AN UNGRADUATED THESIS

THE INFLUENCE FLY SWATTER GAME ON THE STUDENTS' VOCABULARY MASTERY AT EIGHT GRADERS OF MADRASAH TSANAWIYAH WALI SONGO SUKAJADI IN THE ACADEMIC YEARS 2020 /2021

Written By :

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TARBIYAH AND TEACHER TRAINING FACULTY ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO 1443 H / 2021 M

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

By:

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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1443 H / 2021 M**

APPROVAL PAGE

Title : THE INFLUENCE OF FLY SWATTER GAME ON THE STUDENTS VOCABULARY MASTERY AT EIGHT GRADERS OF MADRASAH TSANAWIYAH WALI SONGO SUKAJADI IN THE ACADEMIC YEARS 2020/2021

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The Honorable the Head of Tarbiyah Department

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

Wassalamu'alaikum, Wr.Wb.

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Assalamu'alikum, Wr.Wb.

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

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     Sudah kami setujui dan dapat diajukan untuk dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikum, Wr.Wb

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RATIFICATION PAGE
No: B- 5486/IN. 28.1/D/PP-00-9/12/2021

An Undergraduate thesis entitled: THE INFLUENCE OF FLY SWATTER GAME ON THE STUDENT'S VOCABULARY MASTERY AT EIGHT GRADERS OF MADRASAH TSANAWIYAH WALI SONGO SUKAJADI IN THE ACADEMIC YEARS 2020/2021, Written by: Nurul Indah Safitri, Student Number 1701070037,English Education Department had been examined (munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday,December 08th 2021, at 14.00-16.00.pm

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THE INFLUENCE OF FLY SWATTER GAME ON THE STUDENTS' VOCABULARY MASTERY AT EIGHT GRADERS OF MADRASAH TSANAWIYAH WALI SONGO SUKAJADI IN THE ACADEMIC YEARS 2020 /2021

ABSTRACT

By:
Nurul Indah Safitri

The purpose of this research was to determine the influence of using Fly Swatter game learning media on students' vocabulary mastery. Fly Swatter game is a kind of activity that students do in the classroom by using Fly swatter and the students use it to hit the word on the whiteboard that teacher says before,In indonesia,it is called *"alat pemukul lalat"* In this research, researcher researced at MTs Wali Songo Sukajadi, Bumi Ratu Nuban District, Central Lampung Regency.

In this research used quantitative methods and the research design was a quasi-experimental. The sample in this study consisted of class VIII A, which consisted of 28 students as the experimental class, and class VIII B, which consisted of 25 students as the control class.Next,the researcher was used Statistical Product and service solution 26 program to analysis the data.

The results of this research,there is significant influence between Media Fly Swatter game on the student's vocabulary mastery in learning English. students were very active and enthusiastic in learning in class and the use of the Fly Swatter game method could help achieve learning. Based on the results of the t-test obtained that the t count is $1.167 > t$ table 1.161. This means that the 2-tailed significance is $2.49 > 0.05$. Then Ha is accepted and H0 is rejected and it can be seen that t count is greater than t table $1.167 > t$ table 1.161 which means Ha is accepted or there is a relationship between the fly swatter game on the results of students' vocabulary mastery in English subjects.

Key Words : *Fly Swatter game,Vocabulary Mastery*

THE INFLUENCE OF FLY SWATTER GAME ON THE STUDENTS' VOCABULARY MASTERY AT EIGTH GRADERS OF MADRASAH TSANAWIYAH WALI SONGO SUKAJADI IN THE ACADEMIC YEARS 2020 /2021

ABSTRAK

By:
Nurul Indah Safitri

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh penggunaan media pembelajaran game Fly Swatter terhadap penguasaan kosakata siswa. Permainan pemukul lalat adalah salah satu kegiatan yang dilakukan siswa di dalam kelas dengan menggunakan pemukul lalat dan siswa menggunakannya untuk memukul kata di papan tulis yang sudah diterangkan guru sebelumnya, Di indonesia disebut dengan "alat pemukul lalat" Dalam penelitian ini, peneliti mengadakan penelitian ini di MTs Wali Songo Sukajadi, Kecamatan Bumi Ratu Nuban, Kabupaten Lampung Tengah.

Dalam penelitian ini digunakan metode kuantitatif dan desain penelitian adalah quasi eksperimen. Sampel dalam penelitian ini terdiri dari kelas VIII A yang terdiri dari 28 siswa sebagai kelas eksperimen, dan kelas VIII B yang terdiri dari 25 siswa sebagai kelas kontrol. Selanjutnya peneliti menggunakan program Statistical Product and Service Solution 26 untuk analisis datanya.

Hasil penelitian ini, terdapat pengaruh yang signifikan antara Media permainan Fly Swatter terhadap penguasaan kosakata siswa dalam pembelajaran bahasa Inggris. siswa sangat aktif dan antusias dalam belajar di kelas dan penggunaan metode permainan Fly Swatter dapat membantu pencapaian belajar. Berdasarkan hasil uji-t diperoleh bahwa t hitung sebesar 1,167 > t tabel 1,161. Artinya signifikansi 2-tailed adalah 2,49 > 0,05. Maka Ha diterima dan H0 ditolak dan dapat diketahui bahwa t hitung lebih besar dari t tabel 1,167 > t tabel 1,161 yang berarti Ha diterima atau ada hubungan antara permainan fly swatter terhadap hasil penguasaan kosakata siswa pada mata pelajaran bahasa inggris

Kata kunci: *Permainan Fly Swatter ,Vocabulary Masteri*

STATMENT OF RESEARCH ORIGINALITY

The Undersigned:

    Name   : Nurul Indah Safitri

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    Study Program :   English Education Departement

State that this undergraduate thesis is original except the certain part of quoted from bibliography mentioned.

Metro, 8 December 2021

Researcher

Nurul Indah Safitri
S.N 1701070037

PERNYATAAN KEASLIAN PENELITIAN

Yang bertanda tangan di bawah ini :

     Nama   : Nurul Indah Safitri

     NPM   : 1701070037

     Jurusan   : Tadris Bahasa Inggris (TBI)

Menyatakan Keorisinalitasan skripsi ini kecuali bagian tertentu yang sudah dicantumkan dalam daftar pustaka yang ada.

Metro, 8 Desember 2021

Peneliti,

Nurul Indah Safitri
S.N 1701070037

MOTTO

إِنَّ مَعَ ٱلْعُسْرِ يُسْرًا

sesungguhnya sesudah kesulitan itu ada kemudahan.

(Q.s Al-insyirah:6)

"Jika kamu tak sanggup menahan lelahnya belajar,maka kamu harus sanggup menahan perihnya kebodohan"

(Imam Syafi'i)

DEDICATION PAGE

All praise be to Allah SWT, this undergraduate thesis is dedicated to:

My Beloved Parents

(Mr. Adi Supangat, and Mrs. Nurul Rosmawati)

My Beloved Brothers

(Arizal Maulana As-Shidiq)

My Beloved Teachers

(KH.Maulana Imam Syuhadak, H.Umi Salamah, Abah Kyai Syaikhul Ulum

Syuhadak,M.Pd.Ning Miftahur Rofi'ah,Gus Misbahun Niam Syuhadak andNing

Rohmatul Mustagfiroh.)

My Best Friends

(Wulan,Mudliah, Rima, Yuli, Laili, Alvi, likhah, Qinta, Nuri,Ari,Valen,Putri)

My Beloved Friends

(Womens Official in Wali Songo Sukajadi and Official Madrasah Diniyah Wali

Songo Sukajadi)

My Best Inspirations

(Andianto,M.Pd)

My Beloved Support

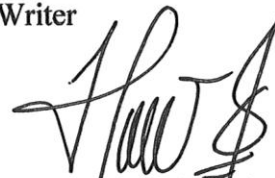(All of the officers and lecturers of IAIN Metro)

ACKNOWLEDGEMENTS

First of all, thanks to Allah, the Most Gracious and Merciful, because of His amazing blessings, researcher can complete this thesis. Then, peace and greetings are always with our beloved prophet Muhammad, a person who has brought us from the darkness to the lightness, may peace always accompany him. "The Influence of Fly Swatter game on the student's Vocabulary Mastery at Eight graders of Madrasah Tsanawiyah Wali Songo Sukajadi in the Academic Years 2020/2021" is the title of this thesis. This research cannot be achieved without the motivation, help and support of many people.

Secondly, on this good occasion, the researcher wants to pay a deep respect, and wants to thank you for:

1. Dr. Zuhairi, M.Pd, as the Dean of Tarbiyah and the Teaching Faculty Of The State Institute for Islamic Studies of Metro (IAIN).

2. Mr.Andianto, M.Pd., as the Head of the English Department of The State Institute for Islamic Studies of Metro (IAIN).

3. Mr. Andianto, M.Pd., as the advisor who has motivated researchers for criticism, correction, suggestions and valuable time to complete this undergraduated thesis.

4. All my lecturers, who have given me knowledge and information.

Metro,8 December 2021
Writer

Nurul Indah Safitri
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9. Kartu Konsultasi Bimbingan Skripsi

BIOGRAPHY

CHAPTER I

INTRODUCTION

A. Background of Study

One of the important languages that we must learn is English.English is an international language used as a tool for communication in daily life and in academic activities. In Indonesia,English as a foreign language is formally taught in schools from junior high school until university. It had become an obligotary subject and as one the subjects examined in the national examination.

Vocabulary is one of the essential language components in studying English. Without a proportional amount of vocabulary, anyone will get trouble in listening, speaking, reading and writing. In other words, the first that to be master for language learner in learning language especially English is vocabulary. It means that learning vocabulary is very important, especially for students in junior high school. They must master English vocabulary and grammatical rules to make communicate to other people.

Problems still exist in learning and teaching English in schools, because English much different from Indonesian in terms of structure, pronunciation and lexical system. For an effective and efficient English teacher, this is not an easy task. Therefore, English teachers must be able to organize educational and learning activities. They must present the material using appropriate teaching techniques. Teaching Student , such as subjects others, require the right skills and methods to help students understand and master these subjects.

Language teaching also requires the right skills and methods. In fact, learn English some students feel bored to learn vocabulary.

As like as, the students of MTs Wali Songo Sukajadi who when learning English fell to give up because English fes foreign and is considered difficult. In addition the teacher who explain the material used that method that only focuses on delivering the material completely. But it doesn't really matter weather the student understands the material well or not. Meanwhile, it is hopefully in the classroom student can have enthusiasm in learning English .So, that it can make it easier for students to master vocabulary and thus students will find it easier to master four English skills, So that the classroom atmosphere is more active, effective, conductive.

Based on the researcher observation at MTs Wali songo Sukajadi class VIII A , in fact the most students could not achieve these learning objectives well because, learning more trains students to do written exercises, and memorize English words or grammar, making a lot of the students are afraid. When there is an English lesson, they feel they not can and there are also those who become lazy because they are only told to read and translate, so students become less active in learning.

This can be seen from the results of studying the Odd Semester Final Test in English Subjects 2020-2021 as shown in Table 1 below:[1]

Presurvey Results on November 30, 2020, Academic Year 2020/2021, Odd Semester Test Values for Class VIII A of Wali Songo Sukajadi.

Table 1
The Result of Pra Survey

No	Score	Explanation	Frequency
1	< 72	Failed	20
2	>72	Passed	12
Total			**32**

Based on data above, The Minimum Standard Criteria (KKM) for English at MTs Wali Songo Sukajadi is 72.From the data, it proves there are a lot of the students who have not yet completed English subjects. This is because there is no media that can do it. Focus students attention and nothing can make students excited about the assignment given by the teacher.

Based on explanation above, The researcher find out the problem that experience by the student of MTs Wali Songo Sukajadi. Therefore, to minimize this problem, the writer would like to introducing the new technique for learning English, there are the technique or learning strategy that will encouraged students to be active in learning English, that is game.

Games allow students to work together, compete with other strategies in a different way, work under pressure and allow for a much more productive environment, allowing students to have fun. One of the games that can improve students' vocabulary mastery is a fly Swatter game

The fly swatter game is a game where students have to put their words on the blackboard under the guidance of the teacher. Ideally, if students can play many games in English, their vocabulary will increase. This can be seen

in the words they do not really know and cannot confirm the meaning of a simple word.

Therefore, from the description above, the researcher interests to do the research on fly swatter game media to see how it affects the mastery of English vocabulary in class VIII MTs Wali Songo Sukajadi, with the title:"The Influence Fly Swater Game on The Students Vocabulary Mastery at Eight graders of Madrasah Tsanawiyah WaIi Songo Sukajadi In The Academic Year 2020/ 2021".

B. Problem Identification

Based on the background of the problems described above, it can be identified that problems that exist are:

1. The Student's have difficulty of memorizing the Vocabulary.

2. The Student's vocabulary mastery still is low.

3. The Student's have difficulty to memorizing the Vocabulary.

4. The Student's lack of motivation in Learning Vocabulary.

C. Problem Limitation

In this Research,the researcher focused to know "The Influence of Fly Swatter game of the Eight grade of MTs Wali Songo Sukajadi in the academic year 2020/2021.

D. Problem Formulation

Based on the problem limitation above the researcher formulated the problem of this research "Is there any influence of the Fly Swatter game on the student's Learning Vocabulary Mastery?"

E. The Objectives and Benefits of Study

The researcher would like to identify the objectives and benefits of the study as follows :

1. The Objectives of Study

This Research was designed to know the influence of fly swatter game on the students vocabulary mastery

2. The Benefits of Study

a. For teachers,this research is excepted to able to be able to provide an overview or experience or new techniques in Learning English in the classroom. so, that learning techniques can be more creative or not monotonous or schools, the results of this study, are expected hopefully that game can be used as an alternative media in learning English in School.

b. For schools, the results of this study, are expected hopefully that fly swatter game can be used as an alternative media in learning English in School.

c. For researchers, the researcher hopefully can be used as reference for other researcher.

F. Prior Research

The previous research about knowing the influence by using scrabble gaming to support English vocabulary mastery learning has been conducted by two researchers from those previous studies, the researcher can take lessons, and also their discrepancies on the basis on the found gabs, the recent study is done.

First research was conducted by Hikmah and Muhammad with title "Teaching Vocabulary Trough Fly Swatter Game". This research aimed to find out whether fly swatter game can give influence toward students' vocabulary. This method used in study is a quantitative method with the design of the experimental study.The data from pre-test and post-test were analyzed statiscally using spss 16 program and the result about this research there is significant difference beetween pre-test and post-test scores of the experimental group and that applying fly swatter game in teaching vocabulary to 7th grade students of SMPN 9 Tangerang Selatan is effective.[2]

The second, research by Helena and Zul with title "Using Fly Swatter Game to Improve Students' Vocabulary of Graders five of Elementary School" this method used in the classroom action research and this reasearch aim fly swatter games are interesting activities for students because they are can learn while plying.[3]

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[2]Hikmah Noerqori Saputra,Muhammad Sofian Hadi," Teaching Vocabulary Through Fly Swatter Game ",*Journal of English Language is Focus*. .2. no.1(2019):17

[3]Helena Rezkiah,Zul Amri,"Using Fly Swatter Game to Improve Students' Vocabulary of Grade Five of Elementary School*",Journal of English Language Teaching.01.*no.2 (2013):01.

Based on explanation of previous research studies, it can be concluded that there were significant differences of previous studies to the research. The differences were in these previous studies that had been done by Hikmah and Muhammad, They are said that there is significant difference of the students' vocabulary mastery between the students who were taught using fly swatter game and those who were taught without fly swatter game. Another previous study that had been done by Helena and zul, the students were motivated during the teaching and learning process and there was improvement of positive responses students in the teaching learning process of vocabulary with fly swatter game because students can creative and attractive than teacher just give an intruction.

In this research, researcher use Fly Swatter game technique to know influence of vocabulary mastery in eight class in MTs Wali Songo by using Quasi experimental research method with one group pre-test-post-test design.

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Review

1. The Concept of Vocabulary

a. Definition of Vocabulary

Vocabulary is the knowledge of meanings of words.[4]There's some types of word in English,Among the most common is noun,verb,adjective,words Adverb and pronoun.Those kinds of words are known by word class or part of speech.[5]

The following chart presents the English types of words along with examples :

Table 2

Tables Types of Words

No	Types of Words	Examples
1	Noun	Mosque, happines, library
2	Verb	Read, understand, write, publish
3	Adjective	Persistent, diligent, successful
4	Adverb	Sucessfully, diligently, persistently
5	Pronoun	I, You, We, He, His, Them, Their
6	Conjuction	And, but, because
7	Preposition	About, in, at, beside, from
8	Auxiliary	Will(come), had(left), was (gone), has (gone).
9	Article	An, a, the
10	Determined	A, the, his, some, etc.

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[4] Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice.* (New Jersey: Lawrence Erlbaum Associates, 2005). p. 3

[5] Dedi Irwansyah,*English Grammar For Tadris Bahasa Inggris*(Yogyakarta:Idea Press Yogyakarta,2019),p.2.

Vocabulary is all the words that a person knows or uses.[6]In the academic field, Wessel on Arina believes that vocabulary is very important to be used for students' academic success. If students do not recognize the meaning of words, they will not be able to participate in the conversation and cannot understand the message they are saying.[7] Moreover,Vocabulary is the important thing in learning language, without vocabulary we cannot communicate both spoken and written. Vocabulary instruction is used to help students learn new words and to help them acquire a deeper understanding of the words they know.[8]

Based on explanation above, the researcher can conclude that vocabulary is the group of word that has meaning that must known by students to develop all skill of English, without have vocabulary the students cannot master of English as foreign language. Moreover, vocabulary can help students in understanding the speakers' meaning and easier to solve problem in communicating. If the students have lack of vocabulary, she or he will be confused and make unconfident in communication because of all the skills in the English language dealing with words. So, vocabulary mastery can help the students have good speaking, reading, and writing ability.

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[6] Oxford Dictionary, Oxford Learner's Pocket Dictionary,(New York:Oxford University Press,2008) p. 495.

[7] Ni Luh Fitri Andewi , Mochtar Marhum, Maf'ulah," *using vocabulary notebooks to improve vocabulary mastery of seventh grade students"* E-Journal of English Language Teaching Society (ELTS): p.3

[8]Andrew p. Johnson. Teaching Reading And Writing : "A Guidebook for Tutoring And Remediating Students".(lanham : A Division of Rowman& Littlefield Publishers Inc, 2008), 93.

b. Kinds of Vocabulary

Vocabulary is a very important thing for students and what we pay more attention to and we need to learn sequentially even moreto understand what other people say.

More specifically, Fries classified vocabulary into four types as follows:[9]

1) The word content represents the name of an object or thing, namely concrete, noun (rabbit, cat, shoe, book) actions performed by or with these things, i.e. verb(dictating, sweeping, running, reading), and the properties of these things, namely adjectives (handsome, smart, clumsyslim) and words that change or simplify the meaning of verbs, adjectives, adverbs, clauses, or other sentences, which are called adverbs (beautiful, slowly).

2) Function words are words that express grammatical or structural relationship with other words in a sentence. Function words include determinants for example, (which, that), conjunctions (and, but), prepositions (at,of), pronouns (she, they), auxiliary verbs (be, have), modals (may, could)and quantifiers (some, both).

3) Subsitute words those that represented individual thing or spesification as substitute (anyone, anybody).

4) Distributed words are words that distributed in use according to grammatical matter as presence of a negative such as either , too,

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[9] Fries, Charles, Teaching and Learning English Foreign Language. (Ann Arbor: The University of Michigan Press, 1975), p.4

or, yet. For the level of junior high school, especially in the first grade year's students, the writer will suggest that the material is focused on content word.

Based on the kind vocabulary the researcher conclude, type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time.

c. The Concept of Teaching Vocabulary

There is no language without word, vocabulary is part of language system. It is clear that vocabulary is the essential part in learning English, because we use the language for communication, whether it is spoken or written is made up of vocabulary. Without vocabulary the learners cannot communicate approximately. Teaching vocabulary is a complex task because it includes the meaning of the words. A good teacher should use appropriate techniques and enough practice for certain words, so that the objectives will be achieved. Concerning the appropriate techniques, a teacher must choose suitable method to teach vocabulary. The teacher has to teach not only the

meaning of the words but also has to use appropriate method for each other aspect of language.

David Wilkins in Scott Thornbury said that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.' 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 expressions. You can say very little with grammar, but you can say almost anything with words!. However, vocabulary teaching has not always been very responsive to such problems, and teachers have not fully recognized the tremendous communicative advantage in developing an extensive vocabulary[10].

Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language. When the teaching and learning process takes place, problems would appear to the teachers. They have problems of how to teach students in order to gain satisfying results.

The teacher should prepare and find out the appropriate techniques, which will be implemented to the students. A good teacher should prepare himself or herself with various and up-to-date techniques. Teachers need to be able to master the material in order to

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[10] Scott Tornbury, "How to Teach Vocabulary ",(England : Longman, 2002), 13

be understood by students, and make them interested and happy in the teaching and learning process in the classroom.[11]

The teachers should be concerned that teaching vocabulary is something new and different from student's native language. They also have to take into account that teaching English for young learners is different from adults. The teachers have to know the characteristics of his\her learners. They moreover need to prepare good techniques and suitable material in order to gain the target of language teaching.

d. Definition Measuring Vocabulary

The measurement of vocabulary size is important for planning, diagnosis, and research. It is not easy for researchers to plan a robust vocabulary development program without knowing where students are in the vocabulary development process. The main purpose of the vocabulary test is to measure the understanding and formation of spoken and written language.12 Specifically, vocabulary tests are generally divided into two form knowledge is: breadth and depth of defines knowledge breadth as the size of a student's vocabulary (knowing the number of words), and implicit depth takes into account

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[11]AlqahtaniMofareh, *The Important of Vocabulary in Language Learning and To Be Taught* ., 24

[12] Madsen, Harold.S. 1983. Techniques in Testing. (New York: Oxford University Press,1983

the quality of the student's vocabulary knowledge (the amount of a particular word).[13]

Preparing measuring vocabulary test is essential for obtaining test data. Nation states that there are two types of methods that can be used to measure vocabulary size:

1) Dictionary-based sampling

This type of method is dictionary based. The procedure is as follows: Author know how many words are in the dictionary.

2) Frequency-based sampling

The developers of this method were Thordike in the 1920s and 1930s, during the economic crisis. He created word frequency lists, used them to create vocabulary size tests, and extracted word samples of high, medium, and low frequencies[14].

According to Thonbury, one way to measure students' vocabulary is to use a dictionary to choose random words.[15] For example, say every 10 words every tenth of a page and let them take the test. You have to choose a word translation from four options. amount correctly selected words represent the percentage of words in the dictionary. For example, a student knows 30 (30%) of 100 randomly selected words, and there are 10,000 keywords in the

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[13]Anderson, R. C., &Freebody, P. Vocabulary knowledge. In J. Guthrie (Ed.), Comprehension and Teaching: Research Reviews . (Newark, DE: International Reading Association,1981) p.77

[14]Nation Paul.How to teach Vocabulary.Esssex Pearson Education Limited. 2002. P.130

[15] Scott Thonbury, How to Teach Vocabulary, Esssex, Pearson Education Limited, 2002, p, 130

dictionary, so the approximate vocabulary size for students is 30,000 or 3,000. It is a word.

e. Steps Vocabulary test

This Reseacher try to steps by following:

1) The purpose of the test is determined by the researcher. The first language is measured using an Indonesian test, while the second language is measured using a written test step with vocabulary knowledge gained by pupils.

2) After that, the researcher asked students to identify vocabulary words and judge whether or not the words in the test were correctly employed.

3) After assessing whether or not the researcher asked the students to translate the terminology using the correct dictionary and write it down in a notebook so that the researcher could see how well they understood the Researcher.This form of vocabulary assessment employs two different types of multiple choice and essay questions.

2. The Concept of Fly Swatter Game

a. Definition Fly Swatter Game

Fly swatter game is a cheerful and challenging game where the students can learn vocabulary where the students can also be more

motivated in their learning language.[16]and According to Rezkiah that Fly Swatter game is a kind of activity that students do in the classroom by using fly swatter and the students use it to hit the word on the whiteboard that teacher says before,In indonesia,it is called "alat pemukul lalat."[17]

b. The Procedure of Teaching Vocabulary through Fly Swatter Game

There are many ways of teaching new words and teachers need to learn a variety of techniques, because some methods will work better with certain type of words than others. Actually, in this game there are some procedures that must be followed:[18]

1) Students will complete each other to hit the word by fly swatter.

2) Two students stand in front of the class and face their friends.

3) Students listen to what the teacher says carefully.

4) They may face the white board and find the word after they listen to the word said by teacher.

5) The students hit the word.

6) After they have hit the word, they spell it in front of their friends.

7) Teacher knows their winner by listen the first sound of fly swatter.

This game has three rounds. First and second rounds have same activity.Every student competes to win the game. But in the third

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[16] Mukhlas abrar,Sudarkam R,Mertosono,Husna,"Improving Vocabulary of Mastery Grade Seven Students Through Fly Swatter Game",*Journal English Language Teaching Society*,2,No.2,(2016):2.

[17]Hikmah Noerqori Saputra,Muhammad Sofian Hadi," Teaching Vocabulary Through Fly Swatter Game ",*Journal of English Language is Focus"*. .2. no.1(2019):19

[18] Helena Rezkiah,Zul Amri,"Using Fly Swatter Game to Improve Students' Vocabulary of Grade Five of Elementary School*",Journal of English Language Teaching.01.*no.2 (2013):01

round, the students work in group and try to win the game together. Students will divided into two or three groups. Every group is give a fly swatter by teacher.

3. **Advantages of Using Fly Swatter Game**

   According to Rizkiah and Amri there are several advantages of using fly swatter game in teaching vocabulary mastery using fly swatter game. The advantages include:

   a. It is not a monotonous activity.

   b. It is fun for students.

   c. It helps them to learn and acquire new word easily.

   d. It involves friendly competition and keeps students interest.

   e. It serves students to learn pronouncing and spelling words

   f. The students are more active then teacher.[19]

   From the statement above the researcher concluded that fly swatter game are a good media to improve the students' vocabulary mastery, and make students interest to learn English especially in learning vocabulary.

4. **Disadvantages of Using Fly Swatter Game.**

   The disadvantages include:

   1) Needs more preparation for the teacher for time allocation, such as time for divide group.

   2) The class is noisy.

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

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[19] *Ibid,241.*

From the statement above, the researcher gave some solution to help the students' problems in learning vocabulary using fly swatter game.

B. Theoretical Framework and Paradigm

1. Theoretical Framework

"Theoretical framework is the conceptualization how to correlate between theory and factors which are identified as important problem".There are two variable in this research .they are independent variable (X) is fly swatter game and dependent variable (Y) is Student Vocabulary Mastery.

2. Paradigm

Based on the theoretical framework above the researcher describes the paradigm as follows:

Using Fly Swatter Game

Student Vocabulary Mastery

There is Influence   **There is no Influence**

HYPOTHESIS
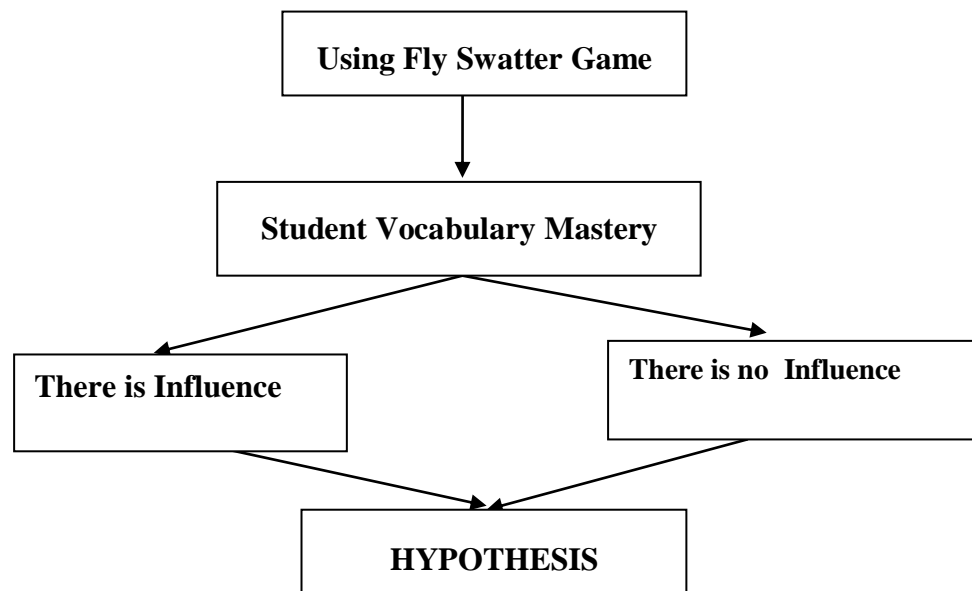
Figure 1
The Scheme of Paradigm

Based Based on the paradigm scheme above, the researcher assumes that if the game of fly swatter game has an influence and there is no influence of the fly swatter game. Therefore, the researcher hopes that students' learning with fly swatter game will influence their vocabulary mastery.

C. Hypotheses

A hypothesis is a temporary answer to a problem that is being studied. The hypotheses of this study are as follows:

Ha   : There is an influence of fly swatter game on students' vocabulary mastery at MTs Wali Songo Sukajadi, Central Lampung Regency for the 2020/2021 academic year.

Ho   : There is no influence of fly swatter game on students' learning outcomes of vocabulary mastery in English subjects at MTs Wali Songo Sukajadi, Central Lampung Regency, for the 2020/2021 academic year.

Relevant to the above hypothesis, the action hypothesis in this study can be formulated as follows: there is an influence of fly swatter game on students' learning outcomes of vocabulary mastery in English subjects at MTs Wali Songo Sukajadi, Central Lampung Regency, for the 2020/2021 academic year.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research by using quantitative research methods. Called quantitative because the data collected in this study can be analyzed using statistical analysis. According to Sugiyono, a quantitative method is a research method based on the positivist philosophy, used to examine specific populations and samples that are generally carried out randomly, data collection using research instruments, statistical analysis with the test predetermined hypotheses.[20]

The researcher used a quasi-experimental design in this study, which is a design that includes a control group that does not have complete control over the variables that affect the experiment's implementation.

The following is an overview of None-Equivalent control Group Design:

O1	X	02
O3	-	04

O1 : Experimental Class Pretest

O2 : Experimental Class Post

O3 : Control Class Pretest

O4 : Control Class Post

X : The experimental class's treatment in terms of learning English vocabulary through a Fly Swatter game.

\- : Learning Model Not the Same as Experimental Class

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[20]Sugiyono, Metode Penelitian Kuantitatif, Kualitatif, dan R&D (Bandung: Alfabeta, 2015), p. 14.

B. Variable and Operational Definition of Variable

A variable is a characteristic or attribute of an individual or an organization that researchers can measure or observe and varies among individuals or organizations studied[21].There are two variables in this research, while the operational definition of variables as follows:

1. Independent Variable

An independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable.[22] The Independent variable of this research is the fly swatter game. It is a variation on crossword games that can be defined as a game in which the learner can increase their creative ability to create new words from the letters provided to them. The researcher measured the independent variable by using the written test. The researcher tested the students by giving them some questions in arrangement the word design. The researcher giving a score from their precision in arranging the word and their ability. Moreover, an indicator of this variable is as follow :

a. The students can arrange the word.

b. The students can easier to understand the word.

c. The student's area was able to be more interested in English Learning.

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[21]John W.Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*,(University of Nebraska),112.

[22]*Ibid.,*116

2. Dependent Variable

A dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable[23]. Dependent variable of this research is students' vocabulary mastery. It can be defined as to gain the total number of words mastered that know and understood by the students. It is very important to support English learning process in listening, speaking, reading, and writing.

The vocabulary commonly seen, done and felt by students or more accurately in accordance with the fact that they usually experienced. The researcher measured the students' vocabulary mastery by use test. There is 20 multiple choice question., The score each question is 5, so the lowest score is 0 and the biggest one is 100. Moreover, indicator of this variable as follow:

a. The students are able to know and understand the vocabulary.

b. The students are able to remember the vocabulary.

C. Data Collecting Technique

In this research, the reseacher used an objective test to know students' vocabulary mastery. To collect the data, the reseacher used some method such as:

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[23]*Ibid, P.115*

1. **Observation**

   Observation is the process of gathering open-ended, first than information by observing people and places at a research site.[24] This method used to got detail data information and the process of events use scrabble game in English subject at class VIII A the research at MTs Wali Songo Sukajadi.

2. **Documentation**

   Documentation consist of public and private records that obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, personal journals, and letters[25].The researcher used this method to got the data about school history, the profile, the total of the students and teachers of MTs Wali Songo Sukajadi.

3. **Test**

   The researcher used a test as a data collecting technique to measure both of the variables. The test consist of two kinds such as:

   a. Pre-test

       The pre-test was given to the students in the first meeting to find out student's abilities in the beginning before using the fly swatter game on vocabulary mastery.

   b. Post-test

       The post-test was given in the last meeting after treatment. The researcher used a post-test to know the students' vocabulary mastery

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[24]*Ibid*, John W. Creswell, P. 112
[25]*Ibid,* P. 223

after using the fly swatter game. In this research, the researcher used a written test to collect the data. The written test is the main technique to collect the data that would be used to get data about the students' vocabulary mastery. This method was used to measure students' vocabulary mastery.

D. Data Collecting Instrument

The principle of research is to take measurements, so with that there must be a good measuring instrument. The measuring instrument in a research is usually called the research instrument.[26] Data collecting instrument is a device used by a researcher while collecting data to make her work becomes easier and to get a better result, complete, and systematic to make the data easy to be processed.[27] In this study, the researcher used an instrument in the form of a questionnaire closed, that is prepared by providing answer choices complete so that the respondent only chooses one available answer. Instruments are used to measure media variable learning.

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[26]Sugiyono, MetodePenelitianKuantitatif, Kualitatif, dan R&D (Bandung: Alfabeta, 2015), p.147

[27]ArikuntoSuharsimi,*ProsedurPenelitian, SuatuPendekatanPraktek,* (Jakarta: PT. RinekaCipta, 2003),p 136.

Table 3
Instrument Table

Variable	Indikator	Sub indicator
Vocabulary Mastery students' knowledge concerning with words, that deals with the form and the meaning of words in a language.[28]	Meaning	• Defining a simple short functional text related to the social environment. • Identifying words that have same meaning. • Identifying words that have opposite meaning. • Identifying context (names of objects, shapes, sizes, and places).
	Form	Rearrange jumble words correctly.
	Use	Identifying form of a word in certain grammatical context.[29]
	Total number of the question	

Before the questions were given to students, the formative test questions were tested for validity and reliability. The formula for testing validity and reliability is as follows:

E. Instrument Testing

Instrument testing is carried out to measure the appropriateness of the instrument to be used so that it can be an appropriate measuring tool in capturing the data needed to answer the problem under study. The instrument tested was a formative test that was done at the end of each lesson by grade

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[28] Riryn Fatmawaty, "the Effect of Using Flashcards on Student Vocabulary Mastery", Jurnal Reforma, Vol. 2 No. 1 (2016),

[29] Riryn Fatmawaty, "the Effect of Using Flashcards on Student Vocabulary Mastery", *Jurnal Reforma*, Vol. 2 No. 1 (2016),

VIII students at MTs WaliSongo in Sukajadi. The test is divided into two parts, namely:

1. **Validity**

    Validity test is a measure that shows the level of validity or validity of an instrument. An instrument is valid if it has high validity. The test criteria if the value of r count > r table with a significance level of 5% then the tool is valid. In the following, a table of test results for the validity of the test will be presented to respondents outside the sample, with 50 question items for the variable vocabulary ability.

Table 4
The Validity of Pre test Analysis Result

		Item-Total Statistics		
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
que_1	76.23	80.530	-.296	.667
que_2	76.27	73.857	.508	.635
que_3	76.37	80.171	-.239	.666
que_4	76.37	74.102	.451	.636
que_5	76.23	73.771	.535	.634
que_6	76.23	73.909	.517	.635
que_7	76.13	74.740	.478	.639
que_8	76.30	77.666	.042	.654
que_9	76.17	77.454	.083	.652
que_10	76.13	78.326	-.031	.656
que_11	76.20	73.821	.550	.634
que_12	76.20	73.821	.550	.634
que_13	76.07	74.547	.604	.637
que_14	76.20	76.717	.172	.649
que_15	76.33	73.057	.583	.631
que_16	76.17	77.040	.139	.650
que_17	75.97	77.689	.171	.651
que_18	76.23	73.495	.570	.633
que_19	76.17	73.454	.628	.632
que_20	76.07	76.064	.346	.645
que_21	76.23	74.323	.464	.637
que_22	76.37	74.378	.419	.638
que_23	76.13	76.947	.162	.649
que_24	76.23	78.737	-.083	.659
que_25	76.17	79.661	-.205	.662
que_26	76.10	76.714	.213	.648
que_27	76.17	76.626	.194	.648
que_28	76.17	79.937	-.241	.664
que_29	76.10	74.507	.553	.637

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
que_30	76.23	72.944	.642	.630
que_31	76.03	78.447	-.050	.656
que_32	75.93	78.271	.000	.654
que_33	76.23	72.737	.552	.676
que_34	76.17	77.730	.047	.653
que_35	76.13	79.982	-.258	.664
que_36	76.20	73.959	.531	.635
que_37	76.07	80.754	-.419	.666
que_38	76.13	77.085	.143	.650
que_39	76.13	78.602	-.069	.657
que_40	75.97	78.378	-.043	.655
que_41	76.07	79.789	-.265	.662
que_42	75.97	78.792	-.171	.656
que_43	76.17	77.040	.139	.650
que_44	76.27	74.133	.473	.636
que_45	75.97	77.413	.257	.650
que_46	76.13	41.357	-.031	.656
que_47	76.07	80.064	-.309	.663
que_48	76.17	75.661	.324	.643
que_49	76.07	79.237	-.176	.660
que_50	76.40	39.775	.517	.658
Total	38.47	19.568	1.000	.574

Based on the table above in the corrected item-total correlation column that of the 50 question items, which were distributed to 50 with the acquisition value of r arithmetic > r table of 0.284, it can be concluded that the 20 item pre-test questions are valid.

Table 5
The Validity of Post test Analysis Result

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
que_1	84.37	95.826	.313	.698
que_2	84.33	96.023	.342	.698
que_3	84.27	97.789	.000	.703
que_4	84.43	94.737	.394	.695
que_5	84.40	96.455	.179	.700
que_6	84.30	97.321	.121	.702
que_7	84.37	95.275	.406	.696
que_8	84.37	95.689	.336	.698
que_9	84.30	97.045	.197	.701
que_10	84.27	97.789	.000	.703
que_11	84.37	95.275	.406	.696
que_12	84.40	95.490	.323	.697
que_13	84.53	93.982	.413	.693
que_14	84.37	96.516	.197	.700
que_15	84.37	95.689	.336	.698
que_16	84.40	95.076	.385	.696
que_17	84.33	96.713	.203	.701
que_18	84.53	93.844	.429	.692
que_19	84.33	96.023	.342	.698
que_20	84.47	95.223	.302	.697

que_21	84.63	95.964	.165	.700
que_22	84.37	95.275	.406	.696
que_23	84.43	95.702	.262	.698
que_24	84.40	95.076	.385	.696
que_25	84.30	97.321	.121	.702
que_26	84.33	96.023	.342	.698
que_27	84.47	96.189	.180	.700
que_28	84.40	95.076	.385	.696
que_29	84.40	94.524	.468	.694
que_30	84.43	95.426	.300	.697
que_31	84.43	93.909	.508	.692
que_32	84.53	93.430	.478	.691
que_33	84.40	94.524	.468	.694
que_34	84.50	97.914	-.036	.706
que_35	84.30	97.321	.121	.702
que_36	84.50	93.224	.527	.690
que_37	84.27	97.789	.000	.703
que_38	84.43	95.151	.337	.696
que_39	84.43	95.013	.356	.696
que_40	84.87	105.016	-.732	.728
que_41	84.37	95.551	.360	.697
que_42	84.40	95.766	.281	.698
que_43	84.63	98.033	-.050	.707
que_44	84.40	95.076	.385	.696
que_45	84.37	95.551	.360	.697
que_46	84.37	96.654	.174	.701
que_47	84.50	98.603	-.117	.708
que_48	84.37	96.792	.150	.701
que_49	84.47	94.533	.391	.694
que_50	84.50	93.362	.510	.690
Total	42.63	24.447	1.000	.773

Based on the table above in the corrected item-total correlation column that of the 50 question items, which were distributed to 50 with the acquisition value of r arithmetic > r table of 0.284, it can be concluded that the 28 item posttest questions are valid.

2. **Reliability**

The research instrument is said to be reliable if the Cronbachs alpha value > r table and vice versa if the Cronbachs alpha < r table then the question is said to be unreliable.The following is the output of the analysis using the SPSS 26 program, the following data are obtained :

Table 6
The Realibility of Pre test Analysis Result

Reliability Statistics	
Cronbach's Alpha	N of Items
.653	51

Based on the table above, it is known that the value of cronbach's alpha obtained is 0.653 > 0. 284, which means that the value of cronbach's alpha is greater than r table. it can be concluded that the pretest question is declared reliable.

Table 7
The Realibility of Post test Analysis Result

Reliability Statistics	
Cronbach's Alpha	N of Items
.703	51

Based on the table above, it is known that the value of cronbach's alpha obtained is 0.703 > 0. 284, which means that the value of cronbach's alpha is greater than r table. it can be concluded that the question is declared reliable.

F. Data Analysis Technique

Data analysis is the process of searching and compiling systematically data obtained from interviews, notes, and documentation. Data that has been collected is then processed and then analyzed. The purpose of data analysis is to simplify the data into a form that is easy to read and interpret. In this Study researcher to find out the difference significant between pre-test and post-test

samples to perform data analysis calculations statistics using the help of the

Statistical package for social sciences 26 program.

CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

A. Description of Research Setting

1. The History of MTs Wali Songo Sukajadi

Madrasah Tsanawiyah Wali Songo Sukajadi was established in 1992 in Sukajadi Village, Bumi Ratu Nuban District, Central Lampung. The educational unit which was initially established under the auspices of the Walisongo Islamic Boarding School Foundation was the Al-Qur'an Education Park (TPA), then Madrasah Ibtida'iyah (MI), Madrasah Tsanawiyah (MTs), Madrasah Aliyah (MA) were later established. In 2015, Early Childhood Education (PAUD) was established. MTs WaliSongo was founded in 1992 and began to be used for teaching and learning in 1992, MTs WaliSongoSukajadi was approved by the regional head of the religious department based on the charter for the establishment of private madrasas No.WH/6/PP .005/07/1992 dated 19 August 1992, and its use was inaugurated by the head of the field of development of Islamic religious colleges, Drs. H. Umar Cholil.

Teaching and learning activities at MTs WaliSongoSukajadi for the first batch were carried out at MI Wali Songo Sukajadi for 1 year. MTs Wali Songo Sukajadi changed it's status from registered to recognized based on the decision of the Lampung Provincial Ministry of Religion on the 13th A gustus 200 1. Then since February 28, 2007, the status changed to accredited i based on the regional office decree of the Ministry of Religion

of the Republic of Indonesia No.D/KW/MTs/LT/185/2006 which was signed by Drs. Abdurrahman M.Ag.

MTs WaliSongoSukajadi was initially led by Mr. Mustajab, BA from July 17, 1992 to July 30, 1994, and from August 1, 1994 led by Mr. Fachrul Khomeini, S. Pd.I until 2001, then in 2001 to 2003 led by Mr. Ali Imron, then in 2003 to 2006 led by Mr. Supangat ,in 2006 to 2008 led by Mr. Muhyar Amin S.Ag then in 2008 to 2011 led by Mr. JokoSusanto, S.Pd and in 2014 until now led by Mr. Taubin Umar, S. Sy.And assisted bySupriyanto, S. Sy as Deputy Principal for Curriculum,IbnuMu'ti as Vice principal for Student Affairs and Erwin SaifulAnam,S.Kom,Deni Susanto,S.Pd as Administration.

2. Vision, Mission and Goals of MTs WaliSongo

a. Vision of MTs Wali Songo Sukajadi

Realizing good morals/ethics, finally being able to grow and develop individuals as Indonesian citizens who are virtuous, have good morals in thoughts, attitudes and daily behavior.

b. Mission of MTs Wali Songo Sukajadi

1) Forming a passionate human and imtek.

2) Forming people who are broad-minded and confident.

3) Improving the competence of students on an ongoing basis in the three cognitive, affective and psychomotor.

c. Goals of MTs WaliSongoSukajadi

    1) Become a student - good student rke personal an Muslim, have good morals, and are of good quality and useful for themselves and others.

    2) Forming a competent person in science and technology and IMTAQ.

3. Conditions of MTs Wali Songo Sukajadi

a. Educational Buildings and Facilities

    Based on the information obtained from the head of the administration of facilities and infrastructure owned by MTs Wali Songo Sukajadi, Bumiratu Nuban Central Lampung are as follows:

Table 8
The State of facilities and infrastructure

No	Room Name	Amount	Condition
1	Principal's office	1	Well
2	Administration room	1	Well
3	Teacher's room	1	Well
4	study room	21	Well
5	library room	1	Well
6	Mosque	1	Well
7	Teacher's WC and TU	1	Well
8	Student WC	4	Well

b. The teachers and employees of MTs Wali Songo Sukajadi

Table 9
The List of teacher's name and employees
of MTs Wali Songo Sukajadi School year 2021 – 2022

No	full name	Position/Teaching	
1	Taubin Umar, S. Sy	headmaster	Fiqh
2	Supriyanto, S. Sy	Deputy Head of Curriculum	IP S
3	H. Fachrul Khomeini, S.Pd.I	BK	Fiqh
4	Harun Rasid, M.Pd.I	Teacher	ASWAJA
5	Djuli Purwanto, S.Pd	Teacher	PKN

6	Ali Imron, S.Pd.I	Homeroom teacher	Al-Qur'an Hadith
7	Muhyar Amin, S. Ag	BK	PKN
8	Titin Musyarofah, S.Pd.I	Treasurer	ART and Culture
9	Peni Tusriani, S.Pd.I	Homeroom 7 A	Lampung
10	Elyyana Susanti, S.Pd	Homeroom 7th B	IPA
11	Waryoto, S.Pd	Homeroom 7 C	MTK
12	Hadiyal Muhtari, S.Pd.I	Homeroom 7 D	B. Indonesia
13	EmaOktafiani, S.Pd	Homeroom 7 E	Aqidah Akhlak
14	RikiAfandi, S.Pd	Homeroom 7 F	MATH
15	Yulianto, S. Ag	Homeroom 7 G	AL-Qur'an Hadith
16	NurBaitiJannah, S.Pd	Homeroom 7 H	IPS
17	UmiLatifah, S.Pd	Homeroom 7 I	IPA
18	Andriansyah, S.Pd	Homeroom Class 8 A	ASWAJA
19	Wakini, S.Pd.I	Homeroom Class 8 B	IPA
20	Marsono, SHI	Homeroom Class 8 C	B. Arab
21	Imam Murhandoko	Homeroom Class 8 D	Mathematics
22	BambangIrawan, S.Pd.I	Homeroom 8 E	Fiqh
23	SoviatunNafiah, SE, Sy	Homeroom 8 F	IPS
24	Siti Solehah, SE	Homeroom 9 A	IPS
25	Wiwin Sugiyarti, S.Pd	Homeroom 9 B	B. Indonesia
26	Rodi Mughis, SHI	Homeroom 9 C	B.UK
27	Dra. Siti Mu'alimah	Homeroom 9 D	Aqidah Akhlak
28	Zainal Abidin, S.Pd.I	Homeroom 9 E	IPA
29	LukmanHabibulUmam, M.Pd	Homeroom 9 F	B. Arab
30	Erwin Saiful Anam, S. Kom	Administration I	ICT
31	Irvan Sayuti, SE	student council	Physical Education
32	Muhammad Herdiawan. S.Pd	scoutmaster	B. English
33	Wismoyo Sandi Nugroho, S.Pd	Teacher	B. English
34	Ibn Mu'ti	Student Representative	ASWAJA
35	DeniSusanto, S.Pd	Administration II	B. Indonesia
36	My RofikaNasrulSani	student council	ICT

c.   The Total of the students of MTs Wali Songo Sukajadi

Table 10
The Total of Students MTs Wali SongoSukajadi
In the academic years 2021 – 2022

NO	CLASS	Total of Student's		
		L	P	L+P
1	VII	110	1 50	260
2	VIII	67	108	175
3	IX	86	92	178

Source   : MTs student data tabulation Wali Songo Sukajadi
in the academic years20 21 – 20 22. [30]

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[30]Documentation Results from MTs Wali Songo Sukajadi, in 2021

d. The Organizational Structure of MTs Wali Songo Sukajadi

HEAD OF FOUNDATION Ky. Shaykhul Ulum Shuhadak, S.Pd.I	DIRECTOR ACADEMIC Fachrul Khomeini, S.Pd.I

Head School
Taubin Umar, S. Sy

Head of TU Erwin Saiful Anam, S. Kom	Treasurer Harun Rasid, M.Pd

Deputy Head of Curriculum Supriyanto, S. Sy	Student Representative Ibn Mu'ti	BP teacher Muhyar Amin, S. Ag	student council My Rofika Nasrul Sani, S.Pd.I

scoutmaster Muhammad Herdiawan, S.Pd	Teacher/ Homeroom teacher

Student
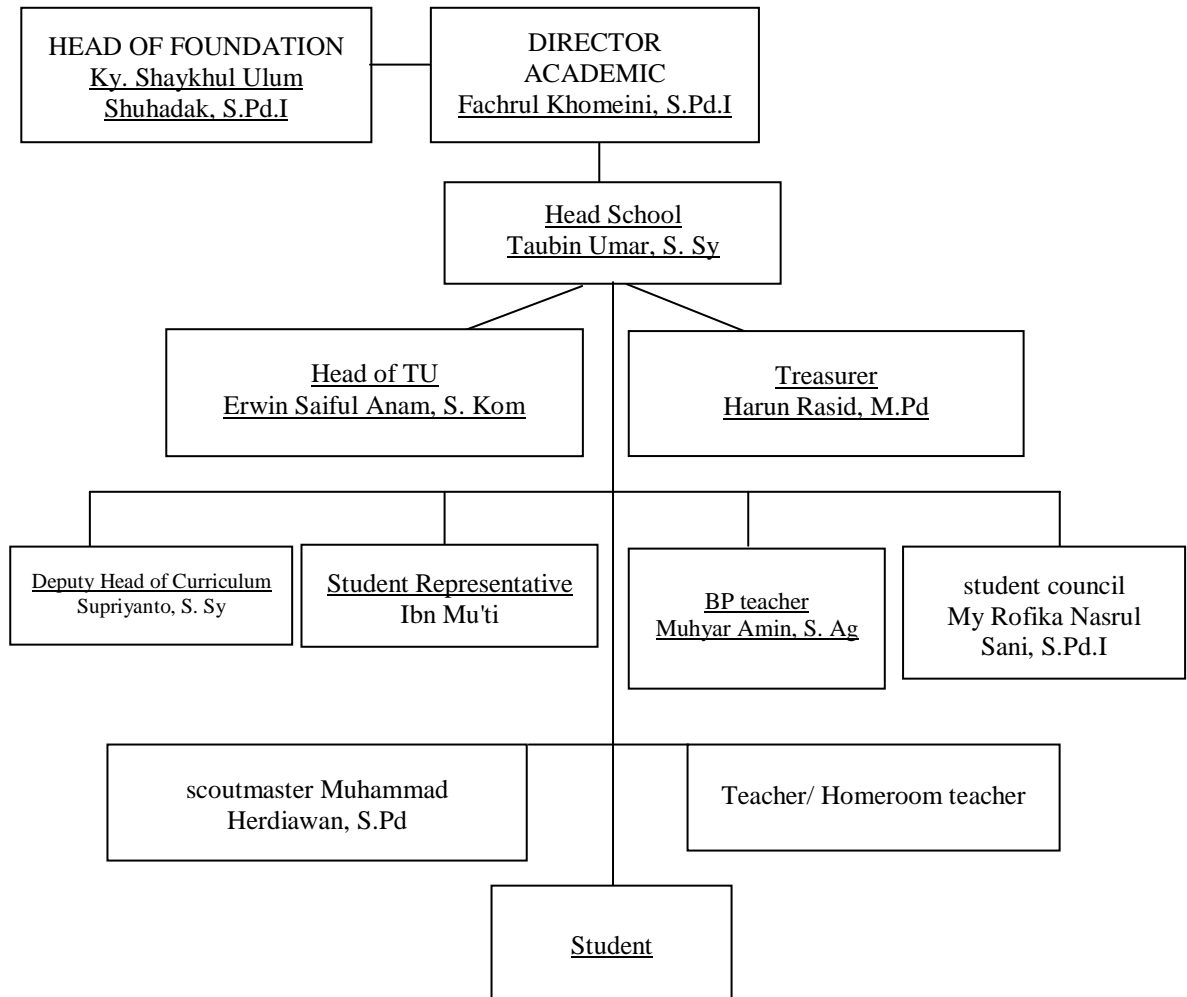
Figure 2. The Organizational Structure of MTs Wali Songo Sukajadi

e. The Location Sketch of MTs Wali Songo Sukajadi
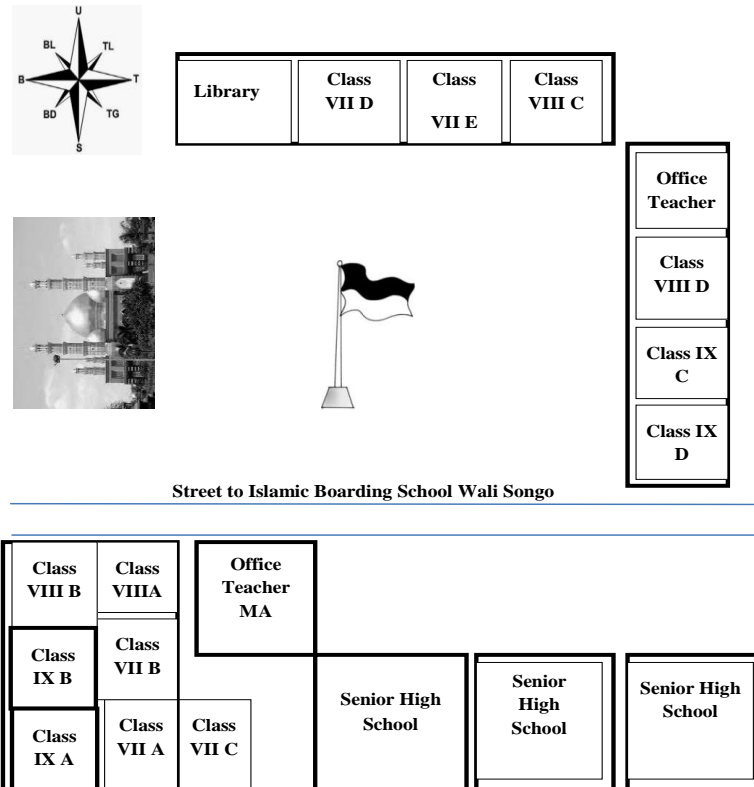
Figure 3. The Location Sketch of MTs Wali Songo Sukajadi

B. Research Results

a. Description of Research Activities

This research was conducted in the 2021/2022 class on November 28, 2021 to October 19, 2021 at MTs Wali Songo with school equipment materials and material about " there is" and "there are" and prepositions in place. The research in this study was class VIII A as an experimental class with a total of 28 students and viii B as a control class with a total of 25 students.

On the first day and second day, the researcher meeting in experimental class and control class conducted a pre-test to know the

student's vocabulary mastery and for thirth day, the researcher introduced the fly swatter game and the rules of the game while providing material about "school equipment" using fly swatter game media and flash card media, on the fourth day the researcher entered class VIII B, namely the control class to provide there is or there are material with the lecture method and distributed post test questions to be done on the next day the five day the researcher gives more material in the experimental class with the material "there are" and there is by using the help of fly swatter game media and flash card media and at the endday ,in experimental class researcher gave post test question and discussed the posttest questions and the researchers and students reviewed the answers together.

b. **Description of research results**

a. The Data of Variable Vocabulary Mastery based on pre-test and post-test scores in the Experiment and Control class in English subjects.

1) Experimental class grade

Bellow the table of the results of the pre-test and post-test scores of the experimental class in class VIII A MTs Wali Songo Sukajadi:

Table 11

Student Score Experiment Class

No	Name	Pre-test	Post-test
1	AS	40	60
2	AQ	65	85
3	AR	75	80
4	AV	50	55
5	BN	80	95
6	CH	55	85
7	CI	60	80
8	FR	65	85
9	FI	35	65
10	FD	25	55
11	IN	40	70
12	JA	85	95
13	ISA	65	75
14	MAWA	45	75
15	RM	75	90
16	RECO	45	80
17	RAMA	60	100
18	RIDE	50	60
19	SL	55	90
20	SA	25	50
21	SH	40	85
22	SY	35	75
23	SP	30	80
24	SN	50	80
25	OT	35	75
26	VT	25	60
27	VA	30	85
28	ZA	40	75

2) Control class student scores

Bellow the table of the results of the pre-test and post-test scores for the control class in class VIII B MTs Wali Songo Sukajadi:

Table 12
Student Score Control Class

No	Name	Pre-test	Post-test
1	AG	50	75
2	AN	60	95
3	AF	20	85
4	AK	45	70
5	AC	60	60
6	DL	50	50
7	FK	60	55
8	FT	40	65
9	HM	65	80
10	IB	55	85
11	IM	35	90
12	LN	40	85
13	RA	40	70
14	LF	50	70
15	MC	55	70
16	MM	40	80
17	NS	40	80
18	NK	50	80
19	RH	40	65
20	RK	45	75
21	RP	50	35
22	SN	40	80
23	SK	50	45
24	WD	75	80
25	FN	55	80

b. Description of Research Data by using statistical product and service solution(spss) 26 program.

Inthis study from the results of calculations and tests carried out by researchers through a computer with a statistical product and service solution version 26 program.

Table 13
Description of Research Data

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
Descriptive Statistics							
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
pretest experiment	28	60	25	85	1375	49.11	17.054
post test experiment	28	50	50	100	2145	76.61	13.127
pretest control class	25	55	20	75	1210	48.40	11.247
post test control class	25	60	35	95	1805	72.20	14.367
Valid N (listwise)	25						

Based on the results of the research data description table, the number of respondents was 53 students. The value obtained from the experimental class results pretest score was the Mean 49.11 standard deviation 17.054 the maximum value was 85 the minimum was 25 and posttest score was the mean 76.61standard deviation 13.127 the maximum value 100 and the minimum 50 , while the value obtained in the control class pretest Mean 48.40 standard deviation 11.247 , the maximum value is 75 , the minimum is 20 and posttest score was the mean 72.20 standard deviation 14.367 the maximum value 95 and the minimum 35 .

c. Normality test

Normality test aims to determine the data is normally distributed or not. In a study, the analysis used requires that the variable data must be normally distributed or the data as follows:

Table 14

Normality Test

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
postest experiment	.161	25	.095	.953	25	.297
posttest control	.186	25	.025	.924	25	.062
a. Lilliefors Significance Correction						

Based on the table above, in testing the normality of the data can be tested:

Ha = Data in the sample is normally distributed

Ho = Data in the sample is not normally distributed

In this calculation of SPSS version 26, if the p-value (sig)> 0.05 then Ha is accepted, which means that the data is normally distributed. This can be proven by Kolmogorov-Smirnov and Shapiro walk, which obtained that significance of the experimental class was 0.95 and 0.297 and the control one was 0.025 and 0.62, It means that probability value (p) of both experimental class and control class was higher than (>) the degree of significance 5 % (a = 0.005). Therefore, it can be seen that data of both the experimental and the control class is normally distributed.

d. Homogenity test

Homogeneity test is required as prerequisite analysis test. To calculate it, the researcher used Levene Statistic Test from statistical

product and service solution(spss) 26 program. The obtained result was as follow:

Table 15
The Homogeneity Test Post-test at the Experiment and Control Class

Test of Homogeneity of Variances			
Levene Statistic	df1	df2	Sig.
.099	1	51	.754

From the result of the Levene Statistic Test, it has seen that the significance level or probability value (p) of the data from the the post-test homogeneity score was 0.754 . It means that the significance level or probability value (p) of the data was higher than the significance degree (α = 0.05). The result of homogeneity test showed that the sample data from the population has homogenous variance.

e. Hypothesis Testing

This is the last step to analyze the data after normality and the homogeneity test was done. Because the result of the experimental and the control class' pre and posttest's score met the requirement of normality test and both the classes (sample) had similarity or homogeneity in variance.

The writer used the independent t-test. The independent t-test is an analysis to compare data of two group sample statistically. Independent sample t-test is used to compare the means or averages of the two independent samples (the experiment and the control class) in order to determine whether there was statistical evidence

which proved that the means were significantly different. The writer uses t-test to find out the differences score of students' achievement vocabulary mastery with and without using Fly Swatter game Moreover, researcher used IBM Statistics SPSS 26 software to do the calculation or the test. The result of the calculation as follows :

Table 16
Independent Sample T- Test Results

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
learning out comes _fly swatter game	Equal variances assumed	.099	.754	1.167	51	.249	4.407	3.777	-3.175	11.989
	Equal variances not assumed			1.161	48.942	.251	4.407	3.796	-3.222	12.036

Based on the table above, it is obtained that t count is 1.167 > t table 1.161. This means that the 2-tailed significance is 2.49 > 0.05. This indicates that there is a significant difference between the experimental class and the control class. and it can be concluded that there is an influence between before being given treatment using fly swatter game media and after being given fly swatter game media treatment of English subjects.

c. Discussion

Student learning outcomes are based on students' cognitive abilities. Data on learning outcomes is shown from the pretest and posttest given to class VIII A, totaling 28 students and from class VIII B, totaling 25

students. From the results of the student posttest, after students received treatment, namely learning by using the Fly swatter game, the results obtained experienced an increase in vocabulary addition. Teachers must have creativity and innovation in the learning process, especially learning English, one of which is the use of Fly swatter games. By using learning media in the form of Fly swatter games, students are able to more quickly understand the material described in general, so the fly swatter game media can strengthen the media that conveys material to students.

The results of the research on the influence Fly swatter game and students' vocabulary mastery in English class VIII Madrasah Tsanawiyah Wali Songo Sukajadi, Bumi Ratu Nuban District. The test results show a from normality test is there is pretest score for the posttest of students' vocabulary learning outcomes of 2.00 >0.05 it's mean that this study is normally distributed and from homogeneity test is data from the the post-test homogeneity score was 0.754 >0.05.

Based on the results of the indepenedent sample t-test obtained through the spss version 26, that t count is 1.167 > t table 1.161. This means that the 2-tailed significance is 2.49 > 0.05.Then Ha is accepted and H0 is rejected and it can be seen that t count is greater than t table 1.167 > t table 1.161, which means Ha is accepted or there is a relationship between fly swatter games on the results of students' vocabulary mastery in English subjects. Thus it can be seen that the Media Fly swatter game

has an influence on the results of vocabulary mastery and the better the media provided, the more learning outcomes of students in school.

CHAPTER V

CONCLUSION

A. Conclusion

Based on the research result, it can be concluded that there is influence of the fly swatter game to the students' vocabulary mastery, when viewed from each variable that learning using Fly Swatter Game, Media will affect the results of students' vocabulary mastery and become a relationship that is not can be separated and influence each other, because if you use good learning media, student learning outcomes will increase so that learning outcomes will also be good.

There is a significant influence between Media Fly Swatter game on the student's vocabulary mastery. Based on from normality test is there is pretest score for the posttest of students' vocabulary learning outcomes of $2.00 > 0.05$ it's mean that this study is normally distributed and from homogeneity test is data from the the post-test homogeneity score was $0.754 > 0.05$ and Based on the results of the independent sample t-test obtained through SPSS version 26, that t count is $1.167 > $ t table 1.161 This means that the 2-tailed significance is $2.49 > 0.05$.Then Ha is accepted and H0 is rejected and it can be seen that t count is greater than t table $1.167 > $ t table 1.161,So in this research the hypothesis Ha is accepted and H0 is rejected. it can be concluded that there is an influence between the Fly swatter game on students' vocabulary mastery.

B. Suggestion

1. For teachers at MTs Wali Songo Sukajadi, researcher hoped that learning using the Fly Swatter Game Media can be used as an alternative to improve student learning outcomes for the better, especially in English subjects that can be adapted to the material to be taught.

2. For students .to be more active in the learning process, because with students participating in learning activities will help students to better understand the material provided by the teacher so that it can help students to improve learning outcomes.

3. Further researcher, Given that this study uses quantitative descriptive data analysis and the research subjects there are 53 students in the first two classes, namely the experimental class, which consists of 28 students and the control class, which consists of 25 students, other researchers who will carry out research with the same problems. relatively the same is expected to continue the research to get more significant findings.

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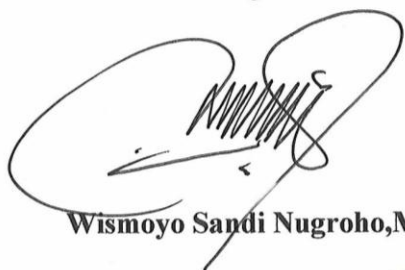Tornbury, Scott. *How to Teach Vocabulary*. England : Longman, 2002.

APPENDICES

Tabel Rancangan pembelajaran

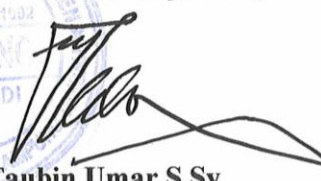| No	Hari /tanggal	Kegiatan pembelajaran	Kelas VIII A/B
1	Selasa/28.09.2021	Perkenalan , membagikan soal pre – test kepada siswa dan memperkenalkan permainan fly swatter game dan aturan belajar dengan menggunakan media permainan fly swatter game	A / Kelas experiment
2	Rabu/29.09.2021	Perkenalan,membagikan soal pre-test ,mengawasi ,dan mengambil lembar kerja siswa	B / Kelas kontrol
3	Selasa/5.10.2021	Memberi materi vocab tentang School equipment dengan media flash card dan fly swatter game .	A / kelas experiment
4	Rabu/6.10.2021	Membagikan soal pos –test kepada siswa.	B/ kelas kontrol
5	Selasa/12.10.2021	menjelaskan materi selanjutnya yaitu there is/there are dan preposition in place dengan media flash card dan fly swatter game.	A/ Kelas experiment
6	Selasa/19.10.2021	Membagikan soal post test dan mengulas jawabanya bersama-sama	A / kelas experiment

Mengetahui

Guru Mata Pelajaran

Peneliti,

Wismoyo Sandi Nugroho,M.Pd

Nurul Indah Safitri

Kepala MTs Wali Songo Sukajadi

Taubin Umar S,Sy

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MTs Wali Songo Sukajadi

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII / I (Ganjil)

Pertemuan   : Ke-1

Waktu   : 2 x 60 menit

Standar Kompetensi : Vocabulary (Memahami makna vocabulary pada setiap ungkapan dan tulisan dalam konteks kehidupan sehari-hari.)

Kompetensi Dasar :

1.Mengungkapakan kata-kata (vocabulary) dengan ucapan yang jelas dan lancar yang berterima yang berkaitan dengan lingkungan terdekat.

Indikator :

1.Mengungkapkan secara lisan vocabulary dengan ucapan yang benar.

Tujuan Pembelajaran:

1.Siswa dapat mengucapkan vocabulary dengan pronounciation yang benar.

2. Siswa dapat meningkatkan vocabulary mereka yang dapat diaplikasikan dalam kehidupan sehari-hari.

Nilai Karakter :

1. Berani (courage)

2. Rasa hormat dan perhatian (respect)

3. Tekun (diligence)

4. Tanggung jawab (responsibility)

    a. Pendahuluan Set kegiatan (Pra-pengajaran) (10 menit)

Kegiatan ini dilakukan dengan tujuan menarik perhatian agar siswa termotivasi dalam kegiatan belajar – mengajar sehingganya mereka siap dalam kegiatan pembelajaran yang akan diikuti.

Pertama, peneliti memberikan salam , muqodimah sekaligus memperkenalkan diri dan melakukan ice breaking .

Kedua, peneliti memeriksa latar belakang pengetahuan siswa dengan mengajukan beberapa pertanyaan tentang kosakata yang diketahui siswa dengan tema yaitu peralatan sekolah yang ada di dalam kelas dan diluar ruangan kelas.

Kemudian, peneliti memberi tahu siswa bahwa mereka akan bermain game yaitu namanya adalah fly swatter game (pemukul lalat). Tetapi Sebelum memulai permainan, peneliti memberitahu prosedur permainan fly swatter. Terakhir, peneliti memberikan penjelasan tentang aturan permainan yang harus diikuti oleh siswa.

Aturan permainan ini adalah sebagai berikut:

a) Mereka tidak boleh memukul siswa lain dengan pemukul lalat (fly swatter).
b) Mereka tidak boleh melemparkan pemukul lalat (fly swatter) kepada siapa pun.
c) Mereka tidak boleh "menghalangi" pemain lain dengan tangan mereka atau tubuh mereka untuk mencegah mereka dari mendapatkan kata di papan tulis.

b. Kegiatan Inti
- Peneliti meminta siswa untuk berhitung satu sampai tiga dan membagi kelompok sampai 3 kelompok sesuai dengan nomor urutan undian dan meminta setiap kelompok ada ketua kelompok .
- Kemudian peneliti memberikan permainan pemukul lalat kepada masing-masing ketua kelompok dan peneliti merekatkan kertas yang berisi kata – kata peralatan sekolah dalam kartu di papan tulis.
- peneliti mengucapkan kata-kata dengan hati-hati pelafalanya dan mencontohkan dengan pemukul lalat (fly swatter)dan peneliti meminta siswa mengikutinya.
- Peneliti meminta masing masing ketua kelompok untuk maju ke depan papan tulis dan peneliti mengucapkan kembali kosa kata peralatan sekolah yang telah diucapkan .
- Kemudian peneliti meminta perwakilan kelompok mencoba memukul kata yang benar dengan (pemukul lalat) fly swatter.
- Selanjutnya peneliti melakukan perlombaan dan memberi arahan kepada masing-masing kelompok yang paling banyak menangkap kosa kata peralatan sekolah dan mengucapkan pelafalan nya dengan benar adalah kelompok yang skornya banyak dan akan mendapatkan hadiah di akhir pertemuan
- Setelah perlombaan selesai, Peneliti meminta ketua kelompok kembali ke kursi.

c. Struktur teks Kalimat utama dan kalimat-kalimat pendukung (alasan-alasann yang mendukung kalimat peryataan utama)

d. Unsur kebahasaan Ungkapan dengan There is/are, There is not, There was/were

Frasa kata depan: in, on, under, in front of, below, above, dan lain lain.

e. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan penulisan tangan yang benar

f. Topik Keberadaan orang, binatang, benda, di kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI

2. Materi pembelajaran pengayaan

a. Teks deskripsi sederhana tentang situasi pada lingkungan sekitar

b. Frasa kata depan: in, on, under, in front of, below, above, behind, dan lain lain.

E. Metode Pembelajaran Pembelajaran dengan metode Scientific Approach

F. Media dan Bahan

1. Media

a. Gambar-gambar situasi terkait dengan materi

b. Alat

No	Nama Barang	Jumlah
1	Laptop	1
2	Speaker	1
3	Papan Tulis	1
4	Spidol	3
5	Pemukul lalat / Fly Swatter Game	3

G. Sumber Belajar

1. Buku pendamping bahasa inggris, PB Bahris SMP/MTS Kelas VIII Semester I - Cet. XIV (Kur. 2013)

H. Kegiatan Pembelajaran Pertemuan Pertama (2JP)

1. Kegiatan Pendahuluan (10 menit)

1. Kegiatan Pendahuluan
   - Mengucapkan salam
   - Mengabsen siswa dan menanyakan kabar kepada para siswa.
2. Kegiatan inti
   - Peneliti meminta kepada siswa agar mengumpulkan tugas yang sudah dikerjakan kemarin.
   - Peneliti mengulas kembali pelajaran yang telah diajarkan kemarin dan menambah kosa kata kembali kepada para siswa dan menjelaskan di papan tulis menggunakan flash card yang sudah direkatkan di papan tulis.
   - Kemudian Peneliti meminta 3 orang siswa setiap barisan untuk mengulangi kosa kata yang sudah diucapkan oleh peneliti . saat siswa melafalkan kosa kata keliru , peneliti membantu mereka membenarkan kesalahan siswa.

   3.kegiatan penutup

   - Memberikan kesimpulan tentang materi yang sudah diajarkan.
   - Menutup pembelajaran dengan berdoa dan memberikan salam penutup.

Media : Kartu kata (flash card), pemukul lalat (fly swatter game), spidol, papan tulis.

Sumber : Buku pegangan MTs Wali songo sukajadi
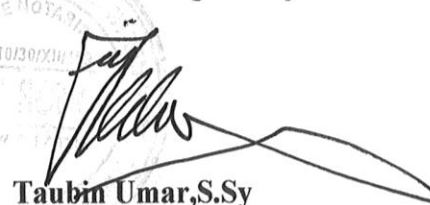
Mengetahui

Guru Mata Pelajaran   Peneliti,

Wismoyo Sandi Nugroho,M.Pd   **Nurul Indah Safitri**

Kepala MTs Wali Songo Sukajadi

Taubin Umar,S.Sy

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MTs Wali Songo Sukajadi

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIIB /II (Genap)

Pertemuan : Ke-2

Alokasi Waktu : 2 x 40 menit

Standar Kompetensi : Vocabulary Memahami makna vocabulary pada setiap ungkapan dan tulisan dalam konteks kehidupan sehari-hari.

Kompetensi Dasar :

1. Mengungkapakan kata-kata (vocabulary) dengan ucapan yang jelas dan lancar yang berterima yang berkaitan dengan lingkungan terdekat.

Indikator :

1.Mengungkapkan secara lisan vocabulary dengan ucapan yang benar.

Tujuan Pembelajaran :

1.Siswa dapat mengucapkan vocabulary dengan pronounciation yang benar.

2.Siswa dapat meningkatkan vocabulary mereka yang dapat diaplikasikan dalam kehidupan sehari-hari.

Nilai Karakter :

1. Berani (courage)

2. Rasa hormat dan perhatian (respect)

3. Tekun (diligence)

4. Tanggung jawab (responsibility)

Materi : kosa kata Peralatan sekolah dan lingkungannya

Langkah-langkah Kegiatan Pembelajaran:

b. Siswa secara berkelompok menganalisis situasi-situasi yang ada di lingkungan sekolah, kemudian menuliskan deskripsi dari situasi tersebut menggunakan ungkapan There is/are

3. Kegiatan Penutup (10 menit)
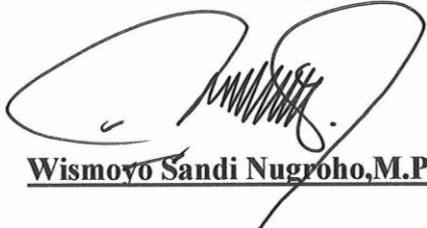
    a. peneliti membuat rangkuman/simpulan pelajaran
    b. peneliti mengucapkan terimakasih karena telah diizinkan mengadakan penelitian di kelas viii a dan b .
    c. peneliti mengumumkan kelompok yang paling aktif dan menang dan memberikan hadiah kepada semua siswa terkhusus untuk satu kelompok yang menang sebagai wujud apresiasi

Skor:

Untuk setiap nomor, setiap jawaban yang benar mendapat skor 4

Jumlah skor maksimal 25 x 4 = 100

Guru Mata Pelajaran

Wismoyo Sandi Nugroho,M.Pd

Peneliti,

Nurul Indah Safitri

Mengetahui

Kepala MTs Wali Songo Sukajadi

Taubin Umar,S.Sy

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MTs Wali Songo Sukajadi

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/Satu

Materi Pokok : There is/are

Alokasi Waktu : 4JP (2x Pertemuan)

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.

2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif, dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan alam dan alam serta menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

Kompetensi Dasar	Indikator
3.6 Menerapkan fungsi social, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan	3.6.1 Mengidentifikasi fungsi sosial teks dengan ungkapan There is/are 3.6.2 Mengidentifikasi struktur teks dengan ungkapan There is/are 3.6.3 Dapat menjelaskan unsur kebahasaan There is/are dengan topik Our busy roads.

unsur kebahasaan There is/are)	
4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	4.6.1 Melafalkan kosakata dan ungkapan terkait teks deskripsi tentang situasi yang ada di lingkungan sekitar 4.6.2 Menyusun teks deskripsi tentang sebuah situasi menggunakan There is/are

C. Tujuan Pembelajaran Pertemuan 3

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

3.6.1.1 Mengidentifikasi fungsi sosial dari teks deskripsi menganai situasi yang ada dalam lingkungan sekitar

3.6.2.1 Mengidentifikasi struktur teks dari teks tersebut

3.6.3.1 Mengidentifikasi unsur kebahasaan yang terdapat dalam teks tersebut

4.6.1.1 Melafalkan teks deskripsi situasi yang diberikan oleh guru dengan ucapan dan intonasi yang benar

Pertemuan 4

4.6.2.1 Melafalkan kosa kata yang diberikan oleh guru dengan ucapan dan intonasi yang benar

4.6.2.2 Mengidentifikasi fungsi sosial dan pesan moral yang terdapat pada lirik lagu di buku siswa

4.6.2.3 Menyusun teks deskripsi situasi dengan ejaan yang benar

Fokus penguatan karakter: apresiasi, keingintahuan, kepedulian

D.Materi Pembelajaran

1. Materi Pembelajaran Reguler

a. Tema: Our busy roads

b. Fungsi sosial Dapat mengungkapkan tentang keberadaan benda, binatang, orang Menyebutkan, mendeskripsikan, membuat inventaris, dan sebagainya.

- Peneliti Membagikan soal pre-test kepada siswa sebagai tugas pekerjaan rumah.

c. .kegiatan penutup
  - Menanyakan kesulitan selama proses belajar – mengajar yang dilakukan oleh peneliti.
  - Memberikan kesimpulan tentang materi yang sudah diajarkan.
  - Menutup pembelajaran dengan berdoa dan memberikan salam penutup.

Media : Kartu kata (flash card), pemukul lalat (fly swatter game), spidol, salinan tes kosakata item

Sumber : Buku pegangan MTs Wali songo sukajadi
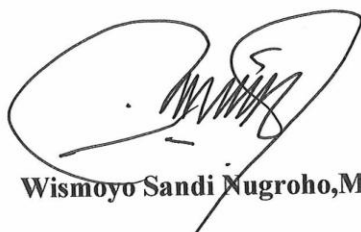
Evaluasi:

Jenis Instrumen : Tertulis

Bentuk Instrumen : Pilihan Ganda

Skor: Untuk setiap nomor, setiap jawaban yang benar mendapat skor 4

Jumlah skor maksimal 25 x 4 = 100

Mengetahui

Guru Mata Pelajaran   Peneliti,
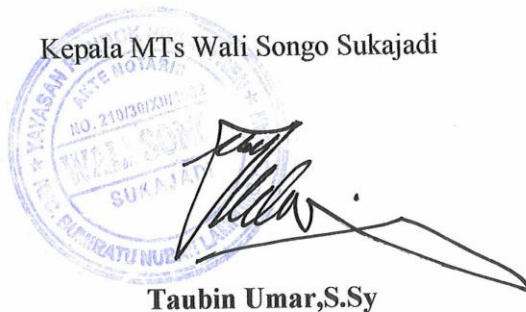
Wismoyo Sandi Nugroho,M.Pd   Nurul Indah Safitri

Kepala MTs Wali Songo Sukajadi

Taubin Umar,S.Sy

Variable	Indicator	Sub indicator	Item Number
Vocabulary Mastery students' knowledge concerning with words, that deals with the form and the meaning of words in a language.	Meaning	• Defining a simple short functional text related to the social environment. • Identifying words that have same meaning. • Identifying words that have opposite meaning. • Identifying context (names of objects, shapes, sizes, and places).	1,2,3,6,17,19,20
	Form	Rearrange jumble words correctly.	4,5,7,12,13,18,
	Use	Identifying form of a word in certain grammatical context.	8,9,10,11,14,15,16,18
	Total number of the question		20

Name :

Class :

Soal pre –test

A. Choose correct answer .

1. My mother goes to Jakarta with her <u>closely friend.</u>

   The same meaning of the underline word is …

   a. Enemy   b. Best friend   c. Cousin   d. Brother

2. Salman is a <u>fast</u> runner. The same meaning of the underline word is…

   a. Quick   b. Slow   c. Energetic   d. Clam

3. A good student will <u>pay</u> attention to the teachers in class. The same meaning of the underline word is…

   a. Keep   b. Take   c. Make   d. Bring

4. television- In the- we-evening-watch

   a.In the evening we watch television   b.We often watch television in the evening

   c. we watch often television in the evening   d. television in the evening we watch

5.Raflessia flower is the … flower in the word.it's size is 1.40 m in diameter.

   a. biggest   b. big   c. larger   d. small

6. Rahma : I will go to the bookstore. Can you take me there ?

   Bella   : Of course,I can. I would be delighted.

   The antonym delighted is …

   a. dislike   b. happy   c. glad   d. surprised

a. careless   b. careful   c. carelessly   d. carefully

8. She _____ her cat everyday.

    a. To feed   b. Feed   c. Feeds   d. Feeding

9. I ____ always ____ to the dentist

    a. Do not, go   b. Does not, go

    c. Do not, went   d. Does not, went

10. When __ you ____ a shower?

    a. Do, took   b. Do, take   c. Do, taken   d. Do, taking

11. Q: Do you like to sing?

    A: …

    a. Yes, I likes to sing   `   b. Yes, I like to sing

    c. Yes, I am liking to sing   d. Yes, I liked to sing

12. Is – Bag – This – Your

     a. This is bag your   b. This bag is your

     c. This is your bag   d. This bag your is

13. library-reads -Andi - the English – book- in the

a.in the library andi reads the English book   b.the English book andi reads

c. andi reads the English book in the library   d.andi reads book in the library

14. Sugar is sweet, but honey is ……. than sugar.

    a. Sweeten   b. sweetness   c. sweeter   d. sweety

15. Mila's father has a job for designing a building, he is ……

a. an artist   b. a model   c. an architect   d. a pumbler

16. A. Fuadi is the author of "Negeri 5 Menara". He is a a famous…

 a. storyteller   b. writer   c. carpenter   d. speaker

17."Andrew usually does what he is asked to do" The underlined usually same means …

a. He does anything he wants.   b. He always asks.

c. He is smart   . d. He is diligent.

18. Queen Elizabeth of England is living in a …….

a. palace   b. place   c. hotel   d. villa

19. My friends say that I am *tall* enough for a seventeen-years-old girl, because I am 160 cm. The antonym of the underline word is …

a. wide   b. small   c. long   d. short

20. Dina has some pets.they are a cat,a dog,a fish,and rabbit .The word "pet" same mean…

a. tame animal b. beautiful animal   c. ugly animal   d. favorite animals at home

Soal Post- test

Name :

Class :
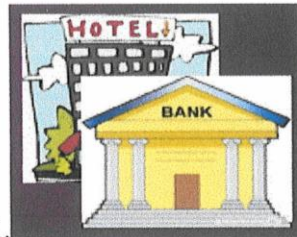
1. Where is the hotel? It is...the bank.

    a. between   b. behind   c. in front   d. beside

2. Where is the park? It is...the school.

    a. between   b. beside   c. behind   d. in front of

3. Where is the hotel? It is...the zoo and the museum.

    a. in front of   b. beside   c. between   d. behind

4._____your favourite food in this restaurant

    a.there are   b.there is   c.there on   d.there of

5._____ men in this party
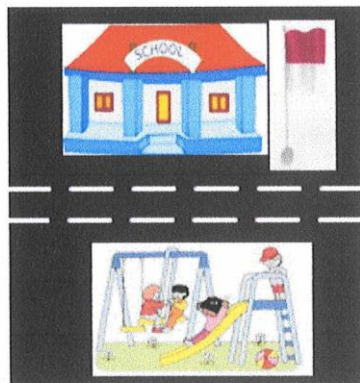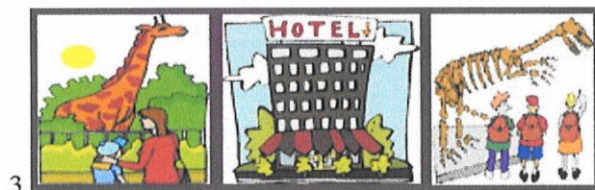
    a.there is   b.there are   c.there on   d.there of

6._____my friends in the living room

    a.there is   b.there are   c.there on   d.there of

7. I see _____some people in that event

    a.there is   b.there are   c.there on   d.there of

8. The vase is …. The table

    a. over   b. on   c. above   d. in

9.The whiteboard is usually … the classroom. So all students can see it.

    a. behind   b. in front of   c. under   d. above

10. She works … the afternoon

    a. at   b. in   c. one   d. under

11. I was born… 26 june 1999

    a. at   b. on   c. in   d. when

12. Manny offices often close … Sundays

a. on   b. in   c. at   d. above

13. We will meet again … summer

a. in   b. on   c.   at   d. when

14.What is the meaning of "behind" in Bahasa Indonesia? *

a. di samping   b. di antara   c. di belakang   d. depan

15. What is the meaning of "di antara" in English?

a. beside   b. behind   c. between   d. in front of

16. . if I have much money, I ... buy a story book tomorrow

a. use   b. am   c. are   d. will

17. Thing that you don't find in the bathroom is,...

 a. towel   b. bed   c. soap   d. water

18. My friends say that I am *tall* enough for a seventeen-years-old girl, because I am 160 cm. The antonym of the underline word is ...

a. short   b. small   c. long   d. wide

19.Jenny did not study hard. She didn't….. the exam.

a. Finish   b. pass   c. break   d. pass

20. "Sometimes he is rather <u>calm</u> at home" the opposite of the underlined word is

a. Silent   b. noisy   c. peaceful   d. muted

Student's Score Experimental Classs

No	Name	Pretest	Posttest
1	Anita Safitri	40	60
2	Aqiah Shaqira	65	85
3	Ardelia pratista	75	80
4	Arimah soviah	50	55
5	Bunga Nur Aisyah	80	95
6	Chelsea Ayu	55	85
7	Cindy Aulia	60	80
8	Fera Risdamawati	65	85
9	Flora Imanda	35	65
10	Fitri dwi	25	55
11	Iva Nur Azizah	40	70
12	Janatu azzahra	85	95
13	Indah salsabila	65	75
14	Maratul Wakhidah	45	75
15	Rara mayuni	75	90
16	Retno Cahaya	45	80
17	Ratna Mangalih	60	100
18	Ririn Dewi	50	60
19	Sally naimah	55	90
20	Selvi ayu	25	50
21	Shecila anggita	40	80
22	Syifa Aulia	35	75
23	Syifa Aulia Pratiwi	30	80
24	Syifa Nur	50	80
25	Octavia	35	75
26	Violita	25	60
27	Visia	30	85
28	Zahra	40	75

Student's Score Control Class

| No	Name	Pretest	Posttest
1	Anggun nur aini	50	75
2	Anisa Aini	44	95
3	Anissa fitri	32	85
4	Annisa khoiriyah	56	70
5	Ayu cintya	60	60
6	Fajar Luthfia	50	50
7	Faridatun khasanah	60	55
8	Fenty try anggraini	40	65
9	Hidayatul Mustafidah	65	80
10	Intan Berlian	55	85
11	Ismu mayla	35	90
12	Laila nur azizah	40	85
13	Ria Anggraini	40	70
14	Lilis Fatimah	50	70
15	Milda Cidya	55	70
16	Mischa marrell	40	80
17	Nur sayyidatul	40	80
18	Nurrul kaffi	50	80
19	Rhema friska	40	65
20	Rika Amalia	45	75
21	Risty Puja Astiana	50	35
22	Sindy Novalia	40	80
23	siska bunga	50	45
24	Windy dwi m	75	80
25	Feranda Nur Viana	55	80

DOCUMENTATION

Source : Teaching learning in process

Source :Student doing pretest and post test question
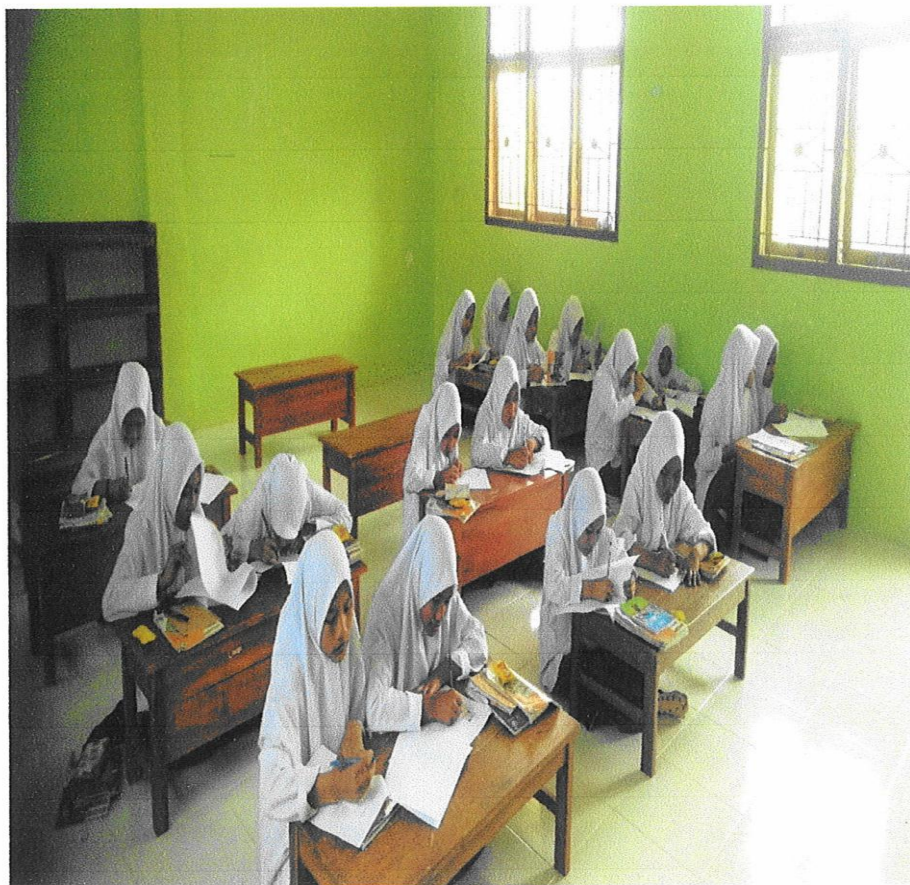
Source : Interview with English teacher

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

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

Nomor   : B-1074/In.28.1/J/TL.00/04/2021
Lampiran   : -
Perihal   : **IZIN *PRA-SURVEY***

Kepada Yth.,
KEPALA SEKOLAH MADRASAH TSANAWIYAH WALI SONGO
di-
     Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	:	**NURUL INDAH SAFITRI**
NPM	:	1701070037
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE INFLUENCE OF SCRABBLE GAME ON THE STUDENTS VOCABULARRY SKILL OF THE AT EIGTH GRADERS OF MADRASAH TSANAWIYAH WALI SONGO SUKAJADI IN THE ACADEMIC YEARS 2020/2021

untuk melakukan *pra-survey* di MADRASAH TSANAWIYAH WALI SONGO.

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

Wassalamu'alaikum Wr. Wb.

Metro, 19 April 2021
Ketua Jurusan
Tadris Bahasa Inggris

Andianto, M.Pd
NIP 19871102 201503 1 004

YAYASAN WALI SONGO SUKAJADI
MADRASAH TSANAWIYAH (MTs)
STATUS : TERAKREDITASI B
AKTE NOTARIS NO. 29/20/II/2015

Alamat · Jl. Walisongo No. 1 Sukajadi Kec. Bumiratu Nuban Lampung Tengah 34161 Email : mtswali9sukajadi@yahoo.co.id

SURAT KETERANGAN
Nomor : **MTs.404/SKJ.BN/08.02/675/VI/2021**

Berdasarkan Surat Izin Penelitian dari Institut Agama Islam Negeri (IAIN) Metro Fakultas Tarbiyah dan Ilmu Keguruan Nomor: B-1074/In.28.1/J/TL.00/04/2021, Kepala Madrasah Tsanawiyah Wali Songo Sukajadi Menerangkan bahwa:

Nama	: **NURUL INDAH SAFITRI**
NPM	: 1701070037
Semester	: 8 (Delapan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris

Bahwa mahasiswa tersebut telah melaksanakan Pra Survey/Observasi di sekolah yang kami pimpin, guna penulisan SKRIPSI dengan judul *"THE INFLUENCE OF SCRABBLE GAME ON THE STUDENTS VOCABULARRY SKILL OF THE AT EIGHT GRADERS OF MADRASAH TSANAWIYAH WALI SONGO SUKAJADI IN THE ACADEMIC YEARS 2020/2021"*.

Adapun Pra Survey/Observasi yang dilaksanakan pada tanggal 07-08 Juni 2021.

Demikianlah Surat Keterangan ini dibuat, atas perhatian dan kerjasama yang baik disampaikan terima kasih.

Sukajadi, 08 Juni 2021
Kepala Madrasah

TAUBIN UMAR, S.Sy

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-3591/In.28.1/J/TL.00/09/2021
Lampiran   : -
Perihal   : **SURAT** *BIMBINGAN SKRIPSI*

Kepada Yth.,
Andianto (Pembimbing 1)
Andianto (Pembimbing 2)
di-
    Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	**NURUL INDAH SAFITRI**
NPM	:	1701070037
Semester	:	9 (Sembilan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE INFLUENCE FLY SWATTER GAME ON THE STUDENTS`VOCABULARY MASTERY AT EIGTH GRADERS OF MADRASAH TSANAWIYAH WALI SONGO SUKAJADI IN THE ACADEMIC YEARS 2020 /2021

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 08 September 2021
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

Dokumen ini telah ditandatangani secara elektronik. Untuk memastikan keasliannya,silahkan

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

S U R A T   T U G A S
Nomor: B-3912/In.28/D.1/TL.01/10/2021

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

Nama	:	**NURUL INDAH SAFITRI**
NPM	:	1701070037
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :   1. Mengadakan observasi/survey di MADRASAH TSANAWIYAH WALI SONGO SUKAJADI, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE FLY SWATTER GAME ON THE STUDENTS` VOCABULARY MASTERY AT EIGTH GRADERS OF MADRASAH TSANAWIYAH WALI SONGO SUKAJADI IN THE ACADEMIC YEARS 2020/2021.".

              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   : 01 Oktober 2021

Mengetahui,
Pejabat Setempat

Wakil Dekan Akademik dan Kelembagaan,

TAUBIN UMAR, S.SY

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-3911/In.28/D.1/TL.00/10/2021
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MADRASAH
TSANAWIYAH WALI SONGO
SUKAJADI
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3912/In.28/D.1/TL.01/10/2021, tanggal 01 Oktober 2021 atas nama saudara:

Nama	:	**NURUL INDAH SAFITRI**
NPM	:	1701070037
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MADRASAH TSANAWIYAH WALI SONGO SUKAJADI, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE FLY SWATTER GAME ON THE STUDENTS` VOCABULARY MASTERY AT EIGTH GRADERS OF MADRASAH TSANAWIYAH WALI SONGO SUKAJADI IN THE ACADEMIC YEARS 2020/2021.".

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

Wassalamu'alaikum Wr. Wb.

Metro, 01 Oktober 2021
Wakil Dekan Akademik dan
Kelembagaan,

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

YAYASAN WALI SONGO SUKAJADI
MADRASAH TSANAWIYAH (MTs)
STATUS : TERAKREDITASI B
AKTE NOTARIS NO. 29/20/II/2015

Alamat : Jl. Walisongo No. 1 Sukajadi Kec. Bumiratu Nuban Lampung Tengah 34161 Email : mtswali9sukajadi@yahoo.co.id

SURAT KETERANGAN
Nomor : **MTs.404/SKJ.BN/08.02/037/X/2021**

Berdasarkan Surat Izin Riset dari Institut Agama Islam Negeri (IAIN) Metro Fakultas Tarbiyah Dan Ilmu Keguruan Nomor: B-3912/In.28/D/TL.01/10/2021, Kepala Madrasah Tsanawiyah Wali Songo Sukajadi Menerangkan bahwa:

Nama	: **NURUL INDAH SAFITRI**
NPM	: 1701070037
Jurusan	: Tadris Bahasa Inggris

Bahwa mahasiswa tersebut telah melaksanakan Riset/Penelitian di sekolah yang kami pimpin, guna penulisan SKRIPSI dengan judul *"THE INFLUENCE FLY SWATTER GAME ON THE STUDENTS VOCCABULARY MASTERY AT EIGTH GRADERS OF MADRASAH TSANAWIYAH WALI SONGO SUKAJADI IN THE ACADEMIC YEARS 2020/2021".*

Adapun Penelitian yang dilaksanakan adalah pada tanggal 02 – 19 Oktober 2021

Demikianlah Surat Keterangan ini dibuat, atas perhatian dan kerjasama yang baik disampaikan terima kasih.

Sukajadi, 14 Oktober 2021
Kepala Madrasah

TAUBIN UMAR, S.Sy

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertandatangan di bawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : nurul indah safitri

NPM :1701070037

Jurusan : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada Jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, 29 november 2021
Ketua Jurusan TBI

Andianto, M.Pd
NIP: 1987 1102 201503 1 004

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SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1142/In.28/S/U.1/OT.01/11/2021

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

Nama	: Nurul Indah Safitri
NPM	: 1701070037
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1701070037

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 10 November 2021
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.
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KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Nurul Indah Safitri   Jurusan   : TBI
NPM : 1701070037   Semester : VIII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Paraf
	23/6 21	Research Method. ? Look for your field theres	
	1/7 21	Reuse exp. - Memory Vocabs Ace Seminar	

Mengetahui

Ketua Jurusan TBI

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NIP. 198711022015031004

Dosen Pembimbing

Andianto, M.Pd
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KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Nurul Indah Safitri   Jurusan   : TBI
NPM : 1701070037   Semester   : IX

No	Hari/ Tanggal	Materi yang dikonsultasikan
	29/9 21	Acc Research.
	3/11 21	- Bring your Data Related to the research result. -> Expland Numbering ?
	10/11	Revise Chapter IV .

Mengetahui

Ketua Jurusan TBI   Dosen Pembimbing

Andianto, M.Pd   **Andianto, M.Pd**
NIP. 198711022015031004   NIP. 198711022015031004

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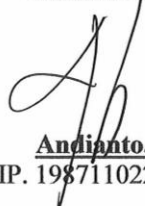## FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Nurul Indah Safitri
NPM : 1701070037

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Materi yang dikonsultasikan
	24/01 /m	Comp all
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Mengetahui

Ketua Jurusan TBI

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Biography

Nurul Indah Safitri was born in kediri, East java on june 26 th, 1999, she comes from Javanese and sundanees family . He is the first child of the couple Mr. Adi Supangat and Mrs. Nurul Rosmawati. He has younger brother named arizal maulana He studied elementary school at SDN Setonorejo II Kediri and moved to grade 2 to SD at SDN 09 Pejagalan Pagi in North Jakarta then continued to MTSn plus Raden Paku Trenggalek, East Java and in the second grade moved to MTs Wali Songo Sukajadi for three years. After graduating from MTs, He continued his education to MA Wali Songo Sukajadi and finished in 2017. After graduating from MA Wali songo Sukajadi he devoted himself to studying at IAIN Metro in English Education program.