

**TEACHING ENGLISH VOCABULARY BY USING OBSERVE AND  
REMEMBER GAME AT THE SECOND GRADE  
STUDENTS OF SMPN 17 MAKASSAR**

**SKRIPSI**

By

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**UNIVERSITAS**

**BOSOWA**



**ENGLISH LANGUAGE EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS BOSOWA MAKASSAR  
2017**

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Submitted in Partial Fulfillment of the Requirements  
for S1 Degree (S.Pd.)

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GAMES AT THE SECOND GRADE STUDENT'  
OF SMPN 17 MAKASSAR

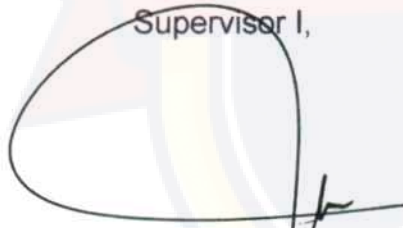
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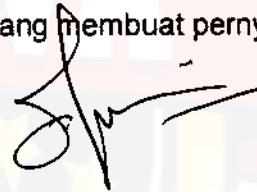
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## SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul "*Teaching English Vocabulary Using Observe and Remember Game at The Second Grade Students of SMPN 17 Makassar*" beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan hasil plagiat. Saya siap menanggung resiko/sanksi apabila ternyata ditemukan perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, Agustus 2017

Yang membuat pernyataan



**Nurdin**

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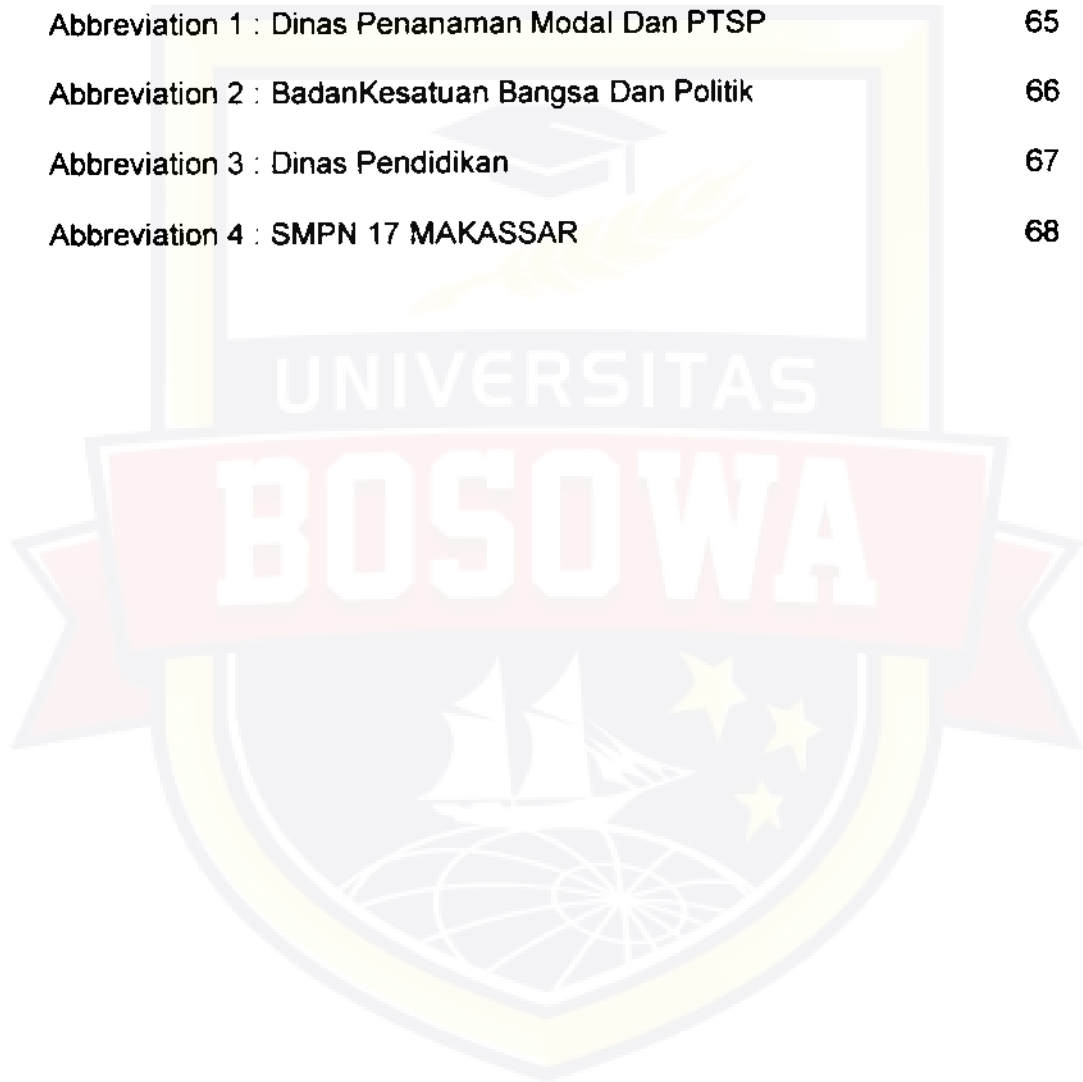


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## CHAPTER I

### INTRODUCTION

This chapter presents background, problem statement, objective of the research, significant of the research, and scope of the research.

#### **A. Background**

As we know that teaching English in our country has been developed intensively because English is an international language in the world. English is taught at School from Elementary School to University. There are some reason English is important and many people attempt to learn it. Some of them are : for finding job, traveling, interacting one each other, doing business, taking examination, doing research, writing foreign language, politics, etc. English is used to gain science, technology, art and culture. By mastering English, people can improve their knowledge and insight about language and they can easily communicate and interact well to each other.

Basically, therefore English skills that should be mastered by students of senior high school in learning it. They are listening, speaking, reading and writing. Those skills can't be mastered by the students who do not have enough English vocabulary.

Vocabulary is list of words in alphabetical order in dictionaries as symbol of ideas which are needed by people to express and to

communicate their ideas both from the first language and second language.

In general, teaching English vocabulary is not easy. There are many difficult in teaching vocabulary. There are many students facing problem in learning, one of the problem is students' lack of vocabulary. The lack of students' vocabulary is probably caused by methods and techniques applied by the teachers in teaching. Perhaps the methods and techniques are not suitable for the students' need and interest. The teacher of English should fine out the solution by creating efficient and effective technique of teaching vocabulary. The teachers of English are challenged to be innovative and creative. The teacher should have a good technique and preparation in teaching English vocabulary, besides that, the teachers should establish condition which makes teaching vocabulary possible that learning will occur within a reasonable period of time. and the teacher of English should discover or look for some techniques and bring them together to success teaching and learning process of vocabulary, among other things are using games.

There are many reason for using games in language learning classroom, Games are expected to help the students to learn vocabulary because it provides fun relation and many even reinforce the language learning. One of the game that will be practiced is observe and remember game. In teaching vocabulary the observe and remember game is one of

good technique because it can be used to give practice in all language skills. More over observe and remember game is very interesting.

Observe and remember games can help to improve students' vocabulary to communicate and express their ideas in English and this game will make students have spirit to improve their vocabulary. Therefore, the researcher chooses the title of this research is "Teaching English Vocabulary by Using Game (Observe and Remember) to Improve Students' Vocabulary at The Second Grade Students' at SMPN 17 Makassar".

### **B. Research Question**

In relating to previous statement, the research question as follows :  
Can teaching English using observe and remember game improve students' vocabulary achievement ?

### **C. Objective of the Research**

The objective of the research is to find out whether or not the use of observe and remember game in teaching English improves students' vocabulary achievement.

#### **D. Significant of Research**

The result of this research is expected to be use full information to :

1. Teacher

This research is expected to show a good way to teach English specially vocabulary by using observe and remember game.

2. Student

This research is expected to help them to learn vocabulary more interesting and more actively.

3. For further researcher .

The researcher knowledge can be developed by investigating the topic.

#### **E. Scope of the Research**

The scope of this research is to the "Teaching English Vocabulary Using Observe and Remember Games at The Second Grade Students' at SMPN 17 Makassar".



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents some previous related research findings, some pertinent ideas, the concepts of game, conceptual frame work, and hypothesis.

#### **A. Some Previous Related Research Findings**

There are some researchers who have conducted research on use various vocabulary. Some of findings are as follows :

Mentaruk (2013) in his Skripsi about Improving The Students Vocabulary By Using Kwartet Game at SMPN 34 Makassar. He concluded that the Students of SMPN 34 Makassar had be better vocabulary after using kwartet game to improve the students' English Vocabulary.

Sri Asih Prameswari (2013) in her Skripsi about Improving Students' Vocabulary by Using Riddle Games of The Second Grade Students' at SMPN 25 Makassar. She concluded that the riddle games at SMPN 25 Makassar was effective used in teaching vocabulary to improve their vocabulary.

Dewi Firwati Pompon (2016) in her skripsi The effect of Matching Game in Teaching Vocabulary at the Class Seven of SMPN 17 Makassar. She concluded that teaching vocabulary through antonym and synonym is really helpful to improve students antonym and synonym because it was

supported by the standard deviation and test significant of the result of the students score pre-test and post-test.

Based on the related researchers findings above it can be inferred that there are many kinds of teaching of vocabulary. Each technique can be applied in any ways as long as suitable for the students.

## **B. Some Partient Ideas**

### **1. Some Theories of Vocabulary**

#### **a. What Is Vocabulary?**

Vocabulary is one of the language components and there is not language exist without having words and sign of symbols for idea. The more words we learn the more ideas we should have, so we can communicate the ideas more effectively. Words is combination of letter that from meaningful of verb, adverb, adjective, noun etc.

Henri (2011) Teaching the language does not escape from teaching sentences, the sentence is a collection of some vocabulary. Therefore, language learning can not be separated from the learning of the sentence, and sentence learning is inseparable from the learning element of the sentence is the vocabulary. In other words, language learning is inseparable from vocabulary learning.

Supono (2013:11) Vocabulary (vocabulary) is one of the most important parts in English. Mastering the English vocabulary will make it easier for us to learn and Learning English vocabulary can be done in various ways.

There are many definitions of vocabulary that have been given by writers (experts), like:

Webster in Mentaruk (2013:16) stated that vocabulary is a list of words and sometimes phrases, usually arranged in alphabetical order that expired at distally, grouchy.

Hornby in Mardiana (2010:6) stated some definition of vocabulary:

1. Body of words know a person used in particular book subject.
2. A total number of words that make up language.
3. List of words with their meaning, especially one that accompanies a textbook in foreign language.

Muh. Danial in Mardiana (2011:4) states that the teaching of vocabulary by using media is more interesting, efficient, and helpful and become good challenge for the students.

Pansuri (2014) Vocabulary is one of the learning tips to master the use of English. Through the understanding of the vocabulary, students are able to apply the use of English vocabulary in their learning environment.

#### **b.Types of Vocabulary**

There are five types of vocabulary, as follows:

##### **1) Active Vocabulary**

Number of word which are used by an individual as opposed to number her or she is able to understand.

## 2) Basic vocabulary

Words and idiomatic expression necessary for minimal use and working knowledge of a language.

## 3) Passive vocabulary

The words recognize vaguely but are not sure of the meanings. He never uses them in either writing or speech. He just know that he has seen them before.

## 4) Vocabulary growth

Development of vocabulary with age. The speed of development depend on intellect and linguistic environment, individual differences exist children just entering the school perharps kno between 4000 and 7000 morphemes.

## 5) Vocabulary test

It is also something used in psychological testing to doscover a person's store of understand word.

### c. The Principle of Teaching and Learning Vocabulary

Wallace in Mardiana (2010:8) indicated that main principles of teaching and learning vocabulary as follows:

1. Aims : in teaching vocabulary the teacher must know the aims and how many of vocabulary listed learners are expected to be able to know.

2. Quantity : it is decided on the number of new words that the student can learn. The actual number will depend on a number of factors varying from class and students.
3. Needs : to based or to select the words that will be taught to the students, these based on frequency and usefulness on the various meaning of a words, students' background and language needs.
4. Frequent exposure and repetition : in teaching and learning vocabulary there has to be a certain amount of repetition until there is evidence that students learn the target words.
5. Meaning presentation : when introducing new words, the teachers have to give clear explanation to students and deep understanding.
6. Situation: explaining and teaching vocabulary, the teachers must know the students' situation whether the students are ready to accept the materials or not.
7. Presenting in context : one way or present new words or unfamiliar word is by using reading text.
8. Learning vocabulary in mother tongue and target language in teaching the words of target language, the teachers can use words of mother tongue as tool to compare similarities and differentiate of the words.

#### d. Function of Vocabulary

Vocabulary has great function in language. People use vocabulary/words to construct sentences. Vocabulary is like as the bone of our body. Without bone, our body will not be able to be as perfect as

possible. Nobody can expressing his/her feeling to others. A teacher will confuse to explain the lesson to the students. The member of community can share their ideas for the social as environmental development, etc. so, the vocabulary is supposed as the bone of language, without vocabulary, the language cannot be developed.

#### e. The Importance of Vocabulary Learning

The mastery of vocabulary is very important. English learners use vocabulary in the form of language to express feelings, idea, etc. whether it is orally or in written to other people. Talking about vocabulary, it cannot be separated from our language skills: listening, speaking, reading, and writing. The proficiency of someone's speaking is influenced by his/her vocabulary. To clarify that, let us look at the importance of vocabulary relating to the language skills.

In listening, vocabulary is used to understand someone's speech or what someone says. It is very hard for us to catch what someone says if we just know the construction of sentence without knowing the words.

In speaking, vocabulary is used to express our ideas or feelings to the others orally. The words that we have influence how effective the communication runs.

In reading, it is used to comprehend the reading material. Reading without vocabulary mastery will cause difficulties in comprehending a text. The number of words and the meaning of words, which someone knows

will affect his/her, reading activity. It is impossible to understand passage unless he/she knows the meaning of words used in the passage.

In writing, the researcher uses vocabulary (words) to develop his idea. A writer should choose the words clearly and accurately to express his/her idea. Without knowing much vocabulary, we cannot develop our writing because we are limited on vocabulary mastering.

## 1. The Concept of Game

### a. Definition of Game.

A game is structured form of play, usually undertaken for enjoyment and sometimes used as an educational tool. Key components of games are goals, rules, challenge, and interaction. Game generally involve mental or physical stimulation, and often both.

Hornby in Azar (2010:253) games is an activity that you do to have some fun.

### b. Characteristics of Game

According Wallance in Prameswari (2013:24) suggest use vocabulary games which have the following characteristics:

1. There should be an element of fun or relaxation in the game, since learning may always be a successful process if done in enjoyable condition.
2. Games usually have to be carefully organized in a competitive organization in order to motivate student to learn.

3. Rules and scoring system of the games should be clear, easy to work and obviously fair.
4. The competitive element should be balanced by cooperative element in which the class is divided into teams and they should cooperative for the success of their team.
5. For the success of their team.

Syahid Yaumi in (2013:134) games in English language plays an important role in increasing vocabulary, relieve stress, and can turn the atmosphere more conducive.

#### c. The Rules of Game

Enjoyment of the game is not limited by age. Some individuals are not seen from age but from the suitability of the games and roles of the player. It is usually accepted that young learners and adult are interested in playing games.

Games also help the teacher to contexts in which the language is useful to make the game enjoyed by young learners and at the same time some language items are learned.

Brow in Prameswari (2013:17) stated that games involve:

1. Rules which must be followed.
2. Competition between individuals or teams.



3. Determination of a winner if teams of players are part of the game plans, cooperative learning as well as competition can result.

#### d. The Advantages of Using Game to Teach Vocabulary

As we know that there are many technique in teaching vocabulary and game could be one of them.

Nguyen (2002) said learning vocabulary through games is one effective and interesting way that can be applied in any classrooms.

Yulianto ( 2016 ) said learning vocabulary through games can help the students to maintain their willingness and interested to continue to learn and make the students enjoy to learn and not bored to learn.

Some expert says that games used for teaching vocabulary have many advantages. Gertrude in Prameswari (2013:16) said that:

Games have proven to have advantages and effectiveness in learning vocabulary in various ways:

1. Games bring in relaxation and fun for students, thus help them learn and retain new words more easily
2. Games usually involve friendly competition and they keep learning interested.
3. Vocabulary games bring real word context into the classroom and enhance students' use of English in a flexible, communicative way. Games are highly motivating and they give students more opportunity to express their opinions and feelings.

4. Games add diversion to the regular classroom activities, "break the ice", but they are also used to introduce new ideas. So games can help those who play to arouse their self confident, more creatively and decrease the anxiety from acquiring the language.

In short, games are effective and efficient to avoid boredom in vocabulary class.

According to Larcabal in Prameswari (2013:17) started a game can:

1. Help those who play develop their inner self.
2. Help them related to other more effectively and cooperatively.
3. Train them in creative freedom as they feel less embarrassed or afraid and become more self confident.

Based on those statements, so games can help those who play to arouse their self confident, more creatively and decrease the anxiety from acquiring the language. By using games the students are able to learn the target language unconsciously. They learn some new words without any stress on their feeling.

#### e. The Disadvantages of Using Game to Teach Vocabulary

Games as the alternative teaching technique also have the disadvantages or limitations. The writer assumes that it is difficult to use the games, because in using games, the teachers have to know the principles of games and choosing the suitable of language games. The classes should be planned so that there is a minimum of formal drilling and a maximum of activities.

According to Drs. Soeparno in Prameswari (2013:16) the disadvantages of using games are:

1. Generally, if the students' numbers is too much, it will surface to involve all of the students in that game, a student whom did not involved will disturb the process.
2. Not all materials of study can communicated by game.
3. Game usually makes a noise.
4. Most teachers used game only for a part time

Many teachers still feel that games should be used only for a short time, to give the class a break from the monotony of drilling, and some teachers consider games a merely frivolous activity”

## 2. Observe and Remember Game

Dunlop (2013) Observe and Remember Game is a game some people for having a good memory. Playing this game is a good way of developing student's memory skills and concentration – both skills useful for all learning.

### b. How to Play Observe And Remember Game

1. Before the game begins, students are given the opportunity to observe, the time's 10 minutes.
2. If the observation time has passed, students are expected to sit back in order to start the game.

3. Then, each student distributed the paper to write their answers from the observation they get.
4. Each student is given a limited time.
5. If time is over, the biggest point will win. ( point is counted by how many words that they can find and how many time they spend to find the word).

### C. Conceptual Framework

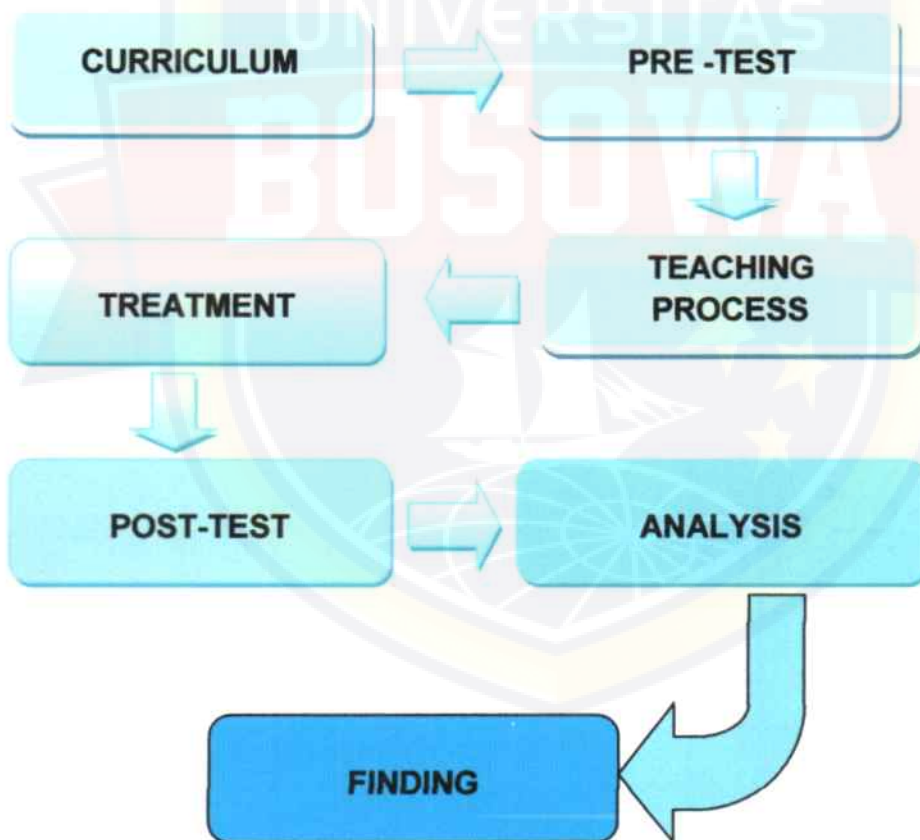


Figure 2.1 Conceptual Framework

Before start of the study, the researcher will introduce himself to student's. after that, teaching about vocabulary the researcher will give pre-test until 15 minutes. Next, the researcher will give the treatment or play the observe and remember game on how to answer the questions from the pre-test.

After time-out for the treatment, then give it another post test, task as the last task for 15 minutes.

If the pre-test and post-test is completed, the researcher will analyze the results of pre-test and post-test in order to see the comparison between the pre test and post test, and after analyzing the results of the pre-test and post-test, and finally researcher can find the results from the pre-test and post-test.

#### **D. Hypothesis**

H-0 : Teaching english vocabulary by using observe and remember game can not develop students' vocabulary at the second grade students' at SMPN 17 Makassar.

H-1 : Teaching english vocabulary by using observe and remember game can develop students' vocabulary at the second grade students' at SMPN 17 Makassar.

### CHAPTER III

#### METHOD OF THE RESEARCH

This chapter presents research design, location and time of the research, research variable and operational definition, population and sample, instrument of the research, procedure of collecting data, technique of data analysis.

##### A. Research Design

The researcher design used pre experimental in this research with one group pre-test and post-test design. The group was gave pretest, treatment and posttest. The comparison of the pretest and posttest score determined the success of the treatment. It is written as follows:

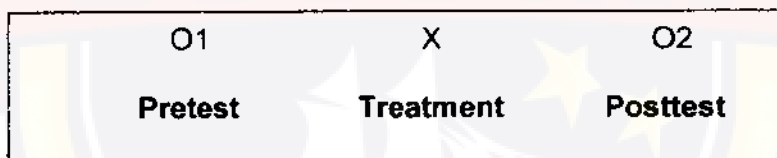


Figure 3.1. Research Design

Notes : O1 : Pretest

X : Treatment

O2 : Posttest

(Gay in Wiwin 2014:19)

## **B. Location and Time of the Research**

The location of the research was conducted in SMPN 17 MAKASSAR. Time of the reseach was on July 2017.

## **C. Research Variable and Operational Definition**

### **1. Variables of the Research**

The research two kinds of variable namely independent variable and dependent variable. The independent variable was the use of observe and remember games in teaching vocabulary was the students' vocabulary achievement.

### **2. Operational Definition of Variables**

To prevent interpretation especially related to the terms used in this study, operational definitions of the involve variables are formulate as follows :

- a. The using of observe and remember game in teaching vocabulary means that observe and remember games is use to improve the students vocabulary.
- b. The students' vocabulary achievement means the vocabulary mastery of the students after the treatment which is indicate by a better score in the posttest than in the pretest.

## **D. The population and sample**

### **1. Population**

The population of this research were the students of SMPN 17 Makassar. The total numbers of class were eleven from VIII-1 to VIII-11. Each class consisted of 33 students. The total of population were 383 students.

### **2. Sample**

The writer takes students from the seventh grade as a random sample, the study chose one class of eleven classes. The writer has chosen class VIII-7 of SMPN 17 Makassar and The number of the sample were 33 students of the class.

## **E. Research instrument**

The instrument of this research were a vocabulary test that used a pretest and posttest. In the test, the student are expected to give the meaning of the words.

The vocabulary used is the words based on games is gave in the treatment. The pretest would give to find out the vocabulary achievement of the student before the treatment would give and the posttest would gave to find out the students' vocabulary achievement after treatment is give.



## **F.Procedure of Collecting Data**

The procedure of collecting data were divided in to three steps, namely:

### **1. Pre-test**

Before doing the treatment, the writer was distributed the vocabulary test to students. This test will consist of one test, which is individual test.

### **2. Treatments**

The treatment would give after conduct the pre-test, the researcher will give some materials to the students about vocabulary and games observe and remember. After that the researcher will play the game and collect the vocabulary that the students have mentioned before. The researcher will give treatment three meetings.

### **3. Post-test**

In post-test the writer was distributed the vocabulary test as in pre-test. It would be intended to find out the effectiveness of the treatment and to know the students' achievement in learning vocabulary through observe and remember game.



### G. Technique of Data Analysis.

The data was obtained from the vocabulary test that analyzed through the following steps below:

1. scoring the students' answer of pre-test and post-test by using this formula:

$$\text{Score} = \frac{\text{The total correct answer}}{\text{Total number of items}} \times 100$$

(Furchan in Winarsi 2011:32)

2. Classifying the score of the students

No	Score	Criteria
1	90 – 100	Excellent
2	80 – 89	Very Good
3	70 – 79	Good
4	60 – 69	Fairly Good
5	50 – 59	Fairly
6	40 – 49	Poor
7	< 40	Very Poor

Source : Depdiknas in Wiwin ( 2014:23 )

### 3. Mean Score

Calculating the mean score of students by using the formula:

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

Where :

$\bar{X}$  : Mean score

$\sum x$  : Sum of all scores

N : Total number of subject

(Gay in Mardan ( 2014:26)

Finding out significant different between pre-test and post-test by using standard deviation formula:

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N(N-1)}}$$

SD : Standard Deviation

$\sum D$  = The Sum of Difference

N = Total Number of Samples

( Gay in Mentaruk 2013:27)

Finding out the significant between the pre-test and post-test by calculating the value of the t -Test. The following formula is employed :

**The Formula of t-Test :**

$$t = \frac{\bar{D}}{\frac{\sqrt{\frac{\sum D^2 - (\sum D)^2}{N(N-1)}}}{N}}$$

Where :

T = Test of Significance

$\bar{D}$  = The Difference of Mean Score

$\sum D$  = The Sum of Difference

N = Total Number of Samples

1 = Constant Number

( Gay in Mentaruk 2013:27)

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter presents the findings of the research deal with and discussion. The finding consist of the description of the result of data collected through test and discussion consist of explanation about the finding.

#### A. Finding

The findings consist of the pre-test and post test scores, and mean score of the pre-test and post-test, t-test value.

##### 1. The analysis of the students' score

The student score was obtained through the test, in order to know the students' vocabulary achievement through observe and remember game, then the researcher determined the quality of the students' score into rate percentage and score off classification as follow:

**Table 4.1. The Students' Score and Classification In Pre-test**

No	Initials of Students'	Students' Score	Classification
(1)	(2)	(3)	(4)
1	S.S	75	Good
2	A.S	65	Fairly good
3	I.R	65	Fairly good
4	M.M	75	Good
5	A.B	60	Fairly good
6	N.Z	75	Good

7	A.S	85	Very good
8	E.R	65	Fairly good
9	M.Z	65	Fairly good
10	R.N.A	60	Fairly good
11	F.D.A.	60	Fairly good
12	N.A.B	85	Very good
13	S.A	85	Very good
14	M.J.P	45	Poor
15	N.S.Z	90	Excellent
16	T.S	75	Good
17	N.A.R	40	Poor
18	M.H	60	Fairly good
19	H	40	Poor
20	M.S.K.	55	Fairly
21	F.A	60	Fairly good
22	M.A	55	Fairly
23	F.A	65	Fairly good
24	R	65	Fairly good
25	A.I	55	Fairly
26	M.F	70	Good
27	M.H	50	Fairly
28	T.R	55	Fairly
29	F.A. M	75	Good
30	I.J	40	Poor
31	D.Y	40	Poor
32	N.A.F	45	Poor
33	I.N.A	40	Poor
	TOTAL	2040	

Source : SMPN 17 MAKASSAR

Based on the table above in pre-test, 1 students were classified as Excellent, 3 students were classified as Very Good, 6 students were classified as Good, 11 students were classified as Fairly Good, 5 students were classified as Fairly , 7 students were classified as Poor. The table above shows that the classification of the students on pre-test experiment class is 2040 and their mean score is 61,81. It show that students

vocabulary is low before applying the treatment especially to give observe and remember game to students.

To know the mean score analysis for vocabulary test, the writer was calculated all score by used formula as follows:

$$X1 = 2040$$

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

$$\bar{X} = \frac{2040}{33}$$

$$\bar{X} = 61,81$$

**Table 4.2. The Students' Score Classification in Post-test**

No (1)	Initials of Students' (2)	Students' Score (3)	Classification (4)
1	S.S	90	Excellent
2	A.S	70	Good
3	I.R	75	Good
4	M.M	75	Good
5	A.B	70	Good
6	N.Z	90	Excellent
7	A.S	90	Excellent
8	E.R	80	Very Good
9	M.Z	75	Good
10	R.N.A	75	Good
11	F.D.A.	70	Good
12	N.A.B	85	Very good
13	S.A	85	Very good
14	M.J.P	60	Fairly good
15	N.S.Z	100	Excellent
16	T.S	85	Very good
17	N.A.R	60	Fairly good
18	M.H	70	Good

19	H	65	Fairly good
20	M.S.K.	60	Fairly good
21	F.A	60	Fairly good
22	M.A	60	Fairly good
23	F.A	70	Good
24	R	85	Very good
25	A.I	70	Good
26	M.F	80	Very good
27	M.H	55	Fairly
28	T.R	70	Good
29	F.A. M	75	Good
30	I.J	60	Fairly good
31	D.Y	60	Fairly good
32	N.A.F	65	Fairly good
33	I.N.A	65	Fairly good
	Total	2405	

Source : SMPN 17 MAKASSAR

Based on the table 2 above in post-test, there are 4 students classified as excellent, 6 students classified as very good, 12 students classified as good, 10 students classified as fairly good, 1 students classified as fairly, and none of the students were classified as poor and very poor.

The table above show that the classification of the students based on the post-test of experiment class is 2405 and their mean score is 72,87. And from the results of pre-test and post-test, there are 4 students whose value is fixed because their want to get out of the room quickly.

It shows that students' vocabulary was increase after the writer applying vocabulary test such as observe and remember game, and it was effective to increase students' vocabulary.



Table 4.3. The Students Score of Pre-test and Post-test

No	Sample	Pre-Test	Post-Test	$(X_1)^2$	$(X_2)^2$	$\Sigma D$	$\Sigma D^2$
		X1	X2				
1	S.S	75	90	5625	8100	15	225
2	A.S	65	70	4225	4900	5	25
3	I.R	65	75	4225	5625	10	100
4	M.M	75	75	5625	5625	0	0
5	A.B	60	70	3600	4900	10	100
6	N.Z	75	90	5625	8100	15	225
7	A.S	85	90	7225	8100	5	25
8	E.R	65	80	4225	6400	15	225
9	M.Z	65	75	4225	5625	10	100
10	R.N	60	75	3600	5625	10	100
11	F.D.A	60	70	3600	4900	10	100
12	N.A.B	85	85	7225	7225	0	0
13	S.A	85	85	7225	7225	0	0
14	M.J.P	45	60	2025	3600	15	225
15	N.S.Z	90	100	8100	10000	10	100
16	T.S	75	85	5625	7225	10	100
17	N.A.	40	60	1600	3600	20	400
18	M.H	60	70	3600	4900	10	100
19	H	40	65	1600	4225	25	625
20	M.S.K.	55	60	3025	3600	10	100
21	F.A	60	60	3600	3600	0	0
22	M.A	55	60	3025	3600	10	100
23	F.A	65	70	4225	4900	5	25
24	R	65	85	4225	7225	20	400
25	A.I	55	70	3025	4900	15	225
26	M.F	70	80	4900	6400	10	100
27	M.H	50	55	2500	3025	5	25
28	T.R	55	70	3025	4900	15	225
29	F.A.	75	75	5625	5625	0	0
30	I.J	40	60	1600	3600	20	400
31	D.Y	40	60	1600	3600	20	400
32	N.A.F	45	65	2025	4225	20	400
33	I.N.A	40	65	1600	4225	20	400
	Total	2040	2405	132.800	179.325	365	5.575
	Mean score	61,81	72,87	4,024	5,434	11,06	168,93

**Table 4.4. The Total Mean Score of the Pre-test and Post-test**

Pre-test	Post-test
2.040	2.405
61,81	72,87

The table 4.4 that the total score of students in pre-test were 2.040 and the mean score of them were 61,81, while the total score of the students' post-test is 2.405 and the mean score of them were 72,87.

**t-test of Value :**

$$\begin{aligned}
 &= \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \\
 &= \frac{43,18}{\sqrt{\frac{2012,88 - \frac{(43,18)^2}{33}}{33(33-1)}}} \\
 &= \frac{43,18}{\sqrt{\frac{2012,88 - \frac{1864,51}{33}}{33(32)}}} \\
 &= \frac{43,18}{\sqrt{\frac{2012,88 - 56,50}{1056}}} \\
 &= \frac{43,18}{\sqrt{\frac{1956,38}{1056}}} \\
 &= \frac{43,18}{\sqrt{1,852}} \\
 &= \frac{43,18}{\sqrt{1,350}} \\
 &= 31,75
 \end{aligned}$$

**Table 4.5. Test of significance**

Df	Level of significance (p)	t-test value	t-table value
32	0,05	31,75	2,029

The data of table 5 shows that T-table value was smaller than T-test value of the students' achievement. It can be concluded that there is significant different between the results of the students' pre- test and post-test.

From the analysis above, the researcher concluded that there is significant difference between pre-test and post-test in using observe and remember game in learning English. It means that observe and remember game is effective to be used in learning English.

## **B.DISCUSSION**

This chapter presents the discussion as an interpretation of the data analysis. It discusses about using observe and remember game to improve students vocabulary at SMPN 17 Makassar.

The test was given to students to know about the students vocabulary using observe and remember game. Ability of the students was dominantly as a good category. While few of the students has got as excellent category. There were 15 students classified as a good category, while 10 students classified as Excellent category, 6 students classified as

very good category, 1 students classified as fairly good category, 1 students classified as fairly category, and none of students classified as poor and very poor category. From the result students as dominated as good score (70–79), and 10 students got excellent score (90-100) and 6 students got very good score (80-89).

The writer found that there some mistakes that the students did. First, students made some mistakes in the test and other cases they were not pay attention in answering the question in the text. Second, the students still have a lack vocabularies in answer the test.

But after treatment, in the result of the post-test the mistakes are minimalized. The description of the data collected through vocabulary test as explained in the previous section that students' achievement in vocabulary test game has already improved. It could be proved though standard deviation of the result of the students' in pre-test and post-test. The students score after presenting materials by using observe and remember game material in teaching vocabulary is improve from the pre-test and post-test.

The analysis of the finding shows that teaching vocabulary by using observe and remember game can improve the students vocabulary. There were some evidences; the analysis tells is the mean score of the students test result in the pre-test is 61,81. The mean score of their post-test

increase to 72,87. We can obviously know that the mean score of students post-test is greater than the mean score of students pre-test.

This research relevance with By Mawaddah (2010:13). She says that using games to students were to practiced vocabulary they has learnt and communicate with their friends. In teaching vocabulary using games, the first step is introducing the lesson to the students, and then the teacher introduces the new words will be played by the students. Let the students to memorize those words and then the teacher begins playing the game. And the teachers have to plan some activities that make the students enjoy, convenient, comfortable and interesting in learning vocabulary.

In this case the students motivation and interest were very needed to make the process of their understanding more easily. Because the material of observe and remember game is variety, the teachers obligated to choose the suitable approach, strategy, and method in order to achieve the teaching purposes easily and the media will make the students to be more motivated to study.

Students need to define their understanding of the words before they can decide whether or not to rule out the possible occurrence of those words in the passage. They also enable learners to acquire new experiences with in a foreign language which were not always possible during a typical lesson and the method must be able to increase the

students motivation learning vocabulary by using observe and remember game.

Finally, by seeing the explanation of the data analysis and the students respons on their answers, we can see the most students at the second grade students of SMPN 17 Makassar are able to using observe and remember game and they got very good level because in which the students has got average mean score that they have obtained was 80,30.

The writer concluded that in teaching observe and remember game at SMPN 17 Makassar was effective to improve the students vocabulary.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter consist of two parts. The first parts deals with the conclusion of the findings and the second part deals with suggestion.

#### **A. Conclusion**

Based on findings and discussion in previous chapter and looking at the result of this research, the result of study showed that the average value in the pre-test was 61,81, and the post-test was 72,87. So, the writer concluded the using observe and remember game in Teaching vocabulary can improve students' vocabulary at SMPN 17 Makassar because there was a significant.

#### **B. Suggestion**

Based on the conclusion above, the researcher further states some suggestions as follows:

In teaching vocabulary, the teacher should use some *different* games and ways to attract the students' attention to learn vocabulary. And the teacher should make the students to practice their vocabularies, the teacher also should always give material relevant with the student need in order to increase their interest and achievement in learning English. English teacher should give the students some opportunities to practice their vocabulary, the teacher also must always give motivation to students'

before learning process, and the last The using of the observe and remember game is a good way to improve students' vocabulary achievement and build up students competitive in learning process.





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UNIVERSITAS  
**APPENDIX**  
BINA NUSANTARA

The image features a large, semi-transparent watermark of the Universitas Bina Nusantara logo in the background. The logo is a shield-shaped emblem with a yellow border. Inside the shield, the top section contains a graduation cap and a golden wheat stalk. The middle section is a dark banner with the word 'UNIVERSITAS' in white. The bottom section is divided into three parts: a white sailboat on the left, three yellow stars in the middle, and a white globe with latitude and longitude lines on the right. A red ribbon banner is draped across the middle of the shield, containing the text 'APPENDIX' in large, blue, serif capital letters. Below the shield, the text 'BINA NUSANTARA' is written in a large, white, sans-serif font.

**APPENDIX 1 : Lesson Plan****RENCANA PELAKSANAAN PEMBELAJARAN****(RPP)**

Satuan Pendidikan : SMP Negeri 17 Makassar

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII/1

Alokasi Waktu : 2 x 40 menit

**STANDAR KOMPETENSI:**

Mengungkapkan makna dalam teks tertulis fungsional dan sangat sederhana yang berbentuk pertanyaan bergambar dan procedure untuk berinteraksi dalam kehidupan sehari-hari.

**KOMPETENSI DASAR:**

Merespon makna yang terdapat dalam teks tertulis fungsional pendek sederhana secara akurat lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari.

Indikator : Memberi teks secara tertulis yang berkaitan dengan kosa kata

Aspek/Skill : Vocabulary

**A. Tujuan Pembelajaran**

Siswa dapat:

- Menentukan jawaban berdasarkan gambar
- Memilih jawaban yang tepat berdasarkan gambar
- Menambah kosa kata baru

**B. Materi Pembelajaran**

Materi tentang: Vocabulary

- Pertanyaan bergambar
- Menggunakan pertanyaan bergambar melalui test tertulis

**C. Metode Pembelajaran**

- Games
- Pictured items on English vocabulary test

**D. Media, Alat Pembelajaran**

Media : gambar

Alat : Whiteboard, boardmarket, etc

Sumber belajar : 1. Gambar-gambar yang relevan  
2. Buku teks yang relevan

**E. Langkah-Langkah Pembelajaran****1. Pendahuluan:**

- Mengucapkan salam menyapa siswa dan berdoa
- Mengecek kehadiran siswa
- Memberikan motivasi dan apersepsi
- Menginformasi tujuan pembelajaran

**2. Kegiatan Inti:**

1. Melibatkan peserta didik untuk menjawab pertanyaan bergambar melalui test tertulis

2. Menjelaskan kepada peserta didik apa yang di maksud dengan pertanyaan bergambar melalui test tertulis

3. Memberikan kesempatan kepada peserta didik untuk bertanya

### 3. Penutup

- Peneliti memberikan umpan balik terhadap proses dan hasil pembelajaran.
- "thank you very much for you participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class?"
- Berdoa sebelum mengakhiri pembelajaran.

### F. Rubrik Penilaian

No	Uraian	skor
1	Jawaban benar dengan susunan kalimat yang baik	10
2	Jawaban hampir benar	5
3	Jawaban salah	3
4	Tidak diJawab	0

### G. Penilaian

1. Untuk setiap jawaban benar di beri skor 10

2. Nilai maksimal = 100

3. Nilai siswa =  $\frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100\%$

**APPENDIX 2 : INSTRUMENT and TREATMENT of THE RESEARCH****TITLE : *Teaching English Vocabulary Using Observe And Remember Games At The Second Grade Students' Of SMPN 17 MAKASSAR.***

Keterangan :

1. Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi pada Program Strata Satu ( S1 ) Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa Makassar.
2. Peneliti mengharapkan kiranya siswa menjawab soal ini dengan jujur.
3. Atas partisipasi dan bantuan para siswa diucapkan terimah kasih

Nama :

Kelas :

No. Induk :

Instruction :

1. Bacalah soal ini dengan saksama sebelum anda menjawabnya.
2. Jawablah soal dengan baik dan benar.

***Instrument of the Research Pre-Test and Post-Test***

**1. Observe and Remember of the picture below :**





## Treatment of The Research

After giving pre-test, the researcher will give treatment to students for three meetings :

Material : the researcher will give explain about procedure observe and remember games. How to play observe and remember games. After that the students play observe and remember games.





→ Pre - Test \*

vocabulary

Nama : Nabila syifa salzarabila  
Kelas : VIII 6 (8.6)

1. Pisang = banana ✓
2. Stroberi = strawberry ✓
3. Tomat = tomato ✓
4. Telur = egg ✓
5. Teh
6. kopi
7. bawang putih 14
8. bawang bombay
9. brokoli
10. nenas
12. Jus = juice ✓
13. Sup
14. Anggur
15. Jagung = corn ✓
16. Air = water ✓
17. terong
18. Nasi = rice ✓
19. Sop ayam
20. Chery = cherry ✓
21. Jeruk = orange ✓

\* Post-text \*

No. \_\_\_\_\_  
Date \_\_\_\_\_

— Nama : Nabila Syifa Salzaibila  
 — Kelas : VIII B (0,6)

- |                                 |                  |
|---------------------------------|------------------|
| — 1. <del>Apple</del> AVOCADO ✓ | 23. Syrup ✓      |
| — 2. Banana ✓                   | 24. Water ✓      |
| — 3. Tomato ✓                   | 25. Snak fruit ✓ |
| — 4. Chili ✓                    | 26. Onion ✓      |
| — 5. corn ✓                     | 27. garlic ✓     |
| — 6. mango ✓                    | 28. rice ✓       |
| — 7. egg ✓                      | 29. potato ✓     |
| — 8. cheese ✓                   | 30. coffee ✓     |
| — 9. broccoli ✓                 |                  |
| — 10. milk ✓                    |                  |
| — 11. coconut ✓                 | 30 B             |
| — 12. carrot ✓                  |                  |
| — 13. juice ✓                   |                  |
| — 14. Strawberry ✓              |                  |
| — 15. tea ✓                     |                  |
| — 16. grape ✓                   |                  |
| — 17. papaya ✓                  |                  |
| — 18. pineapple ✓               |                  |
| — 19. meat ball ✓               |                  |
| — 20. Soup ✓                    |                  |
| — 21. <del>egg</del> eggplant ✓ |                  |
| — 22. Cherry ✓                  |                  |

(01)

## Pre-Test

Nama: Sati Sarina  
Kelas: VIII-63

1. kelapa = coconut ✓
2. pisang = banana ✓
3. strawberry = strawberry ✓
4. nasi = rice ✓
5. teh = tea ✓
6. tomat = tomato ✓
7. jagung = ~~corn~~ corn ✓
8. singkong = ✓
9. telur = egg ✓
10. air = water ✓
11. nanas = ✓
12. kopi = coffee ✓
13. sirup = syrup ✓
14. jus = juice ✓
15. bawang putih = garlic ✓
16. bawang Bombay = ✓
17. brokoli = ✓
18. terong = ✓
19. sup ayam = soup ✓
20. jeruk = orange ✓
21. Lombok / cabe = chili ✓

16 B

Nama = Seti Sentina  
Kelas = VIII.6

Post - Test

No.  
Date

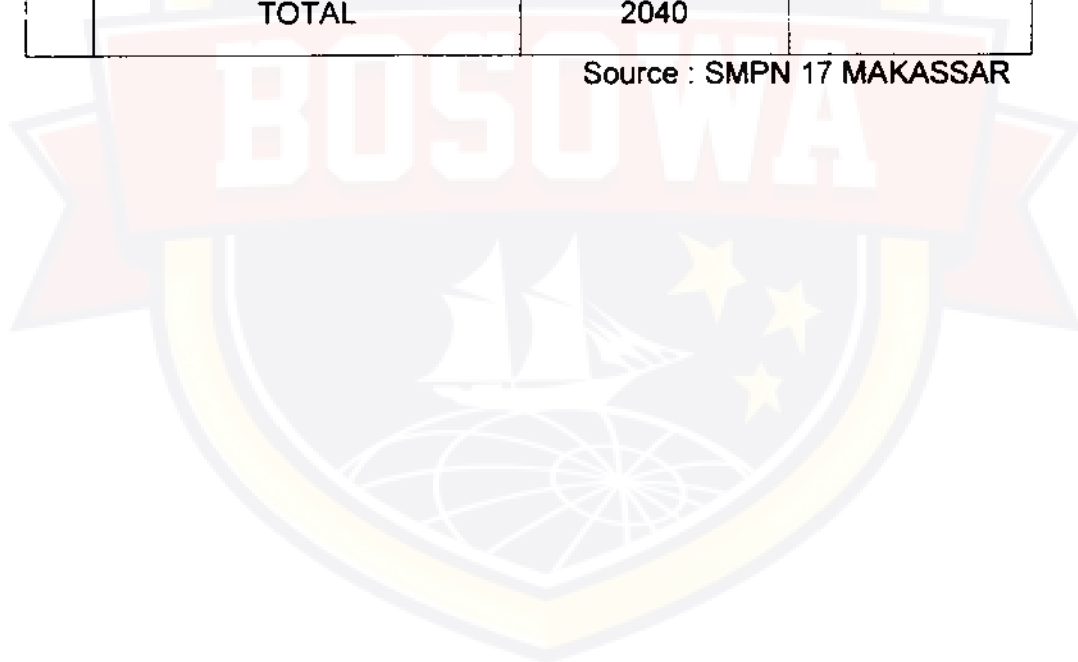
1	dipukat = avocado ✓	26	Chery = Cherry ✓
2	Pisang = banana ✓	27	bawang merah = onion ✓
3	pepaya = papaya ✓	28	wopi = coffee ✓
4	anggur = grape ✓	29	
5	wortel = carrot ✓	30	
6	teh = tea ✓		
7	telur = egg ✓		
8	mangga = mango ✓		
9	nanas = pineapple ✓		
10	susu = milk ✓	28	B
11	jus = juice ✓		
12	cabai = chili ✓		
13	tomat = tomato ✓		
14	keju = cheese ✓		
15	bakso = meat ball ✓		
16	sup = soup ✓		
17	kelapa = coconut ✓		
18	jagung = corn ✓		
19	nasi = rice ✓		
20	terong = eggplant ✓		
21	air = water ✓		
22	kentang = potato ✓		
23	sirup = syrup ✓		
24	sate = snack fruit ✓		
25	bawang putih = garlic ✓		

**Appendix 4 :The table score and classification in pre-test**

No	Name	Students' Score	Classification
(1)	(2)	(3)	(4)
1	S.S	75	Good
2	A.S	65	Fairly good
3	I.R	65	Fairly good
4	M.M	75	Good
5	A.B	60	Fairly good
6	N.Z	75	Good
7	A.S	85	Very good
8	E.R	65	Fairly good
9	M.Z	65	Fairly good
10	R.N.A	60	Fairly good
11	F.D.A.	60	Fairly good
12	N.A.B	85	Very good
13	S.A	85	Very good
14	M.J.P	45	Poor
15	N.S.Z	90	Excellent
16	T.S	75	Good
17	N.A.R	40	Poor
18	M.H	60	Fairly good
19	H	40	Poor
20	M.S.K.	55	Fairly
21	F.A	60	Fairly good
22	M.A	55	Fairly

23	F.A	65	Fairly good
24	R	65	Fairly good
25	A.I	55	Fairly
26	M.F	70	Good
27	M.H	50	Fairly
28	T.R	55	Fairly
29	F.A. M	75	Good
30	I.J	40	Poor
31	D.Y	40	Poor
32	N.A.F	45	Poor
33	I.N.A	40	Poor
	TOTAL	2040	

Source : SMPN 17 MAKASSAR



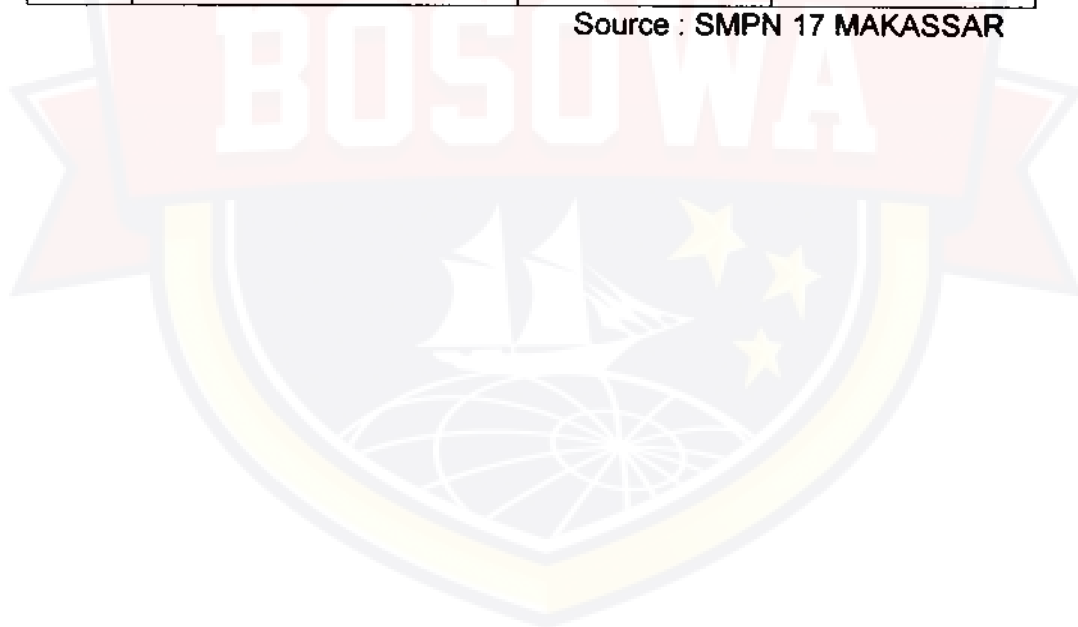


**Appendix 5 :The Table score and classification in post-test**

No	Name	Students' Score	Classification
(1)	(2)	(3)	(4)
1	S.S	90	Excellent
2	A.S	70	Good
3	I.R	75	Good
4	M.M	75	Good
5	A.B	70	Good
6	N.Z	90	Excellent
7	A.S	90	Excellent
8	E.R	80	Very Good
9	M.Z	75	Good
10	R.N.A	75	Good
11	F.D.A.	70	Good
12	N.A.B	85	Very good
13	S.A	85	Very good
14	M.J.P	60	Fairly good
15	N.S.Z	100	Excellent
16	T.S	85	Very good
17	N.A.R	60	Fairly good
18	M.H	70	Good
19	H	65	Fairly good
20	M.S.K.	60	Fairly good
21	F.A	60	Fairly good
22	M.A	60	Fairly good

23	F.A	70	Good
24	R	85	Very good
25	A.I	70	Good
26	M.F	80	Very good
27	M.H	55	Fairly
28	T.R	70	Good
29	F.A. M	75	Good
30	I.J	60	Fairly good
31	D.Y	60	Fairly good
32	N.A.F	65	Fairly good
33	I.N.A	65	Fairly good
	Total	2405	

Source : SMPN 17 MAKASSAR



**Appendix 6 : The students classifying score of pre-test and post test**

No	Sample	Pre-Test	Post-Test	$(X_1)^2$	$(X_2)^2$	$\Sigma D$	$\Sigma D^2$
		X1	X2				
1	S.S	75	90	5625	8100	15	225
2	A.S	65	70	4225	4900	5	25
3	I.R	65	75	4225	5625	10	100
4	M.M	75	75	5625	5625	0	0
5	A.B	60	70	3600	4900	10	100
6	N.Z	75	90	5625	8100	15	225
7	A.S	85	90	7225	8100	5	25
8	E.R	65	80	4225	6400	15	225
9	M.Z	65	75	4225	5625	10	100
10	R.N	60	75	3600	5625	10	100
11	F.D.A	60	70	3600	4900	10	100
12	N.A.B	85	85	7225	7225	0	0
13	S.A	85	85	7225	7225	0	0
14	M.J.P	45	60	2025	3600	15	225
15	N.S.Z	90	100	8100	10000	10	100
16	T.S	75	85	5625	7225	10	100
17	N.A.	40	60	1600	3600	20	400
18	M.H	60	70	3600	4900	10	100
19	H	40	65	1600	4225	25	625
20	M.S.K.	55	60	3025	3600	10	100
21	F.A	60	60	3600	3600	0	0
22	M.A	55	60	3025	3600	10	100

23	F.A	65	70	4225	4900	5	25
24	R	65	85	4225	7225	20	400
25	A.I	55	70	3025	4900	15	225
26	M.F	70	80	4900	6400	10	100
27	M.H	50	55	2500	3025	5	25
28	T.R	55	70	3025	4900	15	225
29	F.A.	75	75	5625	5625	0	0
30	I.J	40	60	1600	3600	20	400
31	D.Y	40	60	1600	3600	20	400
32	N.A.F	45	65	2025	4225	20	400
33	I.N.A	40	65	1600	4225	20	400
	<b>Total</b>	<b>2040</b>	<b>2405</b>	<b>132.800</b>	<b>179.325</b>	<b>365</b>	<b>5.575</b>
	<b>Mean score</b>	<b>61,81</b>	<b>72,87</b>	<b>4,024</b>	<b>5,434</b>	<b>11,06</b>	<b>168,93</b>

**Appendix 7 : Standard deviation of pre-test and post-test**

a. Standard deviation ( SD ) Pre-test :

$$SD = \sqrt{\frac{\sum X_1^2 - \frac{(\sum X_1)^2}{N}}{N-1}}$$

$$= \sqrt{\frac{54.200 - \frac{(1230)^2}{33}}{33-1}}$$

$$= \sqrt{\frac{54.200 - \frac{1.512.900}{33}}{32}}$$

$$= \frac{54.200 - 45.845,45}{32}$$

$$= \sqrt{\frac{8.354,55}{32}}$$

$$= \sqrt{261,07}$$

$$= 16,158$$

b. Standar Deviation (SD) Post-test :

$$= \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

$$= \sqrt{\frac{214785 - \frac{(2650)^2}{33}}{33-1}}$$

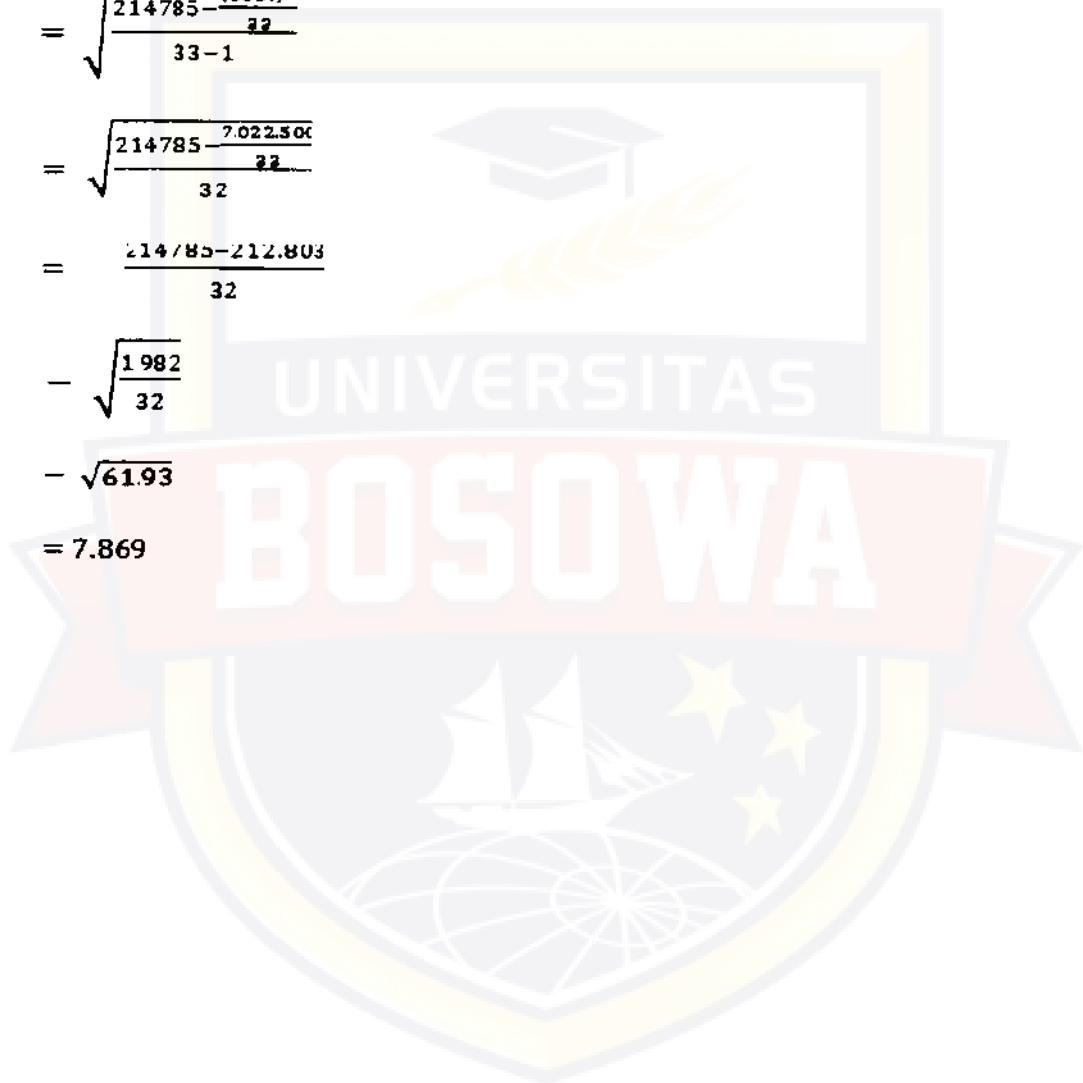
$$= \sqrt{\frac{214785 - \frac{7.022.500}{33}}{32}}$$

$$= \frac{214785 - 212.803}{32}$$

$$= \sqrt{\frac{1982}{32}}$$

$$= \sqrt{61.93}$$

$$= 7.869$$



### APPENDIX 8 : T-test of value

$$\begin{aligned}
 &= \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-2)}}} \\
 &= \frac{43,18}{\sqrt{\frac{2012,88 - \frac{(43,18)^2}{33}}{33(33-2)}}} \\
 &= \frac{43,18}{\sqrt{\frac{2012,88 - \frac{1864,51}{33}}{33(32)}}} \\
 &= \frac{43,18}{\sqrt{\frac{2012,88 - 56,50}{1056}}} \\
 &= \frac{43,18}{\sqrt{\frac{1956,38}{1056}}} \\
 &= \frac{43,18}{\sqrt{1,852}} \\
 &= \frac{43,18}{\sqrt{1,360}} \\
 &= 31,75
 \end{aligned}$$

**APPENDIX 9 : Documentation of the research**

**Picture 1 : The researcher were explaining about observe and remember game**



**Picture 2 : The Students were doing observation ( Pre-test )**





Picture 3 : The researcher were giving treatment



Picture 4 : The students were answering the questions ( Post-test )



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

Nomor : 10126/S.01P/P2T/05/2017  
Lampiran :  
Perihal : Izin Penelitian

Kepada Yth.  
Walikota Makassar

di  
Tempat

Berdasarkan surat Dekan FKIP Univ. Bosowa Makassar Nomor : B.324/FKIP/Unibos/V/2017 tanggal 05 Mei 2017 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

Nama : NURDIN  
Nomor Pokok : 4517101007  
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

" TEACHING ENGLISH VOCABULARY USING OBSERVE AND REMEMBER GAME AT THE SECOND GRADE STUDENTS" OF SMPN 17 MAKASSAR "

Yang akan dilaksanakan dari : Tgl. 10 Mei s/d 10 Juni 2017

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 : 08 Mei 2017

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  
Np : 19610513 199002 1 002

Tembusan Yth

1. Dekan FKIP Univ. Bosowa Makassar di Makassar.
2. Peringatan

SIKAP PINTU 12 07 2017





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](mailto:Kesbang@makassar.go.id) Home page <http://www.makassar.go.id>



Makassar, 09 Mei 2017

K e p a d a

Nomor 070 / 2592 -II/BKBP/III/2017  
Sifat  
Perihal Izin Penelitian

Yth. KEPALA DINAS PENDIDIKAN  
KOTA MAKASSAR

Di -  
MAKASSAR

Dengan Hormat,

Menunjuk Surat dari Kepala Dinas Koordinasi Penanaman Modal Daerah Provinsi Sulawesi Selatan Nomor 10125/S.01P/P2T/05/2017 Tanggal 08 Mei 2017 Perihal tersebut di atas maka bersama ini disampaikan kepada Bapak bahwa


Nama	<b>NURDIN</b>
Nim/Jurusan	4513101007 / Pend Bahasa Inggris
Pekerjaan	Mahasiswa (S1) / Univ. Bosowa
Alamat	Jl Urip Sumoharjo Km 04, Makassar
Judul	<b>"TEACHING ENGLISH VOCABULARY USING OBSERVE AND REMEMBER GAME AT THE SECOND GRADE STUDENTS OF SMPN 17 MAKASSAR"</b>

Bermaksud mengadakan **Penelitian** pada Instansi / Wilayah Bapak dalam rangka **Penyusunan Skripsi** sesuai dengan judul di atas, yang akan dilaksanakan mulai tanggal **10 Mei s/d 10 Juni 2017**.

Sehubungan dengan hal tersebut, pada prinsipnya kami dapat **menyetujui dengan memberikan surat rekomendasi izin penelitian ini** dan harap diberikan bantuan dan fasilitas seperlunya

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 KESBANG DAN POLITIK  
Uj. KABID. HUBUNGAN ANTAR LEMBAGA

  
**Drs. AKHMAD NAMSU, MM.**  
Pangkat Penata Tk I  
NIP 196705242006041004

**Tembusan :**

- 1 Kepala Badan Kesatuan Bangsa dan Politik Prop. Sul - Sel di Makassar
  - 2 Kepala Unit Pelaksana Teknis P2T Badan Koordinasi Penanaman Modal Daerah Prop. Sul Sel di Makassar
  - 3 Dekan FKIP Univ. Bosowa Makassar di Makassar
  - 4 Mahasiswa yang bersangkutan
- Arsg



# PEMERINTAH KOTA MAKASSAR

## DINAS PENDIDIKAN

Jl. Letjen Hertasning No. 8 Telp. (0411) 868073 Faks. 869256 Makassar 90222  
 Website: [http://www.dikbud\\_makassar.info](http://www.dikbud_makassar.info) ; e-mail: [dikbud.makassar@yahoo.com](mailto:dikbud.makassar@yahoo.com)



### IZIN PENELITIAN NOMOR :070/ 0146 /DP/VII/2017

Dasar : Surat Kepala Kantor Badan Kesatuan Bangsa Kota Makassar  
 Nomor : 070/2542-II/BKBP/III/2017 Tanggal 10 Mei 2017  
 Maka Kepala Dinas Pendidikan Kota Makassar

### MENGIZINKAN

Kepada :  
 Nama : **NURDIN**  
 NIM Jurusan : 4513101007. Pend. Bahasa Inggris  
 Pekerjaan : Mahasiswa (S1) Univ. Bosowa  
 Alamat : Jl.Urip Sumoharjo Km.04.Makassar

Untuk : Mengadakan *Penelitian* di *SMPN 17 Makassar* dalam rangka *Penyusunan Skripsi* di *Univ. Bosowa* dengan judul penelitian :  
**"TEACHING ENGLISH VOCABULARY USING OBSERVE AND REMEMBER GAME AT THE SECOND GRADE STUDENTS OF SMPN 17 MAKASSAR"**

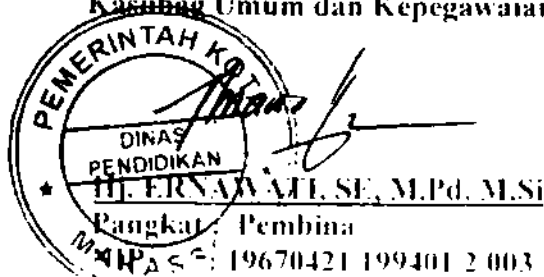
Dengan ketentuan sebagai berikut :

1. Harus melapor kepada 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) eksamplar di laporkan kepada Kepala Dinas Pendidikan Kota Makassar.

Demikian izin penelitian ini di berikan untuk di gunakan sebagaimana mestinya

Dikeluarkan di : Makassar  
 Pada Tanggal : 10 Mei 2017

A.n KEPALA DINAS  
 Kasubag Umum dan Kepegawaian





**PEMERINTAH KOTA MAKASSAR**  
**DINAS PENDIDIKAN DAN KEBUDAYAAN**  
**SEKOLAH MENENGAH PERTAMA NEGERI 17**  
Alamat : Jl. Tamangapa Raya V no. 5 ☎ (492973) Makassar 90235  
NSS : 20.11.96.01.01.24 NPSN : 40313403



**SURAT KETERANGAN IZIN PENELITIAN**  
No: 897/198/SMP.17/VIII/2017

Yang bertanda tangan dibawah ini, Kepala SMP Negeri 17 Makassar menerangkan bahwa :

Nama : NURDIN  
NIM : 45 13 101007  
Lembaga / Pendidikan : Univ Bosowa Makassar  
FAK/PROG /JURUSAN : Pend. Bahasa Inggris

Benar telah mengadakan Penelitian Pada SMP Negeri 17 Makassar pada tanggal  
05 Juni 2017. atas dasar Surat Izin Dinas Pendidikan Kota Makassar. Nomor  
070/0145/DP/VI/2017 Tanggal 10 Mei 2017

dengan judul :

***“ TEACHING ENGLISH VOCABULARY USING OBSERVE AND REMEMBER GAME  
AT THE SECOND GRADE STUDENTS' SMPN 17 MAKASSAR ”***

Demikian surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Makassar, 12 Juni 2017  
Kepala SMP Negeri 17 Makassar,

SUKARDI, S.Pd  
NIP. 19661017 198903 1 0134



## BIOGRAPHY



**NURDIN.** He was born May 12<sup>th</sup> 1991 in Siawung, Barru, South Sulawesi. He has five brothers and one sister. He is the fourth child from the marriage of Mr. Mansur Ali and Mrs. Saenab Dg Muntu'. She started his first education in 1999 at SD INPRES 30 SIAWUNG and graduated 2005. In 2008 he graduated from MTS NEGERI 1 MANGEMPANG BARRU and then he continued his study to SMA NEGERI 1 TOLI-TOLI and graduated in 2011. In 2013 he registered as students of English Education Department Faculty of Teacher Training and Education Bosowa University Makassar and graduated in 2017.

**BOSOWA**

