

ANAGRAM GAME IN TEACHING VOCABULARY AT FIRST GRADE

STUDENTS OF SMPN 8 MAKASSAR

SKRIPSI



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**ANAGRAM GAME IN TEACHING VOCABULARY AT FIRST GRADE
STUDENTS OF SMPN 8 MAKASSAR**

SKRIPSI

**Submitted to the Faculty of Teacher Training and Education in Partial
Fulfillment of the Requirements for the sarjana Degree**

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PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul, "*Anagram game in teaching vocabulary at first grade students of SMPN 8 Makassar* ", beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan karya orang lain ataupun plagiat. Saya siap menanggung resiko/sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, 19 Februari 2020

Yang membuat pernyataan,



Kristina Datu

ABSTRACT

Kristina Datu. 2020. *Anagram game in teaching vocabulary at first grade students of SMPN 8 Makassar. (Supervised by Restu Januarty and Nurfaizah Sahib)*

The objectives of this research is to know the improvement of student's vocabulary mastery by the implementation of anagram game.

The writer was applied pre experimental with one group pre-test and post-test. This research was conducted at SMPN 8 Makassar sub-district of Manggala, Makassar city. In this research, the population was the seven grade students of SMPN 8 Makassar in academic year 2019/2020. The total numbers of population were 360 students. The researcher was used total sampling technique. The entire range of pattern changed into 30 college students from class VII-11. In analyzing the numerical data, the writer used SPSS for windows.

After conducted the research, the writer concludes that the use of Anagram Game in teaching English vocabulary enriches the students' vocabulary; it is proved by the mean score of the students' in pre-test and posttest. The mean score of the pre-test earlier than the remedy become 51.20 and after the treatment the students received rating 88.27. The t-test of the students' vocabulary achievement in posttest was smaller than . The researcher observed that the p-value (possibility fee) turned into decrease than (0.00 < 0.05) and the diploma of freedom changed into 29. The t-test a look at price of pre-test and post-test become remarked significantly distinct. It indicated that the alternative hypothesis (H1) was accepted and, of course, the null hypothesis (H0) was rejected. o learn autonomously and it is compulsory subject from the school.

Keyword : Vocabulary, Games, Anagram

ABSTRAK

Kristina Datu. 2020. *Anagram game in teaching vocabulary at first grade students of SMPN 8 Makassar. (Supervised by Restu Januarty and Nurfaizah Sahib)*

Tujuan dari penelitian ini adalah untuk mengetahui peningkatan penguasaan kosakata siswa dengan penerapan game anagram.

Penulis menerapkan pra eksperimen dengan satu kelompok pre-test dan post-test. Penelitian ini dilakukan di SMPN 8 Makassar, Manggala, kota Makassar. Dalam penelitian ini, populasi adalah siswa kelas tujuh SMPN 8 Makassar pada tahun akademik 2019/2020. Jumlah total populasi adalah 360 siswa. Peneliti menggunakan teknik total sampling. Jumlah sampel adalah 30 siswa dari kelas VII-11. Dalam menganalisis data numerik, penulis menggunakan SPSS untuk windows.

Setelah melakukan penelitian, penulis menyimpulkan bahwa penggunaan Anagram Game dalam mengajar kosakata bahasa Inggris memperkaya kosakata siswa; itu dibuktikan dengan skor rata-rata siswa dalam pre-test dan posttest. Nilai rata-rata dari pre-test sebelum perawatan adalah 51,20 dan setelah perawatan para siswa memperoleh skor 88,27. Uji-t dari prestasi kosa kata siswa di posttest lebih kecil dari . Peneliti menemukan bahwa nilai p (nilai probabilitas) lebih rendah dari (0,00 <0,05) dan derajat kebebasannya adalah 29. Nilai uji-t pre-tes dan post-tes dinyatakan berbeda secara signifikan. Ini menunjukkan bahwa hipotesis alternatif (H1) diterima dan, tentu saja, hipotesis nol (H0) ditolak. Jadi, belajarlah secara mandiri dan itu adalah pelajaran wajib dari sekolah.

Kata Kunci: Kosakata, Permainan, Anagram

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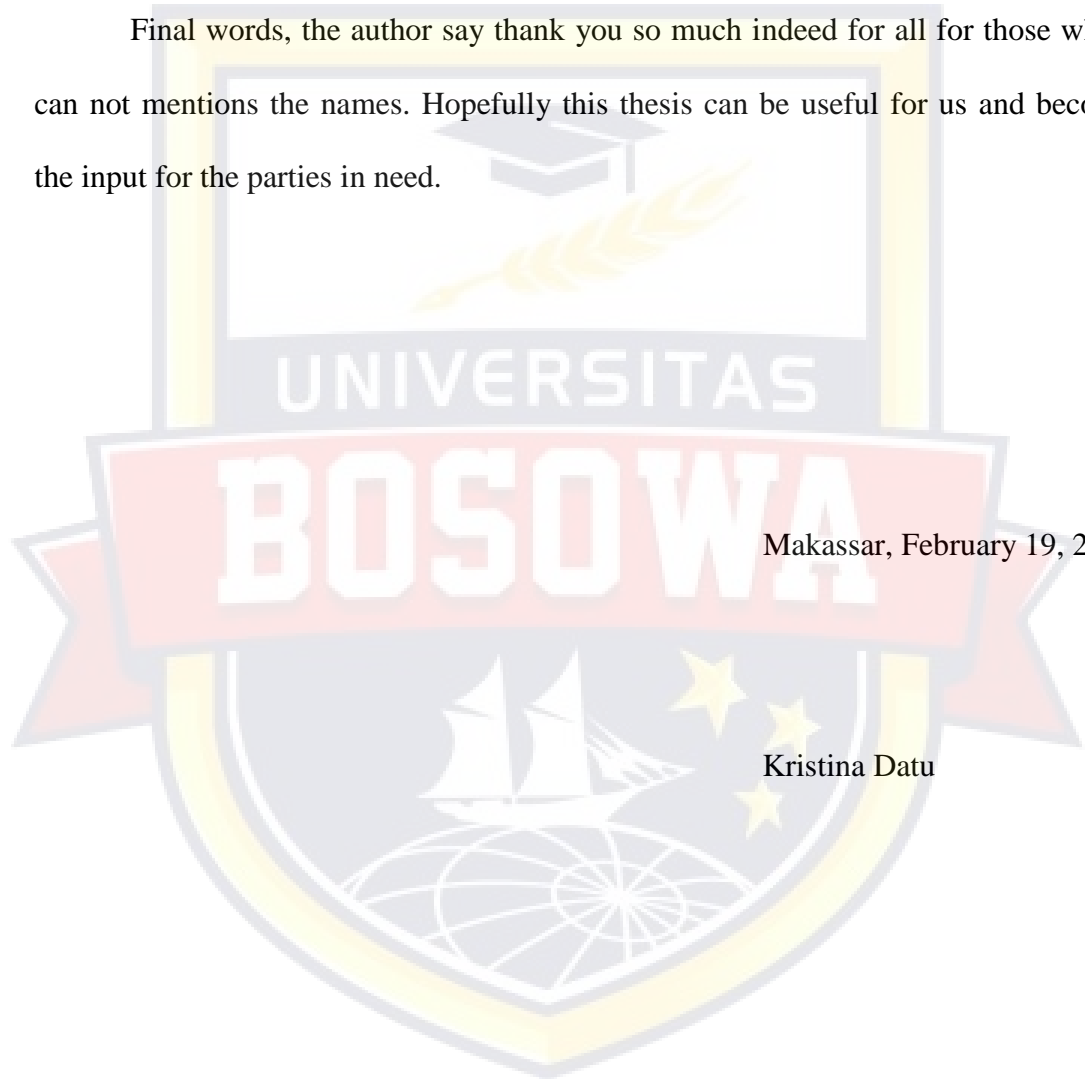
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Makassar, February 19, 2020

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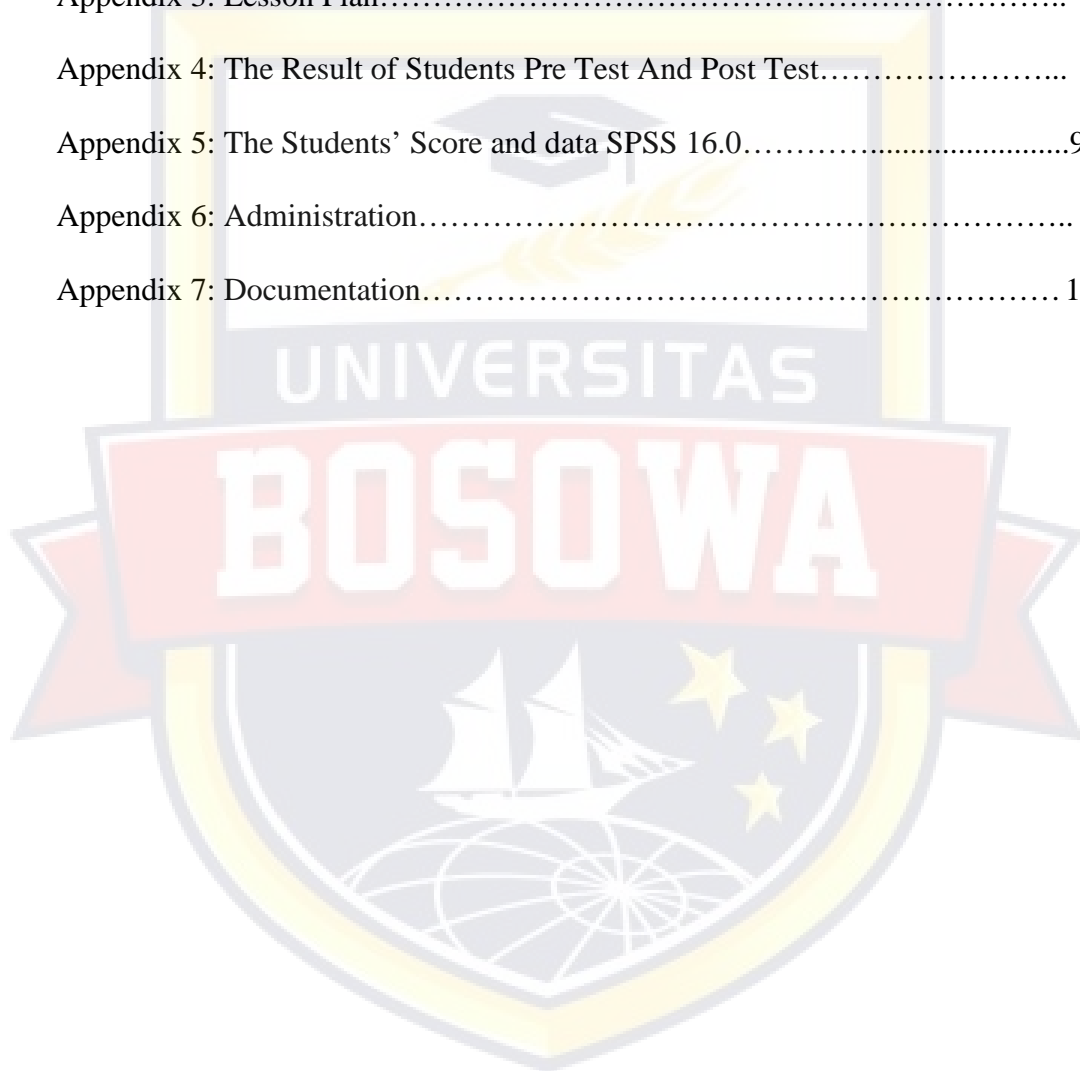
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CHAPTER I

INTRODUCTION

This chapter is a general outlines of what this research deals with. It describes the background, the problem statement, the objective of the research, the significant of the research and the scope of the research.

A. Background

There are many elements in language, one of them is vocabulary. these days, human beings challenge vocabulary as essential detail of language. Vocabulary is one of the crucial language additives in studying English. with out a propotional quantity of vocabulary clearly everybody will get trouble in talking, analyzing, listening and writing. In distinctive phrases, the primary that to be master for language learner in mastering language specially English is vocabulary. It method that studying vocabulary might be very essential, specially for college students in junior excessive college. They need to grasp English vocabulary and its grammatical hints to make communicate to each different people.

In vocabulary elegance, the scholars ought to have precise ability in English vocabulary due to the fact it is able to aid all topics in English. the primary, the scholars want to have many vocabularies in English that may help them to recognise the that means of what they research in English. study vocabulary in elegance is fulfillment while the students understood what the instructor teaches and they may supply remarks approximately the fabric.

Learning vocabulary is not smooth, but other elements of language are considered as sounds, and structures. Vocabulary is one of the most essential

elements in a language. to talk the language nicely wishes to master it. regardless of how accurate you are. gaining knowledge of grammar, how a success the sound of a overseas language can not arise in any meaningful manner. we will improve our vocabulary together with analyzing books, watching television, or getting to know via the net together with social media and virtual programs. enhancing the mastering method instructors are expected to broaden their students' capability to speak with others by means of giving them practice patterns, which incorporate vocabulary items for the situation every day. The significance of learning new vocabulary has encouraged English instructors today to transport from passive gaining knowledge of to active learning, to locate higher methods to have interaction college students inside the manner of mastering English, due to the fact college students want some thing fun and smooth to access vocabulary quickly when had to use. by means of the use of the precise technique, the challenge rely will be greater interesting and the teaching and gaining knowledge of technique may be more powerful and green, in order that the aim may be executed. To help manual active students in magnificence, instructors need video games to be worried in the coaching-getting to know technique.

The scholars' background information which of English affects the scholars' learning of phrases. the scholars who have problem in memorizing words also have trouble in greedy meaning, so the manner of guessing which means takes a long term. They get problem to understand the records in a sentence once they read a text.

The scholars have low self belief. They feel shy to speak English in front of the elegance and this affects the scholars' pronunciation.

The problem of the scholars' dependancy. they're also reluctant to carry the dictionary. They just wait till the teacher explains the cloth. It gives students no danger to increase their vocabulary mastery which includes grasping the which means. moreover, some of them say that the assignment is just too hard, so they easily surrender and do now not the venture given through the instructor.

The manner the trainer teaches isn't always exciting and makes the scholars lose interest and the teaching and getting to know process is jogging monotonous. The trainer does not promote vocabulary gaining knowledge of with the aid of using an exciting media. as the result, within the class, a few college students now and again are appeared to lean over their head at the table and communicate to every other. They simply paid interest to the instructor when they do sports and if the time given to do it's far too long and that they start to be noisy once more.

The way of instructor teaches additionally does not enhance the scholars' pronunciation. for instance, the teacher rarely speaks English and prefers to speak Indonesia or Javanese. She does no longer supply right version to pronounce English phrases correctly. therefore, the scholars in no way communicate English too.

The fabric isn't always thrilling. The researcher observes that instructor most effective makes use of Lembar Kerja Siswa (LKS) because the supply of cloth. The restrained of source of fabric affects the lecturers' creativity to

expand teaching fabric and the trainer can't measure whether or not the substances within the textbook are enough to develop vocabulary or now not.

The bad fulfillment of college students in vocabulary and their low motivation in studying English, specially vocabulary, became critical troubles for the teachers. Seeing the lecturers provoke to apply the appropriate method and approach that can boom the students' hobby in the mastering manner in the classroom. therefore, the trainer needed to observe mastering strategies, which might be aimed to create an interesting environment in order that the scholars will be enthusiastic inside the getting to know technique.

Humans the world over have the sturdy emotions that the lack of vocabulary mastery can obstruct the system of English mastering. They determined problems in getting to know language that associated with the shortage of vocabulary.

In this research, the researcher attempts to provide a solution for teachers to enforce English coaching techniques which could encourage and offer greater possibilities for students to make a contribution to the manner of teaching English the usage of anagram recreation. Anagram is a sort of phrase play, the end result of rearranging the letters of a word or phrase to produce a brand new phrase or phrase, the usage of all of the unique letters exactly once. all the letters of the name or word need to use once and most effective once. this is the basic rule of anagramming. This form of pastime may be very powerful in overseas language instructions. primarily based at the above problems, the authors are interested by imposing an anagram sport to bolster

students' vocabulary and could make the teaching and mastering process alive and exciting. According to the previous statement, the topic to be discussed by the author is "ANAGRAM GAME IN TEACHING VOCABULARY AT FIRST GRADE OF SMPN 8 MAKASSAR".

B. Identification of The Research.

Based of the background of the research, the reason problem focused on:

1. The scholars have low hobby and motivation in learning English.
2. The scholars have fewer of hobby to develop vocabulary.
3. Maximum of the students' have difficult in memorizing vocabularies.
4. The instructor makes use of monotonouns method in teaching English.

C. Scope of The Research

This research is going to be applied on first grade at SMPN 8 Makassar. The research focuses on applying anagram game as media application to enhancing students' vocabulary by find the right and the meanings of words through it. By using media application students can be more fun in learning vocabulary.

D. The Problem Statement

Primarily based at the historical past above, the authors formulated the research questions as follows:

How is the an anagram game to improving vocabulary of first grade of SMPN 8 Makassar?

E. The Objective of the Research

In accordance with the statement of the problem above, the studies objectives are:

To find out the use of anagram game can strengthen the vocabulary of first grade of SMPN 8 Makassar.

F. The Significance of The Research

The findings of this take a look at are expected to be useful for instructors in their efforts to enhance students' vocabulary mastery, the findings will provide valuable input to:

1) The student

To improve or improve their vocabulary success and to make the scholars extra hobby and encourage in improving their vocabulary.

2) The teacher

The researcher hopes that the end result of research can help the instructor in improving the students' vocabulary mastery.

3) School

This research can decorate credibility, the overall performance of English language utilization, and imaging within the community and to aid the establishment of a countrywide schooling purpose.

CHAPTER II

REVIEW OF LITERATURE

This chapter consists of previous related research finding, pertinent ideas, conceptual framework, and hypothesis of the research.

A. Theoretical Review

1. Vocabulary

a) Definition vocabulary

In a language mainly English, there are four capabilities should be found out, they are listening, speaking, studying and writing. however there is one component which need to be found out if a person desires to grasp English. it is vocabulary. Neuman (2009) said that to communicate correctly we need to know the phrases, the phrases in talking (expressive vocabulary) whether the words in listening (receptive vocabulary).

Hanson and Padua (2011) stated that vocabulary is the phrases which are utilized by human beings, both in oral or written forms for communicating. Besides Hiebert and Kamil (2005) defined that, “vocabulary is the knowledge of meaning of words”. Easterbrook (2013) also has a distinctive definition of vocabulary, he defines vocabulary as approach a positive person who makes use of whole words or the whole words that include a specific language or subject. Vocabulary is the total number of words that are needed to communicate ideas and express the speakers’ meaning. Vocabulary is crucial to be mastered by the learner in order to understand the language, Vocabulary

mastery is needed to express our ideas and to be able to understand other people's sayings, Susanti (2017:185).

Vocabulary is, learners are more confident to understand and interpret the meaning of some unknown words from context, Viera (2017:91).

Primarily based on numerous definitions of vocabulary above, it could be concluded that vocabulary is the knowledge of that means of words that used to communicate effectively, each in oral and written office work. The greater vocabularies which can be acquires by way of someone, the extra he or she is able to recognize the language in listening, talking, studying, and writing.

b) Types of Vocabulary

A learner of a language ought to study phrase lessons that belong to a language. The language newbies are able to alter and acquire extra vocabulary in the event that they know the word training. The word elegance can change with the aid of enhancing. specific types or training of the phrases are called parts of Speech. Thornbury (2002) parts of speech are differentiated into nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and determiners. the primary recognition of this studies is in teaching content phrases consisting of nouns, verbs, adjectives, and adverbs. here are further reasons approximately them:

1) Nouns

Nouns are all of the phrases that used for naming a person, location or difficulty. there are numerous kinds of nouns which includes proper nouns, commonplace nouns, collective nouns, summary nouns, concrete

nouns, countable nouns and uncountable nouns. the principle reputation of this studies is set concrete nouns. Concrete nouns are nouns that may be visible, smelled, felt, tasted, or touched by means of the use of our senses.

2) Verbs

Verbs are phrases that specific an movement of a person or an animal. nine the position of a verb in a sentence could be very crucial that it describes the motion which is performed by way of the problem.

3) Adjectives

Adjectives are used to explain someone, animal, place or factor (noun), or to tell the wide variety or amount.

4) Adverbs

Adverbs are phrases which can be used to modify the that means of a verb, an adjective, or every other adverb to explain how and while some thing takes place. Adverbs are divided into numerous sorts, there are adverbs of time, adverbs of frequency, adverbs of vicinity, adverbs of way, adverbs of diploma or quantity, adverbs of confirmation or negation, and adverbs of purpose. The researcher makes a speciality of adverb of time and adverb of location.

c) Teaching Vocabulary

One of the problems in teaching vocabulary is how to select what words to teach. Vocabulary is introduced by the teachers that are conditioned by the books that they use, but the teachers may choose to bring in other areas of vocabulary

that they feel relevant to their pupils. There are certain guidelines on which the choice of vocabulary can be based:

1.) Commonest words

It is important to choose words that are commonly used or words that students need.

2) Student's language

If teachers are teaching a class from one language group, knowledge of student's language will tell them which words are similar in student's language and English. Therefore, they will be easily learnt.

3) Word building

It is often worth choosing a word because a general rule can be formed, e.g. teach – teacher, work – worker.

4) Topic areas

In many ways, it is easier to teach vocabulary which belongs to one area of sequence, as the students will be able to form a pattern interrelated words in their mind.

5) Cross reference

The teacher thus makes the application wider and more useful and they can revise the vocabulary later in different situation.

Based on the explanation above about teaching vocabulary. The main problems of teaching vocabulary is how to select the right words to teach. The right word in here means, the word that commonly visual by students in they daily life, the word that have a meaning in students mother tongue because

when the students' don't get understand with that word, they may ask to mother students to translate that words in their mother tongue. This thing should be review of teacher when they want to teach.

According to Shidiq (2013:19-22) there are many occasions when some forms of presentation are the best way to bring new words into the classroom.

Techniques in presenting new vocabulary:

1.) In context.

If words occur in a textual content or passage, the which means can frequently be deduced whilst the alternative in the sentence are already recognised. This deductive manner applies especially to use of reading passage or stories whether or not taped, study, or informed.

2.) Create a context.

The best manner to train the which means of many summary phrases is by using developing a context or situation from which students can understand then deduce the meaning.

3.) Description of definition.

Teacher can also describe and define object, although drawing is often more effective.

4.) Realia or object

There are hundreds of simple objects in the classroom, which can probably be seen through the windows and others can be brought in when needed. Words like postcard, ruler, pen, ball, etc can be presented

in this way. The teacher holds up the objects (or print to it), says the word and gets the students to repeat it.

5.) Pictures.

Image may be used to give an explanation for the which means of vocabulary objects: teachers can draw matters on the board or convey pics. images may be board drawings, wall snap shots, charts, flashcards, mag snap shots and another non technical visual illustration. photograph can be used to explain the which means of vocabulary objects: instructors can draw matters on the board or carry images.

6.) Mime, action, and gesture.

It is often impossible to explain the meaning of words and grammar either through the use of realia or pictures. Actions, in particular are probably better explained by mime, and times (a hand jerked back over the shoulder to represent the past, for example).

7.) Explanation.

Explaining the that means of vocabulary items can be very difficult, specially on the newbie and primary tiers. It is worth remembering that explaining the meaning of a word must include explaining any fact used, which are relevant. For example, if the teacher explains the meaning of 'mate' (=friend) the teacher has to point out that it is colloquial word used in informal contexts and that it is more often used for males than for females.

8.) Translation.

Translation is a short and easy manner to present the which means of words but it isn't always without issues. within the first area it isn't always constantly smooth to translate phrases, and inside the second area, even where translation is feasible, it could make bit too easy for the students by discouraging them from interacting with the phrases.

9.) Outside the classroom.

The teacher can take the out class and introduce words for things in shop window, or in the street. Close control and plenty revision is needed here is a vivid way of teaching, and new vocabulary is taught in living context.

10) Word games.

There are a large variety of word games and they are useful for practicing and revising vocabulary after it has been introduced.

In this study the writer tries to use word game as teaching aids in teaching English vocabulary.

Based on the opinions from Shidiq about techniques in presenting new vocabulary. Here are some conclusion:

The words should be in context, it means the word have a one meaning, the students would be get easy to understand. The words also can teach by the real visual thing. The things that students get easily in their life are more easily

to remember and learn. The simple things in students daily life, the things that student accustomed with it.

2. Games

a.) Definition of Game

According to Sudono (2000: 1) "The game is an activity that is carried out with or without using a tool that generates the sense or provide information, give pleasure as well as give the imagination of the child". The game itself by Lewis and Leroad in Sudono (2000: 4) defined as "a fun activity that has rules and attended by students, individuals and groups that compete and interact to achieve a certain goal". That goal if it means learning to do with the aim of achieving the learning objectives.

Meanwhile, according to Tedjasaputra (2001: 1) Playing is Fun activities and a requirement that is inherent in the child. Through the game, can to the development of culture and art. Through the game can be utilized for the development of the physical, motor, intelligence, and emotional. When these three aspects do not get a chance to grow there will be inequality. Playing is a child into the world of work and the rights of every child without age limit.

Based on the explanation above, it can be concluded that the game is a fun activity that involves themselves or others in certain situations to interact with others and to train students to take the initiative and imagination to achieve certain goals. The existence of strong interactions between students in the game will generate strong emotional bonds so that they can exchange knowledge and experience.

b.) Advantages of Game

The game has a benefit in the learning process, that game can be used in the process of teaching and learning activities. Tedjasaputra (2001: 46) argues that teacher can use some game as his tools to do observation and evaluation for the students. The game can cause students' motivation and help reduce or eliminate the boredom of students in learning, so students are encouraged contribute as much as possible to get the best results. Meanwhile, according to Tedjasaputra (2001: 38) the benefits of the game are as follows:

- 1.) For the development of the physical aspects in the play children have the opportunity to engage in activities that involve movement of the body, this will make the body healthy children and the muscles of the body become stronger.
- 2.) For the development of fine and gross motor aspect Children aged 3 months of starting to learn to get a toy was near, it is children learn to coordinate eye movements with his hands, indirectly, children learn to perform fine motor movements. Aspects of gross motor skills can be developed through the motions of playing. One example, at the beginning he was not skilled to run, but with a game of chase, then the child's interest to do so and ended up running.
- 3.) For the development of the social aspects of play can be helpful in learning the communication with fellow friends, in this case the child learn to express the content of his thoughts and feelings and learn to

understand what was said by a friend, so that social relationships can exist and children can exchange information.

4.) For the development of aspects of emotion and personality Children will have a vote against him on surplus or a shortage so as to assist the formation of self-concept and is expected to have a sense of confidence and self-esteem. Through play, children learn how to behave and conduct to working with her, to be honest, brave, generous, and so forth.

5.) For the Development of Cognition Many basic concepts that children learn through play, without realizing it children begin to learn, for example to introduce color and size can be used to play fishing activity which consists of an assortment of colors and sizes. This aspect of cognition is defined as the knowledge, creativity, language skills and memory.

6.) For skill Sports and dancing Physical development as a basis to develop skills in the field of sports and dancing, when the dancing children skillfully perform these activities, he will be more confident, the most important thing is the children loved and happy at the event which will be developed in accordance with interests, talents, and will eventually become a hobby and even a source of livelihood in the future.

Another benefit of the game is the game can be applied in all fields of study, such as mathematics, social studies, science, language, and so forth.

According to Latuheru (1998: 109) states that the language game in the language

learning process is to develop vocabulary. Games in Language Learning aim to improve language skills. Skilled language skills include listening, speaking, reading, writing, and thinking. Good command of the language is the main asset that skilled language learners have. The game of learning Indonesian language in them to develop vocabulary and language development.

3. Anagram Game

a.) Definition of Anagram Game

Anagram is the primary type of phrase sport famous in Europe at some point of the center ages. Anagram artwork created by way of the Greek poet Lycophron. earlier than the technology of computerization, anagram constructed the usage of pen and paper from a combination of letters and test with variations. According from The World Book Dictionary (2006) anagram is a word or phrase formed from another by transposing or rearranging the letter. According to John M. Echols and Hassan Shadily (2003: 28) anagram means "exchange of letters in words so that the word has another meaning of the word before". From the explanation above, anagram is changing the sequence of letters a word into another word that has meaning.

b.) Teaching Vocabulary Using Anagram Game

Harmer (2002:38) states that younger youngsters learn in another way from older children, adolescents, and adult. In getting to know, younger children more difficult in study, it's miles due to they examine tend to trade their mood each other minutes however, however younger learner greater have

motivation in examine than grownup to do matters that enchantment to them. In this case, the teacher need to more innovative in choosing sports in gaining knowledge of manner; furthermore, they should offer a wonderful style of interesting pastime and exercise. using a video games, songs, and humor in coaching vocabulary greater powerful in helping the scholars in studying, they could be less difficult in recognizing new words and make the lesson more exciting. Sher (2004:1) states that gambling video games to analyze cognitive and kinesthetic skills works for the equal motives. while we are in a fantastic body of thoughts, we're gift to that moment. it is in that kingdom of recognition that we are most open to new studies and new expertise.

This game is one game popular in English-speaking countries. Anagram is an interesting way of learning to increase one's vocabulary, anagram can motivate and encourage the students' interest learning vocabulary. There are three kinds of transpositions (letter re-association) in Anagram. one of them is Random Anagram in which the letters of an English phrase being scrambled right into a random pattern and the gamers ought to rearrange the authentic word.

In learning English we need a media or technique. Media is utilized by the instructor to approach the challenge to the scholars. the usage of a media can assist the students to learn something. in keeping with Sher (2004:2) occasionally it's far hard to mention at what age a child will do quality with which game. There are a few youngsters who are not on time of their bodily coordination however have high-quality control of their capacity to use their

minds. In playing this game, the players are expected to suppose strategically approximately their moves in order that constructing words may be less difficult.

B. The Previous Related Research Finding

Numerous styles of research had been performed to discover whether or not or not or not Anagram can be used to decorate pupil's vocabulary. There are three previous associated studies that allows you to be described.

The first previous related observe so as to be described become performed by means of Ahdian Rosadi. The title of the studies became "The Effectiveness of Anagram Technique in Teaching Vocabulary". This observe geared toward locating out the effectiveness of anagram method in coaching vocabulary on the 7th grade of MTs. Al-Majidiyah NW Majidi within the school year 2015-2016. This have a look at is a pre-experimental layout. The pattern became one class consisted of 30 college students. The facts series was performed by means of administering pre-test a look at and put post-test within the form of objective check. within the data evaluation, Paired pattern T-test become used to show the hypothesis. based at the statistics received, it turned into located that the imply score of the pre-test became 18.67 while the suggest score of the post-take a look at became 25.30. It intended that there was a significant distinction within the suggest scores among pre-check and put up-test, $t(df=29) = 19.282$ at $p = 0.000$ that was lower than 0.05. It means that the opportunity hypothesis became common which shows that anagram approach turned into drastically effective in teaching vocabulary.

The second previous associated look at so that it will be explained was conducted by Muhamad Arrofi Rahman. The title of the research was “The Effectiveness of Anagram on Students’ Vocabulary Size”. This studies changed into geared toward measuring the effect of anagram on the students’ vocabulary length at the eighth grade of MTS Islamiyah Palangka Raya. The research protected in quantitative approach with Quasy Experimental design. The population of look at turned into the 8 grade at MTS Islamiyah Palangka Raya which consisted of four training. the writer took the pattern of lessons are VIII-B as manage institution and VIII-A as experimental group. The sample have been determined the use of cluster sampling method. after getting the information from pre-test and publish-check, the author analyzed the data the usage of SPSS 21, program to check the speculation said, based on the end result of evaluation, it became determined that the price of ttest has higher than ttable with 2,81 and a pair of,02 at five % stage of importance and ttable 2.71 at 1% degree of importance with ranges of freedom = forty. It showed that the ttest was higher than the ttable. The result of trying out speculation determined that the opportunity hypothesis (H_a) stating that there was effect of anagram on the students’ vocabulary length on the 8th grade of MTS Islamiyah Palangka Raya became usual and the Null hypothesis (H_o) pointing out that there has been no anagram on the scholars’ vocabulary size at the 8th grade of MTS Islamiyah Palangka Raya was rejected. It supposed that there was substantial impact of anagram on the scholars’ vocabulary size on the eighth grade of MTS Islamiyah Palangka Raya.

The third previous related examine with the intention to be described became carried out through Fanti Maria Fiafah. The title of the research was “The Effectiveness Of Using Anagram Technique Towards Students’ vocabulary Achievement”. The goal of this studies had been to find out the scholars’ score before being taught the usage of Anagram technique, to discover the students’ rating after being taught the usage of Anagram method, and to discover the sizeable distinctive score after and before being taught the use of anagram technique. This take a look at used pre-experimental design with quantitative approach. on this observe the experimental design utilized in One-group pretest-posttest. The population become all the college students of eight grade of MTs Wahid Hasyim Setinggil-Wonodadi consist of 52 college students. It took of eight grade B elegance as pattern. The tool used on this studies is take a look at in layout transpose the letter, rearrange and bringing up the word (pre-test and posttest). statistics evaluation of this research is the use of T-test. This studies locating in this research is the rating of vocabulary success before being taught with the aid of the usage of Anagram method from the imply general rating of 23 students is (68.29). After getting treatment, the mean score is (77,64). It was improved, with the t-test analysis that use by researcher, the result of tcount is (6.291), by comparing the “t” on the t score table $0.05 = (2.a \text{ hundred and twenty})$, it's far regarded that tcount is better than ttable ($tcount > ttable$). primarily based at the end result, alternative speculation (H_a) that country is good sized specific of college students’ vocabulary achievement the usage of Anagram method is regular, with the null speculation

(Ho) that states there may be no huge exceptional of students' vocabulary achievement the usage of Anagram method is rejected. Then, it could be concluded that Anagram technique is effective to train vocabulary achievement to Junior high school students', in particular for 8 grade college students of MTs Wahid Hasyim Setinggal-Wonodadi.

The similarity between all the preceding associated studies and this research become all the studies attempted to find out whether or now not there was an effect of the usage of Anagram in teaching vocabulary. but, the difference between this take a look at and all those studies was this research consciousness on particular vocabulary for instance nouns, what type of nouns or adverb, what sort of adverb in order to be researched.

C. Conceptual Framework

The conceptual framework underlying this research is given in the following diagram

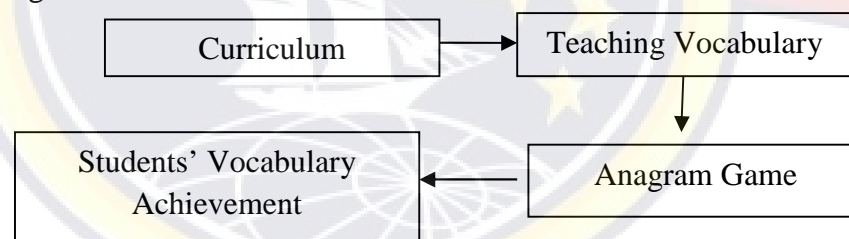


Figure 2.1 Frame of Conceptual Framework

English is one of the curricula in education. To achieve the curriculum objectives researchers have the motivation to improve one aspect of learning, namely vocabulary.

With vocabulary learning that is easily accepted by students, the researcher uses anagram games as a learning method. With such learning methods, students are easier to improve their vocabulary.

The conceptual frameworks in this research are systematically explained below:

1. Input is instruction materials in teaching vocabulary.
2. The researcher will use anagram game in teaching methods to enrich students' vocabulary.

The output is the result of the process of treatments. The results are the students' vocabulary mastery of the experimental group and control group.

D. Hypothesis

From the description of related theories, the researcher proposes the hypothesis that using anagram game the students can improve their vocabulary mastery of the First Grade Students of SMPN 8 Makassar Academic 2019/2020.

- a. H_a : The imply rating of the experimental magnificence put post-take a look at is better than the imply rating of the managed magnificence, or $p < \alpha$; sig. 2 tailed is decrease than alpha; there are variations from the rating of the lessons.
- b. H_0 : The mean rating of the experimental class submit-test is decrease than the imply score of the controlled elegance, or $p < \alpha$; sig. 2 tailed is better than alpha; there are not any variations from the score of the instructions.

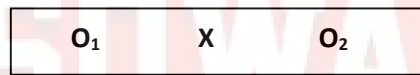
CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

In this research, the researcher would applied pre experimental and there is no possibility for the researcher to randomize them as the sample of the research. The consideration is relevant to the statement of (Gay, et al. 2006:258).

The research design would used pre-experimental research with one group pre-test and post-test. The diagram of the research describe as follows:



Where: O₁ = pre-test

X = treatment

O₂ = post-test

(Gay, et al. 2006:258)

B. Location and Time of the Research

The research was conducted at SMPN 8 Makassar at Batua Raya number 1, Manggala, Kota Makassar. The research was conducted on September in Academic Year 2019/2020.

C. Population & Sample

1. Population

The population of the research was the first grade of SMPN 8 Makassar. The total numbers of class were twelve from VII-1 to VII-12. Each class consisted of 30 students. The total numbers of population were 360 students.

2. Sample

The researcher was use total sampling technique. The researcher used this technique because all the members of the selected has similar characteristic and the same relatively baseline knowledge based on their test examination average scores. The total number of sample was 30 students from class VII-11

D. Variable and operational Definition

1. Variable of the Research

This research has two kinds of variables, namely independent variable and dependent variable. Independent variable is Anagram Game, while dependent variable is students' vocabulary.

2. Operational Definition of the Research

Vocabulary is significant factor in language teaching, since words play in important role in expressing our feeling, emotions, and ideas to other during the act of communication (Jie-Fu : 2009)

According to maimunah from barus (2010:13) Anagram is a good technique in teaching vocabulary.

E. Instrument of the Research

The vocabulary tests are administered in the pretest and posttest. The instrument was intended to measure the students' enrichment of vocabulary. Both are pre-test and post-test basically are same. The students was given a chance to answer the questions for about 60 minutes in both test. The test vocabulary aspects in this research are: nouns, verbs, and adjectives.

The studies tool in this studies became test. The take a look at consisted of 30 multiple picks questions, with a, b, c, and d as preference. the chosen vocabularies had been adjusted to the students' degree. The score for the proper solution changed into 1, at the same time as the score for the incorrect answer become 0.

F. Procedure of Collection Data

In collecting the data, the researcher collects the data by employing these procedures:

1. Pretest

Before doing the remedy, the students changed into given pretest to find out the students' potential. This pretest is done in order to get data on students' prior knowledge.

2. Treatment

Treatment would be hold during three meetings. Below is the procedure that was would used.

a.) The researcher explained the meaning of the Anagram Game.

b.) The researcher explained the Anagram Game that will be used.

- c.) The researcher asked students are divided into 6 group.
- d.) Students gets some words.
- e.) Students form a 1 or 2, even 3 new word.

3. Posttest

Posttest was given to all students, to know their vocabulary improvement. This check is administered to measure the students' progress in vocabulary after having the remedies. The question in the posttest is comparable in pretest.

G. Technique of Data Analysis

The data was collected in the line with instruments and analyze by employing the following procedures:

- a. Scoring the students' correct answer of pre-test and post-test by using the following formula:

$$\text{Score} = \frac{\text{the total correct answer}}{\text{total number of item in test}} \times 100$$

(Puskur, 2006:35)

- b. Classifying the score of the students into the following measurement scale:

Table 3.1 Classification of Students' Score

Score		Classification
81 – 100	is classified as	very good
61 – 80	is classified as	good
41 – 60	is classified as	fair
21 – 40	is classified as	poor
0 – 20	is classified as	very poor

(Puskur, 2006: 35)

- c. Calculating the mean score, locating out the usual deviation of pre-take a look at and put up-take a look at, computing the frequency and the charge percent of the students' rankings and testing the speculation of massive difference among pre-test and post-test on some independent variable by calculating the value of independent t-test using SPSS version 16.0 for Windows Evaluation Version.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter elaborates the findings of the studies and the discussions of the findings. The findings are correlated with the problem statements stated in the advent part. The findings supplied on this part consists of the statistics received via the take a look at with a purpose to see the scholars' vocabulary achievement after giving them the remedies, the use of Anagram game. on this dialogue segment, it offers with the descriptions and interpretations of the findings in this studies. The findings that the researcher stated in this bankruptcy have been primarily based on the analysis of records collection and the software of the approach elaborated within the previous chapter.

A. Findings

1. The Interpretation of the Result of Students' Achievement Test.

This section deals with the presentation and the elaboration of records about pretest and posttest, and the scholars' improvement in learning vocabulary earlier than and after employing treatments. in addition, mean score of pretest, posttest, and questionnaire and general deviation of pretest and posttest as consideration in this studies is also explored similarly. The particular consequences are supplied in the further presentation of the records.

a. Scoring classification of the students' pre-test.

The presentation of data in this part was obtained through the vocabulary test interpretations. It was analyzed in three stages: scoring the students' vocabulary test, classifying the students' score, and calculating the mean score.

Tabel 4.1 The students' score and Classification in pre-test.

No	Students' Initial	Score	Classification
1.	SA	40	Poor
2.	SAK	47	Fair
3.	LRS	33	Poor
4.	GTRA	40	Poor
5.	T	40	Poor
6.	MI	53	Fair
7.	MR	47	Fair
8.	YIA	63	Good
9.	DN	40	Fair
10.	SZY	53	Fair
11.	JP	43	Fair
12.	RLP	53	Fair
13.	AD	57	Fair
14.	SH	43	Fair
15.	AA	47	Fair
16.	MRK	60	Fair
17.	MAA	60	Fair
18.	AMN	47	Fair
19.	L	60	Fair
20.	CDP	47	Fair
21.	MFP	57	Fair
22.	N	53	Fair
23.	GCM	60	Fair

24.	S	53	Fair
25.	K	57	Fair
26.	MRR	60	Fair
27.	SSM	57	Fair
28.	SP	60	Fair
29.	VKD	43	Fair
30.	NW	63	Good
Total		1.536	
Mean Score		51.2	Fair

Source SMPN 8

As being stated earlier that when tabulating and analyzing the scholars' scores into percent, they had been labeled into five levels based on Puskur (2006:35). the subsequent desk is the students' pretest score and percent of experimental and manipulate institution.

Table 4.2 The Percentage of Students' Pretest Score

Classification	Score	Frequency	Percentage
Very Good	81-100	0	0
Good	61-80	2	6.7
Fair	41-60	24	80
Poor	21-40	4	13.3
Very Poor	0-20	0	0
Total		30	100

Puskur (2006:35)

Based on the data in Table 4.2, the pre-test showed, no students were categorized as very good and very poor. But, the results there are 2 students who classified good and 4 students classified poor.

- b. The mean score and standard deviation of students' pretest.

Before the treatments were performed, the researcher was given pretest to recognize the students' prior knowledge. moreover, the motive of the test turned into to find out whether the students on the same degree or not.

After calculating the result of the scholars' pretest, the imply rating and wellknown deviation are provided inside the following table.

Table 4.3 The Mean Score and Standard Deviation of Students' Pretest

Mean Score	Standard Deviation
51.20	8.339

Based at the class of vocabulary test, the imply rating of the pre-test (51.20) was considered very poor with the standard deviation 8.339. It indicates that the score of the classification reached by the students are still low.

- c. Scoring classification of the students' post-test.

Tabel 4.4 The students' score and Classification in post-test.

No	Students' Initial	Score	Classification
1.	SA	83	Very Good
2.	SAK	90	Very Good
3.	LRS	73	Good
4.	GTRA	93	Very Good
5.	T	80	Good
6.	MI	90	Very Good
7.	MR	93	Very Good

8.	YIA	100	Very Good
9.	DN	87	Very Good
10.	SZY	83	Very Good
11.	JP	93	Very Good
12.	RLP	90	Very Good
13.	AD	97	Very Good
14.	SH	83	Very Good
15.	AA	83	Very Good
16.	MRK	100	Very Good
17.	MAA	97	Very Good
18.	AMN	83	Very Good
19.	L	87	Very Good
20.	CDP	87	Very Good
21.	MFP	93	Very Good
22.	N	87	Very Good
23.	GCM	93	Very Good
24.	S	80	Good
25.	K	80	Good
26.	MRR	87	Very Good
27.	SSM	83	Very Good
28.	SP	93	Very Good
29.	VKD	87	Very Good
30.	NW	93	Very Good
Total		2.648	
Mean Score		88.27	Very Good

The ratings of college students' vocabulary success had been categorised into five levels. The ones rating then had been tabulated and analyzed into percentage. the following table is the statistical precis of the scholars' posttest.

Table 4.5 The Percentage of Students' Post-test Score

Classification	Score	Frequency	Percentage
		26	86.7
		4	13.3
		0	0
		0	0
		0	0
Total		30	100

From the type, the scores, and the rate percentage of the put post--test illustrated inside the table above that out of 30 college students, three of the bottom classes, fair, poor and very poor had been now not employed by using everyone of them. There had been 4 (13.3%) students leveled as suitable. on this institution, there had been 26 (86.7%) college students have the capacity to gain the excellent level.

Primarily based on the description above, it's miles clean that there's a much more good sized development of vocabulary reached out by the students in post-test through treatment using Anagram Game during the research.

d. The mean score and standard deviation of students' post-test.

The result of the posttest was described to be the manner to realize the suggest rating and the same old deviation. the following table presents the suggest rating and the standard deviation of post-test.

Table 4.6 The Mean Score and Standard Deviation of Students' Posttest.

Mean Score	Standard Deviation
88.27	6.454

It can be observed in the table above that post-test was valued 88.27 for its mean score with the standard deviation obtained 6.454. It can be referred from the description about the mean score and the standard deviation for posttest. Post-test produces a better improvement or a higher fulfillment that turns from 51.20 pretest to 88.27 in posttest or fair class to correct class.

e. Test of significance (t-test).

T-test is a test to measure whether or no longer there's a extensive distinction between the outcomes of the students' imply scores in the pretest and the posttest. by means of using inferential evaluation of t-take a look at or take a look at of importance run with the aid of SPSS version 16, the large variations may be easier to research.

The level of significance is () = 0.05 and the degree of freedom (df) = 29, N1 – 1, the number of students (each 30) minus 1. The following table illustrates the t-test value result:

Table 4.7 The Paired t-test Value of Students' Achievement

Variables	Probability Value		Remarks
Pre-test and Post-test	0.00	0.05	Significantly different

Primarily based on the result of data analysis as summarized in table 4.7 pretest and post-test, the researcher found that the p-value (probability value) was lower than $(0.00 < 0.05)$ and the degree of freedom was 29. The t-test value of pre-test and post-test was remarked appreciably distinct. It indicated that the alternative hypothesis (H1) was accepted and, of course, the null hypothesis (H0) was rejected. It showed that the use of Anagram Game significantly enrich students' vocabulary. It is more effective, more productive and faster to enrich the students' vocabulary.

B. Discussion

The discussion phase offers with the interpretation of test result each pretest and posttest.

1. The Students' Vocabulary Achievement.

By using Anagram Game for teaching vocabulary the writer hopes that the students will improve their vocabulary speaking and encourage their self to participate and interact in teaching and learning process. The students will know that English is easy to practice. Relating to collected data through the pretest and posttest, the comparison of the enrichment of students' achievement can be proved by analyzing the pretest and post-test result. Relating to collected data through the pre-test and post-test, It can be stated that after giving treatment by using Anagram Game, the mean score of the pre-test before the treatment was 51.20 and after giving treatment the students gained score 88.27 In the pre-test, none of student categorized as very good and very poor. There were 2 students (6.7%) classification

good. In the next level 24 students (80%) categorized as fair. There were 4 students (13.3%) category as poor.

Through noticing the end result of students' pre-test a look at, the writer assumed that the prior understanding of the scholars seem lack due to the fact the students did no longer have any expertise about the test or they may be no longer given the treatment yet by using the usage of Anagram Game. There are some factors that can affect college students' fulfillment. States that elements that affect coaching and learning manner may be divided into two parts namely: external aspect and inner issue. outside elements consist of school issue, teaching system, college bodily situation, curriculum, school discipline, coaching media, time agenda, and peer group.

The advantages of this research is the students are active and fats at doing the test. There is no disadvantages of this research, but the students are difficult to understand at the first doing treatment.

School factor, is an important and necessary learning tool in a school. Because without the school environment all teaching and learning processes cannot be implemented properly and take place right. Keep in mind that all teaching and learning processes require the surrounding environment as a manifestation of students' love and broader experience of the environment. The current environment also needs to be well developed, therefore, the activity of students and the attitude of caring for the environment is needed to create a beautiful and certainly useful environment for all school residents.

Teaching procedure, Engineering the learning process can be designed by the teacher in such a way. Ideally activities for smart students must be different from activities for moderate students or less, although to understand one type of concept that is the same because each student has their own uniqueness. This shows that understanding learning approaches, methods and techniques cannot be ignored.

School physical condition, The state of the school building and its location, as well as learning tools that also determine the success of student learning.

Curriculum, This curriculum is intended to be able to direct education towards the direction and purpose intended in the overall learning activities.

School discipline, supports the success of school students in achieving better life goals. With the discipline of school students all the success that students want will be achieved.

Teaching media, Media teaching is every tool both software and hardware that is used as a medium of communication and aims to improve the effectiveness of the teaching and learning process.

Time schedule, time provided and used by students to learn something in the learning process at school.

Peer group, children or adolescents of the same age who interact with peers and have unique roles in their culture or habits .

Whilst inner factors are motivation, bodily circumstance, students interest, pupil intelligence, attitude, language flair, and attention.

Motivation, encouragement that arises from within students (intrinsic) and from outside students (extrinsic) to do something. Intrinsic motivation includes desires and desires to succeed, encouragement of the need to learn, and expectations of student ideals. While extrinsic motivation includes the existence of awards, a conducive learning environment, interesting learning activities, and the teacher's efforts to teach students.

Physical condition, Factors classified as physical conditions that can affect learning are health and disability factors.

Students interest, a situation where a person has attention to something and is accompanied by the desire to know and learn and prove it further.

Students intelligence, will appear on their actions. The intelligence of each individual is different. Therefore, we need to recognize correctly what field of intelligence we have.

Attitude, important part of interacting with others. Attitudes can be positive and negative. A positive attitude raises a tendency to like, approach, accept, or even expect the presence of certain objects. While the negative attitude raises the tendency to know, hate, avoid, avoid or dislike the existence of an object.

Concentration, is very important and needed for students in following the learning process so that the competencies expected to be mastered can be achieved properly.

Every other thing which can have an impact on college students' success in pretest this is teaching media and students' mind-set. consequently, pretest changed

into given to discover previous expertise of students, so the researcher need to treat the scholars by means of using Anagram game as one approach to overcome the low mastery of college students.

The result of post-test indicates that the use of anagram game gives progress significantly toward students' achievement. It means, all students could enrich their vocabulary; it is proved by the students' mean score before and after the treatment get increase as stated before. The result of vocabulary achievement showed better post-test.

The statistical records primarily based at the t-test thru SPSS version 16 to check the speculation indicated that the possibility cost of the experimental organization is decrease than alpha () in which ($0.000 < 0.05$). It supposed that the H1 of the hypothesis was commonplace.

Based totally at the findings of the research above, creator might also point out that before giving the remedy (pre-test), nearly the students in bad type gaining knowledge of vocabulary. The problems that the scholars faced are specifically to don't forget the which means and the spelling.

Moreover, from the author observation at some stage in the remedy carried out for three conferences in exclusive topics that hired the Anagram Game , the scholars should improve their potential to grasp vocabulary. Anagram Game furnished a clearly fun atmosphere whilst mastering a brand new vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter gives the realization and concept based totally on the findings and discussion of the information analysis.

A. Conclusion

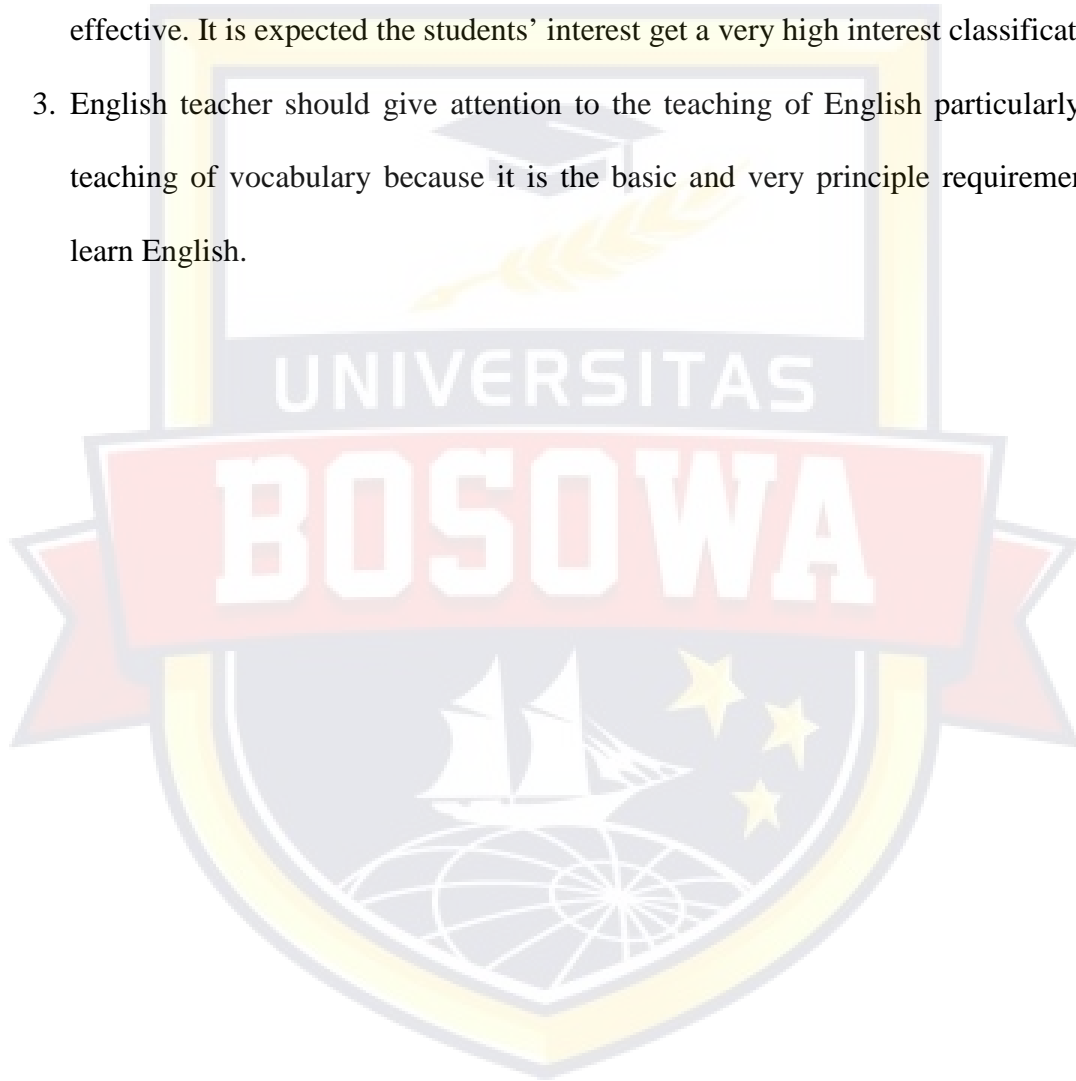
Based on the studies findings and dialogue within the previous chapter, the author concludes that the use of Anagram Game in teaching English vocabulary enriches the students' vocabulary; It is proved by the mean score of the students' in pre-test and post-test in SMPN 8 Makassar on first grade at VII.11 class. The mean score of the students' pre-test (before the treatment) was 51.20 in post-test(after the treatment) the students gained score 88.27 . The t-test of the students' vocabulary achievement in post-test was smaller than . The writer found that the p-value (probability value) was lower than $(0.00 < 0.05)$ and the degree of freedom was 29. The t-test value of pre-test and post-test turned into remarked notably extraordinary. It indicated that the alternative hypothesis (H1) was accepted and, of course, the null hypothesis (H0) was rejected.

B. Suggestion

Based on the conclusion above, the writer put forwards some suggestions and recommendation as follows:

1. It is strongly suggested that teaching vocabulary through the use of Anagram Game be continually implemented not only in SMP Negeri 8 Makassar but also in other schools

2. The teachers are suggested to use scramble game in the classroom; it can give a new atmosphere in teaching to avoid the students' boredom. Because teaching vocabulary by using scramble game is more attractive, entertain, enjoyable and effective. It is expected the students' interest get a very high interest classification.
3. English teacher should give attention to the teaching of English particularly the teaching of vocabulary because it is the basic and very principle requirement to learn English.



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APPENDICES

APPENDIX 1: Attendance List**SMPN 8 MAKASSAR**

No.	Nama	Students' Initial	Class
1.	Muh. Iqbal	MI	7.11
2.	Muh. Rafsal	MR	7.11
3.	Yohanes Indra A.	YIA	7.11
4.	Siti Aura Kirani	SAK	7.11
5.	Siti Aisyah	SA	7.11
6.	Dwi Novianti	DN	7.11
7.	Siti Zhafira Yusuf	SZY	7.11
8.	Jheny P	JP	7.11
9.	Reihan luky Primadani	RLP	7.11
10.	Ariska Damayanti	AD	7.11
11.	Siti Hardianti	SH	7.11
12.	Arnita Amir	AA	7.11
13.	Muh. Rasya Kaisar	MRK	7.11
14.	Muh. Aditya Afidz	MAA	7.11
15.	Grenalda Titania Rante Allo	GTRA	7.11
16.	Ashilah Meydian Nirwana	AMN	7.11
17.	Luki	L	7.11
18.	Cindy Dwi Putri	CDP	7.11
19.	Muh. Fikran Pasya	MFP	7.11
20.	Nandita	N	7.11
21.	Giska Christy Mangin	GCM	7.11
22.	Larasanti R. Syarif	LRS	7.11
23.	Tajrimin	T	7.11
24.	Safira	S	7.11
25.	Karmila	K	7.11
26.	Muh. Rizquillah Ramadhan	MRR	7.11
27.	Saiwa Salsabila Malewa	SSM	7.11
28.	Slamet Prasetio	SP	7.11
29.	Varya Kristian Daut	VKD	7.11
30.	Nur Wahida	NW	7.11
N=30			

APPENDIX 2: (Pre & Post Test)

TEST OF VOCABULARY

1. I have a cat. He has soft...
 - a. Hair
 - b. beard
 - c. nose
 - d. fur
2. Dalmatian is the kind of dog, it has many... on their body.
 - a. Fur
 - b. Spots
 - c. legs
 - d. nail
3. My cat is very... he likes to run around the house
 - a. Active
 - b. Lazy
 - c. Sleepy
 - d. busy
4. Butterfly has a couple of... to fly
 - a. wings
 - b. head
 - c. tail
 - d. legs
5. Cow and buffaloes are But tigers and lion are carnivorous.
 - a. Reptiles
 - b. microbes
 - c. herbivorous
 - d. viruses
6. The dog always... It's very noisy here.
 - a. Bark
 - b. humming
 - c. bleat
 - d. meow
7. The elephant has long... in front of its face
 - a. Nose
 - b. mouth
 - c. trunk
 - d. ear
8. Parrot has two feet that help it to... on the branches
 - a. Fly
 - b. take
 - c. grip
 - d. bring
9. Lions are... because they eat meat.
 - a. Herbivorous
 - b. omnivorous.
 - c. carnivorous
 - d. grass
10. The sea eagle has... to handle the food
 - a. Hand
 - b. beak
 - c. paw
 - d. claw
11. Elephant is an animal that has big... than the other

- a. Legs b. ears c. trunks d. hand

12. Male Lions have big brown... on their head

- a. Hair b. fur c. mane d. ear

13. Giraffe has the tallest... than other

- a. Horns b. ears c. tongue d. neck

The text is for questions number 14-18 !

One day, there was a mousedeer that wanted to **14....** The river. There were a lot of crocodile in the river. The mousedeer couldn't **15...** and he was also afraid of the crocodile. When he touched the water, suddenly a big crocodile **16...** his right leg. He was very **17....** He tried to free himself, but **18...**

14. a. walk b. cross c. jump d. climb
 15. a. fly b. run c. swim d. walk
 16. a. eat b. chase c. scratch d. bite
 17. a. happy b. sleepy c. busy d. surprised
 18. a. failed b. success c. shock d. can

The text is for questions number 19-23 !

Common House Gecko is a **19...** originated from Southeast Asia. The name. "House Gecko" is given to them because they mostly be seen sticking on the **20...** or on the ceiling of a house or another buildings. Common house gecko have **21...** body. They have **22...** legs and one long tail. When they are in danger they can **23...** their tail as a distraction that will outwitted the enemy.

19. a. mammal b. fowl c. reptile d. fish
 20. a. wall b. roof c. floor d. lamp
 21. a. large b. flat c. small d. big
 22. a. one b. two c. three d. four
 23. a. lose b. change c. replace d. choose

The text is for questions number 24-26 !

Hummingbirds

Perhaps the most beautiful and small bird in the world is the hummingbird. Hummingbirds are **24...**, brightly coloured bird which live in forests and feed on the nectar of flowers. The **25...** of all is the bee hummingbird which only weight two grams. Hummingbirds can hover in the air, just like helicopters, moving their **26...** up to 200 times per second.

24. a. fast b. thin c. tiny d. active
 25. a. fastest b. strangest c. biggest d. smallest
 26. a. legs b. wings c. beak d. eyes

The text is for questions number 27-30 !

The Little Mouse

Once upon a time there was a Baby Mouse and Mother Mouse. They lived in a hole in the a big warm house with lots of **27...** to eat.

Then, one day, Mother Mouse decided to take Baby Mouse outside of their home. Waiting outside for them was a huge ginger tomcat, licking it's lips and waiting to 28...them both up.

“Mother, Mother! What should we do?” Cried Baby Mouse, clinging to his mother's tail. Mother Mouse paused, staring up into the beady eyes of the hungry cat. But she wasn't scared, because she knew 29... how to deal with big, scary cats. She opened her mouth and took in a deep breath.

“Woof! Woof! Bark bark bark!” She shouted, and the cat ran away as fast as he could. “Wow, Mother! That was 30... Baby Mouse said to his mother, smiling happily. “And that, my child, is why it is always best to have a second language.”

27. a. grass b. meat c. cheese d. vegetable
 28. a. cut b. bark c. bite d. eat
 29. a. properly b. exactly c. doubtfully d. carefully
 30. a. amazing b. scary c. fun d. pity

Answer Key:

- | | |
|--------------------------|--------------------------|
| 1. D. FUR | 9. C. CARNIVOROUS |
| 2. B. SPOTS | 10. D. CLAW |
| 3. A. ACTIVE | 11. B. EARS |
| 4. A. WINGS | 12. B. FUR |
| 5. C. HERBIVOROUS | 13. D. NECK |
| 6. A. BARK | 14. B. CROSS |
| 7. A. NOSE | 15. C. SWIM |
| 8. C. GRIP | 16. D. BITE |

17. D. SURPRISED

18. A. FAILED

19. C. REPTILE

20. A. WALL

21. A. LARGE

22. D. FOUR

23. C. REPLACE

24. C. TINY

25. D. SMALLEST

26. B. WINGS

27. C. CHEESE

28. C. BITE

29. A. PROPERLY

30. A. AMAZING



APPENDIX 3:**RENCANA PELAKSANAAN PEMBELAJARAN**

Satuan Pendidikan : SMPN 8 MAKASSAR
 Mata Pelajaran : Bahasa Inggris
 Kelas/ Semester : VII/ 1
 Alokasi Waktu : 6 x 40 menit (3 pertemuan)

A. KOMPETENSI INTI

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.
- KI 7: Memahami tulisan bahasa Inggris sangat sederhana dalam konteks kelas.

B. KOMPETENSI DASAR

- 7.1 Memahami kalimat dan pesan tertulis sangat sederhana.

INDIKATOR PENCAPAIAN KOMPETENSI

- 1) Siswa dapat mengidentifikasi berbagai informasi dalam kalimat sangat sederhana.
- 2) Siswa mampu mengidentifikasi sebuah nama benda sesuai dengan gambar.

C. MATERI PEMBELAJARAN

- a. Unsur bahasa terkait teks: vocabularies,

b. Terlampir

KEGIATAN PEMBELAJARAN

PERTEMUAN 1

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> ▪ Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar English Environment dapat langsung tercipta di pertemuan pertama. ▪ Guru dapat menggunakan kalimat " <i>Good morning students</i> ". ▪ Pastikan peserta didik merespon dengan menjawab kembali " <i>Good morning, Teacher/ Sir/Ma'am</i> ". ▪ Guru menyampaikan tujuan pembelajaran 	10 menit
Inti	<p><i>Observing</i></p> <ul style="list-style-type: none"> ▪ Guru menanyakan peserta didik apa yang mereka ketahui mengenai vocabulary. ▪ Guru memberikan penjelasan mengenai vocabulary. <p><i>Questioning</i></p> <ul style="list-style-type: none"> • Guru menanyakan kepada peserta didik apa yang kurang jelas dari vocabulary. <p><i>Associating</i></p> <ul style="list-style-type: none"> • Guru memberikan beberapa vocabulary. <p><i>Experimenting</i></p> <ul style="list-style-type: none"> • Peserta didik diminta mengelompokkan kata-kata yang termasuk dalam noun, verb, adjective, atau adverb. Beserta artinya. <p><i>Communicating</i></p> <ul style="list-style-type: none"> • Guru membahas hasil pengelompokan kosakata peserta didik 	60 menit
Penutup	<ul style="list-style-type: none"> • Peserta didik melakukan review mengenai materi teks deskriptif. • Guru dan peserta didik bersama-sama menutup kegiatan pembelajaran dengan membaca hamdalah bersama-sama 	10 menit

PERTEMUAN 2

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> ▪ Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar English Environment dapat langsung tercipta di pertemuan pertama. ▪ Guru dapat menggunakan kalimat "Good morning students". ▪ Pastikan peserta didik merespon dengan menjawab kembali "Good morning, Teacher/ Sir/Ma'am". <p>Guru menyampaikan tujuan pembelajaran</p>	10 menit
Inti	<p><i>Observing</i></p> <ul style="list-style-type: none"> • Guru memilih salah satu peserta didik untuk menjelaskan apa yang dipelajari pada pertemuan sebelumnya. • Guru menjelaskan Anagram Game. <p><i>Questioning</i></p> <ul style="list-style-type: none"> • Guru menanyakan kepada peserta didik apakah ada sesuatu yang kurang jelas mengenai Anagram Game. <p><i>Associating & Experimenting</i></p> <ul style="list-style-type: none"> • Guru mengajak peserta didik bermain Anagram Game. Yaitu dengan membentuk kelompok yang terdiri dari 5-6 orang. • Setiap kelompok harus membuat atau menyusun kata baru sebanyak mungkin dari kata yang diberikan oleh guru. <p><i>Communicating</i></p> <ul style="list-style-type: none"> ▪ Guru mengarahkan peserta didik untuk menunjuk perwakilan dari kelompoknya untuk maju kedepan kelas dan membaca hasil pekerjaan tiap 	60 menit

	kelompok.	
Penutup	<ul style="list-style-type: none"> • Peserta didik melakukan review mengenai materi teks deskriptif. • Guru dan peserta didik bersama-sama menutup kegiatan pembelajaran dengan membaca hamdalah bersama-sama 	10 menit

PERTEMUAN 3

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> ▪ Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar English Environment dapat langsung tercipta di pertemuan pertama. ▪ Guru dapat menggunakan kalimat "Good morning students". ▪ Pastikan peserta didik merespon dengan menjawab kembali "Good morning, Teacher/ Sir/Ma'am". <p>Guru menyampaikan tujuan pembelajaran</p>	10 menit
Inti	<p><i>Observing</i></p> <ul style="list-style-type: none"> ▪ Guru menanyakan peserta didik apa yang mereka ketahui mengenai vocabulary. ▪ Guru memberikan penjelasan mengenai vocabulary. <p><i>Questioning</i></p> <ul style="list-style-type: none"> • Guru menanyakan kepada peserta didik apa yang kurang jelas dari vocabulary <p><i>Associating</i></p> <ul style="list-style-type: none"> • Guru memberikan beberapa kosakata. <p><i>Experimenting</i></p> <ul style="list-style-type: none"> • Peserta didik diminta mengelompokkan kata-kata yang termasuk dalam noun, verb, adjective, atau adverb. Beserta artinya. <p><i>Communicating</i></p> <ul style="list-style-type: none"> • Guru membahas hasil pengelompokan kosa kata peserta didik 	60 menit

	informasi										
5	Tanggung jawab										
6	Memecahkan masalah										
7	Kemandirian										
8	Ketekunan										
	Jumlah skor perolehan										
	Skor maksimum										

Catatan :

Beri tanda cek pada kolom **skor perolehan** sesuai dengan keterangan penilaian berikut :

1 = kurang sekali

2 = kurang

3 = cukup

4 = baik

5 = baik sekali

Nilai tertinggi = 9

Sikap siswa dinyatakan baik dan positif apabila memperoleh nilai ≥ 7

$$\text{Konversi nilai} = \frac{\text{Skor perolehan}}{\text{Skor tertinggi}} \times 9$$

Skor B + Skor E = Total skor

Skor maksimum = skor maksimum B + skor maksimum E

$$\text{Nilai sikap Anak} = \frac{\text{Skor total}}{\text{Skor maksimum}} \times 9$$

Tulislah skor pada kolom-kolom sesuai hasil pengamatan

No	Nama Siswa	Religius	Jujur	Tanggung jawab	Santun	Nilai Akhir

		Bobot (25)				Bobot (30)				Bobot (25)				Bobot (20)			
		Skor				skor				Skor				Skor			
		B	M	B	M	B	M	B	M	B	M	B	M	B	M	B	M
T	T	M	K	T	T	M	K	T	T	M	K	T	T	M	K		
1																	
2																	
3																	
4																	
5																	
6																	
7																	
8																	
9																	
10																	
11																	
12																	
13																	
14																	
15																	
16																	
17																	

Keterangan :

Nilai BT = 1, MT = 2, MB = 3, MK = 4

Nilai Akhir = skor x bobot

B. Pedoman Penilaian

1) PENGETAHUAN

TES TULIS

Nilai 2 : untuk setiap jawaban Benar pada bagian Essay

Nilai akhir : Total Skor (maks : 10)

2) KETERAMPILAN:

a. Rubrik Penilaian Keterampilan (Praktik/Kinerja/Project)

KRITERIA	Deskripsi	Rentang Skor	Skor Perolehan
Mendeskripsikan secara lisan	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai	(89 – 100)	...
	Lancar dan kosa kata dan kalimat berkembang, serta ada transisi	(76-88)	...
	Sesekali melihat teks, kosa kata terbatas tapi lancar	(61-75)	...
	Membaca script, kosa kata terbatas, dan tidak lancar	(0-60)	...
	JUMLAH		...
Menulis Teks	Fungsi sosial tercapai, struktur dan unsur kebahasaan tepat	(89 – 100)	...
	Fungsi sosial tercapai, struktur tepat dan unsur kebahasaan kurang tepat	(76-88)	...
	Fungsi sosial tercapai, struktur dan unsur kebahasaan kurang tepat	(61-75)	...
	Fungsi sosial, Penggunaan kata, kalimat, dan struktur tidak sesuai	(0-60)	...
	JUMLAH		...

b. Rubrik Penilaian Tes Praktek Lisan Berbicara

No	Aspek yang Dinilai	Kriteria	Score
1	Pengucapan	Excellent	4
		Good	3
		Fair	2
		Poor	1
2	Intonasi	Excellent	4
		Good	3
		Fair	2

		Poor	1
3	Ketelitian	Excellent Good Fair Poor	4 3 2 1
4	Kelancaran	Excellent Good Fair Poor	4 3 2 1
5	Action	Excellent Good Fair Poor	4 3 2 1
		Total Score	20

E. MEDIA DAN SUMBER BELAJAR

1. Media/Alat : White Board, Boardmarker.
2. Sumber : - Buku Bahasa Inggris & English Dictionary

APPENDIX 4 : The Result of Students Pre-Test And Post-Test
The Result Pre-Test

Nama: Lapasari R Syarif
 kelas: 2.11
 No urut: 13

APPENDIX

(33)

1. PRE-TEST AND POST-TEST

TEST OF VOCABULARY

1. I have a cat. He has soft...
 a. Hair beard c. nose d. fur
2. Dalmatian is the kind of dog, it has many... on their body.
 a. Fur Spots c. legs d. nail
3. My cat is very... he likes to run around the house
 Active b. Lazy c. Sleepy d. busy
4. Butterfly has a couple of... to fly
 wings b. head c. tail d. legs
5. Cow and buffaloes are But tigers and lion are camivorous.
 a. Reptiles microbes c. herbivorous d. viruses
6. The dog always... It's very noisy here.
 Bark b. humming c. bleat d. meow
7. The elephant has long... in front of its face
 a. Nose b. mouth trunk d. ear
8. Parrot has two feet that help it to... on the branches
 Fly b. take c. grip d. bring
9. Lions are... because they eat meat.
 a. Herbivorous b. omnivorous. c. carnivorous grass
10. The sea eagle has... to handle the food
 a. Hand b. beak c. paw claw

Benar: 10

11. Elephant is an animal that has big... than the other

- ~~X~~ Legs b. ears c. trunks d. hand

12. Male Lions have big brown... on their head

- a. Hair b. fur c. mane ~~X~~ ear

13. Giraffe has the tallest... than other

- a. Horns ~~X~~ ears c. tongue d. neck

The text is for questions number 14-18 !

One day, there was a mousedeer that wanted to 14.... The river. There were a lot of crocodile in the river. The mousedeer couldn't 15... and he was also afraid of the crocodile. When he touched the water, suddenly a big crocodile 16... his right leg. He was very 17.... He tried to free himself, but 18...

14. a. walk ~~X~~ cross c. jump d. climb
 15. ~~X~~ fly b. run c. swim d. walk
 16. a. eat b. chase c. scratch ~~X~~ bite
 17. ~~X~~ happy b. sleepy c. busy d. surprised
 18. a. failed ~~X~~ success c. shock d. can

The text is for questions number 19-23 !

Common House Gecko is a 19... originated from Southeast Asia. The name. "House Gecko" is given to them because they mostly be seen sticking on the 20... or on the ceiling of a house or another buildings. Common house gecko have 21... body. They have 22... legs and one long tail. When they are in danger they can 23... their tail as a distraction that will outwitted the enemy.

19. a. mammal b. fowl reptile d. fish
 20. a. wall b. roof floor d. lamp
 21. a. large b. flat c. small big
 22. a. one b. two c. three d. four
 23. ~~a. lose~~ b. change c. replace d. choose

The text is for questions number 24-26 !

Hummingbirds

Perhaps the most beautiful and small bird in the world is the hummingbird. Hummingbirds are 24... , brightly coloured bird which live in forests and feed on the nectar of flowers. The 25... of all is the bee hummingbird which only weight two grams. Hummingbirds can hover in the air, just like helicopters, moving their 26... up to 200 times per second.

24. a. fast thin c. tiny d. active
 25. a. fastest b. strangest c. biggest smallest
 26. a. legs b. wings beak d. eyes

The text is for questions number 27-30 !

The Little Mouse

Once upon a time there was a Baby Mouse and Mother Mouse. They lived in a hole in the a big warm house with lots of 27... to eat.

✓ TITAMA : TAJRIMIN
 ✓ KELAS : 7 II

APPENDIX

1. PRE-TEST AND POST-TEST

TEST OF VOCABULARY

1. I have a cat. He has soft...
- ✓ a. Hair b. beard c. nose ✗ fur
2. Dalmatian is the kind of dog, it has many... on their body.
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3. My cat is very... he likes to run around the house
- ✗ a. Active b. Lazy ✗ Sleepy d. busy
4. Butterfly has a couple of... to fly
- ✓ ✗ wings b. head c. tail d. legs
5. Cow and buffaloes are But tigers and lion are carnivorous.
- ✓ a. Reptiles b. microbes ✗ herbivorous d. viruses
6. The dog always... It's very noisy here.
- ✗ a. Bark ✗ humming c. bleat d. meow
7. The elephant has long... in front of its face
- ✓ ✗ Nose b. mouth c. trunk d. ear
8. Parrot has two feet that help it to... on the branches
- ✓ a. Fly b. take ✗ grip d. bring
9. Lions are... because they eat meat.
- ✗ a. Herbivorous ✗ omnivorous. c. carnivorous d. grass
10. The sea eagle has... to handle the food
- ✗ a. Hand ✗ beak c. paw d. claw

Benar : 12

11. Elephant is an animal that has big... than the other

- ~~X~~ Legs b. ears c. trunks d. hand

12. Male Lions have big brown... on their head

- a. Hair ~~X~~ fur c. mane d. ear

13. Giraffe has the tallest... than other

- a. Horns b. ears c. tongue ~~X~~ neck

The text is for questions number 14-18 !

One day, there was a mousedeer that wanted to 14.... The river. There were a lot of crocodile in the river. The mousedeer couldn't 15... and he was also afraid of the crocodile. When he touched the water, suddenly a big crocodile 16... his right leg. He was very 17.... He tried to free himself, but 18...

14. a. walk b. cross ~~X~~ jump d. climb

15. a. fly b. run c. swim ~~X~~ walk

16. ~~X~~ eat b. chase c. scratch d. bite

17. a. happy b. sleepy ~~X~~ busy d. surprised

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The text is for questions number 19-23 !

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- | | | | |
|--|--|---|--|
| <input checked="" type="checkbox"/> 19. a. mammal | <input checked="" type="checkbox"/> fowl | c. reptile | d. fish |
| <input checked="" type="checkbox"/> 20. a. wall | b. roof | c. floor | <input checked="" type="checkbox"/> lamp |
| <input checked="" type="checkbox"/> 21. large | b. flat | c. small | d. big |
| <input checked="" type="checkbox"/> 22. a. one | b. two | <input checked="" type="checkbox"/> three | d. four |
| <input checked="" type="checkbox"/> 23. a. lose | b. change | <input checked="" type="checkbox"/> replace | d. choose |

The text is for questions number 24-26 !

Hummingbirds

Perhaps the most beautiful and small bird in the world is the hummingbird. Hummingbirds are 24... , brightly coloured bird which live in forests and feed on the nectar of flowers. The 25... of all is the bee hummingbird which only weight two grams. Hummingbirds can hover in the air, just like helicopters, moving their 26... up to 200 times per second.

- | | | | |
|---|---|---|-------------|
| <input checked="" type="checkbox"/> 24. fast | b. thin | c. tiny | d. active |
| <input checked="" type="checkbox"/> 25. a. fastest | b. strangest | <input checked="" type="checkbox"/> biggest | d. smallest |
| <input checked="" type="checkbox"/> 26. a. legs | <input checked="" type="checkbox"/> wings | c. beak | d. eyes |

The text is for questions number 27-30 !

The Little Mouse

Once upon a time there was a Baby Mouse and Mother Mouse. They lived in a hole in the a big warm house with lots of 27... to eat.

Then, one day, Mother Mouse decided to take Baby Mouse outside of their home. Waiting outside for them was a huge ginger tomcat, licking it's lips and waiting to 28...them both up.

"Mother, Mother! What should we do?" Cried Baby Mouse, clinging to his mother's tail. Mother Mouse paused, staring up into the beady eyes of the hungry cat. But she wasn't scared, because she knew 29... how to deal with big, scary cats. She opened her mouth and took in a deep breath.

"Woof! Woof! Bark bark bark!" She shouted, and the cat ran away as fast as he could. "Wow, Mother! That was 30... Baby Mouse said to his mother, smiling happily. "And that, my child, is why it is always best to have a second language."

- | | | | |
|---|--|---|---|
| <input checked="" type="checkbox"/> 27. a. grass | <input checked="" type="checkbox"/> meat | c. cheese | d. vegetable |
| <input checked="" type="checkbox"/> 28. a. cut | b. bark | c. bite | <input checked="" type="checkbox"/> eat |
| <input checked="" type="checkbox"/> 29. a properly | b. exactly | c. doubtfully | d. carefully |
| <input checked="" type="checkbox"/> 30. a. amazing | b. scary | <input checked="" type="checkbox"/> fun | d. pity |

NAMA = SITTI AISYAH
 KIS = VII-11
 No urut = 31

APPENDIX

40

1. PRE-TEST AND POST-TEST

TEST OF VOCABULARY

1. I have a cat. He has soft...
 - a. Hair
 - b. beard
 - c. nose
 - fur
2. Dalmatian is the kind of dog, it has many... on their body.
 - a. Fur
 - Spots
 - c. legs
 - d. nail
3. My cat is very... he likes to run around the house
 - Active
 - b. Lazy
 - c. Sleepy
 - d. busy
4. Butterfly has a couple of... to fly
 - wings
 - b. head
 - c. tail
 - d. legs
5. Cow and buffaloes are But tigers and lion are carnivorous.
 - a. Reptiles
 - b. microbes
 - herbivorous
 - d. viruses
6. The dog always... It's very noisy here.
 - a. Bark
 - b. humming
 - c. bleat
 - meow
7. The elephant has long... in front of its face
 - a. Nose
 - b. mouth
 - c. trunk
 - ear
8. Parrot has two feet that help it to... on the branches
 - a. Fly
 - take
 - c. grip
 - d. bring
9. Lions are... because they eat meat.
 - a. Herbivorous
 - b. omnivorous.
 - carnivorous
 - d. grass
10. The sea eagle has... to handle the food
 - Hand
 - b. beak
 - c. paw
 - d. claw

12 benar

11. Elephant is an animal that has big... than the other

- a. Legs b. ears ~~c. trunks~~ d. hand ✗

12. Male Lions have big brown... on their head

- ~~a. Hair~~ b. fur c. mane d. ear ✗

13. Giraffe has the tallest... than other

- a. Horns b. ears c. tongue ~~d. neck~~ ✓

The text is for questions number 14-18 !

One day, there was a mousedeer that wanted to 14.... The river. There were a lot of crocodile in the river. The mousedeer couldn't 15... and he was also afraid of the crocodile. When he touched the water, suddenly a big crocodile 16... his right leg. He was very 17.... He tried to free himself, but 18...

14. a. walk b. cross c. jump ~~d. climb~~ ✗

15. a. fly b. run ~~c. swim~~ d. walk ✓

16. a. eat b. chase c. scratch ~~d. bite~~ ✓

17. ~~a. happy~~ b. sleepy c. busy d. surprised ✗

18. a. failed ~~b. success~~ c. shock d. can ✗

The text is for questions number 19-23 !

Common House Gecko is a 19... originated from Southeast Asia. The name. "House Gecko" is given to them because they mostly be seen sticking on the 20... or on the ceiling of a house or another buildings. Common house gecko have 21... body. They have 22... legs and one long tail. When they are in danger they can 23... their tail as a distraction that will outwitted the enemy.

- | | | | | |
|---|-----------|---|--|---|
| 19. a. mammal | b. fowl | <input checked="" type="checkbox"/> reptile | d. fish | ✓ |
| 20. a. wall | b. roof | c. floor | <input checked="" type="checkbox"/> lamp | ✗ |
| 21. a. large | b. flat | c. small | <input checked="" type="checkbox"/> big | ✗ |
| 22. <input checked="" type="checkbox"/> one | b. two | c. three | d. four | ✗ |
| 23. a. lose | b. change | c. replace | <input checked="" type="checkbox"/> choose | ✗ |

The text is for questions number 24-26 !

UNIVERSITAS Hummingbirds

Perhaps the most beautiful and small bird in the world is the hummingbird. Hummingbirds are 24..., brightly coloured bird which live in forests and feed on the nectar of flowers. The 25... of all is the bee hummingbird which only weight two grams. Hummingbirds can hover in the air, just like helicopters, moving their 26... up to 200 times per second.

- | | | | | |
|----------------|---|------------|--|---|
| 24. a. fast | b. thin | c. tiny | <input checked="" type="checkbox"/> active | ✗ |
| 25. a. fastest | <input checked="" type="checkbox"/> strangest | c. biggest | d. smallest | ✗ |
| 26. a. legs | <input checked="" type="checkbox"/> wings | c. beak | d. eyes | ✓ |

The text is for questions number 27-30 !

The Little Mouse

Once upon a time there was a Baby Mouse and Mother Mouse. They lived in a hole in the a big warm house with lots of 27... to eat.

Then, one day, Mother Mouse decided to take Baby Mouse outside of their home. Waiting outside for them was a huge ginger tomcat, licking it's lips and waiting to 28...them both up.

"Mother, Mother! What should we do?" Cried Baby Mouse, clinging to his mother's tail. Mother Mouse paused, staring up into the beady eyes of the hungry cat. But she wasn't scared, because she knew 29... how to deal with big, scary cats. She opened her mouth and took in a deep breath.

"Woof! Woof! Bark bark bark!" She shouted, and the cat ran away as fast as he could. "Wow, Mother! That was 30... Baby Mouse said to his mother, smiling happily. "And that, my child, is why it is always best to have a second language."

- | | | | | |
|----------------------|------------|-------------------------|--------------|---|
| 27. a. grass | b. meat | x cheese | d. vegetable | ✓ |
| 28. x cut | b. bark | c. bite | d. eat | X |
| 29. a. properly | b. exactly | x doubtfully | d. carefully | X |
| 30. a. amazing | b. scary | x fun | d. pity | X |

Nama = Siti Aura Kirani

Kelas = VII.11

No. Urut = 29

APPENDIX

1. PRE-TEST AND POST-TEST

TEST OF VOCABULARY

1. I have a cat. He has soft...
 a. Hair ~~X~~ beard c. nose d. fur X
2. Dalmatian is the kind of dog, it has many... on their body.
 a. Fur ~~X~~ Spots c. legs d. nail ✓
3. My cat is very... he likes to run around the house
~~X~~ Active b. Lazy c. Sleepy d. busy ✓
4. Butterfly has a couple of... to fly
~~X~~ wings b. head c. tail d. legs ✓
5. Cow and buffaloes are But tigers and lion are carnivorous.
 a. Reptiles b. microbes ~~X~~ herbivorous d. viruses ✓
6. The dog always... It's very noisy here.
~~X~~ Bark b. humming c. bleat d. meow ~~X~~ ✓
7. The elephant has long... in front of its face
~~X~~ Nose b. mouth c. trunk d. ear ✓
8. Parrot has two feet that help it to... on the branches
 a. Fly b. take ~~X~~ grip d. bring ✓
9. Lions are... because they eat meat.
 a. Herbivorous b. omnivorous. ~~X~~ carnivorous d. grass ✓
10. The sea eagle has... to handle the food
 a. Hand ~~X~~ beak c. paw d. claw X

100 benar

11. Elephant is an animal that has big... than the other

- a. legs b. ears ~~c. trunks~~ d. hand ~~X~~

12. Male Lions have big brown... on their head

- ~~X~~ Hair b. fur c. mane d. ear ~~X~~

13. Giraffe has the tallest... than other

- a. Horns ~~X~~ ears c. tongue d. neck ~~X~~

The text is for questions number 14-18 !

One day, there was a mousedeer that wanted to 14.... The river. There were a lot of crocodile in the river. The mousedeer couldn't 15... and he was also afraid of the crocodile. When he touched the water, suddenly a big crocodile 16... his right leg. He was very 17.... He tried to free himself, but 18...

14. a. walk ~~X~~ cross c. jump d. climb ✓

15. a. fly ~~X~~ run C. swim d. walk ~~X~~

16. ~~X~~ eat b. chase c. scratch d. bite ~~X~~

17. ~~X~~ happy b. sleepy c. busy d. surprised ~~X~~

18. a. failed ~~X~~ success c. shock d. can ~~X~~

The text is for questions number 19-23 !

Common House Gecko is a 19... originated from Southeast Asia. The name. "House Gecko" is given to them because they mostly be seen sticking on the 20... or on the ceiling of a house or another buildings. Common house gecko have 21... body. They have 22... legs and one long tail. When they are in danger they can 23... their tail as a distraction that will outwitted the enemy.

- | | | | | |
|--|--|---|-----------|-------------------------------------|
| 19. <input checked="" type="checkbox"/> mammal | b. fowl | c. reptile | d. fish | <input checked="" type="checkbox"/> |
| 20. a. wall | <input checked="" type="checkbox"/> roof | c. floor | d. lamp | <input checked="" type="checkbox"/> |
| 21. a. large | b. flat | <input checked="" type="checkbox"/> small | d. big | <input checked="" type="checkbox"/> |
| 22. a. one | <input checked="" type="checkbox"/> two | c. three | d. four | <input checked="" type="checkbox"/> |
| 23. a. lose | b. change | <input checked="" type="checkbox"/> replace | d. choose | <input checked="" type="checkbox"/> |

The text is for questions number 24-26 !

Hummingbirds

Perhaps the most beautiful and small bird in the world is the hummingbird. Hummingbirds are 24... , brightly coloured bird which live in forests and feed on the nectar of flowers. The 25... of all is the bee hummingbird which only weight two grams. Hummingbirds can hover in the air, just like helicopters, moving their 26... up to 200 times per second.

- | | | | | |
|----------------|---|------------|--|-------------------------------------|
| 24. a. fast | <input checked="" type="checkbox"/> thin | c. tiny | d. active | <input checked="" type="checkbox"/> |
| 25. a. fastest | b. strangest | c. biggest | <input checked="" type="checkbox"/> smallest | <input checked="" type="checkbox"/> |
| 26. a. legs | <input checked="" type="checkbox"/> wings | c. beak | d. eyes | <input checked="" type="checkbox"/> |

The text is for questions number 27-30 !

The Little Mouse

Once upon a time there was a Baby Mouse and Mother Mouse. They lived in a hole in the a big warm house with lots of 27... to eat.

Then, one day, Mother Mouse decided to take Baby Mouse outside of their home. Waiting outside for them was a huge ginger tomcat, licking it's lips and waiting to 28...them both up.

"Mother, Mother! What should we do?" Cried Baby Mouse, clinging to his mother's tail. Mother Mouse paused, staring up into the beady eyes of the hungry cat. But she wasn't scared, because she knew 29... how to deal with big, scary cats. She opened her mouth and took in a deep breath.

"Woof! Woof! Bark bark bark!" She shouted, and the cat ran away as fast as he could. "Wow, Mother! That was 30... Baby Mouse said to his mother, smiling happily. "And that, my child, is why it is always best to have a second language."

- | | | | |
|-----------------|----------------------|---------------------|---------------------------|
| 27. a. grass | b. meat | x cheese | d. vegetable ✓ |
| 28. a. cut | b. bark | x bite | d. eat ✓ |
| 29. a. properly | x exactly | c. doubtfully | d. carefully x |
| 30. a. amazing | b. scary | x fun | d. pity x |

The Result Post-Test

Nama: Larasati & Syarif

Kelas : 2.11

No uraf : 13

73

APPENDIX

I. PRE-TEST AND POST-TEST

TEST OF VOCABULARY

1. I have a cat. He has soft...
 - a. Hair
 - b. beard
 - c. nose
 - d. fur
2. Dalmatian is the kind of dog, it has many... on their body.
 - a. Fur
 - b. Spots
 - c. legs
 - d. nail
3. My cat is very... he likes to run around the house
 - a. Active
 - b. Lazy
 - c. Sleepy
 - d. busy
4. Butterfly has a couple of... to fly
 - a. wings
 - b. head
 - c. tail
 - d. legs
5. Cow and buffaloes are But tigers and lion are carnivorous.
 - a. Reptiles
 - b. microbes
 - c. herbivorous
 - d. viruses
6. The dog always... It's very noisy here.
 - a. Bark
 - b. humming
 - c. bleat
 - d. meow
7. The elephant has long... in front of its face
 - a. Nose
 - b. mouth
 - c. trunk
 - d. ear
8. Parrot has two feet that help it to... on the branches
 - a. Fly
 - b. take
 - c. grip
 - d. bring
9. Lions are... because they eat meat.
 - a. Herbivorous
 - b. omnivorous
 - c. carnivorous
 - d. grass
10. The sea eagle has... to handle the food
 - a. Hand
 - b. beak
 - c. paw
 - d. claw

22 benar

11. Elephant is an animal that has big... than the other

- a. Legs b. ears ~~c. trunks~~ d. hand ~~X~~

12. Male Lions have big brown... on their head

- a. Hair ~~X~~ fur c. mane d. ear ✓

13. Giraffe has the tallest... than other

- a. Horns b. ears c. tongue ~~X~~ neck ✓

The text is for questions number 14-18 !

One day, there was a mousedeer that wanted to 14.... The river. There were a lot of crocodile in the river. The mousedeer couldn't 15... and he was also afraid of the crocodile. When he touched the water, suddenly a big crocodile 16... his right leg. He was very 17.... He tried to free himself, but 18...

14. a. walk b. cross ~~X~~ jump d. climb ~~X~~

15. a. fly b. run ~~X~~ swim d. walk ✓

16. ~~X~~ eat b. chase c. scratch d. bite ~~X~~

17. a. happy b. sleepy c. busy ~~X~~ surprised ✓

18. ~~X~~ failed b. success c. shock d. can ✓

The text is for questions number 19-23 !

Common House Gecko is a 19... originated from Southeast Asia. The name "House Gecko" is given to them because they mostly be seen sticking on the 20... or on the ceiling of a house or another buildings. Common house gecko have 21... body. They have 22... legs and one long tail. When they are in danger they can 23... their tail as a distraction that will outwitted the enemy.

19. a. mammal b. fowl ~~c. reptile~~ d. fish ✓
 20. ~~a. wall~~ b. roof c. floor d. lamp ✓
 21. ~~a. large~~ b. flat c. small d. big ✓
 22. a. one b. two c. three ~~d. four~~ ✓
 23. a. lose b. change ~~c. replace~~ d. choose ✓

The text is for questions number 24-26 !

UNIVERSITAS **Hummingbirds**

Perhaps the most beautiful and small bird in the world is the hummingbird. Hummingbirds are 24... , brightly coloured bird which live in forests and feed on the nectar of flowers. The 25... of all is the bee hummingbird which only weight two grams. Hummingbirds can hover in the air, just like helicopters, moving their 26... up to 200 times per second.

24. a. fast ~~b. thin~~ c. tiny d. active ✓
 25. a. fastest b. strangest c. biggest ~~d. smallest~~ ✓
 26. a. legs ~~b. wings~~ c. beak d. eyes ✓

The text is for questions number 27-30 !

The Little Mouse

Once upon a time there was a Baby Mouse and Mother Mouse. They lived in a hole in the a big warm house with lots of 27... to eat.

Then, one day, Mother Mouse decided to take Baby Mouse outside of their home. Waiting outside for them was a huge ginger tomcat, licking it's lips and waiting to 28...them both up.

"Mother, Mother! What should we do?" Cried Baby Mouse, clinging to his mother's tail. Mother Mouse paused, staring up into the beady eyes of the hungry cat. But she wasn't scared, because she knew 29... how to deal with big, scary cats. She opened her mouth and took in a deep breath.

"Woof! Woof! Bark bark bark!" She shouted, and the cat ran away as fast as he could. "Wow, Mother! That was 30... Baby Mouse said to his mother, smiling happily. "And that, my child, is why it is always best to have a second language."

- | | | | | |
|----------------------------|------------|----------------------|--------------------|----|
| 27. a. grass | b. meat | c. cheese | d. vegetable | ✓ |
| 28. a. cut | b. bark | c. bite | d. eat | ✗ |
| 29. a. properly | b. exactly | c. doubtfully | d. carefully | ✓✓ |
| 30. a. amazing | b. scary | c. fun | d. pity | ✗ |

Nama : TAJRIMIN

Kelas : 7 "

NO. URUT : 34

APPENDIX

I. PRE-TEST AND POST-TEST

TEST OF VOCABULARY

1. I have a cat. He has soft...
 - a. Hair
 - b. beard
 - c. nose
 - ~~d. fur~~ ✓
2. Dalmatian is the kind of dog, it has many... on their body.
 - a. Fur
 - ~~b. Spots~~ ✓
 - c. legs
 - d. nail ✓
3. My cat is very... he likes to run around the house
 - ~~a. Active~~ ✓
 - b. Lazy
 - c. Sleepy
 - d. busy ✓
4. Butterfly has a couple of... to fly
 - ~~a. wings~~ ✓
 - b. head
 - c. tail
 - d. legs ✓
5. Cow and buffaloes are But tigers and lion are carnivorous.
 - a. Reptiles
 - b. microbes
 - ~~c. herbivorous~~ ✓
 - d. viruses ✓
6. The dog always... It's very noisy here.
 - ~~a. Bark~~ ✓
 - b. humming
 - c. bleat
 - d. meow ✓
7. The elephant has long... in front of its face
 - ~~a. Nose~~ ✓
 - b. mouth
 - c. trunk
 - d. ear ✓
8. Parrot has two feet that help it to... on the branches
 - a. Fly
 - b. take
 - c. grip
 - ~~d. bring~~ ✗
9. Lions are... because they eat meat.
 - a. Herbivorous
 - b. omnivorous.
 - ~~c. carnivorous~~ ✓
 - d. grass ✓
10. The sea eagle has... to handle the food
 - a. Hand
 - b. beak
 - ~~c. paw~~ ✗
 - d. claw ✗

24 benar

11. Elephant is an animal that has big... than the other

- a. Legs b. ears ~~c. trunks~~ d. hand X

12. Male Lions have big brown... on their head

- a. Hair ~~b. fur~~ c. mane d. ear ✓

13. Giraffe has the tallest... than other

- a. Horns b. ears c. tongue ~~d. neck~~ ✓

The text is for questions number 14-18 !

One day, there was a mousedeer that wanted to 14.... The river. There were a lot of crocodile in the river. The mousedeer couldn't 15... and he was also afraid of the crocodile. When he touched the water, suddenly a big crocodile 16... his right leg. He was very 17.... He tried to free himself, but 18...

14. a. walk b. cross ~~c. jump~~ d. climb X

15. a. fly b. run ~~c. swim~~ d. walk ✓

16. ~~a. cat~~ b. chase c. scratch d. bite X

17. a. happy b. sleepy c. busy ~~d. surprised~~ ✓

18. ~~a. failed~~ b. success c. shock d. can ✓

The text is for questions number 19-23 !

Common House Gecko is a 19... originated from Southeast Asia. The name. "House Gecko" is given to them because they mostly be seen sticking on the 20... or on the ceiling of a house or another buildings. Common house gecko have 21... body. They have 22... legs and one long tail. When they are in danger they can 23... their tail as a distraction that will outwitted the enemy.

19. a. mammal b. fowl ~~c. reptile~~ d. fish ✓
 20. ~~a. wall~~ b. roof c. floor d. lamp ✓
 21. a. large b. flat c. small d. big ✓
 22. a. one b. two c. three ~~d. four~~ ✓
 23. a. lose b. change ~~c. replace~~ d. choose ✓

The text is for questions number 24-26 !

UNIVERSITAS BOSOWA

Hummingbirds

Perhaps the most beautiful and small bird in the world is the hummingbird. Hummingbirds are 24... , brightly coloured bird which live in forests and feed on the nectar of flowers. The 25... of all is the bee hummingbird which only weight two grams. Hummingbirds can hover in the air, just like helicopters, moving their 26... up to 200 times per second.

24. a. fast b. thin ~~c. tiny~~ d. active ✓
 25. a. fastest b. strangest c. biggest ~~d. smallest~~ ✓
 26. a. legs ~~b. wings~~ c. beak d. eyes ✓

The text is for questions number 27-30 !

The Little Mouse

Once upon a time there was a Baby Mouse and Mother Mouse. They lived in a hole in the a big warm house with lots of 27... to eat.

Then, one day, Mother Mouse decided to take Baby Mouse outside of their home. Waiting outside for them was a huge ginger tomcat, licking it's lips and waiting to 28...them both up.

"Mother, Mother! What should we do?" Cried Baby Mouse, clinging to his mother's tail. Mother Mouse paused, staring up into the beady eyes of the hungry cat. But she wasn't scared, because she knew 29... how to deal with big, scary cats. She opened her mouth and took in a deep breath.

"Woof! Woof! Bark bark bark!" She shouted, and the cat ran away as fast as he could. "Wow, Mother! That was 30... Baby Mouse said to his mother, smiling happily. "And that, my child, is why it is always best to have a second language."

- | | | | | |
|----------------------------|------------|----------------------|-------------------|---|
| 27. a. grass | b. meat | c. cheese | d. vegetable | ✓ |
| 28. a. cut | b. bark | c. bite | d. cat | X |
| 29. a. properly | b. exactly | c. doubtfully | d. carefully | ✓ |
| 30. a. amazing | b. scary | c. fun | d. pity | ✓ |

NAMA : SITTI AISYAH
 KIS : VII A
 No. Absen : 31

APPENDIX

83

1. PRE-TEST AND POST-TEST

TEST OF VOCABULARY

1. I have a cat. He has soft...
 a. Hair b. beard c. nose d. fur ✓
2. Dalmatian is the kind of dog, it has many... on their body.
 a. Fur b. Spots c. legs d. nail ✓
3. My cat is very... he likes to run around the house
 a. Active b. Lazy c. Sleepy d. busy ✓
4. Butterfly has a couple of... to fly
 a. wings b. head c. tail d. legs ✓
5. Cow and buffaloes are But tigers and lion are carnivorous.
 a. Reptiles b. microbes c. herbivorous d. viruses ✓
6. The dog always... It's very noisy here.
 a. Bark b. humming c. bleat d. meow ✓
7. The elephant has long... in front of its face
 a. Nose b. mouth c. trunk d. ear ✓
8. Parrot has two feet that help it to... on the branches
 a. Fly b. take c. grip d. bring ✓
9. Lions are... because they eat meat.
 a. Herbivorous b. omnivorous. c. carnivorous d. grass ✓
10. The sea eagle has... to handle the food
 a. Hand b. beak c. paw d. claw ✓

25 benar

11. Elephant is an animal that has big... than the other

- a. Legs b. ears ~~X~~ trunks d. hand ~~X~~

12. Male Lions have big brown... on their head

- ~~X~~ Hair b. fur c. mane d. ear ~~X~~

13. Giraffe has the tallest... than other

- a. Horns b. ears c. tongue ~~X~~ d. neck ✓

The text is for questions number 14-18 !

One day, there was a mousedeer that wanted to 14.... The river. There were a lot of crocodile in the river. The mousedeer couldn't 15... and he was also afraid of the crocodile. When he touched the water, suddenly a big crocodile 16... his right leg. He was very 17.... He tried to free himself, but 18...

14. a. walk b. cross ~~X~~ jump d. climb ~~X~~

15. a. fly b. run ~~X~~ swim d. walk ✓

16. a. eat b. chase c. scratch ~~X~~ bite ✓

17. a. happy b. sleepy c. busy ~~X~~ surprised ✓

18. ~~X~~ failed b. success c. shock d. can ✓

The text is for questions number 19-23 !

Common House Gecko is a 19... originated from Southeast Asia. The name, "House Gecko" is given to them because they mostly be seen sticking on the 20... or on the ceiling of a house or another buildings. Common house gecko have 21... body. They have 22... legs and one long tail. When they are in danger they can 23... their tail as a distraction that will outwitted the enemy.

- | | | | | |
|-------------------------|-----------|-----------------------|--------------------|---|
| 19. a. mammal | b. fowl | c. reptile | d. fish | ✓ |
| 20. a. wall | b. roof | c. floor | d. lamp | ✓ |
| 21. a. large | b. flat | c. small | d. big | ✓ |
| 22. a. one | b. two | c. three | d. four | ✓ |
| 23. a. lose | b. change | c. replace | d. choose | ✓ |

The text is for questions number 24-26 !

UNIVERSITAS BOSONWA

Hummingbirds

Perhaps the most beautiful and small bird in the world is the hummingbird. Hummingbirds are 24... , brightly coloured bird which live in forests and feed on the nectar of flowers. The 25... of all is the bee hummingbird which only weight two grams. Hummingbirds can hover in the air, just like helicopters, moving their 26... up to 200 times per second.

- | | | | | |
|----------------|---------------------|--------------------|------------------------|---|
| 24. a. fast | b. thin | c. tiny | d. active | ✓ |
| 25. a. fastest | b. strangest | c. biggest | d. smallest | ✓ |
| 26. a. legs | b. wings | c. beak | d. eyes | ✓ |

The text is for questions number 27-30 !

The Little Mouse

Once upon a time there was a Baby Mouse and Mother Mouse. They lived in a hole in the a big warm house with lots of 27... to eat.

Then, one day, Mother Mouse decided to take Baby Mouse outside of their home. Waiting outside for them was a huge ginger tomcat, licking it's lips and waiting to ~~28...~~them both up.

"Mother, Mother! What should we do?" Cried Baby Mouse, clinging to his mother's tail. Mother Mouse paused, staring up into the beady eyes of the hungry cat. But she wasn't scared, because she knew ~~29...~~ how to deal with big, scary cats. She opened her mouth and took in a deep breath.

"Woof! Woof! Bark bark bark!" She shouted, and the cat ran away as fast as he could. "Wow, Mother! That was ~~30...~~ Baby Mouse said to his mother, smiling happily. "And that, my child, is why it is always best to have a second language."

- | | | | | |
|----------------------------|---------------------|----------------------|-------------------|---|
| 27. a. grass | b. meat | c. cheese | d. vegetable | ✓ |
| 28. a. cut | b. bark | c. bite | d. eat | ✗ |
| 29. a. properly | b. exactly | c. doubtfully | d. carefully | ✓ |
| 30. a. amazing | b. scary | c. fun | d. pity | ✗ |

Nama = Siti Aura Kirani

Kelas = VII.11

No.urut = 29

APPENDIX

1. PRE-TEST AND POST-TEST

TEST OF VOCABULARY

1. I have a cat. He has soft...
 a. Hair b. beard c. nose ~~X~~ fur ✓
2. Dalmatian is the kind of dog, it has many... on their body.
 a. Fur ~~X~~ Spots c. legs d. nail ✓
3. My cat is very... he likes to run around the house
~~X~~ Active b. Lazy c. Sleepy d. busy ✓
4. Butterfly has a couple of... to fly
~~X~~ wings b. head c. tail d. legs ✓
5. Cow and buffaloes are But tigers and lion are carnivorous.
 a. Reptiles b. microbes ~~X~~ herbivorous d. viruses ✓
6. The dog always... It's very noisy here.
 a. Bark ~~X~~ humming c. bleat d. meow X
7. The elephant has long... in front of its face
~~X~~ Nose b. mouth c. trunk d. ear ✓
8. Parrot has two feet that help it to... on the branches
 a. Fly b. take ~~X~~ grip d. bring ✓
9. Lions are... because they eat meat.
 a. Herbivorous b. omnivorous. ~~X~~ carnivorous d. grass ✓
10. The sea eagle has... to handle the food
 a. Hand b. beak c. paw ~~X~~ claw ✓

go

27 benar

11. Elephant is an animal that has big... than the other

- a. Legs ~~b. ears~~ c. trunks d. hand

12. Male Lions have big brown... on their head

- a. Hair ~~b. fur~~ c. mane d. ear

13. Giraffe has the tallest... than other

- a. Horns b. ears c. tongue ~~d. neck~~

The text is for questions number 14-18 !

One day, there was a mousedeer that wanted to 14.... The river. There were a lot of crocodile in the river. The mousedeer couldn't 15... and he was also afraid of the crocodile. When he touched the water, suddenly a big crocodile 16... his right leg. He was very 17.... He tried to free himself, but 18...

14. a. walk ~~b. cross~~ c. jump d. climb

15. a. fly b. run ~~c. swim~~ d. walk

16. ~~a. eat~~ b. chase c. scratch d. bite

17. a. happy b. sleepy c. busy ~~d. surprised~~

18. ~~a. failed~~ b. success c. shock d. can

The text is for questions number 19-23 !

Common House Gecko is a 19... originated from Southeast Asia. The name. "House Gecko" is given to them because they mostly be seen sticking on the 20... or on the ceiling of a house or another buildings. Common house gecko have 21... body. They have 22... legs and one long tail. When they are in danger they can 23... their tail as a distraction that will outwitted the enemy.

19. a. mammal b. fowl ~~c. reptile~~ d. fish ✓
 20. ~~a. wall~~ b. roof c. floor d. lamp ✓
 21. ~~a. large~~ b. flat c. small d. big ✓
 22. a. one b. two c. three ~~d. four~~ ✓
 23. a. lose b. change ~~c. replace~~ d. choose ✓

The text is for questions number 24-26 !

Hummingbirds

Perhaps the most beautiful and small bird in the world is the hummingbird. Hummingbirds are 24... , brightly coloured bird which live in forests and feed on the nectar of flowers. The 25... of all is the bee hummingbird which only weight two grams. Hummingbirds can hover in the air, just like helicopters, moving their 26... up to 200 times per second.

24. a. fast b. thin ~~c. tiny~~ d. active ✓
 25. a. fastest b. strangest c. biggest ~~d. smallest~~ ✓
 26. a. legs ~~b. wings~~ c. beak d. eyes ✓

The text is for questions number 27-30 !

The Little Mouse

Once upon a time there was a Baby Mouse and Mother Mouse. They lived in a hole in the a big warm house with lots of 27... to eat.

Then, one day, Mother Mouse decided to take Baby Mouse outside of their home. Waiting outside for them was a huge ginger tomcat, licking it's lips and waiting to 28...them both up.

"Mother, Mother! What should we do?" Cried Baby Mouse, clinging to his mother's tail. Mother Mouse paused, staring up into the beady eyes of the hungry cat. But she wasn't scared, because she knew 29... how to deal with big, scary cats. She opened her mouth and took in a deep breath.

"Woof! Woof! Bark bark bark!" She shouted, and the cat ran away as fast as he could. "Wow, Mother! That was 30... Baby Mouse said to his mother, smiling happily. "And that, my child, is why it is always best to have a second language."

- | | | | | |
|----------------------------|------------|----------------------|-------------------|---|
| 27. a. grass | b. meat | c. cheese | d. vegetable | ✓ |
| 28. a. cut | b. bark | c. bite | d. eat | X |
| 29. a. properly | b. exactly | c. doubtfully | d. carefully | ✓ |
| 30. a. amazing | b. scary | c. fun | d. pity | ✓ |

APPENDIX 5:**The Students' Score and Data SPSS 16.0****A. The Score of Pre-test and Post-test For Students**

Statistics			PRE_TEST	POST_TEST
N	Valid		30	30
	Missing		16	16
Mean			51.20	88.27
Std. Error of Mean			1.523	1.178
Median			53.00	87.00
Mode			60	93
Std. Deviation			8.339	6.454
Variance			69.545	41.651
Range			30	27
Minimum			33	73
Maximum			63	100
Sum			1536	2648

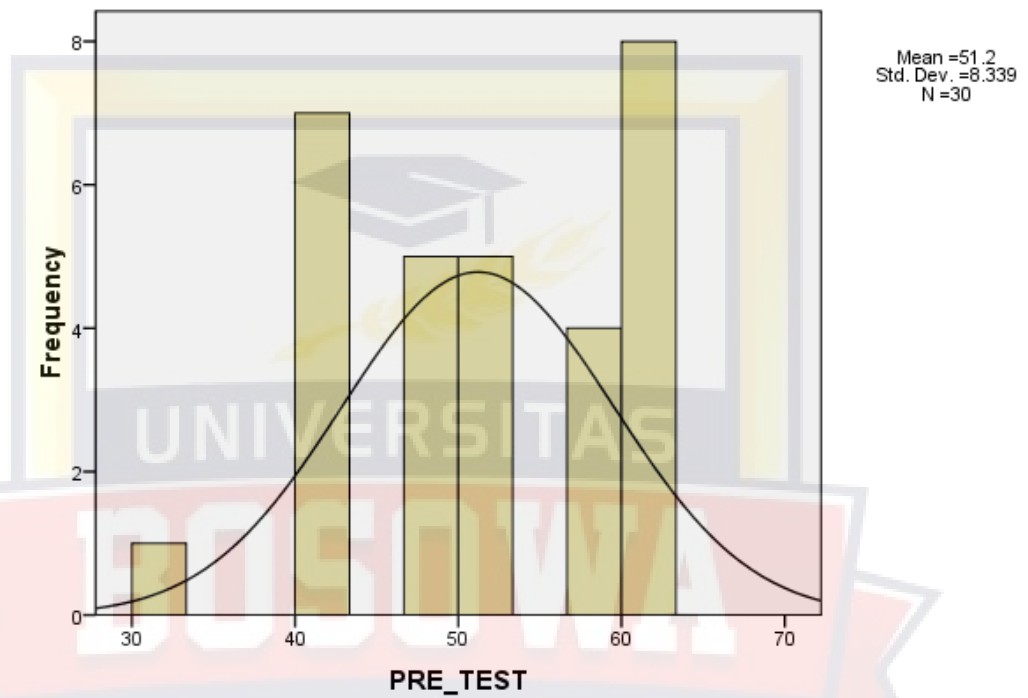
PRE_TEST					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	33	1	2.2	3.3	3.3
	40	4	8.7	13.3	16.7
	43	3	6.5	10.0	26.7
	47	5	10.9	16.7	43.3
	53	5	10.9	16.7	60.0
	57	4	8.7	13.3	73.3
	60	6	13.0	20.0	93.3

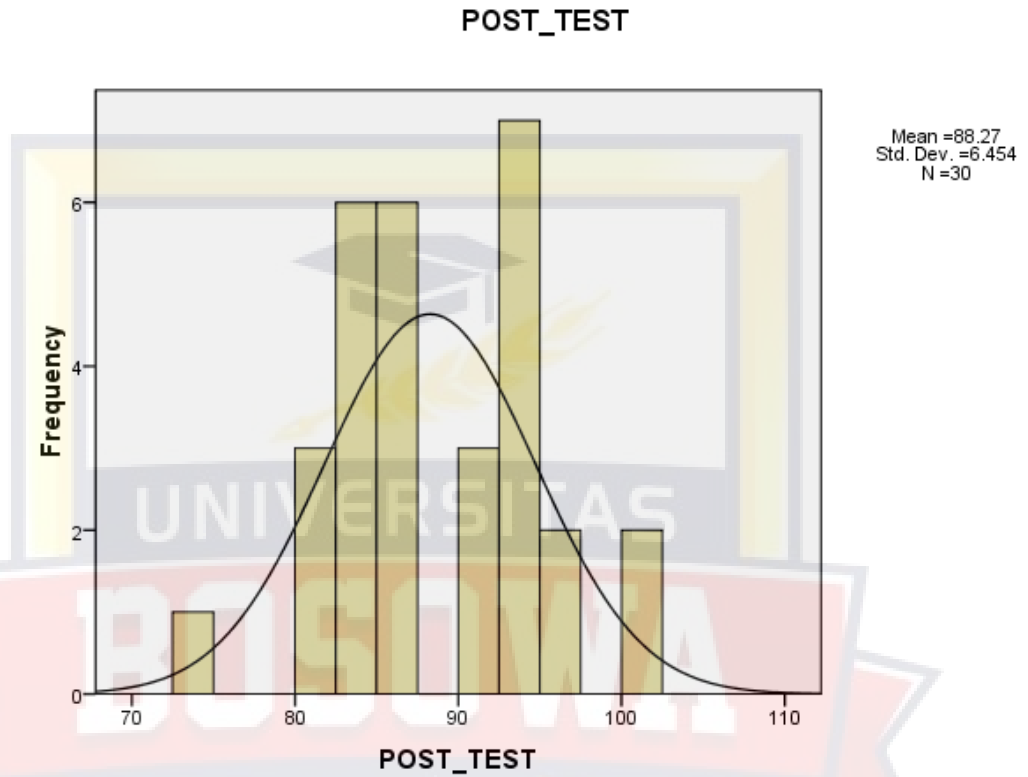
	63	2	4.3	6.7	100.0
	Total	30	65.2	100.0	
Missing	System	16	34.8		
Total		46	100.0		

POST_TEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	73	1	2.2	3.3	3.3
	80	3	6.5	10.0	13.3
	83	6	13.0	20.0	33.3
	87	6	13.0	20.0	53.3
	90	3	6.5	10.0	63.3
	93	7	15.2	23.3	86.7
	97	2	4.3	6.7	93.3
	100	2	4.3	6.7	100.0
	Total	30	65.2	100.0	
Missing	System	16	34.8		
Total		46	100.0		

PRE_TEST





B. Paired t-test analysis

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 PRE_TEST	51.20	30	8.339	1.523
POST_TEST	88.27	30	6.454	1.178

Paired Samples Correlations


	N	Correlation	Sig.
Pair 1 PRE_TEST & POST_TEST	30	.365	.047

Paired Samples Test


	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PRE_TEST - POST_TEST	-31.467	8.253	1.507	-34.549	-28.385	-20.882	29	.000



APPENDIX 6 Administration



PEMERINTAH KOTA MAKASSAR DINAS PENDIDIKAN



Jl. Lajen Hertashing No. 8 Telp. (0411) 868073 Faks. 869256 Makassar 90222
Website: http://www.dikbud_makassar.info ; e-mail: dikbud.makassar@yahoo.com

IZIN PENELITIAN
NOMOR : 070/0679/DP/III/2019

Dasar : Surat Kepala Kantor Badan Kesatuan Bangsa Kota Makassar Nomor : 070/3547-II/BPKB/VIII/2019 Tanggal 30 Agustus 2019
Maka Kepala Dinas Pendidikan Kota Makassar :

MEN GIZINKAN

Kepada

Nama	: KRISTINA DATU
NIM / Jurusan	: 4515101021 / Pend. Bahasa Inggris
Pekerjaan	: Mahasiswa (S1)
Alamat	: Jl. Urip Sumoharjo Km.04, Makassar

Untuk : Mengadakan Penelitian di SMPN 8 Kota Makassar dalam rangka Penyusunan Skripsi di Univ. Bosowa dengan judul penelitian:
"ANAGRAM GAME IN TEACHING VOCABULARY AT FIRST GRADE STUDENTS OF SMPN 8 MAKASSAR"


Dengan ketentuan sebagai berikut :

1. Harus melapor pada Kepala Sekolah yang bersangkutan
2. Tidak mengganggu proses kegiatan belajar mengajar di Sekolah
3. Harus mematuhi tata tertib dan peraturan di Sekolah yang berlaku
4. Hasil penelitian 1 (satu) exemplar di laporkan kepada Kepala Dinas Pendidikan Kota Makassar

Demikian izin penelitian ini di berikan untuk di gunakan sebagaimana mestinya

Dikeluarkan di : Makassar
Pada Tanggal : 30 Agustus 2019

An. KEPALA DINAS
Sekretaris
ub
KASUBAG UMUM DAN KEPEGAWAIAN



A. SITI DJUMHARJAH, SE
Pangkat : Penata Tk.I
NIP : 19700109 199403 2 004



**PEMERINTAH KOTA MAKASSAR
DINAS PENDIDIKAN
SEKOLAH MENENGAH PERTAMA NEGERI 8**

Batua raya No.1 Tlp. 0411-493722 Fax. 497320 Email- spendelmakassar@yahoo.com



SURAT KETERANGAN

Nomor : 420 / 185 / SMP.08 / IX / 2019

Yang bertanda tangan dibawah ini , Kepala SMP Negeri 8 Makassar menerangkan bahwa

N A M A : KRISTINA DATU
NIM : 4515101021
JURUSAN /PROG.STUDI : Pend. Bahasa Inggris
ALAMAT : Jl. Urip Sumiharjo Km. 04 Makassar

Benar yang tersebut namanya di atas telah melaksanakan penelitian pada SMP Negeri 8 Makassar dalam rangka Penyusunan Skripsi (S1) di Universitas Bosowa, dengan Judul : **"ANAGRAM GAME IN TEACHING VOCABULARY AT FIRST GRADE OF SMPN 8 MAKASSAR"**.

Berdasarkan surat Izin Penelitian Dinas Pendidikan Kota Makassar Nomor : 070/0679/DP/VIII/2019 Tanggal 30 Agustus 2019.

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

Makassar, 12 September 2019

Kepala Sekolah SMP Negeri 8 Makasar

RUSLIAN S.Pd.MM.

Pangkat : Pembina Tk. I

Nip. 19680818 199103 1 007



**PEMERINTAH KOTA MAKASSAR
BADAN KESATUAN BANGSA DAN POLITIK**

Jalan Ahmad Yani No 2 Makassar 90111
Telp +62411 – 3615867 Fax +62411 – 3615867
Email : Kesbang@makassar.go.id Home page : <http://www.makassar.go.id>

Makassar, 30 Agustus 2019

K e p a d a

Nomor : 070 / 3547 -II/BKBP/VIII/2019 Yth. KEPALA DINAS PENDIDIKAN
Sifat :
Perihal : Izin Penelitian KOTA MAKASSAR
Di -
MAKASSAR

Dengan Hormat,

Menunjuk Surat dari Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Sulawesi Selatan Nomor : 22235/S.01/PTSP/2019 Tanggal 27 Agustus 2019, Perihal tersebut di atas, maka bersama ini disampaikan kepada Bapak bahwa :

Nama : KRISTINA DATU
NIM / Jurusan : 4515101021 / Pend. Bahasa Inggris
Pekerjaan : Mahasiswa(S1) / Univ. Bosowa
Alamat : Jl. Urip Sumoharjo Km. 04, Makassar
Judul : "ANAGRAM GAME IN TEACHING VOCABULARY AT FIRST GRADE STUDENTS OF SMPN 8 MAKASSAR"

Bermaksud mengadakan *Penelitian* pada Instansi / Wilayah Bapak, dalam rangka *Penyusunan Skripsi* sesuai dengan judul di atas, yang akan dilaksanakan mulai tanggal *01 September s/d 01 Oktober 2019*.

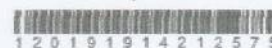
Sehubungan dengan hal tersebut, pada prinsipnya kami dapat **menyetujui dengan memberikan surat rekomendasi izin penelitian ini.**

Demikian disampaikan kepada Bapak untuk dimaklumi dan selanjutnya yang bersangkutan melaporkan hasilnya kepada Walikota Makassar Cq. Kepala Badan Kesatuan Bangsa dan Politik.

A. n. WALIKOTA MAKASSAR
KEPALA BADAN,

H. H. JAMAING, M.Sc.
Pangkat : Pembina Tk. I
NIP. : 19601231 198003 1 064

Tembusan :



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
 BIDANG PENYELENGGARAAN PELAYANAN PERIZINAN

Nomor : 22235/S.01/PTSP/2019
 Lampiran :
 Perihal : **Izin Penelitian**

Kepada Yth.
 Walikota Makassar

di-
 Tempat

Berdasarkan surat Dekan FKIP Univ. Bosowa Makassar Nomor : A.211/FKIP/UNIBOS/VIII/2019 tanggal 26 Agustus 2019 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

Nama : KRISTINA DATU
 Nomor Pokok : 4515101021
 Program Studi : Pend. Bahasa Inggris
 Pekerjaan/Lembaga : Mahasiswa(S1)
 Alamat : Jl. Urip Sumoharjo Km. 04, Makassar

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi, dengan judul :

" ANAGRAM GAME IN TEACHING VOCABULARY AT FIRST GRADE STUDENTS OF SMPN 8 MAKASSAR "

Yang akan dilaksanakan dari : Tgl. 01 September s/d 01 Oktober 2019

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
 Pada tanggal : 27 Agustus 2019

A.n. GUBERNUR SULAWESI SELATAN
 KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU
 PINTU PROVINSI SULAWESI SELATAN
 Selaku Administrator Pelayanan Perizinan Terpadu

A. M. YAMIN, SE., MS.
 Pangkat : Pembina Utama Madya
 Nip : 19610513 199002 1 002

Tembusan Yth
 1. Dekan FKIP Univ. Bosowa Makassar di Makassar;
 2. Paringgal.

APPENDIX 7:**Documentation**

Picture 1. The students were doing the pre-test



Picture 2. The students were doing the pre-test



Picture 3. The students was writing new vocabulary from Anagram Game



Picture 4. The researcher explained the Anagram Game that will be used.



Picture 5. The students were doing the post-test

BIOGRAPHY



Kristina Datu was born in Makassar, on June 16 1996, from marriage of her parents Yacob Menge and Polina Datu Barana. She is the seventh of seven siblings. She began her first education at SD Inpres Bung in Makassar in 2002 and finished in 2008. Then, she continued her study to SMP Kr. Elim Makassar in she continued her study to SMA Tri Tunggal Makassar in 2011 and graduated in 2014. After graduating from senior high school, she decided to goes to Bosowa University and choose English Education Department in 2015. she participated as a member in UKM Persatuan Mahasiswa Kristen Oekumene (PMKO), Badan Eksekutif Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan (BEM FKIP), and Himpunan Mahasiswa Pendidikan Bahasa Inggris (HIMAPBING) in Bosowa. She graduated in 2020.