

**USING BOARD GAME TO IMPROVE VOCABULARY
AT SEVENTH GRADE OF SMP WAHID HASYIM MALANG**

UNDERGRADUATE THESIS

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**ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF CULTURAL STUDIES
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**USING BOARD GAME TO IMPROVE VOCABULARY
AT SEVENTH GRADE OF SMP WAHID HASYIM MALANG**

THESIS

**Presented to
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ABSTRACT

Amalia, Dianita. 2015. **Using Board Game to Improve Vocabulary at Seventh Grade of SMP Wahid Hasyim Malang**. Study of Program English Education, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor :Didik Hartono M.Pd.

Keywords: Board Game, Vocabulary, Descriptive Text

Vocabulary is one of basic component of language teaching. In addition, vocabulary is important to learn English as a foreign language. Students who want to master English should have a lot of vocabulary. Based on the preliminary study that has been conducted by the researcher, it is found that most of VII-C students at SMP Wahid Hasyim Malang got difficulties in mastering vocabulary in descriptive text. To overcome the problem, the researcher provides an appropriate media named board game to improve students' vocabulary mastery.

The researcher used classroom action research as the research design. The subject of the research is seventh grade students especially in VII-C class of SMP Wahid Hasyim Malang in academic year of 2014/2015. The researcher conducted classroom action research in one cycle. One cycle consisted of four meetings which three meetings were for implementing board game and the last meeting was post-test. The researcher used some instruments in supporting the research namely interview guide, questionnaires, observation checklist and field notes.

After implementing board game, this research could be said successful because it fulfilled the criteria of success. First, the mean score of students' post-test increased 5 point from the mean score of students' pre-test. The result showed that mean score of students' post-test gained 15.56 point from the mean score of students' pre-test. Second, 70% students passed the minimum standard score of 78. In preliminary study, there were 18 out of 35 students (51.4%) who passed the minimum standard score of English more than or equal 78. The result of post-test, there were 30 out of 35 students (85.71%) could reach the minimum standard score of 78. It can be said that the criteria of success was reached successfully.

In conclusion, hopefully the students can learn vocabulary by some interesting activities such as using board game media. For English teacher, they can use board game as one of alternative media in teaching vocabulary. In addition for other researcher, the finding can be reference in conducting other research in the same field. It is better if the other researcher conducting the research to teach another skill with different subject and level.

ABSTRAK

Amalia, Dianita. 2015. **Penggunaan Permainan Papan Untuk Meningkatkan Kosakata Pada Kelas Tujuh di SMP Wahid Hasyim Malang**. Program Studi Bahasa Inggris, Fakultas Bahasa dan Sastra, Universitas Brawijaya. Pembimbing: Didik Hartono M.Pd.

Keywords: Permainan Papan, Kosakata, Teks Deskriptif

Kosakata adalah salah satu komponen dasar pengajaran bahasa. Selain itu, kosakata penting untuk belajar bahasa Inggris sebagai bahasa asing. Siswa yang ingin menguasai bahasa Inggris harus memiliki banyak kosa kata. Berdasarkan studi yang telah dilakukan oleh peneliti, ditemukan bahwa sebagian besar siswa VII-C di SMP Wahid Hasyim Malang mendapat kesulitan dalam menguasai kosa kata pada teks deskriptif. Untuk mengatasi masalah tersebut, peneliti menyediakan media yang tepat yaitu permainan papan untuk meningkatkan siswa Kosakata penguasaan.

Peneliti menggunakan penelitian tindakan kelas sebagai desain penelitian. Subjek penelitian adalah siswa kelas tujuh terutama di kelas VII-C SMP Wahid Hasyim Malang pada tahun akademik 2014/2015. Peneliti dilakukan penelitian tindakan kelas dalam satu siklus. Satu siklus terdiri dari empat pertemuan yang mana tiga pertemuan adalah untuk menerapkan permainan papan dan pertemuan terakhir adalah tes. Peneliti menggunakan beberapa instrumen untuk mendukung penelitian yaitu wawancara, kuesioner, pengamatan dan bidang catatan lapang.

Setelah menerapkan permainan papan, penelitian ini dapat dikatakan berhasil karena memenuhi kriteria keberhasilan. Pertama, nilai rata-rata siswa pada saat tes terakhir meningkat 5 titik dari nilai rata-rata siswa pada saat tes awal. Hasilnya menunjukkan nilai rata-rata siswa pada tes terakhir memperoleh 15.56 titik dari nilai rata-rata siswa pada tes awal. Kedua, 70% siswa lulus dapat mencapai nilai standar minimum sebesar 78. Pada awal penelitian, ada 18 dari 35 siswa (51,4%) yang mencapai nilai standar minimum bahasa Inggris lebih dari atau sama 78. Pada tes akhir, terdapat 30 dari 35 siswa (85,71%) bisa mencapai nilai stardar minimum sebesar 78. Dapat disimpulkan bahwa kriteria keberhasilan telah mencapai sukses.

Kesimpulan dari hasil penelitian ini, diharapkan para siswa dapat belajar kosakata dengan beberapa kegiatan yang menarik seperti menggunakan media papan permainan. Sedangkan untuk guru bahasa Inggris, mereka dapat menggunakan papan permainan sebagai salah satu media alternatif dalam mengajar kosakata. Untuk peneliti lain, hasil dari penelitian ini dapat menjadi r eferensi tambahan dalam melakukan penelitian pada bidang yang sama. Hal ini lebih baik jika melakukan penelitian untuk mengajarkan keterampilan lain dengan subyek dan tingkatan kelas yang berbeda.

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Hopefully, this thesis would be useful for the reader especially students college of English Study Program In Universitas Brawijaya.

Malang, Agustus 21st 2015

Dianita Amalia

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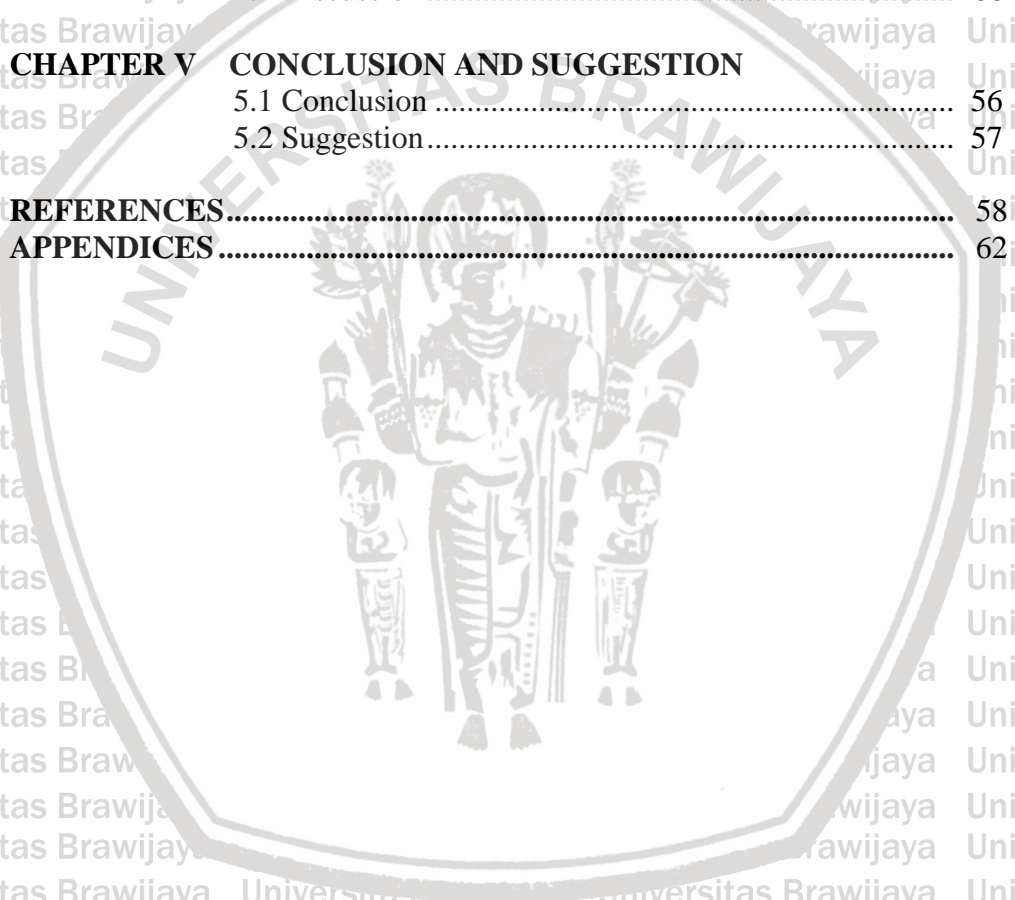
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CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the background of the study, statement of the problem, objective of the study, limitation of the study, and definition of key terms.

1.1 Background of the Study

Vocabulary plays an important role in learning a foreign language. It is the basic component that links four skills such as listening, reading, speaking and writing. Hatch and Brown (1995) say “vocabulary is the foundation to build languages, which plays a fundamental role in communication”. It is supported by Huyen and Nga (2003) state that students should acquire an adequate number of word and should know how to use them accurately in order to communicate well. Thus, it is impossible to know the meaning of words and know the meaning of someone’s statement without understanding the vocabulary. On the contrary, someone can utter ideas, information, and interaction with the other people in the society by having a lot of vocabulary.

Students who want to master English need a lot of vocabulary. Based on curriculum 2013, English is a compulsory subject in junior high school. It means that English is taught for the first time since the students in seventh grade. Thus, students of seventh grade study basic level English. It is used as the foundation to learn English. The students study about simple words or things in their

surrounding using English. It is purposed for the students in order to understand simple English used in daily context. However, the students get obstacles to master the other competences without understanding the vocabulary.

The students get some obstacles in English especially to memorize the vocabulary as the basic component to learn English. Each student has the reason why their vocabulary mastery is low. Furqon (2007) states that there are two factors that influence vocabulary mastery namely internal and external factors.

The internal factor is a factor from inside the learner such as motivation, interest, etc. In the other hand, external factor is a factor from outside such as economic, background, learning material, and teacher performance. Both of the factors influence the students in their learning process. Those, the teacher need to pay attention to some factors that might affect students' vocabulary mastery were low.

Based on the preliminary study that was conducted by the researcher of VII-C at SMP Wahid Hasyim Malang, the students had problem in learning English especially in vocabulary. It was shown based on teacher's analysis and the result of students' interview with the researcher. The statements of majority students said that English was a difficult lesson especially about vocabulary mastery.

Based on the interview with the English teacher, it was found that students didn't have motivation to learn English, they didn't have many vocabularies. Therefore they undergone difficulties to speak, write and read in English. In addition, students tended to copy their friend's answers when the teacher asked them to do exercises. It could be concluded that students cannot do the exercises alone.

Then, the researcher interviewed some students to support the statement by the English teacher. Based on the interview with the students, it was found that they were reluctant to open dictionary, they chose to ask the teacher directly when they found difficult vocabulary. They thought English was difficult subject, if the teacher did not use interesting teaching technique. These are the reasons that cause the students to have low motivation in study English.

The preliminary study was proven by the researcher after giving preliminary test about vocabulary mastery. The test consisted of 25 items. In preliminary study, the researcher found that 17 students out of 35 students got score under minimum standard score. The average score of students' pretest was 72.9, while minimum standard score of English subject that was used by the English teacher for seventh grade student is 78. It could be concluded that the students have problem in vocabulary mastery.

The researcher uses an appropriate media to solve the problem about how to improve vocabulary mastery of the students. Hamalik (1989) states that media is an effective tool to communicate and interact between the teacher and students in an education process. Thus, the researcher uses media to teach the students. The researcher uses game as a media to transfer the material for students. According to Paul (2003) games are central role play in a child-centered and make it possible for children into fully immerse themselves in learning. Steve and Kim (2002) states that games are an amicable way to show and assess the material for students and maximize the learning potential. Through game, students feel enjoy and interested to learn English because there are many activities that are done.

The main purpose of this study is to improve students' vocabulary mastery by using board game. The limitation of vocabulary mastery includes of knowing the meaning of the word, knowing the written form and spoken form of the word. It is because the vocabulary mastery is basic aspects in presenting vocabulary based on curriculum 2013. The researcher will use board game as a media to improve the vocabulary mastery of seventh grade students at SMP Wahid Hasyim based on the students' problem. Brown (1983) states that the function of media are saving the time, stimulating interest, encouraging students' participation, providing a review, helping students learn to communicate ideas visually, provide medium for individual or group reports, making a classroom dynamic, relevant, and attractive. Therefore, the researcher uses media that is familiar for the students.

The researcher uses board game media to solve the problem. The researcher decided the media based on the students' suggestion. Some students said that the English teacher often used music as the media to deliver the material in English especially to memorize vocabulary. Students needed another media in teaching and learning. Based on the students' interview, the students like a game as a reference to be a media to teach vocabulary. Most students were familiar with kinds of board game. Therefore, the researcher uses board game media. It is a game uses board to play. Jayanti (2012, p.3) says that board game is effective and appropriate to be used since it can be applied in group activity. By grouping, students can share their ideas with their friends, built the character of working cooperatively, be more self-confident, creative, responsible, honest, and passionate in learning. The researcher will modify this game with the pictures as

the combination media. In implementation board game, each player should answer a clue about vocabulary in order to move for the next step. Wright (1989) states that pictures give contribution to students' interest and motivation, sense of language in context, and stimulate students' ideas. Therefore, picture will be needed for the students to share their ideas to guess the vocabulary.

The researcher expects that the result of this study is useful for teaching English, especially for the English teacher, the students and further researchers. For the English teacher, the result of the research hopefully can give input for the teacher to solve the problem of the students in teaching vocabulary using media board game. For the students, they can use media board game to help them to mastered vocabulary. For the further researcher, hopefully the findings and the result of this research can be a reference if the further researcher wants to conduct in similar research. It will be better to develop the media that is used by the researcher in many ways. Hopefully, the further research can develop and conduct for a better research.

1.2 Problem of the Study

Related to the background of study, the statement of the problem in this study is *“How can Board Game improve students' vocabulary mastery at seventh grade of SMP Wahid Hasyim Malang?”*

1.3 Objective of the Study

In accordance with the statement of the problem, the purpose of this study is *to improve students' vocabulary mastery at seventh grade of SMP Wahid Hasyim Malang through Board Game.*

1.4 Limitation of the Study

The research focuses in improving the seventh grade students' vocabulary mastery especially about noun, verb, and adjective through *Pictorial Board Game.*

This media is used in descriptive text which has variations of vocabulary. The subjects are 35 students of academic year of 2014/2015. The researcher expects that using media can improve their vocabulary in English.

1.5 Definition of Key Terms

To avoid problem misunderstanding and misinterpretation of the research finding, the researcher would like to explain and define the key terms which are used.

1. **Vocabulary** is the foundation to build languages, which plays a fundamental role in communication (Hatch and Brown, 1995).
2. **Descriptive Text** is a kind of text the purpose is to describe something (human, animal, transportation, etc). (Priyana et al, p. 91)
3. **Board Game** is a game which mainly involve moving maker a long path. (Lewis and Bedson, 1999).
4. **SMP Wahid Hasyim Malang** located in MT Haryono street, no. 165.

SMP Wahid Hasyim had been categorized as a school which was included

“AKREDITASI A” in Malang. It also had good reputation. In addition, it was the only school that has status SMP but this school also had taught deeper more about Islam (www.smp-wahidhasyim.sch.id).



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of general concept of vocabulary, the level of vocabulary mastery, kinds of vocabulary, instructional media, board game, procedure of board game and previous studies will be explained in the following section.

2.1 General Concept of Vocabulary

The important thing to communicate with other people is using a language. Someone knows what other people say if the language used can be understood.

Sari (2007, p.8) states that the mastery of a language means people must understand the meaning of a sentence than knowing all the word of a language. It means that we must know the vocabularies which are used by someone.

Communication in a language cannot just happen in any meaningful way without knowing vocabulary.

There are two main parts that must be learnt in mastering English. They are language skills and components. Language skills are divided into four namely listening, speaking, reading, and writing. Language components include vocabulary, grammar and pronunciation. In teaching foreign language, vocabulary becomes a basic component to be taught before grammar and pronunciation.

Huyen and Nga (2003, p.2) states that students should acquire an adequate number of words and should know how to use them accurately. It is in line with McCarthy (1990, p.2) "vocabulary is the biggest component of any language. If

you do not know enough vocabulary you will not be able to express yourself adequately”. It can be concluded that students who have not enough vocabulary will get difficulties to communicate and to arrange complicated sentences or ideas in the mind.

2.2 The Level of Vocabulary Mastery

There is a measurement for mastering vocabulary in learning vocabulary. Read (2000, p. 26) mentions that there are eight levels of vocabulary mastery including of knowing the meaning of the word, knowing the written form, knowing the spoken form, grammatical behavior, collocations, knowing the register, association of the word, and knowing the frequency of the word. The levels of vocabulary mastery can be learnt step by step because there are many things that must be understood.

Based on curriculum 2013 in Indonesia, one of the goals in teaching English in junior high school is enable students to compose the text of the oral and write to say and respond to introductions with very short and simple, with attention to social functions, the structure of the text, the linguistic elements, correctly and in accordance with the context. Therefore, it is possible to achieve the goal of teaching English without knowing the basic component which is namely vocabulary. Thus, the researcher designs the vocabulary mastery into three levels, which used in teaching vocabulary using media board game. This design purposed to attain the goal in teaching English. It includes of knowing the meaning, written form and spoken form of the word. The first level is the students can mention something in English and know the meaning of the word. The second level is the

students can write in English form. The last level is the students can produce sound and how to pronounce in English. It is because three levels of them are basic aspect in presenting vocabulary.

2.3 Kinds of vocabulary

In learning vocabulary, there are two kinds of vocabulary namely receptive and productive. Nation (1990, p.5) explains about receptive and productive vocabulary. Receptive involves knowing how to recognize the word when it is heard or seen. Productive involves knowing how to pronounce the word, write, spell, and use correct grammatical pattern. This statement is in line with Aebersold (1997, p.139), there are active and passive vocabularies. Active vocabulary refers to items which the learners can use appropriately in speaking or writing and it is also called as productive vocabulary. Passive vocabulary refers to language items that can be recognized and understood in the context of reading or listening, and it is also called as receptive vocabulary. However, someone who learns four basic skills also learn about vocabulary because it is the basic component of a language.

Vocabulary is the basic in communication. There are two kinds of vocabulary used by people in communication namely general and special vocabulary (Burton and Humphries, 1992). The general vocabulary is the words used in general; there is no limit of fields or user, general in meaning and use. The special vocabulary is used in certain fields, job, profession, or special science. Thus, vocabulary is one of the most important elements of language in order to make a smooth communication and understand the meaning.

2.4 Instructional Media

There are many definitions about media connected to teaching and learning activities. Soeparno (1980) says that media is a tool to send the message, information that relates between the source to receiver. It is in line with Hamalik (1989) who states that media is an effective tool to communicate and interact between teachers and students in an education process. Thus, the researcher should provide an appropriate media to teach the students in order to make them interested to what they are going to learn.

There are many instructional media that used by the teacher in teaching and learning process. Faradisha (2013, p.5) mentions that instructional media is a medium to deliver the material in order to make students more interested. According to Suryanto (2010, p. 102) instructional media can be divided into three forms namely audio, visual, and audiovisual media. Audio media is a medium which the learners can hear. It is in the form of voice such as song, recording, etc. Visual media is a medium which can be seen by the learners, such as picture, card, board game, etc. The last is audiovisual media, which is a medium that can be seen and heard, such as video and film.

2.5 Board Game

According to Lewis and Bedson (1999) board game are any games which mainly involve moving markers along path. The component that often used is cards. So using board and the card, the game is in form of guessing game. Here, the researcher uses additional components to help the students. Using picture, students will imagine the real situation and need to guess the clue in a card.

One of language games which are popular among children is board game.

Sari (2012) states that the examples of board games are monopoly, scramble up words, pictorial game, chess, and also snake and ladder game. These games are beneficial for the learners because they can engage with the other players. It also facilitates learning about color, numbers, strategy, logical thinking, vocabulary, how to follow the rules and social interaction. In addition, board game is practical because it does not need any electricity to be played. Therefore, it will not endanger the learners when playing this game. Locates and Atkinson (1984) suggest that such games often limit the number of participants in order to be able to sit comfortably around the board, usually for four or six people. Brandvik and McKnight (2011) states that "the size of the group may also be determined by the material for learners, as well as the time that is provided to each group activity". Therefore, it should be better if the researcher counts the number of the students first to determine how many players in a group and estimate the time to play it.

Bell and Cornelius (1993) classifies board games into four main groups, namely:

1. Game position

The main characteristic of this game is each player moves the pieces based on a certain direction (vertical, horizontal, or diagonal) into certain position to win the game, e.g., Tic-Tac-Toe (Noughts and Crosses).

2. Mancala games

The main characteristic of this game is the player alternatively put the pieces into holes in the board in certain direction (clockwise or anti-clockwise). The

player with the most pieces in her/his holes win the game. Congklak (dakon) is one of the examples.

3. the war games

The main characteristic of this game is that it is usually in the form of war between enemies, e.g chess.

4. The race games

The main characteristic of this game is the player moves the pieces along the pattern that can be circular, vertical, or horizontal on the board to reach the dead end. Most of the race games involve the throw of dice or its equivalent.

E.g: snakers and ladders game.

In this study, the researcher will use one of board game as the media to improve students' vocabulary. The researcher uses snake and ladder game. Sari and Muniroh (2012, p.2) state "snake and ladder game is one of the examples of board games that is popular around the world". In addition, almost all learners know how to play this game because the procedure it is easy to understand. Implicitly, the students can learn about up and down in life in this game. Sari and Muniroh (2012, p.2) mention "Ladder represent the up life and joy while the snakes represent the down in life or trouble". Thus, the students not only learn English vocabulary but also learn about fair play, patience and how to take turn in this game.

The researcher uses picture as a combination media to help the students in guessing game. Pribadi & Katrin (1996) say that picture is a kind of media which is used to communicate certain message, information and also knowledge.

Supriyono (cited in Marsaulina, 2011) says that picture can increase the students' spirit and attract the students not only to understand but also to see and notice the object. Therefore pictures help the students to know the deep information. Harmer (1998, p.134) mentions that picture can be used in a multiplicity of ways such as drills, communication, understanding, ornamentation, prediction and discussion".

Maulidianto (2012, p.11) says that the aim of the game is to guess the answer of the question inside the board. Thus, the researcher uses the picture to help the students guess and predict what it shows the clue in a game.

The researcher will explain about procedure how to use board game in learning activity. First, the researcher prepares the media to play the game: board game, the card (picture card and word card), dice, and marker. Second, students will be divided several groups. Each group has three players and one leader to lead the members. Then, the researcher gives the media for each group. After that, the researcher explains the rules or instruction how to use board game. Each group plays the game by throwing the dice. Example: a player moves three steps, it means that they get word and picture number three. The word card contains the question that is needed to be guessed. The picture is used to help the students to guess and predict the word. If the player cannot answer the question, that means they can move to the next step but the player does not get score.

2.6 Previous Studies

There are some researchers who conducted board game previously. Previous study is important because it will give the researcher information about the

progress of the study. Therefore, the researcher can modify the game to solve the problem.

There are two previous studies that used by the researcher. The first study was conducted by Maulidianto (2012) entitled "Developing a Board Game to Teach Vocabulary through Word Games". The researcher used Research and Development as a design. Try out was conducted two times with two different groups of subject, namely 4A and 4B class of SDN Percobaan 1 Malang. There were 41 students in each class. In the beginning, there were no students who actively participated in the class when they learned English. The first try out was conducted in 4B and the result was 48% of the students who were treated by using got improvement for their vocabulary mastery. The second try out was conducted in 4A and the result was almost similar. There were 43.9% students said that learning vocabulary used game was very useful. In conclusion, board game is an effective way to teach vocabulary. It was proved by the students actively participated in the class activities and interested in learning using board game. It was interesting and fun media because it used picture, color, and card.

The second study comes from Mudhofi (2011) entitled "Implementing Pictorial Board Game to Improve the Vocabulary Mastery of the Eight Graders of MTsN Aryojeding Tulungagung". The researcher conducted a research at MTsN Negeri Aryojeding, Tulungagung in academic year 2010/2011. The researcher used Classroom Action Research. The subjects of the research were 42 students of grade VIII A. She used recount text to improve vocabulary mastery especially the noun and verb. This study was implemented in two cycles. Each cycle consisted

of three meetings. In the preliminary study, the researcher found that the 28 students out of 42 (66%) mean score is 75.95. After doing first cycles the score is still under minimum 75 and continually showed improvement in the second cycles, the mean score is 83.09. Students were interest in this media to improve vocabulary because it was enjoyable, the atmosphere became relax and created corporation between partners with challenging game. It could be seen from the students' score not only the result of score which increased but also the students were enthusiastic, motivated, and active in teaching learning process.

Based on the previous studies that were done by another researcher, the researcher is interested to conduct the similar research. The researcher will use board game as the media to improve the seventh grade of junior high school students' vocabulary mastery. The differences between the researcher and the two previous studies are about the subject, combination media, and the text that is used. The first previous study used R & D design for fourth grade. The second previous study used classroom action research design for eighth grade. He used narrative text to improve vocabulary. Here, the researcher uses classroom action research to improve the seventh grade students' vocabulary mastery in descriptive text for seventh grade. The researcher will modify the form of board game that makes the students interested.

CHAPTER III

RESEARCH METHOD

This chapter presents the research design, setting and subject of the study, procedure of the research, data collection, and data analysis. The procedures of the research consists a preliminary study and the four steps used in action research which are planning, implementing, observing and reflecting.

3.1 Research Design

This study applied Collaborative Action Research as the research design. Burns (1999, p. 13) states that “collaborative action research is potentially more empowering than action research conducted individually as it offers a strong framework”. This study used to provide practical guidance to other practitioners interested in knowing more about collaborative processes of action research. In addition, the main purpose of action research was to improve practice in the classroom. Brown (2004, p.15) states that classroom action research is a way for instructors to discover what works best in their own classroom situation. It is in line with Kemmis and McTaggart (1988, p.32), classroom action research provides a way of thinking systematically about the problem in the class, using a strategy where improvement is thought to be possible. The researcher wanted to know the problem in the class and found out the solution through classroom action research. In addition, the teacher could solve the students’ problem in English during teaching and learning process.

This study focused on a particular classroom, VII-C students of SMP Wahid Hasyim Malang. The research purposed to solve the problem about students' vocabulary mastery. The researcher implemented board game as an instructional media in teaching vocabulary to improve students' vocabulary mastery. In this study, the researcher acted as the teacher in the class while the English teacher acted as the observer during the teaching and learning process.

The researcher used the model of classroom action research By Kemmis and McTaggart as the research design. The model of classroom action research consists of four steps namely (1) planning of the action, (2) implementing of the action, (3) observing of the action, (4) reflecting the action.

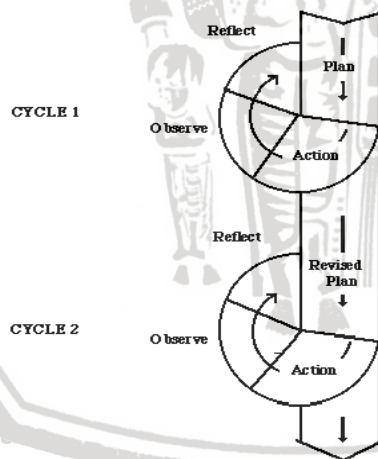


Figure 3.1 The model of Classroom Action Research by Kemmis and McTaggart (1988)

3.2 Setting and Subject of the Study

The researcher conducted the research at Sekolah Menengah Pertama (SMP) Wahid Hasyim Malang. The school was located on MT. Haryono Street 165 Malang. The school had 11 classes consisted of 3 classes for the seventh grade, 4 classes for the eighth grade and ninth grade. In this school, English was scheduled for 3 meetings every week and the time allotment for each meeting was 2 x 40 minutes.

The subject of the research was the seventh grade students of class VII-C in the academic year of 2014/2015. This class consisted of 35 students with 22 males and 13 females. Based on the problem about students' vocabulary mastery, the researcher proposed board game as instructional media to help the students' problem.

SMP Wahid Hasyim had been categorized as a school which was included "AKREDITASI A" in Malang. It also had good reputation. In addition, it was the only school that has status SMP but this school also had taught deeper more about Islam. All of the members of this school did pray Dhuha before starting the lesson. It was not done by another junior high school. This school also had some extracurricular such as drum band and music. Therefore, the researcher was curious how teaching and learning process especially English lesson did well or not. The researcher did the research there. In fact, it found that students got difficulty in English. They did not enough vocabulary. It made the students did not understand about English.

3.3 Procedure

The researcher used the stages of classroom action research that proposed by Kemmis and McTaggart. The researcher began preliminary study by assessing problem in the classroom, planning the action, implementing the plan, observing the implementation, and reflecting the process and result of the implementation.

Based on the model classroom action research by Kemmis and McTaggart, a cycle was followed by another cycle when it was failed. The next cycle was carried out with an improvement based on the reflection of the first cycle. However, if the criteria of success could be reached in the first cycle, the research would stop the action. It is supported by Latief (2011, p. 153) "classroom action research may take only one cycle if the target of criteria of success is achieved in the first cycle". It means that the researcher did not need to continue the next cycle. The procedure of this research can be seen in figure 3.2.

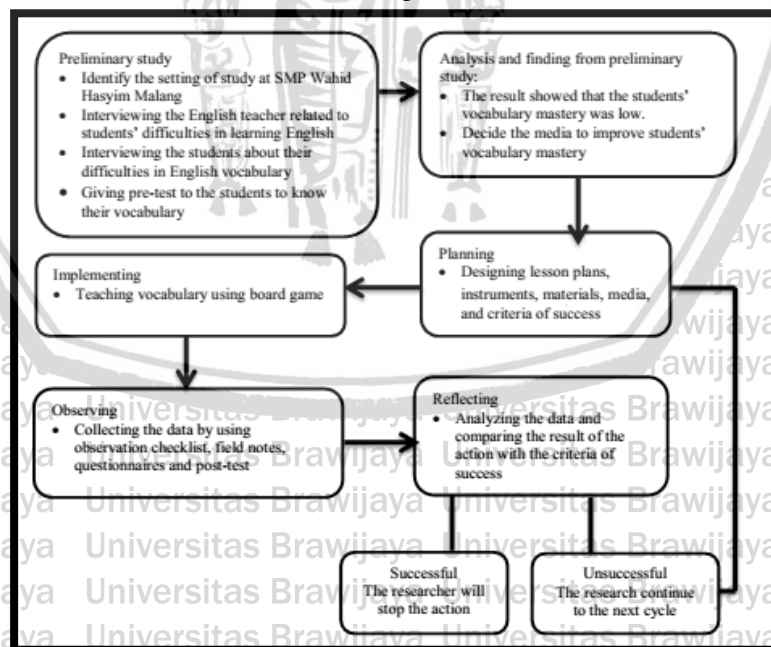


Figure 3.2 the Procedures of Classroom Action Research

3.3.1 Preliminary Study

The researcher had conducted preliminary study to obtain authentic information and problem of the teaching and learning process in the classroom.

The preliminary study was conducted on Tuesday, February 24, 2015. It was conducted before the researcher did the research in the class. It was divided into two steps.

First, the researcher used interview guide for the English teacher and the students. For the English teacher, interview guide was aimed to know the obstacles of teaching and learning process when the teacher is teaching the students in the classroom (see Appendix 1a and 1b). For the students, interview guide was aimed to know the problem faced by the students in English lesson (see Appendix 2).

Second, the researcher used preliminary test as the instruments in assessing the students' problem. The researcher gave a test to the students in order to know the problem of students' vocabulary mastery. The test consisted of 10 multiple choices, 5 short-answer questions, and 10 true/false questions (see Appendix 3a).

The mean score of students' pretest was 72.91 while minimum standard score of English subject is 78 (see Appendix 3b).

3.3.2 Planning the Action

Planning is a stage which is done after analyzing the students' problem based on the preliminary study. Next, the researcher prepared the things dealing with teaching and learning to solve the problem by using media board game to improve students' vocabulary mastery in descriptive text. In this section, the researcher

prepared designing the lesson plan and the procedure of implementation, the materials, and the media. It was continued by determining the criteria of success through the implementation board game.

3.3.2.1 Designing Lesson Plan

Lesson plan was needed as guideline in implementing the action. The lesson plan was designed by the researcher for 4 meetings. The lesson plan was made based on the syllabus used in that school. It was arranged based on curriculum 2013, which was developing by the researcher. There were eleven components covers in each lesson plan namely standard competence, basic competence, instructional objective, indicators, materials, method, model, media, resources study, steps, and score.

The researcher stated the basic competence that improved students' vocabulary mastery through board game. First, understanding the social function, structure text, language element from descriptive text with the statement and asking the description of human, animal and things, short and simple related to the context. Second, comprehend the meaning of descriptive text in written and spoken, short and simple. While the indicator of this lesson plan is the students can understand and identify the generic structure, language feature, and also kind of vocabulary such as noun, adjective and verb in descriptive text.

The first meeting, the researcher would explain about generic structure in descriptive text. Then, students were asked to read the text and list the vocabulary especially noun. The researcher would focus on noun to be played in board game.

The second meeting, the researcher would explain about language feature that was

used in descriptive text. Then, students were asked to read the text and list the vocabulary especially verb. Next activity, the researcher asked the students to play the game about verb. The third meeting, the researcher did the same thing to read the text. Then, the students listed vocabulary about adjective. The students were asked to find the generic structure and identified the language feature that was used in the text. They students played the game about adjective in this meeting (see Appendix 4). The last meeting, it was be used to do a post-test. The researcher provided 25 test items for students (see Appendix 5a).

3.3.2.3 Materials

The researcher took the materials from the text books entitled “English in Focus” and “Scaffolding”. Then, the researcher modified the text and made some questions. The researcher and English teacher chose the topic based on the teacher problem about the material that had been learnt. Therefore, both researcher and teacher made an agreement to decide the topics which are about “My Extended Family”, “My Best Friend”, “Mr. Danu” and “My House”. After deciding the text that would be taught, the researcher listed the vocabularies which would be easy to be visualized in pictures. The vocabulary focused on noun, verb and adjective (see Appendix 6a, 6b and 6c).

3.3.2.4 Media

The researcher designed the media in the form of board game by modifying the snake and ladders game. Mudhofi (2011) says that board game put some questions which helped the students to learn English easily. Therefore, it made students interest with the material that was taught by the teacher. There were four

kinds of game equipment for each meeting. These are the media used in board game:

1. The board game

The board game is made of cardboard. The form of board game is square. The size is 25 x 25 cm, the color is red and black. There are 20 small circles in the board game. The researcher uses three kinds of vocabulary contains of noun, verb and adjective. Therefore, students have different vocabulary for each meeting.



Figure 3.3 Board Game

2. The cards

The cards are made of cardboard. The form of card is square. Each card has two sides, whether it is for noun, verb and adjective. The first side is a word that contains a clue which will be guessed by the player. The second side is a picture.

The picture helps the player to guess and predict the clue. The second side is showed to the player if they get difficult to guess the clue (see Appendix 7).

He wears uniform and catches bad people like thief/robber.
Who is he?



Figure 3.4 Example of word card and picture card

3. The dice

The researcher designs the dice colorfully. It is made of hard paper. The function of the dice is to determine how many steps the players move the marker on the board. Each group gets one dice to play this game.



Figure 3.5 The dices

4. The marker

The researcher uses colorful numbers and words as the marker. The marker is given for each group. The function of marker is to show the location occupied by the player on the board. The marker moves based on the number showed by the dice. In board game, the players get a picture and clue when they move to the next step to be answered.



Figure 3.6 The marker

If the player cannot answer the question, that is means they can move to the next step but the player does not get score. The group could be said to be the winner if the group can answer the question as many possible based on the time is provided. Therefore, each player should guess the right answer in order to move to the next step until finish.

3.3.2.5 Criteria of Success

For the criteria of success, it is set to determine whether the implementation board game is successful to improve students' vocabulary mastery or not. The researcher set the criteria of success by considering the condition of the study. The result of pre-test showed that 18 out of 35 students (51.4%) who could reach the minimum passing grade of English. In addition, the mean score of students' pre-test was 72.91 while the minimum standard score of English subject is 78. Based on the result of pre-test, the researcher decided two kinds of criteria of success that would be used. First criteria, the action will be considered as successful if the mean score of students' post-test gain 5 points from the mean score of students' pre-test. Second criteria, at least 70% of the students passed the minimum passing grade of 78. If the students' vocabulary mastery score in the post-test can reach the criteria of success, the researcher would stop the action. However, if it is not,

the action has to be continued to the next cycle until the score can reach the criteria of success.

3.3.3 Implementing the Action

In this stage, the researcher executes the activities that had been arranged in the lesson plan. Here, the researcher acts as the teacher, whereas the English teacher acts as collaborative teacher who observes the class.

The researcher conducted this research in one cycle. One cycle is consisted of four meetings which the first meeting until third meeting were used to implement board game. The last meeting was used to give students' post-test. For English subject, each meeting consisted of 2x40 minutes as a time allotment in this school.

The researcher decided to conduct three meeting for the implementation board game because she wanted to focus the material and the vocabulary in each meeting. The researcher focused to teach kind of vocabulary such as noun four the first meeting, adjective for the second meeting and verb for the third meeting.

Then, the researcher used the vocabulary in board game in order to make the students was easy to memorize them.

Procedure in Teaching Vocabulary in the Class

Meeting 1

Activities	Description
Opening	<ul style="list-style-type: none"> ❖ Greeting and checking attendance ❖ The teacher starts the lesson
Content	<ul style="list-style-type: none"> ❖ The students are given handout and worksheet about descriptive text ❖ The students pay attention for the teacher's explanation about generic structure in descriptive text ❖ The students ask some questions related to the material ❖ The students discuss in pair to list the vocabulary in descriptive text and find the meaning

	<ul style="list-style-type: none"> ❖ The students answer the questions that is provided in handout ❖ The students play board game in grouping and they communicate each other to answer the clue in guessing game. ❖ For the first meeting, the answer clue is about noun
Closing	<ul style="list-style-type: none"> ❖ The teacher and the students make a conclusion about the lesson ❖ The teacher closed the lesson

Meeting 2

Activities	Description
Opening	<ul style="list-style-type: none"> ❖ Greeting and checking attendance ❖ The teacher starts the lesson ❖ Reviewing the previous topic
Content	<ul style="list-style-type: none"> ❖ The students are given handout and worksheet about descriptive text ❖ The students pay attention for the teacher's explanation about language feature in descriptive text ❖ The students discuss in pair to list the vocabulary in descriptive text and find the meaning ❖ The students answer the questions that is provided in handout ❖ The students play board game in grouping and they communicate each other to answer the clue in guessing game. ❖ For the second meeting, the answer clue is about adjective
Closing	<ul style="list-style-type: none"> ❖ The teacher and the students make a conclusion about the lesson ❖ The teacher closed the lesson

Meeting 3

Activities	Description
Opening	<ul style="list-style-type: none"> ❖ Greeting and checking attendance ❖ The teacher starts the lesson ❖ Reviewing the previous topic
Content	<ul style="list-style-type: none"> ❖ The students are given handout and worksheet about descriptive text ❖ The students pay attention for the teacher's explanation about generic structure and language feature in descriptive text ❖ The students discuss in pair to list the vocabulary in descriptive text and find the meaning ❖ The students answer the questions that is provided in handout ❖ The students play board game in grouping and they communicate each

	<p>other to answer the clue in guessing game.</p> <ul style="list-style-type: none"> ❖ For the third meeting, the answer clue is about verb
Closing	<ul style="list-style-type: none"> ❖ The teacher and the students make a conclusion about the lesson ❖ The teacher closed the lesson

Meeting 4

Activities	Description
Closing	<ul style="list-style-type: none"> ❖ Greeting and checking attendance ❖ Reviewing the previous topic
Content	<ul style="list-style-type: none"> ❖ The students review all of the material in previous meeting ❖ The teacher ask some questions to help the students memorize the vocabulary before did the post-test ❖ The students answer the exercises in post-test individually
Closing	<ul style="list-style-type: none"> ❖ The teacher and the students make a conclusion about the test ❖ The teacher closed the lesson

3.3.4 Observing the Action

In this stage, the researcher needed a collaborator to observe and collect the data during the action of all activities in the class. Therefore, the researcher acted as the teacher while the English teacher acted as the observer in the class. Burn (cited in Hermawati 2011, p.19) states that observation enables researcher to document and reflect systematically upon classroom interaction and events. The data were obtained from the students' activity during the implementation of the action. In collecting the data, the researcher used interview guide, questionnaires, observation checklist, field notes, and the test as the instruments. The instruments were used to know the difficulties that faced by the students in order to know what should be revised by the researcher in the next meeting.

3.3.5 Reflecting the Action

Reflection was used to know the significant of the use of board game and the effect of the action that was used to improve the students' vocabulary mastery.

The data are compared to the criteria of success to see whether the media has been successfully solved the problem or not. In cycle 1, if the score fulfill the criteria of success, it means the researcher does not need to continue the next cycle.

However, if the score does not fulfill the criteria of success, the researcher needs to revise the cycle 1 and continue the cycle 2.

3.4 Data Collection

In this research, the researcher used some instruments to collect the data. The instruments used in this study such as interview guide, questionnaires, observation checklist, field notes, and test.

1. Interview guide

Interview guide was used to collect the information before the researcher applied an instructional media in the class. There were two interview guides which prepared by the researcher, for the English teacher and the students. For the English teacher, interview guide would be held before and after the researcher conducted the research. The purpose was to know the differences of the students' improvement in mastering vocabulary before and after the implementation of board game based on teachers' opinion. For the students, interview guide would be held before the researcher applies the research. It was to know the problems that faced by the students. Therefore, the researcher could conclude the problems

by the English teacher and the students. In addition, the researcher chose an appropriate media to apply in the class.

2. Questionnaires

The researcher used questionnaires to collect the data from students. The questionnaires consisted of multiple choice and open-ended questions related with the implementation of board game. The questionnaire would be given for students after the implementation of board game was done. Those were used to get information about the students' comment, the board game's practicality, and the effectiveness of the use of board game to improve the students' vocabulary mastery. The questionnaire could be seen in the Appendix 8.

3. Observation checklist

Observation checklist was divided into two which were for students and the researcher acted as teacher in teaching and learning process during implementation board game. This instrument would be checklist by the observer in the class. The observation checklist covered some aspects for the students include the students' attitude, the students' performance, the interaction between the students and the teacher, while for the teacher was to know the teacher's performance in the class. Observation checklist could be seen in Appendix 9a and Appendix 9b.

4. Field Note

Field note was used to describe the information during teaching and learning process. It was used to prove the data from the observation checklist. The

researcher wrote field note after the implementation board game of each meeting (see Appendix 10).

5. Test

Test is a method of measuring a person's ability, knowledge or performance in a given domain. Test would be used to measure students' vocabulary mastery.

At the end of cycle, the researcher asked the students did a test. It was conducted on Friday, 24th of April 2015. The time allotment given was also 30 minutes. This test was used to measure the students' understanding about the vocabulary that was taught after the implementation board game.

3.5 Data Analysis

Data analysis is needed after the researcher collect the data. Data analysis is the process of arranging interview transcripts, observation sheets, questionnaires, and other. The researcher intends to find out whether there is an improvement after the students are taught using board game or not. There are two methods to analyze data namely qualitative and quantitative.

A qualitative data will be used to investigate the data which collect during the process of action research and to know the students behavior during the teaching learning process. Then, quantitative data result will be analyzed by comparing the mean score of pre-test and post-test. It is used to know whether there is an improvement of students' vocabulary mastery or not.

The steps of the data analysis are shown below:

1. The researcher conducts pretest to take the score of students' vocabulary mastery before applying an instructional media of board game.

2. After board game has been implemented in teaching and learning process, the researcher will conduct post-test.
3. Next, the researcher will select the data that is considered as valid data. Data will be considered as valid if the students have done the pretest and posttest.
4. The researcher will give scores on pre-test and post-test. It will be analyzed by calculating the score of students' test also by comparing the mean score of the pre-test and post-test. To find out the mean score of the class can be calculated by using this following formula based on Sudijono (2008):

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

\bar{X} : Mean

$\sum X$: Number of scores

n : Number of students

After knowing the mean of students' score, the researcher will count how many students that can pass the minimum mastery criteria or *Kriteria Ketuntasan Minimal (KKM)* of English lesson which are 78. Then, it will be converted in the form of percentage.

In gaining the class percentage which passes the minimum mastery criteria or *Kriteria Ketuntasan Minimal (KKM)*, it uses the formula by Sudijono (2008) as follow:

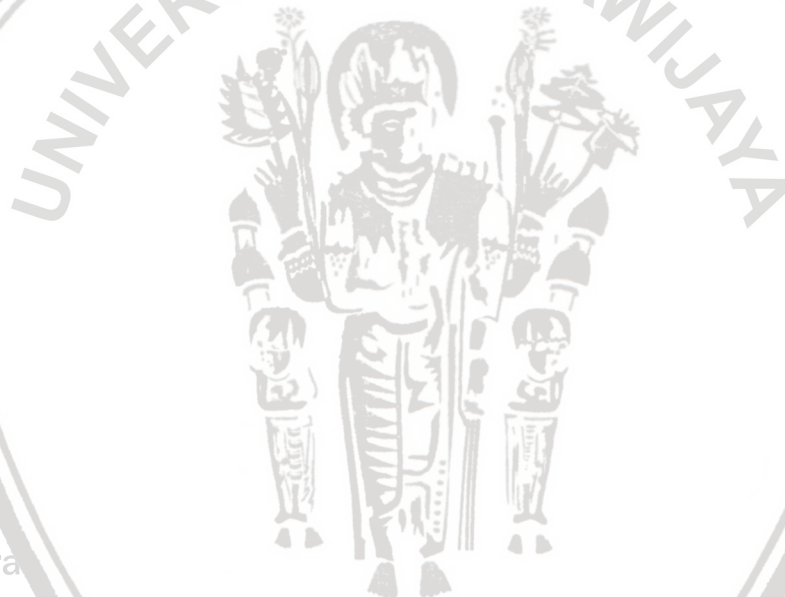
$$P = \frac{\sum X}{n} \times 100\%$$

P: The class percentage

F: Total percentage score

N: Number of students

5. After that, the researcher will compare the students' mean scores on pre-test and post-test to know the students' improvement after giving treatment.
6. Finally, the researcher will make a report in descriptive analysis form. The researcher will give information to show the improvement of students' vocabulary mastery.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter covers the research findings of classroom action research which are elaborated by the researcher in the cycle. It is divided into sub chapter includes finding and discussion. Findings of the study are presented based on the result of the implementation board game, the students' vocabulary mastery, the students' attitude to the use of board game, and the students' perception of implementation board game. Discussions consist of the discussion of data in data analysis and the analysis of criteria of success that have been set.

4.1 Findings

The researcher conducted this research in one cycle. One cycle consisted of four meetings which the first meeting until third meeting were used to implement board game. The last meeting was used to give students' post-test.

4.1.1 Findings in the Cycle

This section showed the teaching and learning process in each meeting. This cycle was conducted for four meetings. The first meeting was on Thursday, 16th of April, 2015 from 12.25 p.m. – 13.45 p.m. The second meeting was on Friday, 17th of April, 2015 from 09.50 a.m. – 11.00 a.m. The third meeting was on Thursday, 23th of April, 2015 from 12.25 p.m. – 13.45 p.m. The last meeting was on Friday, 24th of April, 2015 from 09.50 a.m. – 11.00 a.m. Each meeting lasted about eighty minutes.

4.1.1.1 The Implementation of Board Game

The researcher decided the topic in descriptive text based on the students' problem about the material that had already taught before. Based on curriculum 2013, the seventh grade students learned material about descriptive text in second semester. The English teacher decided to teach descriptive text include the generic structure and the language feature. Actually, the students did not have enough vocabulary related to descriptive text. Besides, the students needed a lot of vocabulary as the basic component in learning English. Based on the consideration, the researcher decided to focus in teaching vocabulary especially in descriptive text.

The researcher took the materials from the text books entitled "English in Focus" and "Scaffolding". Then, the researcher modified the text and made some questions. The researcher and English teacher chose the topic based on the teacher problem about the material that had been learnt. Therefore, both researcher and teacher made an agreement to decide the topics which are about "My Extended Family", "My Best Friend", "Mr. Danu" and "My House". After deciding the text that would be taught, the researcher listed the vocabularies which would be easy to be visualized in pictures. The vocabulary focused on noun, verb and adjective because the vocabulary was often showed in descriptive text.

The first meeting, the researcher began the class by greeting and checking students' attendance list. Before starting the lesson, the researcher explained that she acted as a teacher in the classroom. In addition, the English teacher became a collaborator in the class. Collaborator observed everything the happened in the

class based on the observation checklist for teacher and students in teaching and learning process.

The researcher started the lesson by asking some questions that related with the material. This purpose was to build background knowledge the material. The students were asked to mention kinds of professions that they know. Most of students in the class raised their hands to answer the question. Some students mentioned in Indonesian because they did not know the name of those professions in English, such as florist, judge, sweeper, etc. They seldom mentioned some professions in English. The researcher helped the students to translate the name of profession when they got difficulty. Some students paid attention and write the new vocabulary in their book.

Next activity, the researcher distributed student worksheet which contained a descriptive text entitled "My Extended Family", some questions based on the text and vocabulary exercises which required the students to list the noun about profession in the text. The students read the whole text. Then, the researcher explained the generic structure of descriptive text. The researcher asked the students to mention the generic structure of the text. All of the students understood the generic structure. After that, the students were asked to list 15 nouns about profession in the text and the researcher pronounced them one by one while the students repeated them. Then, they answered the questions based on the text. Some students did not do the task and tend to speak with their friend beside them. The researcher pointed the noisy students one by one randomly to answer

each question. The researcher informed the nouns which could be used in the board game.

The next activity was playing board game. The students were asked to make a group consisted of four. The students formed the group by themselves and sat with their group. There were eight groups in the class. Each group chose one student to be a leader. The leader came in front of the class to take the equipment of board game. After all of the groups got the media, the researcher explained the rules how to play the game and gave an example in front of the class. Some students asked about everything that confused them and the researcher answered one by one. The students were given thirty minutes to play this game. In the end of the game, the researcher and students discussed about the noun that mentioned in the game.

The second meeting, the researcher began the class by greeting just like the previous meeting. The researcher did not check the attendance list one by one, but she asked the students to mention who was absent in the second meeting. The researcher gave some questions related with the material especially about vocabulary in the previous meeting and the students answered them. It could be concluded that the students had understood about the previous material.

The researcher distributed the handout entitled "My Best Friend" and "Mr. Danu". The students read the whole text. Next, the researcher explained the language feature of descriptive text. The students wrote in their book what they consider difficult to be understood. Next, the researcher asked the students to answer the questions under the text. Then, the researcher and the students

discussed the answers together. Some students raised their hands to answer the questions while the other students paid attention to hear the right answers. Then, they listed 15 adjectives in the text and found the meaning. The adjectives words were written in bold to make students easier in finding them. The students could open the dictionaries to find the meaning. Then, the researcher pronounced the vocabulary while the students repeated the word and said the meaning. The researcher repeated once more if the students' pronunciation were still wrong.

Next, the students played board game. The students made a group like in the previous meeting, but the leader was different. Each group played board game to guess adjective words in the second meeting. The leader took the board game equipment in front of the class. Each group has already understood how to play this game, so they played without any instructions by the researcher. The researcher gave thirty minutes to finish the game.

The third meeting, the researcher started the class like the previous meeting. The differences were the researcher distributed handout entitled "My house". The students were asked to describe generic structure and language feature that had been explained before in the text. The function was to check how far the understanding of the students was. Then, the students were asked to list 15 verbs in the text and answer the questions on the handout. Next, the students played the game.

At the end of the third meeting, the students asked to sit on their own chair. Then, the researcher reviewed all of vocabulary that had been learned start from the first meeting until the third meeting. The researcher reminded the students that

the vocabulary in the board game became the materials for post-test. Therefore, the students should prepare well for the next meeting.

The last meeting was post-test. Each student received one paper for questions and one paper to write the answer. The post-test lasted about 30 minutes. The students focused on their paper. The situation was silent. The students had finished the test, could submit it on the teacher's desk in front of the class.

4.1.1.2 The Students' Vocabulary Mastery

The first meeting, students read the handout entitled "My Extended Family".

They were asked to make a list of the nouns in the text especially about someone profession. There were fifteen nouns which could be used in the board game.

There were *policeman, teacher, nurse, student, chef, barber, babysitter, mechanic, farmer, businessman, waiter, guitarist, firefighter, doctor, singer, butcher, clown, model, postman, and lawyer.*

The second meeting, students read the handout entitled "My Best Friend" and "Mr. Danu". They were asked to make a list of adjectives in the text. There were fifteen adjectives which could be used in the board game. There were *clever, best, beautiful, short, small, fast, large, big, clean, rich, tall, handsome, pointed, thick, and strong.*

The third meeting, students read the handout entitled "My House". They were asked to make a list of verbs in the text. There were fifteen verbs which could be used in the board game. There were *drive, plant, water, play, watch, read, cook, help, eat, get up, sleep, study, listen, and answer.*

The last meeting, the students got ready to do post-test. The vocabulary used in post-test based on the material that was given in each meeting before.

Therefore, the students who remembered about the vocabulary used in board game, they could easily answer the test.

4.1.1.3 The Students' Attitude to the Use of Board Game

In the first meeting, while each group played board game, the researcher was walking around each group to check. The researcher tried to explain to the groups that were still confused. There were many groups that still did not understand how to play this game. This is the first time for the students to play board game in teaching and learning activity. Therefore, the students needed to pay attention more for the researcher's explanation. Actually, most students tended to focus with the equipment when the researcher explained the step how to play this game.

Therefore, the researcher came to the group one by one. The students were enthusiastic, but they could not manage their voice during the game. The groups that all members were boys were very noisy. Each group tried to get the highest score because the researcher would give the reward in the end of each meeting.

In the second and third meeting, the students play the game directly after they have done the exercises in worksheet about descriptive. They called their group to gather and took the equipment of board game. Each group still was noisy during play this game. The researcher tried to remember the group. In addition, some students wanted to go to bathroom. The researcher did not allow them because it just the reason in order to go out by the class. The researcher asked the students to sit down on their chair.

4.1.1.4 The Students' Perception of Implementation Board Game

The researcher distributed questionnaires to the students in the end of the third meeting. This questionnaires consists of seven multiple choices and three open-ended questions. This questionnaire was expected to show the students' perception toward the implementation of board game in teaching vocabulary.

For the first question, dealing with the students' interest using board game to improve vocabulary. The answers showed that 24 students (6.6%) said they were very interested using board game. Then, 9 students (25.7%) answered they were interested. Therefore, only 2 students (5.7%) answered board game was interested enough. Last, there were no the students answered that board game was not interested.

For the second question, how the selection of words in implementation board game. The result showed that 10 students (28.6%) said the words were very easy. Then, 19 students (54.4%) answered the words were easy. 5 students (14.4%) answered the words were difficult enough. Last, only 1 student (2.6%) answered the words were difficult.

For the third question, how the size of pictures in implementation board game. The result showed that 21 students (60%) said the size of pictures in board game was very clear. Then, 10 students (28.6%) answered the size of pictures in board game was clear. Therefore, 4 students (11.4%) answered the size of pictures in board game was clear enough. Last, there were no the students answered that the size of pictures in board game was not clear.

For the fourth question was about pictures used in board game. The result showed that 21 students (60%) answered the pictures used in board game was very clear. Then, 12 students (34.3%) answered the pictures in board game was clear. Therefore, 2 students (5.7%) answered the pictures in board game was clear enough. Last, there were no the students answered that the pictures in board game was not clear.

For the fifth question was about the students' opinion the procedure how to play board game. The result showed that 20 students (57.1%) answered the procedure how to play board game was very easy. Then, 15 students (42.9%) answered the procedure how to play board game was easy. In addition, there were no the students answered procedure how to play board game was difficult.

For the sixth question was about the students' opinion in increasing vocabulary using board game as the media. The result showed that 22 students (62.9%) answered that using board game in teaching vocabulary was very helped them. Then, 9 students (25.7%) answered that using board game in teaching vocabulary was helped them. In addition, 4 students (11.4%) answered that using board game in teaching vocabulary was helped enough.

For the seventh question was about the students' opinion on using board game in teaching vocabulary needed to be repeated for the further teaching and learning activity. In this case, 12 students (34.3%) showed that using board game in teaching vocabulary very needed to be continued in the next teaching. Then, 17 students (48.6%) answered that using board game in teaching vocabulary needed to be continued in the next teaching. In addition, 4 students (11.4%) answered that

using board game in teaching vocabulary needed enough to be continued in the next teaching. Last, only 2 students (2.7%) answered that using board game in teaching vocabulary did not needed to be continued in the next teaching.

There are three open-ended questions. The question is the students' opinion about whether there is weakness and advantage using board game, and also the suggestion the use of board game to improve students' vocabulary. Some students said that there were some weaknesses using board game. The students got difficult to answer the clue and some of them were not fair. In addition, the students also mentioned that there are some advantages using board game. It helped the students to memorize the vocabulary, challenge the students to answer the questions, and also they enjoyed in teaching and learning activity.

4.1.1.5 The Students' Vocabulary Score

The researcher took pre-test on preliminary study. Pre-test was conducted in VII-C class about 30 minutes. There were 35 students who did the pre-test. The pre-test consisted of 25 items. The students were forbidden to open the dictionary during the test. The students' pre-test score is presented in the table below;

Table 4.1.6.1 Students' Pre-test Score

No	Name of Students	Score
1.	Achmad Alvikry Ramadhan	71
2.	Adhelya Widhiana Putri	74
3.	Aditya Ramadhani	78
4.	Ahmad Fatahilah	84
5.	Ahmad miftahul Huda	40
6.	Aldi Bayu Wasito	44
7.	Alif Rifqi Arizal	49
8.	Aprilia Devi Permatasari	84
9.	Arief Tri Putranto	71
10.	Bayu Setiawan	92

11.	Charis Julianto	81
12.	Danang Eko Permadi	82
13.	Deni Fidiyanto	71
14.	Dewi Purnamasari	68
15.	Dimas Rendi Prabowo	86
16.	Dinda Sisiliaagata	82
17.	Fadila Dyah Purnama	61
18.	Galih Firdho'ul	81
19.	Hafis Mohammad Y. S.	42
20.	Havisa Ramadhan Raharjo	74
21.	Irianti Aidin	92
22.	Ivan Dwi Saputra	31
23.	M. Fahrizal Anwar	30
24.	Mochamad Ali Furqon	64
25.	Muhammad Daffa Norkholis	86
26.	Ni Made Anggita Wedari P.	85
27.	Nurilia Rakhmasari	86
28.	Rezka Khairunnissa'	88
29.	Rosida Ulfi A.	80
30.	Sinta Putri R.	80
31.	Siska Della Fatma Indah	81
32.	Sukma Salsabilah	86
33.	Vanda Saputra	76
34.	Ary Sahrur R.	97
35.	Abby Ardiansah	79
36.	Rahmad Ramadhan	69
37.	Nur Izzati S.	84
38.	Angga Oktavaldi	40
	Jumlah siswa diatas SKM	18 siswa
	Rata rata kelas	72,91

The mean score of students' pretest was calculated as follows;

$$\text{Mean of students' score} = \frac{\text{total score}}{\text{Number of students}}$$

$$= \frac{2552}{35}$$

$$= 72,91$$

From the computation of students' vocabulary mastery score on pre-test above, it proved that the students need to improve their vocabulary because the students' mean score of pre-test was far from the minimal standard score of English. After knowing the students' mean score, the researcher counted how many students who passed the standard score of English lesson which is 78. The researcher used 78 as the standard score based on standard score that also used by the English teacher. The result was converted into percentage as follows;

$$\begin{aligned} \text{Percentage} &= \frac{\text{Total students who pass standard score}}{\text{Total students}} \times 100\% \\ &= \frac{18}{35} \times 100\% \\ &= 51.4\% \end{aligned}$$

It could be seen that there were 18 out of 35 students who passed minimal standard score of English or it could be said that 51.4% of the total students could reach score more than 78.

After implementing board game, the researcher also conducted post-test to know the students' improvements from pre-test. The exercises in pre-test and post-test are same but the researcher rearranged the order. All the students involved in the post-test. The students' post-test score is presented in the table below;

Table 4.1.6.2 Students' Post-test Score

No	Name of Students	Score
1	Achmad Alvikry Ramadhan	100
2	Adhelya Widhiana Putri	100
3	Aditya Ramadhani	59
4	Ahmad Fatahilah	100
5	Ahmad miftahul Huda	85
6	Aldi Bayu Wasito	59
7	Alif Rifqi Arizal	89
8	Aprilia Devi Permatasari	100
9	Arief Tri Putranto	
10	Bayu Setiawan	100
11	Charis Julianto	89
12	Danang Eko Permadi	88
13	Deni Fidiyanto	92
14	Dewi Purnamasari	100
15	Dimas Rendi Prabowo	92
16	Dinda Sisiliaagata	100
17	Fadila Dyah Purnama	89
18	Galih Firdho'ul	
19	Hafis Mohammad Y. S.	36
20	Havisa Ramadhan Raharjo	56
21	Irianti Aidin	91
22	Ivan Dwi Saputra	59
23	M. Fahrizal Anwar	85
24	Mochamad Ali Furqon	89
25	Muhammad Daffa Norkholis	100
26	Ni Made Anggita Wedari P.	100
27	Nurillia Rakhmasari	97
28	Rezka Khairunnissa'	97
29	Rosida Ulfi A.	92
30	Sinta Putri R.	100
31	Siska Della Fatma Indah	
32	Sukma Salsabilah	100
33	Vanda Saputra	97
34	Ary Sahrur R.	92
35	Abby Ardiansah	100
36	Rahmad Ramadhan	89
37	Nur Izzati S.	100
38	Angga Oktavialdi	76
Jumlah siswa diatas SKM		30
Rata rata kelas		88,51

The computation of the mean score of post-test was calculated as follows;

$$\begin{aligned} \text{Mean of students' score} &= \frac{\text{total score}}{\text{Number of students}} \\ &= \frac{2745}{35} \\ &= 88.51 \end{aligned}$$

The computation above showed that the mean score of students' post-test is 88.51. There was a significant improvement of the students' score. Besides, the following computation demonstrated the percentage of the students who got more than 78 on post-test.

$$\begin{aligned} \text{Percentage} &= \frac{\text{Total students who pass standard score}}{\text{Total students}} \times 100\% \\ &= \frac{30}{35} \times 100\% \\ &= 85.71\% \end{aligned}$$

Based on the computation, there were 30 out of 35 students or 85.71% who successfully passed minimal standard score of English. Furthermore, the researcher would discuss the comparison of students' pre-test and post-test.

The researcher used criteria of success as a measurement whether the action successfully improved students' vocabulary mastery or not, especially using board game media. This criteria is emphasized on the students' achievement in post-test.

The result shows that this research was conducted in one cycle and it was

successful. Therefore, there is no need to have the next cycle. Classroom action research may take only one cycle if the target of criteria of success is achieved in the first cycle. It is supported by Latief (2011, p. 153) "classroom action research may take only one cycle if the target of criteria of success is achieved in the first cycle."

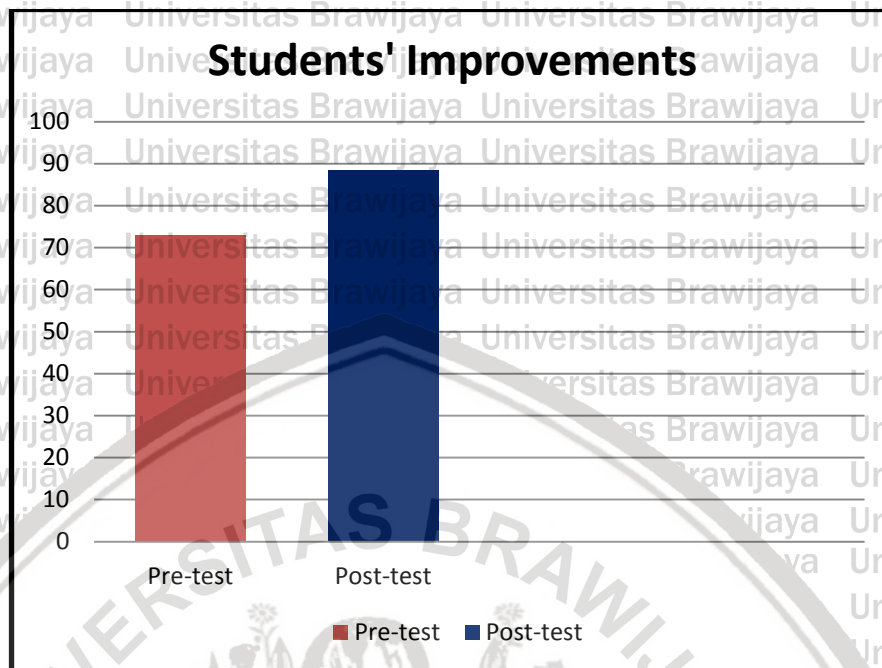
In this research, there are two kinds of criteria of success. First, the mean score of students' post-test increases 5 points from the mean score of students' pre-test.

Table 4.1.6.3 Students' Pre-test and Post-test Score

No	Name of Students	Score Pre-test	Score Post-test	Gain
1.	Achmad Alvikry Ramadhan	71	100	29
2.	Adhelya Widhiana Putri	74	100	26
3.	Aditya Ramadhani	78	59	-19
4.	Ahmad Fatahilah	84	100	16
5.	Ahmad miftahul Huda	40	85	45
6.	Aldi Bayu Wasito	44	59	15
7.	Alif Rifqi Arizal	49	89	40
8.	Aprilia Devi Permatasari	84	100	16
9.	Arief Tri Putranto			
10.	Bayu Setiawan	92	100	8
11.	Charis Julianto	81	89	8
12.	Danang Eko Permadi	82	88	6
13.	Deni Fidianto	71	92	21
14.	Dewi Purnamasari	68	100	32
15.	Dimas Rendi Prabowo	86	92	6
16.	Dinda Sisiliaagata	82	100	18
17.	Fadila Dyah Purnama	61	89	28
18.	Galih Firdho'ul			
19.	Hafis Mohammad Y. S.	42	36	-6
20.	Havisa Ramadhan Raharjo	74	56	-18

21.	Irianti Aidin	92	91	-1
22.	Ivan Dwi Saputra	31	59	28
23.	M. Fahrizal Anwar	30	85	55
24.	Mochamad Ali Furqon	64	89	25
25.	Muhammad Daffa Norkholis	86	100	14
26.	Ni Made Anggita Wedari P.	85	100	15
27.	Nurillia Rakhmasari	86	97	11
28.	Rezka Khairunnissa	88	97	9
29.	Rosida Ulfi A.	80	92	12
30.	Sinta Putri R.	80	100	20
31.	Siska Della Fatma Indah			
32.	Sukma Salsabilah	86	100	14
33.	Vanda Saputra	76	97	21
34.	Ary Sahrur R.	97	92	-5
35.	Abby Ardiansah	79	100	21
36.	Rahmad Ramadhan	69	89	20
37.	Nur Izzati S.	84	100	16
38.	Angga Oktavialdi	40	76	36
	The mean score	72,91	88,51	

The table above showed that there was improvements on students' mean score before and after the implementation of board game. Before the implementation, the mean score was 72.91 while the mean score after the implementation is 88.51. The mean score of students' post-test increase 15.6 points from the mean score of students pre-test. It could be concluded that the first criteria was met. To make it clearer, the students' improvements will illustrate in the graphic below:



The second criteria of success that have been set by researcher is 70% of the students passed the minimum passing grade of 78. Before implementing board game, there were 18 students who could pass the minimal standard score of English or it can be said 51.4% of the total students could reach score more than 78. After the implementation board game, there were 30 students got score more than 78 or it can be said 85.71% of the students could reach the minimal standard score. In conclusion, the students' vocabulary mastery showed significant improvement and reached all of the criteria of success.

4.1.1.6 Reflection of Cycle

For each meeting, the analysis and reflection about teaching and learning activity were done. It could be seen by the observation checklist from the researcher acted as the teacher and the students' response in the class. The observation checklist had filled up by the observer. For the researcher, it showed

that researcher already completed all the aspects on the observation checklist started from prepared the class before teaching and learning, explained the material about descriptive text and media board game, controlled the implementation of board game in the class, and checked the understanding and gave feedback for the students.

In observation checklist for the students' response, it was found that the students gave a good respond toward the implementation of board game. The first meeting, the students were active to response paid attention on the teacher's instruction. It was proved in teaching and learning activity. The researcher gave the opportunity for the students to share their opinion, response and also asked the question if they are confused. In this meeting, some students still were noisy. They often tended to get permission to the bathroom.

The second and third meeting, the students were more active in teaching and learning. Almost all of the students tried to response if the researcher provided some questions related with the material. The students were anthusiatic in doing the game. After the implementation of board game, the researcher mentioned the vocabulary that was used and the students knew the vocabulary and also the meaning. It meant that there was an improvement about the students' vocabulary after the implementation using board game.

4.2 Discussions

This section presented the discussion which is acquired from the implementation of board game. Based on the finding and after analyzing the data, implementation board game as the media was proven to be able to improve the students' vocabulary mastery especially in descriptive text.

Before the implementation, the students got some obstacles to memorize vocabulary. They also did not interest to speak English because lack of knowledge about English vocabulary. It showed that the students needed some interesting media and variation activity in the teaching and learning process in order to make the students pay attention. The students were easier to memorize the vocabulary using an appropriate media. It is supported by Hamalik (1989) who states that media is an effective tool to communicate and interact between teachers and students in an education process. Thus, the researcher selected an appropriate media to teach the students in learning activity.

The researcher decided the media based on the students' suggestion. Some students said that the English teacher often used music as the media to deliver the material in English especially to memorize vocabulary. Students needed another media in teaching and learning because they were bored to use music as the media. Based on the students' interview, the students like a game as a reference to be a media to teach vocabulary. Most students were familiar with kinds of board game. Therefore, the researcher uses board game media. Sugar and Sugar (2002) state that each game has a playful feature that intrigues students and transforms them into players who interact with the game format. Game also helps an educator

maximize each student's learning. Huyen and Nga (2003) also say that games contribute to vocabulary learning and a chance to learn, practice and to review the English language in pleasant atmosphere.

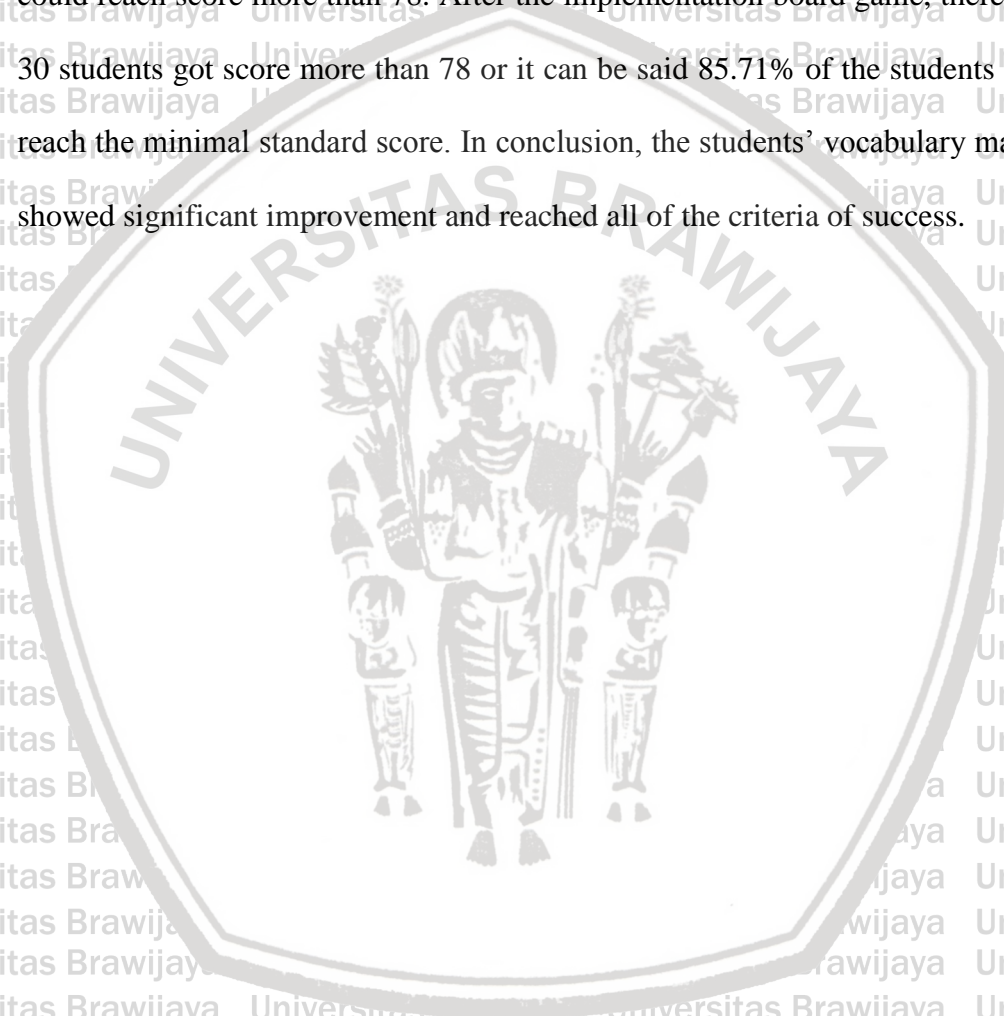
Games such as board game can be offered as an instructional media to teach vocabulary. It was proven by the students actively participate in implementing board game. They showed a good respond in teaching and learning activity and the score improved significantly. This statement is supported by the previous research (Maulidianto, 2012) states that board game is an effective way to teach vocabulary. It was proven by the students actively participated in the class activities and interested in learning using board game.

Board game also chanced the students to experience group work. Group gave many advantages for them. The students showed the different attitude when they were learning English using board game. The students were more confident to share their idea in the mind. By working in group the students could learn about cooperative work to achieve the final goal. By grouping, students can share their idea with their friend. It is in line with Lewis and Bedson (1999) that group work allowed the students to learn how to achieve consensus in a small group.

In implementation board game, each player should answer a clue about vocabulary in order to move for the next step. The researcher used picture as a combination media. Picture was used to help the player predict a clue. During playing board game, the player was easier to predict a clue using picture. Using picture, they can imagined the situation and the word that was purposed. Wright

(1989) states that pictures give contribution to students' interest and motivation, sense of language in context, and stimulate students' ideas.

Before implementing board game, there were 18 students who could pass the minimal standard score of English or it can be said 51.4% of the total students could reach score more than 78. After the implementation board game, there were 30 students got score more than 78 or it can be said 85.71% of the students could reach the minimal standard score. In conclusion, the students' vocabulary mastery showed significant improvement and reached all of the criteria of success.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the study and suggestions based on the result of finding and discussion in a previous chapter.

5.1 Conclusions

The implementation of board game to improve students' vocabulary mastery was conducted into one cycle which consisted of four meetings. It could be concluded that the implementation of board game was successful. The improvement of students' vocabulary mastery could be seen by some aspects. The first was from the respond of the students in the class. They showed a good respond toward board game. The students were active so guess the vocabulary in this game. Second, it could be seen by the students' questionnaires. They were joyful learning English using this game in teaching and learning activity. It could be concluded that the implementation board game also gave impact for the students.

In addition, board game improves students' vocabulary mastery that was proven by the number of students who got score higher than or equal 78. Based on the result of students' pre-test, it showed that 18 out of 35 students (51.42%) passed the minimum passing grade of 78. While the post-test showed 30 out of 35 students (88.57%) passed the minimum passing grade of 78. It could be concluded that the criteria of success was met.

5.2 Suggestions

Although this game proved some benefits in improving students' vocabulary mastery, there are some weaknesses in this research. The researcher gives suggestion to reduce the obstacles during the implementation of board game in teaching vocabulary.

For the students, they should be aware about the importance of vocabulary mastery. Vocabulary is the basic to master a language. They will not understand English if they lack of vocabulary. The students can learn vocabulary by some activities that they can enjoy such as game, music, movie and etc. They can learn not only in the classroom but also outside the classroom when they have a spare time.

For the teacher, they must provide many ways to learn English especially vocabulary. Many students get difficulty to learn English. The teacher should use interesting activity to make the students understand and pay attention to the material. Teacher can teach vocabulary using an appropriate media. One of them is board game. Teacher can improve students' vocabulary mastery using media board game.

For further researchers particularly who are interested in applying media board game in their research. The findings are expected to be reference in conducting the research in the same field. This media can be used to teach not only vocabulary but also grammar, speaking, writing with different subject and text. For further researcher should prepared well media board game and activities in order to maximize the implementation of board game for the next research.

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UNIVERSITAS BRAWIJAYA

APPENDICES



APPENDIX 1a

**INTERVIEW GUIDE FOR THE ENGLISH TEACHER
(Preliminary Study)**

Narasumber :

Interviewer :

Day :

Time :

1. P : Berapa kali dalam satu minggu bahasa Inggris diajarkan di kelas VII?
J :
2. P : *Skill* atau *component* apa yang paling sulit dalam mengajar bahasa Inggris untuk kelas VII?
J :
3. P : Apakah Bapak menggunakan *full* bahasa Inggris ketika mengajar di kelas? Mengapa?
J :
4. P : Menurut Bapak apakah penguasaan kosakata itu penting untuk diajarkan kepada siswa? Mengapa?
J :
5. P : Apakah setiap pertemuan, Bapak selalu memperkenalkan kosakata baru? Berapa jumlah kosakata yang diperkenalkan?
J :
6. P : Materi-materi apa sajakah yang Bapak ajarkan dalam kosakata?
J :
7. P : Sumber-sumber apa sajakah yang Bapak gunakan untuk mengajar kosakata?

8. P : Teknik/media/metode/strategi apa yang Bapak gunakan untuk memperkenalkan kosakata baru kepada peserta didik?

9. P : Kesulitan apa yang dialami oleh peserta didik ketika belajar mengenai kosakata baru?

10. P : Bagaimana Bapak menyelesaikan permasalahan itu?

11. P : Bisakah peserta didik menguasai sebagian besar kata-kata yang sudah diajarkan?

12. P : Apakah Bapak selalu memberi soal latihan setelah pengajaran kosakata?

13. J :

14. P : Bagaimana Bapak menilai prestasi kosakata siswa?

J :

15. P : Bagaimana Bapak mengevaluasi prestasi kosakata siswa?

J :

16. P : Apakah Bapak pernah mendengar media *Board Game*?

J :

17. P : Bagaimana tanggapan Bapak tentang media *Board Game* yang akan dikembangkan untuk digunakan sebagai media dalam pengajaran bahasa Inggris?

18. P : Menurut pendapat Bapak apakah media ini akan memberikan efek yang positif untuk meningkatkan kosakata?

19. P : Menurut pendapat Bapak apakah tidak akan merasa kesulitan dengan *game* ini?

APPENDIX 1b

INTERVIEW GUIDE FOR THE ENGLISH TEACHER
(Post Research)

Narasumber :

Interviewer :

Day :

Time :

1. P : Bagaimana pendapat Bapak mengenai pembelajaran kosakata melalui media *Board Game* ini?

J :

2. P : Menurut Bapak, apakah reaksi serta minat peserta didik terhadap pembelajaran kosakata meningkat ketika menggunakan media tersebut?

J :

3. P : Apakah masih ada peserta didik yang tidak antusias ketika belajar kosakata menggunakan media tersebut?

J :

4. P : Apakah media ini sulit untuk diterapkan kepada peserta didik? Jelaskan pendapat Bapak!

J :

5. P : Apakah Bapak banyak menemukan kelebihan menggunakan media ini ketika diterapkan kepada peserta didik?

J :

6. P : Apakah Bapak banyak menemukan kekurangan menggunakan media ini ketika diterapkan kepada peserta didik?

J :

7. P : Hal-hal apa sajakah yang perlu ditingkatkan dari pelaksanaan pembelajaran kosakata melalui *Board Game*?

J :

8. P : Apakah setelah menggunakan media tersebut kosakata peserta didik sangat meningkat?

J :

9. P : Apakah soal yang diberikan sudah sesuai dengan yang diajarkan dengan menggunakan media tersebut?

J :

10. P : Menurut Bapak, apakah media ini cocok untuk dikembangkan lagi guna mengajarkan skill yang lain?

J :



APPENDIX 1c

INTERVIEW GUIDE FOR THE ENGLISH TEACHER

(Preliminary Study)

Narasumber : Drs. Syamsul

Interviewer : Dianita Amalia

Day : 24th February, 2015

Time : 1 hour

1. P : Berapa kali dalam satu minggu bahasa Inggris diajarkan di kelas VII?

J : saya mengajar bahasa Inggris 3x dalam satu minggu

2. P : *Skill* atau *component* apa yang paling sulit dalam mengajar bahasa Inggris untuk kelas VII?

J : khusus untuk kelas VII mengajarkan kosaka yang sangat sulit untuk siswa

3. P : Apakah Bapak menggunakan *full* bahasa Inggris ketika mengajar di kelas? Mengapa?

J : masih saya mix bahasa Inggris dan bahasa Indonesia ketika mengajar bahasa Inggris di kelas karena siswa akan bingung ketika menggunakan bahasa Inggris secara penuh

4. P : Menurut Bapak apakah penguasaan kosakata itu penting untuk diajarkan kepada siswa? Mengapa?

J : kosakata sangat penting untuk diajarkan karena sebagai langkah awal untuk belajar bahasa Inggris

5. P : Apakah setiap pertemuan, Bapak selalu memperkenalkan kosakata baru? Berapa jumlah kosakata yang diperkenalkan?

J : saya selalu memperkenalkan kosakata baru, minimal 5 kosakata baru dalam setiap pertemuan

6. P : Materi-materi apa sajakah yang Bapak ajarkan dalam kosakata?

J : mengikuti materi yang ada di dalam buku kurikulum 2013

7. P : Sumber-sumber apa sajakah yang Bapak gunakan untuk mengajar kosakata?

J : gambar, power point, dan saya lebih suka mengajar melalui benda langsung yang ada di sekitar siswa/lingkungan

8. P : Teknik/media/metode/strategi apa yang Bapak gunakan untuk memperkenalkan kosakata baru kepada peserta didik?

J : saya lebih suka realia

9. P : Kesulitan apa yang dialami oleh peserta didik ketika belajar mengenai kosakata baru?

J : sulit untuk menghafal kosakata baru

10. P : Bagaimana Bapak menyelesaikan permasalahan itu?

J : dari kosakata yang saya ajarkan, saya meminta siswa untuk membuat kalimat

11. P : Bisakah peserta didik menguasai sebagian besar kata-kata yang sudah diajarkan?

J : bias, namun membutuhkan waktu yang lama

12. P : Apakah Bapak selalu memberi soal latihan setelah pengajaran kosakata?

13. J : saya lebih menekankan latihan untuk membuat kalimat secara langsung dari daripada memberikan soal latihan

14. P : Bagaimana Bapak menilai prestasi kosakata siswa?

J : melalui kosakata yang biasa dipakai siswa dalam mengerjakan tugas atau latihan yang diberikan

15. P : Bagaimana Bapak mengevaluasi prestasi kosakata siswa?

J : saya mengevaluasi dari kosakata yang dipakai siswa secara oral kurang lebih, jika siswa banyak mengetahui kosakata siswa akan dapat menjawab soal-soal yang diberikan

16. P : Apakah Bapak pernah mendengar media *Board Game*?

J : ya, saya pernah mendengar, bahkan beberapa bulan yang lalu permainan ini juga digunakan tapi untuk mengajar kelas VIII

17. P : Bagaimana tanggapan Bapak tentang media *Board Game* yang akan dikembangkan untuk digunakan sebagai media dalam pengajaran bahasa Inggris?

J : saya sangat setuju karena siswa bisa belajar sambil bermain nantinya

18. P : Menurut pendapat Bapak apakah media ini akan memberikan efek yang positif untuk meningkatkan kosakata?

J : saya rasa akan memberikan efek yang positif dan siswa akan senang sehingga kosakata yang diajarkan akan mudah diingat

19. P : Menurut pendapat Bapak apakah tidak akan merasa kesulitan dengan *game* ini?

J : saya rasa tidak karena siswa sudah familiar dengan *game* ini, jadi jika diubah sedikit pasti mereka akan lebih mudah paham

APPENDIX 1d

INTERVIEW GUIDE FOR THE ENGLISH TEACHER

(Post Research)

Narasumber : Drs. Syamsul

Interviewer : Dianita Amalia

Day : 24th April, 2015

Time : 30 menit

1. P : Bagaimana pendapat Bapak mengenai pembelajaran kosakata melalui media *Board Game* ini?

J : pembelajaran kosakata melalui media ini sangat efektif ketika dilakukan di kelas, terlihat dari keaktifan peserta didik dalam game.

2. P : Menurut Bapak, apakah reaksi serta minat peserta didik terhadap pembelajaran kosakata meningkat ketika menggunakan media tersebut?

J : sangat meningkat, peserta didik menjadi lebih mudah hafal kosakata yang ada setelah bermain game.

3. P : Apakah masih ada peserta didik yang tidak antusias ketika belajar kosakata menggunakan media tersebut?

J : saya rasa tidak ada karena semua terlihat aktif.

4. P : Apakah media ini sulit untuk diterapkan kepada peserta didik? Jelaskan pendapat Bapak!

J : saya rasa tidak akan sulit jika sebelum permainan peserta didik dijelaskan aturan bermain dan hal-hal apa saja yang perlu diperhatikan, maka peserta didik tidak akan mengalami kesulitan.

5. P : Apakah Bapak banyak menemukan kelebihan menggunakan media ini ketika diterapkan kepada peserta didik?

J : saya menemukan beberapa kelebihan diantaranya peserta didik sangat antusias untuk belajar bahasa Inggris, lebih memahami dan mudah mengingat kosakat setiap materi, dan peserta didik belajar untuk kompak dalam kelompoknya.

6. P : Apakah Bapak banyak menemukan kekurangan menggunakan media ini ketika diterapkan kepada peserta didik?

J : saya sedikit menemukan kekurangan saat game ini berlangsung, yaitu perlu suara yang lantang dan lebih dari 1 orang untuk mengaturnya.

7. P : Hal-hal apa sajakah yang perlu ditingkatkan dari pelaksanaan pembelajaran kosakata melalui *Board Game*?

J : pemilihan kosakata yang akan diajarkan dan peraturan permainan.

8. P : Apakah setelah menggunakan media tersebut kosakata peserta didik sangat meningkat?

J : sangat meningkat, hal itu dapat dilihat dari hasil post-test yang telah dilaksanakan.

9. P : Apakah soal yang diberikan sudah sesuai dengan yang diajarkan dengan menggunakan media tersebut?

J : sudah sesuai dengan materi yang diajarkan dalam paragraph deskriptif.

10. P : Menurut Bapak, apakah media ini cocok untuk dikembangkan lagi guna mengajarkan skill yang lain?

J : saya rasa sangat cocok jika dikembangkan lagi untuk mempelajari kosakata untk materi yang lain.

APPENDIX 2

INTERVIEW GUIDE FOR THE STUDENT

(Preliminary Study)

Narasumber :

Interviewer :

Day :

Time :

1. Bagaimana menurutmu tentang pelajaran bahasa Inggris?

.....

2. Apakah guru interaktif dalam menyampaikan materi?

.....

3. Kesulitan apa yang kamu hadapi dalam pelajaran bahasa Inggris?

.....

4. Apakah belajar kosakata juga menjadi kendala dalam belajar bahasa Inggris?

.....

5. Apa yang kamu lakukan ketika mengalami kesulitan menghafalkan kosakata bahasa Inggris?

.....

6. Bagaimana belajar kosakata agar mudah dipahami oleh murid?

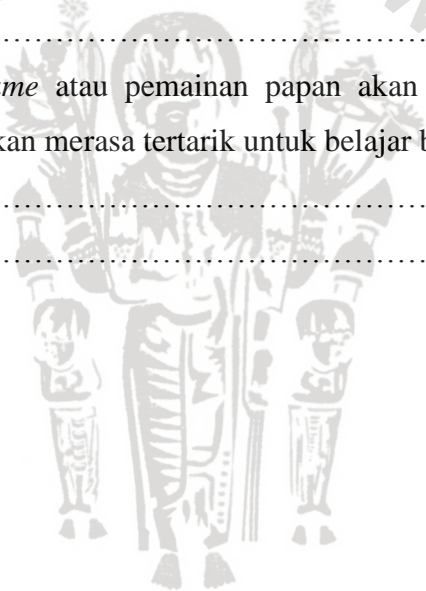
.....

7. Apakah melalui gambar akan membantumu untuk menghafalkan kosakata?

8. Apakah menggunakan game akan membuat kamu senang dan tertarik untuk belajar bahasa Inggris?

9. Apakah kamu pernah mendengar tentang *Board Game* atau permainan papan?

10. Jika *Board Game* atau permainan papan akan dijadikan sebuah media, apakah kamu akan merasa tertarik untuk belajar bahasa Inggris?



APPENDIX 3a

Pre-test

Choose the best answer based on the options below by choosing (X) a, b, c, or d!

1. A person who works in the factory is called.....

A. a doctor	C. a policeman
B. a singer	D. a businessman
2. Mr. Dave goes to police station everyday. He is a.....

A. barber	C. policeman
B. singer	D. bricklayer
3. Sandra gets a lot of money from singing. She is a.....

A. carpenter	C. lawyer
B. singer	D. keyboardist
4. Arman is a..... He plays guitar beautifully.

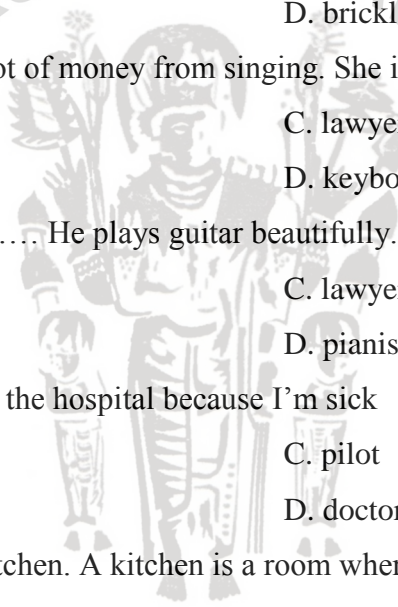
A. drummer	C. lawyer
B. guitarist	D. pianist
5. I see a..... in the hospital because I'm sick

A. carpenter	C. pilot
B. soldier	D. doctor
6. She is in the kitchen. A kitchen is a room where a person.....

A. eats	C. drinks
B. cooks	D. sleeps
7. There is a dining room. A dining room is a room to.....

A. drink water	C. eat meal
B. keep book	D. keep money
8. Arya goes to the bedroom because he wants to.....

A. write	C. cook
B. listen	D. sleep



9. My family television together in the livingroom.

- A. listen
B. watch
C. write
D. eat

10. I and Rina go to the library. Library is a room to

- A. read
B. sleep
C. eat
D. listen

Choose the right answer.

- The robs a lot of money from a bank
(soldier/teacher/robber)
- My brother is a He makes a beautiful painting.
(painter/writer/tailor)
- Mr Andre was selling meat in the market. He is a
(butcher/doctor/tailor)
- Mr Rudi goes to field everyday. He is a
- (carpenter/farmer/teacher)
- Brian was walking on the catwalk. She is a/an
- (actress/model/ presenter)

Match the opposite words that are underlined!

- | | |
|---|-----------|
| 1. My mother is a <u>beautiful</u> woman | a. short |
| 2. My classroom is <u>clean</u> | b. worse |
| 3. My school is <u>big</u> | c. stupid |
| 4. There is a <u>large</u> parking area | d. dirty |
| 5. Daddy drives bike very <u>fast</u> | e. rich |
| 6. My sister is <u>tall</u> about 160 cm | f. slow |
| 7. Raras is a <u>clever</u> student | g. silent |
| 8. Students are very <u>noisy</u> in the class | h. small |
| 9. He is a <u>poor</u> man | i. ugly |
| 10. I get the <u>best</u> score in the final exam | j. narrow |

APPENDIX 3b

Vocabulary Pre-test

Answer Sheet

Name :

Student's Number :

I.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

II.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

III.

1.

2.

3.

4.

5.



APPENDIX 3c

Answer Key for Vocabulary

Pre-test

I.

1. A. Businessman

2. C. Policeman

3. B. Singer

4. B. Guitarist

5. D. Doctor

6. B. Cooks

7. C. Cat meal

8. D. Sleep

9. B. Watch

10. A. Read

II.

1. Robber

2. Painter

3. Butcher

4. Farmer

5. Model

6. I. Ugly

7. D. Dirty

8. H. Small

9. J. Narrow

10. F. Slow

III.

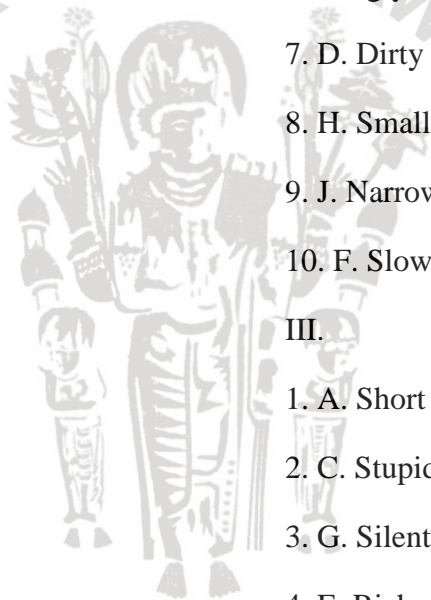
1. A. Short

2. C. Stupid

3. G. Silent

4. E. Rich

5. B. Worse



APPENDIX 3d

Result of Preliminary Study

No	Name of Students	Score
1.	Achmad Alvikry Ramadhan	71
2.	Adhelya Widhiana Putri	74
3.	Aditya Ramadhani	78
4.	Ahmad Fatahilah	84
5.	Ahmad miftahul Huda	40
6.	Aldi Bayu Wasito	44
7.	Alif Rifqi Arizal	49
8.	Aprilia Devi Permatasari	84
9.	Arief Tri Putranto	
10.	Bayu Setiawan	92
11.	Charis Julianto	81
12.	Danang Eko Permadi	82
13.	Deni Fidiyanto	71
14.	Dewi Purnamasari	68
15.	Dimas Rendi Prabowo	86
16.	Dinda Sisiliaagata	82
17.	Fadila Dyah Purnama	61
18.	Galih Firdho'ul	
19.	Hafis Mohammad Y. S.	42
20.	Havisa Ramadhan Raharjo	74
21.	Irianti Aidin	92
22.	Ivan Dwi Saputra	31
23.	M. Fahrizal Anwar	30
24.	Mochamad Ali Furqon	64
25.	Muhammad Daffa Norkholis	86
26.	Ni Made Anggita Wedari P.	85
27.	Nurillia Rakhmasari	86
28.	Rezka Khairunnissa'	88
29.	Rosida Ulfi A.	80
30.	Sinta Putri R.	80
31.	Siska Della Fatma Indah	
32.	Sukma Salsabilah	86
33.	Vanda Saputra	76
34.	Ary Sahrur R.	97
35.	Abby Ardiansah	79
36.	Rahmad Ramadhan	69
37.	Nur Izzati S.	84
38.	Angga Oktavialdi	40
	Jumlah siswa diatas SKM	18 siswa
	Rata rata kelas	72,91

APPENDIX 4**RENCANA PELAKSANAAN PEMBELAJARAN**

Satuan Pendidikan	: SMP Wahid Hasyim
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII/Dua
Materi pokok	: Kosakata, struktur teks serta unsur kebahasaan dari teks deskriptif
Alokasi Waktu	: 8 x 40 menit (4 pertemuan)

A. Kompetensi Inti

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

B. Kompetensi Dasar

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

- 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam melaksanakan komunikasi fungsional.
- 3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 4.12 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.

C. Tujuan Pembelajaran

Siswa terampil dalam memahami dan menyusun tujuan, struktur teks, dan unsur kebahasaan dari teks deskriptif baik dalam bentuk lisan dan tulis dengan sangat pendek dan sederhana, untuk melakukan komunikasi interpersonal dengan struktur teks yang runtut dan dengan dengan unsur kebahasaan yang benar dilandasi dengan sikap percaya diri dan jujur dalam melaksanakan komunikasi antar pribadi dengan guru dan teman, serta keluarga.

D. Indikator Pencapaian Kompetensi

Siswa mampu memahami kosakata tentang kata benda, kata sifat dan kata kerja dalam teks deskriptif dengan mencakup aspek:

Sikap:

1. Siswa menunjukkan sikap sungguh-sungguh dalam belajar bahasa Inggris.
2. Siswa menunjukan sikap santun/hormat.
3. Siswa menunjukan kedisiplinan.
4. Siswa menunjukkan sikap jujur dan percaya diri.

Pengetahuan:

1. Siswa mengetahui dan mengidentifikasi *generic structure* dan *language feature* dalam teks deskriptif.
2. Siswa mengetahui kosakata tentang kata benda, kata sifat dan kata kerja yang digunakan dalam teks deskriptif.

Keterampilan:

1. Siswa mampu mengetahui dan mengidentifikasi *generic structure* dan *language feature* dalam teks deskriptif.
2. Siswa mampu mengetahui kosakata tentang kata benda, kata sifat dan kata kerja yang digunakan dalam teks deskriptif.
3. Siswa mampu mengetahui arti dari kosakata yang dipelajari, mampu menuliskan serta mengucapkan dengan benar dalam bahasa Inggris.

E. Materi Pembelajaran

1. **Topik** : memperkenalkan kata benda, sifat dan kata kerja, *generic structure* dan *language feature* dalam teks deskriptif..
2. **Fungsi sosial** : Mengetahui kosakata dalam bahasa Inggris, *generic structure* dan *language feature* serta mampu mengetahui kapan digunakan.
3. **Struktur teks** :

*My mother is a **nurse**. She works in a small hospital.*

*Liza is a **beautiful** girl. She is **short** and **small**.*

*I **get up** at early morning. I **study** every night.*

4. Unsur Kebahasaan

- Kata terkait kata benda, sifat dan kata kerja dalam bahasa Inggris.
- Kata kerja (to be) dalam simple present tense: *is, am, are, and verb*
- Kata ganti *it, they, she, we, dst.; our, my, your, their, dst.*
- Kata benda yang sangat lazim *postman, nurse, doctor, dentist, teacher,* dll.
- Kata sifat yang lazim digunakan *beautiful, tall, large, short,* dll
- Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *work, go, play, get, take,* dll.
- Ucapan, tekanan kata, intonasi.
- Ejaan dan tanda baca.
- Tulisan tangan

F. Metode Pembelajaran

Scientific Approach:

- *Observing*
- *Questioning*
- *Experimenting*
- *Associating*

- *Networking*

G. Model Pembelajaran: Task Based Learning

H. Media, Alat, dan Sumber Pembelajaran

1. Papan tulis, spidol, penghapus
2. Picture and clue card
3. Board game
4. Dice
5. Marker
6. Students' worksheet

I. Sumber Belajar

1. Bahasa Inggris Sekolah Menengah Pertama. 2008. *Contextual Teaching and Learning*. Th Kumalarini, Achmad Munir, Slamet Setiawan, Helena Agustien, Muchlas Yusak. Departemen Pendidikan Nasional.
2. English for Junior High School Students. 2008. *Scaffolding*. Joko Priyana, Riandi, Anita P. Mumpuni. Departemen Pendidikan Nasional.

J. Langkah-langkah Kegiatan Pembelajaran Pertemuan 1

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> ❖ Guru memulai pelajaran dengan membiasakan menyapa siswa menggunakan bahasa Inggris. ❖ Guru mengecek kehadiran siswa. ❖ Guru menyiapkan siswa untuk mengikuti pelajaran bahasa Inggris. ❖ Guru memberikan beberapa pertanyaan yang berkaitan dengan materi. 	5 menit
Inti	<p>Mengamati (<i>Observing</i>)</p> <ul style="list-style-type: none"> ❖ Siswa diberikan handout tentang teks deskriptif serta worksheet. ❖ Siswa mengamati teks deskriptif berjudul "My Extended family" yang ada di handout. ❖ Siswa mengamati guru yang menjelaskan tentang <i>generic structure</i> dari teks 	10 menit

	deskriptif.	5 menit
	<p>Mempertanyakan (<i>Questioning</i>)</p> <ul style="list-style-type: none"> ❖ Siswa mempertanyakan hal-hal yang kurang dimengerti dari penjelasan guru. 	
	<p>Bereksplorasi (<i>Experiment</i>)</p> <ul style="list-style-type: none"> ❖ Siswa mencoba menemukan dan mencatat <i>vocabulary</i> khususnya tentang kata benda yang meliputi jenis-jenis pekerjaan tersebut yang ada di dalam teks deskriptif. ❖ Siswa saling berdiskusi dengan teman sebangku untuk menemukan <i>vocabulary</i> yang dimaksud. ❖ Beberapa siswa mencoba untuk menjawab pertanyaan yang disampaikan oleh guru tentang hal-hal yang berhubungan dengan materi. 	5 menit
	<p>Mengasosiasi (<i>Associating</i>)</p> <ul style="list-style-type: none"> ❖ Siswa menjawab pertanyaan yang telah disediakan pada handout masing-masing setelah mengerti sebagian besar <i>vocabulary</i> dan memahami materi. 	10 menit
	<p>Berkomunikasi (<i>Networking</i>)</p> <ul style="list-style-type: none"> ❖ Siswa bermain secara berkelompok menggunakan media “Board Game” dan saling berkomunikasi untuk menjawab setiap pertanyaan yang telah disediakan dengan khusus semua jawaban adalah kata benda. 	40 menit
Penutup	<ul style="list-style-type: none"> ❖ Guru bersama-sama siswa menyimpulkan apa yang dipelajari hari ini. ❖ Guru menutup kegiatan pembelajaran. 	5 menit

Pertemuan 2

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
----------	--------------------	---------------

Pendahuluan	<ul style="list-style-type: none"> ❖ Guru memulai pelajaran dengan membiasakan menyapa siswa menggunakan bahasa Inggris. ❖ Guru bertanya kepada siswa yang absen pada saat pelajaran bahasa Inggris. ❖ Guru menyiapkan siswa untuk mengikuti pelajaran bahasa Inggris. ❖ Guru bertanya tentang vocabulary yang telah dipelajari sebelumnya dan menjelaskan materi yang akan dipelajari pada hari ini. 	5 menit
Inti	<p>Mengamati (<i>Observing</i>)</p> <ul style="list-style-type: none"> ❖ Siswa diberikan handout tentang teks deskriptif serta worksheet. ❖ Siswa mengamati teks deskriptif berjudul “My Best Friend” dan “Mr. Danu” yang ada di handout. ❖ Siswa mengamati guru yang menjelaskan tentang <i>language feature</i> dari teks deskriptif. <p>Mempertanyakan (<i>Questioning</i>)</p> <ul style="list-style-type: none"> ❖ Siswa mempertanyakan hal-hal yang kurang dimengerti dari penjelasan guru. <p>Bereksplorasi (<i>Experiment</i>)</p> <ul style="list-style-type: none"> ❖ Siswa mencoba menemukan dan mencatat <i>vocabulary</i> khususnya tentang kata sifat yang ada di dalam teks deskriptif. ❖ Siswa saling bertanya jawab kepada teman sebangku untuk menemukan <i>vocabulary</i> yang dimaksud serta menulis arti dari <i>vocabulary</i> tersebut. ❖ Beberapa siswa mencoba untuk menjawab pertanyaan yang disampaikan oleh guru tentang hal-hal yang berhubungan dengan materi. <p>Mengasosiasi (<i>Associating</i>)</p> <ul style="list-style-type: none"> ❖ Siswa menjawab pertanyaan yang telah disediakan pada handout masing-masing 	<p>10 menit</p> <p>5 menit</p> <p>5 menit</p> <p>10 menit</p>

	<p>setelah mengerti sebagian besar vocabulary dan memahami materi.</p> <p>Berkomunikasi (<i>Networking</i>)</p> <ul style="list-style-type: none"> ❖ Siswa bermain secara berkelompok menggunakan media “Board Game” dan saling berkomunikasi untuk menjawab setiap pertanyaan yang telah disediakan. Game tentang kata sifat. 	40 menit
Penutup	<ul style="list-style-type: none"> ❖ Guru bersama-sama siswa menyimpulkan apa yang dipelajari hari ini. ❖ Guru menutup kegiatan pembelajaran. 	5 menit

Pertemuan 3

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> ❖ Guru memulai pelajaran dengan membiasakan menyapa siswa menggunakan bahasa Inggris. ❖ Guru mengecek kehadiran siswa melalui interaksi dengan siswa. ❖ Guru menyiapkan siswa untuk mengikuti pelajaran bahasa Inggris. ❖ Guru <i>mereview</i> vocabulary tentang kata benda dan kata sifat pada pertemuan sebelumnya. 	5 menit
Inti	<p>Mengamati (<i>Observing</i>)</p> <ul style="list-style-type: none"> ❖ Siswa diberikan handout tentang teks deskriptif serta worksheet. ❖ Siswa mengamati teks deskriptif berjudul “My House” yang ada di handout. ❖ Siswa mengamati guru yang menjelaskan tentang <i>generic structure</i> dan <i>language feature</i> dari teks deskriptif secara sekilas <p>Mempertanyakan (<i>Questioning</i>)</p> <ul style="list-style-type: none"> ❖ Siswa mempertanyakan hal-hal yang kurang dimengerti dari penjelasan guru. 	10 menit 5 menit

	<p>Berekplorasi (<i>Experiment</i>)</p> <ul style="list-style-type: none"> ❖ Siswa mencoba menemukan dan mencatat <i>vocabulary</i> khusus tentang kata kerja yang ada di dalam teks deskriptif. 5 menit ❖ Siswa saling bertanya jawab kepada teman sebangku untuk menemukan <i>vocabulary</i> yang dimaksud. ❖ Siswa mengidentifikasi generic structure dan language feature yang ada di dalam teks deskriptif. ❖ Beberapa siswa mencoba untuk menjawab pertanyaan yang disampaikan oleh guru tentang hal-hal yang berhubungan dengan materi. 	
	<p>Mengasosiasi (<i>Associating</i>)</p> <ul style="list-style-type: none"> ❖ Siswa menjawab pertanyaan yang telah disediakan pada handout masing-masing setelah mengerti sebagian besar <i>vocabulary</i> dan memahami materi. 	10 menit
	<p>Berkomunikasi (<i>Networking</i>)</p> <ul style="list-style-type: none"> ❖ Siswa bermain secara berkelompok menggunakan media “Board Game” dan saling berkomunikasi untuk menjawab setiap pertanyaan yang telah disediakan. Game tentang kata keja. 	40 menit
Penutup	<ul style="list-style-type: none"> ❖ Guru bersama-sama siswa menyimpulkan apa yang dipelajari hari ini. ❖ Guru menutup kegiatan pembelajaran. 	5 menit

K. Penilaian

Penilaian Sikap Santun

Descriptor	Nilai
Tidak pernah menunjukkan sikap tidak santun	5
Pernah menunjukkan sikap tidak santun	4

Beberapa kali menunjukkan sikap tidak santun	3
Sering menunjukkan sikap tidak santun	2
Sangat sering menunjukkan sikap tidak santun	1

Penilaian Sikap Percaya Diri (*confidence*)

Descriptor	Nilai
Tidak pernah menunjukkan sikap tidak percaya diri	5
Pernah menunjukkan sikap tidak percaya diri	4
Beberapa kali menunjukkan sikap tidak percaya diri	3
Sering menunjukkan sikap tidak percaya diri	2
Sangat sering menunjukkan sikap tidak percaya diri	1

Penilaian Kerjasama

Descriptor	Nilai
Selalu bekerja sama	5
Sering bekerja sama	4
Beberapa kali melakukan kerja sama	3
Pernah bekerja sama	2
Tidak pernah bekerja sama	1

Penilaian mengerjakan soal berdasarkan teks deskriptif

Descriptor	Nilai
Mengerjakan 10 soal dengan benar	100
Mengerjakan 9 soal dengan benar	90
Mengerjakan 8 soal dengan benar	80
Mengerjakan 7 soal dengan benar	70
Mengerjakan 6 soal dengan benar	60
Mengerjakan 5 soal dengan benar	50

Mengerjakan 4 soal dengan benar	40
Mengerjakan 3 soal dengan benar	30
Mengerjakan 2 soal dengan benar	20
Mengerjakan 1 soal dengan benar	10
Mengerjakan 0 soal dengan benar	0

Malang, 7 April 2015

Guru Praktikan

Dianita Amalia

NIM. 115110500111063



APPENDIX 5a

Post-test

Choose the best answer based on the options below by choosing (X) a, b, c, or d!

1. She is in the kitchen. A kitchen is a room where a person.....
A. eats
B. cooks
C. drinks
D. sleeps
2. There is a dining room. A dining room is a room to.....
A. drink water
B. keep book
C. eat meal
D. keep money
3. Arya goes to the bedroom because he wants to.....
A. write
B. listen
C. cook
D. sleep
4. My family television together in the living room.
A. listen
B. watch
C. write
D. eat
5. I and Rina go to the library. Library is a room to.....
A. read
B. sleep
C. eat
D. listen
6. A person who works in the factory is called.....
A. a doctor
B. a singer
C. a policeman
D. a businessman
7. Mr. Dave goes to police station everyday. He is a.....
A. barber
B. singer
C. policeman
D. bricklayer
8. Sandra gets a lot of money from singing. She is a.....
A. carpenter
B. singer
C. lawyer
D. keyboardist

9. Arman is a..... He plays guitar beautifully.

- A. drummer
B. guitarist
C. lawyer
D. pianist

10. I see a..... in the hospital because I'm sick

- A. carpenter
B. soldier
C. pilot
D. doctor

Choose the right answer.

1. Mr Andre is selling meat in the market. He is a.....

(butcher/ doctor/ tailor)

2. Mr Rudi goes to field everyday. He is a

(carpenter/ farmer/ teacher)

3. Arina was walking on the catwalk. She is a/an

(actress/ model/ presenter)

4. The.....robs a lot of money from a bank

(soldier/ teacher/ robber)

5. My brother is a..... He makes a beautiful painting.

(painter/ writer/ tailor)

Match the opposite words that are underlined!

1. My sister is tall, about 160 cm

a. slow

2. Raras is a clever student

b. silent

3. Students are very noisy in the class

c. small

4. He is a poor man

d. ugly

5. I get the best score in the final exam

e. narrow

6. My mother is a beautiful woman

f. short

7. My classroom is clean

g. worse

8. My school is big

h. stupid

9. There is a large parking area

i. dirty

10. Daddy drives a bike very fast

j. rich

APPENDIX 5b

Vocabulary Post-test

Answer Sheet

Name :

Student's Number :

I.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

II.

- 1.
- 2.
- 3.

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

III.

- 1.
- 2.
- 3.
- 4.
- 5.



APPENDIX 5c

Answer Key for Vocabulary

Post-test

I.

1. B. Cooks
2. C. Eat meal
3. D. Sleep
4. B. watch
5. D. Read
6. D. Businessman
7. C. Policeman
8. B. Singer
9. B. Guitarist
10. D. Doctor

II.

1. Butcher
2. Farmer
3. Model

4. Robber
5. Painter
6. F. Short
7. H. Stupid
8. B. Silent
9. J. Rich
10. G. Worse

III.

1. D. Ugly
2. I. Dirty
3. C. Small
4. E. Narrow
5. A. Slow



APPENDIX 5d

Result of Post-test

No	Name of Students	Score
1.	Achmad Alvikry Ramadhan	100
2.	Adhelya Widhiana Putri	100
3.	Aditya Ramadhani	59
4.	Ahmad Fatahilah	100
5.	Ahmad miftahul Huda	85
6.	Aldi Bayu Wasito	59
7.	Alif Rifqi Arizal	89
8.	Aprilia Devi Permatasari	100
9.	Arief Tri Putranto	
10.	Bayu Setiawan	100
11.	Charis Julianto	89
12.	Danang Eko Permadi	88
13.	Deni Fidiyanto	92
14.	Dewi Purnamasari	100
15.	Dimas Rendi Prabowo	92
16.	Dinda Sisiliaagata	100
17.	Fadila Dyah Purnama	89
18.	Galih Firdho'ul	
19.	Hafis Mohammad Y. S.	36
20.	Havisa Ramadhan Raharjo	56
21.	Irianti Aidin	91
22.	Ivan Dwi Saputra	59
23.	M. Fahrizal Anwar	85
24.	Mochamad Ali Furqon	89
25.	Muhammad Daffa Norkholis	100
26.	Ni Made Anggita Wedari P.	100
27.	Nurillia Rakhmasari	97
28.	Rezka Khairunnissa'	97
29.	Rosida Ulfi A.	92
30.	Sinta Putri R.	100
31.	Siska Della Fatma Indah	
32.	Sukma Salsabilah	100
33.	Vanda Saputra	97
34.	Ary Sahrur R.	92
35.	Abby Ardiansah	100
36.	Rahmad Ramadhan	89
37.	Nur Izzati S.	100
38.	Angga Oktavialdi	76
	Jumlah siswa diatas SKM	30
	Rata rata kelas	88,51

APPENDIX 5e

The Students' Gain of the Score

No	Name of Students	Score		Gain
		Pre-test	Post-test	
1.	Achmad Alvikry Ramadhan	71	100	29
2.	Adhelya Widhiana Putri	74	100	26
3.	Aditya Ramadhani	78	59	-19
4.	Ahmad Fatahilah	84	100	16
5.	Ahmad miftahul Huda	40	85	45
6.	Aldi Bayu Wasito	44	59	15
7.	Alif Rifqi Arizal	49	89	40
8.	Aprilia Devi Permatasari	84	100	16
9.	Arief Tri Putranto			
10.	Bayu Setiawan	92	100	8
11.	Charis Julianto	81	89	8
12.	Danang Eko Permadi	82	88	6
13.	Deni Fidianto	71	92	21
14.	Dewi Purnamasari	68	100	32
15.	Dimas Rendi Prabowo	86	92	6
16.	Dinda Sisiliaagata	82	100	18
17.	Fadila Dyah Purnama	61	89	28
18.	Galih Firdho'ul			
19.	Hafis Mohammad Y. S.	42	36	-6
20.	Havisa Ramadhan Raharjo	74	56	-18
21.	Irianti Aidin	92	91	-1
22.	Ivan Dwi Saputra	31	59	28
23.	M. Fahrizal Anwar	30	85	55
24.	Mochamad Ali Furqon	64	89	25
25.	Muhammad Daffa Norkholis	86	100	14
26.	Ni Made Anggita Wedari P.	85	100	15
27.	Nurillia Rakhmasari	86	97	11
28.	Rezka Khairunnissa'	88	97	9
29.	Rosida Ulfi A.	80	92	12
30.	Sinta Putri R.	80	100	20
31.	Siska Della Fatma Indah			
32.	Sukma Salsabilah	86	100	14
33.	Vanda Saputra	76	97	21
34.	Ary Sahrur R.	97	92	-5
35.	Abby Ardiansah	79	100	21
36.	Rahmad Ramadhan	69	89	20
37.	Nur Izzati S.	84	100	16
38.	Angga Oktavialdi	40	76	36
	The mean score	72,91	88,51	

APPENDIX 6a: The Material and Vocabulary List For Meeting 1

My Extended Family

My name is Anton. I am 12 years old. I come from Magelang. I am a **student** in SMP Harapan Budi. I live with my mother, father, two sisters, and also my grandfather. My uncle and his wife live near my house. In the future, I want to be a **lawyer** but my parents ask me to be a **teacher**.

My mother is a **nurse**. She works in a small hospital. Her job is always to help the **doctor** taking care the patient. My father is a **policeman**. He goes to police office everyday. His job is to catch the **robber** who makes people scared. I have two sisters, they are Ratna and Rini. Ratna is ten and Rini is six years old. They are students in SD Budi Mulia. Ratna wants to be a **model** because she is tall and beautiful. Rini wants to be a **singer** and **guitarist**. Her voice is beautiful. She is a talented girl. My grandfather lives with my family after my grandma passed away. My grandfather is a **businessman**. He has a big factory. Sometimes, he likes painting to spend his weekend. He is a good **painter**. My uncle is a **farmer**. He goes to field in early morning. My aunt is a **butcher**. She slices and sells meat in the market. They have a child. His name is Roby. He is a **barber** and works in a barber shop.

List 15 vocabularies about people's professions that you can find in the text above and find the meaning!

(Students can open the dictionary)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.

APPENDIX 6b: The Material and Vocabulary List For Meeting 2

My Best Friend

I have a friend. Her name is Liza. She is my classmate. She is a **clever** student in a class. She always gets the **best** score for final exam. All of my friends like her.

Liza is a **beautiful** girl. She is **short** and **small**. She has big eyes. She goes to school by bicycle everyday. She rides her bicycle very **fast**. She takes her bicycle in a **large** parking behind the class.

Mr. Danu

Mr Danu is my uncle. He is a farmer in the countries. He is 50 years old. He lives in a **big** house. His house is **clean**. He has many fields, so he is a **rich** man.

Mr. Danu is **tall** and **handsome**. He has round eyes, a **pointed** nose, and **thick** lips. He has straight hair. He is very strong. His arms and legs are **strong**. His skin is brown. He is very diligent. He is also smart and honest. He is a good person, so we love him very much.

List 15 vocabularies about adjectives that you can find in the text above and find the meaning!

(Students can open the dictionary)

- | | |
|----|-----|
| 1. | 9. |
| 2. | 10. |
| 3. | 11. |
| 4. | 12. |
| 5. | 13. |
| 6. | 14. |
| 7. | 15. |
| 8. | |

APPENDIX 6c: The Material and Vocabulary List For Meeting 3

My House

I live in a big house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. There is a small garage to keep a car. My father **drives** a car to work.

My mother likes many flowers, so she creates a beautiful garden. I often **plant** the flower with my mother. Then, my brother **waters** the plant everyday. There is a yard behind a house. I and my brother usually **play** football there.

When the door is opened, I can see the living room. It is so small with only three chairs and a table. My family **watches** television together there. I prefer **reading** a novel in this room. In the right side of the living room there is a kitchen. My mother **cooks** everyday there. I **help** to prepare it. We **eat** together in the evening.

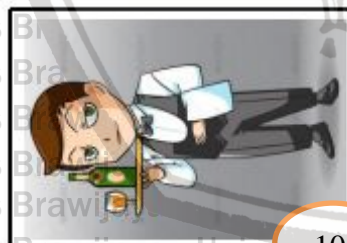
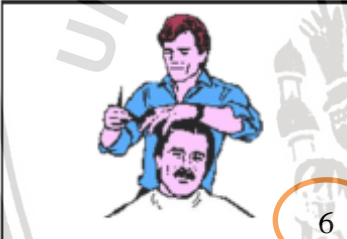
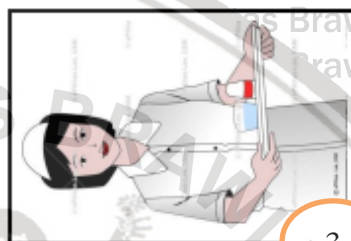
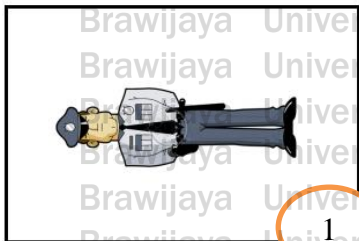
My bedroom is in the left side of the living room. I **get up** at early morning and **sleep** at 9 p.m. I **study** every night. When I am bored, I usually play online games, **listen** to the music, or **write** a poem. Sometimes, I ask my mother to **answer** my homework. My house is the best place I have ever seen.

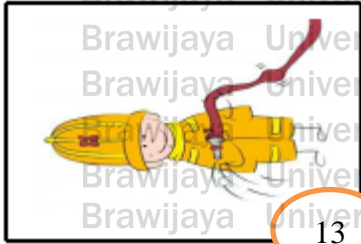
List 15 vocabularies about verb that you can find in the text above and find the meaning!

(Students can open the dictionary)

- | | |
|----|-----|
| 1. | 9. |
| 2. | 10. |
| 3. | 11. |
| 4. | 12. |
| 5. | 13. |
| 6. | 14. |
| 7. | 15. |
| 8. | |

APPENDIX 7a: The Picture Card for Meeting 1





13



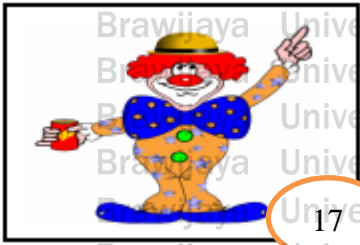
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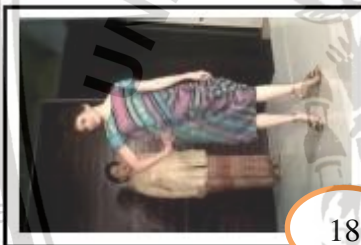
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16



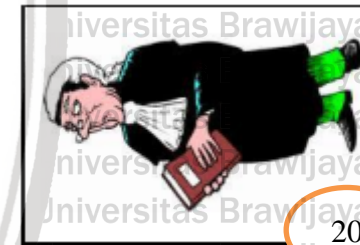
17



18



19



20

APPENDIX 7b: The Word Card for Meeting 1

He wears uniform and catches bad people like thief/robber.

Who is he?

1

She teaches the students in the school.

Who is she?

2

She helps doctors taking care of sick people.

What is her profession?

3

They learn many lessons in the school such as math, science.

Who are they?

4

He cooks delicious food in a restaurant.

Who is he?

5

She cuts people's hair at a saloon.

What is her profession?

6

She helps taking care of little children in the house.

Who is she?

7

He repairs broken machines and cars.

What is his profession?

8

My father goes to field early morning. He plants rice seeds.

Who is he?

9

I have a brother. He works in the factory.

Who is he?

10

He works in a café. He serves the guest to eat or drink.
Who is he? 11

He plays guitar beautifully on a stage.
Who is he? 12

He comes where there is a fire to fight.
Who is he? 13

He works in a hospital. His job is to treat someone who is sick.
Who is he? 14

He has a good voice. He sings a song on the stage.
Who is he? 15

Mr. Ahmad goes to market every day. He slices and sells meat for buyer. Who is he? 16

He works in a carnival. He wears unque costume
Who is he? 17

She is a beautiful girl. She walks on the catwalk
Who is she? 18

He delivers letters one by one. He works in the post office.
Who is he? 19

He works in a court. His job is to help someone to solve a problem.
Who is he? 20

APPENDIX 7c

Answer Keys

1. Policeman
2. Teacher
3. Nurse
4. Students
5. Chef
6. Barber
7. Babysitter
8. Mechanic
9. Farmer
10. Businessman
11. Waiter
12. Guitarist
13. Firefighter
14. Doctor
15. Singer
16. Butcher
17. Clown
18. Model
19. Postman
20. Lawyer



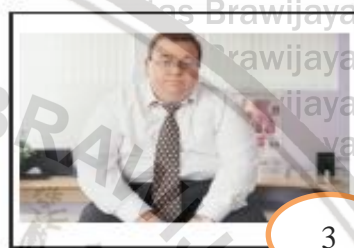
APPENDIX 7d: The Picture Card for Meeting 2



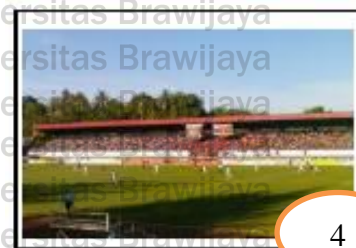
1



2



3



4



5



6



7



8



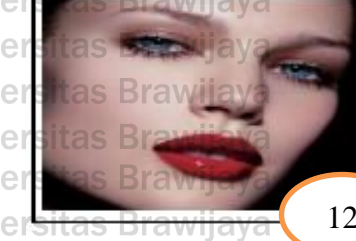
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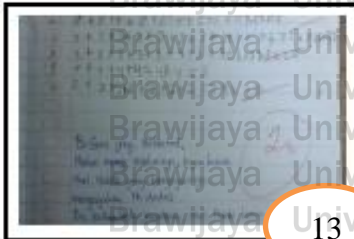
10



11



12



13



14



15



16



17



18



19



20

APPENDIX 7e: The Word Card for Meeting 2

I like her smile. She is
a girl.
The word consists of 9
letters.
It begin with the letter B

1

There IS no rubbish. Your
house is.....
The word consists of 5
letters.
It begin with the letter C

2

My father is.....His body
is like a giant.
The word consists of 3
letters.
It begin with the letter B

3

I will go to football. I need
a..... field.
The word consists of 5
letters.
It begin with the letter L

4

I am in hurry. I will drive bike
very.....to go to office
The word consists of 4
letters.
It begin with the letter F

5

Danita is not short. Her body
is.....
The word consists of 4
letters.
It begin with the letter T

6

Rima is a.....student. She
always gets a good score.
The word consists of 6
letters.
It begin with the letter C

7

The students are.....in the
class.
The word consists of 5
letters.
It begin with the letter N

8

He does not has any money.
He is aman
The word consists of 4
letters.
It begin with the letter P

9

She is the winner. She
shows theperformance.
The word consists of 4
letters.
It begin with the letter B

10

The weather is hot. She wears a.....skirt.
The word consists of 5 letters.
It begin with the letter S

11

My aunt has lips.
The word consists of 5 letters.
It begin with the letter W

12

Aras always gets the bad score. She is a..... girl.
The word consists of 6 letters.
It begin with the letter S

13

You are very lazy. Your kitchen is very.....
The word consists of 5 letters.
It begin with the letter D

14

My father has much money. He is a person.
The word consists of 4 letters.
It begin with the letter R

15

There are a lot of cars on the way. I drive very....
The word consists of 4 letters.
It begin with the letter S

16

My mother has.....nose.
The word consists of 7 letters.
It begin with the letter P

17

Daniel has a..... eyes.
The word consists of 5 letters.
It begin with the letter S

18

He is very angry. His face is.....
The word consists of 4 letters.
It begin with the letter U

19

She is my sister. She has hair
The word consists of 5 letters.
It begin with the letter C

20

APPENDIX 7f

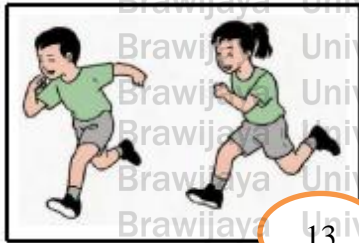
Answer Keys

- 1. Beautiful
- 2. Clean
- 3. Big
- 4. Large
- 5. Fast
- 6. Tall
- 7. Clever/smart
- 8. Noisy
- 9. Poor
- 10. Best
- 11. Short
- 12. Worse
- 13. Stupid
- 14. Dirty
- 15. Rich
- 16. Slow
- 17. Silent
- 18. Small
- 19. Ugly
- 20. Narrow

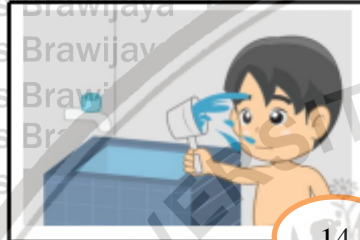


Appendix 7g: The Picture Card for Meeting 3





13



14



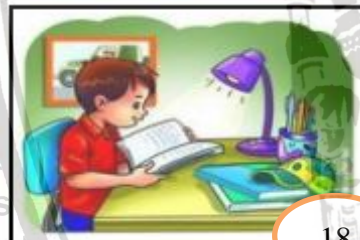
15



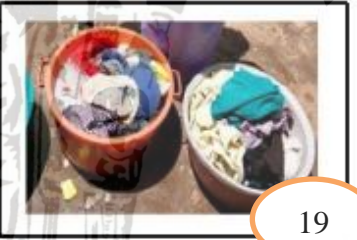
16



17



18



19



20

APPENDIX 7h: The Word card For Meeting 3

Sita a poem for her homework.

The word consists of 6 letters.

It begin with the letter W **1**

Andi..... a story book about Malin Kundang.

The word consists of 5 letters.

It begin with the letter R **2**

I my mother to cook chicken.

The word consists of 4 letters.

It begin with the letter H **3**

Wildan fried rice and hotdog.

The word consists of 4 letters.

It begin with the letter E **4**

Adhel to the music of Taylor Swift.

The word consists of 7 letters.

It begin with the letter L **5**

Arman football in the yard.

The word consists of 5 letters.

It begin with the letter P **6**

Brahma..... in the evening.

The word consists of 6 letters.

It begin with the letter S **7**

My sister the flower in the garden.

The word consists of 6 letters.

It begin with the letter P **8**

My brother to go to school.

The word consists of 5 letters.

It begin with the letter W **9**

I a lesson with my mother.

The word consists of 5 letters.

It begin with the letter S **10**

I am sick. I late.
The word consists of 5
letters.
It begin with the letter G

11

I and my mother for
God.
The word consists of 4
letters.

It begin with the letter P

12

We around the school
for each monday
The word consists of
3 letters.

It begin with the letter R

13

Toufan in the
bathroom.
The word consists of 10
letters.

It begin with the letter T

14

Rima the plant in the
garden.
The word consists of 6
letters.

It begin with the letter W

15

My family the television
together.
The word consists of 5
letters.

It begin with the letter W

16

I an egg to eat.
The word consists of 4
letters.

It begin with the letter C

17

I an exercise on my
students book.
The word consists of 6
letters.

It begin with the letter A

18

I my clothes every
week.
The word consists of 4
letters.

It begin with the letter W

19

My father A car
everyday
The word consists of 6
letters.

It begin with the letter D

20

APPENDIX 7i

Answer Keys

1. Write
2. Read
3. Cook
4. Eat
5. Listen
6. Play
7. Sleep
8. Plant
9. Walk
10. Study
11. Get up
12. Pray
13. Run
14. Take a bath
15. Water
16. Watch
17. Graduates
18. Answer
19. Wash
20. Drive



APPENDIX 7j

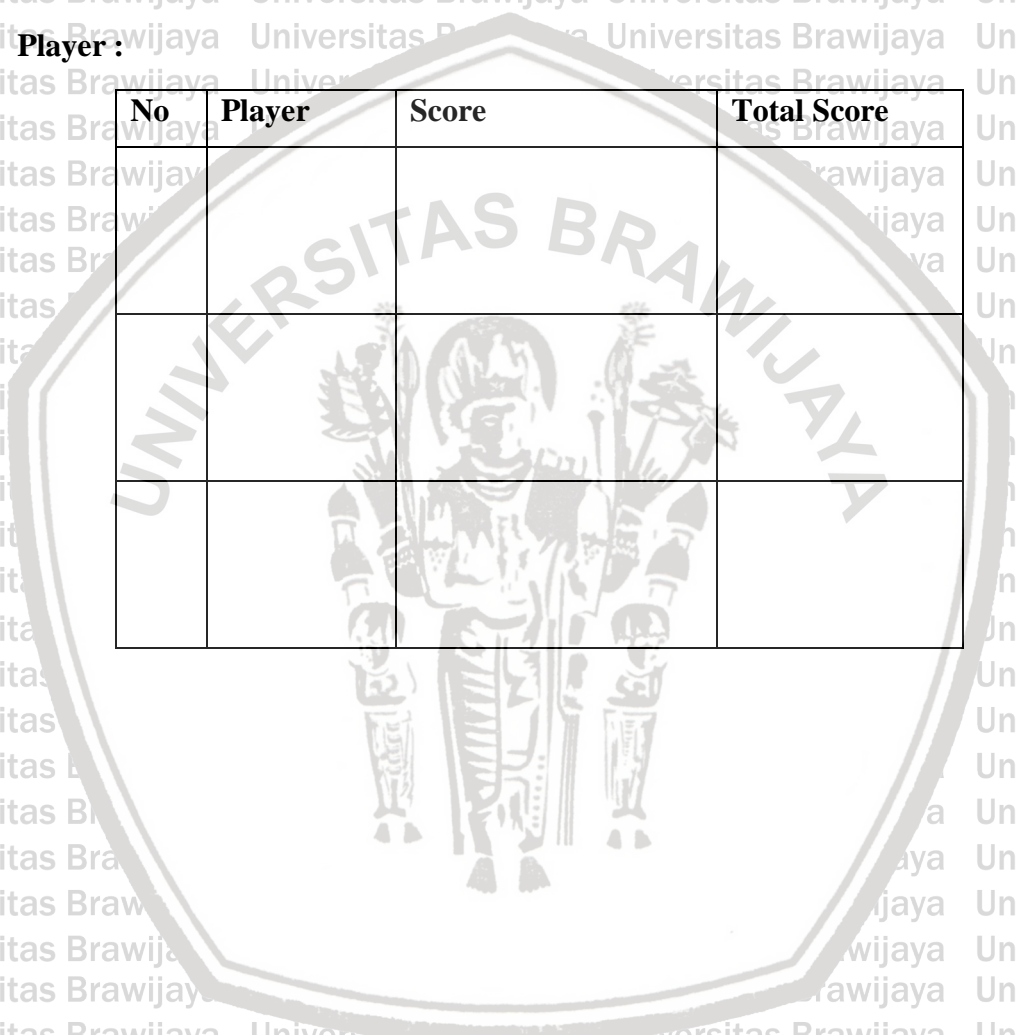
SCORE

Date / Time :

Leader :

Player :

No	Player	Score	Total Score



APPENDIX 8**KUESIONER PEMBELAJARAN****DENGAN BOARD GAME****(Post Research)**

Name : _____

Jawablah pertanyaan dengan sejujurnya dengan cara memberi tanda silang (x) untuk mengisi pertanyaan berikut!

1. Bagaimana pendapat siswa tentang media *Board Game* ini untuk meningkatkan *vocabulary*?
 - a. sangat suka
 - b. Suka
 - c. cukup suka
 - d. tidak suka
2. Bagaimana pemilihan *vocabulary* dalam media *Board Game*?
 - a. sangat mudah
 - b. mudah
 - c. cukup sulit
 - d. tidak sulit
3. Bagaimana ukuran gambar dalam setiap *Board Game*?
 - a. sangat jelas
 - b. jelas
 - c. cukup jelas
 - d. tidak jelas
4. Bagaimana pendapat siswa tentang gambar-gambar dalam setiap *Board Game*?
 - a. sangat jelas
 - b. jelas
 - c. cukup jelas
 - d. tidak jelas
5. Bagaimana pendapat siswa tentang cara bermain dalam media *Board Game*?
 - a. sangat mudah
 - b. mudah
 - c. cukup sulit
 - d. tidak sulit
6. Menurut pendapat siswa dalam meningkatkan penguasaan *vocabulary*, apakah siswa merasa terbantu oleh *Board Game*?
 - a. sangat terbantu
 - b. terbantu
 - c. cukup terbantu
 - d. tidak terbantu

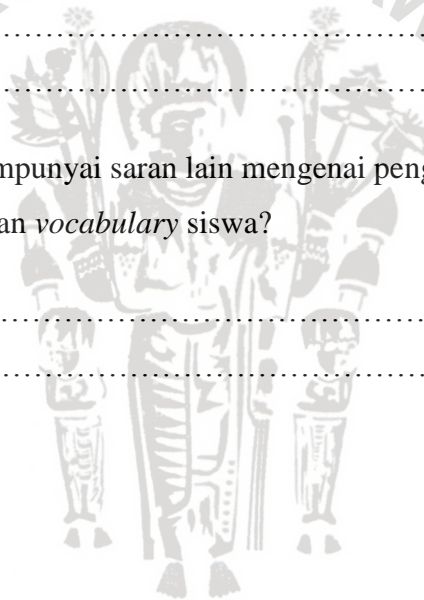
7. Menurut siswa, apakah strategi pembelajaran dengan menggunakan *Board Game* perlu dilanjutkan untuk meningkatkan *vocabulary* siswa?

- a. sangat perlu
- b. perlu
- c. cukup perlu
- d. tidak perlu

8. Apakah kekurangan yang kalian lihat dan rasakan dari penggunaan *Board Game*?

9. Apakah kelebihan yang kalian lihat dan rasakan dari penggunaan *Board Game*?

10. Apakah kamu mempunyai saran lain mengenai penggunaan *Board Game* untuk meningkatkan *vocabulary* siswa?



APPENDIX 9a

OBSERVATION CHECKLIST
FOR THE IMPLEMENTATION OF BOARD GAME

Day/Time :

Topic :

Observer :

Berikut ini adalah aspek-aspek beserta descriptor untuk observasi kegiatan pembelajaran di kelas. Berilah tanda (√) untuk setiap deskriptor sesuai dengan pengamatan anda di kelas.

Observation Checklist for Teacher

Aspek	Deskriptor	Skor				
		1	2	3	4	5
Mempersiapkan kelas untuk memulai pembelajaran	Menyiapkan materi dan media sebelum pembelajaran dimulai					
	Mengecek absensi siswa					
	Menjelaskan tujuan dan pentingnya pembelajaran					
Menyampaikan materi mengenai teks <i>descriptive</i> dan media <i>Board Game</i>	Menerangkan kepada siswa mengenai teks <i>descriptive</i>					
	Mendemonstrasikan penggunaan media <i>Board Game</i> untuk belajar tentang <i>vocabulary</i>					
Mengawasi dan membimbing pelatihan media <i>Board Game</i>	Menyiapkan media <i>Board Game</i> untuk dibagikan ke dalam setiap kelompok					
	Membantu setiap kelompok untuk mempraktekkan langkah-langkah menggunakan media <i>Board Game</i>					

	Mengawasi dan membimbing setiap kelompok jika kurang memahami cara bermain					
Mengecek pemahaman dan memberikan umpan balik	Mengecek pemahaman siswa mengenai vocabulary yang telah diajarkan dalam media <i>Board Game</i>					
	Memberikan umpan balik terhadap tugas/kegiatan yang telah dilakukan siswa					

Keterangan:

- 1 : sama sekali tidak dilakukan oleh guru
- 2 : dilakukan oleh guru dengan kurang baik
- 3 : dilakukan oleh guru dengan cukup baik
- 4 : dilakukan oleh guru dengan baik
- 5 : dilakukan oleh guru dengan sangat baik

APPENDIX 9b

OBSERVATION CHECKLIST FOR THE IMPLEMENTATION OF BOARD GAME

Day/Time :

Topic :

Observer :

Berikut ini adalah aspek-aspek beserta deskriptor untuk observasi kegiatan pembelajaran di kelas. Berilah tanda (√) untuk setiap deskriptor sesuai dengan pengamatan anda di kelas.

Observation Checklist for Students

Aspek	Deskriptor	Skor				
		1	2	3	4	5
Memperhatikan penjelasan guru selama kegiatan belajar mengajar	Siawa mendengarkan dan memahami penjelasan guru					
	Siswa mencatat hal-hal penting yang dijelaskan guru					
	Perhatian siswa hanya kepada guru dan materi/buku yang dijelaskan					
Mengerjakan tugas sesuai dengan instruksi guru	Siswa mengerjakan tugas yang diberikan guru dengan baik sesuai instruksi					
	Siswa mengerjakan tugas sampai dengan selesai					
Berpatisipasi selama kegiatan belajar mengajar berlangsung dan selama belajar menggunakan media	Siswa aktif berinteraksi dengan guru ketika guru menjelaskan materi pembelajaran					
	Siswa aktif bertanya apabila kesulitan dalam memahami materi					

<i>Board Game</i>						
	Siswa berpartisipasi aktif dalam beramin menggunakan media <i>Board Game</i>					
Berperilaku baik selama kegiatan belajar mengajar berlangsung	Siswa berperilaku sopan dan disiplin ketika pembelajaran berlangsung					
	Siswa sering ijin keluar kelas ketika pembelajaran berlangsung					

Keterangan:

- 1 : 1 % - 20 % (1 – 7) populasi di kelas
 2 : 21 % - 40 % (8 – 14) populasi di kelas
 3 : 41 % - 60 % (15 – 21) populasi di kelas
 4 : 61 % - 80 % (22 – 28) populasi di kelas
 5 : 81 % - 100 % (29 – 35) populasi di kelas

APPENDIX 10a

FILE NOTES

Day/dates :
Class :
Notes :



APPENDIX 10b**FILE NOTES**

Day/dates : Thursday, April 16, 2015

Class : VII-C

Notes :

1. The students were very crowded in the class.
2. Most of students tried to mention one by one about the researcher's questions.
3. Students were given handout about descriptive text entitled " My Extended Family"
4. The student paid attention about the researcher explanation although some students talked with their friends.
5. The crowded students were pointed to read the paragraph and found the meaning.
6. All of the students read the text and they raised hand to ask about the difficulty word to the researcher.
7. Students were asked to list the noun based on the text and write them in paper.
8. Most of students answered the questions based on the text by raising their hands.
9. All students paid attention about the researcher's explanation how to play board game.
10. Students made a group and played board game.
11. A group asked to the researcher if they got difficulty about the rules.
12. The students were interested to play the game because it made them fun to learn English.
13. Some students answer the questions orally to the researcher's evaluation.

APPENDIX 10c**FILE NOTES**

Day/dates : Friday, April 17, 2015

Class : VII-C

Notes :

1. The students mentioned one by one about the vocabularies in the previous meeting.
2. The students were given handout and read the text.
3. All students were silent to hear the researcher's explanation.
4. Some students asked the researcher when they did not understand.
5. All students answered the question based on the text and the researcher pointed them
6. All students listed the adjectives in the text and found the meaning in dictionary. Then, they wrote in a worksheet.
7. The Students understood about how to play the game, so after they made a circle with their group and played board game.
8. They were very enthusiastic to play the game.
9. The students did not focus when the researcher evaluated the material.
10. The students were noisy because it was the last time and they went to pray Jum'at.

APPENDIX 10d**FILE NOTES**

Day/dates : Thursday, April 16, 2015

Class : VII-C

Notes :

1. The students were active to answer the teacher's question, especially students who have sat in front of the researcher.
2. The students were given handout and read the text.
3. Some students were confused about the researcher's explanation.
4. Some students asked the researcher when they did not understand.
5. All students answered the question based on the text and the researcher pointed them
6. All students listed the verbs in the text and found the meaning in dictionary. Then, they wrote in a worksheet.
7. The students were playing board game with their group.
8. They were happy to play the game. The students enjoyed the material using game.
9. The students mentioned vocabulary when the researcher evaluated the material.

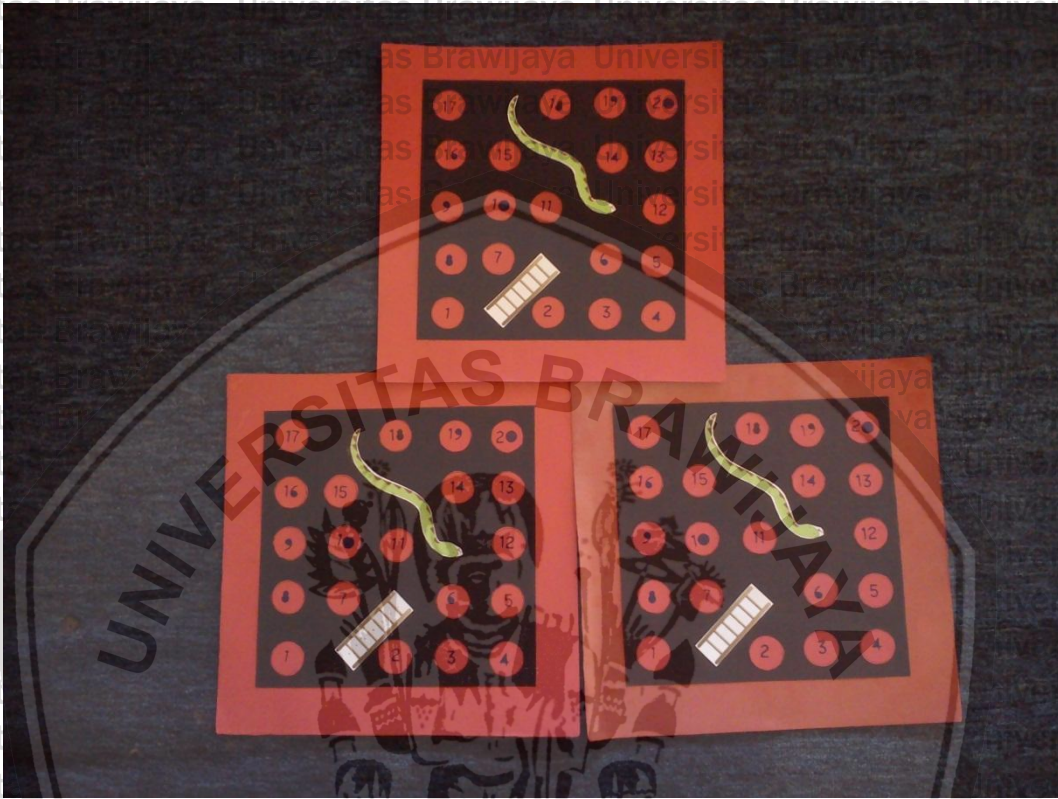
APPENDIX 11

The Schedule of the Action Research

No	Activity	Date	Day	Period
1.	Observation	24 February	Tuesday	30 minutes
2.	Pre-test	24 February	Tuesday	30 minutes
3.	Cycle 1 Meeting 1	16 April	Thursday	80 minutes
4.	Cycle 1 Meeting 2	17 April	Friday	80 minutes
5.	Cycle 1 Meeting 3	23 April	Thursday	80 minutes
6.	Post-test	24 April	Friday	30 minutes

APPENDIX 12

Board Game



Gambar 12.1 Board Game



Gambar 12. Dice dan Marker

APPENDIX 13

Recommendation Letter from Faculty



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS BRAWIJAYA
FAKULTAS ILMU BUDAYA

Jalan Veteran, Malang 65145 Indonesia

Telp. (0341) 575875 (direct), Fax: (0341) 575822 (direct)

E-mail: fib_ub@ub.ac.id http://www.fib_ub.ac.id

Nomor : 6363 /UN10.12/AK/2015
Lampiran : -
Perihal : Permohonan Ijin Penelitian

Yth. Kepala SMP Wahid Hasyim Malang
Jl. Mayjen Haryono 165
Malang

Dalam rangka penyelesaian tugas akhir mahasiswa Program Sarjana (S1) Fakultas Ilmu Budaya Universitas Brawijaya:

Nama : Dianita Amalia
NIM : 1151105001110063
Semester : VIII (delapan)
Program Studi : S1 Pendidikan Bahasa Inggris

Mohon bantuan Bapak/Ibu pimpinan memberikan ijin kepada mahasiswa kami untuk melakukan kegiatan penelitian dan memperoleh data pendukung dari instansi saudara.

Adapun judul Skripsi dari mahasiswa tersebut adalah :

USING PICTORIAL BOARD GAME TO IMPROVE VOCABULARY AT SEVENTH GRADE OF SMP WAHID HASYIM MALANG

Perlu kami sampaikan bahwa mahasiswa yang bersangkutan telah menyatakan bersedia menjaga kerahasiaan data yang telah diperoleh dan hanya digunakan untuk penelitiannya tersebut (terlampir).

Demikian atas bantuan dan kerjasama yang baik ini, diucapkan terimakasih.



Prof. Dr. Ratya Anindita, M.S., Ph.D.

NIP. 19610908 198601 1 001

APPENDIX 15**Dokumentasi Kegiatan di Kelas****Gambar 15.1** Contoh siswa yang sedang mengerjakan Soal**Gambar 15.2** Peneliti sedang menjelaskan cara bermain pictorial board game



Gambar 15.3 Suasana saat siswa bermain di dalam kelompok



Gambar 15.4 Peneliti mengecek ketika siswa bermain di dalam kelompok

APPENDIX 15

**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS BRAWIJAYA
FAKULTAS ILMU BUDAYA**

BERITA ACARA BIMBINGAN SKRIPSI

Nama : Dianita Amalia

NIM : 115110500111063

Program Studi : Pendidikan Bahasa Inggris

Dosen Pembimbing : Didik Hartono, M.Pd

Judul Skripsi : USING BOARD GAME TO IMPROVE

VOCABULARY AT SEVENTH GRADE OF SMP

WAHID HASYIM MALANG

No.	Tanggal Pelaksanaan Bimbingan Skripsi	Pembahasan	Paraf
1.	25 Januari 2015	Judul	
2.	8 Februari 2015	Bab 1	
3.	12 Februari 2015	Bab 1	
4.	17 Februari 2015	Bab 1 -2	
5.	27 Februari 2015	Bab 1 -2	
6.	7 Maret 2015	Bab 1-3	
7.	18 Maret 2015	Bab 1-3	
8.	28 Maret 2015	Acc sempro	
9.	11 April 2015	Bab 1-4	
10.	22 April 2015	Bab 1-5	
11.	11 Mei 2015	Bab 1-5	
12.	12 Mei 2015	Bab 1-5	
13.	1 juni	Bab 1-5	
14.	24 Juli 2015	Bab 1-5	
15.	28 Juli 2015	Acc Semhas	
16.	3 Agustus 2015	Revisi Bab 1-5	

No.	Tanggal	Pelaksanaan	Pembahasan	Paraf
17.	13 Agustus 2015	Bimbingan Skripsi	Acc kompre	
18.	18 Agustus 2015		Revisi Bab 1-5	
19.	21 Agustus 2015		Acc jilid	

Telah dievaluasi dan diuji dengan nilai:

Mengetahui,
Pembantu Dekan I
Bidang Akademik dan Kerja Sama

Malang, 21 Agustus 2015
Pembimbing

Syariful Muttaqin, M. A
NIP. 19751101 200312 1 001

Didik Hartono, M.Pd
NIK. 780813 12 1 1 0041

