestinya

Rongkong, 26 Agustus 2021
Kepala UPT

MUHASDIK, S.Pd
NIP. 197212312005021003

SURAT KETERANGAN MENGAJI

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. AgatisKel Balandai Kec.Bara 91914 Kota Palopo

SURAT KETERANGAN

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

Nama	:	Nurul Annisa
Nim	:	16 0202 0044
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Fakultas Tarbiyah dan Ilmu Keguruan
Alamat / No. HP	:	Desa Limbong Kec Ronkong Kab Luwu Utara 082 359 334 781

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

Palopo, 01 - 11 - 2021

a.n. Dekan
Wakil Dekan I
Fak. Tarbiyah dan Ilmu Keguruan

Dr. Munir Yusuf, M.Pd
NIP. 19740602 199903 1 003

Ketua Prodi
Pendidikan Bahasa Inggris

Amalia Yahya, S.E., M.Hum
NIP. 19771013 200501 2006

Grammarly results

HASIL CEK TURNITIN

INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. Agatis, Balandai, Kota Palopo, Sulawesi Selatan 91914. Telp. 0471-22076
Website: pbi.iainpalopo.ac.id. E-mail: pbi@iainpalopo.ac.id.

SURAT KETERANGAN

No.857/In.19/FTIK/PBI PP.00.9/12/2021

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama	: Nurul Annisa
NIM	: 16 0202 0044
Semester	: XII (sebelas)
Program Studi	: Pendidikan Bahasa Inggris
Keperluan	: Seminar Hasil/Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity 16* %. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 13 Desember 2021

Mengetahui,
Ketua Prodi,

Anisa Yahya, S.E., M.Hum.
NIP 197710132005012006

Admin Turnitin PBI,

Muhammad Iksan, S.Pd., M.Pd.
NIP 198603272018011001

Increasing Student's Vocabulary Mastery Through ABC Five Principle Game At The Seventh Grade of SMPN 01 RONGKONG

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BIOGRAPHY

The researcher, Nurul Annisa was born on January 28 1999 in Limbong, Kecamatan Rongkong, Kabupaten Luwu Utara. She is two child from three sister's and three brother's. Her father's name is Hamdi and her mother's Juraeni. The researcher finished her study at SDN 069 Limbong she graduated in 2010 and then she continued her study at SMPN 01 Rongkong.

She graduated in 2013. Next, she keeps going to continue her education at SMAN 14 Luwu Utara, she graduated in 2016. She continue her study at the State for Islamic Studies (IAIN) Palopo and taking English Language Education Study Program. She finished his study in 2021.

In the end study at the State Institute for Islamic Studies (IAIN) Palopo wrote a thesis entitled **" Increasing Students' Vocabulary Mastery Through ABC Five Principle Game At The Seventh Grade of SMPN 01 Rongkong ".**