

AN UNDERGRADUATE THESIS
THE USE OF LINKING WORD GAME TO IMPROVE STUDENTS'
VOCABULARY MASTERY AT THE SEVENTH GRADE
OF SMP N 10 METRO

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STATE INSTITUTE FOR ISLAMIC STUDIES OF
METRO
1439 H / 2018 M

**THE USE OF LINKING WORD GAME TO IMPROVE STUDENTS'
VOCABULARY MASTERY AT THE SEVENTH GRADE
OF SMP N 10 METRO**

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Study Program

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

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An undergraduate thesis entitled: THE USE OF LINKING WORD GAME TO IMPROVE STUDENTS' VOCABULARY MASTERY AT THE SEVENTH GRADE OF SMP N 10 METRO

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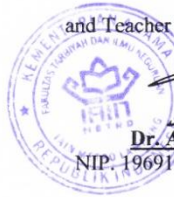
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**THE USE OF LINKING WORD GAME TO IMPROVE STUDENTS'
VOCABULARY MASTERY AT THE SEVENTH GRADE OF SMP N 10
METRO**

ABSTRACT

By:

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The aim of this research was to show that the use of linking word game can improve the vocabulary mastery of the seventh graders of SMP N 10 Metro. The problem which had been identified was the students had lack of vocabulary and lack of opportunities to practice their vocabulary in the classroom.

The research was Classroom Action Research (CAR). In order to get the accuracy in data collecting, the researcher used data collecting technique such as test, observation, and documentation. This research used two cycle that consisted of four stages: planning, acting, observing and reflecting for each cycles. This research was conducted on October 26th, 2017 until November 14th, 2017 that involved the seventh graders which consisted of 30 students.

The finding of the research showed that the use of linking word game can improved the students vocabulary mastery and also students' learning activities. It proved by the result of the students vocabulary score. In post test I, the average score of the students vocabulary score was 76 and in the post test II was 85,67. The improvement was 9,67 from post test I to post test II. Then, the improvement of the students' learning activity prove by the result of the students observation sheet. In cycle I, there were 64,33% and in cycle II, there were 89,33% of the students which were active in the classroom. It was improve 25 points.

(keywords: linking word game, vocabulary mastery, classroom action research)

**PENGGUNAAN PERMAINAN SAMBUNG KATA UNTUK
MENINGKATKAN PENGUASAAN KOSA KATA SISWA DI KELAS
TUJUH SMP N 10 METRO**

ABSTRAK

Oleh:

Nurul Khotimah

Tujuan penelitian ini adalah untuk menunjukkan bahwa penggunaan permainan sambung kata dapat meningkatkan penguasaan kosa kata siswa di kelas tujuh SMP N 10 Metro. Masalah yang telah di identifikasi adalah kurangnya penguasaan kosa kata siswa dan kurangnya kesempatan untuk mempraktekkan kosa kata yang mereka miliki di kelas.

Penelitian ini merupakan penelitian tindakan kelas (CAR). Untuk mendapatkan keakuratan dalam pengumpulan data, peneliti menggunakan teknik pengumpulan data seperti tes, observasi, dan dokumentasi. Penelitian ini menggunakan dua siklus yang terdiri dari empat tahap yaitu perencanaan, pelaksanaan, observasi dan refleksi. Penelitian ini dilakukan pada tanggal 26 Oktober 2017 sampai 14 November 2017 yang melibatkan siswa kelas tujuh yang terdiri dari 30 siswa.

Hasil temuan penelitian menunjukkan bahwa penggunaan permainan sambung kata meningkatkan penguasaan kosakata siswa dan juga kegiatan belajar siswa. Peningkatan penguasaan kosa kata siswa terbukti dengan hasil skor belajar siswa. Pada post test I, rata-rata skor keterampilan berbicara siswa adalah 76 dan pada post test II adalah 85,67. Peningkatannya adalah 9,67 dari post test I ke post test II. Kemudian, peningkatan aktivitas belajar siswa dibuktikan dengan hasil lembar observasi siswa. Pada siklus I, ada 64,33% dan pada siklus II, ada 89,33% siswa yang aktif di kelas berbicara. Itu meningkat 25 poin.

(kata kunci: permainan sambung kata, penguasaan kosa kata, penelitian tindakan kelas)

STATEMENT OF RESEARCH ORIGINALITY

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Metro, 9 January 2018
The Writer



Nurul Khotimah
Student Number: 13107987

MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا {٦}

Translate:

“Surely, with hardship comes ease,”(Q.S. Al-Insyirah: 6)

Strength and growth come only through continuous effort and struggle.

-Napoleon Hill-

DEDICATION PAGE

I highly dedicate this undergraduate thesis to

My beloved parents

(Mr. Suratman and Mrs. Siti Nurhasanah)

My beloved brothers

(Dian Novaldy Rahman and Rizky Panca Huda)

All of my beloved lectures of English Education Department of IAIN Metro

All my beloved friends

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In the name of Allah, the Most Gracious, the Most Merciful. Praise is only to Allah SWT, the Lord of the worlds whom without His Mercy and Blessings, none of these would be possible. Thanks also to our idol of life, the man of perfection, Prophet Muhammad SAW, his families and companions. Finally the researcher can accomplish this thesis entitles “The Use of Linking Word Game to Improve Students’ Vocabulary Mastery at the Seventh Grade of SMP N 10 Metro”

Regarding to the undergraduate thesis, the researcher offers her big thanks to Mrs. Dr. Akla, M.Pd as the Dean of Tarbiyah and Teacher Training Faculty, Mr. Ahmad Subhan Roza, M.Pd as the Head of the English Department, the Mr. Dr. Mahrus As’ad, M.Ag as the sponsor and to Mrs. Syahreni Siregar, M.Hum as the co-sponsor. May Allah SWT gives them His better reward for their spending time to support and guide during the thesis writing process.

As human being, the researcher completely realizes that this thesis still has a plenty of weaknesses. The researcher apologizes for all mistakes made in writing and presentation items. All constructive comments and suggestions are very welcomed to measure the quality of this thesis. Hopefully, this thesis can be a meaningful benefit for the other researchers, our campus and all readers generally.

Metro, January 9th, 2018

The Researcher,

Nurul Khotimah

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CHAPTER I

INTRODUCTION

A. Background of Study

English had been taught as foreign language long time ago. In Formal education, English being taught start from Junior High School until University. There are four skills that should be taught in teaching English. There are listening, speaking, writing and reading. In addition, there are also three component of language, namely: grammar, vocabulary, and pronunciation. Besides learn about those four skills, the students are needed to learn about grammar, vocabulary and pronunciation.

As we know, Vocabulary is one of important language components in English. Vocabulary is the first aspect in learning language before able to use the language. Before learning a language the learners should learn vocabulary. Learning vocabulary is an important role in building other aspects that the learner only memorize an amount of words but also their meaning and how they are implemented and use language. Mastery of vocabulary will affect the student's ability in four skills.

Moreover, the learners need to master a number of words to express their ideas well, because the more they learn the vocabulary, the easier they send their ideas to others in spoken or written forms. Without knowing and having many vocabularies, the students will have difficulties to learn English. The students cannot learn how to speak, how to read and how to write English.

As stated before, vocabulary is the first aspect in learning language before able to use language. It means that before learn the four skills of English, the students need to learn and having many vocabularies as their basic. In fact, teaching English in Elementary School has been removed, and it makes the students of Junior High School feeling strange with English vocabulary.

Therefore, the problem found when the process of teaching and learning happened, and it makes the learning process being uneasy. There are a lot of students of Junior high schools who do not know English vocabulary well. Without having many vocabularies, it will make the students hard to understand English well. Then, it also makes them difficult to understand English. Here are some problems that happen because the student's lack of vocabulary, such as: the student cannot read the English text well, they cannot translate and knowing the meaning behind the sentences or text, they cannot write in English properly, and other problem.

Furthermore, teaching vocabulary is an important thing to do by teacher. It can help them to gain the students' vocabularies that can make the easier to study English. Teaching vocabulary is easy, but making the student to remember the vocabulary is difficult enough. Devising activities especially for vocabulary practice can help deepen students' understanding of the words, and establish them more firmly in their memory.

In SMP N 10 Metro, there are many problems faced by the students to communicate in English, such as lack of vocabulary, they cannot remember

all different things about a word, less motivation and interest in learning, and they are feeling bored and scary in learning English. However, it is far from our expectation for the students of Junior High School who are still finding the difficulties in mastering vocabulary. Therefore, the recent facts show that most of Junior High School at the seventh grade in SMP N 10 Metro is that their vocabulary mastery is still low of the target of standard. This matter can be proven by pre-test data.

Based on the result of pre survey at seventh grade of SMP N 10 Metro, the researcher get the data about vocabulary score.

Table 1
The Percentage of Pre Survey Vocabulary Score at Seventh Grade of
SMP Negeri 10 Metro

No	Score	Category	Frequencies	Percentages
1.	≥ 75	Completed	9	30%
2.	< 75	Incompleted	21	70%
Total			30	100%

Source: Pre-test in class VII B.

The Minimum Mastery Criteria (MMC) of English subject in the seventh grade of SMP N 10 Metro is 75. Based on the pre-test above, the researcher found the fact that the students' vocabulary mastery was still low. It can be seen that just 9 students or 30% have complete score in vocabulary test, and 21 students or 70% have not complete the test.

Based on the explanation above, the students need a solution to overcome the problem so that their vocabulary mastery can be improved. There are so many activities that can help students in mastering vocabulary. One of the activities to improve their vocabulary mastery is by using game. There are a lot of games that could be used, but for mastering vocabulary the researcher would focus on word game. The researcher proposes Linking Word Game to help the students improve their vocabulary mastery.

Linking word game introduces an effective way to make the students gaining new vocabularies and practice the vocabularies already they get so they are not forgetting their vocabularies. This game is used in two big groups. They will start to read the first word that given by teacher then they have to write a new word based on the last letter of the word that given by the teacher. This activity continues until several times that given by teacher. The students are alternately write a word based on the last letter of the previous word. At the end of the game, teacher and students are discussed about all the words that have been written. From this game, the students will gain new word and they can practice their vocabularies they already had. In other hand, when the teacher used conventional method for teaching vocabulary, the students are easy to feel bored in the classroom. Even though they are not bored, they will forget what they already learn because they are not practicing the vocabulary that had been taught from the teacher before.

Based on the statements above, the researcher assumes that Linking Word Game seems to be good alternative way to improve the students'

vocabulary mastery. Therefore, the researcher would like to conduct the research under title “The Use of Linking Word Game to Improve Students’ Vocabulary Mastery at the Seventh Grade of SMP N 10 Metro”. Hopefully, by applying this game, the students’ vocabulary mastery can be improved.

B. Problem Identification

Based on the background of the study above, the problems can be identified as follows:

1. The students think that English is a difficult subject.
2. The students are lack of motivation in study English.
3. The students are lack of vocabularies.
4. The students have no opportunity to practice their vocabularies.

C. Problem Limitation

Based on the problems above, the researcher has to limit the problem, so that this research will not go longer than the specific problem. The researcher focused on the problem which is the students are lack of vocabularies.

D. Problem Formulation

Based on the problem above, the researcher formulates the problem in this research as follow “Can the use of Linking Word Game improve vocabulary mastery and their learning activity at the seventh grade of SMP N 10 Metro?”

E. Objective and Benefits of the Study

1. Objective of The Study

The objective of study was to show that linking word game can be used to improve students' vocabulary mastery and their learning activity in SMP N 10 Metro.

2. Benefit of The Study

a. For the Students

By using linking words game, it is hoped that the students will be more interested and motivated in learning English. Therefore, the students' vocabulary mastery will be developed.

b. For the Teacher

This study hopefully able to overcome the problem that faced by English teachers in their class. Especially can give abstract how the implementation of linking words game can be one way to improve the students' vocabulary mastery.

c. For the School

As intake and feedback how to use linking word game in English subject to improve vocabulary mastery, so that can improve active, creative, and fun learning to the students.

CHAPTER II

THEORITICAL REVIEW

F. The Concept of Vocabulary Mastery

1. Definition of Vocabulary Mastery

Vocabulary is not including in four skills of Language, but vocabulary is one important language components in English. Broadly defined, vocabulary is knowledge of words and word meanings.¹ However, vocabulary is more complex than this definition suggests. Here are some experts who give the definition of vocabulary. According to Zimmerman, Vocabulary is central to language and of critical importance to the typical language learner.² Next, according to Ur in Delmayanti, vocabulary is the words teach in the foreign language. A language has total vocabularies. Nobody knows all vocabularies in language. In other words, an individual will acquire some vocabularies from language.³

Meanwhile, according to Neuman and Dwyer in William P. Bintz, vocabulary can be defined as the word must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary).⁴ Furthermore, Themleton in Delmayanti

¹ Gabriel Barbulet, "Teaching English Vocabulary through ICT's", (Romania: University of Alba Iulia), JoLIE 6/2013, p. 61

² Yasin Aslan, "Teaching Vocabulary Effectively Through Flashcards" in *International Journal of Arts & Sciences*, (Turkey: Selçuk University and published by InternationalJournal.org), ISSN: 1944-6934 in 2011, p. 348

³ Delmayanti and Muhd. Al-Hafizh, "Teaching Vocabulary to Junior High School Students through Snake-Word Game" in *Journal of English Language Teaching*, (Padang: University Negeri Padang), Serie A Vol. 1 No. 3/ Juni 2013, p. 2

⁴ Bintz, William P., "Teaching Vocabulary Across the Curriculum" in *Middle School Journal*, (Middle School Journal in www.nmsa.org), p.44.

states that vocabulary is the sum of words used by, understood by, and the command of particular people or group. Vocabulary is not only symbol for ideas but a part of how to improve language skills in the target of language.⁵

From the definition from the experts above, the researcher concludes that vocabulary is sum of word used to communicate effectively and has critical importance for language learner. It has important role in every skill of language. With mastering vocabulary, the learner can easier to communicate with others.

In order to understand the language, vocabulary is crucial to be mastered by the learner. Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings. According to Webster, mastery refers to: the authority of a master: dominion, the upper hand in a contest or competition; superiority, ascendancy and possession or display or great skill or technique, skill or knowledge that makes one master of a subject comment. Meanwhile, Hornby defines mastery as complete knowledge or complete skill. From that definition, mastery means complete knowledge or great skill that makes someone a master in a certain subject.

Rivers stated that vocabulary mastery refers to the great skill in processing words of a language. It is an individual achievement and possession. For that reason, the biggest responsibility in increasing the

⁵ Delmayanti and Muhd. Al-Hafizh, "Teaching Vocabulary., p.2

knowledge is in the individual himself. The success in widening the vocabulary mastery requires their own motivation and interest on the words of a language. From the definition above, we can conclude that vocabulary mastery is an individual's great skill in using words of a language, which is acquired based on their own interests' needs and motivation. Vocabulary mastery plays an important role in the four language skills and it has to be considered that vocabulary mastery is one of the needed components of language.⁶

2. The Importance of Vocabulary Mastery

Vocabulary is the element of language that should be learnt and taught. The ability to master vocabulary is very crucial. It will be hard to master language without mastering or understanding a certain number of vocabularies. Caroline states that vocabulary development is an importance aspect of language development and the research that has been conduct in recent years is very exciting.⁷ It means that vocabulary is one key to increase the English achievement. Students who have many vocabularies are easier in their study and learning process. Without good vocabulary mastery, students will face some difficulties in their study.

Furthermore, vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read,

⁶ Mofareh Alqahtani, "The Importance of Vocabulay in Language Learning and how to be taught" in *The Importance of Vocabulary in Language Learning and How To Be Taught* (Saudi Arabia: King Khaled Academy), Vol. III, No. 3/2015, p. 26

⁷ Caroline, T Linse, *Practical English Language Teaching, Young Learner*, (New York: McGraw-Hill Companies, 2005)., p. 122

and write.⁸ It means that learning and gaining more vocabulary is an important thing for everyone. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be 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.

Moreover, Vocabulary knowledge is an important consideration. Blachowicz and Fisher believe that words allow the learners to extend their understanding of the world around them and to access to completely new worlds. They maintain that in addition to affecting reading performance, vocabulary knowledge affects a student's ability to participate fully in both social and academic classroom routines. They also believe that all students can benefit from vocabulary instruction, especially if that instruction is conducted according to their strength and needs.⁹

In addition, Considering the importance of vocabulary role in learning foreign language, the mastery of this element should be ensured and developed. Otherwise, the vocabulary mastery of the children will be limited and consequence of it is that they will find difficulties in learning the skills of the language. Therefore, schools have a task to teach

⁸ Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (New York: Cambridge University Press, 2002), p. 255.

⁹ Batoul Sabzalipour and Hossein Heidari Tabrizi, *ESP Vocabulary Instruction: The Effect of Using Game-Oriented Teaching Methods on Iranian ESP Learners Majoring in Psychology*. P. 624-625

vocabulary to their students as suggested. Although a considerable amount of vocabulary there are, learning is associated with primary language learning in early years. The acquisition of most the vocabulary characteristic of an educated adult occur during the years of schooling, and infacts one of the primary task of the school as far as language learning in concerned, as to teach vocabulary.¹⁰

3. Kinds of Vocabulary

According to Hiebert in Dalmayanti, vocabulary consist of two kinds. They are productive vocabulary and receptive vocaulary. Productive vocabulary is the set of words that an individual can use when writing or speaking. Receptive vocabulary is that set of words for wghich an individual can assign meanings when listening or reading.¹¹

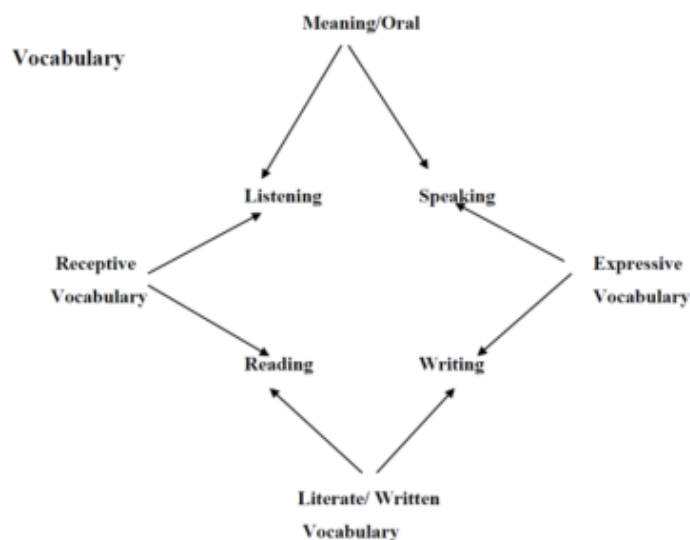


Figure 1. An all-round view of vocabulary uses¹²

¹⁰ Ali Sorayaie Azar. “The Effect of Games on EFL Learners’ Vocabulary Learning Strategies” in *International Journal of Basic and Applied Science*. (Iran: Insan Akademika Publications), Vol. 01, No. 02 October 2012, p. 253..

¹¹ Delmayanti and Muhd. Al-Hafizh, “Teaching Vocabulary , p.2

¹² Gabriel Barbulet, “Teaching English Vocabulary through ICT’s”, p. 62

In other hand, some experts divide vocabulary into two types: active and passive vocabulary. Harmer distinguishes between these two types of vocabulary. The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use (active vocabulary). Meanwhile, the second one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce (passive vocabulary).¹³

Moreover, Susan Hanson and Jennifer states that vocabulary refers to words we use to communicate in oral and print language. Receptive vocabulary refers to the words we use to communicate through writing and speaking. In order to communicate effectively using oral and print language, we must be able to flexibly use words that we recognize and understand.¹⁴

Furthermore, Haycraft, quoted by Hatch and Brown, indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

a. Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing.

¹³ Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and how to be taught" in *The Importance of Vocabulary in Language Learning and How To Be Taught* (Saudi Arabia: King Khaled Academy), Vol. III, No. 3/2015, p. 25

¹⁴ Susan Hanson and Jennifer F.M. Padua, *Teaching Vocabulary Explicitly*, (United State: Pasific Resources for Education and Learning, 2011), p. 5

b. Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.¹⁵

4. The Problem of Teaching English Vocabulary

In teaching a foreign language, vocabulary plays an important role. It is one element that links the four skills of speaking, listening, reading and writing all together. In order to communicate well in foreign language, students should acquire an adequate number of words and should know how to use them accurately.¹⁶ According to Thornburry, there are some factors that make words are difficult than others, such as:

- a. Pronunciation: Research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some group of learners.
- b. Spelling: Sound-spelling mismatches are likely to be cause of errors, either of pronunciation or of spelling, and can contribute to a word's difficulty.

¹⁵ Mofareh Alqahtani, "The Importance of , p. 25

¹⁶ Ali Sorayaie Azar. "The Effect of., p. 252.

- c. Length and complexity: Long words seem to be no more difficult to learn than short ones. Also, variable stress in polysyllabic words—such as in word families like *necessary*, *necessity* and *necessarily*—can add to their difficulty.
- d. Grammar: Also problematic is the grammar associated with the word
- e. Meaning: When two words overlap in meaning, learners are likely to confuse them. Words with multiple meanings, such as *since* and *still*, can also be troublesome for learners. Having learned one meaning of a word, they may be reluctant to accept a second, totally different meaning. Unfamiliar concepts may make a word difficult to learn.
- f. Range, connotation and idiomaticity: Words that can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range. Uncertainty as to the connotations of some words may cause problems too. Finally, words or expressions that are idiomatic (like *make up your mind*, *keep an eye on ...*) will generally be more difficult than words whose meanings are transparent. It is their idiomaticity, as well as their syntactic complexity, that makes phrasal verbs so difficult.¹⁷

Meanwhile according to Johnston in David Nunan, there are several difficulties in teaching and learning vocabulary such as:

- a. The learners have great difficulty learning at one time sets of items that are closely related (such as pronouns).

¹⁷ Scott Thornbury, *How to Teach Vocabulary*, (England: Pearson Education Limited, 2002), p.27-28

- b. In the same way, lexical opposite such as narrow / broad introduced in the same lesson.
- c. The learners tend to equate a single form with a single function.¹⁸

G. The Concept of Linking Word Game

1. The Definition of Linking Word Game

A game is an activity with rules, a goal and an element of fun.¹⁹ Furthermore, according to the Longman Dictionary of Language Teaching and Applied Linguistics, games are defined as an organized activity that usually has the following properties: a particular task or objective, a set of rules, competition between players, and communication between players by spoken or written language. Similarity, Bernard and Olivia demonstrated that games are a different kind of activity. They are highly structured and include specific rules to be followed. Moreover, Flexner and Hauck stated that “a game is a competitive activity involving skills, chance, or endurance on the part of two or more persons who play according to a set of rules, usually for their own amusement or for spectators.”²⁰

Furthermore, Kevin Maroney in Chiss Crawford defines game as: a form of play with goals and structure. Similarity, Greg Costikyan in Chris Crawford offers this definition: a game is a form of art in which

¹⁸ David Nunan, *Language Teaching Methodology*, (Sydney: Prentice Hall, 1991), p 129

¹⁹ Jill Hadfield, *Elementary Vocabulary Games*, (Longman, 1998), p. 4

²⁰ Ying Jian Wang, Hui Fang Shang and Paul Briody, “Investigating the Impact of Using Games in Teaching Children English” in *International Journal of Learning and Development*, (Taiwan : I-Shou University), Vol. 1 No. 1, 2011 ISSN 2164-4063, p. 128

participants, termed players, make decisions in order to manage resources through game tokens in the pursuit of a goal.²¹

Based on several definitions about games above, the researcher concluded that game is a structural fun activity with rules and being play by several players to achieve a goal. It means that game has to be fun activity, having a structural activity and being played by several players. Game must have a goal and that should be rules in the activity.

Moreover, Molinsky stated that linking word game is a game where the students' link words to each other through common shared letters.²² It means that the students are trained to find new words or vocabularies by linking word to each other. It started from one word and continues with the last letter of the word. Linking word game is one of word game that will build up brainstorm of the students.

2. The Principles of Linking Words Game

Numerous scholars such as Chan and lin; Jiang; Kuo; Robinson and Zheng have pointed out that games are useful for children involved in the learning of English, since games can strengthen students' motivation and self-confidence. Next, according to Skinner's theory, playing can be presented as a kind of prize after learning which allows teachers to motivate learners to step forward. If students are aware that they are going to play games after they learn either grammar structure or

²¹ Chris Crawford, *Chris Crawford on Game Design*, (USA : New Rider Publishing, 2003) p.2

²²Steven J. Molinsky and Bill Bliss, *Handbook of Vocabulary Teaching Strategies: Communication Activities with The Word by Word Picture Dictionary*. (New Jersey: Prentice Hall Regents), p. 3

vocabulary, they will look forward to participating in those activities and apply things that they have recently learned with greater motivation.²³

Moreover, Lewis in Batoul Sabzalipour Journal stated that through games children will experiment, discover, and interact with their environment. Therefore, games give learners the opportunity to practice language in various language area, such as spelling, grammar and vocabulary. Moreover, Tyson also suggests that a game should involve “friendly” competition, keep all of the students involved and interested, and give students a chance to learn, practice, or review specific language material.²⁴

From those explanation above, the writer found out that using game for teaching English is one of strategies for teaching vocabulary. It means by using game will built students’ motivation in learning process, help them gaining new vocabulary, experiment and interact with their environment. The most important thing is game give the students an opportunity to practice their vocabulary with fun way.

One of game that can be used in classroom is linking word game. By using this game, the students are trained to find new words or vocabularies by linking word to each other. It started from one word and continues with the last letter of the word. Linking words game is one of word game that will build up brainstorm of the students.

²³ Ying Jian Wang, et. All, “Investigating the Impact”, p. 129

²⁴ Batoul Sabzalipour and Hossein Heidari Tabrizi, “ESP Vocabulary”, p. 625

As we know, learners of English have to deal with unfamiliar vocabulary during their language acquisition. In order to learn and retain new words, learners should participate in different task – based activities in their classroom whether it is a guessing task, a describing exercise or conversation making. Such activities also include vocabulary games which specially focus on helping learners develop and use words in different contexts by making the lessons enjoyable.²⁵ Linking word game is one of vocabularies game that can be used in teaching vocabulary because the game is enjoyable.

Furthermore, Jill Hadfield stat that the game has three stages: memorizing, personalizing and communicating, taking the student through the three processes described above, though the three stages are self-contained so that the teacher is free to select the stage according to what the students' need.²⁶ In fact, linking word game has those three stages.

Here are strategies that designed to actively involve students in their acquisition of English vocabulary by using Linking words game:

- a. Previewing the Vocabulary: Activate students' prior knowledge of the vocabulary by either brainstorming with students or identifying the words they are familiar with.

²⁵ Maryam Rohani and Behzad Pourgharib, "The Effect of Games on Learning Vocabulary" in *International Research Journal of Applied and Basic Sciences*, (Iran: Science Explore Publications), Vol. 4 (11):3540-3543 ISSN 2251-838X 2013, p. 3540

²⁶ Jill Hadfield, *Elementary Vocabulary Games*, p. 4

- b. Presenting the Vocabulary: Say the word and have the class repeat it chorally and individually. Check students' understanding and pronunciation of the vocabulary.
- c. Vocabulary Practice: Have students practice the vocabulary as a class, in pairs, or in small groups. Say or write a word and have students point to the item or tell the number.
- d. Model Conversation Practice: Some units have model conversations that use the first word in the vocabulary list. Other models are in the form of skeletal dialogs, in which vocabulary words can be inserted.
- e. Writing and Spelling Practice: Have students practice spelling the words as a class, in pairs, or in small groups. Say or spell a word and have students write the word.²⁷

3. The Procedures of Using Linking Words Game

Based on Molinsky and Bill Bliss, the sample activities of Linking Word game are, as follows:²⁸

- a. Print one of the vocabulary word of the Picture dictionary in the upper left corner of the board
- b. Have the first student think of another related word that begin with the last letter of the word on the board and link that word on the board in stair fashion.
- c. Proceed this way with each student linking a word onto the end of the previous word.

²⁷ Steven J. Molinsky and Bill Bliss, *Handbook of Vocabulary.*, p. vii-viii

²⁸ *Ibid*, p.3

Here is the example of this game based on molinsky:

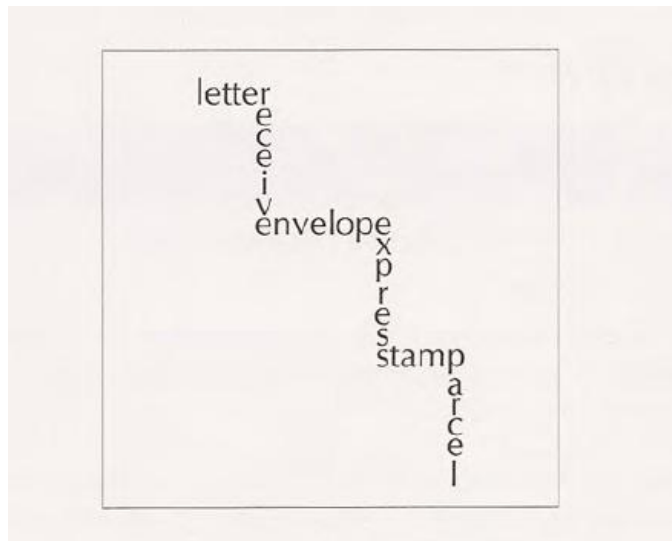


Figure 2. The example of linking words game.

Furthermore, Here are several steps of using linking words game in the classroom:²⁹

- a. Before going to use linking words game, the teacher builds students' background knowledge about the material that would be taught.
- b. The teacher encourages students to focus on what they are going to learn.
- c. The teacher tells the concept of linking word game
- d. For warming up, the teacher writes a letter and the first student must write a word beginning with that letter, the following student writes a word beginning with the last letter of the previous word. (all of students try it once)
- e. The teacher divides the students into several groups.

²⁹ Delmayanti and Muhd. Al-Hafizh, "Teaching Vocabulary , p.5-8

- f. In final stage, the teacher gives different word for each group (word related to the material), then the member of the group should write a word beginning with the last letter of previous word.
- g. The teacher gives the time limit (10 minutes)
- h. The winner is the group that has a lot of words.
- i. Remember that the false word would minus the point of the group.

H. Action Hypothesis

Based on the theories and the assumption of above, the researcher proposed the hypothesis as follows:

By using linking word game, the students' vocabulary mastery and their learning activity at the seventh grade of SMP N 10 Metro could be improved.

CHAPTER III

RESEARCH METHODOLOGY

H. The Operational Definition of Variable

1. Variable of reseach

This research consist of two variables. The independent variable is the one that believe may cause the results and the dependent variable is the one that measure to see the effects the independent variable has on it.

³⁰ The two variables can be explained as follow :

b. Independent Variable (X)

Independent variable is a variable which functions to influence the other variable. The independent variable in this research is the Linking Word Game. The Linking Word Game introduces an effective way to gain new vocabularies and implementing the vocabularies that students already had. This game is used in a big group. They read and wrote several vocabularies based on the last letter of the word. The Linking Word Game gives opportunity for the students to mastering vocabulary. This research was investigated in the seventh grade of SMP N 10 Metro.

The researcher hoped to investigate the improving of students' vocabulary mastery by using Linking Words Game.

c. Dependent variable (Y)

Dependent variable is a variable that can be influenced by an independent variable. The dependent variable in this research is the students' vocabulary mastery. The improving of student vocabulary mastery can be seen after using Linking Word Game.

I. Research Setting

³⁰ Alison Mackey and Susan M. Gass, *Second Language Research Methodology and Design*, (Mahwah, New Jersey: Lawrence Erlbaum Associates Publisher, 2005) ,p.103

This research was conducted at the seventh grade of SMP N 10 Metro in the academic 2017-2018, which consist of 30 students. SMP N 10 located in East Hadimulyo, Central Metro, Metro City, Lampung.

The research held at the seventh grade because most of students are still lack in their vocabulary mastery. This research was conducted with the collaborator, namely Mr. Supriyono, S.Pd.

J. Subject of Study

The subject of this research was the seventh grade students of SMP N 10 Metro. In this research the researcher chooses VII B class. The number of VII B student as follows:

Table 2

The Number of VII B Students

No	Students		Total
	Male	Female	
1	12	18	30

K. Research Procedure

1. Classroom Action Reseach

The research is aimed to improve students' vocabulary mastery by using Linking Word Game so the researcher using classroom action research. According to Donald Ary, Action Research is about taking

action based on research and researching the action taken.³¹ Furthermore Kumar state that action research is a research method which is aimed for improving and modifying the working system of a classroom in school or institution.³²

Next, Anne explains that Action Research is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice.³³ It means that action research is given by teacher with directive from teacher that is done by students. Meanwhile, Creswell states that action research provides the opportunity for educators or teachers to reflect their own practices.³⁴ From those statements, it can be inferred that action research emphasizes on the reflection and improvement teaching and learning process in the classroom.

Concerning about the type of action research, researcher used collaborative action research so that it needs the collaborator or another participants which is English teacher to assist the researcher in this research. Therefore the researcher was being assisted by Mr. Supriyono, S.Pd. He is an English teacher of SMP N 10 Metro, especially in seventh grade.

³¹ Donald Ary, et.al, *Introduction to Research in Education, Eighth Edition*, (USA: Wadsworth Cengage Learning, 2010) p.512

³² Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International Publisher, 2006) ,p.261

³³ Anne Burns , *Doing Action Research in English Language Teaching*, (Roudledge: New York and London, 2001) p.1

³⁴ John Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson Education, 2012), p.577

Classroom action research (CAR) has various models but in this research the researcher was used Kemmis and McTaggart (1988) research design. According to Kemmis and McTaggart as cited by Anne Burns, action research is dynamic and complementary process which consists of four essential phases such as planning, action, observation, and reflection in spiral system.³⁵ Those phases can be seen by following

figure:

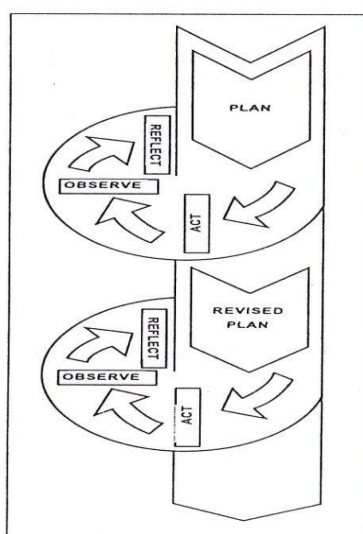


Figure 1. The 'action research spiral' (based on Kemmis and McTaggart).

2. Action Plan

Based on Kemmis and MacTagart's research design, the steps of the research cover four phases in each cycle. They are the following:

a. Cycle 1

1) Planning

³⁵ Anne Burns, Collaborative Action Research for English Language Teacher, (Cambridge: Cambridge University Press, 1999), p.32

In the first phase, after analyzing the finding of the preliminary study such as identifying and diagnosing student's problem in vocabulary mastery that occurred in the classroom and concluding the finding in preliminary study. Then the researcher and the collaborator (English teacher) prepare some plans to conduct the classroom. They are the following:

- a) The researcher prepares the lesson plan including teaching procedure, media, and relevant material to be applied in acting phase.
 - b) The researcher prepares learning resource for students.
 - c) The researcher determines the method or activity to be applied in acting phase. In this case, the researcher uses Linking Word Game to improve students' vocabulary mastery.
 - d) The researcher prepares observation format and also evaluation format to evaluate the student's activity after teaching and learning process.
 - e) The researcher and the collaborator design the criteria of success.
- 2) Acting

Doing action is the second step in activity. It is implementation in a planning about action in the class. Without the action the planning just imagination that never can be real.

In this phase, the researcher was applying the planning of strategy and scenario learning as follows ;

- a) Giving explanation about the material.
 - b) Dividing the students into two big groups.
 - c) The teacher gave explanation of the rules of Linking Word Game
 - d) Then ask them to play the game while the teacher gives score of student's performance personally and observe their problems. So, it can be references to improve the action in next meeting.
 - e) Giving guidance and task to the students for next meeting.
- 3) Observing

In the third phase, the observer observed the student's activity, their participations, class situation during teaching and learning process, and teacher (researcher) performance by using structured observation form and makes note the overall activities. Furthermore, the researcher also collected the data from the post test and the result of student's activity. The researcher observes the overall activities to find out the effectiveness of teaching and learning process which has been occurred and the result will be concluded and discussed in reflecting phase.

- 4) Reflecting

In the fourth phase, the researcher and the collaborator discussed about the data that have been collected from all the activities from the acting phase until observing phase. In this phase, the researcher and the collaborator also analyzed the teacher performance during teaching and learning process and students' vocabulary mastery to find out whether the implementation of Linking Word Game run successful or unsuccessful by identifying strength and weakness. If there still found the problems the researcher and collaborator conducted the next cycle and used the collected data in cycle one as the reference by repairing all the problems or weaknesses in previous cycle.

b. Cycle 2

1) Re-planning

In the first phase, before conducting the action in the next phase, the researcher repaired the problem found in cycle one.

It was explained as follow:

- a) The researcher analyzed the reflection result to obtain the solving problem.
- b) The researcher revised and prepare the lesson plan based on the problem appears in the previous cycle including teaching procedure, media, and relevant material to be applied in acting phase.

c) The researcher rearranged observation format and also reforms the evaluation format to improve the planned indicators that have not been achieved yet in the previous cycle.

2) Acting

Doing action is the second step in activity. It is implementation in a planning about action in the class. Without the action the planning just imagination that never can be real. In this phase, the researcher was applying the planning of strategy and scenario learning as follows ;

- a) Giving explanation about the material.
- b) Dividing the students into two big groups.
- c) The teacher gave explanation of the rules of Linking Word Game
- d) Then ask them to the game while the teacher gives score of student's performance personally and observe their problems. So, it can be references to improve the action in next meeting.
- e) Giving guidance and task to the students for next meeting.

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using structured observation form and makes note the overall activities. Furthermore, the researcher was also collected the data from the post test and the result of student's activity.

4) Reflecting

In the fourth phase, the researcher and the collaborator were discussed about the data that have been collected from all the activities from the acting phase until observing phase. In this phase, the researcher and the collaborator also analyzed the teacher performance during teaching and learning process and students' vocabulary mastery to find out whether the implementation of Linking Word Game run successful or unsuccessful by identifying strength and weakness. Because there were no problems found, the researcher and collaborator would not continue to conduct the next cycle.

L. Data Collection Technique

For this research, there were three techniques which be used by the researcher to collect the data such as Test, Observation, and documentation.

They can be explained as follows:

1. Test

The test that be used in this research is written test of vocabulary mastery. The test consists of two kinds of test, they are Pre-test and Post-test. The two tests are as follow:

a. Pre test

After observing the subject's activities, the researcher gave pre test to know the level of the students' vocabulary mastery before giving treatments. The pre-test is done to find out how the students can answer the multiple choices and fill the blank test that related to their vocabulary mastery.

b. Post test

Second, post-test is examined to the students after they are taught vocabulary through Linking Words Game as the treatment. To find out the improvement before and after giving treatment. It can be seen by comparing the result between pre-test and post-test.

2. Observation

Observation is data collection technique which is carried out by observing each occurrence is taking place and making notes using observation instrument about the matter which will be observed or researched. In this case the researcher will use observation to obtain the data about students' activity or participation and teacher performance in the classroom which is observed by observer.

3. Documentation

Documentation is data collection method that is used for getting information from the written source or document, for instance books, magazines, notes, and other. The researcher will use documentation to obtain the data about the school profile such as history of the school, the number of teacher and staff officer and students at SMP N 10 Metro. Besides, the documentation is used to visualize the classroom activity in the form of photograph.

M. Research Instrument

Instrument is a mechanism for measuring, which is used to gather and record information for assessment, decision making, and ultimately understanding.³⁶ In this research, the research instrument be designed by the researcher. There are 3 kinds of instrument they are observation guidance, documentation guidance, and test guidance. Farther more, the three kinds of instrument can be explained as a follow:

1. Observation Guidance
 - a) The students learning activity
 - b) Teacher performance in the classroom
2. Documentation guidance
 - a. The history of the school
 - b. The condition of teachers and official employee
 - c. The condition of students

³⁶ David Colton & Robert W.Covert, *Designing and Constructing Instrument for Social Research and Evaluation*. (San Francisco: Jossey, Bass, 2007), p.5.

- d. Learning facilities
 - e. Organization structure and
 - f. Location sketch at SMP N 10 Metro
3. The Test Guidance
- a. Instrument Blueprint

The test is written test which has some indicators as follows: the indicator of Linking Word Game is the students are able to gain new vocabularies and they can use it in daily activity. The last, the indicator of Students' vocabulary mastery is the students can answer the vocabulary questions and having more vocabularies so they can use it for writing, translating and also speaking English. The tests are dividing into two sections, the first is multiple choices and the second is filling the blank test.

The researcher used content validity in order the instrument has a good quality and the instrument would be relevant to the focus of the research. Therefore, the researcher uses content validity based on the syllabus and materials at the seventh grade of SMP N 10 Metro in academic year 2017 / 2018.

N. Data Analysis Technique

1. Formula

Data analysis that be taken from the average score of the pre-test and post-test in cycle 1 and cycle 2. The formula to get the average as follow³⁷:

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

Note

\bar{X} = Average score

$\sum x$ = Total Score of the Students

N = Total of Students.

Furthermore, to know the result the researcher compared the average score between pre-test and post-test for each cycle, and then to know the percentage of increasing score in students learning activities, the researcher will use the percentage formula as follow:

$$P = \frac{\sum X}{N} \times 100\%$$

Note :

P = Percentage

$\sum x$ = Total Score of the Students

N = Total of Students.

³⁷ Donald Ary, et.al, *Introduction to Research.*, p.108

O. Indicator of Success

This research would take indicator of success to know improving students' vocabulary mastery through Linking Words Game. The researcher would compare between pre-test, tests, and post-test. If 80% the students can get the score ≥ 75 and 75% of student were active in the classroom activity, it means that Linking Word Game is success to be used as a technique in teaching and learning process.

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Result of the Research

1. Description of the Research Location

a. Brief History about the Establishment of SMP N 10 Metro

SMP N 10 Metro was established since 2006 when it joined with SDN 7 Metro Pusat. The students studied in the afternoon, after the Elementary School finish. In 2007, on the initiative and good cooperation between the government and people from Hadimulyo Barat (Mr. Sukadi), Karang Rejo (Mr. Drs. Sudarsono), Yosomulyo (Mr. Dasim S.H) so that the Junior High School established.

Confidence and enthusiasm of the citizen to enter their children in the SMP N 10 Metro is quite evident in the first year of the registration. It reached 176 registrants. The ironic was the seats number is only for 108 learners because of limited space and the available facilities.

Since SMP N 10 Metro established, it has been led by the following principals:

1. Drs. Hargunawan in 2006 until 2010
2. Marsidi, S.Pd in 2010 until 2017
3. Drs. Supardi 2017 until now

b. The Condition of Teachers in SMP N 10 Metro

The condition of teachers in SMP N 10 Metro can be identified as follows:

Table 3
The Data of Teachers in SMP N 10 Metro

Employment Status	Sex		Total
	Male	Female	
Permanent Teacher	15	13	28
Non-Permanent Teacher	2	3	5
Total	17	16	33

Source: The documentation result of teachers' condition in SMP N 10 Metro

c. Quantity Students of Junior High School 10 Metro

The quantities of the students SMP N 10 Metro can be identified as follow:

Table 4
The Quantity of the Students at SMP N 10 Metro

No	Class	Sex		Total
		Male	Female	
1.	VII	82	102	184
2.	VIII	80	98	178
3.	IX	64	74	138
Total		226	274	500

Source: The documentation result of students' quantity in SMP N 10 Metro

d. Facilities and Infrastructure of Junior High School 10 Metro

The facilities and infrastructure of SMP N 10 Metro can be identified as follows:

Table 5
The Facilities and Infrastructure in SMP N 10 Metro

No	Facilities	Conditions			Total
		Good	Slightly damaged	Seriously damaged	
1.	Principal room	1			1
2.	Teachers room	1			1

3.	Administration Room	1			1
4.	Library	1			1
5.	Art Room	1			1
6.	UKS	1			1
7.	OSIS Room		1		1
8.	Laboratory	1			1
9.	Classroom	17			17
10.	Mosque	1			1
Total		25	1	0	26

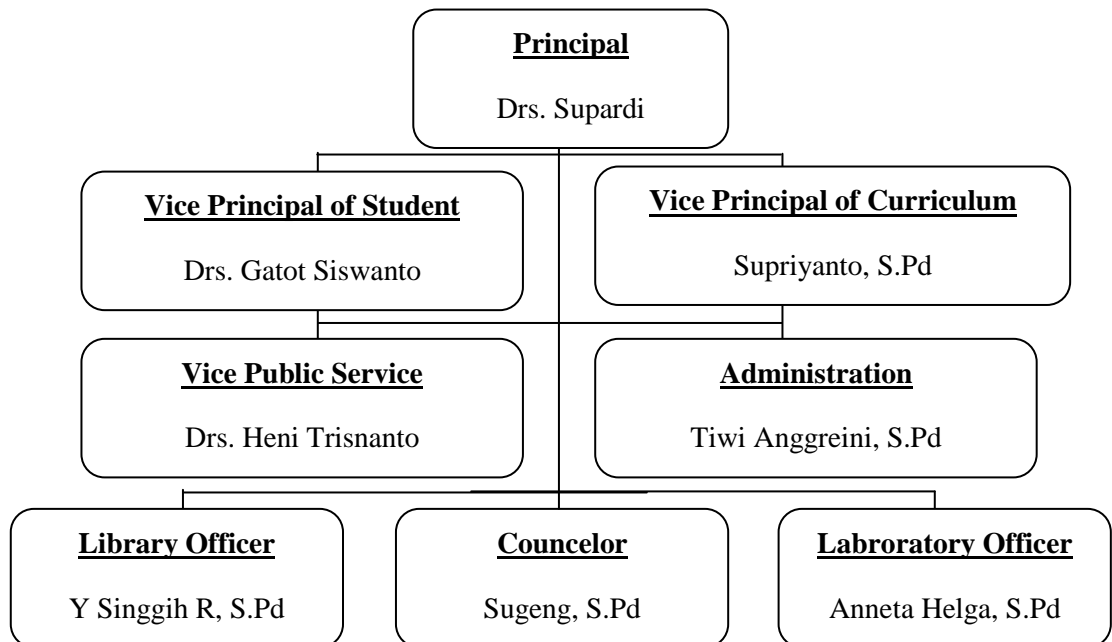
Source: The documentation result of facilities and infrastructure in SMP N 10 Metro

e. Organization Structure Of SMP N 10 Metro

The organization Structure of SMP N 10 Metro can be shown in the following figure:

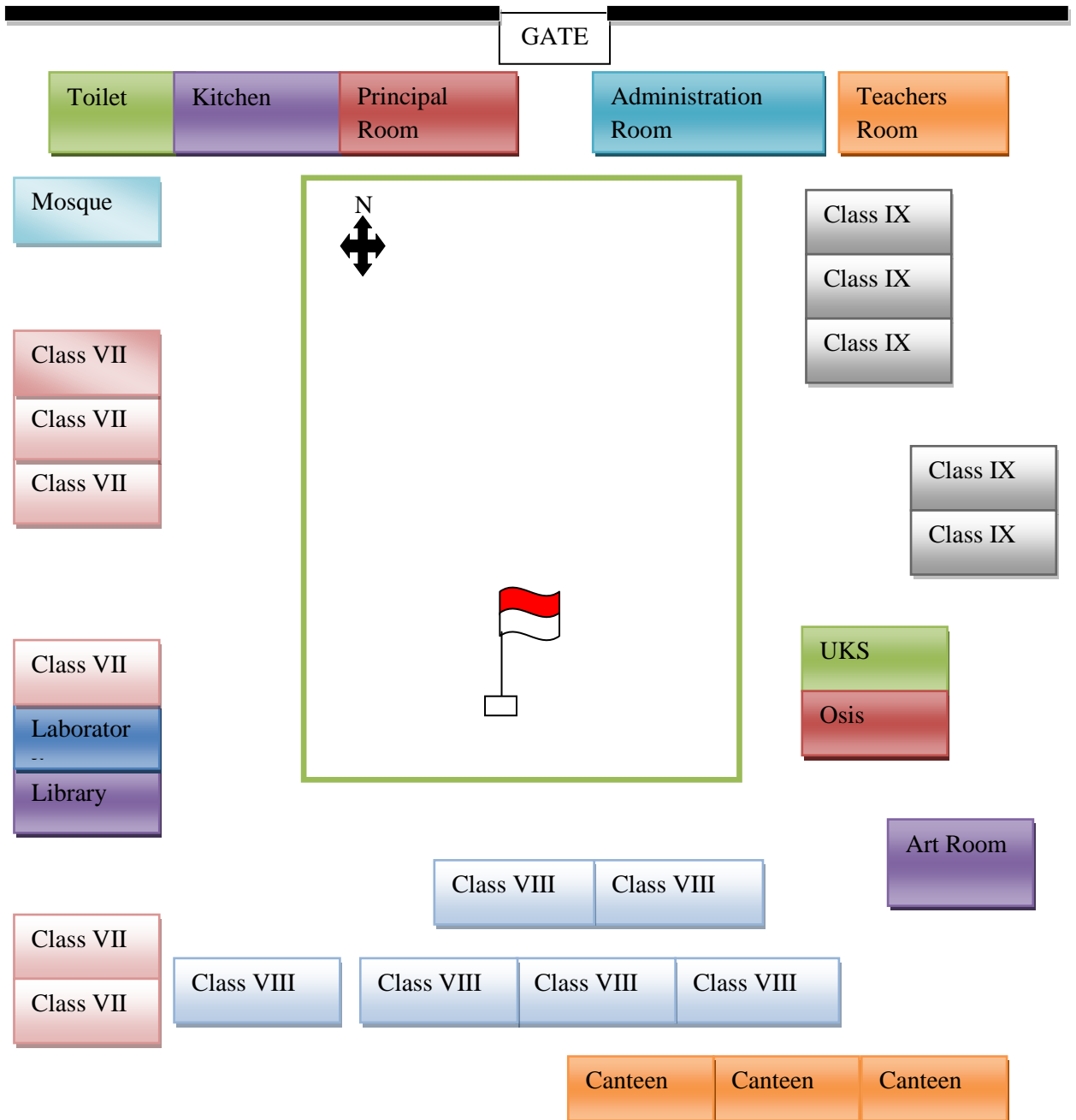
Figure 2

Organization Structure of SMP N 10 Metro



f. Location Sketch of SMP N 10 Metro

Figure 3
Location Sketch of SMP N 10 Metro



Source: The documentation result of location sketch in SMP N 10 Metro

2. Description of the Research Data

In this research, the researcher conducted the research in two cycles. Each of cycle consists of planning, acting, observing and reflecting. The researcher gave a pre-test for the students before doing the treatment. It was aimed to know how far the students' vocabulary mastery before they were given the treatment. The students' result of vocabulary mastery was gained through test which consisted of pre test and post-test in the beginning research and in the end of each cycle while the students' activities were gained from observation during the learning process.

In this research before the process of cycle I, the research conducted the pre-test on Thursday, October 26th 2017. The researcher gave a pre-test for the students to see how far the students' vocabulary mastery before the treatment was given. In pre-test activity, the researcher gave multiple choices and fills the blank test. Then, the result of pre-test can be seen on the table below:

Table 6

The Students' Score of Pre-test

No.	Students' Code	Score
1.	AP	60
2.	AOS	30
3.	ASS	40
4.	AZ	55
5.	AE	50
6.	BP	40
7.	CSA	35
8.	DS	75
9.	DAP	75

10.	DSN	45
11.	FP	55
12.	IAG	50
13.	LR	30
14.	MN	80
15.	MAI	45
16.	MEF	40
17.	MKN	45
18.	NSS	75
19.	PPA	50
20.	PA	30
21.	PR	40
22.	RSF	35
23.	RRA	75
24.	RDA	35
25.	SKC	80
26.	SM	75
27.	SGR	75
28.	TOF	50
29.	VHA	45
30.	VD	75
Lowest Score		30
Highest Score		80
Average		53

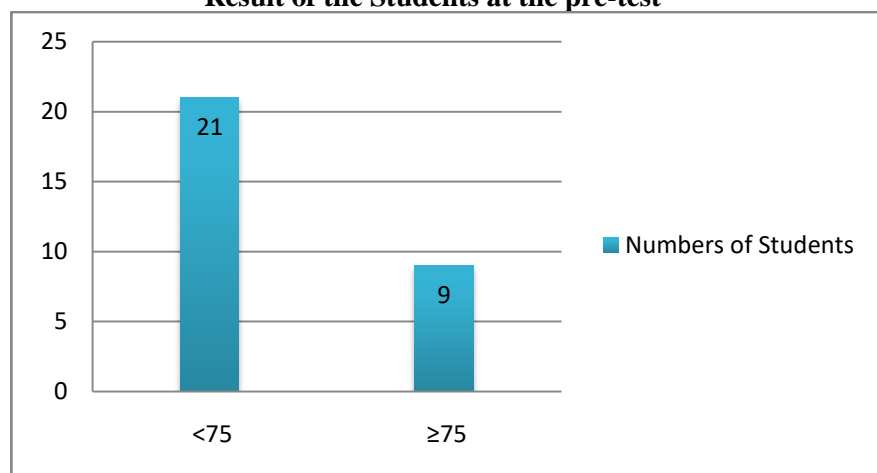
Table 7

Frequency of Students' Score at Pre-test

No	Students' Score	Percentage	Frequency	Explanation
1	≥ 75	30%	9	Complete
2	< 75	70%	21	Incomplete
Total		100%	30	

The result of the pre-test showed that there were 21 students incomplete to achieve the minimum mastery of criteria (MMC). There were only 9 students (30%) who gained score 75 or above, and 21 students (70%) who gained score under 75. The highest score in pre-test was 80 and the lowest score was 30.

Chart 1
Result of the Students at the pre-test



Based on the table of pre test above, it can be inferred that the students' vocabulary mastery is still low. Furthermore, this condition was appropriate with the background problem in the chapter I that the students needed other activity to improve their vocabulary mastery. That is the reason, why the researcher using Linking Word Game to improve students' vocabulary mastery at seventh grade of SMP N 10 Metro.

a. Cycle 1

1) Planning

The researcher and the collaborator/English Teacher (Mr. Supriyono, S.Pd) prepared some plans to conduct the classroom, as follow:

- f) The researcher prepared the lesson plan including teaching procedure, media, and relevant material to be applied in acting phase.
- g) The researcher prepared learning resource for students.
- h) The researcher used the use of linking word game to be applied in acting phase improve students' vocabulary mastery.
- i) The researcher prepared observation format and also evaluation format to evaluate the student's activity after teaching and learning process.
- j) The researcher and the collaborator designed the criteria of success.

2) Acting

The actions in the cycle 1 consist of two meetings, one meeting for the action/treatment, and one meeting for the post test, there are:

a) The First Meeting

In the first meeting was conducted on Thursday, November 2nd 2017 for 2x40 minutes. In this meeting, the researcher was being the teacher and the collaborator was being the observer, the action as follow:

- f) Giving explanation about the material.
- g) Dividing the students into two big groups.
- h) The teacher gives explanation of the procedures of linking word game.
- i) Then asks the students to play the game while the teacher gives score of students' performance personally and observed

their problems. So, it can be references to improve the action in next meeting.

j) Giving guidance and task to the students for next meeting.

b) The Second Meeting

The second meeting was conducted on Saturday, November 4th 2017, this meeting used as the post-test 1 for 2x40 minutes, after the students were given the action. The result of the students' score in post-test 1 will be showed in the following table:

Table 8
The Table of Students' Vocabulary Mastery (Post Test 1)

No.	Students' Code	core
1.	AP	65
2.	AOS	70
3.	ASS	70
4.	AZ	75
5.	AE	75
6.	BP	70
7.	CSA	80
8.	DS	95
9.	DAP	80
10.	DSN	65
11.	FP	70
12.	IAG	75
13.	LR	65
14.	MN	85
15.	MAI	80
16.	MEF	70

17.	MKN	75
18.	NSS	85
19.	PPA	75
20.	PA	60
21.	PR	75
22.	RSF	65
23.	RRA	85
24.	RDA	80
25.	SKC	90
26.	SM	85
27.	SGR	75
28.	TOF	75
29.	VHA	85
30.	VD	80
	Lowest Score	60
	Highest Score	95
	Average	76

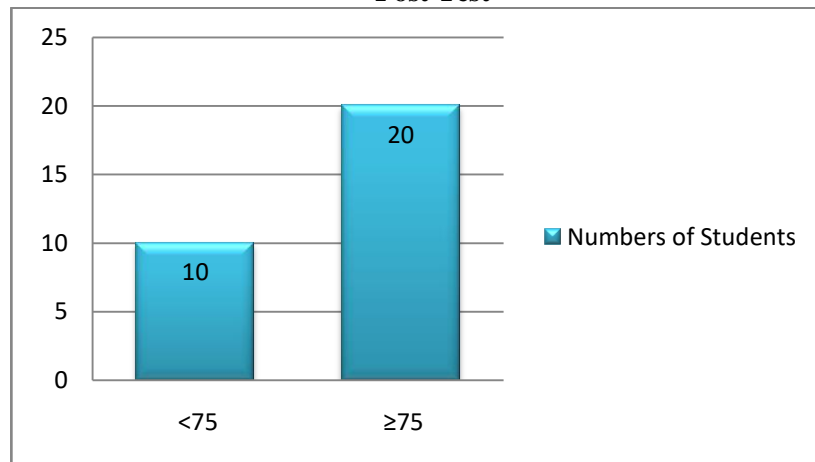
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Summary of the Students' Score in Post-Test 1

No	Students' Score	Percentage	Frequency	Explanation
1	≥ 75	66,67%	20	Complete
2	< 75	33,33%	10	Incomplete
Total		100%	30	

The result of the post-test 1 showed that there were 10 students incomplete to achieve the minimum standard of mastery (MMC). There were 20 students (66,67%) who gained score 75 or above, and 10 students (33,33%) who gained score under 75. The highest score in pre-test was 95 and the lowest score was 60.

Chart 2
Result of the Students at the post-test cycle I
Post Test



Based on the result of Post Test I, there were 20 students (66,67%) successful to complete the minimum mastery criteria (75) and 10 students (33,33%) unsuccessful to complete it. The numbers of students who passed still far from the indicator of success where 80% of students should get score more than 75.

3) Observing

The observation was conducted when the learning process happened by using the observation sheet for students activities in classroom and the observation sheet for teacher activity in the classroom. The observation was done by the collaborator (Mr. Supriyono, S.Pd) English teacher of seventh grader of SMP N 10 Metro.

1) The Observation of Students' Activities in Teaching and Learning Process

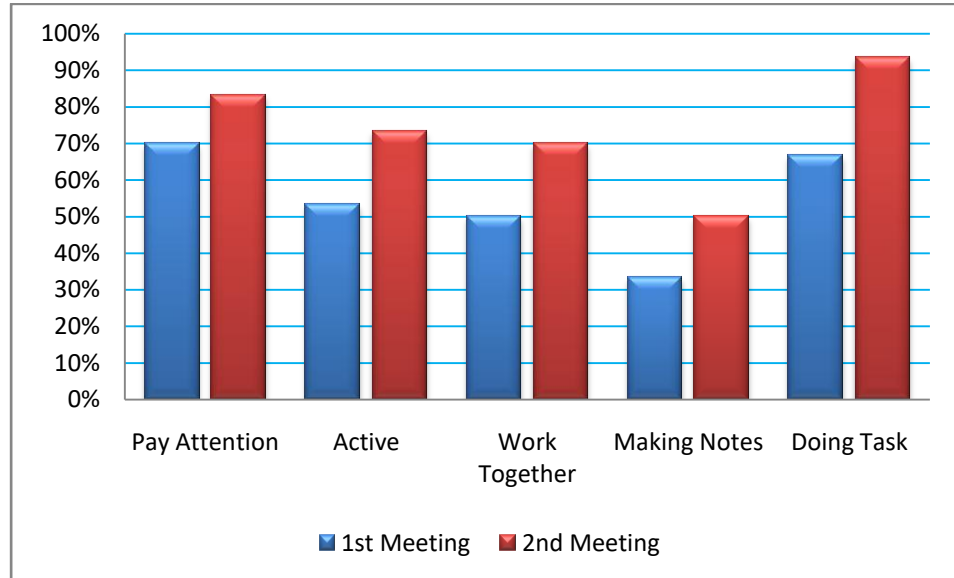
Based on the observation sheet of students' activity, there were several students who did not pay attention in the teaching and learning process. Besides, some of them were passive in the discussion and just a view of students worked together. Some of them made a note from the teacher explanation. However, most of students were done the task. The data of the students' activity can be seen in the following table:

Table 10
The Result of the Students Activity in the Teaching and Learning Process in Cycle I

No	Students' Activity	Cycle 1		Average	Increasing 1st-2nd meeting
		1st meeting	2nd meeting		
1	Giving attention to the teacher's explanation	21	25	76,67%	13,33%
		70%	83,33%		
2	Active in the group	16	22	63,33%	20%
		53,33%	73,33%		
3	Working together	15	21	60%	20%
		50%	70%		
4	Making notes from the material	10	15	41,67%	16,67%
		33,33%	50%		
5	Doing the task	20	28	80%	26,66%
		66,67%	93,33%		
Average		54,67%	74%	64,33%	19,33%

Furthermore, to see the comparison of the students' activities in cycle I :

Chart 3
The Result of the Students Activity in the Teaching and Learning Process in Cycle I



Based on the table above, it revealed that 76,67% of the students paid attention, 63,33% of the students were active in group, 60% of students worked together, 41,67% of students made notes and 80% of students did the task. The average of the students activity was 64,33%, it can be conclude that the students' activity were always increase by using linking word game.

2) The observation of teacher's activities in teaching and learning process

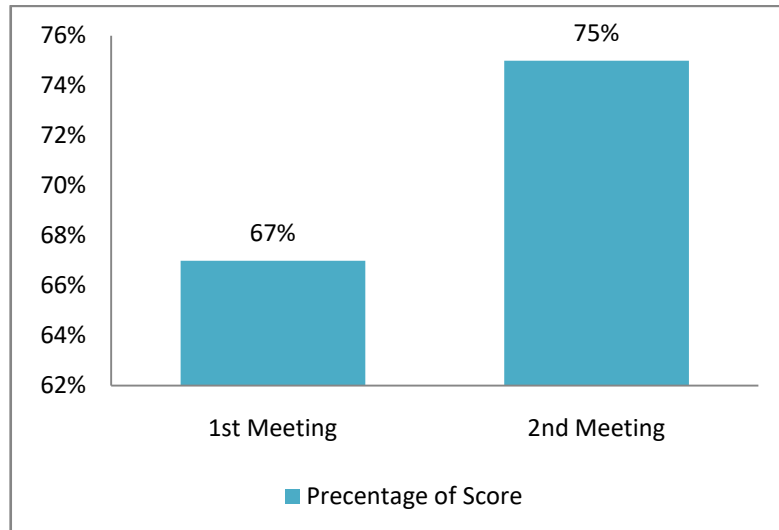
During learning process, the activities were done by the teacher during learning process influenced the students' understanding about the material. The result of teacher's activities in observation sheet could be seen on table 4 bellow:

Table 11
The Result of the teachers' Activity in the Teaching and Learning Process in Cycle I

No	Aspect	Score	
		1st	2nd
1	The teachers' preparation	3	3
	- The materials are ready		
	- There is structure of the lesson		
2	The teachers' mastery in the subject content	2	3
	- The teacher shows good command and knowledge of subject content		
	- Relating with another knowledge		
	- Teaching materials conveyed by the teacher is true (based on the aim of the lesson)		
3	The teachers teaching methods	4	4
	- The teacher uses the relevant teaching method, strategy, technique or activity		
	- The teacher uses the appropriate media in teaching.		
4	The teachers' performance	2	2
	- Clearness of the teacher's sound		
	- Establishes classroom environment conducive to learning		
	- Establishes the communication between teacher and students		
5	The ability of closing the meeting:	3	4
	- Making conclusion made by the students and teacher together.		
	- Conducting evaluation		
6	The ability of managing class	2	2
	- All the students are treated fairly		
	- Used the time wisely		
Total		16	18
Percentage		67%	75%

Furthermore, to see the comparison of the teacher' activities in cycle I :

Chart 4
The Result of the Teacher Activity in the Teaching and Learning Process in Cycle I



Based on the table above, it could be seen that that the teacher's activities during learning process achieved 67% in the first meeting, and 75% in the second meeting in Cycle I.

4) Reflecting

In the end of the Cycle I, the researcher and the collaborator did the evaluation and reflection together. According to the result of vocabulary score in Cycle I, the use of linking word game could improve the students vocabulary mastery but the numbers of students who completed the MMC was only 20 students or 66,67%. Even though it did not complete the indicator of success, there was improvement in their vocabulary mastery score.

Next, the students' activity also improved start form the first meeting until the second meeting in Cycle 1. It revealed 76,67% of the students paid attention, 63,33% of the students were active in group, 60% of students worked together, 41,67% of students made notes and

80% of students did the task. The average of the students activity was 64,33%, it can be conclude that the students' activity were always increase by using linking word game.

In conclusion, there were some problems that should be repaired, so the researcher and the collaborator agreed to conduct Cycle two. The common mistake in the teaching and learning process became a reference to be better so that the use of linking word game could improve the students' vocabulary mastery.

b. Cycle 2

a. Planning

Based on the reflecting in the Cycle I, the researcher and the collaborator made the planning as follow:

- 1) The researcher prepared the lesson plan including teaching procedure, media, and relevant material to be applied in acting phase.
- 2) The researcher prepared learning resource for students.
- 3) The researcher used the use of linking word game to be applied in acting phase improve students' vocabulary mastery.
- 4) The researcher prepared observation format and also evaluation format to evaluate the student's activity after teaching and learning process.
- 5) The researcher and the collaborator designed the criteria of success.

b. Acting

- 1) The First and The Second Meeting

The first meeting of second cycle was conducted on Thursday, November 9th 2017. The time allocation was 2x40 minutes. The teaching and learning process was for treatment as follow:

- a) The teacher greeted the students, prayed together and checked attendance list.
 - b) The teacher started the learning process by invite all the students to guess the material was.
 - c) The teacher explained the material while gave chance to student to ask
 - d) The teacher explained the rules of linking word game.
 - e) The students were asked to do the simulation of linking word game.
 - f) The teacher closed the first meeting.
- 2) The Second Meeting

The second meeting was conducted on Saturday, November 11th 2017. The time allocation was 2x40 minutes. The teaching and learning process was for Post Test II. The result of the students' vocabulary mastery could be seen in the following table:

Table 12
The result of the students' Vocabulary score (post test II)

No.	Students' Code	Score
1.	AP	80
2.	AOS	90
3.	ASS	80
4.	AZ	95

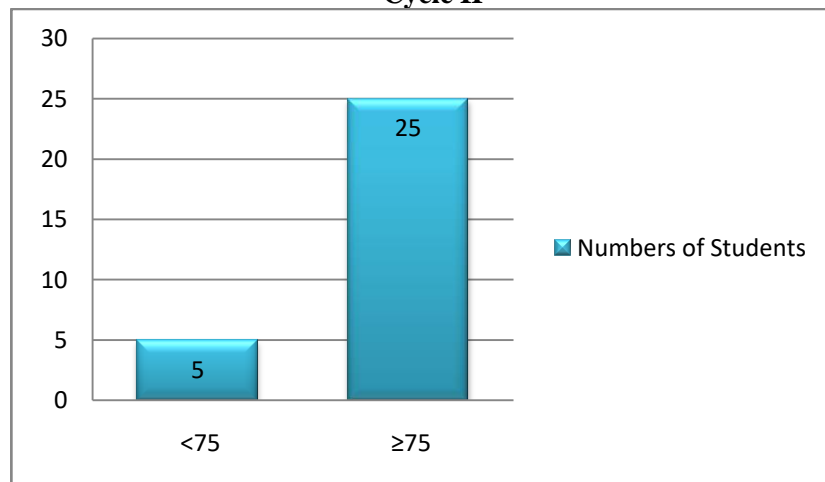
5.	AE	85
6.	BP	80
7.	CSA	85
8.	DS	95
9.	DAP	90
10.	DSN	70
11.	FP	70
12.	IAG	90
13.	LR	70
14.	MN	90
15.	MAI	95
16.	MEF	85
17.	MKN	95
18.	NSS	90
19.	PPA	85
20.	T PA	70
21.	PR	80
22.	RSF	70
23.	RRA	90
24.	RDA	85
25.	T SKC	95
26.	SM	100
27.	SGR	90
28.	TOF	85
29.	VHA	95
30.	VD	90
	Lowest Score	70
	Highest Score	100
	Average	85,67

f the Students' Score in Pre-Test

No	Students' Score	Percentage	Frequency	Explanation
1	≥ 75	83,33%	25	Complete
2	< 75	16,67%	5	Incomplete
Total		100%	30	

The result of the pre-test showed that there were 25 (83,33%) students complete to achieve the minimum standard of mastery (MMC). There were only 5 (16,67%) students did not complete the MMC. The highest score in post-test II was 100 and the lowest score was 70.

Chart 5
Result of the Students Vocabulary Score in the Post Test II Cycle II



Based on the result of Post Test II, there were 25 students (83,33%) success to complete the minimum mastery criteria (75) and 5 students (16,67%) could not complete it. The numbers of students who passed was 25 or 83,33%. It reached the indicator of success where 80% the students could get the score ≥ 75 . It meant that the use of linking word game was success to improve the students' vocabulary mastery.

c. Observing

The observation was conducted when the learning process happened (Cycle II) by using the observation sheet for students activities in class and the observation sheet for teacher activity. The observation was done by the collaborator (English teacher) of seventh grade of SMP N 10 Metro.

a) The Observation of Students' Activities in Teaching and Learning Process

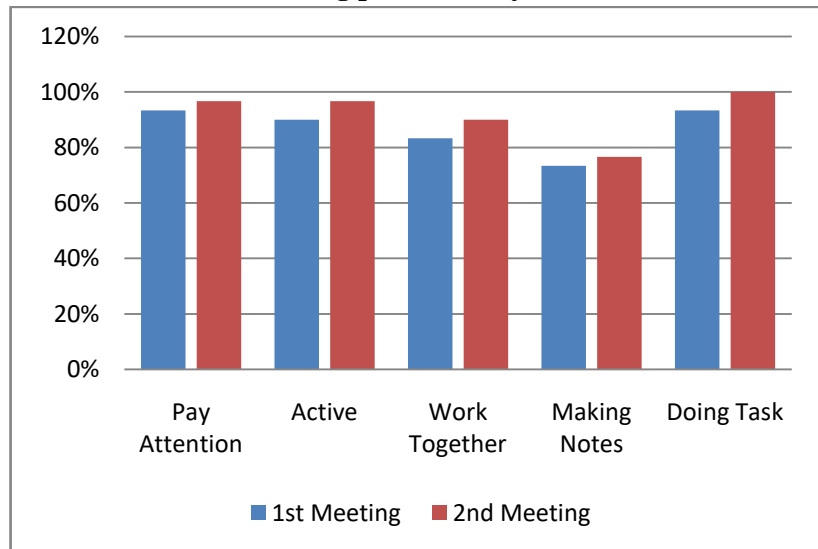
Based on the observation sheet, the students more enthusiasm to pay attention on learning process. Then, most of them were active in the group and working together. Now, most of students made a note and all of students did the task. The data of the students' activity can be seen in the following table:

Table 14
The Result of The students Activity in the teaching and learning process in Cycle II

No	Students' Activity	Cycle 2		Average	Increasing
		1st meeting	2nd meeting		
1	Giving attention to the teacher's explanation	28	29	95%	3,34%
		93,33%	96,67%		
2	Active in the group	27	29	93,34%	6,67%
		90%	96,67%		
3	Working together	25	27	86,67%	6,67%
		83,33%	90%		
4	Making notes from the material	22	23	75%	3,34%
		73,33%	76,67%		
5	Doing the task	28	30	96,67%	6,67%
		93,33%	100%		
Average		86,66%	92%	89,33%	5,34%

Furthermore, to see the comparison of the students' activities in cycle II :

Chart 6
The Result of the students Activity in the teaching and learning process in Cycle II



Based on the table, it revealed the average that 89,33% of the students are active in the teaching and learning process. From the table, it can be conclude that the students' activity were always increase from the first meeting until the second meeting in the Cycle II by using linking word game.

b) The Observation of Teacher's Activities in Teaching and Learning Process

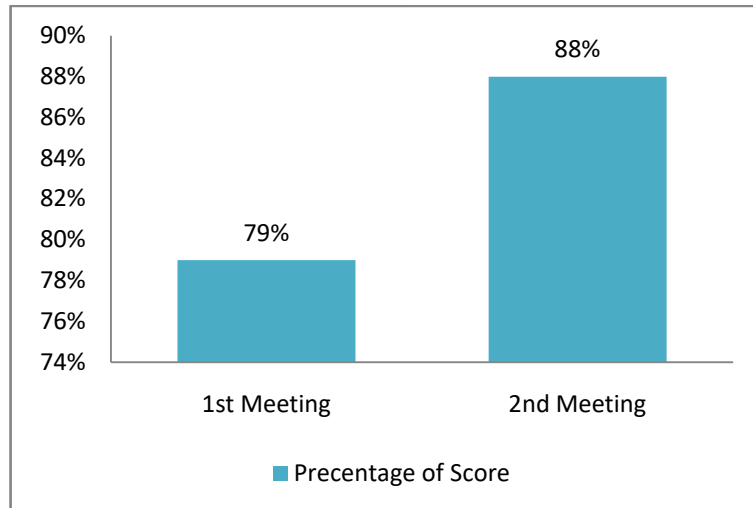
During learning process, the activities were done by the teacher during learning process influenced the students' understanding about the material. The result of teacher's activities in observation sheet could be seen on table below:

Table 15
The Result of the Students Activity in the Teaching and Learning Process in Cycle II

No	Aspect	Score	
		1st	2nd
1	The teachers' preparation	3	4
	- The materials are ready - There is structure of the lesson		
2	The teachers' mastery in the subject content	3	3
	- The teacher shows good command and knowledge of subject content		
	- Relating with another knowledge - Teaching materials conveyed by the teacher is true (based on the aim of the lesson)		
3	The teachers teaching methods	4	4
	- The teacher uses the relevant teaching method, strategy, technique or activity - The teacher uses the appropriate media in teaching.		
4	The teachers' performance	3	3
	- Clearness of the teacher's sound		
	- Establishes classroom environment conducive to learning - Establishes the communication between teacher and students		
5	The ability of closing the meeting:	3	4
	- Making conclusion made by the students and teacher together. - Conducting evaluation		
6	The ability of managing class	3	3
	- All the students are treated fairly - Used the time wisely		
Total		19	21
Percentage		79%	88%

Furthermore, to see the comparison of the teacher' activities in cycle II :

Chart 7
The Result of the Teacher Activity in the Teaching and Learning Process in Cycle II



Based on the table above, it could be seen that that the teacher's activities during learning process achieved 79% in the first meeting, and 88% in the second meeting in Cycle II.

d. Reflecting

The implementation of the use of linking word game in Cycle II was better than Cycle I. It could be seen from the improvement of the students' vocabulary score and the students' activity.

The percentage of the students' vocabulary score in the Post Test I was 66,67% while in the Post Test II was 83,33%. It achieved the indicator of success. Then, the percentage of students' activity in the Cycle I was 64,33% while in the Cycle II was 89,33%. It also achieved the indicator of success.

In conclusion, the use of linking word game was success to improve not only the students' vocabulary mastery but also the students' activity in the classroom.

B. Discussion

1. Interpretation the Result of Students' vocabulary Score in Cycle I and Cycle II

a. The Result of the Students' Vocabulary Score in Cycle I

The use of linking word game made the students vocabulary score be better than the pre-test. The comparison of the students speaking score could be seen in the following table:

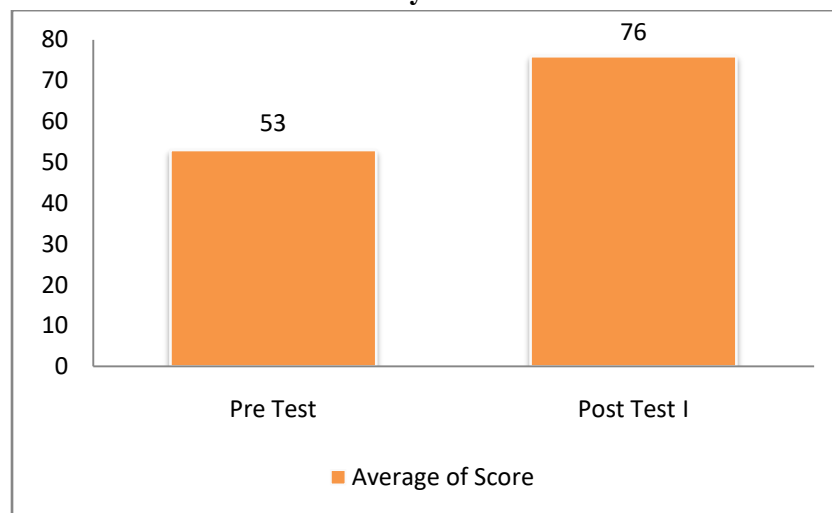
Table 16
The Result of Students vocabulary Score in Pre Test and Post Test I

No	Name	Pre-Test Score	Post-Test I Score	Increasing	Increasing Percentage	Explanation
1	AP	60	65	5	8%	Increased
2	AOS	30	70	40	133%	Increased
3	ASS	40	70	30	75%	Increased
4	AZ	55	75	20	36%	Increased
5	AE	50	75	25	50%	Increased
6	BP	40	70	30	75%	Increased
7	CSA	35	80	45	129%	Increased
8	DS	75	95	20	27%	Increased
9	DAP	75	80	5	7%	Increased
10	DSN	45	65	20	44%	Increased
11	FP	55	70	15	27%	Increased
12	IAG	50	75	25	50%	Increased
13	LR	30	65	35	117%	Increased
14	MN	80	85	5	6%	Increased
15	MAI	45	80	35	78%	Increased
16	MEF	40	70	30	75%	Increased
17	MKN	45	75	30	67%	Increased
18	NSS	75	85	10	13%	Increased
19	PPA	50	75	25	50%	Increased
20	PA	30	60	30	100%	Increased
21	PR	40	75	35	88%	Increased
22	RSF	35	65	30	86%	Increased
23	RRA	75	85	10	13%	Increased
24	RDA	35	80	45	129%	Increased

25	SKC	80	90	10	13%	Increased
26	SM	75	85	10	13%	Increased
27	SGR	75	75	0	0%	Constant
28	TOF	50	75	25	50%	Increased
29	VHA	45	85	40	89%	Increased
30	VD	75	80	5	7%	Increased
Total		1590	2280	690	1654%	
Average		53	76	23	55%	

Furthermore, the chart of the comparison of the students' vocabulary score in the pre-test and post test I was presented below:

Chart 8
The Result of Students Vocabulary Score in Pre Test and Post Test I



From the explanation above, it could be concluded that there was an improvement in the students' vocabulary score from pre-test to post test I. In the pre test the average was 53 and in the post test I was 76. The improvement was 23 or 55% from pre test to post test I.

b. The Result of the Students' Vocabulary Score in Cycle II

The result of the vocabulary score in Cycle II as follow:

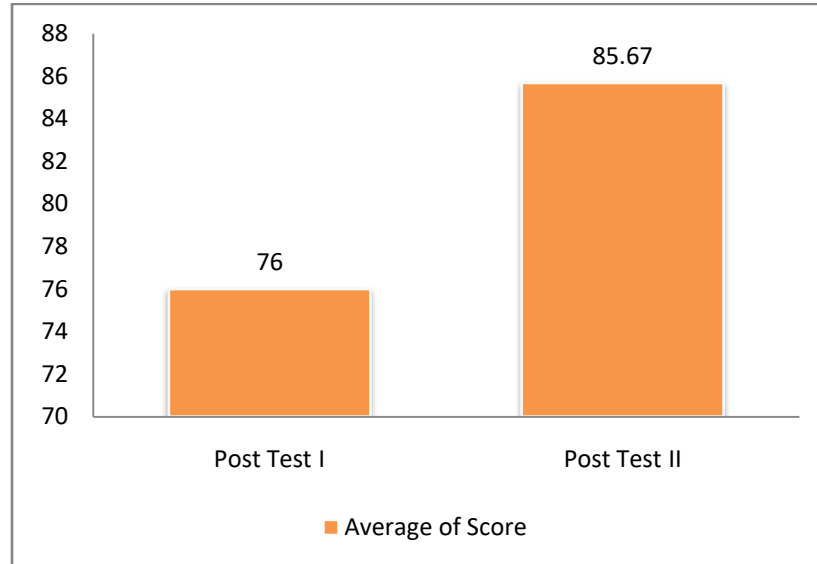
Table 17
The Result of Students vocabulary Score in Post Test I and Post Test II

No	Name	Post-Test I Score	Post-Test II Score	Increasing	Increasing Percentage	Explanation
1	AP	65	80	15	23%	Increased
2	AOS	70	90	20	29%	Increased
3	ASS	70	80	10	14%	Increased
4	AZ	75	95	20	27%	Increased
5	AE	75	85	10	13%	Increased
6	BP	70	80	10	14%	Increased
7	CSA	80	85	5	6%	Increased
8	DS	95	95	0	0%	Constant
9	DAP	80	90	10	13%	Increased
10	DSN	65	70	5	8%	Increased
11	FP	70	70	0	0%	Constant
12	IAG	75	90	15	20%	Increased
13	LR	65	70	5	8%	Increased
14	MN	85	90	5	6%	Increased
15	MAI	80	95	15	19%	Increased
16	MEF	70	85	15	21%	Increased
17	MKN	75	95	20	27%	Increased
18	NSS	85	90	5	6%	Increased
19	PPA	75	85	10	13%	Increased
20	PA	60	70	10	17%	Increased
21	PR	75	80	5	7%	Increased
22	RSF	65	70	5	8%	Increased
23	RRA	85	90	5	6%	Increased
24	RDA	80	85	5	6%	Increased
25	SKC	90	95	5	6%	Increased
26	SM	85	100	15	18%	Increased
27	SGR	75	90	15	20%	Increased
28	TOF	75	85	10	13%	Increased
29	VHA	85	95	10	12%	Increased
30	VD	80	90	10	13%	Increased
Total		2280	2570	290	390%	
Average		76	85,67	9,67	13%	

Furthermore, the chart of the comparison of the students speaking

score in the pre-test and post test I was presented below:

Chart 9
The Result of Students Vocabulary Score in Post Test I and Post Test II



From the explanation above, it could be concluded that there was an improvement in the students' vocabulary score from post test I to post test II. In post test I, the average was 76 and in the post test II was 85,67. The improvement was 9,67 from post test I to post test II.

c. The Result of the Research

The recapitulation of the students' improvement in the speaking score from pre test, post test I, post test II could be seen in the following table :

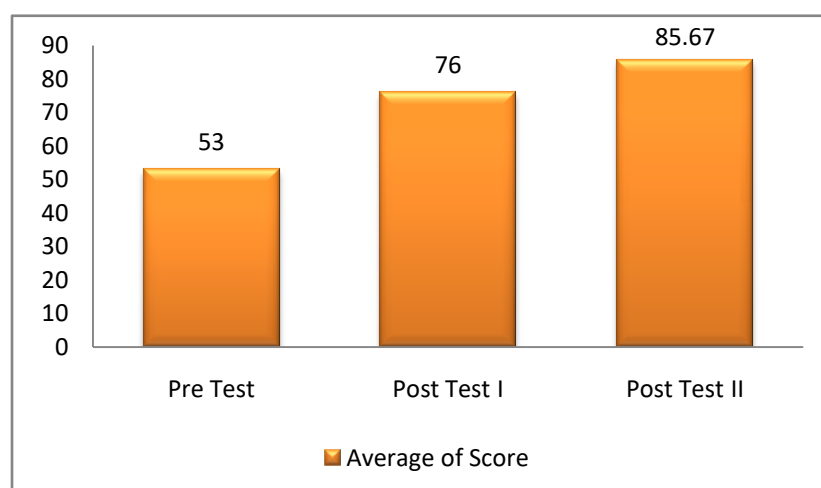
Table 18
The Recapitulation of Students' Improvement in Vocabulary Mastery Score

No	Name	Pre-Test Score	Pre-Test Score	Post-Test I Score	Increasing	Explanation
1	AP	60	65	80	20	Increased
2	AOS	30	70	90	60	Increased
3	ASS	40	70	80	40	Increased
4	AZ	55	75	95	40	Increased
5	AE	50	75	85	35	Increased
6	BP	40	70	80	40	Increased
7	CSA	35	80	85	50	Increased

8	DS	75	95	95	20	Increased
9	DAP	75	80	90	15	Increased
10	DSN	45	65	70	25	Increased
11	FP	55	70	70	15	Increased
12	IAG	50	75	90	40	Increased
13	LR	30	65	70	40	Increased
14	MN	80	85	90	10	Increased
15	MAI	45	80	95	50	Increased
16	MEF	40	70	85	45	Increased
17	MKN	45	75	95	50	Increased
18	NSS	75	85	90	15	Increased
19	PPA	50	75	85	35	Increased
20	PA	30	60	70	40	Increased
21	PR	40	75	80	40	Increased
22	RSF	35	65	70	35	Increased
23	RRA	75	85	90	15	Increased
24	RDA	35	80	85	50	Increased
25	SKC	80	90	95	15	Increased
26	SM	75	85	100	25	Increased
27	SGR	75	75	90	15	Increased
28	TOF	50	75	85	35	Increased
29	VHA	45	85	95	50	Increased
30	VD	75	80	90	15	Increased
Total		1590	2280	2570	980	
Average		53	76	85,67	32,67	

Furthermore, the chart of the comparison of the students vocabulary score in the pre-test, post test I and post test II was presented below:

Chart 10
The Result of Students Vocabulary Score in Pre test, Post Test I and Post Test II



From the explanation above, there was an improvement in the students' vocabulary score from Pre Test to post test I to post test II. In pre test, the average was 53. In post test I, the average was 76 and in the post test II was 85,67. The improvement was 23 from pre test to post test I then the improvement was 9,67 from post test I to post test II. In conclusion, the use of linking word game could improve the students' vocabulary mastery.

2. Interpretation the Result of Students' and Teacher's Activity in Cycle I and Cycle II

a. The Result of the Observation on Students' Activity

This observation result got when the teaching and learning process happened. The comparison of the students' activity in Cycle I and Cycle II could be seen in the following table:

Table 19
The result of the Students' Activity in Cycle I and Cycle II

	1st Meeting	2nd Meeting	Total	Average	Note
Cycle I	54,67%	74%	128,67%	64,33%	Increased
Cycle II	86,66%	92%	178,66%	89,33%	Increased

From the table above, it showed that there was increasing in students' activity from the cycle I to cycle II. The average in cycle I was 64,33% and in cycle II was 89,33%. It achieved the indicator of success where 75% of students were active in learning process. It meant that the use of linking word game also increased the students' activity in the classroom.

b. The Result of the Observation in Teacher's Activity

This observation result got when the teaching and learning process happened. The comparison of the teacher's activity in Cycle I and Cycle II could be seen in the following table:

Table 20
The result of the Teacher's Activity in Cycle I and Cycle II

	1st Meeting	2nd Meeting	Total	Average	Note
Cycle I	67%	75%	142%	71%	Increased
Cycle II	79%	88%	167%	83,5%	Increased

From the table above, it showed that there was increasing in teacher's activity from the cycle I to cycle II. The average in cycle I was 71% and in cycle II was 83,5%.

CHAPTER V

CONCLUSION

A. CONCLUSION

Based on the research conducted at the seventh grade of SMP N 10 Metro. The reseacher concluded that there was significant improvement in students' vocabulary mastery by using linking word game. It was supported by the improvement of the students vocabulary test who got score 75 or more from 9 students (30%) at pre test, 20 students (66,67%) at cycle I, and 25 students (83,33%) at cycle II. It means that the result of the cycle II reached the indicator that is 80% of the students get score 75 or more.

Furthermore, the use of linking word game improved students' activities in the classroom. It was proved by the result of observation sheet on students' activities. In cycle I, there was 64,33% of students were active in the class. In cycle II, there were 89,33% of the students were active. it showed that the use of linking word game also improve the students' activities in the classroom.

Therefore, the use of linking word game could be used as the alternative activity in teaching vocabulary. The use of linking word game made the students be more confident to active in the classroom activity. Then, it gave opportunities to students to gain new vocabulary and practice their vocabulary in classroom. Next, the students were interest in studying English, especially in vocabulary.

B. SUGGESTION

Referring to the result of the research and the conclusion stated previously, the researcher proposed some suggestion as follow:

a. For the Students

This research could be used as an inspiration to motivate the students in order to improve their English vocabulary and as information to make the students comfort in learning activities.

b. For the English Teacher

This research could be used as contributive information to facilitate the learning process especially in vocabulary subject, and as an alternative activity in teaching vocabulary to make the students comfort and enjoy the learning process.

c. For the Headmaster

As intake and feedback how to use linking word game in English subject to improve vocabulary mastery, so it can improve active, creative and fun learning to the students.

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APPENDICES

SILABUS SMP N 10 METRO

Mata Pelajaran : Bahasa Inggris
Kelas : VII
Kompetensi Inti :

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.					
2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. 2.2. Menunjukkan					

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p>					
<p>3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari.</p> <p>4.6 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan nama binatang, benda,</p>	<p>Teks lisan dan tulis untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari</p> <p><i>Fungsi sosial</i></p> <p>Mengenalkan, mengidentifikasi benda, binatang, bangunan umum.</p> <p><i>Struktur teks</i></p> <p>(ungkapan hafalan, tidak</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik, dalam bahasa Inggris (keteladanan). Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik, dalam bahasa Inggris dan bahasa lainnya. 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik. Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik. 	<p>24 JP</p>	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat Contoh peragaan dalam bentuk rekaman

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>perlu dijelaskan tata bahasanya)</p> <p>a. <i>It's my cricket. They are my cats. There are many fireflies in the farm., What is it? How many cows do you have?</i></p> <p>b. <i>Are they your toys? Which one is your book? What is in your pocket? Who has a red pen?</i></p> <p>c. <i>The hospital is near the post office. The police station is in the corner.</i> dan semacamnya.</p> <p>Unsur kebahasaan</p> <p>(1) Nama binatang di lingkungan rumah dan sekolah siswa: <i>hen, chicks, house lizard, dragon fly, cockroaches, mosquitoes</i>, dll.</p> <p>(2) Nama benda di lingkungan rumah dan sekolah: <i>table, pillow, toy, mug, book shelf, pen, bag</i>, dll.</p> <p>(3) Nama bangunan umum: <i>the post office, the bank, the hospital</i>, dll.</p>	<p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam bahasa Inggris dari film, kaset, buku teks, dsb. Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri- 	<ul style="list-style-type: none"> Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik. <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebutkan dan menanyakan nama dan jumlah binatang,</p>		<p>CD/VCD/ DVD/kaset</p> <ul style="list-style-type: none"> Contoh interaksi tertulis Contoh teks tertulis Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>(4) Kata tanya <i>What? Which one? How many?</i></p> <p>(5) Penyebutan kata benda singular dengan <i>a</i> dan <i>the</i>, dan plural (<i>-s</i>).</p> <p>(6) Kata ganti <i>it, they, this, that, those, these</i>.</p> <p>(7) Ungkapan <i>There is/are..., Are there ...?</i></p> <p>(8) Kata kerja yang menunjuk tindakan yang sangat lazim dan terkait dalam simple present tense: <i>be, have, go, play, get, take</i>, dan sebagainya.</p> <p>(9) Ucapan, tekanan kata, Intonasi</p> <p>(10) Ejaan dan tanda baca</p> <p>(11) Tulisan tangan.</p> <p>Topik</p> <p>Benda, binatang, bangunan umum yang terdapat di lingkungan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, bertanggung jawab, dan</p>	<p>ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik.</p> <ul style="list-style-type: none"> • Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa membandingkan ungkapan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur 	<p>benda, dan bangunan publik.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik, ketika muncul kesempatan, di dalam dan di luar kelas. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam 		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	kerja sama.	<p>kebahasaan yang digunakan.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik, di dalam dan di luar kelas. • Siswaberupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>dan di luar kelas.</p> <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik.</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>3.2 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya.</p> <p>4.8 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>Teks lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang, dan benda</p> <p><i>Fungsi sosial</i></p> <p>Mengidentifikasi, mengenalkan, memuji, mencela, mengagumi</p> <p><i>Struktur teks</i></p> <p>(ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</p> <p>a. <i>The baby is cute. I'm tired. Her sister is friendly. The children are very strong and healthy. What is he like?, dan sebagainya.</i></p> <p>b. <i>Fire is hot. Ice is cold. My school is very clean. The classrooms are big. The school yard is wide and green. How is your school?, dan sebagainya.</i></p> <p>c. <i>The horse is very strong. Cows are big. Chicks are cute. A cockroach is brown., dan sebagainya.</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan sifat orang, binatang, benda, dalam bahasa Inggris dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan sifat orang, binatang, benda, dalam bahasa Inggris yang dipilih sesuai fungsi sosialnya. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan sifat orang, binatang, benda, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Siswa mendengarkan dan 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan sifat orang, binatang, benda. Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan sifat orang, binatang, benda. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan sifat orang, binatang, benda. 	<p>12 JP</p>	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset Contoh interaksi tertulis Contoh teks tertulis Sumber dari internet, seperti: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>Unsur kebahasaan</p> <ol style="list-style-type: none"> (1) Kata sifat terkait fisik, mental, psikologis (2) Kata tanya <i>What ... look like? How?</i> (3) Nama benda-benda dan hewan yang sangat lazim di rumah, kelas, sekolah, dan sekitarnya. (4) Adverbia: <i>very</i> (5) Kata ganti <i>it, they, this, that, those, these.</i> (6) Kata kerja dalam simple present tense: <i>be, have.</i> (7) Ucapan, tekanan kata, intonasi, (8) Ejaan dan tanda baca (9) Tulisan tangan. <p>Topik</p> <p>Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, bertanggung jawab, cinta damai, dan kerja sama.</p>	<p>menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan sifat orang, binatang, benda dalam bahasa Inggris dari film, kaset, buku teks, dsb.</p> <ul style="list-style-type: none"> • Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan sifat orang, binatang, benda dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan sifat orang, binatang, benda. • Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan sifat orang, binatang, benda dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan menyebutkan dan menanyakan sifat orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa membandingkan ungkapan 	<p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebutkan dan menanyakan sifat orang, binatang, benda.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan sifat orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas. • Observasi terhadap kesungguhan, tanggung jawab, dan 		<p>- http://learnenglish.britishcouncil.org/en/</p>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>menyebutkan dan menanyakan sifat orang, binatang, benda yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</p> <ul style="list-style-type: none"> Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan sifat orang, binatang, benda, di dalam dan di luar kelas, dengan unsur kebahasaan yang dipilih sesuai fungsi sosialnya. Siswaberupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan sifat orang, binatang, benda dan menuliskannya dalam 	<p>kerja sama siswa dalam proses pembelajaran di setiap tahapan.</p> <ul style="list-style-type: none"> Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan sifat orang, binatang, benda, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		jurnal belajar sederhana dalam bahasa Indonesia.	di dalamnya termasuk tindakan menyebutkan dan menanyakan sifat orang, binatang, benda.		

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RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: SMP Negeri 10 Metro
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII / 1
Materi Pokok	: This is My World (Animals around Me)
Alokasi Waktu	: 4 x 40 menit

KOMPETENSI INTI

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

KOMPETENSI DASAR DAN INDIKATOR

Kompetensi Dasar:

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
- 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.1. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari.
- 4.6 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

INDIKATOR

1. Terampil memahami, menyatakan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari
2. Terampil Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

TUJUAN PEMBELAJARAN

Siswa terampil memahami, menyatakan, dan menanyakan teks lisan dan tulis untuk menyatakan dan menanyakan tentang nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, menggunakan ungkapan dengan struktur teks yang runtut dengan unsur

kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerja sama, dan cinta damai (sikap, pengetahuan, keterampilan).

MATERI PEMBELAJARAN

Teks lisan dan tulis untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari.

Fungsi sosial

Mengenalkan, mengidentifikasi benda, binatang, bangunan umum.

Struktur teks

- d. *It's my cricket. They are my cats. There are many fireflies in the farm., What is it? How many cows do you have?*

Unsur kebahasaan

- 1) Nama binatang di lingkungan rumah dan sekolah siswa: *hen, chicks, house lizard, dragon fly, cockroaches, mosquitoes*, dll.
- 2) Kata tanya *What? Which one? How many?*
- 3) Kata ganti *it, they, this, that, those, these* Ucapan, tekanan kata, intonasi,
- 4) Ungkapan *There is/are..., Are there ...?*
- 5) Kata kerja yang menunjuk tindakan yang sangat lazim dan terkait dalam simple present tense: *be, have, go, play, get, take*, dan sebagainya.
- 6) Ucapan, tekanan kata, Intonasi
- 7) Ejaan dan tanda baca
- 8) Tulisan tangan.

Topik

Berbagai kegiatan dan tindakan yang penting dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.

LANGKAH - LANGKAH PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Kegiatan awal (10 menit)	1. Guru masuk ke kelas dan langsung menyapa siswa dengan menggunakan bahasa inggris " <i>Good morning, students</i> " agar <i>English Environment</i> dapat langsung tercipta. Setelah direspon, guru menanyakan keadaan siswa	2 menit
	2. Guru menanyakan kehadiran siswa dengan mengucapkan " <i>Who is absent today?</i> ".	2 menit
	3. Setelah melakukan presensi, guru menanyakan nama beberapa siswa.	3 menit
	4. Guru mengajak siswa untuk menebak tentang topik yang akan dipelajari	2 menit
	5. Guru menekankan topik yang akan dipelajari yaitu tentang nama dan jumlah binatang disekitar kita.	1 menit

<p>Kegiatan Inti (60 menit)</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyatakan dan menanyakan tentang nama dan jumlah binatang, dalam bahasa Inggris (keteladanan). • Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan nama dan jumlah binatang dalam bahasa Inggris dan bahasa lainnya. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan nama dan jumlah binatang di sekitar dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan nama dan jumlah binatang publik dalam bahasa Inggris dari film, kaset, buku teks, dsb. • Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan nama dan jumlah binatang dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. • Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan nama dan jumlah binatang pembelajaran, serta simulasi menggunakan <i>linking word game</i>. • Dengan bimbingan dan arahan guru, siswa mengumpulkan kosa kata yang telah ditulis dan dimainkan dalam <i>linking word game</i> dan mengidentifikasi kata-kata tersebut. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan menyebutkan dan menanyakan nama dan jumlah binatang yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Siswa memperoleh balikan (<i>feedback</i>) dari 	<p>2 X 40 menit</p>
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	<p>guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. Serta kosa kata baru yang mereka dapatkan dari interaksi dengan teman yang lain menggunakan linking word game.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan nama dan jumlah binatang di dalam dan di luar kelas. • Siswaberupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan nama dan jumlah binatang dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	
Kegiatan Akhir (10 menit)	<ol style="list-style-type: none"> 1. Guru bersama siswa menyimpulkan materi yang sudah dipelajari 2. Guru memberikan pekerjaan rumah kepada siswa 3. Guru menginformasikan materi selanjutnya 	5 menit

PENILAIAN

1. Teknik penilaian : Tes Tertulis
2. Instrumen:
 - a. 10 Soal Pilihan Ganda (Multiple Choice)
 - b. 10 Soal Isian Singkat (Fill the Blank)
3. Skor Perolehan :
 - a. Soal Pilihan ganda:
 - Jawaban salah bernilai nol
 - Penilaian = Jawaban Benar x 10 = 100 (skor maksimal)
 - b. Soal Isian Singkat:
 - Jawaban salah bernilai nol
 - Penilaian = Jawaban Benar x 10 = 100 (skor maksimal)

$\text{Skor Akhir} = \frac{\text{Skor Perolehan A} + \text{Skor Perolehan B}}{2}$

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RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: SMP Negeri 10 Metro
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII / 1
Materi Pokok	: Things around Me
Alokasi Waktu	: 4 x 40 menit

KOMPETENSI INTI

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

KOMPETENSI DASAR DAN INDIKATOR

Kompetensi Dasar:

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
- 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.1. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari.
- 4.6 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

INDIKATOR

3. Terampil memahami, menyatakan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari
4. Terampil Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

TUJUAN PEMBELAJARAN

Siswa terampil memahami, menyatakan, dan menanyakan teks lisan dan tulis untuk menyatakan dan menanyakan tentang nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, menggunakan ungkapan dengan struktur teks yang runtut dengan unsur

kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerja sama, dan cinta damai (sikap, pengetahuan, keterampilan).

MATERI PEMBELAJARAN

Teks lisan dan tulis untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari.

Fungsi sosial

Mengenalkan, mengidentifikasi benda dan bangunan umum.

Struktur teks

e. *Are they your toys? Which one is your book? What is in your pocket? Who has a red pen?*

f. *The hospital is near the post office. The police station is in the corner.* dan sebagainya.

Unsur kebahasaan

(12) Nama benda di lingkungan rumah dan sekolah: *table, pillow, toy, mug, book shelf, pen, bag*, dll.

(13) Nama bangunan umum: *the post office, the bank, the hospital*, dll.

(14) Kata tanya *What? Which one? How many?*

(15) Penyebutan kata benda singular dengan *a* dan *the*, dan plural (*-s*).

(16) Kata ganti *it, they, this, that, those, these*.

(17) Ungkapan *There is/are..., Are there ...?*

(18) Kata kerja yang menunjuk tindakan yang sangat lazim dan terkait dalam simple present tense: *be, have, go, play, get, take*, dan sebagainya.

(19) Ucapan, tekanan kata, Intonasi

(20) Ejaan dan tanda baca

(21) Tulisan tangan.

Topik

Berbagai kegiatan dan tindakan yang penting dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.

LENGKAH - LANGKAH PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Kegiatan awal (10 menit)	6. Guru masuk ke kelas dan langsung menyapa siswa dengan menggunakan bahasa inggris " <i>Good morning, students</i> " agar <i>English Environment</i> dapat langsung tercipta. Setelah direspon, guru menanyakan keadaan siswa	2 menit
	7. Guru menanyakan kehadiran siswa dengan mengucapkan " <i>Who is absent today?</i> ".	2 menit
	8. Setelah melakukan presensi, guru menanyakan nama beberapa siswa.	3 menit
	9. Guru mengajak siswa untuk menebak tentang topik yang akan dipelajari	2 menit
	10. Guru menekankan topik yang akan dipelajari yaitu tentang nama dan jumlah	1 menit

	benda dan bangunan public disekitar kita.	
Kegiatan Inti (60 menit)	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan nama dan jumlah benda dan bangunan publik, dalam bahasa Inggris (keteladanan). • Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan nama dan jumlah benda dan bangunan publik, dalam bahasa Inggris dan bahasa lainnya. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan nama dan jumlah benda dan bangunan publik di sekitar dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan nama dan jumlah benda dan bangunan publik dalam bahasa Inggris dari film, gambar, buku teks, dsb. • Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan nama dan jumlah benda dan bangunan publik dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. • Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan nama dan jumlah benda dan bangunan public dalam pembelajaran, serta simulasi menggunakan <i>linking word game</i>. • Dengan bimbingan dan arahan guru, siswa mengumpulkan kosa kata yang telah ditulis dan dimainkan dalam <i>linking word game</i> dan mengidentifikasi kata-kata tersebut <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan menyebutkan dan menanyakan nama dan jumlah benda dan bangunan publik yang telah dipelajari tersebut di atas dengan yang ada di 	2 X 35 menit

	<p>sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</p> <ul style="list-style-type: none"> • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. Serta kosa kata baru yang mereka dapatkan dari interaksi dengan teman yang lain menggunakan linking word game. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan nama dan jumlah benda dan bangunan public di sekitar di dalam dan di luar kelas. • Siswaberupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan nama dan jumlah benda dan bangunan publik dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	
Kegiatan Akhir (11 menit)	<ol style="list-style-type: none"> 4. Guru bersama siswa menyimpulkan materi yang sudah dipelajari 5. Guru memberikan pekerjaan rumah kepada siswa 6. Guru menginformasikan materi selanjutnya. 	5 menit

PENILAIAN

4. Teknik penilaian : Tes Tertulis
5. Instrumen:
 - c. 10 Soal Pilihan Ganda (Multiple Choice)
 - d. 10 Soal Isian Singkat (Fill the Blank)
6. Skor Perolehan :
 - c. Soal Pilihan ganda:
 - Jawaban salah bernilai nol
 - Penilaian = Jawaban Benar x 10 = 100 (skor maksimal)
 - d. Soal Isian Singkat:
 - e. Jawaban salah bernilai nol
 - f. Penilaian = Jawaban Benar x 10 = 100 (skor maksimal)

Skor Akhir = $\frac{\text{Skor Perolehan A} + \text{Skor Perolehan B}}{2}$
--

English Teacher

Metro, 23 Oktober 2017
Reseacher

Supriyono, S.Pd
NIP. 19780415 200902 1 002

Nurul Khotimah
St. N. 13106667

Kepala SMP N 10 Metro

Drs. Supardi
NIP. 196402071995121003

- Soal Pilihan Ganda (Multiple Choice)
- f. 10 Soal Isian Singkat (Fill the Blank)
9. Skor Perolehan :
- g. Soal Pilihan ganda:
- Jawaban salah bernilai nol
 - Penilaian = Jawaban Benar x 10 = 100 (skor maksimal)
- h. Soal Isian Singkat:
- i. Jawaban salah bernilai nol
- j. Penilaian = Jawaban Benar x 10 = 100 (skor maksimal)

$\text{Skor Akhir} = \frac{\text{Skor Perolehan A} + \text{Skor Perolehan B}}{2}$

PENILAIAN

7. Teknik
penilaian : Tes
Tertulis

8. Instrumen:
e. 10

English Teacher

Metro, 23 Oktober 2017
Reseacher

Supriyono, S.Pd
NIP. 19780415 200902 1 002

Nurul Khotimah
St. N. 13106667

A.n Kepala SMP N 10 Metro
Waka Kesiswaan

Drs. Gatot Siswanto
NIP. 195909091981031017

Pre Test

Name :

Class :


A. Direction: Read the questions carefully then choose the right answer by crossing A, B, C or D.
(*Baca Pertanyaan dengan hati-hati, kemudian pilih jawaban yang benar dengan menyilang salah satu jawaban A,B,C atau D*).

1. The place in the school for the students to study is called?
 - a. Classroom
 - b. Livingroom
 - c. Library
 - d. Canteen

2. Here are tools for drink water, except.....
 - a. Mug
 - b. Bowl
 - c. Glass
 - d. Cup

3. Some people is usually place frying pan, stove, knife and plates in the
 - a. Dinning room
 - b. Kitchen
 - c. Living room
 - d. Garage



4.  this thing is called

 - a. Ruler
 - b. Rubber
 - c. Sharpener
 - d. Bag

5. I usually eat a meal using

 - a. Pen
 - b. Chopsticks
 - c. Spoon
 - d. fork

6.is animal that looks like a cat, but it is very big and wild. It has black and yellow stripes, and it eats a meal.
 - a. Lion
 - b. Horse
 - c. Wolf

- d. Tiger
7.is the largest animal on the earth. It is bigger than elephant. It lives in the ocean and swim like fish, but it is not fish.
- Whale
 - Pig
 - Rhinoceros
 - Crocodile
8. The has poison.
- Turtle
 - Crocodile
 - Snake
 - Rhino
9. is a mammals.
- Shark
 - Dolphin
 - Fish
 - Jellyfish
10. This is an animal that has four legs, except?
- Frog
 - Goat
 - Dove
 - Rhino

B. Fill the blank with the correct answer. (isilah yang kosong dengan jawaban yang tepat)

- The teacher uses _____ to write on the whiteboard.
- The students use _____ to sweep the floor.
- My brother and I usually sleep in the same _____.
- Siska likes reading, so she has a lot of _____ in her room.
- Doni's favorite color is blue. His _____ is also blue. He likes cycling with it.
- It is a bird. It is nocturnal animal. It has big eyes. It is _____.
- It is an insect. It flies and shines at the night. It is _____.
- _____ is a kind of bird, but it can not fly.
- Almost all part of _____ is useful. It can produce milk, meat and its energy can be used to help farmer in the farm. Its skin usually white.
- It is an animal that live in the desert. It can go for a long time without drinking water. It is _____.

Answer Key

A. Multiple Choice

1. A
2. B
3. B
4. C
5. C
6. D
7. A
8. C
9. B
10. C

B. Fill the Blank

1. Marker
2. Broom
3. Bedroom
4. Books
5. Bicycle
6. Owl
7. Fireflies
8. Penguin
9. Cow
10. Camel

Post test 1

This is My World

Sub tema : *Animals around Me*


Name :

Class :

C. Direction: Read the questions carefully then choose the right answer by crossing A, B, C or D. (*Baca Pertanyaan dengan hati-hati, kemudian pilih jawaban yang benar dengan menyilang salah satu jawaban A,B,C atau D*).

1. An animal that has a long trunk and big ears is called
 - a. Ant
 - b. Rhino
 - c. Elephant
 - d. Camel
2. can fly
 - a. Lion
 - b. Cat
 - c. Dove
 - d. Penguin
3. Thelike to eat carrot.
 - a. Goat
 - b. Ox
 - c. Cow
 - d. Rabbit
4. Thecan climb up the trees.
 - a. Monkey
 - b. Giraffe
 - c. Goat
 - d. Cat
5. Here are pets, except.....
 - a. Hen
 - b. Dog
 - c. Goat
 - d. Snail



6.  what is it?
 - a. Camel
 - b. Kangaroo
 - c. Koala
 - d. Bat
7.can not life outside the water.
 - a. Frog

- b. Fish
- c. Turtle
- d. Bird

8. The horse eats

- a. Grass
- b. Carrot
- c. Fish
- d. Meat

9. It is a wild animal. It can swim in the river. It has sharp teeth. It often dangerous and its skin is very rough. What kind of animal is it?

- a. Crocodile
- b. Snake
- c. Rhinoceros
- d. Elephant

10. It is a big animal with very thick skin and one or two horn on its nose. What animal is it?

- a. Elephant
- b. Rhinoceros
- c. Dolphin
- d. Crocodile

D. Fill the blank with the correct answer. (isilah yang kosong dengan jawaban yang tepat)

1. _____ is bird that has big eyes and goes out at night.
2. _____ is an animal. It has long neck and it is herbivore.
3. It is a pet. It likes to eat carrot. It is _____.
4. It has four legs but front legs are short. It can hop very fast. It is _____.
5. My _____ is barking when I come home.
6. The _____ like to eat banana.
7. It is an animal that live in the desert. It can go for a long time without drinking water. It is _____.
8. The _____ is a tame animal. It lives in the South Pole.
9. It is predatory invertebrate animals. It has eight legs. It is _____.
10. The _____ has a poison.

Answer key of Post Test 1

A. Multiple Choice

1. C
2. C

3. D
4. A
5. D
6. C
7. B
8. A
9. A
10. B

B. Fill the blank

1. Owl
2. Giraffe
3. Tiger
4. Kangaroo
5. Dog
6. Monkey
7. Camel
8. Penguin
9. Spider
10. Snake

Post test 2

Sub tema : *Things around Me*

Name :

Class :

E. Direction: Read the questions carefully then choose the right answer by crossing A, B, C or D.
(*Baca Pertanyaan dengan hati-hati, kemudian pilih jawaban yang benar dengan menyilang salah satu jawaban A,B,C atau D*).

1. is for writing.
 - a. Book
 - b. Pen
 - c. Eraser
 - d. Bag
2. There is pencil on your table.
 - a. One
 - b. Two
 - c. Three
 - d. Four
3. Dina takes a bath in the

 - a. Bedroom
 - b. Living room
 - c. Bathroom
 - d. Kitchen

4. I wearto school.
 - a. Pajamas
 - b. T-shirt
 - c. Short
 - d. Uniform
5. There is a stove in the....
 - a. Garage
 - b. Bathroom
 - c. Kitchen
 - d. Bedroom
6. Rian : Do you need?
Tanti : Yes, I do. It's cloudy. It will rain.
 - a. Handphone
 - b. Bag
 - c. Umbrella
 - d. Book
7.is a place for people that are sick.
 - a. Post office
 - b. Hospital
 - c. Park
 - d. Mosque
8. Here are tools for drink water, except.....
 - e. Bowl

- f. Mug
 - g. Glass
 - h. Cup
9. Here are things you should bring to school, except
 - a. Ruler
 - b. Books
 - c. Toy
 - d. Sharpener
 10. Mia and Tara go toto return the book that they borrowed last week.
 - a. Canteen
 - b. Post office
 - c. Library
 - d. Bank

F. Fill the blank with the correct answer. (isilah yang kosong dengan jawaban yang tepat)

1. My mother is cooking in the _____.
2. The students sweep the _____. Because it looks so dirty.
3. We have to go to _____ to send a letter.
4. The _____ is a safe place for saving our money.
5. A _____ is used to safe the clothes.
6. A _____ is used for keep us warm when we are sleeping.
7. We always sit on the _____ and write on the table.
8. The teacher usually writes the material before explaining to the student on the _____.
9. My brother buys me new _____ for drawing a sketch.
10. We usually use a _____ as a tool to eat a meal.

Answer Key

A. Multiple Choice

1. B
2. A
3. C
4. D
5. C
6. C
7. B
8. A
9. C
10. C

B. Fill the blank

1. Kitchen
2. Floor

3. Post office
4. Bank
5. Wardrobe
6. Blanket
7. Chair
8. Whiteboard
9. Pencil
10. Spoon



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

Nomor : B-1977/In.28.1/J/TL.00/10/2017
Lamp : -
Hal : **Bimbingan Skripsi**

16 Oktober 2017

Kepada Yth:

1. Dr. Makhrus As'ad, M.Ag
2. Syahreni Siregar, M.Hum

Dosen Pembimbing Skripsi
di-

Tempat

Assalamualaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Saudara/i untuk membimbing mahasiswa tersebut di bawah ini:

Nama : Nurul Khotimah
NPM : 13107987
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Dengan ketentuan sebagai berikut:

1. Dosen pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian
 - a. Dosen Pembimbing, bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
 - b. Ass. Dosen Pembimbing bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
 - a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif
 - b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (Pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
 - a. Pendahuluan ± 1/6 bagian
 - b. Isi ± 2/3 bagian
 - c. Penutup ± 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan Saudara kami ucapkan terimakasih.

Wassalamualaikum Wr. Wr.





KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO
JURUSAN TARBİYAH

Sekretariat : Jl. Ki. Hajar Dewantoro 15 A Metro, Telp (0725) 41507

Nomor : Sti.06/JST/PP.00.9/3790/2016
Lamp : -
Hal : **IZIN PRA SURVEY**

Metro, 22 November 2016

Kepada Yth.,
Kepala Sekolah SMP N 10 Metro
Di -
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama : Nurul Khotimah
NPM : 13107987
Jurusan : Tarbiyah
Prodi : PBI
Judul : The Use of Linking Words Game to Improve the Vocabulary
Mastery at the Seventh Grade of SMP N 10 Metro

Untuk melakukan *PRA SURVEY* di SMP N 10 Metro.

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya diaturkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan

Dr. Akla, M.Pd
NIP. 19691008 200003 2005



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-2023/In.28/D.1/TL.01/10/2017

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara:

Nama : NURUL KHOTIMAH
NPM : 13107987
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Untuk : 1. Mengadakan observasi/survey di SMP N 10 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF LINKING WORD GAME TO IMPROVE STUDENTS VOCABULARY MASTERY AT SEVENTH GRADE OF SMP N 10 METRO".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 17 Oktober 2017



Mengetahui,
Pejabat Setempat



Wakil Dekan I,

[Signature]
Dra. Isti Fatimah MA
NIP. 19670531 199303 2 003



DINAS PENDIDIKAN, KEBUDAYAAN,
PEMUDA DAN OLAH RAGA
SMP NEGERI 10 METRO
Jln. Wolter Monginsidi Hadimulyo Timur Metro Pusat Kota Metro



SURAT KETERANGAN

Nomor : 203/L.12.3/SMP.10/I/2016

Berdasarkan surat dari Wakil Ketua I Sekolah Tinggi Agama Islam Negeri (STAIN) Metro Nomor : sti.06/JST/PP.00/9/3790/2016 tanggal 22 November 2016 tentang Ijin Pra Survey, Kepala SMP Negeri 10 Metro :

Nama : MARSIDI, S.Pd.
NIP : 19630803 198601 1 001
Pangkat / Golongan : Pembina Tk. I / IV.b

Menerangkan bahwa :

Nama : NURUL KHOTIMAH
Nomer Registrasi : 13107987
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah
Judul Skripsi : "THE USE OF LINKING WORDS GAME TO IMPROVE THE VOCABULARY MASTERY AT THE SEVENTH GRADE OF SMPN 10 METRO"

Untuk melakukan pra survey di SMP Negeri 10 Metro.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Metro, 28 November 2016
A.n. Kepala Sekolah
Waka Kurikulum



PARTONO, BA
NIP. 19581127 198003 1 011



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-2024/In.28/D.1/TL.00/10/2017
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
KEPALA SMP N 10 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2023/In.28/D.1/TL.01/10/2017,
tanggal 17 Oktober 2017 atas nama saudara:

Nama : NURUL KHOTIMAH
NPM : 13107987
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP N 10 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF LINKING WORD GAME TO IMPROVE STUDENTS VOCABULARY MASTERY AT SEVENTH GRADE OF SMP N 10 METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 17 Oktober 2017
Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003





PEMERINTAH KOTA METRO
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 10 METRO
AKREDITASI A

Jln. Wolter Monginsidi Hadimulyo Timur Metro Pusat Kota Metro



SURAT IJIN PENELITIAN

Nomor : 177/I.12.3/SMP.10/I/2017

Berdasarkan surat dari Wakil Dekan I Institut Agama Islam Negeri Metro Fakultas Tarbiyah dan Ilmu Keguruan Nomor : B-2024/In.28/D.1/TL.00/10/2017 tanggal 17 Oktober 2017 tentang Ijin Research, Kepala SMP Negeri 10 Metro :

Nama : Drs. SUPARDI
NIP : 19640207 199512 1 003
Pangkat / Golongan : Pembina / IV.a

Memberi ijin kepada :

Nama : NURUL KHOTIMAH
Nomer Registrasi : 13107987
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris
Judul Skripsi : "THE USE OF LINKING WORD GAME TO IMPROVE STUDENTS VOCABULARY MASTERY AT SEVENTH GRADE OF SMP N 10 METRO"

untuk melakukan penelitian di SMP Negeri 10 Metro.

Demikian surat ijin penelitian ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Metro, 26 Oktober 2017

Kepala Sekolah



Drs. SUPARDI

NIP.19640207 199512 1 003



PEMERITAH KOTA METRO
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 10 METRO
Akreditasi A



Jln. Wolter Monginsidi Hadimulyo Timur Metro Pusat Kota Metro

SURAT KETERANGAN

Nomor: 195/I.12.3/SMP.10/I/2017

Berdasarkan surat dari Wakil Dekan I Institut Agama Islam Negeri Metro Fakultas Tarbiyah dan Ilmu Keguruan Nomor: B-2024/In.28/D.1/TL.00/10/2017 tanggal 17 Oktober 2017 tentang Ijin Research, kepala SMP Negeri 10 Metro:

Nama : Drs. Supardi
NIP : 19640207 199512 1 003
Pangkat/Golongan : Pembina/ IV.a


Menerangkan bahwa:

Nama : NURUL KHOTIMAH
Nomer Register : 13107987
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul Skripsi : " THE USE OF LINKING WORD GAME TO IMPROVE STUDENTS' VOCABULARY MASTERY AT SEVENTH GRADE OF SMP N 10 METRO"

Telah melaksanakan penelitian pada tanggal 26 Oktober 2017 sampai dengan 14 November 2017 di SMP Negeri 10 Metro.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Metro, 16 November 2017
A.n. Kepala Sekolah
Waka Kesiswaan



Drs. Gatot Siswanto
NIP. 19590909 198103 1 017



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Nurul Khotimah
NPM : 13107987

Jurusan : TBI
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Tuesday 24/10/17		✓	Acc Research Instrument	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing II

Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Nurul Khotimah
NPM : 13107987

Jurusan : TBI
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.		✓		APD & As'ad dan Dr. Mahrus	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Nurul Khotimah
NPM : 13107987

Jurusan : TBI
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Friday 24/Nov/17		✓	Reuse chapter IV - ✓	
2	Friday 08/12/17		✓	Acc and Continue to the first sponsor	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing II

Syahreni Siregar, M.Hum
NIP. 19760814 200912 2 004



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Nurul Khotimah
NPM : 13107987

Jurusan : TBI
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Friday / November 24 th	✓		- Acknowledgement - Table of Content - Chapter I, II	
2.	Friday / December 8 th	✓		- Revise chapter II (Add characteristics of word)	
3.	Wednesday / December 13 th	✓		- Revise chapter II - Revise chapter III	
4.	Tuesday / December 19 th	✓		- Revise chapter III (Indicator of success) - Revise Test guidance	
5.	Thursday / December 21 st	✓		- Revise chapter III and V	
6.	Friday / December 29 th	✓		- Revise chapter V	
7.	Monday / January 8 th	✓		Perbaiki skripsi ke ke masyakallah	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Nurul Khotimah
NPM : 13107987

Jurusan : TBI
Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Monday / 08/05/2017	✓		- Table of Content	
2.	Tuesday / 16/5/2017	✓		- Revise chapter I and II	
3.	Monday / 5/6/2017	✓		- Revise chapter I, II, III	
4.	Wednesday / 14/6/2017	✓		- Revise chapter I and II (Independent Variable)	
5.	Monday / 24/7/2017	✓		- Add Theory chapter II (Kind of Vocabulary)	
6.	Thursday / 27/7/2017	✓		- Perbaiki diterima, Acc diseminarkan	

Mengetahui,
Ketua Jurusan TBI

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Pre-Test (October 26th 2017)



(The Students' doing the pre-test)

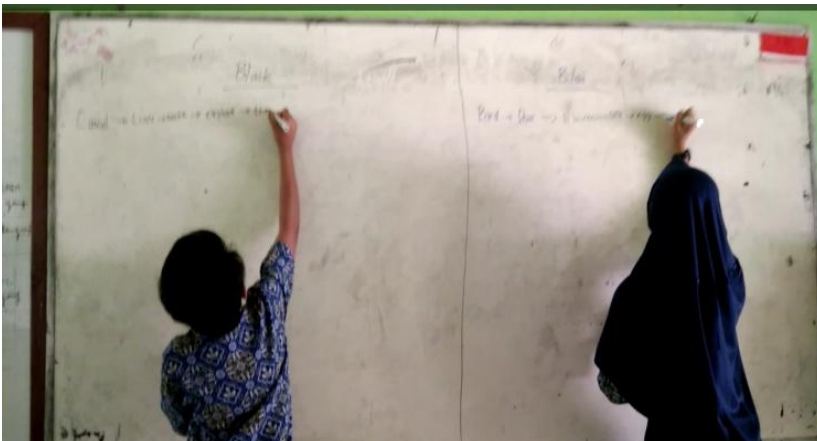
Treatment 1 (November 2nd 2017)



(Teacher give explanation about the material)



(The teacher explaining about the rule of linking word game, and student give feedback and asking for helping to explain more about the rules)



17)

(The students playing the game and the teacher observed them)

Post Test 1 (November 4th, 2017)

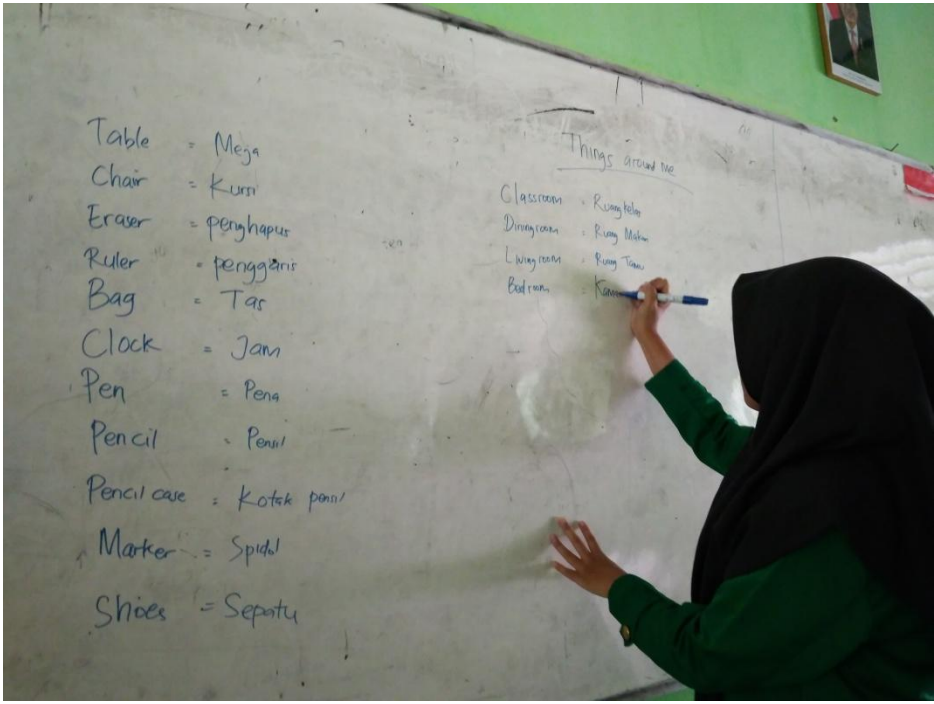


(The teacher gives post test for the students)

Treatment 2 (November 9th, 2017)



(Teacher gives treatment to the students)



(Teacher writes the vocabulary that being mentioned by the students and ask them to making note in their book)



(Teacher observe the students while the students doing linking word game)

Post Test 2 (November 11th, 2017)



CURRICULUM VITAE



The writer was born in Metro, on October 23rd, 1994. She is the daughter of happy family of Mr. Suratman and Mrs. Siti Nurhasanah. She lives in Yosodadi, Metro Timur, Kota Metro.

She started her education at Elementary School at SD N 04 Metro Timur, on 2000-2006. She took her Junior High School at SMP N 4 Metro, on 2006-2009. And then, in period of 2009-2012 she continued her study at Vocational High School 1 Metro.

After she graduated from Senior High School, She got a scholarship from DISDIKBUDPORA kota metro to join an Educational Computer of office application program in ITECH Computer Course for three month. While finishing those programs, she worked part time job in other place.

In 2013, she chose IAIN Metro to continue her formal education. She was registered as student of S1 English Education Study Program of State Institute for Islamic Studies Metro (2013).