

AN UNDERGRADUATE THESIS

INCREASING THE STUDENTS' VOCABULARY MASTERY

BY USING MAKE TWO WORDS GAME

AMONG THE SEVENTH GRADE

AT MTs. RAUDHLATUL JANNAH

NATAR SOUTH LAMPUNG

IN THE ACADEMIC YEAR OF 2018/ 2019

BY:

UMI SALAMAH

STUDENT.ID. 14122317



Tarbiyah and Teachers Training Faculty

English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1440 H / 2019 M

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IN THE ACADEMIC YEAR OF 2018/ 2019

Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

BY:

UMI SALAMAH

STUDENT.ID. 14122317

Sponsor: Dr. Umi Yawisah, M.Hum
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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1440 H / 2019 M



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NOTIFICATION LETTER

Number : -
Appendix : 1 (One) Bundle
Matter : In order to hold the Munaqosyah of Umi Salamah

To The Honorable,
The Head of Tarbiyah Faculty
State Institute of Islamic Studies
(IAIN) of Metro

Assalamua'alaikumWarahmatullahiWabarakatuh

We have given guidance and enough improvement to research thesis script which is written by:

Name : Umi Salamah
Student Number : 14122317
Faculty : Tarbiyah
Department : English Education
Title : Increasing the students vocabulary mastery by using make two words game among the seventh grade at MTs. Raudhlatul Jannah Natar South Lampung in the Academic Year of 2018/ 2019

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

Wassalamu'alaikumWarahmatullahiWabarakatuh

Sponsor

Dr. Umi Yawisah, M.Hum
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Metro, June 2019
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Number :
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Of Umi Salamah

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to the research which is written by:

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Department : English Education
Faculty : Tarbiyah
Title : Increasing the students vocabulary mastery by using make
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Raudhlatul Jannah Natar South Lampung in the Academic
Year of 2018/ 2019

It has been agreed so it can be continued to the Tarbiyah Department in order to be discussed on the munaqosah. Thank you very much.

Wassalmu'alaikumWr.Wb

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APPROVAL PAGE

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RATIFICATION PAGE

No. B-2416 /In-28-1 /D/PP-00-9/01/2019

An Undergraduate thesis entitled: INCREASING THE STUDENTS VOCABULARY MASTERY BY USING MAKE TWO WORDS GAME AMONG THE SEVENTH GRADE AT MTs. RAUDHILATUL JANNAH NATAR SOUTH LAMPUNG IN THE ACADEMIC YEAR OF 2018/ 2019, written by Ummi Salamah, student number 14122317, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Friday, 12th July 2019 at 14.30 – 16.30 am.

BOARD OF EXAMINERS:

Chairperson : Dr. Umi Yawisah, M.Hum
Examiner I : Dr. Dedi Irwansyah, M.Hum
Examiner II : Syahreni Siregar, M.Pd
Secretary : Yeni Suprihatin, M.Pd



The Dean of Tarbiyah and Teaching Training Faculty





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Tempat : Gedung Dosen Lt. III C
Judul Skripsi : INCREASING THE STUDENTS' VOCABULARY MASTERY BY USING MAKE TWO WORDS GAME AMONG THE SEVENTH GRADE AT MTS. RAUDHATUL JANNAH NALAR SOUTH LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019

Hari/Tanggal	Waktu	Ketua/Moderator	Penguji	Sekretaris	Petugas
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ALOKASI WAKTU		ASPEK YANG DIUJIPENILAIAN	
Ketua	Maks. 30 Menit	Ketua	Peramulaan dan Pembelaan, Kolekturan Dalam Proses Simbolisan
Penguji 1	Maks. 50 Menit	Penguji 1	Metode, Relevansi & Penguasaan Materi, Penampilan Dalam Ujian dan Pembelaan
Penguji 2	Maks. 40 Menit	Penguji 2	Penguasaan Materi, Perampilar Dalam Ujian dan Pembelaan

Terdusun disampelkan Kepada Yth:

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Yth: 06.06.1907.9
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NOTIFICATION LETTER

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To:
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We have given guidance and enough improvement to research proposal script
which is written by:

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Faculty : Tarbiyah and Teacher Training Faculty
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GAME AMONG THE SEVENTH GRADE AT MTS.
RAUDLATUL JANNAH NATAR SOUTH
LAMPUNG IN THE ACADEMIC YEAR OF 2018/
2019

It has been agreed so it can be continued to the Tarbiyah Department in order to
be discussed on the seminar. Thank you very much.

Wassalamu'alaikumWr. Wb.

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Lampiran : -
Perihal : **Mohon Diseminarkan Proposal
Saudari Ummi Salamah**

Kepada yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

Assalamu'alaikumWr. Wb.


Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka proposal yang disusun oleh :

Name : UMMI SALAMAH
Npm : 14122317
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : TBI
Judul : INCREASING THE STUDENTS VOCABULARY MASTERY BY
USING MAKE TWO WORDS GAME AMONG THE SEVENTH
GRADE AT MTS. RAUDLATUL JANNAH NATAR SOUTH
LAMPUNG IN THE ACADEMIC YEAR OF 2018/ 2019


Sudah kami dapat persetujui dan dapat diajukan untuk diseminarkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikumWr. Wb.

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Dr. Umi Yawishah, M.Hum
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Metro, Juli 2019
Dosen Pembimbing II,


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APPROVAL PAGE

Title : INCREASING THE VOCABULARY MASTERY BY USING
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Department : English Education

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APPROVED BY:

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RATIFICATION PAGE

No:

Research proposal entitled: INCREASING THE STUDENT'S VOCABULARY MASTERY BY USING MAKE TWO WORDS GAME AMONG THE SEVENTH GRADE AT MTS. RAUDHLATUL JANNAH NATAR SOUTH LAMPUNG IN THE ACADEMIC YEAR OF 2018 / 2019, Written by Umi Salamah, student number 14122317, English Education Department, has been examined (Seminar proposal) in Tarbiyah and Teacher Training Faculty on April 18th, 2019 at 10.00-11.30

BOARD OF EXAMINERS:

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| Chairperson | : Dr. Umi Yawisah, M.Hum | () |
| Reader I | : Ahmad Subhan Roza, M.Pd | () |
| Reader II | : Syahreni Siregar, M.Hum | () |
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**Jadwal Seminar Proposal Skripsi Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro Semester Genap TA.2018/2019**

Pengumuman/Penunjukan
No. : B-0881/In.28.1/IJ/PP.00.9/04/2019

Nama / NPM : **Umi Salamah/ 14122317**
Hari / Tanggal : **Kamis/18 April 2019**
Waktu : **10.00 - 11.30 WIB**
Tempat : **Gedung Dosen Lt. III C**
Judul : **Increasing The Vocabulary Mastery By Using Make Two Words Game
Among The Seventh Grade At MTs. Raudhlatul Jannah Natar In The
Academic Year Of 2018/2019**

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Metro, 10 April 2019
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Tembusan disampaikan kepada Yth:
1. Kasubbag Adm. Umum dan Keuangan
2. Mahasiswa Ybs. (Papan Pengumuman)

**INCREASING THE STUDENTS' VOCABULARY MASTERY
BY USING MAKE TWO WORDS GAME
AMONG THE SEVENTH GRADE
AT MTs. RAUDHLATUL JANNAH
NATAR SOUTH LAMPUNG
IN THE ACADEMIC YEAR OF 2018/ 2019**

ABSTRACT

**By:
UMI SALAMAH**

The objective of this research is to know whether the game can increase the vocabulary mastery in teaching learning process. The subject of this research was 28 students among the seventh grade at MTs. Raudhlatul Jannah Natar in the Academic Year of 2018/2019. This research was done in two cycles. Each cycles is done in five meetings. Each cycle is consist of planning, action, observation, and reflection.

The kind of this research is classroom action research (CAR) which was conducted in two cycles. Each cycle consist of planing, acting, observing and reflecting. Object of this research is the students' vocabulary mastery. In collecting data, the writer uses test, that are pre-test and post-test, documentation, and observation. The purposes of pre-test and post-test are to know the students vocabulary mastery before and being given the treatment.

The result in cycle I showed that the average percentage of active students 64.28% and in the cycle 2 is 85.71%. The average of pre-test and post-test II show that there is an increase from pre-test and post-test II. The average of post-test II is higher than pre-test. The average pre-test is 51 and the post-test II is 82. So there is progress 30 points. It is clear that based on the result pre test and post-test, it can be said that game has positive increase in learning vocabulary.

Keywords : *Vocabulary Mastery, Make Two Words game, Classroom Action Research*

**PENINGKATAN PENGUASAAN KOSAKATA SISWA
DENGAN MENGGUNAKAN MAKE TWO WORDS GAME
DI KELAS VII MTs. RAUDHLATUL JANNAH
NATAR LAMPUNG SELATAN
TAHUN PEMBELAJARAN 2018/ 2019**

ABSTRACT

**Oleh :
UMI SALAMAH**

Permasalahan dalam penelitian ini adalah untuk mengetahui apakah media game ini dapat meningkatkan penguasaan kosakata siswa dalam proses pembelajaran. Objek dalam penelitian ini adalah 28 siswa kelas VII di MTs. Raudhlatul Jannah Natar tahun pelajaran 2018/ 2019. Penelitian ini dilakukan dalam 2 tingkatan (siklus). Masing-masing siklus terdiri dari empat tahapan, yaitu perencanaan, pengamatan, dan penerimaan.

Bentuk dalam penelitian ini adalah penelitian tindak kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Objek dari penelitian ini adalah penguasaan kosa kata siswa. Dalam pengumpulan data, penulis menggunakan tes, yaitu tes awal dan tes akhir, dokumentasi dan observasi. Tujuan dari tes awal dan tes akhir adalah untuk mengetahui penguasaan kosa kata siswa sebelum dan sesudah dilaksanakan penelitian tindakan kelas.

Hasil dari siklus 1 menunjukkan bahwa presentasi keaktifan siswa 64.28% dan pada siklus 2 adalah 85.71%. Sedangkan nilai rata-rata dari tes awal dan tes akhir menunjukkan bahwa ada peningkatan dari tes awal dan tes akhir. Nilai rata-rata tes awal adalah 51 dan tes akhir adalah 82. Jadi disana ada peningkatan 30 poin. Hal ini jelas bahwa berdasarkan tes awal dan tes ahir dapat dikatakan bahwa media game memiliki peningkatan yang positif dalam pemebelajaran kosakata.

Kata Kunci : Penguasaan Kosakata, Make Two Words Game, Penelitian Tindak Kelas

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Umi Salamah
Student. ID : 14122317
Department : English Education
Faculty : Tarbiyah and Teachers Training

States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, January 2018

The writer,



Umi Salamah,

St. ID 14122317

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Umi Salamah
NPM : 14122317
Jurusan : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu keguruan

Menyatakan bahwa Skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Januari 2018

Yang membuat pernyataan



Umi Salamah

NPM: 14122317

MOTTO

أَطْلُبُوا الْعِلْمَ مِنَ الْمَهْدِ إِلَى اللَّحْدِ

Artinya : “Tuntutlah ilmu sejak dari buaian hingga liang lahat”

Meaning: "Demand knowledge from the cradle to the pit"

أَطْلُبُوا الْعِلْمَ وَلَوْ بِالصِّينِ، فَإِنَّ طَلَبَ الْعِلْمِ فَرِيضَةٌ عَلَى كُلِّ مُسْلِمٍ

Carilah ilmu meskipun di negeri Cina, karena mencari ilmu itu wajib bagi setiap muslim.

Seek knowledge even in China, because seeking knowledge is mandatory for every Muslim.

DEDICATION PAGE

This undergraduate thesis would highly be dedicated to :

1. My beloved father Rusdi and my mother Siti Tanjijah, who always pray me, give me support and guidance to be success in my study. I love you and you are my spirit in my life.
2. My beloved brothers and sisters, Nanang Suyatno, Musthofa, S.Pd, Nur Baity, Amalia Nurma Linda, S.Pd, and my beloved bayu azhari thank you for your support, and care to finish my thesis.
3. My sponsor Mrs. Dr. Umi Yawisah, M.Hum and Mrs. Syahreni Siregar, M. Hum (it will not be real without your assistance).
4. My Alamamater IAIN Metro Lampung is the best.

ACKNOWLEDGMENT

In the name of Allah, the Most Gracious, the Most Merciful Praise be to Allah, the Lord of the world whom without His mercy and blessing, none of these be possible. The writer is very grateful for the chances He has given her to accomplish this a research proposal.

The writer would like to extend her gratitude to the Sponsor, Dr. Umi Yawisah, M. Hum and Co-sponsor, Syahreni Siregar, M. Hum who have constantly given their endorsment, time, and guidance so that the writer could finish the proposal. There is nothing she could do to return their deeds. She would also like to thank the Chief of State Islamic Institute of Metro, who has given support and approval in order that the writer was able to conduct the research.

The writer could not endure the obstacles which arose during the process without her family support. She is grateful to have her mother, father, and sisters and brother who have supported her with finance and prayers for her success. She is also grateful to her the best friends for their support during her study, and all persons who can not be mentioned individually here.

It is Allah who bestows success and guides to the Right Path.

Metro, April 18th, 2019

The Writer



UMI SALAMAH

St. Id: 14122317

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4. Observation Sheet of Students' Activities I
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8. Instruments of Pre-test, Post-test I and Post-test II
9. Documentation of Research

APPENDIXES II

1. Surat Ijin Pre Survey
2. Surat Tanggapan Pre Survey
3. Sk Bimbingan Skripsi
4. Surat Tugas
5. Surat Izin Research
6. Surat Balasan Research
7. Surat Keterangan Bebas Prodi
8. Surat Keterangan Bebas Pustaka
9. Kartu Konsultasi Bimbingan Skripsi
10. Curriculum Vitae

CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is a tool for expressing ideas, thoughts, opinion and feeling. As human being, we need a language. Language is very important in our life because language is a tool to be used not only for the communication among people but also for getting knowledge, technology and even culture. Language is a group of sounds with specific meaning and organized by grammatical rules. Language is one of important instruments in this globalization era, because language is one of unificatory media and also tool used to communicate each other. It is hoped that the graduate of each will be able to master English well. Two kinds of language that we can use in communication, are verbal and nonverbal. Verbal languages is spoken language and non verbal languages is written language or sign language. If we talk about language, we have to master the elements of language itself, one of the elements is vocabulary.

Vocabulary is basic element to learn a language and to make a communication with another people. It is impossible to learn English if students are lack of vocabulary. Cameron says “vocabulary is central to the learning of a foreign language at primary level”.¹ Thornbury says, “without grammar very little can be conveyed, without vocabulary nothing can be

¹Lyne Cameron. *Teaching Learning to Young Learners*. (London : Cambridge university press, 2001). p. 72.

conveyed”.² According to Coady and Huckin, vocabulary is central to language and of critical importance to the typical language learner. It means that the learner should master the vocabulary so that they can learn or understand the language.³ Vocabulary is one of the components of language which will make the language meaningful. Therefore without mastering vocabulary we cannot have communication.

However, according to the theories above, it can be concluded that vocabulary is very important component in language learning. Without vocabulary we cannot communicate each other and also without vocabulary it is difficult to learn foreign language. Vocabulary is very important component in language learning, because vocabulary is used to express our ideas such as in speaking, writing, and reading. Many students’ are still lack in their vocabulary. That why the appropriate technique such a game in delivering lesson in the classroom should be considered. One of the game is make two words game.

Based on the preliminary research done in MTs. Raudhlatul Jannah Natar, it was found that mastery vocabulary is still low, although the teacher has use some methode, but the studet’s still dont understand and still confused about mastery vocabulary. From the interview it was found that many students at seventh grade experienced difficultly in mastering vocabulary although the teacher had some methode. Many students have

²Scott Thornbury, *How to Teach Vocabulary*. (England. Pearson education limited, 2002). p. 13.

³Coady, J and Huckin, T., *Second Language Vocabulary Acquisition: A Rational for Pedagogy*, (United Kingdom: Cambridge University Press, 1997), p. 5.

problems in mastering vocabulary such as understanding the meaning of the words. Here is the students' achievement of vocabulary mastery at the seventh grade :

Table 1

**Students' Score for Vocabulary in Seventh Grade Students of MTs.
Raudhlatul Jannah Natar In The Academic Year Of 2018 / 2019**

No	Score	The number of students	
		VII	Percentage
1	≥ 75	5	56.6%
2	< 75	23	84.4%
Total		28	100%

Source : The data of the school taken on the Pra-survey at 13 March 2018

From the table above, it can be known that achievement from many students at MTs. Raudhlatul Jannah Natar that mastery vocabulary was still low. From the table above, it can be known that in class VII from the 28 students, there are just 5 students got scores. And the 23 students got bad scores. It is only 5 students pass the minimum mastery criteria and so many is still low, because they have not reach KKM yet. It means that there is a problem in the vocabulary mastery in class VII at MTs. Raudhlatul Jannah Natar. Based on the previous problem, research entitled " Increasing The Students' Vocabulary Mastery By Using Make

Two Words Game Among the Seventh Grade at MTs. Raudhlatul Jannah Natar South Lampung in the Academic Year of 2018/ 2019 will be conducted.

B. Identification of the Problems

Based on the background above the researcher identified the problems as follow :

1. Many students have difficulties in learning vocabulary such as understanding the meaning of the words.
2. Many students' have lack of vocabulary.
3. Many students' are still confused about one word but, have two meanings in the vocabulary.

C. Limitation of the Problem

The limitation of the problem is the process of increasing vocabulary mastery by using make two words game and the problem students in learning vocabulary mastery at the second semester of the seventh grade at MTs. Raudhlatul Jannah Natar South Lampung in the academic year of 2018 / 2019.

D. Formulation of the problem

Based on the limitation above, researcher formulates the problem as follow :

1. Can the use of make two words game increase the students vocabulary mastery among the seventh grade at MTs. Raudhlatul Jannah Natar South Lampung in the Academic Year of 2018/ 2019?

2. Can the use of make two words game increase the students learning activity among the seventh grade at MTs. Raudhlatul Jannah Natar South Lampung in the Academic Year of 2018/ 2019?

E. Objectives of Study

Based on the formulation above, the objectives of research are :

1. To know whether “the make two words game” can increase the students’ vocabulary mastery among the seventh grade at MTs. Raudhlatul Jannah Natar South Lampung in the Academic Year of 2018/ 2019?
2. To know whether through the make two words game can increase the students’ learning activity among the seventh grade at MTs. Raudhlatul Jannah Natar South Lampung in the Academic Year of 2018/ 2019?

F. Benefits of the research

The uses of the research are as follows :

1. Theoretically :

The result of this research are expected to be a source of information for further research in vocabulary mastery.

2. practically :

It is expected that this research can provide useful input in improving the quality of learning in the school and also give information to the English teacher about increasing the students vocabulary mastery by using make two words game.

G. Prior Research

There have been several studies and teaching language using game. Those are making the writer interested to know what make two words games is. St. Puput Nugroho Ariwibowo with title “*The effectiveness of teaching vocabulary by using games*”. The researcher using game as an alternative for increasing students’ vocabulary mastery. In playing games, they do not think consciously about the language involved in doing so.⁴ There is so many games that can improve students vocabulary mastery at least 13 types of game, they are: Picture Games, Psychology of Games, Magic Tricks, Caring and sharing Games, Card and Board Games, Story Games, Sound Games, Word Games, True/ False Games, Memory Games, Question and Answer Games, Guessing and the last Speculating Games. So all the game that had mentioned can improve the student vocabulary mastery one of the game is word games.

Secondly, St. Amalia Nurmalinda in her research about “The use of make two words game to improve vocabulary mastery”. Based on the research st. Amalia Nurmalinda described that the use of make two words game in teaching vocabulary is one of the alternative techniques to help the students to construct and improve their vocabulary mastery. Moreover, make two words game can be one of activities in practicing vocabulary which can help the

⁴Puput Nugroho Aribowo, “*The Effectiveness of Teaching Vocabulary by Using Games to The Third Grade Students of SD Negeri 03 Karangmojo, Karanganyar*” ,Surakarta, an undergraduate thesis, 2008, p.20.

students to be more familiar with the words, recognize the words, manipulate and remembering the words.⁵

Different from the two researches above, this research about “Increasing The Students Vocabulary Mastery By Using Make Two Words Game Among The Seventh Grade At MTs. Raudhlatul Jannah Natar South Lampung In The Academic Year Of 2018 / 2019”. The aims of this research to determine whether *make two words game* can increase the students’ vocabulary mastery . This research is present to enrich more scientific evidence on the use of make two words game method in the students’ vocabulary mastery.

⁵Amalia Nurmalinda, “*The Use Of Make Two Words Game To Improve Vocabulary Mastery*”, Surakarta, an undergraduated thesis, 2010, p. 25.

CHAPTER II

REVIEW OF LITERATURE

A. Vocabulary

1. Concept of Vocabulary

Vocabulary is one of four language components which are spelling, grammar, phonology and vocabulary. Vocabulary is an important component that should be mastered by the students. According to Thornbury, “all language has words”. He also says, “by having adequate vocabulary, one will be able to communicate to other people and express his idea clearly and easily”.⁶ It means that vocabulary is fundamental part of languages, because a language is formed by words.

Thornbury said, “If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expression. You can say very little with grammar, but you can say almost anything with words!”⁷ It can be said that if we want to improve our language ability we have to master vocabulary first, because we can say anything with words. Therefore we can make a communication if we have good vocabulary mastery.

From the statement above it can be said that mastering vocabulary is important. Brown states, “vocabulary is seen in its central role,

⁶Scott Thornbury, *How to Teach Vocabulary* .(England. Pearson Education Limited, 2002). pp.1- 5.

⁷*Ibid.* p.13

conceptualized meaningful language”.⁸ Based on the statement, it is important for the teacher to create some ways or techniques in teaching and vocabulary. So the students can receive and understand the material simply. Moreover, it is expected by mastering great number of vocabulary, it will be easier for students to learn a foreign language and use it for communication.

From the explanation above, it can be concluded that vocabulary should be mastered in language learning, especially in increasing the students vocabulary mastery in English language, because vocabulary can be presented or explained in all kinds of activities. It can be said that vocabulary mastery is knowledge of a list or a set of words that make up a language which might be used by a particular person, class, or profession.

2. Types of Vocabulary

Vocabulary has some types that need to be learnt. There are types of vocabulary that are explained by the experts. Thornbury is one of the experts that explained that there are at least four types of vocabulary.⁹ There are Adverb, Adjective, Noun, Verb. Those can be described as follows:

a. adverb

There are some definitions of adverb that proposed by the experts. Frank states that adverbs are words that describe or modify verbs, adjectives, and other adverbs.¹⁰ It means that adverb can be used to describe or modify verbs, adjectives, and other adverbs. While Sjah and Enong states that

⁸ Douglas Brown, *The Principle of Language Learning and Teaching*, (New Jersey :, Prentice Hall, 2000), p.377.

⁹*Ibid*, Scott Thornbury, p. 4

¹⁰Marcella Frank, *Modern English a Practical Reference Guide*, (New York University : 1972), p.141.

adverb is a word that explain about how, where and when a thing happen.¹¹It means that adverb related with the how the process, time and where the thing happen. Examples: now, tomorrow, certainly, maybe and others.

From the statements before, it can be concluded that adverb is a word that modify verbs, adjectives, and other adverbs and can explain how,when and where a thing happen. For example: now, tomorrow, certainly, maybe and others.

b. adjective

There are some definitions of adjective that proposed by the experts. Frank states that adjective is modifier that has the grammatical property of comparison. It is often identified by special derivational endings or by special adverbial modifiers that precede it. Its most usual position is before the noun it modifies, but it fills other positions as well. While Sjah and Enong states that adjective is a word that use to expand and narrow the meaning of noun. It means that adjective is a word that describe noun. For examples: beautiful, good, small and others.

From the statements before, it can be concluded that adjectives is a word that describe noun and has the grammatical property of comparison. For example: beautiful, good, small and others.

¹¹Sjah and Enong, *Modern English Grammar*, (Jakarta : Cv Simplex, 2002),p.72

c. Noun

There are some definitions about noun that proposed by the expert. Frank states that noun is one of the most important parts of speech. It's arrangement with the verb helps to form the sentence core which is essential to every complete sentence. While Sjah and Enong states that noun is a word used to name people, place, plant, object, animal, quality and abstract concepts. It means that noun is related with name of something like place, plant, people and others. For examples: John, student, house, chair, rose, cat, honesty.

From the statements before, it can be concluded that noun is one of the most important parts of speech that can use to name people, place, plant, object, animal, quality and abstract concepts.

d. Verb

There are some definitions about verb that proposed by the expert. Frank states that verb is the most complex part of speech arrangements with nouns determine the differents kinds of sentences statements, questions, commands, exclamations. Like the noun, the verb has the grammatical properties of person and number, properties which require agreement with the subject. While Sjah and Enong its varying states that verb is a word that is showed measure and condition of a thing. It means that verb can be used to show the measure and condition of thing. For examples: write, read, listen and others.

From the statement before, it can be concluded that verb is a word that the most complex part of speech and show measure and condition of a thing. Verb has the grammatical properties of person and number, properties which require agreement with the subject.

The purpose of teaching vocabulary is to make the students to understand the meaning of words. The students are not only try to memorize but also try to use words in the sentences and try to say with a good pronunciation.

Harmer stated that we should ensure that our students aware of the vocabulary the need for their level and they can use the words, which they want to use-and/ or the words we have selected for them to use.¹² Teaching vocabulary is clearly more than just presenting new words.

Vocabulary building is vital to language program.¹³ In teaching vocabulary, the teacher must convey the meaning of the words and the forms together. In teaching the form of the word, the teacher focuses in teaching spelling and pronunciation. And in teaching the meaning the teacher gives the synonyms in Indonesia Language, because the students are difficulty to understand the meaning of a word. It must be done to make the students would be easier to memorize the meaning about the word.

¹² Jeremy Harmer, *The Practice of English Language Teaching*, New York : Longman, 1991, p. 23

¹³ Walter T Petty and Julie M Jersen, *Developing Children Language*, America Allyn and Bacon inc, 1989, p. 76

In teaching vocabulary mastery they are two things that must be considered:

1) The form of the words

In teaching vocabulary mastery, the learners must know about the form of words. The form of the words means how to write the words for example: “table” the word “table” consists of letter t-a-b-l-e.

2) The meaning or the words

Besides the form of the words in teaching vocabulary mastery the students must know the meaning of the words. Without knowing the meaning of the words they can not use a language for communication.

Based on the statement above, it can sold that both of the form and meaning of the word are important to be taught. Nation stated that meaning of word must be taught in context.¹⁴

B. Game

1. Concept of Game

Game give fun element for students in teaching and learning process in the class. According to hadfield: a game is an activity with rules, a goal and an element of fun. There are two kinds of game: competitive game in which players or team race to be the first to reach the goal, and cooperative game in which the players or team work together toward a common goal.¹⁵

From the statement above, it can be said that game is an activity with joy element that has aim and rules. There is two kinds of game are

p. 18 ¹⁴Paul Nation, *Technique For Teaching Vocabulary*, USE:English Teaching forum, 1977,

¹⁵Jill Hadfield, *Intermediate Vocabulary Games*, (England, Longman : 1999), p.4

competitive and cooperative. In addition, Redjeki agoestyowaty says that using game in a learning environment will not only change the dynamic of the class, but also rejuvenate students and help the brain to learn more effectively.¹⁶ It means that using game in learning process will make students learn more effectively, especially to increase vocabulary mastery.

Game in language learning will make students fun in learning process, i- jung says that games offer students a fun filled and relaxing learning atmosphere. Games also motivating. Games introduce an element of competition into language building activities. This provides valuable impetus to a purposeful use of language. In other words, these activities create a meaningful context for language use.¹⁷ It means that game can make students feel relax in learning and motivate them to be more creative in learning process.

Game also can be used on teaching learning a language as motivation to learn it. Hadfield said that, game is an activity with rules, a goal and element of fun.¹⁸ It supported by Ersoz 'Games are highly motivating because they are amusing and interesting.¹⁹ They can be used to give practice in all language skills and be used to practice many types of communication.' Games add variation to a lesson and increase motivation

¹⁶Redjeki Agoestyowati, *102 English Game (from A To Z)*, (Jakarta : Pt Gramedia Pustaka Utama, 2007), p.xiii.

¹⁷Chen, *Using Games to Promote Communicative Skills in Language Learning*, published, vol.xI, on 02 februari 2005. P. 1

¹⁸Hadfield, J. *Intermediate Vocabulary Games*, China. Longman Pearson Education Limited 1999, p. 4.

¹⁹Ersoz, A. (2000). *Six Games for the EFL/ESL Classroom*.The Internet TESLJournal,Vol.VI,No. 6, June 2000. Available: (<http://www.telfgames.com/why.html>) [19 Januari 2015].

by providing a plausible incentive to use the target language. The game context makes the foreign language immediately useful.

There are many advantages of using games in the classroom as stated by Su Kim as follows:²⁰

1. Games are a welcome break from the usual routine of the language class.
2. They are motivating and challenging.
3. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
4. Games provide language practice in the various skills- speaking, writing, listening and reading.
5. They encourage students to interact and communicate.
6. They create a meaningful context for language use.

In conclusion, learning vocabulary through games is one effective and interesting way that can be applied in any classrooms. The results of this research suggest that games are used not only for more fun, but more importantly, for the useful practice and review of language lessons, thus leading toward the goal of improving learners' communicative competence.²¹

²⁰Su Kim, L. (1995). *Creative Games for the Language Class*. The Internet Forum, Vol. 33 No. 1, January - March 1995, Page 35. Available: (<http://www.telfgames.com/why.html>) [19 January 2015].

²¹Nguyen Thi Thanh Huyen and Khuat Thi Thu Nga. (2003). *Learning Vocabulary Through Games*. Asian EFL Journal - Available:(<http://www.telfgames.com/why.html>) [19 January 2015].

2. Concept of Make Two Words Game

In this part the writer explains about the definition of make two words game, the procedure of teaching vocabulary using make two words game, the strengths and the weaknesses of make two words game.

In teaching English, the English students should be given motivation how to learn English, so that the material is easily to understand by the students. In this case, the writer chooses *make two words* as the effective way to increase the students' vocabulary mastery.

Based on the book "Vocabulary Games and Activities for Teachers" by Peter Watcyn – Jones make two words game is a game for pairs or small groups. In this game, the letters which from the end of one word also from the beginning of another word.²² With this game students can learn much new vocabulary, they have to understand the word and then decide them into two words correctly. This game is very interesting, students can play and students will feel enjoy in learning with this activities.

According Tatiana in her book "Teaching Young Children a Second Language" *make two words game* is an effective way to practice the target vocabulary or grammar that asks students to make vocabulary and grammar items to corresponding words, images, oreven sounds representing them.²³

²²Watcyn, P, Jones.,*Vocabulary Games and Activities For Teachers*, (Penguin Books Ltd: 1993).

²³Tatiana Gordon, *Teaching Young Children a Second Language*, (London: Westport, Connecticut, 2007), p. 193.

From several definitions above, it can be understood that *make two words* game is a game for pairs or small groups. Which is the letters which from the end of one word also from the beginning of another word.

3. The Strengths of Make Two Words Games

The strengths of make two words game are:²⁴

1. It dramatically increase the amount of speaking time any one student gets in the class.
2. It allows students to work and interact independently without the necessary guidance of the teacher, this promoting learner independence.
3. It allows teachers time to work with one or two pairs while the other students continue working.
4. It recognises the old maxim that ‘two heads are better than one’, and in promoting cooperation helps the classroom to become a more relaxed and friendly place.
5. It is relatively quick and easy to organise.

4. The Weaknesses of Make Two Words

The weaknesses of make two words game are:²⁵

1. It frequently very noisy.
2. Students in pairs can often veer away from the point of an exercise, talking about something else completely.

²⁴Ibid, p. 116.

²⁵Ibid, p. 116.

3. It is not always popular with students, many of whom feel they would rather relate to the teacher as individuals than interact with another learner who may be just as linguistically weak as they are.
4. It is the preferred class style in many educational settings where students and teachers feel secure when the whole class is working in lockstep, and under the direct authority of the teacher.

C. Concept of Increasing Vocabulary Mastery by Using Make Two Words Game

Teaching vocabulary is clearly more than just presenting new words. Teacher to be careful in selecting the vocabulary that he/ she will teach. Both students and teacher need to know how it talks about language at various points during learning and teaching.²⁶ It means that the teacher have mastery the vocabulary more than students, so if he/ she want to teach they are must know the point of language and vocabulary that will transferring in learning and teaching process.

Learning vocabulary is largely about remembering, and students generally need to see, say, and write newly learned words many times before they can be said to have learned them. Repetition is an important aid to learning and having to actively recall or “retrieve” a word is a more effective way of learning than simple exposure or just seeing a word over and over.²⁷ it can be interpreted that repeating words helps students remember words better than just seeing the words.

²⁶Jeremy Harmer, *How to Teach English*, (England: Longman,2002),p.34.

²⁷Jeanne McCarten, *Teaching Vocabulary, Lesson from the Corpus, Lesson for the Classroom*, (Newyork : Cambridge University Press,2007),p.21.

In increasing vocabulary process teacher have to create a fun element in the class such us using a game or interesting technique, so the students will not boring. One of the games is make two words game. According to Peter Watcyn - Jones make two words game is a game for pairs or small groups. In this game, the letters which from the end of one word also from the beginning of another word. With this game students can learn much new vocabulary, they have to understand the word and then decide them into two words correctly. This game is very interesting, students can play and learn at the same time. Students will feel enjoy in learning with this activities.

According to the explanation above, it can be concluded that increasing vocabulary through make two words game is an activity that teaching and learning about new world by using make two words game. It means that in teaching and learning vocabulary the teacher give a fun element by using game. By using make two words game students hopely can get many new words that will useful to them in language learning and language use.

D. Procedures of Increasing Vocabulary Mastery By Using Make Two Words Game.

There are some instructions to play *make two words game* in the class are as follows:

1. Teacher makes a list of words that teacher wants to review.
2. Divide the class into teams with three or four students per team.
3. Explain that each teams goal is to be the first and learns a point in a round to correctly identify vocabulary terms.

4. Designate one student on each team as the artist.
5. This student is the only one able to see the list of words written on the card.
6. Explain that the artist looks at the word to be illustrated and draws while thinking about how to draw, retrieve, and guess the word. When the word is identified by the group, the artist continues to the next word.
7. Explain that after identifying all of the terms, team members raise their hands indicating the end of the first round.
8. Rotate the artist role around the team until all have participated as an artist.

The procedures of teaching vocabulary using *Make Two Words Game* as follows:²⁸

1. Copy, cut out and *shuffle* the words and give one set to each pair/group.
2. Tell the students that they have to arrange the words in three columns, so that two words can be formed.
3. Demonstrate with the following:
Blou se cret => (blouse/ secret).
4. Set a time-limit and check orally. Taking one pair from each group.

²⁸ Ibid, p. 20.

CHAPTER III

RESEARCH METHOD

A. Setting of Study

This research will be done in the seventh grader at MTs. Raudhlatul Jannah Natar South Lampung in the academic year of 2018 / 2019, which consists of 32 students. The writer chooses this class, because it has the lowest English ability, especially in vocabulary mastery, and Mrs. Meilani Juwita, S.Pd is the collaborator of this research.

MTs. Raudhlatul Jannah Natar was built in 1998. MTs. Raudlatul Jannah Natar is located in Natar South Lampung. Surrounding of the school is village and the field. The west of the school is surrounded by garden and the east part is surrounded by the people's houses. While the north is surrounded by a mosque and the south is surrounded by people's houses.

Since 1998 until now, MTs. Raudlatul Jannah Natar was led by five head masters. The first was H. Rozili. Z. Msc, the second was Dra. Hj. Mulyasari, the third was Drs. Bambang Irawan, the fourth was Gono Irianto, S.Pd.M.M, and the fifth Tholhatul Badri, S.Pd. until now.

B. Research Design

This research, the writer wants to increase the students' vocabulary mastery. Namely, teaching vocabulary mastery by using make two words game. Education is social practice involves the direct interaction of teacher and group of students'. From the explanation above, classroom action

research is the research conducted by teacher in the class through self-reflective, with the goal to improve teacher strategy so the result of students' achievement will be increased.

C. Object of Study

The object of the study is something will be measured. The object in this research is the students' vocabulary mastery by using make two words game among the seventh grader at MTs. Raudhlatul Jannah Natar South Lampung.

D. Action Plan

In this classroom action research, the research was conducted based on the one group pre test and post test design. The writer took one class where the students are given on pre test before they are given material about vocabulary. The students are also given post test after they are given the treatment. There are four steps in cycle; they are planning, acting, observing, and reflecting. If the first cycle had fail, the cycle must be reviewed for the second cycle and so on. There is a relationship between one and other.

1. Plan

Based on the teacher's experience in learning process in the class, the writer identify the problem. Then, the writer chose one of the problems that needed to be solved. In reference to the formulation of the problems, the writer make lesson plan for teaching vocabulary mastery by using make two words game. This research will be conduct for six meeting (2 cycles). There were three meetings in every cycle.

2. Process of Learning (Acting)

The writer taught in the class by using game while my collaborator sat at the back of the class to observe the teaching learning process. The collaborator use a sheet of observation. It will be use to make some notes of the activities in the process of increasing vocabulary mastery by using make two words game.

3. Observation

Observation will do during the teacher taught in the class by using game. In other word, this observation was done together with action.

4. Reflection

Reflection was done to know the weakness and strength in every cycle. A pre-test was given to the students to know the early students' ability before they gave the treatment and a post-test was used to know the students' ability after they were taught using game. In this case, I compared the score before and after using the game and I compared their score in every cycle. It was aim to see whether the students' score increase or not.

Cycle I	<p data-bbox="523 1554 641 1585">Planning</p> <p data-bbox="536 1774 628 1805">Acting</p>	<p data-bbox="705 1554 1295 1585">⇒ The teacher determines the research class.</p> <p data-bbox="705 1630 1321 1662">⇒ The teacher prepares the learning programs.</p> <p data-bbox="705 1706 1401 1814">⇒ The teacher prepares the suitable materials which are appropriate with the syllabus.</p> <p data-bbox="705 1859 1401 1966">⇒ The teacher prepares the instruments of evaluation.</p>
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	<p>Observing</p> <p>Reflecting</p>	<p>⇒ The teacher gives greeting.</p> <p>⇒ The teacher gives pre-test first to the students, to know the students' ability.</p> <p>⇒ The teacher gives some apperceptions. For example: I said, "what am I doing? ". I points to the students, the students that are pointed must repeat and I ask to the other student to answer.</p> <p>⇒ The teacher shows the game to the students as the main activity.</p> <p>⇒ The teacher asks to the students to make a group.</p> <p>⇒ The teacher asks to the students to draw at the white board about vocabulary and point out the students to make the question or ask about the draw result, after that ask the another students to give an answer about the draw result that.</p> <p>⇒ The teacher reinforces the students by doing the activities again and again until they are clear.</p> <p>⇒ The teacher gives the time to the students to practice with their friends.</p> <p>⇒ The teacher observes how the process of learning does.</p>
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		⇒ The teacher makes evaluation in the form of written test by using make two words game.
Cycle II		⇒ The steps at the second cycle are the same with those in the first cycle but without giving pre-test.

E. Data Collection Methods

The data is collected by using several techniques as follows:

1. Observation

Donald Ary defines that observation are made with respect to some characteristic of the behavior of the subject employed in the research.²⁹ Here, the observation method focused on entire process of increasing the students vocabulary mastery by using make two words game. Edi states that observation can definitions as election, alteration, registration and coding series of action and situation connecting with organism which is suitable with empiric purposes.

Moreover, the writer uses observation as data collection method to know how to increase students vocabulary mastery works in the class, how the students respond to the technique or media and how far the game can help the students' vocabulary mastery in learning English.

²⁹ Donald Ary, *et. al.*, *Introduction to Research in Education*, (United States of America: Holt, Rinehart and Wiston, 1979), p. 237

2. Test

In this research, the writer will give the students two tests, that is pre test and post test. The tests will give to know the students' achievement before and after the learning process.

a. Pre Test

Pre test will be conducted before presenting the treatments to know how far the students' vocabulary mastery. The type of pre test is objective test. The writer uses objective test in the form of multiple choice, the forget noun will be easier to measure. Total number of the test items is ten. The score of each item multiple choices is 10, so the total score of multiple choice are 100. The items are based on the material that was taught in the class.

b. Post Test

The post test will be conducted in order to know the progress of the students' vocabulary mastery by using make two words game after the treatments. The type of post test is objective test in the form of multiple choices which consists of ten items. The score of each item multiple choices is 10, so the total score of multiple choice are 100. The items are based on the material that was taught in the class.

3. Interview

Edi states that interview is a dialogue or question and answer done by interviewer to get information from interviewee, both of directly or

indirectly with data source.³⁰ The researcher interviews the headmaster to know the school history and the first headmaster. And the researcher interviews the officer to know the situation of the school and students.

4. The field note

To collect the data more accurately, the writer uses the field notes; it will make the data analyzed simpler. In many professions, it is a manner of good practice to make “field notes” while actually engaged in professional.³¹ This note has been prepared systematically and given interpretation by the research.

F. The Data Analysis Technique

Analysis of the data means studying the tabulated material in order to determine meaning. A plan of analysis can and should be prepared in advance before the actual collection of material.³² A data analysis technique that is used in this research is descriptive statistical analysis. To find the average of students’ score and percentage of students’ score then the result is matched by minimum standard.

Descriptive statistical analysis is concerned with numerical description of particular group observed and any similarity to those outside the group can not be taken for granted. The data describe one group and that one group only.³³ Data analysis will be conduct by quantitative data

³⁰*Ibid.*, p. 96

³¹ Michael J. Wallace, *Action Research for Language Teachers*, (Cambridge: University Press, 1997), p. 57

³² Yoges Kumar Sign, *Fundamental of Research Methodology and Statistics*, (New Delhi: Age International Publiser, 2006), p.232

³³ *Ibid.* p.233

and qualitative data. The quantitative data will be conducted by step by taking the average score of the pre-test and post-test in cycle 1 and cycle 2. Qualitative data will be conducted by observation. To get the average score of pre-test and post-test the formula is:

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

Note: \bar{x} = Average

$\sum x$ = The total number of student's score

N = Total of students³⁴

In gaining student's activity in learning process it can be inferred that the result use the formula as follow:

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

Note: P = The class percentage

F = Frequency of student activity

N = Total of the students

H. The Indicator of the success

The indicator of the successful takes from the process and the result of the action research. The students are called success if 70% students get 75 and 70% active in learning process.

³⁴ Ary. Donald and Jacobs. Lucy Cheser, *Introduction to Research in Education*, (Canada: Wode Worth Cengaga Learning, 2010), p. 110

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of The Research

1. Description of The Research Location

a. History of MTs. Raudhlatul Jannah Natar

MTs. Raudhlatul Jannah Natar is one of the Junior High School in the City of Natar and is located in the village of Bumisari which was established in 1980.

In addition, MTs. Raudhlatul Jannah Natar have guided by 5 principles as follows:

1. Drs. Santibi Salbi (In the period of 1995-1998)
2. Andiyanto, S.Ag (In the period of 1998-2010)
3. Sudarto, S.Ag (In the period of 2010- 2013)
4. Gono Irianto, S.Pd,M.M (In the period of 2013- 2017)
5. Drs. Tholhatul Badri (In the period of 2017-Now)

b. Vision and Mission of MTs. Raudhlatul Jannah Natar

1) Vision

Being an independent and prestigious school based on educational manner and knowledge able about technology advance.

2) Mission

- a) Creating the developing of curriculum
- b) Increasing the effectivity of learning process

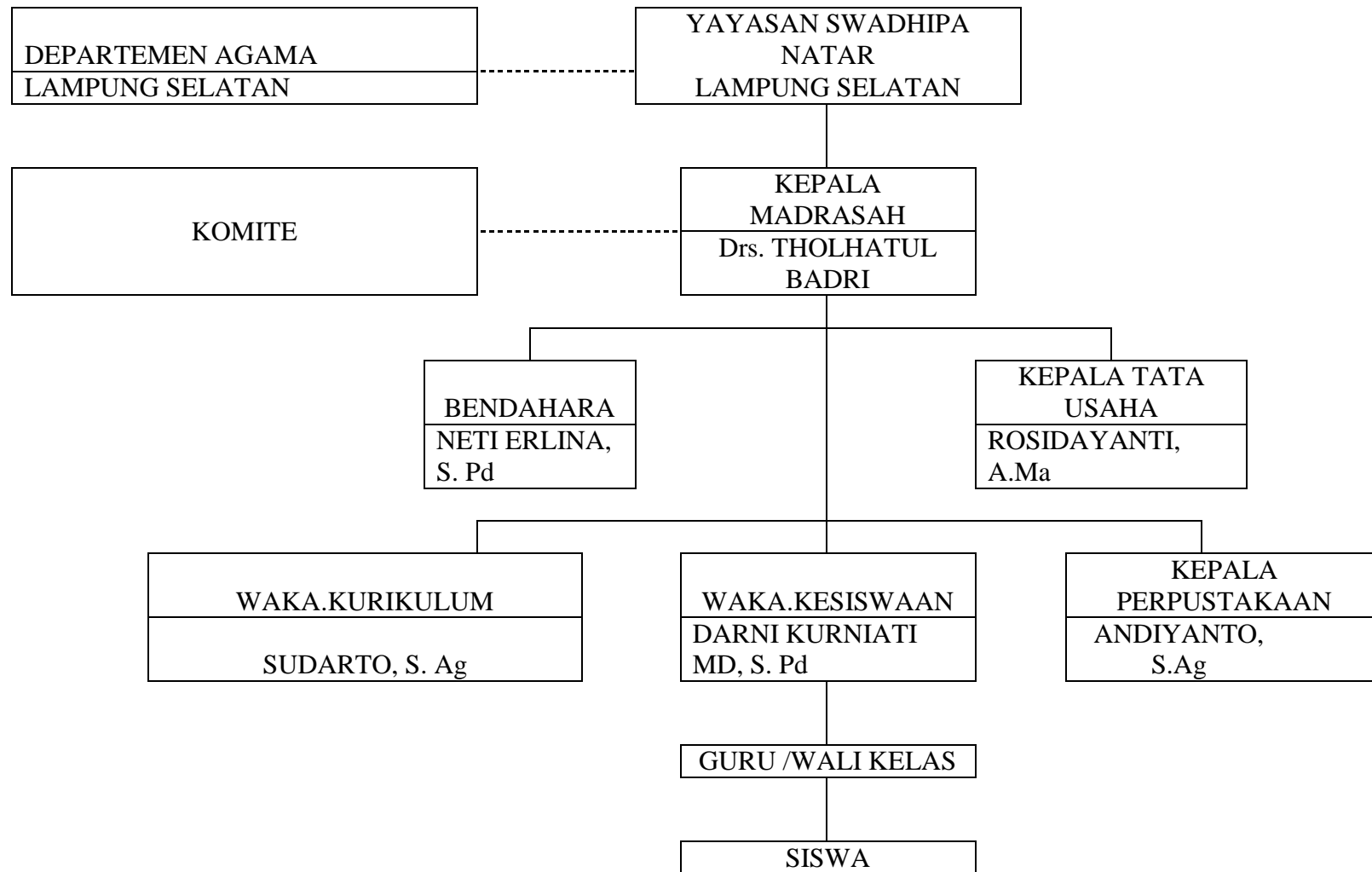
- c) Creating accomplishment with the standard minimum ≥ 6.5 for each lesson
- d) Creating human resources of good teacher
- e) Completing the infrastructures

Moreover, The orientation of MTs. Raudhlatul Jannah Natar is the official management. The school consists of eighteen classes, teacher room, official employee room, library, mosque, canteen, toilet, and parking area.

Also, the principle is a person who have the high status in coordinator all of duty in school activity. To do it, the principal of MTs. Raudhlatul Jannah Natar is helped by school committee, official employee, the ead vice of student, the head vice of general, and the head vice of curriculum.

c. Structure of Organization

The structure of organization of MTs. Raudhlatul Jannah Natar is stated below:



d. Condition the Teachers and Employers

The condition of the teachers and employers in MTs. Raudhlatul Jannah Natar is stated below:

Table 1: Condition of Teachers and Employers

NO	NAME	NIP	SUBJECT
1.	SUDARTO	196312041986021002	BAHASA ARAB
2.	DARNI KURNIATI	195901111983032005	MATEMATIKA
3.	MASTINAH	196008161986012002	IPA
4.	ANDIYANTO	196010151988031006	QUR'AN HADIST
5.	MEILANI JUWITA	196309071987022001	BAHASA INGGRIS
6.	SUPRIYADI	197803132005012015	FIQIH
7.	ROHMAD	196402071995121003	AKIDAH AKHLAK
8.	SITI AMINAH	197407062005011006	IPS
9.	TITI GUSRINI	196410051990032002	BAHASA INGGRIS
10.	HENIK HAYATI	196707201999031004	BAHASA INDONESIA
11.	SUBANDI	197010081995122003	TINKOM
12.	RICKY RINALDY	197109041999032009	PENJAS
13.	SRI HAYATI	197110071999032002	BAHASA LAMPUNG
14.	SITI NURBAIAH	196703121999032003	SKI
15.	MUSTOFA	196403231990112001	PENJAS
16.	YUDISTIRA	196506091989031007	BAHASA INDONESIA
17.	RISKI NURBAWA	197103162005012004	MATEMATIKA

Source: documentation of MTs. Raudhlatul Jannah Natar, taken on 4st, May 2019.

a. Condition of Students

The condition of students in MTs. Raudhlatul Jannah Natar is stated as follows:

Table 2: Recapitulation of Students in MTs. Raudhlatul Jannah Natar

NO	Classes	Sex		Total
		Male	Female	
1.	Class VII	32	20	52
2.	Class VIII	22	15	37
3.	Class IX	24	20	44
Total		78	55	133

Source: documentation of MTs. Raudhlatul Jannah Natar gathered on 4st, May 2019.

b. Condition of Facilities

The condition of facilities in MTs. Raudhlatul Jannah Natar is stated below:

Table 3: Recapitulation Facilities in MTs. Raudhlatul Jannah Natar

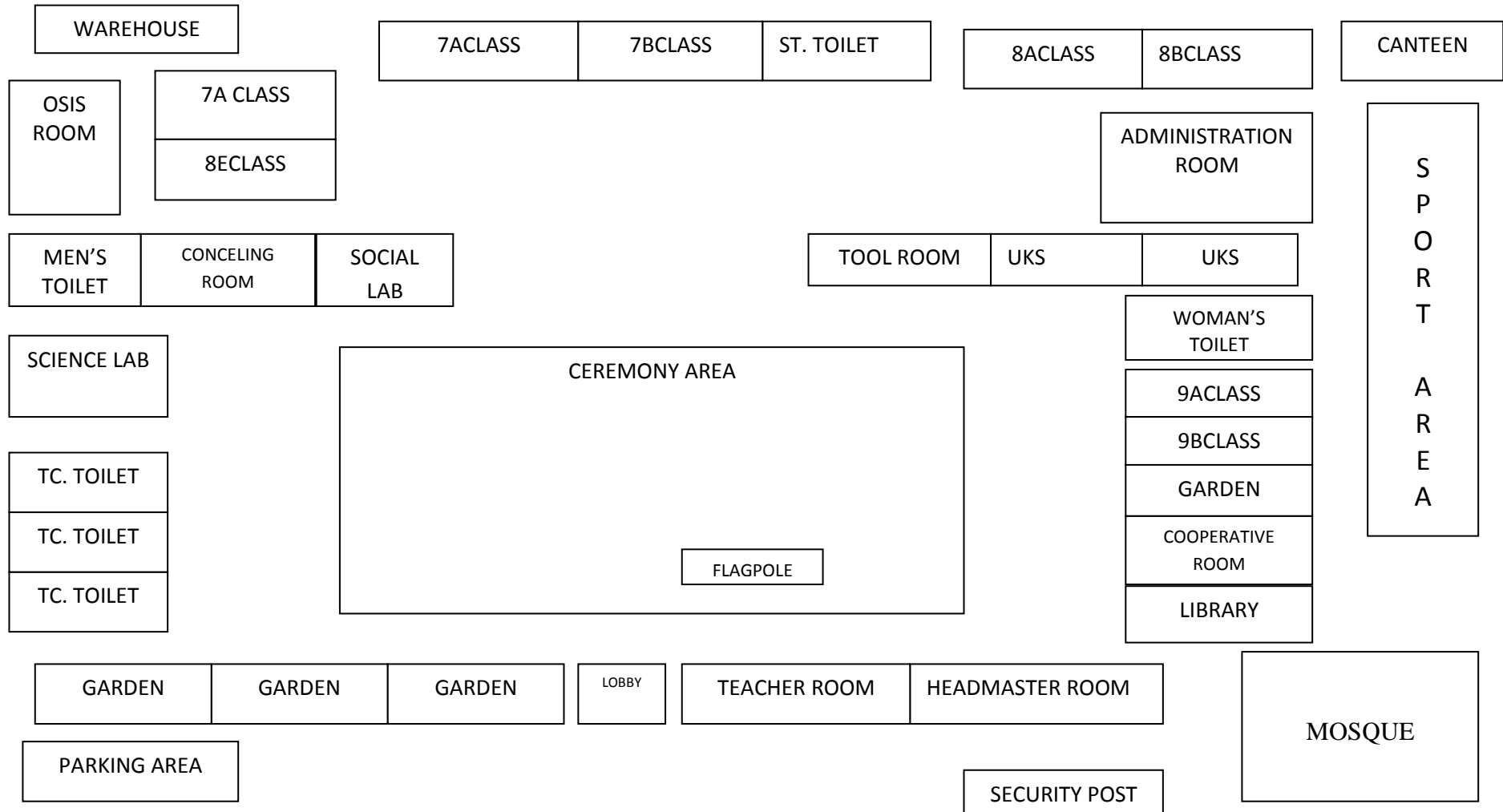
NO	FACILITIES	QUANTITY
1	Classroom (Class VII-IX)	6
2	Headmaster Room	1
3	Teacher Room	1
4	Administration Room	1
5	Counseling Room	1

6	Library	1
7	OSIS Room	1
8	Mosque	1
9	Warehouse	1
10	Parking Area	1
11	Teacher Toilet	3
12	Student Toilet	3
13	Canteen	1
14	Sciences Laboratory	1
15	Social Laboratory	1
16	UKS Room	2

Source: documentation of MTs. Raudhlatul Jannah Natar gathered on 4st, May2019.

e. Location Sketch of MTs. Raudhlatul Jannah Natar

Location sketch of MTs. Raudhlatul Jannah Natar is stated below:



2. Description of Data Research

This research used classroom action research. It conducted two cycles: cycle I and cycle II. Each cycle consist of two meetings and each meeting takes 2x45 minutes. Each cycle comprised of planning, action, observation and reflection. In relation to manage the class the researcher made lesson plan. The action of this research was using make two words game to increase the students vocabulary mastery.

a. Action and Learning at Pre-Test

The learning, the researcher conducted on May 14, Monday 2019 at 7.30 until 09.00. All the students had already prepared when the teaching time came. The researcher greeted the students. The researcher told the students that the researcher would conduct the research in their class in order to know their vocabulary mastery before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. The kind of the test was multiple-choice consisted of 10 items. Then, the students' pre-test result can be seen on the table below:

Table 4
The Pre-test Score of Vocabulary Test

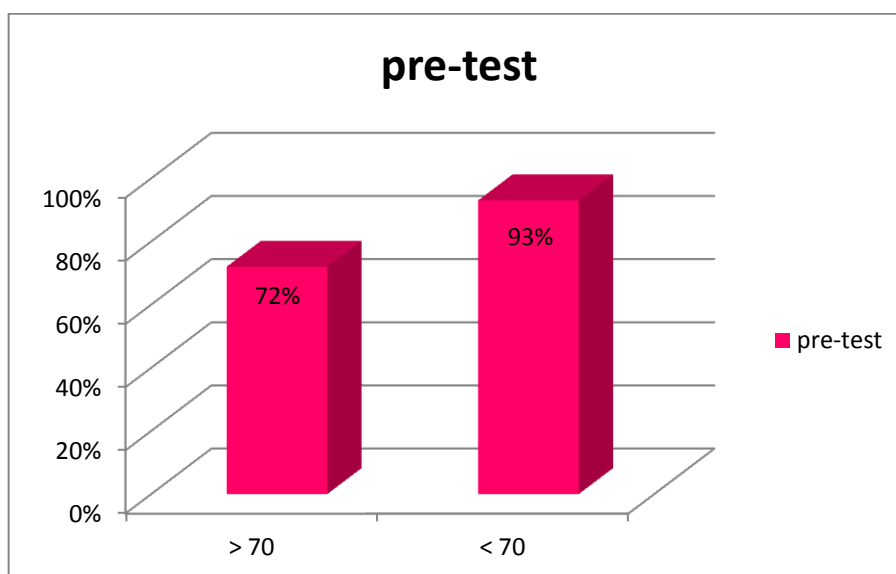
NO	NAME	PRE-TEST
1.	AN	40
2.	AS	60
3.	AK	60
4.	AR	50
5.	BR	90
6.	DF	50
7.	DA	50
8.	DD	50
9.	FM	40
10.	FH	50
11.	GS	40
12.	LM	50
13.	LF	40
14.	MP	50
15.	MF	40
16.	MI	90
17.	NA	40
18.	ON	60
19.	PA	70
20.	RZ	60
21.	RD	40
22.	RA	40
23.	RR	40
24.	RK	60
25.	RF	50
26.	TF	40
27.	TP	50
28.	VG	50
Total Score		1450
Average		51.78

Table 5
Frequency of students' score in Pre-test

No	Grade	Frequencies	Percentage	Explanation
1	>70	2	72 %	Complete
2	< 70	26	93%	Uncomplete
	Total	28	100 %	

Source: The result score vocabulary pre-test at VII class of MTs. Raudhlatul Jannah Natar May 14th 2019.

Figure 1
The Percentage of the Students' Completeness Score on Pre-test



Based on the data above, it could be inferred that 26 students (93%) were not successful and 2 other students (72%) were successful. The successful students were those who got the minimum mastery criteria at MTs. Raudhlatul Jannah Natar at least 70. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the

average of 52 so the result was unsatisfied. Therefore, the researcher used make two words game to increase the students vocabulary mastery.

1. Cycle 1

1) Planning

Before doing the implementation in cycle I, the researcher and collaborator prepared several things related to teaching and learning process such as the English subject lesson plan, the material, work sheet, observation sheet and evaluation for the second meeting.

2) Acting

The first meeting was used as the implementation the action in the cycle I. The first meeting was used conducted on May 15, Tuesday 2019. The meeting was started by praying, greeting and checking the attendance list.

In this stage, the condition of the class was effective because the collaborator handed the researcher to make sure the students' effectiveness before the researcher was doing research in the class. It showed that most of students gave their full nice attention to the researcher when the study time came.

For the beginning, the researcher started to introduce the procedure of methode that was used in the learning process, then started to deliver the material. The researcher write on the whiteboard and asked the students to mention the types of the vocabulary and understanding the meaning of the words. Then, the researcher said "Well class, now I want to ask you. What

is the type of the words?” Some students answered “Adjective”, some students kept silent, and two students answered “Verb”. The researcher said “Good! The type is adjective. Today we will discuss together about adjective.”

The researcher explained that the word that have been the researcher write on the whiteboard is adjective. There are at least four types of vocabulary : Adverb, Adjective, Noun, Verb.

Then, a student asked “Miss, what is Adverb?” The researcher answered “adverb is a word that explain about how, where and when a thing happen. It means that adverb related with the how the process, time and where the thing happen. Examples: now, tomorrow, certainly, maybe and others.”

Next, the researcher gave the students a new word. Then, the researcher asked the students to mention the types of the words. After that, the researcher asked the students to make notes and conclusion about the keyword that they underline. When the time was up, the researcher called the name one of students than were standing up. The researcher gave the same question for all students who had the name and they answered it.

In this stage, the students were actively following the teaching learning process, because they worked it on one by one, so they would think when found the difficulties. But, there were still trouble faced to the students. Such as, some of the students have lack of vocabulary and

difficulties in learning vocabulary such as understanding the meaning of the words and the types of the words.

a) The second meeting

The second meeting was conducted on May 15 Tuesday 2019 at 07.30 until 09.00. for 2x45 minutes after the students given the action. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The activity continue by giving some explanation more about the vocabulary, the types of vocabulary how to apply make two words game to understanding. Then, the end this meeting the researcher gave post test cycle I with similar task on pre test before. Kinds of the test were multiple choices which consisted of 10 items. The result of the students' test in post test 1 was better than test in pre-test before.

Table 6

Post-Test 1 Score of Vocabulary Test

No	Name	Post-Test I
1.	AN	80
2.	AS	80
3.	AK	80
4.	AR	70
5.	BR	90
6.	DF	50
7.	DA	50
8.	DD	80
9.	FM	50
10.	FH	80
11.	GS	70

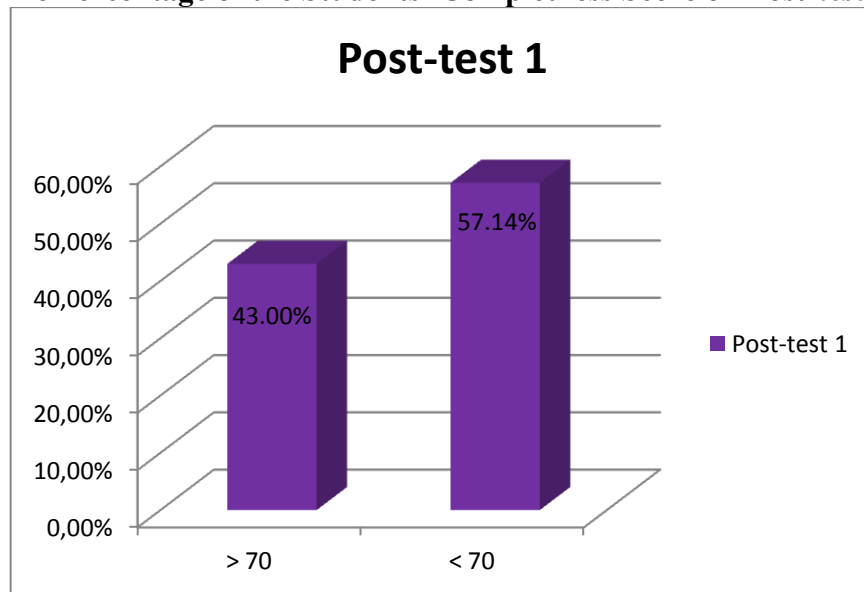
12.	LM	50
13.	LF	50
14.	MP	70
15.	MF	50
16.	MI	90
17.	NA	70
18.	ON	80
19.	PA	80
20.	RZ	60
21.	RD	80
22.	RA	80
23.	RR	50
24.	RK	70
25.	RF	60
26.	TF	70
27.	TP	80
28.	VG	70
Total Score		1940
Average		69.28

Table 7
The Frequency of Students' Score in Post-test 1

No	Grade	Frequencies	Percentage	Explanation
1	>70	12	43 %	Complete
2	< 70	16	57.14 %	Uncomplete
	Total	28	100 %	

Source: The result score of vocabulary post test 1 at MTs. Raudhlatul Jannah Natar on Tuesday 15th 2019.

Figure 2
The Percentage of the Students' Completeness Score on Post-test 1



Based on the result above, it could be seen that 12 students (43%) got score up to the standard and 16 students (57.14%) got score less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was said success when 75% students got score ≥ 70 . The fact showed that the result was unsatisfying.

3). Observing

In observation of researcher action, the collaborator observed the students' activities. The researcher as a teacher gave material about vocabulary especially the types of vocabulary by using make two words game. Indicators of the students' activities that observed are:

- a) The students pays attention of the teacher explanation.
- b) The students asks/ answers questions.
- c) The students active in the class.

d) The students able to do the task.

The result of the students' learning activities could be seen as follow:

Table 8
The Students' Activities Observation in Cycle I

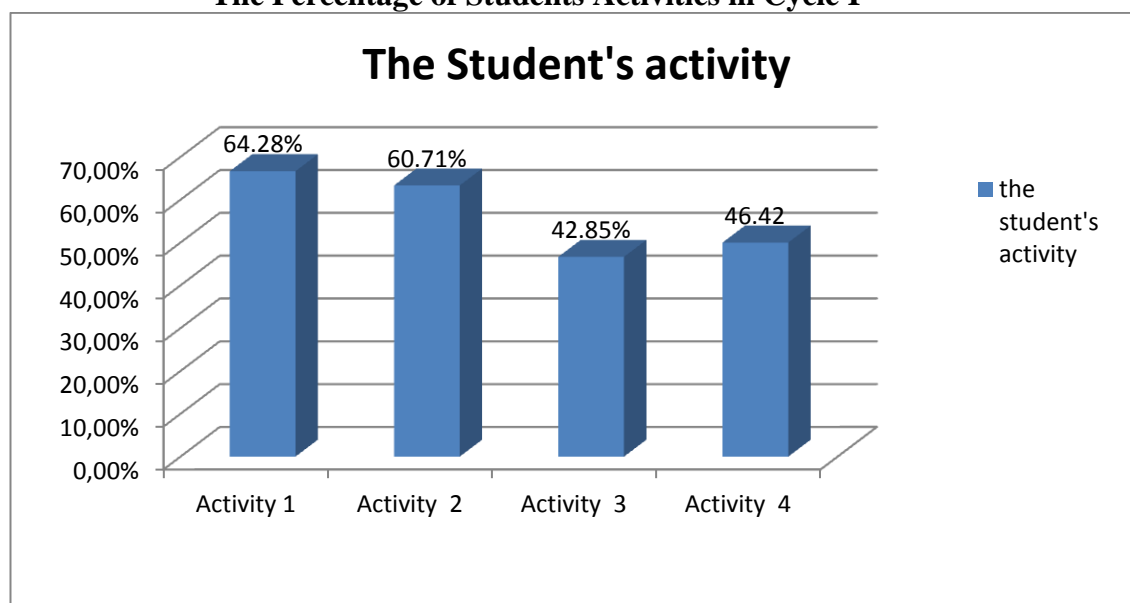
No.	Name	The Aspects that Observed			
		The students' pay attention of teacher's explanation	The students' ask/ answer question	The students' active in class	The students' able do the task
1.	AN	√	√	√	√
2.	AS	√			
3.	AK	√	√	√	√
4.	AR		√		
5.	BR	√		√	√
6.	DF		√		
7.	DA	√		√	
8.	DD		√	√	√
9.	FM	√			
10.	FH	√		√	√
11.	GS	√			
12.	LM		√		
13.	LF	√	√	√	√
14.	MP		√	√	
15.	MF	√	√		
16.	MI	√		√	√
17.	NA		√		
18.	ON	√		√	√
19.	PA		√		
20.	RZ				
21.	RD	√	√	√	√
22.	RA	√	√		
23.	RR	√		√	√
24.	RK		√		
25.	RF	√	√	√	√
26.	TF		√		
27.	TP	√	√		√
28.	VG	√		√	√
→	TOTAL	18	17	12	13

Table 9
The Frequency Students' Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	Pay attention of the teacher explanation	18	64.28 %
2	The students' ask/answer question	17	60.71 %
3	The students active in the class	12	42.85 %
4	The students able do the task	13	46.42 %
Total Students		28	

Source: The students' activity at VII class of MTs. Raudhlatul Jannah Natar on May 14th 2019.

Figure 3
The Percentage of Students Activities in Cycle I



The table showed that not all the students' active in learning process. There were 18 students (64.28%) who gave attention to the teacher explanation. 17 students (60.71%) who understood the materials, 12 students (42.85%) who active in the class and 13 students (46.42%) were able to do the task.

4). Reflecting

From the result observation in learning process in cycle I, it could be concluded that in learning process has not achieved Minimum Mastery Criteria (MMC) of the research yet. At the end of this cycle, the researcher analyzed and calculated all the processes like students' pre-test score and the result of students' post-test I score. The comparison between pre-test score and post-test I score was as follow:

Table 10

The result of the students' score of pre-test and post-test cycle I

No	Name	Score	
		Pre-test	Post-test I
1.	AN	40	80
2.	AS	60	80
3.	AK	60	80
4.	AR	50	70
5.	BR	90	90
6.	DF	50	50
7.	DA	50	50
8.	DD	50	80
9.	FM	40	50
10.	FH	50	80
11.	GS	40	70
12.	LM	50	50
13.	LF	40	50
14.	MP	50	70
15.	MF	40	50
16.	MI	90	90
17.	NA	40	70
18.	ON	60	80
19.	PA	70	80
20.	RZ	60	60
21.	RD	40	80
22.	RA	40	80

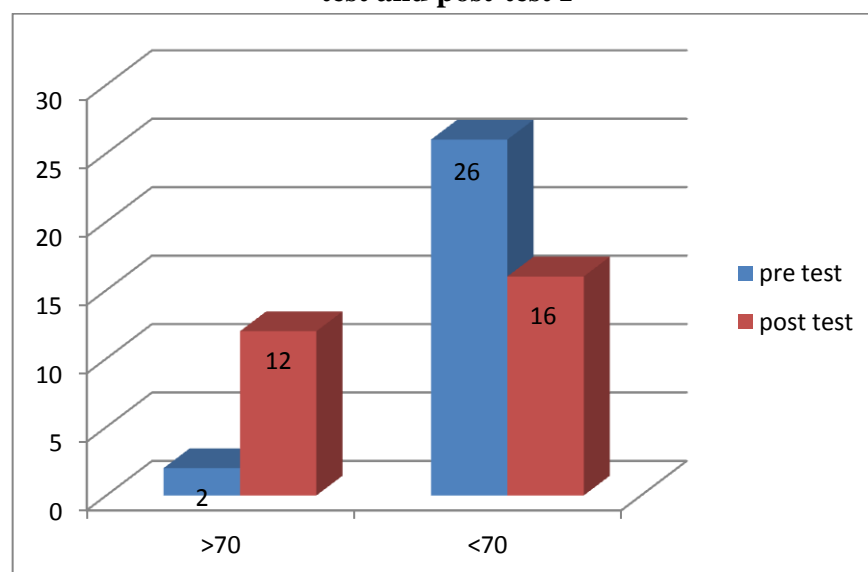
23.	RR	40	50
24.	RK	60	70
25.	RF	50	60
26.	TF	40	70
27.	TP	50	80
28.	VG	50	70
Total Score		1450	1940
Average		51.78	69.28

Table 11
The Comparison of Students' Pre-Test and Post-Test I in Cycle I

Interval	Pre-Test	Post-Test I	Explanation
>70	2	12	Complete
< 70	26	16	Incomplete
Total	28	28	

Then, the graph of comparison students vocabulary mastery pre-test and post-test I score in cycle I could be seen as follow:

Figure 4
The Comparison of Percentage of the Students' Completeness Score on Pre-test and post-test I



The table and the graphic above, in pre-test it could be seen that total from 28 students, it could be conclude that 72% or 2 students among the interval ≥ 70 students, was complete the minimum standard criteria. Then the students who were incomplete the minimum standard criteria were 93% or 26 students among the interval ≤ 70 . In post-test I, it could be conclude that 43% or 12 students among the interval ≥ 70 students, was complete the minimum standard criteria. Then who incomplete the minimum standard criteria were 57.14% or 16 students among interval ≤ 70 . Average score of pre-test was 52 and average score of post-test I was 69.28. There was improvement between pre-test and post-test I but did not fulfill the indicator of success. It could be concluded that the result was unsuccessful, because of the indicator of success could not be achieved yet that was 75% of the total students must be passed the criteria.

Regarding to the result of student's post-test I score and the observation of student's activities in cycle I it caused of give a subject material was not run well, so some students could not clear to understanding the material. Some students were not satisfied because most of the students did not pay attention toward the teacher explanation and they did not get difficulties to answer the question and some students got failure in test of cycle I. So, the writer had to continue in cycle II which consisted of planning, acting, observing, and reflecting.

2. Cycle II

The action in the cycle I was not success enough, the cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I.

The steps of the cycle II as follows:

1) **Planning**

Based on the activities in the cycle I, the process at cycle II was focused on the problem on cycle I. There were some weaknesses on cycle I. Then, the researcher and collaborator planned to give the material for students in vocabulary mastery by the types of the vocabulary with make two words game.

The researcher and collaborator prepared the lesson plan, observation sheet of the students' activities, identified the problem, and found the causes of problem at the first and the last of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

2) **Acting**

a). The first meeting

The first meeting was conducted on May 19, Saturday 2019 at 09.00 until 10.30 followed by 28 students. The researcher began the lesson greeting, praying, checking attendance list and asking the students' condition. The researcher continued the material in the last meeting, explained the types of the words and the meaning of the words. The researcher gave the students a new

words and asked the students to write the form of the words. Then, the researcher asked the students to write the form of the words. After that, the researcher asked the students to make notes and conclusion about the keyword that they underline. When the time was up, the researcher called the name one of students than were standing up. The researcher gave the same question for all students who had the name and they answered it. In this stage, the students were very active in following the lesson. It might be caused they could adapt the condition of the class. The students looked getting more spirit and enthusiasm in following learning process. It looked from their activeness in the class. The good condition of the environment of the class was very helpful in teaching learning process.

Then, the researcher gave the explanation to all of the students about the problem of vocabulary mastery that often faced by the students through the effective strategy make two words game.

b). The second meeting

The second meeting was conducted on May 19, Monday 2019. This meeting used to post test II at the end of cycle II, for 2x45 minutes after the students given the action. The researcher gave post test II to the students. In this meeting almost all of the students could answer well. It could be seen from the result of the

post test II. There were only 7 of 28 students got the score under the minimum mastery criteria in MTs. Raudhlatul Jannah Natar.

Table 12
Post-test II Score of Vocabulary Test

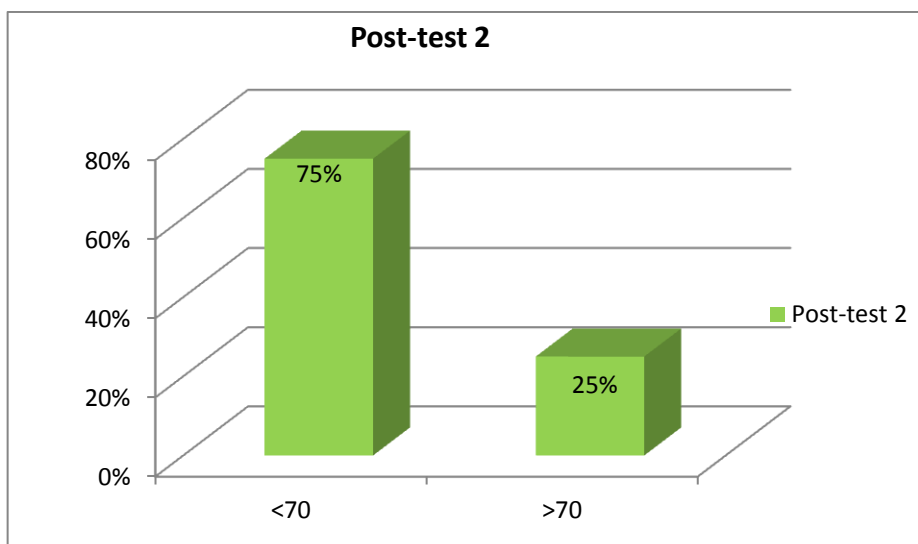
No	Name	Post-Test II
1.	AN	90
2.	AS	90
3.	AK	90
4.	AR	90
5.	BR	90
6.	DF	90
7.	DA	70
8.	DD	80
9.	FM	60
10.	FH	90
11.	GS	90
12.	LM	70
13.	LF	70
14.	MP	80
15.	MF	70
16.	MI	100
17.	NA	80
18.	ON	80
19.	PA	90
20.	RZ	90
21.	RD	80
22.	RA	80
23.	RR	70
24.	RK	90
25.	RF	70
26.	TF	90
27.	TP	90
28.	VG	90
Total		2320
Average		82.85

Table 13
The Frequency of students' score in Post-test II

No	Grade	Frequencies	Percentage	Explanation
1	>70	21	75 %	Complete
2	< 70	7	25 %	Uncomplete
	Total	28	100 %	

Source: The result score of vocabulary post test II at MTs. Raudhlatul Jannah Natar on may 19th 2019.

Figure 5
The Percentage of the Students' Completeness Score on Post-test II



Based on the result above, it could be inferred that 21 students (75%) were successful and 7 other students (25%) were not successful. From the post test 2 results, the researcher got the average of 82.85. It was higher than post test 1 in cycle I.

3) Observing

In this step, the writer presented the material by make two words game. In learning process, there were also four indicators used to know the students' activities like in learning process previously.

Based on the result of the observation sheet in cycle II, the writer indicated that learning process in cycle II was successful. The result score of students' learning activities observation, as follow:

Table 14
The Students' Activities Result in Cycle II

No	Name	The Aspect that Observed			
		The students' pay attention of teacher's explanation	The students' ask/answer question	The students' active in class	The students' able do the task
1.	AN	√	√	√	√
2.	AS	√		√	√
3.	AK	√	√	√	√
4.	AR		√	√	
5.	BR	√	√	√	√
6.	DF		√	√	
7.	DA	√		√	√
8.	DD		√	√	√
9.	FM	√		√	√
10.	FH	√	√	√	
11.	GS	√	√		√
12.	LM		√		
13.	LF	√	√	√	√
14.	MP	√	√	√	√
15.	MF	√	√	√	√
16.	MI	√	√		√
17.	NA	√	√	√	√
18.	ON	√	√	√	√
19.	PA	√	√	√	√
20.	RZ	√		√	
21.	RD	√	√	√	√

22.	RA	√	√	√	√
23.	RR	√	√	√	√
24.	RK	√	√		
25.	RF	√	√	√	√
26.	TF	√		√	
27.	TP	√	√		√
28.	VG	√	√	√	√
	TOTAL	24	23	24	21

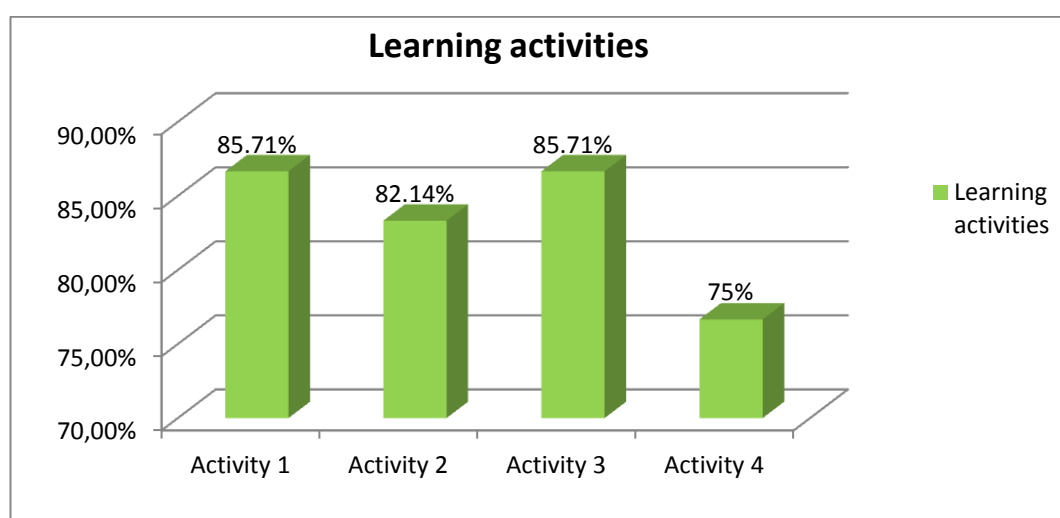
Table 15
The Frequency Students' Activity in Cycle II

No	Students Activities	Frequency	Perce,n,tage
1	Pay attention of the teacher explanation	24	85.71%
2	The students' ask/answer question	23	82.14%
3	The students active in the class	24	85.71%
4	The students able do the task	21	75%
Total Students		28	

Source: The students' activity at MTs. Raudhlatul Jannah Natar on May 19th 2019.

Then, the graph of percentage students activities in cycle II, as follow:

Figure 5
The Percentage of Students Activities in Cycle II



The table above showed that the students' activity in cycle II was increase. The students' activity that had high percentage were the students pay attention of the teacher explanation 85.71%, then, the students ask/ answer the question, from the teacher 82.14% and the students active in the class 85.71%, and the last the students able do the task 75%. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage $\geq 70\%$.

4). Reflecting

From the result of learning process in cycle II the writer analyzed that generally by using make two words game, the vocabulary mastery would increase.

At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post-test II score and observation of student's learning activities. The comparison between students post test I score and post-test II score could be compared on the following table.

Table 16
The students' score at cycle II

No	Name	Post-test I	Post-test II	Increasing	Explanation
1	AN	80	90	10	Increased
2	AS	80	90	10	Increased
3	AK	80	90	10	Increased
4	AR	70	90	20	Increased
5	BR	90	90	0	Constant
6	DF	50	90	40	Increased
7	DA	50	70	20	Increased
8	DD	80	80	0	Constant
9	FM	50	60	10	Increased
10	FH	80	90	10	Increased

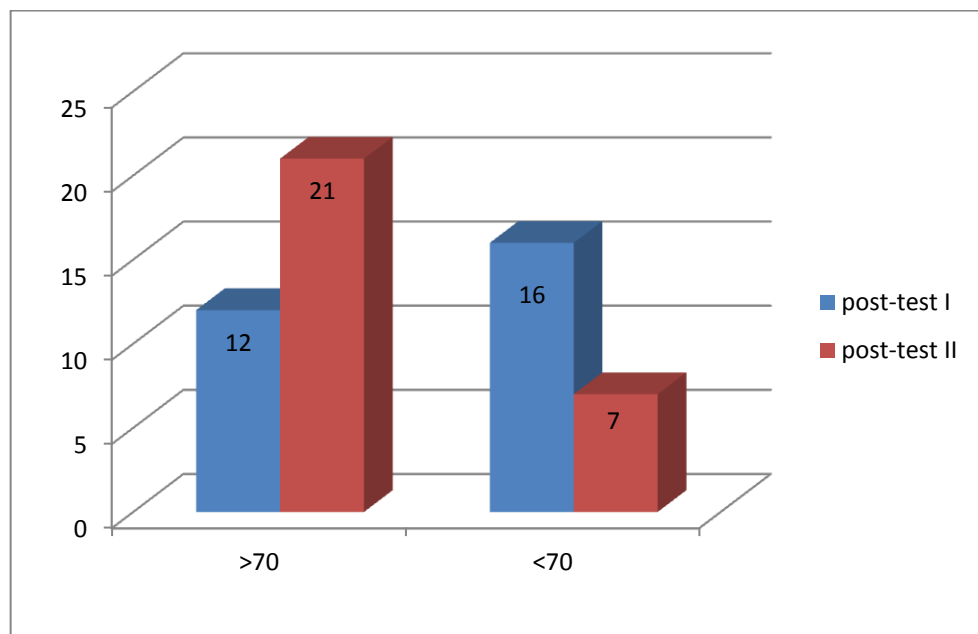
11	GS	70	90	20	Increased
12	LM	50	70	20	Increased
13	LF	50	70	20	Increased
14	MP	70	80	10	Increased
15	MF	50	70	20	Increased
16	MI	90	100	10	Increased
17	NA	70	80	10	Increased
18	ON	80	80	0	Constant
19	PA	80	90	10	Increased
20	RZ	60	90	30	Increased
21	RD	80	80	0	Constant
22	RA	80	80	0	Constant
23	RR	50	70	20	Increased
24	RK	70	90	20	Increased
25	RF	60	70	10	Increased
26	TF	70	90	20	Increased
27	TP	80	90	10	Increased
28	VG	70	90	20	Increased
	Total	1940	2320		
	Average	69.28	82.85		

Table 17
The Comparison of Students' Score in Post-test I and Post-Test II

Interval	Post-Test I	Post-Test II	Explanation
>70	12	21	Complete
< 70	16	7	Incomplete
Total	28	28	

Then, the graph of comparison students vocabulary mastery post-test I and post-test II score in cycle II could be seen as follow:

Figure 6
The Percentage of Comparison of Students' score on
Post-test I and Post-test II



From the table above, it could be seen that the score of the students in post-test II was various. The highest score was 100 and the lowest score is 60. The average score of post-test II was 82.85. Besides, the percentages of students' successfulness of post-test II score was 75% or 21 students of the total students passed the minimum standard criteria and 22.5% or 7 students did not pass the minimum standard criteria at least 70. It means that the indicator of success of this research had been achieved that was $\geq 75\%$ students was gotten score 70. It indicated that the students' vocabulary was increase.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR). It was successful and it would not be continue in the next cycle because of the learning process and the product of learning entirely

passed the indicators of success. It means that make two words game increase the students vocabulary mastery.

B. INTERPRETATION

Vocabulary would be easier to understanding when it supported by the right strategy or technique, because the lesson will take more concrete for students and the students have to complete understanding. During the research, the researcher observed that the students were enthusiastic to attention from teacher explanation in learning process.

The researcher assumes that teaching vocabulary by make two words game can increase the students vocabulary mastery. When make two words game is done correctly, students are encouraged to develop their own creativity, motivation, and resourcefulness. So, it has proved that make two words game could be one the interesting strategy to teaching vocabulary mastery.

1. Result of Students Learning

a. Result of students Pre- Test Score

In this phase, the researcher presented the pre- test to measure the students ability before implementing the treatment. The writer obtained the data through test in the from of multiple choise which completed for 60 minutes. It was done on May 14, Monday 2019. From the result of pre-test showed that most of the students got difficult for doing the test. Based on the table the students average were 51.78 it showed that most of the students

have not passed yet in achieving the Minimum Mastery Criteria at least 70. In this phase, only 2 students out of 28 students passed of the MMC.

b. Result of Students Post- Test 1 Score

In this research, to know the students vocabulary mastery after implementing the treatment the writer conducted the post- test I. It was done on May 15, Tuesday 2019. Based on the table 6 the students average was 69.28 it shown that most of the students have not passed yet in achieved the MMC at least 70. In this stage there are 12 students out of 28 students passed of the minimum mastery criteria. It can be conclude that most of the students failed in achieving the material.

c. Result of Students Post- Test II Score

In this phase, the researcher continued to cycle II because the score of post test I in cycle I did not fulfilled the MMC yet that was only 43% passed the MMC. The researcher presented the post- tes II to measure the students vocabulary mastery after implementing the treatment. The researcher obtained the data through test in the from of multiple choise which completed for 60 minutes. It was done on May 19, Saturday 2019. Based on the table students average were 82.85% it showed that most of the students have achieving the MMC at least 70. In this phase, 21 students out of 28 students of 80% students passed of the MMC and the research was successful.

2. Comparison of Score in Pre-Test, Post-Test I in cycle I, and Post-Test II in Cycle II.

English learning process was successfully in cycle I but the students' average score was low. While. The score of the students in post-test I was higher than pre-test. Moreover, in cycle II, the students' average score was higher than cycle I. the following was the table of illustration score in cycle I and cycle II.

Table 18
The Comparison of vocabulary mastery of Pre-Test, Post-Test I in Cycle I and Post-Test II in Cycle II

No	Name	Pre-test	Post-test I	Post-test II	Explanation
1	AN	40	80	90	Increased
2	AS	60	80	90	Increased
3	AK	60	80	90	Increased
4	AR	50	70	90	Increased
5	BR	90	90	90	Increased
6	DF	50	50	90	Increased
7	DA	50	50	70	Increased
8	DD	50	80	80	Increased
9	FM	40	50	60	Increased
10	FH	50	80	90	Increased
11	GS	40	70	90	Increased
12	LM	50	50	70	Increased
13	LF	40	50	70	Increased
14	MP	50	70	80	Increased
15	MF	40	50	70	Increased
16	MI	90	90	100	Increased
17	NA	40	70	80	Increased
18	ON	60	80	80	Increased
19	PA	70	80	90	Increased
20	RZ	60	60	90	Increased
21	RD	40	80	80	Increased
22	RA	40	80	80	Increased

23	RR	40	50	70	Increased
24	RK	60	70	90	Increased
25	RF	50	60	70	Increased
26	TF	40	70	90	Increased
27	TP	50	80	90	Increased
28	VG	50	70	90	Increased
	Total	1450	1940	2320	
	Average	51.78	69.28	82.85	

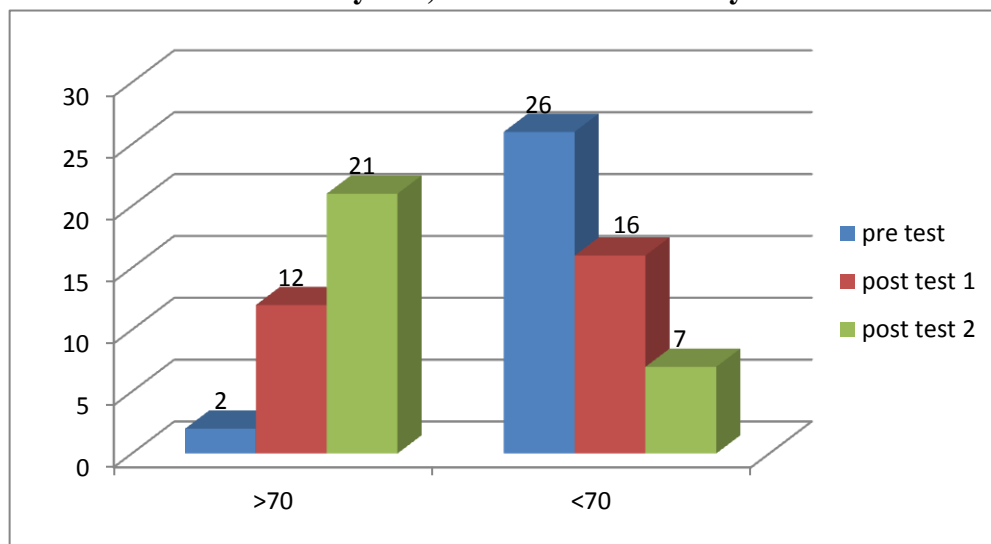
Table 19
The Comparison of Students' Pre-Test, Post-Test I Score in Cycle I and Post-Test II Score in Cycle II

Interval	Pre-Test	Post-Test I	Post-Test II	Explanation
>70	2	12	21	Complete
< 70	26	16	7	Uncomplete
Total	28	28	28	

Based on the result of the pre-test, post-test I and post-test II, it was know that there was a positive significant increasing of the students' score. It could be seen from the students get score 70 from 2 to 17 became 26. Therefore, the researcher conclude that the research was successful because the indicator of success in this research had been achieved.

The researcher show the graph of the result of pre-test, post-test I and post-test II, as follow:

Figure 8
The Comparison Score of Students Vocabulary Mastery in Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle I



Based on the graph above, it could be inferred that make two words could increase the students vocabulary mastery. It is supported by increasing score of the students from pre-test to post-test I and from post-test I to post-test II.

3. The Result of Students' Learning Activities in Cycle I and Cycle II

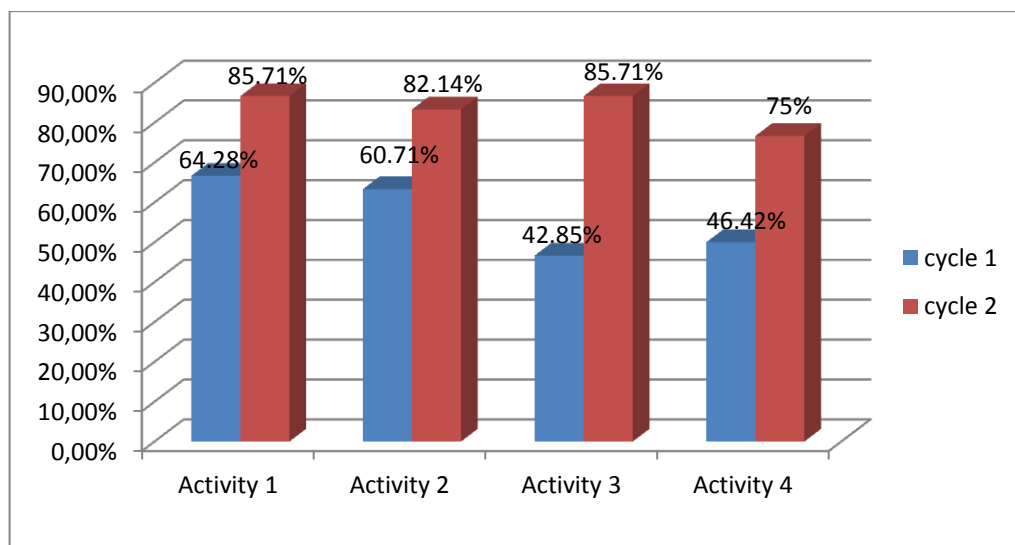
The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table improvement of it as follow:

Table 20
The Percentage of Students Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Increased
		F	Percentage	F	Percentage	
1	Pay attention of teacher	18	64.28%	24	85.71%	Increased

	explanati on					
2	The students' ask/answer question	17	60.71%	23	82.14 %	Increased
3	The students active in the class	12	42.85%	24	85.71 %	Increased
4	The students able do the task	13	46.42%	21	75%	Increased

Figure 9
Figure of Learning Activity in Cycle I and Cycle II



Based on the data had gotten, it can be explained as follow:

a) The Students pay attention to the teacher's explanation

The students' attention to the teacher explanation from the first meeting to the next meeting was increased. In cycle I was only 64.28% and in cycle II 85.71%, it improved 20%.

b) The students ask/answer question from the teacher

The students who ask/answered question from the teacher was increased from the first meeting to next meeting. It showed when the teacher gave the question to the students, they were brave to answer although not all the question could be answered well. For this activity was improved 20%, from cycle I 60.71% and cycle II 82.14%.

c) The students active in the class

The active students in class were improved. It could be seen on the cycle I 42.85% and cycle II also 85.71%, it improved 40%. Based on the data above, it could be concluded that the students felt comfort and active with the learning process because most of the students shown good ingcreasing in learning activities when make two words game was applied in learning process from cycle I up to cycle II.

d) The students able do the task

The students who had done the task were increased. It could be seen on the cycle I 46.42% and cycle II 75%, it increased 30%. Then, based on the explanation of cycle I and cycle II, it could be inferred that the use of make two words game increase the students' vocabulary mastery.

C. DISCUSSION

In teaching vocabulary among the seventh grade at MTs. Raudhlatul Jannah Natar especially in students of class VII, based on the pre survey there are some problems like some students difficulties understanding the meaning of the words and low vocabulary mastery. The researcher choose make two words game to increase the students vocabulary mastery.

The researcher used make two words game to organize idea students and made students more active in vocabulary mastery in learning English. There was appositive increasing about students learning activities using make two words game. Therefore make two words game hopefully is useful in the learning activities.

Based on the explanation of cycle I and cycle II, it can be show that the use of make two words game could increase the students vocabulary mastery. There is progress from the students gets score ≥ 70 from pre-test 8% or 2 students, post-test I 43% or 12 students and post-test II become 75% or 21 students. We can be see that is an increasing on the students complete score and total of score of the students who passed the least from pre-test, post-test I to post-test II.

Moreover, the minimum mastery creteria was 70 in this research, in the post-test I there is 12 students or 43% passed the test with the average 69.28 and the post-test II is 21 students or 75% who passed the test with average 82,85. From the explanation, the writer concludes that the research is

successful and it can be stopped in the cycle II because the indicator of success 75% of students got score ≥ 70 are reached.

The result of the student's activities in cycle I and cycle II are increase. Pay' attention of the teacher' explanation from 64.28% become 85.71%, the students' ask/ answer question from 60.71% become 82.14%, the students' activeness in the class from 42.85% become 85.71%, the students' able do the task from 46.42% become 75%,. The result of students' activities in cycle I and cycle II, there are increasing about students' learning activities.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Having conducted the research and analyzed all data in the process of teaching English vocabulary by using Make Two Words game at the seventh grade of MTs. Raudhlatul Jannah Natar, the writer draws the conclusion as follow:

1. Make two words game can increase vocabulary mastery at MTs. Raudhlatul Jannah Natar. It can be seen on the progress from pre-test to cycle I and cycle II. The average score from pre-test 51.78 to post test I 69.28 became 82.85 in post test II. In cycle I, there were 2 students passed the test. Moreover, in cycle II there were 12 students who get score ≥ 70 . It mean the result of cycle II had already reached the indicator of succes that was $>75\%$ students fulfill the minimun mastery creteria (MMC).
2. Make two words game can increase learning activity at the seventh grade at MTs. Raudhlatul Jannah Natar. The student's activity in the implementation of cycle I and cycle II is very active. It means that make two words game can increase the student's activitiness. The student's activity in cycle I and cycle II increase significantly.

B. Suggestion

From the result the research, the writer would like to give some suggestion as follows:

1. The teachers are suggested to find and choose a effective teaching media, one of them is by using Make Two Words game have been proved appropriate be applied in teaching vocabulary.
2. The teachers are suggested to prepare lesson plan to make teaching learning process run well.
3. The teachers are suggested be good model to the students when they forget to pronounce word, and forget the meaning of the word correctly.

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APPENDIXES I



MODEL SILABUS MATA PELAJARAN
SEKOLAH MENENGAH PERTAMA/MADRASAH TSANAWIYAH
(SMP/MTs)

MATA
PELAJARAN
BAHASA
INGGRIS

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN JAKARTA,
2017

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I. KOMPETENSI DASAR, MATERI POKOK, DAN PEMBELAJARAN

A. Kelas VII
Alokasi Waktu: 4 jam pelajaran/minggu

Kompetensi Sikap Spiritual dan Sikap Sosial dicapai melalui pembelajaran tidak langsung (*indirect teaching*) pada pembelajaran Kompetensi Pengetahuan dan Kompetensi Keterampilan melalui keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karakteristik mata pelajaran serta kebutuhan dan kondisi siswa.

Penumbuhan dan pengembangan kompetensi sikap dilakukan sepanjang proses pembelajaran berlangsung dan dapat digunakan sebagai pertimbangan guru dalam mengembangkan karakter siswa lebih lanjut.

Pembelajaran untuk Kompetensi Pengetahuan dan Kompetensi Keterampilan sebagai berikut ini.

Kompetensi Dasar	Materi Pokok	Pembelajaran
<p>Siswa mampu:</p> <p>3.1 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapi, sesuai dengan konteks penggunaannya</p> <p>4.1 menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dansesuaikonteks</p>	<ul style="list-style-type: none"> • Fungsi sosial Menyapa, berpamitan, berterimakasih, meminta maaf, dan menanggapi, untuk menjaga hubungan interpersonal dengan guru dan teman. • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Ungkapan-ungkapan yang lazim digunakan - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <p>☐ <i>Topik</i> Interaksi antara siswa di dalam di luar kelas yang melibatkan tindakan menyapa, berpamitan, berterimakasih, meminta maaf yang dapat menumbuhkan perilaku yang termuat di KI</p>	<ul style="list-style-type: none"> - Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan yang sedang dipelajari - Belajar menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa - Membiasakan menerapkantindakan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas - Melakukan refleksi tentang proses dan hasil belajar

<p>Siswa mampu:</p> <p>3.2 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta</p>	<ul style="list-style-type: none"> • Fungsi sosial <p>Berkenalan, memperkenalkan diri sendiri/orang lain.</p>	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh pemaparan jati diri, dengan ucapan dan tekanan kata yang benar
<p>informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. Perhatikan unsur kebahasaan dan kosa kata terkait hubungan keluarga; pronoun (<i>subjective, objective, possessive</i>)</p> <p>4.2 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya - Verba: <i>be, have, go, work, live</i> (dalam <i>simple present tense</i>) - Subjek Pronoun: <i>I, You, We, They, He, She, It</i> - Kata ganti possessive <i>my, your, his</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <p>□ <i>Topik</i></p> <p>Deskripsi diri sendiri sebagai bagian dari keluarga: ayah, ibu, kakak, adik, yang dapat menumbuhkan perilaku yang termuat di KI</p>	<ul style="list-style-type: none"> - Mengidentifikasi ungkapan-ungkapan penting - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Mempelajari contoh teks pemaparan jati diri oleh figur-figur terkenal tentang keluarganya - Memaparkan jati dirinya yang sebenarnya - Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya

<p>Siswa mampu:</p> <p>3.3 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya. (Perhatikan kosa kata terkait angka kardinal dan ordinal)</p> <p>4.3 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dansesuaikonteks</p>	<ul style="list-style-type: none"> • Fungsi sosial Menyebutkan/ menanyakan waktu dari keadaan/peristiwa/kegiatan • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Pernyataan dan pertanyaan terkait hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun - Angka ordinal dengan <i>the</i> untuk menyebut tanggal (lisan): a.l. <i>the first, the second, the twenty third, the thirty first of May</i>) - Angka ordinal tanpa <i>the</i> untuk menyebut tanggal (lisan): a.l. <i>1st, 2nd, 23rd,</i> 	<ul style="list-style-type: none"> - Menyimak dan menirukan pemaparan tentang waktu terjadinya keadaan/kejadian/peristiwa , mencakup nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun - Menyebutkan semua nama hari, bulan, tanggal 1-31, waktu, bagian hari, tahun dengan ucapan dan tekanan kata yang benar, satu per satu. - Menyatakansecara lisanwaktu terjadinya berbagai keadaan/peristiwa/ kegiatan - Menanyakan hari, tanggal, bulan, dan waktu terjadinya keadaan/peristiwa/ kegiatan dengan unsur kebahasaan yang benar - Membuat tulisan tentang
	<p><i>31st, of May</i>)</p> <ul style="list-style-type: none"> - Waktu (lisan): <i>at one, at two fifteen, at ten to seven, at a quarter past eight</i> - Waktu (tulis): <i>01:00; 02:15; 06:50; 08:15</i> - Artikel <i>the</i> untuk menyebut waktu dalam hari, <i>in the morning, in the afternoon, in the evening</i> - Preposisi untuk <i>in</i> (bulan, tahun, waktu dalam hari), <i>on</i> (hari dan tanggal), <i>at</i> (jam, <i>at noon, at night</i>) - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <ul style="list-style-type: none"> • Topik 	<p>waktu-waktu terjadinya peristiwa penting yang diketahui umum. Hasilnya dipublikasikan di kelas atau di majalah dinding sekolah</p> <ul style="list-style-type: none"> - Melakukan refleksi tentang proses dan hasil belajarnya

	Waktu kejadian/peristiwa/kegiatan terkait kehidupan di sekolah, rumah, dan lingkungan sekitar siswayang dapat menumbuhkan perilaku yang termuat di KI	
Siswa mampu:		
3.4 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait <i>article a</i> dan <i>the, plural</i> dan <i>singular</i>)	<ul style="list-style-type: none"> • Fungsi sosial Mengidentifikasi dan menyebutkan berbagai benda, binatang, dan bangunan umum di lingkungan sekitar. • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Pernyataan dan pertanyaan terkait benda, binatang, bangunan publik - Penyebutan benda dengan <i>a, the</i>, bentuk jamak (-s) - Penggunaan kata penunjuk <i>this, that, these, those ...</i> - Preposisi untuk <i>in, on, under</i> untuk menyatakan tempat - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan 	<ul style="list-style-type: none"> - Mencermati beberapa teks pendek berisi penyebutan benda-benda di kelas dan sekolah untuk kemudian membaca dengan ucapan dan tekanan kata yang benar - Menyimak dan menirukan guru menanyakan dan menyebutkan benda-benda yang terdapat di dalam kelas dan di sekolah, dengan tata bahasa, ucapan dan tekanan kata yang benar - Bertanya jawab tentang beberapa benda di dalam dan sekitar rumah - Membaca beberapa teks pendek tentang rumah dan sekitarnya, terutama keberadaan benda dan binatang - Bertanya jawab tentang beberapa bangunan dan benda-benda dan binatang-binatang di dalam dan sekitarnya - Melakukan refleksi
4.4 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah 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		
	<ul style="list-style-type: none"> • Topik Benda, binatang, dan bangunanyang biasa dijumpai dalam kehidupan nyata di rumah, sekolah, dan lingkungan sekitar siswayang dapat menumbuhkan perilaku yang termuat di KI 	tentang proses dan hasil belajarnya

<p>Siswa mampu:</p> <p>3.5 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>be, adjective</i>)</p> <p>4.5 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Fungsi sosial Mendeskrripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya. • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Pernyataan dan pertanyaan terkait sifat orang, benda, binatang - Kosa kata, terkait dengan ciri fisik (a.l. <i>red, big, dark, loud</i>), selera (a.l. <i>nice, beautiful, cute</i>), mental (a.l. <i>clever, smart</i>), psikologis (a.l. <i>happy, sad, disappointed, angry, wild</i>), budi (a.l. <i>kind, good, polite</i>) - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Sifat dan keadaan orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar siswa yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru menanyakan dan menyebutkan sifat orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar - Mencermati beberapa teks pendek yang mendeskripsikan sifat orang, benda, dan binatang di kelas dan sekolah untuk kemudian membaca dengan ucapan dan tekanan kata yang benar - Bertanya jawab tentang sifat beberapa benda di dalam dan sekitar rumah - Membaca beberapa teks pendek tentang sifat orang, benda, binatang di dalam dan di sekitar rumah dan sekolah sekitarnya - Bertanya jawab tentang sifat orang, benda, binatang terkenal - Melakukan refleksi tentang proses dan hasil belajarnya
<p>Siswa mampu:</p> <p>3.6 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan</p>	<ul style="list-style-type: none"> • Fungsi sosial Mendeskrripsikan, mengidentifikasi, mengkritisi orang, binatang, dan benda dari segi sifatnya. 	<ul style="list-style-type: none"> - Menyimak guru membacakan beberapa teks pendek kebiasaan yang dilakukan orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dan kemudian

<p>tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan kalimat <i>declarative, interrogative, simple present tense</i>)</p> <p>4.6 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dansesuaikonteks</p>	<ul style="list-style-type: none"> • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Pernyataan dan pertanyaan terkait tingkah laku/tindakan/fungsi orang, binatang, benda - Kalimat deklaratif (positif dan negatif) dalam simple present tense - Kalimat interogatif: <i>Yes/No question; Wh-question</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <p>Tingkah laku/tindakan/fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar siswa yang dapat menumbuhkanperilaku yang termuat di KI</p> 	<p>menirukannya kalimat-kalimat dengan tata bahasa, ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> - Didiktekan guru, siswa menulis teks-teks tersebut dengan tulis tangan, dengan ejaan dan tanda baca yang benar - Membuat teks-teks pendek tentang kebiasaan yang dilakukan beberapa orang dan binatang yang sangat dikenal - Bertanya jawab tentang isi teks yang telah ditulis dengan kelompok lain. - Melakukan refleksi tentang proses dan hasil belajarnya
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<p>Siswa mampu:</p> <p>3.7 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>4.7 Teks Deskriptif</p> <p>4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda</p> <p>4.7.2 Menyusun teks deskriptif lisan dan tulis yang sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur</p>	<ul style="list-style-type: none"> • Fungsi sosial Mendesripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik • Struktur teks Dapat mencakup: <ul style="list-style-type: none"> - identifikasi (nama keseluruhan dan bagian) - sifat yang menjadi pencirinya - fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri orang, binatang, atau benda yang dibicarakan. • Unsur kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif (positif dan negatif), dan interogatif (<i>Yes/No question; Wh-question</i>), dalam <i>simple present tense</i> 	<ul style="list-style-type: none"> - Membaca beberapa teks deskriptif tentang sekolah termasuk benda-benda dan binatang-binatang yang ada yang disertai foto atau gambar yang menarik - Bertanya tentang informasi yang terkait di dalam teks tersebut. - Menggunakan alat analisis (tabel atau bagan <i>mind-map</i>) untuk mempelajari sistematika deskripsi yang diterapkan - Mengamati suatu benda/binatang/orang yang sangat dikenal, untuk mengumpulkan data tentang jumlah, sifat, perilaku, dll. Untuk mengkritik/menyatakan kekaguman/mempromosikan - Dalam kelompok membuat proyek kecil: dengan
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<p>kebahasaan, secara benar dansesuai kont eks</p>	<ul style="list-style-type: none"> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar siswa, termasuk bangunan publik yang dapat menumbuhkan perilaku yang termuat dalam KI 	<p>bantuan <i>mind-map</i>, membuat teks deskripsi tentang kota atau desanya untuk mempromosikan</p> <ul style="list-style-type: none"> - Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajarnya
<p>Siswa mampu:</p> <p>3.8 menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs</p> <p>4.8 menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs</p>	<ul style="list-style-type: none"> • Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif • Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Membaca, menyimak, dan menirukan lirik lagu secara lisan. - Menanyakan hal-hal yang tidak diketahui atau berbeda - Menyebutkan pesan yang terkait dengan bagian-bagian tertentu - Melakukan refleksi tentang proses dan hasil belajarnya

RENCANA PRAKTEK PEMBELAJARAN

(RPP)

Satuan Pendidikan : MTs. Raudhlatul Jannah Natar

Kelas/ Semester : VI / I

Mata Pelajaran : Bahasa Inggris

Materi : Nouns and Verb

(Learn kinds of noun and learn kinds of verb)

Alokasi waktu : 4 x 30 menit

A. KOMPETENSI INTI

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social 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.

B. KOMPETENSI DASAR

- 1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.2.Menunjukkan perilaku jujur,disiplin,percaya diri dan bertanggung jawab dalam melaksanakan komunikasi transaksioanal denngan guru dan teman.
- 3.1.Memahami fungsi sosial, struktur teks, dan unsure kebahasaan pada ungkapan kata benda dan kata kerja, sesuai dengan konteks penggunaannya.
- 4.1.Menyusun teks lisan sederhana untuk menentukan mana yang disebut kata benda dan kata kerja dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. INDIKATOR PEMBELAJARAN

1. Mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris.
2. Memahami makna ungkapan kata benda dan kata kerja dalam bahasa inggris.
3. Menyatakan ungkapan kata benda dan kata kerja secara lisan dan tulisan dengan akurat, lancar, dan berterima.
4. Melakukan penghafalan interpersonal dengan menggunakan ungkapan kata benda dan kata kerja melalui kegiatan terintegrasi menyimak dan berbicara bahasa inggris.

D. TUJUAN PEMBELAJARAN

Melalui serangkaian kegiatan pembelajaran, peserta didik dapat menggunakan ungkapan kata benda dan kata kerja kedalam praktik belajar.

E. MATERI PEMBELAJARAN

Nouns

Verb

Kinds of noun	Kinds of verb
Table	Open
Boy	Take
Woman	Make
Jhon	Close
Laptop	Pick
Honesty	
City	
House	
Student	
Village	

F. METODE PEMBELAJARAN

Metode make two words game.

G. MEDIA, ALAT DAN SUMBER PEMBELAJARAN

Media : Whiteboard, Boardmarker.

Sumber: Kementrian Pendidikan dan Kebudayaan, Bahasa Inggris, *How To Teach Vocabulary*, hal 13, dansumber lain yang sesuai.LKS Bahasa Inggris, Modul Pengayaan Untuk SMP/ MTs Kelas VII.

H. KEGIATAN PEMBELAJARAN

1. Pendahuluan (5 menit)

- a. Guru member salam (greeting).
- b. Guru memeriksa kehadiran siswa.
- c. Guru memberi motivasi.

- d. Guru menanyakan kesiapan siswa tentang kesiapan siswa untuk mengikuti pelajaran
- e. Guru mengajukan pertanyaan yang berkaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari.
- f. Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- g. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

2. Kegiatan Inti (50menit)

a. Mengamati (Observing)

- Guru menuliskan jenis-jenis kata benda dan kata kerja beserta artinya dipapantulis.
- Guru menyuruh siswa untuk mendengarkan dan mengikuti ungkapan-ungkapan tersebut.
- Siswa mengamati dan menyimak apa yang disampaikan oleh guru.

b. Menanyakan (Questioning)

- Guru membuka kesempatan kepada siswa untuk bertanya tentang materi jenis-jenis kata benda dan kata kerja (noun and verb).
- Saat ada siswa yang bertanya guru member kesempatan kepada siswa lain untuk menjawab agar dapat mengetahui pemahaman mereka atas materi yang diberikan.

c. Mengumpulkan Informasi

- Guru memberikan pengetahuan-pengetahuan yang diatahu.
- Siswa menyimak penjelasan-penjelasan dari guru.
- Guru dan siswa bersama-sama menyimpulkan intisari dari pelajaran tersebut.

d. Menalar (Associating)

- Guru meminta siswa untuk menganalisis apa saja yang termasuk kedalam kata benda dan kata kerja didalam sebuah kalimat.

e. Mencoba (Experimenting)

- Guru mengetes siswa untuk mengetahui pemahaman tentang penggunaan kata benda dan kata kerja.
- Guru meminta siswa menyebutkan ungkapan kata benda dan kata kerja.

f. Mengkomunikasikan (Networking)

- Guru dan siswa saling berkomunikasi tentang materi yang telah dipelajari.

3. Kegiatan Penutup (5menit)

- Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- Siswa dan guru memberi umpan balik terhadap proses dan hasil pembelajaran.
- Guru memberi informasi tindak lanjut dari pembelajaran yang baru saja dilakukan.
- Siswa dan guru mengucapkan salam perpisahan.

I. PENILAIAN HASIL PEMBELAJARAN

Guru melakukan penilaian terhadap siswa:

1. Penilaian Praktik

No	Butir Sikap	Deskripsi	Perolehan skor
1.	Pengucapan	5 = Hampir sempurna 4 = ada kesalahan tapi tidak mengganggu makna 3 = ada beberapa kesalahan dan mengganggu	

		<p>makna</p> <p>2= banyak kesalahan dan mengganggu makna</p> <p>1 = terlalu banyak kesalahan sehingga sulit dipahami</p>	
2.	Intonasi	<p>5 = Hampir sempurna</p> <p>4 = ada kesalahan tapi tidak mengganggu makna</p> <p>3 = ada beberapa kesalahan dan mengganggu makna</p> <p>2 = banyak kesalahan dan mengganggu makna</p> <p>1 = terlalu banyak kesalahan sehingga sulit dipahami</p>	
3.	Ketelitian	<p>5 = sangat teliti</p> <p>4 = teliti</p> <p>3 = cukup teliti</p> <p>2 = kurang teliti</p> <p>1 = tidak teliti</p>	
4.	Pemahaman	<p>5 = sangat memahami</p> <p>4 = memahami</p> <p>3 = cukup memahami</p> <p>2= kurang memahami</p> <p>1 = tidak memahami</p>	
5.	Kelancaran	<p>5 = sangat lancar</p> <p>4 = lancar</p>	

		3 = cukup lancar 2= kurang lancar 1 = tidak lancar	
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2. Penilaian sikap

No.	Butir Sikap	Deskripsi	Perolehan skor
1.	Santun	5: selalu santun 4: sering santun 3: kadang-kadang santun 2: jarang santun 1: tidak pernah santun	
2.	Tanggung jawab	5: selalu tanggung jawab 4: sering tanggung jawab 3: kadang-kadang tanggung jawab 2: jarang tanggung jawab 1: tidak pernah tanggung jawab	
3.	Peduli	5: selalu peduli 4: sering peduli 3: kadang-kadang peduli 2: jarang peduli 1: tidak pernah peduli	
4.	Sungguh-sungguh	5: selalu sungguh-sungguh 4: sering sungguh-sungguh 3: kadang-kadang sungguh-sungguh	

		2: jarang sungguh-sungguh 1: tidak pernah sungguh-sungguh	
5.	Disiplin	5: selalu disiplin 4: sering disiplin 3: kadang-kadang disiplin 2: jarang disiplin 1: tidak pernah disiplin	
6.	Jujur	5: selalu jujur 4: sering jujur 3: kadang-kadang jujur 2: jarang jujur 1: tidak pernah jujur	

Bentuk Instrumen:

Tes Lisan Conversation

Guru meminta siswa untuk menyebutkan macam-macam kata benda benda, dan kata kerja yang telah diberikan untuk dipraktikan didepan kelas secara bergantian.

Nouns

Table

Rose

Cat

Chair

House

Student

Verbs

Write

Read

Listen

Work

Play

Take

Guru Kelas



Meilani Juwita, S.Pd.
NIP. 197410111991 03 2002

Metro, 13 Maret 2018

Researcher



Umi Salamah
NPM. 14122317

RENCANA PRAKTEK PEMBELAJARAN

(RPP) 2

Satuan Pendidikan : MTs. Raudhlatul Jannah Natar

Kelas/ Semester : VII / I

Mata Pelajaran : Bahasa Inggris

Materi : Adjective and Adverb

(kinds of adjective and adverb)

Alokasi waktu : 4 x 30 menit

A. KOMPETENSI INTI

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social 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.

B. 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, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.1. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan kata sifat dan kata keterangan, sesuai dengan konteks penggunaannya.
- 4.1. Menyusun teks lisan sederhana untuk mengucapkan dan berbicara tentang ungkapan kata sifat dan kata keterangan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. INDIKATOR PEMBELAJARAN

5. Mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris.
6. Memahami makna ungkapan kata sifat dan keterangan dalam bahasa Inggris.
7. Menyatakan ungkapan kata sifat dan keterangan secara lisan dan tulisan dengan akurat, lancar, dan berterima.
8. Melakukan pelafalan interpersonal dengan menggunakan ungkapan kata sifat dan kata keterangan melalui kegiatan terintegrasi menyimak dan berbicara bahasa Inggris.

D. TUJUAN PEMBELAJARAN

Melalui serangkaian kegiatan pembelajaran, peserta didik dapat menggunakan ungkapan kata sifat dan kata keterangan kedalam praktik berbicara.

E. MATERI PEMBELAJARAN

Adjective

<i>Adjective</i>	<i>Meaning</i>
- Beautiful	- Cantik
- Good	- Baik
- Small	- Kecil
- Fat	- Gemuk
- Thin	- Kurus
- Rich	- Kaya

Adverb

<i>Adverb</i>	<i>Meaning</i>
- Now	- Sekarang
- Tomorrow	- Besok
- Yesterday	- Kemarin
- When	- Kapan
- Where	- Dimana
- Certainly	- Pasti

F. METODE PEMBELAJARAN

Method make two words game.

G. MEDIA, ALAT DAN SUMBER PEMBELAJARAN

Media : Card, Boardmarker, white board.

Sumber: Kementerian Pendidikan dan Kebudayaan, Bahasa Inggris, *How To Teach Vocabulary*, hal 13, dan sumber lain yang sesuai. LKS Bahasa Inggris, Modul Pengayaan Untuk SMP/ MTs Kelas VII.

H. KEGIATAN PEMBELAJARAN

1. Pendahuluan

- h. Guru member salam (greeting).
- i. Guru memeriksa kehadiran siswa.
- j. Guru memberi motivasi.
- k. Guru menanyakan kesiapan siswa tentang kesiapan siswa untuk mengikuti pelajaran
- l. Guru mengajukan pertanyaan yang berkaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari.
- m. Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- n. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

2. Kegiatan Inti

a. Mengamati (Observing)

- Guru menerangkan penggunaan ungkapan kata sifat dan kata keterangan beserta artinya.
- Guru menyuruh siswa untuk mendengarkan dan menirukan ucapan guru tentang ungkapan tersebut.
- Siswa mengamati dan menyimak apa yang disampaikan oleh guru.

b. Menanya (Questioning)

- Merespon dan menjawab pertanyaan siswa tentang hal-hal yang ingin diketahui.
- Guru membuka kesempatan kepada siswa untuk bertanya tentang materi mengenai kata sifat dan kata keterangan (adjective and adverb).
- Saat ada siswa yang bertanya guru memberi kesempatan kepada siswa lain untuk menjawab agar dapat mengetahui pemahaman mereka atas materi yang diberikan.

c. Mengumpulkan Informasi

- Guru memberikan pengetahuan-pengetahuan yang ia tahu.
- Siswa menyimak penjelasan-penjelasan dari guru.
- Guru dan siswa bersama-sama menyimpulkan intisari dari pelajaran tersebut.

d. Menalar (Associating)

- Membagi siswa menjadi beberapa kelompok.
- Membagikan kartu berisi pernyataan yang berhubungan dengan ungkapan kata sifat dan keterangan.

e. Mencoba (Experimenting)

- Guru meminta siswa mengidentifikasi pernyataan – pernyataan yang berisi ungkapan tentang kata sifat dan kata keterangan dengan berdiskusi bersama kelompok.

f. Mengkomunikasi (Networking)

- Guru meminta siswa membacakan hasil dari pekerjaannya, tiap kelompok memiliki perwakilan untuk membacakan hasil diskusinya.

3. Kegiatan Penutup

- a. Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.

- b. Siswa dan guru memberi umpan balik terhadap proses dan hasil pembelajaran.
- c. Guru memberi informasi tindak lanjut dari pembelajaran yang baru saja dilakukan.
- d. Siswa dan guru mengucapkan salam perpisahan.

I. PENILAIAN HASIL PEMBELAJARAN

Guru melakukan penilaian terhadap siswa:

1. Penilaian Proses Diskusi

Aspek yang dinilai	Skor			Catatan
	1	2	3	
Sungguh-sungguh				
Tanggung jawab				
Peduli				
Kerjasama				

2. Penilaian sikap

No.	Butir Sikap	Deskripsi	Perolehan skor
1.	Santun	5: selalu santun 4: sering santun 3: kadang-kadang santun 2: jarang santun 1: tidak pernah santun	
2.	Tanggung jawab	5: selalu tanggung jawab	

		<p>4: sering tanggung jawab</p> <p>3: kadang-kadang tanggung jawab</p> <p>2: jarang tanggung jawab</p> <p>1: tidak pernah tanggung jawab</p>	
3.	Peduli	<p>5: selalu peduli</p> <p>4: sering peduli</p> <p>3: kadang-kadang peduli</p> <p>2: jarang peduli</p> <p>1: tidak pernah peduli</p>	
4.	Sungguh-sungguh	<p>5: selalu sungguh-sungguh</p> <p>4: sering sungguh-sungguh</p> <p>3: kadang-kadang sungguh-sungguh</p> <p>2: jarang sungguh-sungguh</p> <p>1: tidak pernah sungguh-sungguh</p>	
5.	Disiplin	<p>5: selalu disiplin</p> <p>4: sering disiplin</p> <p>3: kadang-kadang disiplin</p> <p>2: jarang disiplin</p> <p>1: tidak pernah disiplin</p>	
6.	Jujur	<p>5: selalu jujur</p> <p>4: sering jujur</p> <p>3: kadang-kadang jujur</p> <p>2: jarang jujur</p> <p>1: tidak pernah jujur</p>	

3. Penilaian Tugas Diskusi

No	Pernyataan	Nilai
1.		1
2.		1
3.		1
4.		1
5.		1
6.		1
7.		1
8.		1
9.		1
10.		1

$$\text{Nilai} = \frac{\text{Jumlah skor yang diperoleh}}{\text{skor maksimal}} \times 100$$

Bentuk Instrumen: Tulis

Instrumen penilaian

1. She is so *beautiful*. What is the word beautiful include in the word?
2. *Where* are you going? What is the word where include in the word?
3. I feel very thin. What is the meaning of the underline word?

4. I have a friend. Her name is Cika. She is so *smart* girl. What is the word smart include in the word?
5. The caris very *expensive*. What is the word expensive include in the word?
6. See you *tomorrow*? Tomorrow include in the word?
7. The rich man is very generous. What is the meaning of the underline word?
8. When, where, and certainly include in the word?
9. Clever, poor, and fat include in the word?
10. I will go *now*! Now include in the word?

Key words

1. Adjective
2. Adverb
3. Kurus
4. Adjective
5. Adjective
6. Adverb
7. Kaya
8. Adverb
9. Adjective
10. Adverb


Guru Kelas



Meilani Juwita, S.Pd.
NIP. 197410111991 03 2002

Metro, 13 Maret 2018

Researcher



Umi Salamah
NPM. 14122317

Table 4

The Pre-test Score of Vocabulary Test

NO	NAME	PRE-TEST
1.	AN	40
2.	AS	60
3.	AK	60
4.	AR	50
5.	BR	90
6.	DF	50
7.	DA	50
8.	DD	50
9.	FM	40
10.	FH	50
11.	GS	40
12.	LM	50
13.	LF	40
14.	MP	50
15.	MF	40
16.	MI	90
17.	NA	40
18.	ON	60
19.	PA	70
20.	RZ	60
21.	RD	40
22.	RA	40
23.	RR	40
24.	RK	60
25.	RF	50
26.	TF	40
27.	TP	50
28.	VG	50
Total Score		1450
Average		51.78

Table 6

Post-Test 1 Score of Vocabulary Test

No	Name	Post-Test I
1.	AN	80
2.	AS	80
3.	AK	80
4.	AR	70
5.	BR	90
6.	DF	50
7.	DA	50
8.	DD	80
9.	FM	50
10.	FH	80
11.	GS	70
12.	LM	50
13.	LF	50
14.	MP	70
15.	MF	50
16.	MI	90
17.	NA	70
18.	ON	80
19.	PA	80
20.	RZ	60
21.	RD	80
22.	RA	80
23.	RR	50
24.	RK	70
25.	RF	60
26.	TF	70
27.	TP	80
28.	VG	70
Total Score		1940
Average		69.28

Table 11
Post-test II Score of Vocabulary Test

No	Name	Post-Test II
1.	AN	90
2.	AS	90
3.	AK	90
4.	AR	90
5.	BR	90
6.	DF	90
7.	DA	70
8.	DD	80
9.	FM	60
10.	FH	90
11.	GS	90
12.	LM	70
13.	LF	70
14.	MP	80
15.	MF	70
16.	MI	100
17.	NA	80
18.	ON	80
19.	PA	90
20.	RZ	90
21.	RD	80
22.	RA	80
23.	RR	70
24.	RK	90
25.	RF	70
26.	TF	90
27.	TP	90
28.	VG	90
Total		2320
Average		82.85

OBSERVATION SHEET OF STUDENTS' ACTIVITIES

CYCLE I

Day/ Date : Monday, May 14 2019
 School : Mrs. Raudhlatul Jennah Natar
 Class : VII

No	Students Code	Indicators			
		1	2	3	4
1.	AN	✓	✓	✓	✓
2.	AS	✓			
3.	AK	✓	✓	✓	✓
4.	AR		✓		
5.	BR	✓		✓	✓
6.	DF		✓		
7.	DA	✓		✓	
8.	DD		✓	✓	✓
9.	FM	✓			
10.	FH	✓		✓	✓
11.	GS	✓			
12.	LM		✓		
13.	LF	✓	✓	✓	✓
14.	MP		✓	✓	
15.	MF	✓	✓		
16.	MI	✓		✓	✓
17.	NA		✓		
18.	ON	✓		✓	✓
19.	PA		✓		
20.	RZ				
21.	RD	✓	✓	✓	✓
22.	RA	✓	✓		
23.	RR	✓		✓	✓
24.	RK		✓		
25.	RF	✓	✓	✓	✓
26.	TF		✓		
27.	TP	✓	✓		✓
28.	VG	✓		✓	✓
→	TOTAL	18	17	12	13

Directions:

- Tick (✓) for activity students.
- The Indicators of students' activities that observed are:
 1. The student pays attention the teacher explanation.
 2. The student asks question to the teacher.
 3. The student answers the teacher's question.
 4. The student is actively giving an idea.
 5. The student uses dictionary when writing the descriptive text.

Mengetahui:
Collaborator



TITI GUSRINI, S.Pd.
NIP. 196410051990032002

Metro,
Researcher,



UMI SALAMAH
NPM. 14122317

OBSERVATION SHEET OF STUDENTS' ACTIVITIES

CYCLE II

Day/ Date : Saturday, May 13 2019
 School : Mts. Raudhlatul Jannah Natar
 Class : VII

No	Students Code	Indicators			
		1	2	3	4
1.	AN	✓	✓	✓	✓
2.	AS	✓		✓	✓
3.	AK	✓	✓	✓	✓
4.	AR		✓	✓	
5.	BR	✓	✓	✓	✓
6.	DF		✓	✓	
7.	DA	✓		✓	✓
8.	DD		✓	✓	✓
9.	FM	✓		✓	✓
10.	FH	✓	✓	✓	
11.	GS	✓	✓		✓
12.	LM		✓		
13.	LF	✓	✓	✓	✓
14.	MP	✓	✓	✓	✓
15.	MI'	✓	✓	✓	✓
16.	MI	✓	✓		✓
17.	NA	✓	✓	✓	✓
18.	ON	✓	✓	✓	✓
19.	PA	✓	✓	✓	✓
20.	RZ	✓		✓	
21.	RD	✓	✓	✓	✓
22.	RA	✓	✓	✓	✓
23.	RR	✓	✓	✓	✓
24.	RK	✓	✓		
25.	RF	✓	✓	✓	✓
26.	TV	✓		✓	
27.	TP	✓	✓		✓
28.	VG	✓	✓	✓	✓
→	TOTAL	24	23	24	21

Directions:

- Tick (✓) for activity students.
- The Indicators of students' activities that observed are:
 1. The student pays attention the teacher explanation.
 2. The student asks question to the teacher.
 3. The student answers the teacher's question.
 4. The student is actively giving an idea.
 5. The student uses dictionary when teaching vocabulary.

Mengetahui;
Collaborator



TITI GUSRINI, S.Pd.
NIP. 196410051990032002

Metro,
Researcher,



UMI SALAMAH
NPM. 14122317

OBSERVATION SHEET OF TEACHER'S ACTIVITIES

Meeting :

Day/ Date :

Researcher Activities	Good	Enough	Low
1. Pre-Teaching a. Preparing the lesson b. Preparing the material c. Class opening ability	✓		
2. While-Teaching a. Informing the objective of learning b. Explaining the material uses direct feedback c. Guiding the students to follow the lesson	✓		
3. Post-Teaching a. Concluding the result of learning b. Class closing ability	✓		

Tick ✓ for each positive activity

Mengetahui;
Collaborator



Titik Gusriani, S.Pd.

NIP. 2140766667 30 0 040

Nata, March 2018

Researcher,



Umi Salamah
















NPM. 14122317

ATTENDANCE LIST OF PRE TEST

DATE : Monday, May 14th 2019 :

SCHOOL : Mrs. Raudhlati Jamah Datar :

CLASS : VI

NO	NAMA	SIGNATURE
1.	AN 40	1. 
2.	AS 60	2. 
3.	AK 60	3. 
4.	AR 50	4. 
5.	BR 90	5. 
6.	DF 50	6. 
7.	DA 50	7. 
8.	DO 50	8. 
9.	FM 40	9. 
10.	FH 50	10. 
11.	GS 40	11. 
12.	LM 50	12. 
13.	LF 40	13. 
14.	MP 50	14. 
15.	MF 40	15. 

16.	MI	90		16. <i>Cap</i>
17.	NA	40	17. <i>Frey</i>	
18.	OH	60		18. <i>Cap</i>
19.	PA	70	19. <i>Cap</i>	
20.	RE	60		20. <i>Cap</i>
21.	RO	40	21. <i>Cap</i>	
22.	RA	40		22. <i>Cap</i>
23.	RR	40	23. <i>Cap</i>	
24.	RK	60		24. <i>Cap</i>
25.	Rf	50	25. <i>Cap</i>	
26.	TF	40		26. <i>Cap</i>
27.	TP	50	27. <i>Cap</i>	
28.	VG	50		28. <i>Cap</i>
29.			29.	
30.				30.

Natar,

Collaborator



Meilani Juwita, S.Pd.

NIP. 197410111991 03 2 002

ATTENDANCE LIST OF POST TEST I

DATE : Tuesday , May 15 2019 .

SCHOOL : Mts. Raudhotul Jannah Natar .

CLASS : VII

NO	NAMA	SIGNATURE
1.	AN 80	1. <i>anf</i>
2.	AS 80	2. <i>af</i>
3.	AK 80	3. <i>af</i>
4.	AR 70	4. <i>af</i>
5.	BR 90	5. <i>af</i>
6.	DF 50	6. <i>af</i>
7.	DA 50	7. <i>af</i>
8.	DD 80	8. <i>af</i>
9.	FM 50	9. <i>af</i>
10.	FH 80	10. <i>af</i>
11.	ES 70	11. <i>af</i>
12.	LM 50	12. <i>af</i>
13.	LF 50	13. <i>af</i>
14.	MP 70	14. <i>af</i>
15.	MF 50	15. <i>af</i>

16.	MI	90		16.	Inf
17.	MA	70	17.	Inf	
18.	OH	80		18.	Inf
19.	PA	80	19.	Inf	
20.	RE	60		20.	Inf
21.	RD	80	21.	Inf	
22.	RA	80		22.	Inf
23.	RR	50	23.	Inf	
24.	RK	70		24.	Inf
25.	RF	60	25.	Inf	
26.	TF	70		26.	Inf
27.	TP	80	27.	Inf	
28.	V6	70		28.	Inf
29.			29.		
30.				30.	

Natar,

Collaborator


















Meilani Juwita, S.Pd.
NIP. 197410111991 03 2 002

ATTENDANCE LIST OF POST TEST II

DATE : Saturday , 19 May 2019 .

SCHOOL : Mts. Raudhlatul Jannah Natar

CLASS : VII

NO	NAMA	SIGNATURE
1.	AM 90	1. 
2.	AS 90	2. 
3.	AK 90	3. 
4.	AR 90	4. 
5.	BR 90	5. 
6.	DF 90	6. 
7.	DA 70	7. 
8.	DD 80	8. 
9.	FM 60	9. 
10.	FH 90	10. 
11.	GS 90	11. 
12.	LM 70	12. 
13.	LF 70	13. 
14.	MP 80	14. 
15.	MF 70	15. 

16.	MI	100		16. <i>Sub</i>
17.	VA	80	17. <i>Fuy</i>	
18.	OH	80		18. <i>fuc</i>
19.	PA	90	19. <i>Sub</i>	
20.	RZ	90		20. <i>fuc</i>
21.	RD	80	21. <i>Sub</i>	
22.	RA	80		22. <i>Sub</i>
23.	RR	70	23. <i>Sub</i>	
24.	RK	90		24. <i>fuc</i>
25.	Rf	70	25. <i>Sub</i>	
26.	Tf	90		26. <i>fuc</i>
27.	TP	90	27. <i>fuc</i>	
28.	Vg	90		28. <i>Sub</i>
29.			29.	
30.				30.

Natar,

Collaborator



Meilani Juwita, S.Pd
NIP. 197410111991 03 2 002

70

PRE - TEST
(Before Cycle 1)

Name : Rizki Bernadina
Class : 7

Direction!

1. Write your name and class on your answer sheet, check and read the questions before answering!
2. Choose the correct answer a, b, c, or d!
3. Give the answer sheet and the question sheet back to your teacher after finish doing the test!

Chose a correct answer by crossing (X) a, b, c or d!

1. Lina ... the match in Olympic Games.
She is so sad.
a. Won
b. Lost
c. Jumped
d. Celebrated
2. I went to dentist yesterday because
my ... were in pain.
a. Hands
b. Fingers
c. Teeth
d. Ears
3. A: Can you help me?
B: Yes, of course. What can i do for you?
A: Please, ... this bag to my room.
B: Yes, Sir.
a. Bring
b. Help
c. Give
d. Has
4. This exercise was too ... for me. I got
score 100.
a. Difficult
b. Easy
c. Expensive
d. High
5. Diana's barbic is broken. Diana is
very ... now.
a. Confuse
b. Sad
c. Happy
d. Charm
6. The teacher's duty is to ... the students
in the school.
a. Teach
b. Play
c. Make
d. Work
7. Luna is celebrating her birthday. Now
Luna feels ...
a. Angry
b. Dusty
c. Easy
d. Happy
8. A : Beno, your shoes are so fit in
your ... you look georgeous.
B : thank you.
a. Finger
b. Lip
c. Hand
d. Feet
9. The clown is so He makes all kids
laugh and happy.
a. Funny
b. Quit
c. Noisy
d. Disgusting
10. I am so hungry. So, I ... a meal.
a. Prepare
b. Walk
c. Kick
d. Wear

POST-TEST I

Day / Date : _____
School : _____
Time : _____
Class : _____

Directions:

1. Write your name and class on your answer sheet, check and read the questions before answering!
2. Choose the correct answer a, b, c, or d!
3. Give the answer sheet and the question sheet back to your teacher after finishing the test!

Choose a correct answer by crossing (X) a, b, c or d!

1. My mother is a ... She works in Hampton Bridge Hospital.
a. Nurse
b. Farmer
c. Gardener
d. Teacher
2. Teguh: This fried chicken is my favorite.
Hilda: I like you. This fried chicken is very ...
a. Delicious
b. Bitter
c. Salty
d. Dangerous
3. Something that you can find in your bedroom is a ...
a. Blackboard
b. Bed
c. Shower
d. Garden
4. Grou is a cater, he makes ...
a. Eggs
b. Bugs
c. Bells
d. Ice cream
5. My father always reads ... every morning.
a. Radio
b. Computer
c. Television
d. Newspaper
6. I can't hear anything since my ... are sick.
a. Eyes
b. Ears
c. Nose
d. Mouth
7. The antonym of city is ...
a. Clean
b. Tidy
c. Beautiful
d. Gross
8. The synonym of big is ...
a. Small
b. Giant
c. Tall
d. High
9. The man wears a ... on his neck.
a. tie
b. belt
c. hat
d. vest
10. The woman wears a ... on her head.
a. tie
b. hat
c. belt
d. veil

POST - TEST II

Day / Date : DISKUR KURNIAWATI Time :
School : MTS Class : 7

Direction!

1. Write your name and class on your answer sheet, check and read the questions before answering!
2. Choose the correct answer a, b, c, or d!
3. Give the answer sheet and the question sheet back to your teacher after finish doing the test!

Chose a correct answer by crossing (X) a, b, c or d!

1. I can't hear anything since my ... are sick.
a. Eyes
b. Ears
c. Nose
d. Mouth
2. The antonym of dirty is ...
a. Clean
b. Teddy
c. Beautiful
d. Good
3. The synonym of big is ...
a. Small
b. Giant
c. Tall
d. High
4. The man wears a on his neck.
a. tie
b. belt
c. hat
d. veil
5. The woman wears a ... on her head.
a. tie
b. hat
c. belt
d. veil
6. The teacher's duty is to ... the students in the school.
a. Teach
b. Play
c. Make
d. Work
7. Luna is celebrating her birthday. Now Luna feels ...
a. Angry
b. Dusty
c. Easy
d. Happy
8. A : Beno, your shoes are so fit in your ... you look georgcus.
B : thank you.
a. Finger
b. Lip
c. Hand
d. Feet
9. The clown is so He makes all kids laugh and happy.
a. Funny
b. Quit
c. Noisy
d. Disgusting
10. I am so hungry. So, I ... a meal.
a. Prepare
b. Walk
c. Kick
d. Wear

PRE - TEST
(Before Cycle 1)

Name : ~~M~~ M. Izza Sabili
Class : VII

Direction!

1. Write your name and class on your answer sheet, check and read the questions before answering!
2. Choose the correct answer a, b, c, or d!
3. Give the answer sheet and the question sheet back to your teacher after finish doing the test!

Chose a correct answer by crossing (X) a, b, c or d!

1. Lina ... the match in Olympic Games.
She is so sad.
 a. Won
b. Lost
c. Jumped
d. Celebrated
2. I went to dentist yesterday because
my ... were in pain.
a. Hands
b. Fingers
 c. Teeth
d. Ears
3. A: Can you help me?
B: Yes, of course. What can i do for
you?
A: Please, ... this bag to my room.
B: Yes, Sir.
 a. Bring
b. Help
c. Give
d. Has
4. This exercise was too ... for me. I got
score 100.
a. Dillicult
 b. Easy
c. Expensive
d. High
5. Diana's barbie is broken. Diana is
very ... now.
a. Confuse
 b. Sad
c. Happy
d. Charm
6. The teacher's duty is to ... the students
in the school.
 a. Teach
b. Play
c. Make
d. Work
7. Luna is celebrating her birthday. Now
Luna feels ...
a. Angry
b. Dusty
c. Easy
 d. Happy
8. A : Beno, your shoes are so fit in
your ... you look georgicus.
B : thank you.
a. Finger
b. Lip
c. Hand
 d. Feet
9. The clown is so ... He makes all kids
laugh and happy.
 a. Funny
b. Quit
c. Noisy
d. Disgusting
10. I am so hungry. So, I ... a meal.
 a. Prepare
b. Walk
c. Kick
d. Wear

POST - TEST 1

Day/Date : Monday 26/11 Time : 0/11
School : SCH Class : VII

Directions!

1. Write your name and class on your answer sheet, check and read the questions before answering!
2. Choose the correct answer a, b, c, or d!
3. Give the answer sheet and the question sheet back to your teacher after finishing doing the test!

Choose a correct answer by crossing (X) a, b, c or d!

1. My mother is a ... She works in Jember Bunda Hospital.
 a. Nurse
 b. ~~Engineer~~
 c. ~~Graduate~~
 d. ~~Teacher~~
2. Tegah: This fried chicken is my favorite.
 Hilda: I like too. This fried chicken is very ...
 a. ~~Delicious~~
 b. ~~Bliss~~
 c. ~~Salty~~
 d. ~~Dangerous~~
3. Something that you can find in your bedroom is a ...
 a. ~~Blackboard~~
 b. ~~Bed~~
 c. ~~Shower~~
 d. ~~Garden~~
4. Grant is a tailor. He makes ...
 a. ~~Clothes~~
 b. ~~Bag~~
 c. ~~Ball~~
 d. ~~Ice cream~~
5. My father always reads ... every morning.
 a. ~~Radio~~
 b. ~~Computer~~
 c. ~~Television~~
 d. ~~Newspaper~~
6. I can't hear anything since my ... are sick.

7. The antonym of 'dry' is ...
 a. Eyes
 b. ~~Ear~~
 c. ~~Nose~~
 d. ~~Mouth~~

8. The synonym of 'big' is ...
 a. ~~Small~~
 b. ~~Clean~~
 c. ~~Tricky~~
 d. ~~Spacious~~

9. The man wears a ... on his neck.
 a. ~~tie~~
 b. ~~belly~~
 c. ~~hat~~
 d. ~~veil~~

10. The woman wears a ... on her head.
 a. ~~tie~~
 b. ~~hat~~
 c. ~~veil~~
 d. ~~scarf~~

POST - TEST II

Day/Date : Monday 25/05/2017 Time : 10:30
School : ... Class : VII

- Direction:
1. Write your name and class on your answer sheet, check and read the questions before answering.
 2. Choose the correct answer a, b, c, or d.
 3. Give the answer then and the question sheet back to your teacher after finish doing the test!

Choose a correct answer by crossing (X) a, b, c or d!

1. I can't hear anything since my ... are sick.
 a. Eyes
 b. Ears
 c. Nose
 d. Mouth
2. The antonym of dirty is ...
 a. Clean
 b. Reddy
 c. Beautiful
 d. Good
3. The synonym of leg is ...
 a. Small
 b. Grown
 c. Tall
 d. High
4. The man wears a ... on his neck.
 a. tie
 b. belt
 c. hat
 d. veil
5. The woman wears a ... on her head.
 a. tie
 b. hat
 c. belt
 d. veil
6. The teacher's duty is to ... the students in the school.
 a. Teach
7. Lina is celebrating her birthday. How Lina feels ...
 a. Play
 b. Make
 c. Work
 d. Work
8. After your shoes are so fit in your ... you look gorgeous.
D : Thanks you.
 a. Finger
 b. Lip
 c. Hand
 d. Foot
9. The always is so ... He makes all kids laugh and happy.
 a. Funny
 b. Quiet
 c. Nervy
 d. Disgusting
10. I am so hungry. So I ... a meal.
 a. Prepare
 b. Walk
 c. Kick
 d. Wear

PRE - TEST
(Before Cycle 1)

Name : ESTO TR R
Class : VII



Direction!

1. Write your name and class on your answer sheet, check and read the questions before answering!
2. Choose the correct answer a, b, c, or d!
3. Give the answer sheet and the question sheet back to your teacher after finish doing the test!

Chose a correct answer by crossing (X) a, b, c or d!

1. Lina ... the match in Olympic Games.
She is so sad.
 a. Won
b. Lost
c. Jumped
d. Celebrated
2. I went to dentist yesterday because
my ... were in pain.
a. Hands
b. Fingers
 c. Teeth
d. Ears
3. A: Can you help me?
B: Yes, of course. What can i do for
you?
A: Please, ... this bag to my room.
B: Yes, Sir.
 a. Bring
b. Help
c. Give
d. Has
4. This exercise was too ... for me. I got
score 100.
a. Difficult
 b. Easy
c. Expensive
d. High
5. Diana's barbie is broken. Diana is
very ... now.
a. Confuse
 b. Sad
c. Happy
d. Charm
6. The teacher's duty is to ... the students
in the school.
 a. Teach
b. Play
c. Make
d. Work
7. Luna is celebrating her birthday. Now
Luna feels ...
a. Angry
b. Dusty
c. Easy
 d. Happy
8. A : Beno, your shoes are so fit in
your ... you look georgcus.
B : thank you.
a. Finger
b. Lip
c. Hand
 d. Feet
9. The clown is so He makes all kids
laugh and happy.
 a. Funny
b. Quit
c. Noisy
d. Disgusting
10. I am so hungry. So, I ... a meal.
 a. Prepare
b. Walk
c. Kick
d. Wear

POST-TEST 1

Day/Date : 12/10/2017 Time : 17:17
School : ... Class : VII

Directions!

1. Write your name and class on your answer sheet, check and read the questions before answering!
2. Choose the correct answer a, b, c, or d!
3. Give the answer sheet and the question sheet back to your teacher after finish doing the test!

Choose a correct answer by crossing (X) a, b, c or d:

1. My mother is a ... She works in Hirsqan Bunda Hospital.
a) Nurse
b) ~~Narrat~~
c. ~~Clawner~~
d. Teacher
2. Today, This fried chicken is my favorite.
Ehida : I like too. This fried chicken is very ...
a) Delicious
b. ~~Salty~~
c. ~~Salty~~
d. Dangerous
3. Something that you can find in your bedroom is a ...
a. Blackboard
b. ~~Bed~~
c. ~~Shoe~~
d. ~~Garden~~
4. Groom is a father, He makes ...
a. ~~Chairs~~
b. ~~Bag~~
c. ~~Bed~~
d. Ice cream
5. My father always reads ... every morning.
a. Radio
b. Computer
c. Television
d. Newspaper
6. I can't hear anything since my ... are sick.
a. ~~Eyes~~
b. ~~Ears~~
c. ~~Nose~~
d. ~~Mouth~~
7. The synonym of dirty is ...
a. ~~Clean~~
b. ~~Dirty~~
c. ~~Beautiful~~
d. ~~Good~~
8. The synonym of big is ...
a. ~~Small~~
b. ~~Great~~
c. ~~Tall~~
d. ~~High~~
9. The aunt wears a ... on his neck.
a. ~~tie~~
b. ~~hat~~
c. ~~hat~~
d. ~~veil~~
10. The woman wears a ... on her head.
a. ~~tie~~
b. ~~hat~~
c. ~~veil~~
d. ~~veil~~

POST - TEST II

90

Day / Date : 11/05/2019
School :
Time :
Class : VII

Directions

1. Write your name and class on your answer sheet, check and read the questions before answering!
2. Choose the correct answer a, b, c, or d!
3. Give the answer sheet and the question sheet back to your teacher after finish doing the test!

Choose a correct answer by circling (X) a, b, c or d!

1. I can't hear anything since my ... are sick.
a. Ears
b. Eyes
c. Nose
d. Mouth
 a
2. The antonym of dirty is ...
a. Clean
b. Tidy
c. Beautiful
d. Good
 a
3. The synonym of big is ...
a. Small
b. Giant
c. Tall
d. High
 b
4. The man wears a ... on his neck.
a. tie
b. belt
c. hat
d. veil
 a
5. The woman wears a ... on her hand.
a. tie
b. belt
c. hat
d. veil
 c
6. The teacher's duty is to ... the students in the school.
a. Teach
 a
7. Luna is celebrating her birthday. Now Luna feels ...
a. Play
b. Make
c. Work
d. Work
 a
8. A ... before your shoes are so fit in your ... you look gorgeous.
a. Before
b. Dandy
c. Easy
d. Happy
 a
9. The clown is so ... He makes all kids laugh and happy.
a. Funny
b. Fingers
c. Hand
d. Feet
 a
10. I am so hungry. So I ... a meal.
a. Prepare
b. Walk
c. Kick
d. Wear
 a

PICTURES

The researcher giving pre-test to the students



The researcher giving treatment and post-test I in cycle I to the students



The researcher giving treatment and post-test II in cycle II to the students



APPENDIXES II



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

Jalan Ki. Hajar Dewantara Kampus 15 A Inggimulyo Metro Timur Kota Metro Lampung 34111
Telp: (0725) 41507, Faksimil: (0725) 47296; Website: www.tarbiyah.metroinniv.ac.id; e-mail: tarbiyah.iaim@metroinniv.ac.id

Nomor : B-0864/In.28.1/J/TL.00/03/2018
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA MTS RAUDLATUL JANNAH
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami

Nama : UMI SALAMAH
NPM : 14122317
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : THE INFLUENCE OF MISCELLANEOUS ACTIVITIES USING
MAKE TWO WORDS GAME ON THE STUDENTS VOCABULARY
MASTERY AT THE SEVENTH CLASS OF MTS RAUDLATUL
JANNAH NATAR IN THE ACADEMIC OF YEAR 2017 / 2018

untuk melakukan *pra-survey* di MTS. RAUDLATUL JANNAH

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 13 Maret 2018
Ketua Jurusan
Pendidikan Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
197506102008011014



**YAYASAN SWADAYA HIMPUNAN PEMUDA
(SWADHIPA)
MADRASAH TSANAWIYAH RAUDLATUL JANNAH**
NSM: 121218010038, NPSN : 10816498
Jl. Swadhupa Bumisari Natar Lampung Selatan 35364 Telp. 085269249050



Nomor : MTs.08.01/0038/PP.00.5/030/III/2018
Lampiran : -
Perihal : **Penerimaan Izin Pra-Survey**

Kepada Yth.
Ketua IAIN Metro
Di _____
Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh

Menanggapi surat Bapak Nomor : B-0864/In.28 1/J/TL.00/03/2018 tertanggal 13 Maret 2018, perihal Permohonan Izin Melaksanakan Pra-Survey mahasiswa Bapak yang akan ditempatkan pada Madrasah Kami :

No	Nama	NPM	Program Studi
1.	UMI SALAMAH	14122317	Pendidikan Bahasa Inggris

Dengan ini Kami menyetujui/menerima untuk melaksanakan Pra-Survey di Madrasah Kami, atas nama tersebut.

Demikian atas perhatian Bapak di ucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Bumisari, 16 Maret 2018
Kepala Madrasah,

Drs. TIQI MATUL BADRI
NIY. 09.20071.67.00263.1



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id e-mail: iaim@metrouniv.ac.id

Nomor : B-0 /In.28.1/J/PP.00.9/5/2019
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

03 Mei 2019

Kepada Yth:

1. Dr. Umi Yasiwah, M.Hum (Pembimbing I)
2. Syahreni Siregar, M.Hum (Pembimbing II)

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Umi Salamah
NPM : 14122317
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : Increasing The Students Vocabulary Mastery By Using Make Two Words Game Among The Seventh Grade At MTs Raudhlatul Jannah Natar South Lampung In The Academic Year Of 2018/2019

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih,

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Subhan Rbza, M.Pd
NIP. 19750610 2008011014



**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

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SURAT TUGAS

Nomor: B-1360/In.28/D.1/TL.01/05/2019

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

Nama : UMI SALAMAH
NPM : 14122317
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MTS RAUDHLATUL JANNAH NATAR LAMPUNG SELATAN, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "INCREASING THE STUDENT'S VOCABULARY MASTERY BY USING MAKE TWO WORDS GAME AMONG THE SEVENTH GRADE AT MTS RAUDHLATUL JANNAH NATAR SOUTH LAMPUNG IN THE ACADEMIC YEAR OF 2018 / 2019".
 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 : 13 Mei 2019

Wakil Dekan I,

Dra. Isti Fatimah MA
NIP 19670531 199303 2 003





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Telepon (0725) 41507 Faksimili (0725) 47206 Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-1361/In.28/D.1/TL.00/05/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MTS RAUDHLATUL
JANNAH NATAR LAMPUNG
SELATAN
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1360/In.28/D.1/TL.01/05/2019,
tanggal 13 Mei 2019 atas nama saudara:

Nama : **UMI SALAMAH**
NPM : 14122317
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS RAUDHLATUL JANNAH NATAR LAMPUNG SELATAN, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "INCREASING THE STUDENT'S VOCABULARY MASTERY BY USING MAKE TWO WORDS GAME AMONG THE SEVENTH GRADE AT MTS RAUDHLATUL JANNAH NATAR SOUTH LAMPUNG IN THE ACADEMIC YEAR OF 2018 / 2019".

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

Wassalamu'alaikum Wr. Wb.

Metro, 13 Mei 2019
Wakil Dekan I,


Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



**YAYASAN SWADAYA HIMPUNAN PEMUDA
(SWADHIPA)
MADRASAH TSANAWIYAH RAUDLATUL JANNAH**
NSM: 121218010038, NPSN : 10816498
Jl. Swadhipa Bumisari Natar Lampung Selatan 35364 Telp. 085269249050



SURAT KETERANGAN

Nomor : MTs.08.01/0038/PP.00.5/043/V/2019

Kami yang bertanda tangan dibawah ini, Kepala Madrasah MTs.Raudlatul Jannah Kecamatan Natar Kabupaten Lampung Selatan menerangkan bahwa :

Nama : **UMI SALAMAH**
NPM : **14122317**
Jurusan : **PENDIDIKAN BAHASA INGGRIS**

Nama tersebut di atas benar-benar telah melaksanakan penelitian (riset) mulai tanggal 13 – 25 Mei 2019, dalam rangka penyusunan skripsi dengan Judul " **INCREASING THE STUDENT'S VOCABULARY MASTER BY USING MAKE TWO WORDS GAME AMONG THE SEVENTH GRADE AT MTs RAUDLATUL JANNAH NATAR SOUTH LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019**"

Demikian Surat Keterangan ini kami buat dengan sebenarnya agar dapat dipergunakan sebagaimana mestinya.

Natar, 27 Mei 2019
Kepala Madrasah

Drs. THOLMATUL BADRI
NID:09.2001.07.00263.1

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : UMI SALAMATI

NPM : 19122317

Fakultas : Tbi

Angkatan : 2014

Telah menyerahkan buku berjudul: *Interlanguage Variation in Theoretical And Pedagogical Perspective*.

Metro,

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : UMI SALAMATI

NPM : 19122317

Fakultas : Tbi

Angkatan : 2014

Telah menyerahkan buku berjudul: *Interlanguage Variation in Theoretical And Pedagogical Perspective*.

Metro,

Ketua Jurusan TBI



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UNIT PERPUSTAKAAN**

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M E T R O Telp (0725) 41507, Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-507/ln.28/S/OT.01/06/2019**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Umi Salamah

NPM : 14122317

Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 14122317.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 27 Juni 2019
Kepala Perpustakaan



[Signature]
Drs. Mokhtarul Sudin, M.Pd.
NIP. 195808311981031001 ft



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Umi Salamah
NPM : 14122317

Jurusan : TBI
Semester : X

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Kamis 9/5-19	✓		acc for research	

Mengetahui
Ketua Jurusan, TBI

Ahmad Subhan Roza, M.Pd
NIP. 49750610 200801 1 014

Dosen Pembimbing I

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Umi Salamah
NPM : 14122317

Jurusan : TBI
Semester : X

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Tuesday 07/05/2019		✓	- Where is your thesis? - Where is the test will you conduct? - How about the score table of the test? - Revise!	
2	Thursday 09/05/2019			Acc Research Instrument	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II

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



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

Nama : Umi Salamah
NPM : 14122317

Jurusan : TBI
Semester : X / 2019

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.		✓			
2.	senin 8/3-19	✓		- revisi 15 ok - ACC for munasosya	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

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Dr. Umi Yawisah, M.Hum
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
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IAIN METRO

Nama : Umi Salamah
NPM : 14122317

Jurusan : TBI
Semester : X / 2019

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Thursday 20/06/2019		✓	Revisi Chapter IV-V	
2	Thursday 04/07/2019		✓	Acc and Continue to the first sponsor	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
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Dosen Pembimbing II,

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

CURRICULUM VITAE



The writer was born on July, 7, 1996, in Trimurjo Kec. Tegineneng Kab. Pesawaran, Provinsi Lampung. She is the last daughter in her family. She has two brothers his name Nanang Suyatno and Musthofa, S.Pd. Her father is Rusdi and her mother is Siti Tanjiyah. She entered the elementary school of SD N3 Rejo Agung in 2002 and graduated in 2008.

Then she entered the junior high school MTs. Mukhorul Ikhsan Rejo Agung in 2008 and graduated in 2011. At the same year she entered the senior high school MAN 1 Metro Lampung Timur graduated in 2014. After that, she entered at IAIN Metro Lampung in 2014.